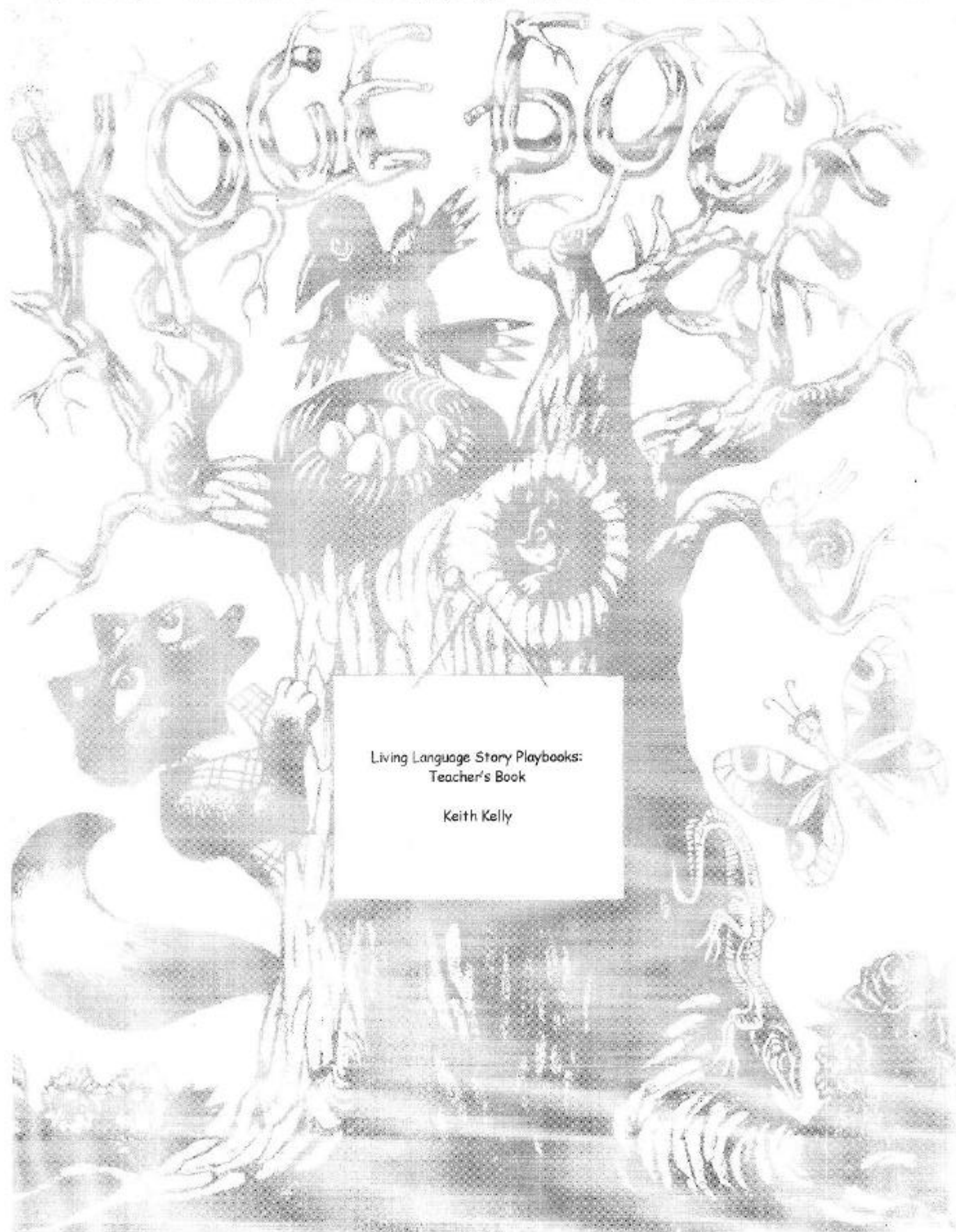


The Blackbird and the Fox



Living Language Story Playbooks:
Teacher's Book

Keith Kelly

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Illustrations: © Venelin Vulkanova
Pre-print: © Krsto Terziev
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Using a Storybook for Learning English

Section 1 Preparation

The Blackbird and the Fox

When you have a text you are happy with in English you will need to identify connections with the English language curriculum and establish links with other areas of the primary curriculum.

Take a look at the text for ‘The Blackbird and the Fox’ and make a note of any language areas you think would be relevant for the primary classes you teach (appendix i – Text for ‘The Blackbird and the Fox’).

Section 2 Curriculum Links

This story was chosen because of the links identified with the contents of English Together Books 1 and 2, Longman.

Take a look at the contents page and highlight some of the language areas which appear in the story (appendix ii – English Together Book 1 contents page).

Section 3 Frameworks for Teaching

In planning any series of lessons you will need to think of a framework for organising your planning.

Take a look at the Generic Framework (appendix iii – Generic Framework for planning primary language education)

Then when you have found your story you need to place it within the framework so that you will have a specific structure for your work.

Take a look at the Specific Framework (appendix iv – Specific Framework for ‘The Blackbird and the Fox’)

Of course, it is not necessary to include all of the factors described here. These frameworks offer the teacher a checklist and it is not expected that all of these considerations be dealt with in one story.

Section 4 Skeleton Texts

The next step in this process is for the teacher to produce a shorter ‘skeleton’ version of the story which will be used for storytelling in the classroom. This enables the teacher to produce a reading which is not read aloud from the book and one which therefore will be a more realistic listening experience for the learners.

You may decide to use the pictures directly from the book itself or to produce your own and supplement the storybook to stress certain aspects of the story. For example,

I drew several pictures of nests, one for each day Foxie returned and with the number of eggs reducing each day.

Take a look at the skeleton we offer for 'The Blackbird and the Fox' (appendix v – Skeleton text of 'The Blackbird and the Fox') and identify which areas we have chosen to stress.

There are 6 stories in the process of being prepared in this way and we would hope that you would like to be involved in using them in your classroom. Keep in touch, join the discussion groups and send us your feedback!

Section 5 Practical Activities for the Classroom

What follows is a series of lessons and activities with instructions to the teacher for use with 'The Blackbird and the Fox'. The material is offered collectively as appendix vi – Supplementary Materials.

Overview of supplementary materials written

- 1 Animal fishing
- 2 Mishmash animals
- 3 Animal word search
- 4 Animal snake
- 5 Animal habitats
- 6 6 little chicklets song
- 7 'The Blackbird and the Fox' theatre
- 8 Litter in the Countryside

Section 6

Conclusions

Please think of these materials and ideas as simply that, ideas. Feel free to experiment, edit, adapt any of the materials you find here and let us know how they work in the classroom. Your experience will be of great value to other colleagues in our network.

Contacts for the Forum for Across the Curriculum Teaching

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write to the FACT group and contribute to the FACT Journal

Appendix

i - Text for 'The Blackbird and the Fox'

The Blackbird and the Fox

It was Monday morning and Bonnie Blackbird had just made herself a nice cosy nest to lay her eggs in and hatch her little chicklets. Fowie got to hear about it and before you could say 'Kentucky Fried Chicken' she appeared at the tree beneath Blackbird's nest licking her lips.

'Bonnie Blackbird, please give me one little egg so that I can make some soup, pined Fowie. My Mummy and Daddy are coming to visit and I don't have anything to eat. Please', said Fowie in a horrible sickly voice that makes the hairs on the back of your neck stand on end.

Bonnie Blackbird was scared to bits and so she said, 'OK, Fowie, here, take an egg to make your soup.' And she threw one down to the drooling Fowie below. Only Fowie's Mummy and Daddy weren't coming to lunch at all and she gobbled the egg down in one gulp all by herself. Then she disappeared into the wood with a sly contented Fowie smile on her face.

Fowie came back the next day and from under Blackbird's nest she said in her forlorn Fowie way, 'Bonnie Blackbird, please give me one little teeny weeny egg so that I can make some soup. It's Tuesday and my Sister and her family are coming to lunch and I don't have anything to eat'.

Blackbird gave Fowie one more egg and saw her swallow it down in one as she disappeared foxily into the forest.

The same thing happened on the third day and on the fourth day and on Friday until on Saturday, the 6th day, Blackbird had only one egg left. So, when Fowie came back and begged 'Bonnie Blackbird, please give me one little egg so that I can make some soup, it's Saturday and my Granny is coming to lunch and I haven't got anything to eat. Please', Blackbird replied with a tear in her eye, 'I haven't got any more eggs, Fowie. You've eaten them all up!'

'If you don't have any more eggs, I shall eat you up instead!' hissed Fowie with a sneer. Blackbird cried and sobbed and gave Fowie her very last little egg.

Next morning Dylan Doggie passed through the forest and heard Blackbird crying. 'Why are you crying Bonnie Blackbird, love?' asked Doggie. 'Well, what do you expect, Dylan? Fowie has been here every morning and not only has she eaten all my eggs, I'm afraid that she will eat me as well', said Bonnie Blackbird with a sniff.
Picture of Dylan in between texts above and below

'Don't cry Blackbird. I'll tell you what we're going to do. Next time Foxie comes, you tell her there's a nice fat hen in the bushes over there and I'll hide in there and wait for her'.

Doggie hid in the bushes licking his doggie lips. Foxie came along a little later and said 'Blackbird, Bonnie Blackbird, please give me one little egg so that I can make some soup, my...', 'I know, I know', interrupted Bonnie Blackbird 'your cousin Dorothy is coming to lunch and you have nothing to eat.

Well, there are none left. But I know there is a big fat hen in that bush over there you will find much tastier than me'.

Foxie went into the bushes sniffing for the hen but Doggie jumped out and began to chase her. Foxie ran, Doggie chased. Doggie chased and Foxie ran.

Foxie frightened and shivering managed to find her way back to her home and she ran quickly inside while Doggie waited outside the hole for her to come out.

Shaking inside Foxie began to talk to herself.

'Oooh, dear little feet. What were you shouting while bad Doggie was chasing us? 'Faster Foxie, faster, run!' said foxie's feet.

'Sweet little darlings you are too. Foxie is going to buy you some new slippers.'

'And what were you shouting my dear little eyes?'

'Faster Foxie, faster, run!' said foxie's eyes.

'Aren't you my darlings? Foxie is going to buy you some pretty new glasses.'

'And what were you saying my dear little ears?'

'Faster Foxie, faster, run!' said foxie's ears.

'Darlings you are too. Foxie is going to buy you some pretty new earrings.'

'And you my little tail, what were you shouting?'

'Catch her Doggie, catch her tail, catch her tail!' said the tail.

'Naughty little monster! I'll give you to Doggie to eat! said Foxie and stuck her tail out of the hole. Doggie immediately jumped on the tail and began to pull.

Foxie pulled and Doggie pulled but Doggie was stronger and pulled Foxie out of the hole and ripped her fur coat to pieces.

Soon Blackbird laid 6 more eggs and now Foxie was gone the eggs hatched into 6 little chicklets. Foxie was too scared to come back and the whole Blackbird family lived happily ever after.

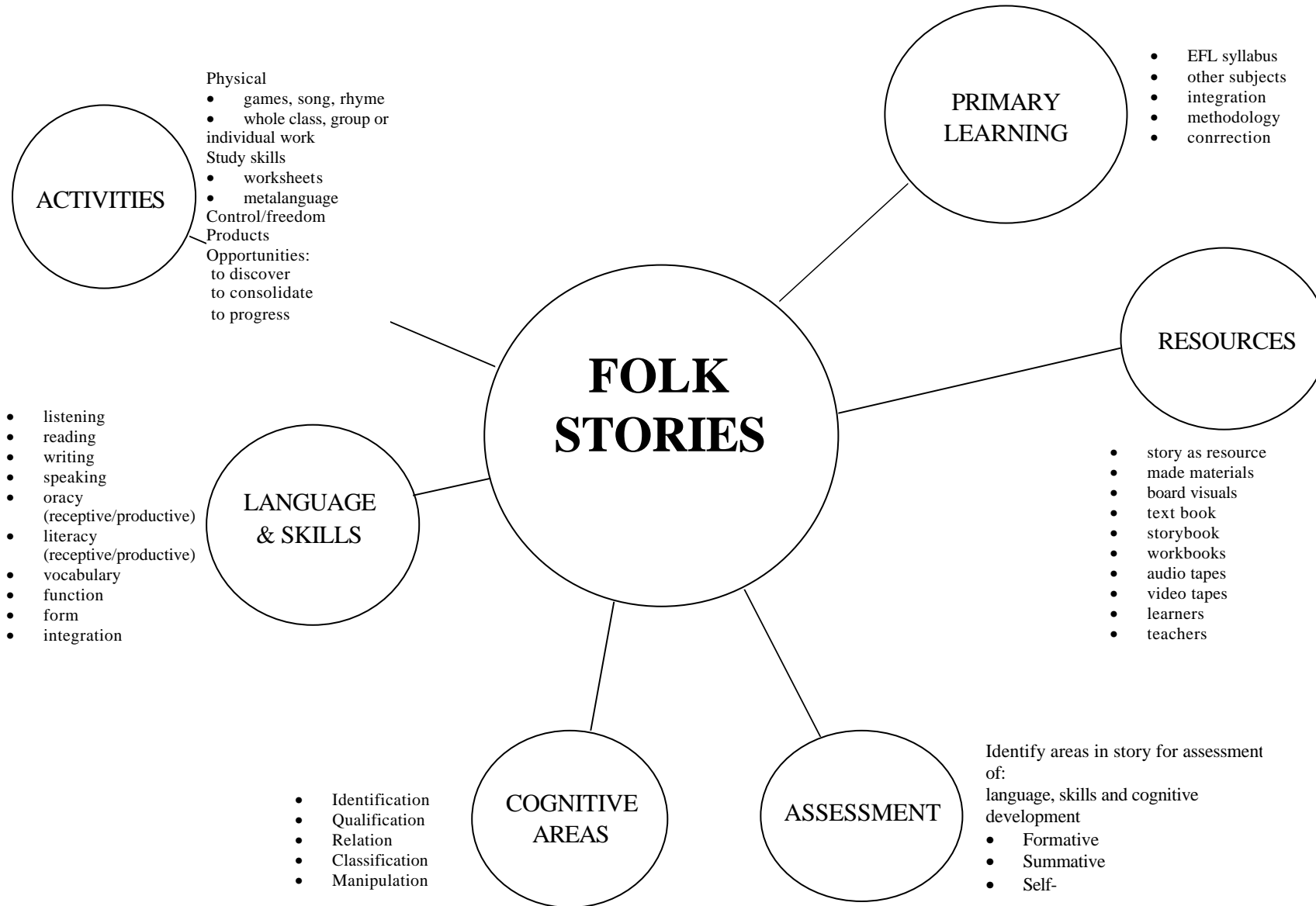
Traditional Bulgarian Children's Story, translated and adapted by Keith Kelly

ii – English Together Book 1 contents page

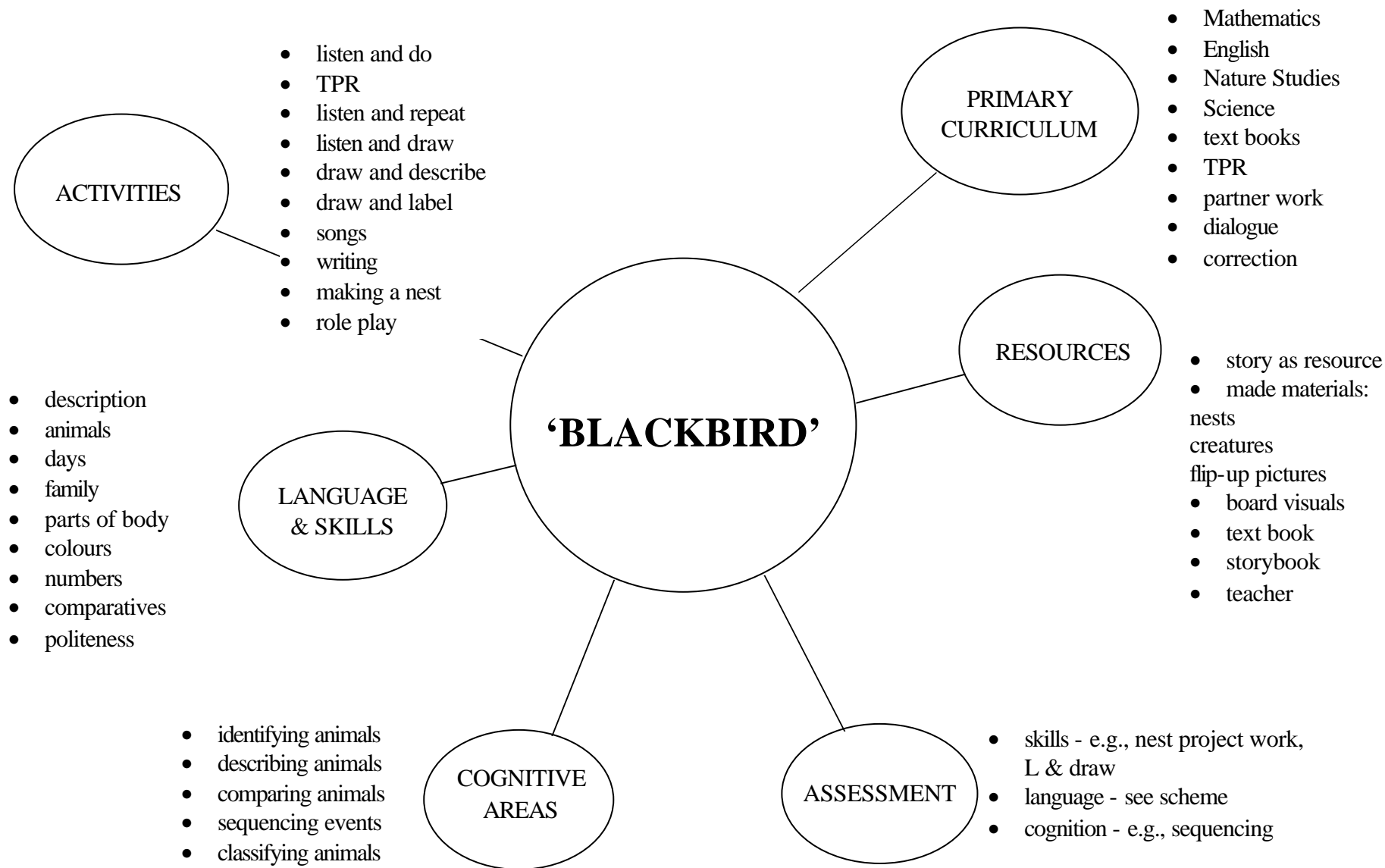
Contents page from *English Together*

Unit	Main teaching points	Main revision
1	Hello/nos.1-10/What's your name? I'm (name)/How old are you? I'm (age)	
2	my/your/This is (my room) It is/isn't (your room)/What is it? It's a (frog)/ A (frog)?	Nos. 1-10/I'm.../You're...
3	What colour is it?/It's (red) <i>Possessive 's/Who is your partner?</i> Is (your monster) red?/ <i>Colours</i>	<i>Numbers/my your/It is/isn't</i>
4 - Revision		How old are you?/I'm (age) What is (Joe's present)? <i>Colours/Numbers/It's a...</i> <i>Colours/Numbers</i> What's this?/It isn't...
5	his/her - he/she <i>Plurals/ a/an</i> Her hair is fair/his eyes are blue <i>Parts of the face</i>	This is... <i>Possessive 's</i> my/your - <i>Plurals/Descriptions</i>
6	Where's (my shirt)? Where are (my socks)? They're (my jeans) Are they (my socks)/ <i>Clothes</i> big/small, long/short <i>Family</i>	Her hair is fair
7	I like (pizza)/I don't like (pizza) Do you like (pizza)?/ <i>Food</i> <i>Numbers 11-20</i> <i>Days of the week</i> <i>Parts of the body</i>	<i>Numbers 1-10</i>
8 - Revision		<i>Possessive 's/ Descriptions:</i> Her eyes are big and brown His hair is long he/she, his/her <i>clothes/food</i> I like.../Do you like...? <i>Family</i>
9	<i>Simple present</i> He/She (washes the dishes) Does he (wash the dishes)? What time is it?/It's (five) o'clock What time does he (wash the dishes)? She doesn't (play football) <i>Jobs in the house</i>	
10	I can/can't (jump) You/he/she can jump Can you (jump)? Can he/she (jump)? <i>Numbers 10-100 (in tens)</i>	<i>Colours</i> <i>Descriptions</i>
11	Have you got (a torch)? I've got/I haven't got (a torch) Has he/she got (a knife)? he/she has got (a knife) <i>cup, plate etc.</i> <i>Pets/Routine</i>	
12 - Revision		Have you got..? I've got/She has got... How old is he/she?/He/She/I can... <i>Simple present/At (five) o'clock</i>
13	<i>Prepositions: in, on, under</i> was/were <i>Furniture</i>	Where's...? <i>Possessions</i>
14	<i>Present continuous</i> What are you doing? I'm (writing) Are you (writing)? He/She is (eating) <i>Weather</i>	<i>Clothes</i> <i>Simple present</i>
15 - Revision	There is/are... Is there/Are there...?	<i>Present continuous</i> <i>Simple present</i> <i>Food</i> Can/can't...

iii – Generic Framework for planning primary language education



iv – Specific Framework for ‘The Blackbird and the Fox’



v – Skeleton text of ‘The Blackbird and the Fox’

(based on the idea from Morgan and Rinvoluceri 1992)

Monday

Makes Nest

Lays 6 eggs

Foxie stops below, begs

“Blackbird, please give me an egg!” - Mum and Dad - soup

Blackbird gives egg

Tuesday

Brother - soup

Wednesday

Sister - soup

Thursday

Uncle - soup

Friday

Grandma and Grandpa - soup

Saturday

Friends - soup

‘I haven’t got any eggs’ - ‘I’ll eat you!’

Blackbird gives egg - cries

Sunday

Dog passes through forest

Asks why Blackbird is crying

Blackbird explains

Doggie has a plan

Foxie arrives - says impolitely ‘Give me an egg!’

Blackbird says she has no eggs but hen in bushes

Foxie dives in

Doggie chases Foxie

Foxie arrives home safe

Feet - slippers

Eyes - glasses

Ears - earrings

Tail - Dog!

Foxie pulls in

Doggie pulls out

Tears Foxie’s tail to pieces!

Later

Blackbird - 6 eggs, happy ever after!

vi – Supplementary Materials

We begin the lessons with the creation of a tree corner in the classroom. The tree has a nest in which Blackbird is sitting.

1 *Animal fishing*

Use the material and the notes in the story playbook.

Teacher sings the song using fingers to indicate the numbers. Use mime to show being bitten, and exaggerate the catching and releasing of the fish (or other animal) and a painful little finger on the right hand.

I split the class into two groups which each sings a line each of the song with me singing all of the song. They follow the mimes I suggested above.

When the learners have grasped the song we go fishing as described in the book.

A volunteer comes to the front of the class and takes the rod and line and catches an animal and we sing the song again according to what the animal is. In fact, everybody wants to fish for animals and they forget how much repetition they are doing.

2 *Mishmash animals*

Q What do you get if you cross a dinosaur with a dragon?

A Dragosaur.

This is an idea from the 'English Together' textbook where the main character in the book is a Dragosaur. This lends itself to a great deal of creativity with animals, their body parts and names.

The learners have the following animals in their textbook:

Dog
Fish
Fox
Hen
Horse
Elephant
Tiger
Lion
Blackbird
Tortoise
Duck

Use the animals in the story playbook and ask the learners to identify what the animals are (you might like to draw your own as well).

When learners get the hang of mixing up animals and what happens to the way you pronounce the name, they can produce their own mishmash animal.

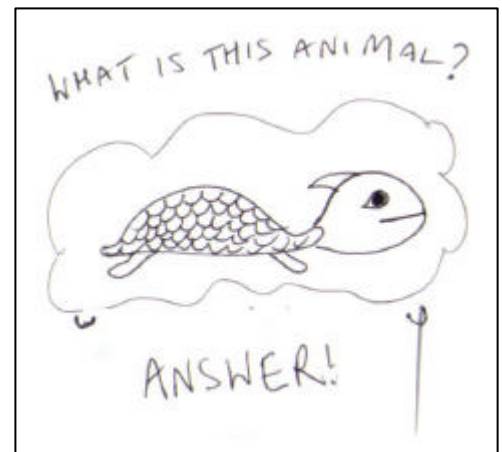
Give them the following instructions:

Now you draw your own mishmash animal. It could be a mixture of two animals from your book.

Make your title: 'What is this animal?'

and then at the bottom of the picture place a flap with the answer underneath. Place your mishmash animal on the wall so that people can have a look, guess the animal and then look at the answer.

We also included some writing using the mishmash animals created.



Which two animals are there in the mishmash animals below:

a duird a..... and a.....

an elephish an..... and a.....

a tigor a..... and a.....

a liophant a..... and an.....

a tortox a..... and a.....

Which 5 animals are there in the mishmash below?

An eletorbirfoxoise?

An a..... a..... a..... and a.....

What do you get if you mix a fox with an elephant?

A foxephant, or an elefox.

What do you get if you mix

A duck with a tiger?

A

A cat with a mouse?

A

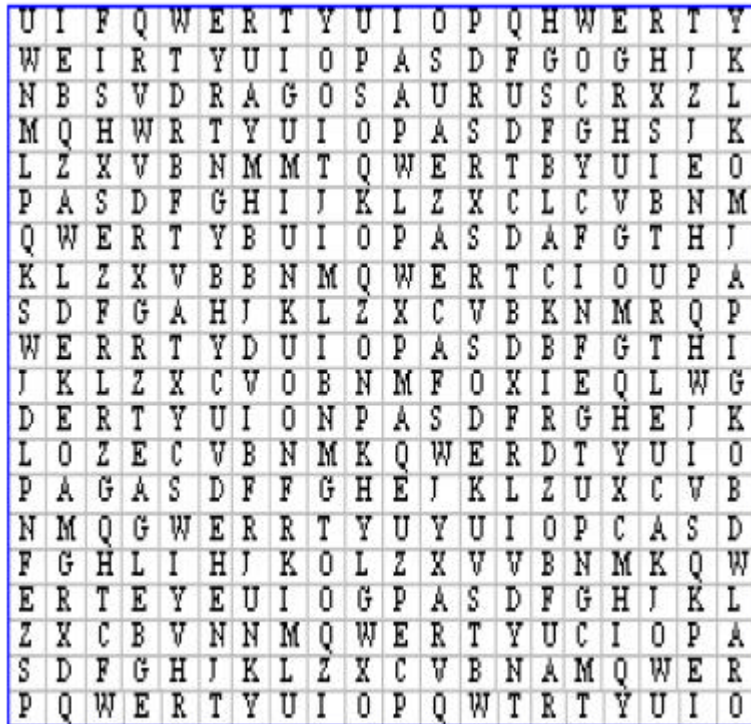
A dog with a fish?

A

3 *Animal word search*

Something which worked less well was this animal word search. The children had learned the names of the animals and this activity was presented as a game to revise the names of the animals. It proved quite difficult. See how you manage

There are 15 animals in the wordsearch. See how many you can find!



You will notice that in the story playbook we have included the list of names of animals as this does make the task easier.

4 *Animal snake*

This next activity worked a little better as it is an easier job to recognise the words in this way.

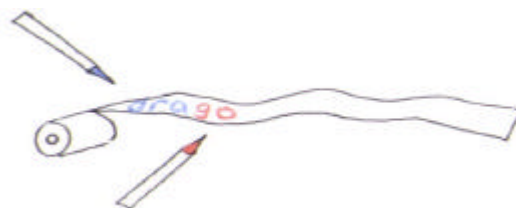
There are 15 animals in the word snake. See how many you can find!

dragosauruspiderobincowhalefisharkpigiraffeaglephanturtleblackbirduckitten

This last activity is perhaps the best way to offer revision of words for the learners as it involves them being active and uses their creativity.

Now make your own word snake.

You need a long thin piece of paper
Colouring pens
words to connect



1 Try to find all of the words before you start writing them on the paper

Classroom or school words: desk, table, chair, window, wall, sponge, chalk, book, children, teacher, pen, pencil, words, English, plant, floor, ceiling, listen, notebook, ruler, lesson, lunch, kiss, shoes, say, you, exercise

2 Try to link some of the words together. It doesn't matter how many try to find as many as you can.

window + wall + lesson + notebook =

windowallessonnotebook

lunch + chalk + kiss + sponge + exercise + English + shoes + say + you =

lunchalkkisspongexercisenglishshoesayyou

3 Write the word snake on a long thin piece of paper using colours to make it more difficult

4 Put your snake on the wall for others to see it and find the words

5 ***Animal habitats***

Where do animals live?

Revise the animals with their pictures

Ask where they live and do repetition (Birds live in a nest), then elicit

Do a miming activity where a student comes out and has to mime being an animal of their choice and others have to say where the animal lives

Do the sentence matching activity

Give out the visual material

Ss write in the sentences below the pictures and stick the finished picture in their books

Matched sentences

Birds live in a	nest
Dogs live in a	kennel
Hens live in a	farm
Foxes live in a	den
Pigs live in a	pig sty
Ducks live in a	lake
Frogs live in a	river
Rabbits live in a	hole
Horses live in a	stable
Goldfish live in a	bowl

Mixed sentences

Birds live in a	bowl
Dogs live in a	den
Ducks live in a	farm
Foxes live in a	hole
Frogs live in a	kennel
Goldfish live in a	lake
Hens live in a	nest
Horses live in a	pig sty
Pigs live in a	river
Rabbits live in a	stable

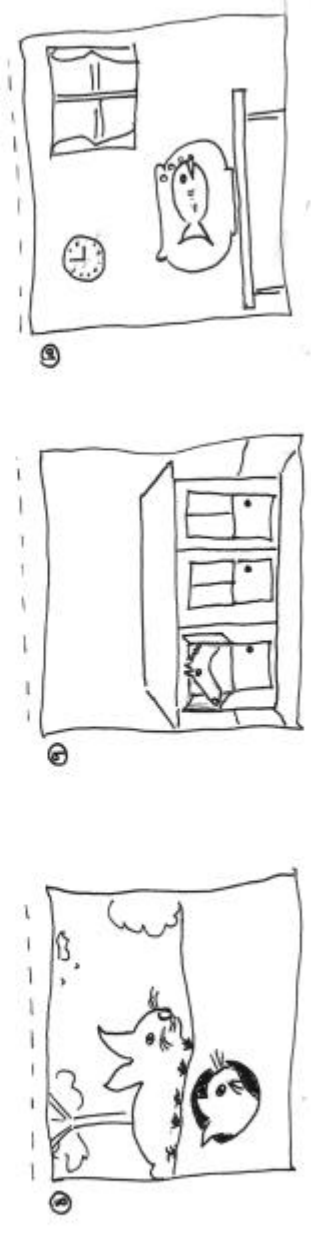
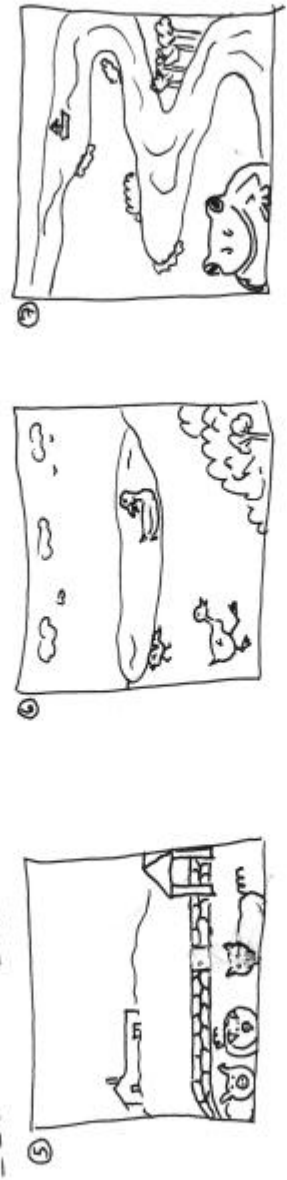
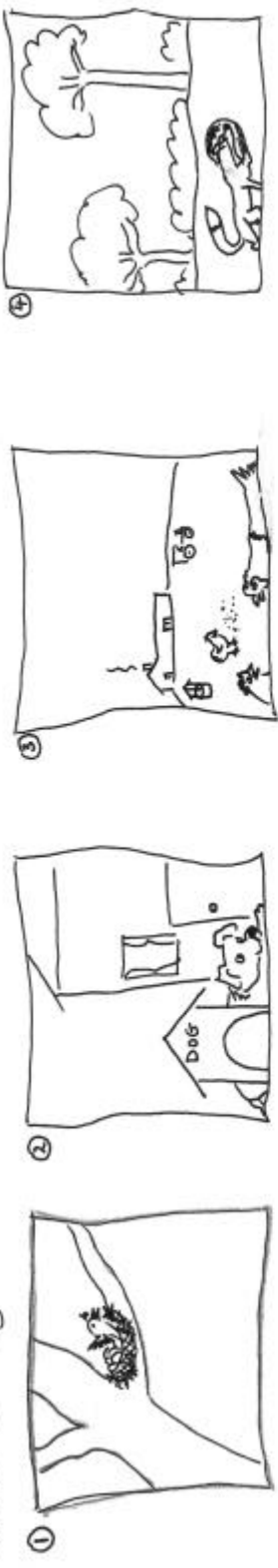
Now, once upon a time, there was a bird that lived in a bowl...what happened?...was it happy?...why, why not?...what did it do?...how does the story end?

Students prepare an animal and a strange place to live, they think of a storyline, and ideas for pictures. Next class they write their own storybooks.

An old frog who lived in a dish
 Had really only one wish
 To get out of his house
 Climb right out like a mouse
 And go off to swim with the fish

Visual material

Where do they live...?



6 *6 little chicklets song*

It seemed a good idea to make the most of the context to produce a song to practice the theme of the story and we came up with this

6 Little Chicklets

6 little chicklets
Hatching in a tree
Happy Bonnie Blackbird
Smiley as can be

Along came Fowie
The very next day
That mean old Fowie
Stole another egg away

1 little chicklet
Hatching in a tree
Happy Bonnie Blackbird
Smiley as can be

Along came Fowie
Stole an egg away
Poor little Blackbird
Cried and cried all day

3 little chicklets
Hatching in a tree
Happy Bonnie Blackbird
Smiley as can be

Along came Fowie
The very next day
That mean old Fowie
Stole another egg away

5 little chicklets
Hatching in a tree
Happy Bonnie Blackbird
Smiley as can be

Along came Fowie
The very next day
That mean old Fowie
Stole another egg away

0 little chicklets
Hatching in a tree
Poor old Bonnie Blackbird
As sad as she can be

Along came Fowie
The very next day
That mean old Fowie
Stole another egg away

2 little chicklets
Hatching in a tree
Happy Bonnie Blackbird
Smiley as can be

Along came Doggie
The very next day
That mean old Fowie
Lost her tail and ran away

4 little chicklets
Hatching in a tree
Happy Bonnie Blackbird
Smiley as can be

Along came Fowie
The very next day
That mean old Fowie
Stole another egg away

6 more chicklets
Will soon be on there way
Happy Bonnie Blackbird
As happy as can be

The melody, we think, is a copy of '5 little buns in a baker's shop, round and flat with a cherry on the top...'

7 *'The Blackbird and the Fox' theatre*

The text as it is in the story playbook is too complicated for learners to stage their own play based upon it. For this reason, we produced a much simplified version of the text.

You will also need to decide how to distribute parts. The Storyteller is an important role and may be divided between several learners. More important is to make sure that everyone is involved and this is not difficult if you allocate roles playing the parts of Fowie's body to small groups of learners. Three people could be feet, three people could be ears, and so on. You can also have a bush, a tree, a rabbit.

The masks in the story playbook are intended especially for this purpose.

The Blackbird and the Fox Script

Actors: Story , Fokie, Blackbird, Doggie, Feet, Eyes, Ears, Tail

Story - It was Monday morning and Bonnie Blackbird had a nice nest and six little eggs. Fokie came to the nest and said

Fokie - 'Bonnie Blackbird, please give me a little egg so that I can make some soup. My Mummy and Daddy are coming to visit and I don't have anything to eat. Please.'

Story - Bonnie Blackbird was scared said

Blackbird - 'OK, Fokie, here, take an egg to make your soup.'

Story - But Fokie ate the egg and ran into the forest. Fokie came back on Tuesday and said

Fokie - 'Bonnie Blackbird, please give me a little egg so that I can make some soup. My Sister is coming to lunch and I don't have anything to eat. Please.'

Story - Blackbird gave Fokie an egg. Fokie ate it and ran into the forest. Fokie came back on Wednesday, Thursday, Friday and Saturday and ate all the eggs. Next morning Dylan Doggie heard Blackbird crying and said

Doggie - 'Why are you crying Bonnie Blackbird?'

Blackbird - 'Fokie has eaten all my eggs and I'm scared that she will eat me'

Doggie - 'Don't cry Blackbird. Tell Fokie there's a rabbit in the bushes over there and I'll hide and wait for her'.

Story - Doggie hid in the bushes. Fokie came along a little later and said

Fokie - 'Bonnie Blackbird, please give me a little egg so that I can make some soup. My Granny is coming to lunch and I don't have anything to eat. Please.'

Story - But Blackbird was angry and said

Blackbird - 'I haven't got any more eggs, Fokie. You've eaten them all up!' But there is a nice rabbit in that bush over'.

Story - Fokie went into the bush for the rabbit but Doggie jumped out and began to chase her. Fokie ran, Doggie chased. Doggie chased and Fokie ran all the way home. Fokie began to talk to herself.

Fokie - 'Oooh, dear little feet. What were you shouting while bad Doggie was chasing us?'

Feet - 'Faster Fokie, faster, run!'

Fokie - 'My darlings. Fokie is going to buy you some new slippers.' 'And what were you shouting my dear little eyes?'

Eyes - 'Faster Fokie, faster, run!'

Fokie - 'My darlings. Fokie is going to buy you some pretty new glasses.' 'And what were you saying my dear little ears?'

Ears - 'Faster Fokie, faster, run!'

Fokie - 'My darlings. Fokie is going to buy you some pretty new earrings.' 'And you my little tail, what were you shouting?'

Tail - 'Catch her Doggie, catch her tail, catch her tail!'

Fokie - 'Bad tail! I'll give you to Doggie to eat!'

Story - Fokie put her tail outside and Doggie pulled Fokie out of the hole and ripped her fur coat to pieces.

Soon Blackbird had 6 more eggs and Fokie was gone. The Blackbird family lived happily ever after.

8 *Litter in the Countryside*

Preparation: a bag of litter

Step 1 Do vocab and repetition with the realia

paper, plastic bag, wrapper, cigarette packet, drinks carton, plastic bottle, crisp packet, can

Step 2 Then do litter pelmanism

place all of the litter on a desk/tray and make sure that all of the learners can see
hide the objects with a large sheet of paper, bag or something similar
tell learners to close their eyes
remove an object and tell students to open their eyes and ask them to say what is missing
choose students to answer and repeat

Step 3 (from an earlier lesson in English Together Book 2)

T asks learners, 'How do people litter the countryside?' Answer: 'People drop litter'

T asks, 'What do you say to someone who drops litter?' Answer: 'Don't drop litter!'

T picks up an object and while saying the phrase 'They drop paper', drops the realia on the floor and asks, 'What do you say?' We want the the model 'Pick up that paper!' to come out.

Repeat with other bits of rubbish until all are covered and the class have ahead a go telling off the teacher.

sweet wrapper

Pick up that sweet wrapper!

cigarette packet

Pick up that cigarette packet!

drinks carton

Pick up that drinks carton!

crisp packet

Pick up that crisp packet!

Step 4 T writes the Don't drop litter sentences on the board and students copy them in their notebooks and then they are given a sheet of paper on which to make their own signs against litter using the same models and which is to be stuck on the litter tree on the wall (this is from a previous lesson on litter and produced a tree of litter wall display).

Don't drop paper

Don't throw wrappers

Don't drop cartons

Stick them on the wall tree! – The lesson ends with the children's signs and the litter from the bag stuck together beneath the wall tree.