

## Unit 3: The ant and the cricket

### Lesson 1: It's summer

#### Content

The vocabulary is introduced in context through Aesop's fable of "The Ant and the Cricket". The vocabulary is further consolidated through games and fun activities and a song.

#### Linguistic objectives

Children are expected:

- to learn the following vocabulary:  
numbers 1-7  
three seasons: *summer, autumn, winter*  
months: *June, July, August*
- topic related vocabulary: *ant, cricket, potato, food, hot, lazy, work, working, saving, coming*
- to form plurals
- to ask and answer questions with the form: *Are you.....ing?*
- to learn language chunks e.g. *Don't be lazy! Another day*
- to be able to identify the written form of the words
- to start producing the written form of some words
- to consolidate language from previous lessons

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to expose the children to a different version of a story possibly familiar to them and help them enjoy the basic elements of the story
- to encourage dramatisation and group/pairwork
- to activate schemata
- to encourage singing, chanting, counting and colouring

#### Suggested resources

- another version of Aesop's fable "The Ant and the Cricket"
- CD and CD player
- cut-out masks of an ant and a cricket
- storycards/storyline cards
- coloured pencils
- boardmarkers

#### Note

In this particular Unit, there are instances of Present Continuous. This does not mean that this tense should be explicitly taught at this stage. The children at this stage are familiarised with this structure and will learn to use it in the particular context (e.g. are you ...? Yes/No without being taught the rules explicitly).

#### Suggested procedure (up to 5 days)

##### Pupil's Book.

**Step 1:** Do a brainstorming session about Aesop and his fables. Ask the children if they know the fable of "The Ant and the Cricket". Then tell them that they are going to listen to it.

**Step 2:** Discuss the picture revising the vocabulary shown and elicit the children's ideas regarding what the little crickets are doing.

**Step 3:** The children listen to the rhyme from the CD while the books are kept closed. Repeat as many times as you think necessary for the children to be able to say it.

**Step 4:** Play the 'choosing' game "Hot potato" with the children. (one potato.....and more . This rhyme is traditionally used to choose who will play first or who will leave the game first. The children stand in a circle with their fists in front of them. Touch each child's fist while saying the rhyme. The child who plays first or leaves the game is the one the word "more" lands on. This is continued until only one player is left. At first you take the lead and say the rhyme but gradually the children join in too. Other food items can be used to further consolidate the rhyme. (e.g. one banana....)

**Step 5:** The children open their books and listen to the story from the CD while looking at the pictures. Play the recording again and pause it after every picture in order to act out the story with the help of the masks/flashcards. The children listen to the story again and point to the corresponding pictures. This step may be repeated as many times as is necessary.

**Step 6:** Check their understanding of the new vocabulary by asking relevant questions: e.g. "Show me the ant/ cricket etc."

**Step 7:** Put the storycards on the board and ask the children to provide the corresponding story lines. This can be done in groups and the children look at their books to find the correct lines. As this

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is the first lesson, some of the story lines may be provided.

**Step 8:** Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage the children should be encouraged to provide the story lines as well. The children listen to the story again and then invite them to act it out. All the children should be given the opportunity to participate in the role playing activity.

**Step 9 (optional):** You may wish to ask the children to sing the second song in a different style-hip hop, rap, squeaky voice, husky voice, etc.

**Step 10: First activity:** The children look at the daisies, do the calculations, and say the answers. This can also be done as a pairwork activity.

**Step 11: Second activity:** The children listen to the sounds and point to the correct season

**Step 12: Third activity:** The children practise saying the tongue twister. They can also listen to the CD.

**Step 13: Fourth activity:** One child mimes and the others have to guess and say what s/he is doing. The child who is miming replies yes/no accordingly.

**Step 14: Fifth activity:** The children find the correct order of the story and act it out. This can be in one of the following ways:

- a. 3 - 4 the children together play the role of the characters – the ant, the cricket
- b. the class can be split into two groups and each group plays one character.

All children should be given the opportunity to perform so the story can be acted out as many times as necessary

### Activity book.

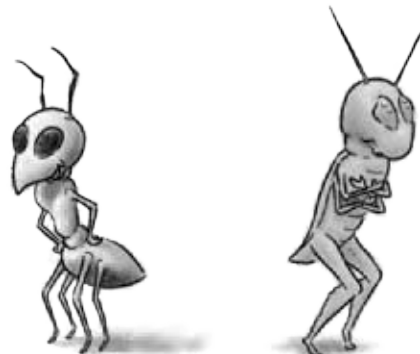
**First activity:** Ask the children to look at the picture and find the items that correspond to the number and write them in the plural form. It is not necessary to provide them with all the rules regarding the plural. It is sufficient to explain that plurals are formed with the addition of an “s” and in some cases “es” (e.g. potatoes, tomatoes).

**Second activity:** Ask the children to write the months of summer.

**Third activity:** Ask the children to complete the puzzle by adding the missing numbers. Each line and row must add up to 21.

**Fourth activity:** The children colour the trees according to the season written underneath.

**Fifth activity:** The children add the missing words from the song in Lesson 1.



## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 1: It's summer. Listen and read.

Tammy: Look, Lena! It's Aesop!  
Aesop: Hello, children. Let me tell you a story about the ant and the cricket.

Little Crickets: One potato, two potatoes, three potatoes, four. Five potatoes, six potatoes, seven potatoes, and more.

Cricket: Summer's here!  
Autumn's near!  
Summer's hot!  
But winter's not!

Cricket: Hey, there! What are you doing? Are you working?

Ant: I'm saving food.

Cricket: Why? Why are you saving food?

Ant: Winter's coming!

Cricket: But it's only June! We still have July and August.

Cricket: And it's so hot!

Ant: Don't be lazy! Autumn is near.

Cricket: Oh, come on. Today we can play and work another day!

Cricket: Well.....?

**Activity 1 KEY:** How much is it? Look and say.

- ▷ 4
- ▷ 5
- ▷ 7
- ▷ 3
- ▷ 1

**Activity 2 SCRIPT:** Listen and say.

- Sound of autumn.
- Sound of summer.
- Sound of winter.

**Activity 2 KEY:** Listen and say.

- autumn
- summer
- winter

**Activity 3 SCRIPT:** Can you say it?

Jack and Jill jump for joy in June and July.

**Activity 5 KEY:** Tell the story.

▷ D, B, A, C

### Activity book.

**Activity 1 KEY:** How many can you spy? Count and write.

two **bags** [Example]  
seven **trees**  
four **stones**  
six **flowers**  
eight **socks**  
five **keys**

**Activity 2 KEY:** Write the words.

▷ June, July, August

**Activity 3 KEY:** Solve the puzzle. The magic number is 21.

2	5	6	3	1	4
5	3	1	6	4	2
4	2	3	1	5	6
1	6	2	4	3	5
6	1	4	5	2	3
3	4	5	2	6	1

**Activity 5 KEY:** Write and say.

Summer's here.  
Autumn's near.  
Summer's hot.  
Winter's not.

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### Lesson 2: Autumn's here!

#### Content

The vocabulary is introduced in context through the continuation of Aesop's fable, "The Ant and the Cricket". The vocabulary is further consolidated through games and fun activities.

#### Linguistic objectives

Children are expected:

- to learn vocabulary related to the story: *pear, hot*
- to learn numbers 1-10
- to learn plurals: *pears*
- to learn clothes: *jacket, shoes, socks*
- to learn to describe weather conditions: *It's cold, it's raining*
- to practice the patterns: "I've got", "I must"
- to learn language chunks: *put on, lots of food, I'm hungry*
- to be able to identify the written form of the words
- to produce the written form of some words
- to consolidate language from previous lessons

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote inductive learning abilities
- to encourage dramatisation and groupwork
- to develop communication skills

#### Suggested resources

- CD and CD player
- cut-out masks of an ant and a cricket
- storycards/storyline cards
- flashcards
- boardmarkers

#### Suggested procedure (up to 5 days)

##### Pupil's Book.

**Step 1:** Keep books closed in the beginning of the lesson. Use the masks/flashcards to remind the children of the characters of the story and ask them if they would like to find out more about their adventures.

**Step 2:** The children listen to the story on the CD while looking at the pictures (twice or more times, if necessary). During the second time, pause the CD after each picture and act out the story by using flashcards and then try to elicit the plot of the story and facilitate the comprehension of the story using the storycards.

**Step 3:** Check the children's understanding of the new vocabulary by asking relevant questions.

**Step 4:** Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. Encourage the children to provide the story lines as well. Allow the children to listen to the story again and invite them to act it out. All children should be given the opportunity to participate in the role playing activity.

**Step 5: First activity:** Ask the children to read the chant and say the missing words.

**Step 6: Second activity:** Ask the children to find the incorrect number in each sequence.

**Step 7: Third activity:** One child describes what a character is wearing and another child guesses who that character is.

**Step 8: Fourth activity:** The children listen to each sentence on the CD and have to choose the correct pictures from each pair.

##### Activity book.

**First activity:** Ask the children to solve the equations starting at the bottom of the lighthouse. When they finish all of them correctly, ask the children to add up the totals, and write the sum at the top. Then they can colour the light in any colour they like.

**Second activity:** Ask the children to read the sentence in bold and to choose which of the two sentences below is the correct one.

**Third activity:** Ask the children to colour the clothes according to the descriptions given.

**Fourth activity:** This puzzle is similar to Sudoku. The children fill in each box with one of the four items of clothing making sure that each row, column and square includes only one of each.

# SCRIPTS & KEYS

## Pupil's Book.

### Lesson 2: Autumn's here! Listen and read

Ant: Autumn's here. I've got lots of food.  
One pear, two pears, three pears, four....  
...five pears, six pears, seven pears and more.

Eight pears, nine pears,  
ten pears in my tummy.

Pears, pears, pears,  
oh, they look so yummy.

Cricket : Brrr, it's cold. I must put on my jacket.  
Oh, I'm still cold. I must put on my shoes  
and socks.  
This pear is so yummy!

Ant: It's raining

Cricket: I'm still hungry. I must find food. But  
where...?

### Activity 1 KEY: Read and say.

I'm hungry! I'm **hungry**!  
I want food in my **tummy**!  
The **pears** look so yummy.  
I can eat **one, two** or **three**!

I'm hungry! I'm **hungry**!  
I want food in my **tummy**!  
The **potatoes** are yummy.  
I can eat **three, four** or more!

### Activity 2 KEY: I spy the wrong number.

- The wrong number is 6 (the correct number is 5) [Example]
- The wrong number is 7 (the correct number is 6)
- The wrong number is 4 (the correct number is 9)
- The wrong number is 5 (the correct number is 8)
- The wrong number is 10 (the correct number is 9)
- The wrong number is 7 (the correct number is 6)

### Activity 4 SCRIPT: Listen and choose.

- [Example] I've got eight pears. (a)
- It's cold.
- It's raining.
- I've got lots of food.
- Put on your socks.
- I'm saving food.

### Activity 4 KEY: Listen and choose.

- I've got eight pears. ▷ a [Example]
- It's cold. ▷ a
- It's raining. ▷ b
- I've got lots of food. ▷ a
- Put on your socks. ▷ a
- I'm saving food. ▷ b

### Activity book.

### Activity 1 KEY: Find the magic number and help the captain.

$$10-6=\underline{4}$$

$$1+2=\underline{3}$$

$$2+5=\underline{7}$$

$$10-8=\underline{2}$$

$$3+2=\underline{5}$$
 [Example]

The magic number is 21

### Activity 2 KEY: Read and choose.

- It's cold. ▷ I must put on my shoes [Example]
- It's hot. ▷ I must put on my hat
- It's raining. ▷ I must find my umbrella
- It's summer. ▷ I must save food for winter
- I'm hungry. ▷ I must find food.

### Activity 4 KEY: What's missing?

hat	socks	shoes	jacket
shoes	jacket	hat	socks
socks	shoes	jacket	hat
jacket	hat	socks	shoes

## Unit 3: The ant and the cricket

### Lesson 3: It's winter

#### Content

The vocabulary is introduced in context through the continuation of Aesop's fable "The Ant and the Cricket". The children learn to express likes and dislikes and talk further about weather conditions. The vocabulary is further consolidated through games and fun activities.

#### Linguistic objectives

Children are expected:

- to learn vocabulary related to seasons: *spring*
- to learn vocabulary related to weather conditions: *It's snowing*
- to practice the patterns: *I like. I don't like*
- to learn language chunks: *I'm so hungry. Why don't you...? Here you are. You're right*
- to identify the written form of the words
- to produce the written form of some words
- to consolidate language from previous lessons

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage dramatisation and groupwork
- to practice categorisation
- to convey the moral of the story: Save for a rainy day

#### Suggested resources

- CD and CD player
- cut-out masks of an ant and a cricket
- storycards/storyline cards
- flashcards
- dice
- boardmarkers

#### Suggested procedure (up to 5 days)

##### Pupil's Book.

**Step 1:** Keep books closed in the beginning of the lesson. Use the storycards to remind them of the story so far.

**Step 2:** The children listen to the story on the CD while looking at the pictures (twice or more times, if necessary). You may wish to act out the story during the second time pausing the story where necessary and try to elicit the plot of the story and facilitate the comprehension of the story by using the storycards.

**Step 3:** Check the children's understanding of the new vocabulary by asking relevant questions.

**Step 4:** Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well. The children listen to the story again.

**Step 5:** Two endings are provided here. The children are asked to choose the ending they think most appropriate and explain why. Then invite them to act it out with the ending they have chosen. All children should be given the opportunity to participate in the role playing activity.

**Step 6: First activity:** The children look at the four paintings and say which season each one represents.

**Step 7: Second activity:** The children decide if the sentence represents the picture. They answer true/false.

**Step 8: Third activity:** The children practise saying the tongue twister. They can also listen to it on the CD.

**Step 9: Fourth activity:** The children play the game. When they land on a box with a sentence they must follow the instruction. The winner is the first one to reach the last box.

##### Activity Book

**First activity:** The children decide on symbols which represent weather conditions. They can either decide on their own individual ones or as a class. They listen to the weather information given on the CD (twice) and draw the appropriate symbols on the map. You may wish to go through the locations and names of the cities first.

**Second activity:** Ask the children to write the



missing word that is depicted by the picture.

**Third activity:** Ask the children to circle the mistakes in the reading passage by looking at the picture and then to write the correct word.

**Fourth activity:** Ask the children to put the words provided into the correct category.

## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 3: It's winter. Listen and read

Cricket: It's snowing again. I don't like winter!  
I like spring when the sky is blue.... and I like the sun in the summer, too.

(song:) Winter is cold.  
Spring is warm.  
Summer is hot.  
Autumn is not.

Ant: Mmm, yummy. I've got lots of food for the winter.

Cricket: Mr Ant! Mr Ant! I'm so hungry! Please give me some food.

Ant: Mr Cricket, you are so lazy.  
In the summer you play all day.  
Why don't you save for a rainy day?

Ant: Here you are! In the summer save for a rainy day!

Cricket: Thank you, Mr Ant. You're right.

#### Activity 1 KEY: Is it spring, summer, autumn or winter?

1. Summer
2. Autumn
3. Winter
4. Spring

#### Activity 2 KEY: True or false?

- A. True
- B. False
- C. True
- D. False
- E. False
- F. True

#### Activity 3 SCRIPT: Can you say it?

It's not hot and I play a lot!

#### Activity book.

#### Activity 1 SCRIPT: Listen and draw.

1. [Example] It's hot in Chania.
2. It's snowing in Kastoria.
3. It's raining in Trikala.
4. It's cold in Komotini.
5. It's warm in Lefkada.

#### Activity 2 KEY: Write the word.

1. Winter is cold.
2. Spring is warm.
3. Summer is hot.
4. Autumn is not.
5. The sun is yellow.
6. The sky is blue.

#### Activity 3 KEY: What's wrong?

It is **summer** [Example]. It's **hot**. The ant is **saving food**. The cricket is **eating**.

The little crickets are **reading**. The little ants are **playing**.

#### Activity 4 KEY: Put the words in the correct groups.

**colours:** ▷ green, yellow, red, blue

**seasons:** ▷ summer, autumn, winter, spring

**face:** ▷ eye, ear, tooth, mouth



## Unit 3: The ant and the cricket

### Art time!

**Draw a summer scene with two pink trees, three blue flowers, five yellow stones, one purple nest,...**

#### Linguistic objective

The children are expected to practise and consolidate language they have learnt in this unit (both in written and oral form).

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

#### Suggested resources

- coloured pencils/markers

#### Suggested procedure (1 day)

**Step 1:** Ask the children what could be included in a summer scene and the colour each object is (the sun is yellow). The words could be written on board (optional).

**Step 2:** The children draw and label their summer scene.

**Step 3:** Ask the children questions about their drawing e.g. What's in your picture, What colour is it? How many stones are there?....etc.

### Project

**Create your season book**

#### Linguistic objective

Children are expected to practise and consolidate language they have learnt in this unit (both in written and oral form).

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to develop fine motor skills
- to encourage creativity through art

#### Suggested resources

- coloured pencils/markers

#### Suggested procedure (1 day)

**Step 1:** Revise vocabulary items and language chunks related to seasons, weather, food, clothes, and activities from all three previous units.

**Step 2:** Demonstrate how to make the season fold-out book for which the template can be found on page 103 of the workbook. The children must cut around the book and fold along the dotted lines. The book has 8 pages -2 for each season. The children may include themselves in the drawings.

**Step 3 (optional):** The children could present their book to the class.

### Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.