41 LEMONS, LEMONS AND MORE LEMONS

PART 3

Aims
To focus on reading skills, to help the children predict content and language
To practise spoken narrative
To practise for the Reading and Writing paper Parts 3, 5 and 6 and the Speaking paper Parts 2 and 4

Key language
Simple past verbs (regular and irregular); vocabulary from these lexical sets: food and drink, the world

Setting objectives
Tell the children that they are going to tell a story about a family and their walk and then read the story.

Before the reading

1 Look at the five pictures. Answer these questions for each picture. (PB page 72)
• Focus on the five pictures and ask the pupils to find and touch the following words as you call them out: a box, a bag, a truck/lorry, some bread, a glass, some flowers, some fields, some trees, some lemons.
• The pupils read and answer the three questions about the people in each of the five pictures. Ask the open class for their answers, e.g. point to picture 1 and ask Where are the family? (They are in the country/countryside.) If they don’t answer appropriately, ask Are they in the countryside? (yes) Ask What are they doing? (They are walking.) or Are they walking? (yes) And how do they feel? (They are enjoying the walk but the boy isn’t happy.) If required ask Is the youngest child happy? (No, he isn’t).
• With classes needing more guidance do the same with the other pictures: Indicate Picture 2, point to the trees and ask What are these? (trees) Point to lemons And these? (lemons). Point to the farmers Who are they? (farmers) If needed ask Are they farmers? Picture 3 Where is the boy now? (in the tree) Is he smiling? (Yes, he is) What are they picking? (lemons) Picture 4 What are they doing? (drinking/sitting/relaxing …) Is the boy happy? (Yes, he is) Picture 5 Where are the family? (in the kitchen) Where are they going? (home/the market). With stronger classes, just prompt them with key words when and where required: next to some lemon trees, in the kitchen, in the truck, talking, helping, drinking, hot, tired, thirsty, happy.

2 Look at the five pictures and tell the story in your groups. (PB pages 72–74)
• Say to the class: Look at the pictures. They show a story. Just look. Give them time to think how to tell the story in their own words. This is so that the children predict the gist of the story they will read. If you prefer, start them off by saying Pat’s family went for a walk in the countryside. Pat wasn’t happy. He didn’t want to go. Now you tell the story. Point to the following pictures and the children can continue orally in pairs. Encourage them to use the simple past when they can as they tell their stories in order to help anticipate more of the written text they will meet in the following reading activities but let them use the present where they aren’t able. It is more important that they communicate what their story is with their group.
• The children may ask for the word ladder, if preferred, pre-teach this to help with Exercise 2 or help them deduce its meaning from the context as they get to it in the following reading activities.

During the reading

3 Now read the story to see if your story was the same. (PB pages 72–74)
• Encourage the pupils to read the story quickly, training them to skim read the whole text before they do the actual exercises with comprehension questions. Ask them what differences there are between their stories and the one written in their books, e.g. some might have expected the farmer to be the children’s grandfather. Ask the pupils Which story do you like best? Yours or the one in the book?

4 Read the story and listen to your teacher. (PB pages 72–74)
For closer reading of each part of the story, give the children these further instructions for each part:
• Tell the children to read Part 1 and individually underline one word they like and one they don’t like. Suggest to them that this may be because of the sound, the spelling or the meaning of the word. As you slowly read the first part of the story to the children, tell them to read, listen and stand up whenever they hear their words. Tell the children to move their chairs back from their desks so that they can stand and sit silently and easily. Read direct speech with appropriate grumpy intonation for Pat.
• Read Part 1 again but this time tell the children not to look at their books but to listen and watch a classmate carefully to see when he/she stands up. After, they tell their classmate what they think his or her two words are and guess which word they think he/she likes and which he/she doesn’t like, e.g. Bag and forest? Yes. (I think) you like ‘bag’...
and you don’t like ‘forest’. Right! Older classes can choose four words in total, two they like and two they don’t like.

- Read Part 2 of the story aloud as they follow the text. Pause before the words forest, fields, lemon trees, farmer, market, backache. Elicit what these words are and write them randomly over the board. Point to them in turn asking the class to tell you one or more sentences with each word in it. Play the game Disappearing Words by rubbing them out one by one as the children close their eyes then call them out.
- Read this wrong version of Part 3 slowly. As you say a wrong word they call out Stop and give you the correct word. “We can help”, said Dad (Mum). The woman teacher (farmer) Mrs Page, answered, “Really? Wow. Thank you very much.” Mr Page smiled and found them all some socks (gloves). They put them on and helped to pick the oranges (lemons). Pat climbed up to get the lemons at the top of the trees. He shouted, “I love running! (climbing)”

- Part 4: Draw attention to the picture in Part 4, say They are in the farmer’s kitchen here. and ask these questions: What is this? (a table) Where are the flowers? (in front of the window) What is behind Dad? (bread) How many glasses are there? (five) Are they all smiling? (Yes) What are they drinking? (lemonade). Ask the children to read Part 4 and tell you how many glasses of lemonade they each drank. (two glasses each)
- Part 5: The pupils look at the last picture as you ask them Who is driving? Are they tired? Where are they going? They read Part 5 and check if their answers to the questions were correct. (the farmer, yes, home)

5 Read and write 1, 2 or 3 words. Look at the examples. (PB pages 72–74)

- The children read the sentences carefully and refer back to the relevant story part to decide how to complete the sentences about the story using one, two or three words in the spaces. Read the examples together then elicit answers for question 1.
- For further practice with each part of the story, write these extra questions on the board and elicit the answers: Part 2 Mr Page was hot and tired and _____ backache. (had) Part 3 Pat got the lemons at the ___ of the trees. (top) Part 4 They all went inside the ___ kitchen to have a break. (farmer’s/ farmers’) Part 5 Pat got a present which was _______ lemonade. (a bottle of). Ask what else we can have a bottle of (milk, juice, water…), a box of (chocolates, pencils…), a bag of (shopping, presents, onions …)

Key: 1 lemonade, 2 lemons/boxes of lemons, 3 the top of, 4 gloves, 5 climbing (in/up), 6 glass of/ drink of, 7 happy, 8 home, 9 back

Exam Tip

Part 5 is a demanding part of the Movers Reading and Writing paper. Not only must the children understand the story but they need to be able to complete the answers so that they are grammatically correct sentences. Remind them that sometimes they have to write two or three words not just one. Show them how they can use the story text to check they have the correct words in the spaces, e.g. questions 3 the top (of the trees) and 6 glass (of lemonade).

After the reading

6 Read these sentences and draw lines from the first part to the last part. (PB page 75)

- The children read all of the first and last parts of the sentences summarising the story, then draw lines to match them.

Key: 2 e, 3 f, 4 b, 5 c, 6 a

Extra activity

Choose a small section of the story text to use in a Run and Write race (as in a Running Dictation activity). (See notes on page 82.)

Do A-D on 41 Lemons, Lemons and More Lemons Photocopiable Resource 7, page 140

A Read and write a number

- Sequencing: Without referring back to the story, the children order the events in a summary of the story. Tell the children to read the sentences about the story and then to decide, alone or in pairs, in what order they happen.
- Copy the sentences onto the board as the children dictate them to you then rub out the past verb forms: took, met, helped, enjoyed, made and took. Invite the pupils to come to the board and write them in again. If desired, repeat but this time rub out key nouns: a picnic, farmers, the lemons, the trees, some lemonade, his truck.

Key: 2 They met some farmers. 3 They helped pick the lemons. 4 Pat enjoyed climbing the trees. 5 Mrs Page made some lemonade and they all had a drink. 6 Mr Page took them home in his truck.

B Draw lines to make correct sentences.

- The pupils remember what Pat liked and didn’t like in the story and draw lines to make true sentences about him. When checking their answers, refer back to the relevant part of the story if they don’t remember correctly.

Key: Pat likes: climbing, lemonade, riding in trucks. He doesn’t like: long walks, forests.