

STORY TITLE: A SPECIAL TREE

LEVEL 2



INTRODUCING THE STORY

- Show learners the book. Explore the cover with them. Have the learners read the title aloud.
- Point to the characters on the cover and ask *Who's this?* Remind learners of the four cousins (Hamad, Haya, Ali and Amal).
- Ask learners to predict what will happen in the story based on the cover and the title.

Synopsis

Haya and Amal are playing in the garden. Haya sees the palm tree. There aren't any palm trees where Haya lives. Grandmother is in the garden, too. She teaches the girls about the importance of palm trees. The girls enjoy listening to Grandmother. Then, they eat some dates in the house.

21st Century Skills

- ③ Critical thinking and problem solving
- ④ Global and cultural awareness
- ⑤ Leadership and initiative

Morals and Values

- ③ Civic literacy
- ④ Identity and self-awareness

PAGE 1

Word cards: *Amal, lives, in, the UAE, Haya, lives, in, England, Amal, and, Haya, are, cousins, to, the, from, but, every*

PRE READING

- Ask learners to define the word *cousins*. Give examples of cousins or ask learners to give examples.
- Say to learners *Open your books to page 1* and have them point to the page number in their books. Look to see that everyone is on the correct page.

WHILE READING

- Read the text slowly and clearly, pausing at the end of each sentence. See that learners are following along with their finger on the page.
- Ask learners *Where is Amal from? Where is Haya from?* to remind students of the countries the characters are from.
- Read the text again and have all learners repeat the sentences aloud.

POST READING

ACTIVITY 1

Sentence scramble

- Stick the word cards onto the board in three lines, in random order:
 - o lives, Amal, the UAE, in*
 - o in, Haya, England, lives*
 - o are, and, Amal, Haya, cousins*

- Say the first sentence *Amal lives in the UAE*. Have learners tell you how to put the word cards in the correct order to make the sentence. Then, repeat this with the other sentences. (*Haya lives in England; Amal and Haya are cousins.*)

ACTIVITY 2

Comparison chart

- Have learners fold a piece of paper in half. On one side they will write *Amal* on top, and on the other side, *Haya*. Be sure to model this on the board for students. Elicit one fact for each character and write or draw it in the appropriate column on the board.
- Have learners write a couple of facts for each character. They can talk about things that happen in this and other books they have read about Amal and Haya, or they can also develop the characters further and add their own ideas about their personalities.
- You can give students sentence prompts such as *Amal lives in _____, Haya lives in _____, Amal is _____, Haya is _____, They are both _____*, and so on.

VARIATION FOR LESS CONFIDENT LEARNERS

With a less confident group of learners, they could sit in a circle and help to put the word cards in the correct order in Activity 1. Touching the cards will help them to consolidate sentence structure.

In Activity 2, learners can simply draw pictures and write single words in their chart.

VARIATION FOR MORE CONFIDENT LEARNERS

With a more confident class, learners could work in groups for Activity 1. Give each group a set of word cards. They work together to put the sentences in order. Then, they come up to the board and put the word cards in order.

In Activity 2, learners can try to write simple sentences about their charts.

MORE PRACTICE

Activity Book page 17

PAGES 2 & 3

Word cards: *today, Friday, is, play, with, in, the, see, big, and, to, we, she*

Additional materials: Copies of tiles to make the words (*today, Friday, Amal, Haya, garden, play, tree, beautiful, England*)

PRE READING

- Explain the word *garden* to learners and write it on the board. Ask learners to give examples of what we find in a garden (plants, flowers, trees, etc.)
- Say to learners *Turn to page 2* and have them point to the page number.

WHILE READING

- Read slowly and clearly, and pause at the end of each sentence. See that all learners are following along with their finger on the page.
- Ask learners *What does Haya see in the garden?* and have them act out what she does.
- Have learners reread what Haya says with expression. Learners should sound excited and show that with their voice.

SIGHT WORDS PRACTICE

Show learners the word cards for the sight words *are, to, and, in, the, from, but, every*. Say the words and have them repeat after you.

- Ask learners to read the text and find these words. How many do they find?
- Play the game **Sight word SWAT**.
 - Put the sight word cards on the board and split the class into even groups.
 - Have one learner per group come up to the board. Read one of the words. Each learner will need to find the word on the board and put their hand on it.
 - Then, switch learners for each team so that everyone gets a chance to come up to the board and 'swat', or find, a sight word.

POST READING

ACTIVITY 1

Identify character and setting

- Ask learners *Who are the characters in the story?* and have them point to the answer in the book. They should be able to find the names *Amal* and *Haya*.
- Next, ask learners to explain the setting of the story. Explain to learners that the setting is the date, time and place where the story happens. They should include the words *garden*, *tree* and *Friday*.
- You can have the learners verbally tell the answer to the whole class or to a partner, or have them write a simple sentence as their answer.

ACTIVITY 2

Letter scramble

- Give pairs of learners the letter tiles.
- Have the learners work together or individually to create the key words that they have read on these pages (*today*, *Friday*, *Amal*, *Haya*, *garden*, *play*, *tree*, *beautiful*, *England*, etc.)

VARIATION FOR LESS CONFIDENT LEARNERS

Less confident learners may need some assistance with describing the setting in Activity 1. Point out the key vocabulary words to them from the text. In Activity 2, write the key words that you want them to spell on the board. Give only the simplest words, e.g. *Haya*, *Amal*, *Friday*, *play*, *tree*.

VARIATION FOR MORE CONFIDENT LEARNERS

In Activity 2, you can give confident learners the more difficult words to spell, e.g. *beautiful*, *England*.

SIGHT WORDS PRACTICE

- Show learners the word cards for the sight words *today*, *Friday*, *is*, *play*, *with*, *in*, *the*, *see*, *big*, *and*, *to*, *we*, *she*. Say the words and have them repeat after you.
- Ask learners to read the text and find these words. How many do they find?
- Play **Hide and seek sight words**.
 - Have learners close their eyes as you place the word cards around the room.
 - Learners then open their eyes, and each learner should search to find a sight word card and give it to you.
 - When they give you the card, they will need to read the sight word aloud.
 - *Variation:* You could have students find more than one card. Also, you could have the students read the words they can see from where they are sitting.

MORE PRACTICE

Activity Book page 18