

TEACHER'S GUIDE

MY WONDERFUL KYRYLIVKA

OBJECTIVES: Choose activities suitable for your students to help them learn about Kyrylivka, a Ukrainian seaside town; and to understand the courage and spirit of people facing an invasion.

PREPARE TO READ

Get Students' Attention

Create interest in the story with your students.

Materials: flags of several countries including Ukraine (flags with no labels on page 7, names of countries on page 8), map of Ukraine (page 10), photos and videos of the Sea of Azov and Kyrylivka (page 10), drawing materials (markers, paper, pens)

- Show students flags from different countries and ask them to find the flag of Ukraine. See graphics on pages 7 and 8.
- Work with the map of Ukraine (page 10). Find the Sea of Azov, Kyrylivka, and Biryuchy Island. Discuss Kyrylivka's geographical position and the importance of it.
- Show students pictures of the Sea of Azov (page 11). Ask: How can a port or seaside town be important? (*Possible Answers: economic importance, food or tourist industry; military importance; transportation; connected to a culture's myth or folklore*)

Connect to Background Knowledge

Find out what your students know about the topics of the essay.

- Ask your students questions. Below are some suggestions.
 - Ask students what they know about Ukraine.
 - Ask students if they've been to a seaside town.
 - Ask students what they know about port cities.

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- Have students write a question or comment about seaside towns on a piece of paper. Put all the papers into a bag or box. Have one student pick a paper and read it out loud. Students can either answer or discuss.

Guess: What is the essay about? (Part 1)

- Show pictures of Kyrylivka to students. See page 10.
- Read the title of the essay and the first few sentences.
- Have students write several predictions about the essay in a notebook (for individual work) or on the whiteboard (for whole group work).
- Revisit these after you read and/or listen to the essay.

Know-Wonder-Learned Chart (Part 1)

This two-part activity helps to organize and visually show a student's learning process.

- Divide a sheet of paper into three columns. At the top, label the first one K (What do you Know?); the second column W (What do you Wonder about?) and the last column L (What have you Learned?) Or print the K-W-L chart on page 11.
- In the K column, write what they Know about Ukraine, Kyrylivka, or seaside towns.
- In the W column, write about what they Wonder about (or Want to know.)
- Leave the L column empty. Fill in this after reading and working with the text.

READ & LISTEN

Read Aloud

- Have students take turns reading the text aloud.
- Stop and ask questions. (Stopping too often may affect the understanding of the story.)

Read & Note

Give students different tasks as they read the text.

- Give students a list of important details to think of as they read. They can include:
 - history of the village
 - natural resources or geographical terms
 - development of tourism
 - personal memories of the author about a happy life
- While reading, students write down any unfamiliar words or questions they may have.
- While reading, students underline past tense verbs on the printed essay. Or they can write them down as they read the essay on the screen.

Listen & Visualize

- Tell students that as they listen to the story, they should pay attention to any mental images they have. Does the language make them “see” anything in their minds?
- After they read, they can make brief notes about their visualization.
- Students can share their visualizations in pairs, small groups, or with the whole class.

RESPOND

Guess: What is the essay about? (Part 2)

If you used this prediction activity during Prepare to Read stage, return to it after reading or listening to the story.

- Read some of the answers from the students.
- Review their responses:
 - Who guessed the main idea?
 - Who was close with their predictions?
 - What surprises did they learn?

Know-Wonder-Learned Chart (Part 2)

If students filled out a K-W-L chart in the Prepare to Read phase, they can finish it now.

- Have students complete the L-Learned column.
- Discuss what students learned.
 - Did they learn about anything they mentioned in the W-Want to Know column?
 - Did they learn something that corrects what they thought they knew?
 - Compare their chart with a partner. How are their L columns similar? Different?
 - You can also write these results on the board or post the charts in the classroom.

Artistic Activities

Give students a choice in an artistic activity using the essay content.

- Write a poem about Kirillovka or the main character of the essay. A Cinquain poem is one type they can write. One version of it follows the below structure.

Cinquain Poem

- Line 1 – topic (one word)
- Line 2 – description of the topic (two words)
- Line 3 – actions related to the topic (3 verbs)
- Line 4 – a sentence of 4 words
- Line 5 – conclusion (one word)

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- Write a letter to the author of the essay.
- Draw an illustration about Kyrylivka before liberation or after liberation.
- Draw an illustration using the Key Science Words on page 6.

Word Association

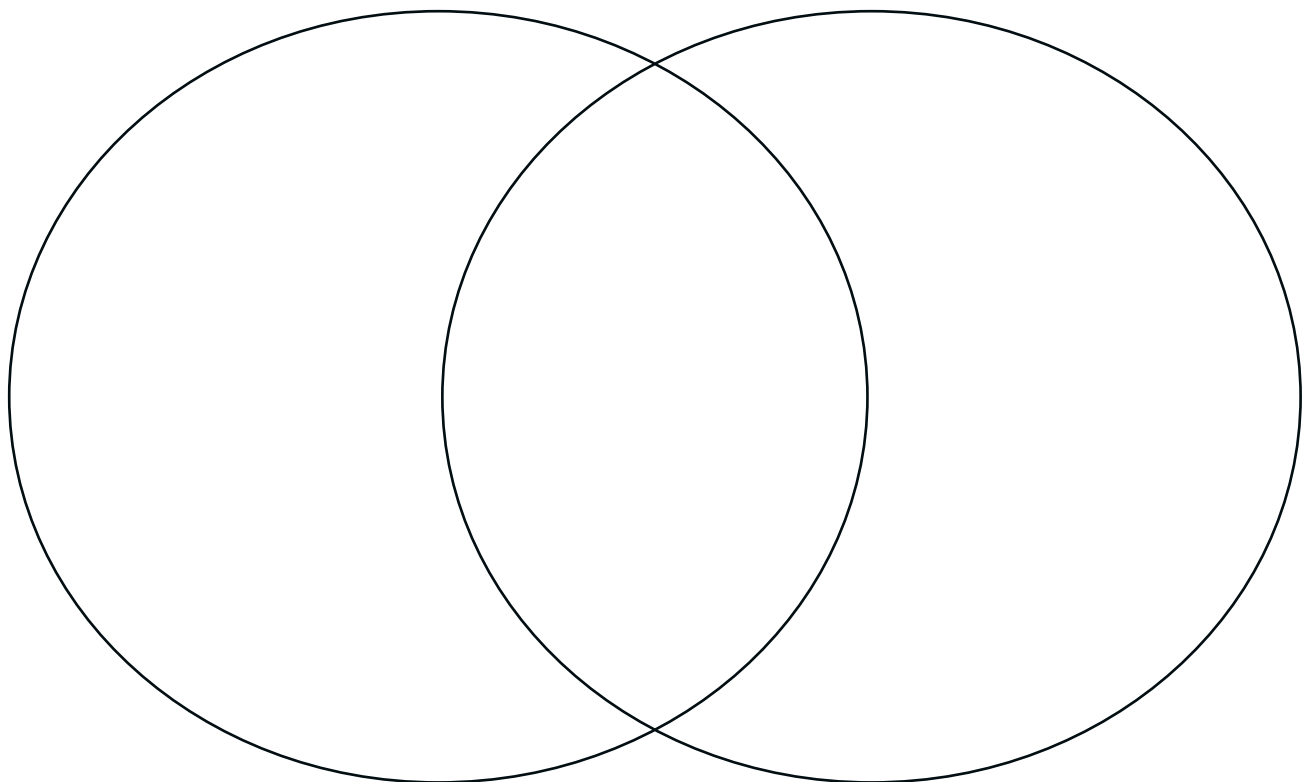
- In small groups, each team writes the word Kyrylivka in the center of a piece of paper. Or use the activity sheet on page 12.
- Together they brainstorm as many words as possible related to Kyrylivka.
- Then as a whole class, the teams share their answers and discuss.
- You can also do this as a whole class activity using the whiteboard.

Compare with Graphic Organizer: Venn Diagram

- After reading the text, students compare life in Kyrylivka before and after the invasion.
- Use a Venn diagram to show what has changed and what has remained the same.
- Important details to include: history of the town, natural resources, development of tourism, personal memories of the author about a happy life, spirit of the people, etc.

Before the Invasion

After the Invasion



Explore Text: Five Senses

- Students explore the essay using their five senses.
- From the essay, they must find details that fit the following:
 - 5 things you can see
 - 4 things you can hear
 - 3 things you can smell
 - 2 things you can touch
 - 1 thing you can taste

Discuss the Story

Give students the opportunity to talk more about the topics in the essay.

- What emotions did the work make you feel?
- What part did you like the most?
- What part of the text makes you think more deeply about something?
- Which parts do you want to read again?

Analysis of Text: Five Questions

Answer the following questions about the essay.

1. Where do the events take place?
2. Who are the characters in the story?
3. What are the author's attitudes and feelings?
4. What are the problems?
5. What are the conclusions?

EXPAND

Reflections on the Essay

Have your students choose one or more of the following to answer.

- Name three interesting or unexpected facts in the essay that most impressed you.
- Name two facts that were not surprising or already known to you.
- Name one fact that you would like to study in more detail.

Create a Travel Poster

Students pick a city and design a travel poster for it.

Set-up

- Tell students how long they have to finish this activity.
- Provide materials: paper or the activity sheet on page 13, markers, crayons, stickers, travel brochures and magazines, etc.
- Show examples of travel posters on page 13 or find some online. Here are some samples <https://www.storyboardthat.com/lesson-plans/world-geography-projects/travel-poster>

How-to

- Students create or collect images for the poster. They can draw them, cut them from magazines, or print them from online websites.
- They should consider:
 - Name, population, industries, weather/climate
 - Getting around (transportation, walking tours)
 - Landmarks and history
 - Geographical features
 - Arts, entertainment, education, food, lodging
- Display posters on the classroom walls or share digital posters on whiteboard.

Variations:

- Each student can give a “tour” of their city.
- This can also be a small group activity. Each group focuses on a certain aspect of the city.

KEY SCIENCE WORDS

mouth (as in river) – *n.* the place where a stream enters a larger body of water

inlet – *n.* a small or narrow bay

beach – *n.* a sandy or gravelly part of the shore of a body of water

canal – *n.* an artificial waterway for boats or for draining or irrigating land

mud – *n.* soft wet earth

silt – *n.* very small particles left as sediment from water

flora – *n.* plant, bacterial, or fungal life

fauna – *n.* animal life

Which Flag is Ukraine's?





Flags of European Countries



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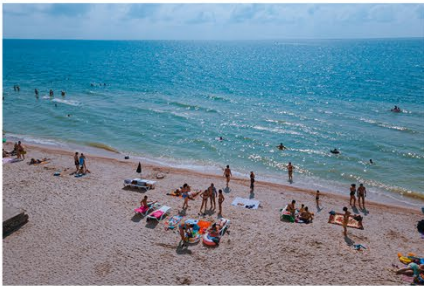
Pictures of Kyrylivka



Kite surfing on the Sea of Azov



**Houses on the coast
of the Sea of Azov**



**Relaxing on the beach
at Kyrylivka**



Flag of Ukraine

Adobe stock photos by Denis Chubchenk and Olegdubyna

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TOPIC

Name: _____

Date: _____

KNOW

WONDER

LEARNED

K

W

L

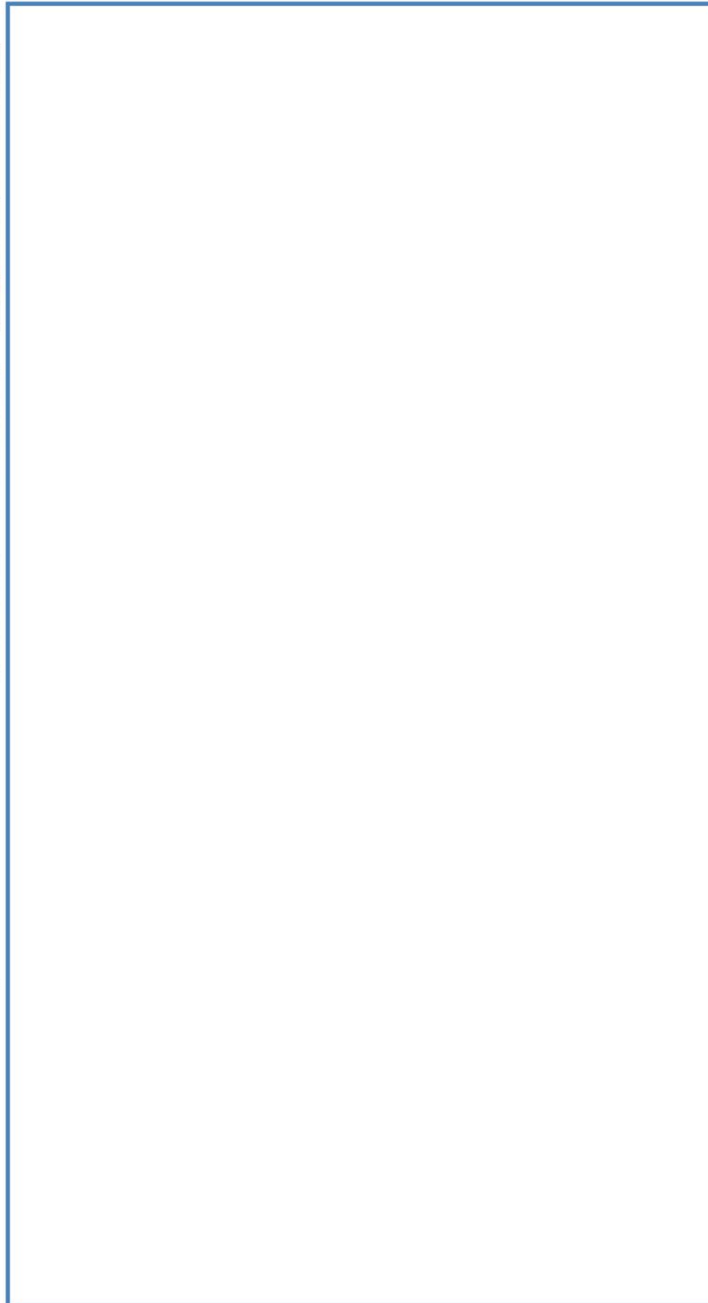
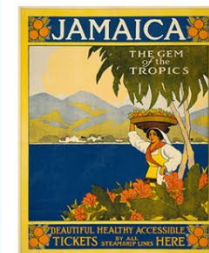
Word Association

Write as many words as you can related to Kyrylivka.
Compare with your classmates and discuss how the
words are connected to the story.



Create a Travel Poster

Choose a city you know well. Find pictures of places in the city or draw them to make a travel poster.



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