

Lesson

1

Objective: Identify and understand instructions and / or directions. Follow directions by looking at picture clues.

CSE: Can understand short simple instructions if supported by pictures.

Read It Right!

Following Directions

Being able to **follow directions** is an important skill. Directions are usually given in sequence, and are often accompanied by images, to help the person following the directions.

When following directions, first make sure that you know where you are going and why. Then, start following the sequence indicated in the instructions. We follow directions by moving from step to step and not missing out any of the steps.

Vocabulary

go run turn walk
Do you know what these words mean? Check the Glossary at the end of your book.

1 Read about a treasure hunt.

The Treasure Hunt

There is a fun game today. A treasure hunt in the park! There are clues on paper. They help the children find the prize. They are picture clues. The children look at the first clue.



2 Play Thumbs Up / Thumbs Down. Then circle Yes or No.

- a The children are on a treasure hunt. ☒ Yes ☐ No
- b Clues in treasure hunts are directions. ☒ Yes ☐ No
- c The clues are picture clues. ☒ Yes ☐ No
- d The clues are words on paper. ☐ Yes ☒ No
- e The first clue is to go to an orange tree. ☐ Yes ☒ No

Reader's Coach

Listening is important for following directions, but pictures are very useful, too. Look at the pictures in Activity 3. Can you say where the children have to go?

By Yourself

3 Read the rest of the story.

The children look at the clue on the apple tree. "Go to the swings," says Harry. "This way," shouts Tommy. They run to the swings.

Mandy looks at the clue on the swings. "Er... Turn right and walk 200 steps. That's where the treasure is!" They turn right and start walking. "107... 108... 109... 200!"

They finish the game. Tommy's dad is waiting for them. They go to an ice cream cart. What's the prize? Ice cream comes for everyone! Mmm! Delicious!



Comprehension Check

4 Write the appropriate word under each picture: First, Then, Next, Finally.



Then

First

Finally

Next

5 Complete the directions using words from the box.

- a Go to the apple tree.
- b The children run to the apple tree.
- c Walk 200 steps.
- d They turn right and start walking.

run
go
turn
walk

Following Directions

Objectives: Identify and understand instructions and / or directions. Follow directions looking at picture clues.

CSE: Can understand short simple instructions if supported by pictures.

Activation of Knowledge

Draw a treasure chest on the board. Mime looking for something. Encourage students to use previous knowledge to think of a treasure hunt (even though they will say it in their own language). Once everyone has understood the concept, present the phrase *Treasure Hunt*.

Development

Read It Right!

Activate Vocabulary Draw students' attention to the two words in bold (**go**, **run**) and encourage them to use mimicry to show what they mean. (They may check their definitions in the Glossary at the end of their books.) Additionally, explain what *clue* means.

1 Read about a treasure hunt. 1

Read the first part of the story aloud, while the students follow the words in their books. Point to the picture. Ask them what the first clue is (an apple tree). Read the direction: *Go to the apple tree*. The students mime running to the apple tree. Then, they practice reading the text aloud.

2 Play Thumbs Up / Thumbs Down. Then circle Yes or No.

Write *Yes* and *No* on the board. Have a volunteer read the first statement aloud. Encourage students to look at the illustrations to help them with the answer. When they say "yes," check *Yes* on the board. Have them circle the word in their books. Ask different volunteers to read the other statements aloud, giving time for them to circle the correct answer. Check orally.

We suggest using **Engaging Activity 2: Thumbs Up / Thumbs Down** because it provides a quick way to gauge if students understand a story or to test them on different reading skills. See pages 86-87.

By Yourself

Activate Vocabulary Use body language to present the words in bold (**turn**, **walk**). Then, have students stand up and give them instructions (more quickly every time) so they have fun and relax a bit. Say: *Walk 2 steps. Turn right! Walk 2 steps. Turn left!*


Comprehension Skills Practice

6 Work in pairs. Read the directions and draw the route.

First, go to the big house.
Next, walk to the river.
Then, turn right and go to the bus stop.
Finally, go to the toy store.

Amazing Info

Treasure hunts are games children play at parties. A common treasure hunt in Easter is the egg hunt, where children search for chocolate eggs.



Word Power

7 Match each word to its meaning. Write the letters on the lines.

a go c to move by putting one foot in front of the other

b run a to move somewhere

c walk b to move faster than walking

d turn d to change the direction in which you are moving

Connecting Ideas

Hide a little treasure in the classroom. In your notebook, make a map of a Treasure Hunt route. Include clear directions for your friends so they can find the treasure.

3 Read the rest of the story. 1

First, read the information in the **Reader's Coach** box. Ask students what could help them follow directions (the pictures). Ask them to look at the picture in Activity 3 and say where the children have to go next. Read the rest of the story as before, making sure to stress the vocabulary words in bold (turn, walk). Have some volunteers look at the illustrations again and retell the story.

Comprehension Check

4 Write the appropriate word under each picture: **First, Then, Next, Finally.**

Have students look at the picture clues and say what they are. Then, give students time to write the words under the correct picture in the right order. Check by asking: *What's the first clue? What's the next clue?*

5 Complete the directions using words from the box.

Tell students to go back to reread the two parts of the story to complete the sentences. While they are writing the missing words in their books, copy the sentences on the board without the words. Check by having the students read the complete sentences aloud from their books.

Comprehension Skills Practice

6 Work in pairs. Read the directions and draw the route.

Ask students to look at the map in their books before starting the activity. Ask them what they can see in it. Then, have different volunteers read the directions, one at a time. After each direction, there should be a pause so that students can trace the direction to be followed with their finger. When the whole route has been covered like this, allow students time to read the directions again and mark the route in their books with a pencil. You may use the Differentiated Instruction strategy after working on this activity.

Word Power

7 Match each word to its meaning. Write the letters on the lines.

Invite volunteers to mime the words. Then, ask students to perform the task to reinforce the vocabulary words they have learned. Check orally.

Connecting Ideas

Have students look back at the whole "Treasure Hunt" story to work on this activity. When the route has been drawn, ask them to work in pairs to retell the story using their maps.

Differentiated Instruction To foster bodily-kinesthetic learners, ask students to follow simple instructions, such as: *Stand up! Sit down! Open your book!* It will be also useful to support students' abilities to follow commands in the classroom.

Amazing Info

Treasure hunts are games played specially at children's parties. However, a common game played at Easter is the egg hunt, where players search for concealed chocolate eggs. Ask students if they know of any other treasure hunts people play.

Final Reflection

Before the class begins, hide a bag of lollipops or any other "treasure" in the classroom. Tell students you have hidden a treasure in the classroom. Give students several oral directions to follow until they find the "treasure."





Cue Card 1

Lesson
2

1 Read the beginning of the story. Underline the words that give details about the animals.

Why Rabbits Have Long Ears

This story is about the first rabbit in the world. He's a **little** gray rabbit and he has very **short** ears. Rabbit has three good friends. They are Squirrel, Wolf, and Bear. Squirrel is little, like rabbit. But Wolf is **big** with a **long** tail. And Bear is big, too.

Objective: Identify details describing different animals.
GSE: Can understand the relationship between words from the same vocabulary set.

Read It Right!

Using Details
When you read a story, look at the pictures that came with it because they can offer details that will help you understand the story.

Details give you extra information and make the story more interesting.

Vocabulary
big
little
long
short
These words give details. Do you know what they mean? You can check the Glossary at the end of your book.

2 Give details of the animals in the text.

a Rabbit has short ears.
b Squirrel is a little animal.
c Wolf has a long tail.
d Bear is a big animal.

Lesson
2

Amazing Info
In some cultures, the foot of a rabbit, a four-leaf clover, or a horseshoe are carried as an amulet to bring good luck.

By Yourself

3 Look at the pictures and read the rest of the story.







There is no sun today! Rabbit is bored! He plays a trick on Squirrel. "The sun is never going to shine again," he says. Squirrel is sad. He runs and hides in a tree.

Playing tricks is fun! Rabbit plays a trick on Wolf. "The sun is never going to shine again," he says. Wolf is scared. He howls and howls. "Aooooo!"

Bear sees Squirrel in the tree. Bear bears Wolf! He is mad at Rabbit! "Don't play tricks, Rabbit!" he shouts. He pulls Rabbit's ears very hard with his big, long teeth!

And that's why rabbits don't have short ears now! They have very long ears!

Reader's Coach
Looking at the pictures in a text can help you imagine what happens in a story. Look at the pictures in Activity 3. What do you think will happen next?

Using Details

Objective: Students identify details describing different animals.

GSE: Can understand the relationship between words from the same vocabulary set.

Activation of Knowledge

Bring the picture of an unusual animal, like a praying mantis or an axolotl. Have students form groups of three and ask them to look at the picture and describe the animal. Encourage them to use a dictionary if necessary.

Development

Read It Right!

Activate Vocabulary Guide students to identify strategies to differentiate one animal from another, such as recognizing descriptive adjectives and using illustrations. Use mimic or pictures to teach the words in bold: **little, short, bit, long**. For example, draw the picture of a rabbit on the board. Ask what it is. Read the title of the story. Show to the children what **long** means with your hands and by pointing at the ears of the picture of the rabbit on the board.

1 Read the beginning of the story. Underline the words that give details about the animals. 2

Read the first sentence. Have students look at the picture of the rabbit in the book and say how it is different from the rabbits they know. Half erase the ears of the rabbit on the board. Read the first paragraph aloud. Tell students to point at each animal as it comes up in the story. Have them mime *big, little, short, and long*. Stand up and pretend to be a wolf with a long tail. Give them time to underline the describing words. Encourage students to practice reading the story aloud. Finally, get students to tell the story so far.

2 Give details of the animals in the text.

Ask about the first rabbit's ears. When students say *short*, write the word on the board. Then, ask about the other animals, writing the descriptive adjective on the board. Then, have students read the sentences and complete them with the missing words. Check orally.

By Yourself

Activate Vocabulary Mime if you need to help students understand words like *bored, sun, shine, and sad*.

Comprehension Check

4 Circle Yes or No.

- a The sun is shining. Yes ☐ No ☒ e Wolf hides in a tree. Yes ☐ No ☒
 b Rabbit plays a trick on Squirrel. Yes ☒ No ☐ f Wolf is mad at Rabbit. Yes ☐ No ☒
 c Squirrel is happy. Yes ☐ No ☒ g Bear pulls Rabbit's short ears. Yes ☐ No ☒
 d Rabbit plays a trick on Wolf. Yes ☐ No ☒ h Now rabbits have long ears. Yes ☐ No ☒

Comprehension Skills Practice

5 Work in groups of four and act out the story.

Word Power

6 Look at the pictures. Complete the table with the animals' characteristics.



	rabbit	squirrel	wolf	bear
ears	short	short	long	short
tail	short	long	long	short
body	little	little	big	big

Connecting Ideas

What is your favorite animal? Write three or four sentences describing it. Read the sentences to a friend. Can he or she guess what your favorite animal is?

3 Look at the pictures and read the rest of the story. 2

Ask students to read the advice in the **Reader's Coach** box. Ask them what they should do first before reading the rest of the story. (Look at the pictures and talk about them.) Tell students to read about Rabbit and Squirrel. Ask why Squirrel is sad. Ask where he hides. Continue in the same way with the other two sections of the story. Finally, ask why rabbits now have very long ears. Have students retell you the story.

Comprehension Check

4 Circle Yes or No.

Have students close their books. Read the sentences and the children call out *Yes* or *No* as appropriate. This will give them confidence to complete the activity when they open their books. Check orally.

Use **Engaging Activity 2: Thumbs Up / Thumbs Down**. This activity provides a quick way to gauge if students understand a story or to test them on different reading skills. See pages 86–87.

Comprehension Skills Practice

5 Work in groups of four and act out the story.

Make groups of four students. Assign each an animal and have them reread the story. Then ask them to practice the story (give them a few minutes) and have different groups come to the front and act out the story.

Word Power

6 Look at the pictures. Complete the table with the animals' characteristics.

Ask students what animals they can see. Have them write the names. Then, ask students to mime the meaning of the words in the left column. Ask them to write, under each animal, the characteristics of that part. Monitor while the students are working. To check, have them write on the board the answers.

Connecting Ideas

Ask students to think what their favorite animal is and to write some sentences describing their animal. Then, have them work in pairs. Ask them to read to each other the sentences and have students guess what animal their partner is referring to.

Differentiated Instruction Naturalist children would like the story, particularly because they may like the animals. Ask these students to share their favorite animals and to describe them.

Amazing Info

In some cultures, the foot of a rabbit, a four-leaf clover, or a horseshoe are carried as an amulet believed to bring good luck.

Final Reflection

Play Musical Animals. When the music stops, call out an animal's name; e.g. *monkey*. Have students mime the animal. Ask different students to say something about the animal; e.g. *Monkeys have long tails*. The student that gives the correct information says which animal the others have to mime.

Cue Card 2