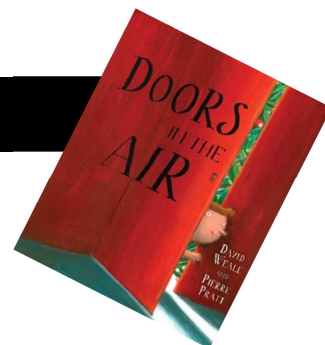


Doors in the Air

by David Weale and Pierre Pratt

Teacher's Guide



Link with the program

C1: Interacts orally

C2: Reinvests understanding of texts

C3: Writes texts

POL:

- Theme-related vocabulary
- Functional Language
- Responds to questions used in context
- Predicting
- Forms simple sentences
- Uses knowledge of verb tenses to construct meaning
- Cultural elements: authentic literature

IMPORTANT BEFORE STARTING: NUMBER THE PAGES OF EACH BOOK STARTING WITH PAGE 1 WHICH STARTS WITH "MY HOUSE HAS A ROOF".

Exploring the book

Activity 1: What Do You Know?

1. Distribute one book and one Student Booklet (SB) per student.
2. Invite students to browse through the book alone and in silence. Students look at the text and write ONE WORD per page that they already know.
3. Students write their words in the left column of page 2 in their SB.
4. Students share their words with a partner and highlight the words that are new to them in the "partner's column".

C1

Extra teaching tip: Think Aloud Activity

Think aloud: Teacher goes through every page of the book **(without reading)** and explores the pictures. Teacher asks WH questions in order to predict what the story is about.

Example:

Cover page: *What is the boy opening?*

Page 1: *What is the boy thinking about? On what floor is he? What is the colour of the bird? Etc.*

The purpose of this activity is to show students the importance of the doors in the book. It allows the boy to go from one place to another and imagine new worlds. At the end, he returns home.

Activity 2: Reading the Book

Part 1: Text comprehension

- a) Teacher reads the book with students. Ask students in pairs to complete the True or False statements in their Student Booklet on page 3 using the book as a resource. If the statement is false, ask them to correct it.

Suggestion: Focus on Form: **Simple Present tense** and **there is, there are**.

C2

Answer key:

Statement	True or False	If false...correct
Closets are for toys.	F	Closets are for clothes.
Mom looks in the mirror.	T	
There are no hooks on the wall.	F	There are two hooks on the wall.
The boy's favourite things in his house are the doors.	T	
He keeps his bedroom door almost closed.	T	
He feels trapped like a fish, a bird, and a hole.	F	He feels trapped like a fish in a bowl, a bird in a cage, and a post in a hole.
He closes his eyes and reaches out his hand to slip through a door.	T	
You need a secret to open up a door.	F	You need a key.

- b) Ask students to compare the boy to themselves by completing the 2nd chart on page 3 in their SB.
- c) Ask students to share their answers.

Activity 3: Rhyming Words

Ask students to match the rhyming words found in their Student Booklet. They must then write at least 4 other words that rhyme.

Activity 4: Guess the Word

Read the following descriptions to the students. Do the first one as a model.

Number 1: It is made of flour, eggs, and butter. You eat it at birthdays or for dessert.

Number 2: You put it on your feet. It often has laces.

Number 3: You use it for breakfast to heat up your bread.

Number 4: It is a domestic pet and has whiskers.

Number 5: It is like a small pool in your house.

Number 6: You sleep in it.

Number 7: It reflects your image.

Number 8: You sit on it at school or when you eat.

Number 9: You use it to eat. It can be a fork, a knife, or a spoon.

Number 10: You find it at the library.

Answer key:

bathtub	5	chair	8	utensils	9	shoe	2	cat	4
bed	6	mirror	7	cake	1	book	10	toaster	3

C2

Activity 5: Reading Aloud/Reading Theatre/ other ideas

Have students either:

- read parts of the book out loud in teams of two, three, or four;
- divide the class in two: each half reads a page;
- boys vs girls, one paragraph each;
- adding more tone to the word "doors" (or any other word);
- soft voice, loud voice, etc.
- etc.

Other fun activities/suggestions to do with the book:

- Have each student illustrate one paragraph from the book and make a collective story art project.
- Have students in teams of 2 name, spell, and/or write as many objects from pages 3-4 from the book (spread page with lots of objects) in a set time.
- Have students go around the school and choose a door. They take a picture and describe what's behind that door.
- Have students write what they like best in their house.
- Use rhyming words from their SB page 4, ask students to write a short poem using places in their home.
- Buy a plain door and have students paint it.
- Have a school contest on decorating school doors. Then have the students and teachers from the school to vote on the best door.

Notes: