

 SCHOLASTIC

ACTIVE™

English

Programme Overview

EASY TO TEACH, EASY TO LEARN

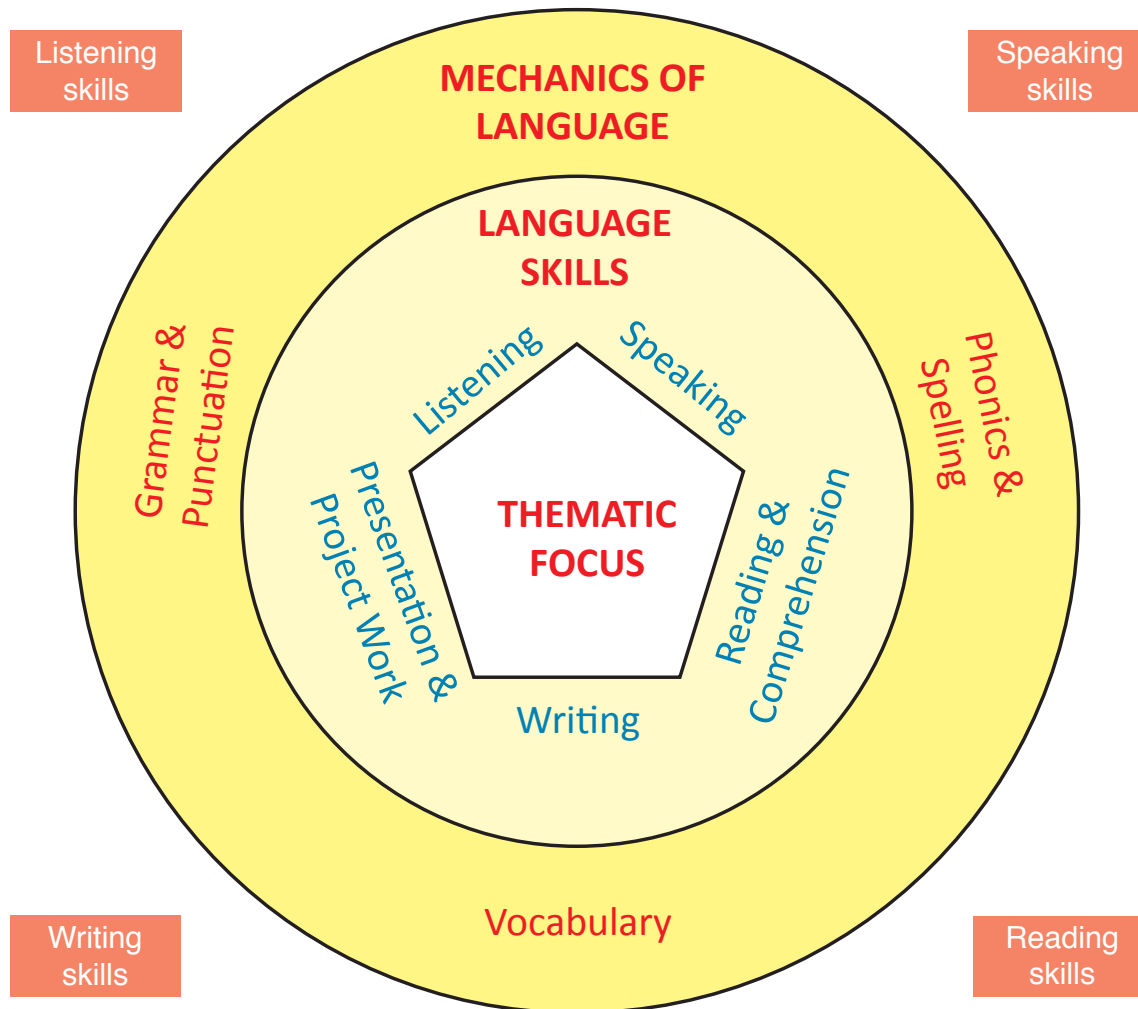


Why is Scholastic **ACTIVE** English easy to teach, easy to learn?

- **Engages students** with diverse contexts, varying text types and a systematic instructional design
- Features a *Show-Explain-Apply* methodology that **ensures student mastery**
- Delivers activities for **continuous, comprehensive assessment**
- **Improves teacher effectiveness** through step-by-step lesson plans

Instructional Design of Scholastic **ACTIVE** English

Literacy acquisition is most effective through the integrated teaching of reading, writing, listening, and speaking skills and the active engagement of students. Scholastic Active English advocates this integrated approach to learning and literacy development through a systematic and consistent instructional design and scope and sequence.



The Principles Behind Scholastic ACTIVE™ English's Instructional Design



Student Centred

The instructional design, themes, lessons and extension activities are focused on meeting the needs and abilities of English language learners.



Process Orientation

Each lesson delivers ample opportunities for modelling the processes of reading, writing, listening and speaking to facilitate their acquisition.



Contextualisation

Language skills and grammatical concepts are learnt in the context of use, permitting students to connect learning with real life.



Integration

Every unit's instructional design facilitates the integrated learning of language skills, helping students to connect, transfer and build upon these different skills.



Spiral Progression

Language skills are learnt at increasing levels of complexity, permitting students to progress through the levels to mastery.



Interaction

Interactive activities ensure students actively participate in their own learning, furthering self-confidence and social relationships.

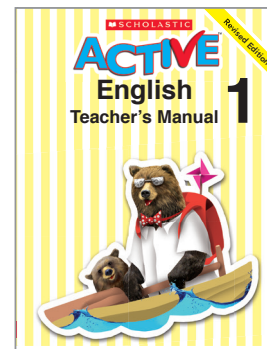
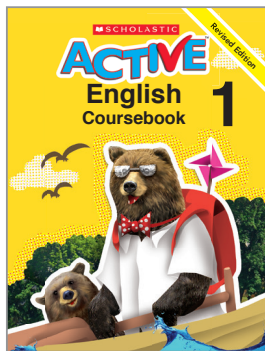


Table of Contents (Grade 1)

Unit	Title	Page	Text Type	Reading Comprehension	Vocabulary	Grammar/ Punctuation	Spelling
1	Pairs Two of a Kind	8	Poem	Finding information	Names of parts of the body	<ul style="list-style-type: none"> Common and proper nouns Singular and plural nouns Irregular plurals 	Words with the letters sh
2	Things I Like What I Like	18	Poem	Recalling details	Action words	<ul style="list-style-type: none"> The simple present tense for: (a) repeated/regular actions (b) habits Capital I • Capital letters • Full stop 	Words with the letters ch
3	Keeping Healthy How to Brush Your Teeth	28	Instructions	Sequencing	Days of the week	<ul style="list-style-type: none"> The simple present tense for giving instructions Be as a full verb (am, is, are) 	Words with the letters th
4	Families My Neighbours and I	38	Personal recount	Finding and organising information	Members of a family	<ul style="list-style-type: none"> Pronouns (I, you, he, she, it, we, they) The simple present tense for stating facts 	Words with the letters ng
5	Playing Safely Safe in the Playground	48	Story	Identifying the main idea	Names of things in a playground	<ul style="list-style-type: none"> A, An, The The simple present tense for the immediate present 	Words with the ay sound
6	Feathered Friends This Is a Bird	58	Poem	Finding similarities and differences	Names of things in a garden	<ul style="list-style-type: none"> This, These, That, Those Countable and uncountable nouns 	Words with the ai sound
7	Fast or Slow? The Man with the Coconuts	68	Folk tale	Identifying the beginning, middle and end of a story	Names of fruits	<ul style="list-style-type: none"> Prepositions of position (on, at, in) There is and There are 	Words with the letters wh
8	A World of Colours Sam and the Rainbow	78	Story	Making predictions	Names of colours	<ul style="list-style-type: none"> Adjectives The simple past tense 	Words with the short e sound
9	A Special Day Pet Day	88	Recount	Organising information	Names of animals	<ul style="list-style-type: none"> Pronouns (me, you, him, her, it, us, them) Question mark 	Words with the letters c, k, ck
10	Cric Crac's Story The First Day	98	Story	Sequencing	Words related to movement	<ul style="list-style-type: none"> The present continuous tense Exclamation mark 	Long vowel ie words
11	Getting Dressed Sock Song	108	Poem	Finding information	Names of clothes	<ul style="list-style-type: none"> can and cannot Possessive adjectives (my, our, your, his, her, its, their) 	Plural es for words ending with y
12	Animal Facts The Big Cats	118	Information report	Finding similarities and differences	Words related to animal body parts	<ul style="list-style-type: none"> The simple present tense for something that is always true 	Plural es for words ending with s, sh, ss, x

Table of Contents (Grade 2)

Unit	Title	Page	Text Type	Reading Comprehension	Vocabulary	Grammar/ Punctuation	Spelling
1	The Sound of Things Bells	8	Poem	Identifying the main idea	Onomatopoeic (sound) words	<ul style="list-style-type: none"> Neuter nouns Conjunctions (and, but, or) 	Words with the letters bl, cl, al
2	Being Friends Tiny Turtle Wants a Friend	18	Story	Recalling details	Names of sea animals	<ul style="list-style-type: none"> The present continuous tense Comparison of adjectives: (a) adding -r or -er (b) adding -st or -est 	Words with the th sound
3	The Picnic A Special Picnic	28	Story	Identifying the beginning, middle and end of a story	Names of food items	<ul style="list-style-type: none"> The future tense (with going to) Quantifiers (some, many, a few) 	Words with the long ea sound
4	Man's Best Friend A Friend Called Buddy	38	Story	Drawing conclusions	Words related to feelings	<ul style="list-style-type: none"> has and have The apostrophe (to show belonging) 	Words with the long i sound
5	The Weather What Is the Weather?	48	Information report	Identifying the main idea	Words related to the weather	<ul style="list-style-type: none"> in, during, at, on Question words 	Words with the long ee sound
6	Favourite Food Stone Soup	58	Story	Drawing conclusions	Names of kitchen items	<ul style="list-style-type: none"> Masculine and feminine nouns The comma 	Words with the long oa sound
7	Shapes The Shape of Things	68	Poem	Organising information	Rhyming words	<ul style="list-style-type: none"> Plurals (with -es) Nouns that stay the same in singular and plural forms Nouns that are always plural 	Words with the long oo sound
8	The Mice and the Cat Who Will Bell the Cat?	78	Play	Making predictions	Names of baby animals	<ul style="list-style-type: none"> will and shall The apostrophe (for contractions) 	Words with the long a-e sound
9	A Special Holiday Holiday Memories	88	Poem	Finding information	Words with the same meaning	<ul style="list-style-type: none"> The simple past tense: (a) verbs ending with -d or -ed (b) verbs that change completely Articles (uses of the) 	Words with the long i-e sound
10	A Lesson to Remember The Spider and the Beehive	98	Story	Sequencing	Words that describe a person or thing	<ul style="list-style-type: none"> Connectors of time Adverbs of time 	Words with the short u sound
11	The Cooking Competition A Special Dish	108	Story	Drawing conclusions	Words related to thoughts and feelings	<ul style="list-style-type: none"> The past continuous tense Adverbs of manner (words ending with -ly) 	Adding -s or -ing to words ending with y
12	Star Tales The Dipper in the Sky	118	Story	Identifying actions and their results	Names of the planets	<ul style="list-style-type: none"> may/may not and should/should not Prepositions (with, for, of, to) 	Plural -ies for words ending with y

Table of Contents (Grade 3)

Unit	Title	Page	Text Type	Reading Comprehension	Vocabulary	Grammar/Punctuation	Spelling
1	We Are One World One World	8	Poem	Identifying the main idea Finding similarities and differences	Nationalities and languages	<ul style="list-style-type: none"> Both and all Conjunctions (and, or and but) to join sentences 	Words ending with y (long ee sound)
2	Winter Plans Time to Hibernate	20	Play	Drawing conclusions	Synonyms	<ul style="list-style-type: none"> am/is/are + going to + a verb to express plans will and won't 	Long ow words (Part I)
3	Noble Professions Damir—Firefighter and Teacher	32	Story	Sequencing Drawing conclusions	Suffixes: -able and -ful	<ul style="list-style-type: none"> may/can/shall to make a request, an offer or a suggestion Capital letters for initials 	Long vowel o-e words
4	Catching a Thief The Stick That Grew Shorter	44	Folk tale	Drawing conclusions Sequencing	Suffixes: -hood, -ness and -ship	<ul style="list-style-type: none"> Common-gender nouns Subject and predicate 	Words with the letters ue (long sound)
5	Teatime Snack! Veggie Rolls	56	Recipe	Sequencing Finding information	Collective nouns	<ul style="list-style-type: none"> a few, a little, a lot of Prepositions of direction 	Words with the letters ph and (same f sound)
6	Moving Away A Letter to a Friend	68	Letter	Finding information Drawing conclusions	Adjectives that express feelings	<ul style="list-style-type: none"> Adverbs of frequency Apostrophe in contractions 	Words with the letters j and g (j sound)
7	Let's Recycle! Trash! Reduce! Reuse! Recycle!	80	Posters/Poems	Identifying the main idea Making inferences	Signs and words related to recycling	<ul style="list-style-type: none"> Conjunctions of reason should and ought to 	Long ow words (Part II)
8	A Hug for a Life Saving Grandma's Tree	92	Story	Making inferences	Antonyms	<ul style="list-style-type: none"> each and every Conjunctions of purpose 	Long oi words
9	Rumours The Day the Earth Broke Apart	104	Fable	Finding information Making inferences	Verbs that describe movement	<ul style="list-style-type: none"> must and must not Punctuation of direct speech 	Long oy words
10	Pages from a Diary The Big Ice Storm	116	Journal	Sequencing	Sequence of adjectives	<ul style="list-style-type: none"> Comparison of adjectives Possessive pronouns 	Words with the letters br, cr or ch
11	The Silent Mischief-maker Mr Nobody	128	Poem	Drawing conclusions	Similes	<ul style="list-style-type: none"> Adverbs of place either, neither and none 	Words with i before e , except (long ee sound)
12	The First Call Alexander Graham Bell	140	Biography	Sequencing Finding information	Prefixes: un- and re-	<ul style="list-style-type: none"> Adverbs of duration Much and many 	Words with the letters ei (long sound)

Listening	Listening	Speaking	Writing	Project Work
Words ending with sh	Listen to identify parts of the body	Talk about yourself	Make sentences with parts of the body	Make a poster of nouns
Words ending with ch	Listen to identify verbs	Greet others	Write a letter	Make a chart of sports
Words ending with th	Listen to imperative sentences	Greet others	Write instructions	Draw a tube of toothpaste and write instructions on how to use it
Words ending with ng	Listen to identify family members	Introduce family members	Write a paragraph	Draw a picture of family members and talk about them
Words with y sound	Listen to identify things in a playground	Talk about favourite games	Write sentences about playing safely in the playground	Make a chart with pictures of playground equipment
Words with s sound	Listen to sentences with this, these, that, those	Talk about things that are near and far	Write sentences about a bird	Plan a garden
Words ending with wh	Listen to identify position of fruits	Talk about favourite fruits	Describe fruits	Make a chart of fruits
Words with ort e sound	Listen to identify colours	Talk about your favourite colour	Complete a story	Make a colour poster
Words ending with ters c, k, ck	Listen to identify pets	Talk about pets	Write questions and sentences about pets	Make a chart about pets
Words ending with ing	Listen to identify verbs in the present continuous tense	Guess an action	Write a story in sequence	Make a scrapbook of animal movements
Words ending with o	Listen to identify clothes and their wearers	Identify a person by describing their clothes	Make a poem about clothes	Collect information on clothing from different countries
Words ending with ch	Listen to identify similarities and differences between animals	Talk about similarities and differences between animals	Organise information based on similarities and differences	Make a chart about wild animals and describe each animal

Listening	Listening	Speaking	Writing	Project Work
Words ending with ers bl, cl and fl	Listen to match sounds with pictures	Talk about different sounds	Complete a poem	Make a chart with sound words
Words with i sound	Listen to identify sea animals	Guess the action	Write sentences using verbs in the present continuous tense	Make a sea-animal mobile
Words with ng ea sound	Listen to identify food items	Plan a picnic	Complete a story	Make a meal chart
Words with ng i sound	Listen to match items to their owners	Talk about feelings	Write sentences	Make a poster on feelings
Words with ng ee sound	Listen to identify the weather	Talk about the weather	Write a letter	Make a chart on the weather
Words with ng oa sound	Listen to identify kitchen items	Talk about male and female family members	Complete a story	Write a recipe
Words with ng oo sound	Listen to identify shapes	Talk about shapes	Complete and write a poem on shapes	Make a picture with different shapes
Words with ng a-e sound	Listen to identify baby animals	Talk about future plans	Complete a play	Make a chart on new year resolutions
Words with ng i-e sound	Listen to identify words in the simple past tense	Talk about a dream	Write a letter	Make a holiday chart
Words with ort u sound	Listen to sequence a picture story	Talk about your birthday party	Write a story with the help of a story triangle	Relate a story in the correct sequence
Words ending with g	Listen to identify verbs in the past continuous tense	Talk about what you want to be when you grow up	Retell a story	Make a Favourite Food book
Words ending with y	Listen to sequence a story about a group of stars	Ask for permission	Make a poster on traffic rules	Collect information on groups of stars

Listening	Listening	Speaking	Writing	Project Work
Words ending with h y (long ee)	Listen to identify nationalities and languages	Express opinions in a group discussion	Write a paragraph	Draw a picture of and write sentences about your favourite sportsperson
Part I)	Listen for subject-verb agreement	Talk about future plans	Write a script	Give a presentation on an animal that hibernates and one that does not
Words ending with ors	Listen to identify facts	Make offers, requests and suggestions	Write about a famous person	Make a table on favourite books and poems
Words ending with ters ue (long u)	Listen to identify the gender	Talk about future career choices	Write a different way to catch the thief	Research folk tales on similar themes
Words ending with ters ph and ff	Listen for sequence	Give instructions	Write instructions	Write a recipe
Words ending with ters j and g (same)	Listen for content	Say goodbye	Write an informal letter of invitation	Make a favourite holiday chart
Part II)	Listen for clues	Persuade others	Write a set of rules	Make a poster
	Listen for opposite meanings	Perform a play	Write a story	Make a poster
	Listen to rules	Retell a popular fable	Write a fable	Role-play the fable
Words ending with ters br, cr and fr	Listen to identify the correct pictures	Talk about an event	Write a journal entry	Write a diary entry as a class
Words ending with re e , except after c	Listen to identify similes	Describe a family member	Write a paragraph	Make a poster
Words ending with ters ei (long ay)	Listen for details	Describe a famous personality	Make a timeline	Make a picture timeline

Table of Contents (Grade 4)

Unit	Title	Page	Text Type	Reading Comprehension	Vocabulary	Grammar/Punctuation	Spelling
1	A Clean Neighbourhood Fabulous Beast	8	Poem	Making inferences	Suffixes: -ous and -al	<ul style="list-style-type: none"> Nouns used as adjectives Adverbs of frequency 	Long u sound words
2	An Unusual Solution A Tumbler of Oil	20	Folk tale	Making inferences	Vocabulary related to shopping	<ul style="list-style-type: none"> Subject-verb agreement Past continuous tense 	Long o sound words
3	An Indoor Garden Making a Terrarium	32	Instructions	Sequencing	Words used as nouns and verbs	Indefinite pronouns	Long vowel ew words
4	Nature's Blessings Rain in Summer	44	Poem	Drawing conclusions	Onomatopoeic words (sound words)	<ul style="list-style-type: none"> Kinds of sentences Interjections 	Long vowel igh words
5	Houses and Homes The Prize-winning Design	56	Story	Making predictions	Homonyms	Present and past participles	Short oo sound words
6	Helping Others Project Lucy	68	Personal recount	Drawing conclusions	Homophones	<ul style="list-style-type: none"> Present perfect tense Present perfect continuous tense 	Words with the letters rr
7	Spades and Spoons Gathering Leaves	80	Poem	Identifying the main idea	Collocation (words that usually go together)	<ul style="list-style-type: none"> Present continuous tense for future actions about to to refer to future actions Helping verbs to express habits 	Words with the letters bb
8	A Well for Ugandans Well Done, Ryan!	92	Newspaper report	Identifying the main idea	Abbreviations Acronyms	<ul style="list-style-type: none"> Past perfect tense Past perfect continuous tense 	Words with the letters mm
9	More Than an Artist Leonardo da Vinci	104	Biography	Finding similarities and differences	Clipped words	Tag questions	Words with the letters ss
10	A Magical Journey Making New Friends	116	Play	Sequencing	Reporting words	<ul style="list-style-type: none"> Direct and indirect speech said and told 	Words beginning with the letters sm, sn, sp
11	My Amazing Grandmother Grandma Climbs a Tree	128	Poem	Drawing conclusions	Prefixes: dis- , un- , im- and in-	Phrases and clauses	Double the final t of verbs with a short vowel
12	A Greek Hero Perseus and Medusa	140	Myth	Making predictions	Idioms	Indirect speech with tense changes	Double the final t of verbs of more than one syllable when the stress is on the last syllable

Table of Contents (Grade 5)

Unit	Title	Page	Text Type	Reading Comprehension	Vocabulary	Grammar/Punctuation	Spelling
1	My Hobby The Collector of Sliced Bread	8	Poem	Identifying cause and effect	Alliteration	<ul style="list-style-type: none"> Noun phrases Gerunds and gerund phrases 	Long ou words
2	The Quest for Food Building a Home	20	Personal recount	Finding information	Commonly confused words	<ul style="list-style-type: none"> Paired conjunctions can and may 	Long i words
3	Our Wonderful World The Mystery of the Nazca Lines	32	Information report	Identifying the main idea	Twin words	Phrasal verbs	Long au and aw words
4	Making Dreams Come True Amelia Earhart	44	Biography	Drawing conclusions	Proverbs	Relative pronouns	Long ur and ir words
5	Listen and Learn The Story of Johnny Head-in-Air	56	Poem	Making inferences	Compound words	<ul style="list-style-type: none"> Appropriate prepositions Hyphens 	Long or and ar words
6	Nuclear Disaster! The Ghost Town	68	Personal recount	Sequencing	Words with different connotations	<ul style="list-style-type: none"> Coordinate clauses yes/no questions 	Long air words
7	Do It Yourself I'm Sick of Learning Lochinvar	80	Poem	Drawing conclusions	Idioms	<ul style="list-style-type: none"> would like and would rather Main and subordinate clauses 	Long ear words (Part I)
8	A Champion Athlete Usain Bolt	92	Biography	Sequencing	Vocabulary related to sports and games	<ul style="list-style-type: none"> so...that, such...that Negative sentences 	Long ear words (Part II)
9	A Strange Visitor The Arrival of the Monster	104	Story	Making predictions	Names of body parts to show action	Active and passive voice	Long ure words
10	Toothbrush Thief A Crow in the House	116	Story	Distinguishing between fact and opinion	Words of foreign origin	<ul style="list-style-type: none"> Subordinate clauses (reason) If-clause 	Long eer words
11	Don't Sit Still The Camel's Hump	128	Poem	Identifying the main idea	Synonyms and antonyms	<ul style="list-style-type: none"> too and very Subordinate clauses (time) 	-ing verbs with the letters rr (Part I)
12	The Joy of Giving The Happy Prince	140	Story	Identifying cause and effect	Words that name a quality, idea, emotion or condition	Direct and indirect speech	-ing verbs with the letters rr (Part II)

Table of Contents (Grade 6)

Unit	Title	Page	Text Type	Reading Comprehension	Vocabulary	Grammar/Punctuation	Spelling
1	A Coastal Community Living and Working in Bangladesh	8	Information report	Identifying the main idea	Suffixes -less and -ment	<ul style="list-style-type: none"> Adverbs of duration Gerunds and gerund phrases 	Spelling curriculum completed in Grade 5
2	A Strange New World In an English Town	18	Personal recount	Finding similarities and differences	Suffixes -ial and -ian	<ul style="list-style-type: none"> Adverbs of frequency Prepositional phrases 	
3	Animal Intelligence Mirror Work	29	Information report	Identifying the main idea	Suffixes -ence and -ance	<ul style="list-style-type: none"> Connectors that emphasise and illustrate Quantifying determiners 	
4	A Way with Words Matilda	39	Narrative	Distinguishing between fact and opinion	Humorous ideas and expressions	<ul style="list-style-type: none"> Subject and predicate Linking verbs, action verbs and complements 	
5	Memories of My Childhood Chinese Cinderella	50	Autobiography	Sequencing	Words that describe	<ul style="list-style-type: none"> Time connectors Colons 	
6	An Invisible Power Earth's Floating Plates	62	Information report	Identifying cause and effect	Connecting words and phrases	<ul style="list-style-type: none"> Tenses Subordinate clauses (adverbial clauses of time) 	
7	Stargazing Science Star Omar	75	Recount	Identifying cause and effect	Synonyms	<ul style="list-style-type: none"> Coordinating conjunctions Semicolons 	
8	Expressing Feelings Pretty Words	88	Poem	Identifying the author's point of view and purpose	Alliteration	<ul style="list-style-type: none"> Relative pronouns Subordinate clauses (relative clauses) 	
9	We Are the World The Global Community	97	Information report	Identifying the main idea	Paired words and phrases	<ul style="list-style-type: none"> Kinds of sentences Apostrophe in contractions 	
10	New Beginnings Aboard the Ship	109	Personal recount	Making inferences	Words and expressions in context	<ul style="list-style-type: none"> Direct and indirect speech Punctuation of direct and indirect speech 	
11	Family Ties My Relationship with My Father	123	Personal recount	Distinguishing between fact and opinion	Similes	<ul style="list-style-type: none"> Concrete and abstract nouns Reflexive pronouns 	
12	An Unusual Friend A Horse Called Lightning	137	Narrative	Drawing conclusions	Overused words	<ul style="list-style-type: none"> Subject and object Active and passive voice 	

	Listening	Speaking	Writing	Project Work
	Gap-filling exercise	Poetry recital	Describe a person	Reuse old things
	Listen for information	Tell a story	Write an alternative ending to a story	Discuss the main characters of folk tales
	Listen to identify sequence in a procedural text	Talk about rules	Picture composition	Grow a plant
	Listen for information	Talk about the weather	Identify the topic sentence	Make a weather chart
	Listen to identify homonyms	Express goodwill	Prepare a story web	Make a chart on different kinds of homes
	Listen to identify homophones	Make requests	Write an e-mail	Make a chart on a tourist place
	Listen to identify future plans	Choral reading	Write an acrostic poem	Make a scrapbook on leaves
	Listen to identify which action came first	Express thanks	Write a report	Make a class newspaper
	Listen for tag questions	Ask questions using tag questions	Write a biography	Make a scrapbook on an artist
m, sn, sp	Listen for reporting words	Ask and give directions	Write a diary	Perform a play
short vowel sound	Listen for opposites	Make or answer a phone call	Write a message	Talk about a poem or story
more than one syllable	Listen to identify idioms	Relate an incident	Write the modern version of a story	Role-play

	Listening	Speaking	Writing	Project Work
	Listen for information	Express opinion	Make a poster	Organise a show-and-tell session
	Listen for details	Express support and provide reassurance	Write a journal entry	List ways one can survive in a jungle
	Listen to identify phrasal verbs	Prepare a news report	Edit a passage	Make a chart on a monument or historical place
	Listen for information	Make an announcement	Write a formal letter	Make a chart about a famous pilot, astronaut or inventor
	Gap filling	Broach a sensitive topic	Write a narrative poem	Make a chart on first aid
	Listen for comprehension	Conduct an interview	Write a newspaper report	Action plan to deal with an emergency
	Listening for would like and would rather	Be tactful	Write a poem	Relay story telling
	Listen to identify sequence	Respond to requests	Write a procedure	Make a chart on a sport or game
	Listen for details	Discuss a book	Write a book review	Design a book cover
	Listen for information	Discuss plans	Fill a form	Discuss and decide on a pet
I)	Listen to identify the main idea	Close a conversation	Expand a topic sentence	Make up a story
II)	Listen to identify words that name a quality	Give a short performance	Write a script	Make a Joy of Giving box

	Listening	Speaking	Writing	Project Work
	Listen to find specific information	Talk about food	Write a script	Make a fact file
	Listen to identify adverbs of frequency	Talk about similarities and differences	Write a paragraph	Collect information about a town or city
	Listen to identify the main idea	Talk about animals	Write a formal letter	Make a poster
	Listen to identify facts and opinions	Use humorous descriptions	Write a humorous paragraph	Write a blurb
	Listen to find specific information	Express opinions	Write a diary entry	Make a family tree
	Listen to make connections	Discuss natural disasters	Write a newspaper report	Give a presentation
	Listen to find specific information	Talk about similarities and differences	Write a biography	Make a scrapbook
	Listen to identify emotions	Describe scenes and the appearance of people	Write an informal letter	Write kennings
	Listen to find specific information	Talk about a festival	Make a leaflet	Have a debate
	Listen to identify mood	Give advice	Write an informal letter	Make a chart
	Listen to find specific information	Talk about your family	Write a character sketch	List significant events and their effects
	Listen to identify opposites	Describe the qualities of people	Write a story	Make a leaflet

EASY TO TEACH, EASY TO LEARN

Scholastic Active English builds the **foundation for literacy and learning** in an enjoyable way and **prepares students for success** in school and life. Each unit facilitates the **teaching of language skills in an integrated manner**. The programme has been developed taking into consideration the needs and abilities of students for whom English is a second language.



7 Spades and Spoons

Before you read

What do you do when someone asks you to do something that you find boring or difficult?

Before-reading questions are intended to check prior knowledge and help students identify with the theme. **While-reading** questions increase student engagement. **After-reading** questions encourage students to think about and summarise the lesson.

Gathering Leaves

Spades take up leaves
No better than spoons,
And bags full of leaves
Are light as balloons.

I make a great noise
Of rustling all day
Like rabbit and deer
Running away.

But the mountains I raise
Elude my **embrace**,
Flowing over my arms
And into my face.

I may load and unload
Again and again
Till I fill the whole shed,
And what have I then?

elude: escape from
embrace: the action of holding someone or something closely in one's arms



Why does the speaker "make a great noise"?

Next to nothing for weight,
And since they grew duller
From contact with earth,
Next to nothing for colour.

Next to nothing for use.
But a crop is a crop,
And who's to say where
The harvest shall stop?

-Robert Frost



After you read

LS

Do you think the speaker enjoys gathering leaves? Why do you think so? Would you enjoy gathering leaves?

Activities throughout the units encourage students to actively participate and learn, improving retention and increasing interaction.



Reading Comprehension

- > A. Read the poem again. Circle the words that rhyme in each stanza. (The first one has been done for you.) What do you notice about the order of rhyming words?

Spades take up leaves
No better than spoons
And bags full of leaves
Are light as balloons.

A 'Show-Explain-Apply' methodology meets the needs and abilities of first generation English learners making lessons more achievable and boosting motivation.

Show



Grammar

Show She **is gathering** the leaves **tomorrow afternoon**.

I **am working** on a farm **this summer**.

Explain

Explain We use a helping verb such as **am, is** or **are** with the **-ing** form of another verb (present participle) to form the **present continuous tense**. We sometimes use the present continuous tense to talk about an action that has been planned for the **future**.

Apply

Apply A. Fill in the blanks with the present continuous tense of the verbs given in the brackets.

- The farmers _____ (go) to the vegetable market tomorrow.
- Dan _____ (visit) the country fair with his family next week.
- Peter and his friends _____ (play) football tonight.
- The prime minister _____ (attend) a function at the stadium on Saturday.
- I _____ (see) my dentist next Friday.
- My grandparents _____ (celebrate) their wedding anniversary soon.
- Veronica _____ (wash) her hair tonight.
- I _____ (meet) a friend for lunch this weekend.

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Vocabulary

I **make** a great **noise**.

Please don't **make** a **mistake** again.

Some words in English usually go together.

For example, we do not say **I do a great noise** or **Please don't do a mistake again**.

A. Fill in the blanks with words from the box. The first one has been done for you.

big	keep	catch	have
-----	------	-------	------

- big**
 - mistake
 - surprise
 - improvement
- _____
 - breakfast
 - fun
 - a headache
- _____
 - a bus
 - a cold
 - a thief
- _____
 - a diary
 - a secret
 - a promise

B. Fill in the blanks with **make** or **do**. Then, make sentences with any three groups of words in your notebook.

- _____ a phone call
- _____ yoga
- _____ homework
- _____ an appointment

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Unit 7, page 35

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Clear explanations and numerous examples give students a strong understanding of the mechanics of language and lay a strong foundation for good English.



Listening

Listen to the conversations. Complete the tables to say what each person is doing this weekend.

	Saturday	Sunday
Sheila		
Tim		

	Saturday	Sunday
Mr Connor		
Mrs Connor		

A **cohesive approach** gives equal emphasis to reading, writing, speaking and listening skills, enabling students to connect, transfer and build upon different skills.



Speaking

Jenna is talking about choral reading.

Choral reading is reading aloud together with the whole class or with a group of students.



Here are a few points to keep in mind while participating in choral reading.

1. Practise reading the text as a group several times.
2. Arrange a sign so that all of you can start at the same time.
3. Agree beforehand on which words to stress.
4. Make sure you vary the volume of your voice.
5. Make sure you read fast or slow to show the character's feelings.
6. You can use sound effects to add to the drama.



Spelling

A. Read the words below. They have the double letters **bb**.

- rabbit cabbage stubborn babble
 nibble bubbles chubby wobble
 pebbles ribbon cobbler shabby

B. Fill in the blanks with words from the word list above.

1. My uncle makes a tasty salad with _____, carrots and peas. 
2. There are lots of _____ on the pathway that leads to the beach.
3. We saw a man dressed in _____ clothes sitting at the street corner.
4. Chang tied a blue _____ on the gift. 
5. Do you want to _____ on a biscuit while you wait for Danny to get dressed?
6. I'm looking for a _____ to mend my torn slippers.

A **phonics-based approach** to teaching spelling helps students understand the basic principles of English spelling.

Try it out



Get into two groups. Read *Gathering Leaves* chorally. Alternate stanzas of the poem between the two groups. While one group reads, the other group could make a rustling noise.



Writing

An acrostic poem is one where the first letters of all the lines form a word, which usually spells out the topic of the poem.

Read the acrostic poem about brownies below.

Brownies

- B**eautiful brownies on a plate
- R**eady to be eaten.
- O**ften made by my mother
- W**hen I come home from school.
- N**ew and fresh it smells,
- I**t melts in my mouth,
- E**specially with chocolate fudge
- S**oothes all my cares.



Now, write an acrostic poem based on your name. Share your poem with the class.

'Try it out' and other activities provide opportunities for pair and group work as well as to teach important **values** and **life skills**.

Formative assessment throughout and **summative assessment** at the end of the units allow on-going and accurate evaluation of students' understanding.

'Review' at the end of each unit summarises key concepts to allow students to consolidate and self-monitor their learning, and to provide quick future reference.



Review

What did you learn? Tick.

- We use a helping verb such as **am, is** or **are** with the **-ing** form of another verb (present participle) to form the **present continuous tense**. We sometimes use the present continuous tense to talk about an action that has been planned for the **future**.
- We use **am, is** or **are** with **about to** and a **verb** to refer to an action that is going to happen in the immediate or near future.
- We use the verbs **used to** and **would** to express past habits.
- We use the verb **will** to talk about **regular actions**.
- Some words are spelt with the double letters **bb**.
- _____
- _____



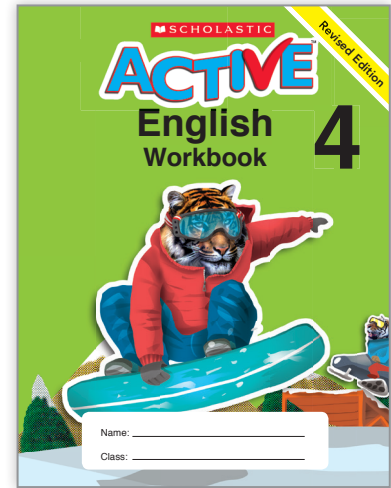
Project Work

Make a scrapbook of leaves. Collect different kinds of leaves and stick them in your scrapbook. You can arrange them according to their shape or size. Label the leaves.

'Project Work' activities extend learning, develop higher order thinking skills and provide further summative assessment as well as encourage collaborative working.

EASY TO TEACH, EASY TO LEARN

Scholastic Active English Workbook extends learning and provides practice for **reinforcement** and **consolidation** of learning. Each unit in the Workbook correlates to a unit in the Coursebook in terms of its theme and language skills.



7 Spades and Spoons

Before you read

What do you do when someone asks you to do something that you find boring or difficult?

Coursebook theme correlation links and extends learning cohesively.

Spades take
No better than
And bags full
Are light as b

I make a great
Of rustling all
Like rabbit and
Running away

But the mouse
Elude my **embrace**
Flowing over
And into my f

I may load an
Again and again
Till I fill the w
And what hav

elude: escape from
embrace: the action
closely in one's arms

7 Spades and Spoons

Vocabulary

A. Fill in the blanks with the

- | | |
|----|-----------------|
| | take |
| 1. | _____ a promise |
| 2. | _____ a break |
| 3. | _____ a secret |

B. Fill in the blanks with words

- | | | | |
|----|---------------------------------------|-------|-----|
| | tall | burst | con |
| 1. | When she heard the news | | |
| 2. | There was _____ missed our train. | | |
| 3. | They partied through the _____ asleep | | |
| 4. | The man was jailed because | | |
| 5. | Look at that _____ took to build it. | | |

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Writing

An **I used to** poem describes something you did in the past. It is four lines long and may or may not follow any rhyming pattern.

*I used to live in a small town
Walk along streams and catch fish barehanded
Now that I'm a city dweller
I walk along crowded streets and breathe polluted air.*



A. Make notes in the table below to help you write your I used to poem.

Think of one thing you used to do. When and where did it happen?	
Describe the way it used to be.	
Describe the way it is now.	

B. Write your I used to poem below.

I used to _____

Now that _____

Exercises enhance and consolidate grammar, vocabulary and writing skills.

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Grammar

Show She **is gathering** the leaves **tomorrow afternoon**.

I **am working** on a farm **this summer**.

Explain We use a helping verb such as **am, is** or **are** with the **-ing** form of another verb (present participle) to form the **present continuous tense**. We sometimes use the present continuous tense to talk about an action that has been planned for the **future**.

Apply **A.** Fill in the blanks with the present continuous tense of the verbs given in the brackets.

1. The farmers _____ (go) to the vegetable market tomorrow.
2. Dan _____ (visit) the country fair with his family next week.
3. Peter and his friends _____ (play) football tonight.
4. The prime minister _____ (attend) a function at the stadium on Saturday.
5. I _____ (see) my dentist next week.
6. My grandparents _____ (celebrate) their wedding anniversary soon.
7. Veronica _____ (wash) her hair tomorrow.
8. I _____ (meet) a friend for lunch next week.

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Concise language notes allow students to practise their skills independently in the classroom or at home.

Coursebook language skills correlation provides practice for reinforcement and assessment of learning.



Grammar

We use a helping verb such as **am, is** or **are** with the **-ing** form of another verb (present participle) to form the **present continuous tense**. We sometimes use the present continuous tense to talk about an action that has been planned for the **future**.

Fill in the blanks with the present continuous tense of the verbs given in the brackets.

1. The boarders _____ (attend) a secret party at Jack's room tonight.
2. Macy is very excited because she _____ (shop) in Paris next week.
3. The dentist _____ (retire) at the end of the year.
4. The officers _____ (prepare) for the meeting with their captain.
5. Siri and Mikkel _____ (get) married next spring.
6. The Lee family _____ (take) a vacation in New Zealand this summer.
7. My father's birthday is next Sunday. I _____ (give) him a pen.
8. Tara and her friends _____ (meet) at the mall this evening.

36 Unit 7: Spades and Spoons

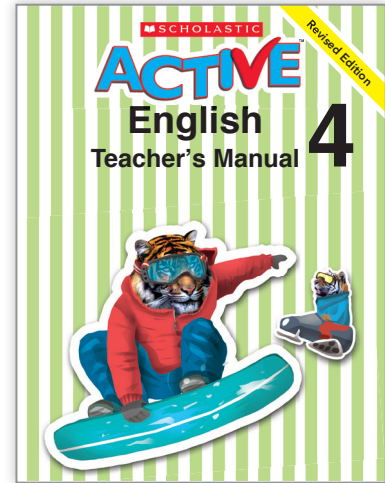
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SCHOLASTIC
ACTIVE
English

Grades 1–6
Teacher’s Manual

EASY TO TEACH, EASY TO LEARN

Scholastic Active English Teacher’s Manual presents **easy to implement** teaching suggestions. Its structured instructional approach empowers teachers to **plan, teach and assess** in a systematic and effective manner.



Unit 7: Spades and Spoons

Duration: 6 ½ hrs

Scheme of Work

Period	Skill focus	Objectives	Materials	Resources	Additional resources from Scholastic
1	Understanding the Theme Reading Reading for Understanding	<ul style="list-style-type: none"> Listen to a poem. Read aloud the poem with proper pronunciation, intonation and voice modulation. Answer questions to understand the poem. 	<ul style="list-style-type: none"> Audio player and speakers 	CB pp80–81	1. <i>Comprehension Strategies for Success 4</i> Unit 3 pp25–30 2. <i>Alpha Grammar and Composition 4</i> p132
2	Reading Comprehension	<ul style="list-style-type: none"> Read silently to understand the poem. Answer questions at different comprehension levels. Identify the main idea of the poem. 	<ul style="list-style-type: none"> ☒ Sheet of chart paper (optional) 	CB pp81–83	
3	Vocabulary	<ul style="list-style-type: none"> Develop vocabulary related to words that go together. 	<ul style="list-style-type: none"> ☒ Flash cards or strips of paper with the following phrases: close friend, high fever, heavy rain, give advice, finely chopped, evenly distributed, regular exercise, bar of soap, plane took off, burst into tears, whisper softly, get angry, save time, get ready, pay a fine, break the rules, take an exam, have lunch, take a photo, great time, completely satisfied 	CB p84 *WB p35	
4	Grammar	<ul style="list-style-type: none"> Understand the use of the present continuous tense to talk about the future. Understand the use of about to to talk about the future. Use the present continuous tense to talk about the future. Use about to to talk about the future. 		CB pp85–86 *WB p36	Related children’s books from Scholastic 1. <i>Recess</i> by Eileen Spinelli from <i>Scholastic Active English Literature Reader 4</i> pp48–51
5		<ul style="list-style-type: none"> Understand the use of used to, would and will. Use used to, would and will in context. 	<ul style="list-style-type: none"> ☒ Sheet of chart paper (optional) 	CB p87 *WB pp37–38	
6	Spelling	<ul style="list-style-type: none"> Recognise words with the double letters bb. Spell words with the double letters bb correctly. 		CB p88	
7	Listening Speaking	<ul style="list-style-type: none"> Listen to find specific information. Learn choral reading. 	<ul style="list-style-type: none"> Audio player and speakers 	CB p89 CB pp89–90	
8	Writing	<ul style="list-style-type: none"> Recognise an acrostic poem. 	<ul style="list-style-type: none"> ☒ Dictionary (by students) 	CB p90	
9		<ul style="list-style-type: none"> Write an acrostic poem. 		CB p90 *WB p39	
10	Project Work	<ul style="list-style-type: none"> Make a scrapbook of leaves. 	<ul style="list-style-type: none"> ☒ Leaves and their names (by students) 	CB p91	

*Workbook activities are optional and meant for additional practice.

☒ Advance preparation required.

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The ‘**Scheme of Work**’ maps the unit by period. It lists skill focus, objectives, materials and resources for ease of lesson delivery.

The **Instructional Pathway** is based on a 10 periods per unit structure.

Lesson plans provide valuable guidance for novice teachers and suggestions for experienced ones.

A 'Review' section enables teachers to support students with self-assessment.

Suggested 'Project Work' helps teachers convey important life skills or core values in a collaborative environment.

Suggested activities and games make lessons more engaging.

Period 9

Writing CB page 90

- To recap learning, ask students: *What is an acrostic poem?*
- Tell students that most children's poems end in rhyming words. This is because they make the poem musical and easy to remember. However, it is not necessary to include rhyming words in a poem.
- Ask students to write an acrostic poem based on the name of their best friend or a family member on a sheet of paper. Ask them to make the lines rhyme if they can. Ask them to draw or decorate their sheet and pin it up in class.
- As a wrap-up activity, ask students: *What is more difficult: writing a poem or a story? Why do you think so?*

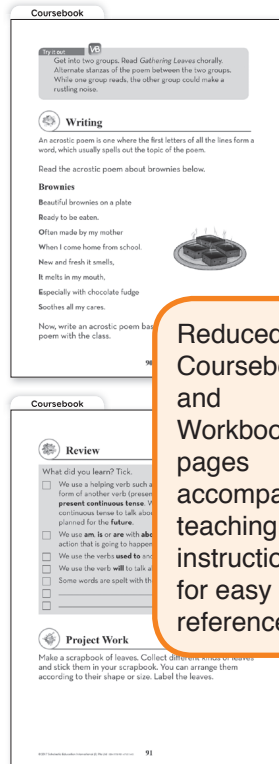
Period 10

Review CB page 91

- Ask students to revise the concepts taught in the unit and tick the boxes.
- Encourage them to use the blanks to note down any additional points they have learnt.

Project Work CB page 91

- Students should be informed about the project work at least one week before the activity is carried out in class.
- Ask students to collect different kinds of leaves and find out the names of the leaves.
- Ask them to stick the leaves in their scrapbooks and label them.



Reduced Coursebook and Workbook pages accompany teaching instructions for easy reference.

Unit 7: Spades and Spoons

Period 1

Introducing the Theme CB pages 80-81

- As a warm-up activity, ask students the following riddles:
 - I have a long handle and a flat blade. You use me to dig sand, especially at the beach. Who am I? (Answer: spade)*
 - I have a bowl-shaped mouth and a long handle. You use me to mix, serve and eat food. Who am I? (Answer: spoon)*
 Ask students what other activities spades and spoons can be used for.
- Before you read:** Encourage students to respond to the question.
- Play the audio. Ask students to close their eyes as they listen to the audio of the poem and visualise the scenes.

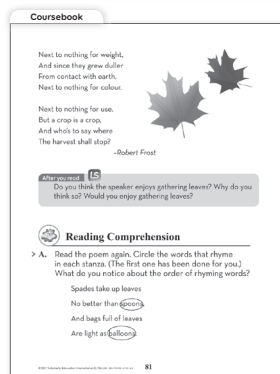
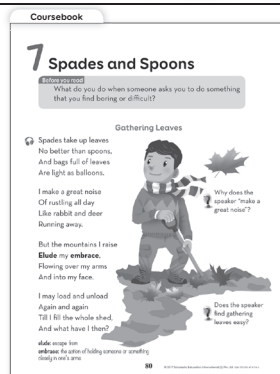
Reading Aloud

- Have students read aloud the poem in groups.
- Focus on correct pronunciation, intonation, pauses and voice modulation.

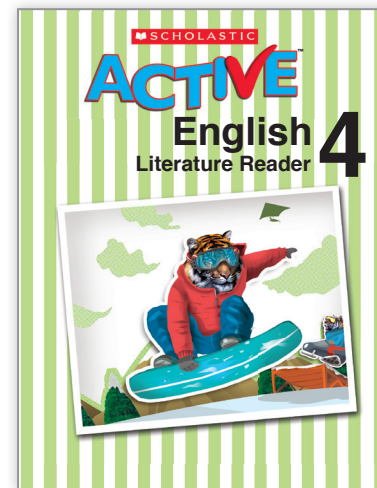
Reading for Understanding

- Read each stanza of the poem and explain the meaning.
 - Stanza 1—Ask students: *What does the poet mean by "no better than"?* *Is the poet saying that spades and spoons are useful for picking leaves?* *Why does the speaker compare the bags of leaves to balloons?*
 - Stanza 2—Ask the while-reading question. (Expected answer: He makes a great noise to show that he is working.) Then, ask: *What is the meaning of "rustling"?*
 - Stanza 3—Ask students: *What does the pile of leaves look like to the speaker?* *Is it easy or difficult for the speaker to pick up the leaves?*
 - Stanza 4—Ask students: *Which words tell us that the speaker's task is repetitive?* (Answer: "again and again") Then, ask the while-reading question.
 - Stanza 5—Ask students: *How much do the dry leaves weigh?* *How did the leaves come in contact with earth?* (Answer: They have fallen on the ground.)
 - Stanza 6—Ask students: *How does the poet comfort himself?*

A 'Reading for Understanding' section encourages further interactivity via additional questions.



- (Expected answer: He tells himself that "a crop is a crop" and the leaves might have some value.)
- After you read:** Encourage different students to express their views. This activity develops the life skill of critical thinking.



Grades 1-6 Literature Reader

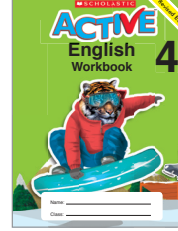
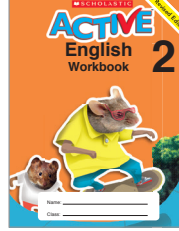
Scholastic Active English Literature Reader is an exciting anthology of **age-appropriate texts** to provide **focused reading practice** and exposure to a variety of text types.

Scholastic Active English Programme

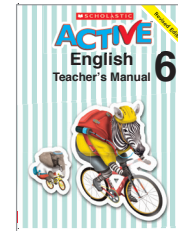
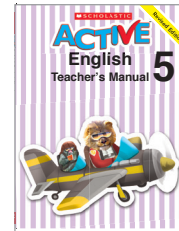
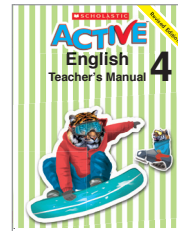
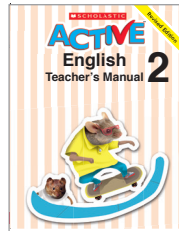
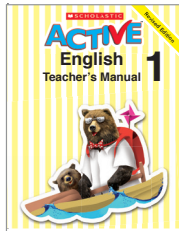
Coursebooks



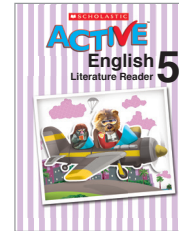
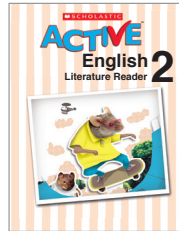
Workbooks



Teacher's Manuals



Literature Readers



- Coursebooks feature **motivating contexts** and a **strong instructional design**.
- Workbooks provide additional **practice for mastery**.
- Teacher's Manuals with step-by-step instructions **support every teacher**.
- Literature Readers with **authentic texts** expose students to a variety of genres.
- Free downloadable audio files deliver **listening practice**.