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# Storybooks Canada for English Language Learners: **A Teaching Guide**

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# Introduction

## 1. Purpose of Teaching Guide

This Teaching Guide is intended for teachers, tutors, or facilitators who would like suggestions on how to use stories from the digital platform, Storybooks Canada ([storybookscanada.ca](http://storybookscanada.ca)) in a classroom or community setting. Storybooks have always been popular in schools and homes, but this guide is particularly focused on the needs of students (children and youth) who are in the process of learning or improving their English language skills. These students will include speakers of another language who have recently arrived in Canada, as well as students who were born in Canada. Such students and their teachers will be interested in the grammar and vocabulary of the English language as well as the content of the storybooks.

While Storybooks Canada has 40 storybooks on its platform, we focus on 8 of these storybooks, with increasing levels of difficulty, determined primarily by the number of words per page. These 8 storybooks help to illustrate the ways in which Storybooks Canada can be used to promote English language learning, as well as develop the creative capacities of students for understanding and enjoying all the storybooks on the site. Each of the lessons in the 8 storybooks includes a dual focus on strengthening knowledge of the English language as well as comprehension and enjoyment of the text. The Teaching Guide can serve as supplementary material to a larger curriculum focused on English language learning.

## 2. Materials Needed

Students will need: a cellphone or laptop for the storybooks OR a printed set of the 8 storybooks. They will also need some paper or workbook for class exercises.

Teachers will need: two digital devices - one for the storybooks, and one for the Teaching Guide OR one digital device for the storybooks and a printed copy of the Teaching Guide, OR a printed copy of the 8 storybooks and a printed copy of the Teaching Guide.

If teachers have a classroom projector, stories can be projected on a screen, white wall, or sheet

## 3. Choice of Stories

The 8 stories in the Teaching Guide are as follows:

Level 1 Counting Animals; Feelings

Level 2 Khalai Talks to Plants; Punishment

Level 3 Chicken and Millipede; Hen and Eagle

Level 4/5 Grandma's Bananas; Magozwe

The stories were selected from the open access African Storybook ([africanstorybook.org](http://africanstorybook.org)) and have universal and international relevance. The themes and topics in the stories help to facilitate creative activities, draw on real life experiences, and provide opportunities for English language learning.

## 4. Navigating the Storybooks Canada Website

Storybooks Canada provides for a range of digital features. Students can:

- listen to the stories in 20 different languages;;
- toggle between stories in home languages and English;
- read the stories on cellphones, laptops, or computers
- download and print stories in a range of formats;
- write new stories using the download feature
- make new illustrations using the download feature

Note that teachers can experiment with word lists for each story. See link:

<https://storybookscanada.ca/wordlists/>

Teachers may also enjoy the cloze tests feature. See link:

<https://storybookscanada.ca/cloze/>

## 5. The First Peoples Principles of Learning

The lesson plans have sought to incorporate the Canadian First Peoples Principles of Learning: <https://firstpeoplesprinciplesoflearning.wordpress.com/>. Examples below are illustrative of the way the stories and activities are informed by these Principles of Learning

- 1. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
  - The story *Magozwe* asks for empathy for a child caught in a difficult life situation.
- 2. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
  - In *Khalai*, learners cooperate to create their own poems about their relationship with parts of nature.
- 3. Learning involves recognizing the consequences of one's actions.
  - *Grandma's Bananas* discusses the feelings aroused by stealing.
- 4. Learning involves generational roles and responsibilities.
  - Throughout the course, the teacher fulfills the role of oral storyteller.
- 5. Learning involves patience and time.
  - *Punishment* demonstrates that troubling actions can be addressed in a generous spirit.
- 6. Learning recognizes the role of indigenous knowledge.
  - *Counting Animals* and *Feelings* pay attention to forms of speech in the students' home languages.
- 7. Learning is embedded in memory, history, and story.
  - In *Hen and Eagle*, students explore how eagles first developed the capacity to fly.
- 8. Learning requires exploration of one's identity.
  - *Chicken and Millipede* calls for discussion of one's special powers.

## 6. Teaching Strategies

This Teaching Guide provides suggestions for 8 classroom lessons, rather than a general overview of methods. A basic outline of activities is given for each lesson, but since classes and time periods are different, a series of “Supplementary Activities” is provided at the end of each lesson. It is hoped that teachers will choose which activities to use, and how many of them, according to the needs of their class and the time available.

In the lesson plans, ten different types of strategy are used, and are labeled as such:

- **Activity:** This is a major active class engagement in a project, such as creating a dramatic performance from a story, or writing an entirely new one.
- **Comprehension:** Questions are used to foster a thorough understanding of the story, going beyond the capacity to merely read out the words.
- **Discussion:** To deepen students’ understanding still further, they are asked to connect the issues raised by a story to events and experiences in their own lives. Lessons sometimes focus on location and place. Discussions may touch on sensitive topics, which need to be handled with empathy and support.
- **Grammar:** Although these lessons do not provide a complete ESL course, grammatical topics are introduced sequentially and in an easily comprehensible way, assuming no prior knowledge. The exercises are sometimes identified as “Oral Grammar,” meaning that students have the opportunity to practise the grammatical forms repeatedly, in speech, to attain mastery of them.
- **Navigation:** This specifies how the teacher and students can use the technical features offered by Storybooks Canada. Learners may find it easier to work with the Download pdf of the story, which has page numbering, rather than the digital version, which has page numbers in the URL. The online version is only called for at the beginning and end of lessons.
- **Pronunciation:** The teacher is at all times a model for students’ pronunciation, especially when new vocabulary is introduced. Some lessons will draw attention to the stress patterns of words and the intonation of sentences in connected speech.
- **Reading:** Here learners are trying to read a particular segment of text on their own, either silently as individuals, or in groups reading aloud together like a choir, or taking turns reading aloud to partners.

- **Story Reading:** This refers to an initial listening activity, where students focus on the excitement and emotion of hearing a real storyteller, without struggling with the written word at the same time. It is important to allow time for initial meaning-making, before undertaking any exercises, in order to foster deeper understanding and enjoyment of stories.
- **Vocabulary:** New words will arise with each story, but it is not necessary to interrupt a story for every new item of vocabulary. The meaning of new words can sometimes be determined from the context, the pictures, and teacher's animation. It is perhaps more important for students to learn the basic verbs and adjectives of everyday life, than to focus on more exotic vocabulary.
- **Writing:** Literacy includes the written word, with all its challenges of spelling and standard usage. If the class size is small, the teacher is encouraged to look over students' shoulders and quietly correct their writing, without having complex explanations or expecting students to correct it themselves.

## 7. Abbreviations

SbC =- Storybooks Canada

TG = Teaching Guide

T = teacher, tutor, or facilitator;

S = student or students

L1 = students' original home language

FPPL = First Peoples Principles of Learning

**Q.** = a question to the whole class

**D.** = discussion amongst whole class

## 8. Acknowledgments

- We are very grateful to Samantha Gilman for volunteering to format this Teaching Guide.
- We acknowledge the generous support of Education without Borders (<https://www.educationwithout-borders.ca/>) for helping to sponsor the development of this Teaching Guide.
- We thank UBC Community University Engagement for financial support.

## 9. Useful Links

- Norton, B., Stranger-Johannessen, E., & Doherty, L. (January 19, 2020). Global Storybooks: From Arabic to Zulu, freely available digital tales in 50+ language. The Conversation. <https://theconversation.com/global-storybooks-from-arabic-to-zulu-freely-available-digital-tales-in-50-languages-127480>
- Navigating the Storybooks Canada website, by Asma Afreen: <https://www.youtube.com/watch?v=EjY-OFzeRFjA>
- Introduction to Indigenous Storybooks, by Dr. Sara Davidson: <https://www.youtube.com/watch?v=NXJgDRDA-Oo>
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## 10. About the Authors

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# Lesson One

## Counting Animals

#1

### Navigation

Show how to find <https://www.storybookscanada.ca/> for the first time. Any of the stories can be read here online, in any of the languages listed under "Change Language." Let S find their own L1 and try this.

Have S change back to English, and open Counting Animals, the second story. Then click on "Download Options", and on the first icon in the box:

- Regular PDF(monolingual)

This is the form of the story to use in class.

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#2

### Story Reading

First, T reads aloud to S, straight through.

Give them a signal when it is time to scroll down to the next page. This is an important detail to establish, for all the lessons.

Do not stop over the vocabulary for the animals, which is not common or essential; they can see the pictures!

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#3

### Comprehension

Go back to the beginning; read the story to them again; this time pointing and counting, all together, checking to get to the right number.

On p.4 and p.5 Q. **How many animals altogether?** (7, 11)

Show the meaning of **altogether** with your hands.

p.7 How many in the water? (17)

p.8 How many on the land? (18)

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#4

### Locality FPPL

At the same time, ask **What's that in your language?** about some of the animals, to respect the knowledge they already have, and to have T take the role of learner. Answer could be **I don't know.**

If S are unfamiliar with these African animals, ask about animals in their country. Use L1, or get them to act them or draw them if necessary.

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#5

Oral Grammar 1

Read to S again, stopping on each page, using **All together** to get group unison response to Q. What is the elephant doing?

Move from the answer *drink water*, to *going to drink water*, to:

S. *He is going to drink water.*

Similarly:

**T. What are the giraffes doing?**

**S. drink water - going to drink water**

**S. They are going to drink water.**

Help S to make the long answers, focusing on pronouns, present continuous, and **is/are**.

Beginner S can stay with 1 or 2-word answers.

If two kinds of animals are on a page, ask S about each separately, to cause repetition, with long answers as before:

**Q. What are the impalas doing?**

**A. walking - walking to the water**

**They are walking to the water.**

**Q. What are the warthogs doing? etc.**

S still don't need to use the names of the animals, just **They**.

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#6

Activity

Lead from this into simple charades [drama] for present continuous: T performs an obvious activity: **Q. What am I doing?**

S call out a short answer, using just the participle, not a whole sentence: **jumping, writing, eating**

Help them by putting the vocabulary on the board: **jump, write, eat** etc.

Then invite a S to perform an action:

**Q. What is he/she doing?**

Model long answer this time: **He/she is jumping.**

Finally reinforce the vocabulary by pointing to a verb, calling out the participle, and S act it out.

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#7

Oral Grammar 2

Show S that we write: **He is, she is**

But when speaking we say: **He's, she's**

Practice this with some of the charades vocabulary.

Do not tackle **they're, we're** etc.

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#8

Ending

Tell S to go and show their family what they did today.

All they need to do is go to <https://www.storybookscanada.ca/> on their phone or laptop, and they can read online.

# Supplementary Activities

## Activities

For younger students: demonstrate walking/moving like one of the animals, then point to the picture of one for a S to perform.

S guess: **He/she's a lion!** to practice male and female pronouns in contracted form.

Answer could also be in L1 e.g. **She's i-ngonyama!**

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## Discussion FPPL

On the last page, the lion and the elephant are happily drinking together.

Q. Where are all the other animals?

See how much S can express themselves, with the least possible coaching.

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## Reading

After showing Change Language button, at the end, all change back to English, end by helping S with a group choral reading of the story: **All together!**

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## Ending

Challenge S to go home and try and read a different Level 1 story on <https://www.storybookscanada.ca/>



# Lesson Two

## Feelings

#1

### Story Reading

As in the first lesson, T opens <https://www.storybookscanada.ca/> and then the third story, Feelings.

Then "Download Options" and Regular PDF(monolingual)

Read the whole story aloud once, for S to take in the meaning. Use the Next Page signal that was agreed.

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#2

### Vocabulary

Then go back to the beginning; see if S can point to the first three words: I feel happy/silly...

Write adjective vocabulary on board: happy, silly, bad, loved

Label these as **Adjectives**.

**Q.** Can S make a face for each of these feelings?

Then add a few more adjectives for feelings e.g. afraid, sick, tired, angry, excited

If S all have devices, look up emojis [digital images of feelings] and ask for words to describe the feelings.

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#3

### Activity

Demonstrate this dialogue by making a face for a certain feeling:

**T:** Do you feel . . . . ?

**S:** Yes, I do or: No, I don't.

If yes, **T:** Why?

**S** does their best to answer.

Set up small groups of 3-4; let S play this game alone, using this exact dialogue.

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#4

Vocabulary  
FPPL

Q. Who's in the story?

Look through it again: granny, brothers, sisters, friend, dad, mom

Q. Who lives at your house?

T makes a list on board, then alters to 2 lists, giving formal noun and what we use as term of address e.g. mother mom, grandmother granny/grandma.

Then add a 3rd list at the side, asking S what they call that person **in their own languages**.

T: Thank you for telling me about your family.

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#5

Discussion FPPL

Q. Do you talk about your feelings in your family?

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#6

Writing

Go to p.5 and ask S what they think is going on.

In groups of 3-4 again, ask S to discuss exactly what words are said, and then one of S writes it down. Ask for 4 lines minimum. T goes round correcting, without explaining the grammar.

Then 2 S who did **not** do the writing, in each group, read the dialogue out to the class, acting the father and the girl.

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#7

Ending

Finally, close the download, to return to <https://www.storybookscanada.ca/stories/en/0030/> as the audio functions are only available online.

Show S the Highlight Audio button; let them listen and follow along.

Suggest they show this to their family at home.

# Supplementary Activities

## Oral Grammar 1

As with charades in previous lesson, ask S to describe the actions they see on any page of the story e.g. They are dancing. Granny is telling a story. They are listening.

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## Oral Grammar 2 FPPL

Demonstrate: I feel happy **when..** I feel sad **when...**  
Ask a few S to complete this frame, as best they can.  
Use **happy, sad, bad** and some of the other adjectives on the board.

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## Oral Grammar 3

Let S give the girl in the story a name e.g. **Sandra's** heart feels a lot of things.  
Then: **Her** heart feels a lot of things.  
Go round the class, reciting **his heart/her heart** as appropriate for m/f.  
Now see if S can accompany T going through the story changing it into the 3rd person: **Sandra's** heart feels a lot of things. **She** feels happy when **her** granny...  
Note: this is quite grammatically difficult, not for introductory level. There is no need to use the terms 1st person, 3rd person.  
Then change to a boy's name, and help S again.



# Lesson Three

## Khalai Talks To Plants

#1

### Navigation

Make sure S open the download version of Khalai, because the page numbering will be needed for Comprehension.

A world map will be needed for the Locality section in this lesson.

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#2

### Vocabulary

Before reading, scroll through the pages and make a list of nouns on the board: **girl, grass, mountains, tree, fruit, bird, flowers, house, school, boy**  
Let S copy these down; tell them they are called Nouns.

This is what Khalai sees on her way to school.

**Q.** What do **you** see on the way to school?

Single word answers; add to the list of nouns on the board.

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#3

### Locality FPPL

Still before reading:

**Q.** What part of the world is this story in? Africa, Kenya

Look at maps, finding Canada, Kenya, and S country of origin.

Khalai lives **in the country**; we live **in the city**.

**Q.** Do you live **in the city** or **in the country** ?

Did you live somewhere else before?

---

#4

### Story Reading

Now read the whole story aloud, with S following along, or at least following the pictures.

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#5

Comprehension

Divide S into pairs.

Then go through the story again, asking factual questions. If S are advanced enough, just have them go to each page, but don't actually read it aloud again. Let S figure it out with their partner.

If not, read each page out again.

P.2 How old is Khalai?

P.3 What kind of tree is that? What colour is the fruit?

P.4 She wants the grass to grow and not --- --- . Why would the grass --- ?

P.5 What has she got in her hair?

P.6 Where is she now? How old is that tree?

P.7 Now she is outside the school gate. Why do they have a gate?

P.8 Now she goes home. What colour are the oranges? Why? (again)

P.9 The last page is the same as cover. What is Khalai thinking?

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#6

Oral Grammar 1

**Q.** What does Khalai see on the way to school?

Check short oral answers have the article **a** in front if they need it: a tree, a hedge, birds, grass, a house, a school, a mountain, mountains

**Q:** And what do **you** see on the way to school?

Write their answers on board, again with **a** or zero article: buses, cars, a garbage truck, a Stop sign

but not just \* motorbike

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#7

Reading

Read the story out again, but this time, from p.3 on, encourage S to read out all the spoken words, speaking all together, starting with:

**"Please, orange tree . . ."**

So

T is the narrator, and the whole class is Khalai.

---

#8

Activity FFPL

**Q.** If you saw a beautiful bird on your way to school, what would you think?

If you stopped to look at the bird, what would you say to it? Imagine the bird can hear you!

Make groups of 4-5, with a sheet of paper cut in 4-5 strips. Assign one of the things Khalai sees to each group: **a tree, grass, mountains, a bird, flowers, insects,** etc.

Ask S in each group to write down what they would say to the thing they saw, just one line each, on their own strip of paper. They can help each other, and T corrects. Then have the group co-operate to arrange the strips in a suitable order, to make a little poem. Maybe put a greeting at the beginning, and the best line at the end.

Glue (or copy) onto a new sheet. Add a title, and **by . . .** with the authors' names at the bottom. Fix to the wall of the room if you can, so all can circulate and read the poems.



# Supplementary Activities

## Oral Grammar 2

Go to p.3; notice **-s** for present tense: **Khalai wakes, talks**

p.4 **walks, talks**

p.5 **passes**

We use this **-s** because it is about Khalai, not me or you (point), so:

I **walk** to school

Khalai **walks** to school

Use some names from class:

Danny **walks** to school

Nebo **takes** the bus

**Q.** Do you walk to school?

**Yes, I do.**

**No, I don't, I take the bus.**

Write this dialogue on the board, with the blanks:

----- **you walk to school?**

**Yes, I ----- . I ----- to school every day.**

**Does X walk to school?**

**No, she ----- . She ----- the bus or: She drives.**

Do not let S copy this down; just make them recite in group voice, filling in the blanks. Supply a S name for 3rd line; repeat several times.

Then let S walk around asking these 2 questions, about their partner and about someone else. Listen for correct he/she, and 3rd person -s.

Finally, after this oral practise is finished, they can write the dialogue down, as a record.

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## Ending FPPL

Remind S of the list of nouns on the board. These are all part of the **en - vi - ron - ment** = part of nature.

Have them pronounce this word, and clap it out in syllables.

Practice saying it with the stress in the right place:

**en - VI - ron - ment**

Copy it down: **environment**

**Q.** Does Khalai care about the environment? Write down the answers:

Short form of answer: Yes, she does.

Very short answer: Yes.

Long form of answer: Khalai cares about the environment.

The long form of answer is for writing; the short forms are for speaking.



# Lesson Four

## Punishment

#1

### Story Reading

Read only pp. 2-7 aloud, making sure students are in the download version and swipe to each new page.

Stop on p.7: Rahim is not sorry.

**Q.** What is going to happen next?

Let S discuss in pairs, preferably in English. Hear their ideas, then read the rest of the story.

---

#2

### Oral Grammar 1

**Q.** If you eat too much fruit, what **will** happen?

Get some suggestions. Point out **will** is used for what is definitely going to happen in the future.

**Q.** If your mother gets angry, what **will** she do?

**Q.** If your father gets angry, what **will** he do?

---

#3

### Discussion FPPL

So in the story, the mother does nothing about punishing Rahim.

**Q.** Would it happen like that in your family?

Listen to S ideas, without correcting too much.

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#4

Oral Grammar 2

How old do you think Rahim is?

Give the little brother and sister names. (X and Y)

Q. How old is X? How old is Y?

Q. How old are you?

short answer: 8 or: I'm 8.

long answer: I am 8. (omit: years old)

Q. How old is ----- (classmate)?

short answer: 7 or: She's 7.

long answer: She is 7.

Explain again: short answers are for speaking, long answers for writing.

Practice both these around the room, checking **he/she**.

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#5

Writing FPPL

Q. Is English spelling easy or difficult?

It is difficult, because it comes from history, and follows the pronunciation from 500 years ago.

Look at p.2 of Punishment: Mama got a lot of **fruit**.

This word used to be pronounced **froo-it** - try saying it!

And that is how it is still spelled.

Go to p.3: We will eat the fruit **tonight**.

People used to say **to-nixxt** (emphasize fricative for **gh**).

Now try p. 5: Rahim is **naughty**. Let them guess the traditional pronunciation. This will help them understand the spelling.

---

#6

Ending 1

As with Khalai, read the the story out again, but with the whole class speaking all the parts in quotation marks, in group voice.

# Supplementary Activities

## Oral Grammar 3

Rahim is **older than** X. He is **older than** Y.

Rahim is **bigger than** X. He is **bigger than** Y.

Let S practice around the room, using names, and **he/she:**

**A**

**is older than B. B is younger than A.**

**She is smaller than Rahim. He is taller than C.**

Be careful not to go further into comparatives: \* older than she is, \* as tall as me, etc.

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## Vocabulary FPPL

Look at the last page; ask who's in the family: the mother, 2 boys, 1 girl.

Which one is Rahim?

Which one is speaking, in the story? Let's give her a name.

Make sure S realize that "I" means the daughter, and she is the one telling the story. She is the **Narrator**.

**Q.** Who else could be in that family, but is not there?

father, grandma, grandpa, uncles, aunts, cousins

Put family vocabulary on board.

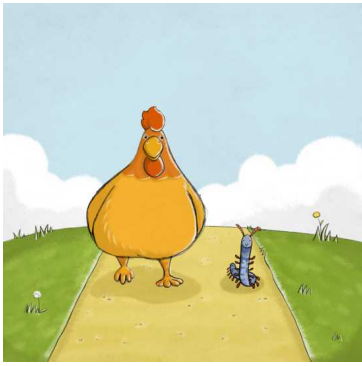
Further **Q.** if appropriate: Who else is in your family, but is not here?

---

## Ending 2

After joint reading as above, choose 4 good readers to be Rahim, the mother, the sister and the little brother.

Read it out again, with T as narrator, and those S reading their parts. Help and prompt as necessary.



# Lesson Five

## Chicken and Millipede

#1

### Vocabulary

Looking at the cover, sort out Millipede in English and L1.

Then have a discussion about soccer (or football). See if S play, or watch it. Try to introduce the vocabulary that will be needed: run, kick, shoot, score, goal, goalkeeper, to head, to dribble

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#2

### Story Reading

Read through the whole story at once, even if S do not know some of the vocabulary. Signal to turn to a new page.

Help S as much as you can by animating the voices, and acting out verbs such as: burp, swallow, spit, sneeze, cough

The pictures will help S to follow; make sure S are looking at the right page.

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#3

### Discussion FPPL

**Q.** Who do you like better, Chicken or Millipede?

Millipede came near to dying, but who saved him?

**Q.** How did she save him? (p.10)

But notice she only tells him what to do; he has to actually do it himself!

---

#4

### Grammar 1

Does this story happen in the past or in the future?

Go back to the beginning and ask S how they know.

Point out it's mostly in the **verbs**. Collect as many past tense verbs on the board as you can.

Notice that a lot of verbs have -ed endings, but not all. Let S copy down a list of **Verbs**, present and past forms, and leave it at that.

---

#5

### Vocabulary

While going through the story looking for verbs, clarify any vocabulary S need e.g.

p.3 grumpy - look at picture and ask how Chicken feels.

p.4 penalty shoot-out - can any of them explain this?

It is perfectly acceptable to get translations or use L1.

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#6

### Activity

Have S return to the online version of Chicken and Millipede.

Use **Audio Highlighting** to play S the whole story again; let S follow along, pointing to the sentences.

Then have 2 likely soccer players act out the story up to the point where Chicken swallows Millipede. They can make up words for the two characters to say, and the class can cheer etc.

Then change actors, and add someone as Mother Millipede. Use a coat or a blanket to contain Millipede. These 3 act out the dialogue of pp.8-10, or something like it, in their own words.

The dialogue can be as best as S remember it, or made up. They will love the sounds on p.11! End with the 2 millipedes crawling away.

# Supplementary Activities

## Writing

At p. 11-12, pause to connect difficult spelling to traditional pronunciation in the case of: cough = **kow-xxx**; crawled = **cr-aw-l**.

Point out that both these words are still spelled in the traditional way.

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## Oral Grammar 2

Did they cover *older than/ younger than* in the story "Punishment"?  
(in Supplementary Activities)

If yes, look at p.3 fast/ faster and hence: slow/slower

Make complete sentences with **than**:

Chicken was faster **than** Millipede.

Millipede was slower **than** Chicken.

See if S can make some with: grumpier; better; bigger, smaller

Try using examples from S in the class: taller, shorter; older, younger

Avoid irregular forms such as far/further if possible.

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## Discussion FPPL

Possible discussion questions:

**Q.** Can you think of things your mother/family does to protect you?

Or for adults: How do you protect your "little millipedes"?

**Q.** What do you think about the idea of having a special power? Is there a special power you'd like to have?

**Q.** What does it feel like when you win a game? What about when you're losing? Does that happen to you in your life?

**Q.** Do you think Chicken and Millipede could ever be friends again? How could they make that happen?





# Lesson Six

## Hen and Eagle

#1

Discussion

What do S know about hens and eagles? What do S learn from the cover of the story?

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#2

Story Reading

Read S the whole story.

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#3

Discussion

What problem did Hen and Eagle have at the beginning of the story? What was Hen's idea to solve this problem? What tool was needed and who had this tool? What happened to the friendship between Hen and Eagle? Why?

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#4

Reading

Go back to the beginning. This time, see if S can manage to read aloud, one page each.

If not, then T reads it again, perhaps coaching S to read out the spoken words on p.3-4.

Stop after each page for the following activities:

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#5

Grammar

P.2 Have S describe the picture (practising the present continuous). Make sure they understand that the birds can't fly.

Teach S that Hen, Eagle, birds are called **Nouns** = things you can point to. And lived, fly, are called **Verbs** = actions. They help us understand if actions take place in the past, present, or future.

---

#6

Discussion FPPL

Q. Do eagles walk or fly, nowadays?

Have you ever seen an eagle?

What do the eagles look like?

---

#7

Vocabulary

P.3 What does famine mean? Guess from picture and text.

---

#8

Discussion FPPL

Q. Where does Eagle go to find food? What kind of food?

Where do you go to get food?

Are there places where people walk a long way to get food or struggle to find food?

---

#9

Grammar

P.3 Who does **she** refer to? (Eagle)

In this story, birds are treated as people..

For an advanced class: this is called **Personification** = like a person.

Notice **Hen** and **Eagle** have capital letters, right from the beginning.

We use capital letters with people's names, and we don't use a or the. If they were treated as animals, or birds, we would say **the hen, the eagle**.

---

#10

Discussion FPPL

**Q.** Do you have pets in your family? What is the relationship between humans and animals in different cultures?

**S** might need to use L1 for this.

P.4 Who is **she**? (Hen) So both Hen and Eagle are female!

---

#11

Reading

Which words show us Hen has a house like a human?

P. 5 needle, sewing, cupboard, kitchen, children.

Let S read by themselves to find these.

---

#12

Grammar

P.6 Find 2 Nouns and 1 Verb in the sentence:

The other birds **had seen** Eagle flying away.

The Verb is **see** - as in:

They **saw** the eagle. Did you **see** the eagle?

But what does **had seen** mean? When exactly did they see Eagle flying away?

It is a special past tense, even further into the past - not just before the present time, but even before some other time. (No need to name the tense.)

---

#13

Discussion

P. 6 How did the needle get lost? Do S sometimes lose things? What kinds of things do they lose? What happens when S lose things?

---

#14

Grammar

P.7 Collect all the verbs: returned, (and possibly) borrowed, was, took, started, got, left

Are we talking about the present time, or the past?

How many of these words have regular -ed ending ? returned, (and possibly) borrowed, started

CM dealt with reg. Past -ed

Which ones do not? was, took, got, left

These words are **irregular verbs**, and they are very common!

P.8 Find all the verbs, again, for general discussion.

---

#15

Comprehension

P.9 Q. If Chicken can't find the needle, what **will Eagle** do?

Remember to answer with **will** for future.

cf. **will** in **Punishment**.

---

#16

Grammar

P.10 Show how story shifts from past time to what is true all the time.

Notice the signal: Forever after that, . .

Have S find the verbs that show past time in the first 3 sentences: came, found, flew, caught, carried

and the verbs with the present tense **-s** in the last sentence: appears, finds (Try to ignore scratching both times!)

P.11 Which time does the last page talk about, the past or what is always true?

Are the verbs in the past tense or the present tense? How do you know?

Khalai dealt with present -s (but did not name it as such)

---

#17

Ending FPPL

**Q.** Do S know of any stories where animals are treated as people?  
Can S share these stories with the class? Who would tell S these stories?

# Supplementary Activities

## Reading

Divide S into pairs or threes. They take turns re-reading one page each aloud to their group. Partners follow along on their devices.

---

## Discussion FPPL

**Q.** What will S remember from this story? Discuss what different S think is important.

---

## Ending

Challenge S to go home and read Hen and Eagle to someone else!



# Lesson Seven

## Grandma's Bananas

#1

### Story Reading

T asks for observations about the cover picture, especially the plant on the right. Then T reads the whole story all at once. S should be enjoying the meaning rather than trying to read the story themselves, at this point.

---

#2

### Grammar

Go back to the beginning of the story.

p.2 **Q.** Who is speaking? Ask for a name for the girl.

Point out that the story is all from the girl's point of view - this is called "**in the first person.**"

first person = me

second person = you

third person = someone else.

---

#3

### Comprehension

p.3 **Q.** What does Grandma mean when she says, It's my magic basket?

T continues reading the rest of the story again, using different voices for the speech. This time tell S to read along and point to the sentences. Use the signal for page turning.

At the end, ask:

**Q.** How many bananas did the girl eat the first time?

How many the second time?

What happens on market day? (p.10)

Does the story give the details of what happens when she's found out?

---

#4

Activity FPPL

We're going to make this story into a play!

Who are the main **characters** (= people)?

They are going to speak, so divide class in half, one half is each **character** (=person)

Go back to beginning. Page 2 has no **dialogue** (=speech).

Look at p.3. How do you know which are the spoken words? They have **quotation marks** round them; draw these on the board. Have the whole class read out the spoken words, in unison.

Then ask who speaks each bit, and the two halves of the class read out the words for Grandma and for the girl, using group voice.

Go to p. 4 and do the same. That will be the first **scene** of the play.

Same for p.5. That will be scene 2. T can narrate the actions in between. P.6 and 7 happen "Two days later." Practice the dialogue for scene 3 in the same way.

Look at p.8-11, there's no more dialogue, so S will have to make it up!

---

#5

Punctuation

When you write a play, you don't use those quotation marks. Show S how to lay out the actual words only, using a colon:

Scene 1

Grandma: It's my magic basket.

Girl (name): What are the leaves for, Grandma?

Grandma: They are my magic leaves.

Have S all write out the script for the first 3 scenes, as they practised above.

Switch the sides of the class and practice with 2 group voices again, with T miming the actions in between.

Then ask two students to come up with their papers and act it out on their own; and another pair perhaps. S will be familiar with the words by now, and can concentrate on acting out the events.

---



#6

Writing FPPL

p.8 is "The following day," so scene 4.

Ask what the girl might say as she eats the banana. Set up pairs, each writing their own line for scene 4.

P. 9 is again "The following day," but no words as the girl creeps by, so for scene 5 just put: Grandma: (coughing)

P.10 is market day, so for scene 6, each pair should invent something for Grandma to say and something innocent for the girl to say, as they set off.

On the last page it looks like she has been found out and they are having a family meeting about it. **Q.** Who is there?

Now two more characters are needed. So join the pairs into groups of 4.

Each group can write whatever they think would be said in the meeting, with four characters, as scene 7.

---

#7

Activity FPPL

Make sure each group has all 7 scenes for the play.

Now invite groups up to perform their little play, in turn, with as much acting out of the story as they can. S may hardly need to use their written script at all.

# Supplementary Activities

## Discussion FPPL

**Q.** The girl really wanted to eat those bananas, didn't she?

Is there something in your house that you'd really like to eat, or borrow, that you're not allowed to?

Or simpler question: Is it ever like that for you? In your house?

Particularly with children, have a little circle, sharing stories.

---

## Grammar

If the class is ready for this, have S retell the whole story **in the third person**, using the girl's name, or **she, her**, instead of **I, my**.

Remind S this is called "in the 3rd person," instead of "in the 1st person."

Each student could take one page to read out, making these changes.

---

## Punctuation

In the case of a class pursuing secondary education, revisit punctuation of speech in narrative.

P.3 shows the two basic ways of presenting speech in a story:

She said, " . . . . ."

and " . . . . .," she said.

Show S carefully on the board where the comma goes, which way the quotation marks face, and where there are capital letters.

Illustrate with the speech on p.2; have S copy out those examples. The same usage is on p.4, plus an example of a freestanding sentence of speech with no "She said."

Note this is very difficult for students to master; this lesson is just to show S, with no expectation they will be able to use it perfectly.

---

## Ending

**Q.** What is the “moral of the story”?

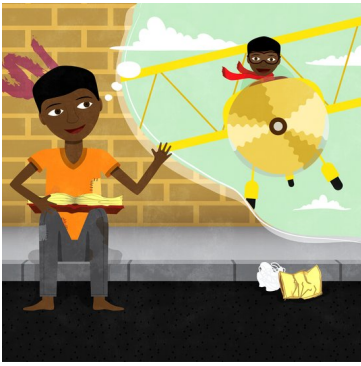
Perhaps invite some discussion, according to the class membership:

Why do people steal?

Have you ever had anything stolen?

How does it feel when someone steals from you?

What can make it right again?



# Lesson Eight

## Magozwe

#1

### Vocabulary

Looking at the cover picture, can S guess where the boy is?

Hopefully elicit homeless and maybe reading, dreaming, airplane, pilot  
Let S use L1 if necessary, but end with the words in English.

---

#2

### Story Reading

Now read S the whole story.

Make sure S are turning the pages at the right moment.

S may mostly be following the pictures, rather than the actual text, as this is a Level 5 book.

---

#3

### Comprehension

T elicits what happened in the story, orally, to check S got the gist of the story. It may be necessary to ask questions to prompt S. Students could also share with each other in L1, then repeat to the class in English. At the end, on the last page, remind S that Magozwe says, about the boy in the book he is reading, "His name is Magozwe." What does this mean?

---

#4

Discussion FPPL

**Q.** Magozwe spent a terrible time with his uncle. Have you ever heard of any other experiences like that?

Why do you think Magozwe was slow to accept Thomas's help?

Remember p.8, where Magozwe answers, "Maybe."

How did Thomas get Magozwe to trust him?

**Q.** Do you know anybody who has no parents? Or who doesn't have any family?

Invite S to share whatever they like, with lots of support, and no language instruction.

---

#5

Writing 1

Divide the class into 4 groups and give each group part of the story.

Scroll through the story and summarize the 4 parts for them as you allocate them:

Group 1. pp. 1-5 Magozwe's story and street life

Group 2. pp. 6-8 "One day . . ." He finds a book and meets Thomas. What does Magozwe mean when he answers "Maybe" ?

Group 3. pp. 9-14 "Over the months that followed . . ." Magozwe talks with Thomas, begins to get meals, the new book, and the offer of school.

Group 4. pp.15-17 "And so Magozwe moved . . ." And how does the story end?

Ask S to write at least half a page, between them, in each group, helping each other, and retelling or summarizing the story in their own words. One person can be the "secretary" for the group, or S can rotate, but everyone must help tell the person what to say. Make sure S are not just copying the text.

Go round and gently correct S language, but with no grammatical explanations.

---

#6

Ending

Lay out S pages in the right order at the front, well-spaced (or pin them up), and invite the class to move along reading them.

*We used to call this "having an Art Gallery"!*

If it is possible, before the next class, photocopy their pages and staple them into booklets to send home, enough for each student, or at least each family group.

# Supplementary Activities

## Discussion FPPL

Perhaps at the beginning, and according to the class makeup, have a brief discussion on homelessness.

**Q.** What makes people become homeless?

Put new vocabulary on board (not too much!), possibly: refugee, orphan, displaced, street people, unemployed, disability

---

## Pronunciation

Practice pronouncing the words that have come up, especially the stress pattern. Use loud and soft claps for syllables e.g.

**home** - less   re - fu - **gee**   **or** - phan   **street** people

○   ○   ○   ○   ○   ○   ○   ○   ○ ○

---

## Writing 2 FPPL

For a more advanced class:

Together, create new stories about a little girl called . . . . . (ask for a name more familiar to them), who is in a difficult situation.

Elicit some kind of difficult situation for her, and put the title on the board. Then divide S into groups of 3-4. Each group can invent the story of what happens to the little girl, and take turns writing the story down on a shared piece of paper.

Make sure S all help with the storyline and take turns being "secretary."

Go round and gently fix S language, but with no explanations.

When a group is finished, let S read their story aloud to the class.

# First Peoples Principles of Learning

First identified in relation to English 12 First Peoples, the following First Peoples Principles of Learning generally reflect First Peoples pedagogy.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.  
Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.  
Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Because these principles of learning represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Peoples societies, it must be recognized that they do not capture the full reality of the approach used in any single First Peoples society.