Topic 1

What English do I know?

Gorp and His Friends

My Favorite Things

Fiction

Nonfiction
Topic 1

What English do I know?

Gorp and His Friends

8 | Fiction
### Writing Log: pages 8-13

#### Genre
**Fantasy**
Fantasy is a subgenre of fiction. A fantasy story is often set in an imaginary, magical world, and the characters are either fantastic creatures or ordinary people and animals doing extraordinary things.

#### Writing Strategy Focus
**Describing Characters**
*What is it?* Using description words gives readers sensory information that provides a more complete picture about the characters in a story.
*What will students do?* Students will write a brief description of a fantastic creature.
*Why is it important?* The ability to describe characters is a fundamental skill in fiction writing.

#### Format
**Storybook**
A storybook is a book of stories for children. It may be printed or published online. In this topic, students write descriptions of fantastic creatures that can later be compiled into a class storybook.

### Lessons Preview

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Lesson 1

Teaching Resources
Compass Starter Writing Log pages 8 and 9
A soft ball
Pictures of a girl and a boy
Construction paper signs: Name, Girl / Boy, Age, Color, Happy / Sad
Red and blue crayons

Reading Strategies
Identifying Characters
Characters are the people, animals or creatures that the story is about. It is important for students to develop the ability to identify and describe characters as it helps in reading comprehension.

Using Pictures
Pictures are the illustrations or photos that accompany a story. Students can construct and confirm their understanding of a story by looking at the pictures.

Lead in to the Lesson (20 min.)
- Point to yourself and say: Hello! I’m (your name). Encourage students to reply: Hello.
- Have students stand and form a circle. Hold the ball and say: I’m (name.) Toss the ball to a student and have the student say his or her name. Encourage the student to say: I’m …
- Continue the activity until everyone has said his or her name.
- Show a picture of a girl. Say: She’s a girl. Show a picture of a boy. Say: He’s a boy.
- Display the pictures of the girl and the boy on the board. Write girl and boy above the pictures.
- Have the girls form a line in front of the picture of the girl, and have the boys form a line in front of the picture of the boy.
- Point to the line of girls and say: You are girls. Point to the line of boys and say: You are boys.
- Tell students to sit down.
- Write the numbers 1 to 7 on the board. Point to the numbers, say them and have students repeat them. Point to the number 6 and say: Who’s six? Have students who are six years old stand. Encourage them to say: I’m six.
- Point to the number 7 and repeat the steps.

Manage Your Class
If you have a large class, model the first part of the activity, then divide the students into two circles so everyone has a chance to participate and the activity doesn’t take too long.

Read and Understand the Model Story (10 min.)
Reading Strategy
- Direct students’ attention to page 8. Have them look at the picture.
- Read the title aloud: Gorp and His Friends.
- Point to the story on page 9. Tell students to listen and follow along. Model the activity by looking at your book and tracing the words with your finger.
- Read the story aloud to the class. Have students listen and follow in their books.
- Display the construction paper signs on the board, vertically.
- Point to each card and say the words. Confirm understanding of the words.
- Tell students to listen for this information in the story.
- Read the story aloud again. Have students listen and follow in their books.
- Point to the Name sign. Ask: What’s his name? (Gorp.) Point to the Girl / Boy sign. Ask: Is Gorp a girl or a boy? (A boy.) Point to the Age sign. Ask: How old is Gorp? (Six.) Point to the Color sign. Ask: What color is Gorp? (Purple.) Point to the Happy / Sad sign. Ask: Is Gorp happy or sad? (Happy.)

1 Read the story. Look at the pictures. Circle Gorp. (5 min.)
Reading Strategy
- Direct students’ attention to the creatures. Read the story aloud to the class.
- Ask: Who is Gorp? (Students will probably point to a creature.) How do you know? (He’s purple.)
- Have students circle Gorp.

2 Read the story again. Underline the answers. (5 min.)
Reading Strategy
- Read the items aloud: Name! Girl or boy? Age? Color? Happy or sad?
- Tell students to listen. Read the story aloud again.
- Guide students through the activity by reading the items and their options and then having students underline the correct answers.
- Form pairs. Have students compare and confirm answers.

Answers: 1. Gorp 2. boy 3. six 4. purple 5. happy

3 Look at the story. Follow the instructions. (10 min.)
- Write the following sets of letters on the board: G g H h T t
- Explain that the first letter in each set is called a capital letter. Elicit or teach that we use capital letters for names and the first word of a sentence.
- Hand out red and blue crayons. Tell students to hold up their red crayons. Have students look at the story and circle the capital letters using a red crayon.
- Write the following words on the board: This, Gorp and He.
- Point to the words and say them. Ask: Which word is a name? (Gorp.) Say: The words This and He are the first words in sentences.
- Write the first sentence of the story on the board: This is Gorp and his friends. Draw a square around the period. Explain that we use a period at the end of sentences.
- Have students hold up their blue crayons. Tell them to find and draw squares around the periods using a blue crayon.

Answers: 1. This (three times), He (two times) 2. There are five periods: after friends, boy, old, purple and happy.

Take the Lesson Further (5 min.)
- Have students look at the picture on page 8 again.
- Tell students to point to the happy creatures. Ask: Is there a sad creature? (Possibly the green one.)

T10 | Getting Started
This is Gorp and his friends. Gorp is a boy. He is six years old. He is purple. Gorp is happy.

1 Read the story. Look at the pictures. Circle Gorp.

2 Read the story again. Underline the answers.
   1 Name? Pec Gorp
   2 Girl or boy? girl boy
   3 Age? six seven
   4 Color? orange purple
   5 Happy or sad? happy sad

3 Look at the story. Follow the instructions.
   1 Circle the capital letters in red.
   2 Draw a blue square around the periods.
1 Draw your creature and his or her friends.

2 Think about your story. Complete the mind map.

1 Name:

2 Boy or girl:

3 Age:

4 Color:

5 Happy or sad:

My Creature

Topic 1 Fiction
Lesson 2

Lead in to the Lesson (10 min.)
• Form small groups.
• Display the construction paper signs on the board, vertically.
• Point to each sign and elicit or read the words.
• Have students look at the model story on page 9.
• Elicit information about Gorp. Ask: What's his name? (Gorp.) Is he a girl or a boy? (Boy.) How old is he? (Six.) What color is he? (Purple.) Is he happy or sad? (Happy.)

1 Draw your creature and his or her friends. (20 min.)
• Hand out crayons.
• Tell students they are going to write a story about an imaginary creature.
• Have students imagine a creature and his or her friends and draw them.

2 Think about your story. Complete the mind map. (15 min.)

Writing Strategies
• Point to the construction paper sign Name on the board.
• Direct students’ attention to the story on page 9. Have students find Gorp. Ask: Which letter in his name is a capital letter? (The first one: G.) Elicit or remind them to use capital letters for names.
• Have students find the Name item in the activity or direct their attention to it.
• Tell students to write the name of their creatures in the space provided. Remind them to capitalize the first letter.
• Guide students to complete the rest of the information about their creatures. Monitor and help as needed.
• For item 4, remind them to look at their pictures and write the color of their creatures.

Know Your Students
Some students may be less familiar with capital letters. Consider writing the capital letters for the names of their creatures on the board.

Take the Lesson Further (10 min.)
• Form small groups.
• Point to the construction paper signs.
• Have students share their pictures and descriptions. Tell them to confirm that the descriptions (colors and feelings) of the creatures match the pictures.
Lesson 3

Teaching Resources
- Compass Starter Writing Log pages 10 and 11
- Pictures of colors
- Construction paper signs: Name, Girl / Boy, Age, Color, Happy / Sad

Writing Strategy Focus
- Describing Characters
- Capitalizing Words

Lead in to the Lesson (10 min.)
- Display pictures of different colors on the board.
- Elicit the names of the colors.
- Have students stand in a circle. Tell students to recall their creatures.
- Ask: *Is your creature (color)?* Have students whose creature is that color jump up and down.
- Continue the activity until all of their creatures’ colors have been said.

Writing Strategy Focus (15 min.)
- Display the construction paper signs on the board, vertically.
- Elicit the questions for the signs and write them on the board, to the right of each sign.
  - *What’s your creature’s name?*
  - *Is your creature a boy or a girl?*
  - *How old is he / she?*
  - *What color is he / she?*
  - *Is he / she happy or sad?*
- Form pairs. Have students look at their mind maps on page 10.
- Tell them to take turns asking and answering questions about their creatures.

Know Your Students
For groups of emerging readers, consider guiding the activity by reading the questions and having students answer the questions in their pairs.

3 Complete the information for your story. (20 min.)

Writing Strategy
- Have students look at their information on page 10. Tell them to use it to complete the information for their stories.
- Direct their attention to page 11. Point to item 1. Have students notice the prompt in orange (name) at the end of the sentence. Ask: *What’s the name of your creature?* (Answers will vary.)
- Tell students to write the name of their creature in the space. Remind them to capitalize the first letter. Have them look at their mind maps if they don’t remember how to write the capital letter for their creatures’ name.
- Write *his* and *her, He* and *She* on the board. Have students identify the words used for boys (*his, He*) and the ones used for girls (*her, She*).
- Point to item 1 again. Say: *If your creature is a boy, circle his.* *If your creature is a girl, circle her.*
- Continue guiding students to complete the information for their stories.
- Monitor and help as needed.

4 Exchange books with a classmate. Read the sentences. Mark (✓) Yes or No. (10 min.)
- Form pairs. Have students exchange books.
- Tell them to read the drafts of the stories.
- Guide students through the checklist. Have them mark *Yes or No.*
- Tell students to return the books to their classmates.
- Have students look at the checklists. Both items should be marked *Yes.* If they are not, have students raise their hands so you can review the checklists and see what, if any, information or capital letters are missing from the sentences.

Take the Lesson Further (5 min.)
- Form pairs. Have students help each other make any necessary changes to their stories.
- Monitor and help as needed.
3 Complete the information for your story.

1 This is ___________________________ and his / her friends. (name)

2 ___________________________ is a boy / girl. (name)

3 He / She is ____________ years old. (age)

4 He / She is ___________________________. (color)

5 ___________________________ is happy / sad. (name)

My Classmate’s Checklist

4 Exchange books with a classmate. Read the sentences. Mark (√) Yes or No.

1 This is a story about a creature. Yes □ No □

2 There are capital letters. Yes □ No □
My Checklist

Read the sentences. Mark (√) Yes or No.

1. I can write a story about a creature.

2. I can use capital letters.

My Fantasy Story

This is Gorp and his friends.

_________ is a ______ year old.

_________ is a ______.

_________ is a ______.
Lesson 4

Teaching Resources
Compass Starter Writing Log pages 8, 9, 11-13
Crayons

Writing Strategy Focus
Describing Characters
Writing Strategies
Capitalizing Words
Illustrating for Meaning
Illustrations can aid comprehension by providing a visual representation of a complex idea or process. This strategy enhances meaning in a text and facilitates understanding.

Reading Strategy
Speaking Slowly and Clearly
The ability to read aloud effectively is a skill students need to develop because they are often expected to present their work in school. One characteristic of reading aloud is speaking slowly and clearly.

Know Your Students
Students may not have the language skills to answer your questions about the best way to present their creatures. Consider allowing students to answer in their first language, and then provide them with basic words such as slowly and clearly.

Presenting (10 min.)
• Elicit characteristics of good listeners. (They are quiet, and they listen carefully.)
• Form small groups. Have students present their creatures to their groups.
• Monitor and help as needed.

Reflection (5 min.)
• Direct students’ attention to the My Checklist section.
• Read the instructions and the items. Have students look at their stories and mark Yes or No.
• Write the following sentence starter on the board: I like my story because...
• Tell students to think about why they like their stories.
• Encourage them to share their ideas with the class.

Write a Final Version (10 min.)
Writing Strategy Focus
• Have students refer to their drafts on page 11 and write the final versions on page 13.
• Monitor and help as needed.
• Form pairs. Have students check that words are capitalized correctly. Tell them to make corrections.

Illustrate the Story (15 min.)
Writing Strategy
• Direct students’ attention to page 12.
• Point to the blank space. Ask: What do we put here? (A picture of my creature.)
• Hand out crayons.
• Tell students to draw their creatures. Remind them that the picture must match the descriptions of their creatures.
• Monitor and help as needed.

Reading Strategy (10 min.)
• Tell students they will present their creatures in groups.
• Model the presentation two ways. Read the model story about Gorp quietly and quickly. Then present again, showing the picture and reading slowly and clearly.
• Elicit which way they liked better and why.
• Elicit what students should do when giving their presentations. (Answers will vary, but you should guide them to speaking slowly and clearly.) Write slowly and clearly on the board.
• Form pairs. Have students take turns quietly practicing giving their presentations.

Lead in to the Lesson (5 min.)
Writing Strategy
• Write the following sentence on the board: This is Gorp. Circle the T in This and the G in Gorp.
• Elicit the words with capital letters. (This, Gorp.) Point to This. Say: The first word in a sentence is capitalized. Point to Gorp. Say: We use capital letters for names.

My Fantasy Story