

# Show and Tell

Teacher's Book

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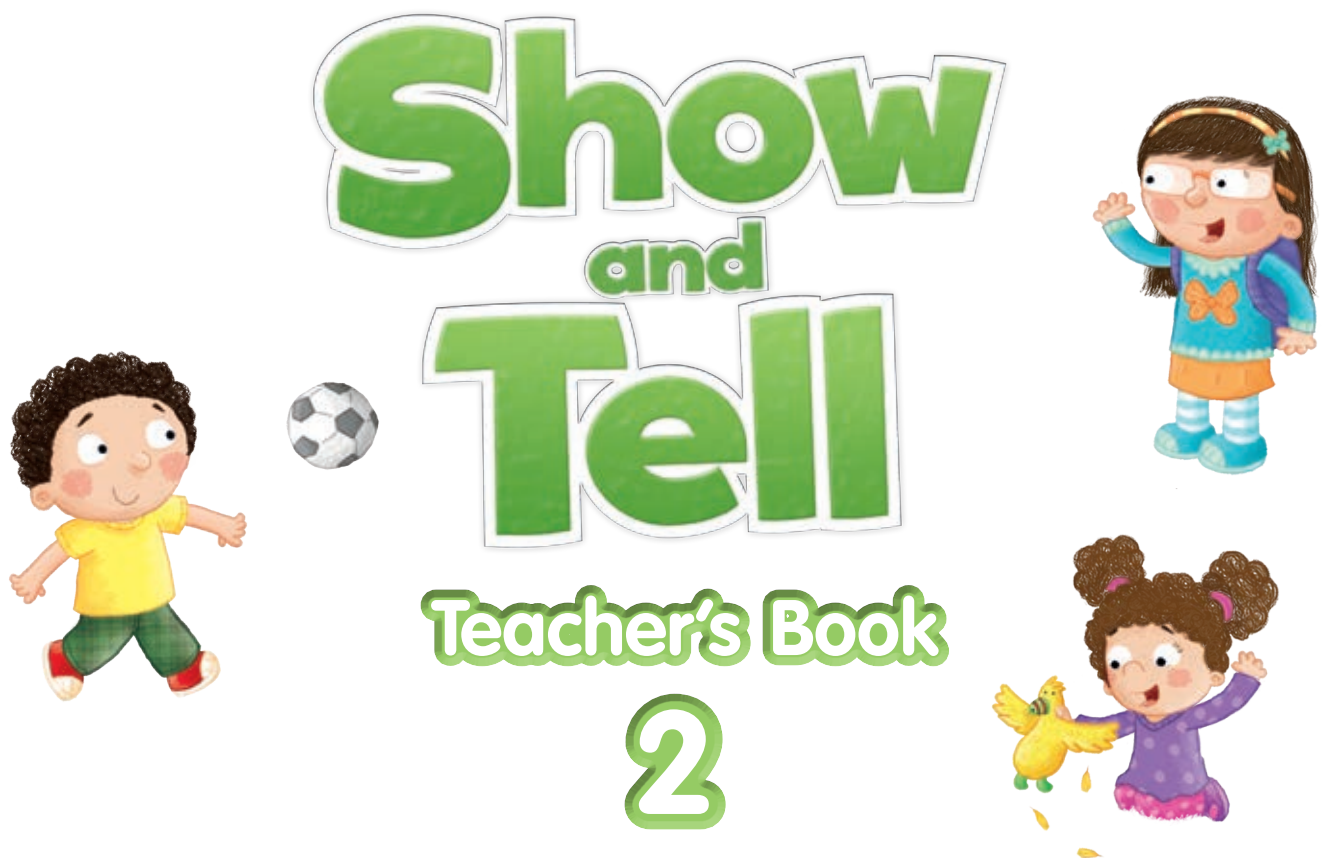
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# Scope and Sequence

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE AND FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
<b>Hello</b> <b>What can you say?</b>	<i>May, Sam, Anna, Mom, Dad, Bird, teacher, friend, kid, arm, colors, toys, animals, nature, shapes, body, actions, numbers 1–10</i>	<i>Who's he/she? He's (Sam). / She's (May). I'm (Mom). This is (Dad). How many (balls) do you see? I see (4) (balls). What's this? It's a (crayon). (Birds) can (fly). The (eyes) are (circles). The (mouth) is (a triangle).</i>	<b>Greetings:</b> <i>Hello! Bye!</i>	<b>The alphabet, CVC review</b>		<b>Making a Shape Kids display</b>
<b>Unit 1</b> <b>How do we make pictures?</b>	pen, brush, eraser, paper, glitter, paint, feathers, black, white, gray, brown, idea, team, next, turn	<i>What's this? It's a (blue) (pen). / It's (an) (eraser). It's his/her (turn). It's my/your (idea). This picture uses (red) (paint).</i>	<b>Being polite:</b> Please pass the (yellow) (pen). Here you are. Thank you.	<b>ck digraph</b> rock <b>CVC review</b> fox, log	<b>Art:</b> <b>Picture-making techniques</b>	<b>Making a quilt from decorated paper squares</b>
<b>Unit 2</b> <b>What can you do in the park?</b>	climb, catch, build, walk, run, kick, under, quickly, slowly, great job, monkey bars, rectangle, sandbox	<i>I can/can't (climb). Can you (climb)? Can he/she (kick)? Yes, he/she can. No, he/she can't. He/she can't (kick).</i>	<b>Lining up:</b> Line up. Wait your turn. That's better.	<b>s blends</b> (sk, sp, st, sw) skip, spin, stop, swim <b>CVC review</b>	<b>Math:</b> <b>Shape recognition</b>	<b>Creating and performing an exercise routine</b>
<b>Unit 3</b> <b>Who makes you happy?</b>	happy, sad, tired, lively, hungry, thirsty, grandma, grandpa, surprise, honey cake, Happy birthday, tiger, penguin, dolphin, egg	<i>I'm/He's/She's (tired). How do you feel today? We're (hungry). They're (here). These are (tigers). (The mom) looks after (the baby). I love my (mom). (She) looks after me.</i>	<b>Being careful:</b> Be careful. I'm really sorry. It's alright. It's an accident.	<b>r blends</b> (tr, fr, dr) truck, frog, drum <b>CVC review</b>	<b>Science:</b> <b>Animal families</b>	<b>Making family pictures</b>
<b>Revision story 1:</b> <b>The Puppet</b>	puppet, fairy, talk, lie, good, bad, house		<b>Telling the truth:</b> I'm sorry.			
<b>Unit 4</b> <b>What happens when it's windy?</b>	sunny, rainy, windy, snowy, hot, cold, boots, cloudy, wet, warm, dry, pool, weather Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	<i>What's the weather like today? It's (sunny). I'm (wet). I'm not (wet). What day is it? It's (Tuesday).</i>	<b>Respecting elders:</b> Good job! We can go outside now.	<b>l blends</b> (sl, fl) sled, slide, slip, flip, fly <b>CVC review</b>	<b>Math, Science:</b> <b>Understanding information in a table</b>	<b>Making a Sunny Balloon Display</b>
<b>Unit 5</b> <b>What's in your house?</b>	kitchen, living room, bedroom, bathroom, yard, balcony, bath, bed, sofa, duck, Numbers 11–15, window, toys, clothes, drawers, garbage can, clean, neat	<i>Who's in the (kitchen)? (Sara)'s in the (kitchen). Where's (my duck)? in, on, under It's next to / behind/ the (sofa). Number fourteen is (above) the door.</i>	<b>Helping at home:</b> Let's put the (clothes) in the (drawers). Now it's clean and neat. Good job!	<b>sh di-graph</b> ship, shell, shelf, fish	<b>Math:</b> <b>Counting and sequencing numbers to 15</b>	<b>Making a model of a living room and its furniture</b>



UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE AND FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
<b>Unit 6</b> <b>What happens in the garden?</b>	dig, plant, water, pick, wash, eat, grow, cook, make, hole, stir, soup, potatoes, beans, lettuce, pumpkins, peas, bee, live, get, queen, worker, food, taste, fruit, vegetables, hopscotch	<i>I like (potatoes). Do you like (honey)?</i> What are you doing? I'm (digging). We're (making soup). There is (1 queen bee). There are lots of (worker bees).	<b>Eating healthily:</b> Try one. Vegetables/fruit are good for you.	<b>ch digraph</b> lunch, bunch, chop	<b>Science:</b> Honey bees	Growing beans
<b>Revision story 2:</b> <b>The Enormous Carrot</b>	enormous, farmer, wife, every, little, pull (it up), everyone		<b>Working together,</b> <b>Offering politely:</b> Would you like some carrot soup? Yes, please.			
<b>Unit 7</b> <b>What do farm animals do?</b>	cow, horse, sheep, goat, donkey, chicken, farm, grass, drink, eat, say, funny, cute, water, fat, Numbers 16–20	<i>They're (cows). There are (white)(rabbits).</i> <i>I have a chicken.</i> He/She has (a) chicken(s). They have (15 cows). What does a (goat) do? It (drinks) (water). What do the animals do? The horses (eat) (grass). One more cow.	<b>Respecting nature:</b> Don't litter. It's bad for (the ducks). Oh! I'm really sorry.	<b>th digraph</b> (unvoiced) thin, thick	<b>Math:</b> Counting numbers to 20 Adding one more	Making a model farm and Clothes Peg Animals
<b>Unit 8</b> <b>What do you wear when it's hot?</b>	T-shirt, skirt, pants, shorts, sandals, jacket, sweater, dirty, washing machine, milkshake, shirt, socks, scarf, spring, summer, fall, winter	I'm wearing a (green) (jacket). <i>my/your</i> He's/She's wearing a (scarf). What do you wear in the spring? Push the button.	<b>Keeping clean:</b> You need to wear an apron. You need to keep clean.	<b>th digraph</b> (voiced) this, these, that, clothes	<b>Science, Social science:</b> Clothing for different seasons and weather	Making paper clothes for a seasons poster
<b>Unit 9</b> <b>What do our senses tell us?</b>	look, feel, smell, taste, sound, fingers, body, family, loud, beautiful, delicious, hot, great, soft, hard, quiet, smelly, sweet, bad, music, clock, shaker, coconuts	How does it feel/ look/ smell/sound? It (feels) soft. It's hard. This music sounds like (a train). What does it sound like?	<b>Listening to others:</b> I can't hear you. We need to listen to others.	<b>ng digraph</b> bang, gong, sing, song, strong, along	<b>Music:</b> Listening to and creating everyday sounds in music	Making a Senses Experiment Area
<b>Revision story 3:</b> <b>Gray Baby Duck</b>	swan, ugly, lay eggs, come back, pond	He's good at swimming.	<b>Complimenting:</b> You're beautiful. You're beautiful, too.			

# Welcome to Show and Tell

*Show and Tell* is an exciting and ground-breaking new course designed to meet the rapidly changing needs of very young learners in the 21st Century. Our aim is to help you to provide your children with a rich and varied curriculum that will develop their ability to learn effectively as well as providing a stimulating and challenging introduction to English.

Through exposure to a wide range of stimuli such as stories, factual texts, experiments, physical activities, games, and songs, your children will rapidly gain confidence in their ability and enjoy engaging in the learning process. Underpinning each topic are age-appropriate critical thinking activities that encourage the children to explore, challenge, and question. In doing so they will develop a greater understanding of how their world works. Through this approach your children will become able learners, and they will use the skills they have acquired through their kindergarten experience throughout their education and beyond.

*Show and Tell* provides:

- a fun, challenging and comprehensive introduction to English that builds a solid foundation ready for entry to high level primary education
- themes and topics appropriate for the very young that develop their cognitive, emotional, and behavioral development
- an inquiry-based approach designed to maximize engagement with the language
- an introduction to critical thinking skills through focused class discussions at many points in each unit
- many opportunities to link learning to real life through the introduction of relevant language in games, stories, and free discussion
- a range of activities to develop early literacy skills including phonics
- many and varied listening and speaking activities including stories, songs, chants, rhymes, and TPR activities
- constant recycling of language from earlier units and levels
- a Big Question posed at the start of every unit for children to explore through the unit, at the end of which they demonstrate their progress by engaging in activities that revisit the question and demonstrate their progress.

## Meeting the needs of the young learner

*Show and Tell* recognizes that young learners need preparation for a world in which 21st-century skills such as communication, critical thinking, and collaboration will form a vital part of their future. However, it also addresses the complex educational, social, and emotional needs of these very young children at the beginning of their school lives.

## The whole child

Very young, pre-school children are developing at an incredibly fast pace. They are learning to socialize, to play, to express themselves fully in their first language, and all

while still developing fine and gross motor skills. At the same time, their learning begins to expand into new, more formal areas of learning such as developing early literacy skills. All these skills are acquired at different rates, depending on the child, so it is crucial to take account of these challenges and address the needs of the whole child.

In order to address these challenges, *Show and Tell* presents a rich array of stimuli and experiences for children to respond to at their own level, while also encouraging the early development of formal learning skills. There is a strong focus on the process of learning, with natural opportunities for production within a relaxed and enjoyable context.

There is a balance between new and habitual activities so that the child soon learns to fit into and anticipate a routine but is then challenged by new experiences. Different learning styles are accommodated by the great variety of activities in *Show and Tell* and children are able to produce language at different levels according to their ability and confidence.

The early literacy material contains stories that can be read and re-read for pleasure, activities to develop early reading and writing skills, and a systematic phonics syllabus. The development of fine motor skills is gradual and flexible, in keeping with the differing needs of individual children. The games promote collaboration, opportunities for natural peer-to-peer communication, and opportunities to experiment with the language. The *Follow me* pages present a range of age-appropriate values with children taking the lead, modeling and encouraging good behavior. The end-of-unit practical projects involve children working together to produce a class display.

## Learning in context

All language learning takes place in a context, and with small children the context is particularly important. Their natural curiosity about the world and their vibrant imaginations are powerful resources for language learning, and can make all the difference between learners who are motivated and engaged, and those who become easily distracted.


*Show and Tell* harnesses these resources through three appealing contexts: a realistic family and school environment; an imaginary story context featuring fun animal characters; and a real-world context illustrated by photographs. Through these three contexts, children are continually engaged in a process of discovery, beginning in *Show and Tell 1* with topics close to their everyday experience, and expanding in *Show and Tell 2* and *3* to the wider world.

## Active learners

Children's first experiences of learning provide the foundations for the rest of their education. If children understand from the beginning that they are active participants in the learning process, if they take enjoyment from exploring, discovering, playing, suggesting and discussing, then they have strong foundations on which to build.

*Show and Tell* encourages children to become involved with both the language and the content they are learning, and provides many opportunities for them to do so. The material is divided into nine thematic units, each posing a Big Question. The question is explored in different ways throughout the unit to build and broaden children's understanding of the theme, culminating in a project that integrates their learning and provides a real sense of achievement.

The units contain stories, games, songs and chants, craftwork, and simple experiments. These activities begin with the Student Book but most, as is fitting for the age group, continue outside the book in the classroom, with the Teacher's Book providing detailed notes on how to set up and develop activities.

There is a strong thread of critical thinking woven through the units, challenging children to engage with the content in a way that develops critical thinking skills and also makes the learning experience more memorable. Critical thinking activities are included in both the Student Book and the Activity Book, and are indicated by this icon: 

## Features of *Show and Tell*

Every unit of *Show and Tell* includes:

- **Four skills:** The initial focus will be on listening in various forms to individual words, contextualised sentences, stories, rhymes, and songs and this soon develops into spoken production, role play and real communication. Early reading and writing skills are gradually developed within a clear and staged literacy program that includes phonics. By the end of Level 3 the children will progress to reading and completing simple sentences.
- **CLIL:** Two specific lessons in each unit are devoted to exploring topics from other subject areas and some simple experimentation or related activities. These can also carry over to other areas of the unit and to the final project.
- **Critical thinking:** These skills are really central to the philosophy of *Show and Tell*. Most of our activities are designed to get the child questioning, thinking creatively, creating opinions and figuring out solutions in a confident and independent way.
- **Values:** We approach the teaching of values in a realistic and contextualised way that is relevant to the young child. To cement understanding of the values, short chants are included that can be used in real classroom situations throughout the school year.
- **Cooperative work:** Developing collaborative skills is an important part of a young child's development and we include a number of games designed to help the child understand how to cooperate with others supported by our values which stress respect and cooperation. In addition, our end of unit project work regularly involves the child working with others to create individual and group projects (often both).
- **Building awareness of the learning process:** Part of successful learning is understanding how the process works. In every unit of *Show and Tell*, we provide an opportunity for the children to reflect on their learning. The project work that follows this further consolidates learning and gives them an opportunity to demonstrate it

for their teacher, peers and parents through Activity Book take-home projects and other pieces of work. The home-school links provided through take-home projects widen the learning process by involving the family and others beyond the classroom.

- **Recycling:** Reviewing vocabulary, structures and concepts is built into the structure of every unit. This way, key concepts are not forgotten but constantly built on throughout the year.

## The world of *Show and Tell*

There are three different contexts in which language is presented and practiced in *Show and Tell*, in order to create a balance of variety, challenge and familiarity.

### The family

The child characters operate in a fun, real world setting and engage in activities the children can identify with. They appear on the opening page of each unit, to introduce the new topic, and then again in the *Think with me* and *Show me* lessons.

Sam and May are children of a similar age to the students. Their younger sister Anna and her toy Bird are often with them, and children will enjoy looking to see what mischief Anna is up to and what has happened to poor Bird. We also meet Mom, Dad, Grandma and Grandpa, and see Sam and May's classmates at school.

### The animals

Our lively, entertaining animal characters live and play in a forest and the children will love to find out all about the lives and antics of these charming characters. They appear in the *Read with me*, *Sing with me*, and *Say it with me* pages.

Three main animal characters feature in the stories. Fifi is a young, sensible fox. She is kind, thoughtful and intelligent and is good at problem-solving. Benny is big and lovable bear. He's exuberant and friendly, but also a little clumsy and accident-prone. Prickly is a cute little hedgehog. She is a bit shy and sometimes gets into trouble with her prickles. She often needs a little help from the others.

### The real world

The remaining lessons use photographs to create a real-world context. They show children of a similar age for learners to identify with: playing games (*Play with me*), working on projects in a school context (*Show and Tell*), and learning to behave responsibly in school and outside (*Follow me*). We also use photographs to present content from a range of different subject areas in a vibrant way (*Explore with me*).

## Component Overview

### For the child:

- **Student Book and MultiROM**

The Student Book is the central component of the course and is a launch pad from which the children's learning begins. It contains a six page Hello unit and nine main units of ten pages each. There are also three stand-alone stories reviewing the language of the previous three units, along with stickers and cut-outs to support the units. The cut-outs include individual vocabulary cards and puppets of the story characters. Clear reference notes for the

teacher are provided at the bottom of each page. These include information about lesson stages along with a list of new and review language.

The MultiROM which accompanies the Student Book provides a range of interactive games, recordings of the songs and animated stories which the children can use at home or at school.

• **Activity Book**

The Activity Book is designed for use alongside the Student Book. It has a five-page starter unit, nine main units of seven pages each and three short reviews after units 3, 6 and 9. Each Activity Book unit provides further opportunities for practice of the vocabulary and structures presented in the Student Book along with a structured program to develop early reading and writing skills. In every unit there are opportunities for the children to think creatively and build upon what they have learned in the Student Book, particularly in the story, values and cross-curricular lessons. The Activity Book also provides many opportunities for personalisation, including a short end-of-unit project to take home and share with the family.

• **Literacy Book (A/B) (optional)**

The Literacy Book is designed to help the children further develop early literacy and particularly phonics skills. *Literacy Book A* supports *Show and Tell 2* and begins with a review of the alphabet, then is followed by nine units mirroring the syllabus in the Student Book. Each four-page unit provides staged practice of identifying, producing, reading and writing the sound–spelling patterns, first in isolation and then in words and short texts. The texts include rhymes, simple stories and non-fiction texts.

• **Numeracy Book (A/B) (optional)**

The *Numeracy Books* provide additional numeracy practice. It combines counting and writing activities, with engaging puzzles, games and fun activities.

By the end of *Numeracy Book A*, children will be able to:

- Write the numbers 1–20
- Write the number words 1–20
- Count objects to 20
- Carry out simple additions and problems
- Identify number sequences

By the end of *Numeracy Book B*, children will be able to:

- Write the numbers 1–100
- Count objects to 100 (in 10s)
- Carry out more complex additions and problems
- Identify more complex number sequences

• **Class Audio CD**

The audio CD is a very important part of *Show and Tell* and will bring the course alive for the children as they learn alongside May, Sam, Anna, Fifi, Benny and Prickly. The CD contains recordings of stories, songs and rhymes along with new vocabulary and phrases, models for pronunciation and speech, examples of games, and sounds to identify. All these activities will help your children become better listeners, and more confident speakers.

**For the teacher:**

- **Teacher’s Book** with full descriptions of how to use all the materials and a set of photocopiable progress checks at the end.

- **iTools** – software that allows teachers to present and manipulate course content in an interactive way. It can be used either on an Interactive whiteboard (IWB) or on a projector. The Student Book pages can be viewed on screen and are synchronised with their corresponding pages in the Activity Book so that teachers can move easily between them. Interactive iTools activities include animated stories and vocabulary practice activities. The interactive audio player also appears on screen. *Show and Tell* iTools also includes a set of three electronic Big Books to accompany each level of the course and to be used by teachers as additional language source and review material and a motivational tool in creating children’s interest in reading.

- **Teacher’s Resource Pack** containing:

- **flashcards** to present six key words in each unit
- **posters** – reproductions of the artwork of the first lessons of each unit to introduce new language, revise language and reinforce enquiry-based learning
- **puppet** – Fifi the clever fox hand puppet to use for classroom routines, introductions and games

## Unit structure

Each unit of *Show and Tell* explores a new topic from different viewpoints and in different contexts. By the end of the unit the child has a range of language to draw on to communicate about the topic in a personalized way.

### Hello Unit

The Hello Unit is designed to reactivate already acquired knowledge and to provide the opportunity to teach basic words and language that will be re-used in the main units. It is an opportunity for the teacher to assess the children’s abilities and to provide extra help where required.

### Main units

Each main unit is divided into 10 lessons.

Lesson		Main aim
1	Opener	Six new vocabulary items presented and practiced
2	Play with me	New structure presented and practiced with vocabulary from Lesson 1
3	Read with me	Story with new language
4	Sing with me	TPR song from story and on the page language activity
5	Say it with me	Phonics
6	Follow me	Values with functional language
7	Explore with me	CLIL with associated new language
8	Think with me	CLIL, critical thinking and practice of language from Lesson 7
9	Show me	Revision and self-assessment
10	Show and tell	Project work



Opener (Lesson 1)

The journey through the unit begins with an integrated scene featuring the main child characters and their family. The six main new words are illustrated in the picture. In this lesson the children:

- prepare for learning about the new topic through the *Get Ready to Learn* chant and activity routine
- are introduced to a new topic with the *Show and Tell* child characters (Sam, May and Anna)
- review language from previous units and levels through the picture
- learn six new topic related words using flashcards and the picture
- do a listening activity where they hear the new words in context
- discuss the Big Question – the title of the unit – in relation to the picture

Main question of the unit presented

Stages of the lesson set out with audio references

New words referenced for teacher

Review words and structures referenced for teacher



Main vocabulary illustrated in the big picture

Critical thinking reference

Activity Book page reference

There is a corresponding Activity Book page to practice the new vocabulary.

Play with me (Lesson 2)

*Play with me* lessons continue with more practice of the core vocabulary and integrate it with a new structure. They feature vocabulary stickers and a photo showing children playing a game. In this lesson the children:

- review new vocabulary from the opener and see it in written form
- optionally trace the new vocabulary
- learn the first new structure of the unit
- consolidate understanding of new vocabulary combined with the new structure through a sticker activity
- actively practice the new vocabulary and structure through a class game, which often includes audio

Illustrations of main vocabulary items for stickers

Photo of game with speech bubble which exposes the child to awareness of short sentences – reading of these is optional.

Activity Book page reference



Stages of the lesson set out with audio references

New structures referenced for teacher

There is a corresponding Activity Book page to practice the vocabulary with the new structure.

Read with me (Lesson 3)

Read with me lessons take the children to the world of the animal characters for short cartoon stories. These are recorded on the CD and animated on the Multi-ROM. In this lesson the children:

- learn the second vocabulary set and structure for the unit through a fun cartoon story involving the animal characters – Fifi, Benny and Prickly
- hear the song that they will sing in the next lesson as part of the story
- develop pre-reading skills
- are exposed to new “passive” vocabulary and functional language
- act out the story
- discuss what happens in the story and why

Title of story

Stages of the lesson set out with audio references

New vocabulary referenced for teacher

New structures referenced for teacher

Introduction to story text set out in speech bubbles – reading of this is optional but it provides exposure for the children to short sentences and develops early reading skills.

Critical thinking reference

Activity Book page reference

There is a corresponding Activity Book page focusing on the story and language from it.

Sing with me (Lesson 4)

Sing with me lessons use the animal characters to introduce the children to TPR movements for the song, with a related activity on the page. In this lesson the children:

- review and consolidate the new unit language through retelling the story
- learn the original song relating to the story
- sing the song with actions
- complete a follow-up “on the page” activity to consolidate understanding of the language

Illustrated actions for the song

Stages of the lesson set out with audio references

New vocabulary referenced for teacher

On the page activity



Say it with me (Lesson 5)

Say it with me lessons introduce the children to new phonics sound-spelling patterns with a rhyme. In this lesson the children:

- learn a new sound-spelling pattern through a rhyme linked to the story and featuring the animal characters
- use known sound-spelling patterns and sight words to develop early reading
- complete an “on the page” activity such as guided coloring or tracing – some pages feature CYLET-style listening activities

Illustrated context linked to story

Stages of the lesson set out with audio references

New phonics referenced for teacher

Rhyme featuring examples of new sound-spelling pattern

New vocabulary referenced for teacher

Activity book page reference

There is a corresponding Activity Book page providing more practice of the new sound-spelling pattern, as well as more optional early reading activities in the Teacher’s Book.

Follow me (Lesson 6)

Follow me lessons take children back to the real world, with photographs of situations that relate to specific values. They have recorded audio dialogues and a values chant. In this lesson the children:

- are introduced to a new value through a short picture “story”
- learn new “real language” that can be used in a variety of situations
- see the recorded text in speech bubbles for early literacy awareness
- listen to children modeling good behavior
- act out good behavior following the example
- explore the reasons why it is important to behave appropriately
- learn a new “values” chant with actions, which can then be used in the class to encourage good behavior

Photos illustrating situation

Speech bubbles for early literacy awareness

Stages of the lesson set out with audio references

Activity Book page reference

Value referenced for teacher

New words or expressions referenced for teacher

There is a corresponding Activity Book page to reinforce the new value.

## Explore with me (Lesson 7)

*Explore with me* lessons bring in subject matter from across the curriculum using interesting photographs and text. They present a new structure and relevant vocabulary. In this lesson the children:

- investigate a cross-curricular topic through photos, text and audio


- learn appropriate language to discuss the topic
- explore other curriculum areas: math, science, social science, art, music, and physical education



## Think with me (Lesson 8)

*Think with me* lessons use the child characters to explore the CLIL topic introduced in the previous lesson and combine it with critical thinking. They also contain a topic-related song. In this lesson the children:

- review the language and topic introduced in Lesson 7
- discuss the picture showing the child characters and how it relates to the topic

- complete an on the page activity to practice the new language
- investigate the cross-curricular topic using critical thinking in a classroom activity 
- learn new topic-related song




There is a corresponding Activity Book page relating to Lessons 7 and 8 which practices the new language and/or further develops the CLIL topic.

### Show me (Lesson 9)

*Show me* lessons use the child characters and bring the children full circle to reflect on and demonstrate what they have learned. There is an activity that refers back to the opener (poster) as well as a revision game. In this lesson the children:

- complete a listening and/or “on the page” task to review the main vocabulary set with the poster or Student Book

- play a pair, group or class game to review the language of the unit
- revisit the Big Question, consolidating language and concepts they have learned through the unit to help them explore the question in greater depth 



On the page task relating to poster

Stages of the lesson set out with audio references

Main review language referenced for teacher

Class/group/pair game

Example of game text – early reading

Critical thinking reference

### Show and Tell (Lesson 10)

*Show and Tell* lessons are the culmination of the unit and provide an opportunity to present a simple project related to the unit theme. The children's work is combined into an attractive class display that reflects what the children have learned and gives them a sense of achievement. In this lesson the children:

- look at visual references of the stages of the project and a photograph of real kids with their project

- complete their project, generating a classroom display
- practice and combine language they have learned in the unit in a freer setting through a collective activity that requires high-level communication skills
- take turns to show and talk about their contribution to the project: *Show and Tell*



Illustrations showing how to do the project

Stages of the lesson

Activity book page reference

Examples of verbal output in speech bubbles for early literacy awareness

Photo of kids with completed projects

Examples of structures children might produce

There is a corresponding Activity Book page which features a smaller take-home project related to the topic, so that children can also “show and tell” their family members what they have learned.



## General teaching tips

### Using stories

Stories are a very effective learning tool in the English language classroom and beyond. Here are a few ways in which they promote learning:

- They provide interest and stimulation
- They mirror social contexts
- They inform the child's view of real or imaginary worlds
- They comfort, challenge and amuse the child
- They introduce the child to the interest and value of the written word and the richness that it can contain.
- They form the cornerstones of literacy development in the mother tongue and additional languages.

There are many approaches to using stories in the classroom. In *Show and Tell* we provide short stories with repeated animal characters as well as three longer, more traditional stories. We would encourage you to extend the reading of stories to many other early readers and story books that children can choose themselves, or they can bring stories from home into the classroom. It is important to use stories as an individual as well as shared experience.

Here are a few ideas about using stories in the classroom:

- Create a physical or imaginary story space in which everything is calm and quiet in a relaxed way. Build this into a routine in which you do certain things, say a story time chant or put on soft music. Be clear that this is a positive and enjoyable experience.
- Talk about the story before reading it by looking at the cover or a particular picture. Introduce some of the characters. Get the children to predict what might happen.
- Read to the children but also get the children to participate by supplying words, actions or even sounds at particular places in the story. You can also encourage the children to use props such as toys, clothes, and real items to retell the story.
- Don't belabour the story by worrying too much about understanding on an individual word or sentence basis. Make sure that the children understand the sequence of the story, the motivation, the ending and the humor.
- Focus on repetitive elements that the children can pick up and repeat with you when they come up. These can be very playful and fun such as using "funny voices" to repeat lines from certain characters.
- Use simple role play/acting out of the whole story or a section of the story. This can be simple miming at a low level.
- Think of ways of extending the story. Create games and activities related to the storylines or characters – this will increase the meaningfulness and memorability of the stories
- Encourage the children to watch the animated the stories from *Show and Tell* at home.

### Teaching songs and chants

Songs provide an enjoyable access to the language and language patterns in context. They can also provide models for speech and pronunciation and the use of rhyme makes language more memorable. Treated in the right way, they can really make the language come alive.

Here are a few ideas about using songs in the classroom:

- As with the stories, try to create a routine for songs – this can be done with a puppet, chant or even a sequence of movements.
- Create actions to go with the songs. These make the songs more meaningful and enjoyable and also suit the learning style of many young children.
- Don't worry if the children don't know all the words – the most important thing is that they enjoy the songs and have an idea of what they are about. Choose a few key words or a chorus for them to join in on.
- Extend the song through craftwork – making props, masks etc. relating to the song topic.
- Build on the songs by creating new and possibly more personalized verses and choruses.

### Working with crafts

Using arts and crafts is an effective way of bringing the language and concepts alive and to some extent internalizing them. In *Show and Tell*, we particularly stress the role of craftwork in the project at the end of each unit but it can be used when appropriate and relevant at any time in order to focus the children on a particular concept through a practical task. In addition, some types of craftwork really help develop fine motor skills as well as visual literacy. Here are a few ideas for using craftwork in the classroom:

- Try to tie the craftwork to concepts and phrases that can be reused when doing and talking about the work.
- Use stories, songs, characters and games as springboards for additional craftwork.
- Use craftwork as an opportunity to send completed tasks home with the children and communicate with their families so that they are involved with the process.
- Don't forget to make interesting displays with what the children create. Talk about the displays and refer to them from time to time. This will give the children a sense of achievement and reinforce basic concepts.

### Games in the classroom

Games are a wonderful active tool for learning a language and developing social skills. In *Show and Tell*, we regularly suggest games to be carried out in the classroom. These often use flashcards or other props. However, we would also encourage you to use other games to enrich the lessons.

Here are some suggestions:

- Try to keep the rules of the games very clear – also make sure that the games are kept light hearted so that failure is not an issue.
- Stress good sportsmanship and fairness whenever playing games. Encourage the children to join you in congratulating individuals and groups.
- Try to build on the children's strengths and level of comfort when choosing different children to play or demonstrate games. Do not always choose the same children.
- Don't be afraid to adapt and change games to suit your purposes and the needs of the children. Make a note of games that the children particularly enjoy and see if you can adapt these to practice other language points.

## Teaching phonics activities

Phonics can be an extremely helpful tool in early literacy. Forming strong associations between sounds and spelling patterns helps many children with reading, pronunciation and spelling. It enables them to tackle unknown words with greater confidence and so to become independent readers more quickly.

In *Show and Tell 1*, children are introduced to the alphabet with letter sounds. They then go on to use these sounds in CVC words (Consonant-Vowel-Consonant words, e.g. *cat*) before being introduced to common blends, digraphs and long vowel sounds in Levels 2 and 3. To make phonics teaching effective, children need regular practice of recognizing the sounds and the letters and associating the two. Here are a few suggestions for integrating phonics in your teaching:

- Set aside a short period every lesson (five minutes is fine) for phonics activities.
- Make phonics activities fun and active.
- Use letter cards so that all the children can be involved in showing you letters or making words – this will help you to assess their progress informally.
- Focus on the key skills of segmenting and blending. Segmenting is the ability to identify the individual sounds that make up a word, and blending is combining the individual sounds into a word. The teaching notes for the *Say it with me* pages and the *Show and Tell* Literacy Books contain lots of optional activities to develop both skills and to provide further practice of the target sound–spelling patterns.

## Teaching sight words

Alongside phonics, children also need to begin to recognize common words that do not follow regular phonic patterns. We recommend that you gradually introduce these words and display them in the classroom so that they become familiar – perhaps create a “Word wall.” If you focus on words that are contained in the key structures from the units, children can manipulate them with vocabulary flashcards (or word cards from the back of this book) to build up sentences. This physical manipulation of the language can be a memorable practical early literacy activity for young children.

## Teaching handwriting

Once children have developed good motor control, they can begin learning the basics of handwriting. However, this starts at different times and it can be detrimental to introduce handwriting skills before the child is ready. In most classrooms, the teaching of handwriting needs to be carried out in a differentiated way. It is important to develop a variety of pre-writing skills before beginning handwriting and this can be done through:

- manual craftwork including coloring
- learning how to hold and control a pencil
- tracing different strokes and letter shapes
- varied mark-making activities, e.g. making marks in sand with sticks or fingers, covering a chalkboard with chalk and painting with a wet paintbrush
- drawing with different media: pencils, crayons, chalks
- developing left to right directionality by, for example, tracing, matching, following lines with the finger as they are “read”

- developing muscle strength in the hand through activities and exercises such as rolling modelling clay, balls etc. on the table
- developing concepts about reading, word recognition and sentence recognition

Once the individual child is ready to learn to handwrite, the following activities will help:

- introduce letters and letter sounds in lessons
- simple tracing activities
- games to find and identify the various letters (e.g., Go on “treasure hunts” to find particular letters in the classroom or in books)
- find objects that begin with particular letters
- gradually move onto freer letter writing
- start writing short consonant-vowel-consonant (CVC) words that are regular and easy to sound out. Encourage children to use their phonics knowledge by questioning: *What sound does it begin with? What letter makes that sound?*
- write names, labels etc. that can be displayed in the classroom or at home
- talk about what writing is used for
- practice writing regularly in short sessions.

## Assessment

At this age, informal assessment is appropriate in order to ascertain the progress that the child is making. However, we can start to encourage the children to recognize what they have learned and to show it to others. This is part of the structure of the *Show and Tell* unit, particularly Lessons 9 and 10 where they reflect on what they have learned and do a project that integrates and demonstrates their achievements. The Activity Book also provides a review after Units 3, 6 and 9 where children are encouraged to assess their own progress. We have also provided a set of additional photocopiable progress checks at the end of Teacher’s Books. There are 1-page checks per unit and two longer (2-page) checks after every three units.



Oxford Parents is a **new** website where your students’ parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this. Studies have shown that practicing English outside the classroom can really help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students’ motivation.

Parents can help by practicing stories, songs, and vocabulary that the students have already learned in the classroom. Tell your students’ parents to visit [www.oup.com/elt/oxfordparents](http://www.oup.com/elt/oxfordparents) and have fun helping their children with English!

# Hello – What can you say?



## Objectives

Review / Present phrases for greeting people and introducing yourself  
Review / Present the words for colors

## Language

**Recycled:** May, Sam, Anna, Mom, Dad, Bird, Hello! Bye! teacher, friend, colors, numbers  
I'm (Sam). I'm (4). This is (Sarah).

## Materials

CD 1, Fifi puppet, Hello Poster, backpack, toy bird, red, blue, green, yellow, pink and purple balloons / balls / beanbags (optional)

## Extra activity

Play a game of *Bingo*! Tell the children to write six numbers from one to ten in their notebooks. Call out the numbers in random order (keep a note of the numbers that you have called out). If a child has the number you call out, they can cross out that number in their notebooks. The first child to cross out all their numbers wins the game.

## Teaching note

This Hello unit can be used as a review section if the children have used Level 1. If the children have not used Level 1 and are new to English, you will need to spend more time teaching the language in this unit. If the class contains a mix of new learners and returning learners, you can use the returners as a source of knowledge to provide language and model structures from the previous level for the new members of the class.

## Student Book Lesson 1 page 4

### Warmer

- Use the Fifi puppet to put the children at their ease. Bring the puppet out from a bag and have her bury her head at the surprise of seeing children, then look at them

and shyly say *Hello*. Fifi should go round saying *Hello* to children, one at a time, gradually telling the class who she is, asking about the children and introducing them to each other using the introduction language in the annotations.

- Use Fifi to introduce the topic of the new school year using the poster. Ask the children how they feel (use mime and facial expressions to show the meanings of happy / nervous / shy). Are they happy to be at school? Are they nervous or shy? Explain they are going to have lots of fun with Fifi and her friends, but now they are going to meet some new friends.

### 1 Listen and sing. 1•01

- Play the song. Demonstrate the actions for the children to mimic as the recording plays.

1•01

Reach up to the sky, (stretch arms up above heads)

Now down to the ground. (touch the floor)

Touch your head (with both hands)

Now cross your arms (touch opposite shoulders)

Touch your knees (touch knees uncrossed hands)

And cross to your feet. (hands crossed to touch feet)

Stretch up high (arms above head)

And put your thinking cap on (pull imaginary thinking cap on)

Eyes up, eyes down (Look up and down without moving head)

Look left, look right (Eyes to left and right without moving head)

Rub your ears – and pull, pull, pull (rub round edge of ear and pull lobes)

Now touch your fingers – tip, tip, tip (touch the tips of fingers on one hand with the fingers on the other)

Now we're ready,

We're ready to learn.

### 2 Talk about the picture.

- Use the poster and character finger puppets to (re) introduce May, Sam, and Anna. Ask *Who's he / she?* Revise or teach when we use *she* or *he*.
- Encourage the children to say *Hello* to Sam / Anna / May.
- Revise/Present the vocabulary *mom, dad, teacher, friend*.

### 3 Listen and point. 1•02

- Play the recording and encourage the children to point to the characters in the picture as they listen.

1•02

**Sam:** Bye, Mom. Bye, Dad.

**Mom and Dad:** Bye, Sam!

**Girl:** Hello, May. This is Sarah. She's my friend.

**May:** Hello, Sarah.

**Anna:** Hello, teacher.

**Teacher:** Hello, Anna. Who's he?

**Anna:** He's Bird. He's three. I'm three too.

**Teacher:** Listen, please!

**Teacher:** Sit down, please.

**Teacher:** Raise your hand. Stand up.

- Play the recording again, pausing after the first exchange. Ask three children to come to the front to act out the roles



with the recording or independently. Repeat with the next two exchanges. Then have the groups act out all three exchanges, one after another.

- Use a backpack and bird props for exchange 3. Finish off by asking the children to tell the class their age: *I'm ...*
- More confident children can replace the names in the first three exchanges and act out a dialogue about themselves, e.g.: A: *Hello (child's name). This is (child's name). She's my friend.* B: *Hello (child's name).*

#### 4 Listen and repeat. 1•03

- Play the recording for the children to listen and repeat the words.

 1•03

Mom / Dad / Sam / May / Friend / Teacher / Anna / Bird

#### 5 What can you say?

##### CRITICAL THINKING

- Introduce the Unit Question: *What can you / we say?* using the poster or book. The children work in pairs and talk about what they can name in English in the big picture. They should be able to identify the colors (*red, blue, green, yellow, pink, purple*), numbers 1–10, *swing, train, teddy, bag, hop*, and *run*. Prompt using question forms (*What's this? Is it a ... ?*).
- Talk about other toys / transport items and action verbs the children might know in English. Draw pictures on the board as the children give you new words. Then ask the children to find Bird. Ask: *Is he a boy or girl?* Ask the children how they know. (Because we use the word *he*.)
- Congratulate the children on how much English they know.

#### Optional activity

- Hold up the balloons / balls / beanbags one at a time and prompt the children to say the colors. Then ask six children to come to the front. Give each child a balloon.
- Play some music and have the children pass the balloons around. Stop the music. The children hold up the balloon they now have and say the color.

#### Activity Book Lesson 1 page 4

##### 1 Draw yourself and color. Say.

- The children draw and color a picture of themselves in the blank box on the Activity Book. Help the children to write their names in the box underneath. The children then show the class their pictures and say their names (e.g.: *This is me. I'm [child's name].*).

## Play with me



### Objectives

Review / Present the words for classroom objects, colors, numbers, classroom objects, toys and animals

### Language

**New:** pencil, crayon, hat, book, boat, duck, teddy, car, ball, train, colors, numbers, I see (4) (balls).

### Materials

CD 1, Fifi Puppet, Hello Flashcards, Hello Stickers, colored balloons / beanbags / balls, classroom objects, toys

### Extra activity

Review colors. Tell the children to take out their colored pens / pencils / crayons. Say *Show me (purple)*. The children hold up the correct colors. Study the photo on the Student Book page for a moment and say: *The hat is purple*. The children find the hat and check the color and confirm: *Yes*. Now say *The ducks are blue*. The children check and correct the sentence: *No. The ducks are yellow*. Ask the children to choose an item on the page and make their own sentences. The rest of the class confirm or correct.

## Student Book Lesson 2 page 5

### Warmer

- Review colors using the balloons / beanbags / balls from Lesson 1. Hand the balloons out to the children. Play some music and have the children pass the balloons around. Stop the music. The children hold up the balloon they now have and say the color.
- Have different numbers of classroom items and toys ready. Either have them all mixed up on a table or dotted around the class. Use Fifi the puppet to introduce the new language. Have Fifi say *Oh no! I can't find my pen. Help me find it, please*. Choose a child to look for the pen. Say *Thank you* when the child gives you the object. Repeat with the other objects.
- Encourage the children to use *Please* and *Thank you* through the lessons.

### 1 Listen and count. 1:04

- Ask the children to open their books and look at the picture carefully. Ask *What can you see?* The children offer answers and count the items in their books.
- Say *Find a ball*. Repeat with the other objects on the page, (boat, pencil, crayon, book, car, teddy, ball, train, hat).
- Review numbers 1–10 using the flash cards. Show the numbers at random and place them face up on the board or a table. Then ask the children to take turns to come up and order the numbers starting with 1. The others can help by calling out the correct numbers.
- Focus on the Student Book again and say *How many trains can you see?* Prompt the response *I see ...* Then focus on May. What do they think she is saying? Ask the children to count the balls and check May's answer. Is she right?
- Tell the class they are going to listen, point, and count the objects in their books.

### 1:04

**Child A:** How many balls do you see?

**Child B:** I see four balls.

**Child A:** How many pencils do you see?

**Child B:** I see ten pencils.

**Child A:** How many trains do you see?

**Child B:** I see one train.

**Child A:** How many cars do you see?

**Child B:** I see five cars.

**Child A:** How many hats do you see?

**Child B:** I see one hat.

### 2 Count and trace.

- Point to each of the picture cues and ask the children to name the items.
- Focus attention on the main picture. Ask *How many (boats) do you see?* The children count the (boats) and say the number.
- Ask the children to say what each picture shows. Ask *What's this? What color is it?*
- Show the children the numbers under the small pictures. If the children feel ready, they can trace the correct numbers. If not, they can circle or color them.

### 3 Play the game.

- Divide the class into pairs and have the children ask and answer about the remaining items in the Student Book puzzle, following the picture cues in the grid at the bottom of the page.

## Activity Book Lesson 2 page 5

### 1 Circle. Count and trace.

- The children circle the odd one out, then trace the correct number of remaining items.

# Sing with me



## Objectives

Practice language through a song

## Language

**New:** jump, fly, crawl, swim, bird, fish, rabbit, spider, flowers, hill, tree, lake  
(Rabbits) can (jump).

## Materials

CD 1, Fifi Puppet, classroom objects; toys; a hoop or jump rope, some green fabric, a paper tree, some paper or plastic flowers

## Extra activity

The children can mime being the animals from this lesson for the rest of the class to guess. The first child to guess the animal (e.g.: *You're a (rabbit)!*) can take a turn to mime a different animal for the class.

## Student Book Lesson 3 page 6

### Warmer

- Use the small toys / items from Lesson 2 placed around the classroom. Play a game using the Fifi puppet to call out instructions. Fifi names one of the objects, e.g.: *Find a car*. The children run to the correct item. Prompt the children to make a full sentence e.g.: *The car is (red)*.
- Revise or introduce the animal vocabulary using toy animals. Help the children name each animal.

### 1 Talk about the pictures.

- The children open their Student Books and look at page 6. Ask the children to say what each animal does. Accept all reasonable answers including non-verbal gestures and translate as necessary. The children can come and demonstrate the actions at the front.

#### CRITICAL THINKING

- Talk about what other things animals can do, e.g., *A bird can hop, whistle, and fly*.

## 2 Listen and point. Listen and repeat. 1:05

- Play the recording for the children to listen and point to the animals in the Student Book.
- Play the recording again, pausing for the children to repeat the sentences.

1:05

Rabbits can jump.

Birds can fly.

Spiders can crawl.

Fish can swim.

## 3 Trace.

- Ask children to identify which characters are doing the same actions as the animals. Encourage them to use their fingers to trace the lines between the characters and the animals. Some children will be ready to use a pencil to trace these lines.

## 4 Play the game.

- Explain that the children are going to play a game. Set out areas of the class for a pond, a hill, trees and flowers. You can put a large paper tree and some big plastic / paper flowers on the wall. You can use a hoop or jump rope for the pond and some green fabric draped over a chair for the hill.
- Have the children help set up the props and review the words *pond, tree, hill, flowers* by pointing to the items and having the children repeat.
- Demonstrate the game. Divide the class into four groups; give each one an animal to act out. Ask each group what their animal can do. Prompt the full response as on the tape.
- Play some music and call out instructions for the different animals. The children follow the instructions, flying to the tree, etc. They can add animal sounds and posture to the activity as they gain confidence.

## 5 Sing and do. 1:06

- Play the song through once. Introduce the song actions with the puppet. Then sing and act out the song.

1:06

Jump, jump, jump, / Here comes a rabbit.

Fly, fly, fly, / Now the bird is in the tree.

Let's all be animals. / Come on – do it with me!

Swim, swim, swim, / Here comes a fish.

Crawl, crawl, crawl, / Now the spider is in the tree.

Let's all be animals. / Come on – do it with me!

## Activity Book Lesson 3 page 6

### 1 Match and say.

- The children match the pictures to the silhouettes, then say what each animal can do.

# Say it with me



## Objectives

Review / Present the alphabet

## Language

Letter names and sounds

## Materials

CD 1, the letters of the alphabet on cardboard squares

## Extra activity

Start writing a large letter on the board very slowly. Encourage the children to call out the letter as soon as they can guess what it is (e.g., *It's A! A says 'a'!*). Repeat with other letters.

1•07

Apple. Bus. Cat. Dog. Elephant.  
Fish. Goat. Hat. Insect. Juice.  
Kite. Leg. Moon. Nest. Octopus.  
Pencil. Quilt. Rabbit. Sun. Table.  
Umbrella. Van. Wheel. Fox. Yogurt. Zoo.

## 3 Listen and chant. 1•08

- Play the alphabet chant for the children to listen, and maybe dance along if they'd like to.
- Give each child a letter on a piece of paper or card, and check that they know what it says (e.g., *A says "a"*).
- Have the children stand in alphabetical order. (If you have a smaller class, give each child two consecutive letters.)
- Play the chant again and have the children hold up their letters and chant *A says "a"* along with the song. All the children can join in as much as they are able with the chorus: 1, 2, 3: *Say the alphabet with me.*

1•08

*A says a, B says b, C says c, D says d,  
E says e. One, two, three ... say the alphabet with me.*

*F says f, G says g, H says h, I says i,  
J says j. One, two, three ... say the alphabet with me.*

*K says k, L says l, M says m, N says n,  
O says o. One, two, three ... say the alphabet with me.*

*P says p, Q says q, R says r, S says s,  
T says t. One, two, three ... say the alphabet with me.*

*U says u, V says v, W says w, X says x,  
Y says y, Z says z. Say the alphabet with me.*

## Student Book Lesson 4 page 7

### Warmer

#### 1 Review the letter names and sounds.

- Review the letter sounds by pointing to the letters and asking children what the name of each letter is and what it "says". Have them say rhythmically, *A says "a," B says "b,"* etc.

**NOTE** Some children won't have used Level 1, so will not be familiar with the alphabet letters and their sounds. You can ask the children who have done Level 1 to help you teach the sounds (by saying the letters and their sounds as you point to them for the rest of the class to listen and repeat), or you can model the letters and sounds for the whole class to repeat.

- If the children can't remember the sounds, see if they can identify the objects shown in the pictures and tell you the initial sounds.

#### 2 Listen and follow. Listen and repeat. 1•07

- Play the recording for the children to listen and follow in their books. Get them to use their finger, left to right along the first row and then down to the beginning of the second row, and so on.

## Activity Book Lesson 4 page 7

### 1 Match and say.

- The children look at the rows of pictures and the letters in the middle. They draw lines to join each picture to the letter it begins with.

# Think with me



## Objectives

To ask for things politely

## Language

**New:** Who's this? This is (Fifi).

## Materials

CD 1, classroom objects; toys; pictures of animals

## Extra activity

Hold up a known classroom object or toy, or a picture of a known animal. Ask individual children around the class to say which letter the word for each object or animal begins with. You can play this as a game in two teams if you want to introduce a competitive element.

## 3 Listen and point. 1•09

- Play the recording for the children to listen and point to the objects in the picture. Have them identify the first letter of each word.

1•09

Cat.  
Hat.  
Van.  
Leg.  
Dog.  
Fox.  
Sun.  
Insect.  
Juice.  
Umbrella.

## 4 Read and point.

- Encourage the children to read the letters of the alphabet at the bottom of the page and point to the items in the picture that start with each letter. Ask the children to say the words for the items they point to.

## Optional activity

You can use this activity with children who have learned letter sounds in Level 1:

- Use letter cards to make CVC words from activity 2. (You can give different letters to different children and call out the letters to get them to make the words.)
- Have children identify the letter sounds in isolation, then try blending them to make a word. When they have said the word, have them find the object in the picture in the Student Book.

## Student Book Lesson 5 page 8

### 1 Talk about the picture.

- Review the letter sounds by singing the alphabet song from the previous lesson. 1•08
- Focus on the picture. Introduce the animal characters: Benny the bear, Fifi the fox and Prickly the hedgehog. Ask *Where are they? What are they doing?*

### 2 Find things beginning with the letters.

- Ask children to find objects or actions that they recognize in the picture. As they do so, ask them which letter each item begins with. If you wish, you can ask them to circle or tick each letter as they find an object. See how many letters they can find objects for, and help them to find more.

#### SAMPLE ANSWERS

apple, ball, bag, bird, car, cookies, cat, dog, elephant, fox, feet, flower, grapes, hat, head, hand, insect, juice, kite, leg, moon, mouse, nest, octopus, plant, rabbit, sun, sandwich, table, umbrella, van, wheel, yogurt

- Children can identify the x sound in *fox*. There are no words for q or z.



# Show and Tell



## Objectives

Make a picture of a kid using shapes

## Language

**New:** kid, arms

**Recycled:** legs, shape, star, square, circle, triangle, eyes, ears, mouth, nose

This is my friend. He's / She's a (circle) kid. The (eyes) are (circles). The (mouth) is (a square).

## Materials

CD 1, colored card and paper shapes, glue, colored pens / pencils / crayons, a prepared shape kid

## Extra activity

Invite a child to come to the front of the class and choose a card or paper shape without showing the rest of the class. Tell the child to face the class and hold the shape behind his / her back. The other children in the class should call out guesses to try and guess what shape the child at the front has, e.g.: *It's a red square / blue circle / yellow star / etc.* The first child to guess the correct shape can take a turn to choose a shape for the rest of the class to guess.

- Play a game. Ask children to look at the board and choose their shapes. Each child names their choice by saying *It's (blue)*. Other children guess *It's a (rectangle)*.

## 2 Glue and decorate to make a shape kid.

- The children look at the small illustrations in the Student Book. Ask what the children are doing. Establish that they are making a shape kid. Ask what the children are using to make their kids. Then ask about the big photo. Ask what the child is talking about.
- Hold up your own shape kid and describe it. Say *This is my friend, (Ben). He is a circle kid. Look! The eyes are triangles. The nose is a square.* etc. Revise all the facial features and arms / legs if these are going to be used.  
**Note:** The (shape) kid name comes from the large face shape they use.
- The children work in small groups to make their own shape kids. Encourage them to talk about what they are doing as they work and to share the equipment and be polite as they work together. Go round helping the children and asking them to describe their shape kid using the target language as they work. The children can give their shape kids names if they like.

## 3 Show and tell.

- When the children have finished the shape kids, ask volunteers to take turns to come to the front and talk about their kid.
- Help the children to make a big colorful frieze of shape kids to display on the classroom wall.

## Activity Book – Project page 8

### 1 What's next? Look and draw.

- Children look at the rows of shapes and decide what shape comes next in the sequence.
- They draw the shape in the box.

## Student Book Lesson 6 Project page 9

### Warmer

- Show the children some of the card or paper shapes. Say *It's a square*. The children repeat and add the color, *It's red*. Repeat until you have introduced / revised all the shapes.

### 1 Choose shapes.

- Focus on the first shape at the top left of the page. The children point and say the shape. Repeat with the next shape down.
- Now place all the shapes on the board. Focus on the first shape on the left. Point and ask children to name it.
- Repeat with the next. Continue this way until all the shapes are named.
- Continue in this way, building up a chant all the way around the page. Now set up a chain with the children pointing to the shapes and taking turns to name them.



## Literacy Book Hello page 2

This lesson introduces the sounds and letters *a* and *b*.

### 1, 2; 4, 5 Listen and repeat. Point and repeat.

- Play the recording for the children to listen and repeat the sound and the words.
- Model the sounds, exaggerating the movement of your mouth for the children to imitate.
- The children trace the letter shapes with their fingers.
- Then children point to the letters and repeat the words.

🔊 1•01, 1•02

*A says a, apple, ant, arrow*

*B says b, bus, ball, bed*

### 3, 6 Trace, write, and say.

- Model the correct letter formation, explaining that the numbers on the letter show the order of the strokes.
- The children trace the gray letters and then write more.
- Ask the children to make sure that the letters sit on the bottom line, and reach up to the top line where necessary.

### Other activities

- Ask children to think of more words with the new sounds.

## Literacy Book Hello page 3

This lesson introduces the sound and letter *c* and practices the sounds and letters *a–c*.

### 1, 2 Listen and repeat. Point and repeat. 🔊 1•03

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- The children point to the letters and repeat the words.

🔊 1•03

*C says c, cat, cap, cup*

### 3 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

### 4 Match and say.

- Ask children to identify the first letter. Ask them which of the pictures begin with *a* (*arrow, apple*).
- Show the children the example, and have them draw another line from the *b* to either the bed or the ball.
- Repeat with the other letters and pictures.

### Other activities

- Give children a letter notebook. On each page, they write one large letter and draw pictures of objects that begin with that letter. As they learn more vocabulary, they can add it to their notebooks to build up a picture dictionary.

## Literacy Book Hello page 4

This lesson introduces the sounds and letters *d* and *e*.

### 1, 2; 4, 5 Listen and repeat. Point and repeat.

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- Then children point to the letters and repeat the words.

🔊 1•04, 1•05

*D says d, dog, doll, door*

*E says e, elephant, egg, elbow*

### 3, 6 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

### Other activities

- Ask children to think of more words with the new sounds.

## Literacy Book Hello page 5

This lesson introduces the sound and letter *f* and practices the sounds and letters *a–f*.

### 1, 2 Listen and repeat. Point and repeat. 🔊 1•06

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- The children point to the letters and repeat the words.

🔊 1•06

*F says f, fish, foot, five*

### 3 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

### 4 Listen and trace the correct letter. 🔊 1•07

- Ask children what the picture shows (*elephant*).
- The children read the letters, saying *E says e, C says c*.
- Ask the children to say which sound is at the beginning of *elephant* and have them trace the letter *e*.

🔊 1•07

1 elephant 2 doll 3 foot 4 fish 5 egg 6 dog

### Other activities

- Begin sounding out CVC words with the children. Write *ad* on the board and ask children to sound out the letters (*a, d*) then blend them together (*ad*). Write *d* at the beginning of the word to make *dad*. Have them sound out the *d* and add it to the *ad* sound: *dad*. Replace the *d* with *b* to make *bad*. Introduce the concept of rhyme, pointing out that the words end in the same way. Keep returning to this throughout the lessons, saying two words and asking children if they rhyme or not, e.g., *bad, mad; dad, bed*.
- Say the word *bed* and ask children which sounds they hear in the word. *Which sound is at the beginning / end / in the middle? Which letter makes that sound?* Build up the letters on the board as the children name them to make the word. Return to this activity throughout the lessons.

## Literacy Book Hello page 6

This lesson introduces the sounds and letters *g* and *h*.

### 1, 2; 4, 5 Listen and repeat. Point and repeat.

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children to trace the letter shapes with their fingers.
- Then children point to the letters and repeat the words.

🔊 1•08, 1•09

*G says g, goat, gate, girl*  
*H says h, hat, hand, hoop*

### 3, 6 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

#### Other activities

- Ask children to think of more words with the new sounds.

### Literacy Book Hello page 7

This lesson introduces the sound and letter *i* and practices the sounds and letters *a–i*.

### 1, 2 Listen and repeat. Point and repeat. 🔊 1•10

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- The children point to the letters and repeat the words.

🔊 1•10

*I says i, insect, igloo, ink*

### 3 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

### 4 Circle the correct picture.

- Ask children to say the first letter name and sound, and then identify the pictures. Have them circle the picture that begins with that sound.

#### Other activities

- Begin sounding out CVC words with the children. Write *ag* on the board and ask children to sound out the letters (*a, g*) then blend them together (*ag*). Write *b* at the beginning of the word to make *bag*. Have them sound out the *b* and add it to the *ag* sound: *bag*. Repeat with *big*.

### Literacy Book Hello page 8

This lesson introduces the sounds and letters *j* and *k*.

### 1, 2; 4, 5 Listen and repeat. Point and repeat.

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- Then children point to the letters and repeat the words.

🔊 1•11, 1•12

*J says j, juice, jump, jacket*  
*K says k, kite, king, key*

### 3, 6 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

#### Other activities

- Ask children to think of more words with the new sounds.

### Literacy Book Hello page 9

This lesson introduces the sound and letter *l* and practices the sounds and letters *a–l*.

### 1, 2 Listen and repeat. Point and repeat. 🔊 1•13

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- The children point to the letters and repeat the words.

🔊 1•13

*L says l, leg, lion, light*

### 3 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

### 4 Listen and trace the correct letters. 🔊 1•14

- Ask children what the first picture shows (*lion*). Then have them read the letters. Ask the children to say which sound is at the beginning of *lion* and have them trace the letter *l*.

🔊 1•14

1 lion 2 juice 3 leg 4 king

#### Other activities

- Begin sounding out CVC words with the children. Write *id* on the board and ask children to sound out the letters (*i, d*) then blend them together (*id*). Write *l* at the beginning of the word to make *lid*. Have them sound out the *l* and add it to the *id* sound: *lid*. Replace the *l* with *k* to make *kid*.

### Literacy Book Hello page 10

This lesson introduces the sounds and letters *m* and *n*.

### 1, 2; 4, 5 Listen and repeat. Point and repeat.

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- The children point to the letters and repeat the words.

🔊 1•15, 1•16

*M says m, mouth, milk, mouse*  
*N says n, nose, nut, nest*

### 3, 6 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

#### Other activities

- Ask children to think of more words with the new sounds.

### Literacy Book Hello page 11

This lesson introduces the sound and letter *o* and practices the sounds and letters *a–o*.

### 1, 2 Listen and repeat. Point and repeat. 🔊 1•17

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- The children point to the letters and repeat the words.

🔊 1•17

*O says o, octopus, ostrich, olive*

### 3 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

#### 4 Listen, read, and match. 1-18

- Ask children to sound out the first word *d-o-g*, then blend the sounds together: *dog*. Repeat with the other words.
- Tell children they are going to hear the words that go with the pictures. Play the first part of the recording. Ask them to repeat the word and then find it on the right-hand side. Children complete the line from the picture to the word.
- Continue with the other words. Children can trace the words if you wish.

 1-18

1 mom 2 dog 3 man 4 can

#### Other activities

- Say CVC words and ask the children to say the correct vowel sounds they hear.

#### Literacy Book Hello page 12

This lesson introduces the sounds and letters *p* and *q*.

##### 1, 2; 4, 5 Listen and repeat. Point and repeat.

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- The children point to the letters and repeat the words.

 1-19, 1-20

*P* says *p*, *pencil*, *pizza*, *panda*

*Q* says *q*, *quilt*, *queen*, *question*

##### 3, 6 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

#### Other activities

- Ask children to think of more words with the new sounds.

#### Literacy Book Hello page 13

This lesson introduces the sound and letter *r* and practices the sounds and letters *a-r*.

##### 1, 2 Listen and repeat. Point and repeat. 1-21

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- The children point to the letters and repeat the words.

 1-21

*R* says *r*, *rabbit*, *rice*, *robot*

##### 3 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

##### 4 Listen, read, and circle. 1-22

- Ask children to sound out all the words. Tell them they are going to hear the words that go with the pictures.
- Play the recording, one word at a time. Ask the children to repeat the words. What sound do they hear at the beginning / at the end / in the middle? Have them identify the words and circle them.

 1-22

1 map 2 rod 3 pan 4 pen

#### Other activities


- Say known words beginning with the letters learned so far. Ask the children to say the correct initial letter of each word.

#### Literacy Book Hello page 14

This lesson introduces the sounds and letters *s* and *t*.

##### 1, 2; 4, 5 Listen and repeat. Point and repeat.

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- The children point to the letters and repeat the words.

 1-23, 1-24

*S* says *s*, *sun*, *soap*, *seed*

*T* says *t*, *table*, *tomato*, *tiger*

##### 2 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

#### Other activities

- Ask children to think of more words with the new sounds.

#### Literacy Book Hello page 15

This lesson introduces the sound and letter *u* and practices the sounds and letters *a-u*.

##### 1, 2 Listen and repeat. Point and repeat. 1-25

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- The children point to the letters and repeat the words.

 1-25

*U* says *u*, *umbrella*, *up*, *underwear*

##### 3 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

##### 4 Listen, read, and match. 1-26

- Ask children to sound out the first word *n-u-t*, then blend the sounds together: *nut*. Repeat with the other words.
- Tell the children that they are going to hear the words that go with the pictures. Play the first part of the recording and ask them to repeat the word and then find it on the right-hand side. The children draw a circle around the word and complete the line from the picture to the word.
- Continue with the other words. Children can trace the words if you wish.

 1-26

1 bus 2 sad 3 nut 4 ten

#### Other activities


- Say CVC words and ask the children to say the correct vowel sounds they hear.

## Literacy Book Hello page 16

This lesson introduces the sounds and letters v and w.

### 1, 2; 4, 5 Listen and repeat. Point and repeat.

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- The children point to the letters and repeat the words.

 1•27, 1•28

*V says v, van, violin, vest*

*W says w, wheel, window, water*

### 3, 6 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

#### Other activities

- Ask children to think of more words with the new sounds.

## Literacy Book Hello page 17

This lesson introduces the sound and letter x and practices the sounds and letters a–x.

### 1, 2 Listen and repeat. Point and repeat. 1•29

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- The children point to the letters and repeat the words.

 1•29

*X says x, fox, box, six*

### 3 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

### 4 Listen, read, and circle. 1•30

- Ask children to sound out all the words. Tell them they are going to hear the words that go with the pictures.
- Play the recording, one word at a time. Ask the children to repeat the words. What sound do they hear at the beginning / at the end / in the middle? Have them identify and circle the words.

 1•30

1 wax 2 web 3 vet 4 mix

#### Other activities


- Say words ending in X or S (e.g.: *box, glass, mix, wax, this, fox, bus, fix, miss, six*, etc.) and ask the children to say which final sounds they hear.

## Literacy Book Hello page 18

This lesson introduces the sounds and letters y and z.

### 1, 2; 4, 5 Listen and repeat. Point and repeat.

- Play the recording for the children to listen and repeat.
- Model the sounds for the children to imitate.
- The children trace the letter shapes with their fingers.
- The children point to the letters and repeat the words.

 1•31, 1•32

*Y says y, yogurt, yoyo, yellow*

*Z says z, zoo, zebra, zipper*

### 3, 6 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters and then write more.

#### Other activities

- Ask children to think of more words with the new sounds.

## Literacy Book Hello page 19

This lesson practices some rhyming CVC words.

### 1 Read and match the rhyming words.

- The children sound out and blend the words, then look at the letters and see which words have the same patterns.
- Have the children draw lines to match the pairs of words. They can trace the words if you wish.

### 2 Listen and check. 1•33

- The children listen and follow the lines they have drawn.
- Ask the children to repeat the words as they hear them.

 1•33

*Six. Mix. / Dog. Log. / Cat. Bat. / Pen. Hen. / Jug. Rug. / Fan. Van.*

#### Other activities

- Write more known CVC words on the board, one word at a time. Ask the children to sound out the words, then think of words that rhyme with the words on the board.

## Numeracy Book Hello

### page 2 Numbers 1–10

#### 1 Count and match.

- Ask the children to name the items and say how many of each item they can see (e.g.: *I see three cars*). Then they match the objects to the numbers.

# How do we make pictures ?



## Objectives

Familiarise children with words for classroom objects and colors  
Revise colors and numbers

## Language

**New:** pen, brush, eraser, paper, glitter, paint

**Recycled:** quilt, classroom objects, colors, numbers

It's a (pencil). It's an (eraser). (4) (books).

## Materials

CD 1, Fifi puppet, Unit 1 Flashcards, Unit 1 Poster, Unit 1 Picture cards (Student Book) page 107

## Extra activity

Play a game of *I see*. Choose a known object in the classroom and say: *I see something (red)*. Encourage the children to call out guesses (e.g.: *It's a book / pen / eraser / etc.*). The first child to guess the object correctly can take a turn to choose an object for the rest of the class to guess. Repeat so that as many children as possible take a turn to choose an object.

## Student Book Lesson 1 page 10

### Warmer

- Play *Let's Get Ready to Learn* (see Hello Unit). Demonstrate the actions for the children to mimic as the track plays. 1•01

### 1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review classroom objects vocabulary (*book, bag, pencil, crayon, scissors, glue*) and colors (*red, blue, green, yellow, pink, purple*).
- Prompt the children using question forms (e.g.: *Who's this? What's this?*). Talk about what the children are making in the picture (*a quilt*).
- Introduce the concept of the Story Corner. Explain that a Story Corner is a place to relax and listen to a story. A

good Story Corner has a rug, some cushions and some nice decorative items (like the quilt in the picture).

- Use the poster / flashcards to introduce the new classroom objects vocabulary: *pen, brush, eraser, paper, glitter, paint*.
- Play a matching flashcard game with the items on the poster.

### 2 Listen and point. 1•10

- Play the recording for the children to listen and point to the new classroom items in their books.

1•10

**Girl:** It's a pen.

**May:** It's a brush.

**Sam:** It's an eraser.

**May:** It's paper.

**Anna:** It's glitter.

**Boy:** It's paint.

### 3 Listen and repeat. 1•11

- Play the recording for the children to listen and repeat the new words.

1•11

pen

brush

eraser

paper

glitter

paint

### 4 How do we make pictures?

#### CRITICAL THINKING

- Introduce the Unit Question: *How do we make pictures?* Use the picture to prompt discussion of what items the characters need to make their quilt. Encourage discussion of what items the children like to use when they make pictures.
- Ask the children to find Bird. Point to the glitter on his head and ask: *What's this?* Talk about what Bird is holding. *Is it the same glitter?* Ask the children to be detectives and find out who has the green glitter.

- Ask the children to cut out the classroom object picture cards from the back of the Student Book for the next lesson.

## Activity Book Lesson 1 page 9

### 1 Match and say.

- The children draw lines to match the pairs of pictures.



# Play with me



## Objectives

Practice the words for classroom objects and colors through a game

## Language

**New:** star

What's this? It's a (blue) (pen). It's (red) (glitter).

## Materials

CD 1, Fifi Puppet, Unit 1 Picture cards, Unit 1 Stickers, large paper stars – one per table or group of children

## Extra activity

Play a memory game with the class. Place various classroom objects of different colors on your desk. Invite the children to look at the items for one minute and try to remember all the objects and what color they are. Cover the items on your desk, or tell the children to turn their backs on the desk. Invite the children to say as many objects (with their colors) as they can remember.

## Student Book Lesson 2

page 11

### Warmer

- Use the Fifi puppet to ask questions about the new classroom objects from Lesson 1. Prompt full sentence answers. Encourage children to include colors in their answers (e.g.: *It's a blue book.*).
- Start a chant to review the new vocabulary. Hold up a blue pen (to match the color on the picture cards) and ask: *What's this?* The children chant: *It's a pen, a pen, It's a blue pen, a blue, blue pen.* etc. As the children chant they should hold the matching picture cards up.

**NOTE** To distinguish between items that take the article and those that don't, review all the words that take the article first, then all the words that don't take the article.

### 1 Point and say.

- Point to each of the pictures and ask the children to say what each object is and what color each object is.

### 2 Listen and stick.

1•12

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask *What's this?* about each sticker.
- Play the recording, pausing after each exchange for the children to find the correct sticker and the correct place to put it. Make sure all the children have got the right sticker, then have them stick the stickers onto the Student Book page.
- The children can trace the words now or later if you want.

1•12

**Child A:** What's this?

**Child B:** It's a pink eraser.

**Child B:** What's this?

**Child A:** It's purple paper.

**Child A:** What's this?

**Child B:** It's a yellow brush.

**Child B:** What's this?

**Child A:** It's red glitter.

**Child A:** What's this?

**Child B:** It's green paint.

**Child B:** What's this?

**Child A:** It's a blue pen.

### 3 Listen and play the game.

1•13

- Write classroom objects words on the board. Encourage the children to say words they recognize or can work out as you write. Ask volunteers to hold up their own items that match the words.
- Focus on the photo in the Student Book. Ask the class to guess what the children in the picture are doing.
- Tell the class they are going to listen to the children playing a game. Play the recording for the children to listen and point to the correct objects in the picture.

1•13

**Boy 1:** I'm the star. It's my turn!

**Boy 1:** What's this?

**Girl 2:** It's a pink pen!

**Boy 1:** That's right! Here you are.

**Girl 2:** Thank you.

- Set up the game. Put a star on the floor at each table.
- Play a music CD and demonstrate the game with three children. The children walk around the table while the music is playing. Stop the music, and the child standing on or nearest to the star picks up an object from the table, asks *What's this?*, and chooses another child to answer. If the answer is correct, the child who answers takes the object.
- The children then play the game in small groups. The winner is the child with the most objects after a set time. As a non-competitive option, the children in each group can pool their items, then tell the rest of the class what they have (e.g.: *This is a pink pen. This is a red eraser.*).

## Activity Book Lesson 2

page 10

### 1 Color and say.

- The children color the pictures, then ask and answer questions in pairs. Answers will depend on the colors the children use.



# Read with me



## Objectives

Read and understand a story  
Make a fingerprint picture

## Language

**New:** black, white, idea, next, team; Look out! Don't worry. What a mess!

It's his / her (turn).

**Recycled:** It's my / your idea.

## Materials

CD 1, Fifi puppet, Unit 1 Picture cards, newspaper or plastic sheets; paint, sheets of paper – one per group of three children

## Extra activity

Play a memory game. Tell the children to look at the story in their books while you play the recording of the story. The children then close their books. Say lines from the story. The children try to remember who said each line and say the name of the correct character. You can play this as a game in teams if you like.

- Go over the story frame by frame and talk about what's going on. Introduce remaining new items and language: *black, white, idea, next, team, Look out! Don't worry!*
- Play the story again and encourage the children to "read" the speech bubbles.
- Encourage the children to listen and repeat the text.
- Invite children to role play along with the story or on their own.

## 3 Talk about the story.

### CRITICAL THINKING

- Ask questions about the story (e.g.: *Who has an idea in picture one? Who has white paint in picture 2? Who has white feet in picture 3? What's on the floor in picture 4?*) and encourage the children to answer.
- Talk about what the characters used to make the patterns on the floor (their feet).

## Optional activity: Make a fingerprint picture.

- Cover the tables in newspaper or plastic. Hand out sheets of paper and small pots of paint.
- The children work together in groups of three to make fingerprint pictures. They can dip their fingers in the paint, then press their fingers onto the paper. Tell the class that they can use their fingerprints to make different shapes or patterns.
- Help the children to write their names on their pictures.
- Tell the children to bring their fingerprint pictures to class for the next lesson (or keep the pictures yourself). They will use the pictures in the song in the next lesson.

## Activity Book Lesson 3 page 11

### 1 Follow and trace.

- The children follow the paw prints to match the characters to their belongings, then trace the first letter of each character's name.

## Student Book Lesson 3 page 12

### Warmer

- Use the Fifi puppet to review *your* and introduce *his / her*. Use the puppet to pick up some of the children's items, asking *What's this?* The puppet should collect two or three items, then ask *Is it his / her / your ... ?* and return the items to the correct children.

### 1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story.
- Point to each of the pictures and ask the children to say what objects they can see and who the characters are in each picture.

### 2 Listen and point. Listen and repeat. 1-14

- Play the story for the children to listen and point to the story frames.

## Sing with me



### Objectives

Practice the new language through a song

### Language

paint, brush, glitter, paper, pen, eraser  
It's his / her pen.

### Materials

CD 1, Unit 1 Picture cards, fingerprint paintings from Lesson 3, colored pens / pencils / crayons (optional)

### Extra activity

Play a game of *Color Bingo!* Tell the children to make six different colored circles on a piece of paper. Call out the colors in random order (keep a note of the colors that you have called out). If a child has one of the colors you call out on their piece of paper, they can cross out that colored circle. The first child to cross out all their circles should call out *Bingo!*

1.15

Crayons and paint  
Paper and glue.  
What can I do?  
What can I do?

We can work together.  
Look what we can do  
With crayons and paint,  
Paper and glue.

Crayons and paint  
Paper and glue.  
What can I do?  
What can I do?

We can work together.  
Look what we can do  
With crayons and paint,  
Paper and glue.

- Play a game in groups. Tell the children to stand in a circle.
- Use the Fifi puppet to choose a child. The chosen child should hold up picture cards for the items they used to make the fingerprint picture in the previous lesson (paper, paint, pens / pencils / crayons).
- The children sing the song and do the actions, holding up the picture cards for the items they used to make their fingerprint pictures. At the end of the song they should hold up their fingerprint picture from Lesson 3.

### 2 Follow and say.

- The children use a pencil to join the footprints from the characters in the picture to the classroom objects.
- Review *his / her* using the picture: *It's his pen* etc.
- Use *his / her* as part of classroom language from now on.

## Student Book Lesson 4 page 13

### Warmer

- Point to the picture frames in the story in Lesson 3. Encourage the children to retell the story. Ask questions to prompt the children, e.g.: *Where are the animals? What color is the paint? Are Benny's feet black? Is the paint on the floor white?*
- Revise the words for classroom items vocabulary using real objects. You can do this by playing a game of *I see*, as in Lesson 1.

### 1 Sing and do. Sing and play. 1.15

- Play the song through once. Introduce the song actions for the first verse.
- Together create actions for the next verse and any substituted lines as they are made.
- Sing and act out the song.

## Say it with me



### Objectives

Practice words with the *ck* sound (e.g.: rock)

Practice CVC words

### Language

**New:** rock, gray, brown

### Materials

CD 1, colored pens / pencils / crayons

### Extra activities

Write the headings *animals*, *colors* and *classroom objects* on the board. Ask the class to say what words they can remember for each heading. Write their suggestions on the board.

Erase the words on the board. Ask children around the class to say three words from one of the groups. Say *Say three animals / colors / classroom objects*. You can play this as a game in two teams if you like, asking children from each team in turn to name three items and awarding one point for each correct answer.

## Student Book Lesson 5 page 14

### Warmer

- Encourage the children to retell the story from Lesson 3. Ask questions to prompt the children if necessary.
- Ask the children what words they know for colors. Write their suggestions on the board.
- Play a game of *Color Bingo!* The children choose six colored pens / pencils / crayons and place them on their desks. Call out the colors on the board in random order. Make a note of the words you have called out. If a child has the color you call out, they can remove that pen / pencil / crayon from their desk. When a child has removed all their pens / pencils / crayons, they should call out *Bingo!*

### 1 Listen and follow. Listen and repeat. 1•16

- Look at the picture together. Ask the children to tell you what they can see.

- Play the recording for the children to listen to the rhyme. Then play the recording again and tell the children to try to follow the words in their books.
- Ask specific questions about the rhyme and the picture, e.g. *Where's the ... ? What color is the ... ?*
- Play the recording again, pausing after each sentence for the children to repeat. Focus on the pronunciation of the new sound(s).

1•16

The red fox is on the rock.

The hedgehog is on the log.

### 2 Color Benny's picture.

- Use the picture and other items in the classroom to present the new colors *gray* and *brown*.
- Encourage the children to describe objects in the picture and the classroom, e.g. *It's a gray rock*.
- Ask the children if they know how to make gray and brown from other colors, and show them that in the picture Benny has mixed black and white to make gray.
- Ask the children to color Benny's picture to match the scene beyond. Do the first element together, e.g. *What color is the fox? (Red) Color the fox red.*

### Optional activities

- For further focus on the *ck* sound-spelling: Write *rock* on the board and say the word. Ask children which sounds they can hear: /r/ /o/ /k/ *How many sounds? (3)* Circle the *r* in one color and ask children what sound it makes; repeat for *-o* and *-ck*. Point out that the *-ck* only makes one sound – the same sound they have learned for *c* and *k*. Ask them to say the sounds again and blend them together to make the word *rock*.
- Write the word *sock* on the board and ask children *Which letter is different?* Ask the children to say /s/ /o/ /k/ and blend the sounds to make *sock*. Draw a sock and ask them to point to their socks. Extend with other CVC words.
- For further practice of CVC words: Write the following words in two columns:

<i>red</i>	<i>dog</i>
<i>fox</i>	<i>bed</i>
<i>log</i>	<i>box</i>

- Ask the children to read the words in the first column. Practice segmenting (e.g. /r/ /e/ /d/) and blending (/red/). Ask the children to read the words in the second column. Have them match the rhyming words in the two columns (*red-bed, fox-box, log-dog*) and tell you which letters are the same and which are different. You may wish to briefly explain the meaning of any words the children don't know.
- Write the words *The, the, red, fox, is, on, rocks, log* on different pieces of paper and give each child a different piece. Say *The red fox is on the rocks* and ask children to form themselves into a sentence for the rest of the class to see. The other children check with their books. Then change the sentence, e.g. *The fox is on the log* and see if children can make the new sentence.

## Activity Book Lesson 5 page 12

### 1 Circle and trace. Say.

- The children look at the pictures and circle the correct words, then trace the initial letters of the correct words.

# Follow me



## Objectives

To ask for things politely

## Language

**New:** Please pass the (yellow) (pen). Here you are.

**Recycled:** Thank you.

## Materials

CD 1, classroom objects

## Extra activity

The children can use their picture cards to play a game in pairs. They should shuffle the cards and deal them out equally, so that each child has six cards. The children should then ask their partner for cards in order to make three pairs (e.g.: *Give me a blue pen, please.*). The first child to make three pairs of cards wins the game.

## 2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the recording again for them, then encourage them to say the dialogue themselves.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

## 3 Listen and chant. 1•18

- Play the chant. Teach the new words and the actions to the chant.
- Play the chant again and act it out with the children.
- Use the chant in future lessons when the children work together in pairs or small groups.

1•18

We say "Please" and "Thank you" too.

We say "Please" and "Thank you" too.

Little words that are easy to say,

So let's remember them every day.

### CRITICAL THINKING

- Talk about why it's important to be polite. Say *How does it feel if people are not polite to you? What happens if you take things from others?*

## Optional activity

- Focus on the first picture. Ask the children how many classroom items they can find that begin with *P* (*pen, pencil, paper, paint*).

## Activity Book Lesson 6 page 13

### 1 Color the correct picture. Draw ☺ or ☹.

- The children draw a smile to complete the face next to the picture showing polite behaviour and a sad mouth to complete the face next to the picture showing impolite behaviour.

## Student Book Lesson 6 page 15

### Warmer

- Review the words we use when we are being polite from the starter unit: *please* and *thank you*.
- Focus on the pictures. Ask the children to name all the items in the first picture (*pencils, pens*, etc).
- In the second picture, ask the children to say what animal is in the boy's picture and what the boy is giving the girl (*What's this?*).

### 1 Listen and follow. Listen and repeat. 1•17

- Play the dialogue. The children listen and follow the text on the page.
- Ask the class what polite words the children in the dialogue used.
- Play the dialogue again for the class to listen and repeat.

1•17

**Girl:** Please pass the yellow pen.

**Boy:** Here you are.

**Girl:** Thank you!



# Explore with me



## Objectives

To talk about how we make pictures

## Language

**New:** This picture uses (crayon). shape

**Recycled:** brown, feathers, gray  
It's (a gray bird).

## Materials

CD 1, cloth bag, classroom objects, colored board markers (optional)

## Extra activity

Draw pictures of known items (classroom objects, animals, etc.) on the board using a different colored board marker for each picture. Draw the picture slowly. Tell the children to try to guess what you are drawing before you finish the picture. Encourage them to make full sentences, e.g.: *It's a (blue) (pen)*. You can play this as a game in two teams, if you like, awarding one point to the first team to correctly guess each picture.

## Student Book Lesson 7 page 16

### Warmer

- Play a game with the class. Place one item at a time in a cloth bag. Don't let the children see the item. You can make the game more difficult by using different colored items, different shapes and small items that are difficult to feel (e.g.: an orange crayon, a brown marker, colored paper shapes, a feather, etc.).
- The children take turns to feel the item through the bag and try to guess what it is (e.g.: *It's a pen*). They then remove it from the bag and the rest of the class says either *Yes, it's (a brown pen)* or *No, it's (a blue crayon)*. Teach the new vocabulary for this lesson as it arises: *shape*.
- Ask the children what they can use to make pictures (e.g.: *paint, pencils, pens*). Look around the classroom at any pictures on display. Ask the children to identify the materials and describe the pictures using the pattern *This picture uses (paint)*.
- Look at the pictures in the Student Book together and ask children to say which are their favorites.

- Tell the children that they are going to read about some different ways of making pictures. Ask them to say how they think we make the pictures in the book.

### 1 Listen and follow. Listen and repeat. 1•19

- Play the recording for the class to listen and follow the text on the page.
- Play the recording again, one sentence at a time, for the class to listen and repeat.

1•19

- 1 This picture uses crayon and paint. It's a fish.
- 2 This picture uses feathers. It's a gray bird.
- 3 This picture uses paper shapes. It's a brown dog.

### 2 Look and say.

- Tell the children that you're going to talk about one of the pictures, and you want them to tell you which picture it is. Say *This picture uses feathers*. Children can either answer with the number (2) or the sentence *It's a gray bird*.
- Repeat with the other pictures, then ask children what their favorite picture is. Ask if they can think of any other materials that might be used to make the pictures (e.g., *glue*).
- Ask the children to find other items in the classroom (e.g., *Find an orange marker*.) to practice colors and shape.

### CLIL BOX: ART

This lesson introduces three techniques for making pictures.

1) Crayon resist: a picture is drawn and colored in crayon, then a watercolor wash painted over the top. The crayon "resists" the paint, so retains its original color. Other ideas for pictures using this technique include crayon stars and planets or clouds and planes on a painted sky, crayon boats on the sea, crayon birds or animals on a background of grass or trees.

2) Collage: this picture uses feathers, but a range of materials work well including fabric and tissue paper. Children could use foil in different colors (e.g., from candy or chocolate wrappers) to make a poster of different fish on a blue paper background.

3) Mosaic: you could show children photographs of mosaics made from stone. When making a mosaic picture, children can pencil an outline and then fill it in using paper shapes. This provides an opportunity to review some of the shapes children may know: *Do you see a square? How many triangles do you see?*

## Think with me



### Objectives

- To talk about how we make pictures
- To practice the new language through a song
- To make a picture

### Language

- art materials, colors, shapes, feathers
- I see a (bird). This picture uses (crayon).

### Materials

- CD 1, sheets of paper, glue, card or paper shapes, crayons, feathers, glitter, paint, foil, tissue paper, etc.

### Extra activities

- Point to / Hold up objects from around the classroom and ask *What is it? / What color is it?* Invite children around the class to answer, e.g.: *It's (a pen). / It's (blue).*
- Encourage children to ask and answer about other objects in pairs.

## Student Book Lesson 8 page 17

### Warmer

- Review the language from the previous lesson by asking the children to describe the pictures in Student Book Lesson 7.
- Ask the children to say what other things we can use to make pictures and what other words for colors they can remember.

### 1 Talk about the picture.

- Talk about the picture. Ask the children what May's picture shows (*It's a red bird*) and what materials it uses (*paint, crayon*).
- Repeat for Sam's picture (*It's an orange fish; paper, glue*).

## 2 Circle the materials Sam and May use.

### CRITICAL THINKING

- Tell the children that they are going to draw circles around all the things May and Sam have used to make their pictures.
- Say *Do you see the brush? Whose picture uses the brush – May's or Sam's?*
- Tell the children to circle May's items in blue and Sam's items in red.

### ANSWERS

May: paint, crayons, brush; Sam: glue, paper, feathers

### 3 Listen and sing. 1:20

- Play the song for the class to listen, then play it again, as many times as you like, for the class to listen and try to join in.
- Encourage the children to point to the colors and objects in the song as they sing along with the recording.

1:20

Look at the picture.

What do you see?

I see red, brown, and green.

It's a bird in a tree!

Look at the picture.

What do you see?

I see orange and blue.

It's a fish in the sea!

### 4 Make your own picture.

- The children can use one of the techniques from Lesson 7 to make their own picture of an animal. You can provide outlines of animals for the children to color or stick objects onto if necessary.
- If you like, you can set up different tables in the classroom with the appropriate materials for each technique used in Lesson 7.
- The children can show and tell with their finished pictures: *It's (a black cat).*

## Activity Book Lessons 7 & 8 page 14

### 1 Count and trace.

- The children count the objects in each set and trace the correct number for each set of objects:

### Fifi's Challenge

- Fast finishers can complete Fifi's Challenge. The children look at the pictures, say the colors (*black and white*), then say what color black and white make (*gray*). They color the blank paint shape and use their pencils to trace the word *gray*.

# Show me



## Objectives

To practice the new language through a game

## Language

art materials, colors, shapes

It's (purple) paper. This picture uses (orange) (paint).

## Materials

CD 1, Unit 1 Poster, colored pens / pencils / crayons, Unit 1 Picture cards, classroom objects (optional), unit 1 Flashcards (optional)

## Extra activities

Put six items on your desk. Point to each item and say what it is and what color it is.

Tell the children to work in pairs, putting six things on the desk in front of them and telling their partner about their six things. Move around the class as they do the activity and help if necessary.

Ask individual children to show their six things to the class and say what color each thing is.

Play a memory game. Ask a child to show the class their six things. Tell the class to look at the things and try to remember what color each item is.

Put the six things in a bag, then say true or false questions to children around the class (e.g.: *The pen is blue. The book is red.*). The children answer *Yes* or *No*. You can play this as a game in two teams if you like, awarding one point for each correct answer.

Use the classroom objects flashcards to practice the words for numbers and classroom objects. Write the numbers 1–6 on the board. Invite a child to come to the board. Say *Number 1 is a (blue pen)*. Ask the child to choose the correct flashcard and stick it under the correct number on the board. Repeat with other children and other flashcards. You can repeat the game using different numbers for each flashcard.

# Student Book Lesson 9 page 18

## Warmer

- Sing the song from Lesson 8 and encourage the children to sing along. 🎵 1-20
- The children can make new verses about their own pictures.

## 1 Look at the poster. Color.

- Play a game to review the vocabulary of the unit using the poster. Describe one of the items on the poster. The children identify the item and point to it in their books.
- The children color in the square beside the classroom items that are an exact match for those on Student Book page 10.

## ANSWERS

The black brush, brown pen, yellow pencil, pink crayon, and white eraser are a match.

## 2 Play the game.

- The children use their classroom object picture cards to play the card game in pairs.
- One child describes an object using the color, e.g., *It's (green)*. The other child then finds the picture card showing the correct color and says *It's (a green pen)*. If they are correct, they keep the card. The winner is the child with the most cards.

## 3 How do we make pictures?

### CRITICAL THINKING

- Ask the class the big question for this unit: *How do we make pictures?* The children identify all the things we can use to make pictures.
- Encourage the children to look through the unit to help them find all the materials they know about and to show and talk about the pictures they have made.

## Show and Tell



### Objectives

To work together to complete a class project (make a quilt)

### Language

quilt, team, art materials, colors, shapes

My square uses (red) (paint).

### Materials

CD 1, sheets of paper, glue, card or paper shapes, crayons, feathers, glitter, paint, foil, tissue paper, etc., Unit 1 Flashcards (optional)

### Extra activity

Play a memory game. Stick the classroom object flashcards on the board. Point to the flashcards and ask the class to say the words. Tell the class to close their eyes. Remove two or three of the flashcards. Children open their eyes and say which flashcards are missing.

### 1 Draw, color, and decorate squares.

- The children can work in small groups to make quilt squares. Hand out a square of paper to each child. The children should decorate their squares using their chosen techniques. Encourage them to select from all the different materials and techniques that they have seen in the unit.
- As in Lesson 8, you can set up different tables for different materials, so that children using the same materials can sit together.
- Encourage the children to share the equipment and be polite as they work together. You can play the chant from Lesson 6 and the songs from the unit while the children work.

### 2 Stick them together to make a quilt.

- Help the children to work together to assemble the quilt on the classroom wall.
- If you like, you can choose a corner of the classroom and make a Story Corner. The children can then make their quilt on a wall in the Story Corner. You can place a bookshelf in the Story Corner and bring in a rug, some cushions, some blankets, etc. to make your Story Corner a welcoming, comfortable place. Other useful items for a Story Corner are props for acting out the stories, and a changing story display, that the children can help you to make.

### 3 Show and tell.

- Invite volunteers to take turns to come to the front and talk about the square that they contributed to the class quilt, e.g.: *This is my square. It uses red paint and glitter.*

### Optional activity

- Through the year, children can produce more squares to add to the quilt, drawing on the vocabulary or scenes from the stories, or using letters and numbers.

## Student Book Lesson 10 – Project page 19

### Warmer

- Play the chant from Lesson 6. Ask the children to say which words we can use to be polite (*please* and *thank you*). 🎧 1•18
- Tell the children that they are going to work together on a class project in this lesson, so they can use the words *please* and *thank you* when they ask for things.
- Point to the quilt on the Student Book page. Ask the children to say what it is and how it has been made. (*It uses paint, glitter, etc.*)
- Focus on the Student Book page. Ask the class what the girl is doing in the first picture. Establish that she is decorating squares for a quilt. Then ask about the second picture. Establish that the children are working together to stick their squares together to make a quilt. Ask the class why the children are doing this. Make sure that the class understands that the children in the picture are making something for their classroom or Story Corner, because they want to work together as a team to make something.

## Activity Book – Project page 15

### 1 Make a picture. Cut and stick.

- The children use the space on this page to make another square for the quilt. They use their chosen technique to decorate the square, then cut out (a) picture(s) from the panel down side and stick it / them in the sentence to show how they made their square for the quilt. Invite children to show their experiment record to the class and talk about their part in the project.



## Literacy Book Unit 1 page 20

This lesson introduces the *k* sound (as well as a new and frequent spelling pattern for the *k* sound) and helps children to identify it. As well as using the recording, you can help by exaggerating the sound when you say the example words.

### 1 Listen and point. Listen and repeat. 1-34

- Play the recording for the children to listen and point to the letters and pictures.
- Establish that all three letter patterns make the same sound.
- Ask the children to listen carefully and tell you whether the *k* sound comes at the beginning or end of the word.
- Play the recording for the children to listen and repeat. Ask the children to say the words.

 1-34

*C says k, cat, cup*

*K says k, kite, key*

*C K says k, sock, neck*

## Literacy Book Unit 1 page 21

This lesson practices listening for and identifying the sounds at the end of the words. It also provides optional practice of segmenting words into individual sounds.

### 1 Listen. Check (✓) the words with the *ck* sound at the end. 1-35

- Play the recording. If children hear the *k* sound at the end of the word, they join the picture to the letters.

#### ANSWERS

1, 3, 6

- Say *fig*. Ask children what sound they hear at the end of the word (*g*). Repeat for *rat* and *bed*. Ask children to listen again and identify the first sound in each word.
- Write the letters on the board. Play the audio. Ask children to identify the short vowel sounds. Write these letters next to the initial consonants. Add the ends of the words. Show the children that they have turned sounds into letters.

 1-35

1 Rock 2 Fig 3 Back 4 Rat 5 Bed 6 Lick

#### Other activities

- Say two words with the same sound. Ask children to say the sound at the end, e.g.: *big, dog – g / back, rock – k*.

## Literacy Book Unit 1 page 22

This lesson practices forming letters, spelling out words and reading words aloud.

### 1 Trace and say.

- The children trace the letters and read the words aloud. Practice sounding the words out, then blending the sounds.

### 2 Listen and repeat. 1-36

- Play the recording for the children to listen, check their pronunciation and repeat the words after the recording.

 1-36

1 Cot 2 Kid 3 Duck 4 Kick

#### Other activities

- Make other *-ck* words from the unit with letter cards and practice sounding them out, e.g.: *sock, neck, rock, back, lick*.

## Literacy Book Unit 1 page 23

This lesson practices reading sentences with sight words (*the, is, on, it's, a, can*) and reading sentences aloud.

### 1 Listen and match. Listen and repeat. 1-37

- Play the recording for the children to listen and draw lines to the matching sentences.
- Play it again for children to follow the sentences.
- Play it again for the children to listen and repeat. Tell the children to close their eyes and focus on the sounds, then mirror the intonation of the recording.

 1-37

*It's a duck.*

*The cat is on the cot.*

*It's a red sock.*

*The kid can kick.*

### 2 Read aloud.

- Choose pictures at random. Ask children to read the matching sentences.

## Numeracy Book Unit 1

### page 3 Concept: shapes

#### 1 Draw the missing shapes.

- Ask the children which shape is missing in each second picture. The children draw the missing shapes.

### page 4 Number words *one, two, three*

#### 1 Count. Trace and write.

- The children count the objects, then trace and write the numbers.

### page 5 Number words *one, two, three*

#### 1 Count and write.

- The children count the objects and write the numbers.

### page 6 Number words *one, two, three*

#### 1 Look, count, and color.

- The children read the number words, then color the correct number of objects.

### page 7 Number words *one, two, three*

#### 1 Look, count, and circle.

- The children count the objects in the picture, then circle the correct words under the small pictures.

#### ANSWERS

*one tree, three flowers, one boat, two rabbits, two kites, three birds*

### page 8 Number words *one, two, three*; shapes

#### 1 Look and circle.

- Ask the children to say what each set of shapes shows, e.g.: (*three*) (*triangles*), then circle the correct set of shapes.

# What can you do in the park ?



## Objectives

Familiarise children with verbs and objects in the park  
Revise colors and numbers

## Language

**New:** climb, catch, build, walk, run, kick

**Recycled:** blow bubbles, colors, numbers, nature, swing, slide, kite

I see a (kite). It's (green).

## Materials

CD 1, Fifi puppet, Unit 2 Flashcards, Unit 2 Poster, Unit 2 Picture cards page 109

## Extra activity

Play a memory game. Tell the children to look at the picture in the Student Book for one minute, then close their books. Ask *What color is the (kite)?* The children try to answer from memory *It's (red)*. You can play this as a game in two or more teams, asking questions to each team in turn and awarding one point for each correct answer.

## 2 Listen and point. 1•21

- Play the recording for the children to listen and point to the new activity words in the picture.

1•21

**Sam:** I can build.

**May:** I can climb.

**Anna:** I can catch! Oh!

**Mom:** I can walk. Woooo!

**Dad:** I can kick.

**Girl:** I can run.

## 3 Listen and repeat. 1•22

- Play the recording again for the children to listen and repeat the new words.

1•22

build

climb

catch

walk

kick

run

## 4 What can you do in the park?

### CRITICAL THINKING

- Introduce the Unit Question: *What can you do in the park?* Use the picture to prompt discussion of what activities you can do in the park.
- Extend the discussion to other places – what you can do at home, at school, etc.

- Ask the children to cut out the activity word picture cards from the back of the Student Book for the next lesson.

## Activity Book Lesson 1 page 17

### 1 Draw and say.

- The children complete the drawings, then say the correct action words.

## Student Book Lesson 1 page 20

### Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the track plays. 1•01

### 1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic, review activity and color vocabulary and other items listed above.
- Prompt the children using question forms (e.g.: *Who's this? What's this? Is this a ... ? How many ... can you see?*).
- Use the poster / flashcards to introduce the new activity vocabulary: *climb, catch, build, walk, run, kick*.
- Play a matching flashcard game with items on the poster.

# Play with me



## Objectives

Practice the activity words through a game

## Language

**New:** Can he / she (kick)? Yes, he / she can. No, he / she can't.

## Materials

CD 1, Fifi Puppet, Unit 2 Flashcards, Unit 2 Picture cards, Unit 2 Stickers, a remote control

## Student Book Lesson 2

page 21

### Warmer

- Ask the children to take out their picture cards.
- Use the Fifi puppet and the flashcards to start an action chant to review the new action vocabulary from Lesson 1: *I can walk. I can walk and run. I can walk and run and climb.* etc.
- The children chant and hold the correct cards up.

### 1 Point and say.

- Write activity words on the board. Encourage the children to say words they recognize or can work out as you write. Ask volunteers to hold up the picture cards that match the words.
- Focus on the pictures in the Student Book. Ask the class to name the activities in the pictures.

### 2 Listen and stick.

1•23

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what the people on each sticker are doing.
- Play the recording. Ask the children to choose the stickers that match the recording, then stick each sticker on the right place on the page.
- The children can trace the words now or later if you want them to.

1•23

**Child B:** She can run.

**Child A:** He can walk.

**Child B:** She can climb.

**Child A:** He can catch.

**Child B:** He can build.

**Child A:** She can kick.

### 3 Listen and play the game.

1•24

- Prepare for the game. Introduce the idea of a robot – point to the robot in the Lesson 1 picture. Talk about what robots can or can't do. Ask the children to move like robots.
- Have children look at the photograph while they listen to the children playing the game. Encourage them to join in with the song.
- Use a remote control from classroom equipment, or an old one, or use something of the same shape and size to role-play. Then choose one child volunteer to be the "robot controller" and another to be the robot. Give the controller a remote control. Volunteers from the class ask questions about the robot. *Can he / she... ?* The controller decides whether the robot can or can't do the action. The controller answers: *No, he / she can't* or *Yes, he / she can.*
- The whole class sings the song and the robot acts out the action as they sing. The child who asked the question can then be the robot.

1•24

**Girl 2:** Can he walk?

**Boy 2:** Yes, he can.

**Girl 2:** Can he climb?

**Boy 2:** No, he can't.

## Activity Book Lesson 2

page 18

### 1 Match and say.

- The children match the activities the people can do with the activities they can't do, then say *he / she can / can't* (*climb / kick / walk / catch / build / run*).

# Read with me



## Objectives

Read and understand a story

## Language

**New:** quickly, slowly, great job, under  
She can / can't (run).

**Recycled:** crawl

## Materials

CD 1, Fifi puppet; Unit 2 Flashcards; Unit 2 Word cards;  
Unit 2 Picture cards; character cut-outs Activity Book  
page 87

## Extra activity

Play a memory game. Tell the children to look at the story in their books while you play the recording. The children then close their books. Say lines from the story. The children try to remember who said each line and say the name of the correct character. You can play this as a game in teams if you like.

## Student Book Lesson 3 page 22

### Warmer

- Use the flashcards to review the activity words. You can play a game of *What's missing?* Stick the flashcards on the board and ask the children to say the words. The children close their eyes while you remove one or two of the flashcards. The children open their eyes and say which flashcards are missing.
- If you like, you can use the word cards as well as the flashcards. Stick the word cards on the board. Invite children to come to the board and stick the flashcards next to the correct words.
- Use the Fifi puppet to pre-teach *slowly*, *quickly*, *crawl*, (*under the*) *fence*. Fifi should demonstrate the meanings of the words.

### 1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story.
- Point to each of the pictures and ask the children to say what objects they can see and who the characters are in each picture. Ask questions to prompt the children, e.g.: *Who's this? What's this? What color is the ... ?*

### 2 Listen and point. Listen and repeat. 1:25

- Play the story for the children to listen and point to the story frames.
- Go over the story frame by frame and talk about what's going on. Explain any new words or phrases (*I'm good at crawling*).
- Play the story again for children to listen and repeat.

### 3 Talk about the story.

- Ask questions about the story (e.g.: *Where are the animals? Can Prickly run fast? Can Prickly catch? Can Prickly crawl under the fence?*) and encourage the children to answer.

#### CRITICAL THINKING

- Talk about the following questions: *How does Fifi feel about Prickly at the beginning / the end. What is Fifi good at? What is Prickly good at? What is Benny good at?*
- Ask the children to say what they are good at.

### Extension

- If you have the time and space, you can play a game of *Hide and Seek*. Choose a child to be the seeker. This child should close his / her eyes and count to ten (in English). The other children should find a place to hide. The seeker tries to find all of the other children. When children have been found, they can become seekers.
- If you don't have much space in the classroom, you can tell all of the children to close their eyes and count to ten while you hide the Fifi puppet. The children can then take turns to look in one place each for Fifi.

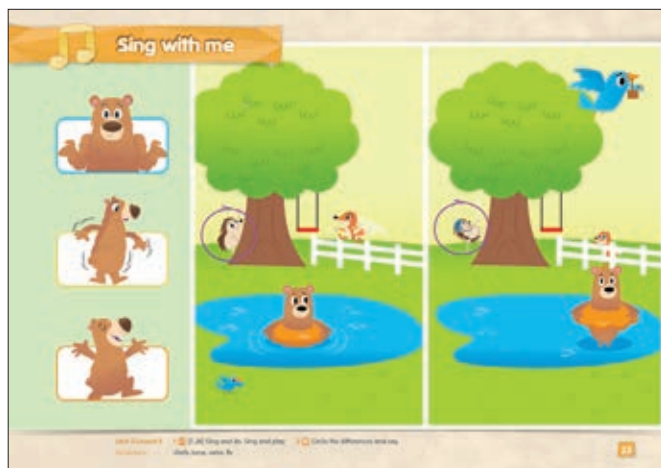
## Activity Book Lesson 3 page 19

### 1 Draw what happens next.

- The children draw what happens next in the story.



## Sing with me



### Objectives

Practice the new language through a song

### Language

**New:** climb, jump, swim, fly

### Materials

CD 1, Unit 2 Flashcards, Unit 2 Picture cards

### Extra activity

Play a game similar to *Simon Says*. Tell the children that when you say *You can (jump)*, they should do the action, but when you say *You can't (jump)*, they should stand still. Play the game as a class. If a child does the wrong action, or does an action when they should stand still, they have to sit down. The last child left in the game is the winner.

## Student Book Lesson 4 page 23

### Warmer

- Point to the picture frames in the story in Lesson 3. Encourage the children to retell the story. Ask questions to prompt the children if necessary, e.g.: *Where are the animals? Can Prickly run quickly? Can Prickly catch? Is Prickly good at crawling?*
- Revise activity words using flashcards or children's picture cards. You could invite a child to choose a flashcard or picture card without showing the rest of the class what it is. The rest of the class ask questions to try and guess the card (e.g.: *Can you (catch / jump / run / etc.)?*). The child holding the card should give negative answers for all activities except for the one on his / her card. The first child to guess the activity correctly can take a turn to choose a card for the rest of the class to guess.

### 1 Sing and do. Sing and play. 1.26

- Play the song through once. Tell the children to look at the pictures of Benny doing the actions for the song.
- Ask the children to copy the actions for the first verse.
- Work together to make up additional actions for the other verses of the song.

1.26

Can you sing quietly?

What can a bear do?  
A bear can't walk  
In slippery socks.  
What can a bear do?  
A bear can skip,  
Skip to my Lou.

Skip, skip, skip to my Lou,  
Skip, skip, skip to my Lou,  
Skip, skip, skip to my Lou,  
Skip to my Lou, my darling.

Can you sing loudly?

What can a hedgehog do?  
It can't climb a tree  
Or fly like a bee.  
What can a hedgehog do?  
A hedgehog can skip,  
Skip to my Lou.

Skip, skip, skip to my Lou,  
Skip, skip, skip to my Lou,  
Skip skip skip to my Lou,  
Skip to my Lou, my darling.

Can you sing slowly?

What can a fox do?  
A fox can't swim  
Or go to the gym.  
What can a fox do?  
A fox can skip,  
Skip to my Lou.

Skip, skip, skip to my Lou,  
Skip, skip, skip to my Lou,  
Skip, skip, skip to my Lou,  
Skip to my Lou, my darling.

- Play the song again for the children to sing and act out the song.
- Ask children to volunteer to be the animals in the middle of the circle. They do the actions, then they come out of the circle and skip around the circle to *Skip to my Lou*.

### 2 Circle the differences and say.

- Focus on the meaning of *he / she / it* can vs. *he / she / it* can't. Explain that when we talk about Benny, Fifi and Prickly, because we know them we use *he* or *she*, but for unknown animals we use *it*. Note that we don't know the bird in the pictures.
- The children can then circle the differences in the two pictures and say why the pictures are different.

# Say it with me



## Objectives

Practice words with s blends (sw, sk, sp, st)

Practice CVC words

## Language

**New:** spin, stop, skip

**Recycled:** swim

## Materials

CD 1, letter cards

## Extra activity

Write action words from the unit on the board, one at a time. Write each letter of the word slowly. Tell the class to say the letters as you write them, and to say the word as soon as they know what it is. You can play this as a game in two teams if you like.

- Divide the class into three groups and assign a character to each group. The children in each group say the lines for that character and do the actions.

1.27

**Benny:** I can run. I can swim.

**Fifi:** I can skip.

**Prickly:** I can spin. I ... can't ... stop!

## 2 Read and trace.

- Ask the children to read and trace the words below the pictures.

## Optional activities

- For further focus on s blends:  
Give five children letter cards: s, w, p, t, k. The child with the s stands separately. Say one of the sounds (sw, sp, st, or sk). The child with the correct letter takes it and stands next to s. Have the rest of the class repeat the sound.
- For further practice of action words:  
Play an action game. Write an action word on the board. The children read the word and do the action on the spot. Choose from: hop, swim, skip, spin, run, kick.
- Write the word *can* on one side of a piece of paper and *can't* on the other side. Write *I \_\_\_\_ swim.* on the board. Ask a volunteer to come and stick the piece of paper the right way around to make a true sentence and read it aloud to the class. Change the action word and repeat.

## Activity Book Lesson 5 page 20

### 1 Trace and say.

- The children trace the letters to complete the words with s blends, then follow the lines in their books with their finger or trace them with a pencil to link the words to the pictures.
- Then they say the words.

## Student Book Lesson 5 page 24

### Warmer

- Encourage the children to retell the story from Lesson 3. Ask questions to prompt the children if necessary.
- Ask the children what words they know for actions. Write their suggestions on the board.
- Play a game of *Simon Says*, using all of the activity words on the board.

### 1 Listen and follow. Listen and repeat. 1.27

- Look at the picture together. Ask the children to tell you who / what they can see.
- Use the picture and mime in the classroom to present the new words *spin* and *stop*.
- Play the recording for the children to listen to the rhyme. Then play the recording again and tell the children to try to follow the words in their books.
- Ask specific questions about the rhyme and the picture, e.g.: *Can Benny run? Can Fifi skip?*
- Play the recording again, pausing after each sentence for the children to repeat. Focus on the pronunciation of the of the s blends in *swim*, *skip*, *spin*, and *stop*.

# Follow me



## Objectives

To learn how to wait your turn / line up

## Language

**New:** line up, wait your turn, that's better

## Materials

CD 1; Fifi puppet

## Extra activity

Mime an action word for the class to guess. Encourage the children to make a full sentence (e.g.: *You can climb!*). The first child to guess your action correctly can take a turn to mime an action for the rest of the class to guess.

## Student Book Lesson 6 page 25

### Warmer

- Say the chant from Lesson 5. Encourage the children to add actions or use picture cards where possible. 1•27
- Review the words we use when we are being polite from the Hello unit: *please* and *thank you*.
- Ask the children to say what things it is polite to do / impolite to do.
- Use the Fifi puppet to talk about coming in from the playground or moving from place to place in the school. The puppet could demonstrate poor lining up and pushing, compared to nice calm lining up.

### CRITICAL THINKING

- Ask the children why it is important to line up and wait your turn. (Because it is not safe to push – people might get hurt.)

### 1 Listen and follow. Listen and repeat. 1•28

- Play the dialogue. The children listen and follow the text on the page.
- Ask the class what polite words the children in the dialogue used.
- Play the dialogue again for the class to listen and repeat.

1•28

**Boy:** I'm first!

**Girl:** No. It's me!

**Girl:** Line up slowly. Wait your turn.

**Boy:** That's better.

### 2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the dialogue again for them, then encourage them to say it themselves.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

### 3 Listen and chant. 1•29

- Play the chant. Teach the new words and the actions to the chant.
- Play the chant again and act it out with the children.
- Use the chant in future lessons when the children need to line up in an orderly way.

1•29

**Stop!**

**Line up!**

(Line up!)

**Keep calm.**

(Keep calm.)

**Wait your turn.**

(Wait your turn.)

**Walk slowly.**

(Walk slowly.)

### CRITICAL THINKING

- Talk about when we might need to line up or wait our turn (e.g.: *in a shop, getting on a bus, going into a building, etc.*).

## Activity Book Lesson 6 page 21

### 1 Color the correct picture. Draw ☺ or ☹.

- The children color the picture showing polite lining up.
- They then draw a smile to complete the face next to the same picture and a sad mouth to complete the face next to the picture showing pushing.

# Explore with me



## Objectives

To talk about park equipment and shapes

## Language

**New:** monkey bars, rectangle

Do you see the (yellow) (circle)? How many?

**Recycled:** circle, square, triangle, park, slide, swing

## Materials

CD 1, colored card / paper / foam shapes

## Extra activity

Draw a shape very slowly in the air. The children should try to guess what shape it is as quickly as possible. The first child to call out the correct shape can take a turn to draw a shape in the air for the rest of the class. You can play this as a game in two teams if you want to make the game competitive. The teams can race to guess the shape and you can award one point for each correct guess.

- Ask the children if they can see any shapes in the pictures. Tell them they are going to read about the pictures.

## 1 Listen and follow. Listen and repeat. 1•30

- Play the recording for the class to listen and follow the text on the page.
- Play the recording again, one sentence at a time, for the class to listen and repeat.

1•30

- Do you see the yellow circle?
- Do you see the red rectangle?
- Do you see the blue triangle? How many?

## 2 Look and say.

- Focus on the play equipment. Say *Point to the (slide). What color is it?* Ask the children if they like slides and what their favorite piece of play equipment from the pictures is.
- Ask the children to find the yellow circle. Ask *Where is it? (On the slide.)* Ask the children to trace around the outline of the circle with their fingers. When they have done this with all the shapes on the page, ask them to draw shapes in the air: *Show me a triangle.* You can introduce additional shapes such as *rectangle* and *star*.
- Practice the structure *Do you see the (yellow circle)?* using the shapes displayed around the classroom. If you want to introduce a competitive element to this activity, you can divide the class into two teams and ask children from each team in turn to find a shape. If a team can't find a shape, play can pass to the other team. The team with the most shapes at the end of the game wins.

### CLIL BOX: MATH

This lesson focuses on shape recognition. It encourages children to recognize and identify shapes around them in everyday life. The paper shapes provide a controlled activity to give children confidence. The following lesson includes a more challenging activity where children are asked to find shapes in their environment.

## Student Book Lesson 7 page 26

### Before the lesson

- Stick shapes in different colors (triangles, circles, rectangles, squares, stars) around the classroom. You can make these obvious or a bit more difficult to spot.

### Warmer

- Ask the children what they learned about in the previous lesson (how to line up safely). Play the chant from Lesson 6 and encourage the children to join in. 1•29
- Ask the children to line up at the front of the class. Ask the child at the front of the line to walk to his / her seat, the second to run, the third to jump, the fourth to hop, then start again with walk. Continue until all the children are seated.

### Optional activity

- If your school has playground equipment, you can take the children outside and stand them in a group together. Say *(Jump) to the (slide)* and have all the children race to the object using the correct action.



## Think with me



### Objectives

To find and count shapes in our environment  
To do a shape survey

### Language

**New:** sandbox, Count with me.

**Recycled:** shapes, numbers, colors, I see (3) (yellow) (circles). The swing is (yellow).

### Materials

CD 1, colored pens / pencils / crayons, card / paper / foam shapes, one page per child with 10 outlines of each shape

### Extra activity

Invite a child to come to the front of the class and choose one of the colored shapes. Tell the children to hold the shape behind his / her back and face the class. Encourage the rest of the class to call out questions to try and guess the shape (e.g.: *Is it a (red) (triangle)?*). The child at the front should answer *Yes, it is / No, it isn't*. The first child to guess the shape and color can take a turn to choose a shape for the rest of the class to guess.

## Student Book Lesson 8 page 27

### Warmer

- Review the language from the previous lesson by asking the children to describe the pictures in Student Book Lesson 7.
- Ask the children to say what park equipment and what shapes they can see in the pictures.

### 1 Talk about the picture.

- Talk about the picture. Ask the children what they can see. Prompt the children with questions such as *What's this? What color is the (sandbox)? Do you see a (black circle)?*

## 2 Find the shapes. Count and color.

### CRITICAL THINKING

- Tell the children that they are going to find the shapes in the picture.
- Point to a circle and ask *What's this? (A circle.)* Ask the children to find more circles and count how many they can find.
- Ask the children to color in the circles on the right, according to how many they find.
- See if the children can find other shapes in the picture and count the total.

### ANSWERS

3 circles, 2 squares, 1 rectangle, 2 triangles

### 3 Listen and sing. 1:31

- Play the song for the class to listen, then play it again, as many times as you like, for the class to listen and try to join in.
- Use three of each of the shapes from the previous lesson (circles, triangles, squares, rectangles) and give them to different children. Play the song. As the children hear their shape, they stand up and hold up the shape. Have the seated children draw the shape in the air and hold up fingers for one, two, three as they sing along with the recording.

1:31

How many circles do you see?

Count with me: one, two, three.

How many rectangles do you see?

Count with me: one, two, three.

How many triangles do you see?

Count with me: one, two, three.

How many squares do you see?

Count with me: one, two, three.

### 4 Do a shape survey.

- Give each child a page with 10 outlines of each shape: circle, square, triangle, and rectangle.
- The children do their own shape survey outside or in the classroom.
- For each shape the children find they color one of the shapes on their page the same color to match.

## Activity Book Lessons 7 & 8 page 22

### 1 Color. Count and circle.

- The children color the picture, then count the shapes and circle the correct number for each set of shapes.

# Show me



## Objectives

To practice the language from the unit through a game

## Language

actions

He / She can (walk). Can he / she (run)? Yes, he / she can.  
No, he / she can't.

## Materials

CD 1, Fifi puppet, Unit 2 Poster, Unit 2 Picture cards, extra action picture cards (optional)

## Extra activity

Choose a child to stand up at the front of the class. Point to another child and tell that child to say an action word. The child at the front of the class has to mime the action. Point to other children around the class for them to say more action words. Encourage the children to say the words as quickly as possible, to make the game harder for the child at the front. If the child at the front fumbles, stalls, or mimes the wrong action, they have to sit back down and you can pick another child to mime the actions.

## 2 Play the game.

- The children use their activity picture cards to play this card game in pairs.
- One child chooses a card but does not show it to their partner. The first child says *It's a boy* or *It's a girl*. Their partner then asks a question, choosing one of the six actions from the unit, e.g.: *Can she kick?* The child with the card answers *No, she can't* until the other child guesses the action on the card correctly.
- If you like, you can extend this activity by making more activity picture cards showing boys or girls doing other known actions. You can draw the pictures, or use photos from the Internet or from magazines.

## 3 What can you do in the park?

### CRITICAL THINKING

- Ask the class the big question for this unit: *What can you do in the park?* The children name all the activities that you can do in the park that have been covered in this unit.
- Encourage the children to look through the unit to help them find all the activities and park equipment they know about and to show and talk about the shapes they have found in the pictures of the park and in their own classroom / playground.
- Extend the discussion by asking the children what you can / can't do in other places, such as at home, at school, at the beach, at the swimming pool, etc.

## Student Book Lesson 9 page 28

### Warmer

- Sing the song from Lesson 8. The children can draw the shapes in the air and hold up the correct number of fingers as they sing along with the recording. 🎧 1•31

### 1 Look at the poster. Match.

- Use the Fifi puppet to talk about the poster. Ask *What can the characters do?*
- The children identify and point to the characters, either on the poster or in their books. Encourage them to use the new language.
- The children look at the poster and find the actions that each character can do. They draw a line to match the correct actions to the characters in their books.
- The children then say what each character can do (e.g.: *Sam can build.*).

## Show and Tell



### Objectives

To work together to complete a project (make and perform an exercise routine)

### Language

actions

He / She can (kick).

### Materials

CD 1, scissors, colored pens / pencils / crayons, card (optional), glue (optional), a camera (optional)

### Extra activity

Divide the class into two teams. Invite a child from each team to come to the front of the class with their activity picture cards. Say the words for the activities in random order. The children race to stick their picture cards on the board (or put them on a desk) in the correct order. Repeat with other pairs of children, saying the activity words in a different order each time.

- Encourage the children to make their own exercise routine in groups, using their picture cards from the Unit 2 Project page in the Activity Book (page 23).
- You can play the chant from Lesson 6 (🎧 1•29) and the songs from the unit while the children work.

### 2 Practice and perform your routine to music.

- Allow the children time to practice their routine to music. You can provide your own music or use music from Lesson 4.
- When the children are ready, they can perform their routines. You can invite other classes and / or parents in to watch or participate in the routine.

### 3 Show and tell.

- Invite one child from each group to narrate the routine as the rest of the group performs it. The child should use the language from the unit, e.g.: *Rosa can climb. She can kick. She can spin.*
- The children could also sing the song from Lesson 1 at this performance.
- Take photos of the children performing their exercise routines. Display the photos around the classroom and get the children to help make captions. e.g.: *Mario can jump.* You could assemble these photos and captions on a large sheet of paper or card to make a class exercise poster.

## Activity Book – Project page 23

### 1 What can you do? Draw and cut.

- The children can complete the pictures with happy faces or sad faces to show the activities that they can / can't do. They can then cut out the pictures and stick them onto cardboard to make picture cards. The children can then tell their friends about what they can and can't do, or ask and answer questions about what they can and can't do in pairs.

## Student Book Lesson 10 – Project page 6

### Warmer

- Play the chant from Unit 1, Lesson 6. Ask the children to say which words we can use to be polite (*please* and *thank you*). (🎧 1•18)
- Tell the children that they are going to work together on a class project in this lesson, so they can use the words *please* and *thank you* when they ask for things.
- Quickly say and act out all the activity words the children know. Talk about how it's important to get lots of exercise. Tell the children they are going to make up an exercise routine using all the actions they know.
- Use the picture cards to show the children how they can make up a routine. Stick the cards up in any order. Ask them to describe what is happening (*climb, run, kick ...*).

### 1 Make an exercise routine.

- Look at the pictures on the Student Book page. Ask: *What are the children doing? (Deciding which actions to do, and how many times to do each action to make up their routine.)*

## Literacy Book Unit 2 page 24

This lesson introduces the new sound(s) (s blends) and is aimed at enabling children to identify them. As well as using the recording, you can help by exaggerating the sounds and breaking down blends into their constituent phonemes.

### 1 Listen and point. Listen and repeat. 1•38

- Play the recording for the children to listen and point to the letters and pictures.
- Play it again for the children to listen and repeat.
- Point to the pictures and ask the children to say the words.

 1•38

*S W says sw, swim, swing*

*S T says st, stop, star*

*S K says sk, skip, skunk*

*S P says sp, spin, spider*

### Other activities

- Say a sound. The children make it using their letter cards.

## Literacy Book Unit 2 page 25

This lesson practices listening for and identifying the target sounds.

### 1 Listen and circle the picture. 1•39

- Children listen to the recording and circle the picture that matches the word they hear. Ask the children to focus on the initial sounds and use the letters below to help them.

 1•39

1 swing 2 star 3 skip 4 spin

### 2 Trace.

- The children trace the letters below the pictures they circled in the previous activity.

## Literacy Book Unit 2 page 26

This lesson practices forming letters, spelling out words and reading words aloud.

### 1 Trace and say.

- The children trace the letters and read the words aloud, paying special attention to the initial consonant blends.

### 2 Match.

- The children draw lines to match the words to the pictures.

### Other activities

- Make and give letter cards *s, t, a, c, k, i, p, w, m, n* to different children. Say a word and ask children to stand if their letter is in the word and sit if not.

## Literacy Book Unit 2 page 27

This lesson practices reading words with the target sounds in context and reading sentences aloud.

### 1 Listen and follow. Listen and repeat. 1•40

- Play the recording for the children to listen and follow the rhyme in their books.
- Play the recording again, one line at a time, for the children to listen and repeat.

- Ask the children to say lines from the rhyme.

 1•40

*Pip can skip. / Jack can stack. / Lin can spin / On her back. What can you do?*

### 3 Read aloud.

- The children read the rhyme aloud. Start off slowly, then speed up. You can add actions to the rhyme.
- Invite individual children to answer *What can you do?*

## Numeracy Book Unit 2

### page 9 Numbers 1–10

#### 1 Follow the numbers.

- The children draw a line connecting the numbers in the correct order (1–10) to find their way through the park.

### page 10 Number words *four, five, six*

#### 1 Count. Trace and write.

- The children count the objects and say the numbers, then trace and write the numbers in their books.

### page 11 Number words *four, five, six*

#### 1 Count and write. Circle.

- The children count the different birds, write the numbers in the boxes, then circle the correct words.

#### ANSWERS

5 (five), 6 (six), 4 (four), 5 (five)

### page 12 Number words *one–six*

#### 1 Count, follow, and write.

- The children count each group of objects, follow the lines, and write the numbers of objects in the correct boxes.

#### ANSWERS

1, 3, 4, 2, 5, 6

### page 13 Numbers 1–6; shapes

#### 1 Color the shapes. Color the shapes in the picture the same.

- The children choose which colors to color the shapes down the side of the page (using three different colors).
- They then find the shapes in the picture and color them according to the key.
- The children say how many of each shape is in the picture.

### page 14 Number words *one–six*; arithmetic

#### 1 Count and write.

- The children count the objects in each box in each addition problem, then add the two numbers together to find the answer. They write their answers in the boxes, using the number word below each box to check their answers.

#### ANSWERS

3, 5, 4, 6



# Who makes you happy ?



## Objectives

Familiarize children with words for feelings  
Revise food words and actions

## Language

**New:** happy, sad, tired, lively, hungry, thirsty

**Recycled:** slide, food, actions, family, toys

Can (Sam) (jump)? He / She can (crawl). He's tired. I like (cookies).

## Materials

CD 1, Fifi puppet, Unit 3 Flashcards, Unit 3 Poster, Unit 3 Picture cards page 111

## Extra activity

Play a memory game. Tell the children to look at the picture in the Student Book for one minute, then close their books. Ask *Is (Sam) (happy)? / Who's tired? / Can Sam bounce?* The children try to answer from memory. If you like, you can play this as a game in two or more teams, asking questions to each team in turn and awarding one point for each correct answer.

## 2 Listen and point. 1-32

- Play the recording for the children to listen and point to the children in their book who represent the feelings.

1-32

Look at May. She's hungry.

Look at Anna. She's thirsty.

Look at Sam. He's lively.

Look at dad. He's tired.

Look at the girl. She's sad.

Look at the boy. He's happy.

## 3 Listen and repeat. 1-33

- Play the recording for the children to listen and repeat.

1-33

hungry

thirsty

lively

tired

sad

happy

## 4 Who makes you happy?

### CRITICAL THINKING

- Introduce the Unit Question: *Who makes you happy?* Throughout the unit, encourage discussion of who makes the children happy (*sister, Dad, friend, etc.*) and what makes them happy (*playing games, making pictures, birthday, etc.*).
- Extend the discussion to other emotions, e.g.: *What makes you sad?*
- Ask the children to find Bird. Point to his face and ask: *Is he happy?* Talk about what Bird is doing and how he is feeling. *Does he like to jump?*

- Ask the children to cut out the feelings word picture cards from the back of the Student Book for the next lesson.

## Activity Book Lesson 1 page 25

### 1 Match and say.

- The children draw lines to match the people to the objects, then say how each person feels.

## Student Book Lesson 1 page 30

### Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the recording plays. 1-01

### 1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the new actions (*crawl, climb, jump*), playground equipment (*slide, ladder, trampoline*), and food vocabulary (*pizza, cookie, sandwich*).
- Prompt the children using question forms (e.g.: *Who's this? What's this? Is this a ... ? How many ... can you see?*).
- Use the poster / flashcards to introduce the new feelings vocabulary: *happy, sad, tired, lively, hungry, thirsty*.
- Play a matching flashcard game (with items on the poster).

# Play with me



## Objectives

Practice the feelings words through a game

## Language

**New:** How do you feel today? I'm (happy). We're (hungry).

## Materials

CD 1, Fifi puppet, Unit 3 Flashcards, Unit 3 Picture cards, Unit 3 Stickers

## Student Book Lesson 2

page 31

### Warmer

- Ask the children to take out their picture cards.
- Use the Fifi puppet and the flashcards to revise the feelings vocabulary using *He's / She's*. As there are two children on the flashcards, point only to one child at a time when using *she* or *he*. Ask some children: *How do you feel today?* Prompt the reply: *I'm ...*
- Present *We're*. Then start a chant to introduce *We* using the feelings cards, making sure all children are answering together so they understand the meaning of *we*, e.g.: *How do you feel today? We're happy today, happy, happy, happy today* etc. As the children chant they hold up the matching picture cards.

### 1 Point and say.

- Focus on the pictures in the Student Book. Ask the class to point to each picture and say the word for the feeling.

### 2 Listen and stick.

1•34

- Play the recording for the children to listen and point to the correct pictures on the Student Book page.
- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say how the people on each sticker feel.
- Tell the children to find the correct place on the Student Book page for each sticker, then stick the stickers onto the Student Book page.
- The children can trace the words now or after activity 3.

1•34

**Child A:** How do you feel today?

**Boy / girl:** We're sad.

**Child B:** How do you feel today?

**Boy / girl:** We're thirsty.

**Child A:** How do you feel today?

**Boys:** We're tired.

**Child B:** How do you feel today?

**Girl / boy:** We're lively.

**Child A:** How do you feel today?

**Boys:** We're hungry.

**Child B:** How do you feel today?

**Girl / boy:** We're happy.

### 3 Listen and play the game.

1•35

- Set up the game. Play the recording and demonstrate the game with two children. Explain that the children are going to listen to music that sounds like different feelings.
- Play the hungry music part of the recording from activity 3, pausing before the answer. Ask how the music makes them feel (hungry). Play the answer. Repeat with the sad music. Then demonstrate the game.
- Play the music themes, one at a time. The children act out the feelings and ask and answer the questions as in the picture.

1•35

**1 Boy 2:** How do you feel today?

**Children:** We're hungry.

**2 Boy 2:** How do you feel today?

**Children:** We're sad!

**3** [sound of bouncing on trampoline]

**4** [sound of a person yawning]

**5** [sound of someone opening a drinks can]

**6** [sound of laughter]

## Activity Book Lesson 2

page 26

### 1 Draw yourself and a friend. Say.

- The children draw a picture of themselves, showing how they feel, then say how they feel, e.g.: *I'm (hungry / tired / happy / lively / sad / thirsty).*

# Read with me



**Objectives**

Read and understand a story

**Language**

**New:** Grandma, Grandpa, surprise, honey cake  
Happy birthday! They're (here)

**Materials**

CD 1, Fifi puppet; Unit 3 Flashcards; Unit 3 Word cards; Unit 3 Picture cards; character cut-outs Activity Book page 87; party props (hats, balloons, a toy cake, a gift)

**Extra activity**

Play a memory game. Tell the children to look at the story in their books while you play the recording. The children then close their books. Say lines from the story. The children try to remember who said each line and say the name of the correct character. You can play this as a game in teams if you like.

## Student Book Lesson 3 page 32

### Warmer

- Use the flashcards to review the feelings words. You can play a game of *Slow reveal*. Cover a flashcard with a sheet of paper, then slowly reveal the flashcard a little at a time. The children call out the word as soon as they can tell what the flashcard shows.
- If you like, you can use the word cards as well as the flashcards. Stick the word cards on the board. Invite children to come to the board and stick the flashcards next to the correct words.
- Use the Fifi puppet to pre-teach *surprise, grandpa, grandma, honey cake*. If possible, have Fifi holding a small balloon or wearing a party hat.

### 1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story.
- Point to each of the pictures and ask the children to say what objects they can see and who the characters are in each picture. Ask questions to prompt the children, e.g.: *Who's this? What's this? What color is the ... ? How does (he) feel?*

## 2 Listen and point. Listen and repeat. 1:36

- Play the story for the children to listen and point to the story frames.
- Go over the story frame by frame and talk about what's going on. Introduce the remaining new items: *Wake up! Come outside, Happy Birthday, We're here!*
- Play the story again and encourage the children to "read" the speech bubbles. Pause the recording after each line so that the children can repeat the text.
- Invite groups of children to act out the story using the character cut-outs.
- Alternatively, you can provide some props, e.g.: party hats, a (toy) cake, balloons, etc. Ask the children to work in groups. One group role-plays with the story or with speech of their own. The other group plays the brothers and sisters and sings the song.

## 3 Talk about the story.

- Ask questions about the story (e.g.: *Where are the animals? Is Benny lively in picture 1? Who can we see in picture 2? How many candles are on the cake in picture 3? How many balloons are in picture 4?*) and encourage the children to answer.

**CRITICAL THINKING**

- Talk about how Benny feels in picture 1 (tired), and compare how he feels in picture 2 (surprised) and then 3 (hungry) and 4 (happy!). Then ask the children to study the pictures carefully. Can they guess how old Benny is?
- Ask the children to say how old they are and how they feel on their birthday.

### Extension

- If you have time, you can make a "gift" prop, or use the toy cake from activity 2 to practice the *Happy Birthday* song.
- Children can take turns to give the gift or the cake to a child and sing the *Happy Birthday* song to that child, using the child's name.
- Alternatively, you can ask the children to make birthday cards for their partners, then exchange cards and sing the song to each other.

## Activity Book Lesson 3 page 27

### 1 Number 1, 2, 3 and 4.

- The children number the pictures in order to show what happens in the story.

## Sing with me



### Objectives

Practice the new language through a song

### Language

happy, sad, tired, lively, hungry, thirsty

### Materials

CD 1, Unit 3 Flashcards, Unit 3 Picture cards, parcel (a piece of candy or small item) wrapped in several layers

### Extra activity

Have the feelings flashcards ready. Play a game in groups. The children stand in a circle with the feelings flashcards put face down in front of them. The Fifi puppet chooses a child and asks *How do you feel?* The child picks up a card and says the feeling. The other children mime the action.

## Student Book Lesson 4 page 33

### Warmer

- Point to the picture frames in the story in Lesson 3. Encourage the children to retell the story. Ask questions to prompt the children if necessary, e.g.: *Where are the animals? Who has a birthday? How old is Benny? Who is at Benny's party?*
- Revise the feelings words using flashcards or children's picture cards. You could invite a child to choose a flashcard or picture card without showing the rest of the class what it is. The rest of the class ask questions to try and guess the card (e.g.: *Are you (happy / sad / thirsty / etc.)?*). The child holding the card should give negative answers for all feelings except for the one on his / her card. The first child to guess the feeling correctly can take a turn to choose a card for the rest of the class to guess.

### 1 Sing and do. Sing and play. 1.37

- Play the song through once. Tell the children to look at the pictures of Pricky doing the actions for the song.
- Ask the children to copy the actions for the first verse.
- Work together to make up additional actions for the second verse of the song.

1.37

It's your birthday today,  
It's a day to be happy.  
We're all here to say  
Happy birthday to you.

Open your eyes,  
It's a big surprise.  
A birthday balloon  
And some cake to eat, too!

It's your birthday today,  
It's a day to be happy.  
We're all here to say  
Happy birthday to you.

- Play the song again for the children to sing and act out the song.
- Tell the children to take out their picture cards. Play the song again and tell the children to hold up the correct picture card for the feeling they hear in the song.

### 2 Circle and say.

- Focus on the picture. Ask the children to say who they can see in the picture.
- Say *Can you find (Grandma)?* The children circle the correct character in their books. Repeat for the other characters.
- Prompt the children to say how each character is feeling. Ask *How does (Dad) feel? (He's hungry.)*
- Ask more questions about the picture, e.g.: *What has Mom got? How many bears are in the picture? Is this bear lively? Is this bear tired? How many brothers has Benny got? etc.*

### Optional activity

- Play a game of *Pass the Parcel* with a prepared parcel.
- Hand the parcel to a child. Play the song from this lesson as the children pass the parcel around the classroom.
- Stop the music randomly. Show a flashcard from Units 1–3 to the child holding the parcel when the music stops. Ask the child to say the word. If the child says the correct word, he / she can remove a layer of paper.
- Resume the music and continue the game.



# Say it with me



## Objectives

Practice words with r blends (tr, fr, dr)

Practice CVC words

## Language

**New:** drum, frog, truck

**Recycled:** train, bus, cat, hat

## Materials

CD 1, colored pens / pencils / crayons

## Extra activity

Write feelings words from the unit on the board, one at a time. Write each letter of the word slowly. Tell the class to say the letters as you write them, and to say the word as soon as they know what it is. You can play this as a game in two teams if you like.

## Student Book Lesson 5 page 34

### Warmer

- Encourage the children to retell the story from Lesson 3. Ask questions to prompt the children if necessary.
- Ask the children what words they know for feelings. Write their suggestions on the board.
- Ask questions to children around the class, e.g.: *How do you feel when (you see your friends / you smell pizza / you go to the beach / you lose a toy / you stay up late)?*

### 1 Listen and follow. Listen and repeat. 1:38

- Look at the picture together. Ask the children to tell you what they can see.
- Play the recording for the children to listen to the rhyme.
- Play the recording again for the children to try to follow the words in their books.
- Present the new words (*truck, frog, drum*) using the picture. Ask the children questions about the rhyme and the picture, e.g. *Where's the ... ? What color is the ... ?*
- Play the recording for the children to listen and join in with the rhyme. Focus on the pronunciation of the new sounds.

1:38

*I have a truck, a frog, and a hat.*

*I have a drum, a bus, and a cat.*

### 2 Color and say.

- Ask the children what they think Benny's present is (a train).
- The children color the train, then tell you what color they have used (e.g.: *Benny's train is (blue).*).

### CRITICAL THINKING

- Ask the children what other presents they think Benny might like.
- Extend the discussion to what presents the children have had on previous birthdays or what presents they want for their next birthdays.

### Optional activities

- For further focus on r blends (segmenting and blending): Write *rog* on the board and ask children to sound it out and blend the three sounds. Then add an *f* at the beginning to make *frog*. Have the children sound out the four sounds and blend them together. Repeat with *truck*, *drum*, and other r blend words (e.g.: *prod, trod, drip, trip, grip, crab, grab, drop, crop, brim, trim, grim*). There is no need to introduce the meaning of these words; children at this stage just need practice of identifying the sounds for each letter and blending them together.
- For practice of r blends (aural discrimination): Write r blends (*fr, tr, dr, cr, gr, br, pr*) on different pieces of paper and stick them on the walls around the classroom. Say one of the sounds, and the children move to the sound they hear. Start with the sounds in isolation, and when children are more confident, use words that begin with the sounds.
- For focus on vowel sounds (aural discrimination): Write *a, o, and u* on the board. Say one of the presents from the rhyme (*truck, frog, hat, drum, bus, cat*) and ask the children to tell you which sound they hear. Write the word in the correct column. Alternatively, write the letters and words on pieces of paper, give the pieces of paper to different children, and ask them to say their sounds / letters and make groups.

## Activity Book Lesson 5 page 28

### 1 Match and trace. Say.

- The children match the initial sounds to the pictures, then trace the r blends in the words beneath the pictures.
- Then they say the words.

# Follow me



## Objectives

To learn about the importance of being careful

## Language

**New:** Be careful. I'm really sorry. It's alright. It's an accident.

## Materials

CD 1; Unit 3 Picture cards

## Extra activity

Play a game of *Pictionary* using the *r* blend words from Lesson 5. Start drawing one of Benny's presents on the board. The children call out guesses as you draw. You can play this as a game in two teams if you like, awarding one point to the first team to guess each word.

## Student Book Lesson 6 page 35

### Warmer

- Play the rhyme from Lesson 5. Encourage the children to join in. 🎧 1:38
- Play a game with the feeling picture cards. Ask children how they feel today. They hold up a feelings picture card appropriate to the way they feel.
- Review the values children have learned about so far (being polite and lining up). Ask the children why these values are important.

### 1 Listen and follow. Listen and repeat. 🎧 1:39

- Play the dialogue. The children listen and follow the text on the page.
- Play the dialogue again for the class to listen and repeat.

🎧 1:39

**Girl:** Oh no! Be careful!

**Boy:** I'm really sorry.

**Girl:** It's alright. It's an accident.

### 2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the recording again for them, then encourage them to say the dialogue themselves.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

### 3 Listen and chant. 🎧 1:40

- Play the chant. Teach the new words and the actions to the chant.

#### ACTIONS

Line 1: Put hands up and wiggle fingers.

Line 2: Pick up imaginary object and hold it carefully with both hands.

Line 3: Put hands up and wiggle fingers.

Line 4: Put imaginary object down carefully and clap hands / wave them in the air.

- Play the chant again and act it out with the children.
- Use the chant in future lessons when the children are preparing to do activities that require them to be careful.

🎧 1:40

*Little hands be careful,*

*Pick it up and hold it tight.*

*Little hands be careful,*

*And everything will be alright!*

#### CRITICAL THINKING

- Talk about when we might need to be careful (e.g.: when we are carrying things / making things / near dangerous / hot things, etc).

## Activity Book Lesson 6 page 29

### 1 Circle the correct behaviour.

- The children draw circles around the children who are being careful.

# Explore with me



## Objectives

To talk about looking after others

## Language

**New:** egg, dolphin, penguin, tiger

These are (tigers). The (mom) looks after the baby.

**Recycled:** mom, dad, grandma, baby

## Materials

CD 1; pictures of animals (there must be more than one of the same animal in each picture) from magazines or the Internet

## Extra activity

Ask the children to draw a picture of their favorite animal, then tell the class about it (e.g.: *This is a (tiger). It's (big). It's (orange and black).*).

## 2 Look and say.

- Say *Point to the (baby tiger)*. What color is it? By focusing on the colors, guide children to notice that some babies look the same as their parents (e.g.: tigers and dolphins) and some look different (e.g.: penguins). Ask the children which is their favorite animal.
- Ask the children if any of them have babies in their families. Who looks after the baby? Draw and label a baby on the board and then draw and label the family members that they mention around it.

## Optional activity

- Hold up pictures of animals from magazines or the Internet. Ask children to say the names of the animals. Hand out the pictures to children around the class. Encourage the children to show their picture to the class and say *These are (lions)*.
- The children can pass the pictures around the class and tell the class about their new pictures.

## CLIL BOX: SCIENCE

This lesson focuses on animal families. Children learn that, in different species, different animals take care of the young. If you wish to extend this topic, you could give further examples. For example, male seahorses and marmosets take care of their young; pilot whales, some monkeys, and some birds are helped by their grandmas. Baby meerkats are looked after by all the family members. You could also point out that some animals such as caterpillars hatch from eggs and may never meet their families!

As an extension, you could encourage children to bring in pictures of other baby animals and their carers. You could make a display with captions, modeled after the text on this page.

# Student Book Lesson 7 page 36

## Warmer

- Ask the children what they learned about in the previous lesson (the importance of being careful). Play the chant from Lesson 6 and encourage the children to join in.  
🎧 1•40
- Ask the children to say what things they have to be careful about at school, at home, or outside.
- Introduce the topic of families and looking after others. Ask the children who looks after people in their family (e.g. mom, dad, grandma, grandpa).

## 1 Listen and follow. Listen and repeat. 🎧 1•41

- Play the recording for the class to listen and follow the text on the page.
- Play the recording again, one sentence at a time, for the class to listen and repeat.

🎧 1•41

- 1 These are tigers. The mom looks after the baby.
- 2 These are dolphins. The grandma looks after the baby.
- 3 These are penguins. The dad looks after the baby and the egg.

# Think with me



## Objectives

To make animal families

## Language

animals, family, colors, numbers

These are (penguins). I love my (mom). (She) looks after me.

## Materials

CD 1, colored pens / pencils / crayons, a variety of toy animals

## Extra activity

Ask the children to think of the animal words they know. Write their answers on the board. Play a game of *Picture Bingo!* using the words on the board. Tell the children to draw six small pictures of animals on a piece of paper. Call out the words from the board in random order (keep a note of the words that you have called out). If a child has one of the animals you call out on their piece of paper, they can cross out that picture. The first child to cross out all their pictures wins the game.

## Student Book Lesson 8

page 37

### Warmer

- Review the language from the previous lesson by asking the children to describe the pictures in Student Book Lesson 7.
- Ask the children to say what animals they can see in the pictures, what the animals look like, and who looks after the baby in each animal family.

### 1 Talk about the picture.

- Talk about the picture. Ask the children what they can see. Prompt children with questions such as *What are these?* *What color is the baby (penguin)?*

## 2 Join the animals to make families.

### CRITICAL THINKING

- Tell the children that they are going to find animal families. Ask *How many tigers do you see?* (*Three*)
- Make sure all the children have found the tigers and then ask them to draw lines joining them.
- Ask the children to point to the baby tiger.
- Repeat with the penguins and dolphins.

## 3 Listen and sing. 1•42

- Play the song for the class to listen, then play it again, as many times as you like, for the class to listen and try to join in.
- The children can draw their family members on different fingers according to their own family situation. They should hold up the correct fingers as they listen and sing. Be sure to be sensitive to children who come from non-traditional families, and encourage class discussion of different but equally loving family situations.

1•42

*I love my mom. She looks after me.*

*I love my dad. He does, too.*

*I love my grandma. She looks after me.*

*Who looks after you?*

*I'm happy, I'm happy,*

*With my family.*

*I love my grandpa. He looks after me.*

*I love my brother. He does, too.*

*I love my sister. She looks after me.*

*Who looks after you?*

*I'm happy, I'm happy,*

*With my family.*

## 4 Make animal families.

- Provide children with a variety of toy animals. Have them sort the animals into family groups. Have them imagine which family member each animal is and tell the class: *This is the mom. This is the grandpa.*

## Activity Book Lessons 7 & 8

page 30

### 1 Who looks after you? Draw lines.

- The children draw a picture of themselves, then draw lines matching the people who look after them to the picture of them.



# Show me



## Objectives

To practice the language from the unit through a game

## Language

feelings, family

We're (thirsty). They're (thirsty).

## Materials

CD 1, Fifi puppet, Unit 3 Poster, Unit 3 Picture cards

## Extra activities

Write the headings *Family*, *Animals*, *Actions*, and *Colors* on the board. Ask the class to say what words they can remember for each heading. Write their suggestions on the board.

Erase the words on the board. Ask children around the class to say three words from one of the groups. Say *Say three family words / animals / actions / colors*.

You can play this as a game in two teams if you like, asking children from each team in turn to name three items and awarding one point for each correct answer.

Encourage children around the class to answer (*Sam / He's / She's ...*).

- The children compare and say how the characters feel on the poster and how they feel now. Then they color the ones which match the poster.

## 2 Play the game.

- The children use their feelings picture cards to play this card game in groups of four.
- Two children look at a card from the pile and act out the feeling. The other two children try to guess what the feeling is. Encourage the use of *They're* and *We're*.
- If the second pair of children guess the feeling correctly on the first try, they keep the card. Note that recognizing emotion in people's faces is an important developmental skill at this age.

## 3 Who makes you happy?

### CRITICAL THINKING

- Ask the class the big question for this unit: *Who makes you happy?* The children name the people that make them happy.
- Extend the discussion by asking the children who makes them happy at home / at school. Ask the children to say whether each person is in their family, or whether each person is a friend.

## Student Book Lesson 9 page 38

### Warmer

- Sing the song from Lesson 8. The children can draw faces on their fingers again, or make small pictures of their family members on pieces of paper to hold up as they sing along with the song. 🎵 1:42
- Ask children around the class to say what their favorite animal from the unit is and who looks after the baby in that animal's family. Ask the children to say what the mom / dad / baby in each animal family looks like.

### 1 Look at the poster. Color.

- Use the Fifi puppet to talk about the poster. Ask *How do the characters feel?*
- The children identify and point to the characters, either on the poster or on Student Book page 30. Encourage them to use the new language.
- Focus on the picture of the children on the left of the Student Book page. Ask *How do the children feel now?*

## Show and Tell



### Objectives

To make a picture of your family

To work together to make a classroom display

### Language

**New:** (He) makes me happy.

**Recycled:** feelings, family, colors

This is my (grandpa).

### Materials

CD 1, one sheet of paper per child; colored pens / pencils / crayons, one large sheet of paper or card, glue or tape

### Extra activity

Give the children some more paper and ask them to make a card for a person who makes them happy. Tell them that the card can be for a member of their family or for a friend; it's up to them. The children can draw a picture on the front of the card (a picture of the person the card is for, or of something the person likes). Help the children to write the person's name, the words *You make me happy!* and their own name inside the card. The children can then give their cards to the people who make them happy.

### 1 Make a family picture.

- Look at the pictures on the left of the Student Book page. Ask: *What is the girl doing?* (Making a picture about a member of her family who looks after her and makes her happy.) Help the children to describe what is happening in the pictures.
- The children draw, color, and (if they want to and with your help) write about a family member who looks after them. You could write the sentence on the board to copy, leaving a space for the family member who children will choose. Draw attention to the use of *she* or *he*.
- Encourage the children to ask politely for things they need while they make their picture.
- You can play the songs from the unit while the children work.

### 2 Make a classroom display.

- When all of the children have finished their pictures, you can give them a large sheet of paper or card and some glue and help them to stick their pictures onto the card to make a classroom display.
- Alternatively, the children can pin their pictures onto a noticeboard or stick them onto the classroom wall to make their display.

### 3 Show and tell.

- Invite the children to take turns to tell the class about their pictures. Encourage them to show their picture to the other children and say who the person in the picture is and how the person makes them feel.

## Activity Book – Project page 31

### 1 Draw, cut, and stick. How do you feel today?

- The children can complete the pictures of the faces with a smile (picture 1) and a sad mouth (picture 2), then cut the pictures out and stick the pictures back to back. If you like, you can bring wooden "lollipop" sticks or plastic straws to class and help the children to stick these between the two pictures to make a mask that they can turn around to show a happy face or a sad face. Encourage the children to ask and answer in pairs (*A: How do you feel today? B: I'm happy / sad.*) and show the appropriate face picture.

## Student Book Lesson 10 – Project page 39

### Warmer

- Play the chant from Lesson 6. Ask the children to say why it is important to be careful (*so we don't have an accident*).  
🎧 1-40
- Tell the children that they are going to work on a class project in this lesson, so they need to be careful when they are using pens and glue.
- Ask the children to say all the family words they know. Ask them to say how many brothers and sisters they've got and what other family members live with them.
- Ask the children to say who makes them happy and why.

## Literacy Book Unit 3 page 28

This lesson introduces the new sound(s) (r blends) and is aimed at enabling children to identify them. As well as using the recording, you can help by exaggerating the sounds and breaking down blends into their constituent phonemes.

### 1 Listen and point. Listen and repeat. 1•41

- Play the recording for the children to listen and point to the letters and pictures.
- Play it again for the children to listen and repeat.
- Point to the pictures and ask the children to say the words.

 1•41

*T R says tr, truck, train      F R says fr, frog, friends*  
*D R says dr, drum, dress      C R says cr, crab, crayon*

### Other activities

- Say a sound. The children make it with their letter cards.

## Literacy Book Unit 3 page 29

This lesson practices listening for and identifying the target sounds.

### 1 Listen and match. 1•42

- Children listen and draw lines to the sound it begins with.

#### ANSWERS

1 tr 2 cr 3 dr 4 fr

 1•42

1 track 2 crawl 3 drop 4 fruit

### 2 Trace.

- The children trace the letters that form the r blends.

### Other activities

- Say two words with the same sound and ask children to isolate the sound, e.g.: *crab, crawl* – *cr*.

## Literacy Book Unit 3 page 30

This lesson practices forming letters, spelling out words, and reading words aloud.

### 1 Trace and say.

- The children trace the letters and read the words aloud. If the children find the initial consonant blends difficult, have them cover the first letter, sound out the other letters, then add the c sound at the beginning.

### 2 Circle.

- Point to the pictures. Say the words. The children repeat.
- The children circle the picture that matches each word.

#### ANSWERS

crab, frog, track, dress

## Literacy Book Unit 3 page 31

This lesson practices reading words with the target sounds in context and reading sentences aloud.

### 1 Listen and chant. 1•43

- Play the chant for the children to listen and follow in their books. The children can place their fingers below the words and move them in time with the chant.

 1•43

*Drip, drip, drip, drip, / In the pond, frogs hop.*

*Drop, drip, drip, drip, / On the track, I skip.*

- Play the recording, one line at a time, for the children to listen and repeat. Ask them to say lines from the song.
- The children chant the song without the recording.

## Numeracy Book Unit 3

### page 15 Concept: same / different

#### 1 Match.

- Ask the children to look at the pictures and say what they can see and what things are the same / different.
- The children draw lines to match the pairs of pictures.

#### ANSWERS

Picture 1, Row 1 = picture 3, Row 2

Picture 2, Row 1 = picture 1, Row 2

Picture 3, Row 1 = picture 5, Row 2

Picture 4, Row 1 = picture 2, Row 2

Picture 5, Row 1 = picture 4, Row 2

### page 16 Number words *seven, eight*

#### 1 Color and count. Trace and write.

- The children color the circles, then count them. They then trace and write the numbers in their books.

### page 17 Number words *seven, eight*

#### 1 Count and circle.

- The children count the objects and circle the correct words.

#### ANSWERS

seven, eight, seven, eight, eight, seven

### page 18 Number words *one–eight*

#### 1 Count and circle.

- The children count the objects and circle the correct words.

#### ANSWERS

five, four, eight, two

### page 19 Number words *one–eight*

#### 1 Count and write. Match.

- The children count the objects, write the numbers in the boxes, then match the numbers in the boxes to the words.

#### ANSWERS

boats - 2 - two / balls - 8 - eight / crayons - 7 - seven /  
cars - 5 - five / kites - 3 - three

### page 20 Numbers 1–8; arithmetic

#### 1 Count and match.

- The children count the number of animals in each group of each pair, then match them to the addition problems.

#### ANSWERS

Dogs – 4 + 1 = 5    Birds – 3 + 2 = 5    Penguins – 2 + 2 = 4  
Cats – 6 + 2 = 8    Tigers – 2 + 1 = 3

# Revision Story 1 – The puppet



## Objectives

Review language and structures from Units 1–3  
Read and understand a story

To learn about the value and understand the importance of telling the truth

## Language

Vocabulary and structures from Units 1–3

**New:** puppet, fairy, talk, lie, good, bad, house

## Materials

CD 1, Fifi puppet, Units 1–3 Flashcards, Units 1–3 Picture cards (optional)

## Extra activities

Play a game of *Bingo!* Tell the children to choose six picture cards from Units 1–3 and put them on their desks. Call out the words from Units 1–3 in random order (keep a note of the words that you have called out). If a child has the picture card for the word you call out, they can remove that picture card from their desks. The first child to remove all their cards should call out *Bingo!*

Play a memory game. Tell the children to look at the story in their books while you play the recording of the story. The children then close their books. Say lines from the story. The children try to remember who said each line and say the name of the correct character. You can play this as a game in teams if you like.

## Student Book Revision Story 1 pages 40–41

### Warmer

- Use the flashcards from Units 1–3 to revise vocabulary from previous units and Level 1: *sad, happy, make, eyes, mouth, nose, boy, big, house, dad, 1–3, cat, fish*. You can do this by playing a game of *What's missing?* Stick ten flashcards on the board. Point to the flashcards and ask the class to say the words. Tell the class to close their eyes. Remove two or three of the flashcards. The children open their eyes and say which flashcards are missing.

- Use the Fifi puppet or draw pictures to pre-teach the words *puppet, fairy, love, good / bad, lie* (as in not telling the truth).

### 1 Talk about the pictures.

- Use the Fifi puppet to introduce the story.
- Introduce and help the children to identify the new characters and any objects they recognize in the pictures.
- Ask questions to prompt the children: *Who's this? What's this? What color is the ...?*

### 2 Listen and follow. Listen and repeat. 1-43

- Play the story for the children to listen, following along in the story frames.
- Go over the story frame by frame. Talk about what's going on.
- Listen to the story again, encouraging the children to point to and "read" the speech bubbles.
- Play the story again, pausing after each line for the children to repeat. Encourage the children to say the lines from the story.
- Play the story, one line at a time. Invite the children to suggest actions for each line. Play the story again and encourage the children to join in.

### 3 Act it out.

- Invite groups of children to act out the story, either role-playing to the recording or with speech on their own.

### CRITICAL THINKING

- Encourage the children to talk about the story and to think about the value of telling the truth. Ask: *Why does Geppetto want a boy? Who makes Pinocchio come alive? Why does Pinocchio lie? What happens when he lies? Is he a good or bad puppet? Why should we tell the truth?*

### Extension activity

- Make little Pinocchio faces out of card, with a hole for the nose for children to put their fingers through.
- The children can then play the truth or lie game in pairs. They ask their partners' Pinocchio puppets questions and make Pinocchio's nose grow if he answers with a lie.

## Activity Book Review 1

### 1 Find and circle. Say. page 33

- The children find and circle six of the items from outside each main picture in the main picture. They then talk about the items they have circled.

### 1 Follow and say. page 34

- The children match the silhouettes to the pictures, then follow the paths with their finger, or with a pencil, to match them. They then talk about the pictures.

### 2 Color for you.

- The children think about their progress in Units 1–3 and color the number of stars that they think best represents their progress.



# What happens when it's windy ?



## Objectives

Familiarize children with words for weather  
Introduce the unit topic

## Language

**New:** sunny, rainy, windy, snowy, hot, cold

**Recycled:** colors, family, feelings, nature

It's windy. Anna's (happy). I see (3) (birds).

## Materials

CD 1, Fifi puppet, Unit 4 Flashcards, Unit 4 Poster, Unit 4 Picture cards page 113

## Extra activity

Play a memory game. Tell the children to look at the picture in the Student Book for one minute, then close their books. Ask *Is it snowy? / What color is the umbrella? / Is there a rabbit in the picture?* The children try to answer from memory. If you like, you can play this as a game in two or more teams, asking questions to each team in turn and awarding one point for each correct answer.

## Student Book Lesson 1 page 42

### Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the recording plays. 1:01

### 1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review the words for colors, family, feelings, and nature.
- Prompt the children using question forms (e.g.: *Who's this? What's this? Is this a ... ? How many ... can you see? How does he / she feel?*).
- Use the poster / flashcards to introduce the new weather vocabulary and the structure *It's windy*.
- Play a matching flashcard game (with items on the poster).

### 2 Listen and point. 1:44

- Play the recording for the children to listen and point to the new weather words in their books.

1:44

**Grandma:** It's windy.

**Anna:** It's sunny!

**Mom:** It's hot. Whew!

**Sam:** It's cold.

**Grandpa:** It's snowy and rainy. Brrrr!

### 3 Listen and repeat. 1:45

- Play the recording for the children to listen and repeat.
- Do actions for each of the words. You can invent the actions together with the children.

1:45

windy

sunny

hot

cold

snowy

rainy

### 4 What happens when it's windy?

#### CRITICAL THINKING

- Ask the children to find Bird. Ask: *Where's Bird? What is happening to Bird? Why?*
- Introduce the Unit Question: *What happens when it's windy?*
- Encourage discussion of things that are affected by the wind in the picture (tree, flowers, seeds, hair, hats, etc.)
- You can extend this question to other kinds of weather, but these will be developed more throughout the unit.

- Ask the children to cut out the weather picture cards from the back of the Student Book for the next lesson.

## Activity Book Lesson 1 page 35

### 1 What's next? Look and match. Say.

- The children decide which picture comes next in each sequence, then draw lines to match the sequences to the pictures on the right.

## Play with me



### Objectives

Practice the weather words through a game

### Language

**New:** What's the weather like today? It's (sunny).

### Materials

CD 1, Fifi puppet, Unit 4 Flashcards, Unit 4 Picture cards, Unit 4 Stickers, an umbrella (optional)

## Student Book Lesson 2 page 43

### Warmer

- Ask the children to take out their picture cards.
- Use the Fifi puppet and the flashcards to revise the weather vocabulary.
- Use the Fifi puppet to ask the question: *What's the weather like today?* Encourage children to look at flashcards and answer *It's rainy / sunny / windy / snowy / hot / cold*. Do actions for each word. The children chant and hold up the correct picture cards.
- Focus on the real weather outside and ask the children about that. Decide what the weather is like and stick a weather icon on the board.

### 1 Point and say.

- Do the actions for the weather words. The children call out the correct words. Encourage them to say *It's (windy)*. Encourage the children to do weather actions for the rest of the class to guess.
- Focus on the pictures in the Student Book. Ask the class to point to the kind of weather each picture shows.

### 2 Listen and stick. 1•46

- Play the recording for the children to listen and point to the correct pictures on the Student Book page.
- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what kind of weather each sticker shows.
- Tell the children to find the correct place on the Student Book page for each sticker, then stick the stickers onto the page.
- The children can trace the words now or after activity 3.

### 1•46

**Child A:** What's the weather like today?

**Child B:** It's rainy.

**Child B:** What's the weather like today?

**Child A:** It's cold.

**Child A:** What's the weather like today?

**Child B:** It's hot.

**Child B:** What's the weather like today?

**Child A:** It's windy.

**Child A:** What's the weather like today?

**Child B:** It's sunny.

**Child B:** What's the weather like today?

**Child A:** It's snowy.

### 3 Listen and play the game. 1•47

- Write the weather words on the board. Encourage the children to say words they recognize or can work out as you write.
- Tell the class they are going to listen to some weather sounds, and then play a game.
- Play the recording for the children to listen and point to the correct stickers in their books.

### 1•47

**Girl 2:** What's the weather like today?

**Boys:** It's windy.

**Girl 2:** What's the weather like today?

**Boys:** It's rainy.

- This game can be fairly active, with children in the middle of the class, or more controlled with the children at their desks.
- Give one weather picture card to each of six children. The children stand up with the weather cards hidden. The rest of the class, together as a group, asks the question *What's the weather like?* to the first child. The first child holds up his / her picture card and says: *It's (hot)*. The rest of the class have to mime being hot. Continue in this way with the children in the middle of the class (or at their desks) miming each word. When the person with the rain card says *It's rainy* the children either run to a designated place or thing (e.g.: an umbrella) or sit down.
- If you want to play the game competitively, the last child to reach the umbrella or designated place each time is eliminated.
- Repeat the game several times, making sure that the picture cards come up in a different order each time.

## Activity Book Lesson 2 page 36

### 1 Draw and say.

- The children complete the pictures, then say the words for the pictures.

# Read with me



## Objectives

Read and understand a story

## Language

**New:** warm, cloudy, wet, dry, boots, Stop it.

I'm (wet). I'm (not) wet. .

## Materials

CD 1, Fifi Puppet, Unit 4 Flashcards; Unit 4 Word cards (optional); Unit 4 Picture cards; character cut-outs Activity Book page 87

## Extra activity

Play a memory game. Tell the children to look at the story in their books while you play the recording. The children then close their books. Say lines from the story. The children try to remember who said each line and say the name of the correct character. You can play this as a game in teams if you like.

## 2 Listen and point. Listen and repeat. 1•48

- Play the story for the children to listen and point to the story frames.
- Go over the story frame by frame and talk about what's going on. Introduce the remaining new items: *Stop it! Come in, Would you like ... ?*
- Play the story again and encourage the children to "read" the speech bubbles. Pause the story after each line so that the children can repeat the text.
- Invite groups of children to act out the story using the character cut-outs. You can ask the children to act out the story with the recording or with speech of their own.

## 3 Talk about the story.

- Ask questions about the story (e.g.: *Where are the animals? What has Fifi got in picture 1? Who is wet in picture 2? What has Benny got in picture 3? Why is it windy in picture 4? Who is wet in picture 5?*) and encourage the children to answer.

### CRITICAL THINKING

- Ask questions about the story (e.g.: *How does Benny feel at the beginning / end of the story? How does Prickly feel?*) and encourage the children to answer.

## Extension

- Play the song from the story for the children to join in.
- Tell the children that Benny likes splashing in puddles when it's rainy. He's not wet because he's wearing boots. Ask the children to say what they wear when it's rainy / windy / hot / cold.

## Activity Book Lesson 3 page 37

### 1 Match and trace.

- The children draw lines to match the story characters to the items they had in the story, then trace the letters of the words.

## Student Book Lesson 3 page 44

### Warmer

- Use the flashcards to review the weather words. You can play a game of *What's missing?* Stick the flashcards on the board and ask the children to say the words. The children close their eyes while you remove one or two of the flashcards. The children open their eyes and say which flashcards are missing.
- If you like, you can use the word cards as well as the flashcards. Stick the word cards on the board. Invite children to come to the board and stick the flashcards next to the correct words.
- Use the Fifi puppet to pre-teach *cloudy, wet, dry, warm, new boots*.

### 1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story.
- Point to each of the pictures and ask the children to say what objects they can see and who the characters are in each picture. Ask questions to prompt the children, e.g.: *Who's this? What's this? Is he / she (happy)? What's the weather like?*

## Sing with me



### Objectives

Practice the new language through a song

### Language

**New:** pool

**Recycled:** sunny, rainy, snowy, hot, cold, wet, boots

### Materials

CD 1, Unit 4 Flashcards, Unit 4 Picture cards

### Extra activity

Tell the children to think of activities they do in a certain kind of weather (e.g.: flying a kite when it's windy, swimming when it's hot, sitting by a fire when it's cold). Invite the children to take turns to mime an activity for the rest of the class. The rest of the class try to guess what the weather is like (*It's windy / snowy / rainy / sunny / hot / cold*). The first child to guess what the weather is like can take a turn to mime another activity for the class.

## Student Book Lesson 4 page 45

### Warmer

- Point to the picture frames in the story in Lesson 3. Encourage the children to retell the story. Ask questions to prompt the children, e.g.: *Where are Fifi and Prickly wet and cold? Who is wet and cold at the end of the story?*
- Revise the weather words using flashcards or children's picture cards. You could invite a child to choose a flashcard or picture card without showing the rest of the class what it is. The rest of the class ask questions to try and guess the card (e.g.: *Is it windy / snowy / etc.?*). The child holding the card should give negative answers for all kinds of weather except for the one on his / her card. The first child to guess the card correctly can take a turn to choose a card for the rest of the class to guess.

### 1 Sing and do. Sing and play. 1:49

- Play the song through once. Tell the children to look at the pictures of Benny doing the actions for the song.
- Ask the children to copy the actions for the first verse.

- Work together to make up additional actions for Fifi and Prickly's verses of the song.

- Sing and act out the song.

1:49

splish splash splish splash splish splash

It's cloudy! It's rainy!  
I splish, splish splash in  
My new blue boots.  
I'm not wet, I'm not wet.  
Mud puddle, mud puddle.  
I'm not wet yet!  
OH! Now I'm wet!

splish splash splish splash splish splash

It's sunny! It's sunny!  
I splish, splish splash in  
My new pink pool.  
I'm not hot, I'm not hot,  
Splish, splish splash,  
I'm not hot yet!  
Whew! Now I'm hot!

splish splash splish splash splish splash

It's snowy! It's snowy!  
I stomp, stomp, stomp in  
My big black boots.  
I'm not cold, I'm not cold,  
Stomp stomp stomp,  
I'm not cold yet!  
Brrrr! Now I'm cold!

- Play the song again for the children to sing and act out the song.
- Tell the children to take out their picture cards. Play the song again and tell the children to hold up the correct picture cards for the weather words that they hear in the song.

### 2 Match and say.

- Focus on the meaning of *I'm* vs *I'm not*. Do the maze activity and say what the different characters are saying (*I'm wet / hot / cold*).
- Extend the activity by making more sentences with *I'm not* ... Explain opposites, and teach the children how we can say the same thing with *I'm not*, e.g.: *I'm wet / I'm not dry; I'm hot / I'm not cold*.

### 3 Play the game.

- Set up the game: put weather flashcards up on the walls around the classroom.
- Play some music and tell the children to move around the room. Stop the music and say *Stop!* The children must go to the nearest flashcard. Choose a child and ask: *What's the weather like today?* The child must talk about the weather pictured on the nearest flashcard, e.g.: *It's rainy today*.
- Play the music again, stopping randomly to ask the children questions. Encourage use of all the language: *It's rainy. I'm wet. I'm cold. I'm not hot.* etc.



# Say it with me



## Objectives

Practice words with / blends (sl, bl, fl)

## Language

**New:** sled, slide (v), slip, flip

**Recycled:** black, fly, red

## Materials

CD 1, colored pens / pencils / crayons

## Extra activity

Write weather words from the unit on the board, one at a time. Write each letter of the word slowly. Tell the class to say the letters as you write them, and to say the word as soon as they know what it is. You can play this as a game in two teams if you like.

## Student Book Lesson 5 page 46

### Warmer

- Encourage the children to retell the story from Lesson 3. Ask questions to prompt the children if necessary.
- Review colors by playing a game of *I See*. Choose a known object in the classroom and say: *I see something (red)*. Encourage the children to call out guesses, e.g.: *It's a book / hat / bag* / etc. The first child to guess the object correctly can take a turn to choose an object for the rest of the class to guess. Repeat so that as many children as possible take a turn to choose an object.

### 1 Listen and follow. Listen and repeat. 1:50

- Look at the picture together. Ask the children to tell you what they can see. Ask *What's the weather like?* (Snowy) Teach *sled* and ask *What colors is Fifi's sled?* (Black and red)
- Play the recording for the children to listen to the rhyme.
- Play the recording again for the children to try to follow the words in their books.
- Ask questions about the rhyme and the picture e.g.: *Where's the ... ? What color is the ... ?* Elicit the word *clap* by focusing on Prickly.
- Play the recording for the children to listen and join in with the rhyme. Focus on the pronunciation of the new sounds.

1:50

**Fifi:** I have a sled. / It's black and red.  
I slide and I slip. / I fly and I flip!

### 2 Draw Prickly's sled.

- Ask the children to draw Prickly's sled in the picture. Then ask children around the class to tell you what color Prickly's sled is (e.g.: *Prickly's sled is (green)*).
- Encourage the children to change the chant to make it about Prickly's sled (or Benny's sled).

### Optional activities

- For further focus on / blends (segmenting and blending): Write *lip* on the board and ask children to sound it out and blend the three sounds. Then add *s* at the beginning to make *slip*. Have the children sound out the four sounds and blend them together.
- Rub out the *s* and write *f* to make *flip*. Repeat with *sled*, *black*, *clap* and other /-blend words (e.g.: *block*, *clock*, *click*, *flip*, *plug*, *slug*, *glad*). There is no need to introduce the meaning of these words; children at this stage just need practice of identifying the sounds for each letter and blending them together.
- For practice of / blends (aural discrimination): Write / blends (*bl*, *cl*, *fl*, *gl*, *pl*, *sl*) on different pieces of paper and stick them on the walls around the classroom. Say one of the sounds, and tell the children to move to the sound they hear. Start with the sounds in isolation. When children are more confident, use words that begin with the sounds.
- For focus on rhyming words: Write the following words in two columns:  

<i>sled</i>	<i>flap</i>
<i>slip</i>	<i>red</i>
<i>clap</i>	<i>flip</i>

Ask the children to read the words in the first column. Practice segmenting (e.g. /s/ /l/ /e/ /d/) and blending (/sled/). Ask the children to read the words in the second column. Have them match the rhyming words in the two columns (*sled-red*, *slip-flip*, *clap-flap*) and tell you which letters are the same and which are different.
- For practice of reading aloud: Write the words *l*, *l*, *and*, *flip*, *slip*, *slide*, *fly* on different pieces of paper. Give the pieces of paper to different children. Say *I slide and I slip* and ask the relevant children to arrange themselves to show the sentence. Have the rest of the children read it aloud to check. Repeat with other combinations (e.g.: *I slide and I fly*; *I slip and I flip*).
- As extension, children can suggest their own sentences.

## Activity Book Lesson 5 page 38

### 1 Match and trace. Say.

- The children match the initial sounds to the words and the pictures, then trace the / blends in the words.
- Then they say the words.

# Follow me



## Objectives

To learn about the importance of respecting elders

## Language

**New:** Good job. Go outside.

## Materials

CD 1; Unit 4 Picture cards

## Extra activity

Play a game to review clothes and weather vocabulary. Ask the children to think about what clothes they wear in different kinds of weather. Write their suggestions under headings (*Hot / Cold / Rainy*) on the board. Say *I have (a hat, a T-shirt, and shorts)*. Encourage the children to guess what the weather is like (*It's hot / sunny*). Invite children to describe other outfits for the class to guess what the weather is like.

## 1 Listen and follow. Listen and repeat. 1.51

- Play the dialogue. The children listen and follow the text on the page.
- Play the dialogue again for the class to listen and repeat.

1.51

**Grandma:** Where's my hat? It isn't here.

**Girl:** Here it is, Grandma.

**Grandma:** Thank you! Good job! We can go outside now.

## 2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the dialogue again for them, then encourage them to say it themselves.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

## 3 Listen and chant. 1.52

- Play the chant.
- Teach the new words to the chant and play it again.
- Use the appropriate verse of the chant in future lessons when the children need to show respect by doing what they're told.

1.52

*The more you grow*

*The more you know*

*So show respect like this:*

*Listen to your teacher*

*Answer your dad*

*Help your grandma*

*Be good, not bad.*

## Activity Book Lesson 6 page 39

### 1 Circle the correct behaviour.

- The children draw circles around the children who are doing as they are told.

## Student Book Lesson 6 page 47

### Warmer

- Play the rhyme from Lesson 5. Encourage the children to join in. 1.50

### CRITICAL THINKING

- Remind the children about how the animal friends were dressed in Lesson 5 (warmly for the cold weather). Ask the children how they feel about putting on hats, jackets, etc.
- Ask the children who tells them what to do (*parents, teachers, etc.*) and talk about why it's important to respect your elders and "do as you're told".
- Talk about what parents and teachers ask children to wear when it's hot / cold / rainy. Ask the children why they think it is important to do this (*to stay well / healthy / comfortable*).
- Focus on the pictures in the Student Book. Talk about the first picture. Ask *What's the problem? How does Grandma feel?* Look at the second picture and talk about what the people are doing now, how the girl feels and how this is helpful.

# Explore with me



## Objectives

To talk about a weather chart

## Language

**New:** Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

What day is it?

**Recycled:** weather

What's the weather like today? It's (sunny).

## Materials

CD 1; colored pens / pencils / crayons (optional)

## Extra activity

Ask the children to draw a picture of their favorite kind of weather, then tell the class about it (e.g.: *It's hot. It's sunny. I have a hat and a T-shirt. I'm on the beach.*).

## Student Book Lesson 7 page 48

### Warmer

- Ask the children what they learned about in the previous lesson (the importance of respecting elders by doing as you are told). Play the chant from Lesson 6 and encourage the children to join in. 1:52
- Ask the children to say what things their parents / grandparents / teachers tell them to do at home / school.
- Pre-teach the days of the week and the question *What day is it?* Write the days of the week in a chart (like the one on Student Book page 48) on the board. Ask *What day is it?* and *What's the weather like?* and draw the appropriate weather icon below the day.

### 1 Listen and follow. Listen and repeat. 1:53

- Play the recording for the class to listen and follow the text on the page. Make sure that the children are pointing to the correct part of the table as they listen.
- Play the recording again, one sentence at a time, for the class to listen and repeat.

1:53

Sunday: It's rainy.  
Monday: It's windy.  
Tuesday: It's sunny.  
Wednesday: It's windy.  
Thursday: It's cloudy.  
Friday: It's snowy.  
Saturday: It's snowy.

### 2 Look and say.

- Point to the first photograph and ask *What's the weather like?* (*It's rainy.*) Ask the children to find a rainy icon in the chart. Ask *What day is it?* (*It's Sunday.*) Repeat with the other two pictures. Extend the discussion of each photo, recycling language from the unit: *How do the children feel? Are they dressed to protect themselves from the weather? Are they hot / wet / dry?* etc.
- Encourage the children to produce the actions and sounds of the different weather conditions from earlier in the unit.

### 3 Listen and check. 1:54

- Play the recording for the class to listen and check. Make sure that the children are pointing to the correct part of the table as they listen.

1:54

**1 Narrator:** What's the weather like?

**Girl:** It's rainy.

**Narrator:** What day is it?

**Girl:** It's Sunday.

**2 Narrator:** What's the weather like?

**Boy:** It's sunny.

**Narrator:** What day is it?

**Boy:** It's Tuesday.

**3 Narrator:** What's the weather like?

**Girl:** It's cloudy.

**Narrator:** What day is it?

**Girl:** It's Thursday.

### Optional activity

- Practice of days of the week and *What day is it?* Tell the children to sit in a circle. Ask one child *What day is it?* and have him / her answer for today. Then have all the children close their eyes and put their heads on their hands as though going to sleep, then pretend to wake up. Ask *What day is it?* and have the next child around the circle answer. Repeat around the circle, encouraging all the children to join in the question with you.

#### CLIL BOX: SCIENCE

This lesson focuses on the weather and teaches days of the week. The children review different types of weather from earlier in the unit and practice reading information from a table. In the next lesson they go on to record information in a similar table.

## Think with me



### Objectives

To make a weather chart

### Language

toys, days of the week, weather, clothes, art materials, colors

What day is it? What's the weather like today? It's (rainy).

### Materials

CD 1, Unit 4 Picture cards; colored pens / pencils / crayons

### Extra activity

Play a game of *Picture Bingo!* using the weather picture cards. Tell the children to place four of their weather picture cards on their desks. Call out the weather words in random order. If a child has one of the words you call out, they can remove that picture card from their desk. The first child to remove all their picture cards wins.

## Student Book Lesson 8 page 49

### Warmer

- Review the language from Lesson 7 by asking the children to describe the pictures on page 48. Ask the children to say what the weather is like, what clothes they can see, and how the children feel in each picture.

### 1 Talk about the picture.

- Talk about the picture. Ask the children what they can see. Prompt children with questions such as *What's this? What color is (the umbrella)?*
- Review all the toy vocabulary (*ball, bike, book, doll, kite, puppet, teddy bear*).
- Ask *What's the weather like?* and *What day is it?* Have children give reasons for their answers (*they can see the rain through the window; May is about to draw under Monday in the chart*).

### 2 Draw the weather today.

- Draw children's attention to the chart May is about to draw into. Ask them what the weather is like today.
- Ask the children to help, and draw a rainy icon on the chart.

## 3 Circle the indoor toys.

### CRITICAL THINKING

- Talk about *What happens when it's rainy?* Ask the children to think about the toys they play with on rainy days and sunny days. Ask *Where do we have to play when it's rainy?*
- Talk about the toys that children play with indoors and outdoors. Ask the children to point to the toys in the picture that they can play with indoors (*teddy bear, doll, book, puppet*), and ask them why we don't play with the other toys (*bike, kite, ball*) indoors.
- Ask the children if they can think of any toys they can play with indoors and outdoors, e.g.: toy cars.

- Ask the children to look at the toys in the picture. Can they find the indoor toys again? Ask the children to draw circles around the indoor toys.

## 4 Listen and sing. 1:55

- Play the song for the class to listen. Play it again, as many times as you like, for the class to listen and try to join in.
- The children can initially just listen and answer the questions in the song, then join in with more of it as and when they can.

1:55

*Sunday, Monday, Tuesday,  
Wednesday, Thursday, Friday, Saturday,  
What day is it today?*

*Is it cold or is it hot?*

*Is it windy or is it not?*

*What's the weather like today?*

*Is it wet or is it dry?*

*A cloudy or a sunny sky?*

*What's the weather like today?*

*Sunday, Monday, Tuesday,  
Wednesday, Thursday, Friday, Saturday,  
What day is it today?*

### Extension activity

- Draw a chart like the one on Student Book page 48 for Monday to Friday. Stick the chart on the classroom wall.
- Each day, ask the children *What day is it?* and *What's the weather like?* and ask a volunteer to draw the appropriate icon on the chart.
- You can add icons for hot and cold (e.g.: a red thermometer and a blue thermometer). When the chart is complete, ask questions about it, e.g.: *How many sunny days?*

## Activity Book Lessons 7 & 8 page 40

### 1 Trace. Circle the day. Draw the weather.

- The children trace the words, then circle the day it is today. They then draw a picture showing what the weather is like today.

### Fifi's Challenge

- Fast finishers can circle the word to describe the weather today. They copy the word into the sentence.



## Show me



### Objectives

To practice the language from the unit through a game

### Language

weather, family

She's (cold). It's (windy).

### Materials

CD 1, Fifi puppet, Unit 4 Poster, Unit 4 Picture cards, Colored pens / pencils / crayons (optional)

### Extra activities

Write the headings *Feelings*, *Weather*, *Days of the week*, *Clothes*, and *Colors* on the board. Ask the class to say what words they can remember for each heading. Write their suggestions on the board.

Erase the words on the board. Ask children around the class to say three words from one of the groups. Say *Say three feelings / types of weather / days of the week / kinds of clothes / colors*.

You can play this as a game in two teams if you like, asking children from each team in turn to name three items and awarding one point for each correct answer.

### CRITICAL THINKING

- Focus on the pictures on the left of the Student Book page. Ask *What's the weather like now? How does he / she feel now?* Encourage children around the class to answer (*It's / He's / She's ...*).
- The children compare and say what the weather is like and how the characters feel on the poster and what the weather is like / how the characters feel now. Then they color the pictures.

## 2 Play the game.

- The children use their weather picture cards to play this card game in pairs.
- One child asks *What's the weather like?* then their partner turns over a card, acts out the weather and says what it is. The children take turns to ask and answer.
- If you like, you can extend this game by helping the children to make extra cards. Ask the children to say what other kind of weather they can think of (*stormy, icy, cloudy*, etc.) and draw pictures on pieces of paper or card to add to their sets of picture cards.

## 3 What happens when it's windy?

### CRITICAL THINKING

- Ask the class the big question for this unit: *What happens when it's windy?* Encourage children to answer using all the language and ideas from the unit: *how we feel (cold, wet), what it sounds like, what we wear, what we can play with*, etc.
- Extend the discussion to talk about how different weather affects us: *What happens when it's sunny / windy / snowy / hot / etc.?*

## Student Book Lesson 9 page 50

### Warmer

- Sing the song from Lesson 8. The children can sing along with the recording and hold up the appropriate picture cards when they hear the weather words in the song.  
🎧 1-55
- Ask children around the class to say what their favorite day is and how they feel on that day.

### 1 Look at the poster. Color.

- Use the Fifi puppet to talk about the poster. Ask *What's the weather like? How do they feel?*
- The children identify and point to the characters, either on the poster or on Student Book page 42. Encourage them to use the new language.

## Show and Tell



### Objectives

To make a sunny balloon

To work together to make a classroom display

### Language

weather, clothes, feelings

It's (sunny). I'm (hot).

### Materials

CD 1, one yellow balloon per child; marker pens, colored pens / pencils / crayons, one sheet of paper per child, string / tape, a large piece of card; magazines / photos from the Internet (optional)

### Extra activity

If you like, you can extend this lesson by dividing the class into groups and assigning a kind of weather to each group. The children can then work together to find pictures in magazines or online and make a collage to represent their kind of weather (appropriate clothes, activities, etc.). Help the children to write captions (*It's snowy / windy / rainy / sunny*) for their collages, then display the collages on the classroom wall. You could make a large heading for the display on a piece of paper or card: *What's the weather like?* The children can then talk about their collages.

- Ask the children to draw pictures of what they do, what they wear, and how they feel on a sunny day. More confident children could write captions, e.g.: *It's hot*, to add to the collage.
- Encourage the children to ask politely for things they need while they make their picture.
- You can play the songs from the unit while the children work.

### 2 Make a Sunny Balloon display.

- Tell the children that they are going to make a classroom display about a sunny day.
- Make sunny balloons. First, blow up enough yellow balloons for each child in the class. Explain that these are happy suns.
- Decorate the classroom with the sunny balloons. You could either hang them from the ceiling or stick them on the wall.
- When all of the children have finished their pictures from exercise 1, you can give them a large sheet of paper or card and some glue and help them to stick their pictures onto the card to make a classroom display / collage.
- Alternatively, the children can pin their pictures onto a noticeboard or stick them onto the classroom wall surrounded by the sunny balloons to make their display.

### 3 Show and tell.

- Invite the children to come to the front of the class and say what happens when it's sunny, using all the language they have learned in the unit. The children can sing songs from the unit and show their sunny day pictures as well. You can invite other classes or parents to attend.

## Activity Book – Project page 41

### 1 Make a weather wheel. Draw, color, and cut.

- The children draw and color different kinds of weather in the different sections of the wheel. They then cut out the wheel and the arrow. They stick the arrow onto a piece of card so that it points to the wheel. They fasten the center of the wheel to the card with a paper fastener, so that the wheel can turn to show what the weather is like today. The children can then move their weather wheels to show different kinds of weather and ask and answer in pairs.

## Student Book Lesson 10 – Project page 51

### Warmer

- Play the song from Lesson 8. Encourage the children to join in as much as possible. 🎧 1:55
- Ask: *What happens when it's sunny?* Get children to talk about what they do, what they wear, and how it feels when it's sunny. Explain they are going to make a classroom display about what happens when it's sunny.

### 1 Draw a sunny picture.

- Look at the pictures on the left of the Student Book page. Ask: *What is the boy doing?* (Drawing a picture of a sunny day to make a classroom display.) Help the children to describe what is happening in the pictures.

## Literacy Book Unit 4 page 32

This lesson introduces the new sound(s) (*l* blends (*sl*, *bl*, *fl*, *cl*)) and helps children identify them. As well as using the recording, you can help by exaggerating the sounds and breaking down blends into their constituent phonemes.

### 1 Listen and point. Listen and repeat. 1•44

- Play the recording for the children to listen and point to the letters and pictures.
- Play it again for the children to listen and repeat.
- Point to the pictures and ask the children to say the words.

 1•44

*S L* says *sl*, *sled*, *slide* / *B L* says *bl*, *black*, *blue*

*F L* says *fl*, *flag*, *flower* / *C L* says *cl*, *clock*, *cloud*

## Literacy Book Unit 4 page 33

This lesson practices listening for and identifying the target sounds.

### 1 Listen and circle. 1•45

- Children listen to the recording and circle the letters that match the word they hear.
- Ask the children to focus on the initial sounds. Say any words they struggle with, emphasizing the initial blend.

#### ANSWERS

1 *sl* 2 *fl* 3 *cl* 4 *sl* 5 *bl* 6 *fl*

 1•45

1 *Slug* 2 *Flap* 3 *Clap* 4 *Slip* 5 *Block* 6 *Fly*

### 2 Trace.

- The children trace the letters they have circled.

#### Other activities

- Say two words with the initial same sound and ask children to isolate the sound, e.g.: *flower*, *fly* – *fl*.

## Literacy Book Unit 4 page 34

This lesson practices forming letters, spelling out words, and reading words aloud.

### 1 Trace and say.

- The children trace the letters and read the words aloud.
- The children can cover the first letter, sound out the letters, then add the (*f*) sound at the beginning.

### 2 Draw.

- The children draw a picture to match each word.

#### Other activities

- Make and give letter cards *f*, *l*, *a*, *g*, *s*, *e*, *d*, *b*, *c*, *k*, *o* to different children. Say a word and ask children to stand if their letter is in the word and sit if it is not.

## Literacy Book Unit 4 page 35

This lesson practices reading words with the target sounds in context and reading sentences aloud.

### 1 Listen and match. Listen and repeat. 1•46

- Play the recording a couple of times for the children to listen and find the matching sentences. Play it again for them to follow the sentences in their books.

**NOTE** The sentences use a mixture of known and unknown words. The children can use the known words and sound effects to identify the pictures, then use the pictures to help them find the meaning of the sentence.

- Play the recording again, one line at a time, for the children to listen and repeat the sentences.
- Have the children close their eyes, focus on the sounds, and mirror the intonation of the recording.

 1•46

*The flat flaps in the wind.*

*The clock tick-tocks.*

*The black slug is on the pot.*

*The red hen clucks.*

### 2 Read aloud.

- Choose pictures and ask the children to read the matching sentences aloud, first chorally, then individually.

## Numeracy Book Unit 4

### page 21 Concept: sequences

#### 1 Color 1, 2, 3, 4 with four colors. Make patterns.

- Ask the children to choose colors for numbers 1, 2, 3, 4.
- The children color the stripes of the scarves according to the colors they have chosen. Ask the children to identify the patterns (sequences) in the stripes.

### page 22 Number words *nine*, *ten*

#### 1 Color and count. Trace and write.

- The children color the circles, then count them and say the numbers. They then trace and write the numbers.

### page 23 Number words *nine*, *ten*

#### 1 Look, count, and match.

- The children count the objects and draw lines to the correct words.

#### ANSWERS

*Nine*: umbrellas, birds, flowers / *Ten*: sunhats, trees, balls

### page 24 Number words *one–ten*

#### 1 Color the number.

- The children read the number words, then choose and color the correct numbers.

#### ANSWERS

3, 9, 4, 6, 1, 10, 5, 8, 2, 7

### page 25 Numbers 1–10

#### 1 Write the missing numbers.

- Explain that the sets of numbers are sequences. The children write the missing number(s) in each sequence.

#### ANSWERS

5, 9, 3 & 8, 7 & 10, 4 & 6

### page 26 Number words *one–ten*

#### 1 Follow the number words.

- The children trace the route through the clouds by joining the number words in the correct order.

# What's in your house ?



## Objectives

Familiarize children with words for rooms in the house  
Introduce the unit topic

## Language

**New:** kitchen, living room, bedroom, bathroom, yard, balcony, table, chair, toybox

**Recycled:** It's (sunny). I see (a duck). The (ball) is (under) (the table).

## Materials

CD 2, Fifi puppet, Unit 5 Flashcards, Unit 5 Poster, Unit 5 Picture cards page 115

## Extra activity

Play a memory game. Tell the children to look at the picture in the Student Book for one minute, then close their books. Ask *Where's (Sam)? / Is (May) in the (bedroom)?* The children try to answer from memory. If you like, you can play this as a game in two or more teams, asking questions to each team in turn and awarding one point for each correct answer.

## Student Book Lesson 1 page 52

### Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the recording plays. 2•01

### 1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review furniture, toys, and nature vocabulary.
- Prompt the children using question forms (e.g.: *Who's this? What's this? Is this a ... ? Is it (rainy)? What's the weather like?*).
- Use the poster / book and the flashcards to introduce the new house vocabulary.
- Play a matching flashcard game with items on the poster.

### 2 Listen and point. 2•01

- Play the recording for the children to listen and point to the new room words in their books.
- Explain to the children that we use *in* for the rooms in the house and the yard, but we use *on* for the balcony.

2•01

Where's the doll?

It's in the bathroom.

Where's the computer?

It's in the living room.

Where's the teddy bear?

It's in the bedroom.

Where's the cake?

It's in the kitchen.

Where's Bird?

He's in the yard.

Where's Anna?

Anna: I'm on the balcony!

### 3 Listen and repeat. 2•02

- Play the recording for the children to listen and repeat each answer.

2•02

bathroom

living room

bedroom

kitchen

yard

balcony

### 4 What's in your house?

#### CRITICAL THINKING

- Introduce the Unit Question: *What's in your house?*
- Talk about the different rooms that the children have in their homes. Ask: *How many bedrooms?*
- Extend the discussion to asking about what you can do in each of the rooms. Ask: *Where can you wash your hands / paint / eat / kick a ball?*

- Ask the children to cut out the room picture cards from the back of the Student Book for the next lesson.

**NOTE** You will need to bring suitable objects / toys to distinguish the parts of the house for the game in the next lesson.

## Activity Book Lesson 1 page 43

### 1 Follow and say.

- The children follow the paths to match the rooms to the items. They then say which room each item is in.



## Play with me



### Objectives

Practice the house vocabulary through a game

### Language

**New:** Who's in the (bathroom)? (Sara)'s in the bathroom.

### Materials

CD 2, Fifi puppet, Unit 5 Flashcards, Unit 5 Picture cards, Unit 5 Stickers, objects / toys to distinguish the parts of the house

## Student Book Lesson 2 page 53

### Warmer

- Use the Fifi puppet and the flashcards to revise the parts of the house vocabulary from Lesson 1.
- Ask the children to take out their picture cards and put them in a pile in front of them in the same order (you can tell the children the order to put their cards in).
- Use the Fifi puppet to start a chant to review the new vocabulary. Fifi says: *What's in the house?* The children hold up the first card and respond, e.g.: *(We see) a living room*. The children put the card face up. Repeat the chant, adding a new room card each time *(We see a living room and a kitchen, too. etc.)* until the children are chanting all the parts of the house.
- Introduce *Who's in the ... ?* using the poster. Choose a volunteer. Ask *Who's in the kitchen?* The volunteer points and answers: *Sam*. Repeat with the remaining names, encouraging the whole class to answer.

### 1 Point and say.

- Focus on the pictures in the Student Book. Ask the class to point to each picture and say what it shows, then say who is in each room.

### 2 Listen and stick. 2:03

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what room each sticker shows.
- Play the recording for the children to listen and stick the characters in the correct rooms on the Student Book page.
- The children can trace the words now or after activity 3.

2:03

**Child A:** Who's in the living room?

**Child B:** Sam's in the living room.

**Child B:** Who's in the bedroom?

**Child A:** Anna's in the bedroom.

**Child A:** Who's in the bathroom?

**Child B:** Bird's in the bathroom.

**Child B:** Who's in the yard?

**Child A:** Mom's in the yard.

**Child A:** Who's in the kitchen?

**Child B:** May's in the kitchen.

**Child B:** Who's on the balcony?

**Child A:** Dad's on the balcony.

### 3 Listen and play the game. 2:04

- The children look at the stickers in the Student Book. Ask *Who's in the ... ?* The children look and answer, naming the correct characters.
- Focus on the big picture in the Student Book. Can the children guess what the children are doing?
- Play the recording for the children to listen and point to the correct character in their books. Ask the children how they know the girl is in the bathroom (from the objects she's holding).

2:04

**Boy 1:** Who's in the bathroom?

**Boy 2:** Sara's in the bathroom.

- Set up the game, showing the children all the objects you have collected, and asking them which room each object belongs in. Make sure that all of the children know which items belong in each room.
- Stick up the names of the rooms around the classroom. Put the flashcards face down on the table, in a row. Select six children to turn over a flashcard each. They turn over the card, collect the items, and run to the correct "room". The remaining children ask and answer *Who's in the ... ?*

## Activity Book Lesson 2 page 44

### 1 Find and circle. Say.

- The children find and circle the three story characters, then say where each character is.

# Read with me



## Objectives

Read and understand a story

## Language

**New:** sofa, bed, bath

It's behind (the sofa). It's next to (the bed).

**Recycled:** dolphin, penguin, under

Where's (my duck)?

## Materials

CD 2, Poster; Fifi puppet; Unit 5 Flashcards; Unit 5 Word cards (optional); Unit 5 Picture cards; character cut-outs  
Activity Book page 87; toys from Lesson 2 (optional)

## Extra activity

Play a memory game. Tell the children to look at the story in their books while you play the recording of the story. The children then close their books. Say lines from the story. The children try to remember who said each line and say the name of the correct character. You can play this as a game in teams if you like.

## 1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story.
- Point to each of the pictures and ask the children to say what objects they can see and who the characters are in each picture. Ask questions to prompt the children, e.g.: *Who's this? What's this? Who's in the ... ? Where's the ... ? What color is the ... ?*

## 2 Listen and point. Listen and repeat. 2:05

- Play the story for the children to listen and point to the story frames.
- Go over the story frame by frame and talk about what's going on. Introduce the remaining new items: *behind, next to*, and the phrase: *I don't believe it!*
- Play the story again and encourage the children to "read" the speech bubbles. Pause the recording after each line so that the children can repeat the text.
- Invite groups of children to act out the story using the character cut-outs. You can ask the children to act out the story with the recording or with speech of their own.

## 3 Talk about the story.

- Ask questions about the story (e.g.: *Where are the animals? What has Fifi got in picture 1? What has Benny got in picture 2? Where is the dolphin in picture 3? What color is the chair in picture 4? Who's in the bath in picture 5?*) and encourage the children to answer.

### CRITICAL THINKING

- Ask: *Why is Benny looking for the toys? Why are Prickly and Fifi surprised at the end? Is Benny happy?*
- Extend and personalize the discussion by asking the children to say what toys they have in their own baths.

## Activity Book Lesson 3 page 45

### 1 What happens in the story? Color and say.

- The children choose the picture that represents what happened in the story. They color the picture, then say the sentence.

## Student Book Lesson 3 page 54

### Warmer

- Use the flashcards to review the words for parts of the house. You can play a game of *Slow reveal*. Cover a flashcard with a sheet of paper, then slowly reveal the flashcard a little at a time. The children call out the word as soon as they can tell what the flashcard shows.
- If you like, you can use the word cards as well as the flashcards. Stick the word cards on the board. Invite children to come to the board and stick the flashcards next to the correct words.
- Review *in, on, and under* and pre-teach *sofa, bed, bath, duck, dolphin, penguin* using toys or the poster.

## Sing with me



### Objectives

Practice the new language through a song

### Language

dolphin, penguin, duck, bear, big

### Materials

CD 2, Unit 5 Flashcards, Unit 5 Picture cards; toys, boxes, word cards for the prepositions *on*, *in*, *under*, *behind*, *next to*

### Extra activity

Hold up two classroom objects or toys and ask *What's this?* about each object. Put one of the objects in / on / under / behind / next to the other object and ask *Where's the (pen)?* Encourage the children to answer, using prepositions. If you like, you can play this game with the class divided into two teams. You can ask questions to each team in turn and award one point for each correct answer.

## 1 Sing and do. Sing and play. 2:06

- Play the song through once. Tell the children to look at the pictures of Fifi doing the actions for the song.
- Ask the children to copy the actions for the first verse.
- Work together to make up additional actions for the rest of the song.
- Sing and act out the song.

2:06

There's a big brown bear,  
A big brown bear,  
Splashing in the bath.

There's a little yellow duck  
With the big brown bear,  
Splashing in the bath.

There's a big blue dolphin  
With the little yellow duck  
And the big brown bear,  
Splashing in the bath.

There's a black and white penguin  
With the big blue dolphin  
And the little yellow duck  
And the big brown bear,  
Splashing in the bath.

- Review prepositions of place. Ask the children about various objects in the classroom, or position objects on your desk and ask about them, e.g.: *Where's the (book)?* Encourage the children to answer with full sentences, e.g.: *It's (on the desk / under the pen / etc.).*
- Sing the song from activity 1 again. Ask *Where's Benny?* (*He's in the bath.*)
- Set up an extension game: Give five children word cards with the prepositions on them (*in*, *on*, *under*, *next to*, *behind*). Give one card to each child. Put some toys and containers in the middle of the table. Tell the children that you are going count to ten and they have to show the preposition on their cards using the toys and a box.
- Count to ten and then say *Stop*. Ask the other children to describe the scenes they see, e.g.: *The doll is behind the teddy / in the box*, etc. Then ask each child to reveal his / her preposition. Praise the children for their work.

## 2 Color and say.

- Show the children the white shapes in the main picture. Ask the children to guess what each picture is.
- The children color the items in the picture.
- Ask children to say what color each item is and where each item is (e.g.: *The dolphin is blue. It's next to the penguin. It's in front of Benny.*).

## Student Book Lesson 4 page 55

### Warmer

- Point to the picture frames in the story in Lesson 3. Encourage the children to retell the story. Ask questions to prompt the children, e.g.: *Where is the duck? Who has a book? Is the dolphin in the living room? Who's in the bath at the end of the story?*
- Revise the words for parts of the house using flashcards or children's picture cards. You could invite a child to choose a flashcard or picture card without showing the rest of the class what it is. The child should pretend that they are in the room on their card. The rest of the class ask questions to try and guess the card (e.g.: *Are you in the (bathroom)?*). The child holding the card should give negative answers for all parts of the house except for the one on his / her card. The first child to guess the card correctly can take a turn to choose a card for the rest of the class to guess.

## Say it with me



### Objectives

Practice words with *sh* digraph

### Language

**New:** ship, shell, shelf      **Recycled:** fish, next to, on

### Materials

CD 2, toys / objects (optional)

### Extra activity

Write the words for parts of the house on the board, one at a time. Write each letter of the word slowly. Tell the class to say the letters as you write them, and to say the word as soon as they know what it is. You can play this as a game in two teams if you like.

## Student Book Lesson 5 page 56

### Warmer

- Encourage the children to retell the story from Lesson 3. Ask questions to prompt the children if necessary.

### 1 Listen and follow. Listen and repeat. 2:07

- Look at the picture together. Teach the new vocabulary with reference to the picture (*ship, shell, shelf*) and review the word *fish*.
- Ask the children about the positions of different things in the picture, e.g.: *Where's the fish?* (*On the shelf / Next to the shell*.)
- Play the recording for the children to listen to the rhyme. Play the recording again for the children to try to follow the words in their books.
- Encourage the children to listen and join in with the rhyme. Focus on the pronunciation of the new sounds. If children find the *sh* sound difficult, ask them to make a *sssss* sound. While they are making the sound, show them how to pucker their lips and ask them to move their tongues backwards in their mouths until the sound becomes a *sh*.

2:07

**Prickly:** The ship is on the shelf.  
The shell is on the shelf.  
The fish is on the shelf  
In the bathroom.

### 2 Listen and color. 2:08

- Tell the children that they are going to listen to a grown-up and a child talking about the picture. The child is coloring in the picture.
- Play the first part of the recording and ask which object the speakers are talking about (*the ship*) and what color the child colors it (*blue*). Ask the children to color the ship blue in their books.
- Repeat this procedure for the shell and the fish.

2:08

**Adult:** Do you see the ship?

**Child:** The ship?

**Adult:** Yes. It's on the shelf.

**Child:** Oh yes.

**Adult:** That's right. Color it blue.

**Child:** Blue? OK.

**Adult:** Good work. Now, color the shell yellow.

**Child:** The shell?

**Adult:** Yes. Color it yellow.

**Adult:** That's great. Now the fish.

**Child:** Where's the fish?

**Adult:** It's next to the shell.

**Child:** Oh yes.

**Adult:** Color it green.

**Child:** Green. OK.

### Optional activities

- To practice listening for the *sh* sound: Read out a list of words, e.g.: *ship, say, shop, class, sunny, she, fish*. When the children hear the *sh* sound, they stand up.
- To practice blending with the *sh* sound: Write *sh* on the board in one color. Ask the children to make the sound. Then write letters to make a word in a different color, e.g.: *shop*. Ask the children to sound out the word and then blend the sounds together. Repeat with other *sh* words (e.g.: *shell, ship, shelf, shed, shack, fish, dish, dash, trash, fresh*).
- To practice reading words in context: Either use real toys / objects (e.g.: *frog, ship, shell, fish, doll, drum, truck, pen*) on a shelf in the classroom, or draw a picture on the board. Put a pen on the shelf and write *The pen is on the shelf*. on the board. Ask the children to read any words they can from the sentence. Help with any words they can't read. Ask the children whether the sentence is true or false. Repeat with other objects and sentences, some true and some false. You can also write a sentence on the board and ask the children to read it aloud and put the correct object on the shelf.

## Activity Book Lesson 5 page 46

### 1 Color the pictures with the *sh* sound. Read and match.

- The children think of the word for each picture, then color the pictures that start with the *sh* sound (*ship, shell, fish, shelf*). They then read the words in the center of the page and draw lines to match the words to the four colored pictures.



# Follow me



## Objectives

To learn about the importance of helping at home / cleaning up

## Language

**New:** toys, drawers, litter, garbage can, clean, neat

## Materials

CD 2; Unit 5 Picture cards

## Extra activity

Play a game of *Pictionary*. Draw pictures of objects from the house (furniture / toys / other items). Tell the class to try to guess the word and the room it belongs to before the picture is finished. Encourage the children to say *It's a (bath)*. *It's in the (bathroom)*. Play this game in two teams if you like.

## Student Book Lesson 6 page 57

### Warmer

- Play the rhyme from Lesson 5. Encourage the children to join in and add picture cards or actions where possible. 2•07

### CRITICAL THINKING

- Ask the children to look around the classroom. Ask: *Is it clean?*
- Talk to the children about how they help clean up in the classroom. Ask: *How do you help at home?*
- Teach the word and the idea of *chores* (small jobs that children do in the home to help keep it clean and neat). Explain the meaning of *clean and neat*.
- Focus on the pictures in the Student Book. Talk about the first picture. Talk about how the room looks. Ask the children to guess what the children in the picture are talking about.
- Look at the second picture and talk about what the children have done and how this is helpful.

## 1 Listen and follow. Listen and repeat. 2•09

- Play the dialogue. The children listen and follow the text on the page.
- Play the dialogue again for the class to listen and repeat.

2•09

**Girl:** Let's put the toys in the drawers.

**Boy:** And put the litter in the garbage can.

**Girl:** Now it's clean and neat.

**Boy:** Good job!

## 2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the dialogue again for them, then encourage them to say it themselves.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

## 3 Listen and chant. 2•10

- Play the chant. Teach the words and the actions to the chant.

### ACTIONS

**Verse 1:** Mime opening and putting things in a drawer

**Verse 2:** Mime picking things up, then putting them in a garbage can.

- Play the chant again and act it out with the children.
- Change the second verse of the chant and use the chant in future lessons when the classroom needs cleaning up. You can change the first line to: *We like to help in class / at school*.

2•10

*We like to help at home,*

*We put our toys*

*In the drawers,*

*We like to do our chores.*

*We like to help at home.*

*We clean our room,*

*Pick up litter from the floor,*

*We like to do our chores.*

### CRITICAL THINKING

- Talk about what happens if you don't clean up (*the house / classroom is a mess; you can't find things; it's not safe*).

## Activity Book Lesson 6 page 47

### 1 Clean up. Draw lines.

- The children draw lines to show where the things in the room should be cleaned up to.

# Explore with me



## Objectives

To talk about house numbers

## Language

**New:** numbers 11–15

Where's the number (eleven)? It's above (the door).

**Recycled:** numbers 1–10, colors

## Materials

CD 2; colored pens / pencils / crayons (optional)

## Extra activity

Ask the children to draw a picture of their front door, then tell the class about it (e.g.: *This is my door. It's red. My house is number 11. The number 11 is next to the door.*).

# Student Book Lesson 7

page 58

## Warmer

- Ask the children what they learned about in the previous lesson (the importance of cleaning up). Play the chant from Lesson 6 and encourage the children to join in.
- Review numbers 1–10 and teach numbers 11–15. Play a game of *Bingo!* with numbers 1–15. Tell the children to write six numbers from 1–15 in their notebooks or on a piece of paper. Call out the numbers in random order (keep a note of the numbers that you have called out). If a child has the number you call out, they can cross out that number. The first child to cross out all their numbers should call out *Bingo!*
- Ask the children to look at the Student Book page and tell you what they can about the pictures. Prompt the children with questions: *What's this? What color is it?*
- Ask the children to tell you about their own front doors.

## 1 Listen and follow. Listen and repeat. 2•11

- Play the recording for the class to listen and follow the text on the page. Make sure that the children are pointing to the correct pictures as they listen to the recording.
- Play the recording again, one sentence at a time, for the class to listen and repeat.

- Ask: *Where's the number eleven? Where's the number twelve?* Encourage answers using the prepositions *It's on, above, next to ...*

2•11

Where's the number eleven?

Number eleven is above the door.

Where's the number twelve?

Number twelve is above the door.

Where's the number thirteen?

Number thirteen is on the door.

Where's the number fourteen?

Number fourteen is above the door.

Where's the number fifteen?

Number fifteen is next to the door.

## 2 Look and say.

- Ask the children to listen and say the number of the door you're describing. For example, say *It's a blue door. The number is above the door. (Fourteen).*

## Optional activity

- Do a picture dictation. Describe a door for the children to draw, color, and write the number in the correct place, e.g. *It's a red door. The number is on the door. It's number 13.*

## CLIL BOX: MATH

This lesson presents the numbers 11–15. Initially the objective is just for children to recognize the numbers, learn the words, and understand the sequence they go in (and that they follow on from 1–10).

To help the children relate the numbers to counting, you could make posters with the number, the word, and pictures of that number of objects (e.g. 11 balls, 12 cars, 13 pens, 14 hats, 15 ducks).

You can also reinforce with other activities, for example:

- Have children make numbers from play-dough, or draw them in sand with a stick.
- Give each child a number from 1–15 on a piece of paper (or you can use the numbers they have made with play-dough). Have the children organize themselves in a line with the numbers in the correct order. When they have done so, have them each say their number in turn.
- Have children make groups of objects for each number, e.g. 11 crayons.

# Think with me



## Objectives

To make a street of houses

## Language

**New:** What's the number on your door?

**Recycled:** car, ball, book, cookie, numbers 1–15, colors

## Materials

CD 2, Unit 5 Picture cards; pieces of paper with numbers 1–15 on them; colored pens / pencils / crayons

## Extra activities

Play a game of *Picture Bingo!* using the picture cards for the parts of the house. Tell the children to put four of their picture cards on their desks. Call out the words for the parts of the house in random order. If a child has one of the words you call out, they can remove that picture card from their desk. The first child to remove all their picture cards wins the game.

Play a game in rolling pairs around the class. The children take turns to say a number to count from one to fifteen. If a child says the correct number, he or she stays in the game. If a child says the wrong number or can't remember the next number, he or she is out of the game. The last child left in the game is the winner.

## Student Book Lesson 8 page 59

### Warmer

- Review the language from the previous lesson by asking the children to describe the pictures in Student Book Lesson 7.
- Play a game to warm the class up and revise numbers 1–15.
- Write sets of four numbers from one to fifteen on the board with one number missing (e.g.: 10, 11, \_\_, 13).
- Invite a child to come to the board and write the missing number.
- You can play this as a game in two teams if you like, asking children from each team in turn to complete a number sequence and awarding one point for each correct number.

## 1 Talk about the picture.

- Ask the children what they can see in the picture. Prompt children with questions such as *What color is (this door)? What number is this?* Encourage the children to use *There's a ...* to describe the picture, e.g.: *There's a red car on the chair.*

## 2 Count and trace.

### CRITICAL THINKING

- Ask the children to look at the activity on the right. Point to each toy / object and ask *How many (balls)?* The children count the items in the big picture on the left and then trace the correct number next to each object.

## 3 Listen and chant. 2•12

- Play the chant for the class to listen, then play it again for the class to listen and try to join in.
- Distribute pieces of paper with the numbers 1–15 at random. Children hold them with the number facing inward.
- Play the chant a few more times. The children take turns to show their pieces of paper and say *Number (twelve)!*

2•12

*What's the number on your door?*

*What's the number on your door?*

*What's the number on your door?*

*What's the number on your door?*

*One, two, three, four,*

*What's the number on your door?*

*Show me!*

## 4 Make a street of houses.

- Hand out one piece of paper per child and ask the children to draw a house.
- The children color and decorate their houses.
- Display the houses in a row on the classroom wall and ask the children to write the correct numbers (from 1–15) below their houses.

## Activity Book Lessons 7 & 8 page 48

### 1 Join the dots. Color.

- The children join the dots to complete the picture of the house, then color the picture. Encourage the children to talk about their completed picture (e.g.: *I see two windows. The door is blue.* etc.).

### Fifi's Challenge

- Fast finishers can complete the number sequence by writing the correct numbers in the boxes.

## Show me



### Objectives

To practice the language from the unit through a game

### Language

rooms in the house, toys, furniture, prepositions of place  
Who's in the yard? (Anna's in the yard.)

### Materials

CD 2, Fifi puppet, Unit 5 Poster, Unit 5 Picture cards, blank pieces of paper

### Extra activities

Write the headings *Toys, Numbers 1–15, Parts of the house, Things in the house, Colors* on the board. Ask the class to say what words they can remember for each heading. Write their suggestions on the board.

Erase the words on the board. Ask children around the class to say three words from one of the groups. Say *Say three toys / numbers / parts of the house / things in the house / colors.*

You can play this as a game in two teams if you like, asking children from each team in turn to name three items and awarding one point for each correct answer.

- Ask *Where's (Bird)?* The children look and check the parts of the home that the characters are in on the poster or on page 52 of their books.
- The children then circle the correct room / place for each character. Encourage the children to give full sentences as answers, e.g.: *Bird's in the yard.*

## 2 Play the game.

- Divide the class into groups of three or four children. Ask children to draw their friends on blank paper. (The paper should be slightly smaller than a picture card.)
- The children arrange their picture cards on the table to make a plan of a "house". They may want to share their picture cards so that they can have two or more bedrooms and bathrooms.
- Each child takes a turn to put their friends (drawing) where they want in the house. The other children ask *Who's (in the bedroom)?* The first child answers according to where they put the characters.
- If you like, you can extend this game by asking the children to draw a picture of themselves, then using their personalized drawings to play the game.


## 3 What's in your house?

### CRITICAL THINKING

- Ask the class the big question for this unit: *What's in your house?*
- Encourage the children to talk about how many and which rooms are in their homes, and what and where things are in their bedrooms, using all the language from the unit (e.g.: *There's a kitchen and three bedrooms. The bed is next to the table. The computer is on the table.*)
- Extend the discussion to talk about who's in your house, and how everyone helps in the house.

## Student Book Lesson 9 page 60

### Warmer

- Sing the song from Lesson 8. The children can sing along with the recording and hold up the appropriate number of pencils when they hear the number words in the song.  2•12
- Ask the children to put a number of items (1–15) on their desk. Go around the class asking the children to say how many items they have and to count their items for you.

### 1 Look at the poster. Circle.

- Use the Fifi puppet to talk about the poster. Ask *Who's in the yard? Where's Bird?* etc.
- The children point to the poster or the picture on page 52 of their books and answer. Encourage them to give room names and to use prepositions of place.



## Show and Tell



### Objectives

- To make a room in a house
- To make furniture for a room

### Language

- rooms in the house, furniture, prepositions of place
- The (blue) (sofa) is ...

### Materials

CD 2, room objects from Lesson 2; cardboard boxes (of varying sizes, from very large to very small); wrapping paper, fabric, paint, glitter, play-dough, colored pens / pencils / crayons

### Extra activity

Say *In my bedroom, there's a blue bed.* Invite a child to add to the sentence, e.g.: *In my bedroom, there's a blue bed and a red chair.* Continue around the class, encouraging the children to add items to the list until the list is too long to remember. You can then play the game with a new room, e.g.: *In my living room, there's a yellow sofa.* If you want to add a competitive element to this game, you can ask the children who can't remember the sentence to sit out of the game. The last child left in the game (who can still remember the sentence) is the winner.

- Focus on the picture of the finished room and prompt the children to quickly say all the furniture they see. Ask: *What room is it? (living room)*

### 2 Make furniture and decorate it.

- The children work in small groups and decide which room they are going to make. Encourage the children to make replicas of their yards as well as the rooms inside their homes.
- The children can use a large box lid or tray for the room, then decorate smaller boxes with wrapping paper, fabric, paint, pens, glitter, and play-dough to make the furniture.
- Supply new vocabulary as necessary.
- Encourage the children to ask politely for things they need while they make their rooms.
- You can play the songs from the unit while the children work.

### 3 Show and tell.

- When all of the children have finished their rooms, invite the children in each group to take turns to describe their rooms.
- Help the children to make captions for their rooms: *This is my bedroom. / This is my bed. / My books are on the shelf.*
- Help the children to assemble the rooms to make a plan of a house (or houses). Display the completed houses in the classroom.

## Activity Book – Project page 49

### 1 Make your bedroom. Color, cut, and stick.

- The children cut out the empty bedroom. They color the pictures of the furniture items, then cut them out and stick them in their "bedroom". Encourage the children to tell the class about their finished bedrooms.

## Student Book Lesson 10 – Project page 61

### Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the action for the children to mimic as the recording plays. 1•01
- Play a game using the room objects from Lesson 2. Hide the objects around the classroom. Ask each of the children to find an object.
- Place the room cards on the board. The children take turns to hold up their objects and the rest of the class tells them where to put the object e.g.: *Put the teddy bear in the bedroom.*

### 1 Make a room in a house.

- Ask the class to say what the girl is doing in the first two pictures in the Student Book. Establish that the girl is making items of furniture.

## Literacy Book Unit 5 page 36

This lesson introduces the new sound: *sh* and helps children identify it. As well as using the recording, you can help by exaggerating the sound. If children find the *sh* sound difficult, have them make a *ssss* sound, then pucker their lips and move their tongues backwards in their mouths until it becomes a *sh*.

### 1 Listen and point. Listen and repeat. 1•47

- Play the recording for the children to listen and point to the letters and pictures.
- Play it again for the children to listen and repeat.
- Point to the pictures and ask the children to say the words.

 1•47

*SH says sh, shoe, sheep, shark, brush, trash, starfish*

### Other activities

- Say a word and ask children to identify whether the *sh* comes at the beginning or the end of the word.

## Literacy Book Unit 5 page 37

This lesson practices listening for and identifying the target sound and also in differentiating it from the *s* sound.

### 1 Listen and circle the sound you hear. 1•48

- Explain that the children will hear a complete word, and the sound might be at the beginning or the end of the word.
- The children listen to the recording and circle the letters that match the sound they hear. Ask them whether the sound was at the beginning or the end of the word.
- The children can then trace the letters they have circled.

#### ANSWERS

1 sh 2 sh 3 s 4 sh

 1•48

1 shelf 2 shed 3 sun 4 dish

### 2 Write the letters. Listen and repeat. 1•49

- The children write the circled letters from activity 1 to complete the words, then listen and repeat the words.

### Other activities

- Say two words with the same sound and ask the children to isolate the sound, e.g. *ship, shell – sh; sister, sun – s*.

## Literacy Book Unit 5 page 38

This lesson practices forming letters, spelling out words, and reading words aloud.

### 1 Match and write.

- The children match each pair of pictures and write the letters in order on the lines to make the word.

### 2 Say.

- The children read the words they have written aloud.

## Literacy Book Unit 5 page 39

This lesson practices reading words with the target sounds in context and reading sentences aloud.

### 1 Listen and follow. Listen and repeat. 1•50

- Play the story. Children listen and follow in their books.
- Play the story again, one line at a time, for the children to listen and repeat the sentences.
- Have the children close their eyes, focus on the sounds, and mirror the intonation of the story.

 1•50

*My dish*

1 My name is Ash.

2 This is my dish on the shelf.

3 Smash! Crash!

4 Careful, Ash!

### 2 Read aloud.

- Encourage children to read the story as a class, then act it out in groups, taking turns to be the mom, the girl, and the dog.

### 3 Find these things in the pictures.

- The children name the items and find them.

## Numeracy Book Unit 5

### page 27 Numbers 1–10

#### 1 Look, count, and write.

- Ask the children to choose colors for the objects.
- The children color the objects in the main picture according to the colors they have chosen. They count the colored objects and write the numbers in the boxes.

#### ANSWERS

4 teddies, 6 cars, 7 pencils, 8 balls, 5 books

### page 28 Number words *eleven, twelve*

#### 1 Color and count. Trace and write.

- The children color the circles, then count them and say the numbers. They then trace and write the numbers.

### page 29 Number words *eleven, twelve*

#### 1 Count, write, and circle.

- The children count the objects, circle the correct words, and write the numbers.

#### ANSWERS

12 chairs, 11 ducks, 11 tables, 12 dolls

### page 30 Number words *eight–twelve*

#### 1 Color and match.

- The children color the numbers, then draw lines to match the numbers to the words.

#### ANSWERS

8 - eight, 9 - nine, 10 - ten, 11 - eleven, 12 - twelve

### page 31 Numbers 1–12

#### 1 Join the dots.

- Children join the numbered dots to complete the picture.

### page 32 Numbers 1–12; arithmetic

#### 1 Count and write.

- The children count the cakes in each row, add the two numbers together, and write the answers in the boxes.

#### ANSWERS

10, 9, 12, 10, 12

# What happens in the garden ?



## Objectives

Familiarise children with gardening verbs  
Introduce the unit topic

## Language

**New:** dig, plant, water, pick, wash, eat, hole, seeds, tomatoes, carrots

**Recycled:** family, nature, weather

I see (2) rabbits. What's this? It's a (flower). It's (pink).  
(Sam)'s happy. Let's dig.

## Materials

CD 2, Fifi puppet, Unit 6 Flashcards, Unit 6 Poster, Unit 6 Picture cards page 117, small plastic pots (one per child or pair of children), soil, seeds, small watering cans / plastic bottles; colored pens / pencils / crayons; camera

## Extra activity

Play a memory game. Tell the children to look at the picture in the Student Book for one minute, then close their books. Ask *Where's (May)? / How many (rabbits) do you see? What color are the (carrots)?* The children try to answer from memory. If you like, you can play this as a game in two or more teams, asking questions to each team in turn and awarding one point for each correct answer.

## Student Book Lesson 1 page 62

### Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the recording plays. 🎧 1•01

### 1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review weather, nature, color, and family vocabulary.
- Prompt the children using question forms (e.g.: *Who's this? What's this? Is this a ... ? Where's (Dad)? Is it (rainy)? What's the weather like?*).

- Use the poster / book and the flashcards to introduce the new gardening vocabulary.
- Play a matching flashcard game (with items on the poster).

### 2 Listen and point. 🎧 2•13

- Play the recording for the children to listen and point to the new gardening words in their books.

🎧 2•13

**Sam:** Let's dig a hole.

**Anna:** Let's plant seeds.

**May:** Let's water the tomatoes.

**Mom:** Let's pick the tomatoes.

**Dad:** Let's wash the tomatoes.

**Dad:** Let's eat the tomatoes.

### 3 Listen and repeat. 🎧 2•14

- Play the recording for the children to listen and repeat, first chorally, then individually.

🎧 2•14

dig

plant

water

pick

wash

eat

### 4 What happens in the garden?

#### CRITICAL THINKING

- Introduce the Unit Question: *What happens in the garden?*
- Talk about the different things that you can see / do in the garden. Ask: *What's in the garden? What can you do in the garden?*
- Encourage discussion of what we do to help plants grow (plant them, water them) and what plants need. Elicit the idea of the sun.
- Set up the planting project now, so that by Lesson 10 the children will have plants to show. **Note: The children should take photos of each other as they plant and water their seeds.** Help the children to fill small plastic pots with soil (you could use empty yogurt pots with small holes pierced in the bottom) and plant seeds. Pick seeds that are easy to grow (e.g.: tomatoes, cress, sunflowers, etc.). Place the pots in a sunny spot in the classroom and encourage the children to check their plants and water them in the following lessons. **Note: For an alternative project, see Lesson 10, page 90.**
- Ask the children to cut out the gardening picture cards from the back of the Student Book for the next lesson.

## Activity Book Lesson 1 page 51

### 1 Number in order and say.

- The children number the pictures in the correct order (in the growing process). They color the pictures, then say the word for each picture.

## Play with me



### Objectives

Practice the gardening vocabulary through a game

### Language

**New:** What are you doing? I'm (digging a hole).

### Materials

CD 2, Fifi puppet, Unit 6 Flashcards, Unit 6 Picture cards, Unit 6 Stickers, plants (from Lesson 1); camera

## Student Book Lesson 2 page 63

### Warmer

- Use the Fifi puppet and the flashcards to revise the gardening vocabulary from Lesson 1.
- Ask the children to take out their picture cards.
- Use the Fifi puppet to start a gardening chant to review the new gardening vocabulary. Fifi says: *How do we grow things?* Do actions for each word. The children chant (e.g.: *We dig, we dig, we dig, dig, dig*) and hold up the correct picture cards.
- Tell the children to check and water their plants from Lesson 1. If the plants have changed at all, the children can draw a picture for their experiment record in the Activity Book (page 57). The children should take photos of each other as they water their plants.

### 1 Point and say.

- Focus on the pictures in the Student Book. Ask the class to point to each picture and say the action.

### 2 Listen and stick. 2•15

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what action each sticker shows.
- Play the recording for the children to listen and stick the stickers in the correct places on the Student Book page.
- Ask *What are you doing?* Explain that we use this question to find out what someone is doing right now. Say *I'm digging* and mime the action. Explain that we use this form (verb + *-ing*) to talk about what we are doing right now.

- Play the recording again. Encourage the children to replace the word *tomatoes* with different vegetables or fruits.
- The children can trace the words now or after activity 3.

2•15

**Narrator:** What are you doing?

**Child:** I'm watering the tomatoes.

**Narrator:** What are you doing?

**Child:** I'm digging a hole.

**Narrator:** What are you doing?

**Child:** I'm washing the tomatoes.

**Narrator:** What are you doing?

**Child:** I'm picking the tomatoes.

**Narrator:** What are you doing?

**Child:** I'm eating the tomatoes. Yum! Yum!

**Narrator:** What are you doing?

**Child:** I'm planting seeds.

### 3 Listen and play the game. 2•16

- Focus on the big picture in the Student Book. Ask the class to guess what the children in the picture are doing. (*Playing a game / Miming actions.*).
- Point to the girl miming digging a hole. Ask *What is she doing?* Play the recording for the children to listen and check if they were right.

2•16

**Boy & Girl:** What are you doing?

**Girl:** I'm ...

**Boy & Girl:** digging a hole.

- Choose five children and ask them to come to the front of the class.
- Give each child one of the gardening flashcards. Hold one flashcard back. Tell the children not to show the rest of the class their flashcards.
- Encourage a child from the rest of the class to ask *What are you doing?* The five children at the front of the class act out the word on their card. The rest of the class guess the actions, then say which word is missing.

## Activity Book Lesson 2 page 52

### 1 Draw lines and say.

- The children find the small pictures that complete each scene in the main picture, then draw lines from the small pictures to the correct boxes. They then say what each person is doing.



# Read with me



## Objectives

Read and understand a story

## Language

**New:** delicious, potatoes, beans, pumpkins, soup, grow, cook, stir, chop

We're (making soup). Can I have some (honey)?

## Materials

CD 2, Fifi puppet; Unit 6 Poster; Unit 6 Flashcards; Unit 6 Word cards (optional); Unit 6 Picture cards; character cut-outs Activity Book page 87; plants from Lesson 1; camera

## Extra activity

Play a memory game. Tell the children to look at the story in their books while you play the recording of the story. The children then close their books. Say lines from the story. The children try to remember who said each line and say the name of the correct character. You can play this as a game in teams if you like.

## Student Book Lesson 3 page 64

### Warmer

- Tell the children to check and water their plants from Lesson 1. If the plants have changed at all, the children can draw a picture for their experiment record in the Activity Book (page 57). The children should take photos of each other as they water their plants.
- Use the flashcards to review the gardening words. You can play a game of *What's missing?* Stick the flashcards on the board and ask the children to say the words. The children close their eyes while you remove one or two of the flashcards. The children open their eyes and say which flashcards are missing.
- If you like, you can use the word cards as well as the flashcards. Stick the word cards on the board. Invite children to come to the board and stick the flashcards next to the correct words.
- Use the poster to pre-teach *beans, potatoes, pumpkins*.

## 1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story.
- Point to each of the pictures and ask the children to say what they can see and where the characters are in each picture. Ask the children to say what the characters are doing in the pictures. Ask questions to prompt the children, e.g.: *Where are they? Who's picking the pumpkin? Who's cooking?*

## 2 Listen and point. Listen and repeat. 2:17

- Play the story for the children to listen and point to the story frames.
- Go over the story frame by frame and talk about what's going on. Introduce the new words: *soup, cooking, making*, and the phrases: *We're making soup; Can I have ... ?*
- Play the story again and encourage the children to "read" the speech bubbles. Pause the story after each line so that the children can repeat the text.
- Invite groups of children to act out the story using the character cut-outs. You can ask the children to act out the story with the recording or with speech of their own.

## 3 Talk about the story.

- Ask questions about the story (e.g.: *Where are the animals? What are Fifi and Prickly growing in picture 1? What has Benny got in picture 2? What's Benny doing in picture 3? What are the animals making in picture 4? What does Benny want in picture 5?*) and encourage the children to answer.

### CRITICAL THINKING

- Ask: *Why does Fifi stop Benny from eating the pumpkin? How do they make the soup? Why do the characters think it's funny to put honey in soup?*
- Extend the discussion by asking the children what things we normally use to make soup.
- Ask: *Have you tried pumpkin? Do you like it? How do you feel about trying new things?*

## Activity Book Lesson 3 page 53

### 1 Draw yourself. Choose a vegetable and make soup with Benny.

- The children draw their own features in the blank face. They choose a vegetable from the four small pictures, then draw the vegetable to complete the main picture. They then complete the sentence with the word for their chosen vegetable (*carrot / pumpkin / bean / potato*).

## Sing with me



### Objectives

Practice the new language through a song

### Language

apples, pumpkins, potatoes, honey, cake, soup, cook, chop, stir, make

### Materials

CD 2, Unit 6 Flashcards, Unit 6 Picture cards; a large pot (you could use a box); a large spoon (you could use a ruler); pictures of food items (from magazines / Internet, or hand drawn); plants from Lesson 1; camera

### Extra activity

Play a game of *Picture Bingo!* using the gardening picture cards from this unit and the parts of the house picture cards from Unit 5. Tell the children to choose six of the picture cards and put them on their desks. Call out the gardening words and the parts of the house words in random order. If a child has one of the words you call out, they can remove that picture card from their desk. The first child to remove all their picture cards should call out *Bingo!*

## Student Book Lesson 4 page 65

### Warmer

- Tell the children to check, water, and (if necessary) draw their plants from Lesson 1. The children should take photos of each other as they check and care for their plants.
- Point to the picture frames in the story in Lesson 3. Encourage the children to retell the story. Ask questions to prompt the children, e.g.: *What are Fifi and Prickly growing? What does Benny want to eat in the garden? What are the animals making? What does Benny want in his soup?*
- Revise the words for gardening and parts of the house using flashcards or the children's picture cards. You could hand out the flashcards to the children, then play some music while the children pass the flashcards around the class. Stop the music randomly and ask the children to say short sentences about the flashcards they are holding (e.g.: *I'm in the living room. / I'm digging.*).

### 1 Sing and do. Sing and play. 2-18

- Play the song through once. Tell the children to look at the pictures of Fifi doing the actions for the song.
- Ask the children to copy the actions for the first verse.
- Work together to make up additional actions for the rest of the song.
- Sing and act out the song. Focus on the meaning of *We're + -ing*. Remind the children that we use *we* when there is more than one of us and that we use *-ing* at the end of a verb to talk about what we are doing right now.

### 2-18

Pumpkin soup!  
We're picking the pumpkins,  
We're chopping them fast,  
We're stirring the soup,  
We're eating at last!  
Pumpkin soup!

Ugh! This soup is gloop!  
Let's add some potatoes.  
Let's taste it now.  
Sip, sip, sip,  
This soup is WOW!

Ugh! This soup is gloop!  
Let's add some beans.  
Let's taste it now.  
Sip, sip, sip,  
This soup is WOW!

Pumpkin soup!  
We're picking the pumpkins,  
We're chopping them fast,  
We're stirring the soup,  
We're eating at last!  
Pumpkin soup!

- Play the song again. Ask *What's in the soup?* (pumpkins, potatoes, beans).
- Play a game. Use a big pot (or box) to represent a soup cauldron and a big spoon (or ruler) to stir it with.
- Hand out some pictures of food items and make sure the children know the words for all of the items in the pictures.
- The children take turns to put their pictures into the cauldron while you stir it. The children pretend to taste the soup, then tell you if it's good or bad.
- Sing the song for the children to join in with the words for their food pictures as they add them to the soup.

### 2 Match.

- Show the children the items in the main picture. Ask the children to name the plants and the actions shown.
- The children draw lines to match the plants to the preparation actions, and the preparation actions to the finished dish.
- When the children have completed the activity, point to the apples and ask *What are these?* (Apples). Point to the next picture in the sequence and ask *What's Fifi doing?* (Chopping). Point to the last picture in the sequence and ask *What's this?* (Fruit salad). Repeat for the remaining three sequences.

# Say it with me



## Objectives

Practice words with *ch* digraph

## Language

**New:** bunch, lunch

**Recycled:** chop, orange, carrots

## Materials

CD 2; pictures of foods with the *ch* sound (e.g.: cheese, cherries, chips, chicken, peaches, chilli) (optional); colored pens / pencils / crayons; plants from Lesson 1; camera

## Extra activities

Write the gardening words on the board, one at a time. Write each letter of the word slowly. Tell the class to say the letters as you write them, and to say the word as soon as they know what it is. You can play this as a game in two teams if you like.

Write *It's \_\_\_\_\_ for lunch* on the board. Introduce some food words that use the *ch* sound (e.g.: *cheese, cherries, chips, chicken, peaches, chilli*) using pictures. Place (or draw) a picture in the space and ask the children to read the sentence. Encourage the children to say *Yum!* if they like the food and *Yuck!* if they don't. You could include some non-food items to make funny sentences, e.g.: *chairs, teacher, benches*.

## Student Book Lesson 5 page 66

### Warmer

- Tell the children to check, water, and (if necessary) draw their plants from Lesson 1. The children should take photos of each other as they check and care for their plants.
- Encourage the children to retell the story from Lesson 3. Ask questions to prompt the children if necessary.

### 1 Listen and follow. Listen and repeat. 2•19

- Look at the picture with the class. Use the picture to teach the new words *bunch, lunch*, and review the words *carrots, soup*, and *chop*.
- Play the recording for the children to listen and follow the words on the page.

- Play the recording again for the children to listen and join in with the rhyme. Focus on the pronunciation of the new sound. If children find the *ch* sound difficult, ask them to make a *t* sound and then a *sh* sound. Practice these sounds individually before asking the children to blend them together to make *ch*. You can ask the children to pretend to be a steam train, holding on to the child in front to make a long line and moving around the class saying *ch-ch-ch-ch*.

2•19

Orange carrots in a bunch.

Chop, chop, chop. It's soup for lunch!

### 2 Color the vegetables.

- Show the children the white vegetables in the box in the main picture. Elicit the language for these vegetables (*tomatoes, potatoes, pumpkin*).
- Ask the children to say which vegetables they want to add to the soup. Tell the children to color the vegetables they want to put in the soup.
- Write \_\_\_\_\_ *for lunch*. on the board. Encourage the children to say a sentence about their chosen vegetables (e.g.: *It's tomatoes for lunch.*).

### Optional activities

- To practice listening for the *ch* sound: Read out a list of words, e.g.: *chip, ship, carrot, lunch, chill, shelf, cherry, hair, chair*. When the children hear the *ch* sound, they stand up. Note whether children have problems telling the difference between *ch* and *sh* and practice this more if necessary.
- To practice blending with the *ch* sound: Write *ch* on the board in one color. Ask the children to make the sound. Then write letters to make a word in a different color, e.g. *chop*. Ask the children to sound out the word and then blend the sounds together. Repeat with other *ch* words (e.g.: *chip, chill, check, chip, chick, chin, lunch, bunch, pinch, bench*).

## Activity Book Lesson 5 page 54

### 1 Color the pictures with the *ch* sound. Read and match.

- The children think of the word for each picture, then color the pictures that start with the *ch* sound (*lunch, chop, bunch*). They then read the words in the center of the page and draw lines to match the words to the three colored pictures.

# Follow me



## Objectives

To learn about the importance of eating fruit and vegetables

## Language

**New:** Fruit / Vegetables are good for you. Try one!

## Materials

CD 2; Unit 6 Picture cards; colored pens / pencils / crayons; plants from Lesson 1; camera

## Extra activity

Play a game of *Pictionary*. Draw pictures of fruits and vegetables. Tell the class to try to guess the word before the picture is finished. Encourage the children to say *It's (a pumpkin)*. You can play this game in two teams if you like, awarding one point to the first team to guess each picture.

## Student Book Lesson 6 page 67

### Warmer

- Tell the children to check, water, and (if necessary) draw their plants from Lesson 1. The children should take photos of each other as they check and care for their plants.
- Play the rhyme from Lesson 5. Encourage the children to join in and add picture cards or actions where possible.

🎧 2•19

### CRITICAL THINKING

- Ask the children to talk about food they like / don't like. Ask questions to prompt the children if necessary, e.g.: *Do you like (chocolate / apples / pizza / tomatoes)?*
- Talk about the concept of food being "good for you" (it helps your body and makes you healthy). Ask the children which foods they think are good for them.
- Focus on the pictures in the Student Book. Talk about the first picture. Talk about the food on the plate. Ask *What is it? Do you like it?* Ask the class to guess what the children in the picture are talking about.
- Look at the second picture and talk about what is happening and why this is good (because carrots are good for you and it's good to try new things).

### 1 Listen and follow. Listen and repeat. 🎧 2•20

- Play the dialogue. The children listen and follow the text on the page.
- Play the dialogue again for the class to listen and repeat.

🎧 2•20

**Girl:** I like apples ... but I don't like carrots.

**Boy:** Try one!

**Girl:** It's OK.

**Boy:** Fruit and vegetables are good for you!

### 2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the dialogue again for them, then encourage them to say it themselves.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

### 3 Listen and chant. 🎧 2•21

- Play the chant. Teach the words to the chant and play it again.
- Make new verses with other fruit and vegetables.
- Use the chant to encourage the children to eat fruit and vegetables when appropriate, e.g.: at snack time or lunch time at school.

🎧 2•21

**Apples, carrots, and beans**

**Yes, yes, please!**

**Let's do the fruit and vegetable boogie,**

**Yeah!**

**Boogie with the apples,**

**Boogie with the carrots,**

**Boogie with the beans,**

**Yes, yes, please!**

**Let's do the fruit and vegetable boogie,**

**Yeah!**

## Activity Book Lesson 6 page 55

### 1 Find and color the fruit and vegetables.

- The children look at the food items in the picture and find the fruit and vegetables. They color the fruit and vegetables, then talk about them, e.g.: *These are (apples). They're (red).*



# Explore with me



## Objectives

To learn and talk about bees

## Language

**New:** bee, hive, live, get, queen, worker, food

There's (1) (queen bee). There are (lots of) worker bees.

**Recycled:** big, small

## Materials

CD 2; plants from Lesson 1; camera

## Extra activities

For controlled practice of *There is / There are*: Play a memory game with fruit and vegetables. Put different numbers of each fruit and vegetable (you could use model / toy fruit and vegetables or pictures) on a tray or on your desk. Allow the children to look at the items for one minute, then cover the tray with a cloth. Ask the children to tell you, from memory, what's on the tray, e.g.: *There are two potatoes. There's one banana.* Check that the children are using *There is* for singular items and *There are* for plurals.

For freer practice of *There is / There are*: Invite the children to tell you what's in their garden / the school garden.

## Student Book Lesson 7 page 68

### Warmer

- Tell the children to check, water, and (if necessary) draw their plants from Lesson 1. The children should take photos of each other as they check and care for their plants.
- Ask the children what they learned about in the previous lesson (the importance of eating fruit and vegetables). Play the chant from Lesson 6 and encourage the children to join in. 2•21
- Review the language from the unit by asking about what you can see / do in a garden.
- Introduce the topic of creatures that live in gardens. Ask the children to say any words they know for animals / insects that live in gardens.

- Pre-teach the word *bee*. Ask the children what they already know about bees (*What color are bees? How many legs do bees have? etc.*).
- Ask the children to look at the Student Book page and tell you what they can about the pictures. Prompt the children with questions: *What's this? Where is it? What color is it? Do you like bees? Do you like honey?*
- Encourage the children to give reasons why they like / don't like bees.

### 1 Listen and follow. Listen and repeat. 2•22

- Play the recording for the class to listen and follow the text on the page. Make sure that the children are pointing to the correct pictures as they listen to the recording.
- Play the recording again, one sentence at a time, for the class to listen and repeat.
- Ask the children to point to the following items in the photos: *the hive, the queen bee, a worker bee, a flower.*

2•22

- 1 Bees live in a hive.  
They make honey.
- 2 There's one queen bee. She's big.  
There are lots of worker bees. They're small.
- 3 The worker bees get food from flowers.  
Bees like yellow, blue, and purple flowers.

### 2 Look and say.

- Ask the children to listen and say the number of the photograph you're describing. Say *There's a queen bee.* (2) *There's a yellow flower.* (3) *There's a hive.* (1) *There are worker bees.* (2)

### CLIL BOX: SCIENCE

This lesson presents the children with some facts about the honeybee. It encourages children to value honeybees because of their role in producing honey. You may wish to extend the topic by telling the children about the importance of honeybees in pollinating plants, and therefore helping us to grow fruit and vegetables to eat. You could encourage honeybees into your school garden by planting yellow, blue, and purple flowers.

**NOTE** If any of the children are wary / scared of bees because they think they will be stung, explain that bees very rarely sting when they are away from their hive. They may be attracted to the smell of soap, for example, mistaking it for a food source. If the child stays very still, the bee will soon work out that there is no nectar there and it will fly away.

# Think with me



## Objectives

- To review numbers
- To play a game of hopscotch

## Language

**New:** hopscotch

**Recycled:** numbers 1–10, prepositions of place

There are (8) (blue) flowers.

## Materials

CD 2, Unit 6 Picture cards; chalk; beanbag; colored pens / pencils / crayons (optional); plants from Lesson 1; camera

## Extra activities

Ask the children to draw a picture of a garden. Tell them to draw lots of things in their garden (animals, insects, plants, etc.). Invite them to show their picture to the class and tell the class what there is / are in their picture and where the items are (e.g.: *There are three bees. They're yellow and black. They're on the flowers. There's a big tree. It's green and brown. It's next to the house.* etc.).

## Student Book Lesson 8 page 69

### Warmer

- Tell the children to check, water, and (if necessary) draw their plants from Lesson 1. The children can take photos of each other as they check and care for their plants.
- Play a game of *Bingo!* to warm the class up and revise numbers 1–15.

### 1 Talk about the picture.

- Ask the children to look at the picture and tell you about it. Prompt them with questions, e.g.: *What's this? What color is (the flower)? Who's in the garden? What's the weather like? What's Anna doing?*
- Explain that Anna is playing a game called hopscotch, and that Sam and May are counting bees.

### 2 Count and trace.

- Ask the children to look at the activity on the right. Point to each object and ask *How many (blue) (flowers)?* The

children count the items in the big picture on the left and then trace the correct number next to each object.

### CRITICAL THINKING

- When the children have finished the activity, ask them to tell you how many of each object there is / are in the picture. Encourage the children to use the structure: *There is / There are.*

### 3 Listen and sing. 2•23

- Play the song for the children to listen, then play it again for them to listen and try to join in.
- Teach the children actions for the song, e.g.: holding up fingers for the numbers, flapping their arms like wings for *honeybee*, pointing to themselves for *me*, turning around.
- Encourage them to join in with the numbers when they can.

2•23

*One, two, three, four, / Five, six, seven, eight,  
Nine, ten and back again. / That's the way we play!*

*Buzz, buzz, buzz like a bee, / Making honey just for me.  
Hop and jump to number ten, / Turn around, come back again.*

*One, two, three, four, / Five, six, seven, eight,  
Nine, ten and back again. / That's the way we play!*

### 4 Play hopscotch.

- If you have time and space, play a game of hopscotch in the school playground. **Note:** If you need to play the game indoors, stick numbered paper squares on the floor instead of using chalk.
- Draw a hopscotch diagram (see Student Book page 69) with squares for the numbers 1–10.
- Demonstrate the game to the class. Throw a beanbag onto the diagram. Try to get it into just one of the squares. Hop to the end of the diagram, missing the square where the beanbag is. Then hop back, stopping on the square before the beanbag to pick it up before hopping the rest of the way. Say the numbers of the squares as you land on them, or play and sing the hopscotch song. You should put one foot in each square to hop on the single squares (1, 4, 7, 10) and land with both feet on the ground (one in each square) on the double squares (2/3, 5/6, 8/9).
- The children take turns to play the game. To make the game competitive, divide the class into two teams. Children from each team in turn try to complete the course. Award one point to each child who completes it without falling over or putting a foot down when they shouldn't.

## Activity Book Lessons 7 & 8 page 56

### 1 Look and color.

- The children color the picture, using the numbered colors for the matching numbered parts of the picture. Encourage them to talk about their completed pictures.

### Fifi's Challenge.

- Fast finishers can count the bees in the picture in activity 1, then circle the correct number.

# Show me



## Objectives

To practice the language from the unit through a game

## Language

nature, food, actions

What are you doing? We're (digging).

## Materials

CD 2, Fifi puppet, Unit 6 Poster, Unit 6 Picture cards, plants from Lesson 1; colored pens / pencils / crayons (optional); camera

## Extra activities

Do a picture dictation to revise words for fruit and vegetables, the structure *There is / are*, and prepositions of place. Describe a garden scene to the class. The class draw the scene you describe. Invite children to show their finished pictures to the class and talk about what there is / are in their picture and where the items are.

Write sequences of four numbers from one to fifteen on the board with one number missing in each sequence (e.g.: 8, 9, \_\_, 11). Invite children to come to the board and write the missing numbers. You can play this as a game in two teams if you like, asking children from each team in turn to complete a number sequence and awarding one point for each correct number.

- Encourage the children to talk about what other things they can see in the garden using *There is / are*.

### CRITICAL THINKING

- Focus on the activity at the side of page 70.
- Explain that the children have to number the pictures in order, then say what happens in the correct order.
- Ask *Which is number (1)? (Digging)*.
- The children trace the numbers on the page, then draw lines to join each picture to a number.
- Ask the children to point to the pictures and say the words in the correct order.

## 2 Play the game.

- Invite two or three children to mime an action from the unit (e.g.: digging).
- Invite another child from the class to ask *What are you doing?* The miming children answer *We're (digging)*.
- Invite another two or three children to mime another action. The first group of children continues to mime their action, forming a chain.
- Invite children around the class to ask *What are you doing?* as the chain grows. The groups in the chain answer *We're (digging)*. *We're (planting)*. *We're (chopping)*. etc.

## 3 What happens in the garden?

### CRITICAL THINKING

- Ask the class the big question for this unit: *What happens in the garden?*
- Encourage the children to talk about what you can see / do in a garden, how plants grow and what bees do, using all the language from the unit.
- Extend the discussion by talking about what we do with food after picking and washing it (e.g.: *chop, stir, cook*, etc. ... *and eat!*). You can also extend the discussion to talk about where the food the children like comes from, e.g.: French fries come from potatoes, soup comes from tomatoes and beans, honey comes from bees, etc.

## Student Book Lesson 9 page 70

### Warmer

- Tell the children to check, water, and (if necessary) draw their plants from Lesson 1. The children can take photos of each other as they check and care for their plants.
- Sing the song from Lesson 8. The children can sing along with the recording and hold up the appropriate number of fingers when they hear the number words in the song.  
🎧 2-23

### 1 Look at the poster. Match in order.

- Use the Fifi puppet to talk about the poster. Ask *Who's in the garden? What's (Sam) doing?* etc.
- The children point to the poster or the picture on page 62 of their books and answer about the actions.

# Show and Tell



## Objectives

- To grow plants
- To make a photo display

## Language

- vegetables, beans, pot, water
- We're (water)ing the (beans).

## Materials

- CD 2, plants from Lesson 1; colored pens / pencils / crayons; camera; pictures or photos of the plants' progress so far; large sheet of card

## 3 Show and tell.

- Encourage the children to talk about their plants and the photo display. If possible, they can show it to other children or adults and talk about what the photos show.

## Alternative project

- If you are not able to do the planting project, you could make a fruit salad instead. Ask the children to bring in a wide variety of fruits, or bring these to class yourself. Take photos as the children wash, chop, stir, and eat the fruit. If it is permitted, you can give the children blunt knives to chop the fruit. Alternatively, you can chop it before the lesson.
- Get the children to work in groups to make their own mixture of fruits for a fruit salad. Each fruit salad will be different.
- Help the children to make a classroom photo display showing the process they used to make their fruit salad and adding captions using the language from the unit.
- Invite the children to describe their fruit salad and how they made it.

## Activity Book – Project page 57

### 1 Draw your plant when it grows. Cut and stick.

- The children may have drawn pictures of their plants growing in the chart already. Now, they can cut out the days of the week and stick them above the correct pictures.

## Student Book Lesson 10 – Project page 71

### Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mime as the recording plays. 🎧 1-01
- Play a game using the actions from Lesson 9. Invite two children to mime one of the actions for the rest of the class. Invite another child to ask *What are you doing?* The miming children reply *We're (chopping)*. Repeat with other pairs of children.

### 1 Plant seeds and water them.

- Ask the class to say what the children are doing in the first two pictures in the Student Book. Establish that the children are planting and watering their plants.
- Help the class to describe what the children are doing in the main picture. Establish that the children are showing and talking about their plants.

### 2 Watch the plants grow.

- The children can use their photos of the process they used to grow their plants to make a classroom display.
- Help the children to stick their photos onto a large piece of card and write captions using the language from the unit.
- The children can then display their photos and plants in the classroom.



## Literacy Book Unit 6 page 40

This lesson introduces the new sound: *sh* and helps children to identify it. As well as using the recording, you can help by exaggerating the sound. If children find the *ch* sound difficult, have them make a *t* sound, then a *sh* sound, then run the two together to make *ch*.

### 1 Listen and point. Listen and repeat. 1:51

- Play the recording for the children to listen and point to the letters and pictures.
- Play the recording again for them to listen and repeat.
- Point to the pictures and ask the children to say the words.

 1:51

*C H says ch, children, cheese, chair, ostrich, branch*

### Other activities

- Say a word and ask children to identify whether the *ch* comes at the beginning or the end of the word.

## Literacy Book Unit 6 page 41

This lesson practices listening for and identifying the target sound and also in differentiating it from the *sh* sound.

### 1 Listen and circle the sound you hear. 1:52

- Explain that the children will hear a complete word, and that the sound might be at the beginning or the end of the word.
- Children listen to the recording and circle the letters that match the sound they hear. Ask them to tell you whether the sound was at the beginning or the end.
- The children can then trace the letters they have circled.

#### ANSWERS

1 ch 2 sh 3 ch 4 ch

 1:52

1 chin 2 shell 3 chest 4 bench

### 2 Write the letters. Listen and repeat. 1:53

- The children write the circled letters from activity 1 on the letter lines to complete the words.
- The children then listen and repeat the words.

### Other activities

- Say two words, e.g. *ship, chip*. Ask the children to stand up if the initial sound is the same, and stay seated if it's not.

## Literacy Book Unit 6 page 42

This lesson practices forming letters, spelling out words, and reading words aloud.

### 1 Follow and write.

- The children draw a line along the path from each word to the matching picture and copy the word onto the lines.

### 2 Say.

- The children read the words they have written aloud.

## Literacy Book Unit 6 page 43

This lesson practices reading words with the target sounds in context and reading sentences aloud.

### 1 Listen and follow. Listen and repeat. 1:54

- Play the recording. Children listen and follow the text.
- Play the recording again, one line at a time, for the children to listen and repeat the sentences.
- Have the children close their eyes, focus on the sounds, and mirror the intonation of the recording.

 1:54

*The Robin*

1 The robin has a red chest.

2 She has six chicks in her nest.

3 The chicks have bugs for lunch.

4 The chicks get big!

### 2 Read aloud.

- Encourage children to read the text as a class. Then ask individual children to read one of the captions for the rest of the class to listen and say the number.

## Numeracy Book Unit 6

### page 33 Concept: sequences

#### 1 What's next? Match.

- The children match the boxes to complete the sequences.

#### ANSWERS

cucumber, grapes, strawberry, apple, carrot

### page 34 Number words *thirteen, fourteen, fifteen*

#### 1 Color and count. Trace and write.

- The children color the circles, then count them and say the numbers. They then trace and write the numbers.

### page 35 Number words *four–fourteen*

#### 1 Count and write. Circle.

- The children count the objects, circle the correct words and write the numbers.

#### ANSWERS

10 teddies, 12 dolphins, 14 ducks, 11 penguins

### page 36 Number words *twelve–fifteen*

#### 1 Color and find. Match.

- The children color the dotted sections to find the numbers, then draw lines to match the numbers to the words.

#### ANSWERS

14 - fourteen, 12 - twelve, 13 - thirteen, 15 - fifteen

### page 37 Numbers 1–15

#### 1 Follow the number words.

- The children join the number words in order to find their way through the lily pads.

### page 38 Numbers 1–15; arithmetic

#### 1 Count and match. Write.

- The children count the number of squares in each set, then match each set of squares to the correct problem. They add the numbers together and write the answers in the boxes.

#### ANSWERS

12, 14, 13, 11, 15

# Revision Story 2 – The Enormous Carrot



## Objectives

Review language and structures from Units 1–6  
Read and understand a story

To learn about the value of offering politely and working together.

## Language

Vocabulary and structures from Units 1–6

**New:** farmer, enormous, wife, pull (it up), everyone

## Materials

CD 2, Fifi puppet, Units 1–6 Flashcards, Units 1–6 Picture cards (optional)

## Extra activity

Play a memory game. Tell the children to look at the story in their books while you play the recording. The children then close their books. Say lines from the story. The children try to remember who said each line and say the name of the correct character. You can play this as a game in teams if you like.

## Student Book Revision Story 2 pages 72–73

### Warmer

- Use the flashcards from Units 1–6 to revise vocabulary from previous units. You can do this by playing a game of *What's missing?* Stick ten flashcards on the board. Point to the flashcards and ask the class to say the words. Tell the class to close their eyes. Remove two or three of the flashcards. The children open their eyes and say which flashcards are missing.
- Use the Fifi puppet or draw pictures to pre-teach the words / phrases *farmer*, *wife*, *everyone*, and *pull it up*, and to revise the words *hungry* and *little*.

### 1 Talk about the pictures.

- Use the Fifi puppet to introduce the story.
- Introduce and help the children to identify the new characters and any objects they recognize in the pictures.

- Ask questions to prompt the children: *Who's this? What's this? What color is the ...?*

### 2 Listen and follow. Listen and repeat. 2-24

- Play the story. The children listen and follow the story frames.
- Go over the story frame by frame and talk about what's going on.
- Listen to the story again, encouraging the children to point to and 'read' the speech bubbles.
- Play the story again, pausing after each line for the children to repeat. Encourage the children to say the lines from the story.
- Play the story one line at a time. Invite the children to suggest actions for each line. Play the story again and encourage the children to join in.

### 3 Act it out.

- Invite groups of children to act out the story. You can ask the children to role-play to the recording or role-play with speech on their own.

### CRITICAL THINKING

- Encourage the children to talk about the story and to think about the value *offering politely and working together*. Ask: *Why does the farmer need help? Who helps the farmer? Why do we sometimes need help? Why is it good to help people? Who do you help? How? Who helps you? How?*

### Extension activity

- Play a memory game. Ask the children to think of all the food words they know. Write suggestions on the board.
- Say *Let's make carrot soup!* Encourage a child to add a food to the soup, e.g.: *Let's make carrot and pumpkin soup!*
- Continue around the class, encouraging the children to add to the list and make it as long as possible. It doesn't matter if the foods are unlikely ingredients; that will only make the game more fun.

## Activity Book Review 2

### 1 Find and circle. Say. page 59

- The children find and circle six of the items from outside the main picture in the main picture. They then talk about the items they have circled. They may color them.

### 1 Follow, draw, and say. page 60

- The children match the silhouettes to the pictures, then follow the paths with their finger, or with a pencil, to match them. They then complete the pictures and talk about them.

### 2 Color for you.

- The children think about their progress in Units 4–6 and color the number of stars that they think best represents their progress.

# What do farm animals do ?



## Objectives

Familiarize children with words for farm animals  
Introduce the unit topic

## Language

**New:** cow, horse, sheep, goat, donkey, chicken

**Recycled:** farmer, animals, nature, numbers

How many (sheep) do you see? There are (white) rabbits.

## Materials

CD 2, Fifi puppet, Unit 7 Flashcards, Unit 7 Poster, Unit 7 Picture cards page 119

## Extra activity

Play a memory game. Tell the children to look at the picture in the Student Book for one minute, then close their books. Ask *Where's (Sam)? How many (cows) do you see? What color are the (sheep)? What's (May) wearing?* The children try to answer from memory. If you like, you can play this as a game in two or more teams, asking questions to each team in turn and awarding one point for each correct answer.

## Student Book Lesson 1 page 74

### Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the recording plays. 🎧 1•01

### 1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review animals (*duck, frog, bird, rabbit*), nature (*trees, flowers, pond, carrot*), colors, and numbers vocabulary.
- Prompt the children using question forms, e.g.: *Who's this? What's this? Is this a ...? What color are (the carrots)? Where's (Sam)? How many (sheep) do you see?*
- Ask about the baby animals and encourage the children to make animal families as in Unit 3.
- Encourage confident children to answer *How many ... ?* questions using *There is / are ...*

- Use the poster / book and the flashcards to introduce the new farm animal vocabulary.
- Play a matching flashcard game (with items on the poster).

### 2 Listen and point. 🎧 2•25

- Play the recording for the children to listen and point to the new farm animal words in their books.

🎧 2•25

**Sam:** It's a cow.

**May:** It's a horse.

**May:** It's a sheep.

**Sam:** It's a goat.

**May:** It's a donkey.

**Anna:** Look, Bird! It's a chicken.

### 3 Listen and repeat. 🎧 2•26

- Play the recording for the children to listen and repeat, first chorally, then individually.

🎧 2•26

cow / horse / sheep / goat / donkey / chicken

### 4 What do farm animals do?

#### CRITICAL THINKING

- Ask the children to find Bird. Ask: *Where's Bird? How does he feel?* Ask the children to say why they think Bird looks unhappy.
- Introduce the Unit Question: *What do farm animals do?*
- Ask questions about what the farm animals can / can't do. Use recycled language, e.g.: *Can a cow run? Can a donkey fly?* Elicit more statements about what the various animals can and can't do.
- Talk further about farm animals. Focus on the picture. Encourage the children to talk about which animals in the picture they think live on the farm, e.g.: *Do birds live on a farm? Does the rabbit live on the farm?* Ask the children about the other animals they know (fox, hedgehog, bear, penguin, etc.) – do they live on a farm?

- Ask the children to cut out the farm animal picture cards from the back of the Student Book for the next lesson.

## Activity Book Lesson 1 page 61

### 1 Count and write. Say.

- The children count the animals in the main picture and write the numbers in the boxes next to the small pictures.

# Play with me



## Objectives

Practice the farm animal vocabulary through a game

## Language

**New:** He / She has (chickens).

**Recycled:** I have (a chicken).

## Materials

CD 2, Fifi Puppet, Unit 7 Flashcards, Unit 7 Picture cards, Unit 7 Stickers, Unit 7 Poster

## Student Book Lesson 2

page 75

### Warmer

- Use the Fifi puppet and the flashcards to revise the farm animal vocabulary from Lesson 1.
- Ask the children to take out their picture cards.
- Use the Fifi puppet to start an animal chant. Fifi asks the question: *What does a cow say?* The children chant: *A cow says Moo moo, Moo moo* and hold up the correct picture card. Fifi then asks about the other animals and the children add the new animal names and sounds to the chant (*A cow says Moo moo, Moo moo, a sheep says Baa-baa, Baa-baa, etc.*). This could be done in groups, with each group adding a new animal sound to the chant.

### 1 Point and say.

- Focus on the pictures in the Student Book. Ask the class to point to and say what animals they can see on the page.
- Introduce the new grammar *He / She has ...* using the poster. Point to the boy with a donkey and say *He has ...*. Prompt the children to complete the sentence. Then point to the adult farmer and say *She has ...* again eliciting the rest of the sentence from the children.

### 2 Listen and stick.

2.27

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what each sticker shows.
- Play the recording for the children to listen and stick the stickers in the correct places on the Student Book page.
- The children can trace the words now or after activity 3.

2.27

The farmers have a lot of animals.  
She has a chicken.  
He has a horse.  
She has a sheep.  
He has a goat.  
She has a cow.  
He has a donkey.

### 3 Listen and play the game.

2.28

- Focus on the big picture in the Student Book. Ask the class to guess what the children in the picture are doing. (*Playing a game / Miming animals*).
- Point to the children role-playing chickens. Ask *How many chickens?* Remind the children that when there are more than one, we use the plural *s*. Point out the irregular plural *sheep*.

2.28

**Children:** Cluck cluck.

**Girl 2:** He has chickens.

**Boy 1:** Yes. I have chickens!

- Choose four children to come to the front of the class.
- Three of the children secretly choose an animal to act out. Two children act being the animal (using animal sounds) and the third child acts out being the farmer, looking after the animals. The remaining child guesses what animals the third child has / is looking after. (e.g.: *Farmer Adam has donkeys!*) The role-playing children answer *Yes, he has donkeys.* or *No! Try again.*
- If you wish to add a competitive element to the game, you can award a point for each correct answer guessed on the first try.

## Activity Book Lesson 2

page 62

### 1 Read and ✓. Say.

- The children look at the pictures and check the animals that each farmer has. They then tell the class what each farmer has.



# Read with me



## Objectives

Read and understand a story

## Language

**New:** funny, cute, drink, say

What does a (goat) do? It (drinks) (water).

**Recycled:** swim, eat

## Materials

CD 2, Fifi Puppet; Unit 7 Poster; Unit 7 Flashcards; Unit 7 Word cards (optional); Unit 7 Picture cards; character cut-outs Activity Book page 87

## Extra activity

Play a memory game. Tell the children to look at the story in their books while you play the recording. The children then close their books. Say lines from the story. The children try to remember who said each line and say the name of the correct character. You can play this as a game in teams if you like.

## Student Book Lesson 3 page 76

### Warmer

- Use the flashcards to review the farm animal words. You can play a game of *What's missing?* Alternatively, you can stick groups of picture cards on the board (using different numbers of cards for each animal) and ask the children to look at the board for one minute, then close their eyes. Ask the children to say how many of each animal there are from memory.
- If you like, you can use the word cards as well as the flashcards. Stick the word cards on the board. Invite children to come to the board and stick the flashcards next to the correct words.
- Use the poster to pre-teach *funny, cute, say*.

## 1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story.
- Point to each of the pictures and ask the children to say what they can see and where the characters are in each picture.
- Ask the children to say what animals they can see in the pictures. Ask *What does a goat / duck say?* Prompt children to use the sounds they made for the game in Lesson 2.

## 2 Listen and point. Listen and repeat. 2:29

- Play the story for the children to listen and point to the story frames.
- Go over the story frame by frame and talk about what's going on. Introduce the new word: *drink*.
- Play the story again and encourage the children to "read" the speech bubbles. Pause the story after each line so that the children can repeat the text.
- Invite groups of children to act out the story using the character cut-outs. You can ask the children to act out the story with the recording or with speech of their own.

## 3 Talk about the story.

- Ask questions about the story (e.g.: *Where are Fifi, Benny and Prickly in picture 1? What animals are they looking at in picture 2? What color is the frog in picture 3? How does the mommy duck feel in picture 4? How many baby ducks do you see in picture 5?*) and encourage the children to answer.

### CRITICAL THINKING

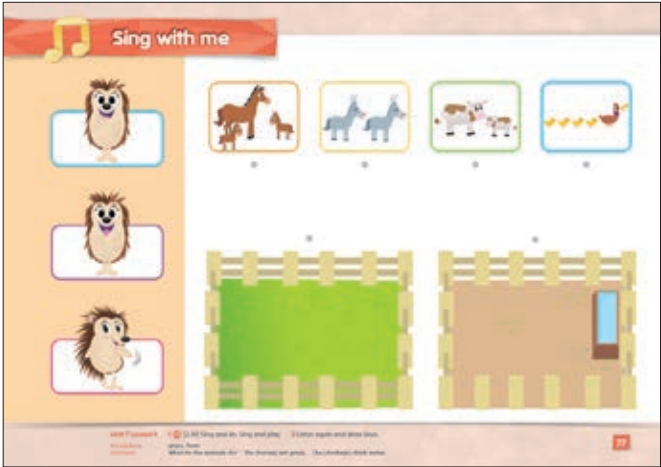
- Ask: *What is the farmer doing? Why is the goat funny? What does a goat do? (eats, drinks, jumps, plays, says maaaa, etc.). What does the goat eat in picture 2? Why does Prickly love the baby ducks? What does the mommy duck do to Prickly in picture 4? Why? How should we behave near animals? (Be careful!)*

## Activity Book Lesson 3 page 63

### 1 What happens in the story? Read and ✓.

- The children look at the pictures and think about what each animal / character does in the story. They then read the sentences and check the correct sentences to match each picture.

# Sing with me



## Objectives

Practice the new language through a song

## Language

**New:** grass, farm

What do the animals do? The (horses) eat grass. The (donkeys) drink water.

## Materials

CD 2, Unit 7 Flashcards, Unit 7 Picture cards; large hoops or jump ropes

## Extra activity

Play a game of *Pictionary*. Draw pictures of farm animals (and other known animals). Tell the class to try to guess the word before the picture is finished. Encourage the children to say *It's (a sheep)*. You can play this game in two teams if you like, awarding one point to the first team to guess each picture.

2:30

What do the animals do  
Down at the farm?  
The horses eat grass,  
The donkeys drink water,  
The chickens say cluck,  
And the cute little sheep say  
Bah, bah, bah.  
Down at the farm,  
Down at the farm.

What do the animals do  
Down at the farm?  
The cows eat grass,  
The ducks drink water,  
The frogs say croak,  
And the funny little goats say  
Maa, maa, maa.  
Down at the farm,  
Down at the farm.

- Play a game with the song. Get some large hoops or jump ropes to mark out animal pens.
- Divide the class into small groups and ask them to stand in the hoops. Hand out an animal card to each group. Tell the children that they are going to act being the animals on the card.
- Play the first verse of the song, pausing the tape after each line for the children in each group to act out or make animals noises according to the animal on their card. Sing the group lines, e.g.: *Down at the farm*, together.
- Swap the groups around and continue the game.

## 2 Listen again and draw lines.

- Play the song again. Ask the children to point to what the animals eat or drink (in the animal pens). Then ask the children to use their fingers to trace lines between the groups of animals and the things that they eat or drink according to the song. The children then draw lines with a pencil to match the animals to the correct pens.

## Student Book Lesson 4 page 77

### Warmer

- Point to the picture frames in the story in Lesson 3. Encourage the children to retell the story. Ask questions to prompt the children, e.g.: *Where are Benny, Fifi and Prickly? What animals do they see at the farm? What does the goat do? What does the duck do? Why?*
- Make animal sounds and ask the children to show their matching picture cards.
- Ask *What do the goats / ducks / cows say?* Elicit the plural form of the verb, e.g. *say* not *says*.

### 1 Sing and do. Sing and play. 2:30

- Play the song through once. Tell the children to look at the pictures of Prickly doing the actions for the song.
- Ask the children to copy the actions for the first verse.
- Work together to make up additional actions for the second verse.
- Sing and act out the the song.

## Say it with me



### Objectives

Practice words with *th* digraph (unvoiced)

### Language

**New:** fat, thin, thick

**Recycled:** duck, frog, grass, big, dog

### Materials

CD 2; Colored pens / pencils / crayons

### Extra activity

Write the farm animal words on the board, one at a time. Write each letter of the word slowly. Tell the class to say the letters as you write them, and to say the word as soon as they know what it is. You can play this as a game in two teams if you like.

## Student Book Lesson 5 page 78

### Warmer

- Encourage the children to retell the story from Lesson 3. Ask questions to prompt the children if necessary.

### 1 Listen and follow. Listen and repeat. 2:31

- Look at the picture together with the class. Use the picture to teach the new words: *fat*, *thin*, *thick* and review the words *duck*, *frog*, *grass*, *big*, and *dog*.
- Play the recording for the children to listen and follow the words on the page.
- Play the recording again for the children to listen and join in with the rhyme. Focus on the pronunciation of the new sound. Have the children put their tongue just between their teeth and blow to make the unvoiced *th* sound. You can also ask children to make a *sssss* sound and gradually move their tongues forward between their teeth.

2:31

**Benny:** I see one fat duck and two thin frogs.

**Fifi:** I see thick, thick grass and three big dogs!

### 2 Listen and color. 2:32

- Ask the children to take out their colored pens / pencils / crayons. Say *Show me (blue)*. The children hold up the correct colors.

- Tell the children that they are going to listen to an adult and a child talking about the picture. The child is coloring in the picture.
- Play the first part of the recording for the children to listen and point to the bird that the adult and child on the recording are talking about. Ask the children to say what color the child colors the bird (*brown*). Ask the children to color the bird brown in their books.
- Repeat this process for the next two birds.

2:32

**Adult:** Do you see the bird next to Fifi?

**Child:** Next to Fifi? Yes, I do.

**Adult:** Color it brown.

**Child:** OK.

**Adult:** Good work. Now, there's a bird behind Fifi.

**Child:** Behind Fifi? Oh yes, it's eating.

**Adult:** That's right. Color it green.

**Child:** Green. OK.

**Child:** I see a bird above Fifi.

**Adult:** Above Fifi?

**Child:** Yes, in the tree.

**Adult:** That's right. Color the bird in the tree yellow.

**Child:** OK.

**Child:** Finished.

**Adult:** Good work.

### Optional activities

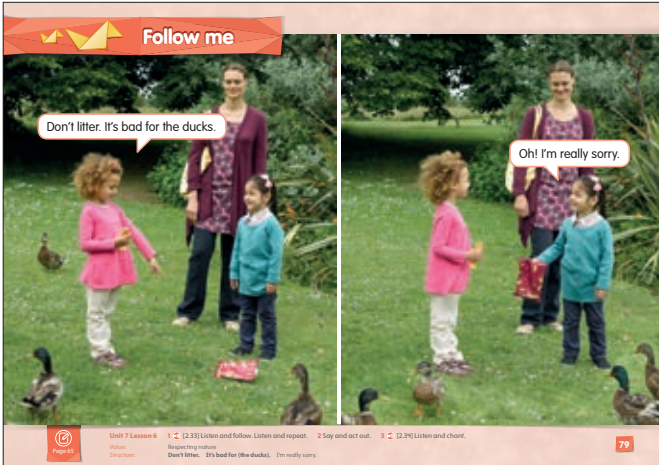
- To practice listening for unvoiced *th* and *s*: Read out a list of words with unvoiced *th* / *s*, for example: *thick*, *sick*, *some*, *thumb*, *pass*, *bath*, *think*, *sink*. When children hear the unvoiced *th* sound, they stand up. Note whether children have problems telling the difference between *s* and *th* and provide further practice of this if necessary.
- To practice blending with the *th* sound: Write *th* on the board in one color. Ask the children to make the sound. Then write letters to make a word in a different color, e.g., *thin*. Ask children to sound out the word and then blend the sounds together. Repeat with other unvoiced *th* words (e.g.: *thick*, *bath*, *think*, *moth*, *math*, *cloth*).

## Activity Book Lesson 5 page 64

### 1 Read and color the correct picture. Trace.

- The children read the words and choose the correct picture to match each word. They then color the picture and trace the word.

# Follow me



## Objectives

To learn about the importance of looking after our world

## Language

**New:** Don't litter. It's bad for (the ducks).

**Recycled:** I'm really sorry.

## Materials

CD 2; Unit 7 Picture cards; colored pens / pencils / crayons

## Extra activity

Play a game of *Picture Bingo!* using the farm animal picture cards. Tell the children to choose four of the picture cards and put them on their desks. Call out the farm animal words in random order. If a child has one of the words you call out, they can remove that picture card from their desk. The first child to remove all their picture cards should call out *Bingo!*

## Student Book Lesson 6 page 79

### Warmer

- Play the rhyme from Lesson 5. Encourage the children to join in and add picture cards or actions where possible.

### CRITICAL THINKING

- Ask the children to look around the classroom. Ask *Can you see any signs?* Talk about why we put signs up. Ask *How can signs help us?*
- Focus on the pictures in the Student Book. Talk about the first picture. Ask *Where are the children? What are they doing? Can you see the ducks? Can you see the litter?* Pre-teach the word *litter*.
- Look at the second picture and talk about what is happening now and why this is good (*It's good to pick up litter and keep our world clean. Litter is bad for animals.*).

## 1 Listen and follow. Listen and repeat. 2:33

- Play the dialogue. The children listen and follow the text on the page.
- Play the dialogue again for the class to listen and repeat.

2:33

**Girl:** Don't litter. It's bad for the ducks.

**Girl:** Oh! I'm really sorry.

## 2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the dialogue again for them, then encourage them to say it themselves.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

## 3 Listen and chant. 2:34

- Play the chant. Teach the words and the actions to the chant.

**ACTIONS** Line 1: Walk on the spot

Line 2: One finger held up, as if thinking

Line 3: One finger to lips as if deciding what to do

Lines 4: Wag finger as if saying no, no

Line 5: Finger to temple, as if indicating being smart and making a smart decision

Line 6: Arms stretched wide, encompassing the world, smiling

- Play the chant again and act it out with the children.
- Use the chant to encourage the children to think before they litter, and to think about the result of littering on the natural world.

2:34

*When out and about,  
Think about the animals,  
Think about your world.  
Don't litter,  
Be smart.  
Look after your world!*

## Activity Book Lesson 6 page 65

### 1 Find and circle the differences.

- The children look at the pictures and circle the differences. They can then tell the class about the differences they found and say which behavior is good and which is bad.



# Explore with me



## Objectives

To learn and talk about numbers 16–20

## Language

**New:** numbers 16–20

They have (15) (black and white) (cows).

**Recycled:** numbers 1–15, animals, colors

## Materials

CD 2

## Extra activity

Play the *Black Sheep* game. The children stand in a circle. Tell the children to count to twenty as you move around the circle, touching the children on the head in turn. The child numbered twenty is the “black sheep” and has to sit down. Repeat until only one child is left standing.

# Student Book Lesson 7 page 80

## Warmer

- Ask the children what they learned about in the previous lesson (the importance of looking after our world). Play the chant from Lesson 6 and encourage the children to join in. 2•34
- Review the language from the unit by asking about what animals you can see on a farm, what sound each animal makes, and what each animal can / can't do.
- Ask the children to tell you about any farm(s) they might have seen or visited.
- Review numbers 1–15 and use the number line on the Student Book page to teach 16–20. Practice adding one more to the numbers, using the number line.
- Ask children to look at the Student Book page and tell you what they can about the pictures. Prompt the children with questions: *What animals do you see? What colors are they?*

## 1 Look and repeat the numbers. 2•35

- Play the recording for the class to listen and follow the number line. Make sure that the children are pointing to the correct numbers as they listen to the recording. The children should join in saying the numbers if they're able to.
- Play the recording again for the class to listen and repeat.

2•35

Ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

## 2 Listen and follow. Listen and repeat. 2•36

- Play the recording for the class to listen and follow the text on the page. Make sure that the children are pointing to the correct pictures as they listen to the recording. The children should join in saying the numbers if they're able to.
- Play the recording again, one sentence at a time, for the class to listen and repeat.

2•36

- 1 This is Ellen and Nick. They're farmers.
- 2 They have fifteen black and white cows. They have one brown and white cow.
- 3 They have seventeen brown chickens and one white chicken.
- 4 They have nineteen white sheep and one black sheep.

## 3 Look and say.

- Ask *How many black and white cows do Ellen and Nick have? (15) How many brown and white cows do they have? (1) How many cows do they have altogether?* Tell the children to add one in their heads or use the number line on the page to find the answer: 16. Repeat for the chickens and sheep.
- If you like, you can ask the children to solve more number problems, e.g.: *Ellen and Nick have (18) (white) (ducks) and (1) (brown) (duck). How many (ducks) do they have altogether?*

## CLIL BOX: MATH

This lesson presents the numbers 16–20 and provides practice of adding one to a number. You can provide more practice with classroom objects, e.g.: *I have sixteen red pencils and one green pencil. How many pencils do I have altogether?*

Do lots of practical activities that involve adding one item at a time (e.g.: building a tower, stacking cups, setting places for a toys' picnic) and encourage the children to talk about the numbers as they do the activity, introducing the phrase “one more”: *I have four cups. One more is five.*

If children are confident about adding on one, you can ask them to subtract one. Practice using the number line, then give more confident children word problems to solve. For example: *Ellen and Nick have sixteen cows. One is brown and white. How many are black and white?*

# Think with me



## Objectives

- To review numbers and farm animals
- To make a number sentence

## Language

**New:** One more (cow). How many now?

**Recycled:** farm, animals, numbers

## Materials

CD 2, small objects / toys / shapes (1–20 of each); colored pens / pencils / crayons (optional)

## Extra activity

Ask the children to make picture problems for their partner. They should draw a number of small shapes or objects in a group, then one more of the same shape or object outside the group. Tell the children to swap problems with a partner, count and add the numbers of shapes / objects, and write the answer on the paper. The children can then swap back and check each other's answers.

## Student Book Lesson 8 page 81

### Warmer

- Ask children if they can remember how many of each animal Ellen and Nick had in the previous lesson.
- Review numbers 1–20. Encourage the children to count together and individually. Play a game of *Bingo*!

### 1 Talk about the picture.

- Ask children to look at the first picture and tell you about it. Prompt the children with questions, e.g.: *Who's this? What's this? What color is it?*
- Ask the children what they think Sam and May are doing (*cleaning up*). Is Anna helping? (*No*).

## 2 Add one more and write.

### CRITICAL THINKING

- Ask the children to focus on May and what she's cleaning up (toy donkeys). Ask the children to count the donkeys in the drawer. Say *There are 4 donkeys in the drawer. May has 1 donkey. How many donkeys altogether?* Use the number line in the picture (on the wall). Ask the children to point to the answer on the number line, check with a friend, and then answer together (5).
- Tell the children to look at the number sentence on the right and write the answer in the box.
- Repeat this process for the cows and ducks.
- Give less confident children physical objects (e.g.: blocks, counters, pens, shapes) to group and count, then add one more. Ask more confident children to write the total on a piece of paper beside the objects.

## 3 Listen and sing. 2•37

- Explain that the song is about a farmer with lots of cows. Play the song for the children to listen, then play it again for the children to try to join in.
- Encourage the children to sing *One more cow. How many now?* at the end of each verse and to answer the question *How many now?*
- Ask one child to be the farmer and ten children to be cows. The farmer begins with ten cows, with one more child joining the "herd" in each verse with a *mooo*.

2•37

On my farm, I have ten cows.

One more cow. How many now?

On my farm I have eleven cows.

One more cow. How many now?

On my farm I have twelve cows.

One more cow. How many now?

...

On my farm I have twenty cows.

No. More. Cows!

## 4 Make new number sentences.

- The children work in pairs. They gather objects of the same type (pens, pencils, toys, shapes, etc.), up to 20. One child takes one object, the other takes the rest.
- The children show and tell to the class: (Child A) *I have twelve crayons*. (Child B) *I have one crayon*. Ask the rest of the class to say the total: *They have thirteen crayons altogether*.

## Activity Book Lessons 7 & 8 page 66

### 1 Count and write. Add one more.

- The children count the number of animals in the first group and write the number in the first box. They then add one and write the total number in the second box.

### Fifi's Challenge.

- Fast finishers can complete the number sequence by writing the correct numbers in the boxes.

# Show me



## Objectives

To practice the language from the unit through a game

## Language

animals, actions, food

What does a (donkey) do? It (runs) and (eats) (carrots).

## Materials

CD 2, Fifi puppet, Unit 7 Poster, Unit 7 Picture cards, colored pens / pencils / crayons (optional)

## Extra activities

Do a picture dictation to revise words for animals, fruit and vegetables, the structure *There is / are*, prepositions of place, and *has*. Describe a farm scene to the class, e.g.: *There's a donkey on the farm. The donkey has two carrots. There are two chickens next to the donkey. There's a farmer under a tree. The farmer has a big basket. There are 16 apples on the tree.* etc. The class draw the scene you describe. Invite children to show their finished pictures to the class and talk about what there is / are in their picture and where the items are.

Write sequences of four numbers from one to twenty on the board with one number missing in each sequence (e.g.: 16, 17, \_\_\_\_, 19). Invite children to come to the board and write the missing numbers. You can play this as a game in two teams if you like, asking children from each team in turn to complete a number sequence and awarding one point for each correct number.

Divide the class into two teams. Invite children from Team A to mime being a farmer and a number of animals, e.g., five chickens. A different number of children from the team should mime being an animal each time. The children in Team B say a sentence to the farmer in Team A, e.g., *You have five chickens*. Award one point for each correct sentence.

# Student Book Lesson 9 page 82

## Warmer

- Sing the song from Lesson 8. The children can sing along with the song and call out the answers to the question at the end of each verse. 2:37

## 1 Look at the poster. Color.

### CRITICAL THINKING

- Use the Fifi puppet to talk about the poster. Ask *Who's this? What's this?* etc. The children take turns to identify the animals on the poster. Ask the children to say what the animals eat and drink and what they can they do. Revise the action verbs (*walk, run, jump, crawl, fly, swim*).
- Play *Guess the animal*. Choose an animal, describe what it looks like, and say what it does, e.g.: *It's big. It's (color). It eats / drinks ... It (runs / jumps)* etc. The children identify the animal.

- Focus on the activity at the side of page 82.
- Explain that the children have to look at the animals and decide which are an exact match for the animals on the poster / in the picture in Lesson 1.
- The children color the squares next to the animals that are an exact match for the animals on the poster.

## 2 Play the game.

- The children play this game in groups of four, using their farm animal picture cards.
- The children take turns to choose a card and ask the question *What does a (cow) do?* The other children in the group build up a chain answer. Child 1 says what it does. Child 2 adds on what it eats / drinks. Child 3 adds the sound it makes.

## 3 What do farm animals do?

### CRITICAL THINKING

- Ask the class the big question for this unit: *What do farm animals do?*
- Encourage the children to explain why some animals live on a farm. Talk about who cares for the animals, what animals don't usually live on a farm, what food all the different animals eat, what noises they make, etc.

## Show and Tell



### Objectives

To make model animals

To make a farm for the model animals

### Language

animals, verbs, food

We have (horses) on our farm. The (cows) eat grass.

### Materials

CD 2, colored pens / pencils / crayons; page 143; clothes pegs; scissors; glue; green fabric; straw / wool; sandpaper / sand; foil; colored card; green feathers (optional); lollipop sticks (optional); play-dough (optional)

### Extra activities

Write the headings *Animals / Numbers 1–20 / Food / Colors / Weather* on the board. Ask the class to say what words they can remember for each heading. Write their suggestions on the board.

Erase the words on the board. Ask children around the class to say three words from one of the groups. Say *Say three farm animals / numbers / foods / colors / kinds of weather*.

You can play this as a game in two teams if you like, asking children from each team in turn to name three items and awarding one point for each correct answer.

- Play a game using the farm animal picture cards and the poster. Tell the children to look at the poster for one minute. Cover the poster and ask *What animals are (black and white) on the poster?* The children hold up the correct picture cards and name the animals.
- Introduce any new words you may want to use for the project, e.g.: *grass, path, (animal) pen*, etc.

### 1 Make model animals.

- Ask the class to say what the child is doing in the first picture in the Student Book. Establish that the child is making a model animal by cutting out and coloring the picture.
- Look at the second picture. Establish that the child is using clothes pegs to make legs for his model animal. Explain that the clothes peg legs will allow the animal to stand up in the farm.
- Focus on the main photo. Ask the children to say what materials are being used to make the farm. Help the children to describe the process of building the farm.
- Hand out copies of the farm animal PCM. Tell the children to cut out and color the animals they want to make. Hand out clothes pegs for the children to use to make legs for their animals.

### 2 Make a farm for the animals.

- Put out the materials that you have brought to class to make the farm. Talk with the children about how they will use the materials to make the farm.
- Divide the class into groups and let each group focus on one task that they need to do to complete the project.
- Move around the class and help the children to complete the project.
- If you like, the children can make word labels for the animal pens, attach them to lollipop sticks, and use play-dough to stick them in the animal pens.
- Display the completed farm on a table in the classroom.

### 3 Show and tell.

- Encourage the children to talk about the farm display. If possible, they can show it to other children or adults and talk about what you can see on the farm.

## Activity Book – Project page 67

## Student Book Lesson 10 – Project page 83

**NOTE** Before the lesson, photocopy the animals (page 143) and bring in clothes pegs for the legs. Collect and bring in a large piece of green fabric for the grass, some straw or scraps of wool for the pens, a bit of sand paper or sand for the path, foil to make a pond, and glue to stick the sand down. You can also collect green feathers and thin colored card if you want to make a more sophisticated farm. These items can be used to make trees and flowers. Set aside a table for the farm display.

### Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the recording plays. 🎧 1•01

### 1 Make your favorite farm animal. Cut and stick.

- The children can choose one of the pictures to make their favorite farm animal. They color and cut out their chosen picture and stick it on a sheet of paper. They can then draw and color a body (a circle) and legs (simple ovals) to complete the picture of their animal.



## Literacy Book Unit 7 page 44

This lesson introduces the new sound: unvoiced *th* and helps children identify it. As well as using the recording, you can help by exaggerating the sound. Make sure that children have their tongues slightly out, and touching their top teeth. Ensure that they are not voicing the sound – ask them to blow air out of their mouths and hold their hand against their necks to check that there is no vibration.

### 1 Listen and point. Listen and repeat. 1:55

- Play the recording for the children to listen and point to the letters and pictures.
- Play it again for the children to listen and repeat.
- Point to the pictures and ask the children to say the words.

 1:55

*Th says th [as in thin], three, think, thorn, bath, moth, teeth*

## Literacy Book Unit 7 page 45

This lesson practices listening for and identifying the target sound and also in differentiating it from the *s* sound.

### 1 Listen and circle the sound you hear. 1:56

- Children listen to the recording and circle the letters that match the sound they hear.
- Explain that the children will hear a complete word, and the sound might be at the beginning or the end of the word.
- Children listen and circle the letters that match the sound they hear. Ask them whether the sound was at the beginning or the end.

#### ANSWERS

1 th 2 s 3 th 4 th

 1:56

1 math 2 sick 3 think 4 cloth

### 2 Write the letters. Listen and repeat. 1:57

- The children write the circled letters from activity 1 on the letter lines to complete the words.
- The children then listen and repeat the words.

## Literacy Book Unit 7 page 46

This lesson practices forming letters, spelling out words, and reading words aloud.

### 1 Match and write.

- The children join the letters of the same color to the matching picture and copy the word onto the lines.

#### ANSWERS

1 moth 2 thin 3 thick 4 path

### 2 Say.

- The children read the words they have written aloud.

## Literacy Book Unit 7 page 47

This lesson practices reading words with the target sounds in context and reading sentences aloud.

### 1 Listen and follow. Listen and repeat. 1:58

- Play the rhyme. The children listen and follow.
- Play it again, one line at a time, for the children to listen and repeat the lines.

- The children close their eyes, focus on the sounds, and mirror the intonation of the recording.

 1:58

*A moth on the shelf, A moth on the chair,  
A moth in the bath, A moth in my hair!  
A moth on the cloth, A moth on the sink,  
1, 2, 3, 4, 5, 6 moths, I think!*

### 2 Read aloud.

- Encourage the children to read the rhyme aloud. Start off slowly, then speed up a little as they get more confident.

## Numeracy Book Unit 7

### page 39 Concept: differences

#### 1 Find and circle five differences.

- The children compare the pictures and find five differences.

#### ANSWERS

Picture 1 has two cows. Picture 2 has three cows.

Picture 1 has three chickens. Picture 2 has two chickens.

Picture 1 has four ducks. Picture 2 has three ducks.

Picture 1 has one tree. Picture 2 has two trees.

Picture 1 has six flowers. Picture 2 has five flowers.

### page 40 Number words *sixteen, seventeen*

#### 1 Draw and count. Trace and write.

- The children draw the correct number of circles, count them, and say the numbers. They trace and write the numbers.

### page 41 Number words *sixteen, seventeen*

#### 1 Count, read, and match.

- The children count the animals, then draw lines to match the groups of animals to the correct words.

#### ANSWERS

17 sheep, 16 horses, 16 ducks, 17 chickens, 16 rabbits, 17 donkeys

### page 42 Number words *thirteen–seventeen*

#### 1 Count and write. Follow and circle.

- The children count the number of animals in each box and write the numbers in the number boxes. They follow the lines to match the groups of animals and the numbers to the number words, then circle the number word that matches each group of animals / number.

#### ANSWERS

15 sheep – fifteen; 16 frogs – sixteen; 13 cows – thirteen; 17 sheep – seventeen

### page 43 Numbers 1–17

#### 1 Join the dots. Color.

- The children join the dots to complete the picture.

### page 44 Numbers 1–17; arithmetic

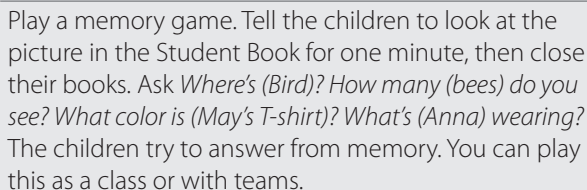
#### 1 Count and write.

- The children count along the number line. They do the addition problems and write the answers in the boxes.

#### ANSWERS

5, 17, 10, 8, 13, 14

## What do you wear when it's hot ?



- shorts
- skirt
- sandals
- T-shirt
- pants
- jacket

- Introduce the Unit Question: *What do you wear when it's hot?*
- Talk about the clothes we can wear when it's hot. Extend the discussion to talk about what clothes we can wear when it's cold, and when it's rainy.
- Ask the children to cut out the clothes picture cards from the back of the Student Book for the next lesson.

- The children look at the sequences of pictures and decide what item of clothing comes next in each sequence. They draw the items in the boxes to complete the sequences.

- Play the recording for the children to listen and point to the new clothes words in their books.

## Play with me



### Objectives

Practice the clothes vocabulary through a game

### Language

**New:** I'm wearing a (green) (jacket).

### Materials

CD 2, Fifi puppet, Unit 8 Flashcards, Unit 8 Picture cards, Unit 8 Stickers; a variety of clothes (ideally of lots of different colors)

## Student Book Lesson 2 page 85

### Warmer

- Use the Fifi puppet and the flashcards to revise the clothes vocabulary from Lesson 1.
- Ask the children to take out their picture cards.
- Use the Fifi puppet to start a clothes chant to review the new clothes vocabulary from Lesson 1. Fifi chants: *A jacket. A skirt. A jacket and a skirt. A shirt. Shoes. A shirt and shoes. A jacket and a skirt. A shirt and shoes*, etc. The children join in with the chant and hold up the correct picture cards.
- Point out that some of the words for clothes are singular and some are plural. The singular words take the singular form of *be* and an article (*It's a shirt / a jacket / a skirt*). The plural words take the plural form of *be* and they don't take an article (*They're shoes / shorts / sandals*).

### 1 Point and say.

- Focus on the pictures in the Student Book. Ask the class to point to and say what clothes they can see on the page.

### 2 Listen and stick. 2•40

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what each sticker shows.
- Play the recording for the children to listen and stick the stickers in the correct places on the Student Book page.
- The children can trace the words now or after activity 3.

2•40

**Child B:** I'm wearing a skirt.

**Child A:** I'm wearing a jacket.

**Child A:** I'm wearing pants.

**Child B:** I'm wearing sandals.

**Child A:** I'm wearing a T-shirt.

**Child B:** I'm wearing shorts.

### 3 Listen and play the game. 2•41

- Write clothes words on the board. Encourage the children to say words they recognize or can work out as you write.
- Ask volunteers to put clothes flashcards above the matching words.
- Use the Fifi puppet to introduce: *I'm wearing ...* Have some items of clothing for volunteers to put on the puppet (e.g.: a hat / scarf / mittens).
- Play the recording. The children listen to the characters playing the game and point to the child they hear.

2•41

**Boy 2:** Are you ready?

**Children:** Yes!

**Boy 2:** Stop!

**Boy 1:** Look! I'm wearing a green jacket.

- You can divide the class into groups of four to play this game, or play as a class.
- Hold up the items of clothing that you have brought to class. Ask *What's this / What are these? What color is it / are they?* about each item.
- Put a pile of clothes in the middle of each group. Play some music (songs from the unit) and tell the children to put on as many items of clothing as they can.
- Stop the music. The children say what they are wearing (e.g., *I'm wearing a blue hat and a red scarf*). The child wearing the most clothes from the pile wins.

## Activity Book Lesson 2 page 70

### 1 Read and color. Say.

- The children read the speech bubbles and color the pictures accordingly. They then say what each child is wearing.

# Read with me



## Objectives

Read and understand a story

## Language

**New:** sweater, dirty, washing machine

Push the button. I'm wearing my new (sweater).

**Recycled:** clean, cold, new

## Materials

CD 2, Fifi puppet; Unit 8 Poster; Unit 8 Flashcards; Unit 8 Word cards (optional); Unit 8 Picture cards; character cut-outs Activity Book page 87

## Extra activity

Play a memory game. Tell the children to look at the story in their books while you play the recording. The children then close their books. Say lines from the story. The children try to remember who said each line and say the name of the correct character. You can play this as a class or in teams.

## 2 Listen and point. Listen and repeat. 2•42

- Play the story for the children to listen and point to the story frames.
- Go over the story frame by frame and talk about what's going on. Introduce the new words: *washing machine, dirty, push the button, put in*.
- Play the story again and encourage the children to "read" the speech bubbles. Pause the story after each line so that the children can repeat the text.
- Invite groups of children to act out the story using the character cut-outs. You can ask the children to act out the story with the recording or with speech of their own.

## 3 Talk about the story.

- Ask questions about the story (e.g.: *Where are Fifi, Benny and Prickly? What color are Benny's pants? What is on Benny's sweater in picture 3? Where are Benny's pants in picture 4? What does Prickly give Benny in picture 5?*) and encourage the children to answer.

## CRITICAL THINKING

- Ask: *What happens to Benny's sweater? How does Benny feel when his clothes are dirty? Do you like wearing new clothes? Why do we buy new clothes? (Because our old clothes are too small / old.)*

## Activity Book Lesson 3 page 71

### 1 Make a story: choose, draw, and write.

- The children choose items of clothing to complete the story. They copy the small pictures of their chosen clothes into the story frames, then complete the speech bubbles with the words. The children can act out their stories in pairs.

## Student Book Lesson 3 page 86

### Warmer

- Use the Fifi puppet or the flashcards to review the clothes words. You can invite children to dress Fifi, then tell the class what Fifi is wearing. Alternatively, you can play music while the children pass the flashcards around the class. Stop the music, and ask the children to say a sentence about the flashcard they have (*I'm wearing ...*).
- If you like, you can use the word cards as well as the flashcards. Stick the word cards on the board. Invite children to come to the board and stick the flashcards next to the correct words.

### 1 Talk about the pictures.

- Use the Fifi puppet with a "sweater" on (this could just be a picture or a paper cut-out) to introduce the phrase: *new sweater*.
- Ask the children to look for the sweater in the story. Ask *What color is it? Who has the new sweater?*



# Sing with me



## Objectives

Practice the new language through a song

## Language

clean, dirty, washing machine, clothes

## Materials

CD 2, Unit 8 Flashcards, Unit 8 Picture cards

## Extra activity

Play a game of *Pictionary*. Draw simple pictures of items of clothing on the board. Tell the class to try to guess the word before the picture is finished. Encourage the children to say *It's (a dress).* / *They're (pants).* You can play this game as a class, or in two teams, awarding one point to the first team to guess each picture.

2•43

Look at the sweater,  
The dirty, dirty sweater.  
Put it in the washing machine.  
Push, push the button.  
Are you ready, team?

Swishy, swishy, swishy,  
In the washing machine.  
Swishy, swishy, swishy,  
In the washing machine.  
Swishy, swishy, swishy –  
Now my clothes are CLEAN!

Look at the sweater,  
The dirty, dirty sweater.  
Put it in the washing machine.  
Push, push the button.  
Are you ready, team?

Swishy, swishy, swishy,  
In the washing machine.  
Swishy, swishy, swishy,  
In the washing machine.  
Swishy, swishy, swishy –  
Now my clothes are CLEAN!

- Set up the game. Each child has a picture card for one of the clothes words. The children stand in a circle.
- The Fifi puppet chooses a child. That child holds up the "dirty" clothes item and says what it is.
- The children sing the song and the child acts out putting their picture card in the washing machine and doing the swishy swishy dance until it is clean. Then the first child chooses another child. The children sing the song again to continue the game.

## Student Book Lesson 4 page 87

### Warmer

- Point to the picture frames in the story in Lesson 3. Encourage the children to retell the story. Ask questions to prompt the children, e.g., *Where are Benny, Fifi, and Prickly? What is Benny wearing? What happens to Benny's sweater and pants? Who washes Benny's clothes? What does Prickly give Benny at the end of the story?*
- Review clothes and colors using the flashcards or the picture cards. Play a game of *What's missing?* Stick the flashcards on the board and ask the children to say the words. The children close their eyes while you remove one or two of the flashcards. The children open their eyes and say which flashcards are missing. Alternatively, the children can use their picture cards to play this game in pairs.

### 1 Sing and do. Sing and play. 2•43

- Play the song through once. Tell the children to look at the pictures of Fifi doing the actions for the song. Focus on "put in" and "push the button" and help the children to develop actions for these phrases.
- Sing and act out the song.

### 2 Look and draw lines.

- Ask the children to look at the items of clothes around the washing machine in the main picture. Ask *Is the sweater dirty or clean?* Encourage the children to shout *Put it in the washing machine!* if it's dirty.
- Tell the children to look at each item, and if it's dirty, to draw a line from the item to the washing machine.
- Check answers by asking whether each item is dirty or clean, with the children shouting *It's clean!* or *Put it in the washing machine!* for each item.

# Say it with me



## Objectives

Practice words with *th* digraph (voiced)

## Language

**New:** these, this, that, shirt, socks, skirt

**Recycled:** clothes

## Materials

CD 2; colored pens / pencils / crayons

## Extra activity

Write the clothes words on the board, one at a time. Write each letter of the word slowly. Tell the class to sound out the letters as you write them, and to say the word as soon as they can guess what it is. You can play this as a class or as a game in two teams.

## Student Book Lesson 5 page 88

### Warmer

- Encourage the children to retell the story from Lesson 3. Ask questions to prompt the children if necessary.

### 1 Listen and follow. Listen and repeat. 2:44

- Look at the picture together. Teach the new vocabulary (*socks, shirt, skirt*) and review other clothes vocabulary and colors.
- Teach the difference between *These, This, and That*. Make sure the children understand that *These* is plural and *This / That* are singular, and that we use *This / These* for things close to us and *That* for things at a distance from us.
- Play the recording and ask children to follow the words on the page.
- Play the recording again for the children to listen and join in with the rhyme. Focus on the pronunciation of the new sound. Remind the children of the unvoiced *th* sound from the previous unit, and tell them that the new sound is very similar. Have them put their tongue just between their teeth and blow to make the unvoiced *th* sound. Then ask the children to keep their tongues in the same place and use their voices to make the voiced *th* sound. The children can place their hands on their throats to feel the vibrations. You can also ask the children to make a

zzzzzz sound and gradually move their tongues forward between their teeth.

2:44

*These are my clothes.*  
*This is my shirt.*  
*These are my socks.*  
*But that's not my skirt!*

### 2 Draw clothes on the washing line.

- Ask the children to draw more of Benny's clothes on the washing line. Ask them to show you their pictures and describe them by saying *This is a (sweater).* / *These are (socks).* This will give you a chance to check the pronunciation of the *th* sound in *This / These*, but don't worry if children haven't mastered it at this stage – they may not do so until they are older.

### Optional activities

- To practice listening for voiced and unvoiced *th*: Read out a list of words, e.g.: *thin, this, those, thumb, there, bath, think, clothes, weather*. When the children hear the unvoiced *th* sound, they stand up. When they hear the voiced *th* sound, they sit down. Note whether children have problems differentiating between the two and provide further practice of this if necessary.
- To practice blending with the *th* sound: Write *th* on the board in one color. Ask the children to make the sound. Then write letters to make a word in a different color, e.g., *this*. Ask the children to sound out the word and then blend the sounds together. Repeat with other voiced *th* words (e.g.: *than, that, with*).

## Activity Book Lesson 5 page 72

### 1 Choose and circle. Draw and write.

- The children read the words and circle the items they want to draw. They then draw pictures of their chosen items of clothing and use the words to complete the sentences.

# Follow me



## Objectives

To learn about the importance of keeping clean

## Language

**New:** You need to keep clean. You need to wear (an apron).

## Materials

CD 2; Unit 8 Picture cards; colored pens / pencils / crayons; examples of clean and dirty things (optional)

## Extra activity

Play a game of *Picture Bingo!* using the clothes picture cards. Tell the children to choose four of the picture cards and put them on their desks. Call out the clothes words in random order. If a child has one of the words you call out, they can remove that picture card from their desk. The first child to remove all their picture cards should call out *Bingo!*

## Student Book Lesson 6 page 89

### Warmer

- Play the rhyme from Lesson 5. Encourage the children to join in and add picture cards or actions where possible. 2•43

### CRITICAL THINKING

- Talk about clean and dirty things. Bring examples or point to real examples in the classroom.
- Focus on the photos in the Student Book. Ask *What's different?* Ask the children to point to the pictures and say the differences.
- Discuss why it's better and more helpful to be clean. Ask *What happens when you don't clean up the classroom or keep it clean? What happens if you paint without a shirt?*

## 1 Listen and follow. Listen and repeat. 2•45

- Play the dialogue. The children listen and follow the text on the page. Ask how the boy was helpful.
- Play the dialogue again for the class to listen and repeat.

2•45

**Boy:** You need to keep clean! You need to wear an apron.

**Girl:** Thank you!

## 2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the dialogue again for them, then encourage them to say it themselves.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

## 3 Listen and chant. 2•46

- Play the chant.
- Teach the words to the chant and play it again.
- Use the chant in future lessons when it's time to clean things up in the classroom.

2•46

Put the paints

In their place.

Keep your dirt

Off your shirt.

Keep it clean,  
Keep it clean,  
Wipe, wipe, wipe,  
Smile, smile, smile!

## Activity Book Lesson 6 page 73

### 1 Color the correct picture. Draw ☺ or ☹.

- The children look at the pictures and decide which shows a child keeping clean. They color the correct picture (the second picture) and complete the faces with a smile (for keeping clean) or a sad mouth (for getting dirty).

# Explore with me



## Objectives

To learn and talk about what clothes we wear in each season

## Language

**New:** spring, summer, fall, winter, scarf

**Recycled:** clothes, weather, colors

It's spring. He's / She's wearing a (scarf).

## Materials

CD 2; Unit 8 Flashcards; craft materials and pictures representing the four seasons (optional)

## Extra activities

Play a *Guess Who* game. Describe a child in the class. Say *He / She's wearing (a red T-shirt, black trousers, etc.)*. The children try to guess who you are describing. The first child to guess correctly can take a turn to describe another child in the class. Alternatively, you could play this game in two teams, inviting a child from each team in turn to describe a child for the other team to guess and awarding one point for each correct guess.

Do a classification activity. Draw symbols for each of the four seasons on the board (e.g.: a flower for spring, a sun for summer, a leaf for fall, a snowman for winter). Invite a child to come to the board. Hand the child a clothes flashcard. The child sticks the flashcard under the correct symbol to show which season it belongs to. Repeat with other children and other flashcards.

- Introduce the idea of seasons by talking about when we have different kinds of weather; what clothes we wear at different times of the year; what the children notice about the trees / plants in the pictures.

## 1 Listen and follow. Listen and repeat. 2•47

- Play the recording for the class to listen and follow the text on the page. Make sure that the children are pointing to the correct pictures as they listen to the recording.
- Play the recording again, one sentence at a time, for the class to listen and repeat.

2•47

- 1 It's spring. He's wearing a jacket and boots.
- 2 It's summer. He's wearing a T-shirt and shorts.
- 3 It's fall. She's wearing a coat and a hat.
- 4 It's winter. She's wearing a hat and a scarf.

## 2 Look and say.

- Describe what one of the children in the pictures is wearing. The children say the season, e.g.: Teacher: *He's wearing a T-shirt and shorts.* Child: *It's summer!*

## CLIL BOX: SCIENCE

This lesson presents the seasons. You can ask the children to think about the weather, clothes, activities, colors, etc. that they associate with each season. If you like, you can have the children make a collage of their favorite season. They can work in groups to make their collages. Help the children to make captions and titles for their collages, then display them on the classroom wall.

## Student Book Lesson 7 page 90

### Warmer

- Ask the children what they learned about in the previous lesson (*the importance of keeping clean*). Play the chant from Lesson 6 and encourage the children to join in. 2•46
- Review the language from the unit by asking the children to talk about what they are wearing and what color each item of clothing is.
- Look at the photos and revise the weather language. Ask: *What's the weather like?* Elicit as many weather words as possible.



## Think with me



### Objectives

- To review clothes and seasons
- To make a basket of clothes for one season

### Language

clothes, seasons

**New:** What do you wear in the spring / summer / fall / winter?

### Materials

CD 2, Unit 8 Picture cards, Unit 8 Flashcards; clothes (real or paper cut-outs) suitable for different seasons (e.g.: a scarf, a sunhat, etc.); four boxes or baskets; colored pens / pencils / crayons

### Extra activity

Do a picture dictation to revise words for clothes, weather, and seasons. Describe a seasonal scene to the class, e.g.: *It's autumn. There's a big tree in the garden. The leaves on the tree are orange. There's a girl under the tree. She's wearing a hat. The hat is red.* etc. The class draw the scene you describe. Invite children to show their finished pictures to the class and talk about what there is in their picture and where the items are.

## Student Book Lesson 8 page 91

### Warmer

- Ask the children if they can remember what each of the children in the photos was wearing in the previous lesson.
- Review the words for clothes and colors. Ask *What's (child's name) wearing?* Invite children around the class to answer.

### 1 Talk about the picture.

- Ask the children to look at the picture and tell you about it. Prompt the children with questions, such as *Who's this? What's he / she wearing? Is it hot or cold?*
- Establish that the children are helping at home with the laundry. You could revise the concept of chores and ask the children if they ever help with the laundry. Ask the children why they think there are two baskets. (Sam and May are sorting the clothes into cold- and hot-weather clothing.)

## 2 Color and draw lines.

### CRITICAL THINKING

- Ask the children to say which colors they think are "hot" and which they think are "cold". Elicit from the class that red is a hot color and blue is a cold color.
- Ask the children to look at the dress on the washing line. Say *What's this?* then ask the children whether the dress is for hot weather or cold weather (*hot*) and to suggest an appropriate season (*summer*). Ask the children to color the dress red.
- Repeat with the other clothes, having the children color them red if they are for hot weather and blue if they are for cold weather. Initially, you can just have the children make a blue or red mark on the clothes, then they can color at their own speed once you've talked about all the items of clothing.
- Children then draw lines from each piece of clothing to the correct clothes basket.
- Fast finishers can draw another item on the washing line and color it in the appropriate color.

## 3 Listen and sing. 2•48

- Talk about what children like to wear in different seasons. Ask them what season it is now and what their favorite clothes to wear are.
- Play the song for the children to listen, then have four children come to the front of the class. Give the children the pants, skirt, sweater, and shirt flashcards. Have the children stand in a row and hold up the cards as the words are mentioned in the song. The children join in with the song as and when they can.

2•48

*What do you wear in the spring?*

*What is your favorite thing?*

*Is it pants or a skirt,*

*A sweater or a T-shirt?*

*What do you wear in the spring?*

*What do you wear in the fall?*

*What do you like best of all?*

*Is it pants or a skirt,*

*A sweater or a shirt?*

*What do you wear in the fall?*

## 4 Make a clothes basket.

- Provide lots of clothes (real or paper cut-outs), and label four baskets or boxes with the words for the four seasons.
- In groups, the children choose a basket and collect clothes suitable for that season. Have them show their basket to the class and talk about the clothes they have chosen.

## Activity Book Lessons 7 & 8 page 74

### 1 Match and color. Trace.

- The children match the pictures of the children to the seasons (depending on which season each child is dressed for). They then color the pictures and trace the words.

## Show me



### Objectives

To practice the language from the unit through a game

### Language

clothes, seasons, colors

He's / She's wearing a (yellow) (hat). I'm wearing (shorts).

### Materials

CD 2, Fifi puppet, Unit 8 Poster, Unit 8 Picture cards, colored pens / pencils / crayons (optional)

### Extra activity

Mime putting on an item of clothing. The children try to guess what you're wearing. The first child to guess can take a turn to mime putting on an item for the rest of the class to guess. Alternatively, you can play this game in two teams, inviting children from each team in turn to mime putting on an item of clothing for their team to guess, and awarding one point for each correct guess.

## 1 Look at the poster. Circle.

### CRITICAL THINKING

- Use the Fifi puppet to talk about the poster. Ask *Who's this? What's this? What's he / she wearing?* etc.
- Focus on the activity at the side of page 92.
- Describe what one of the characters on the poster is wearing. The children identify and point to the character in their books. Tell the children to look at the poster and circle the matching item in their books for each character.

## 2 Play the game.

- The children play a game in pairs, using both sets of their clothes picture cards.
- The children shuffle their picture cards and put them face down on the desk. They take turns to pick up two cards, one after the other. As they turn over each card, they say *I'm wearing (shorts)*. If they turn over two matching cards, they can keep the cards. If their two cards do not match, they must put them face down on the desk again.
- If you want to bring a competitive element to this game, you can tell the class that the child with the most cards at the end of the game is the winner.

## 3 What do you wear when it's hot / cold?

### CRITICAL THINKING

- Go back to the images in the first activity. Ask about the hats. *Who is wearing the yellow / blue hat? Why? Which hat do you wear in the summer / winter?*
- Ask the class the big question for this unit: *What do you wear when it's hot?*
- Encourage the children to use all of the language from the unit to talk about what they wear when it's hot. Extend the discussion to talk about what the children wear in different seasons / for different seasonal activities / when they are on vacation, etc.

## Student Book Lesson 9 page 92

### Warmer

- Sing the song from Lesson 8. The children can sing along with the song and hold up the correct picture cards when they hear an item of clothing mentioned. 🎵 2•48
- Review the seasons and clothes items using the flashcards. Stick three or four flashcards on the board. All but one of the flashcards should show clothes suitable for one season. One flashcard should be the odd one out (showing an item of clothing suitable for a different season). The children say which flashcard is different and why.

# Show and Tell



## Objectives

- To draw and decorate clothes for different seasons
- To make a seasons poster

## Language

- clothes, seasons, colors, hot, cold
- It's (fall). He's / She's wearing a (red) (sweater).

## Materials

CD 2, Unit 8 Flashcards; colored pens / pencils / crayons; a large piece of card; lots of art materials (paint, pens, glue, glitter, card, paper, some old pieces of fabric, buttons, etc.)

## Extra activities

Write the headings *Seasons / Clothes / Colors / Weather* on the board. Ask the class to say what words they can remember for each heading. Write their suggestions on the board.

Erase the words on the board. Ask children around the class to say three words from one of the groups. Say *Say three seasons / kinds of clothes / colors / kinds of weather*. You can play this as a game in two teams if you like, asking children from each team in turn to name three items and awarding one point for each correct answer.

## Student Book Lesson 10 – Project page 93

**NOTE** Before the lesson, you will need to prepare the background for the Seasons Poster. You will need a large piece of card and lots of art materials (paint, pens, glue, glitter, card, paper, some old pieces of fabric, buttons, ribbons, etc.). Before the class, draw lines on the card dividing the poster into four squares. Write the names of the seasons on the poster (one at the top of each square) and draw a simple line drawing of a child in each square, as in the Student Book pictures.

## Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the recording plays. ⌚ 1•01
- Write the word *Spring* on the board. Ask the children what they wear in the spring. The children come to the front,

choose a clothes flashcard, and put it under the heading *Spring*. Repeat with *Summer*, *Fall*, and *Winter*.

## 1 Draw, cut, and stick clothes for different seasons.

- Ask the class to say what the child is doing in the first picture in the Student Book. Establish that the child is drawing and decorating clothes.
- Look at the second picture. Establish that the children are using the clothes they have drawn and decorated to make a seasons poster. They are sticking the clothes into sections on the poster to show what we wear in each of the four seasons.
- Explain to the children that they are going to make clothes for their own class poster and that they will work together.
- Divide the class into four groups and assign a season to each group. The children draw, paint, and cut out clothes for the child in their season square.

## 2 Make a seasons poster for the classroom.

- The children stick their finished clothes in the squares for the seasons. They should also decorate the background of their square to match the season.
- If you like, the children can make word labels for the clothes and stick them onto the poster.
- Display the completed poster in the classroom.

## 3 Show and tell.

- Encourage the children to come to the front of the class and talk about their square on the poster. If possible, they can show it to other children or adults and talk about what they wear in each season.

## Activity Book – Project page 75

## 1 Dress Benny the bear. Color, cut, and stick.

- The children can choose clothes for Benny to wear, then color their chosen items of clothing, cut them out, and stick them on Benny. Invite children to show their pictures of Benny and tell the class what he is wearing.

## Literacy Book Unit 8 page 48

This lesson introduces the new sound: voiced *th* and helps children identify it. As well as using the recording, you can help by exaggerating the sound. Make sure that children have their tongues slightly out, and touching their top teeth. Ask children to make the voiced and unvoiced *th* sounds to check the difference between them, holding their hands over the front of their necks to see if they can feel the vibrations on the voiced sound.

### 1 Listen and point. Listen and repeat. 1•59

- The children listen and point to the letters and pictures.
- Play the recording for the children to listen and repeat.
- Point to the pictures and ask the children to say the words.

 1•59

*Th says th [as in "the"], this, that, clothes, mother, father, feather*

### Other activities

- Say a word and ask children to identify whether the *th* comes at the beginning or the end of the word.

## Literacy Book Unit 8 page 49

This lesson practices listening for and identifying the target sound and also in differentiating it from the *d* sound.

### 1 Listen and circle the sound you hear. 1•60

- Explain that the children will hear a complete word, and that the sound might be at the beginning or the end.
- Children listen to the recording and circle the letters that match the sound they hear. Ask them whether the sound was at the beginning or the end of the word.
- The children can then trace the letters they have circled.

#### ANSWERS

1 th 2 th 3 d 4 th

 1•60

1 that 2 this 3 den 4 with

### 2 Write the letters. Listen and repeat. 1•61

- The children write the circled letters from activity 1 on the letter lines to complete the words, then listen and repeat.

## Literacy Book Unit 8 page 50

This lesson practices forming letters, spelling out words, and reading words aloud.

### 1 Listen and read. Say. 1•62

- The children listen and follow the text in their books. Make sure the children understand the sentence.
- Explain that this is a tongue twister, and the aim is to say it as fast as possible, as on the recording. Practice together slowly, focusing on the voiced and unvoiced *th* sounds. Then let the children practice individually to say it as fast as they can.

 1•62

*The thin man with the hat thinks that the sun is hot.*

### 2 Write the words in the correct circle.

- The children write the *th* words from the tongue twister in the correct circle, according to whether the sound is voiced or unvoiced. They can add other words to the circles.

## Literacy Book Unit 8 page 51

This lesson practices reading words with the target sounds in context and reading sentences aloud.

### 1 Listen and follow. Listen and repeat. 1•63

- The children listen and follow the story in their books.
- Play the story again, one sentence at a time, for the children to listen and repeat the sentences.
- The children close their eyes, focus on the sounds, and mirror the intonation of the recording.

 1•63

1 This is Heather. These are her brothers.

2 They are big. The weather is wet. Splash!

3 Heather is sad. Her clothes are wet.

4 She gets the bus. Her brothers get wet!

### 2 Read aloud.

- Encourage the children to read the story aloud.

## Numeracy Book Unit 8

### page 45 Concept: symmetry

#### 1 Complete.

- Explain that the pictures should be the same on both sides, like a mirror image. If you like, you can demonstrate this using simple pictures and a mirror.
- The children draw the mirror image of each item.

### page 46 Number words *eighteen, nineteen, twenty*

#### 1 Draw and count. Trace and write.

- The children draw the correct number of shapes, then count them. They then trace and write the numbers.

### page 47 Number words *sixteen–twenty*

#### 1 Match and color.

- The children draw lines to match the sums to the numbers and the numbers to the words. They color the numbers.

### page 48 Numbers 11–20

#### 1 Write and match.

- The children write the missing numbers to complete the sequence. They then match the words and numbers.

#### ANSWERS

11, 12, 15, 17, 19, 20

### page 49 Numbers 1–10; arithmetic

#### 1 Count and write.

- The children count the circles in each group and write the numbers in the boxes to complete the addition problems.

#### ANSWERS

5 + 5 = 10, 6 + 4 = 10, 7 + 3 = 10, 8 + 2 = 10, 9 + 1 = 10

### page 50 Concept: same / different

#### 1 Find and color the matching socks.

- The children match and color the socks to make pairs.



# What do our senses tell us ?



## Objectives

Familiarize children with words for the senses  
Introduce the unit topic

## Language

**New:** sounds, feels, looks, smells, tastes

**Recycled:** great, cute, nice, food, parts of the body, weather, clothes, animals

It's (cloudy). (May's) wearing (a skirt). Sam's (eating) (a cookie). There are (ducks) on the lake.

## Materials

CD 2, Fifi puppet, Unit 9 Flashcards, Unit 9 Poster, Unit 9 Picture cards page 123

## Extra activity

Play a memory game. Tell the children to look at the picture in the Student Book for one minute, then close their books. Ask *What's (Sam eating)? / Who is (playing the guitar)? What color is (Anna's dress)?* etc. The children try to answer from memory. You can play this as a class or in teams.

## Student Book Lesson 1 page 94

### Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the recording plays. 1:01

### 1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review parts of the body, weather, clothes, and animal vocabulary.
- Prompt the children using question forms, e.g.: *What's this? Is May wearing (a hat)? What's the weather like? Is this a (duck)?*
- Introduce the idea of the senses, using the word "senses" and explaining that they are how we experience the world around us. Tell the children that there are five

senses. Use the poster / book and the flashcards to introduce the new senses vocabulary.

- Play a matching flashcard game (with items on the poster).

### 2 Listen and point. 2:49

- Play the recording for the children to listen and point to the new senses words in their books.

2:49

**Sam:** Mmmm. This cookie tastes great!

**Dad:** The water feels cold. Brrr!

**May:** Look at the baby duck! It looks cute!

**Anna:** A flower for you.

**Mom:** Thank you. It smells good!

**Grandma:** Ahhh. That sounds nice.

### 3 Listen and repeat. 2:50

- Play the recording for the children to listen and repeat, first chorally, then individually.

2:50

tastes

feels

looks

smells

sounds

### 4 What do our senses tell us?

#### CRITICAL THINKING

- Ask the children to find Bird. Ask: *Where's Bird? Discuss what is happening to Bird. Is he happy? Why?*
- Introduce the Unit Question: *What do our senses tell us?*
- Talk about the people in the picture. Ask what senses the people are using and what their senses are telling them (how things taste, sound, etc.).

- Ask the children to cut out the senses picture cards from the back of the Student Book for the next lesson.

## Activity Book Lesson 1 page 77

### 1 Find the differences and circle.

- The children look at the two pictures and find the differences. The children can tell the class about the differences between the two pictures, or work in pairs and talk about the differences with their partner. Ask the children to say what senses the people in the picture are using and what their senses are telling them.

## Play with me



### Objectives

Practice the senses vocabulary through a game

### Language

**New:** How does it (taste)? It (tastes) good / bad.

### Materials

CD 2, Fifi Puppet, Unit 9 Flashcards, Unit 9 Picture cards, Unit 9 Stickers; materials that children can use their senses to experience (see note below)

**NOTE** Before the lesson, collect together items that the children can use their senses to experience for the game. Think about items for each sense, e.g.: smell (orange, flower), sound (musical instruments), taste (any food items), look (interesting, colorful objects or images, maybe of different animals, cute and scary), and feel (soft toys, sandpaper, brush).

## Student Book Lesson 2 page 95

### Warmer

- Use the Fifi puppet and the flashcards to revise the senses vocabulary from Lesson 1.
- Ask the children to take out their picture cards.
- Use the Fifi puppet to start a senses chant to review the new senses vocabulary from Lesson 1. Fifi chants and acts out the senses: *It looks, It feels*, etc., highlighting which body part is used for each sense. Do actions for each word. The children chant and hold up the correct picture cards.
- Revise the words for parts of the body. Say the words for parts of the body / face. The children point to the correct parts of their own bodies / faces.

### 1 Point and say.

- Focus on the pictures in the Student Book. Ask the class to point to the pictures on the page and say what senses they show.

## 2 Listen and stick. 2•51

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what each sticker shows.
- Play the recording for the children to listen and stick the stickers in the correct places on the Student Book page.
- Play the recording again for the children to listen and point to the correct parts of their body for each sense.
- The children can trace the words now or after activity 3.

2•51

**Child A:** How does it feel?

**Child B:** It feels good.

**Child A:** How does it smell?

**Child B:** It smells good.

**Child A:** How does it taste?

**Child B:** It tastes bad.

**Child A:** How does it sound?

**Child B:** It sounds bad.

**Child A:** How does it look?

**Child B:** It looks good.

## 3 Listen and play the game. 2•52

- In the game, the children will experience different items with their senses and decide if they are good or bad.
- Show the children the various objects you have brought to class. Give a child an object. Give a second child a prompt as a flashcard, e.g., *taste*. The second child asks: *How does it taste?* The first child offers an opinion about the object he / she is holding. (The children can say *good* or *bad*, but you can also encourage them to use any other adjectives they know, e.g.: *cute, nice, funny*.)

2•52

**Girl:** How does it taste?

**Boy:** It tastes good!

## Activity Book Lesson 2 page 78

### 1 Follow and say.

- The children follow the routes from the parts of the body to the matching items. They color each route a different color, then say which sense is being used to experience each item.

# Read with me



## Objectives

Read and understand a story

## Language

**New:** loud, beautiful, stick, popcorn, snow

**Recycled:** delicious

How does it (smell)? It smells good.

## Materials

CD 2, Fifi Puppet; Unit 9 Poster; Unit 9 Flashcards; Unit 9 Word cards (optional); Unit 9 Picture cards; character cut-outs Activity Book page 87

## Extra activity

Play a memory game. Tell the children to look at the story in their books while you play the recording. The children then close their books. Say lines from the story. The children try to remember who said each line and say the name of the correct character. You can play this as class or in teams.

- Go over the story frame by frame and talk about what's going on. Introduce the remaining new words: *stick*, *loud*, *beautiful*, *snow*.
- Point out the difference between *feel* and *touch*. Say *It feels hot* and *Don't touch!* Discuss why Prickly says *Be careful!* and talk about why we should be careful near fire, cooking pots, etc.
- Play the story again and encourage the children to "read" the speech bubbles. Pause the recording after each line so that the children can repeat the text.
- Invite groups of children to act out the story using the character cut-outs. You can ask the children to act out the story with the recording or with speech of their own.

## 3 Talk about the story.

- Ask questions about the story (e.g.: *Where are Fifi, Benny, and Prickly? What is Fifi doing? Why does Benny use a stick to touch the pot? What comes out of the pot? How does the popcorn taste?*) and encourage the children to answer.

## CRITICAL THINKING

- Ask the children to say which senses the animals are using in each picture and what they are experiencing with their senses.
- Ask the children to say what other foods they think smell / taste good / bad.

## Activity Book Lesson 3 page 79

### 1 What happens in the story? Read and write.

- The children choose words from the box to complete the sentences about the story.

## Student Book Lesson 3 page 96

### Warmer

- Ask the children to think about the items they experienced with their senses in the previous lesson. Encourage the children to talk about the items, e.g.: *Flowers smell good! Teddy bears feel good.* etc.
- If you like, you can use the word cards as well as the flashcards to review the senses words. Stick the word cards on the board. Invite children to come to the board and stick the flashcards next to the correct words.

### 1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story and use the pictures to pre-teach the word *popcorn*.
- Ask the children *Do you like popcorn? How does it taste?*

### 2 Listen and point. Listen and repeat. 2:53

- Play the story for the children to listen and point to the story frames.

## Sing with me



### Objectives

Practice the new language through a song

### Language

**New:** quiet

**Recycled:** soft, hard, loud, good, bad

### Materials

CD 2, Unit 9 Flashcards, Unit 9 Picture cards

### Extra activity

Play a game. Ask questions about known items, e.g.: *How does a rabbit feel? How does popcorn smell?* etc. Encourage the children to answer with full sentences, e.g., *Popcorn smells good.* You can play this game as a class, or in two teams, awarding one point for each sentence.

## Student Book Lesson 4 page 97

### Warmer

- Point to the picture frames in the story in Lesson 3. Encourage the children to retell the story. Ask questions to prompt the children, e.g.: *Where are Benny, Fifi, and Prickly? What is Fifi doing? What does Benny use to touch the pot? Why does Benny use a stick? What comes out of the pot? What does the popcorn taste like? What does it look like?*
- Review the words for senses using the flashcards or the picture cards. Play a game of *What's missing?* Stick the flashcards on the board and ask the children to say the words. The children close their eyes while you remove one or two of the flashcards. The children open their eyes and say which flashcards are missing. Alternatively, the children can use their picture cards to play this game in pairs.
- Introduce the new adjectives in the key on the Student Book page (*hard, soft, loud, quiet, delicious*) and revise *good / bad*. Ask the children if they can think of any other adjectives that go with the senses, e.g.: *nice, hot, cold, beautiful, big, small*.

### 1 Sing and do. 2•54

- Play the song through once. Tell the children to look at the pictures of Benny doing the actions for the song.
- Sing and act out the song.
- Play the song again for the children to join in and hold up the appropriate flashcards as they sing.

### 2•54

How does it smell?

My nose is the part of me  
That smells and tells me  
It's good or it's bad.  
It's my nose.  
Sniff, sniff.

How does it sound?

My ears are the part of me  
That hear the sound and tell me  
It's loud or it's quiet.  
It's my ears.  
Wiggle, wiggle.

How does it look?

My eyes are the part of me  
That look and see and tell me  
It's big or it's small.  
It's my eyes.  
Blink, blink.

How does it taste?

My mouth is the part of me  
That tastes and tells me  
It's delicious or not.  
It's my mouth.  
Smile, smile.

How does it feel?

My fingers are the part of me  
That touch and feel and tell me  
It's hard or it's soft.  
It's my fingers.  
Snap, snap.

### 2 Play the game.

- Tell the children that they are going to ask some questions about the senses. Look at the questions or write up one example question on the board with a flashcard.
- Ask the children what word the picture of the rabbit represents. Elicit *rabbit*. Read the full question together; discuss the answer. Prompt them to think about different adjectives, e.g.: *Does a rabbit feel hard? Does a rabbit feel soft?*
- Ask and answer the other questions in the same way. Talk about the different adjectives that you can use to describe each item.
- Focus on the last question about sound. Replace the word *cow* with other known items, e.g. *a train*. You can use the flashcards from earlier units. Ask the children for other suggestions and discuss the answers.

### 3 Read and circle.

- Ask the children to look at the questions on the Student Book page. The children look at the pictures on the right and circle the correct answer for each question.



# Say it with me



## Objectives

Practice words with -ng

## Language

**New:** bang, gong, song, sing along, strong

## Materials

CD 2; colored pens / pencils / crayons

## Extra activity

Write the senses words on the board, one at a time. Write each letter of the word slowly. Tell the class to sound out the letters as you write them, and to say the word as soon as they can guess what it is. Ask the children to say what each of the senses tells us.

## Student Book Lesson 5 page 98

### Warmer

- Encourage the children to retell the story from Lesson 3. Ask questions to prompt the children if necessary.

### 1 Listen and follow. Listen and repeat. 2:55

- Look at the picture together. Use the picture to teach the words *bang* and *gong*. Ask the children what they think Benny is doing (*singing a song*). Teach the words *sing along* and *strong*.
- Play the recording for the children to listen and follow the words on the page.
- Play the recording again for the children to listen and join in with the rhyme. Focus on the pronunciation of the new sound.
- Say the sound in isolation and have the children copy you. The *ng* sound is produced nasally, so if children hold their noses the sound should stop. They can also put their fingers on the side of their noses and feel their noses vibrate as they make the sound.
- Sing the song from Lesson 4 again, encouraging children to sing "loud and strong".

2:55

Fifi bangs a gong.  
Benny sings a song.  
Can you sing along?  
Sing it loud and strong!

### 2 Trace the words.

- Ask the children to read the words at the bottom of the page (*bang, sing, song*). Ask them to trace the letters in the correct color. Finally, ask them to find words with that spelling pattern in the poem and underline them in the same color.

### ANSWERS

green: bangs  
blue: sings, sing, sing  
red: gong, song, along, strong

### Optional activities

- To practice listening for the *ng* sound: Read out a list of words, for example: *sing, sin, thin, thing, pin, ping, wing, win*. When the children hear the *ng* sound, they stand up. Note whether children have problems differentiating between *n* and *ng* and provide further practice of this if necessary.
- To practice blending with the *ng* sound: Write *ng* on the board in one color. Ask the children to make the sound. Then write letters to make a word in a different color, e.g., *ring*. Ask the children to sound out the word and then blend the sounds together. Repeat with other *ng* words (e.g.: *hang, gang, bang, sing, wing, thing, king, long, song, gong*).
- To practice recognizing the *ng* sound: Write the following words in two columns:  

<i>sing</i>	<i>long</i>
<i>bang</i>	<i>wing</i>
<i>song</i>	<i>hang</i>

Ask the children to read the words in the first column. Practice segmenting (e.g. /s/ /i/ /ng/) and blending (/sing/). Ask the children to read the words in the second column. Have them match the rhyming words in the two columns (*sing–wing, bang–hang, song–long*) and tell you which letters are the same and which are different. You may wish to briefly explain the meaning of any words that the children don't know.

## Activity Book Lesson 5 page 80

### 1 Color the pictures with the *ng* sound. Write.

- The children say the words for each of the pictures, then color the pictures with the *ng* sound. They write the correct words from the box under the pictures with the *ng* sound.

# Follow me



## Objectives

To learn about the importance of being quiet and listening to others

## Language

**New:** I can't hear you. We need to listen to others.

## Materials

CD 2; Unit 9 Picture cards; colored pens / pencils / crayons

## Extra activity

Play a game of *Snap!* using the senses picture cards. The children play this game in pairs. They put their senses picture cards together, shuffle them and deal them out. The children take turns to put a card face up on their desks, in two separate piles (one in front of each child). They should say the words for the cards as they put them down. When the cards on the top of each pile are the same, the first child to call out *Snap!* can keep all of the cards. The winner is the first child to get all the cards. If the children run out of cards before they can call out *Snap!*, they should shuffle the cards and deal them out again.

## Student Book Lesson 6 page 99

### Warmer

- Play the song from Lesson 4. Encourage the children to join in and add picture cards or actions where possible. 2:54

### CRITICAL THINKING

- Talk about quiet and loud things. Ask the children to say what things sound loud and what things sound quiet. Ask the children when we should be quiet.
- Look at the photos in the book. Ask *What's the problem in picture 1? Do you think that the girl can hear the boy who is talking? Why not? What should they do?*

## 1 Listen and follow. Listen and repeat. 2:56

- Play the dialogue. The children listen and follow the text on the page. Talk about what happened and extend the discussion. Ask *Why is it important to listen to others? (It's polite, we should all take turns speaking and listening, they might have something important to say!)*.

- Play the dialogue again for the class to listen and repeat. 2:56

**Girl:** I can't hear you.

**Boy:** Be quiet, please!

**Girl:** We need to listen to others.

**Girl:** Yes, we do. Sorry.

## 2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the dialogue again for them, then encourage them to say it themselves.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

## 3 Listen and chant. 2:57

- Play the chant.
- Teach the words to the chant and play it again.
- Use the chant in future lessons when you need the children to be quiet / listen to each other / settle down.

2:57

One at a time

Wait your turn, wait your turn.

Don't talk at once –

It isn't clear.

Be quiet and listen,

Then we all can hear.

One at a time.

Wait your turn, wait your turn.

## Activity Book Lesson 6 page 81

### 1 Color the correct picture. Draw 😊 or ☹️.

- The children look at the pictures and decide which shows children being quiet and listening to each other. They color the correct picture (the second picture) and complete the faces with a smile (for being quiet) or a sad mouth (for being noisy).

# Explore with me



**Objectives**

To talk about what music sounds like

**Language**

**New:** music, rain  
This music sounds like (a train).  
**Recycled:** train, bird, bee.

**Materials**

CD 2; Unit 9 Flashcards

**Extra activities**

The children can use their picture cards to play this game in pairs. They put their picture cards together, shuffle them, and lay them out face down on the table. They take turns to turn over two cards each. They should say the words for the cards as they turn them over, or, if they are confident enough, they could say a sentence using the word for the card (e.g.: *Flowers smell nice.*). If a child turns over a matching pair of cards, they can keep the cards. If you want to introduce a competitive element to the game, you can tell the class that the children with the most cards at the end of the game are the winners.

Ask a child to think of a sound and make it (using their voice, whistling, tapping their fingers, etc.). The rest of the class try to guess what the sound is (a bird, a car, a clock, a cat, etc.). They should say *It sounds like a (car). Is it a (car)?* The first child to guess correctly can take a turn to make another sound for the class to guess.

## Student Book Lesson 7 page 100

### Warmer

- Ask the children what they learned about in the previous lesson (*the importance of being quiet and listening to each other*). Play the chant from Lesson 6 and encourage the children to join in. 🔊 2:57
- Review the language from the unit by asking the children to talk about what things we can hear / see / taste / touch / smell and what those things sound / look / taste / feel / smell like. Ask the children to say what their favorite sounds / smells / tastes are and what they like to look at / touch.

- Ask the children to look at the Student Book page and tell you what they can about the pictures. Prompt the children with questions, such as: *What do you see?*
- Ask the children to make the sound of each thing in the pictures with their voices or by tapping on the table or clapping.

### 1 Listen and follow. Listen and repeat. 🔊 2:58

- Play the recording for the class to listen and follow the text on the page. Make sure that the children are pointing to the correct pictures as they listen to the recording.

**CRITICAL THINKING**

- Ask the children which is their favorite piece of music from the recording and ask them to give reasons. Ask: *What does it sound like?* about each piece of music. Ask the rest of the class if they agree that the music sounds like (a train / bird / rain / a bee). If not, ask the children who disagree what they think each piece of music sounds like.

🔊 2:58

- This music sounds like a train.
- This music sounds like a bird.
- This music sounds like rain.
- This music sounds like a bee.

### 2 Look and say.

- Describe one of the pieces of music using the sentences on the Student Book page. The children say the number of the photo, e.g.: *This music sounds like rain.* Child: *Number 3.*
- Ask the children to imitate the sound of the music each time using their voices.

**CLIL BOX: MUSIC**

This lesson focuses on the way everyday sounds can be incorporated into music. It contains examples of a variety of different musical styles and instruments linked by this topic. The children are encouraged to think critically about the way that sounds can be recreated in music. In this lesson, they are encouraged to mimic everyday sounds using their voices, bodies, and percussion. In the next lesson, they go on to make their own piece of music.

## Think with me



### Objectives

To think about what sounds things make  
To make a piece of music

### Language

**New:** shaker, coconuts, sand

What does it sound like?

**Recycled:** beans, wind, horse, train

It sounds like (a horse).

### Materials

CD 2, Unit 9 Picture cards; homemade musical instruments (saucepans, wooden spoons, plastic tubs, empty water bottles with rice inside, etc.)

## Student Book Lesson 8 page 101

### Warmer

- Display a range of everyday objects for making music (you can use objects like the ones in the Student Book main picture, e.g.: saucepans, wooden spoons, plastic tubs, empty water bottles with rice inside) and show the children the sounds they make. You can give the instruments names (e.g.: shaker, drum) if you wish. Put the instruments on the floor, hidden, and have one child come and choose one to play out of sight. Another child says *It sounds like the (shaker)*.

### 1 Talk about the pictures.

- Ask the children to look at the picture and tell you about it. Prompt them with questions, such as: *Who's this?* *What's this?*
- Make sure that the children know the names of all the items in the pictures at the side of the page. Ask the children what they think Sam and May are doing.

### 2 Listen and sing. 2:59

- Tell the children that they are going to listen to a song about some of the objects from the pictures.
- Play the song once through and ask the children which pictures they think were in the song. Don't confirm any suggestions yet.

- Play the song again, pausing after each verse to ask the children what they think they heard (*a horse, a train, wind*). Play the song again for the children to join in.

2:59

Listen, listen. Use your ears.

What does it sound like?

Open your ears!

Listen, listen. Use your ears.

What does it sound like?

Open your ears!

Listen, listen. Use your ears.

What does it sound like?

Open your ears!

### 3 Look and match.

#### CRITICAL THINKING

- Ask the children to focus on the pictures at the side of the Student Book page. Ask the children to tell you what kind of sound each item makes. Ask *Is it loud or quiet?* Explain that each of the homemade instruments on the left can sound like one of the things on the right. Point to each "instrument" and ask *What does it sound like?* The children then draw lines to match the instruments to the items they sound like.

### 4 Choose a picture and make music.

- Tell the children that they are going to make a piece of music about a horse. Ask them what sounds a horse makes and how they might copy those sounds (with coconut shells or knuckles on tables for hooves, voices for neighing, rubbing palms of hands together for tail swishing, etc.).
- Divide the class into three groups, or more if the children have come up with more sounds. Have one group copy you to make a rhythmic clip-clop sound. Have the second group practice neighing, and the third rub their palms together as the swishing tail. "Conduct" the groups to combine the sounds, and try making the horse go faster and slower, or jump over a fence!
- Divide the class into groups of four. Ask the children to choose one of the pictures, or extend the choice by displaying other flashcards or pictures. Encourage the children to use their voices, their bodies, and percussion instruments to make a range of sounds to represent the picture.
- The children can perform their pieces for the rest of the class. They could begin by singing the *Listen* song.

## Activity Book Lessons 7 & 8 page 82

### 1 Draw and color. Draw some more.

- The children look at the small pictures at the side of the page and decide which things are loud and which things are quiet. They draw and color the items in the correct boxes. They can then add more loud / quiet things to the boxes.

### Fifi's Challenge

- Fast finishers can complete the sentences with their own ideas (one thing that they think is loud and one thing that they think is quiet).



# Show me



## Objectives

To practice the language from the unit through a game

## Language

plants, food, toys

How does it feel? It's (soft).

## Materials

CD 2, Fifi puppet, Unit 9 Poster, Unit 9 Picture cards, a sound effects CD (optional); objects from the main Student Book picture (teddy, play-dough, banana, flower, toy car, etc.) or other objects that the children can experience with their senses

## Extra activity

Mime using one of your senses to experience something good or bad (pulling faces to show what you think of the thing you are smelling / tasting / touching / hearing / seeing). The children guess what you are doing (*You're smelling! It smells bad!*). The first child to guess correctly can take a turn to mime using one of his / her senses to experience something good or bad for the rest of the class to guess.

## 2 Play the game.

- Put three or more different objects on a table. You could use the same items as in the main picture in the Student Book, or any items that have different textures and smells. Choose objects from categories the children know, e.g.: food, toys, plants.
- One child chooses an object without telling anyone what it is. The other children choose senses picture cards. They ask the first child questions about how his / her chosen object smells, feels, tastes, etc. according to their sense cards, in order to guess what the object is. The first child to guess the object correctly can come to the table and choose an item for the other children to guess.

## 3 What do our senses tell us?

### CRITICAL THINKING

- Ask the class the big question for this unit: *What do our senses tell us?*
- Encourage the children to use all of the language from the unit to talk about what our senses tell us (e.g.: *My ears tell me how it sounds. It sounds loud or quiet. A drum is loud. My mouth tells me how it tastes. A cookie is delicious.*).
- Extend the discussion to talk about what your senses can tell you in different places, e.g.: at the beach, in the mountains, in spring, in winter, etc.

# Student Book Lesson 9

## Warmer

- Sing the song from Lesson 8, but add new sounds (using a sound effects CD or making sounds yourself). Ask the children to guess what the sounds are.

## 1 Look at the poster. Match.

### CRITICAL THINKING

- Use the Fifi puppet to talk about the poster. Ask *Who's this? What's this? What's he / she wearing? What can he / she hear / see / smell / feel / taste?* etc.
- Ask children what senses the people on the poster are using. Ask what part of the body each person is using for each sense..

- Focus on the activity at the side of page 102.
- Ask the children to draw a line to match the people on the left to the items on the right.

# Show and Tell



## Objectives

- To make a senses experiment area
- To experience things using the senses

## Language

- adjectives, food, toys, plants
- How does it (taste)? It's delicious.

## Materials

CD 2, colored pens / pencils / crayons; a wide variety of objects for the children to see / hear / smell / touch / taste, as in the photo on Student Book page 103

## Extra activities

Write the headings *Food / Senses / Adjectives / Colors / Parts of the body* on the board. Ask the class to say what words they can remember for each heading. Write their suggestions on the board.  
Erase the words on the board. Ask children around the class to say three words from one of the groups. Say *Say three foods / senses / adjectives / colors / parts of the body*. You can play this as a game in two teams if you like, asking children from each team in turn to name three items and awarding one point for each correct answer.

- The children can work in groups to make a sense experiment area. You can allocate one sense to each group, or each group can choose one or two items from the table for each sense.

## 2 Work in pairs and ask and answer.

- The children take turns to touch, smell, taste, etc. the items in their experiment area. Then they ask and answer questions about the various objects. You can also invite children from other groups, or even other classes, to do this.
- If you have children in your class who are writing at this point in the year, they can make little signs for each area, saying *How does it (sound)?* or they can just write one word to describe each item, e.g.: *loud, soft, delicious*, etc.

## 3 Show and tell.

- Encourage the children to come to the front of the class and talk about their experiment area, saying what senses you can use in it, what objects you can experience with each sense and what each object sounds / feels / looks / tastes / smells like.
- If possible, the children can show their experiment areas to other children or adults.

## Activity Book – Project page 83

### 1 Read and draw.

- The children complete the picture by drawing the parts of the body that we use to experience the senses (ears, eyes, nose, mouth, hands). They can then label the completed drawing, either by drawing a line to the parts of the body or by writing the names of the parts of the body that they have drawn. Or they can write the senses that each part of the body experiences..

## Student Book Lesson 10 – Project page 102

**NOTE** You will need to bring a wide variety of objects to this lesson (as in the photo), and ask the children to bring in food and toy items to add to the project.

### Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the recording plays. 🎧 1•01
- Talk about the photos. Ask the children to guess what the children in the picture are doing. Ask the children to name as many of the objects in the picture as they can.

### 1 Make a senses experiment area.

- Collect all the items that you and the children have brought to class together randomly on the table. The children work together to sort them into sense areas.

## Literacy Book Unit 9 page 52

This lesson introduces the new sound: *ng* and helps children to identify it. As well as using the audio, you can help by exaggerating the sound. Check that the children are making the sound nasally by asking them to pinch and release their nose – the sound should stop when they pinch it.

### 1 Listen and point. Listen and repeat. 1•64

- Play the recording for the children to listen and point to the letters and pictures.
- Play it again for the children to listen and repeat.
- Point to the pictures and ask the children to say the words.
- Ask children to identify the rhyming pairs of words.

 1•64

*NG says ng, bang, gong, ring, hang, king, strong*

## Literacy Book Unit 9 page 53

This lesson practices listening for and identifying the target sound, and also in differentiating it from the *n* sound.

### 1 Listen and circle the sound you hear. 1•65

- Explain that the children will hear a complete word, and the sound might be at the beginning or the end of the word.
- Children listen to the audio and circle the letters that match the sound they hear. Ask them whether the sound was at the beginning or the end of the word.
- The children can then trace the letters they have circled.

#### ANSWERS

1 ng 2 n 3 ng 4 ng

 1•65

1 sing 2 run 3 long 4 wing

### 2 Write the letters. Listen and repeat. 1•66

- The children write the circled letters from activity 1 to complete the words, then listen and repeat the words.

## Literacy Book Unit 9 page 54

This lesson practices forming letters, spelling out words, and reading words aloud.

### 1 Match and write.

- The children join the letters of the same color to the matching picture and copy the word onto the lines.

### 2 Say.

- The children read aloud the words they have written.

## Literacy Book Unit 9 page 55

This lesson practices reading words with the target sounds in context and reading sentences aloud.

### 1 Listen and chant. 1•67

- The children listen and follow the words of the chant.
- Play the chant again, one line at a time, for the children to listen and repeat. Have the children close their eyes so that they are focusing on the sounds.

 1•67

*Sing it, sing it, sing it with me. Sing it, yes, sing along.*

*I hop and I skip,*

*I run on the track,*

*I kick a ball,  
I swim on my back,  
I bang on a drum. It's lots of fun,  
But the best thing is a song!*

- Play the chant again. Encourage the children to chant along.

## Numeracy Book Unit 9

### page 51 Numbers 1–20

#### 1 Follow the numbers.

- The children draw a line connecting the numbers 1–20 in order to find their way through the maze.

### page 52 Number words *four–twenty*

#### 1 Count and write. Match.

- The children count the items and write the numbers. They then draw lines to match the numbers to the words.

#### ANSWERS

4 teddies – four / 12 cakes – twelve / 20 pencils – twenty /  
7 chairs – seven / 9 strawberries – nine / 10 chickens – ten

### page 53 Numbers 1–11, number words *one–eleven*

#### 1 Look, count, and circle.

- The children read the word problems, then count the dots on the dice. They match each word problem to the correct pair of dice.

#### ANSWERS

four + two = six (4 + 2) / three + five = eight (3 + 5) /  
six + one = seven (6 + 1) / one + four = five (1 + 4) /  
five + six = eleven (5 + 6)

### page 54 Numbers 11–20, number words *eleven–twenty*

#### 1 Color and match.

- The children write the block numbers. They then draw lines to match the numbers to the words.

#### ANSWERS

11 – eleven / 12 – twelve / 13 – thirteen / 14 – fourteen  
15 – fifteen / 16 – sixteen / 17 – seventeen / 18 – eighteen  
19 – nineteen / 20 – twenty

### page 55 Concept: *bigger / smaller* Number words *one–twenty*

#### 1 Which number is bigger? Color and write.

- The children look at each pair of number words and decide which number is bigger. They color the bigger number word and write the matching number in the box.

#### ANSWERS

seven – 7, twenty – 20, eighteen – 18, five – 5, thirteen – 13,  
nineteen – 19

### page 56 Numbers 1–20

#### 1 Follow the numbers to the flower.

- The children color the circles with the numbers 1–20 in order to find a path from the little girl to the flower.

# Revision Story 3 – The Gray Baby Duck



## Objectives

Review language and structures from Units 1–9  
Read and understand a story  
To learn about the value of complimenting others

## Language

Vocabulary and structures from Units 1–9

**New:** swan, ugly, lay eggs, come back, pond

## Materials

CD 2, Fifi puppet, Units 1–9 Flashcards, Units 1–9 Picture cards (optional)

## Extra activities

Play a memory game. Tell the children to look at the story in their books while you play the recording. The children then close their books. Say lines from the story. The children try to remember who said each line and say the name of the correct character. You can play this as a game in teams if you like

- Ask questions to prompt the children: *Who's this? What's this? What color is the ... ?*

## 2 Listen and follow. Listen and repeat. 2:60

- Play the story for the children to listen and point to the story frames.
- Go over the story frame by frame and talk about what's going on.
- Listen to the story again, encouraging the children to point to and "read" the speech bubbles.
- Play the story again, pausing after each line for the children to repeat. Encourage the children to say the lines from the story.
- Play the story one line at a time. Invite the children to suggest actions for each line. Play the story again and encourage the children to join in.
- Invite groups of children to act out the story. You can ask the children to role play to the audio or role-play with speech on their own.

## 3 Discuss the story.

### CRITICAL THINKING

- Encourage the children to talk about the story and to think about the value *complimenting*. Ask: *What color are baby ducks? Why is the gray baby duck different? Why is it important to tell someone when they are good at something? Who looks after the gray baby duck? Why does the gray baby duck feel sad? Why is it important to have a family? How does the swan feel at the end of the story? Why?*

## Extension activity

- If you like, you can ask the children to draw a picture of an unusual animal family, then tell the class about their picture and say why their animal family is unusual (e.g.: *The mom is a chicken, the dad is a swan, the baby is a fox!*).

## Student Book Revision Story 3 pages 104–105

### Warmer

- Use the flashcards from Units 1–9 to revise vocabulary from previous units. You can do this by playing a game of *What's missing?* Stick ten flashcards on the board. Point to the flashcards and ask the class to say the words. Tell the class to close their eyes. Remove two or three of the flashcards. The children open their eyes and say which flashcards are missing.
- Use the Fifi puppet or draw pictures to revise / pre-teach the words *ugly, beautiful, swan, woman, nest, lay (eggs), come back* and the structure *They look so beautiful*.

### 1 Talk about the pictures.

- Use the Fifi puppet to introduce the story.
- Introduce and help the children to identify the new characters and any objects they recognize in the pictures.

## Activity Book Review 2

### 1 Find and circle. Say. page 85

- The children find and circle six of the items from outside the main picture in the main picture. They then talk about the items they have circled. They can color the picture.

### 1 Follow and write. page 86

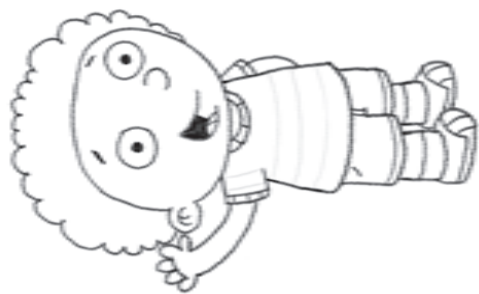
- The children match the silhouettes to the pictures, then follow the paths with their finger, or with a pencil, to match them. They then write the words.

### 2 Color for you.

- The children think about their progress in Units 4–6 and color the number of stars that they think best represents their progress.



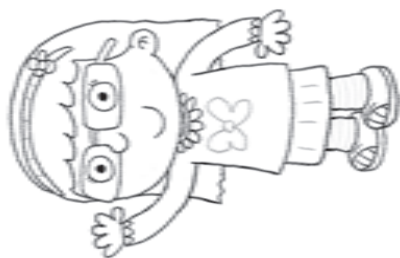
1 Match and say.



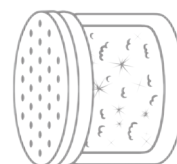
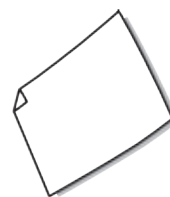
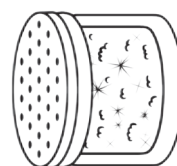
May

Anna

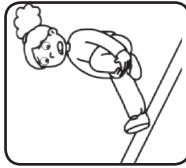
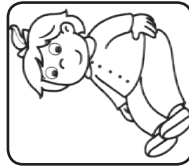
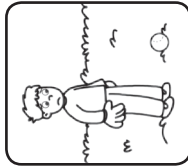
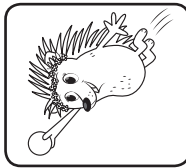
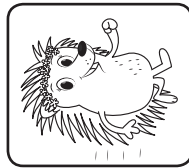
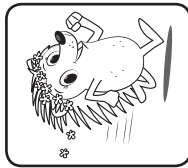
Sam



2 Match, color, and say.

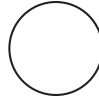
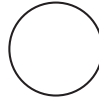
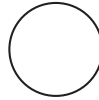
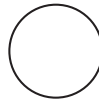


1 Match the opposites.

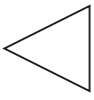
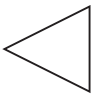
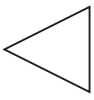
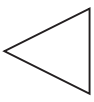


2 Look, count, and colour.

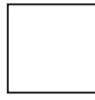
3



6



9



7



## Progress Check

1 Circle the correct words.



thirsty

happy



tired

lively



sad

hungry



happy

hungry

2 Look and match.



grandma



grandpa



mom



brother



dad

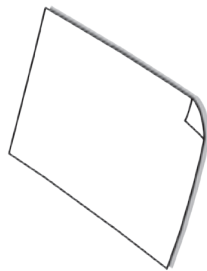


sister

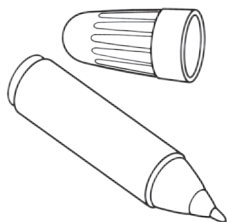
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1 Look and color.

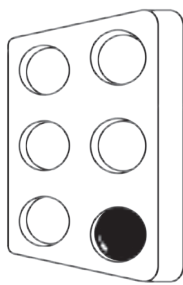
blue



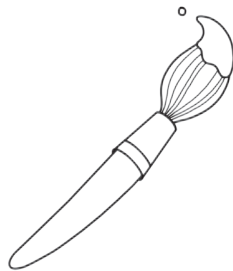
green



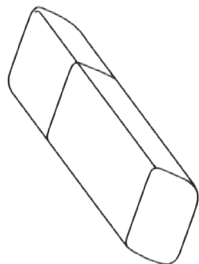
red



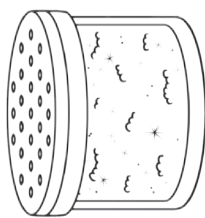
yellow



pink



orange



2 Look and match.

lively



happy



tired



hungry

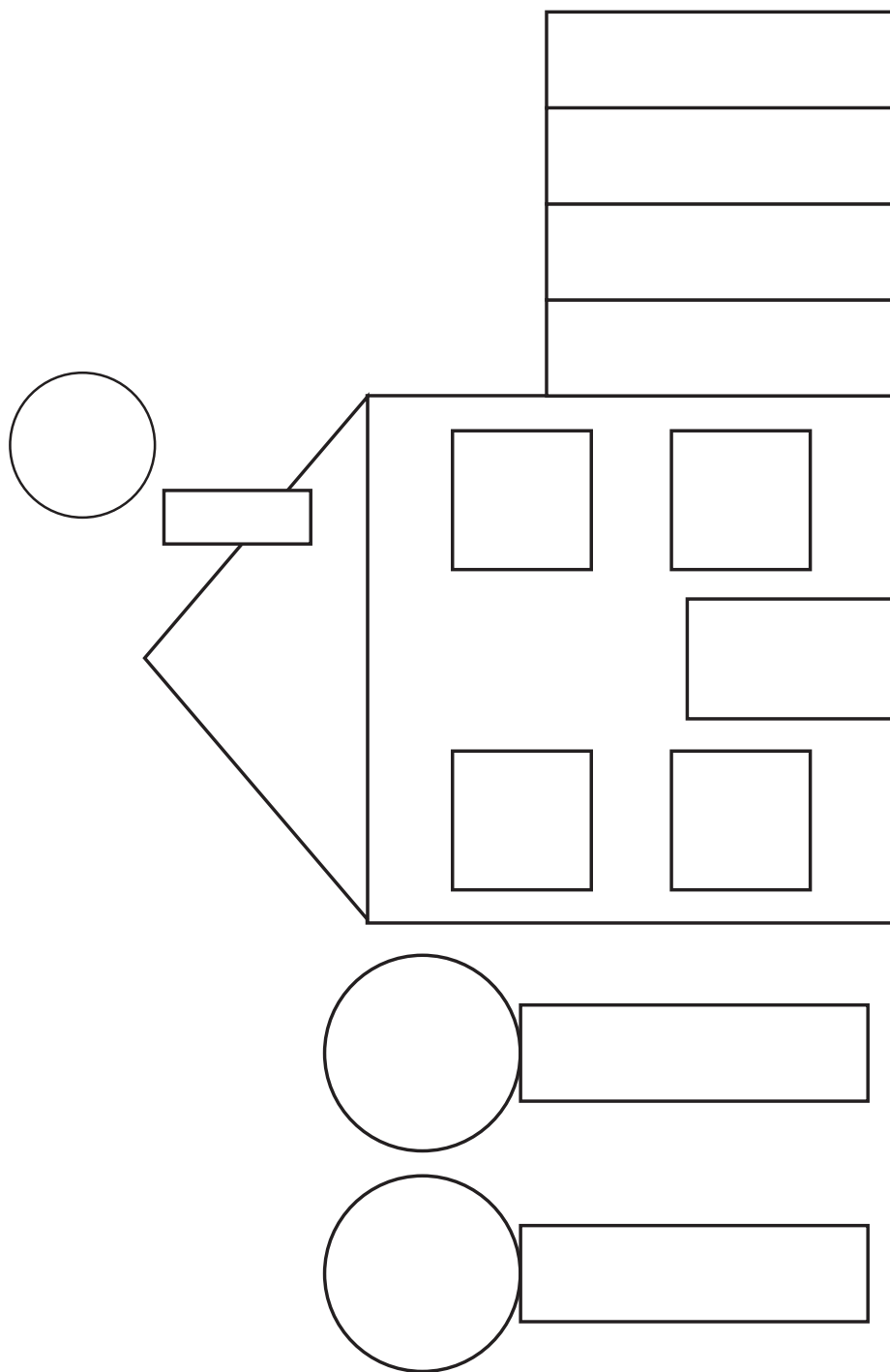
thirsty



sad



3 Count, look, and draw.



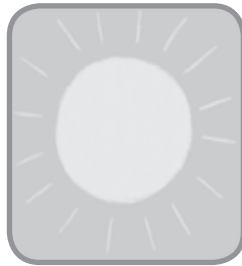
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3

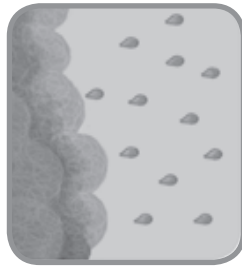
1

8

1 Circle the correct words.



rainy  
sunny



cold  
rainy



windy  
snowy



cold  
hot

2 Match the days in order.

Friday

Thursday

Tuesday

Wednesday

Sunday

Monday

Saturday

1 Look and match.

kitchen

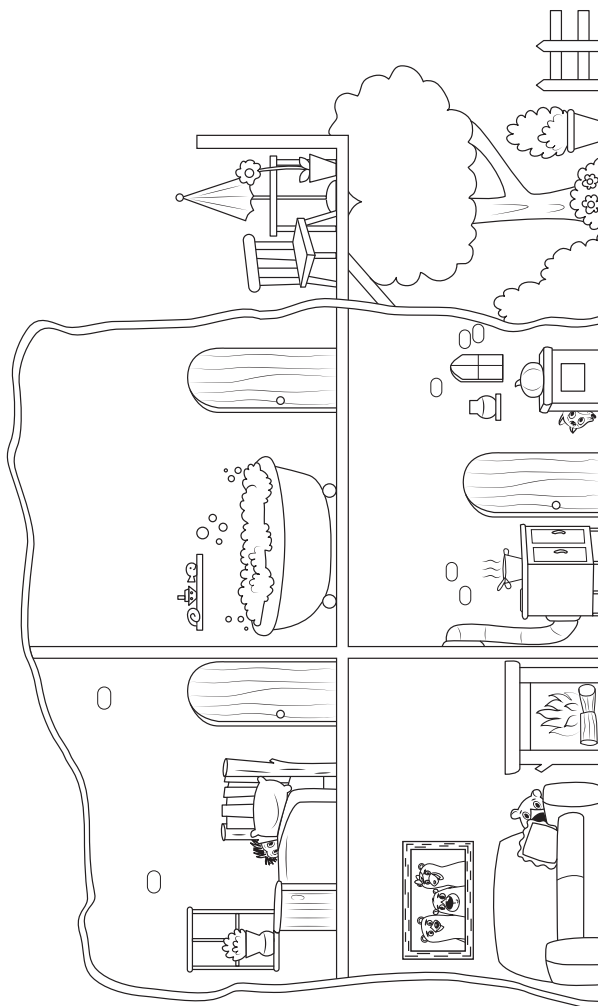
living room

bedroom

balcony

bathroom

yard



2 Write the missing numbers.

1		3	4	
6				10
11			14	

## Progress Check

1 Look and match.



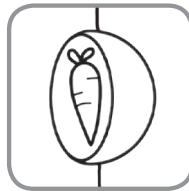
picking



washing



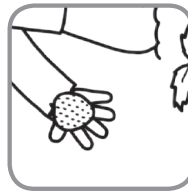
eating



planting



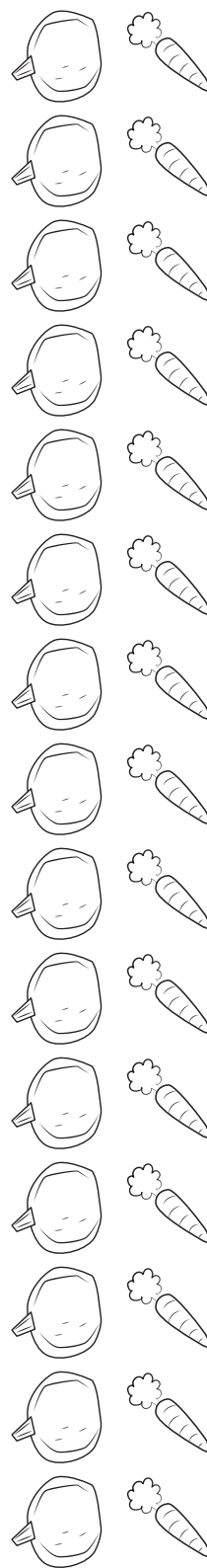
watering



digging

2 Count and circle.

7



10



12



14





# Revision Progress Check

1 Look and match.

rainy

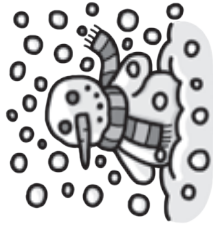
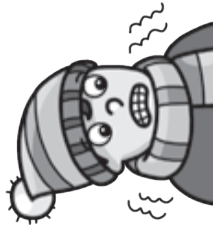
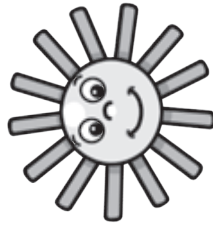
snowy

hot

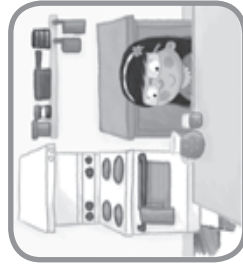
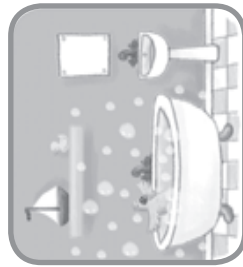
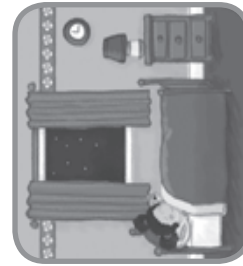
sunny

windy

cold



2 Circle the correct words.



bathroom

living room

yard

bathroom

balcony

kitchen

balcony

bedroom

kitchen

bedroom

living room

garden

# Revision Progress Check

3 Match in order and draw.

- Monday
- Friday
- Sunday
- Wednesday
- Saturday
- Tuesday
- Thursday


## Progress Check

1 Circle the correct words.



goat

cow



donkey

chicken



sheep

horse

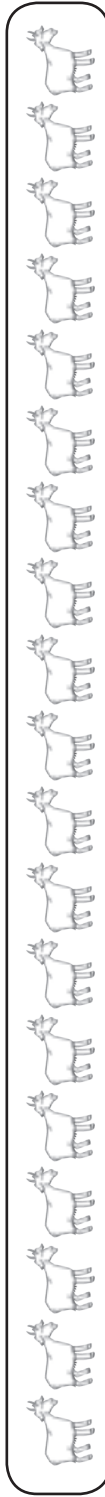


donkey

chicken

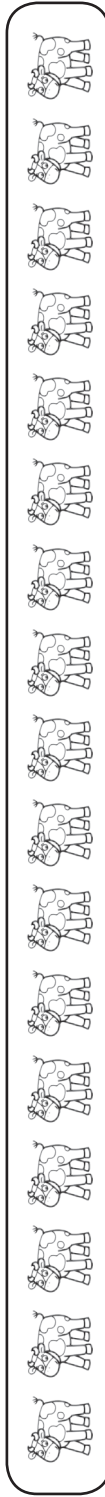
2 Look, count, and match.

15



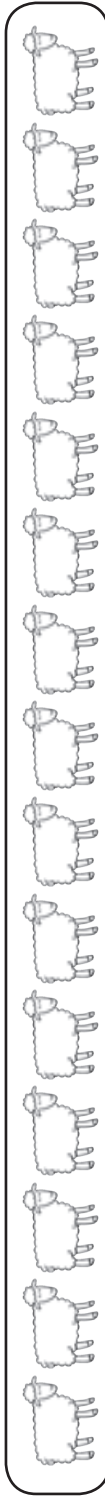
16 chickens

19



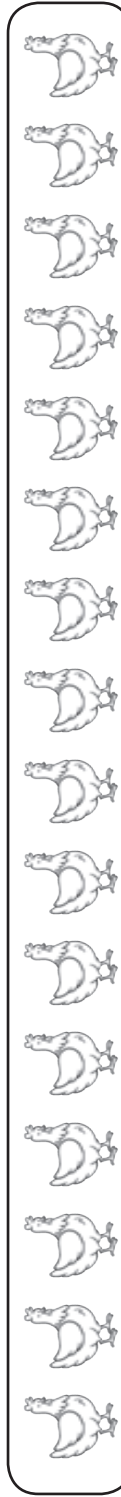
15 sheep

16



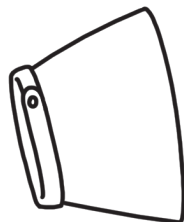
19 goats

17



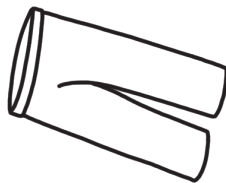
17 cows

1 Circle the correct words.



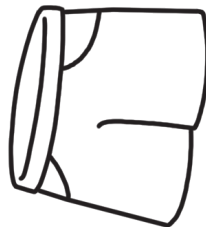
skirt

jacket



sandals

pants



skirt

shorts



jacket

sandals

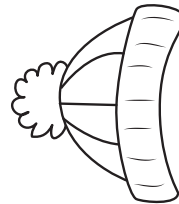
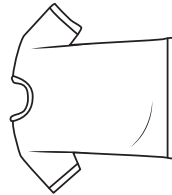
2 Look and match.



T-shirt

sweater

hat





## Progress Check

1 Circle the correct words.



look

smell

sound



sound

smell

feel



smell

look

taste



feel

smell

look



sound

look

feel

2 Look and match.

hard

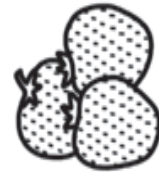
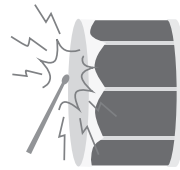
soft

loud

quiet

good

delicious



# Revision Progress Check

1 Look and match.

horse

cow

chicken



donkey

sheep

goat

2 Circle the correct words.



skirt

shirt



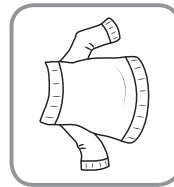
pants

shorts



T-shirt

jacket



a scarf

sweater



sweater

jacket



shoes

pants



sandals

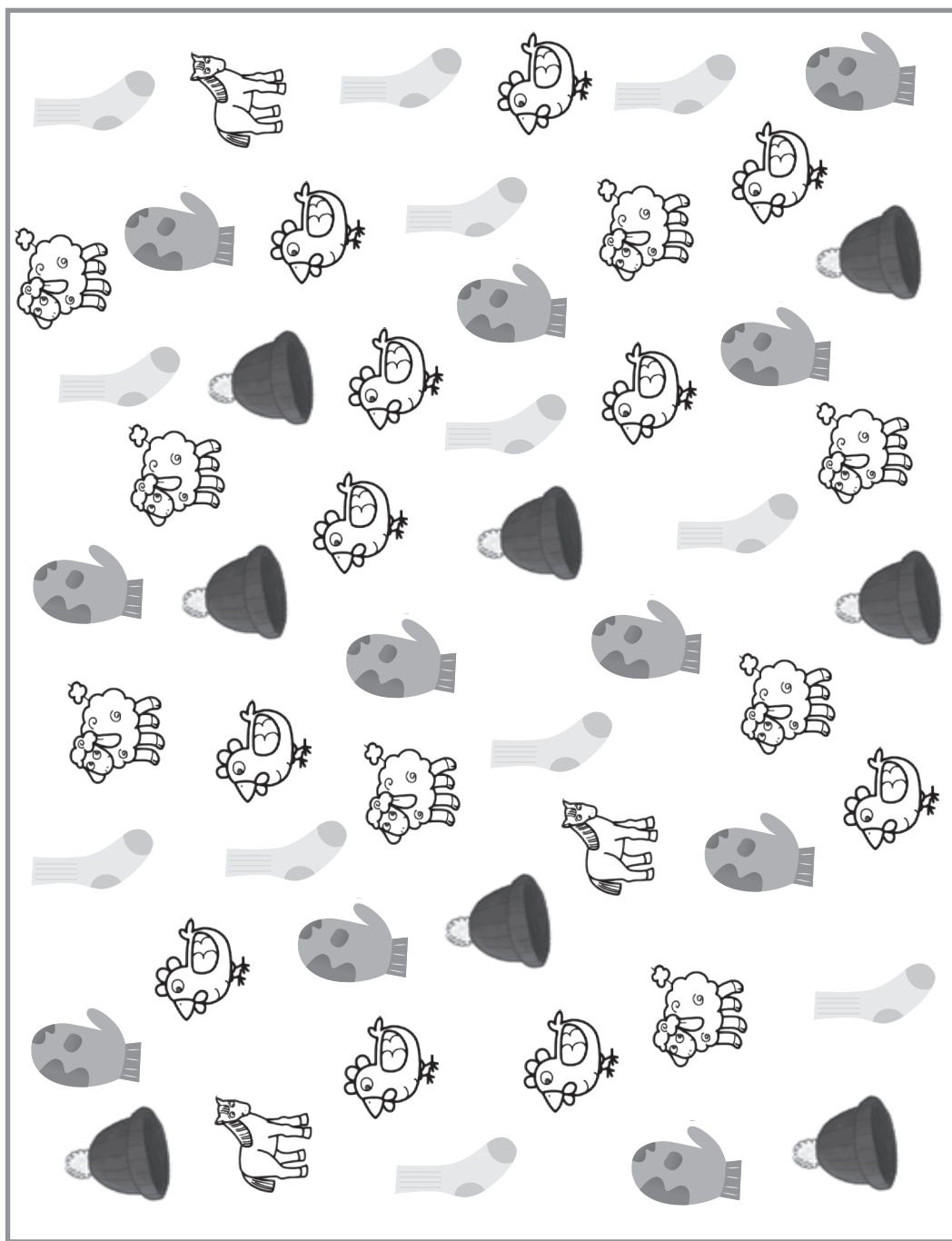
socks









scarf

hat

3 Count and write.

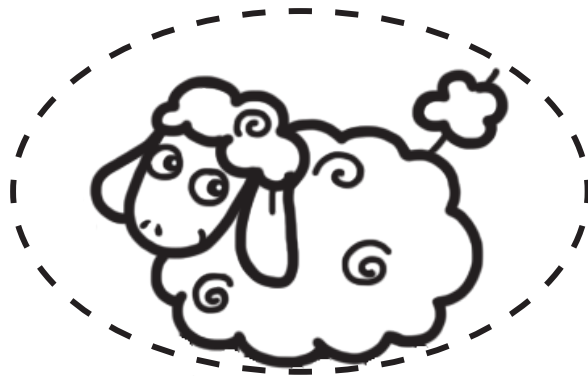
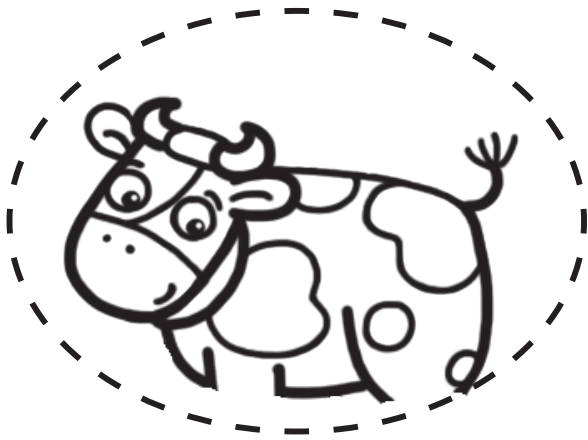


# Wordlist

above	day	good at	lunch	see	that
accident	delicious	grandma	make	shaker	these
along	dig	grandpa	milkshake	sheep	thick
alright	dirty	grass	Monday	shelf	thin
apron	dolphin	gray	monkey bars	shell	thirsty
arm	donkey	great	music	ship	this
bad	drawers	great job	neat	shirt	Thursday
balcony	drink	grow	need	shorts	tiger
bang	drum	happy	next	sing	tired
bath	dry	Happy birthday	now	skip	toys
bathroom	duck	hard	on	skirt	truck
beans	eat	hear	others	sled	T-shirt
beautiful	egg	her	outside	slide	Tuesday
bed	enormous	here	paint	slip	turn
bedroom	eraser	his	pants	slowly	ugly
bee	every	hole	paper	smell	under
behind	everyone	honey cake	pass	smelly	use
better	fairy	hopscotch	peas	snowy	vegetables
black	fall	horse	pen	socks	wait
body	family	hot	penguin	sofa	walk
boots	farm	house	pick	soft	warm
brown	farmer	hungry	plant	song	wash
brush	fat	idea	pond	sorry	washing machine
build	feathers	in	pool	sounds like	water
bunch	feel	jacket	potatoes	soup	wear
button	fingers	kick	pull (it up)	spin	weather
careful	fish	kitchen	pumpkins	spring	Wednesday
catch	flip	lay eggs	puppet	stir	wet
chicken	fly	lettuce	queen	stop	white
chop	food	lie	quickly	strong	wife
clean	fox	line up	quiet	summer	window
climb	Friday	listen	rainy	Sunday	windy
clock	frog	litter	rectangle	sunny	winter
clothes	fruit	little	rock	surprise	worker
cloudy	funny	live	run	swan	yard
coconuts	garbage can	lively	sad	sweater	
cold	get	living room	sandals	sweet	
come back	glitter	log	sandbox	swim	
cook	goat	look after	Saturday	talk	
cow	gong	loud	say	taste	
cute	good	love	scarf	team	





**brush**

**pen**



**eraser**

**paper**

**glitter**

**paint**

**catch**

**build**



**climb**

**kick**

**run**

**walk**

happy

sad



tired

lively

hungry

thirsty



**rainy**



**snowy**

**cold**

**sunny**

**windy**

**hot**

**bedroom**

**kitchen**



**living room**

**bathroom**

**yard**

**balcony**

**digging**

**planting**



**watering**

**picking**

**washing**

**eating**

**cow**

**donkey**



**horse**

**chicken**

**goat**

**sheep**



**jacket**

**skirt**



**T-shirt**

**pants**

**shorts**

**sandals**

**smell**

**sound**



**taste**

**feel**

**look**