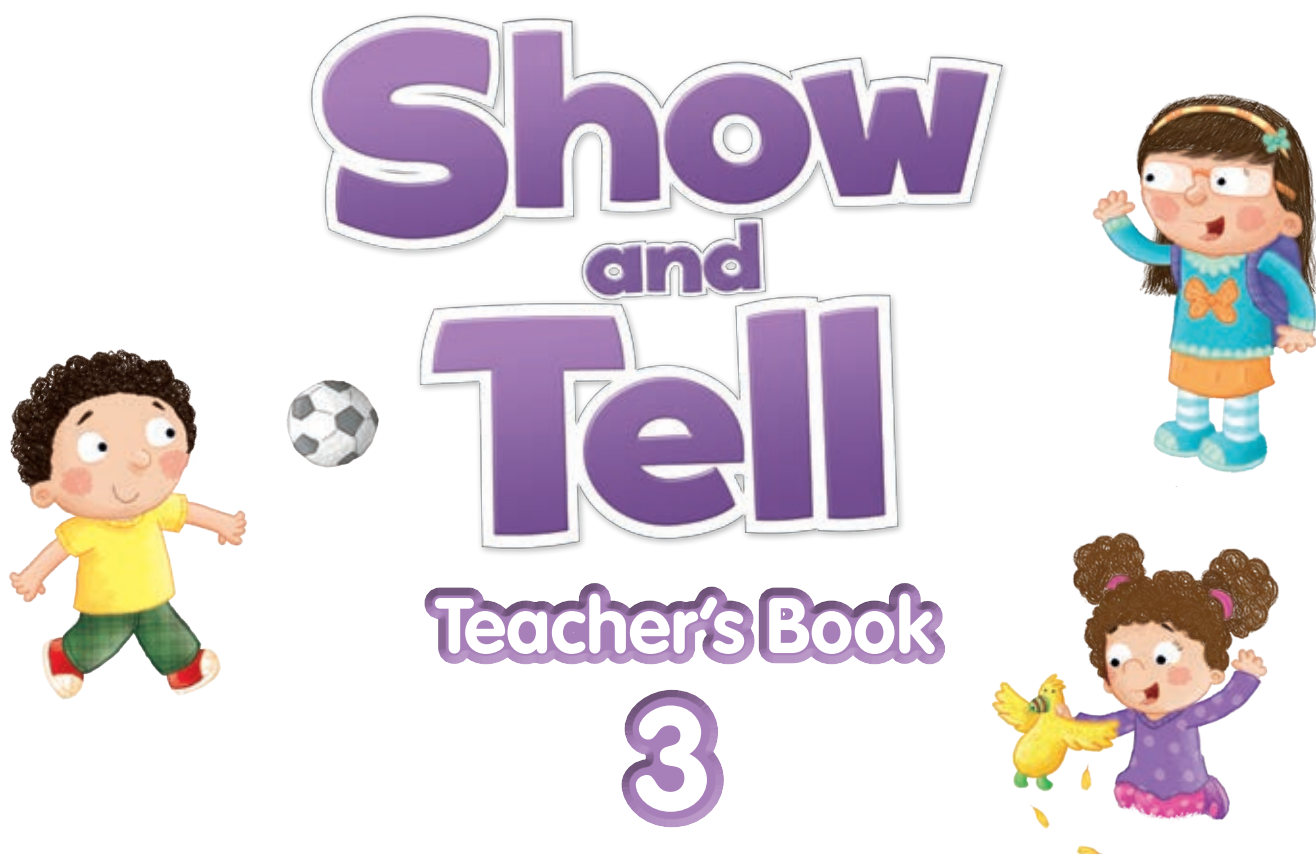


Show and Tell

Teacher's Book

3



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Scope and Sequence

| UNIT & BIG QUESTION | VOCABULARY | STRUCTURES | VALUE AND FUNCTIONAL LANGUAGE | PHONICS | CLIL | SHOW AND TELL PROJECT |
|---|---|---|--|---|--|---|
| Hello Can you remember? | May, Sam, Anna, Bird, Mom, Dad, Grandma, Grandpa, kittens, school, grapes, pen, hot, thirsty, boots, frogs, erasers, socks, beans, stars, days of the week, swing, sing, run, walk, climb, sit, talk, bath, bus, duck, flag, fish, frog, butterfly, wings, body | There are (11 boots). On (Monday) we (go on the swing). Can you see (a bath)? Yes, I can./No, I can't. My butterfly has a (blue body). | | The alphabet, digraphs and blends review: bl, ch, ck, dr, fl, fr, ng, sk, sh, sl, sp, st, sw, th, tr black, chop, rock, drum, flip, frog, ship, skip, sled, spin, stop, swim, thin, truck | | Making a butterfly display |
| Unit 1 What's your school like? | door, floor, window, ceiling, light, sink, cool, snore, sleep, dance school, stairs, knock on the door, welcome, classroom, computer room, art room, schoolyard, read | Where's the (green) butterfly? It's on the (sink). Are you pointing to the (floor)? Yes I am./No, I'm not. don't stand, come in, turn on, close/open the door, open/close your books These children (read stories) in their (classroom). | Being kind and welcoming to newcomers: Welcome to our school. Come on. Let's play. | tch stretch, catch consonant blends review stand up, stamp your feet, cross your legs | Social Science: Places and activities in school | Making a poster about your class |
| Unit 2 What do you like to eat? | meat, vegetables, fruit, pasta, rice, milk, breakfast, lunch, dinner, dessert, cereal, salad, bread, get fit | Pass the (rice), please. Here you are. Do you like (fruit)? I like/love/don't like (fruit). Do you want some (fruit)? Yes, please./No, thank you. I want some (cake). I don't know. It's good for you. I/We have (cereal) for (breakfast). What's for (dinner)? | Offering and accepting food politely: Would you like some (cheese)? Would you like a (drink)? Yes, please. /No, thank you. | long e: spelling ea peaches, meat, peas, beans, eat | Social Science, Science: Meal times, Healthy eating | Making a class picnic |
| Unit 3 What happens on your birthday? | (birthday) cake, present, card, mask, candle, game, here, there, party, treasure hunt, shiny, silver, beads, necklace, fun, lovely, January – December | There's a (birthday cake). There are (6 candles). I have (1 mask). How many (presents) are there? How many (presents) altogether? There are (5) in my box. There's something (shiny) here / there. My birthday is in (June). When's your birthday? | Showing you care about your family: Happy birthday. This is for you. Thank you. It's lovely. | long a: spelling ay way, today, play, gray | Social Science: Different ways of celebrating birthdays | Making a class birthday poster |
| Revision story 1: Cinderella | cry, o'clock, try on, fit, get married | (The shoe) is too small. (The shoe) fits Cinderella. | Respecting others: I'm sorry. May I come? | | | |
| Unit 4 What's in your neighborhood? | swimming pool, zoo, library, supermarket, coffee shop, park, ice cream shop, doctor, hurting, stay, waterslide, Numbers 20-29, street, sign, clock | Where's (Sam)? He/She's at the (swimming pool). Do you want to go to the (zoo)? Yes, I do./No, I don't. I want to go to (the doctor). Which number is on a (bus)? I think number (21) is on a (bus). | Being safe on the street: Look, it's green/red. Stop and wait. It's safe to cross now. | long o: spelling oo school, pool, cool, | Math, Social Studies: Exploring numbers in your neighborhood | Making your own neighborhood |

| UNIT & BIG QUESTION | VOCABULARY | STRUCTURES | VALUE AND FUNCTIONAL LANGUAGE | PHONICS | CLIL | SHOW AND TELL PROJECT |
|---|---|---|--|--|---|---|
| Unit 5 How do you have fun? | dance, run, jump rope, roller skate, ride a bike, ride a scooter, zooming, try, help me, look out, silly, basketball, soccer, table tennis, hit, paddle, net | <i>Can he/she (roller skate)?</i> <i>Who's (running)?</i> Dad. Are you (riding) scooters? Yes, we are./No, we aren't. <i>We're (riding bikes).</i> I love (flying my kite). I don't like (flying). He's/She's playing (catch). He's/She's good at (catching). I'm good at (catching). (It's) my favorite sport. | Taking turns: Can I have a turn, please? Just a minute, I want to finish this. It's your turn now. | Long i: spelling y by, sky, dry | Physical Education: Ball games | Making a Favorite Sports graph |
| Unit 6 Which animals live in the wild? | elephant, giraffe, crocodile, monkey, lion, parrot, wild, tail, teeth, neck, deer, sparkling, sharp, scary, long, scared wavy, rat, bat, numbers 30–100, centimeter, meter | <i>What are they? They're (lions).</i> <i>There are (4) lions.</i> <i>The (monkeys) are jumping.</i> Do they have (big) teeth? Yes, they do./No, they don't. We (don't) have (scary) (eyes). They're (taller) than me. They have (long) (legs). This monkey is (50)cm tall. It's taller/shorter than the (deer). | Respecting nature: You can look, but don't touch. | Long o: spelling oa foal, toad, goat | Math, Science: Using numbers 30-100 to talk about the height of wild animals | Making animal masks |
| Revision story 2: Mouse Deer and Crocodile | river, race, win, king, know, trick, line up | I'm too small (for lunch). | Being smart: Thank you for helping me. | | | |
| Unit 7 What jobs do people do? | chef, police officer, firefighter, nurse, taxi driver, vet, horrible, sick, prickles, zookeeper, work, look after, hospital, police/fire station, drive, fire truck, uniform | <i>He's/She's in the (coffee shop).</i> Is he/she a (police officer)? Yes, he is./No, he isn't. He's/She's a (firefighter). Are they (doctors)? Yes, they are./No, they aren't. He/She (works) in a (hospital). Does he/she (work) in a (hospital)? Yes, he does./No, he doesn't. | Helping other people: What's wrong? I'm sick. How do you feel now? Much better, thanks. | -er, -or endings singer, actor, doctor, teacher | Social Science: Jobs, uniforms, and places of work | Making a jobs picture display |
| Unit 8 How do we make music? | flute, piano, drums, tambourine, shaker, guitar, fast, quietly, shout, louder, quieter, slower, faster, trumpet, violin | <i>He's/She's/I'm playing the (flute).</i> He/She likes to play the (piano). I like to play (fast) (music). Listen to the (trumpet). The music gets (louder). | Including others: What's wrong with (James)? Maybe he's lonely. Come and play with us. <i>Okay. Thanks.</i> | ou as in mouth count, mouth, loud, shout, sounds | Music: Playing musical instruments | Making shakers |
| Unit 9 When do we change our clothes? | tracksuit, sneakers, jeans, shirt, pajamas, slippers, blanket, take off, swap, morning, night, hanging, ballet shoe, costume, cape, superhero, pirate, tiara, fairytale, eye patch, wand, scarf, princess | <i>He's/She's wearing (a shirt).</i> Is he wearing (blue jeans)? Yes, he is./No, he isn't. Is he putting on his (pajamas)? My pajamas are too big/small. He's/She's (putting on) his/her (jeans). This is (Max's) favorite costume. Whose (hat) is this? It's (Elliot's). | Helping at home: Put your (clothes) away. Then you can find (them). | Short u: spelling oo look, wool, hook | Language Arts: Costumes from books | Dressing up as your favorite story character |
| Revision Story 3: Little Lukie | noise, gorgeous, another, butter, sweet, perfect, bite | I'm the coolest cat! | Being brave: Don't eat me (for lunch). | | | |

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 Books are designed to help the children further develop early literacy and particularly phonics skills. 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. They combine 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 CDs**

The audio CDs are a very important part of *Show and Tell*. The Student Book CDs contain recordings of stories, songs, and rhymes along with new vocabulary and phrases, models for pronunciation and speech, examples of games, and sounds to identify. The Literacy Book CD accompanies each of the Literacy Books (A/B).

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. 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
- **DVD** – Each level of *Show and Tell* includes a DVD with 9 animated stories featuring the charming forest characters: Fifi, Benny, and Prickly.

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

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

Interesting photos illustrating topic

Stages of the lesson set out with audio references

Simple captions featuring new language

New vocabulary and topic referenced for teacher

New structure referenced for teacher

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

Main child characters illustrating topic and task

Stages of the lesson set out with audio references

Activity book page reference

On the page activity

Critical thinking reference

New language referenced for teacher

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 children 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.

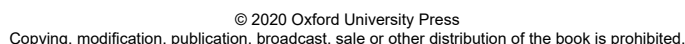
Assessment

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 and have fun helping their children with English!



Anna: Oh... uh...

Kids: It's Anna!

4 Listen and repeat. 🎧 1•3

- Play the recording, one item at a time, for the children to listen and repeat the characters' names.

🎧 1•3

May
Grandpa
Grandma
Sam
Mom
Dad
Anna

5 Sing and do. 🎧 1•4

- Play the song for the children to listen.
- Decide together on actions for each line in the song.
- Play the song again for the children to sing and do the actions.

🎧 1•4

| | |
|--------------------------|---|
| It's time for school. | (Tapping watch / wrist) |
| Come, come and play. | (Beckoning to others) |
| It's time for school. | (Tapping watch / wrist) |
| It's a new school day. | (Making sun-rising motion with arms) |
| Jump, jump, jump, | (Jumping) |
| Give me five, my friend! | (Making <i>Give me five</i> gesture with a partner) |
| It's nice to see | (Waving to the others) |
| You all again. | |

It's time for school. (as first verse)
Come, come and play.
It's time for school.
It's a new school day.

6 Can you remember?

CRITICAL THINKING

- Introduce the Unit Question: *Can you remember?* using the poster or book. The children work in pairs and talk about what they can name in English in the big picture.
 - Congratulate them on how much English they know.
- Put the children into teams and play a guessing game about the picture. Prompt using question forms (see annotations). The children should be able to identify the following:
 - clothes and colors:** *What color is the ... ? (T-shirt, sweater, pants, jeans, jacket, skirt, shirt, dress, shoes, sandals, red, blue, green, yellow, pink, purple, gray, white, black)*
 - food:** *(grapes, cake, bread and honey, apples, oranges, water)*
 - parts of the house:** *(table, chairs, sofa, window, door)*
 - senses:** *How does it sound, taste, feel?*
 - feelings:** *How do they feel? (tired, lively, happy, sad, thirsty, hot)*
 - actions:** *What is he / she doing?: running, eating, putting on, singing, washing, making / cooking*

- 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.
- Ask the children to find Bird in the picture.
- Make the character cut-outs on Student Book page 125.
- Help children cut them out and stick them on to a popsicle stick.

Activity Book Lesson 1 page 4

1 Match and color.

- The children draw lines to match the characters to their names, then color the picture.

Play with me



Objectives

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

Language

There are (11 boots).

boots, socks, erasers, beans, frogs, stars

Materials

CD 1, Fifi puppet, Hello Flashcards, classroom objects, toys

Extra activity

Review colors. Tell the children to take out their colored pens / pencils / crayons. Say *Show me (blue)*. The children hold up the correct colors. Ask the children to find a (blue) object in the classroom. Encourage the children to say a sentence (e.g.: *This bag is blue.*).

3 Count and write the numbers.

- Now ask the children to count the items in the picture again and write the numbers in the correct boxes at the side of the page. Do the first one together.

4 Listen and check. 1•5

- Play the recording for the children to listen and check their answers. Pause after each item and ask *How many ... ?* to check answers, *There are ...*. Write the answers on the board after each item, so that children can also check their written answers.

1•5

Eleven boots. There are eleven boots.

Thirteen frogs. There are thirteen frogs.

Eight erasers. There are eight erasers.

Nine socks. There are nine socks.

Twenty beans. There are twenty beans.

Twelve stars. There are twelve stars.

Optional activity

- Write a number line on the board from 1 to 20, but leave out several numbers, and instead draw blank boxes. Invite different children, one at a time, to come to the board and write the missing numbers in the boxes.
- Now give one blank piece of A4 paper (or card) to each child. Tell each child a number to write on the card, as big and as clearly as possible. They can look at the board for help.
- The idea is that you will then have as many number flashcards as children in your class, that you will be able to use for other games and activities.

Activity Book Lesson 2 page 5

1 Read and draw.

- The children draw and color the correct number of items in the boxes.

Hello Lesson 2 page 5

Warmer

- Sing the school song from Lesson 1. 1•4
- Have different numbers of classroom items and known toys ready. Either have them all mixed up on a table, or dotted around the class. Use Fifi to introduce the new language. Have Fifi say *There are ... (2 puppets)*. Choose a child to look for and count the objects. Repeat with the other objects.

1 Look and say.

- Ask the children to open their books and look at the picture carefully. Ask *What can you see?* The children offer answers and point to the items in their books.

2 Play the game.

- Focus on the Student Book again and ask *How many boots can you find?* Ask the children to count and say the answer.
- Tell the class they are going to play a game. Divide the class into two teams. Ask questions to the children (e.g.: *How many (frogs) can you find?*). Award one point for the team that gets the correct answer fastest.

Sing with me



Objectives

Review the days of the week through a song

Language

Recycled: days of the week; swing, sing, run, walk, climb, sit, talk

On (Monday) we (go on the swing).

Materials

CD 1, Fifi puppet, Number cards

Hello Lesson 3 page 6

Warmer

- Hand out the number cards in random order, checking each time that the children know what number they have. Then ask the children to stand in a line from 1 to 10, and hold up their cards.

1 Say the days of the week.

- Review the days of the week by chanting them with the children.

2 Sing and do. 1-6

- Play the song for the children to listen and point to the days of the week in their books.
- Play the song again, pausing after every second line so that you can all make up actions for the activities mentioned in the song.
- Play the song again for the children to listen and do the actions. Encourage children to join in with the words, too.

1-6

On Monday
we go on the swing.
On Tuesday
we dance and sing.
On Wednesday
we run
in and out the house!
CLOSE THE DOOR!

All the week
And in all weather

We laugh and play
together
in our little house.
CLOSE THE DOOR!

On Thursday
we climb and walk.
On Friday
we sit and talk.
On Saturday
we run and go
in and out the house!

All the week
in all the weather
We laugh and play
together
in our little house.
CLOSE THE DOOR!

On Sunday...
we are very tired.
We go to bed
But soon we're
up and lively
in our little house!

All the week
in all the weather
We laugh and play
together
in our little house.
CLOSE THE DOOR!

3 Listen again and match.

- Tell the children to look at their books and ask them what the children are doing in the pictures. Play the song while the children listen and draw lines to match the actions to the days of the week. Pause the audio at the appropriate points to give everybody time to do their lines.
- Ask *Which days do they do the same things?*

CRITICAL THINKING

- Ask the children what they do on different days of the week.

Activity Book Lesson 3 page 6

1 Trace.

- The children trace the days of the week.

2 Draw yourself and say.

- The children draw themselves doing an activity on a particular day, then tell the class what they do on that day (e.g.: *I play football on Friday.*).

Say it with me



Objectives

To review the blends and digraphs from Level 2 (*th, ck, sh, fr, sw, st, ch, sk, sl, tr, sp, bl, dr, fl, sw*)

Language

Recycled: black, chop, drum, flip, frog, rock, sing, skip, sled, spin, stop, swim, thin, truck

Letter names and sounds

Materials

CD 1, Fifi puppet, Hello Poster, dice, counters

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. You can also use letter blends (see Activity 2).

Hello Lesson 4 page 7

Warmer

- Write the alphabet on the board. Ask the children to say the letters.
- Tell the children to close their eyes. Erase a couple of letters from the board. The children open their eyes and say which letters are missing. Repeat, erasing (and replacing) different letters each time.

1 Listen and chant. 1•7

- Play the alphabet song from Level 2, and then have the children join in.
- Play the song again, pausing the recording every so often and asking children to continue with the next letter.

1•7

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.

2 Listen and repeat. Listen and find. 1•8

- Review the letter sounds by listening to the recording. The children will hear the letter names and then the sound. Ask them to point to the matching square on the game board.
- Play the recording again for the children to repeat the sounds.

1•8

C, K says *k*, rock
S, W says *sw*, swim
S, K says *sk*, skip
S, P says *sp*, spin
S, T says *st*, stop
T, R says *tr*, truck
F, R says *fr*, frog
D, R says *dr*, drum
S, L says *sl*, sled
B, L says *bl*, black
F, L says *fl*, flip
S, H says *sh*, ship
C, H says *ch*, chop
T, H says *th*, thin
N, G says *ng*, sing

3 Play the game.

- The children play the game in small groups. They each place a counter (or small object, such as a coin, pencil sharpener, eraser, etc.) on the *Start* section. They take turns to roll a dice and move their counter accordingly. When they land on a sound, they say both the sound and the matching word. The winner is the first to the finish.
- Explain what "Miss a turn" and "Go again" mean by giving a quick demonstration using a small group.

Activity Book Lesson 5 page 7

1 Follow and say. Trace.

- The children follow the jumbled lines, saying the letters. They then sound out the words and trace them in their books.

Think with me



Objectives

Review prepositions of place

Language

Recycled: bath, bus, duck, flag, fish, frog, swing

Prepositions (in, on, under, behind, next to); Can you see (a bath)? Yes, I can. / No, I can't.

Materials

CD 1, Level 2 Flashcards

Extra activity

Hold up a flashcard for any noun from Level 2. Ask individual children around the class to say which letter the word on the flashcard begins with. You can play this as a game in two teams to introduce a competitive element.

Hello Lesson 5 page 8

Warmer

- Review the letter sounds by singing the alphabet song from Lesson 4. Pause the song at random and ask the children what letter comes next. 1-7

1 Talk about the picture.

- Look at the picture. See if the children remember the animal characters: Benny the bear, Fifi the fox, and Prickly the hedgehog. Ask *Where are they? What are they doing?*
- Explain that Fifi and Prickly have come to Benny's house to play. Ask the children what toys they can see in the living room.

2 Look, read, and check or cross.

- Look at the column of silhouette objects together and encourage children to read the words on the right.
- Help children to sound out the words and review the blends and digraphs from Level 2 (*th, ck, sh, fr, sw*).
- Ask *Can you see a bath?* and have them point to the bath in the main picture. Tell the children that the checkmark in the list box shows there is a bath in the main picture. Write a cross (X) on the board and tell them to write this if they can't see an object in the main picture.

3 Listen and check. 1-9

- Review the prepositions (*in, on, under, behind, next to*) by asking the children where things are in the picture, e.g.: *Where's the duck?* (In the bath).
- Play the recording for the children to check their answers. You can also write them on the board.
- Play the recording again, pausing after *Yes, I can* each time and asking children to supply the location.

1-9

Child 1: Can you see a bath?

Child 2: Yes, I can. It's behind Prickly.

Child 2: Can you see a bus?

Child 1: No, I can't.

Child 1: Can you see a duck?

Child 2: Yes, I can. It's in the bath.

Child 1: Can you see a flag?

Child 2: Yes, I can. It's on the ship on the table.

Child 2: Can you see a fish?

Child 1: No, I can't.

Child 1: Can you see a frog?

Child 2: Yes, I can. It's next to the sofa.

Child 2: Can you see a swing?

Child 1: Yes, I can. It's on the tree.

ANSWERS

Checked items: a bath, a duck, a flag, a frog, a swing

Crossed items: a bus, a fish

Optional activity

You can play this game in two teams:

- Ask questions about the items in the picture to children from each team in turn, e.g.: *Where is the (cat / duck / plant / lamp / picture / etc.)?*
- The children answer with full sentences, e.g.: *It's (on) the (sofa)*. Award one point for each correct sentence. The team with the most points wins the game.
- If you have more confident children in your class, you can ask the children to ask questions to the other team.

NOTE Photocopy the activity item template on Teacher's Book page 148 ready for the project in Lesson 6.

Show and Tell



Objectives

Make a butterfly display

Language

New: butterfly, wings

Reviewd: body, shapes, colors, body parts

My butterfly has a (blue body).

Materials

CD 1, butterfly template page 148 (one copy per child), paper shapes (stars, circles, squares), coloring pens / crayons / paint, glitter, pipe cleaners, thread, and other things for decorating the butterflies, wooden sticks, a prepared butterfly, pictures of real butterflies (optional), pictures of gardens, showing fruit, vegetables, insects, flowers, etc. (optional)

Extra activity

To practice the idea of symmetry, draw a line down the center of the board and draw a simple picture (half a face / animal / house / flower / etc.) on one side of the board. Invite a child to come to the board and try to draw a mirror image of your picture. You can play this as a game in two teams.

Hello Lesson 6 page 9

Warmer

- Sing the days of the week song from Lesson 3. 🎵 1-6
- Show the children some of the card or paper shapes. Ask the children to say the shapes and colors. Repeat until you have reviewed all the shapes.
- Show pictures and talk about things that you can see in the garden: *plants, bees, animals, vegetables, fruits*, etc. Teach the word *butterfly*.
- Tell the children that they are going to make butterflies in this lesson.

1 Cut out the butterfly.

- Look at the butterflies in the picture in the Student Book. Talk about the shapes and colors. Talk about symmetry. Say what's on one side and the other side of the butterfly.

- If possible, look at some pictures of real butterflies and show the children how symmetrical they are.
- Hand out photocopies of the butterfly template (see page 148) and ask the children to cut out the butterflies.

2 Color, glue, and decorate.

- The children work in groups. Hand out glitter, glue, colored shapes, etc. to each group.
- Tell the children to decorate their butterflies.
- Move around the class as the children work. Talk to the children about the colors and shapes they are using. Encourage them to tell you what they are doing and to describe their butterflies to you.
- Make sure that the children understand the principle of symmetry and that they try to achieve this in their butterflies.
- If there's time, let the butterflies dry so that the children can try to decorate the other side in the same way.

3 Make a butterfly display.

- When the children have finished decorating their butterflies, you can help them to fasten string to each butterfly and fasten the other ends of the string to pieces of wood to make a mobile.
- You can display the butterfly mobiles around the classroom.

4 Show and tell.

- Ask children to describe their butterflies to the rest of the class. The other children look at the butterflies and try to guess which one is being described.

Activity Book Lesson 6 page 8

1 Complete and color the butterflies. Say the shapes.

- The children complete and color the two large butterflies, using the small butterfly to help them. They then say which shapes they have drawn (*circles, triangles, and squares*).

Numeracy Book Hello

page 2 Numbers 1–20, number words

1 Count and write. Read and match.

- Point to the pictures and ask the children to name the items.
- The children count the items and write the numbers in the boxes. They then draw lines to match the number words to the correct pictures.

ANSWERS

five – (flower)

ten – (balloon)

seventeen – (strawberry)

three – (cat)

six – (egg)

twelve – (pen)

What's your school like ?



Objectives

Familiarize children with words for parts of a classroom
Review classroom objects, colors, and numbers

Language

New: door, floor, window, ceiling, light, sink

Recycled: chair, table, classroom objects, colors, numbers
Where's the (green) butterfly? It's on the (sink).

Materials

CD 1, Fifi puppet, Unit 1 Flashcards, Unit 1 Poster, Unit 1 Picture cards 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 have a turn to choose an object.

Unit 1 Lesson 1 page 10

Warmer

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

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review classroom objects (*table, chair, pencils, pen, paper, books, bag, glue stick, paint, scissors*), nature (*trees, flowers, butterfly*), colors and numbers vocabulary.
- Review prepositions by asking questions with *Where*, e.g.: *Where's the computer? Where are the scissors?* Encourage children to answer *How many?* questions using *There are ...*
- Use the poster / flashcards to introduce the new vocabulary: *door, floor, window, ceiling, light, sink*.

- Play a matching flashcard game. Distribute the flashcards to children then point to the new items on the poster. The child with the flashcard that matches either holds it up or comes and sticks it on the board.

2 Listen and point. 1•10

- Ask the children to find Bird. Ask *Where's Bird? What's on Bird?*
- Play the recording for the children to listen, and point to the new objects in their books.

1•10

Teacher: Where's the blue butterfly?

Sam: It's on the door.

Teacher: Where's the red butterfly?

May: It's on the ceiling.

Teacher: Where's the purple butterfly?

Sam: It's on the light.

Teacher: Where's the pink butterfly?

Sam: It's on the floor.

Teacher: Where's the yellow butterfly?

May: It's on the window.

Teacher: Where's the green butterfly?

Sam: It's on the sink.

3 Listen and repeat. 1•11

- Play the recording, pausing after each word for the children to repeat the new vocabulary.

1•11

door, ceiling, light, floor, window, sink

4 What's your school like?

CRITICAL THINKING

- Introduce the Unit Question: *What's your school like?* Focus on the picture. Encourage the children to compare the classroom in the picture with their classroom. Point to the things in the picture, then ask them to find them in their classroom. Ask *How are they different? How are they the same?*

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

Activity Book Lesson 1 page 9

1 Draw what's missing in picture 2. Color and say.

- The children complete the second picture so that it is the same as the first picture. They then color the pictures and say what they can see in each picture.



Play with me

Objectives

Practice the new structure and the words for parts of the classroom through a game

Language

New: Are you pointing to the (floor)? Yes, I am. / No, I'm not.

Materials

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

Extra activity

Play a game of *Simon Says* using the instruction *Point to the (window)*. Remind the children that they should only do the action if you say *Simon Says* first. If children do the action when you did not say *Simon Says*, they are out of the game. The last child left in the game is the winner.

Unit 1 Lesson 2 page 11

Warmer

- Use the Fifi puppet to ask questions about the picture of the classroom in Lesson 1. Prompt full sentence answers.
- Ask the children to take out their classroom picture cards. Start a chant to review the new vocabulary. Use the Fifi puppet to ask the question *Where's the light?* Children chant *Here's the light.* and hold the correct card up. The puppet then asks about the other parts of the classroom and the children add the new word to the chant.

1 Point and say.

- Point to the pictures of the classroom parts in the Student Book and say their names. Encourage children to join in with you.
- Say one of the colors of the boxes bordering the classroom pictures and encourage the children to say the name of the classroom part. Repeat for all the colors, increasing the speed as you go along.

2 Listen and stick. 1•12

- Introduce the new structure: *Are you pointing to the ... ? Yes, I am / No, I'm not* using the poster and a

volunteer. Tell him or her to come up to the poster and point in turn to different parts of it. Ask *Are you pointing to the ... ?* and encourage the child to reply accordingly. Encourage the use of long answers.

- 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 (*What's this?*).
- Play the recording, pausing after each exchange for the children to find the correct sticker and the correct place on the Student Book page. Make sure all the children have got the right sticker before they stick the stickers onto the Student Book page.

1•12

Girl: Are you pointing to the ceiling?

Boy: Yes, I am.

Girl: Are you pointing to the floor?

Boy: No, I'm not.

Girl: Are you pointing to the window?

Boy: No, I'm not.

Girl: Are you pointing to the door?

Boy: Yes, I am.

Girl: Are you pointing to the light?

Boy: Yes, I am.

Girl: Are you pointing to the sink?

Boy: No, I'm not.

3 Listen and play the game. 1•13

- Ask children to look at the big picture while they listen to the recording. Then play it again, one line at a time, for the children to repeat.
- Choose two children to come to the front to help demonstrate the game. One child covers his / her eyes and the other child points to part of the classroom. The child with eyes closed tries to guess where the other child is pointing. He / She gets two guesses. If he / she guesses correctly, then he / she can be the one to open their eyes and point. You can also do an alternative version of this: the second child takes the blindfolded child's arm, points it toward something, and asks *Are you pointing to the window?* Child 1 has to use the position of his / her arm and memory of where things are in the room to answer *Yes, I am.* or *No, I'm not.*

1•13

Teacher: Close your eyes.

Girl: Okay. Are you pointing to the light?

Boy: No, I'm not.

Girl: Are you pointing to the floor?

Boy: Yes, I am.

Teacher: Good job! Now choose a new player.

Activity Book Lesson 2 page 10

1 Color, read, and trace.

- The children color one arrow for each question, then read the questions and short answers. They look at the pictures and trace the correct short answers in their books.

NOTE Photocopy the activity item on Activity Book 2, page 87, ready for Lesson 3.

Read with me



Objectives

Read and understand a story

Language

New: snore, sleep, cool, dance school

Imperatives: don't stand, come in, turn on, close / open the door, close / open your books

Materials

CD 1, Fifi puppet, Unit 1 Flashcards, Unit 1 Picture cards, animal character cut-outs, scissors, popsicle sticks

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.

Unit 1 Lesson 3 page 12

Warmer

- Play *Let's Get Ready to Learn*. 1•1
- Ask children to take out their picture cards and work together in pairs to play a game of *Snap!*
- All 12 picture cards need to be mixed up together then evenly distributed between the two players. The children say a word from each card as they take turns to put a card down. When they place a matching card down, the first person to say *Snap!* wins all the cards.
- The winner is the child who gets all the picture cards.

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.
- Use the Fifi puppet to pre-teach the words *open*, *close*, *turn on*.

- Talk about the pretend school in each of the pictures. Ask the children to try and read the sign for Fifi's school in frame 1. Encourage the children to guess what's happening. Ask *Is he / she sleeping / listening / speaking / dancing?*

2 Listen and point. Listen and repeat. 1•14

- 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. Focus on the sign in the last frame. How has it changed?
- Listen to the story again and encourage the children to "read" the speech bubbles.
- Play the story again and pause after each line. Encourage the children to repeat the text.
- Divide the class up into groups of three and ask them to work together to role-play the story using just mime and gesture. Practice with the recording initially, and then without. Go around the groups and encourage children to say what they can.

NOTE Environmental print is the print on signs, notices, shops, restaurants, product packaging, and other places / items in the environment (e.g.: the words "Don't walk" on a road sign or the word "Cornflakes" on a cereal box). Environmental print is the first introduction most children have to reading, as they spot and sound out words in their environment.

- Ask the children what signs they can see in their school / the street / a restaurant / the home. Ask them what words you can find on these signs.

3 Talk about the story.

CRITICAL THINKING

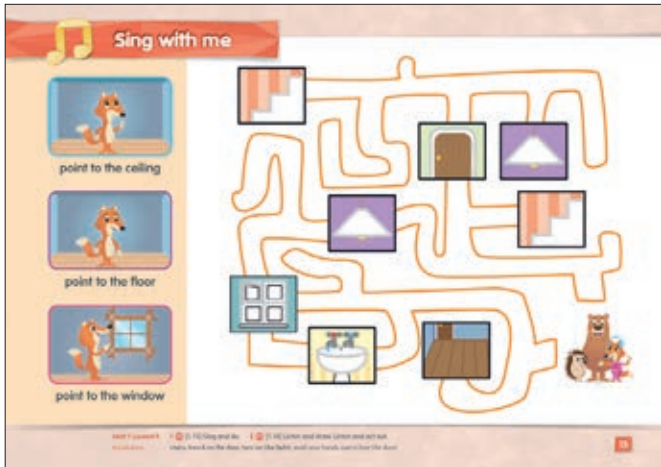
- Ask questions about the story. Ask *How does Benny feel at the beginning of the story? Why? How does he feel at the end of the story? Why? How should we behave in school?*
- Ask the children what Fifi tells Benny and Prickly to do in the story (open the door, come in, close the door, sit down, open your books, close your books, turn on the music) and what she tells them not to do (don't stand).
- Play a game of *Simon Says* using positive and negative forms of these instructions. Remind the children that they should only do the action if you say *Simon Says* first. If children do the action when you did not say *Simon Says*, they are out of the game. The last child left in the game is the winner.
- Alternatively, you can use Fifi to give the instructions.

Activity Book Lesson 3 page 11

1 Read and match. Draw Prickly.

- The children draw lines to match the pairs of pictures, then draw the missing picture (Prickly opening a book).

Sing with me



Objectives

Practice the new language through a song

Language

New: stairs, knock on the door, turn on (the light),

Recycled: wash your hands, open / close (the door)

Materials

CD 1, Unit 1 Picture cards

Extra activity

Play a game of *Bingo!* Tell the children to place four of their classroom picture cards face up on their desks. Call out the words in random order (keep a note of the words that you have called out). If a child has the picture card for one of the words you call out on his / her desk, he / she can remove that picture card. The first child to remove all their cards should call out *Bingo!*

Unit 1 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? How does Benny feel at the beginning? What does Fifi tell Benny and Prickly to do? How is the sign different at the end?*
- Review the words for parts of the classroom by playing a game of *Slow reveal*. Cover up a flashcard with a blank piece of paper, and, holding it towards the class, slowly pull down the paper to reveal the image underneath. Children should call out the item as soon as they can.

1 Sing and do. 1•15

- Play the song through once and tell the children to look at the images of Fifi on the left, and point to them when they match the words.
- Look at the pictures on the left and read the captions aloud. Tell the children to follow the words with their fingers as they listen.
- Practice the actions together. You could introduce actions for the first verse and the rest of the song, depending on the class.

- Play the song again for the children to sing and act it out.

1•15

Open the door
And come to my dance school ...

Come to my dance school
Come to my dance school
Cool, cool,
My cool school.

Point to the ceiling,
Point to the floor,
Point to the window,
Point to the door.

Clap your hands together,
1, 2, 3.
Dance, dance, dance,
Dance with me.

Now close the door
And say: Good bye!

2 Listen and draw. Listen and act out. 1•16

- Look at the main picture together. Tell the children they are going to follow the instructions on the recording.
- Play the recording. The children listen and follow the route at the dance school with their fingers.
- Play the recording again for the children to draw / trace the route in their books.
- Play the recording again for the children to act out the route.

1•16

Child: Come with me.
Draw the stairs.
Walk up the stairs.
Walk to the door.
Draw the door.
Knock on the door.
Open the door.
Close the door.
Go to the light. Draw the light.
Turn on the light.
Go to the window.
Draw the window.
Go to the sink. Draw the sink.
Wash your hands.
Stand in the middle of the floor ... and
Kids: SURPRISE!
Dance and sing!

Say it with me



Objectives

- Practice words with the *tch* sound (e.g.: catch)
- Review consonant blends

Language

New: stand up, stretch, stamp your feet, cross your legs, clap your hands, catch

Materials

CD 1

Extra activity

Write the headings *Parts of a classroom* 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. Point to the words and ask children to point to the correct items / parts of the classroom. Erase the words on the board. Play a game of *Hangman* with some of the words you have erased.

Unit 1 Lesson 5 page 14

Warmer

- Play the song again from Lesson 4. Encourage children to sing along and do the actions. 1•15

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

- Look at the picture together. Ask the children what's happening and explain that Fifi is teaching Benny and Prickly a new dance. See if the children can name any of the actions pictured, e.g. *clap your hands*.
- Play the recording and ask the children to follow the words on the page as they listen.
- Play the recording again for the children to listen and repeat the rhyme, pausing after each line.

1•17

Fifi: One: stand up,

Two: and stretch.

Three: stamp your feet,

Four: cross your legs.

Five: Clap your hands.

Six: and catch!

Oh Benny.

- Practice the initial consonant blends in *stand*, *step*, *clap*, and *cross*, asking children to segment and then blend the sounds if necessary. You can write the words on the board with a space between the initial consonant blend and the rest of the letters, to help illustrate the idea.
- Ask the children to look at the word *stretch* and listen as you say it. Can they identify which letter is silent? (The second t.) Explain that *tch* makes the same sound as *ch*. Ask them to find the other *tch* word in the rhyme (catch).

2 Read and number.

- Ask children to read the first line of the rhyme aloud. Then have them find the number 1 under the picture of Prickly and Benny standing up.
- Ask the children to read the second line, find the picture, and write the number 2 under it. Continue with the remaining lines and pictures.

3 Listen again and act out. 1•17

- Play the recording again and have children repeat the rhyme as they listen. Then practice the actions altogether.
- Divide the class into groups, with one group being Fifi and saying the instructions while the other children do the actions. You can swap the roles after a few times.

Optional activities

- Review initial consonant blends by building up from CVC words: write *clap* on the board and cover the c. Have children read the word *lap* (sounding out and blending if necessary), then reveal the c and have them add the /k/ sound at the beginning of the word. Repeat with other blended words, e.g. *stop*, *spin*, *swing*, *drum*.
- Practice reading more words with the 'tch' pattern, e.g. *catch*, *fetch*, *match*, *watch*.

Activity Book Lesson 5 page 12

1 Match and trace.

- The children draw lines to match the pictures to the words, then trace the words in their books.

2 Complete the words.

- The children use the letters in the box to complete the words.

Follow me



Objectives

To learn the importance of being kind and welcoming to newcomers

Language

New: Welcome to our school. Come on, (Anna). Let's play.

Materials

CD 1, Unit 1 Picture cards (optional)

Extra activity

The children can use their classroom picture cards to play a game in pairs. They should place a set of cards face up on the desk. One child closes their eyes and the other points to a picture card. The first child can ask three questions to guess the card (e.g.: *Are you pointing to the (light)?*). The second child answers *Yes, I am* or *No, I'm not*. If a child guesses correctly within three guesses, they win a point. The child with the most points wins the game.

Unit 1 Lesson 6 page 15

Warmer

- Say and act out the rhyme from Lesson 5. 1•17

CRITICAL THINKING

- Ask the children how they felt on their first day of school and why.

1 Listen and follow. Listen and repeat. 1•18

- Focus on the first picture. Say *Look at picture 1. How does the girl feel? Why do you think she feels that way?*
- Play the dialogue. The children listen and point to the pictures in their books.

CRITICAL THINKING

- Talk about why Anna is now happy. Ask *Why is it important to be kind / nice to others?*
- Play the dialogue again for the class to listen and repeat.

1•18

Girl 2: What's your name?

Girl 1: I'm Anna.

Boy: Hi. Welcome to our school.

Girl 2: Come on, Anna. Let's play.

Girl 1: Okay! Great!

2 Say and act out. 1•18

- Ask the children to act out the dialogue in groups of three. 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•19

- Play the chant and ask the children to follow the words in their books as they listen. Teach the new words.
- Play the chant again, one line at a time, for the children to repeat the lines. Then play it for the children to join in.
- Use the chant in future lessons when you have new children in the class, or when a child is feeling shy / left out / sad.

1•19

A little bit of kindness

Goes a long, long way.

If you're shy or sad,

All we need to say

Is come, come,

Come and play

Put on your smile

And have nice day!

CRITICAL THINKING

- Talk about why it's important to be kind. Ask *How does it feel if people are not kind to you? Are people always kind to you? Are you always kind to people? How do you try to be kind to people?*

Activity Book Lesson 6 page 13

1 Write and draw.

- The children complete the sentences, then draw their bedroom and complete the sentence about it.

Explore with me



Objectives

To talk about different places in a school

Language

New: classroom, computer room, art room, schoolyard, read,

These children (read stories) in their (classroom).

Recycled: story, picture, use, computer, play

Materials

CD 1, one sheet of paper per child (optional), colored pens / pencils / crayons (optional)

Extra activity

Mime an activity for one of the places in a school. Tell the children to try to guess what you are doing and where you are. Encourage them to make full sentences, e.g.: *You're (using a computer). You're in the (computer room).* You can play this as a game in two teams awarding one point to the first team to correctly guess each activity and place.

If you have time, you can hand out sheets of paper to the children and ask them to use their colored pens / pencils / crayons to draw a picture of their favorite place in the school (or at home, or their favorite place anywhere). Help the children to label their pictures, or write a short sentence underneath. Invite children to show their pictures to the class and encourage them to talk about their favorite place and what you can do there.

Ask them to say what places there are in their school, and what you can do in each place.

2 Listen and follow. Listen and repeat. 1•20

- Play the recording for the class to listen and follow the text on the page.
- Check comprehension by asking *Where are the children? What do they do in the (computer room)?*
- Play the recording again for children to listen and repeat.

1•20

- 1 These children read stories in their classroom.
- 2 These children use computers in their computer room.
- 3 These children paint pictures in their art room.
- 4 These children play in their schoolyard.

3 What do you do at school?

- Point to the first picture and ask *What do they do in the classroom?* Ask *What do you do in the classroom?* Encourage children to tell you as many things as they can think of, e.g. *read, write, sing songs, draw pictures*. Repeat with the other pictures.

CLIL BOX: SOCIAL SCIENCE

- This lesson focuses on different places in the school and the things children do there. Encourage children to think about their own school. Ask *What other places are there in your school? What happens there?*
- You can also talk to children about their homes. Ask *What rooms are there in your house? What do you do in the (living room)? Where do you (play / eat / read stories / use the computer)?*

Unit 1 Lesson 2 page 16

Warmer

- Go on walkabout! If practical, go to each different place in the school (*classroom, computer room, art room, schoolyard*) and teach the children the new vocabulary.

1 Talk about the pictures.

- Look at the pictures in the Student Book together and ask children to tell you what they can about the pictures. Ask *Who can you see? Which room are they in? What are they doing?*
- Tell the children that they are going to read about some different places in a school and what you can do there.

Think with me



Objectives

- To talk about the different places in a school
- To practice the new language through a song
- To make an activity map for your school

Language

school, house, room, living room, bedroom, kitchen, bathroom, yard
There's a (computer room) in May's school.

Materials

CD 1, sheets of paper, glue, colored pens / pencils / crayons, scissors

Unit 1 Lesson 8 page 17

Warmer

- Play a guessing game to review the words for places in a school and activities. Say *I'm (using a computer). Where am I?* The children answer *You're in the (computer room).*
- You can repeat the game using places / activities in the house to review words for rooms in the house.

1 Talk about the picture.

- Ask children to look at the picture on the Student Book page and tell you what they can about the picture. Ask *Where are they? What happens at the children's school?* Encourage the children to answer with full sentences, e.g.: *They paint in the art room.*

2 Circle the places in May's school.

CRITICAL THINKING

- Ask the children to look at the pictures and name the places (*kitchen, yard, bedroom, bathroom, art room, living room, classroom, computer room*).
- Tell the children to look at the main picture. Ask *Is there a (kitchen) in May's school?* If the answer is yes, have the children circle the picture. Repeat with the other pictures.
- When the children have finished, you can ask the same questions about their school. They could circle these in a different color.

3 Listen and sing. 1•21

- Play the song once for the children to listen. Ask the children to tell you what activities are mentioned. Teach the responses *We read stories, too*. Play the song again and have the children join in.

1•21

When we're at school
There's so much to do.
We play and we learn.
How about you?
We read stories.
(We read stories, too.)

When we're at school
There's so much to do.
We play and we learn.
How about you?
We paint pictures.
(We paint pictures, too.)

4 Make an activity map of your school.

CRITICAL THINKING

- Draw a very simple plan of the areas of the school that the children use. Label these, e.g. *classroom, art room, computer room, schoolyard, garden*.
- Divide the children into groups and assign each group an area. They should draw pictures to illustrate all the things that they do in that room / place. Have them cut out their pictures and stick them onto the plan.
- Make sentences about the things you do in each place. You can ask children to produce more or less detailed and varied pictures and sentences, e.g. *We paint pictures in the art room* or *We make pictures in the art room. We use paint, crayons, glitter, and glue*. You can also extend this to other activities the children know, e.g. *We wash our hands in the bathroom*.

Activity Book Lessons 7 and 8 page 14

1 Trace. Match and say.

- The children trace the words, then draw lines to match the places to the activities. They then say what they do in each place.

Fifi's challenge

- The children draw a picture of an activity they do in their bedroom, then tell the class.

Show me



Objectives

To review the language learned in this unit

To practice the new language through a game

Language

Parts of a school, butterfly, colors, action verbs

Are you (opening) (a door)? Yes, I am. / No, I'm not. There's an (art room) in my school.

Materials

CD 1, Unit 1 Poster, Unit 1 Picture cards, Unit 1 Flashcards (optional), colored pens / pencils / crayons (optional), one sheet of paper per child (optional)

Extra activity

Play *What's missing?* with the Parts of a School flashcards. Stick the 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. You can repeat this game with the Classroom Object flashcards from Level 2.

Hand out sheets of paper to the children and tell them to take out their colored pens / pencils / crayons. Ask the children to draw a picture of their bedroom and their favorite things. Invite children to show their finished pictures to the class and say where each of their favorite things is.

- Look at the poster and ask the children to say what color each butterfly is and where each butterfly is.

CRITICAL THINKING

- Ask children to open their Student Books. Point to the pictures on the left of the Student Book page and ask the children to name the items. Tell the children to color the butterflies so that they match the corresponding colors on the poster.

2 Play the game.

- Ask the children to look at the main image in their books, and ask what they think the children are doing (playing a game). Read the speech bubble text together.
- Tell the children they are going to play this miming game in groups of three or four. The children shuffle their classroom picture cards and place them face down on the desk. If you like, you can ask the children to make more picture cards, with pictures of places in a school. They can add these extra cards to the game.
- The children take turns to turn over a card and think of an action linked to the card, e.g. pointing to part of the room, opening / closing something, dancing on the floor, etc. Each child mimes the action and the others ask questions to guess what he's / she's doing using *Are you ... ? Yes I am. / No, I'm not.*
- The first child to guess the action correctly takes a turn to turn over a card and mime an action associated with the picture.

3 What's your school like?

CRITICAL THINKING

- Ask the class the big question for this unit: *What's your school like?* The children say what rooms are in their school, what there is in each room, and what you can do in each room.
- Look at the pictures of schools in this unit and, if possible, bring in additional pictures. Ask the children to describe how their school is the same or different.
- Encourage the children to look through the unit to help them find all the things they have learned about, and to show and talk about the pictures they have made.

NOTE You need large poster paper, blank paper, paper plates and colored pencils for the next lesson.

Unit 1 Lesson 9 page 18

Warmer

- Sing the song from Lesson 8 and encourage the children to sing along. 🎵 1-21

1 Look at the poster. Color the butterflies.

- Talk about the poster to review all the language from the unit. Use Fifi to ask questions about the image (e.g. *What is May doing? Where are the children?* etc.). The children take turns to identify the things / places / actions on the poster.
- Review / consolidate action verbs (*dance, open, close*, etc.). Focus particularly on verbs related to things they do at school.

Show and Tell



Objectives

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

Language

next to, window, door

This is our class. / I'm next to the (window).

Materials

CD 1, sheets of paper, glue, scissors, colored pens / pencils / crayons, Unit 1 Picture cards (optional)

Extra activity

The children play a game of *Pairs*. They shuffle their two sets of classroom picture cards together, then place all the cards face down on the desk. They take turns to turn over two cards and say the words for the cards they turn over. When a child turns over a pair of identical cards, they take the pair of cards. The child who collects the most cards wins the game.

Unit 1 Lesson 10 page 19

Warmer

- Play a game using the school picture cards and poster. Point to items on the poster and ask the children to hold up the matching picture cards and say the correct words.
- Introduce any new words you may want to use for the project. Ask the children to say which words we can use to be kind in English (*welcome* and *come on*).
- Tell the children that they are going to work together on a class project in this lesson, so they can be kind to new children or visitors in the class.

1 Draw yourself.

- Ask the class what the children are doing in the pictures. Establish that they are making a poster to welcome visitors to their class, then telling people about their poster. Ask the children to say what they think they will need to make the poster (*paper, pens / pencils / crayons, scissors, glue*).
- The children then draw pictures of themselves and cut out their pictures, stick them onto the big poster (or draw

them on paper plates), and then make name labels to stick on, too.

2 Make a poster about your class.

- Help the children to work together to make a large poster to welcome people to the class.
- Fast finishers can help you draw the classroom and the things in it. Then they can stick the pictures of themselves onto the poster.
- You can display the poster in the classroom, or in the school entrance hall. When other children or adults come to the classroom, or when a new child joins the class, you can ask children to introduce themselves and the rest of the class using the poster.
- As an extension, you can use the poster to play a memory game. Tell the children to look at the poster for one minute and try to remember what they can see in the classroom, and where each child is.
- Cover the poster and ask questions about the poster / classroom to children around the class (e.g.: *Is there a (computer)? Where is (the teacher)? Is (Maria) next to the window? Where is (Carlos)?* etc.). You can play this game in two teams, awarding one point for each correct answer.

3 Show and tell.

- Invite volunteers to come to the front of the class (or to wherever you have displayed the poster) and talk about the poster. Encourage them to talk about what there is in the classroom and where they are in relation to features in the classroom, such as the window, table, door, computer, etc. (e.g.: *I'm next to the window.*).
- If possible, the children can show and talk about the poster to other children or adults.

Unit 1 Project Activity Book page 15

1 Make a house. Cut and stick.

- The children color the picture and draw other items inside / outside the house. They then cut and fold the house and use it to tell the class what color the items are and where they are (e.g.: *The duck is yellow. It's in the sink.*).

Literacy Book Unit 1 page 2

This lesson introduces a new spelling pattern for a known sound (*ch*) and is aimed at enabling 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•01

- Play the recording for the children to listen and point to the letters and pictures.
- Establish that both letter patterns make the same sound.
- Ask the children to listen carefully to the words and tell you whether the *ch* sound comes at the beginning, or end, or in the middle of the word. Point out that the *tch* pattern never comes at the beginning of a word.
- Play the recording again for the children to listen and repeat the sound and the words.
- Point to the pictures and ask the children to say the words, first chorally, then individually.

 1•01

C H says *ch*, children, cheese, chair

T C H says *ch*, catch, kitchen, stretch

Other activities

- Say a word and ask children to listen for whether the *ch* sound comes at the beginning or the end, e.g., *catch*, *fetch*, *chips*, *match*, *chocolate*.

Literacy Book Unit 1 page 3

This lesson gives the children practice of listening for and identifying the sounds at the end of the words, which is more difficult than identifying onset sounds. It also provides optional practice of segmenting words into individual sounds.

1 Listen. Check the words with the *tch* sound at the end. 1•02

- Children listen to the recording. If they hear the *tch* sound at the end of the word, they join the picture to the letters in the middle of the page. Play the recording as many times as needed.

ANSWERS

1, 3, 4, 6

- Say *fish* and ask children what sound they hear at the end of the word (*sh*). Repeat for *brush*. Write *tch* on the board. Say *fetch* and ask children what sound they can hear at the beginning of the word. Then have them identify the short vowel and write the letters on the board to build up the sound. Repeat with *match*.

 1•02

1 watch 2 fish 3 fetch 4 switch 5 brush
6 match

Other activities

- Have the children stand in the middle of the classroom. Read out a list of words, e.g., *match*, *chin*, *bench*, *shop*, *jam*, *chick*. If the children hear the *ch* sound at the beginning of the word, they run to their left. If they hear it at the end, they run to their right. If they don't hear the *ch* sound, they stay where they are.
- Say the following pairs of words: *wash*, *watch*; *match*, *mash*; *catch*, *cash*; *pigeon*, *pitch*; *ditch*, *did*; *sting*, *stitch*;

hatch, *hang*; *bend*, *bench*. For each pair, children say *one* or *two* (or hold up the corresponding number of fingers) to tell you which word had the *ch* sound at the end.

Literacy Book Unit 1 page 4

This lesson gives the children practice of sounding out words and recognizing spelling patterns.

1 Say.

- Children read the words aloud. Encourage them to sound out the words. You can color-code the sounds on the board to help them (using different colors for initial sounds / vowel sounds / ending sounds).

2 Listen and repeat. 1•03

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

 1•03

1 fetch 2 switch 3 pitch 4 lunch 5 chick
6 patch 7 bench 8 check

3 Write the words in the boxes.

- Children sort the words according to the spelling patterns, writing them in the correct boxes. Fast finishers can add other words they know to the boxes.

Other activities

- Make other *-tch* words with letter cards and practice sounding them out: *hutch*, *sketch*, *ditch*, *catch*.
- Write two words on the board, e.g., *pat*, *patch*. Say one of the words and ask children to tell you which they heard. (This combines reading with auditory discrimination.)

Literacy Book Unit 1 page 5

This lesson gives the children practice of reading aloud.

1 Listen and follow. Listen and repeat. 1•04

- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, one line at a time, for the children to listen and repeat. Tell the children to close their eyes, focus on the sounds, and mirror the intonation of the recording.

 1•04

In A Ditch

1 This is Sam and his friend, Mitch. Sam is in a ditch.

Sam: Please help, Mitch.

2 Mitch gets Dad.

Dad: Where's Sam, Mitch?

3 Mitch and Dad run back to Sam. Dad has a rope.

Dad: Catch the rope, Sam.

4 Dad gets Sam up.

Sam: Thanks, Dad! Thanks, Mitch!

2 Read aloud.

- Encourage children to read the story, first as a class, then acting it out in groups, taking turns to be Sam, Patch, and Dad.

Literacy Book Unit 1 page 6

This lesson reviews the *tch* pattern through a chant.

1 Point and say.

- Ask the children to sound out the words below the pictures. Help them with the new words, particularly with the initial consonant blend in *scratch*. Build this up a letter at a time, e.g., *ratch*, *cratch*, *scratch*.

2 Listen and chant. 1•05

- Play the chant for the children to follow in their books. Play it again, pausing for children to repeat the lines.
- Children sing the chant. Start off slowly, then speed up a little as they get more confident. Add actions. (You could divide children into pairs, with one chanting as Sam and the other doing Patch's actions.)

 1•05

This is my dog, Patch.
He can run and catch.
He can stand on 2 legs.
He can sit and scratch.

Patch can swim, Patch can sit,
Patch can fetch a stick.
Patch can stretch. Patch can beg,
and he's very quick.

Literacy Book Unit 1 page 7

This lesson reviews words with the *tch* pattern through a game.

1 Choose six words and write.

- Ask the children to read the words in the word pool. Then have them each choose six of the words to write in the grid below.

2 Play *Bingo*.

- Give each child six counters (or other small objects, such as coins, erasers, etc.). Tell them that when they hear one of the words they have written in the grid, they should cover it with a counter. When they have covered all their words, they shout *Bingo*. The first child to shout *Bingo* is the winner. Read the words in random order, keeping a note of which you have said. This game can be played as many times as you like.

Numeracy Book Unit 1

page 3 Concept: chronological order

1 Order and write.

- Ask the children to look at the pictures and say which picture they think comes first, second, etc.
- The children number the pictures in order.

ANSWERS

5, 3, 2, 6, 1, 4

page 4 Number words *one–ten*

1 Trace. Count and match.

- The children trace the number words. They then count the shapes in each group and draw lines to match the groups of shapes to the correct number words.

page 5 Numbers *1–20*; addition

1 Draw 2 more. Count and write.

- The children draw two more items in each problem, then complete them in their books.

ANSWERS

$$7 + 2 = 9$$

$$12 + 2 = 14$$

$$4 + 2 = 6$$

$$18 + 2 = 20$$

$$9 + 2 = 11$$

page 6 Concepts: counting in twos, sequences

1 Write the missing numbers.

- The children complete the number sequences with the missing numbers.

ANSWERS

6, 10 5, 9 14, 20 11, 15, 19

page 7 Number words *one–twenty*

1 Color the crayons. Color the picture.

- The children color the crayons six different colors. They use this color key to color the main picture according to the numbers.

page 8 Concept: permutations

1 Color red, yellow, and blue in a different order each time.

- Demonstrate permutations of three colored circles on the board, then allow the children time to complete the activity in their books. Ask children to show and tell the class the different orders of the colors in their books.

What do you like to eat ?



Objectives

Familiarize children with new words for food
Review known words for foods, drinks, and nature

Language

New: meat, vegetables, fruit, pasta, rice, milk

Recycled: food, drinks, nature

Pass the (rice), please. Here you are. Do you like (fruit)?
I like / love / don't like (fruit).

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 *Who has the (rice)?* The children try to answer from memory (*Mom*). 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.

Unit 2 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•1

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review vocabulary for food (*apples, bananas, oranges, strawberries, grapes, carrots, cucumber, potato, peas, fish*), drinks (*juice, water*), and nature (*trees, rabbits, grass, sun*), and any other items children can name in the picture.
- Prompt the children using question forms (e.g.: *Where's the (juice)? Who has the (carrots)?*). Encourage children to use *Do you like ... ?* questions with full answers: *Yes, I do. / No, I don't.*
- Use the poster / flashcards to introduce the new food vocabulary: *meat, vegetables, fruit, pasta, rice, milk*.

2 Listen and point. 1•22

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

1•22

Dad: Pass the vegetables, please, Anna.

Anna: Here you are.

Dad: Thank you.

Sam: Mmm! This meat is delicious.

Mom: Pass the pasta, please.

Sam: Okay! Here you are.

Mom: Thank you.

May: Mmm. I like fruit. And I love milk.

Sam: Pass the rice, please.

Dad: Here you are, Sam.

Sam: Thanks, Dad.

3 Listen and repeat. 1•23

- Play the recording, pausing after each word for the children to repeat the new vocabulary. Repeat so that the children are saying the words confidently.

1•23

meat, vegetables, fruit, pasta, rice, milk

4 What do you like to eat?

CRITICAL THINKING

- Introduce the Unit Question: *What do you like to eat?* Talk about what the children like to eat and drink. Prompt them to make sentences, e.g.: *I like ... and ...*
- Use the picture to prompt discussion of where food and drinks come from. Point to the cow on the milk container. Can the children say where milk comes from? Repeat with the orange juice (trees), fruits, beans, etc.
- Ask the children to find Bird. Ask *Where's Bird? What is Bird eating?* Discuss what Anna is trying to feed Bird and what he really wants to eat (seeds).

- Ask the children to cut out the food picture cards from the back of the Student Book for the next lesson. Bring some real or toy food to the next lesson for the game.

Activity Book Lesson 1 page 17

1 Draw and say.

- The children complete the food pictures by drawing over the gray lines, then name the foods in their pictures.

Play with me



Objectives

Practice the new structure and the food words through a game

Language

New: Do you want some (fruit)?

Recycled: Yes, please. / No, thank you. Here you are.

Materials

CD 1, Fifi puppet, Unit 2 Flashcards, Unit 2 Picture cards, Unit 2 Stickers, (real or toy) food items for the game

Unit 2 Lesson 2 page 21

Warmer

- Ask the children to take out their picture cards.
- Use the Fifi puppet and the flashcards to ask questions about the food from Lesson 1. Then start a food chant to review the new food items: *I like milk. I like fruit. I like fruit and vegetables, etc.*
- The children chant and hold up the correct picture cards.

1 Point and say.

- Have the children look at the food on the page. Encourage them to point at each one and say its name. You can elect individual children to do this each time or do it as the whole class.
- Say one of the colors of the boxes bordering the food picture and encourage the children to say the name of the food. Repeat for all the colors, increasing the speed as you go along.
- Write food 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.

2 Listen and stick. 1•24

- Introduce the new grammar: *Do you want some ... ?* with the response *Yes, please. / No, thank you.* using the toy or real food items (or picture cards). Demonstrate the offer with several children.

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to name the foods on each sticker.
- Play the recording for the children to listen and find the correct sticker and the correct place on the Student Book page. Then stick the stickers onto the page.

1•24

Child 1: Do you want some fruit?

Child 2: Yes, please.

Child 1: Do you want some vegetables?

Child 2: Yes, please.

Child 1: Do you want some rice?

Child 2: No, thank you.

Child 1: Do you want some milk?

Child 2: Yes, please.

Child 1: Do you want some meat?

Child 2: No, thank you.

Child 1: Do you want some pasta?

Child 2: Yes, please.

3 Listen and play the game. 1•25

- Focus on the big picture in the Student Book. Tell the class they are going to listen to the children playing a shopping game. Tell them to point to the children speaking while they listen. Then play the recording again, one line at a time, for the children to repeat.
- Set up the game. It can be played with groups of three or four students. Hand out small sheets of paper for shopping lists. Ask the children to choose two or three items they want to "buy" from the words on the board, and write or draw them on their shopping lists. Choose one child to be the shop owner and hold the shopping bag filled with play or real food (if not available use picture cards). The shop owner takes an item out of the bag and offers it to the other players in turn (*Do you want some (fruit)?*). The children who don't have the item on their list say *No, thank you.* The first child with the item on their list says *Yes, please* and takes the food, crossing it off their list. The game finishes when one child has collected all the items on their list.

1•25

Girl 2: Do you want some fruit?

Girl 1: Erm ... No, thank you.

Girl 2: Do you want some fruit?

Boy: Yes, please.

Girl 2: Here you are.

Boy: Thank you.

Activity Book Lesson 2 page 18

1 Trace. Match and say.

- The children trace the words, then draw lines to match the food pictures to the words. They then say the words for each picture.

2 Read and answer. Color.

- The children read the question and answer it about themselves. They then color the picture.

Read with me



Objectives

Read and understand a story

Language

New: get fit

I want some (cake).

Recycled: picnic, honey, cake, juice

I don't know. It's good for you.

Materials

CD 1, Fifi puppet, Unit 2 Flashcards, Unit 2 Word cards, Unit 2 Picture cards, character cut-outs

Extra activity

Play an action game. Teach an action to go along with some of the key phrases in the story, such as *Look at my big tummy*. *Where's Prickly?* *Let's swim home*. *Look, a picnic!* etc. Read out different lines from the story in a random order and encourage children to mime the action each time.

2 Listen and point. Listen and repeat. 1-26

- 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 is happening. Introduce the new phrase *Let's get fit*.
- Listen to the story again, encouraging the children to point and "read" the speech bubbles.
- Play the story again. Pause the recording after each line so that the children can repeat the text.
- Divide the children into groups of three so that they can role-play the story using the character cut-outs (Level 2). Alternatively, you can invite children to role-play along with the story or on their own, using toy food as props as well as mime and gesture. At this stage it is important to foster enjoyment and confidence rather than expect children to remember every word.

3 Talk about the story.

CRITICAL THINKING

- Ask questions about the story (e.g.: *Why does Benny want to get fit? Why doesn't Prickly want to get fit? What is Prickly doing while the others are away? What do Benny and Fifi do to get fit? What foods are good for you? What else can we do to get fit?*) and encourage the children to answer. Ask the children to say what foods that are good for you they like / don't like to eat.

Activity Book Lesson 3 page 19

1 Draw. Circle the correct word.

- The children complete the pictures, then read the speech bubbles and circle the words that describe the pictures.

ANSWERS

honey, run, juice, fruit

Unit 2 Lesson 3 page 22

Warmer

- Use the flashcards to review the food 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.
- 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 to introduce the new story.
- Have the children identify the places they see in the pictures.
- Ask *What do you think Benny is saying in the first picture?* *What food can you see in picture 6?* Encourage the children to guess what is happening in the story.

Sing with me



Objectives

Practice the new language through a song

Language

cake, meat, pasta, fruit, vegetables

Materials

CD 1, Unit 2 Flashcards, Unit 2 Picture cards, one sheet of paper per child (optional), colored pens / pencils / crayons (optional)

Extra activity

Ask the children to draw and color pictures of some foods they want to eat now. Invite individual children to show their finished pictures to the class and talk about them, e.g.: *I want some (pasta, fish, and vegetables)*. Ask the children to say whether their foods are good for them or not.

- Sing the first two verses of the song with the actions.

1.27

Girl: My tummy is so rumbley
It's nearly time to eat.
I want something yummy
Some vegetables, pasta, and meat,
It's nearly time to eat, nearly time to eat.

Boy: My tummy is so rumbley
It's time for something sweet.
I want something yummy
Some fruit, and cake to eat,
It's time for a treat, time for a treat.

- Divide the class into groups. Ask the children to pick an item of food they want to eat from the toys or flashcards. The groups take turns to sing a new version as below.

Child 1: My tummy is so rumbley,
It's nearly time to eat.
I want something yummy.
Some (child 1), (child 2) and (child 3),
(children 1, 2, and 3 say their choices, holding up food items / cards)

All: It's nearly time to eat, nearly time to eat.

2 Listen again and match.

- Ask the children to look at the main picture and invite them to tell you what foods they can see.
- Play the song again. The children listen and draw lines to match the foods with the boy and girl singers.

Unit 2 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? Why is Benny's tummy big? How do Benny and Fifi try to get fit? What does Prickly do?*
- Review food words using flashcards or children's picture cards. 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.: *Do you have some (milk)?*). The child holding the card should answer *Yes, I do. / No, I don't*. The first child to guess the food correctly can take a turn to choose a card for the rest of the class to guess.

1 Sing and do. 1.27

- Play the song through once. Tell the children to look at the pictures of Benny doing the actions for the song.
- Look at the pictures on the left and read the captions aloud, while the children follow.
- Play the song again and practise the actions together. Make up actions for the rest of the song.

Say it with me



Objectives

Practice words with long e: spelling *ea*

Language

New: peaches

Recycled: meat, peas, beans eat

Materials

CD 1, letter cards

Extra activity

Mime an activity for the class to guess. Encourage the children to say sentences, e.g.: *You're (running)*, or ask questions, e.g.: *Are you (eating)*? The first child to guess the activity correctly can take a turn to act out another activity for the rest of the class to guess.

2 Look and write P (Prickly), B (Benny), and F (Fifi).

- Ask children to read Prickly's speech bubble. Say *Point to the peaches*. Have children write a P in the correct box below the bowls. Then read the other speech bubbles and ask children to write the letter of the other two characters beside the correct foods.

Optional activities

- For further practice of long *ea* words: Have children read other long *ea* words in isolation (*beak, cheat, cream, dream, feast, meal, reach, seal, steam, tea, teach*) and then in short sentences, e.g., *I like peaches and cream*.
- To practice differentiating between long and short *ea*: Explain that the letters *ea* don't always make the long *e* sound. Write the following words on the board: *teacher, please, head, clean, feather, weather, eat, beans, peas, bread, meat, peach*. Read the words aloud and ask the children to stand up if they hear the long *e* sound, and sit down if not. (*Head, feather, weather, and bread* have a short *e* sound.)

Activity Book Lesson 5 page 20

1 Trace. Match and say.

- The children trace the words, then draw lines to match the food pictures to the words. They then say the words for each picture.

2 Choose and draw. Write and say.

- The children choose food words and complete the picture of themselves holding a plate with their chosen food items on it. They then complete the sentence about their picture and tell the class what they want to eat.

Unit 2 Lesson 5 page 24

Warmer

- Sing and act out the song from Lesson 4. 1•27

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

- Look at the picture together. Ask the children to tell you who they can see in the picture and where the characters are.
- Ask the children what's happening and what foods they can see in the picture. Teach the word *peaches*.
- Play the recording and ask the children to follow the words on the page.
- Play the recording again, for the children to listen and repeat the rhyme. You can divide the class into groups and have each group be one character, then rotate the groups so that all the children have a chance to say all the lines.
- Focus on the pronunciation of the long *ea* in *peaches, meat, peas, and beans*.

1•28

Prickly: I want peaches.

Fifi: I want meat.

Prickly: I want peas, and beans to eat.

Follow me



Objectives

To learn how to offer and accept food politely

Language

New: Would you like a (drink)?

Recycled: Would you like some (cheese)? Yes, please. / No, thank you.

Materials

CD 1, Fifi puppet, (real, toy, or picture) food items

Extra activity

Review food words by playing a game of *Bingo* with the picture cards (or by drawing food pictures). The children choose four picture cards (or draw four–six food items on a piece of paper). Call out food words, keeping a note of the words you have called out. If a child has that food, they can remove that picture card from their desks (or cross out / cover the picture of that food item). The first child to remove all their picture cards (or cross out / cover all their food items) calls out *Bingo*!

Unit 2 Lesson 6

page 25

Warmer

- Say the rhyme from Lesson 5. 1•28
- Use the flashcards and / or toy food items to review the food words. Ask *Do you like (cheese)? / Do you want some (apples)?* and encourage children to answer appropriately.

CRITICAL THINKING

- Ask the children what they have to eat at snack time at school. Are their snacks healthy? Who prepares the snacks? What do they do? Then ask how they can help prepare for snack time in class.

1 Listen and follow. Listen and repeat. 1•29

- Look at the first photo. Talk about what is happening. Ask: *What can you see on the table?* The children name all the foods and drinks. Ask *Does the girl want some fruit? What would you choose to eat and drink?* Look at picture 2. Ask *Does the boy want a drink? What does he want to eat?*
- Play the dialogue. The children listen to the recording and follow the dialogue in their books.

- Play the dialogue again and pause after each sentence for the children to repeat.

1•29

Boy 1: It's snack time.

Boy 2: Would you like some cheese?

Girl 1: Yes, please.

Boy 1: Would you like a drink?

Boy: No, thank you.

2 Say and act out.

- Ask the children to act out the dialogue in groups of three. Give them some toy or real food to offer each other. Play the recording again for them, then encourage them to say the dialogue themselves.
- If you can, give the children some plastic or paper plates, forks, glasses, and a tablecloth. Help them set a table ready for snack time. Then ask the children to place the plastic / real food on the table, then use the food to act out the dialogue. You can give the children some different foods so they can vary the dialogue.

3 Listen and chant. 1•30

- Teach the words and actions (see below) to the chant. Play the chant and act it out with the children. Have one child saying the first two lines, another the next two lines, and all of the children saying the last two lines and cheering at the end.

1•30

Please come and sit down (point to other children and then to imaginary chair)

It's time to pass the snacks around. (mime taking plate from the left and passing it to person on right)

Would you like some vegetables? (mime pointing to a plate, one hand acting as plate)

Or maybe fruit and cheese? (pointing twice more to the plate)
Fruit and cheese! (mime holding a plate of food in both hands and looking at the food)

Yummy, yummy. YES, PLEASE! (children throw arms up in the air)

Activity Book Lesson 6

page 21

1 Read, draw, and trace.

- The children complete the correct food pictures, then trace their answers to the questions.

Explore with me



Objectives

To talk about meals

Language

New: breakfast, lunch, dinner, dessert, cereal, salad, bread
I / We have (cereal) for (breakfast).

Materials

CD 1, one sheet of paper per child (optional), colored pens / pencils, crayons (optional)

Extra activity

Draw a chart with three rows and two columns on the board. Write the headings *Breakfast*, *Lunch*, and *Dinner* at the start of each row. Write the words *Me* and *My friend* at the top of each column. Tell the children to copy the chart onto a piece of paper (or into their notebooks), then write or draw what they have for each meal in the column under *Me*. They can then ask and answer questions with their friend (e.g.: *What do you have for (breakfast)?* / *Do you have (cereal) for (breakfast)?*) to complete the *My friend* column with words or pictures to show what their friend eats for each meal. Invite children to tell the class what their friend eats for each meal.

- Play the recording for the children to listen and follow the text on the page.
- Play the recording again, pausing after each for the children to repeat.
- Check their comprehension by asking *What does she have for breakfast? What do they have for dinner?*

1.31

- 1 I have cereal and milk for breakfast.
- 2 I have a sandwich and fruit for lunch.
- 3 We have pasta, salad, and bread for dinner.
- 4 We have fruit for dessert.

2 What do you have for (breakfast)?

- Point to the first picture and ask *What does she have for breakfast?* (cereal) Ask the children *Do you have cereal for breakfast?* and encourage them to answer using *I have ... for breakfast*. You can provide new vocabulary as necessary.
- Repeat with the other meals, asking about the people in the photographs and the children in the class. Is the food they eat similar to the children in the photographs or different?

CLIL BOX: SOCIAL SCIENCE, SCIENCE

- This lesson focuses on the different foods we eat at different mealtimes. It provides opportunities to discuss with the children what they eat, who they eat with, and to broaden this into a discussion of healthier and less healthy foods.

Unit 2 Lesson 7 page 26

Warmer

- Ask the children what they learned about in the previous lesson (how to accept and offer food). Play the chant from Lesson 6 and encourage the children to join in. 1.30
- Preteach the words: *breakfast*, *lunch*, *dinner*, and *dessert*. Ask the children what foods they eat every day and when they eat each of these foods.

2 Listen and follow. Listen and repeat 1.31

- Tell children to look at the Student Book page. Ask the children where the people in the pictures are (at home / school).
- Ask the children to tell you what they can about the pictures. What foods do they recognize? Which meal do they think is shown in each picture?

Think with me



Objectives

- To talk about what we eat at each meal
- To practice the new language through a song
- To make a food diary

Language

New: What's for (dinner)? Do you want (a sandwich)?

Recycled: hungry, breakfast, lunch, dinner
They have (cereal) for (breakfast).

Materials

CD 1, colored pens / pencils / crayons

Unit 2 Lesson 8 page 27

Warmer

- Review the language from the previous lesson by asking the children what they eat at each meal (breakfast / lunch / dinner).
- Ask the children to look at the photographs on Student Book page 26 again and say what the people in the photographs eat for breakfast / lunch / dinner / dessert.

1 Talk about the picture.

- Ask children to look at the Student Book page and tell you what they can about the picture. What foods do they recognize? Where are the children? Which meals can they see? (The children are eating breakfast, Dad is making lunch, and Mom is thinking about dinner.)

2 Write B, L, or D.

CRITICAL THINKING

- Children look at the right-hand side of the page. Read the words together. Write *Breakfast*, *Lunch*, and *Dinner* on the board with the initial letter in a different color. Tell the children that they are going to look at the main picture and write B, L, or D in the boxes next to the food pictures. Show them that *yogurt* already has a letter L next to it because we can see the yogurt pots in the children's lunchboxes. Repeat for the other items.

3 Listen and sing. 1:32

- Display the food flashcards. Play the song and ask the children to listen for the different foods. Have children come to the front and hold up a flashcard that they heard in the song.
- Draw the foods mentioned in the order they appear in the first verse (cereal, milk, yogurt, fruit). Play the song again and point to the foods as they are mentioned, asking children to join in with the food words. Then divide the class into groups to play the children and the mom, and have them join in with the rest of the song.

1:32

Boy: I'm so hungry. What's for breakfast?

Mom: Do you want some cereal?

Boy: Yes, please.

Mom: What about some milk?

Boy: Yes, please.

Mom: And some yogurt, and some fruit?

Boy: Oh yes, yes please.

Girl: I'm so hungry. What's for lunch?

Mom: Do you want a sandwich?

Girl: Yes, please.

Mom: What about some milk?

Girl: Yes, please.

Mom: And some yogurt, and some fruit?

Girl: Oh yes, yes please.

Boy: I'm so hungry. What's for dinner?

Mom: Do you want some pasta?

Boy: Yes, please.

Mom: What about some milk?

Boy: Yes, please.

Mom: And some yogurt, and some fruit?

Boy: Oh yes, yes please.

4 Make a food diary. Which foods are healthier?

- Point out the pictures of food next to the main picture. Tell children they are going to make their own food diary, drawing pictures of everything they ate yesterday and putting B, L, or D next to each picture. You can ask children to do this at home, or see if they can remember everything they ate yesterday to do it in class now.
- Ask children to look at their own food diaries and decide which foods are healthy and which are less healthy. Are the foods mostly healthy? Tell children that as long as they eat lots of healthy foods, it's okay to eat a few less healthy ones!

Activity Book Lessons 7 and 8 page 22

1 Read and write. Draw.

- The children complete the sentence about what they have for dinner using one of the words in the box. They then draw what they have for dinner.

Show me



Objectives

To practice the language from the unit through a game

Language

food, drinks

Do you want some (pasta)? Yes, please. / No, thank you.
I want some (pasta), please. I have (pasta) (for dinner).

Materials

CD 1, Fifi puppet, Unit 2 Poster, Unit 2 Picture cards

Extra activity

Choose a food item and invite the class to ask Yes / No questions to try and guess the food you are thinking about. Encourage them to ask *Is it a fruit / vegetable?* *Is it good for you?* *Is it (green)?* *Do you have it for (lunch)?* *Does it come from a (tree)?* etc. The first child to guess the food can take a turn to choose another food item. To prevent the game from getting too tricky, you can write food items on the board for the children to choose from.

Unit 2 Lesson 9 page 28

Warmer

- Sing the song from Lesson 8. The children can sing the song in groups, playing the mom or the children. 🎧 1:32

1 Look at the poster. Circle.

- Use the Fifi puppet to talk about the poster. Ask the children to name all the fruits and vegetables. Then ask them to name the other foods and drinks. Then ask *Do you want some ... ?* The children point to the poster and their books and answer *Yes, please / No, thank you.*
- Set up a chain game. The children take turns to make an *I want ...* sentence about something on the poster. The others point and take turns to add something to the chain, e.g.: *I want some milk. I want some milk and some fruit.*
- Ask *What do you want to eat / drink?* Encourage the children to say what they want to eat and drink now.

CRITICAL THINKING

- Tell the children to look at the smaller images on the left. Who and what can they see? The children should circle the one item of food that the characters want to eat or drink on the poster.

2 Play the game.

- Tell the children they are going to play the same game as the one in the book. Ask them how they think it is played.
- The children use their food picture cards to play this card game in groups of three.
- The three children place their picture card sets face down and mix them up. They then take out six cards each. They either hold their six cards or place them face up, but not in sight of the other players. The aim of the game is to collect six different food cards by exchanging with the other children. The children take turns to ask *Do you want some ... ?* questions. If the child answering says *Yes, please*, they take the card offered. If they say *No, thank you*, the questioning child offers another food item. The children take turns to offer and take a card. The winner is the first child to have all six food items.

3 What do you like to eat?

CRITICAL THINKING

- Ask the class the big question for this unit: *What do you like to eat?* The children talk about what they like to eat for breakfast / lunch / dinner.
- Extend the discussion to talk about what foods are healthy / good for you. Then discuss food categories: fruit / vegetables / meat / pasta / rice. Where do the children think the foods come from? (e.g.: plants / trees / animals / the ground / etc.) Can the children name individual foods or dishes in the categories, e.g. *beans are vegetables, spaghetti is a pasta?*
- Talk about the children's favorite meals and discuss the ingredients that go into them.

NOTE Bring magazines to the next lesson for children to cut out food items. You could also bring a big plastic or fabric tablecloth and small paper plates and cups, plastic forks, etc., as well as craft items for making pretend food.

Show and Tell



Objectives

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

Language

picnic, food, drinks

This is our picnic. I have some (pasta).

Materials

CD 1, (real or toy) food items, magazines, craft materials (string, play-dough, pasta pieces, foam, card, paints, colored tissue paper, etc.), scissors, glue, a big plastic or fabric tablecloth and small paper plates and cups, strong adhesive tape, plastic forks (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 food picture cards. Say the words for the foods in random order. The children race to stick their picture cards on the board (or place them on a desk) in the correct order. Repeat with other pairs of children, saying the food words in a different order each time.

are now going to make their own picnic. Divide the class into small groups and give each child a paper plate. Give the groups some magazines (or string, play-dough, pasta pieces, foam, card, paints, colored tissue paper, etc.). The children choose the food they would like to have on a picnic. They can then either cut pictures from magazines or use craft materials to make their own food and stick it on the plates. When they have finished this, hand out paper or plastic cups for the children to make their drinks. For this they choose colored tissue paper, crunch it up, and stick it inside their cup. Encourage them to think about all the different juices they could choose from, e.g.: apple juice, carrot juice, orange juice, etc.

2 Make a class picnic.

- Provide name cards for the children to write / trace over their names and decorate.
- Assemble the “picnic” by securing the tablecloth to the wall and then sticking the meals and name cards to it.

3 Show and tell.

- The children take turns to point to their meals on the tablecloth and describe them.

Extension activity

- If you have time, you could arrange for the children to have a special picnic of their own. This could be simple (for example, having a special extended snack time outside on a rug), or an organized trip to a park with a full picnic.

Unit 2 Project Activity Book page 23

1 Make a picnic basket. Cut and stick.

- The children choose and cut out pictures from the right of the page and stick them into their picnic basket. There are two blank boxes where they can draw other items. They can then tell the class what they want to take on their picnic.

Unit 2 Lesson 10 page 29

Warmer

- Play a game using the real food or toy food from Lesson 2. Place the food items on a table. The children take turns to ask for foods and pass them to the next person. Child 1 says *I want some (pasta.)* Child 2 picks the correct food up and passes it to Child 1, saying *Here you are.*

1 Choose and make a meal.

- Look at the pictures on the Student Book page. Ask the class what the children are doing in the first two pictures. Establish that they are making plates of food and some drinks. Teach / Review the words *glass* and *plate*. Help the children describe what the children are using to make the meals. Then focus on the photo. Ask what the food is for (a picnic). Prompt the children to describe everything they can see in the picnic.
- Ask the children if they would like to go on a picnic. Discuss what they would take to eat. Explain that they

Literacy Book Unit 2 page 8

This lesson introduces the new sound and is aimed at enabling children to identify it. As well as using the recording, you can help by exaggerating the sound.

1 Listen and point. Listen and repeat. 1•06

- Play the recording for the children to listen and point to the letters and pictures.
- Play the recording again for the children to listen and repeat the sound and the words.
- Point to the pictures and ask the children to say the words, first chorally, then individually.

 1•06

E A says eeee, peach, leaf, seal, read, beach, meat

Other activities

- Ask children if they know any other words with this sound, e.g., *peas*, *beans*. Don't worry at this stage if they come up with words with different spelling patterns (e.g., *ee*) as long as they are identifying the correct sound.
- Say a word from the following list and ask which of the words on the page it rhymes with, e.g.: *seat* (*meat*), *reach* (*peach*, *beach*), *meal* (*seal*).

Literacy Book Unit 2 page 9

This lesson gives the children practice of listening for and identifying the target sound.

1 Look and say.

- Help children to read the words below the pictures. Encourage them to exaggerate the long *e* sound. Clarify the meaning where necessary.

2 Listen and circle the picture. 1•07

- Children listen and decide which word they hear from each pair, then circle the correct picture in each pair.

 1•07

1 peach 2 red 3 beak 4 leak 5 steam 6 lip

Other activities

- Say *leaf* and ask the children to identify the sounds: *l-ea-f*. Ask them which letter(s) correspond to each sound and write these on the board to build up the word. Repeat with *seal*, *beach*, and *meat*.
- Ask children to choose one of the *ea* words from the page. They walk around saying their word to other children. When they meet someone saying the same word, they join up into a group. Continue until all the children have found their groups.

Literacy Book Unit 2 page 10

This lesson gives the children practice of sounding out words and recognizing spelling patterns.

1 Say.

- The children read the words in the box and those beneath the pictures.

2 Write the rhyming words.

- The children find the rhyming word from the box for each of the labeled pictures and write the word on the line.

Encourage them to look at the ends of the words for the spelling patterns.

3 Listen and repeat. 1•08

- Play the recording for the children to listen and repeat, checking their answers and their pronunciation.

 1•08

1 Peach. Beach.

2 Beak. Weak.

3 Seal. Meal.

4 Read. Lead.

Other activities

- Have four children come to the front. Whisper a word to them, e.g., *seal*, and ask them to make it from letter cards. Then ask for a volunteer from the class to read the word – the rest of the class repeats. The volunteer then swaps with one of the children at the front.
- Write a pattern from the lesson on the board, e.g., *-eal*. Have the children sound it out, then practice with different initial sounds, e.g. *deal*, *heal*, *meal*, *real*, *seal*. If they can do this confidently, try adding initial consonant blends, e.g., *steal*, *squeal*.

Literacy Book Unit 2 page 11

This lesson gives the children practice of reading aloud.

1 Listen and follow. Listen and repeat. 1•09

- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, one line at a time, for the children to listen and repeat. Tell the children to close their eyes, focus on the sounds and mirror the intonation of the recording.

 1•09

At The Beach

1 Mel and Jean are at the beach.

2 They have a picnic lunch.

Mel: It's hot. Let's swim in the sea.

3 Seagulls eat the picnic!

Mel and Jean: Stop!

4 Jean: It's OK. We can get a meal and an ice cream!

2 Read aloud.

- Encourage children to read the story, first as a class, then acting it out in groups.

Literacy Book Unit 2 page 12

This lesson reviews the long *ea* sound through a chant.

1 Point and say.

- Ask the children to identify any food they know from the picture. Fill in any gaps so that they have mentioned the following: *meat*, *beans*, *cream*, *fish*, *peas*, *ice cream*. Ask them what sounds they hear in *meat* and build the word up on the board. Then see if they can find the word in the text.

2 Listen and chant. 1•10

- Play the chant for the children to follow in their books. Play it again, pausing for children to repeat the lines.

- Children sing the chant. Start off slowly, then speed up a little as they get more confident.

 1•10

Have a seat

And let's eat.

What's for lunch?

Waiter: Eat some meat and some beans,
Eat a peach with some cream.

Have a seat

And let's eat.

What's for lunch?

Waiter: Eat some fish and some peas,
Eat some ice cream.

Girl: Yes, please!

Have a seat

And let's eat.

What's for lunch?

Literacy Book Unit 2 page 13

This lesson reviews words with the long *ea* sound through a game.

1 Choose three things. Write the words in your picnic basket.

- Ask the children to read the words in the word pool. Then ask them what they want to take on their picnic. Have them each choose three of the words to write in the picnic basket.

2 Play a guessing game.

- Choose a child and tell the class that you are all going to try to guess what they have chosen for their picnic. Write a check and a cross on the board. Ask for a volunteer to ask about a food. (They can either say just the word, e.g.: *meat*, or ask a question, e.g.: *Do you have meat?*) If the child answers *yes*, write the food under the check on the board; if he / she answers *no*, write it under the cross. Continue with different children asking questions until you have guessed the contents of the picnic. Repeat with different children, or ask children to play in pairs – the first one to guess all their partner's foods is the winner.

Numeracy Book Unit 2

page 9 Concept: same/different

1 Find and circle the food that is different.

- The children circle the differences in each pair of pictures. Ask the children to talk about other differences between each pair of pictures.

ANSWERS

Pair 1: Picture 2 has peas instead of carrots.

Pair 2: Picture 2 has an apple instead of grapes.

Pair 3: Picture 2 has two sausages instead of a chicken drumstick.

Pair 4: Picture 2 has a banana instead of a cupcake.

page 10 Number words *eleven–fifteen*

1 Count, trace, and draw.

- The children trace the number words, then count the objects and draw the correct object next to each number word.

page 11 Numbers 1–20

1 Write the missing numbers.

- The children write the missing numbers in each sequence.

ANSWERS

3, 1

9, 6

15, 13

19, 17

13, 10

page 12 Simple subtractions

1 Cross out 1. Count and write.

- Ask the children to say what shapes they can see and how many there are of each shape.
- The children cross out one shape from each group, then count the shapes again and complete the subtraction problems.

ANSWERS

$15 - 1 = 14$

$9 - 1 = 8$

$20 - 1 = 19$

$12 - 1 = 11$

$18 - 1 = 17$

page 13 Arithmetic

1 Match.

- The children match the problems to the answers. Make sure they look carefully to see whether each problem adds one or takes one away.

ANSWERS

$17 + 1 = 18$

$3 - 1 = 2$

$6 + 1 = 7$

$15 + 1 = 16$

$20 - 1 = 19$

$16 - 1 = 15$

page 14 Number words *one–twenty*

1 Follow the numbers.

- The children connect the number words in order to find their way through the park.

What happens on your birthday ?



Objectives

Familiarize children with words for birthdays
Review words for animals, food, and drinks

Language

New: (birthday) cake(s), present(s), card(s), mask(s), candle(s), game(s)

Recycled: animals, food, drinks

There's a (birthday cake). There are (6 candles). I have (1 mask).

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 *Who has a (tiger mask)? / How many (candles) are on the cake?* The children try to answer from memory. 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.

Unit 3 Lesson 1 page 30

Warmer

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

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic. Ask whose birthday it is. Review food, drinks (*juice, sandwich, cookie, cake, vegetables*), and animal vocabulary (*dolphin, bear, duck, penguin, rabbit*). Ask the children to name any other items they can in the picture (*hat, train*). Prompt using question forms, e.g.: *Is there a (duck)? Are there (sandwiches)? Who has (a badge)?* **Note:** at this stage do not use numbers or *How many* questions.

- Use the poster / flashcards to introduce the new party vocabulary *birthday cake, present, card, mask, candle, game*. Play a matching flashcard game (with items on the poster).

2 Listen and point. 🎧 1•33

- Play the recording for the children to listen and point to the new party words in their books.

🎧 1•33

Sam: Look, everyone. There's one birthday cake.

Sam: There are six candles on my cake.

May: Look, there are four masks here.

Sam: And I have one mask.

May: Look, Sam! There are twenty cards.

Sam: And I have ten presents.

Anna: And there's one game.

3 Listen and repeat. 🎧 1•34

- Play the recording, pausing after each word for the children to repeat the new vocabulary. Repeat so that the children are saying the words confidently.

🎧 1•34

birthday cake, candle, mask, card, present, game

4 What happens on your birthday?

CRITICAL THINKING

- Introduce the Unit Question: *What happens on your birthday?* Talk about what the children do on their birthdays. Do they have parties / a special meal / a birthday cake? Prompt them to make sentences, e.g.: *I have a ...* Then use the picture to prompt the question: *What games can we play with masks?*
- Ask *Whose birthday is it? How old is Sam? How old will you be on your next birthday?*
- Ask the children to point to Bird. Ask *Where's Bird? What can he see?* (snakes) Discuss what game Bird and Anna are playing.

- Ask the children to cut out the party item picture cards from the back of the Student Book for the next lesson.
- Prepare two or three boxes covered in wrapping paper and bring real candles, toy cake, etc. to the next lesson for the game.

Activity Book Lesson 1 page 25

1 What's next? Look and draw.

- The children draw pictures to complete the sequences, then say the words.

ANSWERS

present, candle, game, mask, card

Play with me



Objectives

Practice the new structure and birthday words through a game

Language

New: How many (presents) are there? How many (presents) altogether? There are (5) presents.

Materials

CD 1, Fifi puppet, Unit 3 Flashcards, Unit 3 Picture cards, Unit 3 Stickers, two or three boxes covered in wrapping paper, candles, toy cake

Unit 3 Lesson 2 page 31

Warmer

- Play a game of *Pairs* with the picture cards. The children work in pairs using both sets of cards. The 12 picture cards need to be turned face down on the table. The children take turns to turn over 2 cards and find matching pictures. The child with the most pairs of cards is the winner.

1 Point and say.

- Focus on the pictures in the Student Book. Ask the children to point to the items in the pictures and say their names.
- Write the birthday words on the board, one at a time. 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.
- Point out that the pictures in the book all show more than 1 item so there is a letter *s* at the end of the word.

2 Listen and stick. 1:35

- Introduce the new structure: *How many ... are there?* using the toy / real items (or picture cards). Encourage the use of plurals.
- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to name the items on each sticker.
- Play the chant for the children to listen and find the correct place on the Student Book page for each sticker, then stick the stickers onto the Student Book page.

1:35

Child 1: How many birthday cakes are there?

Child 2: Two.

Child 1: How many candles are there?

Child 2: Six.

Child 1: How many cards are there?

Child 2: Four.

Child 1: How many masks are there?

Child 2: Two.

Child 1: How many presents are there?

Child 2: Three.

Child 1: How many games are there?

Child 2: Two.

3 Listen and play the game. 1:36

- Introduce: *How many ... are there altogether?* Use picture cards or objects to demonstrate adding on. Hold up the picture card for masks and Ask *How many masks are there?* Then show another picture card of the masks or add more examples of the object and ask *How many are there altogether?*
- Focus on the big picture in the Student Book. Ask *Can you guess what game the children are playing?* Tell the class they are going to listen to the children playing a counting game. They listen and point to the items in their books. Then play the recording again, one line at a time, for the children to repeat.
- Set up the game. Put different numbers of party items in the two wrapped boxes. Three children come to the front. One asks the questions and the others count the number of items they find in their boxes. The class answers how many items there are altogether. Alternatively, the picture cards can be used instead of wrapped presents.

1:36

Girl 1: How many presents are there?

Girl 2: There are three in my box.

Boy: There are two in my box.

Girl 1: How many presents altogether?

Children: There are five presents.

Activity Book Lesson 2 page 26

1 Draw and write. Say.

- The children complete the picture, then label the items. They then ask and answer about how many of each item they can see in the picture.

ANSWERS

Four masks, three presents, two candles, one game, five cards, one cake

Read with me



Objectives

Read and understand a story

Language

New: party, treasure hunt, shiny, silver, beads, necklace

There's something (shiny) there / here.

Materials

CD 1, Fifi puppet, Unit 3 Flashcards, Unit 3 Word cards, Unit 3 Picture cards, character cut-outs page 125, props (small paper circles / counters / buttons), items of "treasure" belonging to the children (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.

Unit 3 Lesson 3

page 22

Warmer

- Use the flashcards to review the birthday 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.
- 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 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 *What do you think is happening today?* Point to the decorations in the first picture and teach the word *party*. Ask *What is Benny saying in the first picture? What are*

the other characters doing in the first picture? Encourage children to guess what is happening in the story.

- Teach the phrase: *treasure hunt*.

2 Listen and point. Listen and repeat. 1:37

- 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 phrases and words: *There's something ... , shiny, silver, beads, necklace*. Demonstrate *here* and *there*.
- Play the story again and encourage the children to "read" the speech bubbles. Then listen again, and this time 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. Encourage the children to use props in their stories (e.g.: they can use counters or buttons for the trail).
- Ask the children to role-play with new "treasure" and their own phrases.

3 Talk about the story.

CRITICAL THINKING

- Ask questions about the story (e.g.: *Are the characters having a birthday party? Why do Prickly and Benny give Fifi a present? What happens in a treasure hunt? What do you know about treasure?*) and encourage the children to answer.

NOTE Collect some small items of "treasure" to bring to the next lesson for the treasure hunt, e.g.: small balls, food treats, etc.

Activity Book Lesson 3

page 27

1 Read and number. Color and tell the story.

- The children number the pictures in order to show what happens in the story. They then color the pictures and use them to tell the story to the class (or a partner).

ANSWERS

2, 1, 4, 3

Sing with me



Objectives

Practice the new language through a song

Language

Here, there, treasure hunt, purple, pink, beads
There are (8 purple beads). We have (16 beads) altogether.

Materials

CD 1, Unit 3 Flashcards, Unit 3 Picture cards, "treasure" (small balls, food treats, etc.)

Extra activity

Play *Pass the flashcard*. Hand out the birthday flashcards to children around the class. Play a song from the Class CD. The children pass the flashcards around the class. Stop the music at random points. The children holding the flashcards hold up their cards and say the correct words. Repeat as many times as you like.

- Play the song again and practice the actions.
- Divide the class in two. One group sings and the other does the actions as if on a treasure hunt.

1•37

Group sings: We're going on a treasure hunt,
A treasure hunt, a treasure hunt,
We're going on a treasure hunt today.

Two singers: We'll look here,

Two singers: We'll look there,

Two singers: We'll look everywhere!

Group sings: We'll find the treasure,
Find the treasure, find the treasure,
We'll find the treasure: Hooray!

2 Count and write.

- Tell the children to look at the main picture and ask them what is happening.
- Tell the children to find the beads in the picture.
- The children then count how many pink and purple beads the characters have, and how many beads they have altogether. They write the numbers in their books.

ANSWERS

There are 6 pink beads.

There are 8 purple beads.

We have 14 beads altogether.

3 Go on a treasure hunt.

- Organize a real treasure hunt in the classroom or outside, hiding real treats for the children to find.
- Play the song for the children to sing as they hunt for their treasure.
- Encourage the children to tell the class each time they find an item of treasure. When the children have finished the treasure hunt, ask them how many things they have found altogether.

Unit 3 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? What do they do? What do they find? Who has a present?*
- Play a game of *Bingo!* Draw a small grid on the board with boxes and ask a child to copy the grid and fill in the boxes with a number. He / She can choose any numbers between 1 and 20. You call out numbers in random order, and the children cross them off on their grid. The winner is the first child to cross off all his / her numbers.

1 Sing and do. 1•38

- Play the song through once. Tell the children to look at the pictures of Fifi and Prickly doing the actions for the song.
- Look at the pictures together and read the captions aloud while the children follow in their books.
- Demonstrate and teach the actions, focusing on the meaning of *here* / *there* / *everywhere* (close by, further away, and all around).

Say it with me



Objectives

Practice words with the *ay* sound

Language

New: way, fun

Recycled: party, today, see, red, blue, gray

Materials

CD 1, colored pens / pencils / crayons

Extra activity

Review the birthday words from the unit with the flashcards. Write one of the words on the board with the initial letter missing and invite a child to come and write the missing letter on the board. You can extend the activity by erasing 2 or 3 letters in the words and playing the game again.

Unit 3 Lesson 5 page 34

Warmer

- Sing and act out the song from Lesson 4. 🎧 1:38

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

- Look at the picture together. Ask the children to tell you what they can see and what the characters are doing.
- Play the recording for the children to listen to the rhyme.
- Play the recording again for the children to follow the words in their books.
- Teach the word *way* with the meaning of "route".
- Play the recording again for the children to listen and repeat the rhyme. Focus on the pronunciation of the new sounds. Invite children to say the rhyme without the recording.

🎧 1:39

There's a party today.
Let's have fun and play.
Can you see the way?
It's red, blue, and gray.

2 Color.

- Ask children to "read" the color pattern that the paper circles make in the picture. Have them color the white circles in the picture in the same pattern.

Optional activities

For further practice of the *ay* sound:

- Practice blending the *ay* words from the poem, especially the ones with initial consonant blends. Write *ay* on the board and practice saying the sound, exaggerating the length to begin with. Then build up words by writing, e.g., *r* and then *g* in different colors to make *gray*, or *l* and then *p* to make *play*. Color-coding the letters in this way helps children to see how many different sounds there are in each word.
- Have children read other *ay* words in isolation (*day*, *may*, *say*, *stay*) and then in short sentences, e.g., *May I play?* *Say "Happy birthday!"*

For practice in differentiating between long *ea* and *ay*:

- Review the long *ea* sound from the previous unit. Read the following words aloud and ask the children to stand up if they hear the *ay* sound and sit down if they hear the long *ea* sound: *may*, *beads*, *peach*, *gray*, *today*, *peas*, *gray*, *meat*, *play*.

Activity Book Lesson 5 page 28

1 Join the *ay* words. Say.

- The children draw lines connecting the *ay* words to find the way from the boy to the present. They then read out the words that make up their route.

2 Write.

- The children write the words from the box beneath the correct pictures. Tell the children to count the letters in each word to help them find the answers.

ANSWERS

play, way, gray, say

Follow me



Objectives

To learn about the importance of caring for your family

Language

New: lovely

Recycled: Happy birthday

Materials

CD 1, Unit 3 Picture cards, folded card, colored tissue paper cut in circles, markers and glue (optional)

Extra activity

Give the children some folded card, colored tissue paper cut in circles, markers and glue. Demonstrate how to make a flower card as seen in the photograph. Use tissue paper circles to make the flower head and green marker lines for the stems. Alternatively, they could use real pressed flowers. The children can then make their own card. When they have finished, ask the children what message they would like to put on the cards. Write any ideas on the board in English for them to copy into their cards.

Unit 3 Lesson 6 page 35

Warmer

- Play the rhyme from Lesson 5. Encourage the children to say the rhyme without the audio. 1:39

CRITICAL THINKING

- Ask the children how many people there are in their families, and what they do for members of their family when they have a birthday. Ask them why they think we do nice things for people on their birthdays.

1 Listen and follow. Listen and repeat. 1:40

- Look at picture 1. Talk about what is happening. Ask *What can you see in the boy's hand?* Ask the children to name all the objects. Ask *What have the children made? What is on the front?*
- Now focus on picture 2. Ask *Who do you think the card is for? Can you read the words?*
- Play the dialogue. The children listen and follow the speech bubbles in their books.

- Play the dialogue again, pausing after each line for the children to repeat.

1:40

Boy 1: Happy birthday, Mom.

Boy 2: This is for you.

Mom: Thank you. It's lovely!

2 Say and act out. 1:40

- Ask the children to act out the dialogue in groups of three. Give them a card or "present" to use as a prop. 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. 1:41

- Play the chant and ask children to follow the words in their book as they listen. Play the chant again, encouraging the children to say it along with the recording. You can ask parents to come in for a short session at the end of the day / week so the children can say their chants (and give their cards, if they have made them) to their loved ones.
- You may use the chant for birthdays or other special occasion days such as Mother's Day. You can also vary the chant to use it for different carers.

1:41

Hugs and kisses are on their way

On this very special day.

So thank you Mom for all you do

You love me lots, and I love you!

Activity Book Lesson 6 page 29

1 Circle the correct behavior.

- The children draw circles around the children who are caring for / helping their family. They can color in the picture and then say who each child is caring for / helping.

ANSWERS

He's helping / caring for his dad.

She's caring for her grandma.

She's caring for her grandpa.

He's helping / caring for his mom.

Explore with me



Objectives

To talk about birthdays and months

Language

yard, cake, sing, party

New: My birthday is in (June). When's your birthday?

Materials

CD 1

Extra activity

Write the months of the year on the board in order, with one or two months missing (leave gaps for the missing months). Ask children to say which months are missing from the sequence.

Alternatively, you can write the months of the year on sheets of paper and hand them out to twelve children. Ask the children to organize themselves so that they are standing in the correct order. The rest of the class can help by telling the children where to stand.

2 Listen and follow. Listen and repeat 1•43

- Play the recording for the class to listen and follow the text on the page.
- Play the recording again, pausing after each one for the children to repeat. Check comprehension by asking: *When's his / her birthday? What does he / she do?*

1•43

1 My birthday is in June. I have a party in the yard.

2 My birthday is in March. I have a birthday cake with candles.

3 My birthday is in November. My friends sing to me.

3 When's your birthday?

- Ask individual children *When's your birthday?* and encourage them to answer *My birthday's in (February)*. Then ask children to move around asking their classmates the question. If they have a birthday in the same month, they should say *Me, too!* and join together. You should end up with up to twelve groups of children, with each group representing a different month. Ask the children to say their month aloud and order their groups from January to December.
- Discuss how the children celebrate their own birthdays. Do they have a birthday cake or a party? Do they see their friends or celebrate with their families?

CLIL BOX: SOCIAL SCIENCE, MATH

This lesson focuses on the way in which children in different parts of the world celebrate their birthdays. It provides opportunities to discuss with the children how they celebrate their own birthdays, and who with. You can broaden this to include other celebrations throughout the year that the children are familiar with. Do they know what months they take place in?

Unit 3 Lesson 2 page 36

Warmer

- Ask the children what they learned about in the previous lesson (the importance of caring for your family). Play the chant from Lesson 6 and encourage the children to join in. 1•41
- Teach the months of the year. Use the Fifi puppet to make a chant using the months of the year.
- Ask *What month is it?*

1 Listen and point to the months. Listen and repeat. 1•42

- Ask children to look at the Student Book page and tell you what they can about the pictures. Ask *What can you see? Where are they? What do you think is happening?* about each picture.
- Ask the children to listen and point to the months in their books, repeating them after the recording.

1•42

January / February / March / April / May / June / July / August / September / October / November / December

Show me



Objectives

To practice the language from the unit through a game

Language

Party things

How many (candles) altogether? There are (12) (candles).
My birthday is in (June). I have a (party).

Materials

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

Extra activity

Write the headings *Foods, Birthdays, Shapes, 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 foods / birthday words / shapes / 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.

- The children trace over the sentences in their books.

2 Play the game.

- Look at the main image together and read the speech bubble text to talk about how the game is played.
- The children use their picture cards to play this game in groups of three.
- Divide the class into groups. The children place two sets of picture cards face down. They take turns to turn two cards face up and count the number of items on the cards. If the cards are a matching pair they count the total number of items. If they do so correctly, they keep the pair of cards. If the cards are not a matching pair or if they count the total incorrectly, they place them face down. Encourage the children to use the structures *How many (candles) are there altogether? / There are (12) (candles).* to play the game. The winner is the child with the most cards at the end of the game.

3 What happens on your birthday?

CRITICAL THINKING

- Ask the class the big question for this unit: *What happens on your birthday?* Discuss when the children's birthdays are and how they celebrate. Ask *How many friends do you see? What do you have on your birthday? What do you do on your birthday?* Encourage children around the class to answer, e.g.: *I see all my friends. I have a cake and candles. We sing songs, etc.*
- Extend this to talk about what the children want to do on their next birthdays. Ask *Do you want a party? Do you want to play games? What games do you want to play? What party items do you want to have?* etc.

NOTE For the next lesson, collect large poster paper and smaller pieces of paper, as well as colored pencils.

Unit 3 Lesson 9 page 38

Warmer

- Sing the song from Lesson 8. The children can do the actions and call out their birthday months at the end of the song. 🎧 1•44
- Ask children around the class to say when their birthdays are and what they do on their birthdays.

1 Look at the poster. Circle the odd one out. Trace.

- Use the Fifi puppet to talk about the poster. Ask the children to take turns to point to, name, and count all the party items on the poster.
- Use the Fifi puppet to review the other words relating to parties (e.g., the party foods, etc.), by pointing to items on the poster and asking *What's this?*

CRITICAL THINKING

- Then ask the children to look for and circle the item that does not appear on the poster (the cat mask).

Show and Tell



Objectives

To work together to make a class birthday poster

Language

birthday, months, numbers

My birthday is in (August). There are (3) birthdays in (August).

Materials

CD 1, party items (or flashcards), one sheet of paper (or paper plate) per child, colored pens / pencils / crayons, scissors, glue, a large sheet of paper or card

Extra activity

Write the months of the year on twelve pieces of paper. Hand the words out to children around the class. Play a song from the Class CD. The children pass the words around as the music is playing. Stop the music at random points. The child holding "January" holds up their word and says the month. The children holding the rest of the months hold up their words and say them in the correct order. Repeat as many times as you like, giving different children different months each time.

- Write the months of the year on the board. The children say the months as you write. Hand out small sheets of paper or small paper plates for the children to draw their own faces on and label them with their names.
- You can play the songs from the unit while the children work.
- While the children are working (or before the lesson), you can prepare the poster. Use a large sheet of heavy paper (or a few sheets stuck together to make a rectangle) and divide it into three columns and four rows. Write the names of the months as headings in each section from left to right using thick colored markers. Have fast finishers help you prepare the big poster heading: *Our Birthdays*. Either cut out fat letters or write the heading on a banner to go above the poster.

2 Make a class birthday poster.

- When all of the children have finished their pictures, they can take turns to glue their self-portraits under the right month on the poster.

3 Show and tell.

- The children take turns to point to their portrait on the poster and talk about their birthdays. Encourage them to say, e.g.: *My name's (Ben). I'm (six). My birthday is in (June). There are 3 birthdays in June.*

Unit 3 Project Activity Book page 31

1 Make family birthday presents. Write.

- The children can use the Activity Book template to make family birthday presents. They should label the presents with the names of their family members and their names and their birthday months. Invite the children to tell the rest of the class about their presents, e.g.: *(Mom's) birthday is in (August).*

Unit 3 Lesson 10 page 39

Warmer

- Play a game using the vocabulary from this unit and other units. Hide party items around the room. Ask children to find them. The children search for the items and bring them to the front and describe them. Ask if there is anything else they need for a party, e.g.: *balloons*.
- Then play a guessing game. Individual children say what the weather is like when it's their birthday. The rest of the class tries to guess what month their birthday is in.

1 Draw and write.

- Focus on the pictures on the Student Book page. Ask the class what the children are doing in the first two pictures. Establish that the girl is drawing a picture of her face in the first picture and the children are making a big class poster in the second picture.
- Ask the children to line up and then ask them, in turn, to say which month their birthday is in.

Literacy Book Unit 3 page 14

This lesson introduces the new sound and is aimed at enabling children to identify it. As well as using the recording, you can help by exaggerating the sound.

1 Listen and point. Listen and repeat. 1•11

- Play the recording for the children to listen and point to the letters and pictures.
- Play the recording again for the children to listen and repeat the sound and the words.
- Point to the pictures and ask the children to say the words, first chorally, then individually.

 1•11

A Y says aaaay, day, pay, say, play, gray, crayon.

Other activities

- Ask children if they know any other words with this sound, e.g. *birthday*. Don't worry at this stage if they come up with words with different spelling patterns (e.g. *a_e, ai*) as long as they are identifying the correct sound.
- Write the *ay* sound on the board. Say *day* and ask the children what sound it begins with (*d*). Write the *d* at the beginning of the word and have them blend the two sounds: *d-ay*. They can copy the word beneath the picture in their books. Repeat with other words from the page.

Literacy Book Unit 3 page 15

This lesson gives the children practice of listening for and identifying the target sound.

1 Listen and join the words with the *ay* sound. Listen and write. 1•12

- Children listen to the recording. If they hear the *ay* sound, they join the picture to the letters in the middle of the page. Play the recording as many times as needed. If children are unsure, ask them to say one of the words from the previous page and decide whether the sound is the same or different.
- Children listen again and, for the words they have joined, choose the word from the box that matches and copy it below the picture. Repeat the recording as necessary, and help children to identify the sounds at the beginnings of the words and match them to the letters.

 1•12

1 way 2 hay 3 tree 4 clay 5 tray 6 sea

ANSWERS

way, hay, clay, tray

Other activities

- Teach children actions for the *ea* and *ay* sounds (e.g., arms out wide for *ea* to emphasise the wide mouth, fingertips touching above their heads like a capital A for *ay*). Say the following words slowly and ask children to do the correct action for each one: *seal, say, pay, pea, meat, meal, may, way, bay, bean, beach*.

Literacy Book Unit 3 page 16

This lesson gives the children practice of sounding out words and recognizing spelling patterns.

1 Read and circle.

- Children read the two words below each picture and circle the one that matches. Encourage them to say the words aloud.

2 Listen and check. 1•13

- Play the recording for the children to listen and check their answers.

 1•13

1 play 2 gray 3 say 4 pay 5 sea 6 crayon

Other activities

- Write the letters *ay* on the board. Put the letter cards *b, d, h, m, p, r, s,* and *w* in a pile with the *b* showing. Have children sound out *bay* and then put the *b* at the back and have them read (e.g.) *day* and so on. Increase the speed as they get more confident.

Literacy Book Unit 3 page 17

This lesson gives the children practice of reading aloud and recognising sight words, e.g.: *what's, this, is, and, it, can, it's, what*.

1 Listen and follow. Listen and repeat. 1•14

- Play the recording for the children to listen and follow the text in their books.
- Play the recording again, one line at a time, for the children to listen and repeat. Tell the children to close their eyes, focus on the sounds and mirror the intonation of the recording.
- Ask children to identify all the *ay* words in the text (*gray, hay, spray, away*).

 1•14

What's This?

1 This animal is big and gray.

2 It eats hay.

3 It can spray.

4 It's running away! What is it?

2 Say the animal.

- Ask the children to name the animal (elephant).

3 Read aloud.

- Encourage children to read the text, first as a class, then individually. Focus on difficult words such as *spray*.

Literacy Book Unit 3 page 18

This lesson reviews the *ay* sound through a chant.

1 Point and say.

- Ask the children to sound out the words below the pictures.

2 Listen and chant. 1•15

- Play the chant for the children to follow in their books. Play it again, pausing for children to repeat the lines.
- Teach actions for trunk, tail, stomp, spray, and eat, then play the song again with children doing the actions.
- Children say the chant. Start off slowly, then speed up a little as they get more confident.



I'm an elephant.
I'm big and gray.
This is my trunk
And this is my tail.

I can stomp, stomp, stomp.
I can spray, spray, spray.
I can eat, eat, eat,
Lots of hay, hay, hay.

Literacy Book Unit 3 page 19

This lesson reviews words with the *ay* sound through a game.

1 Choose six words and write.

- Ask the children to read the words in the word pool. Then ask them to choose six of the words and write them in the numbered boxes.

2 Play a game.

- Explain the game to the children: you will say a number from 1–6 and they have to get up and walk around saying the word they wrote in that box. If they find a partner saying the same word, they can both sit down. Check that children understand the instructions, then say *Number three: go!* Any children left standing once the others have paired up have to do a forfeit, e.g. ten star jumps or hopping around the classroom. Repeat until you have done all the numbers 1–6.

Numeracy Book Unit 3

page 15 Concept: same/different

1 Color, count, and write.

- The children color each balloon (one color for each different kind of shape), count the differently-shaped balloons and write the numbers in the boxes.

ANSWERS

7 round balloons, 4 long balloons, 8 heart-shaped balloons,
5 teddy bear shaped balloons, 9 curved balloons

page 16 Addition

1 Draw more to make 10. Write.

- The children draw more items to make ten of each item.
- The children write the numbers of items in each group in the boxes to complete the addition problems.

ANSWERS

$5 + 5 = 10$
 $7 + 3 = 10$
 $6 + 4 = 10$
 $8 + 2 = 10$
 $9 + 1 = 10$

page 17 Concept: bigger/smaller

1 Count and write. Circle the bigger shape.

- The children count the number of squares that make up each shape, then write the numbers in the boxes. They then circle the bigger shape in each pair.

ANSWERS

10, 9, 15, 14,
18, 20, 18, 16

page 18 Addition

1 Draw and write the numbers.

- The children draw lines to count along the scales and find the answers to the problems. They then complete the problems with the correct numbers.

ANSWERS

5, 11, 7, 14, 6, 10

page 19 Subtraction

1 Draw and write the numbers.

- The children draw lines to count backwards along the scales and find the answers to the problems. They then complete the problems with the correct numbers.

ANSWERS

2, 10, 3, 13, 6, 11

page 20 Concept: sequences

1 What's next? Match.

- The children match the boxes to complete the sequences.

ANSWERS

candle, card, present, mask, balloon

Revision Story 1 – Cinderella



Objectives

Review language and structures from Units 1–3
Read and understand a story
To learn about the value of respecting others

Language

New: cry, o'clock, try on, fit, get married

Materials

CD 1, Fifi puppet, Units 1–3 Flashcards, Units 1–3 Picture cards (optional), costumes and props for acting out the play (optional)

Extra activities

Use the flashcards from Units 1–3 to review 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. The children can use their picture cards to play this game in pairs at their desks.

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.

Revision Story 1 pages 40–41

Warmer

- Play *Simon Says* using known verbs. Include the following verbs from the story: *find (a pencil), go to (the door), run, dance, open (your book)*.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the story.

- Look at the first picture in the story. Introduce Cinderella, her sisters, and her friends the mice. Establish what children already know about the story.
- Help the children to identify the new characters and any objects they recognize in the rest of the pictures. Ask questions to prompt the children: *Who's this? What's this? What color is the ... ?*

2 Listen and point. Listen and repeat. 1•45

- Play the story for the children to listen and point to the story frames.
- Pause to explain anything that the children might not understand. Focus on the new vocabulary, then listen again all the way through. Listen again for the children to sing along with the songs.

3 Talk about the story.

CRITICAL THINKING

- Encourage the children to talk about the story. Ask *Has Cinderella got a happy family? Are Cinderella's sisters kind? Is Cinderella kind? How does Cinderella help at home? How do her sisters help? What happens at the party? What food can you see in the story? What clothes does Cinderella have at the start? What clothes does she have at the party? How does Cinderella feel at the start? How does she feel at the end of the story?*

4 Act it out.

- Assign roles for children to learn some of the speech parts of the story. Others can be guests at the party and the Prince's servants. Play the story again, turning the sound down for the speech parts of it.
- Provide the children with dressing-up clothes if available and other props. Act as the narrator while the children act out the story and sing the songs. You could use this as a play to act out for parents or other classes.

Activity Book Review 1 pages 33–34

1 Find and circle the differences. Say. page 33

- The children find the 5 differences in picture 2 and tell the class, or a partner.

2 Draw and make the pictures the same.

- The children complete picture 2 to make it the same as picture 1.

1 Complete the sentences and say. page 34

- The children choose the word which is true for them and copy it to complete each sentence. They then read their sentences to the class or a partner.

2 Color for you.

- The children think about their progress in Units 1–3 and color the number of stars which they think best represents their progress.

What's in your neighborhood ?



Objectives

Familiarize children with words for places in a neighborhood
Introduce the unit topic

Language

New: swimming pool, zoo, library, supermarket, coffee shop, park

Recycled: actions, nature

Where's (Sam)? He's / She's at the (swimming pool).

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 *Where's (Dad)? / Is there a (zoo) in the neighborhood? / Is Sam at the (library)?* The children try to answer from memory. 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.

Unit 4 Lesson 1 page 42

Warmer

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

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review foods, animals, actions (*swimming, running, reading, shopping, sitting, eating, kicking*), and nature (*trees, flowers, lake*).
- Prompt the children using question forms (e.g.: *What's this? Is this a ... ? Is Mom (shopping)?*).
- Use the poster / flashcards to introduce the new vocabulary.

- Play a matching flashcard game (with items on the poster).

2 Listen and point. 1•46

- Ask the children to find Bird. Ask *Where's Bird? What is he doing?*
- Play the recording for the children to listen and point to the new neighborhood words in their books.

1•46

Child 1: Where's Sam?

Child 2: He's at the swimming pool.

Child 1: Where's May?

Child 2: She's at the library.

Child 1: Where's Grandpa?

Child 2: She's at the coffee shop.

Child 1: Where's Dad?

Child 2: He's at the park.

Child 1: Where's Grandma?

Child 2: She's at the supermarket.

Child 1: Where's Anna?

Child 2: She's at the zoo

3 Listen and repeat. 1•47

- Play the recording, pausing after each word for the children to repeat the new neighborhood words.
- Repeat so that the children are saying the words confidently.

1•47

swimming pool, coffee shop, library, park, supermarket, zoo

4 What's in your neighborhood?

CRITICAL THINKING

- Introduce the Unit Question: *What's in your neighborhood?*
- Focus on the picture. Encourage the children to compare where they live to the neighborhood in the picture. Specifically point to various buildings or features and compare them to the children's neighborhood.

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

Activity Book Lesson 1 page 35

1 Match and say.

- The children match the pairs of pictures, then say which place in the neighborhood each picture shows.

Play with me



Objectives

Practice the new structure and the neighborhood words through a game

Language

New: Do you want to go to the (zoo)? Yes, I do. / No, I don't.

Materials

CD 1, Fifi puppet, Unit 4 Flashcards, Unit 4 Picture cards, Unit 4 Stickers, a toy sit-in car / bus, or a round object to use as a steering wheel (optional), pieces of card or paper, props to symbolize the different places in a neighborhood

Unit 4 Lesson 2 page 43

Warmer

- Ask the children to take out their picture cards.
- Use the Fifi puppet and the flashcards to review the neighborhood vocabulary.
- Use the Fifi puppet to hold up a neighborhood flashcard. Ask *Where's Fifi?* The children chant the answer: *At the (zoo)!* and hold up the correct picture card. Continue with the rest of the flashcards for the neighborhood, with the children adding the new word to the chant.

1 Point and say.

- Focus on the pictures of the neighborhood places in the Student Book. Encourage the children to point at each one and say its name. You can do this as a whole class or ask individual children.
- Say one of the colors of the boxes bordering the vocabulary items and encourage children to say the word. Repeat for all the colors, increasing in speed as you go.

2 Listen and stick. 1•48

- Introduce the new structure: *Do you want to go to the ... ? Yes, I do. / No, I don't.* After you have modelled it a few times, practice by holding up flashcards and asking questions for the children to answer *yes* or *no*.
- Write the neighborhood words on the board, one at a time. 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.

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask them to name each place.
- Play the recording, pausing after each exchange for the children to listen and find the correct sticker and the place on the Student Book page. Then they stick the stickers onto the page.

1•48

Girl: Do you want to go to the swimming pool?

Boy: Yes, I do.

Girl: Do you want to go to the supermarket?

Boy: No, I don't.

Girl: Do you want to go to the the zoo?

Boy: Yes, I do.

Girl: Do you want to go to the library?

Boy: Yes, I do.

Girl: Do you want to go to the park?

Boy: No, I don't.

Girl: Do you want to go to the coffee shop?

Boy: No, I don't.

3 Listen and play the game. 1•49

- Focus on the big picture in the Student Book. Tell the children they are going to listen to a game about going places. Tell them to follow the speech bubble text as they listen. Then play the recording again for the children to repeat.
- Set up the game. Ask the children to help you make signs and put together props for each place. Stick the signs around the classroom and put the props for each place in a box. Use a toy sit-in car or bus or make a "bus" using classroom chairs, with a round object, such as a paper plate, as a steering wheel.
- One child is the "driver". He / She takes the top neighborhood flashcard from a pile and uses it to ask a question: *Do you want to go to the ... ?* The other child takes a prop from the box. If the prop doesn't match the place in questions, he / she says *No, I don't* and another child takes a prop from the box. If the prop matches the question, he / she says *Yes, I do* and gets into the "bus" with the driver and "drives" to the place. Continue with other drivers / volunteers.

1•49

Boy: Do you want to go to the zoo ?

Girl: Yes, I do.

Activity Book Lesson 2 page 36

1 Trace. Write and say.

- The children trace the neighborhood words.
- The children complete the sentences, using the picture clues to help them. They then ask and answer in pairs.

Read with me



Objectives

Read and understand a story

Language

New: ice cream shop, doctor, hurting, stay

Recycled: idea, lake

I want to go to (the doctor).

Materials

CD 1, Fifi puppet, Unit 4 Flashcards, Unit 4 Word cards (optional), Unit 4 Picture cards, character cut-outs

Extra activity

Work together as a whole class to retell the story using different ideas. Initiate the beginning of the story, using the pictures, by suggesting that the weather is very cold. Encourage the children to call out the characters' lines using new words for the different weather scenarios. Ask children what Benny and Prickly would do in the last frame to make Fifi feel better and less cold. If your class is confident, you could encourage them to role-play the new story in groups.

Unit 4 Lesson 3

page 44

Warmer

- Use the flashcards to review the neighborhood 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.
- 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 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? Where's (Fifi)? Is he / she (happy /*

hot)? What's the weather like? Encourage children to guess what is happening in the picture.

- Use the Fifi puppet and Student Book pictures to pre-teach *lake, ice cream shop, doctor, hurt*.

2 Listen and point. Listen and repeat.

1:50

- 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. Focus on the form *want to* and talk about what the various characters want to do.
- Play the story again and encourage the children to "read" the speech bubbles. Then listen again, and this time 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. Encourage them to use mime and gesture.

3 Talk about the story.

CRITICAL THINKING

- Ask questions about the story and encourage the children to answer (e.g.: *Where are the animals? Is Fifi happy in picture 1? Why? Where does Benny want to go? Where does Prickly want to go? Who is angry in picture 4? Is Fifi happy at the end of the story?*).
- Encourage the children to think about the value in the story (thinking about other people). Ask *Are Prickly and Benny thinking about Fifi at the beginning? How do they act in the end? Ask children where they like to go when it is hot.*

Activity Book Lesson 3

page 37

1 Match and say.

- The children draw lines to match the story characters to the places they want to go, then talk about the characters.

ANSWERS

Benny wants to go to the ice cream shop.

Fifi wants to go to the doctor's.

Prickly wants to go to the lake.

Sing with me



Objectives

Practice the new language through a song

Language

New: water slide

Recycled: swimming pool, lake, ice cream shop

I want to go to the (swimming pool).

Materials

CD 1, Unit 4 Flashcards, Unit 4 Picture cards

Extra activity

Tell the children to think of a place they want to go. Invite a child to mime being at their chosen place. The rest of the class tries to guess the place. Encourage the children to ask questions to make their guesses, e.g.: *Do you want to go to the (swimming pool)?* The first child to guess correctly can take a turn to mime being at their chosen place.

Unit 4 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 the animals? Where does (Benny) want to go? Why is Fifi angry? What happens at the end of the story?*
- Review the neighborhood words using children's picture cards to play *Snap!* (see page 23).

1 Sing and do. 1:51

- Play the song through once. Tell the children to look at the pictures of Benny doing the actions for the song.
- Read aloud the captions under the pictures and encourage the children to sound out the words with you.
- 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.
- Sing and act out the song.

 1:51

Chorus:

If you are feeling low
Where do you want to go?
la, la la la la la la

I want to go to
A nice cool lake
I want to swim
And splash and shake
in a nice cool lake
la, la la la la la la

I want to go
To an ice cream shop
I want to eat
Ice cream- it's so very hot
In the yummy ice cream shop
la, la la la la la la

I want to go
On the water slide
I want to get wet
And slip and ride
On the whizzy water slide
la, la la la la la la

2 Read and match.

- Look at the pictures on the right and ask children to tell you what they are.
- Read out the sentences and ask the children to point to the correct pictures.
- The children draw lines to match the sentences to the correct places.

3 Where do you want to go? Draw yourself.

- Ask the children to look at the pictures and say which place they want to go. Ask *Where do you want to go?* to children around the class. Encourage them to answer with the target language *I want to go to the ...*
- The children draw themselves in the empty box. Encourage them to draw something else (e.g. an ice cream) to indicate where they are.

Say it with me



Objectives

Practice words with the oo sound

Language

school, pool, hot, today, cool, frog, hat, bird, flower

Materials

CD 1, colored pens / pencils / crayons

Extra activity

Review colors by playing a game of *I See*. Choose a known object in the classroom (or on the Unit 4 poster) 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 choosing an object for the rest of the class to guess. Repeat so that as many children as possible have a turn to choose an object.

Unit 4 Lesson 5 page 46

Warmer

- Sing and act out the song from Lesson 4. 1:51

1 Listen and follow. Listen and repeat. 1:52

- Look at the picture together. Ask the children to tell you what they can see. Ask *What's the weather like? Where's Fifi?*
- Play the recording and ask children to follow the words on the page.
- Play the recording again for the children to listen, pausing after each line for them to repeat. Focus on the pronunciation of the new sound: oo in *school*, *pool*, and *cool*. Explain that the *h* in *school* is silent, writing the word on the board and covering the *h* so that children can blend the *s/c/oo/l* sounds.

1:52

I'm not at school.

I'm in the pool.

It's hot today,

But I'm not, I'm cool.

2 Find and color.

- Ask children to look at the first small picture and ask *What is it?* (an umbrella) Ask them to find the umbrella in the big picture and ask *What color is it?* (pink). Have the children color the small picture pink to match the main picture. Repeat with the other items.

Optional activities

- For further focus on the oo sound: Write the words of the poem (*I'm, not, at, school, in, the, pool, It's, hot, today, but, cool*) on separate pieces of paper. Give each word to a different child and have them read their word. Say a sentence and have the children arrange themselves to show it. Start with sentences from the rhyme, e.g. *I'm in the pool*, and then vary, e.g. *It's not hot today*. When children have made the sentence, have them read their words in order, holding up the piece of paper as they do so. Everyone joins in for oo words. Have children read other oo words in isolation (*zoo, moon, spoon, hoop, food*) and then in short sentences, e.g. *The zoo is next to the pool. Eat the food with a spoon.*
- For practice in differentiating between the oo sound and the short o sound: Read the following words aloud. Ask the children to stand up if they hear the oo sound and sit down if they hear the o sound: *zoo, hot, cool, cot, rot, root, moon, mop.*

Activity Book Lesson 5 page 38

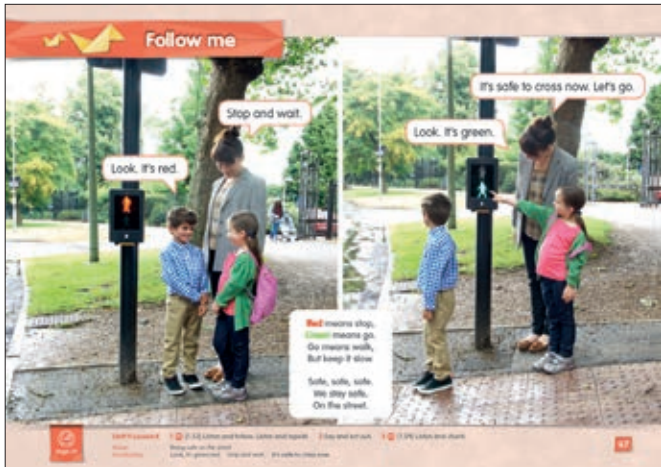
1 Color the pictures with the long oo sound. Write.

- The children say the words, then color the pictures for the words with the long oo sound. They then write the words from the box under the correct pictures.

2 Read and draw.

- The children read the phrases, then draw and color the items described.

Follow me



Objectives

To learn about being safe on the street

Language

Look, it's green / red. Stop and wait. It's safe to cross now.

Materials

CD 1, Unit 4 Picture cards

Extra activity

Play a game to review the neighborhood words. Stick the neighborhood flashcards on the board and ask the class to say the words. Invite a child to come to the front of the class. Tell the rest of the class to close their eyes. The child at the front chooses a flashcard and takes it from the board, holding it so that the rest of the class can't see it. Shuffle the rest of the flashcards on the board, then ask the class to open their eyes. Ask *Where's (child's name)?* The first child to answer correctly (with the place on the missing flashcard) can take a turn to choose another flashcard.

2 Say and act out. 1:53

- 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. 1:54

- Play the chant. Teach the new words and work together to think of actions to the chant.
- Play the chant again and act it out with the children.

1:54

Red means stop,
Green means go.
Go means walk,
But keep it slow.

Safe, safe, safe.
We stay safe
On the street.

CRITICAL THINKING

- Talk about what other signs we can see on the street / in the neighborhood. Talk about what the signs mean and what we should do when we see them (e.g.: a school crossing sign / a "keep off the grass" sign / a no cycling sign / etc.).
- Ask the children how else we can stay safe on the street (e.g.: holding hands / looking carefully before we cross the street / wearing reflective clothing at night / etc.).

Activity Book Lesson 6 page 39

1 Color and match.

- The children color the traffic lights, then draw lines to match the traffic lights to the correct words and to the correct pictures of the children.

Unit 4 Lesson 6 page 47

Warmer

- Play the rhyme from Lesson 5. Encourage the children to say the rhyme without the audio. 1:52

1 Listen and follow. Listen and repeat. 1:53

- Look at the pictures. Ask *What are the children doing? Why? What do you notice about the traffic lights?*
- Play the dialogue. The children listen and follow the text in their books.
- Play the recording again pausing after each one for the children to repeat.
- Talk about the safety rules and being safe on the street. Ask the children to say what each color traffic light means.

1:53

Boy: Look. It's red.

Teacher: Stop and wait.

Girl: Look it's green.

Boy: It's safe to cross now. Let's go.

Explore with me



Objectives

To talk about where we can see numbers in our neighborhood

Language

New: Numbers 20–29, street, sign, clock

Which number is on a (bus)? I think number (24) is on a (bus).

Materials

CD 1

Extra activity

Play a game of *Bingo* with numbers 1–29. Tell the children to write eight numbers from 1–29 in their notebooks. Call out the numbers in random order, keeping a note of the numbers you have called out. If the children have a number in their notebooks, they can cross it out. The first child to cross out all their numbers calls out *Bingo*!

Unit 4 Lesson 7

page 48

Warmer

- Play the chant from the previous lesson and encourage children to join in. 1•54
- Review numbers 1 to 20 by counting with the class and writing the numbers on the board. Introduce numbers 21–29. Use number cards or write 20 on the board, then rub off the 0 and write 1, saying *twenty-one*, and so on.

1 Listen and point to the numbers. Listen and repeat. 1•55

- Focus on the number line. Play the recording for the class to listen and point to the correct numbers, then listen again and repeat the numbers.
- Invite confident children to point to the numbers and count from 20–29.

1•55

Twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine

2 Listen and follow. Listen, point, and say. 1•56

- Ask children to look at the Student Book page and tell you what they can about the pictures. Point to each photograph in turn and ask which number it shows.
- Play the recording for the class to listen and follow the text on the page. Make sure that the children know all the locations / items mentioned, e.g. street sign.
- Ask children to find the number 23 in the photo. Get their ideas for where the number is and recast their suggestions, saying *I think number 23 is on ...*. Establish that it is on a boat, then give children time to look at the rest of the number photographs and decide where they think they are, accepting all their ideas. Finally, play the recording again, pausing for children to say which number they think is in each location.

1•56

You can see lots of numbers in your neighborhood.
Which number is ...

on a bus?
on a boat?
on a clock?
in a supermarket?
on a street sign?

ANSWERS

Number 20 is on a street sign.

Number 24 is on a bus.

Number 29 is in a supermarket.

Number 23 is on a boat.

Number 22 is on a clock.

CLIL BOX: MATH, SOCIAL SCIENCE

This lesson introduces the numbers 21–29. It focuses on numbers in the environment and requires children to think critically by looking at small details of photographs and trying to identify the locations. In the following lesson, children have an opportunity to identify and record numbers in their own environment.

Provide plenty of practice of the new numbers through games and other activities. Use number lines and real objects to practice counting and adding one.

Think with me



Objectives

To make a number collage

To practice new language through a song

Language

boat, bus, clock, street sign, door, train, numbers 20–29

Materials

CD 1, Unit 4 Picture cards, paper, colored pens / pencils / crayons, camera (optional)

Extra activity

Assign each child a number from 1–29 and tell them to write their number on a piece of paper. Count from 1–29. The children stand up / hold up their piece of paper when they hear their number. Say the numbers in random order, faster and faster.

Unit 4 Lesson 8 page 49

Warmer

- Review numbers from the previous lesson and talk about where you can see numbers in your neighborhood.
- Write sequences of four or five numbers from 1–29 on the board, with one number missing from each sequence. The children say which number is missing from each sequence. You can play this as a game in two teams.

1 Talk about the picture.

- Ask the children to tell you about the picture. Ask *What are the children doing?* (making a collage) *What numbers can you see?* *What objects can you see?*

2 Match and write. Which numbers are missing?

CRITICAL THINKING

- Ask the children to look at the right-hand side of the page. Ask them to name the items in the pictures and then read the words. The children draw lines to match the pictures to the words.
- Look at the example together. Show them the clock in the main picture and ask them the number it shows, then point to the number in the box next to the word “clock”. Ask the children to find each item in the main picture and write the number in the box. Then ask children to tell you which numbers (from 20–29) are missing (20, 21, 25, 28).

3 Listen and sing. 1:57

- Play the song and ask children to listen for the objects mentioned, and point to them on the page. Then play the song again, encouraging the children to join in with the numbers at first.
- Then split the class into two groups, with one singing the numbers and the other the *I can see* lines. Everyone joins in with the chorus.

1:57

Numbers all around us, can you see?

Numbers all around us, find them with me.

Twenty, twenty-one, twenty-two ...

I can see a number on a bus – can you?

Twenty-three, twenty-four ...

I can see a number on a door.

Twenty-five, twenty-six, twenty-seven – hey!

I can see a number on a train.

Twenty-eight, twenty-nine ...

I can see a number on a sign.

Numbers all around us, can you see?

Numbers all around us, find them with me.

4 Make a number collage.

- Tell children they are going on a number hunt. Ask them to go around the classroom or take them around the school looking for numbers. If possible, take children out of school to walk around the neighborhood. You can limit this by asking children to write the numbers 20–29 on a piece of paper and circle the ones they see, or leave it open. The children can draw pictures (like the ones in the Student Book) of the numbers they find, or you can take and print photographs. Have them combine the pictures to make a number collage.

Activity Book Lessons 7 and 8 page 40

1 Find the numbers. Circle and say.

- The children circle the numbers, then say where each number is, e.g.: *I can see a number 20 on a sign.*

Fifi's challenge: Find which number is missing.

- The children look at the numbers in the picture and say which number from 20–29 is missing (number 24).

Show me



Objectives

To practice the language from the unit through a game

Language

(Grandpa) is at the coffee shop.

Do you want to go to the (park)? Yes, I do. / No, I don't.

There is a (library) in my neighborhood.

Materials

CD 1, Fifi puppet, Unit 4 Poster, Unit 4 Flashcards, Unit 4 Picture cards

Extra activity

Write the headings *Places*, *Colors*, *Numbers 20–29*, *Animals*, and *Foods* 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 places / colors / numbers from 20 to 29 / animals / foods*.

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

Unit 4 Lesson 9 page 50

Warmer

- Sing the song from Lesson 8. The children can sing along with the recording. They can make number cards to hold up when they hear the numbers in the song. 🎧 1•57
- Ask children around the class to say what numbers they saw in the school / neighborhood in the last lesson. They can use their number collage to tell you (e.g.: *I can see a number 23 on a door.*).

1 Look at the poster. Write, match, and say.

- Use the Fifi puppet to talk about the poster. Ask *What's this? Where's (Sam)?*
- The children take turns to identify the things on the poster. Review the words for all the items / places. Then put away the poster.

CRITICAL THINKING

- Look at the pictures and identify the places. The children then write the words beside each place – they can use the word box to help them. Tell them to cross out a word in the box once they have written it.
- The children draw lines to match the places to the people as they appear in the poster, or in the Student Book picture in Lesson 1. Check answers using the poster. The children can then say *Mom is at the zoo*, etc.

2 Play the game.

- Play *Guess where I want to go*. Look at the main picture and read the speech bubbles together. Talk about how the game might be played.
- Use existing flashcards showing places both from this unit and earlier units. You can extend the activity by helping the children to make additional flashcards to cover all the places you have covered.
- A child comes to the front of the class and chooses three flashcards without showing the rest of the class (keep the flashcards face down so that nobody can see them).
- A second child comes to the front and asks questions to guess the three places where the child wants to go, e.g.: *A: Do you want to go to the ... ? B: Yes, I do. / No, I don't.*
- Alternatively, you can have the children play this game in pairs, using their picture cards.

3 What's in your neighborhood?

CRITICAL THINKING

- Ask the class the big question for this unit: *What's in your neighborhood?* Encourage children to answer using all the language and ideas from the unit. Ask *What places are in your neighborhood? Where can you see numbers in your neighborhood? How can you stay safe on the street? Where do you want to go this weekend?* etc.
- Extend the discussion to talk about what places are not in the children's neighborhood (e.g.: zoo, beach, etc.) and where they go when they want to go to these places.

NOTE Photocopy the neighborhood places on Teacher's Book page 149 ready for the project in Lesson 10.

Show and Tell



Objectives

To make your own neighborhood

Language

school, here's, there's, next to, behind
It's (next to) (the library).

Materials

CD 1, craft materials (boxes, card, paper, cling film, lollipop sticks, paints, colored pens / pencils / crayons, scissors, glue)

Extra activity

You can extend this lesson by dividing the class into groups to make a neighborhood collage. The children can then work together to find pictures in magazines or online, or draw pictures and make a collage to show the different places in their neighborhood. Help the children to write captions (*This is the library. / There's a zoo in my neighborhood.*) 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 in your neighborhood?* The children can then talk about their collages.

- Brainstorm the places in a neighborhood. This is a great opportunity to recycle the words for buildings and places in the neighborhood that they have learned in other levels.
- Assign different buildings / features to different pairs or small groups of children.
- Provide the materials and assist the children in making their own places. You might want to help them make signs for each of the buildings / features (see page 149).
- You can ask the children where they might see numbers in their neighborhood (on stores, on houses, on signs, on bus stops, etc.) and ask them to add some numbers to their buildings / signs. When the neighborhood is complete, you can ask children to tell you about the numbers they can see.

3 Show and tell.

- Invite the children to talk about the neighborhood they have made. Encourage them to recycle as much language as possible to talk about the neighborhood: *There is / are, Here's a ..., It's (color), It's next to the ...*, etc.
- If possible, bring in other children / adults to look at the neighborhood and ask simple questions about it.

Unit 4 Project Activity Book page 41

1 Draw yourself in your favorite place in your neighborhood.

- The children draw a picture of themselves in their favorite place in their neighborhood, then tell the class about it (e.g.: *I'm at the swimming pool. It's my favorite place. It's a sunny day. I'm cool in the pool!*).

Unit 4 Lesson 10 page 51

Warmer

- Stick the word cards of places on the board and ask children to stick the appropriate flashcard next to them. Then play *Hangman* with the words.
- Ask children to choose a "place" and mime something that they might do there, so that the rest of the class can guess the place.

1 Talk about the pictures.

- Ask the class what the children are doing in the first two pictures. Establish they are making buildings for their mini-neighborhood. Discuss what they are making and how they are doing this.

2 Make your own neighborhood.

- The children work in small groups or pairs to produce buildings to make their own mini-neighborhood.

Literacy Book Unit 4 page 20

This lesson introduces the new sound and is aimed at enabling children to identify it. As well as using the recording, you can help by exaggerating the sound.

1 Listen and point. Listen and repeat. 1•16

- Play the recording for the children to listen and point to the letters and pictures.
- Play the recording again for the children to listen and repeat the sound and the words.
- Point to the pictures and ask the children to say the words, first chorally, then individually.

 1•16

O O says ooooo, zoo, pool, school, moon, boot, stool

Other activities

- Ask children if they know any other words with this sound, e.g. *cool, balloon, hoop*. Don't worry at this stage if they come up with words with different spelling patterns (e.g. *ue*) as long as they are identifying the correct sound.
- Write the *oo* sound on the board. Say *zoo* and ask the children what sound it begins with (*z*). Write the *z* at the beginning of the word and have them blend the two sounds: *z-oo*. They can copy the word beneath the picture in their books. Repeat with other words from the page.

Literacy Book Unit 4 page 21

This lesson gives the children practice of listening for and identifying the target sound.

1 Look and say.

- Ask the children to sound out the first word in each pair, focusing on the long *oo* sound. Then ask them to read the second word in each pair, contrasting it with the *oo* word. Explain the meaning of the words where necessary.

2 Listen and circle the word. 1•17

- The children listen and decide which word they hear from each pair. They circle the correct word.

 1•17

- 1 root
- 2 hoop
- 3 bat
- 4 moon
- 5 spin
- 6 stool

Other activities

- Ask children to make two circles with their hands (like letter Os) and put them to their eyes as if they're looking through binoculars. Do the same and say *I can see a ... spoon*. If the word you say has the *oo* sound, they repeat: just *spoon* or *I can see a spoon*. If not, they say nothing. Repeat with *moon, peach, man, boot, dog, stool, bat, rat, seal*, etc.
- Ask the children to choose one of the *oo* words from the page. They walk around saying their word to other children. When they meet someone saying the same word, they join up into a group. Continue until all the children have found their groups.

Literacy Book Unit 4 page 22

This lesson gives the children practice of sounding out words and recognizing spelling patterns.

1 Say.

- The children read the words in the box and those beneath the pictures.

2 Write the rhyming words.

- The children find the rhyming word from the box for each of the labeled pictures and write the word on the line. Encourage them to look at the ends of the words for the spelling patterns.

3 Listen and repeat. 1•18

- Play the recording for the children to listen and repeat, checking their answers and their pronunciation.

 1•18

- 1 boot root
- 2 broom room
- 3 moon spoon
- 4 roof hoof

Other activities

- Have four children come to the front. Whisper a word to them, e.g. *boot*, and ask them to make it from letter cards. Then ask for a volunteer from the class to read the word, the rest of the class repeats. The volunteer then swaps with one of the children at the front.
- Write a pattern from the lesson on the board, e.g. *oon*. Have the children sound it out, then practice with different initial sounds, e.g. *moon, soon, spoon*.

Literacy Book Unit 4 page 23

This lesson gives the children practice of reading aloud.

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

- Talk about the pictures with the children. Tell them the names of the girl (Oona) and the boy (Kevin). Ask where the children in the story are and what animals they can see. Teach the animal names. Ask what the girl is buying in picture 3 (a balloon).
- The children listen to the recording and follow in their books.
- Play it again, pausing for the children to repeat the text.
- Ask the children to identify all the *oo* words in the text (*zoo, Oona, moose, goose, balloon, baboon*).
- If you like, you can ask children to identify the *ea* words in the text (*seal, please, steals*). Ask *Which other word has the long ea sound? (see)*.

 1•19

At The Zoo

- 1 Oona and Kevin are at the zoo.
- Oona: I can see a seal!
- They see lots of animals.
- Kevin: I can see a moose.
- Oona: And a goose!
- Oona gets a balloon.
- Vendor: What color?
- Oona: Red, please.
- A baboon steals the balloon!

2 Read aloud.

- Encourage children to read the text. Help them with their pronunciation.
- If you have very confident children, they can act out the story in small groups.

Literacy Book Unit 4 page 24

This lesson reviews the oo sound through a chant.

1 Point and say.

- Ask the children to sound out the word labels on the picture.

2 Listen and chant. 1:20

- Play the chant for the children to follow in their books.
- Play the chant again, pausing for children to repeat the words.
- Encourage children to say the chant. Divide the lines of the verse between different groups and have them all say the chorus if they can. Start off slowly, then speed up a little as the children get more confident.

 1:20

We're at the zoo
Me and you
What can you see?
say it with me.

I can see a seal,
It's eating a meal.
I can see a moose
And I can see a goose!
There's a big baboon
With a red balloon
At the zoo, zoo, zoo.

Literacy Book Unit 4 page 25

This lesson reviews words with the oo sound through a game.

1 Choose six words and write.

- Ask the children to read the words in the word pool. Then have them each choose six of the words to write in the grid below.

2 Play *Bingo*.

- Give each child six counters (or small objects, such as coins, erasers, etc.). Tell them that when they hear one of the words they have written in the grid, they should cover it with a counter. When they have covered all their words, they shout *Bingo*. The first person to shout *Bingo* is the winner.
- Read the words in random order, keeping a note of the words you have said. This game can be played as many times as you like.

Numeracy Book Unit 4

page 21 Numbers 8–13

1 Count the cars. Write.

- The children count the cars on each road and write the numbers in the boxes.

page 22 Number words *twenty-one* – *twenty-nine*

1 Match.

- The children draw lines to match the words to the right places on the ruler.

page 23 Number words *twenty-one* – *twenty-five*

1 Trace. Count and draw.

- The children trace the number words, then draw the correct number of items to match the words.

ANSWERS

3 more pencils, 5 more bananas, 3 more spiders, 2 more ice creams, 6 more candles

page 24 Number words *twenty-six* – *twenty-nine*

1 Count and write. Trace.

- The children count the squares and write the numbers to complete the problems. They then draw lines to match the problems to the number words and trace the number words.

ANSWERS

$20 + 7 =$ twenty-seven, $20 + 9 =$ twenty-nine, $20 + 6 =$ twenty-six, $20 + 8 =$ twenty-eight

page 25 Addition

1 Count and write.

- The children count the squares and write the numbers to complete the problems. They then do the problems.

ANSWERS

$10 + 3 = 13$, $10 + 8 = 18$, $10 + 1 = 11$, $20 + 6 = 26$, $20 + 9 = 29$

page 26 Addition

1 Draw dice.

- The children draw dots on the dice to complete the problems.

ANSWERS

$4 + 2 = 6$

$3 + 3 = 6$

$5 + 1 = 6$

$6 + 1 = 7$

$5 + 2 = 7$

$4 + 3 = 7$

How do you have fun?



Objectives

Familiarize children with words for outdoor activities
Introduce the unit topic

Language

New: dance, run, jump rope, roller skate, ride a bike, ride a scooter

Recycled: nature, family, places

Can he / she (roller skate)? Who's (running)? Dad.

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 *Who's jumping rope? / Is Sam riding a scooter?* etc. The children try to answer from memory. 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.

Unit 5 Lesson 1 page 52

Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the track plays. 2.1

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review nature and places (*pond, flowers, hill, bee, frog, park, coffee shop*) and family vocabulary (*mom, dad, grandma, grandpa*) and any other items they can name in the picture. Talk about what the people can and can't do.
- Prompt the children using question forms (e.g.: *Who's this? What's this? Is this a ...? Can (Sam) ...?*).
- Use the poster / flashcards to introduce the new activities vocabulary using the infinitive form.
- Play a matching flashcard game (with items on the poster).

2 Listen and point. 2.1

- Ask children to find Bird and then ask *What is he doing?*
- Play the recording for the children to listen and point to the characters in their books.

2.1

| | |
|-------------------------|----------|
| Who's riding a bike? | Grandpa. |
| Who's riding a scooter? | Sam. |
| Who's roller skating? | Mom. |
| Who's running? | Dad. |
| Who's jumping rope? | May. |
| Who's dancing? | Anna. |

3 Listen and repeat. 2.2

- Play the recording, pausing after each word for the children to listen and repeat the new activities vocabulary. Repeat so that the children are saying the words confidently.

2.2

dance, run, jump rope, roller skate, ride a bike, ride a scooter

4 How do you have fun?

CRITICAL THINKING

- Introduce the Unit Question: *How do you have fun?*
- Talk about the activities in the picture. Ask *What games / sports do you do at school? Which do you like to do? What other activities do you like to do? When do you do these activities, and who with? Which ones don't you like? What games / sports do you like to watch?*

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

Activity Book Lesson 1 page 43

1 Match and say.

- The children match the characters to the objects, then complete the pictures of the characters by drawing the missing objects. They then say what each character is doing / can do.

ANSWERS

She can roller skate / is roller skating.

She can jump rope / is jumping rope.

He can run / is running.

He can ride a bike / is riding a bike.

She can dance / is dancing.

She can ride a scooter / is riding a scooter.

Play with me



Objectives

Practice the new structure and activities vocabulary through a game

Language

New: Are you (riding scooters)? Yes, we are. / No, we aren't.

Recycled: We're (riding bikes).

Materials

CD 2, Fifi Puppet, Unit 5 Flashcards, Unit 5 Picture cards, Unit 5 Stickers

Unit 5 Lesson 2

page 53

Warmer

- Use the Fifi puppet and the flashcards to review the activities vocabulary from Lesson 1.
- Start a chant to review the new vocabulary. Invite six children to come to the front and hold a flashcard each. They take turns to hold up their flashcards so the children can add to the chant each time. Use the puppet to start the chant: *Running*. The children repeat, do the action, and then add the next item.
- This chant could be done with the class divided into pairs. The pairs respond to flashcard prompts, one after another. At the end of the chant each pair is doing a different action.

1 Point and say.

- Focus on the activities on the Student Book page. Encourage the children to point at each one and say its name. You can elect individual children to do this each time or do it as the whole class.
- Say one of the colors of the boxes bordering the activity pictures and encourage the children to say the name of the activity. Repeat for all the colors, increasing speed as you go along.

2 Listen and stick.

2•3

- Introduce the new grammar: *Are you ...ing?* Demonstrate the exchange with two children. Show the children an activity card and ask them to mime an activity. Use the puppet to ask the question. When they answer *Yes/No*,

model the full answer *Yes, we are / No, we aren't*. Continue with different pairs and questions, adding on the statement to *No* answers: *We're ...ing*.

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to name the activities on each sticker.
- Play the recording for the children to listen and find the correct place on the Student Book page for each sticker, then stick the stickers onto the Student Book page.

2•3

Child A: Are you dancing?

Child B: Are you riding a bike?

Child A: Are you riding a scooter?

Child B: Are you roller skating?

Child A: Are you jumping rope?

Child B: Are you running?

3 Listen and play the game.

2•4

- Focus on the big picture in the Student Book. Ask the class to guess what game the children are playing. Tell the class they are going to listen to the children playing an acting game.
- Play the recording. The children listen and point to the children speaking while they listen. Then play the recording again, one line at a time, for the children to repeat.
- Set up the game. Choose two children to act out an activity and one to guess the activity. Encourage the acting children to use sound effects. Swap the children round so they all take turns to act and guess.

2•4

Child 1: Are you riding scooters?

Child 2: No, we aren't. We're riding bikes.

Activity Book Lesson 2

page 44

1 Look and write.

- The children complete the sentences with the words in the box.

ANSWERS

riding scooters, roller skating, riding bikes, jumping rope, dancing, running

2 Draw yourself and your friend. Read and answer.

- The children draw themselves doing an activity with a friend. They then read the question and answer for their picture.

Read with me



Objectives

Read and understand a story

Language

New: silly, try, help me, look out

I love (flying my kite). I don't like (flying).

Materials

CD 2, Poster, Fifi Puppet, Unit 5 Flashcards, Unit 5 Word cards (optional), Unit 5 Picture cards, props for acting out the story (a paper kite, some string), character cut-outs

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.

Unit 5 Lesson 3

page 54

Warmer

- Use the flashcards to review the words for activities. 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.
- 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.
- Play the miming game again from Lesson 2.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story.
- Focus on the first picture. Ask *What do you think Fifi and Prickly are doing?* Review *flying kites*. Go through the remaining pictures and talk about what the characters are doing in each one. Teach *silly* and *Look out!*

2 Listen and point. Listen and repeat. 2.5

- 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 phrases and words: *I love my (kite), I love going fast, Try, Help me.*
- Play the story again and encourage the children to "read" the speech bubbles. Listen again, and this time pause the recording after each line so that the children can repeat the text.
- Invite groups of children to act out the story using props, or using the character cut-outs. You can ask the children to act out the story with the recording using mime and gestures, and then with speech of their own.

3 Talk about the story.

CRITICAL THINKING

- Discuss what the characters are doing in the story. Ask questions about the story (e.g.: *Why does Fifi think Benny is silly at the beginning of the story? What do Benny and Prickly do that is silly? How can they be careful? Why do you think Benny doesn't like flying?*) and encourage the children to answer.
- Ask children around the class to say what they love doing.

Activity Book Lesson 3

page 45

1 Read and match.

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

ANSWERS

(pictures, left to right)
We're riding bikes.
We love flying kites.
Help!

Sing with me



Objectives

Practice the new language through a song

Language

love, bike, kite, dancing, fast

Materials

CD 2, Unit 5 Flashcards, Unit 5 Picture cards, Unit 5 Word cards

Extra activity

Put the Lesson 2 flashcards on the board and distribute the corresponding word cards to pairs of students, who match them to the flashcards. Do this several times with different children to increase their confidence. Ask children to get out their picture cards. Now start writing one of the words on the board (not near the flashcards). Write the word slowly and encourage the children to sound it out. When children know which word you are writing, they should hold up their matching picture card.

- Read aloud the words under the pictures, encouraging the children to join in.
- Practice the actions together and make up actions for the second verse.
- Listen to the song again. Then sing it and do the actions together.
- Divide the class in two and sing the song again. One group sings the first verse, the other sings the second verse.

2•6

When we go out to play
We love flying our kites
Flying our kites, flying our kites
On a cool and windy day.

When we go out to play
We love riding our bikes
Riding our bikes, riding our bikes
On a hot and sunny day.

2 Look, read, and write.

- Show the children the pictures of the story characters. Ask the children to say what each character is doing.
- The children complete the speech bubbles with the words in the box.
- Play a game to practice *I love ...ing ...*. The children take turns to act out and say a sentence (from the page). The class guess who they are. You can add more activities by using the poster and child characters.

Unit 5 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.: *What does Benny have? What do Fifi and Prickly love doing? What happens to Benny and Prickly? Where is Prickly at the end of the story?*
- Review the words for activities using flashcards or children's picture cards. 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 doing the activity on their card. The rest of the class ask questions to try and guess the card (e.g.: *Are you (running)?*). 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 card correctly can take a turn to choose a card for the rest of the class to guess.

1 Sing and do. 2•6

- Play the song and tell children to look at the pictures of Prickly.

Say it with me



Objectives

Practice words with long *i* spelling *y*

Language

New: by, sky, zooming

Recycled: dry, flying

Materials

CD 2, colored pens / pencils / crayons

Extra activity

Write the words for activities 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.

Unit 5 Lesson 5 page 56

Warmer

- Sing and act out the song from Lesson 4. 2•4
- Or, ask the children to choose a song they would like to hear again.

1 Listen and follow. Listen and repeat. 2•7

- Look at the picture together. Ask children who they can see and what the characters are doing.
- Play the recording and ask the children to follow the words on the page. Teach *by* (with the meaning of past) and *sky*.
- Play the recording again for the children to listen and repeat the lines of the rhyme, then join in with the rhyme. Focus on the new sound: *y* in *dry*, *by*, *flying*, *my*, *sky*. You could ask children which other word in the rhyme has the /ai/ sound (*kite*) and ask if they can remember how to spell it. Also review the *oo* (*zooming*) sound from the previous unit and the *ing* (*zooming*, *flying*) sound.

2•7

When it's windy and dry
With the clouds zooming by
I love flying my kite in the sky.

2 Listen and color. 2•8

- Tell the children that they are going to listen to a grown-up and a child talking about Fifi's kite. The child is coloring in the kite.
- Play the first part of the recording and ask which shapes on the kite the speakers are talking about (the triangles) and what color the child colors them (orange). Ask the children to color the triangles orange in their books.
- Repeat this procedure for the rest of the shapes.

2•8

Adult: Do you want to color Fifi's kite?

Child: Oh, yes, please. What color?

Adult: Can you see the triangles?

Child: Yes. There are two.

Adult: That's right. Color them red.

Child: Red? Okay. Done!

Adult: How many squares are there?

Child: There are two here and two here. That's four altogether.

Adult: That's right! Four squares. Color them blue ... purple ... yellow ... and green.

Child: One ... two ... three ... four.

Adult: Great. Now the rectangle. Color the rectangle red.

Child: It looks great!

Adult: Yes. Good job!

Optional activities

- Practice blending the *y* words from the poem, especially the ones with initial consonant blends. Write *y* on the board and practice saying the sound, exaggerating the length to begin with. Then build up words by writing, e.g.: *r* and then *d* to make *dry*, *l* and then *f* to make *fly*.
- Write the *y* words on each side of the board, spaced out. Divide the class into two teams. Say one of the words. The first person from each team runs to the board and draws a circle around it on their side of the board. The quickest team gets a point.
- For further practice, have children read other *y* words in isolation (e.g.: *try*, *shy*, *cry*) and then in short sentences, e.g.: *I'm shy*. *Try not to cry!*

Activity Book Lesson 5 page 46

1 Write.

- The children write the words from the box under the correct pictures.

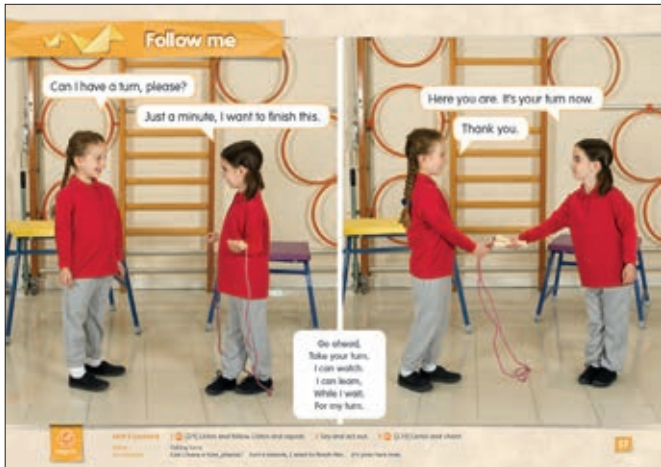
ANSWERS

fly, dry, my, sky

2 Read and draw.

- The children read the rhyme and draw a picture to illustrate it.

Follow me



Objectives

To learn about the importance of taking turns

Language

New: Can I have a turn, please? Just a minute, I want to finish this. It's your turn now.

Materials

CD 2, Unit 5 Picture cards, play equipment to use as props (e.g. jump ropes, balls)

Extra activity

Play a game of *Simon Says* using the new activities and any other known action words. Remind the children that they should only do the action when you say *Simon Says* first. If they do the action when you did not say *Simon Says*, they are out of the game. The last child left in the game is the winner. Alternatively, you can use Fifi to give the instructions instead.

- Play the dialogue. The children listen and follow the speech bubbles in their books.

2•9

Girl 1: Can I have a turn, please?

Girl 2: Just a minute. I want to finish this.

Girl 2: Here you are. It's your turn now.

Girl 1: Thank you.

2 Say and act out.

- Ask the children to act out the dialogue in groups of two. Give them some play equipment to use as props. Play the recording again for them, then encourage them to say the dialogue themselves.
- You can encourage groups to vary the dialogue by making suggestions for different things to do and play equipment.
- 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 and ask children to follow the words in their books.
- Play the chant again, one line at a time, encouraging the children to say it along with the recording.

2•10

Go ahead,
Take your turn.
I can watch.
I can learn.
While I wait,
For my turn.

CRITICAL THINKING

- Talk about how the children feel when their friends don't take turns or when their friends don't include them in games.

Unit 5 Lesson 6 page 57

Warmer

- Play the rhyme from Lesson 5. Encourage the children to say the rhyme without the recording. 2•7

CRITICAL THINKING

- Talk about what activities the children like doing in the playground. Ask *Do you play games? Who do you play with? What games do you play? What kind of games are they? Do you play in groups? Do you like to play running games?*
- Talk about how playing together can be more fun, and the concept that being active is good for you.
- Talk about how we decide what to do when we are playing with friends.

1 Listen and follow. Listen and repeat. 2•9

- Look at the pictures. Talk about what is happening in picture 1. Ask *Where are the children? What's this girl (point to the girl on the right) doing?* Ask *What is happening in picture 2?*

Activity Book Lesson 6 page 47

1 Color the correct picture. Draw ☺ or ☹.

- The children decide which picture shows the right behavior (children taking turns and playing together nicely), draw a happy face on it, and color it.
- They then draw a sad face on the other picture.

ANSWER

Picture 2

Explore with me



Objectives

To talk about what you are good at

Language

New: basketball, soccer, table tennis, hit, net, paddle

Recycled: ball, catch, throw, kick

He's / She's playing (catch). He's / She's good at (catching).
I'm good at (catching).

Materials

CD 2, a (large) ball, colored pens / pencils / crayons (optional)

Extra activity

Ask the children to draw a picture of themselves doing an activity they are good at, then tell the class (e.g.: *This is me. I'm riding a scooter. I'm good at riding a scooter.*).

- Teach the new words on the page. For instance, ask the children which picture shows a net (2) and have them point to the net.

2•11

- She's playing catch. She's good at catching.
- She's playing basketball. She's good at throwing the ball in the net.
- He's playing soccer. He's good at kicking the ball.
- He's playing table tennis. He's good at hitting the ball with the paddle.

2 What are you good at?

- Have the children form a circle. Say *I'm good at throwing*. What are you good at? Throw a large ball to one of the children. He / She says *I'm good at ...* and then asks *What are you good at?* while throwing the ball to another child. They can use the verbs from this lesson (e.g.: *I'm good at throwing / catching / kicking / hitting*) and other activities (e.g.: *running, dancing, flying a kite*).

CLIL BOX: PHYSICAL EDUCATION

This lesson focuses on different ball games. Find out what children know already about the sports by asking *How many people play? Where do they play? What do they use? What do they wear to play this sport? What do you do to get points? Which sports have you tried?*

In the next lesson, children try the different activities and see which they like and which they are good at. Talk about how people get good at sports (lots of practice!) and see if the children know the names of any famous sportspeople.

Unit 5 Lesson 7 page 58

Warmer

- Ask the children what they learned about in the previous lesson (the importance of taking turns). Play the chant from Lesson 6 and encourage the children to join in. 2•10
- Hold up a ball and ask *What's this?* Ask the children what ball games they play. Talk about the different things you can do with a ball to review the verbs *throw, catch, kick*. Then introduce *paddle* (with a real one if possible) and *hit*.

1 Listen and follow. Listen and repeat. 2•11

- Ask the children to look at the Student Book page and tell you what they can about the pictures. Ask them to point to the ball in each picture and say whether it's big or small and what color it is.
- Play the recording for the class to listen and follow the text on the page.
- Play the recording again pausing after each sentence for the children to repeat.
- Check comprehension by asking questions about the children in the pictures, e.g.: *What's he / she playing? Is he / she good at (catching / throwing / kicking / hitting) the ball?*

Think with me



Objectives

- To find out what you're good at
- To practice new language through a song
- To find out what activity you are good at

Language

- ball, net, basketball, soccer, table tennis
- He / she's playing (soccer). I am good at (playing soccer).

Materials

CD 2, Unit 5 Picture cards, colored pens / pencils / crayons, a ball for throwing and catching, a football and goal, a basketball and hoop, a table tennis table (**Note:** if you can't have all of these items in class, you can bring a small ball and a cup for children to throw it into / a paddle to hit it with / a basket or box to kick it into.)

Unit 5 Lesson 8 page 59

Warmer

- Review the language from the previous lesson by asking the children to describe the pictures in Lesson 7. Ask them to say what each of the children in the pictures is good at.
- Then tell the class to work in pairs and ask their partner *What are you good at?* The children should all report back to the class with a sentence about their partner, e.g.: *Hugo's good at running.*

1 Talk about the picture.

- Talk about the picture. Ask the children what they can see. Ask *What are the children doing?* (Sam is playing basketball. May is playing soccer. Anna is playing table tennis.)

2 Write B, S, or T.

- Ask the children to look at the activity on the right of the page. Read the words together.
- Ask *Which things do you use when you play soccer?* Show the children that the soccer ball already has a letter S next to it, and ask them to write a letter S next to the appropriate net in the same color, green.
- Repeat for the other sports.

3 Listen and sing. 2•12

- Play the song. Ask the children to listen and say which actions are mentioned in the song.
- Play the song again and have the children do the actions for each verse. Then have them join in with the line *I'm good at ...* and as much of the rest of the song as they can.

2•12

Everyone's different.

What can you do?

I'm good at catching.

How about you?

Everyone's different.

What can you do?

I'm good at throwing.

How about you?

Everyone's different.

What can you do?

I'm good at kicking.

How about you?

4 Find out what you're good at.

CRITICAL THINKING

- Set up as many of the following as you can: a ball for throwing and catching, a mini soccer ball and goal, a basketball and hoop, a table-tennis table.
- Divide the class into groups and have them take turns at each activity. Each child gets five goes to catch a ball that's been thrown to them / kick the soccer ball into the goal / throw the basketball into the hoop / hit the table-tennis ball across the net onto the other side of the table. They keep a tally of their own score.
- Ask the children to reflect on which activities were easier / harder and say what they thought they were good at. If possible, allow children to practice at playtimes and repeat this activity after a week, to see if their scores improve.

Activity Book Lessons 7 and 8 page 48

1 Match and write. Say.

- The children match the children in the book to the correct balls for their sport, then complete the sentences with the words in the box. They can read their sentences to the class, or to a partner.

Show me



Objectives

To practice the language from the unit through a game

Language

Activities

He's / She's (roller skating). Are you (dancing)? Yes, we are. / No, we aren't. We're (running). I love (playing catch).

Materials

CD 2, Fifi puppet, Unit 5 Poster, Unit 5 Picture cards

Extra activity

Play a game of *Picture Bingo* using the activity picture cards. Tell the children to place four of their picture cards on their desks. Call out the activity 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 the game. For stronger classes you could use the word cards instead of picture cards. Before playing, stick the flashcards of the activities on the board and then hand out the six word cards. The children with the word cards should come to the board and match them to the picture cards.

CRITICAL THINKING

- Now tell the children to look at the Student Book page. Focus them on the image of May and read out the two sentences alongside. Ask the children to look and check what she is doing on the poster (jumping rope).
- The children then circle the correct activity. Repeat the process for each character. Encourage the children to read out their completed sentences as a check. For stronger classes, let the children work individually.

2 Play the game.

- The children use their activity picture cards to play this game as a class.
- The children sit in an arc around a desk or on the floor. They shuffle a set of picture cards and place them in a pile, face down on the desk or floor. One child picks a card from the top of the pile and looks at it without showing it to the rest of the class. The child whispers the activity on the card to the child on their right. The whisper continues along the line. The last two children in the arc then mime the activity. A child who hasn't heard the whisper (from the other side of the arc) guesses the mimed activity.

3 How do you have fun?

CRITICAL THINKING

- Ask the class the big question for this unit: *How do you have fun?*
- Discuss what games / sports the children like playing / are good at. Ask *Where / When do you play games? Who do you play with? What do you use / wear? How do you score points? Why are you good at / Do you like (this sport / game)? What is your favorite game / sport?*
- Extend this to talk about other sports activities the children would like to try. Encourage them to say why they want to try them.

NOTE Photocopy the activity items on Teacher's Book page 150 ready for the project in Lesson 10.

Unit 5 Lesson 9 page 60

Warmer

- Sing the song from Lesson 8, encouraging the children to join in. 🎵 2-12

1 Look at the poster. Read and circle.

- Use the Fifi puppet to talk about the poster. Ask the children to take turns to point to and name all the activities the family are doing on the poster. Then review the family words by asking *Who's (riding a bike)?*

Show and Tell



Objectives

To make a favorite sports graph

Language

activities, numbers

(6) children love (riding their scooters). (It's) my favorite sport.

Materials

CD 2, photocopied activity items from Teacher's Book page 150, scissors, glue, colored pens / pencils / crayons, a large sheet of paper or card, string (for kites in Activity Book)

Extra activity

Play the *Long sentence game*. Say *I'm good at dancing*. Invite a child to add to the sentence, e.g.: *I'm good at dancing and running*. Continue around the class, encouraging the children to add items to the list until the list is too long to remember. 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.

- Ask the children how they are making the graph (coloring pictures that represent their favorite activity, and sticking them in the correct place in the chart).
- Ask some children what their favorite sport is and why. Then bring out the photocopied images of the activities (see page 150). The children name the activity that matches each image.
- Hand out the photocopied activities. The children choose their favorite sport and color the appropriate image.
- You can play the songs from the unit while the children work.
- While the children are working, prepare the bar chart as in the Student Book pictures. Write the words on in pencil. Fast finishers can come and trace over the words in thick colored felt tips. Put the chart on the wall.

2 Make a Favorite Sports graph.

- The children come to the wall and stick their symbols onto the graph. Encourage them to say what their favorite activity is before they stick their symbol onto the graph.

3 Show and tell.

- The children take turns to point to their symbol on the graph and talk about their favorite sport. Encourage them to say how many children have this sport as their favorite.

Unit 5 Project Activity Book page 49

1 Make a kite. Cut and fold.

- The children color and cut out the kite template, and fold it along the dotted lines to give it some shape. They can attach string to their kites, then tell the class what color each section of their kite is (or what they have drawn on their kite).

Unit 5 Lesson 10 page 61

Warmer

- Play a game to review the vocabulary from the unit. Invite a child to come to the front of the class. Whisper an activity or sport to the child and tell them to mime it for the rest of the class. The first child to guess the correct activity (or make a sentence using the correct activity, e.g.: *You're playing basketball*.) takes a turn to come to the front of the class.
- You can play this game in two teams, with children from each team in turn miming an activity for their team to guess.

1 Color and cut.

- Ask the class to say what the children are doing in the first two pictures in the Student Book. Establish that the children are making a class graph of their favorite sports activities.

Literacy Book Unit 5 page 26

This lesson introduces the new sound and is aimed at enabling children to identify it. As well as using the recording, you can help by exaggerating the sound.

1 Listen and point. Listen and repeat. 1•21

- Play the recording for the children to listen and point to the letters and pictures.
- Play the recording again for the children to listen and repeat the sound and the words.
- Point to the pictures and ask the children to say the words, first chorally, then individually.

 1•21

Y says y [as in fly], fly, cry, spy, sky, shy, July

Other activities

- Ask children if they know any other words with this sound, e.g.: *my*, *why*. Don't worry at this stage if they come up with words with different spelling patterns (*i_e*, *igh*) as long as they are identifying the correct sound.
- Write the y sound on the board. Say *fly* and ask the children what other sounds they can hear (*f*, *l*). Write the *fl* at the beginning of the word and have them blend the sounds: *fly*. They can copy the word beneath the picture in their books. Repeat with other words from the page.

Literacy Book Unit 5 page 27

This lesson gives the children practice of listening for and identifying the target sound.

1 Listen and join the words with the y sound. Listen and write. 1•22

- The children listen to the recording. If they hear the y sound, they join the picture to the letter in the middle of the page. Play the recording as many times as needed. If children are unsure, ask them to say one of the words from the previous page and decide whether the sound is the same or different.
- Children listen again and, for the words they have joined, choose the matching word from the box and copy it below the picture.
- Repeat the recording as necessary, and help children to identify the sounds at the beginnings of the words and match them to the letters.
- If you like, you can ask children to spell the other two words (hay, sea).

 1•22

1 fly 2 shy 3 hay 4 fry 5 sea 6 dry

ANSWERS

1 fly 2 shy 4 fry 6 dry

Other activities

- Remind children of the actions for the *ea* and *ay* sounds (arms out wide for *ea* to emphasise the wide mouth, fingertips touching above their heads like a capital A for *ay*). Teach them new actions for *oo* (making two Os with their hands) and *y* (pointing to their eye). Say the following words slowly and ask children to do the correct action for each one: *seal*, *zoo*, *shy*, *say*, *fly*, *hoop*, *hay*, *meat*, *meal*, *moon*, *may*, *my*, *bay*, *by*, *bean*, *boot*.

Literacy Book Unit 5 page 28

This lesson gives the children practice of sounding out words and recognizing spelling patterns.

1 Read.

- The children sound out the words below the pictures. Explain the meaning of any unknown words. Ask the children to identify the y rhyming words (*cry*, *try*, *my*).

2 Listen and number. 1•23

- The children listen and number the words in the order they hear them. Play the recording several times, then check answers as a class.

 1•23

1 tray 2 cry 3 mix 4 clean 5 try 6 my

Other activities

- Say one of the words on the page and have the children tell you the number. The children can do this in pairs once they are familiar with the activity.

Literacy Book Unit 5 page 29

This lesson gives the children practice of reading aloud.

1 Listen and follow. Listen and repeat. 1•24

- Look at the pictures and the text together. Ask children what kind of text they think it is (a recipe). Explain that the boy in the pictures has written the recipe for his favorite food. Ask a few of the children what their favorite foods are. Teach the word *omelet* and ask the children if they have tried it and whether they like it.
- The children listen to the recording and follow the text in their books. Look at the way the pictures relate to the text, and have the children match the numbers in the text to the pictures.

 1•24

My favorite food, by Jack.

Boy: This is my favorite food. It's an omelet. Try it!

- 1 Get a pan, two eggs, cheese, or mushrooms.
- 2 Crack the eggs. Mix.
- 3 Ask mom or dad to fry the eggs.
- 4 Add cheese or mushrooms.
- 5 Eat it up!
- 6 Clean and dry the pan.

2 Read aloud.

- Play the recording again, pausing for the children to repeat each line. Ask the children to identify all the y words in the text (*my*, *by*, *try*, *fry*, *dry*).
- Encourage the children to read the text. Help them with sight words where necessary and encourage them to sound out the other words. Longer words like *mushrooms* can be broken down into syllables, so that children read *mush* and *rooms* separately and then put the syllables together. Congratulate the children for reading such a long word!

Literacy Book Unit 5 page 30

This lesson reviews the y sound through a song.

1 Label the pictures.

- Talk about the pictures. Ask who the children can see (a girl and her mom) and what they are doing (making and eating an omelet).
- Ask the children to sound out the words in the box. Have them match the words to the four smaller pictures and write them on the lines below. Decide on actions for each of the words.

2 Listen and chant. 1.25

- Play the chant for the children to follow in their books. Play it again for the children to do the actions.
- Play the chant again, pausing for children to repeat the words.
- Encourage children to sing the chant. Start off slowly, then speed up a little as the children get more confident.

 1.25

Mom: I have some eggs.

I have some cheese.

Do you want an omelet?

Girl: Yes, please!

Mom: Crack the eggs.

Mix the eggs.

Fry the eggs.

Now eat up!

Literacy Book Unit 5 page 31

This lesson reviews words with the y sound through a game.

1 Point and say.

- Divide the board into a large and a smaller section. Write the following letters in the larger section, spaced out around a large y: b, c, d, f, h, k, l, m, r, s, t. Ask a child to stand a little way from the board and throw a beanbag at the board. If it hits a letter, write it in the smaller section of the board. Repeat with different children.
- Ask children to keep looking at the letters they have. As soon as they can make a word from the letters, they should put their hand up. Write the word in the smaller section and erase the letters used. For example, if the children collect s, f, y, k they can make sky – erase s-k-y to leave f. When children are familiar with the game, you can divide the class into two teams and award a point for each word made.
- Look at the numbers and letters in the book together. Say a number and have children tell you the letter name or sound.

2 Choose one letter from each box. Write the letters in the circles.

- Children choose a letter from each box, say the letter, and write it in one of the circles.

3 Make words from your letters. Write.

- The children make as many words as they can using the letters they have written in the circles plus the letter y in the middle (e.g. my, try, etc.). They write their words in the box. They can use the letters more than once.

Numeracy Book Unit 5

page 27 Concept: same/different

1 Circle the matching picture.

- The children circle the silhouette that matches each picture.

page 28 Arithmetic

1 Draw and write the numbers.

- The children draw lines on the number lines to find the answer to each problem, then write the answers in the boxes.

ANSWERS

$16 + 3 = 19$

$27 - 2 = 25$

$19 - 3 = 16$

$22 + 4 = 26$

$14 + 4 = 18$

$24 - 3 = 21$

page 29 Numbers 20–28, twenty-five, twenty-eight Adding/subtracting

1 Match.

- The children draw lines to match the problems, pictures, and number words to the correct numbers.

page 30 Concept: doubling

1 Draw the same number of dots on the second dice. Count and write.

- The children draw the same number of dots on each second dice to double the numbers.

page 31 Concept: doubling

1 Match and write.

- The children draw lines to match the sums to the correct sets of dots, then write the correct numbers in the boxes.

ANSWERS

$5 + 5 = 10$

$6 + 6 = 12$

$7 + 7 = 14$

$8 + 8 = 16$

$9 + 9 = 18$

$10 + 10 = 20$

page 32 Concept: adding coins

1 Count and circle.

- The children add the coins together and circle the correct words.

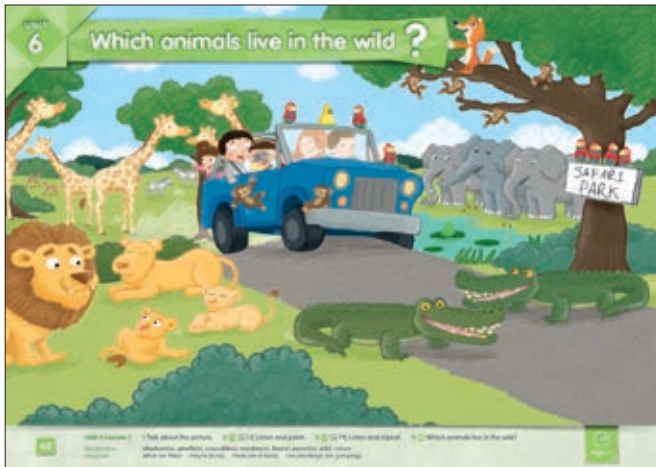
ANSWERS

sixteen, thirteen

twelve, twenty-six

twenty-five, twenty-two

Which animals live in the wild?



Objectives

Familiarize children with words for wild animals
Introduce the unit topic

Language

New: elephant(s), giraffe(s), crocodile(s), monkey(s), lion(s), parrot(s), wild

Recycled: nature

What are they? They're (lions). There are (4) lions. The (monkeys) are (jumping).

Materials

CD 2, Fifi puppet, Unit 6 Flashcards, Unit 6 Poster, Unit 6 Picture cards page 117

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 are the (monkeys) doing? How many (parrots) are there?* The children try to answer from memory. You can play this as a game in teams, asking questions to each team in turn and awarding one point for each correct answer.

Unit 6 Lesson 1 page 62

Warmer

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

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review animals, nature, and numbers vocabulary.
- Ask *What is the family doing? How do they feel?*
- Prompt the children using question forms (e.g.: *What are they? Where are the lions? Is this a ... ? How many (trees) are there?*).
- Ask the children to find Bird in the picture. Ask *Where's Bird? (He's on the car.)*

- Use the poster / flashcards to introduce the new animal words in the singular.
- Play a matching flashcard game (with items on the poster).

2 Listen and point. 🎧 2•13

- Tell the children that they are going to listen to Anna ask lots of questions about the animals in the safari park. Tell the children to listen and point to the animals.

🎧 2•13

Anna: What are they?

May: They're lions.

Anna: What are they?

Sam: They're elephants.

Anna: What are they?

May: They're giraffes.

Anna: What are they?

Sam: They're crocodiles.

Anna: What are they?

May: They're parrots.

Anna: What are they?

Sam: They're monkeys.

3 Listen and repeat. 🎧 2•14

- Play the recording, pausing after each word for the children to listen and repeat the new animal vocabulary. Repeat so that the children are saying the words confidently.

🎧 2•14

lion, elephant, giraffe, crocodile, parrot, monkey

4 Which animals live in the wild?

CRITICAL THINKING

- Introduce the Unit Question: *Which animals live in the wild?* Talk about the wild and encourage the children to think of places where wild animals live.

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

Activity Book Lesson 1 page 51

1 Find and color the animals. Count and write the numbers. Say.

- The children color the animals in the picture, then count the number of each animal and write the numbers in the correct boxes.
- They then say how many of each animal there are.

ANSWERS

4 giraffes, 3 lions, 4 crocodiles, 6 parrots, 7 monkeys, 1 elephant

Play with me



Objectives

Practice the new structure and animals vocabulary through a game

Language

New: neck, teeth, long, tail

Recycled: big, small, nose

Do they have (big) (teeth)? Yes, they do / No, they don't.

Materials

CD 2, Fifi Puppet, Unit 6 Flashcards, Unit 6 Picture cards, Unit 6 Stickers

Unit 6 Lesson 2 page 63

Warmer

- Use the Fifi puppet and the flashcards to review the animals vocabulary from Lesson 1.
- Review body parts by asking the children to point to parts of their bodies or to part of the animals on the poster. Ask questions to review descriptions: *big, small, short, long* (e.g.: *Are elephants small / big? Are the crocodiles' tails long / short?*) Introduce the word *tail*.
- Ask the children to take out their picture cards.
- Use the Fifi puppet to start a chant to review the new animals vocabulary. Use the puppet and the poster to ask the question *Which animal has long legs?* The children chant *The giraffe has long legs* and hold up the correct card. The puppet then asks about another animal and the children add the new answer to the chant.

1 Point and say.

- Introduce the new grammar by asking questions about the animals on the poster: *Do they have (adjective) (body parts)? Yes, they do. / No, they don't.*
- Focus on the animal pictures on the page. Encourage them to point at each one and say its name. You can elect individual children to do this each time or do it as the whole class.
- Say one of the colors of the boxes bordering the animal pictures and encourage the children to say the name of the animal. Repeat for all the colors, increasing speed as you go along.

2 Listen and stick. 2:15

- Ask the children to turn to the back of their books and find the stickers for this unit, and name each one.
- Play the recording for the children to listen and find the correct place on the Student Book page for each sticker, then stick the stickers onto the Student Book page.

2:15

Child A: Do parrots have big teeth?

Child B: No, they don't.

Child B: Do monkeys have long necks?

Child A: No, they don't.

Child A: Do elephants have long noses?

Child B: Yes, they do.

Child B: Do giraffes have long necks?

Child A: Yes, they do.

Child A: Do crocodiles have big teeth?

Child B: Yes, they do.

Child B: Do lions have long noses?

Child A: No, they don't.

3 Listen and play the game. 2:16

- Play the animal drawing game. Chose two or more children to come to the board, give each one something to draw with. Show them one of the animal flashcards so that the other children can't see.
- The children in the class must ask questions. Play the recording as a model. If the answer is "Yes, they do," the children at the board must draw that body part. When someone guesses the correct animal, the children at the board finish their drawings, you say *Look at the ... They have ...* (talk about their bodies). The child who guessed correctly chooses another child and comes up to draw.
- Continue until all six wild animals have been guessed. You can repeat the game with other animals covered up to this point, e.g.: *rabbits, cats, birds, spiders, fish, mice, bears, tigers, penguins, frog, duck, cow, horse, goats, donkeys*.

2:16

Girl: Do they have big teeth?

Boy: Yes, they do.

Girl: Do they have long tails?

Boy: Yes, they do.

Girl: Do they have big ears?

Boy: No, they don't!

Girl: They're crocodiles!

Boy: Yes.

Activity Book Lesson 2 page 52

1 Write.

- The children write the animal words from the box under the correct pictures.

ANSWERS

elephants, giraffes, monkeys, crocodiles, parrots, lions

2 Read and answer.

- The children read the questions and choose and say the correct answers from the box.

ANSWERS

Yes, they do. No, they don't. Yes, they do.

No, they don't. Yes, they do. Yes, they do.

Read with me



Objectives

Read and understand a story

Language

New: deer, sparkling, sharp, scary, scared

We (don't) have (scary) (eyes). They're (taller) than me.
They have (long) (legs).

Recycled: teeth, beautiful

Materials

CD 2, Fifi Puppet, Unit 6 Poster, Unit 6 Flashcards, Unit 6 Word cards (optional), Unit 6 Picture cards, character cut-outs

Extra activity

Play a guessing game with the children, with their books open on Lesson 2. Say a positive and negative sentence about one of the six animals on the page and the class calls out the animal it describes, e.g.: *We have sharp teeth.* *We don't have long necks.* Answer: *crocodiles*. Confident children can make a sentence for the others to guess.

Unit 6 Lesson 3

page 64

Warmer

- Use the flashcards to review the animal 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.
- 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.
- Ask the children to work in pairs with their picture cards to play *Pairs*. All 12 cards should be face down on the table. Each child takes it in turns to turn over two cards at a time, saying the name of each picture as they do. When two pictures are the same, the child keeps the "pair". Continue until all the pairs have been found. The winner is the child with the most pairs.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story.
- Talk about the first picture. Ask *How does Prickly feel? Why?*
- Point to each of the pictures and ask the children to say what animals they can see and where the characters are in each picture. Encourage children to guess what happens in the story.
- Use the Fifi puppet and the pictures to pre-teach *deer*, *scary*, *sharp*, *sparkling*, *scared*.

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.
- Play the story again and encourage the children to "read" the speech bubbles. Listen again, and this time pause the recording after each line so that the children can repeat the text. Focus on the form *We don't have* and contrast this with the positive form.
- Invite groups of children to act out the story using the character cut-outs or finger puppets. 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? How does Prickly feel in picture 1? What animals is Prickly talking about? Are the deer scary?*) and encourage the children to answer.

CRITICAL THINKING

- Talk about the value in the story. Encourage the children to think about the difference between how Prickly describes the deer and how they really are. Ask *Why are Prickly's feelings about the deer different from Benny's?* (Because the deer are bigger than Prickly, but smaller than Benny.)

Activity Book Lesson 3

page 53

1 What happens in the story? Number.

- The children number the pictures in the correct order to tell the story. Encourage confident children to use their pictures to tell the story to the class.

ANSWERS

3, 6, 2, 4, 1, 5

Sing with me



Objectives

Practice the new language through a song

Language

New: wavy

Recycled: (sharp) teeth, (cold) eyes

Crocodiles have (cold) (eyes).

Materials

CD 2, Unit 6 Flashcards, Unit 6 Picture cards

Extra activity

Play a game of *Bingo*! Ask the children to say all the animal words they know. Write their answers on the board. Tell the children to copy six of the words on the board into their notebooks. Call out the words on the board in random order, making a note of the words you have called out. If a child has one of the words you call out in their notebook, they can cross it out. The first child to cross out all their words should call out *Bingo*!

Unit 6 Lesson 4 page 65

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 and Prickly? How does Prickly feel about the deer at first? Do the deer have big teeth? Why is Prickly scared of the deer? How does Prickly feel at the end?*
- Review the words for animals using flashcards or the children's picture cards. 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 animals on the flashcards they are holding (e.g.: *Monkeys have long tails.*).

1 Sing and do. 2:18

- Play the song through once. Tell the children to look at the pictures of Fifi doing the actions for the first verse.
- Look at the pictures and read the captions together. Teach the meaning of *growl* and *hiss*.

- 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. You can split the class into three groups so that each group is one of the animals, and then the whole class sings the last verse.

2:18

Lions are very, very scary.
They have sharp teeth
And their bodies are hairy
They growl and hiss .
And make a fuss.
But they're not scarier
Not scarier than us!
Grrrrrr!

Crocodiles are very, very scary.
They have cold eyes
And their bodies are scaly.
They snap and hiss
And make a fuss
But they're not scarier.
Not scarier than us!
Grrrrrr!

Elephants are very, very scary.
They have long noses
And their ears are wavy.
They trumpet and stomp
And make a fuss
But they're not scarier,
Not scarier than us!
Grrrrrr!

We children are very, very scary.
We don't have sharp teeth
And our bodies aren't hairy.
But we shout and whine
And we make such a fuss.
No animal is scarier,
Not scarier than us!
Grrrrrr!

2 Point and say what's missing.

- Show the children the animals in the main picture. Ask the children to name the animals and say which body parts are missing from each animal. Encourage children to describe the missing part, e.g. sharp teeth. Teach the meaning of *wavy* by using the picture.

3 Draw and write.

- The children draw the missing body parts on the animals, then write the words for the body parts under the correct animals.

Say it with me



Objectives

Practice words with long o sound spelling oa

Language

New: rat, foal, toad, bat

Recycled: deer, goat, duck, scary

Materials

CD 2

Extra activity

Play *I Spy* as a class. Teach the children the rhyme *I spy with my little eye something that sounds "m"*, for instance. Use the sound *m* rather than the letter. After playing a few times with you choosing the item, you can let the child who guesses correctly choose the next item.

count them, then write the number in the box next to each small picture. Do the first one together as a class as an example. Have them check their answers with a friend, asking *How many (bats) are there?* before you check answers together as a class.

Optional activities

- Put the animal words or pictures of them on different pieces of paper and give them to different children. Have them line up in the order of the poem: *deers, goats, ducks, rats, foals, horses, toads, bats*. Read the poem together with the children holding up their words / pictures. Then have "rats" and "bats" stay where they are and the other children swap around to make a new poem.
- For further practice of *oa* words: have children read other *oa* words in isolation (*boat, coat, road, soap*) and then in short sentences, e.g.: *There's a toad on the road.*

Activity Book Lesson 5 page 54

1 Color the pictures with the long o sound for spelling oa.

- The children say the words for the pictures, then color the pictures which represent words with the *oa* sound.

ANSWERS

Colored pictures: toad, goat, boat, coat

2 Look and write.

- The children complete the sentences about the pictures with the correct words from the box.

ANSWERS

Picture 1: toad, boat

Picture 2: goat, coat

Unit 6 Lesson 5 page 66

Warmer

- Sing the song from Lesson 4 again. Encourage the children to join in and do the actions. 🎧 2•18

1 Listen and follow. Listen and repeat. 🎧 2•19

- Look at the picture together with the class. Ask children to name the animals they can see. Teach the words *foal, rat, bat, and toad*. Ask what is happening to Prickly, and why.
- 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 repeat the rhyme line by line. Focus on the new sound *oa* in *goat, foal, and toad*, and ask children to blend them aloud.

🎧 2•19

Prickly: Deers and goats,

Ducks and rats,

Foals and horses,

Toads and bats.

Fifi: They aren't scary, Prickly.

2 Count and write.

- Ask the children to name the animals in the small pictures. Ask them to find those animals in the larger picture and

Follow me



Objectives

To learn about the importance of respecting nature

Language

New: You can look, but don't touch.

Materials

CD 2, Unit 6 Picture cards

Extra activity

Play a game of *Pictionary*. Draw pictures of animals on the board, slowly. Tell the class to try to guess the word before each picture is finished. Encourage the children to say *It's (a lion)*. You can play this game in two teams, awarding one point to the first team to guess each picture.

3 Listen and chant. 2•21

- Play the chant and ask children to follow the words in their books.
- Play the chant one line at a time for the children to listen and repeat. Teach the words to the chant.

2•21

Look, but don't touch.

Leave the wild things wild.

If we leave them alone,

They will survive.

Activity Book Lesson 6 page 55

1 Trace and match.

- Focus on the two pictures of hands in the center of the page. Ask the children to say which picture means that you can touch something and which picture means that you can't touch something. Read out the sentences under the pictures of the hands.
- The children draw lines to match the animals to the correct sentences. They then trace the sentences in their books. Encourage the children to talk about the animals (e.g.: *It's a lion. You can look, but don't touch. / It's a dog. You can look and touch.*).

ANSWERS

Look and touch: cat, dog, horse

Look, but don't touch: lion, crocodile, giraffe

Unit 6 Lesson 2 page 67

Warmer

- Play the rhyme from Lesson 5. Encourage the children to join in and emphasize the words with the *oa* sound. 2•19

1 Listen and follow. Listen and repeat. 2•20

- Look at picture 1. Ask *Where are the children? What are they doing? Should the girl / boy touch the butterfly? Why or why not?*
- Play the dialogue and ask the children to follow the words in their books as they listen.
- Play the dialogue again, pausing after each line for the children to repeat.

2•20

Girl: Look at the butterfly. It's beautiful.

Boy: You can look, but don't touch.

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 while the rest of the class listens.

Explore with me



Objectives

- To learn and talk about wild animals
- To learn numbers 30–100 (in tens)

Language

New: numbers 30–100, centimeter

This (monkey) is (50) centimeters tall. It's taller / shorter than the (deer).

Recycled: numbers 1–29

Materials

CD 2, measuring tape

Extra activities

Practice counting in tens and then in ones around a circle, forwards and then backwards.

Write number sequences in tens or ones on the board, with one number missing from each sequence. Ask the children to say the missing numbers. You can play this as a game in two teams, awarding one point for each correct answer.

Unit 6 Lesson 7 page 68

Warmer

- Ask the children what they learned about in the previous lesson (the importance of respecting nature). Play the chant from Lesson 6 and encourage the children to join in. 2:21
- Review the language from the unit by asking the children to describe animals for the rest of the class to guess.
- Ask children to think of big animals (e.g.: an elephant) and small ones (e.g.: a mouse). Ask the children how big the animals are, to introduce the concept of measurement and units.
- Talk about the things we can measure, e.g. height and weight. Explain that today the children are going to learn about measuring height, and to do this they need some bigger numbers.
- Teach the numbers 30–100 in tens (thirty, forty, fifty, etc.).

1 Listen and point to the numbers. Listen and repeat. 2:22

- Focus on the number line of elephants across the top of the page.
- Play the recording for children to listen and point to the numbers, then play it again for them to listen and repeat.

2:22

ten / twenty / thirty / forty / fifty / sixty / seventy / eighty / ninety / one hundred

2 Listen and follow. Listen and repeat. 2:23

- Ask children to look at the Student Book page and tell you what they can about the pictures. Ask *What animals can you see? Are they in the wild or at the zoo?*
- Play the recording for the class to listen and follow the text on the page.
- Play the recording again pausing after each one for the children to repeat.
- Check their comprehension by asking questions, e.g.: *Which animal is 60 cm tall? Which animal is shorter than the penguin?*

2:23

1 This is a deer. It's 80 centimeters tall.

2 This monkey is 50 centimeters tall. It's shorter than the deer.

3 This tiger is 100 centimeters tall. It's taller than the monkey and the deer.

4 This penguin is 60 centimeters tall. It's shorter than the deer.

3 Choose two animals and say.

- The children choose two of the animals and make a sentence about each of them, e.g.: *The penguin is shorter than the deer.*
- You can make this a game by dividing the class into two teams. Team A chooses two animals and Team B makes a sentence. If the sentence is correct, they get a point.

CLIL BOX: MATH, SCIENCE

This lesson introduces the numbers 30–100 and the concepts of measuring and comparing heights. The numbers are introduced in tens here, with intermediate numbers in the following lesson. Children begin by comparing a limited range of animals before going on to compare themselves to each other and to other animals. Children will need lots of practice of the numbers. Play number games such as *Bingo* and have children find examples of larger numbers around the school, e.g., on a ruler, page numbers in a book, etc.

Show children how big some of the bigger animals are, e.g., a fully grown elephant stands up to 4 m tall and a giraffe up to 6 m! Measure out the height on the floor and have children lie down head to toe to see how many children are as tall as a giraffe.

Think with me



Objectives

To review numbers 1–29 and learn numbers 30–100 (in ones)

Language

New: meter

Recycled: numbers 1–100, centimeter

I'm / he's / she's (1 m 10 cm) tall. I'm taller / shorter than May. The (deer) is shorter / taller than the zebra.

Materials

CD 2, Unit 6 Picture cards, a number square to 100 (optional), a measuring tape

Unit 6 Lesson 8 page 69

Warmer

- Review numbers from the previous lesson. Introduce intermediate numbers, starting with 21–29. A number square to 100 can be helpful for this, so that children can read across the lines (e.g.: forty-one, forty-two, forty-three ...) and down the columns (e.g.: twenty-five, thirty-five, forty-five ...). Play *Bingo!* to practice numbers 1–100.
- Review *taller* and *shorter* by standing the children in a circle. Put two of the children back to back and ask the children to say who's taller, e.g.: *Amy is taller than Ben*. Then turn one of the children back to back with the next child in the circle and ask children to say who's shorter. Continue around the circle until you get back to the beginning.

1 Talk about the picture.

- Ask children to look at the Student Book page and tell you what they can about the picture. Ask *What are the children doing?* (Measuring each other) *What animals can you see on the chart?*
- Introduce the unit of a meter and ask children if they know how many centimeters make a meter.

2 Write T, or S.

- Ask the children to look at the activity on the right. Ask them to look at each pair of animals and decide which is taller and which is shorter. They should write *T* in the

box under the taller animal and *S* in the box under the shorter one.

- Ask the children to make sentences about each pair of animals, e.g.: *The lion is taller than the tiger.* / *The tiger is shorter than the lion.*

3 Listen and sing. 2•24

- Play the song and ask the children to listen for which animals are mentioned.
- Teach actions for the song. The children can do actions for the animals and point to someone taller than them for the last line.
- Play the song again, encouraging children to join in as much they can with words and actions.

2•24

Chorus:

I'm growing taller
I'm growing stronger.
My pants are getting shorter,
Or my legs are getting longer.

Verse 1:

I'm taller than the monkey.
Can you see?
But that zebra's still
Taller than me!

(Chorus)

Verse 2:

I'm taller than the penguin.
Yes, it's true!
I'm taller than the deer
But I'm shorter than you.

4 Measure and compare.

CRITICAL THINKING

- Set up one or more height charts like the ones shown in the picture. Show the children how to measure each other. They take turns to measure each other and record the measurement.
- Write each child's height on a label and stick it on their shirt. Have them compare themselves to each other, e.g.: *I'm taller than Ben.* *I'm shorter than Amy.* They can also compare themselves to animals.
- Have the children order themselves by height.

Activity Book Lessons 7 and 8 page 56

1 Write and say.

- The children write the words from the box under the correct pictures.
- The children then make sentences about the animals, using the sentence in the box as an example.

ANSWERS

zebra, lion, tiger, deer, penguin, monkey

Fifi's challenge.

- Fast finishers can complete the sentences about the animals in the pictures.

ANSWERS

monkey, zebra

Show me



Objectives

To practice the language from the unit through a game

Language

animals, numbers 1-10, wild, farm, house

Go to the (wild). Don't go to the (farm).

Materials

CD 2, Fifi puppet, Unit 6 Poster, Unit 6 Picture cards

Extra activity

Count a few numbers, then invite a child to continue counting. Stop the child after a few numbers and move on to the next child until the class has counted to 100. You can bring a ball to class and have the children throw the ball to each other when they have counted (e.g.) ten numbers. The child who catches the ball counts the next (10) numbers.

Unit 6 Lesson 9 page 70

Warmer

- Sing the song from Lesson 8. The children can sing along with the recording and do the actions. 🎧 2:24
- Brainstorm as many animals as possible with the children. Write them on the board, asking them to help you spell. You can write them in categories: animals with two legs; with four legs; without legs.

1 Look at the poster. Write and count.

- Use the Fifi puppet to talk about the poster. The children take turns to identify the places and things on the poster.
- Review words for animals and nature. Encourage the children to talk about what other things they can see outside using *There is / are*.
- Point to the animals on the left of the Student Book page. Ask the children to name the animals.

CRITICAL THINKING

- The children write the words for the animals on the left of the Student Book page.
- The children then count the animals on the poster and write the correct numbers in their books.

2 Play the game.

- In advance, put together flashcards with wild animals, farm animals, and pets, or just write down the names of the animals on little pieces of paper.
- Look at the main picture and the speech bubbles together, and ask if any of the children know what is happening in the picture.
- Create zones in the classroom: the wild, a farm, a house.
- Depending on time, you could ask the children to draw a picture of one of the areas. You can stick the pictures up in the relevant zones of the classroom to make them more identifiable and interesting.
- Choose pairs of children and give each of them a flashcard or piece of paper.
- Play the game, using the Student Book as a model.
- The children take turns, in pairs, to "be" the animal on their flashcard. The rest of the class sends the two children to the correct zone.
- Play until all the pairs have had a chance to "be" their animal.

3 Which animals live in the wild?

CRITICAL THINKING

- Ask the class the big question for this unit: *Which animals live in the wild?*
- Talk about the game and the animals that went into the wild / to the farm / to the house. Ask *Why is it important for wild animals to have a place to live in the wild? Has anyone seen any animals in the wild?*

NOTE For the next lesson:

- Collect together toy (or real) equipment / clothing which belongs to different professionals that the children know (e.g. toy stethoscope, police officer's hat, and so on).
- Bring photocopies of the mask template from Activity Book 3, page 87, and cardboard / paper plates, colored pencils, craft materials, string, and a hole puncher.

Show and Tell



Objectives

To make animal masks

Language

animals, body parts, places

We are (tigers). We have (sharp teeth). We live (in the wild).

Materials

CD 2, colored pens / pencils / crayons, mask template from Activity Book (page 87), paper plates, craft materials (string, wool, colored tissue paper, colored card, scissors, glue, paint, etc.), adhesive tape, popsicle sticks (for Activity Book puppets)

Extra activity

Divide the class into two teams. Say a round number from 10–100 (e.g.: 10, 20, 30, etc.) to children from each team in turn. The children count up to the next round number. Award one point for each correct sequence of numbers.

Tell the children to stand up and put on their animal masks. Think of an animal and say a sentence about it (e.g.: *It's taller than a monkey. It's shorter than a giraffe.*). The children whose masks match each sentence stay standing up. The rest of the children sit down. The last remaining children will be the animal you are describing. Say *That's right! It's a (tiger)!*

- Help the class to describe what the children are doing in the main picture. Establish that the children are wearing their masks and pretending to be animals.

2 Make animal masks.

- Hand out copies of the mask templates from the Activity Book (page 87), and paper plates.
- Give out craft materials to groups of children.
- Make sure the children know how to make their masks. They each choose an animal and cut out the mask from the template. They then stick the mask to the paper plate for added strength, and cut around the mask shape. Go around helping with the cutting where necessary.
- They then color and decorate their masks. They can use paints or colored pens to color the masks, and they can add string or wool for hair, pieces of colored tissue paper for feathers, etc.
- Help the children to assemble the masks by making a hole, using a hole puncher, in each side and attaching string to each hole.

3 Show and tell.

- The children make an animal parade through the school, wearing their masks.
- Children wearing the same animal masks should be grouped together. When they meet people, they say what animal they are, what they have (physical descriptions), and where they live.

Unit 6 Project Activity Book page 57

1 Color, cut out, and stick. Play.

- The children color and cut out the animal puppets and stick them on popsicle sticks.
Note: if you don't have popsicle sticks, the children can stick the puppets on pencils.
- The children can use their puppets to play a game in pairs (e.g.: one child describes an animal and the other holds up the correct stick puppet) or act out short dialogues. Encourage children to use their puppets to act out a dialogue for the class.

Unit 6 Lesson 10 page 71

Warmer

- Play a matching game using the animal picture cards and the poster.
- Introduce any new words you may want to use for the project (e.g.: *mask, parade, holes, string*, etc.).

1 Talk about the pictures.

- Ask the class to say what the children are doing in the first two pictures in the Student Book. Establish that the children are making animal masks.

Literacy Book Unit 6 page 32

This lesson introduces the new sound and is aimed at enabling children to identify it. As well as using the recording, you can help by exaggerating the sound.

1 Listen and point. Listen and repeat. 1•26

- Play the recording for the children to listen and point to the letters and pictures.
- Play the recording again for the children to listen and repeat the sound and the words.
- Point to the pictures and ask the children to say the words, first chorally, then individually.

 1•26

O A says oa, goat, toad, foal, road, boat, goal

Other activities

- Ask children if they know any other words with this sound, e.g. *soap, coat*. Don't worry at this stage if they come up with words with different spelling patterns (e.g. *o_e*) as long as they are identifying the correct sound.
- Write the *oa* sound on the board. Say *goat* and ask the children what sound it begins with (g). Write the *g* at the beginning of the word and have them blend the two sounds: *g-oa*. Ask the children what sound it ends with (t). Write the *t* at the end of the word and have them blend the three sounds: *g-oa-t*. They can copy the word beneath the picture in their books. Repeat with other words from the page.
- Ask children to identify the rhyming pairs on the page: *goat / boat, toad / road, foal / goal*.

Literacy Book Unit 6 page 33

This lesson gives the children practice of listening for and identifying the target sound.

1 Look and say.

- Ask the children to sound out the first word in each pair, focusing on the *oa* sound. Then ask them to read the second word in each pair, contrasting it with the *oa* word. Explain the meaning of any unknown words.

2 Listen and circle the word. 1•27

- Play the recording. The children listen and decide which word they hear from each pair, then circle the correct word.

 1•27

1 goal 2 food 3 road 4 coat 5 boot 6 loaf

Other activities

- Ask children to choose one of the *oa* words from the page. They walk around saying their word to other children. When they meet someone saying the same word, they join up into a group. Continue until all the children have found their groups.
- Play a chain game. Say: *I have a goat*. Have the children repeat. Then say *I have a goat and a boat*. Encourage children to think of other *oa* words to add to the sentence, e.g.: *I have a goat and a boat and a coat*. Play as a whole class until the children are familiar with the game, then arrange the children in a circle and have each child try to remember the previous child's sentence and add a word.

To make it more challenging, include review sounds like *ea* and *oo* as well as *oa* words.

Literacy Book Unit 6 page 34

This lesson gives the children practice of sounding out words and recognizing spelling patterns.

1 Read.

- The children read out the words on the left.

2 Find and write.

- The children find the matching picture on the right and draw a line to it through the maze. They write the word next to the picture.

3 Listen and check. 1•28

- The children listen and check their answers. Have them repeat the words.

 1•28

1 toad 2 boat 3 coat 4 goat

Other activities

- Have four children come to the front. Whisper a word to them, e.g.: *toad*, and ask them to make it from letter cards. Then ask for a volunteer from the class to read the word. The rest of the class repeats the word. The volunteer then swaps with one of the children at the front.
- Write a pattern from the lesson on the board, e.g. *oat*. Have the children sound it out, then practice with different initial sounds, e.g. *boat, coat, goat*.

Literacy Book Unit 6 page 35

This lesson gives the children practice of reading aloud.

1 Listen and follow. Listen and repeat. 1•29

- Talk about the first picture with the children. Look at the title together and break the word *cock-roach* into its two syllables, having the children sound each one out separately before putting them together.
- Play the recording for the children to listen and follow the text in their books. Explain the meaning of the text as necessary, e.g.: *The leaf floats on the stream*.
- Play the recording again, pausing after each line for the children to repeat.
- Ask children to identify all the *oa* words in the text (*cockroach, croak, toad, float*).
- If you like, you can also ask the children to identify the *ea* words (*eat, leaf, stream*).

 1•29

The Cockroach

1 This is a cockroach. It's on a root.

Toad: Croak

2 Oh no! There's a toad. Toads eat cockroaches.

3 The cockroach runs away. It jumps on a leaf. The leaf floats on the stream.

4 The leaf stops. A frog eats the cockroach.

2 Read aloud.

- Encourage the children to read the text. Help them with sight words where necessary and encourage them to sound out the other words.

Optional activity

- Draw a toadstool on the board. Write the word on the board and break it down into its two syllables: *toad-stool*. Have the children sound each syllable out separately before putting them together. Then congratulate them on reading such a long word!

Literacy Book Unit 6 page 36

This lesson reviews the *oa* sound through a song.

1 Listen and chant. 1•30

- Talk about the pictures. Ask children to guess which pictures are of toads and which are of frogs.
- Play the recording for the children to follow the chant in their books. Explain any new language using the pictures, e.g.: *leap*.
- Play the chant again, pausing for children to repeat the words.
- Encourage children to say the chant. Start off slowly, then speed up a little as the children get more confident.

 1•30

What's that animal on the road?
Is it a frog or is it a toad?

Frogs are wet. Toads are dry.
Frogs can leap but they are shy.

Toads can jump and they can croak,
But the frog is catching the cockroach!

2 Point and say *frog* or *toad*.

- Ask children to look again at the pictures and decide which are frogs and which are toads. Have them justify their choices using language from the chant, e.g. *Frogs can leap*.

Literacy Book Unit 6 page 37

This lesson reviews words with the *oa* sound through a game.

1 Choose six words and write.

- Ask the children to read the words in the word pool. Then ask them to choose six of the words and write them in the numbered boxes.

2 Play a game.

- Explain the game to the children: you will say a number 1–6 and they have to get up and walk around saying the word they wrote in that box. If they find a partner saying the same word, they can both sit down. Check that children understand the instructions, then say *Number three: go!* Any children left standing once the others have paired up have to do a forfeit, e.g., ten star jumps or hopping around the classroom. Repeat until you have done all the numbers 1–6.

Numeracy Book Unit 6

page 33 (14) (eyes)

1 Count and write the numbers.

- The children count the items in the picture, then write the numbers in the boxes next to the correct words.

ANSWERS

14 eyes, 20 feet, 5 tails

page 34 Numbers 1–30

1 Write the missing numbers.

- The children complete the grid with the missing numbers.

ANSWERS

3, 5, 8, 10, 12, 15, 17, 20, 21, 23, 26, 28, 29

page 35 Numbers 10–100

1 Write. Count and match.

- The children write the numbers in the boxes, then draw lines to match the coins to the numbers.

page 36 Numbers 30, 40

1 Color, count, and circle.

- The children color the numbers. They then count and circle the correct number of squares to match each number.

page 37 Addition

1 Count in tens and write.

- The children count the squares and write the numbers in the boxes. They then complete the addition problems.

ANSWERS

$30 + 10 = 40$

$60 + 10 = 70$

$40 + 20 = 60$

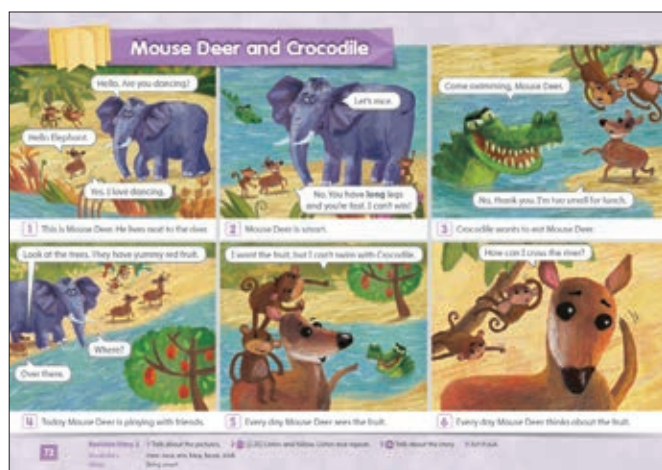
$80 + 20 = 100$

page 38 Concept: symmetry

1 Complete and color.

- The children copy the patterns on the first five butterflies so that the butterflies are symmetrical. They draw their own symmetrical pattern on the sixth butterfly. They then color the butterflies.

Revision Story 2 – Mouse Deer and Crocodile



Objectives

Review language and structures from Units 1–6
Read and understand a story
To learn about the value of being smart

Language

Vocabulary and structures from Units 1–6

New: river, race, win, king, know, trick

Materials

CD 2, Fifi puppet, Units 1–6 Flashcards, Units 1–6 Picture cards (optional)

Extra activity

Use the flashcards from Units 1–6 to review vocabulary from previous units. You can do this by playing a game of *What's missing?* See note on page 57.

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.

Revision Story 2 pages 72–73

Warmer

- Play an animal guessing game using comparatives and *big / small / tall / short*. Use the picture cards and the Unit 6 poster. Say sentences, e.g.: *It's bigger than a lion. It's shorter than a giraffe. It's got a long nose ...* The children hold up the picture card for the correct animal and say *It's (an elephant)!*

1 Talk about the pictures.

- Use the Fifi puppet to introduce the story.
- Look at the first picture in the story. Introduce little Mouse Deer, Elephant, and Crocodile. Talk about what kind of animal Mouse Deer is and how tall he is. Then talk about Elephant and Crocodile. The children describe each animal.

- Ask *Who is Mouse Deer's friend?*
- Teach the word *scared*. Ask *Do you think Mouse Deer should be scared of Crocodile?*
- Help the children to identify the new characters and any objects they recognize in the rest of 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. 2:25

- Play the story for the children to listen and follow in their books.
- Pause to explain anything that the children might not understand. Focus on the new vocabulary, then listen again all the way through for the children to repeat.

3 Talk about the story.

CRITICAL THINKING

- Encourage the children to talk about the story. Ask *Is Mouse Deer strong? Is he clever? Is it important to be strong? Is it dangerous in the jungle? Why? What's the biggest animal in the story? What's the smallest animal in the story? What does Mouse Deer want to eat? What does the crocodile want to eat?*
- Name other animals and ask the children to say what each animal eats (help them by asking questions, e.g.: *Does it eat (fish / fruit / meat)?*).

- Say a counting chant with children acting as crocodiles and chanting numbers 1–10, e.g.: *1 crocodile (Snap!), 2 crocodiles (Snap! Snap!) etc.*

4 Act it out.

- Assign roles for children to learn some of the speech parts of the story. Give some children the role of the monkeys. Other children can make warning noises when the bad crocodile/s appear. Play the story again, turning the sound down for the speech parts of it.
- Provide the children with animal masks and other props. Act as the narrator while the children act out the story and sing the songs. You could use this as a play to act out for parents or other classes.

Activity Book Review 2 pages 59–60

1 Find and circle the differences. Say. page 59

- The children find the five differences in picture 2 and tell the class, or a partner.

2 Look and write. Complete the sentences and say.

- The children choose the word which is true for them and copy it to complete each sentence. They then read their sentences to the class or a partner.

3 Color for you.

- The children think about their progress in Units 4–6 and color the number of stars which they think best represents their progress.

What jobs do people do ?



Objectives

Familiarize children with words for jobs
Introduce the unit topic

Language

New: chef, police officer, firefighter, nurse, taxi driver, vet

Recycled: places, animals, clothes, colors

There's a (boy). He's / She's wearing a (hat). He's / She's in the (coffee shop). He's / She's a (chef).

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 *Who's wearing (a hat)? Is there a (nurse) in the picture? What color (hat) does (the chef) have?* The children try to answer from memory. 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.

Unit 7 Lesson 1 page 74

Warmer

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

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review any items the children can name in the picture.
- Prompt the children using question forms, e.g.: *What's this? Is this a ... ? Where's (Sam)? Can you see a (lion)?*
- Use the poster / flashcards to introduce the new jobs vocabulary.
- Play a matching flashcard game (with items on the poster).

2 Listen and point. 2•26

- The children listen and point to the different jobs, using the main picture.

2•26

Child nurse: Poor doll. Does it hurt?

Child 1: She's helping the doctor. She's a nurse.

Sam: Mmm, yummy pasta.

Child 2: He's cooking pasta. He's a chef.

Child 1: He's in a taxi. He's a taxi driver.

Child firefighter: Neeee nahhh, nee nahh ...

Child 2: She's wearing a yellow hat. She's a firefighter.

Child policeman: Hello! Can I help you?

Child 1: He's playing with the firefighter. He's a police officer.

Anna: Poor Bird. Does it hurt?

Child 2: She's helping Bird. She's a vet.

3 Listen and repeat. 2•27

- Play the recording, pausing after each word for the children to listen and repeat the new jobs. Repeat so that the children are saying the words confidently.

2•27

chef, police officer, firefighter, nurse, taxi driver, vet

Optional activity

- Ask the children to take turns to make sentences about the people in the pictures, e.g.: *He's / She's (a nurse). He's / She's wearing (a white hat).* The rest of the class tries to guess the job. Include the review jobs: *doctor, teacher*.

4 What jobs do people do?

CRITICAL THINKING

- Introduce the Unit Question: *What jobs do people do?* Focus on the picture. Encourage the children to name each of the jobs and say where the people work.
- Encourage the children to talk about what jobs people in their families do.

- Ask the children to cut out the jobs picture cards from the back of the Student Book (page 119) for the next lesson.

Activity Book Lesson 1 page 61

1 Color and match. Say.

- The children color the pictures, then color trails of footprints (or draw plain lines) to match the people to the places where they work. Ask the children to say the names of the jobs.

Play with me



Objectives

Practice the new structure and jobs vocabulary through a game

Language

New: Is he / she a (police officer)? Yes, he is. / No, he isn't. He's / She's a (firefighter).

Materials

CD 2, Fifi puppet, Unit 7 Flashcards, Unit 7 Picture cards, Unit 7 Stickers

Unit 7 Lesson 2 page 75

Warmer

- Ask the children to take out their picture cards.
- Use the Fifi puppet to ask questions about the jobs from Lesson 1. Then start a chant to review the new vocabulary. Use the puppet and poster to start the chant. Have six children line up at the front. The puppet says *I'm a firefighter and I love my job*. Ask the first child to repeat. Then the puppet points to another job and the second child says, e.g.: *I'm a vet and I love my job*. The class say *He's a firefighter and she's a vet. They love their jobs. Yes, they do*. Continue until all the jobs have been reviewed.

1 Point and say.

- Focus on the job pictures in the Student Book. Encourage the children to point at each one and say its name. You can elect individual children to do this each time or do it as the whole class.
- Say one of the colors of the boxes bordering the job pictures and encourage the children to say the name of the job. Repeat for all the colors, increasing the speed as you go along.

2 Listen and stick. 2•28

- Introduce the new grammar by pointing to each picture and asking *Is he / she a (firefighter)? Yes, he / she is / No, he / she isn't*.
- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to name the jobs on each sticker.

- Play the recording for the children to listen and find the correct place on the Student Book page for each sticker, then stick the stickers onto the Student Book page.

2•28

Child A: Is she a firefighter?

Child B: Yes, she is.

Child B: Is he a police officer?

Child A: No, he isn't. He's a taxi driver.

Child A: Is he a police officer?

Child B: Yes, he is.

Child B: Is she a nurse?

Child A: No, she isn't. She's a vet.

Child A: Is she a nurse?

Child B: Yes, she is.

Child B: Is he a chef?

Child A: Yes, he is.

3 Listen and play the game. 2•29

- Focus on the big picture in the Student Book. Ask the children to guess what game the children are playing. Tell the class they are going to play a memory game. Play the recording for the children to repeat.
- Write the numbers 1–6 on the board in alternating colors. Then put the flashcards under the numbers one at a time, in female, male, female order. The children say the jobs. When all the cards are on the board the children can chant the jobs in order.
- Choose two children. One comes to the board and turns the cards to face the board. This child chooses a flashcard and says the number. The other child tries to remember what the job is by asking the question *Is he / she a ... ?* When the job has been remembered, the flashcard is turned over and two new children can play. Continue until all the cards are placed face up and everyone has had a turn.

2•29

Child 1: Number 6!

Child 2: Is he a police officer?

Child 1: No, he isn't.

Child 2: Is he a chef?

Child 1: No, he isn't.

Child 2: Okay, ... he's a taxi driver!

Child 1: Yes, that's right!

Activity Book Lesson 2 page 62

1 Write. Ask and answer.

- The children write the words from the box under the correct pictures.
- The children ask and answer about the jobs in Activity 1, as in the example.

ANSWERS

1 taxi driver 2 firefighter 3 nurse 4 chef 5 vet
6 police officer

Read with me



Objectives

Read and understand a story

Language

New: horrible, sick, prickles, zookeeper, hurt

Are they (doctors)? Yes, they are. / No, they aren't.

Materials

CD 2, Fifi puppet, Unit 7 Poster, Unit 7 Flashcards, Unit 7 Word cards (optional), Unit 7 Picture cards, character cut-outs, props for acting out the story (toy parrots or monkeys, or parrot and monkey flashcards / picture cards)

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.

2 Listen and point. Listen and repeat. 2-30

- 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: *zookeeper*, *horrible*, *sick*, *prickles*, *hurt*.
- Play the story again and encourage the children to "read" the speech bubbles. Listen again, and this time pause the recording after each line so that the children can repeat the text.
- Invite groups of children to act out the story using props, or 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.

- Talk about the story. Ask *Why are the new animals in the woods? Do they live there? Where are they from? What does the monkey think Prickly is? Why does Benny ask if they are doctors? Where are the monkeys and parrots from? Why are the zookeepers in the woods?*

CRITICAL THINKING

- Ask *What animals live in the woods? How should we behave around animals we don't know / wild animals?*

Activity Book Lesson 3 page 63

1 Read and circle the correct word(s).

- The children look at the pictures and circle the correct options to complete the captions.

ANSWERS

Behind, Yes, they are, zookeepers

Unit 7 Lesson 3 page 76

Warmer

- Review the new vocabulary from the previous lesson by playing *Picture Bingo*. This is like *Bingo!* as described on page 48, but this time the children put their pictures, face up, and a 2 x 3 grid and take them off when they hear the teacher call out each item. There will be several "winners" of this game.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story.
- Focus on the first picture. Ask the children about the clothes Benny and Fifi are wearing: *What are they wearing?* (chef's hats) Ask *What do you think Fifi and Benny are doing?* Teach the structures *Are you ... ? Yes, we are. / No, we aren't.* by getting small groups of children to mime a job from the previous lesson and encouraging the others to guess what their chosen job is.
- Ask the children to say what / who they can see and what is happening in the rest of the pictures in the story.

Sing with me



dressed in white



cooking for people



Yes, that's right.

zookeepers vets firefighters



Are they _____ ?

Yes, they are.



Are they police officers?

No they aren't. They're _____ .



Are they _____ ?

Yes, they are.

Objectives

Practice the new language through a song

Language

vet, firefighters, zookeepers, chefs

Are they (vets)? Yes, they are. / No, they aren't.

Materials

CD 2, Unit 7 Flashcards, Unit 7 Word cards, Unit 7 Picture cards, dress-up clothes (jobs uniforms) for the children to wear for the game

Extra activity

Describe a uniform to the class. Say *I'm wearing a white hat and a white jacket. I'm wearing blue and white trousers.* The children try to guess the job. Encourage the children to ask *Are you a (chef)?* You can play this as a game in two teams, describing a uniform to each team in turn and rewarding one point for each correct guess.

Unit 7 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.: *What are Benny and Fifi wearing at the beginning of the story? What animals do Benny and Fifi see in the woods? Where are the animals from? Who are the people in the woods?*
- Say jobs and ask the children to show their matching picture cards.
- Stick the flashcards on the board and distribute the word cards. Children should stick these next to the matching flashcard. Now write up a job word on the board and encourage children to sound it out. When children know the word, they should hold up their corresponding picture card.

1 Sing and do. 2•31

- Play the song through once. Tell the children to look at the pictures of Prickly and Benny doing the actions for the song.

- Look at the pictures and captions together and encourage the children to sound out the words with you.
- Ask the children to copy the actions for the first verse.
- Work together to make up additional actions for the remaining verses.
- Divide the class in two and sing the song again. One group sings the first two lines and the other group sings the third line in each verse.

 2•31

We are chefs dressed in white
Cooking for people day and night.
Yes, yes, oh yes that's right.

We are firefighters dressed in yellow
Helping people day and night.
Yes, yes, oh yes that's right.

We are vets dressed in green
Helping animals day and night.
Yes, yes, oh yes that's right.

We are zookeepers dressed in brown
Helping animals day and night.
Yes, yes, oh yes that's right.

2 Listen again and color.

- Play a game to review the structure: *Are they ... ?* Divide the class into groups. Give each group a job picture card (and some dress-up clothes to wear) and give them a few minutes to decide how they can act out a scene depicting a job. The groups take turns to act out their jobs. The rest of the class guesses the job when you ask *Are they ... ?*
- Look at the black and white pictures together. Ask what uniforms the children are wearing.
- The children then color the uniforms the correct colors for the jobs. Play the song again as they complete the activity.

3 Read and write.

- Read the questions and answers in the Student Book with the children and model the first answer on the board. The children complete the sentences with the correct job.

Say it with me



Objectives

Practice words with *-er* and *-or* endings

Language

New: singer, actor, teacher, doctor

Materials

CD 2

Extra activity

Ask everybody to choose one of their picture cards from Lesson 1 and pretend they are going to have that job. Each child needs to be able to say "I'm a taxi driver", for instance. Once everyone has chosen their card and can say their sentence, ask the children to stand up and walk around the classroom saying their sentence to one another. When they meet someone with the same job, they should call out *Snap!*

Unit 7 Lesson 5 page 78

Warmer

- Sing and act out the song from Lesson 4. 2:31

1 Listen and follow. Listen and repeat. 2:32

- Look at the picture with the class. Ask the children who they can see and what they're doing. See if they can identify the jobs (teacher, doctor, singer) and establish that the animals are just pretending. Use the picture to teach the word *actor*.
- Play the chant for the children to listen and follow the words on the page.
- Play the chant again for the children to listen and repeat the rhyme. Focus on the new sound: /ə/. Point out that even though the spelling is different, the sound is the same.
- Ask the children what other jobs they know that end in the same sound (*taxi driver, zookeeper, farmer, police officer, firefighter*).
- You can help the children to make a new chant using different jobs. The children can hold up picture cards as they say their new chant.

2:32

I'm a teacher.
He's a doctor.
She's a singer.
We're all actors!

2 Match.

- Ask the children to look at the items at the bottom of the page. Have them decide which job each one goes with and draw a line to the correct character.

Optional activities

- Practice *-er* words by breaking them down into two parts on the board, e.g.: *teach/er, sing/er, farm/er*. Encourage the children to sound out each part of the word, then sound out the whole word.
- Practice reading other *-er* words that the children know, e.g.: *summer, winter, sister, letter, number, under, dinner, sticker*. Write the words on the board for the children to read.
- As an extension, you can ask the children to make job words from verbs by adding the *-er* suffix, e.g.: *painter, writer, dancer, climber, gardener*. Write verbs on the board and ask the children to say the jobs. Complete the jobs words on the board, then ask the children to say which letters the job word ends with.

Activity Book Lesson 5 page 64

1 Look and match.

- The children draw lines to match the first parts of the words to the correct endings, then match the words to the pictures.

2 Draw yourself and write.

- The children draw a picture of themselves wearing a uniform or doing a job they would like to do. They then trace the correct article (*a / an*) and write the word for their chosen job. Invite children to show their pictures to the class and read out their sentences.

Follow me



Objectives

To learn about the importance of helping other people

Language

New: What's wrong? I'm sick. How do you feel now?
Much better, thanks.

Materials

CD 2, Unit 7 Flashcards, Unit 7 Picture cards

Extra activity

Review the jobs words by asking the children which jobs they know. Write them on the board; encourage as many as possible. Children choose four jobs from the list and write them on a piece of paper. Call out the jobs in random order. If a child has one of the jobs you call out, he / she can cross it off their list. The first child to cross out all four jobs is the winner.

2 Say and act out. 2-33

- Ask the children to act out the dialogue in groups of three. Play the recording again, 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. 2-34

- Play the chant and ask the children to follow the words in their books.
- Play the chant again, line by line, encouraging the children to say it along with the recording.

2-34

If my friends are feeling bad
I say "Oh, dear. What's wrong?
Are you sick? Where does it hurt?
Why do you look so sad?"

"Let's tell a grown-up," I say,
"So they can help us out.
Don't you worry,
You'll soon feel better,
Then we can go and play."

Activity Book Lesson 6 page 65

1 Write the numbers.

- The children look at the large picture, then the small pictures. They decide which small picture shows a way to help each person in the large picture, then write the correct numbers in the boxes.

ANSWERS

(Top row, left to right) 2, 3, 4
(Bottom row, left to right) 1, 5

Unit 7 Lesson 6 page 79

Warmer

- Play the rhyme from Lesson 5. Encourage the children to join in. Encourage the children to say their own version of the chant with new job words. 2-32

1 Listen and follow. Listen and repeat. 2-33

- Look at the pictures. Talk about what is happening. Ask *Where are the children? Why is the girl sitting down? How does she feel? What is wrong? What should the friends do? What can the nurse do to help?*
- Play the recording. The children listen and follow the dialogue in their books. Encourage the children to follow the correct speech bubbles as they listen.
- Play the dialogue again pausing after each line for the children to repeat.

2-33

Child 1: What's wrong, Maria?

Child 2: I'm sick. My tummy hurts.

Child 3: Come on. Let's go and see the nurse.

Child 1: How do you feel now?

Child 2: Much better thanks.

Explore with me



Objectives

To learn and talk about jobs

Language

New: look after, work, hospital, police / fire station, drive, fire truck, uniform,

He / She (works) (in a hospital). Does he / she (work) (in a hospital)? Yes, he / she does. / No, he / she doesn't.

Recycled: jobs, wear, help

Materials

CD 2, Unit 7 Poster, dress-up clothes for different jobs (optional)

Extra activity

Play *Who Am I?* Say: *I work in a (hospital). I (help people). I wear (a white coat). Who am I?* The children guess the job. If you have a confident class, the children can take turns to describe a job for the rest of the class to guess. If you prefer, you can continue to describe other jobs for the class. You can play this as a class, or as a game in two teams, describing jobs to each team in turn and awarding one point for each correct answer.

Unit 7 Lesson 2 page 80

Warmer

- Ask the children what they learned about in the previous lesson (the importance of helping people). Play the chant from Lesson 6 and encourage the children to join in. 2:34
- Use the poster to review jobs and introduce the places where people work, e.g.: *hospital, police station, fire station, veterinary clinic*. The children should already know *school, farm, and zoo*. Introduce the word *uniform* and talk about what jobs have a uniform.

1 Listen and follow. Listen and repeat. 2:35

- Ask children to look at the Student Book page and tell you what they can about the pictures. Ask *What jobs can you see? What is he / she wearing?*
- Play the recording for the class to listen and follow the text on the page.

- Play the recording again pausing after each one for the children to repeat.
- Check comprehension by asking questions, e.g.: *Is (she a firefighter)? / Does he work (in a police station)? Does she (drive a fire truck)?*

2:35

- 1 Sofia is a nurse. She works in a hospital. She looks after people.
- 2 Marco is a firefighter. He works in a fire station. He drives a fire truck.
- 3 Isabel is a police officer. She works in a police station. She wears a uniform.

2 Ask questions about these people.

- Choose three boys and three girls to come to the front and give each one a job flashcard (or dress-up clothes for a different job). The children hold their flashcards so that the rest of the class can see them.
- Ask a child to secretly choose one of the children. Ask *yes / no* questions and have the rest of the class repeat, e.g.: *Is it a boy? Does he work in a hospital? Is he a nurse?* The child answers *Yes* or *No*. The first child to guess the correct child from the line at the front can take a turn to choose another child.
- When the children are familiar with the game, have them think of their own questions. You can swap the children at the front of the class so that all children have a chance to ask questions.

CLIL BOX: SOCIAL SCIENCE

This lesson focuses on different jobs. You can talk about the similarities and differences between the jobs, establishing that these are all people who help us. Talk about what situations the people in the text help with, and broaden the discussion to include other people who help us. Encourage children to dress up as the different people and role-play.

NOTE Either collect toys such as fire stations, police stations, and hospitals ready for the next lesson, or collect together cardboard boxes and paints, or building blocks, that could be used to represent the places mentioned above. Relevant figures and vehicles will also be useful.

Think with me



Objectives

- To review jobs and places of work
- To make a hospital, a fire station and a police station

Language

- vet, police officer, doctor, fire fighter, teacher, police station, hospital, fire station, school, zoo
- A (police officer) works in a (police station).

Materials

- CD 2, a toy hospital, fire station, and police station, or plastic bricks / cardboard boxes and paints, plasticine or play-dough, dress-up clothes for different jobs (firefighter / doctor / nurse / police officer), a toy fire truck, a toy ambulance, a toy police car (optional)

Extra activity

The children all secretly choose a job. Ask them to stand up. Describe a job, e.g.: *zookeeper*. Say *This person wears a uniform. This person looks after animals. This person works in a zoo*, etc. The children sit down if the sentence is not true for their job until the only remaining children are those who chose zookeeper.

Unit 7 Lesson 8 page 81

Warmer

- Ask the children if they can remember which job each of the people did in the previous lesson, where each person works, and what each person does.

1 Talk about the picture.

- Ask children to look at the Student Book page and tell you what they can about the picture. Ask *What are the children doing?* (playing) *What place can you see?* (a fire station). Ask the children to name the other items in the picture.

2 Match.

CRITICAL THINKING

- Tell the children to look at the right-hand side of the page. Ask them to name the jobs and the places. Have them draw lines to match the people to the places where they work.

3 Listen and sing. 2:36

- Play the song and ask children to listen for which two jobs are mentioned in it (*firefighter* and *nurse*). Teach actions for *Climbing up the ladder* and *Giving us our medicine*.
- Play the song again. The children join in with the chorus and do the actions in the verses. Then have the children join in with the verses as much as they can.

2:36

Chorus: People who help us

Every day

We just have

One thing to say:

Thank you!

Verse 1: Thank you to the firefighter

Putting out the fire

Climbing up the ladder

Higher and higher. **(Chorus)**

Verse 2: Thank you to the nurse

Helping when we're sick

Giving us our medicine

So we get better quick!

4 Make a hospital, a fire station, and a police station.

CRITICAL THINKING

- If you have a toy fire station, police station, or hospital, you can use these. If not, ask children to build them from plastic bricks or make them by painting boxes. Talk about the features of the buildings, e.g.: a fire station needs big doors so the fire trucks can get in.
- Provide figures (and vehicles, if you have them) for each place or make figures from plasticine or play-dough. Have the children put the figures in the places and then set up some scenarios to stimulate play, e.g.: *There's a fire at the school* or *Maisy is feeling sick*. Encourage children to role-play the scenarios with the toys and places, providing language support as it is needed. The children can also dress up as the different workers if you have outfits available.

NOTE Collect an item of equipment for each of the jobs ready for the game in Lesson 9. For example: a stethoscope / bandage / blue coat for the vet, a thermometer for the nurse, a stuffed wild animal / hat for the zookeeper, a toy taxi / taxi driver's hat for the taxi driver, a firefighter's hat / boots / hose for the firefighter, a police officer's hat / badge for the police officer, and a chef's hat / coat / wooden spoons.

Activity Book Lessons 7 and 8 page 66

1 Color the correct piece. Write.

- The children color the puzzle piece that matches the whole of the picture, and complete the sentences with the words in the box.

ANSWERS

doctor, fire station, zookeeper, zoo

Fifi's challenge.

- Fast finishers can write sentences about someone they know, as in the example.

Show me



CRITICAL THINKING

- Focus on the activity on the left. Tell them they are going to look for these children on the poster.
- Ask a volunteer to come to the poster and find Anna. Read the first question aloud and elicit the answer. Now read the answer together in the book. Continue in this way with the other questions in the book and encourage everybody to say the answers before they write. You might want to write the answers on the board for the children to check, or copy.

2 Play the game.

- Ask the children to look at the main picture on the Student Book page. Explain that the children in the picture are playing a game. Read the speech bubbles together and encourage children to say how the game might be played.
- Put the jobs flashcards around the classroom. Tell the children to sit in a circle. Put the equipment for the different jobs in the middle of the circle. Play the game, using the Student Book as a model. Each child picks up a piece of equipment and guesses what job it's for. As soon as the children think they can identify the job, they pick up the correct piece of equipment for the job and ask the question *Is he/she a ... ?*, as in the picture. You and the other children should answer the question and then the child can put the equipment next to the flashcard. If two children have identified different jobs, they take turns to check their choices with the teacher. Repeat until all the pieces of equipment have been used.
- You can add another element to this game by playing music while sat in a circle. When you stop the music, the first child to pick up some equipment can ask the question.

4 What jobs do people do?

CRITICAL THINKING

- Ask the class the big question for this unit: *What jobs do people do?*
- Talk about what jobs people do and why they choose to do them (e.g.: Vets and zookeepers like animals, etc.). Ask *What other jobs can people do if they want to help people / animals? What jobs would you like to do? Why?*

NOTE

Before the next lesson, collect large pieces of poster paper, small pieces of paper in a variety of colors, and old pieces of fabric if possible, as well as colored pencils, scissors, and glue.

Objectives

To practice the language from the unit through a game

Language

jobs

Is he / she a (vet)? Yes, he / she is. / No, he / she isn't.

Materials

CD 2, Fifi puppet, Unit 7 Poster, Unit 7 Picture cards, equipment for different jobs (e.g.: a stethoscope / bandage / blue coat for the vet, a thermometer for the nurse, a stuffed wild animal / hat for the zookeeper, a toy taxi / taxi driver's hat for the taxi driver, a firefighter's hat / boots / hose for the firefighter, a police officer's hat / badge for the police officer and a chef's hat / coat / wooden spoons, or anything similar to indicate the jobs that the children know).

Extra activity

Ask a child to come to the front of the class. Give the child a flashcard, or ask him / her to think of a job. The rest of the class asks questions to try to guess the job (e.g.: *Do you work in a hospital? Do you drive a police car? Do you help people? Do you wear a uniform?*). The child at the front of the class answers *Yes* or *No*. The first child to guess the job correctly takes a turn to take a flashcard or choose a job for the rest of the class to guess.

Unit 7 Lesson 9 page 82

Warmer

- Sing the song from Lesson 8. The children can sing along with the recording and do the actions for each verse. 🎧 2:36

1 Look at the poster. Look, read, and write.

- Look at the poster together and talk about who they can see and what the children are doing.
- Ask the children, in pairs, to take turns to point to and name all the jobs they can see on the poster.

Show and Tell



Objectives

To make a jobs picture display

Language

jobs, uniform, hospital, school, fire engine, police car
He's / She's a (police officer). He / She wears (a uniform).
He / She drives a (police car). He / She works in (a police station).

Materials

CD 2, colored pens / pencils / crayons, photocopies of the jobs templates, large sheets of white paper, smaller pieces of card/paper / speech bubbles cut from card / paper, large sheets of colored paper (optional), scissors, glue

Extra activity

Write the headings *Jobs, Clothes, Places of work* 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 jobs people do / things people wear / places people work*.

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

1 Draw around your friend.

- Ask the class what the children are doing in the first two pictures. Establish that they are making big pictures of people dressed for their jobs. Talk about how they are doing this, using the pictures as a guide.
- The children work in groups. Hand out large sheets of paper to each group. The children in each group choose a job and select one child to be the model. They draw around the child on the large sheet of paper.

2 Color, cut, and stick.

- The groups draw a uniform and color or stick equipment / clothes from the templates onto the figure. Then they cut out the figure.
- The children stick their figures onto the classroom wall (you can cover a part of the classroom wall in sheets of colored paper to make a background for the display). They then write an *I am ...* sentence on a piece of card / paper (or a speech bubble cut from a piece of card / paper) and stick them on the wall next to their figures.

3 Show and tell.

- Encourage the children to use the language they have learned in this unit to talk about the jobs display. If possible, they can show the display to other children or adults and talk about what job each figure does, what they wear, where they work, and what they do.

Unit 7 Project Activity Book page 67

1 Choose a picture. Draw and color.

- The children can choose one of the pictures to make another figure. They draw and color a uniform and equipment on their chosen picture. They then complete the sentences about their picture. Invite children to show their pictures to the class and read out their completed sentences.

Unit 7 Lesson 10 page 83

Warmer

- Play a game using the jobs picture cards and the poster. Tell the children to look at the poster for one minute. Cover the poster and ask *Who's wearing (a white hat) on the poster?* The children hold up the correct picture cards and say the correct job.
- Encourage the children to talk about which jobs the members of their families do and which the children think are the most exciting. Brainstorm all the jobs the children know in English and write them on the board.

Literacy Book Unit 7 page 38

This lesson introduces the new sound and is aimed at enabling children to identify it. As well as using the recording, you can help by exaggerating the sound.

1 Listen and point. Listen and repeat. 1•31

- 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 the sound and the words.
- Point to the pictures and ask the children to say the words, first chorally, then individually.

 1•31

E R says er, teacher, farmer, helicopter

O R says or, actor, sailor, alligator

Other activities

- Ask children if they know any other words with this sound, e.g.: *scissors, singer, doctor*.
- Write the letters *er* on the board. Say *teacher*. Ask children to identify the other sounds in the word and gradually build it up on the board (*t-ea-ch-er*). Repeat with *actor* and challenge them with *helicopter*!

Literacy Book Unit 7 page 39

This lesson gives the children practice of listening for and identifying the target sound.

1 Listen and circle. Listen and repeat. 1•32

- Ask the children to look at the pictures of the jobs and name any they know. Tell them that they are going to listen to the words and circle any of the jobs that end with the *er/or* sound.
- Do the first item together and have the children trace the example circle around the doctor. Play the rest of the recording a couple of times, indicating each picture as the word is said and giving the children time to circle.
- Play the recording again for the children to listen and repeat the words.

 1•32

1 doctor 2 nurse 3 chef 4 firefighter 5 zookeeper
6 vet 7 taxi driver 8 singer

ANSWERS

1 doctor 4 firefighter 5 zookeeper 7 taxi driver
8 singer

Other activities

- Use props for the different jobs, e.g.: a helmet for the firefighter and a toy stethoscope for the doctor. Place the props at one end of the room and form the children into two teams. Say a job, e.g. *teacher*. If the job ends in the *er/or* sound, the first child from each team races to the prop pile and chooses the correct prop, saying *I'm a teacher*. If not, they say *I'm not a (chef)* and go to the back of the line.
- Ask the children to choose one of the jobs from the page. They walk around saying *I'm a (zookeeper)* to other children. When they meet someone with the same job, they join up into a group. Continue until all the children have found their groups.

Literacy Book Unit 7 page 40

This lesson gives the children practice of sounding out words and recognizing spelling patterns.

1 Say.

- The children read the words aloud. Encourage them to sound out the words. You can color-code the sounds on the board to help them.

2 Listen and repeat. 1•33

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

 1•33

1 river 2 doctor 3 mirror 4 tractor 5 letter
6 vendor 7 summer 8 winter

3 Write the words in the boxes.

- The children sort the words according to the spelling patterns, writing them in the correct box. Fast finishers can add other words they know to the boxes.

Other activities

- Make other *-er* and *-or* words with letter cards and practice sounding them out, e.g. *actor, teacher, paper, scissors, brother*.

Literacy Book Unit 7 page 41

This lesson gives the children practice of reading aloud.

1 Listen and follow. Listen and repeat. 1•34

- Talk about the pictures with the children. Ask where the story is set and have children name the animals, jobs, and vehicles they can see (*goat, cat, farmer, vet, tractor, helicopter*). Teach or review the words *farmer* and *stuck* and the functional language phrase *No problem*.
- Play the recording for the children to listen and follow the text in their books.
- Play the recording again, pausing for the children to repeat each line of the text. Ask the children to identify all the *-er* and *-or* words in the text (*summer, farmer, tractor, river, helicopter*).
- If you like, you can ask children to identify the *-y* words in the text (*flying, my, sky*).

 1•34

The Flying Goat

1 It's summer. Farmer Tom is in his tractor. There's his goat. It's stuck in the river.

2 Farmer Tom tells the vet.

Farmer Tom: My goat is stuck in the river.

Vet: No problem.

3 What's that in the sky?

Farmer Tom: I think it's a helicopter.

4 The vet lifts the goat. The goat is flying.

Farmer Tom: Thank you!

Goat: Maaa!

2 Read aloud.

- Encourage the children to read the text, checking their pronunciation. Help them with sight words where necessary and encourage them to sound out the other words.

Literacy Book Unit 7 page 42

This lesson reviews the *-er / -or* sound through a song.

1 Label the pictures.

- Talk about the pictures. Ask which jobs the children can see and have them say anything else they can about the pictures.
- Ask the children to sound out the words in the box. Have them match the words to the job pictures and write them on the lines below.
- Decide on an action for each job.

2 Listen and chant. 1:35

- Play the chant for the children to follow in their books.
- Play the chant again for the children to do the actions.
- Play the chant again, pausing for children to repeat the words. Start off by having them join in with just the beginning of each line, i.e.: *You can be a (farmer)*, and focus on the pronunciation of the *-er* and *-or* words. Then encourage children to join in with more of the words. Start off slowly, then speed up a little as they get more confident.

 1:35

You can be a farmer in a big red tractor.
You can be a sailor in a big gray boat.
You can be a doctor, helping sick children
Or you can be vet, helping a goat.

You can be an actor, playing a hero.
You can be a singer, singing a song.
Or you can be a teacher in a school,
Saying to the children, "Sing along!"

Literacy Book Unit 7 page 43

This lesson reviews words with the *-er / -or* sound through a game.

1 Choose six words and write.

- Ask the children to read the words in the word pool. Then have them each choose six of the words to write in the grid below.

2 Play *Bingo*.

- Give each child six counters. Tell them that when they hear one of the words they have written in the grid, they should cover it with a counter. When they have covered all their words, they should shout *Bingo*. The first person to shout *Bingo* is the winner. Read the words in random order, keeping a note of the words you have said. This game can be played as many times as you like.

Numeracy Book Unit 7

page 39 Numbers 10–100 (tens only)

1 Join the dots.

- The children join the dots in the correct order (from 10 to 100) to complete the pictures.

page 40 (50) centimeters

1 How tall are they? Write.

- The children look at the ruler and write the measurements for each of the children in the boxes.

ANSWERS

50, 70, 60, 90, 80

page 41 Numbers 50, 60, 70

1 Color, count, and circle.

- The children color the numbers. They then count and circle the correct number of squares to match each number.

page 42 Numbers 10–70

1 Count and match.

- The children draw lines to match the coins to the number words.

page 43 Addition (adding ten)

1 Count and write the numbers.

- The children count the squares and write the numbers in the boxes. They then complete the problems.

ANSWERS

$$4 + 10 = 14$$

$$11 + 10 = 21$$

$$15 + 10 = 25$$

$$21 + 10 = 31$$

$$9 + 10 = 19$$

page 44 Sequences (counting forward in 1s, 2s, 10s, counting backwards in 1s)

1 Write the next 3 numbers.

- The children write the next three numbers to complete each sequence.

ANSWERS

24, 25, 26

18, 20, 22

15, 17, 19

17, 16, 15

80, 90, 100

How do we make music ?



Objectives

Familiarize children with words for musical instruments

Introduce the unit topic

Language

New: flute, piano, drums, tambourine, shaker, guitar

Recycled: clothes

He's / She's wearing a (T-shirt). He's / She's / playing the (flute).

Materials

CD 2, Fifi puppet, Unit 8 Flashcards, Unit 8 Poster, Unit 8 Picture cards page 121

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 *Who is wearing (a T-shirt)? Who is playing (the guitar)? What color is (Anna's drum)?* The children try to answer from memory. 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.

Unit 8 Lesson 1 page 84

Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the track plays. 2:1

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review clothes vocabulary (*T-shirt, pants, sandals*).
- Prompt the children using question forms, e.g.: *What's this? Is Sam wearing (a T-shirt)? Who's wearing (pants)?*
- Use the poster / flashcards to introduce the new musical instruments vocabulary.
- Play a matching flashcard game (with items on the poster).

2 Listen and point. 2:37

- Ask the children to find Bird. Ask *Where's Bird? Does he like the music?*
- Play the recording for the children to listen and point to the musical instruments in their books.

2:37

Anna: I'm playing the drums.

Sam: I'm playing the guitar.

May: I'm playing the flute.

Girl: I'm playing the tambourine.

Boy: I'm playing the shaker.

Teacher: I'm playing the piano.

3 Listen and repeat. 2:38

- Play the recording. The children listen to the music. Pause after each word for the children to repeat the names of the instruments. The children can mime playing the instruments.

2:38

drums

guitar

flute

tambourine

shaker

piano

4 How do we make music?

CRITICAL THINKING

- Introduce the Unit Question: *How do we make music?* Focus on the picture or things in the classroom. Ask *Which things make sounds?*
- Encourage the children to talk about which instruments they can play, or which instruments people in their families can play.

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

Activity Book Lesson 1 page 69

1 Match and trace. Say.

- The children draw lines to match the children to the instruments, then trace the instrument words.

Play with me



Objectives

Practice the new structure and musical instruments vocabulary through a game

Language

New: He / She likes to play the (piano).

Materials

CD 2, Fifi puppet, Unit 8 Flashcards, Unit 8 Picture cards, Unit 8 Stickers

Unit 8 Lesson 2 page 85

Warmer

- Use the Fifi puppet and the flashcards to review the musical instruments vocabulary from Lesson 1.
- Ask the children to take out their picture cards.
- Use the Fifi puppet to start a chant to review the new musical instruments vocabulary. Use the puppet and the poster to ask the question *Which instrument is this?* Children chant *It's a piano. A piano.* and hold up the correct picture card. The puppet then asks about another instrument and the children add the new word to the chant.

1 Point and say.

- Focus on the pictures in the Student Book. Ask the class to point and name the instruments in the pictures.
- Say one of the colors of the boxes bordering the instrument pictures and encourage the children to say the name of the instrument. Repeat for all the colors, increasing the speed as you go along.

2 Listen and stick. 2:39

- Introduce the new grammar. Give out flashcards to boys and girls. Ask each to hold up their card in turn and say *He / She likes to play the ...*
- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to name the instruments on each sticker.
- Play the recording for the children to listen and find the correct place on the Student Book page for each sticker, then stick the stickers onto the Student Book page.

2:39

She likes to play the drums.
He likes to play the tambourine.
She likes to play the piano.
He likes to play the flute.
She likes to play the guitar.
He likes to play the shaker.

3 Listen and play the game. 2:40

- Play the recording twice and ask the children to choose one picture card / instrument they like the sound of.
- Ask the children to come to the front of the classroom one by one and mime playing the instrument they chose. Other children guess: *He / She likes playing the guitar.*

2:40

- 1 She likes to play the piano. (*sound of piano being played*)
- 2 (*sound of drum being played*)
- 3 (*sound of shakers being played*)
- 4 (*sound of tambourine being played*)
- 5 (*sound of flute being played*)
- 6 (*sound of guitar being played*)

4 Listen again and clap.

CRITICAL THINKING

- Play the recording again, one instrument at a time. The children listen and clap or tap along with the rhythm.
- Make up your own simple rhythms by clapping or tapping and ask the children to repeat. You can ask confident children to make up their own rhythms too.

Activity Book Lesson 2 page 70

1 Write and say.

- The children write the instrument words from the box next to the correct children.
- The children say sentences about the children in the picture, as in the example.

Read with me



Objectives

Read and understand a story

Language

New: fast, loud, quietly, shout

I like to play (fast) (music).

Materials

CD 2, Fifi puppet, Unit 8 Poster, Unit 8 Flashcards, Unit 8 Word cards (optional), Unit 8 Picture cards, character cut-outs

Extra activity

Play the *Long sentence* game to practice the structure *I like to + infinitive*, and to review lots of vocabulary. Review action verbs from Unit 2 as well as Units 2 and 6 from level 2, using the appropriate flashcards. Start the game by making a sentence and miming the action (e.g.: *I like to catch a ball* or *I like to swim*). The next child needs to repeat your sentence and action (e.g.: *You like to swim*) and also add a new clause and action for himself / herself. As the chain gets longer, encourage the whole class to say the long sentence together.

Unit 8 Lesson 3

page 86

Warmer

- Say the chant from Lesson 2 together. The children can hold up their picture cards as they chant. ⌚ 2•40
- Use the Fifi puppet or the flashcards to review the musical instrument words. You can make Fifi mime playing an instrument and ask the children to say what she is playing. 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 children holding the flashcards (e.g.: *Emma likes to play the piano*).
- 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 to introduce the new story.

- Focus on the first picture. Ask the children what animals they can see and what kind of music they think the rabbit is playing (slow music).
- Ask the children to say what animals / instruments they can see and what is happening in the rest of the pictures in the story. Teach the words: *loud, fast, slow*.

2 Listen and point. Listen and repeat. ⌚ 2•41

- Play the story for the children to listen and point to the story frames.
- Go over the story frame by frame. Talk about what's going on and whether the animals like the music in each picture.
- Play the story again and encourage the children to "read" the speech bubbles. Listen to the story again and 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? How does Benny feel when he hears slow music? What instrument is the rabbit / badger / frog playing? What kind of music does Benny like to play? What kind of music does Benny like to dance to?*) and encourage the children to answer.

CRITICAL THINKING

- Talk about the value in the story. Ask *Why don't Prickly and Fifi want Benny to sing and dance?* (Because Benny is very loud and they are embarrassed.) *Why do they change their minds in the end?* (Because Benny is having fun and the other animals think he is cool.)

Activity Book Lesson 3

page 71

1 What happens in the story? Look and write.

- The children think about what kind of music each animal is playing, then complete the sentences with the words in the box.

ANSWERS

slow, fast, loud

Sing with me



Objectives

Practice the new language through a song

Language

loud, fast, slow, quiet, lively

He / She likes to play the (flute). The music is (quiet).

Materials

CD 2, Unit 8 Flashcards, Unit 8 Poster

Extra activity

Play a game with the poster. Choose two children to come and stand on either side of the poster. You say a sentence describing someone (e.g.: *She's playing the flute* or *He has a shaker*.) and the children have to try to touch the correct person on the poster first. The fastest child can pick the next pair of children to play. Using two fly swatters can make this game more fun.

- Teach the actions, then work with the class to make actions for the other verses.
- Play the song again for children to sing and act it out.
- You can split the children into three groups so that each group sings a different verse.

2:42

I like to play the drums
And the music is loud loud loud
Shake your legs
Move your arms out there
Clap your hands
And dance like a big big bear.
GROWL!

I like to play the guitar
And the music is fast fast fast
Shake your legs
Move your arms wide out there
Clap your hands
And dance like a big big bear.
GROWL!

I like to play the flute
And the music is slow, slow, slow
Shake your legs
Move your arms wide out there
Clap your hands
And dance like a big big bear.
GROWL!

I like to play the piano
And the music is soft, soft, soft
Shake your legs
Move your arms wide out there
Clap your hands
And dance like a big big bear.
GROWL!

Unit 8 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 the rabbit playing? What kind of music does Benny like to dance to? Why don't Fifi and Prickly want Benny to sing? How do the animals feel at the end of the story?*
- Review musical instruments 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. 2:42

- Play the song through once. Tell the children to look at the pictures of Benny doing the actions for the first verse.
- Look at the pictures of Benny together and encourage children to read the captions with you.

2 Listen and trace the correct word. 2:43

- Look at the main pictures and ask children what they show. Encourage them to read the two words underneath each picture.
- Look at the first picture and listen to the music. The children trace the correct adjective in each pair.

2:43

- 1 (sound of someone playing the flute quickly)
- 2 (sound of someone playing the drums quietly)
- 3 (sound of someone playing the guitar slowly)
- 4 (sound of someone playing the tambourine quickly)
- 5 (sound of someone playing the piano slowly)
- 6 (sound of someone playing the shaker in a lively way)

3 Say the sentences.

- Ask the children to look at the pictures and the traced adjectives and say sentences, e.g.: *She likes to play the flute. Listen. The music is fast.*

Say it with me



Objectives

Practice words with the *ou* sound

Language

count, mouth, loud, shout, sounds

Materials

CD 2, Unit 7 Flashcards, colored pens / pencils / crayons

Extra activity

Stick the flashcards from Lesson 1 on the board and distribute the corresponding word cards to children. Ask a child with a word card to come and stick it next to the matching picture card. Repeat this several times, so that everyone has had a turn. Then remove the word cards and play *Hangman* with the words.

Unit 8 Lesson 5 page 88

Warmer

- Sing and act out the song from Lesson 4. 🎧 2•42
- Or, ask the children to choose a song they would like to hear again.

1 Listen and follow. Listen and repeat. 🎧 2•44

- Look at the picture together. Ask *Who can you see? What instruments do they have? Who's talking?*
- 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 repeat the rhyme. Focus on the new sound: *ou* in *count*, *mouth*, *out*, *loud*, and *shout*.

🎧 2•44

Frog: Clap and count: 1, 2, 3, 4.

Open your mouth.

You can sing out loud.

But please don't shout!

Badger: Sounds cool!

2 Draw yourself in the band.

- Show children the space on the stage and ask them to draw themselves in the band. They should choose an instrument that they like and draw themselves with it.

- Ask children to tell you about their pictures using *I like to play the ...*

Optional activities

- To review the *ou* words from this lesson:
Write the letters *ou* on the board. Ask a child to choose one of the *ou* words from the rhyme and come and write the other letters on the board, e.g.: *shout*. Have the class read the word together.
- For further practice of *ou* words:
Have children read other *ou* words in isolation (*ground*, *cloud*, *round*, *around* *crouch*, *house*) and then in short sentences, e.g.: *Crouch on the ground. Run around the house.*
- To practice listening for the target sound:
Tell the children that you are going to play an action game. They should only do the actions if they contain the *ou* sound. Ask the children to stand and have a practice with these actions: *turn around*, *shout*, *jump*, *touch the ground*, *clap*, *count to five*, *touch your head*, *crouch down*. Then play as a class, with anyone doing the wrong actions or not doing the right ones sitting down until you have a winner.

Activity Book Lesson 5 page 72

1 Look and circle.

- The children look at the pictures and circle the correct words.

ANSWERS

mouse, count, mouth, cloud

2 Look and write.

- The children look at the pictures and use the words in the box to complete the sentences.

ANSWERS

house, cloud

mouse, mouth

Follow me



Objectives

To learn about the importance of including others

Language

New: What's wrong with (James)? Maybe he's lonely.
Come and play with us.

Materials

CD 2, Unit 8 Picture cards

Extra activity

Practice saying the new chant in different ways, to review the adjectives *loud*, *quiet*, *slow*, and *fast*.

2 Say and act out.

- Ask the children to act out the dialogue in groups of three. 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.
- Ask the children when we can include others (when we are playing a game / making something / playing music / chatting with our friends / having lunch / etc.).

3 Listen and chant. 2•46

- Play the chant and ask the children to follow the words in their books. Teach the words and the actions (or facial expressions) to the chant.
- Play the chant again, one line at a time, for the children to repeat the lines. Then play it for the children to join in.
- You can use the chant in future lessons whenever a child is feeling left out.

2•46

If someone's lonely
And looks a bit sad
Say: "Come, play with us."
And make them feel glad.

Activity Book Lesson 6 page 73

1 Read and match.

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

Unit 8 Lesson 6 page 89

Warmer

- Play the rhyme from Lesson 5. Encourage the children to say the rhyme without the audio. 2•44

CRITICAL THINKING

- Focus on the photos in the Student Book. Say *Look at picture 1. Where are the children? What are they doing? Why is the boy alone? How does he feel?*
- Focus on the second picture. Ask *What's different?*
- Discuss why it's better to include others. Ask *How do you feel when your friends don't include you? How do you feel when you are included?* Teach the words: *lonely* and *glad*.

1 Listen and follow. Listen and repeat. 2•45

- Play the dialogue. The children listen and follow the dialogue in their books. They should follow the speech bubbles as they listen.
- Play the dialogue again, pausing after each line for the children to repeat.

2•47

Girl 1: What's wrong with James?

Girl 2: Maybe he's lonely.

Girl 1: Come and play with us, James.

Girl 2: You can play the drums.

James: Okay. Thanks!

Explore with me



Objectives

To learn and talk about how music changes

Language

New: trumpet, violin

Listen to the (trumpet). The music gets (louder).

Recycled: louder, quieter, slower, faster, flute

Materials

CD 2, Unit 8 Flashcards, musical instruments (real or homemade, e.g.: shakers made from containers filled with small objects, cups or boxes with rubber bands stretched over them, empty containers that can be hit with pencils or rulers, etc.)

Extra activity

Play a guessing game. Mime playing a musical instrument. Encourage the children to say a sentence about what instrument you are playing (e.g.: *You're playing / You like playing the piano.*). The first child to say a correct sentence can take a turn to mime playing an instrument.

Unit 8 Lesson 7 page 90

Warmer

- Ask the children what they learned about in the previous lesson (the importance of including others). 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 instruments they can play and what kind of music they like to listen to.
- Tell the children that they are going to learn about how music can change volume and tempo (the speed of a piece of music) in this lesson. Review the words *quieter*, *louder*, *faster*, and *slower*. Sing some of the children's favorite songs and ask them to make them louder, faster, slower, and quieter.

1 Listen and follow. Listen and repeat. 2•47

- Look at the Student Book page and ask the children to tell you what they can about the pictures. Ask the children if

they know the names of any of the instruments. Teach the words: *trumpet* and *violin*. Review *flute*.

- Play the recording for the class to listen and follow the text on the page.
- Play the recording again pausing after each for the children to repeat.
- Talk about how you play the different instruments and which body parts you use (*hands and mouth for trumpet and clarinet, hands for violin, hands and feet for piano*).

2•47

1 Listen to the trumpet. The music gets louder.

2 Listen to the violin. The music gets quieter.

3 Listen to the flute. The music gets faster.

4 Listen to the piano. The music gets slower.

2 Listen and say what happens to the music. 2•48

- Tell the children that they are going to listen to some more pieces of music and you want them to listen for how the music changes.
- Play the first extract, prompting the children with questions if necessary, e.g.: *Does it get (faster)?*
- You can encourage children to clap along to the beat of the music with you, so that they can more easily identify a change in tempo.

2•48

1 (piano music getting louder)

2 (violin music getting slower)

3 (trumpet music getting quieter)

4 (flute music getting louder)

CLIL BOX: MUSIC

This lesson introduces some new musical instruments and gets children to listen closely to musical extracts for changes in tempo and dynamics. At the end of the lesson you could sing some of the children's favorite songs again, asking the children to make changes during the songs (e.g.: getting louder / quieter / faster / slower) in preparation for the next lesson. Try to ensure that the children can vary the elements of volume and tempo independently, then see if they can combine the two, for example getting faster and quieter at the same time.

If possible, provide the children with real musical instruments to look at and let them try to make a sound with them. Ask the children to suggest other ways of making music, e.g.: using their bodies (hands, mouth), making shakers, using other objects (cups or boxes with rubber bands stretched over them, empty containers that can be hit with pencils or rulers, etc.).

Think with me



Objectives

To review musical instruments
To practice making music louder / quieter / faster / slower

Language

musical instruments, louder, quieter, faster, slower
Get louder / quieter / faster / slower.

Materials

CD 2, Unit 8 Picture cards

Extra activity

Play a game of *Simon Says*, using instructions like: *Simon says play the (piano).* / *Simon says play it (faster).* / *Play it (slower).* Remind the children that they should only do the actions if you say *Simon Says* before the instruction. If a child does an action when you did not say *Simon Says*, or if a child does the wrong action, they are out of the game. The last child left in the game is the winner.

Unit 8 Lesson 8 page 91

Warmer

- Ask the children if they can remember what instrument each of the children was playing in the previous lesson and what happened to the music each child was playing.
- Review the words for musical instruments. Mime playing an instrument and ask the children to hold up the correct picture card and say the word.

1 Talk about the picture.

- Ask the children to look at the main picture in the Student Book and tell you about it. Ask the children to identify the instruments in the picture. Ask them for their ideas about what May is doing, and explain that she is telling the other children how to play.

2 Listen and number. Write. 2:49

- Ask the children to look at the activity on the right-hand side of the page and name the instruments.
- Play the recording for the children to listen and number the instruments in the order they hear them.

- Children write the name of each instrument on the line beside it.

2:49

Sounds of solo instruments, one at a time:

- guitar
- trumpet
- violin
- shaker
- piano

3 Listen and sing. 2:50

- Play the song and ask children to listen for which instruments are mentioned in it. Teach actions for the instruments.
- Play the song again, encouraging children to join in with the actions and the words as much as they can.

2:50

Chorus: We love music.

We like to sing

We like to play ...

Everything!

Play the violin.

Play the trumpet.

Or just sing along with us.

Chorus

Play the piano.

Play the clarinet.

Or just sing along with us.

CRITICAL THINKING

- Establish actions with the children for getting louder, quieter, slower, and faster. Practice singing the song as a whole class while you do the actions to prompt children to change the way they are singing.
- When the children are familiar with the activity, they can work in smaller groups, taking turns to be the conductor.

NOTE Collect a variety of instruments so that, ideally, there is one per child for the next lesson.

Activity Book Lessons 7 and 8 page 74

1 Count and write.

- The children count the instruments in the big picture and write the numbers next to the correct small pictures.

ANSWERS

2 recorders, 6 trumpets, 5 violins, 1 piano, 4 shakers

Fifi's challenge

- The children count the children in the big picture and write the number in the box.

ANSWER

13

Show me



Objectives

To practice the language from the unit through a game

Language

musical instruments

He / She likes to play the (piano). This music is (fast).

Materials

CD 2, Fifi puppet, Unit 8 Poster, Unit 8 Picture cards, a variety of musical instruments, colored pens / pencils / crayons (optional)

Extra activity

Play a song from the Class CD. "Conduct" the children as they sing along, telling them to get faster / slower / quieter / louder. You can invite more confident children to come to the front of the class and be the conductor. You can assign instruments to groups of children for them to mime playing as they sing along.

Tell the children to draw a picture of themselves and their friends playing different instruments in a band. Invite children to show their pictures to the class and talk about themselves and their friends, e.g.: *I like to play the piano. My friend Sam likes to play the guitar. My friend Kate likes to play the drums. We play loud music. It makes us feel happy. etc.*

CRITICAL THINKING

- Focus on the activity on the left of page 92.
- Ask the children to read the sentences then circle the picture of the person who plays these instruments in the picture in Lesson 1 / the poster.

2 Play the game.

- In advance, put together a number of instruments. Make sure the children know the names of all the instruments you have brought to class.
- If you don't have any musical instruments, you can use some of the recordings of instruments on the recording for this unit.
- Look at the main picture and the speech bubble together and talk about how the game might be played.
- Tell the children that they are now going to play the game from the book. One child closes his / her eyes and another plays an instrument. The child with his / her eyes closed guesses which instrument it is. Encourage the child to say *He / She likes to play the ...*. If he / she guessed correctly, he / she can choose another pair to play.

3 How do we make music?


CRITICAL THINKING

- Ask the class the big question for this unit: *How do we make music?*
- Talk about music and what goes into it. Ask *What do we use to make instruments. Why do we like music? How does it make us feel? What kind of music do you like? Why? Can you play an instrument?*

NOTE Prepare materials needed for making musical instruments in the next lesson. These include containers and lids along with rice, sand, marbles, dried beans, paper clips, etc. Also collect glue, paper, colored pencils, and scissors.

Unit 8 Lesson 9 page 92

Warmer

- Sing the song from Lesson 8. The children can sing along with the recording and hold up picture cards or do actions when they hear a musical instrument mentioned.  2:50

1 Look at the poster. Read and circle.

- Use the Fifi puppet to talk about the poster. Ask *Who's this? What's this? What's he / she wearing / playing?* The children take turns to identify the places and things on the poster. Review / consolidate words linked to sounds, music, and adjectives.

Show and Tell



Objectives

To make shakers

Language

musical instruments, adjectives

I like to (sing).

Materials

CD 2, empty containers with lids (jars, bottles, etc.), rice, sand, marbles, dried peas / beans, paper clips and other materials that will make shaking noises when put inside the containers

Extra activity

Write the headings *Instruments / Adjectives / Clothes / 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 words for instruments / adjectives / words for clothes / colors*.

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

2 Make shakers.

- Explain to the children that they are going to make their own shakers. Show the children the containers and fillings and let them choose the ones they want to use.
- The children use colored pens / pencils / crayons and paper to decorate their containers. Then they put uncooked rice, beans, paper clips, or other fillings in them.
- You can ask the children to experiment with the different fillings and amounts and listen to the different sounds.

3 Show and tell.

- Play the children's favorite songs. The children play their shakers and sing along. Tell the children to play their shakers faster / slower / louder / quieter.
- If possible, record the children playing their shakers to music or let them perform for other classes.
- The children can tell the class / audience how they like to play their shakers.

Unit 8 Project Activity Book page 75

1 Make your own song. Cut, stick, and draw.

- The children choose their favorite instrument and write the words to complete the song.
- They then draw a picture of themselves and color, cut, and stick one of the smaller pictures into their picture so that they are playing their favorite instrument.
- Invite confident children to sing their songs to the class.

ANSWERS

Children's own answers.

Unit 8 Lesson 10 page 93

Warmer

- Play a matching game using the musical instruments picture cards and poster.
- Introduce any new or words you may want to use for the project.

1 Talk about the pictures.

- Ask the class to say what the children are doing in the first two pictures in the Student Book. Establish that they are making shakers. Ask the class to say what the children are using to make their shakers and what other things might be used to make good shakers.
- Look at the large picture. Establish that the children are using their shakers to make sounds.

Literacy Book Unit 8 page 44

This lesson introduces the new sound and is aimed at enabling children to identify it. As well as using the recording, you can help by exaggerating the sound.

1 Listen and point. Listen and repeat. 1•36

- Play the recording for the children to listen and point to the letters and pictures.
- Play the recording again for the children to listen and repeat the sound and the words.
- Point to the pictures and ask the children to say the words, first chorally, then individually.

 1•36

O U says ou, cloud, house, count, mouse, flour, shout

Other activities

- Ask children if they know any other words with this sound, e.g.: *loud*. Don't worry at this stage if they come up with words with different spelling patterns (e.g.: *ow*), as long as they are identifying the correct sound.
- Write the *ou* sound on the board. Say *shout* and ask the children what sound it begins with (*sh*). Write the *sh* at the beginning of the word and have them blend the two sounds: *sh-ou*. Ask the children what sound the word ends with (*t*). Write the *t* at the end of the word and have them blend the three sounds: *sh-ou-t*. They can copy the word beneath the picture in their books. Repeat with other words from the page.
- Ask children to identify the rhyming pair on the page: *house / mouse*.

Literacy Book Unit 8 page 45

This lesson gives the children practice of listening for and identifying the target sound.

1 Look and say.

- Ask the children to sound out the first word in each pair, focusing on the *ou* sound. Then ask them to read the second word in each pair, contrasting it with the *ou* word. Explain the meaning of any unknown words.

2 Listen and circle the word. 1•37

- Play the recording. The children listen and decide which word they hear from each pair, then circle the correct pictures.

 1•37

1 mouse 2 shut 3 mouth 4 flour 5 loud 6 peach

Other activities

- Ask the children to choose one of the *ou* words from the page. They walk around saying their word to other children. When they meet someone saying the same word, they join up into a group. Continue until all the children have found their groups.
- Teach the children this tongue-twister: *A loud mouse shouts in the house*. Have them repeat it slowly to begin with, focusing on the pronunciation of the *ou* sound. Then gradually get faster and faster.

Literacy Book Unit 8 page 46

This lesson gives the children practice of sounding out words and recognizing spelling patterns.

1 Say.

- The children read the words in the box and those beneath the pictures.

2 Write the rhyming words.

- The children find the rhyming word from the box for each of the labeled pictures and write the word on the line. Encourage them to look at the ends of the words for the spelling patterns.

3 Listen and repeat. 1•38

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

 1•38

1 mouse house
2 shout out
3 flour our
4 loud cloud

Other activities

- Have four children come to the front. Whisper a word to them, e.g.: *loud*, and ask them to make it from letter cards. Then ask for a volunteer from the class to read the word, the rest of the class repeats. The volunteer then swaps with one of the children at the front.

Literacy Book Unit 8 page 47

This lesson gives the children practice of reading aloud.

1 Listen and follow. Listen and repeat. 1•39

- Talk about the pictures with the children. Ask *What animal do you think lives in the house in the first picture?*
- Introduce the characters: Jay, Mick the mouse, and Grandma.
- Play the recording. The children listen and follow the text in their books. Explain the meaning of the text where necessary.
- Play the recording again, pausing for the children to repeat the text. Ask the children to identify all the *ou* words in the text (*mouse, house, out, flour, shouts*).
- If you like, you can ask children to identify the *ay* words (*Jay, today*).

 1•39

Where's Mick?

1 This is Jay.

Jay: Mick is my mouse. This is his house.

2 Today, Mick is out of his house.

Jay: Where is he?

3 Grandma is in the kitchen. Mick is in the kitchen, too.

4 Grandma drops the flour and shouts.

Grandma: Jay!

2 Read aloud.

- Encourage the children to read the text, checking their pronunciation.
- Invite groups of children to act out the story, using a toy mouse.

Literacy Book Unit 8 page 48

This lesson reviews the *ou* sound through a chant.

1 Listen and chant. 1•40

- Talk about the pictures. Ask the children to identify places, people and objects in the picture.
- Play the chant for the children to follow in their books. Explain any new language using the pictures.
- Play the chant again, pausing for children to repeat the words.
- Encourage children to say the chant. Start off slowly, then speed up a little as the children get more confident.

1•40

Where's the mouse?

Where's the mouse?

It's out of its house.

Where's the mouse?

Is it in the toy box

Or under the rug?

No. It's in the kitchen,

Hiding in a jug!

2 Point and say.

- Write *monkey, duck, drum, and tractor* on the board. Ask the children to sound out the words and find the objects in the picture. Encourage them to describe where each object is.

Literacy Book Unit 8 page 49

This lesson reviews words with the *ou* sound through a game.

1 Read and do.

- Give the children a minute to look at the words and pictures in the grid. Ask if there are any words that the children can read and have volunteers read them aloud to the class. Have the rest of the class repeat and do the action together. For *run around* you can tailor the action to suit your classroom. For example, children can just run around a table or a chair. Help the children with any words they have trouble reading.

2 Play a game.

- Explain the game to the children: you roll a dice and say the number. They have to say the instruction and do the action. When children are familiar with the game, they can play in pairs, rolling the dice and reading the instruction for their partner to do. They can check off each action performed. The first child to do all six actions is the winner.

Numeracy Book Unit 8

page 45 Concept: same/different

1 Match.

- The children draw lines to match the pictures that are the same.

page 46 Concept: adding coins in tens

1 Count and write.

- The children add the numbers on the coins and write the numbers in the boxes. They then complete the addition problems.

ANSWERS

$$60 + 20 = 80$$

$$10 + 30 = 40$$

$$50 + 40 = 90$$

$$30 + 70 = 100$$

page 47 Numbers 80, 90, 100

1 Color, count, and circle.

- The children color the numbers. They then count and circle the correct number of squares to match each number.

page 48 Subtracting (pairs that make 10)

1 Look, count, and write the numbers.

- The children count along the number lines and write the numbers in the boxes to complete the subtraction problems.

ANSWERS

$$10 - 3 = 7$$

$$10 - 1 = 9$$

$$10 - 5 = 5$$

$$10 - 4 = 6$$

$$10 - 8 = 2$$

$$10 - 9 = 1$$

page 49 Adding (pairs that make ten)

1 Color and match the pairs that make 10.

- The children color the words, numbers, and circles, then draw lines to match the pairs that add up to ten.

page 50 Concept: combinations

1 Color each shaker two colors. Choose from red, yellow, blue, and green.

- The children choose two colors to color each shaker. Ideally, they will use a different combination for each shaker (e.g.: red / yellow, yellow / green, green / blue, blue / red).

When do we change our clothes ?



Objectives

Familiarize children with new words for clothes
Introduce the unit topic

Language

New: tracksuit, shirt, sneakers, jeans, pajamas, slippers

Recycled: clothes

He / She's wearing a (shirt). It's big / small / blue / yellow.

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) wearing?* / *What color is (May's shirt)?* / *Who's wearing (slippers)?* etc. The children try to answer from memory. You can play this as a class or in teams.

Unit 9 Lesson 1 page 94

Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the track plays. 1.1

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review colors and body parts vocabulary.
- Prompt the children using question forms, e.g.: *What's this?* / *Is May wearing (a dress)?* / *What color are (Sam's shoes)?* / *What clothes can we wear on our (feet)?*
- Use the poster / flashcards to introduce the new clothes vocabulary.
- Play a matching flashcard game (with items on the poster).

2 Listen and point. 2.51

- Ask the children to find Bird. Ask *Where's Bird?* Discuss what Bird is doing.

- Play the recording for the children to listen and point to the items of clothing and then repeat the sentences, first chorally, then individually.

2.51

May's wearing jeans.

Anna's wearing pajamas.

Sam's wearing a tracksuit.

May's wearing a shirt.

Anna's wearing slippers.

Sam's wearing sneakers.

3 Listen and repeat. 2.52

- Play the recording, pausing after each word for the children to listen and repeat the new clothes words.

2.52

jeans

pajamas

a tracksuit

a shirt

slippers

sneakers

4 When do we change our clothes?

CRITICAL THINKING

- Introduce the Unit Question: *When do we change our clothes?* Focus on the picture. Encourage the children to talk about the clothes that the children in the picture are wearing and the clothes they have changed into. Talk about the clothes that fit and don't fit. Ask *Who do they belong to?* Talk about the time of day.

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

Activity Book Lesson 1 page 77

1 Trace. Color and say.

- The children trace over the words, then read the words and color the items of clothing in the main picture accordingly.

Play with me



Objectives

Practice the new structure and clothes vocabulary through a game

Language

Is he / she wearing (blue jeans)? Yes, he / she is. No, he / she isn't.

Materials

CD 2, Fifi puppet, Unit 9 Flashcards, Unit 9 Picture cards, Unit 9 Stickers

Unit 9 Lesson 2 page 95

Warmer

- Use the Fifi puppet and the flashcards to review the new clothes vocabulary from Lesson 1.
- Ask the children to take out their picture cards.
- Use the Fifi puppet to start a clothes chant. Fifi points to an item of clothing on the poster and asks *What's this?* The children chant *It's a shirt.* and hold up the correct picture card. The puppet then asks about another article of clothing and the children add the new word to the chant.

1 Point and say.

- Focus on the pictures in the Student Book. Ask the class to point and name the clothes in the pictures.
- Say one of the colors of the boxes bordering the clothes pictures and encourage the children to say the name of the clothes. Repeat for all the colors, increasing the speed as you go along.

2 Listen and stick. 2:53

- Introduce the new grammar by pointing to each picture and asking *Is he / she wearing a ... ? Yes, he / she is. / No, he / she isn't.* Continue to ask until you have identified the correct word.
- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to name the items of clothing on each sticker.
- Play the recording for the children to listen and find the correct place on the Student Book page for each sticker, then stick the stickers onto the page.

2:53

Boy: Is he wearing black jeans?

Girl: No, he isn't. He's wearing blue jeans.

Boy: Is she wearing purple slippers?

Girl: Yes, she is.

Boy: Is he wearing orange sneakers?

Girl: No, he isn't. He's wearing black and white sneakers.

Boy: Is he wearing a red shirt?

Girl: Yes, he is.

Boy: Is she wearing a purple tracksuit?

Girl: No, she isn't. She's wearing an orange tracksuit.

Boy: Is she wearing green pajamas?

Girl: Yes, she is.

3 Listen and play the game. 2:54

- Play the dialogue for the children to listen and repeat. Tell them they're going to play a guessing game.
- Ask three children to come up to the board and draw three men or three women wearing different clothes (including the new vocabulary and recycled clothing vocabulary from previous levels). They give the men or women numbers and write them on the board.
- One volunteer comes to the front of the class and chooses one of the drawings without telling anyone which he / she has chosen. They write the number of the character on a piece of paper.
- The rest of the children in the class take turns to ask yes / no questions until they guess who it is.
- Repeat the game several times with different drawings.

2:54

Boy: Is he wearing blue jeans?

Girl: No he isn't.

Boy: Is he wearing a green tracksuit?

Girl: Yes, he is.

Boy: It's number 1.

Girl: Yes!

Activity Book Lesson 2 page 78

1 Read, write, and draw.

- The children complete the questions with the words in the box. They then read the questions and answers and the sentences below the drawing frame, and draw the correct clothes on the picture of a boy / man.

ANSWERS

pajamas, sneakers, tracksuit, shirt

The boy / man in the picture should be wearing jeans, a shirt, and sneakers.

Read with me



Objectives

Read and understand a story

Language

New: take off, blanket, swap

My pajamas are too big / small.

Recycled: sticks, surprise, super

Is he putting on his (pajamas)? Is she playing with (sticks)? Yes, he / she is. / No, he / she isn't.

Materials

CD 2, Fifi Puppet, Unit 9 Poster, Unit 9 Flashcards, Unit 9 Word cards (optional), Unit 9 Picture cards, character cut-outs

Extra activity

Play a game of *Whole Class Snap!* with Fifi. The children need their own picture cards in a pile face down in front of them. Fifi turns over a flashcard and sticks it on the board, following by all the children turning their top card over and placing it face up next to their pile. If their card is the same as Fifi's on the board, they should shout out *Snap!* This game is more fun if it is played quite quickly, but there are no winners.

Unit 9 Lesson 3 page 96

Warmer

- Say the chant from Lesson 2 together. 2:54

1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story. Ask the children to say what they can see in the pictures and what the characters are wearing / doing.
- Talk about the first picture. Ask *What time is it? What is Fifi doing?*

2 Listen and point. Listen and repeat. 2:55

- 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.
- Use the Fifi puppet to explain the meanings of the new words in the story: *too big / small, swap, night, put on, take off*.
- Play the story again and encourage the children to "read" the speech bubbles. Listen to the story again, and this time pause the recording after each line so that the children can repeat the text.
- Invite children to act out the story in groups of three using the character cut-outs. Alternatively, you can give the children items of clothing to use to act out the story.
- You can ask the children to act out the story with the recording or with speech of their own, along with mimes and gestures.

3 Talk about the story.

- Ask questions about the story (e.g.: *Where are Fifi, Benny, and Prickly? What is Fifi doing? What does Fifi give Benny and Prickly? What is wrong with the pajamas? How do Benny and Prickly solve the problem? How do the animals feel at the end of the story?*) and encourage the children to answer.

CRITICAL THINKING

- Ask the children what they do with their clothes when they are too small for them (give them to a younger brother / sister, give them to charity, etc.).
- Talk about the value in the story. Ask *Do you think that Benny was very polite about Fifi's gift at first? How should we react when people do nice things for us?*

Activity Book Lesson 3 page 79

1 Read and circle the correct word(s).

- The children look at the pictures, then circle the correct words to complete the sentences. Invite children to read out their sentences to the class.

ANSWERS

great, great, too big, too small

Sing with me



Objectives

Practice the new language through a song

Language

New: morning, night

Recycled: glasses, jeans, slippers, pajamas, put on, take off

He's / She's (putting on) his / her (jeans).

Materials

CD 2, Unit 9 Flashcards, Unit 9 Poster

Extra activity

Play a game of *Pictionary*. Slowly draw an item of clothing on the board. Encourage the children to call out guesses about what you are drawing. The first child to guess the item correctly can take a turn to draw an item of clothing for the rest of the class. Alternatively, you can play this game in teams, drawing items of clothing for each team in turn and awarding one point for each correct guess made before the picture is finished.

Unit 9 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? Does Benny like his pajamas at first? Why not? What is wrong with Prickly's pajamas? What do Benny and Prickly do?*
- Review the new language from the previous two lessons with the Unit 9 poster. Say sentences to describe the people in the poster (e.g.: *She's wearing red pajamas.*). After each sentence the children should call out the correct name that the sentence describes (e.g.: *Anna*). Children can also play this game in pairs or small groups after several turns as a whole class.

1 Sing and do. 2:56

- Play the song through once. Tell the children to look at the pictures of Benny doing the actions for the first verse.
- Look at the pictures again and read the captions together.

- Practice the actions for the first verse and make up the actions together for the second verse.
- Sing and act out the song.

2:56

Ding dong, ding dong
It's time to get up.
Is he putting on his jeans?
Yes, he is.
Is he putting on his shirt?
Yes, he is.
Is he putting on his shoes?
Yes, he is.

And he's taking off his pajamas
that are red and very scratchy
and make his skin all patchy.
He's taking off his pajamas,
Yes, he is.
Scratch scratch.

Ding dong, ding dong
It's time to go to bed.
Is she taking off her tracksuit?
Yes, she is.
Is she taking off her socks?
Yes, she is.
Is she taking off her sneakers?
Yes, she is.

And she's putting on her pajamas
that are red and very scratchy
and make her skin all patchy.
She's putting on her pajamas,
Yes, she is.
Scratch scratch.

2 What are the children doing? Draw and say.

- Look at the children on the Student Book page and the maze. Focus their attention on the two pictures at the bottom and read the words together.
- Ask children what they do with their clothes in the morning (put on) and at night (take off).
- Point to the first boy and ask the children to draw his path through the maze and say what he's doing. (He's putting on his sweater.) Repeat for the other children.

Say it with me



Objectives

Practice words with the short *u* sound with spelling *oo*

Language

New: hook, wool

Recycled: pajamas, help, look, red

Materials

CD 2, colored pens / pencils / crayons

Extra activity

Write the new and recycled 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.

Unit 9 Lesson 5 page 98

Warmer

- Sing and act out the children's favorite song.

1 Listen and follow. Listen and repeat. 2:57

- Look at the picture together. Ask *Who can you see? What is Prickly wearing? Is Benny wearing his pajamas? Where are they?*
- 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 repeat the rhyme. Focus on the pronunciation of the new sound: *oo* in *look, wool, hook*.

2:57

Benny: Where are my pajamas?
Please help me look.

Fifi: Red wool pajamas,
hanging on a hook.

2 Listen and color. 2:58

- Tell children that they are going to listen to a boy coloring in the picture. Ask them to listen the first time for the colors that are used and to select those color pencils or pens. Then they should listen again for the objects and put a dot of color in each object. Pause the recording as necessary to check that the children have selected the correct objects.

- Ask the children to color in the objects in their own time. Listen once more and ask children to put their hands up when they hear a word with the *oo* sound (*book, foot*).

2:58

Boy: Can I color the books?

Adult: Sure. How many can you see?

Boy: Er, well there's one on the shelf.

Adult: That's right. Color the book on the shelf red.

Boy: Okay. And there's a book on the table.

Adult: Now color the book on the table blue.

Boy: Blue, right. What now?

Adult: Find Benny. Can you see the book under his bed?

Boy: Yes. Can I color it orange?

Adult: Sure. Color it orange. Now, can you see one more book?

Boy: Erm ... yes! There it is! It's under the chair.

Adult: Good boy. Color it yellow.

Boy: Yellow, okay. Finished!

Adult: Good job!

Optional activities

- Write a selection of short and long *oo* words on the board, e.g.: *look, boot, moon, foot, zoo, food, hook, pool, wool, book*. Read them aloud and ask the children to stand up if they hear the short *oo* sound and sit down if they hear the long *oo* sound. Then have children come to the board and circle the short *oo* words in one color and the long *oo* words in another color. Finally, practice reading the words together.
- Draw a picture of one of the following on the board: *hook, wool, look, book, foot*. Have the children say the word, then have a volunteer come and write the word next to the picture.
- You can extend the previous activity by introducing new words: *hood, good, wood, cook, woof*. Draw a picture and say the word, then see if children can work out how to spell it.

Activity Book Lesson 5 page 80

1 Color the pictures with the short *u* sound for spelling *oo*. Write.

- The children say the words for each of the pictures, then color the pictures with the short *oo* sound and write the correct words from the box under the pictures. They then write the correct word for each picture.

ANSWERS

Colored pictures: *wool, book, hook, foot*

All pictures: *boot, wool, book, balloon, hook, foot*

2 Read and draw.

- The children draw a picture to illustrate the sentence.

Follow me



Objectives

To learn about the importance of helping at home

Language

New: Put your (clothes) away. Then you can find (them).

Materials

CD 2, Unit 9 Picture cards

Extra activity

Play a game of *Snap!* using the clothes picture cards. The children can include clothes picture cards from previous levels if they have them. They play this game in pairs. They put their clothes picture cards together, shuffle them, and deal them out. The children take turns to place 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.

- Play the recording again, pausing after each line for the children to repeat.
- Talk about what happened and extend the discussion. Ask *Why is it important to be neat?* (Because it makes it easier to find things).

🔊 2•59

Boy 1: Where is my blue shirt? I can't find it.

Boy 2: Put your clothes away. Then you can find them.

Boy 2: Is this your blue shirt?

Boy 1: Yes, it is. Thanks.

2 Say and act out.

- Ask the children to act out the dialogue in pairs. 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. 🔊 2•60

- Play the chant and ask the children to follow the words in their books.
- Play the chant again for the children to join in.
- You can change a few words in the chant to make it about a classroom (*Leaving things on the floor / Keep your classroom*), then use it in future lessons whenever the children need to clean up the classroom.

🔊 2•60

Leaving clothes on the floor

Is a little bit lazy.

And messy rooms

Can drive you crazy.

Keep your bedroom

Clean and neat.

Then you can relax,

And put up your feet.

NOTE Bring different dress-up items to the next lesson for the children to look at. If children have their own costumes at home, you could have a dress-up day and invite them to come to school in costume.

Unit 9 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•56

CRITICAL THINKING

- Talk about helping at home. Ask the children to say what they do to help at home and why it is important to do these things.

1 Listen and follow. Listen and repeat. 🔊 2•59

- Look at picture 1. Ask *Where are the boys? What are they doing? What is the first boy looking for? Why can't he find it?*
- Look at picture 2 and ask *What does the boy in the red shirt have? How does the boy in the white T-shirt feel now?*
- Play the dialogue. The children listen and follow the speech bubbles in their books.

Activity Book Lesson 6 page 81

1 Clean up! Match.

- The children draw lines to match the things to the places they should be kept in.

ANSWERS

pencil and paper – desk, books – shelf, shoes and slippers – closet, jeans, tracksuit, and shirt – chest of drawers, sunglasses – dressing table

Explore with me



Objectives

To talk about costumes

Language

New: costume, cape, superhero, pirate, eye patch, tiara, fairytale, wand, scarf

This is (Max)'s favorite costume. Whose (hat) is this? It's (Eliot)'s.

Materials

CD 2, Unit 9 Picture cards, dress-up items / costumes

Extra activity

The children can use their clothes picture cards (including their clothes picture cards from previous levels if they have them) to play *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.: *I wear pajamas when I go to bed.*). If a child turns over a matching pair of cards, they can keep the cards. The children with the most cards at the end of the game are the winners.

a red cape, pajamas, and a red mask. Teach the new words using the pictures.

- Play the recording for the class to listen and follow the text on the page.
- Play the recording again pausing after each for the children to repeat.
- Ask the children which of the costumes they would choose to dress up in.

2•61

- 1 This is Max's favorite costume. He has a cape and a mask. Max likes to read superhero stories.
- 2 This is Eliot's favorite costume. He has a scarf and an eye patch. Eliot likes to read pirate stories.
- 3 This is Lara's favorite costume. She has a wand and a tiara. Lara likes to read fairytales.

2 Ask and answer questions: Whose eye patch is this? It's Eliot's.

- Pick up an item belonging to a child and ask another child *Whose (bag) is this?* Have them answer with the child's name, then model the use of the possessive 's: *It's ...'s*. Repeat with other items, gradually encouraging children to join in with the question.
- You can collect a few items from children around the class and put them in a bag. Invite children to take turns to take an item from the bag, hold it up to show the class, and ask *Whose (pencil case) is this?* The rest of the class tries to answer. The first child to answer correctly takes a turn to take an item from the bag.
- Look back at the pictures in the book and ask *Whose wand is this?* Repeat with other items, e.g.: *cape, mask, tiara*.

CLIL BOX: LANGUAGE ARTS

This lesson introduces some types of stories that children may be familiar with. Talk about specific examples of each type of story and broaden the discussion to include other types of story that the children like.

Read some of the stories as a class and ask the children which they liked most and who was their favorite character.

Unit 9 Lesson 7 page 100

Warmer

- Ask the children what they learned about in the previous lesson (the importance of helping at home). Play the chant from Lesson 6 and encourage the children to join in. 2•60
- Review the language from the unit by asking the children to talk about what clothes they wear to school / on the weekend / to go to parties / to go to bed / on vacation.
- Ask the children if they ever wear dress-up clothes / costumes and what they like to dress up as. Show different dress-up items for the children to look at.

1 Listen and follow. Listen and repeat. 2•61

- Ask the children to look at the Student Book page and tell you what they can about the pictures. Ask the children to describe any of the clothes they can see, e.g.: *He's wearing*

Think with me



Objectives

To think about costumes and stories
To play a game

Language

New: ballet shoe

Recycled: clothes, tiara, cape, eye patch, fairytales, pirate stories, superhero stories
He / she's wearing (a mask). He / She likes to read (fairytales). Whose (hat) is this? It's Sam's.

Materials

CD 2, Unit 9 Picture cards, a large box

Unit 9 Lesson 8 page 101

Warmer

- Ask the children to look at the photos in Student Book Lesson 7 and describe the costumes.
- Ask questions about the pictures, e.g.: *Whose cape is this?* and encourage the children to answer using the possessive 's.

1 Talk about the picture.

- Ask the children to identify the children and costumes in the picture. Ask *Whose hat is this?* and have the children answer *It's Sam's*. Repeat with the mask (May's) and the shoe (Anna's).

2 Match and say.

- Ask the children to look at the activity on the right-hand side of the page. Ask them to look at the costumes and identify the correct book for each child, drawing a line to match each child to the correct book.
- Point to each book in turn and ask *Whose book is this?* The children answer *It's (Sam's)*.
- Encourage the children to make further sentences, e.g.: *Sam likes to read pirate stories.*

3 Listen and sing. 2:62

- Play the song once through and ask the children to tell you which characters are mentioned. Make up actions and do them together as you listen again.

- Play the song again for the children to join in as much as they can.

2:62

Do you want a story?
Pick up a book.
What's it all about?
Let's take a look.

Pirates in a ship,
Sailing on the sea.
I can be a pirate,
You can sail with me.

Do you want a story?
Pick up a book.
What's it all about?
Let's take a look.

A secret superhero
In a mask and hood.
Be a superhero
Fighting for good.

4 Play the game.

CRITICAL THINKING

- Play *Whose shoe is that?* Ask all the children to take off one of their shoes and put the shoes in a large box.
- Close your eyes and pull out a shoe at random. Have all the children ask *Whose shoe is that?* Look at the children's remaining shoes and find the matching one, saying *It's (Jack's) shoe*. The child puts their shoe back on, then takes a turn to pull a shoe out of the box.
- To add a competitive element, you can either set a stopwatch as the child pulls the shoe out of the box and see who is quickest to find the matching shoe, or play the game in teams, asking a child from each team to pull a shoe out of the box at the same time and awarding one point to the first child to find the matching shoe.

Activity Book Lessons 7 and 8 page 82

1 Look and read. Complete the questions and answers.

- The children complete the questions with the words in the box, then look at the pictures of the children and write the answers.

ANSWERS

tiara, hat, Jamie's, mask, It's Tom's

Show me



Objectives

To practice the language from the unit through a game

Language

clothes, boy, girl

Is he / she wearing (jeans)? Yes, he / she is. / No, he / she isn't.

Materials

CD 2, Fifi puppet, Unit 9 Poster, Unit 9 Picture cards, blank pieces of paper, colored pencils

Extra activity

Mime putting on an item of clothing. The children guess what you are putting on (e.g.: *You're putting on a sweater.*). The first child to guess correctly can take a turn to mime putting on an item of clothing for the rest of the class to guess.

Describe a child in the class (e.g.: *He / She's wearing a green T-shirt and a brown jacket. He / She's wearing blue jeans and white sneakers.*). The children try guess who you are describing (e.g.: *It's Maria!*). The first child to guess correctly can take a turn to describe another child for the rest of the class to guess.

If your class wear school uniforms, you could play a version of this game using the characters in the posters. The first child to work out who is being described runs to the poster and points to the person.

Unit 9 Lesson 9 page 102

Warmer

- Sing the song from Lesson 8. The children can add actions where possible. 🎵 2•62

1 Look at the poster. Read and write.

- Use the Fifi puppet to talk about the poster. The children take turns to identify the clothes on the poster.
- Use the poster to review / consolidate words linked to the clothes (colors, size, etc.).

CRITICAL THINKING

- Focus on the activity on the left of page 102. Tell the children that they are going to write some answers to four questions about the poster.
- Talk about the kinds of clothes we wear and the different times we wear them. Talk about how weather affects our clothing choices. Talk about dressing for different occasions / activities and for fun and how that affects our choices.
- Ask the children the first question *Is Sam wearing a yellow shirt?* and elicit *Yes, he is* or *No, he isn't*. Point to Sam on the poster to check. The children answer the other questions individually.
- Once you have gone through the answers orally, tell the children to read the questions again and write their answers in their books. Go round and help where necessary.
- Check answers by having children ask and answer the questions in pairs.

2 Play the game.

- Look at the main picture and read the speech bubbles together. Ask the class what they think the two children are doing.
- Ask everybody to draw a picture of a boy or a girl wearing colorful clothes.
- Put the children into pairs and sit them back to back. Give one child a new blank piece of paper. The other child keeps his / her drawing and doesn't show his / her partner. The partner with the blank piece of paper asks questions and draws / completes his / her picture depending on the answers the partner gives. At the end, they compare their pictures and see how similar they are.
- Then the children can swap roles and they draw and describe the other picture.
- Invite pairs of children to talk about how their pictures are the same / different.

3 When do we change our clothes?

CRITICAL THINKING

- Ask the class the big question for this unit: *When do we change our clothes?*
- Talk about the kinds of clothes we wear and the different times we wear them. Talk about how weather affects our clothing choices. Talk about dressing for different occasions / activities and for fun and how that affects our choices.

NOTE You will need to bring a wide variety of dress-up items to the next lesson (as in the pictures on Student Book page 103). You can ask the children to bring in dress-up items to add to the project.

Show and Tell



Objectives

To make dress-up costumes

Language

New: king

Recycled: clothes, tiara, scarf, cape, pirate, princess

I'm wearing (a red cape).

Materials

CD 2, colored pens / pencils / crayons, a wide variety of dress-up items for the children to choose from to make their costumes as in the pictures on Student Book page 103, a large box, a (video) camera (optional)

Extra activity

Write the headings *Clothes / 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 things you can wear / colors / parts of the body*. You can play this as a game in two teams, asking children from each team in turn to name three items and awarding one point for each correct answer.

costumes to dress up as their favorite characters from stories.

- Look at the large picture and speech bubble together. Ask what the children have dressed up as.

2 Dress up as your favourite story character.

- Place all the dress-up items in a large box. The children choose items from the box to make a costume for their favorite story character.
- Move around the class as the children put on their costumes. Ask the children to tell you about their costumes, e.g.: *What's this? What character are you? What story is this character from?*

3 Show and tell.

- Encourage the children to come to the front of the class and talk about their costumes, saying what they are wearing, what color each item is, what character they are dressed up as, and what story their character is from.
- If possible, the children can show their costumes to other children or adults.
- Alternatively, the children can do a storybook character fashion show. They talk about their characters and what they are wearing. If possible, film the fashion show (or take lots of photos) so that everyone can watch it together (or talk about the photos and use them to make a classroom display) later.

Unit 9 Project Activity Book page 83

1 Dress the character. Color, cut, and stick.

- The children choose a costume for their outline, then color, cut, and stick it onto their outline to make a character. Invite children to show their characters to the class and talk about them.

Unit 9 Lesson 10 page 103

Warmer

- Collect a few items from children around the class and put them in a bag. Invite children to take turns to take an item from the bag, hold it up to show the class, and ask *Whose (ruler) is this?* The rest of the class tries to answer. The first child to answer correctly takes a turn to take an item from the bag.
- Hold up the dress-up items that you have brought to class and ask the children to name the items. Teach any unknown words. Ask the children what kind of character wears each item and what kind of story each character is from.

1 Talk about the pictures.

- Ask the class what the children are doing in the first two pictures. Establish they are choosing and putting on

Literacy Book Unit 9 page 50

This lesson introduces the new sound and is aimed at enabling children to identify it. As well as using the recording, you can help by exaggerating the sound.

1 Listen and point. Listen and repeat. 1-41

- Write the word *boot* on the board and ask children to sound it out. Ask them what sound the *oo* makes. Tell them that today they are going to learn another sound that these letters can make.
- Play the recording for the children to listen and point to the letters and pictures.
- Play the recording again for the children to listen and repeat the sound and the words.
- Point to the pictures and ask the children to say the words, first chorally, then individually.

 1-41

O O says *oo*, *book*, *foot*, *wood*, *hook*, *hood*, *wool*

Other activities

- Ask children if they know any other words with this sound, e.g.: *look*. If children suggest words with the long *oo* sound, e.g.: *zoo*, focus on the difference. Say *Listen. Zoo* (exaggerating the length of the vowel sound). *Book*.
- Write the letters *oo* on the board. Say *book* and ask the children what sound it begins with (*b*). Write the *b* at the beginning of the word and have them blend the two sounds: *b-oo*. Ask the children what sound the word ends with (*k*). Write the *k* at the end of the word and have them blend the three sounds: *b-oo-k*. They can copy the word beneath the picture in their books. Repeat with other words from the page.
- Ask children to identify the rhyming pairs on the page: *book* / *hook*, *wood* / *hood*.

Literacy Book Unit 9 page 51

This lesson gives the children practice of listening for and identifying the target sound.

1 Listen and join the words with the short *oo* sound. Listen and write. 1-42

- The children listen to the recording. If they hear the short *oo* sound, they join the picture to the letters in the middle of the page.
- Play the recording as many times as needed. If children are unsure, ask them to say one of the words from the previous page and decide whether the vowel sound is the same or different.
- Play the recording again. The children listen and, for the words they have joined, choose the word that matches from the box and copy it below the picture.
- Repeat the recording as necessary, and help children to identify the sounds at the beginnings of the words and match them to letters.
- If you like, you can ask the children to spell the other two words (*cloud*, *rug*).

 1-42

1 *look* 2 *woof* 3 *cloud* 4 *book* 5 *rug* 6 *cook*

ANSWERS

1 *look* 2 *woof* 4 *book* 6 *cook*

Other activities

- Do actions for the different *oo* words on the page, e.g.: hand above your eyes for *look*, barking like a dog for *woof*, hands open for *book*, stirring a saucepan for *cook*. Have children watch and tell you which word you're acting out, then have volunteers do actions for the class.

Literacy Book Unit 9 page 52

This lesson gives the children practice of sounding out words and recognizing spelling patterns.

1 Say.

- The children read the words aloud. Encourage them to sound out the words and decide whether the sound in the middle is a long or short *oo* (use clapping and stretching actions, as in "Other activities" below).

2 Listen and repeat. 1-43

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

 1-43

1 *foot* 2 *stool* 3 *look* 4 *hook* 5 *moon* 6 *good*
7 *spoon* 8 *hoop*

3 Write the words in the boxes.

- Ask the children to look at the boxes and read the words (*stool*, *good*). Ask which has a long *oo* sound and which short. Explain that they should write all the long *oo* words from activity 1 in the *boot* box, and all the short *oo* words in the *book* box.
- Fast finishers can add other words they know to the boxes.

ANSWERS

short *oo*: *foot*, *look*, *hook*, *good*

long *oo*: *stool*, *moon*, *spoon*, *hoop*

Other activities

- Teach children actions for the long and short *oo* sounds, e.g.: pulling their hands apart as though stretching something for long *oo* and clapping for short *oo*. Say long and short *oo* words and have the children do the appropriate action.
- Write a short *oo* pattern on the board, e.g.: *ook*. Have the children sound it out, then practice with different initial sounds, e.g.: *book*, *cook*, *look*, *hook*.

Literacy Book Unit 9 page 53

This lesson gives the children practice of reading aloud.

1 Listen and follow. Listen and repeat. 1-44

- Talk about the pictures with the children. Look at the title together and break the word *Dy-na-man* into its three syllables, having the children sound each one out separately before putting them together. Teach the word: *crook*.
- The children listen to the audio and follow the text in their books. Explain the meaning of the text where necessary.
- Play the audio again, pausing for the children to repeat the text. Ask the children to identify all the short *oo* words in the text (*looking*, *crooks*, *crook*, *good*, *book*).

- If you like, you can ask children to identify the *ea* words (*stealing, real*).

 1•44

Dynaman

- 1 This is Dynaman. He's looking for crooks.
- 2 There's a crook, Dynaman! He's stealing a bag. Stop him!
- 3 Dynaman stops the crook and gets the bag. Good job, Dynaman.

Woman: Thank you!

4

Boy: Mom, is Dynaman real?

Mom: No, he's just in a book.

2 Read aloud.

- Encourage the children to read the text, checking their pronunciation.
- Invite groups of children to act out the story.

Literacy Book Unit 9 page 54

This lesson reviews the short *oo* sound through a chant.

1 Listen and chant. 1•45

- Talk about the pictures. Ask the children to identify the places, people, and objects in the picture.
- Play the chant for the children to follow in their books. Explain any new language using the pictures.

 1•45

There's a crook in a hood.

Look, here's Dynaman.

He is strong, he is good.

Dynaman, Dynaman.

Get the bag, get the crook.

Thank you, Dynaman.

Is he just in a book?

Dynaman, Dynaman.

2 Find two hoods in the picture.

- Ask children to look at the picture again and find two people with hoods.

Literacy Book Unit 9 page 55

This lesson reviews words with the short *oo* sound through a game.

1 Choose six words and write.

- Ask the children to read the words in the word pool. Then ask them to choose six of the words and write them in the numbered boxes below.

2 Play a game.

- Explain the game to the children: you will say a number 1–6 and they have to get up and walk around saying the word they wrote in that box. If they find a partner saying the same word, they can both sit down. Check that the children understand the instructions, then say *Number three: go!*
- Any children left standing once the others have paired up have to do a forfeit, e.g.: ten star jumps or hopping around the classroom.
- Repeat until you have done all the numbers 1–6.

Numeracy Book Unit 9

page 51 Concept: sequences

1 What's next? Draw.

- The children draw two pictures to complete each sequence.

ANSWERS

sneaker, sun hat

skirt, jeans

shorts, hat

sneakers, sneakers

skirt, sun hat

page 52 Numbers 10–100

1 Color and match in order.

- The children color the numbers, then draw lines to join the numbers in order.

page 53 Arithmetic (subtraction)

1 Count and write.

- The children count the squares and write the numbers to complete the subtraction problems.

ANSWERS

$$24 - 4 = 20$$

$$27 - 7 = 20$$

$$25 - 5 = 20$$

$$29 - 9 = 20$$

$$22 - 2 = 20$$

page 54 Numbers 1–100, Concept: bigger/smaller

1 Which number is bigger? Color.

- The children color the biggest number from each pair in the box.

page 55 Arithmetic (addition and subtraction)

1 Write the missing numbers.

- The children write the missing numbers to complete the problems.

ANSWERS

2, 1, 2, 5

1, 2, 1, 2

page 56 Adding and subtracting

1 Color the crayons. Count and color the picture.

- The children do the problems, then color each item with the crayon that matches the answer.

Revision Story 3 – Little Lukie



Objectives

Review language and structures from Units 1–9
Read and understand a story
To learn about the value of being brave

Language

Vocabulary and structures from Units 1–9

New: noise, gorgeous, another, butter, sweet, perfect, bite

Materials

CD 2, Fifi puppet, Units 1–9 Flashcards, Unit 9 poster, Units 1–9 picture cards, costumes, masks, and props for acting out the story (optional)

Extra activities

Use the flashcards from Units 1–9 to review vocabulary from previous units – *What's missing?*

Revision Story 3 pages 104–105

Warmer

- Play a game of *Bingo!* using the clothes picture cards and the Unit 9 poster. Tell the children to choose six clothes picture cards and place them on their desks.
- Point to items of clothing on the poster and ask the children to call out the words. If a child has the picture card for the word you point to, they can remove that picture card from their desks. The first child to remove all their cards should call out *Bingo!*

1 Talk about the pictures.

- Use the Fifi puppet to introduce the story.
- Look at the first picture frame in the story. Introduce Little Lukie, his father and mother. Ask the children what jobs they think Lukie's parents do. Ask the children to say what Little Lukie is wearing.
- Help the children to identify the new characters and any objects they recognize in the rest of the pictures. Ask questions to prompt the children: *Who's this? What's this? What color is the ... ?*

2 Listen and point. Listen and repeat. 2•63

- Play the story for the children to listen and point to the story frames.
- Pause to explain anything that the children might not understand. Focus on the new vocabulary, then listen again all the way through. Pause after each line for children to repeat.

3 Talk about the story.

CRITICAL THINKING

- Encourage the children to talk about the story. Ask *What do the tigers take from Lukie? What jobs do Lukie's parents do? What do the tigers turn into? Why? What does Lukie's dad do with the butter? What do the pancakes look like?*
- Name other animals and ask the children to say what each animal behaves like (help them by asking questions, e.g.: *Are (tigers) (scary / friendly)? What do (tigers) eat?*).
- Write the phrase *Little Lukie* on the board. Ask the children to say which sound each word begins with. Ask the children to find other pairs of words in the story that start with the same sound (e.g.: *coolest cat, perfect purple pants, shiny silver slippers, beautiful blue shirt, gorgeous green glasses*). Ask the children to think of words that begin with the same sound as their name, then choose their favorite and tell the class (e.g.: *Clever Carlos, Super Sara*, etc.).

4 Act it out.

- Assign roles to groups of children and ask the groups to learn some of the phrases or make noises when their characters appear. Play the story again for the children to say their phrases / make their noises.
- Assign individual roles and ask the children to act out the story. Provide masks, costumes, and other props. Act as the narrator while the children act out the story and sing the songs. You could use this as a play to act out for parents or other classes.

Activity Book Review 3 pages 85–86

1 Find and circle the differences. Say. page 85

- The children find five differences in picture 2 and tell the class or a partner.

1 Look and write. Complete the sentences and say. page 86

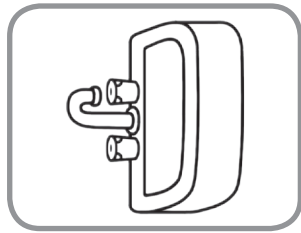
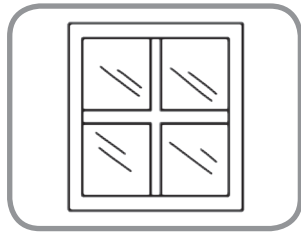
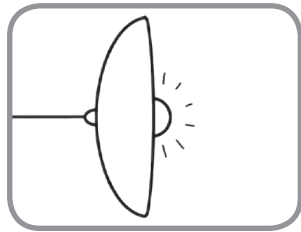
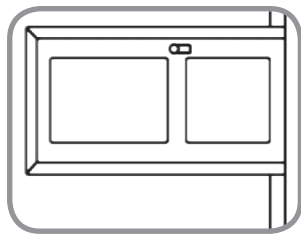
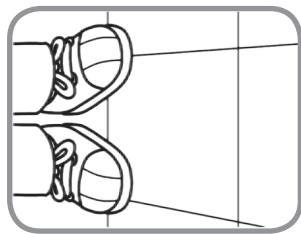
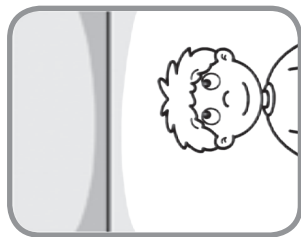
- The children write the words under the correct headings.
- The children choose the word that is true for them and copy it to complete each sentence. They then read their sentences to the class or a partner.

2 Color for you.

- The children think about their progress in Units 7–9 and color the number of stars that they think best represents their progress.

Progress Check

1 Read and match.



floor

light

ceiling

window

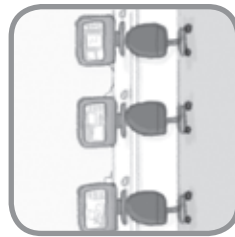
sink

door

2 Circle the correct words.



We have lessons in the
classroom / schoolyard.



We use computers in the
art room / computer room.



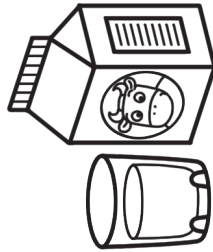
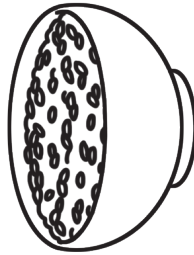
We paint pictures in the
schoolyard / art room.



We play football in the
computer room / schoolyard.

Progress Check

1 Circle the correct words.



fruit

pasta

meat

salad

rice

milk

sandwiches

meat

milk

pasta

vegetables

yogurt

vegetables

rice

fish

milk

fruit

bread

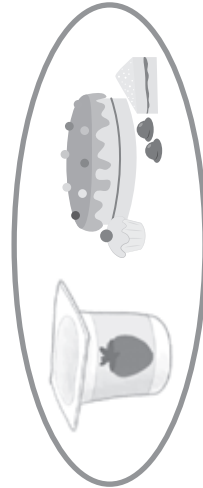
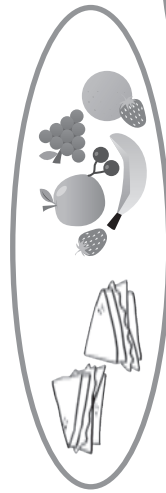
2 Read and match.

I have cereal with milk for breakfast.

I have sandwiches and fruit for lunch.

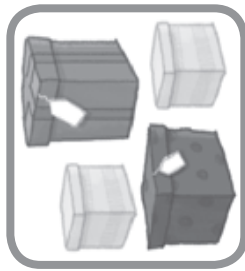
I have fish with vegetables and rice for dinner.

I have yogurt or cake for dessert.



Progress Check

1 Count and write. Then circle the correct words.



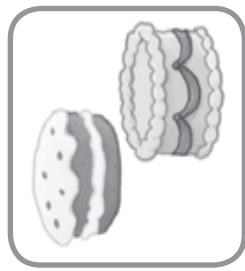
There are 4

presents / games.



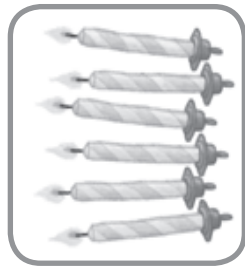
There are ____

masks / candles.



There are ____

cakes / cards.



There are ____

candles / cakes.



There are ____

cards / presents.

2 Write the missing months.

March

~~January~~

November

July

May

September

January

February

April

June

August

October

December

Revision Progress Check

1 Read and circle.



This is the
ceiling / window.



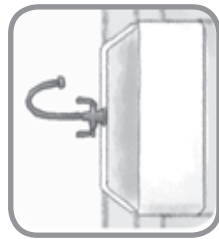
We walk on the
floor / door.



This is the
sink / light.



Look at the
wall / window.



We wash our hands
in the sink / ceiling.

2 Read and match.

I like vegetables.

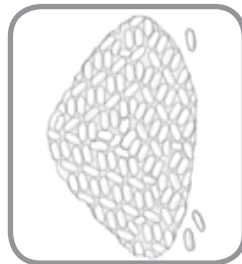
Do you like pasta?

I have milk for breakfast.

We like meat.

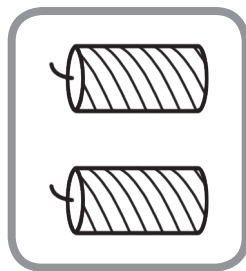
Do you like fruit?

I eat lots of rice.



Revision Progress Check

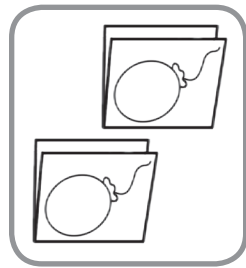
3 Write the correct words.



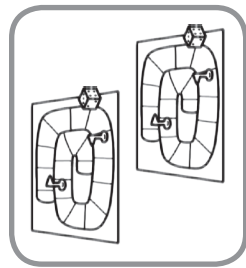
There are

candles

on my cake.

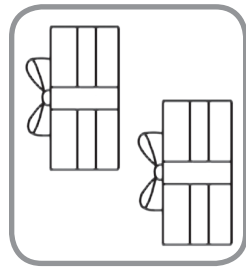


I have lots of

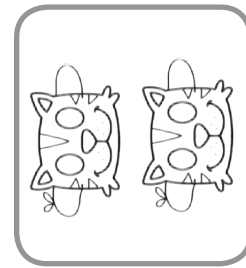


I play

on my birthday.

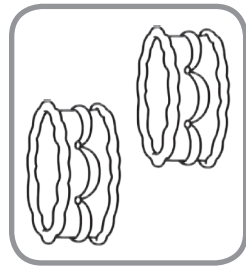


These are my



We have

for the party.



There are

at the party.

4 Write the months in order.

March

October

~~January~~

November

July

April

February

August

May

September

June

December

1 January

2

3

4

5

6

7

8

9

10

11

12

1 Read and match.

I want to go to the library.

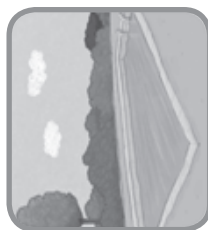
I want to go to the swimming pool.

I want to go to the zoo.

I want to go to the park.

I want to go to the supermarket.

I want to go to the coffee shop.



2 Write the numbers.

twenty-eight

twenty-five

twenty-seven

twenty-two

28

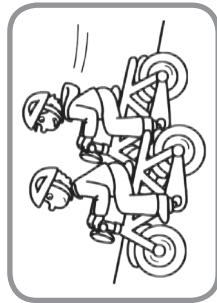
twenty-one

twenty-six

twenty-nine

twenty-four

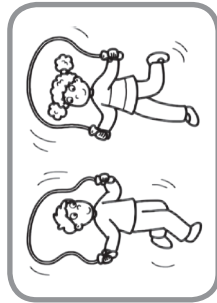
1 Read and circle.



Are they roller-skating?

Yes, they are.

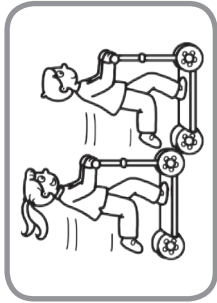
No, they aren't.



Are they jumping rope?

Yes, they are.

No, they aren't.



Are they riding bikes?

Yes, they are.

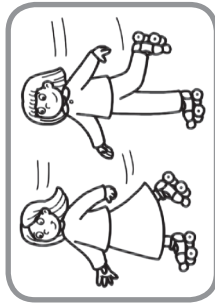
No, they aren't.



Are they dancing?

Yes, they are.

No, they aren't.



Are they riding scooters?

Yes, they are.

No, they aren't.



Are they running?

Yes, they are.

No, they aren't.

2 Read and color the correct balls.

We're playing basketball.



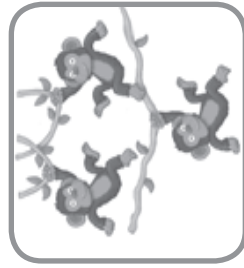
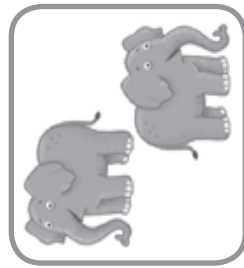
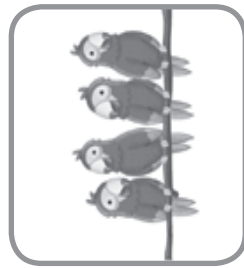
I'm playing soccer.



Progress Check

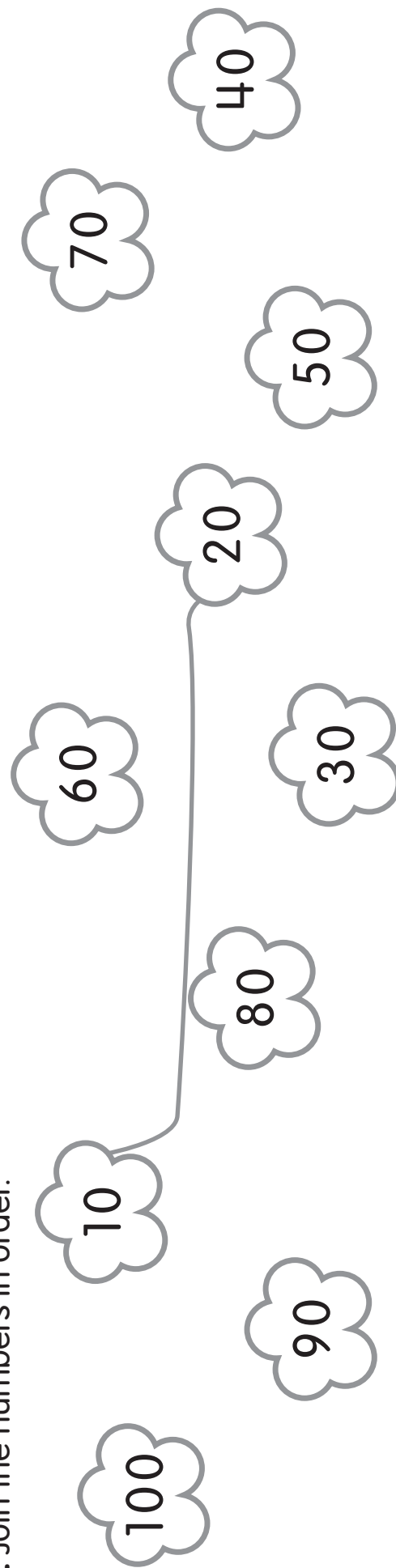
1 Write the correct words.

elephants giraffes crocodiles monkeys lions parrots



The _____ have long necks. There are four _____. The _____ have long tails. There are three _____. The _____ have big teeth.

2 Join the numbers in order.



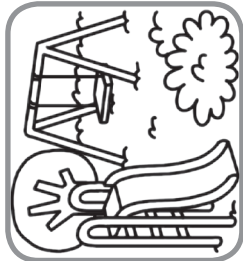
Revision Progress Check

1 Write the correct words.

library



coffee shop



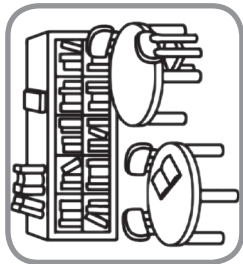
zoo



park

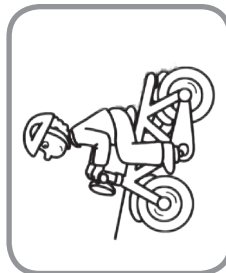


supermarket



2 Read and match.

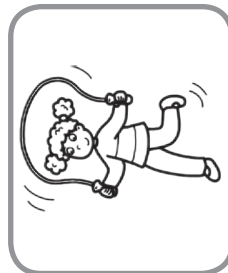
She's riding a scooter.



She's roller-skating.



She's jumping rope.



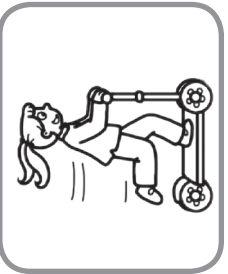
She's dancing.



He's running.

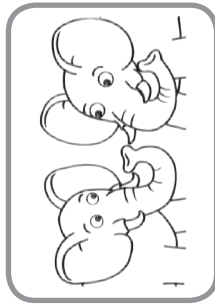


He's riding a bike.

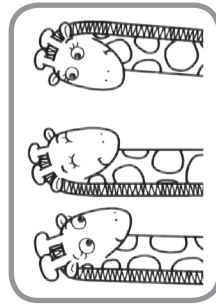


Revision Progress Check

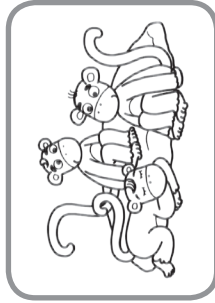
3 Circle the correct words.



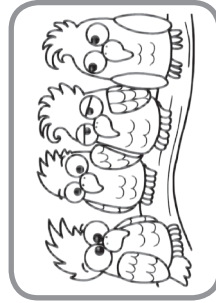
The elephants / lions
have big ears.



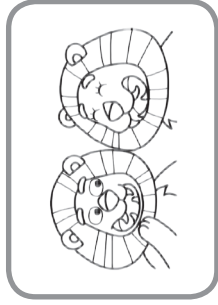
The crocodiles / giraffes
have small ears.



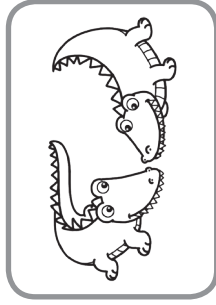
The parrots / monkeys
have long tails.



The parrots / elephants
have short legs.



The lions / giraffes
have long hair.



The monkeys / crocodiles
have big teeth.

4 Write the missing numbers.

10

40

50

70

100

Progress Check

She's a firefighter.

He's a taxi driver.

She's a doctor.

He's a chef.

She's a vet.

He's a police officer.

2 Write the words.

A zookeeper works in a zoo.

A doctor works in a _____.

A firefighter works in a _____.

A police officer works in a _____.

A teacher works in a _____.



~~007~~

fire station

school

hospital

police station

Progress Check

1 Circle the correct words.



drum

flute

piano



piano

shaker

tambourine



flute

drum

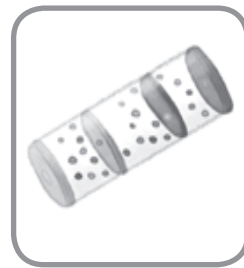
guitar



shaker

guitar

flute



shaker

tambourine

drum

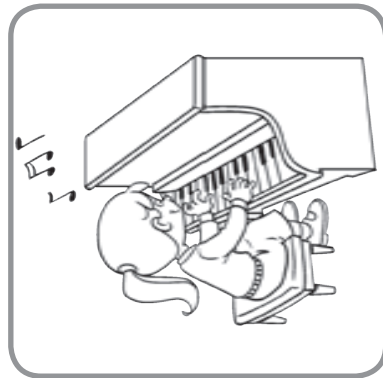
2 Write the words.

violin

trumpet

clarinet

~~piano~~



She's playing the

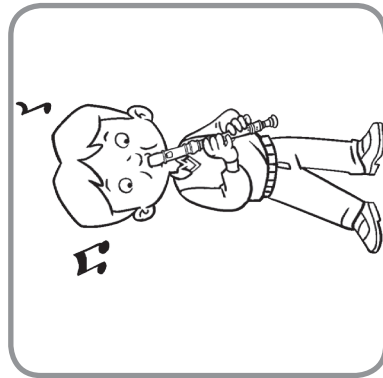
piano



We're playing the



They're playing the

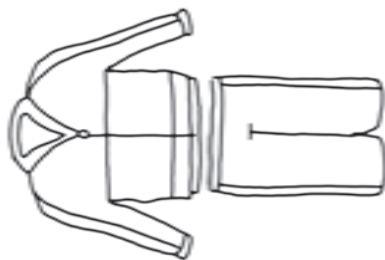
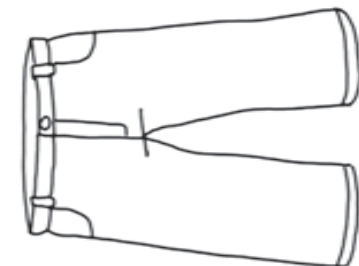


He's playing the

Progress Check

1 Read, choose, and color.

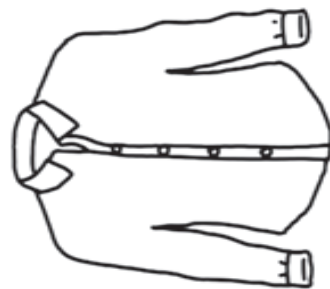
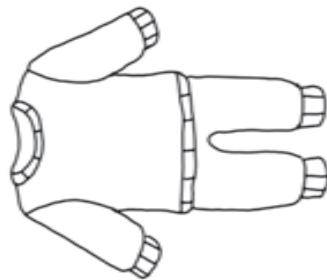
blue jeans



yellow slippers



red pajamas



2 Write the words.

mask

~~cape~~

dress

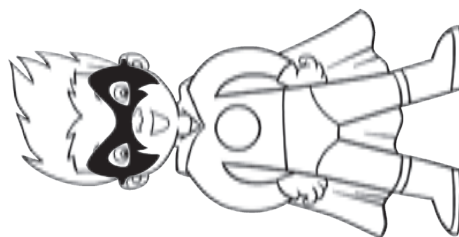
hat

It's Tom's cape.

It's Emily's _____.

It's Jamie's _____.

It's Tom's _____.



Tom



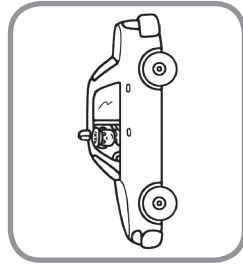
Jamie



Emily

Revision Progress Check

1 Circle the correct words.



He's a

taxi driver /

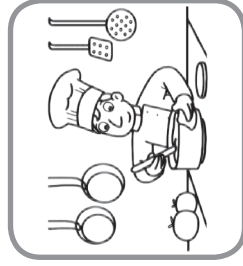
vet.



She's a

vet /

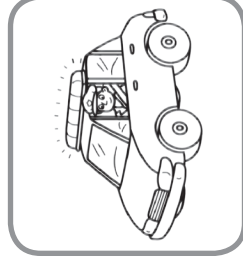
police officer.



He's a

firefighter /

chef.



He's a

chef /

police officer.



She's a

firefighter /

zookeeper.

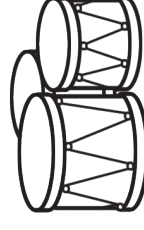
2 Read and match.

Can you play the piano?

She's playing the
tambourine.

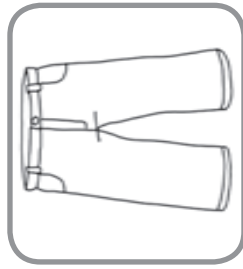
He can play the guitar.

Can you play the drum?

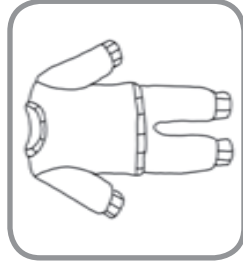


Revision Progress Check

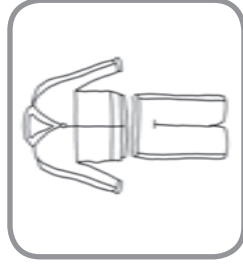
3 Write the correct words.



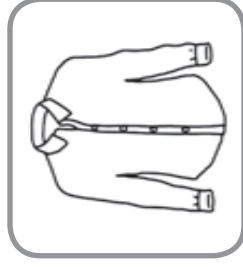
These are my jeans.



I wear my _____
to go to bed.



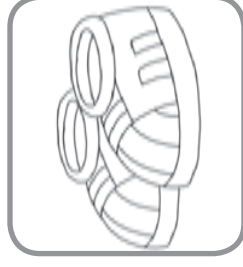
This is my new _____.



I'm wearing my _____
today.



I wear my _____
in the house.



We wear _____
to _____
play in the park.

4 Count and write.

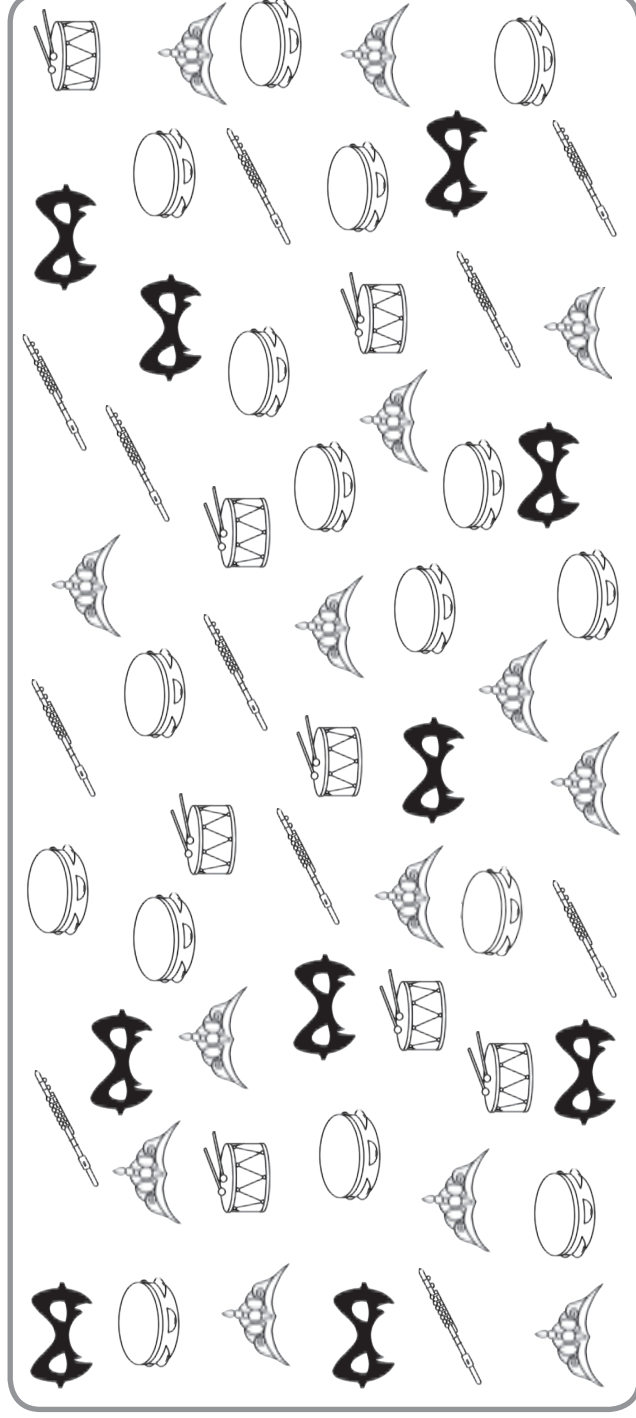
There are 14 tiaras.

There are _____ masks

There are _____ tambourines.

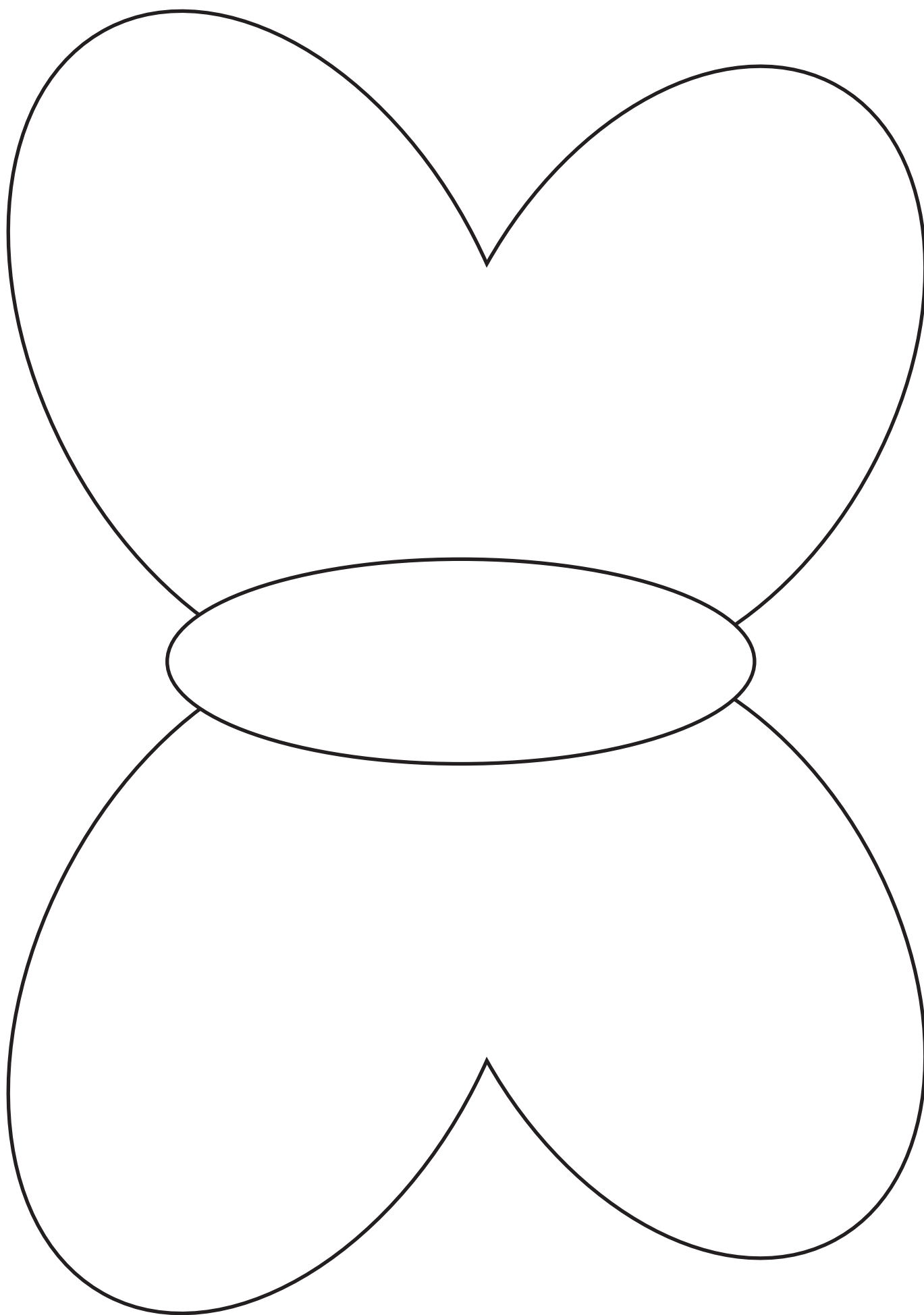
There are _____ flutes.

There are _____ drums.



Wordlist

| | | | | | |
|---------------------------------|-----------------|------------------------|--------------------------------|-----------------|-----------------|
| actor | count | hanging | open (the door/ your books) | schoolyard | swing |
| another | crocodile | Happy birthday! | over there | shaker | table tennis |
| art room | cross | hat | paddle | sharp | tail |
| ballet shoe | cross your legs | have a nice day | pajamas | shiny | take off |
| basketball | cry | helping | park | ship | talk |
| bat | dance | here | parrot | shirt | tall / taller |
| beads | deer | hiss | party | short / shorter | tambourine |
| beans | dessert | hit | pasta | shout | taxi driver |
| better | dinner | hook | peaches | shy | teeth |
| birthday | doctor | horrible | peas | sick | there |
| birthday cake | door | hospital | perfect | sign | thin |
| bite | drive | hot | piano | silver | thirsty |
| black | drums | hurting | picture | sing | tiara |
| blanket | eat | ice cream shop | pirate | singer | toad |
| body | elephant | jeans | plate | sink | touch |
| boots | eraser | jump | play | sit | tracksuit |
| box | eyes | king | point | skip | treasure (hunt) |
| bread | fairytale | kitten | police officer | sky | trick |
| breakfast | fantastic | knock (on the door) | police station | sled | truck |
| butter | fast / faster | know | pool | sleep | trumpet |
| butterfly | favorite | library | present | slippers | try on |
| by | finish | light | prickles | slower | turn |
| cake | fire station | lion | quieter | sneakers | turn on |
| candle | fire truck | lonely | quietly | snore | uniform |
| cape | firefighter | long | race | soccer | use |
| card | fit | look | rat | socks | vegetables |
| catch | flip | loud | read | something | vet |
| ceiling | floor | louder | rice | sounds | violin |
| cereal | flute | lovely | ride a bike | sparkling | wait |
| chef | fly (a kite) | lunch | ride a scooter | spin | walk |
| children | foal | mask | river | stairs | way |
| chop | frog | meat | rock | stamp your feet | welcome |
| classroom | fruit | milk | roller skate | stand (up) | win |
| climb | fun | monkey | rope | stars | window |
| clock | game | morning | run | stay | wings |
| close (the door/ your books) | get married | mouth | run | stop | wool |
| coffee shop | giraffe | necklace | safe | story | work |
| come in | good for you | net | salad | stretch | zoo |
| computer | gorgeous | night | scaly | superhero | zookeeper |
| computer room | growl | noise | scared | supermarket | zooming |
| cool | guitar | nurse | scary | sweet | |
| costume | hairy | o'clock | school | swim | |
| | | | | swimming pool | |



Swimming pool



Zoo

Library

Supermarket

Coffee shop

Park

Ice cream shop

Swimming pool



Zoo

Library

Supermarket

Coffee shop

Park

Ice cream shop

Swimming pool



Zoo

Library

Supermarket

Coffee shop

Park

Ice cream shop

Swimming pool



Zoo

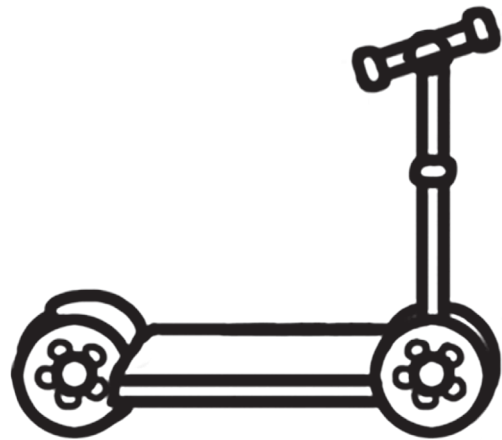
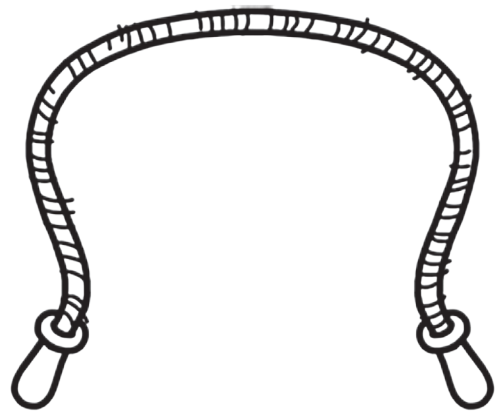
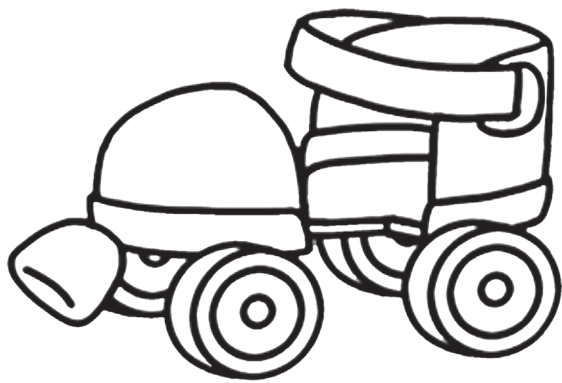
Library

Supermarket

Coffee shop

Park

Ice cream shop



ceiling

floor



door

sink

light

window

fruit

vegetables



rice

pasta

meat

milk

cards

presents



cakes

candles

games

masks

zoo

library



coffee shop

supermarket

park

**swimming
pool**

running

dancing



**riding
a bike**

**riding
a scooter**

**jumping
rope**

**roller
skating**

elephants

monkeys



giraffes

lions

crocodiles

parrots

firefighter

**police
officer**



nurse

vet

taxi driver

chef

piano

guitar



flute

tambourine

drums

shaker

shirt

slippers



tracksuit

sneakers

jeans

pajamas

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Revision progress check 1–3: Mike Byrne p.127, Silvia Sponza p.128

Unit 4: Mike Byrne p.129

Unit 5: Silvia Sponza p.130 (section 1), Jorge Santillan (balls/section 2)

Unit 6: Mike Byrne p.131

Revision progress check 4–6: Silvia Sponza p.132, p.133

Unit 7: Mike Byrne p.134 (zoo, hospital, fire station, police station, school/
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Unit 8: Mike Byrne p.135 (section 1), Jorge Santillan (section 2)

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