

TEACHER'S BOOK

Ana Alonso

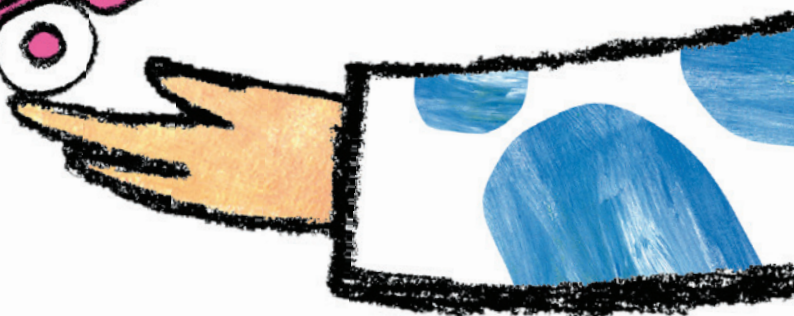
LIZA THE FAIRY

Illustrated by Antonia Santolaya

ANAYA
ENGLISH



PINCH OF SALT
FIRST READERS



This book is part of the complementary materials of the Reading Plan for *Liza the Fairy*, which is included in the PINCH OF SALT. FIRST READERS collection.

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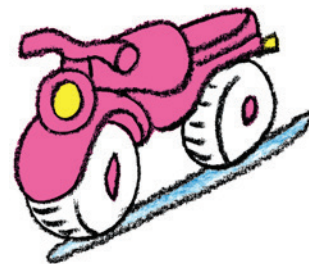
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INTRODUCTION



WHAT IS 'PINCH OF SALT. FIRST READERS'?

'PINCH OF SALT. FIRST READERS' is a part of the 'PINCH OF SALT' series which focuses on children who are learning to read or consolidating their reading habits. Each title introduces some common concepts that are applicable to the children's lives.

The collection includes stories that are both easy to understand and interesting for young readers, and they come with attractive illustrations. This allows children to approach reading as a pleasant and ludic activity from the very beginning of the learning process. At the same time, they will enjoy the feeling of achievement that comes from "reading a whole book", which will encourage them to persevere in their process of acquiring reading habits.

All in all, the purpose is to provide the children who are learning to read with some texts that are quite different from the traditional reading-writing learning materials. By using them, the children's taste for reading can be consolidated from the very beginning, and each book can then become an open door to a fun and imaginative experience.

We hope that both pupils and teachers will find in these books the 'pinch of salt' necessary to stimulate creativity and add excitement to our daily tasks.

THE AUTHOR



ANA ALONSO

Ana Alonso is a writer, poet and teacher who has written both the 'PINCH OF SALT' and 'PINCH OF SALT. FIRST READERS' books and the complementary materials in their accompanying Reading Plan. Apart from her extensive literary background, in recent years she has published numerous books for children and young adults, including the prestigious series *La llave del tiempo* (*The Key of Time*), the *Yinn* trilogy and *Versos piratas, piratas en verso* (*Pirate Verses, Pirates in Verse*), in Anaya, and she has received important awards, including the Hiperión Poetry Prize and the Barco de Vapor Children's Literature Award.

THE ILLUSTRATOR



ANTONIA SANTOLAYA

Antonia Santolaya studied Fine Arts in Madrid and London. Her work has undergone a process of constant evolution, which became consolidated and was acknowledged in 2000 with the Apelles Mestres Children's Literature Award for *Las Damas de la Luz* (*The Ladies of the Light*), followed by others, such as the Biblioteca Insular Gran Canaria Award for Illustrated Albums, for *Nada el Pensamiento* (*Swimming Thoughts*). She is also the author of travel notebooks such as *Bienvenidos a mi país – Argelia* (*Welcome to my Country – Algeria*).

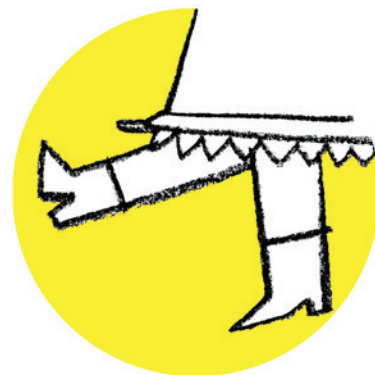


PUBLISHED TITLES

LIZA THE FAIRY	<i>I like ... / I don't like...</i>
THE MAGIC MAP	<i>Food vocabulary</i>



PINCH OF SALT. FIRST READERS IN THE CLASSROOM



Each of the books in the ‘PINCH OF SALT. FIRST READERS’ collection contains an independent story, narrated by using some carefully selected vocabulary related to the topic that the book is about.

Each double page includes an illustration, together with the accompanying text in two typographies: **capital letters** and **joined-up writing**. This will allow pupils to work with the stories from the earliest stages of their learning process of reading-writing, regardless of whether they have already become familiar with capital letters, or if they have started by reading handwritten typography.

The texts and illustrations have been created with the intention to help children enjoy each story, no matter what their learning style is. They also contribute to their awareness of the concepts that each story focuses on.

The following set of proposed activities includes some **photocopiable worksheets** that are related to the contents of the story. The purpose of these is to work on different **skills and competences**, paying special attention to reading comprehension, the consolidation of reading-writing skills, dramatic games and creative activities.

PROPOSED ACTIVITIES



THIS IS OUR PROPOSAL



	COMPETENCES	STRATEGIES	SKILLS
1 TALKING ABOUT THE BOOK	Reading comprehension and oral expression	Asking questions about the book and the illustrations	Encouraging reading comprehension, conversation and oral expression
2 REINFORCING WHAT WE HAVE LEARNED	Consolidating what has been learnt	Doing the activities on WORKSHEETS 1, 2, 3, and 4	Encouraging learning and decision-making
3 CONNECTING THE IDEAS WE KNOW	Establishing connections between previously learnt concepts	Doing the activities on WORKSHEETS 1, 2, and 3	Encouraging meaningful learning through the reading of the text and the proposed activities
4 PLAYING WITH THE STORY	Interacting with other people in a playful and constructive way	Doing the activities on WORKSHEETS 1, 2, and 3	Encouraging dramatic games, oral expression and the use of body language
5 BEING CREATIVE	Stimulating creativity	Doing the activity on WORKSHEET 1	Encouraging imagination and creativity



TALKING ABOUT THE BOOK

OBJECTIVE: Working on reading comprehension and improving the pupils' ability to express themselves orally.

PROCEDURE: After reading *Liza the Fairy*, we can lead the children into a conversation about the story, by asking some of the following questions:

- Where does Liza the Fairy come from?
- What has Liza the Fairy got?
- What kind of magic does the Fairy's helmet do?
- What is the first wish that Lola asks for?
- What other wishes does she ask Liza the Fairy for?
- Why does Lola get the hiccups?
- How does Liza the Fairy stop Lola's hiccups?

SUGGESTIONS: We can stimulate conversation by encouraging the young readers to ask questions about the text and the illustrations in the book. Another idea could be to lead the children into a dialogue by asking about things that they could disagree about, such as:

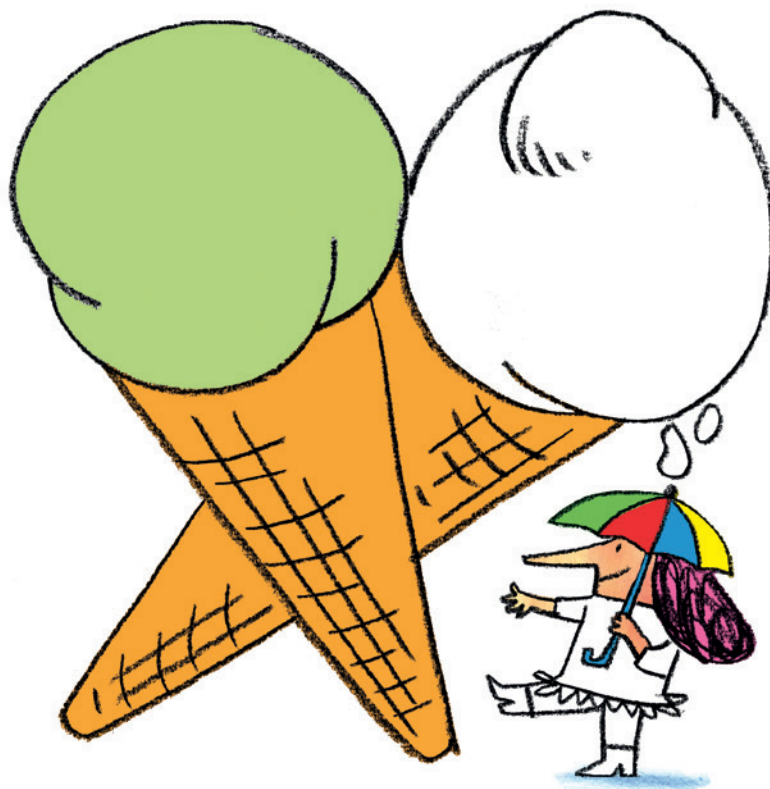
- What is your favourite illustration in the book? Why?
- Do you think Lola did well when she asked Liza the Fairy to give her so many ice creams? What would you have done in her place?
- Do you think that the idea that the fairy had to scare Lola with a lion was a good one? What would you have done to stop Lola's hiccups?

2 REINFORCING WHAT WE HAVE LEARNT

OBJECTIVE: Consolidating what has been learnt with the book by doing simple reading and writing activities.

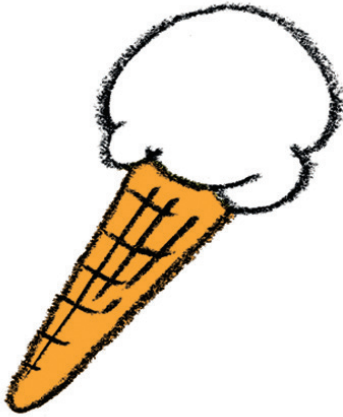
PROCEDURE: We can photocopy the following worksheets for the children to do either some or all of the exercises, once they have read the book.

SUGGESTIONS: We can let them choose from the proposed activities, for them to learn to use an activity worksheet and to make decisions about their own work. Another option would be for us to choose the activities that each pupil has to do, depending on their specific needs and the learning stage that each of them is in.





COLOUR THE ICE CREAMS



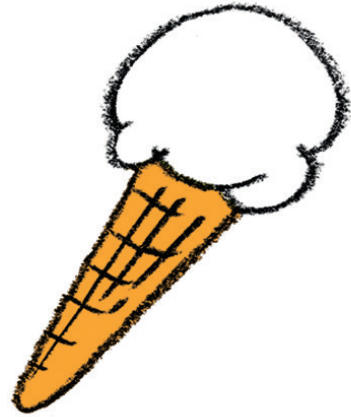
Mint ice cream.

☐

I like it.

☐

I don't like it.



Lemon ice cream.

☐

I like it.

☐

I don't like it.



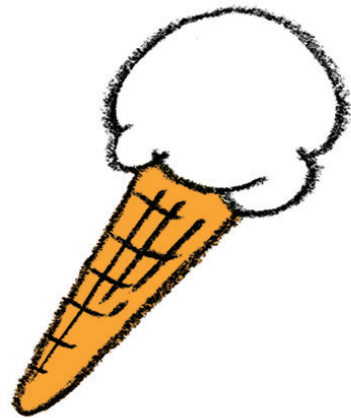
Peach ice cream.

☐

I like it.

☐

I don't like it.



Chocolate ice cream.

☐

I like it.

☐

I don't like it.



COPY AND DRAW

The fairy takes an ice cream out of her helmet.

Do you like ice cream?

☐

Yes.

☐

No.

Liza the fairy has a motorbike.

Do you like motorbikes?

☐

Yes.

☐

No.



COPY AND DRAW

The lion scares Lola.

Do you like it when someone scares you?

☐

Yes.

☐

No.

Lola has the hiccups.

Do you like it when you have the hiccups?

☐

Yes.

☐

No.



WRITE IN THE BOX

L _ _ _ _

M _ _ _ _ _

H _ _ _ _

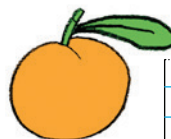
L _ _ _ _



COMPLETE THE WORDS



F _ _ _ _ Y



P _ _ _ CH



IC _ _ CR _ _ M

3

CONNECTING THE IDEAS WE KNOW

OBJECTIVE: Connecting the story that we have read with the children's previous knowledge and interests.

PROCEDURE: This section contains three worksheets to be done in the classroom.

- **WORKSHEET 1:** To do this task we will show the children the pictures in the worksheet and will ask them the following questions:
 - Do you know what these objects are used for? Have you ever used any of them?
 - Who uses each of those objects? Why do they have to use them?
 - Which of these objects is more similar to Liza the Fairy's helmet?

After that, we will explain them a little bit about the four pictures and will ask them to choose their favourite one, and to explain why they have chosen it.

- **WORKSHEET 2:** We can ask the pupils to look at the picture and imagine that these boots are magic. We will ask them to imagine what kind of magic they do and encourage them to consider different possibilities. Finally, we could tell them about *Puss in boots*, a children's tale where there are some magic boots, and will explain to them what kind of magic they do.
- **WORKSHEET 3:** We will ask the children if they can say which story this picture reminds them of. We can then tell them the story of *Aladdin and his wonderful lamp*. If there are any children who already know the story, we could ask them to tell it to their classmates. We will then ask them to reflect on the differences and similarities between the stories of Aladdin and *Liza the Fairy*.



WHAT ARE THEY USED FOR?



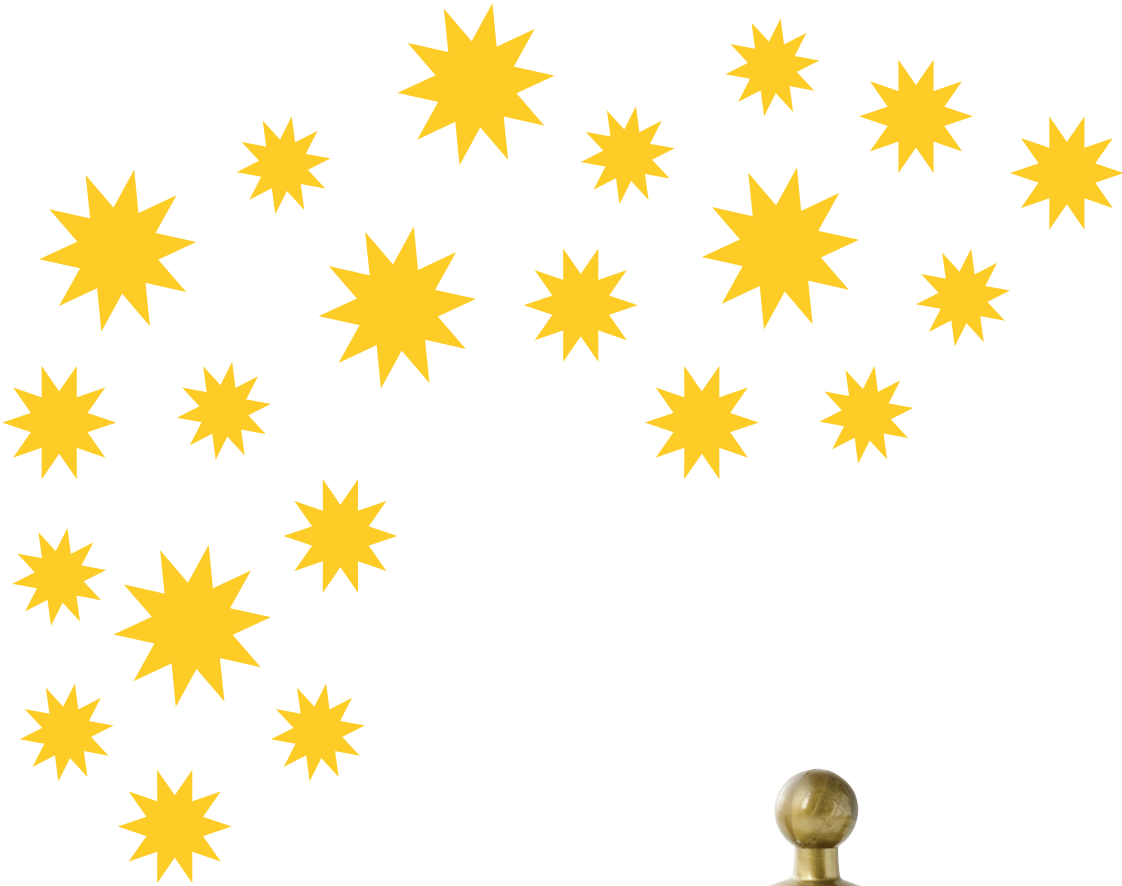


MAGIC BOOTS





WHAT'S THE NAME OF THE STORY?



4

PLAYING WITH THE STORY

OBJECTIVE: Encouraging dramatic games among pupils in order to help them improve their oral expression and body language, as well as their ability to interact with others in a constructive and enjoyable way.

PROCEDURE: After reading the story, we can propose the following activities to the children:

WORKSHEET 1: We will ask them to imagine what life would be like if they had a magic object that could grant them all their wishes, the way Liza's helmet does. Then the children will one by one explain what their magic object is, how it works and if it ever breaks down. Their classmates can ask them some questions about the object that they will have to answer.

WORKSHEET 2: We will ask them to draw a magic character. They will also have to write his or her name (we could propose some funny examples). We will then collect all the drawings and hand them out randomly, trying to make sure that the children don't get their own drawing. Then, we will ask them to look at the drawing and explain how they imagine this character, the magic that he or she does and the problems that he or she has. Finally, the child who has drawn the picture will also come to the front and will explain how he or she had imagined the character when drawing it.

SUGGESTIONS: We can set up an exhibition with all the characters that the children have drawn.



LIZA THE FAIRY'S MAGIC HELMET





YOUR MAGIC CHARACTER

A large, hand-drawn yellow rectangular frame with a slightly wavy border. On the left side, there are five yellow starburst icons of varying sizes. On the bottom right corner, there are five yellow starburst icons of varying sizes. The interior of the frame is blank, intended for drawing or writing.

5 BEING CREATIVE

OBJECTIVE: Stimulating the children's creativity through the story narrated in the book.

PROCEDURE: We will photocopy **WORKSHEET 1** and give the copies to our pupils. We will then explain what they have to do: they have to cut out the picture of Liza the Fairy (in the lower part of the worksheet). After that they have to draw in the box the three wishes that they would ask the fairy. They can draw themselves, but they need to leave an empty space in the picture to paste Liza the Fairy.

Once they have pasted the fairy onto their drawing, we will invite each child to explain their drawing and all the interesting details about the three wishes that they have imagined for this activity.

SUGGESTIONS: We can make the children exchange their drawings so they have to explain a picture that is not theirs. Then we will give the author of the drawing the opportunity to explain what they wanted to represent. At the end of the activity we can set up an exhibition with all the drawings.





DRAW AND CUT OUT

