

## My Little Island





# 3



## My Little Island



### **My Little Island** – Where the adventure begins!

Welcome to **My Little Island**, a three-level pre-primary course that starts children on their journey of learning English! Children will be inspired to learn with engaging characters and fun activities.

#### **For pupils**

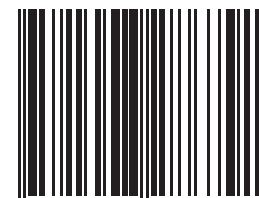
- Pupil's Book with stickers & CD-ROM
- Activity Book with Songs & Chants CD

#### **For the teacher**

- Teacher's Book
- **Active Teach** interactive whiteboard software
- Class Audio CD
- Picture cards
- Posters
- Big Book
- Squirrel puppet

[www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland)

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# TEACHER'S BOOK

## My Little Island

3



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and Associated Companies throughout the world.

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## Course and Philosophy

*My Little Island* is a three-level course for teaching English to 3 to 5-year-old children whose first language is not English. It is based on four over-arching beliefs:



**Sammy the Squirrel**

1. Realities of the child's world must be at the core of the course and the basis for materials chosen.
2. A learner who is engaged will learn better.
3. Each child is unique in personality, interests, and learning styles and will benefit from materials that reflect this.
4. Successful learning only occurs when skills presented build on each other and are reviewed meaningfully.

This unique and engaging course takes children on an exciting fantasy-island adventure with characters their own age.

The course introduces two new characters at each level with whom children can identify. Each level has nine units. After an introductory welcome unit, there are eight thematic units which are recycled and build on each other at each level of the course. In the Level 3 welcome unit, children meet Sue and Lou, and revise vocabulary from previous levels. They also meet Sammy the Squirrel again, the course mascot (a puppet), who appears throughout the course and supports children as they learn (when he isn't getting into mischief!).

The course is designed to help children learn to communicate in English through a four-skills-based approach that builds increasing language proficiency through prereading/reading, prewriting/writing, listening, and speaking lessons and activities. For example, children start off listening to and looking at picture stories and advance in the upper two levels to reading along with stories that have simple text. Children progress from drawing simple lines to tracing letters in words. Listening and speaking skills, which are critical for language learning, are developed throughout the course with increasing emphasis in later levels.



**Kimmy**



**Timmy**

**Level 1**



**Billy**



**Lilly**

**Level 2**



**Lou**



**Sue**

**Level 3**

The course uses a natural approach to teaching language through TPR® (total physical response). Associating gestures with vocabulary and language structures builds a positive attitude and confidence, while at the same time, helps children attach meaning to the language they are learning. The opening scene in each unit shows characters engaged in activities and includes a song about what they are doing, along with suggested actions for children to do. Lessons build, using a kinesthetic approach. Still throughout the course, children learn English through a wide range of activity types to accommodate all learning styles. And learners get to experience all mediums. Children do traditional activities in their books and workbooks. They participate in class activities and projects, as well as engage with the course's digital tools as they interact with their classmates on the interactive whiteboard (ActiveTeach) and on the CD-ROM.

*My Little Island* equips young learners for the technological, global world of the 21<sup>st</sup> century not only by teaching them English and digital literacy, but also by fostering critical skills to help them become successful, contributing members of society. Skills most helpful for the future include: *flexibility, adaptability to constant change, critical and analytical thinking, communication, collaboration, creativity, and problem solving*. By nurturing these critical skills and abilities in children, the course ensures that children develop into more autonomous primary-age learners and beyond.

By addressing these preprimary objectives and developing skills and strategies for communicating in a global community, *My Little Island* prepares children to meet expectations of the Starter level of the **CYLET (Cambridge Young Learners English Tests)** and ensures that they will continue to be successful and enjoy their learning experiences in English.

### Join us at The Great Teachers Primary Place!

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# Components



## PUPIL'S BOOK

A Welcome unit opens the Pupil's Book. Eight thematic units follow and include presentation and practice of the new lexical sets of vocabulary and language structures. Vocabulary builds throughout the course, from basic greetings, classroom objects, and the family, to words used to talk about community workers and places, school activities, and feelings. Children listen to stories with target language; sing songs and say chants; colour, match, and draw; and play games, collaborate, and communicate with partners, in groups, and with the whole class.

The first lesson presents the unit's target vocabulary in a scene, along with a thematic song accompanied by meaningful gestures and actions.



The vocabulary lesson presents target vocabulary with photographs. There are eight new words per unit.

Next, children listen to and act out a story that presents new language structures.



Stories are included on the Class Audio CDs, on the CD-ROM, and ActiveTeach.

This lesson develops listening skills. Children listen to and follow directions that include target vocabulary and language.



This lesson develops speaking skills. Children ask and answer questions using a conversation model on the page. A Phonics and Extra Practice icon directs children to a phonics page and a practice lesson at the back of the book.

The next lesson helps children develop skill in numeracy and maths concepts. In this one, children trace the numbers and count the shapes.



This lesson prompts children to choose the right course of action in a given situation, helping them develop good values.

The Review lessons include a sticker activity for children to check their comprehension of vocabulary and language, and a cross-curricular project.



The review section covers the preceding two units, allowing pupils a chance to think back and review what they have learned.



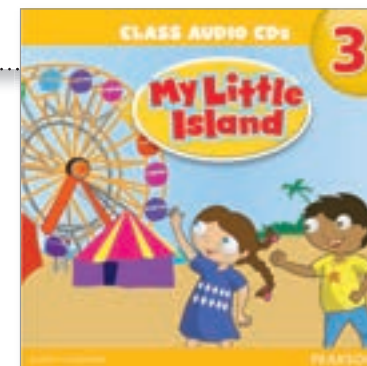
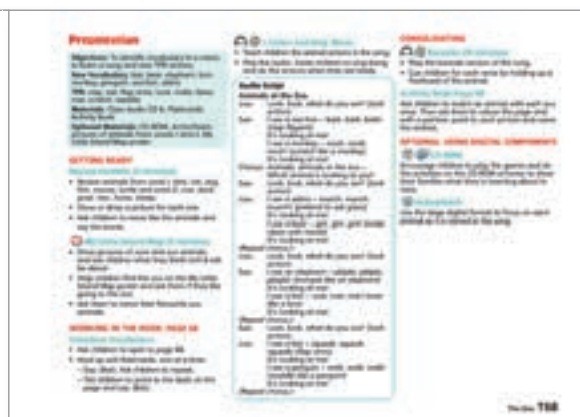
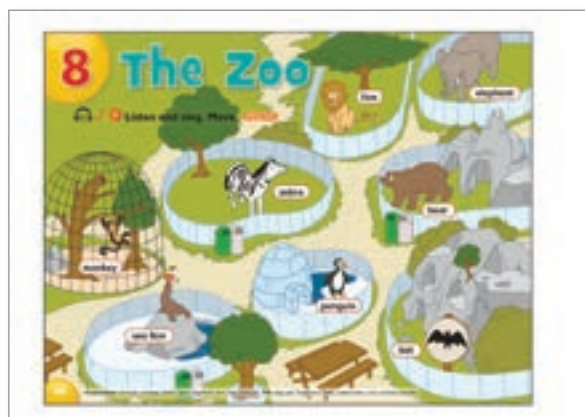


### TEACHER'S BOOK WITH ACTIVETEACH

The interleaved Teacher's Book has full-size Pupil's Book pages next to the teaching lessons. Simple four-step lesson plans include Getting Ready activities, a Working in the Book section, Consolidating activities, and an Optional: Using Digital Components section. Icons signal when to use components. A two-page Unit Overview with each unit's content and objectives also provides notice board ideas, story summaries, and home-school and curriculum connections.

### AUDIO CD

Class Audio CDs A and B contain all of the level's songs, chants, stories, and listening comprehension activities. The Teacher's Book indicates when and how to use these. Audio icons with track numbers on the Pupil's Book pages also provide cues for which songs, chants, and listening exercises to use with the activities.



### ACTIVITY BOOK WITH AUDIO CD

The Activity Book provides practice and reinforcement of Pupil's Book lessons. Children practise developing fine motor skills as they trace, match, and colour theme-related pictures. The level's characters, Sue and Lou, and the course mascot, Sammy the Squirrel, appear throughout for continuity and fun. An Audio CD with songs and chants is included. Annotated pages, with answers, can be found in the Teacher's Book.





### POSTERS

Three colourful posters motivate children as they set off to learn English. The *My Little Island* map gives children a bird's-eye view of the island. *Meet Your New Friends!* introduces each of the main characters. *Shapes and Colours* presents a reference for important concepts.

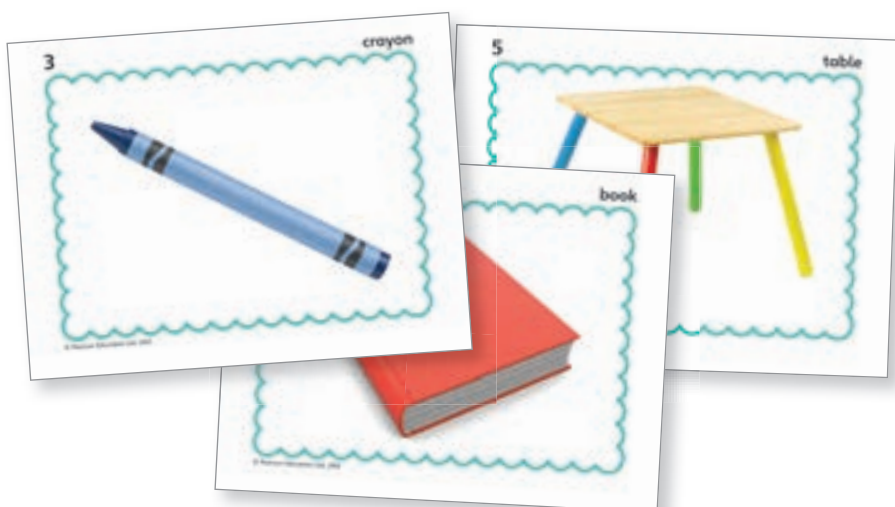


### CD-ROM

The CD-ROM features course stories, as well as matching, sorting, concentration, and multiple-choice games and activities. An animation rewards children at the end of each activity. Stories are also accessible word-by-word. Live-action videos are included, and scripts are available on pages T135–T138 of this book.

### FLASHCARDS

Forty-eight colourful photographs of the target vocabulary appear on Flashcards for presentation, review, and games. These also appear in ActiveTeach and are listed in the Teacher's Book.



### ACTIVE TEACH

Pupil's Book pages can be projected onto the big screen, using this interactive whiteboard program with tools. Audio for songs, chants, instructions, listening activities, videos, and Flashcards is included.

### WEBSITE

The companion website has complete product information, component descriptions, a sample unit, scope and sequences, letters home, the theme song, and videos. The link is: [www.pearsonelt.com.mylittleisland](http://www.pearsonelt.com.mylittleisland).

### BIG BOOK

The *My Little Island Big Book* engages children in a shared reading experience. Children will feel at ease as their teacher turns the pages and models reading the selections aloud, encouraging them to join in when they are comfortable. The large, over-sized pages allow children to easily point to words and to picture details.



## Digital Tools: CD-ROM and ActiveTeach

### YOUNG LEARNERS AND TECHNOLOGY

Research shows that appropriate use of computer technology in education is beneficial for learners (Clements and Sarama, 2003; Waxman, Connell, and Gray, 2002; Byram and Bingham, 2001). Broadly speaking, children can learn *from* computers and *with* computers. Children learn *from* computers when the computer assumes the role of a tutor, with the goal of importing and increasing basic knowledge and skills. Children learn *with* computers when the computers serve as a facilitating tool, with the goal of developing critical thinking skills, research skills, and the creative imagination (Ringstaff and Kelley, 2002).

Computer activities should be age-appropriate and foster instruction in ways that increase learning, motivation, personal productivity, and creativity. For example, Perry (2009) noted that “Children three to five years old are natural ‘manipulators’ of the world – they learn through controlling the movement and interactions between objects in their world – dolls, blocks, toy cars, and their own bodies.” Children are naturally curious and willing to interact with computers, and they enjoy their ability to control the type, pace, and repetition of an activity. In some cases, children have even managed to learn how to use a computer with no instruction at all, through their own curiosity, fearlessness, and persistence (Mitra, 1999).



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## TECHNOLOGY IN MY LITTLE ISLAND

Children in the *My Little Island* course become familiar with digitized learning through ActiveTeach and the CD-ROMs. These components prepare them for more intensive digitized and computer- and game-based courses like *Our Discovery Island*. The CD-ROM offers a variety of fun-filled games for each thematic unit, with each level's games increasing in difficulty. Children also play "Look and Find" at the end of each unit. This Quest-like activity engages children in finding unit-related items in scenes. Children can take the CD-ROM home and share what they are learning with caregivers and even play the games and view the course live-action videos together.

ActiveTeach provides access to the entire *My Little Island* Pupil's Book and allows teachers to project it up on the big screen, using interactive tools like a pen, highlighter, and eraser, so that all children become involved with a page at the same time. Teachers can demonstrate how to do activities, highlight target vocabulary and language, show children how to trace, and focus children's attention on story characters and lesson features. In addition, the Flashcard images, story cards, songs and chants, and unit videos make this an invaluable teaching aid.

# Course Highlights

## CROSS-CURRICULAR CONNECTIONS

Research shows language courses that help young learners to make curriculum connections among school subjects have more successful learning outcomes. *My Little Island* offers integrated, level-appropriate curriculum connections in every unit through engaging lesson activities. Teachers can easily find activities that are linked to a curriculum area through colourful icons.



### Maths

Maths and Shapes lessons (CLIL) expose children to basic concepts that help them build skill in numeracy and other maths skills. Games on the CD-ROM and other activities also help young children develop a basic understanding in maths.



### Music and Movement

Each unit opens with a song, accompanied by TPR. Clapping patterns focus on rhythm while, at the same time, building skills in listening and intonation. Other songs, as well as chants, appear throughout the units.



### Art

A wide range of art activities helps young children develop fine motor skills, recognize and reproduce patterns, learn about colours, and create pictures that have meaning for them. In addition, the course develops visual literacy through illustrations that help young learners construct meaning and develop related language and communication skills.



### Science

Simple science activities engage children in the fascinating world of science and provide opportunities for children to communicate about it.



### Social Studies

As young children find out about the culture on the island, they are reminded of the social structures that make up their own world, such as family, school, and friends, as well as town and country life.



Each unit has a culminating cross-curricular project. These are integrated into the Review sections, which come after each block of two units.



### HOME-SCHOOL CONNECTIONS AND VALUES

Support from family and others at home is very important to a child's total learning experience. Research shows that language acquisition is enhanced through parental interest, involvement, and support. *My Little Island* encourages strong home-school connections. A general letter about the course and then letters for each unit with activities and tips serve to involve families. Unit projects can be taken home and shared. The course CD-ROM, as well as the Songs and Chants CD can also be used at home to reinforce what children are learning (and singing about) in class. Children are encouraged to share the course songs, chants, and stories at home.

Each thematic unit includes a values lesson, with a short, catchy chant. Children look at a photograph in their Pupil's Book and learn the right thing to do in a given situation. These values lessons encourage young children to think about themselves and how they interact with their family members, friends, and others.



## Phonics

Young children using the *My Little Island* course are probably just beginning to discover sound-symbol relationships in their first language. Since sounds in English may have multiple spellings and a child's first language may be more straightforward, *My Little Island* takes a gradual approach to phonics, beginning with phonemic awareness (becoming aware of the sounds in words) and gradually introducing sound-symbol correspondences. Because some teachers may not wish to teach phonics at this early level, the phonics lessons are placed at the back of the Pupil's Book and the Teacher's Book.

Introduction to sound-symbol correspondence comes later in the course as children begin to understand that letters stand for sounds. In *My Little Island*, children move from phonemic awareness to reading simple words. The course also presents less decodable text (sight words) in environmental print throughout the program.

## Prewriting

*My Little Island* reinforces the development of prewriting skills as an important part of a child's early learning development. In preparing for primary school, children need to develop the cognitive and physical skills they need for writing as well as for reading. The course helps children develop gross motor skills through movement, songs with accompanying actions, and games; and fine motor skills, as well as hand-eye coordination, through a variety of activities. The Pupil's Book and Activity Book offer a wide range of opportunities to develop these skills through activities such as: colouring, painting, drawing, connecting dots, tracing, matching, manipulating cutouts and stickers, and making unit projects.

## Prereading

Before children read the printed word, they learn basic literacy concepts, such as left-to-right directionality and holding a book in the appropriate orientation. Literacy activities appear throughout the Teacher's Book, providing teachers with suggestions for developing young children's reading skills. Children at this third level of the course experience picture stories with words where they are invited to listen and follow along with the pictures, words, and the audio for the story.

## ASSESSMENT





As children enjoy their learning experiences in *My Little Island*, it is important to assess their progress at regular intervals. The review of each unit after Units 3, 5, 7 and 9 provides opportunities to review and evaluate what children have understood and retained. The Review lesson is also a great way to recall songs, stories, concepts, and vocabulary that children particularly like or remember, and to stimulate class discussions. The culminating unit project serves as another reminder of what children have learned. Children build self-esteem as their efforts are rewarded with *Good Job!* stickers and as they are praised and commended for their achievements.






*My Little Island* endorses portfolios as an excellent way of keeping track of children's progress. Portfolios for *My Little Island* should include samples of children's work collected throughout the year and notes that include children's own reflections and opinions about what they are learning. Children can decorate and take pride in their portfolios as they share them with one another at school. Children's portfolios can also be shown to parents and family during meetings to highlight progress or sent home as children complete units as well as the end of the term.

Informal assessment is ongoing. Watching and listening to children as they do their work and learn English, recording progress and problems, checking comprehension, and having informal conversations to keep track of how a child is doing are all important. Encouraging children to check one another's work also helps in this process.

# Scope and Sequence

## My Little Island 3

Unit	New Vocabulary	New Structures	TPR Actions	Reviewed Language (vocabulary and structures)	Values	Cross-Curricular Project	Phonics Lesson	Maths
 <b>Welcome</b>	friend(s), Lou, Sue	<i>How old are you? / I'm (6).</i>	give five, hold up fingers, jump, wave	<i>It's a (rectangle). It's (red). The (puppet) is (red). The (chair) is in the (living room). I like/don't like (yogurt). Can you see (the sun)? / Yes. What colour is it? / It's (yellow).</i> animals, classroom objects, colours, family members, foods, numbers, parts of the body			Phonics: initial letters and sounds	Counting 1–6
 <b>At School</b>	classroom, computer room, music room, play, playground, read, sing, use the computer	<i>Where do you (read)? / In the (classroom).</i>	flap arms, hold up fingers, jump, kick, march, point, question action, read, use a computer, write, write letters in the air	classroom items; car, hen	Follow rules.	Social Studies: Poster about school	Phonics: initial c, h, and j	Counting 1–10
 <b>Workers</b>	artist, astronaut, dentist, doctor, firefighter, nurse, police officer, vet, worker(s)	<i>I want to be a (police officer). What do you want to be? / I want to be a (doctor).</i>	flap arms, hold up fingers, kick, march, march in place, point, write, write letters in the air	<i>It's (Sammy)! I'm (Sue).</i> 1–10; animals; red	Stay safe.	Safety: Poster about safety (preventing fires)	Phonics: initial q, r and v	Counting 1–12
 <b>My Town</b>	bus, fire station, hospital, police station, post office, school, shop, taxi	<i>Where does (your dad) work? / (He) works at the (fire station). Where does (he) work? / (He) works at a (hospital).</i>	beep horn, drive, flap arms, hold up fingers, kick, march, point, tap knees, turn around, write, write letters in the air	1–12; aunt, box, teacher, uncle, windy, yellow	Ask for help.	Maths: Building made out of shapes	Phonics: initial w and y, and medial/final x sounds	Counting 1–14

Unit	New Vocabulary	New Structures	TPR Actions	Reviewed Language (vocabulary and structures)	Values	Cross-Curricular Project	Phonics Lesson	Maths
 <b>Clothes</b>	dress, jacket, shirt, shoes, skirt, socks, sweater, trousers	<i>What (are you) wearing? / (I'm) wearing a (dress). What (is Grandpa) wearing? / (He's) wearing a (shirt) and (trousers).</i>	brush teeth, flap arms, hold up fingers, hold up 8 fingers, kick, march, point, punch the air, stretch, tap knees, touch clothes, write, write e in the air	<i>How's the weather? / It's (sunny).</i> 8, 1-14; colours, shapes; bed, hen, pen	Take care of your clothes.	Art: Design your own T-shirt	Phonics: short e	Counting 1-16
 <b>Feelings</b>	angry, excited, happy, hungry, sad, scared, thirsty, tired	<i>How do you feel? / I'm (excited). How does (Lou) feel? / He's (excited).</i>	brush teeth, cry, cup mouth, drink, eat, flap arms, hold up fingers, jump, kick, march, point, put on mask, question action, shiver, tap knees, write, write a in the air, yawn	1-16; food; cat, dad, grandma, grandpa, hand, mum	Don't fight.	Social Studies: Poster about feelings	Phonics: short a	Counting 1-18
 <b>Healthy Food</b>	banana, carrot, fork, lettuce, mango, orange, plate, tomato	<i>What do you want, (Lou)? / I want (an orange) and (a banana), please.</i>	brush teeth, flap arms, hold up fingers, jump, kick, look action, march, point, pretend to eat, rub tummy, tap knees, write, write o in the air	1-4, 1-18; colours, family members; box, bread, cheese, cookie, doll, hot, salad	Eat healthy food.	Health: Food rainbow	Phonics: short o	Counting 1-20
 <b>The Zoo</b>	bat, bear, elephant, lion, monkey, penguin, sea lion, zebra	<i>What's that? / It's a (small) (bat).</i>	clap, eat, flap arms, look, make claws, roar, scratch, waddle, write u in the air	bus, cup, mouse, sun	Include everyone.	Art: Elephant mask	Phonics: short u	Simple addition
 <b>Places</b>	building, field, flat, forest, mountain, river, street, traffic light	<i>Where do (bears) live? / (They) live in the (country). (Bears) live in the (city), too.</i>	point to floor, point to self, trace smile, write i in the air	bird(s), cars, ducks, fish, goats, house, milk, mouse, tree(s)	Take care of our world.	Social Studies: Recycling poster	Phonics: short i	Simple taking away

## Time Guidelines

*My Little Island* is flexibly designed to suit individual teacher's specific classroom needs and scheduling requirements. To help teachers plan, it is estimated that teaching materials for the Pupil's Book and related practice in the Activity Book may take up to 30–60 minutes of classroom time. By using the digital components, optional activities in the Teacher's Book, as well as other course resources, teachers can plan to add anywhere from 15–30 minutes a lesson. For classes meeting three to five hours a week, this means covering approximately two to three Pupil's Book pages and other component segments per week. This adds up to about one unit per month, based on an average school year of nine months. Below is a chart with recommendations for pacing one thematic unit, along with optional course suggestions.

The actual time it may take for individual teachers to cover a Pupil's Book unit depends on many factors, such as: how much time is needed for review or for presentation of new material, how many optional components are used, and how many times features such as the stories, songs, extra activities, games, and festival materials, are revisited. To help teachers plan lessons, the course provides suggested times for teachers to spend on optional activities. The degree to which individual teachers integrate the digital components, the posters, the Flashcards, and so on, will also affect planning. Additionally, the makeup and needs of any given class, as well as how well the children cooperate as a group and how engaged and well-behaved they are, are all factors to consider in planning time.

Teachers can choose whether to review each unit at the end, or to set aside time for a 'Review lesson' and go over the block of two units together.

### PLANNING MODEL: LEVEL 3, UNIT 2 IN MONTH 2

Week	Day	Pupil's Book	Activity Book	Other Components: add 15–30 minutes
1	Day 1	Song with target vocabulary	Activity practising vocabulary	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Day 2	Vocabulary presentation	Activity practising vocabulary	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
2	Days 3–4	Two story pages with new structure presentation	Activity supporting story	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
3	Day 5	Listening comprehension	Speaking activity	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Day 6	Speaking activity	Further speaking activity	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
4	Day 7	CLIL activity and song	Activity supporting CLIL	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Day 8	Values activity and chant lessons for extra practice with phonics, speaking and for festivals in back section	Activity supporting values	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Anytime	Optional Review lessons after each block of two units	Activities for review/personalization after each block of two units	Class Audio CD, ActiveTeach



# Map







# Welcome

## Objectives

- ✓ To meet characters
- ✓ To learn greetings
- ✓ To sing songs and chant
- ✓ To do basic TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To review language structures: *It's a (rectangle).. It's (red).. The (puppet) is (red).. The (chair) is in the (living room).. I like / don't like (yogurt).. Can you see (the sun)?, and What colour is it? / It's (yellow).*
- ✓ To learn and practise new language structures: *How old are you? / I'm (6).*
- ✓ To practise new language by listening and speaking
- ✓ To review colours, numbers, shapes, and other vocabulary from Level 2
- ✓ To review phonics: the sounds that *b, d, f, g, k, l, m, n, p, s,* and *t* stand for at the beginning of words
- ✓ To count 1–6

## Vocabulary

**New:** Sue, Lou, friend(s)

**Review:** 1–8, animals, classroom objects, colours, family members, foods, numbers, parts of the body

## Materials

Pupil's Book pages 4–13; Activity Book pages 4–13; Class Audio CD A: Tracks 3–13; Course Posters: *My Little Island* Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil's Book and shown on page T108)

**Optional:** CD-ROM, ActiveTeach, Sammy the Squirrel puppet

# Unit Overview



## Home-School Connections




Copy the General Letter Home on page T133 for children to bring home to introduce the third level of *My Little Island* to their families. The Unit 1 Letter Home is available online at [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

## Songs and Chants

- ✓ Hello Song (Class Audio CD A: Tracks 3, 4)
- ✓ Goodbye Song (Class Audio CD A: Tracks 5, 6)
- ✓ Old Friends, New Friends (Class Audio CD A: Tracks 7, 8)

# SKILLS



## Cross-Curricular Connections

-  remember patterns, recognize numbers and shapes
-  trace and colour
-  sing, chant and move to music

## Preschool Learning Outcomes

- ✓ Understand new language structures.
- ✓ Recognize and produce the sounds that *p, t, m, s, d, l, b, k, n, f*, and *g* stand for at the beginning of words.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact.
- ✓ Talk about self and surroundings.
- ✓ Develop a positive attitude toward the English language.
- ✓ Understand the directionality of print.

## Digital Practice

-  Use the CD-ROM for vocabulary practice or review.
-  Use ActiveTeach to go over Pupil's Book pages together as a class.

# LEARN BY DOING

## TPR

- ✓ give (someone) five, hold up fingers to count, jump, wave

## Phonics

- ✓ Recognize and produce the sounds that *b, d, f, g, k, l, m, n, p, s*, and *t* stand for at the beginning of words.
- ✓ Complete Pupil's Book page I3 with children.
- ✓ Listen to the audio.
- ✓ Sing songs and say chants.

## Prereading and Prewriting

- ✓ Talk about the characters. Practise fine motor skills.
- ✓ Draw, colour and trace.



Use Unit I to review what children know, or to help children who are new to the course start smoothly!

# NOTICE BOARD DISPLAY

## We Know English!

- ✓ Create a notice board celebrating what children know in English.

## Materials

- photocopies of teacher-made "I know ..." cards
- teacher-made name labels
- markers, crayons
- drawing pins

## Instructions

1. Make and copy cards with "*I know ...*".
2. Use a black marker to make name labels for each child.
3. Children use markers or crayons to decorate their name labels.
4. Arrange the name labels on the notice board.
5. As you put up the name labels, ask individuals to tell you one thing they know in English. Accept all answers.
6. Use the information to complete an "I know ..." card for each child.
7. Post an "I know ..." card next to each child's name.

# I Welcome



1 Listen and sing. Move. **SONG**





# Welcome

**Objectives:** to introduce the book and the new characters, to learn and practise greetings, to sing a song, to review numbers

**New Vocabulary:** *friend(s)*

**New Structure:** *How old are you? / I'm (6).*

**TPR:** give five, hold up fingers, jump, wave

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** *My Little Island* Map Poster, Meet Your New Friends! Poster, Sammy the Squirrel puppet, CD-ROM, ActiveTeach, ball

## GETTING READY

### Look at the *My Little Island* Map Poster (5 minutes)

- Display the *My Little Island* Map poster. Ask children if they remember any of the places. Ask volunteers to talk about their favourite ones.
- Invite children to guess where they will visit next.

### Meet Your New Friends! (5 minutes)

- Display the Meet Your New Friends! poster.
- Ask children to point to and name the friends they know from Level 1 (Kimmy and Timmy) and Level 2 (Lilly and Billy).
- Point to Lou and say: *This is Lou! Hello, Lou!*
- Wave *hello*. Invite children to wave and say *hello*.
- Follow a similar procedure for Sue.
- Then point to Sammy on the poster and say: *Hi, Sammy!*
- Use Sammy the puppet to respond: *Hi, Teacher! Hello, class!*

### Play the “Hello Song” (5 minutes)

Teach children the “Hello Song,” using the Sammy the Squirrel puppet. Consider starting every class with this song.

#### Audio Script

##### Hello Song

Hello. Hello, (wave, wave) children.

Are you ready to play?

Hello. Hello, (wave, wave) children.

Let's learn English today.

Hello. Hello, (wave, wave) teacher.

We're ready to play.

Hello. Hello, (wave, wave) teacher.

We speak English – HOORAY!

## WORKING IN THE BOOK: PAGE 4

### I. Listen and sing. Move.

- Talk about what's happening in the illustration.
- Point out that it's Sue's birthday, and her family is having a party for her.
- Tell children that Sue is 6 years old. Review numbers.
- Ask a few children: *How old are you?*
- Help them answer: *I'm (five).*
- Review these actions: *hold up (five) fingers, jump, wave.*
- Demonstrate with a volunteer how to give someone a high five.
- Play the audio. Sing along and do the TPR actions.
- Play the audio again and invite children to do the actions with you.
- Encourage children to sing along when they are ready. Pause and cue them to answer the question with their age.

## Audio Script

### Old Friends, New Friends

Old friends, new friends,

Jump and jive. (*jump and dance*)

Find a friend

And give him five. (*give high five to classmate*)

Hello, hello. (*wave*)

I'm five years old. (*hold up 5 fingers*)

How old are you?

Hello, hello. (*wave*)

I'm six years old. (*hold up 6 fingers*)

It's my birthday!

Want to play?

Hello, hello. (*wave*)

How old are you?

I'm \_\_\_\_\_ (*pause for age*)

How about you?

Old friends, new friends,

Jump and jive. (*jump and dance*)

Find a friend

And give her five. (*give high five to classmate*)

## CONSOLIDATING

### Circle Game (5 minutes)

- Ask children to sit in a circle.
- Pass a ball to the child on your right. Ask: *How old are you?* Cue the answer: *I'm (six).*
- Continue in this way around the circle.

## Activity Book Page 4

Ask children to trace 6, draw six candles, and colour. Ask partners to count the candles.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Ask children to take home the CD-ROM to introduce their families to the new characters.

### ActiveTeach

Use ActiveTeach to review with the whole class.

**Objectives:** to review classroom objects, colours, numbers; *It's a (rectangle).* / *It's (red).*

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, Shapes and Colours poster, CD-ROM, ActiveTeach, different coloured shape cutouts

## GETTING READY

### Ask and Answer with TPR (10 minutes)

- Use the Sammy puppet to demonstrate how to play the game.
- Ask Sammy: *How old are you?*
- Use Sammy to answer: *I'm (five).*
- Ask Sammy to name an action. Use Sammy to say: *Hop!*
- Then do the action by hopping five times.
- Use Sammy to play the game with children around the room.
- Use actions from the song "Old Friends, New Friends" (*give high five, hold up (four) fingers, jump, wave*).

### Shapes and Colours Poster (10 minutes)

- Display the poster.
- Invite individual children to point to a colour or shape on the poster and say: *It's (red)* or *It's a (square)*.
- Then invite volunteers to find classroom objects that are the same colour or shape.

## WORKING IN THE BOOK: PAGE 5

### 2. Colour and say.

- Ask children to turn to page 5.
- Name each colour in the border and have children repeat after you.
- Point out Sammy and explain that he's at a place called a factory that makes shapes.
- Ask children to point to the shapes and name them.
- Say: *Colour the shapes.*
- Ask children to colour in the shapes.
- Ask them to take turns describing the shapes: *It's a (rectangle).* *It's (red).*

## CONSOLIDATING

### Shape and Colour Patterns (10 minutes)

- Use coloured construction paper to make cutouts of different shapes.
- Arrange children in small groups.
- Give a set of cutouts to each group.
- Name a pattern: (*circle, circle, square, star*) or (*blue, red, red, purple*)
- Help group members work together to create the pattern using their cutouts.
- Then invite volunteers to dictate patterns to their groups.

### Goodbye Song (5 minutes)

- Teach children the "Goodbye Song."
- Consider ending every lesson with this song.

### Audio Script

#### Goodbye Song

Goodbye, children. (*clap, clap, wave*)

Goodbye. Goodbye.

Have a nice day!

Goodbye, teacher. (*clap, clap, wave*)

Goodbye. Goodbye.

Have a nice day!

Goodbye! Goodbye! Goodbye! (*wave*)

## Activity Book Page 5

Ask children to count the shapes and write how many of each shape there are. Then ask children to colour the page and practise saying with a partner: *It's a (square)* and *(Five) (squares)*.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

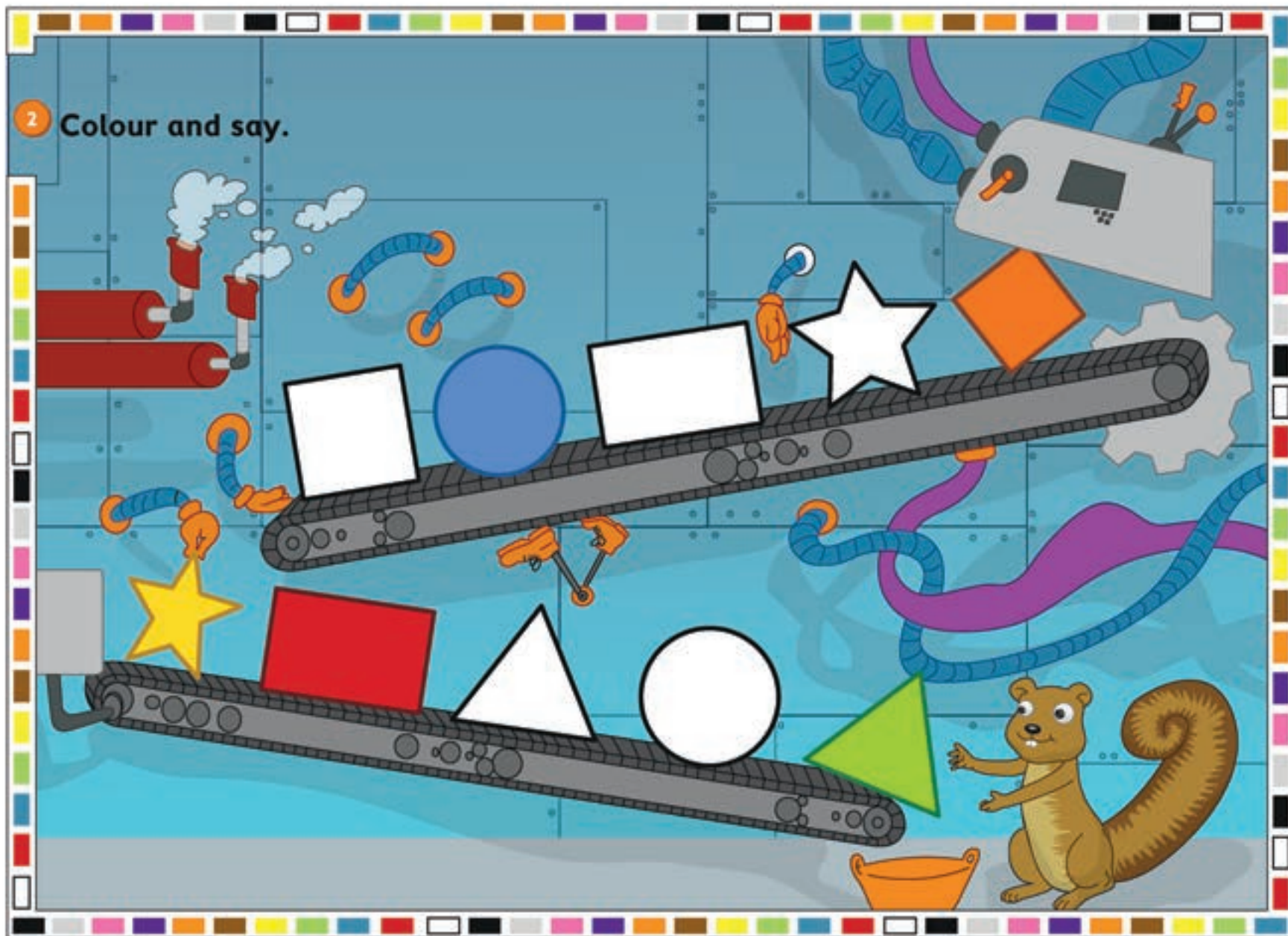
Ask children to take their CD-ROMs home to share the games, activities, and Flashcards with their families.

### ActiveTeach

Use ActiveTeach to focus on the different coloured rectangles in the border. Invite volunteers to use the pen feature to follow the directions by colouring in the shapes.



2 Colour and say.



Review: It's a (rectangle). It's (red).

3 Trace. Count and match. Say.



**Objectives:** to review classroom objects, numbers 1–6, and colours

**Materials:** Activity Book

**Optional Materials:** Sammy the Squirrel puppet; CD-ROM; ActiveTeach; classroom items, box

### GETTING READY



#### Steal the Bacon (10 minutes)

- Divide the class into groups of five.
- Ask two groups to face each other with classroom items on the floor between them: backpack, notebook, crayon, pair of safety scissors, marker, pen.
- Assign each child in each group a number from 1 to 6.
- Say a number and a classroom item: *Four. Get the backpack!*
- Cue the two children assigned a 4 to grab the backpack. Give a point to the child who gets it first.
- Continue until you have called out all the numbers and everyone has had a turn.

#### Count How Many (5 minutes)

- Call out three names. Tell those children to stand up.
- Ask Sammy: *How many?*
- Use Sammy to point and count: *One, two, three. Three children.*
- Continue in this way a few times.
- Then invite volunteers to call out names and ask how many.

### WORKING IN THE BOOK: PAGE 6

#### 3. Trace. Count and match. Say.

- Ask children to turn to page 6.
- Explain that Lou is in a shop looking at school supplies.
- Point to each item and say: *What's this? It's a (computer).*
- Point to the numbers. Ask children to say the numbers with you.
- Ask children to trace the numbers.
- Tell children to count each group of items and draw a line to the number that tells how many.
- Do the first item with children.

### CONSOLIDATING

#### Touch and Guess (5 minutes)

- Blindfold a volunteer.
- Help him or her touch one of the following items that you have arranged close by: backpack, book, chair, computer, crayon, markers, notebook, pen, pencil, scissors, table.
- Have the volunteer guess: *It's a (notebook).*
- Cue the class to call out “yes” if the guess is correct and “no” if not.

#### How Many? Box (5 minutes)

- Ask children to cover their eyes.
- Place two crayons in a box.
- Say: *Open your eyes.*
- Shake the box so children can hear the two crayons moving around.
- Ask: *How many?*
- Take the crayons out and count them to confirm children's guesses.
- Repeat the activity with different numbers of crayons.

### Activity Book Page 6

Ask children to draw the missing items in Picture B to make the two pictures match. Then ask children to colour the page and practise the language with a partner.

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to take the CD-ROM home to show their families the words and numbers they are reviewing in class.



#### ActiveTeach

Use ActiveTeach to model the activity beforehand or to confirm answers at the end. Invite volunteers to use the pen to trace the numbers on the page and to match the groups of items with the numbers.



**Objectives:** to review *The (puppet) is (red).*

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Sammy the Squirrel puppet; CD-ROM; ActiveTeach; toys, school supplies, crayons or coloured paper, strips of paper

## GETTING READY

### Sort and Review (5 minutes)

- Gather together toys such as a car, bicycle, boat, doll, teddy bear, Sammy puppet, train, kite, and ball.
- Also gather some school supplies.
- Display the toys and supplies.
- Tell children that they are going to help you sort the things into two groups: toys and school supplies.
- As you pick up each item, say: *This is a (puppet). It's a (toy).* Have children repeat.



### Group Chain (10 minutes)

- Use crayons or coloured paper to review colours.
- Explain that children will march around the room as you play music and that when the music stops, everyone should freeze and stop marching.
- Call out a command: *Touch green!*
- Everyone has to touch something green or touch someone who is touching something green.
- The goal of the game is to have everyone connected in each round.

## WORKING IN THE BOOK: PAGE 7



### 4. Listen and colour. Say.

- Ask children to turn to page 7.
- Point to each toy and ask: *What's this?*
- Elicit the response: *It's a (car).*
- Explain that children will listen to sentences and colour toys based on what they hear.
- Play the audio. Ask children to colour.

#### Audio Script

The puppet is red.  
The car is yellow.  
The train is blue.  
The boat is brown.  
The bike is pink.  
The kite is orange.

- Finally, invite volunteers to share their work. Ask them to point and say: *The (puppet) is (red).*

## CONSOLIDATING

### I Spy (10 minutes)

- Model the game with Sammy.
- Place toys and school supplies of different colours around the room beforehand.
- Point to your eye and say: *I spy with my little eye something (blue). Sammy, look around.*
- Get Sammy to look around and guess: *The notebook? (No.) The car? (No.) The ball? (Yes!)*
- Use Sammy to lead the game and children guess.
- Ask individual children to lead the game. Ask the child leader to whisper the item to you beforehand so you can help as needed.

## Group Charades (10 minutes)

- Write toy vocabulary words four or five times each, on strip of paper, one word per strip. Make enough so that everyone gets one.
- Hand out the strips of paper.
- Ask children to walk around and get into groups based on their words. (All the "trains" get together, and so on.)
- Ask children in each group to work together to create a simple charade for playing with their toy.
- Ask children to perform for the class and encourage classmates to guess the toy.

### Activity Book Page 7

Ask children to match the toys to the grey shapes and colour the picture. Then ask partners to take turns pointing to a toy and naming it.

## OPTIONAL: USING DIGITAL COMPONENTS



### CD-ROM

Ask children to play the games on the CD-ROM to review toys and colours and to share what they've learned with their families.

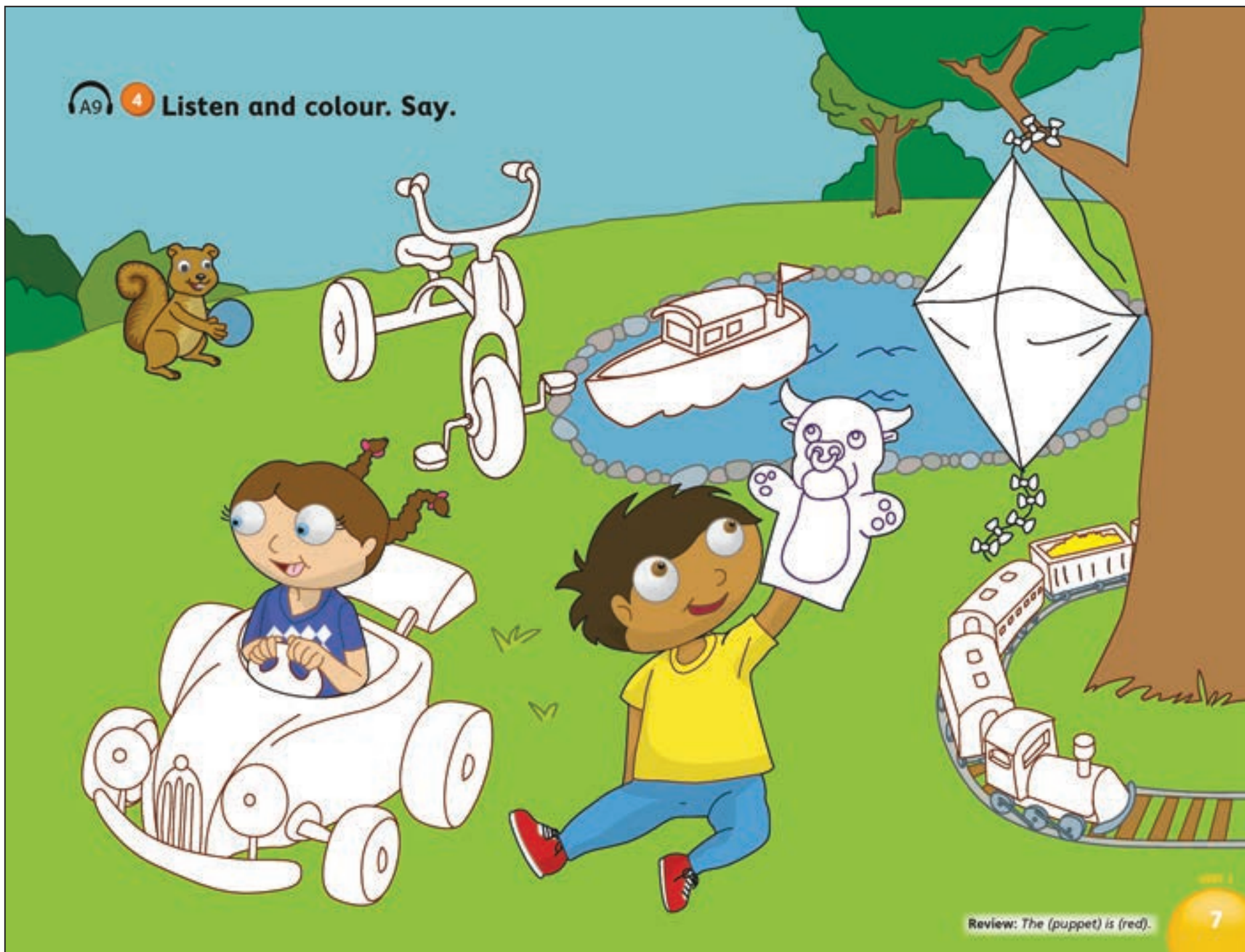


### ActiveTeach

Use ActiveTeach to point to the different toys. Invite volunteers to use the marker tool to colour the toys and then identify them.



A9 4 Listen and colour. Say.



Review: The (puppet) is (red).

1A10 5 Listen and trace.



**Objectives:** to review family members and numbers

**Writing:** numbers 1–7

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** CD-ROM; ActiveTeach; paper plates, markers

## GETTING READY

### Share What You Know (5 minutes)

- Gather photos of family members that children bring from home.
- Display the photos and ask children to name the different family members: *This is (dad).*

### Prepare for the Activity (10 minutes)

- Model writing the numbers 1–7 on the board, and get children to practise on scrap paper.
- Gather seven paper plates, and give one to each of seven volunteers.
- Ask the volunteers to stand in a line facing the class.
- Gesture to the first volunteer with a plate. Say: *This is my (dad). He's number 1.*
- Hand a marker to the child and ask him or her to write the number 1 on the plate.
- Continue until all the plates are numbered.
- Repeat the activity with another set of plates and seven more volunteers until every child has participated.

## WORKING IN THE BOOK: PAGE 8

### 5. Listen and trace.

- Ask children to turn to page 8.
- Ask them to talk about the picture.
- Explain that Sue's family is having a barbecue at Sue's grandpa's house.

- Point to the family members and ask children to guess who each one is.
- Ask children to listen to the audio and trace the numbers on the plates based on what they hear.
- Point to Sue as the first line plays. Model tracing the number 1 on Sue's plate.
- Ask children to continue on their own.

### Audio Script

I'm Sue. I'm number 1.  
This is my family.  
This is my mum. She's number 2.  
This is my dad. He's number 3.  
This is my grandma. She's number 4.  
This is my uncle. He's number 5.  
This is my aunt. She's number 6.  
This is my cousin. He's number 7.

## CONSOLIDATING

### Get in Order (5 minutes)

- Reuse the numbered plates from Getting Ready.
- Gather seven volunteers in a group.
- Give each one a numbered plate.
- Mix children up so that the numbers are not in order.
- Ask the group to form a line in number order without talking. Explain that they can help each other get in order by showing their cards, holding up fingers, and gesturing.

### Activity Book Page 8

Ask children to match the family members' faces to their bodies and draw the faces. After children colour the page, encourage partners to take turns pointing to and naming the family members.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Ask children to play the games on the CD-ROM with family members to reinforce class work and help get families involved.

### ActiveTeach

Use the pen tool in ActiveTeach to write the numbers on the plates, or invite volunteers to write them.



**Objectives:** to review *The (chair) is in the (living room).*

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach, blank outlines of a five-room house

## GETTING READY

### Share What You Know (5 minutes)

- On the board draw the outline of a large house with five empty rooms.
- Explain that you will draw items in each room and ask children to name the room.
- Begin to draw items inside the bedroom, such as a bed, a window, and so on.
- When children name the correct room, label it (*bedroom*) and continue to the next room.
- Once all the rooms are labelled, invite children to name the furniture they know for each room.
- Elicit words from Level 1 (*table, chair, bed, clock, door, lamp, toy box, window*), Level 2 (rooms), and any other words children know.

### Charades (10 minutes)

- Brainstorm some activities people do in each room in a house.
- Pretend to brush your teeth.
- Ask Sammy: *Where am I?*
- Use Sammy to guess: *The kitchen?*
- Say: *No, no, Sammy. Guess again!*
- Use Sammy to guess: *The bathroom?*
- Say: *Very good, Sammy! I'm in the bathroom.*
- Invite a volunteer to mime an action.
- Ask children to guess where he or she is and continue with other actions.

## WORKING IN THE BOOK: PAGE 9

### 6. Listen, say, and match.

- Ask children to turn to page 9. Say: *This is a house. What do you see?*
- Elicit names of rooms, furniture, and colours.
- Encourage children to use complete sentences: *I can see the living room. This is the bedroom. The sofa is in the living room. I can see four chairs in the dining room. The bed is orange.*
- Point to the example item and the line to the living room. Say: *The chair is in the living room.*
- Tell children to listen and draw lines from the other furniture to the rooms.

### Audio Script

The chair is in the living room.  
The table is in the kitchen.  
The clock is in the dining room.  
The toy box is in the bedroom.  
The window is in the bathroom.

## CONSOLIDATING

### Move and Say TPR (10 minutes)

- As a class, practise an action for each word:
  - bed (sleep action)
  - chair (sit action)
  - clock (clock action)
  - door (turn a door knob)
  - window (open a window)
- Label different parts of the classroom as a bathroom, a bedroom, a dining room, a kitchen, and a living room.
- Say: *The bed is in the bedroom.*
- Lead a volunteer to the “bedroom” as you repeat: *The bed is in the bedroom.*

- Once in the “bedroom,” ask the child to do the action that goes with “bed.”
- Continue in this way.

### Say and Draw (10 minutes)

- Provide blank outlines of a five-room house.
- Ask children to work in pairs.
- C1 says: *The (chair) is in the (living room)* and C2 draws the (chair).
- Ask children to continue in this way and then switch roles.

## Activity Book Page 9

Ask children to draw the pieces of furniture in the rooms. After children colour the page, encourage partners to point to and name the rooms.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

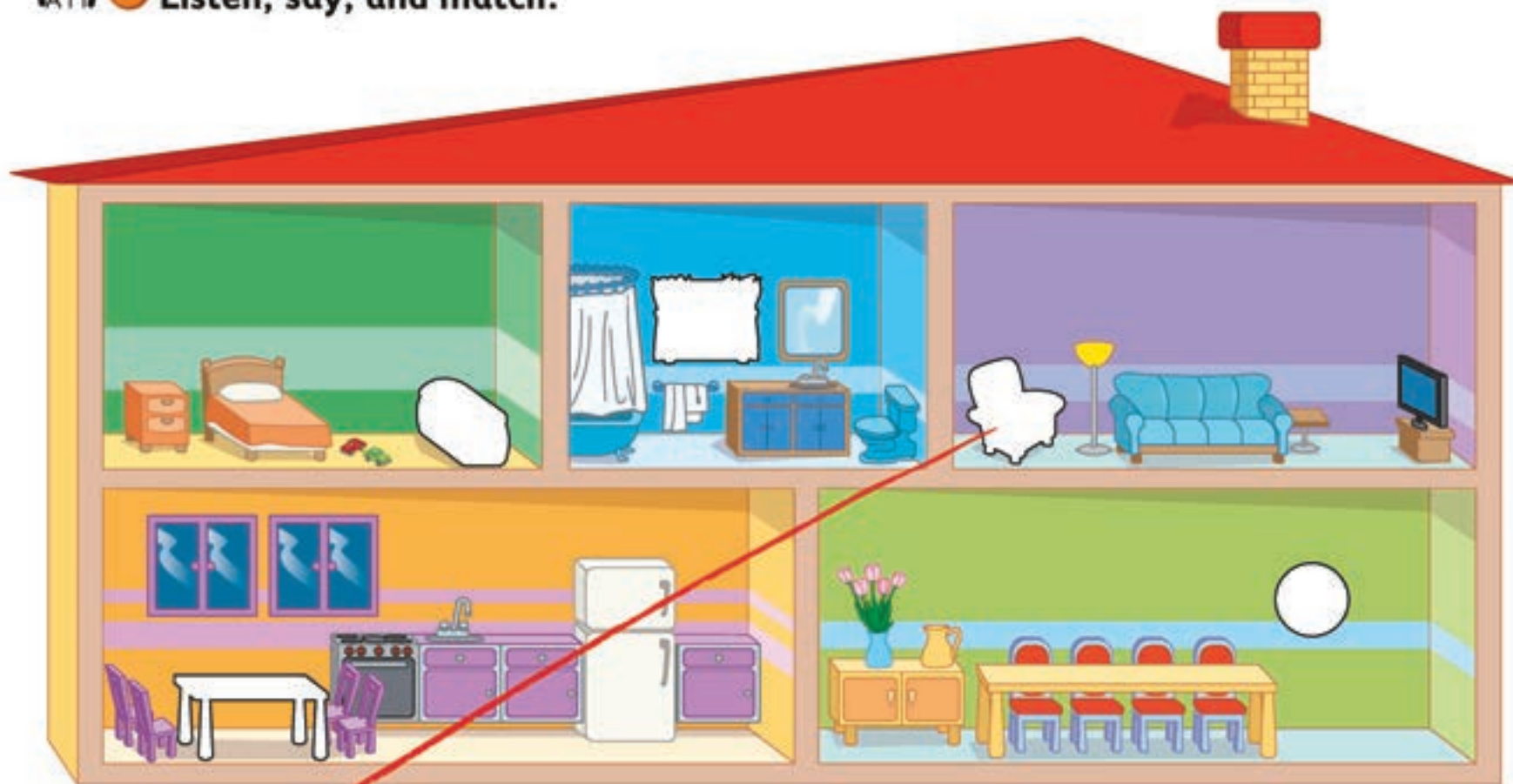
Invite children to play the games on the CD-ROM with their families to show them what they are reviewing in class.

### ActiveTeach

Use ActiveTeach to model drawing lines from the pieces of furniture to the rooms and to check completed pages together.



A11 6 Listen, say, and match.



Review: The (chair) is in the (living room).

UNIT 1

7 Colour and say.



**Objectives:** to review colours and foods, and *I like / don't like (yogurt).*

**Materials:** Activity Book

**Optional Materials:** Sammy the Squirrel puppet; CD-ROM; ActiveTeach; photos or drawings of food, a bag

## GETTING READY

### Share What You Know (5 minutes)

- Gather photos or drawings of food from Level 1 (*cake, cheese, juice, milk, water, yogurt*) and Level 2 (*apples, bread, chicken, cookies, pasta, salad*).
- Hold one up and ask: *What's this?*
- Elicit: *It's (cake).*
- Ask individuals: *Do you like (cake)?*
- Elicit: *Yes, I do* or *No, I don't.*

### Ask and Answer (5 minutes)

- Place the food pictures in a bag.
- Invite a volunteer to pick one.
- C1 asks C2: *Do you like (bread)?*
- C2 answers: *Yes, I do.* or *No, I don't.*
- Then C2 picks another food picture and asks C3.
- Continue this way.

## WORKING IN THE BOOK: PAGE 10

### 7. Colour and say.

- Ask children to turn to page 10.
- Invite them to guess where Lou is. (He's in the kitchen.)
- Point to each food item and ask: *What's this?*
- Invite volunteers to answer.
- Ask children to colour the food items.

- Invite them to share their work: *This is (cheese). It's (yellow). I (like / don't like) (cheese).*

## CONSOLIDATING

### Guessing Game (5 minutes)

- Tell children that Sammy is going to guess whether each child likes a certain food.
- Point to the first child. Say: (*Ella*) – *bread*.
- Sammy says either *yes* or *no*.
- Then the child says to confirm: *I like bread* or *I don't like bread*.
- If Sammy guessed correctly, ask children to clap and if incorrectly, ask them to stamp their feet.
- When children understand the game, invite volunteers to guess what foods their classmates like and don't like.

### Memory Chain (10 minutes)

- Ask children to stand in a circle.
- Begin the chain. Say: *I like apples.*
- The next child builds on your sentence: *I like apples and juice.*
- The next child builds further: *I like apples and juice and bread.*
- Continue until someone makes a mistake.



### Make a Home Connection

Help children create simple three-column "Like / Don't Like" charts to fill out with their families. Ask children to make several charts for different foods (leave space at the top for children to draw a food). Column 1 is for the family member's name, Column 2 has a smiley face, and Column 3 has a frowning face. Encourage children to share their charts with the class. Ask them to vote on the most popular family foods.

## Activity Book Page 10

Ask children to match the food items and colour the page. Ask partners to take turns pointing to and naming each food.

## OPTIONAL: USING DIGITAL COMPONENTS



### CD-ROM

Encourage children to have older family members play each type of game with them at least once to be sure they know how to play each one.



### ActiveTeach

Use ActiveTeach to demonstrate colouring the different foods. Invite volunteers to model how to use the marker tool.

**Objectives:** to review animals and parts of the body

**Materials:** Activity Book

**Optional Materials:** CD-ROM, ActiveTeach

## GETTING READY

### I Tricked You! (10 minutes)

- Review parts of the body from Level 1 (*ears, eyes, face, hair, mouth, nose*) and Level 2 (*arms, body, feet, hands, head, legs*).
- Review these actions: *Open / Close your eyes. Open / Close your mouth. Point to your (nose). Wiggle your (ears). Shake your (head). Tap your (leg).*
- Do each action and say the words. Ask children to do the action and repeat.
- Explain that you are going to play a trick: that you will say one thing, but do something else.
- Tell children they have to do what you *say*, not what you *do*.
- Model with a volunteer. Wiggle your ears but say: *Point to your nose*.
- If the volunteer wiggles his or her ears, say: *No, I tricked you!*
- If the volunteer points to his or her nose, say: *Good job!*

### Review Animals (5 minutes)

- Review the animals which the children learned in Level 1 (*bird, cat, dog, fish, mouse, turtle*) and Level 2 (*cow, duck, goat, hen, horse, sheep*).
- For each one, say the animal's name and then move like the animal and / or make the animal sound.

- If necessary, remind children of the English words for the different sounds animals make. (bird: *tweet*; cat: *meow*; cow: *moo*; dog: *woof*; duck: *quack*; frog: *ribbit*; goat: *maah*; hen: *cluck*; horse: *neigh*; mouse: *squeak*; sheep: *baah*)
- Then name an animal and invite children to do the movement and / or say the sound.

## WORKING IN THE BOOK: PAGE II

### 8. Say and match.

- Ask children to turn to page II.
- Point to each animal on the right. Ask: *What is it?*
- Elicit: *It's a (goat).*
- Ask children to look at the parts of the animals' bodies on the left.
- Tell children they will draw a line from each part of the body to the animal it goes with.
- Point out that the first one is done as an example.
- Encourage children to share their work and say: *I see (eyes). It's a (frog).*
- Check to be sure children match the goat with its legs, the bird with its feet, the mouse with its ears, and the dog with its nose.

## CONSOLIDATING

### Move Like an Animal (10 minutes)

- Lead the class in chanting: *Move like an animal, move like an animal, move like an animal, 1 – 2 – 3!*
- Name an animal. Then lead in chanting: *Move like a (fish), move like a (fish), move like a (fish), 1 – 2 – 3!* Everyone moves like a (fish).
- Repeat for other animals.

### Draw and Guess (5 minutes)

- Play a drawing game on the board.
- Invite a volunteer to name a part of the body.
- Make a drawing of it for one specific animal. For example, draw one cow leg.
- Ask children to guess the animal.
- Keep adding to your picture until children can guess the correct animal.

### Activity Book Page II

Ask children to trace the different parts of the animals' bodies. Then ask children to colour the page. Finally, ask children to work with a partner to name the animals and the parts of the body.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Ask children to take the CD-ROM home to play the games with their families.

### ActiveTeach

Use ActiveTeach to help children focus on the part of each animal's body. For example, use the pen tool to trace the outline of the frog's eyes.



8 Say and match.

1



2



3



4



5



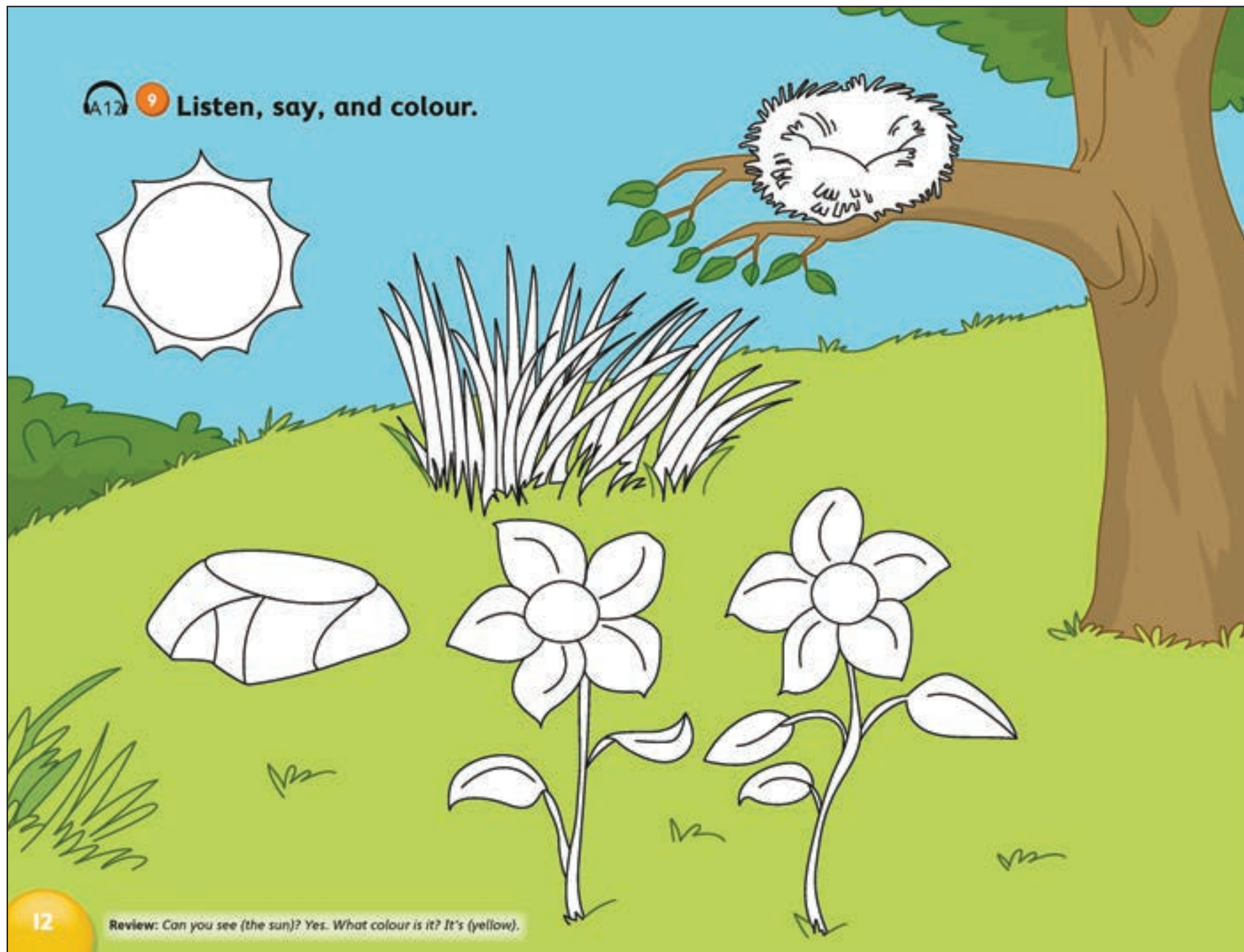
I see eyes! It's a frog.





9

Listen, say, and colour.



**Objectives:** to review *Can you see (the sun)? / Yes, / What colour is it? / It's (yellow).*

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach

## GETTING READY

### Review Weather with TPR (10 minutes)

- Teach a physical response for each kind of weather. (Sunny: *shade your eyes*; hot: *fan yourself*; cold: *shiver*; snowy: *flutter your fingers downward like snowflakes*; windy: *fly a kite*; rainy: *open an umbrella*.)
- Say the word, do the action, and ask children to repeat.
- Say: *Show me (hot)*.
- Ask children to do the action and say: *(Hot)*.
- Finally, point to a window and ask: *How's the weather today?*

### Review Nature Words (5 minutes)

- Review the garden words children learned in Level I (*flower, grass, nest, rain, sun, tree*).
- Draw a large square on the board. Say: *This is my garden*.
- Ask children to name things they might see in a garden.
- As they name each item, draw it in the square.

## WORKING IN THE BOOK: PAGE 12

### 9. Listen, say, and colour.

- Ask children to turn to page 12.
- Tell children they will listen and colour the pictures based on what they hear.
- Do the first one (the sun) as a group.
- To save time, children can make a coloured dot on each picture as they hear it on the audio and then colour it in afterwards.

#### Audio Script

How's the weather? / It's hot and windy.  
Can you see the sun? / Yes.  
What colour is it? / It's yellow.  
Can you see the nest in the tree? / Yes.  
What colour is it? / It's brown.  
Can you see the rock? / Yes.  
What colour is it? / It's grey.  
Can you see the grass? / Yes.  
What colour is it? / It's green.  
Can you see a flower? / Yes.  
What colour is it? / It's pink.  
Can you see one more flower? / Yes.  
What colour is it? / It's blue.

- Finally, invite partners to talk about the scene, using the audio as a model.
- Check that children coloured the nest brown, the rock grey, the grass green, and one flower pink and one blue.

## CONSOLIDATING

### Imaginary Walk (5 minutes)

- Pretend to go on a walk.
- As you describe what you see or hear, encourage children to do the actions with you:
  - *We're on a walk in a forest!* (March in place.)
  - *It's sunny and hot.* (Pretend to be hot and fan yourself.)

- *Listen to the birds.* (Place your hand to your ear; then make tweeting sounds.)
- *Look at the flower!* (Bend down and pretend to smell a flower.)
- *Oh, no, it's windy.* (Blow air out of your mouth to make a wind sound.)

### Can You Find It? (5 minutes)

- Play a search-and-find game in the classroom.
- Explain that you're thinking of (a table) and ask children to guess which (table) it is.
- Ask a volunteer: *Can you see (a table)?*
- Elicit: Yes, *I can*.
- Ask: *What colour is it?*
- Ask the volunteer to point to the object and answer: *It's (blue)*.
- If he or she is correct, say: Yes, *that's it!* If not, say: No, *try again*.

### Activity Book Page 12

Ask children to connect the dots and colour the picture. Then encourage partners to ask and answer: *How's the weather? It's cloudy and windy.*

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Because the games on the CD-ROM repeat the same formats, once a child learns how to play a game type, he or she can teach family members how to play other examples of the same game type.

### ActiveTeach

Help the class use the large digital format to review the nature and weather words and use the pen tool to circle and then colour the items.



**Objectives:** to review sound-symbol correspondences for *b /b/, d /d/, f /f/, g /g/, k /k/, l /l/, m /m/, n /n/, p /p/, s /s/, t /t/*

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach

## GETTING READY

### Review Sounds (10 minutes)

- Write these letters on the board: *b, d, f, g, k, l, m, n, p, s, t*.
- Draw a simple picture beneath each letter as a cue for a word that starts with the sound the letter represents. (Draw a bird under *b*, for example.)
- Point to and say each letter, the initial sound it represents, and the word. For example: *B. /b/. Bird.*
- Ask children to repeat.
- Invite children to say other words that begin with each sound/letter.
- Leave the letters and drawings on the board for reference.

### Practise Letter Formation (10 minutes)

- On the board, trace over each letter again.
- Use the following words to reinforce how to make the letters:
  - P: Down, up and around.
  - S: Curve and curve.
  - B: Down, up, around, around.
  - F: Down, straight across, straight across.
- After you trace over each letter, ask children to air write the letter and repeat the words to tell how they are making the letter.

## WORKING IN THE BOOK: PAGE 13

### 10. Listen and match. Say.

- Ask children to turn to page 13.
- Tell children they will listen and match the letters to the pictures.
- Play the audio. Pause after each letter to give children time to match it.

#### Audio Script

P sounds like puh	puh	pencil
T sounds like tuh	tuh	table
M sounds like muh	muh	marker
S sounds like suh	suh	sun
D sounds like duh	duh	duck
L sounds like luh	luh	lamp
B sounds like buh	buh	bird
K sounds like kuh	kuh	kite
N sounds like nuh	nuh	nose
F sounds like fuh	fuh	fish
G sounds like guh	guh	goat

- After children complete the page, invite volunteers to point and say: *(P). (P) sounds like (/p/). (Pencil).*

## CONSOLIDATING

### Choose It (5 minutes)

- Display two known objects (or pictures) that begin with different sounds / letters that children know.
- Choose one and say the letter and sound it begins with.
- Ask children to choose the object (or picture) with that initial letter / sound.

## Find Your Partner (5 minutes)

- Whisper a different familiar letter or a word that begins with that letter in each child's ear.
- Use each letter only once and only one word that begins with that letter / sound.
- At your signal, children walk around the room and find their partner. For example, the child who is "b" partners with the child who is "bird."
- Use this pair activity throughout the year.

## Activity Book Page 13

Ask children to match each letter to the item that begins with the letter. Encourage children to say the sounds. Then ask children to colour the page and practise saying the letter sounds and words with a partner.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Ask children to review Unit I by playing the games on the CD-ROM with their families.

### ActiveTeach

Use the large digital format to model matching the letters.





10

Listen and match. Say.



g f p m s k b l t d n



# 2

# At School

## Objectives

- ✓ To learn school vocabulary
- ✓ To sing songs and chants
- ✓ To do new TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To understand and role-play a story
- ✓ To learn and practise new language structures: *Where do you (read)? / In the (classroom).*
- ✓ To practise sound-symbol correspondences: c /k/, h /h/, j /dʒ/
- ✓ To recognize and produce /k/, /h/ and /dʒ/ at the beginning of words
- ✓ To review and count 1–10
- ✓ To learn how to write the numbers 7–10
- ✓ To learn the value of following rules
- ✓ To practise new language by listening and speaking
- ✓ To learn and review unit vocabulary and language structures

## Vocabulary

**New:** classroom, computer room, music room, play, playground, read, sing, use the computer

**Review:** numbers 1–10; classroom items; car, hen

## Materials

Pupil's Book pages 14–21 and 86–87; Activity Book pages 14–23; Flashcards 1–8; Class Audio CD A: Tracks 14–22 and CD B: Tracks 33–35; Course Posters: Meet Your New Friends!, My Little Island Map, Shapes and Colours; stickers (back of Pupil's Book and shown on page TI08)

**Optional:** CD-ROM, ActiveTeach, Big Book, Sammy the Squirrel Puppet

# Unit Overview



## Home-School Connections

Copy the Letter Home for children to bring home to share what they'll be learning in Unit 2 of *My Little Island*. The Letter Home is available online at [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

## Songs and Chants

- ✓ What Do You Do at School? (Class Audio CD A: Tracks 14, 15)
- ✓ C, H, J Chant (Class Audio CD B: Tracks 33, 34)
- ✓ Count to 10 Chant (Class Audio CD A: Tracks 19, 20)
- ✓ Follow Rules Chant (Class Audio CD A: Tracks 21, 22)

## Story

"My School": Sue shows her grandma around her school. Her grandma asks where Sue reads, sings, and plays. Sue shows her the classroom, music room, playground, and the computer room!





**Language Structures:** *Where do you (read)? In the (classroom).*

## Values

Follow rules.

## SKILLS



### Cross-Curricular Connections

-  count to 10, write numbers 7–10
-  learn the value of following rules
-  sing, chant and move to music
-  make a poster of places at school

### Preschool Learning Outcomes

- ✓ Recognize intonation in questions.
- ✓ Use short answers to questions.
- ✓ Understand new language structures.
- ✓ Recognize and produce the sounds that initial *c*, *h*, and *j* stand for.
- ✓ Listen to and follow a story with words.
- ✓ Make predictions using pictures.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact.
- ✓ Talk about self and surroundings.
- ✓ Develop a positive attitude toward the English language.

### Digital Practice

-  Use the CD-ROM for vocabulary practice in class or at home.
-  Use ActiveTeach to go over Pupil's Book pages together as a class.

## LEARN BY DOING

### TPR

- ✓ flap arms, hold up fingers, jump, kick, march, point, question action, read, use a computer, write letters in the air, hold up fingers to count

### Phonics

- ✓ Recognize sound-symbol correspondences: initial *c* /k/, *h* /h/, and *j* /dʒ/.
- ✓ Complete Phonics page 86.
- ✓ Listen to the audio.
- ✓ Sing songs and say chants.

### Prereading and Prewriting

- ✓ Follow an eight-frame story.
- ✓ Talk about the story characters.
- ✓ Act out the story to show comprehension.
- ✓ Practise fine motor skills.
- ✓ Draw, colour and trace.

Encourage children to hold a small coin with their little finger and ring finger against their palms to help them hold a pencil the right way!



## NOTICE BOARD DISPLAY

### School Match-Up

- ✓ Create an interactive notice board to use throughout the unit.

### Materials

- photos or drawings of children doing things in school
- photos or drawings of places in your school
- coloured string
- drawing pins
- teacher-made labels

### Instructions

1. If you have access to a camera and photo printing, take photographs for this project. If not, use teacher-and child-made drawings.
3. Divide the board into two columns.
4. In the first column, display pictures of children engaged in activities from this unit (*play, point, read, sing, use the computer*).
5. In the second column, display pictures of the target places (*classroom, computer room, music room, playground*).
6. To the right of each activity, use a drawing pin to attach a piece of coloured string.
7. Show children how to use the string to match each activity in Column 1 with a place in Column 2.



# 2

# At School



Listen and sing. Move. **SONG**

classroom

read

computer room

use the computer

playground

play

music room

sing



## Presentation

**Objectives:** to identify classroom vocabulary in scenes, to learn a song and new TPR actions

**New Vocabulary:** classroom, computer room, music room, play, playground, read, sing, use the computer

**TPR:** jump, point, question action, read, use a computer

**Materials:** Class Audio CD A, Flashcards, Activity Book

**Optional Materials:** *My Little Island* Map poster, Sammy the Squirrel puppet, CD-ROM, ActiveTeach, ball

### GETTING READY

#### Look at the Poster (5 minutes)

- Display the *My Little Island* Map poster.
- Ask children to point to and name the places they visited in Levels 1 and 2.
- Explain that children will visit the school.

#### Review Classroom Vocabulary (5 minutes)

- Explain that you will throw a ball to one child at a time and they should point to and name a classroom object: *I can see (a book).* and then throw the ball back to you.
- Elicit or help children with words from Level 1 (*book, chair, crayon, pencil, table, teacher*) and Level 2 (*backpack, computer, markers, notebook, pen, scissors*).
- Tell children they are now going to learn about places outside the classroom.

### WORKING IN THE BOOK: PAGE 14

#### Present Vocabulary and TPR

- Ask children to open their books at page 14.
- Invite them to talk about the pictures, using words they know.

- Use the unit Flashcards to reinforce the vocabulary. Hold up the pictures one at a time.
  - Say: (*Classroom*). Ask children to repeat.
  - Say: (*Find the classroom.*) Ask children to point to the picture of it in their books.
- Elicit that Sue is reading and Lou is playing with blocks.
- Follow a similar procedure for the playground, the computer room, and the music room.
- Use TPR actions to clarify meaning.

#### I. Listen and sing. Move.

- Tell children to listen to the song to find out what Sue and Lou do at school.
- Play the audio. Use the Flashcards and do the actions to clarify meaning.
- Play the audio again. Invite children to do the actions with you and sing along when ready.

#### Audio Script

##### What Do You Do at School?

Hello to you! (*point to other kids*)

What do you do?

What do you do at school? (*question action*)

I read, read, read (*pretend to read, open hands*)

As a rule / In the classroom / At my school.

Hello to you! (*point to other kids*)

What do you do?

What do you do at school? (*question action*)

I play, play, play (*jump up and down*)

As a rule / On the playground / At my school.

Hello to you! (*point to other kids*)

What do you do?

What do you do at school? (*question action*)

I use the computer (*pretend to type*)

As a rule / In the computer room / At my school.

Hello to you! (*point to other kids*)

What do you do?

What do you do at school? (*question action*)

I sing, sing, sing  
As a rule / In the music room / At my school.

Hello to you! (*point to other kids*)

What do you do?

What do you do at school? (*question action*)

### CONSOLIDATING

#### Charades (10 minutes)

- Display the Flashcards for reference.
- Play a game of charades.
- Pretend to do an action and ask children to guess the word.
- Reinforce the vocabulary: Yes, I (*play*) on the (*playground*).
- Invite children to act out for the class as well.

#### Karaoke (5 minutes)

- Play the karaoke version of the song.
- Hold up Flashcards to cue children for each verse.
- Encourage everyone to sing the chorus together.

#### Activity Book Page 14

Ask children to match each place at school with a picture of a child and write the number in the box. Then ask children to colour the page and work with a partner to name each place and activity.

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Ask children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

#### ActiveTeach

Reinforce vocabulary using the Flashcard images on ActiveTeach.

# Vocabulary

**Objective:** to practise new words

**New Vocabulary:** classroom, computer room, music room, play, playground, read, sing, use the computer

**Writing:** numbers 1–8

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### **Review the Song (10 minutes)**

- Say: *Let's sing the song again.*
- Sing and act out "What Do You Do at School?" with children.
- Arrange the class in two groups.
- Ask one group to sing and act out the chorus and questions and the other sing and act out the answers.
- Play and sing the song once more.

### **Prepare for the Activity (5 minutes)**

- Display the Flashcards on the board.
- Write the vocabulary word or words under each one.
- Draw a simple box next to each word to look like Pupil's Book page 15.
- Demonstrate with Sammy or a prepared volunteer.
- Use Sammy to say: *Number one. Read.*
- Model searching for the *read* Flashcard.
- Then write the number *1* in the box next to the word.
- Do a few more, and then invite volunteers to finish the activity.
- At the end, lead the class in saying each number and word in order, for example: *1 – read, 2 – play*, and so on.

## WORKING IN THE BOOK: PAGE 15

### **2. Listen and number. Say.**

- Ask children to open their books at page 15.
- Explain that children need to listen and write numbers.
- Point out that the first one is done as an example.
- Play the activity part of the audio track. Pause after each item to allow children time to find and write.

### **Audio Script**

1. read
2. play
3. sing
4. use the computer
5. classroom
6. playground
7. music room
8. computer room

- For additional practice, say each vocabulary word aloud and ask children to clap twice, pause, clap once, pause and clap twice again, and repeat the word.

## CONSOLIDATING

### **Going on a School Walk (10 minutes)**

- Display the classroom Flashcards around the room.
- Lead the class on a "walk around school."
- For each card and "room" say: *I (sing) in the (music room).* Pretend to sing.
- Ask the class to follow you.
- For fun, model some silly actions along with the others from Levels 1 and 2: *I (write) in the (classroom); I (wiggle) in the (music room).*

## Match and Say (5 minutes)

- Display the Flashcards on the board in two rows.
- Put the rooms in one row and the actions in the other.
- Invite children to come to the board and draw lines from an action to a room and say: *I (use the computer) in the (computer room).*

## Activity Book Page 15

Ask children to match each place at school with a child doing an activity there. Then ask children to colour the page. Finally, ask partners to take turns naming each activity and the place at school where children do it.

## OPTIONAL: USING DIGITAL COMPONENTS

### **CD-ROM**

Ask children to practise the new vocabulary using the games on the CD-ROM.

### **ActiveTeach**

Use the large digital format to model numbering the boxes on the Pupil's Book page. For additional vocabulary practice, use the Flashcards on ActiveTeach.

# VOCABULARY



2

Listen and number. Say.



















Practice: classroom, playground, read, play, music room, computer room, sing, use the computer Writing: 1-8

UNIT 2

15



# Story

**Objectives:** to read and understand a story, to use and understand speech bubbles, to learn a new language structure, to listen to and recognize the intonation in a sentence, to role-play

**New Structures:** *Where do you (read)? In the (classroom).*

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### Story Concepts (5 minutes)

- Tell children you are going to help them read a story.
- Encourage children to share what they know about reading stories in books.
- Review literacy concepts using either the Pupil's Book or another book. Make it fun by using Sammy the Squirrel.
  - Use Sammy to pretend to read a book upside down; shake your head and say: *No, no, Sammy.* Model turning the book right-side up.
  - Use Sammy to read the last page first; say: *No, no, Sammy.* Model starting from the first page and moving forward.
  - Use him to flip through the pages randomly; say: *No, no, Sammy.* Model turning the pages one by one in order.
- Focus on speech bubbles.
  - On the board draw a simple face.
  - Draw a speech bubble next to the face and in it, write: *Hello.*
  - Explain that the tail of the speech bubble points to the character who's talking and that the words in the bubble show what the character is saying.



### Introduce the Story (5 minutes)

- Hold up Pupil's Book page I6.
- Focus on the first frame of "My School." Ask children to talk about what they see.
- Explain that it's Family Day at Sue's school and Grandma is at school with her.
- Talk about special days at school. Does your school have a day when family comes to school? Ask children who in their family has come to school and who they would like to come. (Use TPR and gestures as needed.)
- Go through the rest of the story.
- Ask children to predict what will happen. Revisit predictions later.

## WORKING IN THE BOOK: PAGES I6–I7

### 3. Look and listen. Act it out.

- Ask children to turn to page I6.
- Play the audio and pause at the end of each story frame to make sure children are in the right place and understand what's happening.
- If needed, help them understand that Sue's grandma is surprised when Lou says he plays in the computer room.
- Play the story audio again. Point to each speech bubble as the words are spoken.
- Encourage children to speak along with the characters.
- Invite volunteers to act out the story with the audio.



### Audio Script

#### My School

- Frame 1 Sue: This is my school!  
Grandma: I like it! Where do you read?
- Frame 2 Sue: In the classroom.  
Grandma: How nice. Where do you sing?
- Frame 3 Sue: In the music room.  
Grandma: How nice. Where do you play?
- Frame 4 Sue: In the playground.  
Grandma: Great! Where do you use the computers?
- Frame 5 Sue: In the computer room.
- Frame 6 Lou: I play in the computer room.  
Grandma: Really?

Frame 7 Grandma: Oh. You play computer games!

Frame 8 Grandma: Thank you. I like your school.  
Sue: Bye Grandma.

### Look at New Language

- Point out the language structure Grandma uses to ask about Sue's school: *Where do you (read)?*
- Focus on Sue's answers: *In the (classroom).*
- Practise with Sammy. Show him a Flashcard and ask: *Where do you (read)?*
- Use Sammy to answer: *In the (classroom).*
- Invite children to practise the exchange with Sammy, and then in pairs.

### Listen to the Intonation

- Ask children to close their eyes and listen while you play the story audio.
- Pause after each speech bubble. Point out how the rise and fall of the speaker's voice differs in questions and answers.
- Ask children to repeat each question and answer, copying the intonation.

### CONSOLIDATING

#### Role-Play (10 minutes)

- Ask pairs of children to act out the story.
- First, play the audio and encourage pairs of children to mime.
- Then invite volunteers to act out the dialogue without the audio.

#### Make a Home Connection

Have a family day at school. Invite children to show their parents around the school and use the new language structures they've learned.

#### Activity Book Page 16

Ask children to trace the paths. Encourage partners to take turns asking and answering questions from the story: *Where do you (read)? In the (classroom).* Children then colour the page.

#### Activity Book Page 17

Tell children to circle and name the things that *don't* belong in a music room (*duck, doll, toy box, and cat*). Then ask children to colour the page.

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Ask children to review the story on their CD-ROM at home. Encourage them to use the Story Time feature.

#### ActiveTeach

Use the large digital format to focus on speech bubbles. Place the pointer under each word as it plays on the audio.

# LISTENING

A18 4 Listen and match. Write.

1



2



3



4





## Listening

**Objectives:** to practise listening comprehension, to practise new unit vocabulary and structures

**Materials:** Class Audio CD A

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

### GETTING READY



#### Revisit the Story (10 minutes)

- Reread “My School” together.
- Play the audio and ask children to read along.

#### Prepare for the Activity (5 minutes)

- Choose four volunteers.
- Draw four faces in a row on the board. If possible, make the faces resemble the volunteers.
- Write a number 1–4 by each face, as on Pupil’s Book page 18.
- Beneath the faces, display the school-room Flashcards and draw four simple number boxes under the cards.
- Use Sammy to point to the first face and number and ask the first volunteer: *Number one: Where do you (use the computer)?*
- Cue the child to answer: *In the (computer room).*
- Point to the 1 next to the face, and write the number in the box under the (computer room) and continue.

### WORKING IN THE BOOK: PAGE 18



#### 4. Listen and match. Write.

- Ask children to turn to page 18.
- Explain that they will listen to the children pictured on the page, answer questions, and will number the pictures of places in school based on their answers.
- Play the audio. Point out that the first item is done as an example.

#### Audio Script

1. Where do you read?  
In the classroom.
2. Where do you play?  
In the playground.
3. Where do you sing?  
In the music room.
4. Where do you use the computer?  
In the computer room.

### CONSOLIDATING

#### Matching Card Game (5 minutes)

- Make two piles of unit Flashcards: Pile A includes vocabulary for actions: *play, read, sing, use a computer*. Pile B includes room vocabulary: *classroom, computer room, music room, playground*.
- Shuffle the cards in each pile.
- Ask a volunteer to pick a card from Pile A and ask: *Where do you (read)?*
- Ask another volunteer to pick a card from Pile B and answer: *In the (classroom).*
- If the cards match (for example, *read* and *classroom*), cue the class to say: *It’s a match!*
- If the cards don’t match (for example, *read* and *playground*), cue the class to say: *No way! Where do you (read)?* Then cue the two volunteers to answer.

### Chant and Move TPR (10 minutes)

- Review school and playground actions children have learned.
- For each one, say the word, do the action, and ask children to repeat: *climb, colour, cut, dance, draw, jump, listen, look, paint, run, sing, sit down, speak, stand up, type, walk, write*.
- Then teach children a simple chant:  
*I (climb, climb, climb) in the (playground).*  
(pretend to climb)  
*Where do I (climb)?* (clap, clap)  
*In the (playground)!*
- Lead children in saying the chant and doing the actions.

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to use the CD-ROM at home to show their families what they’re learning about places at school and activities.



#### ActiveTeach

Use the large digital format to model numbering the pictures. Invite volunteers to write the numbers using the pen tool.

## Speaking

**Objectives:** to practise speaking, to practise new unit vocabulary and structures

**Materials:** Activity Book

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach, Class Audio CD A and B, teacher-made survey

### GETTING READY



#### Pass the Card (10 minutes)

- Ask children to sit in a circle. Play some music.
- Tell children to pass around the Flashcards of places at school while the music plays.
- Stop the music. Ask: *Where do you (play)?*
- Tell children to check their cards and cue the child with the (playground) card to say: *In the (playground)*.
- Continue for the other three places.



#### Practise Intonation (5 minutes)

- Prepare for the speaking practice by focusing on intonation.
- Play the audio for Activity 4 on Pupil's Book page 18. Tell children to focus on the different intonation for the questions and the answers.
- Pause the audio after children listen to a question or answer and ask them to repeat, copying the speakers' intonations.

### WORKING IN THE BOOK: PAGE 19

#### 5. Ask and answer. Circle.

- Ask children to turn to page 19.
- Focus on the example.
- Then focus on the boy and girl with the speech bubbles at the bottom of the page.
- Point to and read the speech bubbles: *Where do you read? In the classroom.*

- Tell children they will work in pairs, using the speech bubble text as a model.
- Tell them to ask and answer questions about what the other two children on the page are doing and then circle one of the three places on the right. Remind them to follow the example.

### CONSOLIDATING



#### Make an Activities Survey (10 minutes)

- Ask: *Where do you read in school?* Elicit: *In the classroom.*
- Then ask: *Where do you read at home?* Elicit: *In (my bedroom).*
- Repeat with a few more examples of activities people do at home, such as eat and sleep.
- Create a generic survey in the form grid with the actions listed down the side and the rooms listed across the top. Make photocopies for children to take home to colour.
- Include a picture clue by each word.
- Point to the first action. Ask: *Where do you (eat)?*
- Elicit responses from a few children. Write their names in the boxes under the rooms. For example, if Martha eats in the kitchen, write "Martha" in the box under kitchen.
- Continue with the other actions.
- Encourage children to take the survey home, do it with family members, and then share results with the class.

#### Mixed-Up Sentences (5 minutes)

- Invite four volunteers to stand up.
- Whisper a different word into each child's ear: *Where, do, you, (play).*
- Ask them to stand in a line (but not in sentence order) and say their words, for example: *you, (play), Where, do.*

- Invite another volunteer to arrange them in the correct order.
- Ask children to say their words in order to make a question. Invite the class to answer it.
- Repeat with the other questions and answers.

### Phonics and Extra Practice: Pupil's Book pages 86–87 and T86 and T87

For phonics activities, practising the initial sounds *c*, *h* and *j*, ask children to turn to page 86 in the back of their books. For teacher support, turn to page T86 in this book. For extra practice speaking, ask students to turn to page 87 in the back of their books. For teacher support, turn to page T87 in this book.

#### Activity Book Page 18

Ask children to work with a partner to complete this page. Tell one child to spin a pencil and ask a question prompted by the picture, such as: *Where do you use the (computer)?* Encourage the other child to answer appropriately: *In the (computer room).* Ask children to colour the page.

#### Activity Book Page 19

Ask children to circle the pictures to show where they do each activity. Ask partners to share their work by asking and answering questions: *Where do you (sing)? In the (music room).* Finally, invite children to colour the page.

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to use the the CD-ROM at home. Tell them to mimic the audio to practise speaking skills.



#### ActiveTeach

Use the large digital format to model circling the correct pictures on the page.

# SPEAKING



5 Ask and answer. Circle.




Where do you read?

In the classroom.



Practice: Where do you (read)? In the (classroom).

UNIT 2

19





6

Listen, say, and trace. Count and write. **SONG**

7 8 9 10



## CLIL

**Objectives:** to count items 1–10, to write numbers 7–10

**Review:** classroom items

**TPR:** flap arms, hold up fingers, kick, march, write

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** CD-ROM; ActiveTeach; classroom objects, teacher-made number and dot cards (save to use later)

### GETTING READY

#### Review Numbers (10 minutes)

- Review numbers 1–10 by counting real objects in the classroom.
- Hold up or point to one item. Say: *One. One (book)*. Ask children to repeat.
- Write the number 1 on the board. Draw one circle under it to show how many.
- Repeat with 2–10, using other items.
- Identify groups of items or children and ask: *How many?*

#### Air Numbers (5 minutes)

- Ask children to take turns writing numbers 1–10 in the air.
- Each time, invite the class to guess which number the child is writing.

### WORKING IN THE BOOK: PAGE 20

#### 6. Listen, say, and trace. Count and write.

- Play the chant and act it out.
- Play it again and invite children to chant and do the actions with you.

### Audio Script

#### Count to 10 Chant

1, 2, 3, (*hold up fingers for counting*)  
Buzz like a bee. (*flap arms and buzz*)  
4, 5, 6, (*hold up fingers for counting*)  
Do high kicks. (*kick*)  
7, 8, 9, (*hold up fingers for counting*)  
March in a line. (*march in place*)  
10! 10! 10!  
Write with a pen. (*pretend to write*)

- Ask children to look at page 20. Count 1–10 and point to the numbers 7–10 on the top right as you say each one.
- Ask children to point and repeat after you and then trace each number in their books.
- Next, explain that Lou is counting the classroom objects on the table.
- Say: *Let's count crayons. 1, 2, 3, 4, 5, 6, 7.*
- Point to the picture of the crayon on the notebook. Say: *7. 7 crayons. I write 7.* (Trace the 7 with your fingers.)
- Ask individuals or groups to count the other items on the table and write the number of each item next to its picture.

### CONSOLIDATING

#### How Many Voices? (5 minutes)

- Play the karaoke version of the chant.
- Ask children to count while you chant the rest.
- Ask a few volunteers to put their heads down so they can't see.
- Quietly, choose a small group to chant. Don't let the volunteers know how many children you picked.
- Play the karaoke chant and tell the small group to chant.

- When you've finished, ask the volunteers to guess how many children chanted.

#### Group Concentration (10 minutes)

- Prepare twenty playing cards.
- Write one number from 1–10 on ten cards.
- Draw one to ten dots on the other ten cards.
- Divide the class into two groups. Shuffle each set of cards.
- Give the number cards to one group and the dot cards to the other.
- Tell children not to show their cards to anyone.
- Ask the two groups to face each other.
- Invite two volunteers to play.
- Player 1 names one child from each group. The two children show their cards to the player.
- If the cards match, the player keeps them. If not, the children return to their groups.
- Repeat with Player 2. Continue several times and then with other volunteers. The player with the most pairs at the end wins.

### Activity Book Page 20

Ask children to trace the numbers, count the items, and then match each group of items to a number. After children colour the page, ask partners to count and name the items, for example: *1, 2, 3, 4. Four pencils.*

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Ask children to play the games on the CD-ROM to practise and review numbers.

#### ActiveTeach

Invite volunteers to use the pen tool to count each group of items and match the numbers.

# Values

**Objective:** to learn about the value of following rules

**New Values Language:** Follow rules.

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach, cardboard

## GETTING READY

### Introduce Following Rules (5 minutes)

- Tell children that a rule is something they must do, such as listen to the teacher.
- Talk to them about why rules are important.
- Introduce ideas about safety, fairness, and group harmony.
- Help children think of some rules that might make your class safer, fairer, or happier.
- Revisit some of the values that children learned in Levels 1 and 2: *ask nicely, say sorry, help others, put away your toys, cover your nose and mouth, share, be nice to animals, play safely, put things away, help your family, be careful, wash your hands, eat properly, do your chores, dress for the weather.*
- Ask if any of those values make good classroom rules. Note these to refer to later.

### Role-Play: Sammy (5 minutes)

- Do a few simple role-plays with the Sammy puppet, such as making him cough with or without covering his mouth.
- Each time, name a rule.
- If Sammy doesn't follow the rule, say: *Sammy, (cover your mouth). Follow rules.*
- If Sammy follows the rule, say: *Good job! You follow rules, Sammy.*

## WORKING IN THE BOOK: PAGE 21

### 7. Listen and say. Draw.

- Ask children to open their books at page 21.
- Play the dialogue on the first part of the audio and ask children to look at the photos as they listen.
- Ask volunteers to repeat the dialogue with you.

#### Audio Script

Teacher: Have you finished playing?

Boys: Yes, we have.

Teacher: Remember to clean up. That's a school rule.

Boys: Okay.

Teacher: Share toys. That's a school rule, too.

- Then play the chant on the second part of the audio. Ask children to listen and then chant along with the audio when they are ready.

#### Audio Script

##### Follow Rules Chant

Clean up. Listen now.

Follow school rules.

Play nicely. Listen now.

Follow school rules.

- Talk about each photo with the class and encourage children to discuss whether the children in each photo are following rules or not.
- Now point to the faces below each photo. Tell children to draw a smile on the face below the photo where children are following rules and a frown under the photo where children are *not* following rules.

## Talk about it!

- Share something people can do to help them follow rules (make a list of classroom rules, for example). Invite children to talk about ways they can follow rules.

## CONSOLIDATING

### Class Rules (10 minutes)

- On a large piece of cardboard, make a list of class rules.
- Invite children to name rules they think are important.
- Draw a picture cue next to each rule.
- Refer to these throughout the year.

### Role-Play: Children (10 minutes)

- Invite pairs or small groups to role-play.
- Refer to your class rules beforehand.
- Ask each group to pick one rule. Then ask them to act out following the rule or not following it.
- If they do not follow the rule, cue the class to call out: *Follow the rules!*
- If they do follow it, cue the class to call out: *Good job! You follow rules.*

## Activity Book Page 21

Ask children to colour the page and say chorally: *Follow rules.*

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Ask children to play the games and do the activities on the CD-ROM at home to show their families the values they're learning in class.

### ActiveTeach

Focus on the two pictures. Use the pointer to highlight details that illustrate who is following rules and who isn't. Confirm which face should be smiling and which should be frowning.



# VALUES



7

Listen and say. Draw. **SONG**



# 3

# Workers

## Objectives

- ✓ To learn vocabulary for workers
- ✓ To sing songs and chants
- ✓ To do new TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To understand and role-play a story
- ✓ To learn and practise new language structures: *What do you want to be? I want to be a (police officer).*
- ✓ To practise sound-symbol correspondences: *q /kw/, r /r/, and v /v/*
- ✓ To recognize and produce the sounds that *q, r,* and *v* stand for at the beginning of words
- ✓ To learn how to count to 12
- ✓ To learn how to write numbers 11 and 12
- ✓ To learn the value of staying safe
- ✓ To practise new language by listening and speaking
- ✓ To learn and review unit vocabulary and language structures

## Vocabulary

**New:** artist, astronaut, dentist, doctor, firefighter, nurse, police officer, vet, worker(s); numbers 11, 12  
**Review:** numbers 1–10; animals

## Unit Overview



## Home-School Connections

Copy the Letter Home for children to bring home to share what they'll be learning in Unit 3 of *My Little Island*. The Letter Home is available online at [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

## Values

Stay safe.

## Materials

Pupil's Book pages 22–29 and 88–89; Activity Book pages 24–33; Flashcards 9–16; Class Audio CD A: Tracks 23–31 and CD B: Tracks 36–38; Course Posters: Meet Your New Friends!; *My Little Island* Map, Shapes and Colours; stickers (back of Pupil's Book and shown on page T108)

**Optional:** CD-ROM, ActiveTeach, Big Book, Sammy the Squirrel Puppet

## Songs and Chants

- ✓ Time for Work (Class Audio CD A: Tracks 23, 24)
- ✓ Q, R, V Chant (Class Audio CD B: Tracks 36, 37)
- ✓ Count to 12 Chant (Class Audio CD A: Tracks 28, 29)
- ✓ Stay Safe Chant (Class Audio CD A: Tracks 30, 31)





## Story

“Let's Go”: Sue and Lou tell each other what they want to be when they grow up. When Sammy gets hurt, Sue decides she wants to be a vet instead.

**Language Structure:** *I want to be a (police officer).*

# SKILLS



## Cross-Curricular Connections

-  count to 12, write numbers 9–12
-  learn the value of staying safe
-  sing, chant and move to music
-  make a poster about safety (preventing fires)

## Preschool Learning Outcomes

- ✓ Recognize intonation in questions.
- ✓ Use short answers to questions.
- ✓ Understand new language structures.
- ✓ Recognize and produce the sounds that initial *q*, *r*, and *v* stand for.
- ✓ Listen to and follow a story with words.
- ✓ Make predictions based on pictures.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact.
- ✓ Talk about self and surroundings.
- ✓ Develop a positive attitude toward the English language.

## Digital Practice

-  Use the CD-ROM for vocabulary practice in class or at home.
-  Use ActiveTeach to go over Pupil's Book pages together as a class.

# LEARN BY DOING

## TPR

- ✓ flap arms, hold up fingers to count, kick, march, march in place, point, write, write letters in the air

## Phonics

- ✓ Recognize sound-symbol correspondences: *q* /kw/, *r* /r/, *v* /v/.
- ✓ Complete page 88.
- ✓ Listen to the audio.
- ✓ Sing songs and say chants.

## Prereading and Prewriting

- ✓ Follow an eight-frame story.
- ✓ Talk about the story characters.
- ✓ Act out the story to show comprehension.
- ✓ Practise fine motor skills.
- ✓ Draw, colour and trace.

# NOTICE BOARD DISPLAY

## What Do You Want to Be?

- ✓ Create a thematic notice board.

## Materials

- photos or drawings of different workers in the community
- teacher-made labels for workers
- teacher-made or child-made name tags

## Instructions

1. Divide the notice board into eight sections, one for each worker.
2. Label each section with a teacher-made label (*artist, astronaut, etc.*).
3. Within each section, display photos or child-made drawings of the worker.
4. If possible, take photos of workers in your community to add to the display.
5. Write each child's name or ask the child to write it on a name tag.
6. Ask children to tape their name tag in one worker's section on the board and say: *I want to be a/an (artist).*

Encourage children to practise English with older siblings or cousins at home!





# 3 Workers

  1 Listen and sing. Move. **SONG**

Parade day!



firefighter



doctor



artist



dentist



police officer



nurse



vet



astronaut



## Presentation

**Objectives:** to identify vocabulary in a scene, to learn a song and do actions

**New Vocabulary:** artist, astronaut, dentist, doctor, firefighter, nurse, police officer, vet, worker(s)

**TPR:** march in place

**Materials:** Class Audio CD A, Flashcards, Activity Book

**Optional Materials:** My Little Island Map poster, CD-ROM, ActiveTeach

### GETTING READY

#### Share What You Know (5 minutes)

- Gesture to yourself. Say: *I'm a teacher.*
- Show photos or other pictures of people doing other work.
- Explain that these are all workers.
- Invite children to talk about the work people do: What do their parents do? What do they want to do when they grow up?



#### Look at the Poster (5 minutes)

- Display the *My Little Island* Map poster.
- Ask children to talk about the places they have visited on the island.
- Then show the pictures of different workers. Ask children where on the island these people might work.

### WORKING IN THE BOOK: PAGE 22

#### Introduce the Vocabulary

- Ask children to open their books at page 22.
- Explain that Sue, Lou, and their friends are dressing up and that they are dressed as different workers.
- Use the Flashcards to teach the vocabulary. Hold up a picture.

- Say: (*Artist*). Ask children to repeat.
- Say: *Show me the (artist) in your book.* Ask children to point to the child dressed as an (artist).
- Repeat with the other words.



#### I. Listen and sing. Move.

- Display the Flashcards.
- Say: *Let's sing a song.* Play the song.
- Ask children to point to the Flashcards as workers are named in the song.
- Play the song again. Invite children to sing along when they are ready.

#### Audio Script

##### Time for Work

Work, work, work. (*march in place as though going off to work*)

It's time to go to work.

The doctor, the firefighter,

The nurse, the police officer.

Work, work, work. (*march in place as though going off to work*)

It's time to go to work.

Work, work, work. (*march in place as though going off to work*)

It's time to go to work.

The dentist, the vet,

The astronaut, the artist.

Work, work, work. (*march in place as though going off to work*)

It's time to go to work.

### CONSOLIDATING



#### Karaoke (5 minutes)

- Display the Flashcards on the board.
- Play the karaoke version of the song and ask children to sing along and do the actions.
- Point to the unit Flashcards to cue children for different workers.

### Let's Move (10 minutes)

- Brainstorm a simple action for each worker such as:
  - artist: *paint on an easel*;
  - astronaut: *float as if in space*;
  - dentist: *open mouth wide and pretend to polish teeth*;
  - doctor: *hand to wrist as if taking pulse*;
  - firefighter: *pretend to hold a hose and move it as if putting out a fire*;
  - nurse: *finger to arm as if giving an injection*;
  - police officer: *one hand up to signal stop, the other beckoning for cars to move*;
  - vet: *cradle an imaginary cat or dog in one arm and stroke it with the other hand*.
- Discuss when and why each worker does each action.

### Activity Book Page 22

Ask children to connect the dots to complete the picture. Tell them to colour the picture and say: *Firefighter*.

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.



#### ActiveTeach

Use the large digital format to focus on the different workers as they are named in song.

## Vocabulary

**Objective:** to practise new words

**New Vocabulary:** artist, astronaut, dentist, doctor, firefighter, nurse, police officer, vet

**Writing:** numbers 1–8

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Flashcards, CD-ROM, ActiveTeach

### GETTING READY



#### Review the Song (10 minutes)

- Revisit the gestures for the workers from Consolidating activity *Let's Move* on page T22.
- Play "Time for Work."
- Encourage children to do the gestures for each worker.



#### Thumbs-Up or Thumbs-Down (10 minutes)

- Ask a volunteer to be your helper.
- Display the unit Flashcards for reference.
- Explain that the helper will name a worker and you will do an action for that worker (*paint a picture, direct traffic*, and so on).
- Tell children that if you do the correct action, the helper will give a thumbs-up and if not, he or she will give a thumbs-down.
- Continue in this way but invite the class to join in.

### WORKING IN THE BOOK: PAGE 23



#### 2. Listen and number. Say.

- Ask children to look at the pictures on page 23.
- Tell them to listen to the audio and find and number the pictures of the workers.

- Play the audio and ask children to write the numbers.

#### Audio Script

1. nurse
2. artist
3. police officer
4. doctor
5. firefighter
6. astronaut
7. vet
8. dentist

- Check children's work as a class. Have volunteers point and say: *(I) (nurse)*. Continue with the rest of the pictures.
- For additional practice, say each vocabulary word aloud and ask children to clap twice, pause, clap once, pause and clap twice again, and repeat the word.

### CONSOLIDATING



#### Who's Missing? (10 minutes)

- Display the Flashcards on the board in a row.
- Lead the class in chorally reciting the words in order.
- Ask children to put their heads on their desks.
- Take away a card.
- Ask children to look up. Challenge them to name the missing card.
- Repeat several times.
- For a challenge, mix up the order first, and then take away a card.



#### Who Am I? (5 minutes)

- Ask the class to stand in a circle.
- Explain that you will go first.

- Hold a unit Flashcard of a worker over your head facing towards the group. Hold the card so you cannot see what it is.
- Explain that you are going to guess what card you are holding. Ask the class to give you hints by doing gestures for the worker on the card.
- After you guess correctly, invite other children to take turns holding a card and guessing.

### Activity Book Page 23

Ask children to match the objects with the workers. After children colour the page, encourage partners to point and name each worker: *artist, dentist, doctor, police officer, teacher*.

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to play the games on the CD-ROM with their families to show the words they know for different workers.



#### ActiveTeach

Use the large digital format to model numbering the boxes on the Pupil's Book page. For additional vocabulary practice, use the Flashcard images on ActiveTeach.



# VOCABULARY

A25

2

Listen and number. Say.


















Practice: doctor, astronaut, vet, nurse, firefighter, artist, police officer, dentist Writing: 1-8

UNIT 3

23

# Story

**Objectives:** to read and understand a story, to identify and understand speech bubbles, to learn a new language structure, to listen and identify intonation, to role-play, to practise new vocabulary

**New Structure:** *I want to be a (police officer).*

**Review:** *It's Sammy!*

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach, ball

## GETTING READY

### Peek-a-Boo Flashcards (5 minutes)

- Hide the unit Flashcards in a bag.
- Slowly pull one card out of the bag.
- Ask children to try to name the worker before they see the whole picture of it.
- Repeat with the others.

### Introduce the Story (5 minutes)

- Hold up Pupil's Book page 24.
- Focus on the first page of "Let's Go." Ask children to talk about the picture.
- Explain that Sue and Lou are dressing up. Ask children to name each worker.
- Tell children that Sue wants to be a police officer and Lou wants to be a firefighter.
- Invite a few children to tell you what they want to be.
- Go through the rest of the story and ask children to predict what will happen. Revisit children's predictions later.



## WORKING IN THE BOOK: PAGES 24 AND 25

### 3. Look and listen. Act it out.

- Ask children to open their books at page 24.
- Play the audio, pausing at the end of each story frame to make sure children are in the right place and are following what's happening.
- Ask children to talk about what each character wants to be.
- Ask children why Sue says she wants to be a vet. Help them understand that Sammy is hurt and she wants to help him.
- Play the story audio again. Point to each speech bubble as the words are spoken.

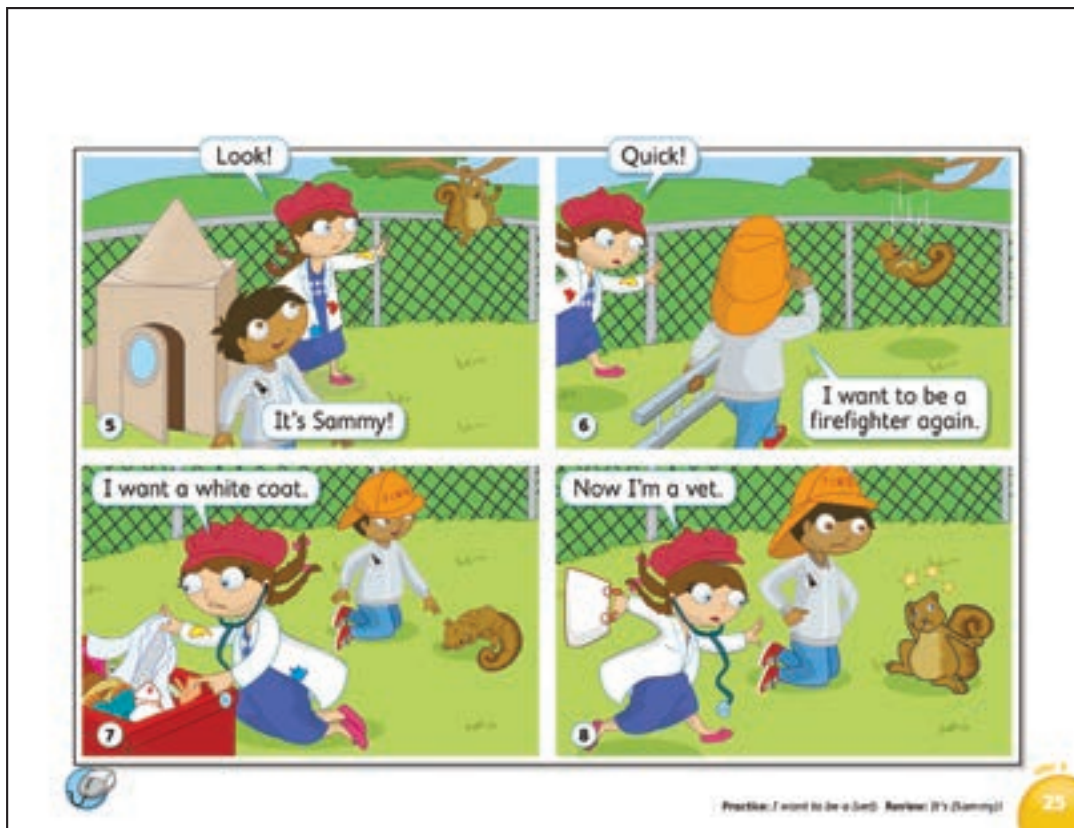
- Encourage children to speak along with the characters.
- Invite volunteers to act out the story with the audio.

### Audio Script

#### Let's Go

- Frame 1 Sue: I want to be a police officer.  
Lou: I want to be a firefighter.
- Frame 2 Sue: I want to be an artist.  
Lou: You are an artist!
- Frame 3 Lou: I want to be an astronaut.
- Frame 4 Lou: 5, 4, 3, 2, 1 - Blast off!
- Frame 5 Sue: Look!  
Lou: It's Sammy!





- Frame 6 Sue: Quick!  
Lou: I want to be a firefighter again.
- Frame 7 Sue: I want a white coat.
- Frame 8 Sue: Now I'm a vet.

### Look at New Language

- Point out the new language the characters use to talk about the worker they want to be: *I want to be a (vet).*
- Then ask Sammy: *What do you want to be?*
- Use Sammy to answer: *I want to be a / an (astronaut).*
- Invite volunteers to say what they want to be.



### Listen to Intonation and Tone of Voice

- Ask children to close their eyes and listen while you play the story audio.
- Point out the intonation and tone of voice used for the statements, exclamations, and questions: *I want to be an artist. / You are an artist! / What's that? / It's Sammy!*
- Pause after each statement, exclamation, and question on the audio and ask children to mimic the intonation and tone of voice.

## CONSOLIDATING

### Role-Play (10 minutes)

- Ask pairs of children to act out the story.
- First, play the audio and ask pairs of children to mime along with the story.
- Then invite volunteers to act the story out without the audio.

### Throw and Say (5 minutes)

- Ask children to stand in a circle.
- Hold a ball and say: *I want to be a vet.*
- Do the gesture for vet (see page T22).
- Throw the ball to C1. Cue C1 to say: *I want to be a / an (artist)* and do the gesture.
- Tell C1 to throw the ball to C2, and so on.

### Activity Book Page 24

Ask children to circle the correct pictures to show what Sue wants to be. After children colour the page, encourage partners to take turns pretending to be Sue and saying: *I want to be a police officer. I want to be an artist. and I want to be a vet.*

### Activity Book Page 25

Ask children to trace the fire engine and colour the page. Then encourage partners to take turns pretending to be Lou and saying: *I want to be a firefighter.*

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Ask children to review the story on their CD-ROM at home. Encourage them to use the Story Time feature and do word-by-word reading with family members.

### ActiveTeach

Use the large digital format to focus on the speech bubbles. Play the audio and point to a character. Then drag the pointer under each word the character speaks as it plays on the audio.



# LISTENING

A27

4

Listen and circle.

1				
2				
3				
4				

## Listening

**Objectives:** to practise listening comprehension, to practise new unit vocabulary and structures

**Review:** *I'm (Sue).*

**Materials:** Class Audio CD A

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

### GETTING READY



#### Revisit the Story (10 minutes)

- Challenge children to retell "Let's Go."
- Then reread the story together.
- Play the audio and let children read along.
- Invite volunteers to act out the story.

#### Prepare for the Activity (5 minutes)

- On the board display three Flashcards of workers in a row.
- Use Sammy to say: *I'm Sammy. I want to be a (firefighter).*
- Circle the (firefighter) card and continue.
- Swap the cards and invite volunteers to stand up and say: *I'm (Miranda). I want to be a (vet).*
- Each time, invite another volunteer to circle the correct card.

### WORKING IN THE BOOK: PAGE 26



#### 4. Listen and circle.

- Ask children to open their books at page 26.
- Point to each numbered character on the left. Ask: *Who's number (1)? (Sue.)*
- If necessary, identify Billy and Lilly from Level 2.

- Explain that you will play the audio and children must listen for the number and then circle the worker each character wants to be.
- Do the first one together with the class.

#### Audio Script

1. I'm Sue. I want to be a vet.
2. I'm Billy. I want to be a dentist.
3. I'm Lou. I want to be a firefighter.
4. I'm Lilly. I want to be an astronaut.

### CONSOLIDATING

#### Review and Apply Structure (5 minutes)

- Review the language structure from Level 2, Unit 3: *Who's (she)? (She's) my (grandma).*
- Remind children that they used this structure to talk about family members, but now they will use it to talk about workers.
- Practise with Sammy. Hold up the *artist* Flashcard. Ask: *Who's he?* Use Sammy to answer: *He's an artist.*
- Then divide the class into two groups.
- Hold up a card. Group A ask: *Who's (she)?*
- Group B answer: *(She's) an (artist).*



#### Move Like an Astronaut (10 minutes)

- Ask children if they've ever seen a movie or TV programme with an astronaut in outer space.
- Explain that astronauts float in space because there isn't any gravity to hold them down.
- Use TPR and prior knowledge to help children understand the concept of gravity:
  - A balloon floats in the air.
  - Gravity on Earth holds us to the ground (walk normally).
  - Lack of gravity in outer space makes an astronaut float (point to the sky and pretend to float).

- Ask children to take turns moving like an astronaut.
- Name an action: (*Dance*) and lead the class in doing the action like an astronaut in outer space would do it.

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to play the games on the CD-ROM at home to show their families the different workers they know.



#### ActiveTeach

Use the large digital format to model circling the pictures. Invite volunteers to circle the answers using the pen tool. For additional practice, repeat the activity, using different workers. For example, say that Sue wants to be a (police officer), and so on. Ask volunteers to circle the new answers on the ActiveTeach screen.

## Speaking

**Objectives:** to practise speaking, to practise new unit vocabulary and structures

**Materials:** Activity Book

**Optional Materials:** Flashcards; Sammy the Squirrel puppet; CD-ROM; ActiveTeach; drawing materials, strips of paper

### GETTING READY

#### Practise the Dialogue (5 minutes)

- Ask Sammy: *Sammy, what do you want to be?*
- Use Sammy to respond: *I want to be a (nurse). Teacher, what do you want to be?*
- Answer with: *I want to be an (astronaut).*
- Then invite partners to ask and answer.

#### Find Your Partner (5 minutes)

- Prepare enough strips of paper for everyone in the class. Write a worker on each one.
- Hand out the pieces of paper. Make sure everyone knows what his or her worker is and doesn't tell anyone else.
- At your signal, ask children to walk around the room and ask each other: *What do you want to be?*
- Tell children to answer with the worker on their piece of paper.
- When a child finds someone who is the same worker, the two stay together as partners for the next activity.

### WORKING IN THE BOOK: PAGE 27

#### 5. Choose and draw. Ask and answer.

- Ask children to turn to page 27.
- Focus on the boy and girl with the speech bubbles at the bottom of the page.
- Point to and read the speech bubbles: *What do you want to be? I want to be a doctor.*

- Ask children to recall some of the worker vocabulary to remind them of the different types of workers.
- Brainstorm details to help identify each worker. For example, an astronaut might have a spaceship, and a vet, an animal.
- Then ask them to draw a picture to answer the question: *What do you want to be?*
- Tell children to work in pairs to ask and answer the question, modelling the dialogue at the bottom of the page.
- Children could walk around the classroom asking and answering until they find someone who has drawn the same worker as themselves.

### CONSOLIDATING

#### Chain Game (10 minutes)

- Ask children to stand in a circle.
- Cue C1 to say: *I want to be a (vet).*
- Cue C2 to say: *(C1) wants to be a (vet). I want to be a (nurse).*
- C3 continues the chain, and so on.
- Tell children to give hints to their classmates to help them. For example, if C3 forgets what C1 wants to be, C1 can do the gesture for (vet) provided on page T22.

#### Phonics and Extra Practice: Pupil's Book pages 88–89 and T88 and T89

For phonics activities, practising the initial sounds *q*, *r* and *v*, ask children to turn to page 88 in the back of their books. For teacher support, turn to page T88 in this book. For extra practice speaking, ask students to turn to page 89 in the back of their books. For teacher support, turn to page T99 in this book.

### Big Book Talk (10 minutes)

- Use the Big Book to get children talking.
- Read the “The Bus Ride” to children a few times and then encourage them to “read” along with you.
- Help children talk about why everyone got off the bus. Invite them to tell the story in their own words.

#### Activity Book Page 26

Ask children to trace the police officer's outline. Once children have coloured the page, encourage them to tell a partner: *I want to be a police officer.*

#### Activity Book Page 27

Ask children to trace the pictures and colour the page. Then ask them to practise these structures with a partner: *What do you want to be? I want to be a (doctor).*

### OPTIONAL: USING DIGITAL COMPONENTS



CD-ROM

Ask children to use the CD-ROM at home to practise speaking skills. Explain that they can copy intonation from the audio.



ActiveTeach

Use the large digital format to model drawing a worker.



# SPEAKING



5 Choose and draw. Ask and answer.



What do you want to be?



I want to be a doctor.



Practice: What do you want to be? I want to be a (doctor).



## CLIL

**Objectives:** to count items 1–12, to write numbers 9–12

**Review:** numbers 1–10, animals

**TPR:** flap arms, hold up fingers, kick, march, point, write

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach, groups of classroom objects

### GETTING READY

#### **Introduce the Numbers 11 and 12 (10 minutes)**

- Review numbers 1–10 by counting real objects in the classroom.
- Write the numbers on the board.
- Point to the numbers on the board and count: 1, 2, 3, 4, 5 ... 10.
- Then write and say: 11, 12.
- Walk around the room and identify groups of items. Count them and invite children to repeat after you.
- Then identify groups of items or children and ask: *How many?*

#### **Brainstorm Groups (10 minutes)**

- Point to the number 1 on the board.
- Ask children what things come in groups of 1, 2, 3, or 4.
- Brainstorm ideas as a class:
  - 1: nose, head, teacher
  - 2: eyes, legs, ears
  - 3: mum, dad, and baby
  - 4: grandparents, dogs' legs

- Then divide the class into smaller groups. Assign each group a number and ask them to brainstorm another set for that number only.
- Reconvene and share ideas.

### WORKING IN THE BOOK: PAGE 28

#### **6. Listen, say, and trace. Count and write.**

- Play the audio of the numbers chant and act it out.
- Play the chant again. Invite children to do the actions and chant with you.

#### **Audio Script**

##### **Count to 12 Chant**

1, 2, 3, (*hold up fingers for counting*)

Buzz like a bee. (*flap arms and buzz*)

4, 5, 6, (*hold up fingers for counting*)

Do high kicks. (*kick*)

7, 8, 9, (*hold up fingers for counting*)

March in a line. (*march in place*)

10! 10! 10!

Write with a pen. (*pretend to write*)

11, 12,

Point to yourself. (*point to yourself*)

- Ask children to trace the numbers at the top of page 28.
- Explain that the children are counting animals.
- Point to the different animals. Ask: *What animal is this?*
- Do the first one together. Say: *Let's count turtles. 1, 2, 3, 4, ... 9. Nine turtles.*
- Show children how to write the number 9 in the box by the turtles.
- Ask children to complete the rest of the page on their own, or as a group.

### CONSOLIDATING

#### **Let's Keep Score (10 minutes)**

- Ask pairs of children to take turns throwing a ball back and forth, each time moving further and further away from each other.
- While the pairs throw the ball, tell the class to count how many times they throw the ball without dropping it.

#### **12 Times TPR (5 minutes)**

- Ask children to do actions a different numbers of times.
- For example, tell children to: jump 12 times, wiggle their ears 11 times, touch their noses 10 times, march 9 times, and so on.

#### **Activity Book Page 28**

Ask children to trace the numbers 9–12. Then tell children to count the groups of helmets and write how many there are in each group. After children colour the page, invite partners to share their work by counting the helmets together.

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Ask children to play the games on the CD-ROM at home to practise numbers.

#### **ActiveTeach**

Invite volunteers to use the pen tool to count each group of animals and write the numbers.



# Values

**Objective:** to learn about the value of staying safe

**New Values Language:** Stay safe.

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### Revisit the Story

- Play the audio and invite children to listen to the story.
- Talk about the kinds of workers the characters want to be. Ask which workers help people or animals.
- Introduce the word *safe*. Tell children that firefighters and police officers help people stay safe.
- Encourage children to act out or talk about ways these workers help people stay safe.

### Introduce Staying Safe (10 minutes)

- Prepare a few volunteers to role-play.
- Ask them to pretend to walk to school. When they get to the crossing, tell them not to stop or look – and just cross the street.
- Use Sammy to say: *That's not safe! Please stay safe!*
- Ask the class what the children should have done. (*Waited at the crossing for a grown-up to help.*)
- Tell the volunteers to role-play the correct way to cross the street.
- Use Sammy to say: *Good job! You're staying safe.*
- Brainstorm other ways to stay safe, such as wearing a seatbelt, using sunscreen, not pushing or fighting, wearing a helmet when riding a bike, and not touching the cooker.

## WORKING IN THE BOOK: PAGE 29

### 7. Listen and say. Draw.

- Ask children to look at the pictures on page 29.
- Play the dialogue on the first part of the audio. Ask children to look at the photos as they listen.
- Ask volunteers to repeat the dialogue with you.

#### Audio Script

Adult: You can cross the street. It's safe.  
There are no cars now.  
Children: Thank you. You help us stay safe.  
Adult: It isn't safe to fight.  
Children: Stop fighting. It's not safe.

- Then play the chant on the second part of the audio. The children listen once or twice and chant along with the audio when they are ready.

#### Audio Script

##### Stay Safe Chant

Stay safe at school.  
Stay safe in the street.  
We stay safe.  
We stay safe.

Stay safe at school.  
Don't fight in the street.  
We stay safe.  
We stay safe.

- Talk about each photo with the class and encourage children to discuss whether the children in each photo are staying safe.
- Now point to the faces below each photo. Tell children to draw a smile on the face below the photo where children are staying safe. Then tell them to draw a frown under the photo where children are *not* staying safe.

## Talk About It!

- Share something people can do to stay safe. Invite children to talk about ways they can stay safe.

## CONSOLIDATING

### Act It Out (10 minutes)

- Invite pairs or small groups of children to role-play staying safe and not staying safe.
- If a group role-plays unsafe behavior, cue the class to call out: *Stay safe!*
- If a group acts out staying safe, cue the class to call out: *Good job! You're safe.*

### Home Connection

Ask children to talk with their families about ways to stay safe at home. Then at school, ask children to draw pictures of one of these ways and share it with the class.

### Activity Book Page 29

Ask children to tick the box under the picture that shows Sue staying safe. Then ask them to colour the page and say to a partner and then chorally: *Stay safe.*

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Encourage children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

### ActiveTeach

Focus on the two pictures. Use the pointer to highlight who is staying safe and who isn't. Confirm which face should be smiling and which should be frowning.

# VALUES



7

Listen and say. Draw. **SONG**



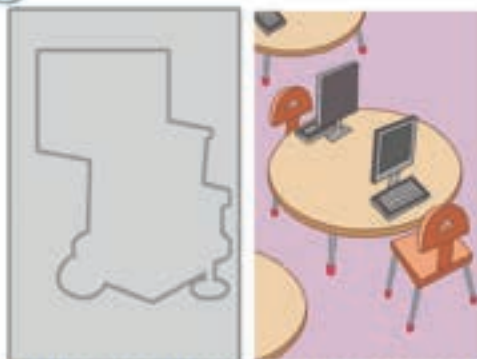


# UNIT 2 REVIEW



- 1 Stick and say.  2 Listen and circle.

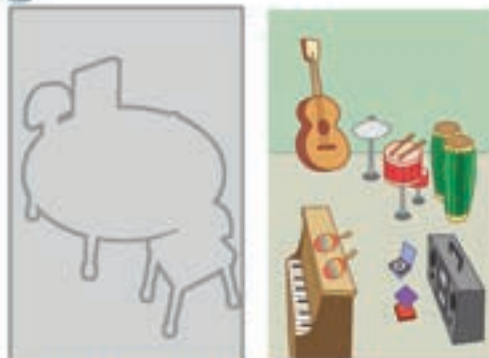
1



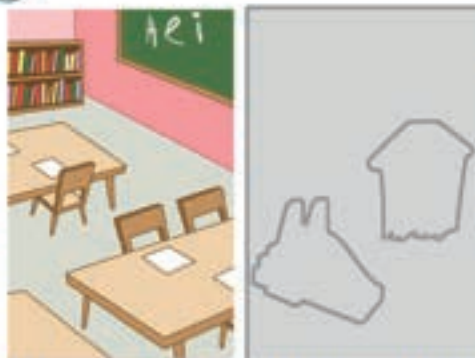
2



3



4



## Project

### Our school



Unit 2  
GOOD  
JOB!



## Unit 2: Review / Assessment

**Objectives:** to review and assess new unit vocabulary and structures

**Review:** *Where do you (read)? In the (classroom).*

**Materials:** Class Audio CD A, Activity Book, stickers (in the back of the Pupil's Book and shown on page T108)

**Optional Materials:** Flashcards; CD-ROM; ActiveTeach; cardboard, drawing paper, crayons or markers

### GETTING READY

#### Sing and Move (10 minutes)

- Invite children to sing and move to the various songs and chants from Unit 2.
- Invite children to say which song or chant they like best.

#### Play a Review Game (5 minutes)

- Divide the class into two teams.
- Display the Unit 2 Flashcards on the board.
- Point to an action card and gesture to Group 1.
- Elicit from Group 1: *Where do you (play)?*
- Invite one volunteer from Group 2 to point to the card that answers the question.
- Have Group 2 answer together: *In the (playground).*

### WORKING IN THE BOOK: PAGE 30

#### I. Stick and say.

- Distribute the stickers (but not the reward sticker).
- Ask children to turn to page 30.
- Say: *Find the (music room) sticker.*
- Ask children to hold up that sticker.
- Say: *Stick the sticker.*

- Ask children to stick the sticker and say: *The (music room).*
- Repeat with the other stickers.

#### 2. Listen and circle.

- Explain that you will play the audio and that children should listen and circle the answer to each question.
- Confirm the answers with the class.

#### Audio Script

1. Where do you use the computer?
2. Where do you read?
3. Where do you sing?
4. Where do you play?

#### Use the Reward Sticker

- Help children talk about what they have learned in this unit. Encourage them to use positive language:
  - I can ask and answer: *Where do you (read)? In the (classroom).*
  - I can count to ten. I can write the numbers 1–10, too.
- Distribute the reward stickers.
- Show children where to stick the stickers (on the Unit 2 Good Job! placeholder).

### CONSOLIDATING

#### Congratulations Chant (5 minutes)

- Ask children to each choose one thing they learned in the unit (a vocabulary word, a structure, a number, a letter).
- Tell children to stand in a circle.
- Ask each child to chant and say what he or she learned while the class claps.

- For example:
  - C1: *I know (clap, clap) (music room). (clap, clap)*
  - C2: *I can (clap, clap) (write the number 7). (clap, clap)*
- End by congratulating the class!

#### Social Studies Project: Our School Poster

- Put the children in groups of four.
- Tell each child in the group to draw a different place at school.
- Brainstorm details for the places, such as furniture, artwork, and children doing specific activities.
- Attach drawings of four different places to one poster. Label or have a child label the poster: *OUR SCHOOL.*

#### Activity Book Page 30

Ask children to draw their favourite place at school. Then ask them to colour the page. Finally, ask partners to share their work and say: *Where do you (play)? In the (playground).*

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Ask children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

#### ActiveTeach

Use ActiveTeach to check answers as a class.

## Unit 3: Review / Assessment

**Objectives:** To review and assess new unit vocabulary and structures

**Materials:** Class Audio CD A, Activity Book, stickers (in the back of the Pupil's Book and shown on page T108)

**Optional Materials:** CD-ROM, ActiveTeach, cardboard, letter cutouts for *danger*, drawing materials

### GETTING READY



#### Sing and Move (10 minutes)

- Invite children to sing and move to the various songs and chants from Unit 3.
- Invite children to say which song or chant they liked best.



#### Play a Review Game (10 minutes)

- Ask children to sit in a circle.
- Ask them to ask and answer in turn: *What do you want to be? I want to be a (vet).*
- As each child answers, cue the class to do the gesture for the worker from page T22.

### WORKING IN THE BOOK: PAGE 31

#### 3. Stick and say.

- Distribute the stickers (but not the reward sticker).
- Ask children to open their books at page 31.
- Say: *Find the firefighter sticker.* Ask children to hold up the sticker.
- Say: *Stick the sticker.* Ask children to stick the sticker and say: *Firefighter.*
- Repeat with the other stickers.



#### 4. Listen and circle.

- Remind children to listen and to circle the answer to each question.
- Confirm the answers with the class.

### Audio Script

1. I want to be a firefighter.
2. I want to be an artist.
3. I want to be a police officer.
4. I want to be a nurse.

### Use the Reward Sticker

- Help children talk about what they have learned in this unit, using positive language:
  - I can count to twelve. I can write the numbers, too.
  - I know these actions: march, hold up fingers, flap arms, kick, pretend to write, point to yourself.
- Distribute the reward stickers.
- Show children where to stick the stickers (on the Unit 3 Good Job! placeholder).

### CONSOLIDATING



#### Congratulations Chant (5 minutes)

- Ask each child to choose something they learned in Unit 3 and then stand together in a circle.
- Ask each child to chant and say what he or she learned while the rest of the class claps.  
Cl: *I know* (clap, clap) (*the letter v*).  
(clap, clap)  
Cl: *I can* (clap, clap) (*write the numbers 1–12*).  
(clap, clap)
- End by congratulating the class!



#### Safety Project: Poster About Preventing Fires

- Put the children in groups of three.
- For each poster, give children cardboard, letter cutouts (spelling *danger*), and drawing materials.
- Ask each group to brainstorm a dangerous situation or place, such as a fire, an electrical outlet, a street, or a high window ledge.

- Ask one child from each group to draw a picture of the dangerous situation, one child to glue the letters to the poster to spell *danger*, and one to glue shapes to the rest of the poster for decoration.

### Activity Book Page 31

Ask children to draw themselves as a worker. Encourage pairs to point and say: *What do you want to be? I want to be a/an (astronaut).*

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.



#### ActiveTeach

Use ActiveTeach to check answers as a class.

# UNIT 3 REVIEW



3 Stick and say.  4 Listen and circle.



## Project



Unit 3  
GOOD  
JOB!

Review/Assessment: I want to be a (firefighter). Project: health and safety

REVIEW



# 4

# My Town

## Objectives

- ✓ To learn vocabulary about towns
- ✓ To sing songs and chants
- ✓ To do new TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To understand and role-play a story
- ✓ To learn and practise new language structures: *Where does (your dad) work? / (He) works at the (fire station). / Where does (he) work? / (He) works at a (hospital).*
- ✓ To recognize and produce the sounds that the letters w and y stand for at the beginning of words and that x stands for in the middle and at the end of words
- ✓ To count to 14
- ✓ To learn how to write the numbers 13 and 14
- ✓ To learn the value of asking for help
- ✓ To practise new language by listening and speaking
- ✓ To learn and review unit vocabulary and language structures

## Vocabulary

**New:** bus, fire station, hospital, police station, post office, school, shop, taxi; numbers 13, 14

**Review:** aunt, box, teacher, uncle, windy, yellow; numbers 1–12

## Materials

Pupil's Book pages 32–39 and 90–91; Activity Book pages 34–43; Flashcards 17–24; Class Audio CD A: Tracks 34–42 and CD B: Tracks 39–41; Course Posters: *My Little Island* Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil's Book and shown on page TI08)

**Optional:** CD-ROM, ActiveTeach, Big Book, Sammy the Squirrel Puppet

## Unit Overview



## Home-School Connections

Copy the Letter Home for children to bring home to share what they'll be learning in Unit 4 of *My Little Island*. The Letter Home is available online at [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

## Songs and Chants

- ✓ All Around Town (Class Audio CD A: Tracks 34, 35)
- ✓ W, X, Y Chant (Class Audio CD B: Tracks 39, 40)
- ✓ Count to 14 Chant (Class Audio CD A: Tracks 39, 40)
- ✓ Ask for Help Chant (Class Audio CD A: Tracks 41, 42)

## Story

"Where Does He Work?": Sue and Lou play and tell each other where their parents work.





**Language Structures:** *Where does (your dad) work? / (He) works at the (fire station).*

## Values

Ask for help.

# SKILLS



## Cross-Curricular Connections

-  count to 14, write numbers 11–14, make a building out of shapes
-  learn the value of asking for help
-  trace and colour
-  sing, chant and move to music

## Preschool Learning Outcomes

- ✓ Recognize intonation in questions.
- ✓ Use short answers to questions.
- ✓ Understand new language structures.
- ✓ Recognize and produce the sounds that initial w and y and medial and final x stands for.
- ✓ Listen to and follow a story with words.
- ✓ Make predictions, using pictures.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact.
- ✓ Talk about self and surroundings.
- ✓ Develop a positive attitude toward the English language.

## Digital Practice

-  Use the CD-ROM for vocabulary practice in class or at home.
-  Use ActiveTeach to go over Pupil's Book pages together as a class.

# LEARN BY DOING

## TPR

- ✓ beep horn, drive, flap arms, hold up fingers, kick, march, point, tap knees, turn around, write, write letters in the air

## Phonics

- ✓ Recognize sound-symbol correspondences: initial w /w/ and y /y/ and medial and final x /ks/.
- ✓ Complete Phonics page 90.
- ✓ Listen to the audio.
- ✓ Sing songs and say chants.

## Prereading and Prewriting

- ✓ Follow an eight-frame story.
- ✓ Talk about the characters.
- ✓ Act out the story to show comprehension.
- ✓ Practise fine motor skills.
- ✓ Draw, colour and trace.

Show children pictures of different communities to help them appreciate various cultures.



# NOTICE BOARD DISPLAY

## Towns Around the World

- ✓ Create an interactive notice board to celebrate multiculturalism.

## Materials

- photos or drawings of places in your town
- photos of towns and cities around the world
- teacher-made place labels
- a cut-out drawing or photo of a taxi
- a cut-out drawing or photo of a bus
- string

## Instructions

1. Divide the notice board into eight equal sections, one for each unit vocabulary word.
2. Label each section with a teacher-made label (*shop, school, and so on*).
3. Display photos or child-made drawings of the places.
4. Cut out a picture of a bus.
5. Attach it to one end of a long piece of string and attach the other end to the top of the notice board.
6. Repeat with a picture of a taxi.
7. Ask children to come to the notice board and “drive” the bus or taxi to the different places and talk about them.

# 4 My Town

A34



1

Listen and sing. Move.

SONG

shop

post office

hospital

bus

school

taxi

police station

fire station



## Presentation

**Objectives:** to identify vocabulary in a scene, to learn a song and new TPR actions

**New Vocabulary:** bus, fire station, hospital, police station, post office, school, store, taxi

**TPR:** beep horn, drive, point, turn around

**Materials:** Class Audio CD A, Flashcards, Activity Book

**Optional Materials:** *My Little Island* Map poster, CD-ROM, ActiveTeach

### GETTING READY

#### **Review Workers (5 minutes)**

- Play the song “Time for Work.” See page T22.
- Review the different workers children learned about in Unit 3.

#### **Look at the Poster (5 minutes)**

- Display the *My Little Island* Map poster and review places children have visited.
- Then focus on the places in the town and ask children to talk about them.
- Ask: *Where do the workers work?*

### WORKING IN THE BOOK: PAGE 32

#### **Introduce the Vocabulary**

- Tell children to open their books at page 32.
- Explain that this is Sue and Lou’s town. Ask children if they can find the school.
- Use the Flashcards to reinforce the vocabulary. Hold them up, one at a time.
  - Say: *(Bus)*. Ask children to repeat.
  - Say: *Show me the (bus)*. Ask children to point to the (bus).
- Repeat for the other words.



#### **I. Listen and sing. Move.**

- Preteach the actions for the song: turn around, drive, point, and beep the horn.
- Say the line: *(All around town.)* and do the action *(turn around)*.
- Review *Help* by asking children how the workers in the town help people.
- Say: *Let’s sing a song.* Play the song.
- Play the song again. Ask children to sing along and do the actions.

#### **Audio Script**

##### **All Around Town**

Town, town,

All around town. *(turn around)*

In a bus, taxi, or car. *(pretend to drive)*

Beep, beep! *(pretend to beep horn)*

All around town.

Doctor, doctor, where are you?

In the hospital helping you. *(point to other children)*

Firefighter, firefighter, where are you?

At the fire station helping you. *(point to other children)*

Teacher, teacher, where are you?

At the school helping you. *(point to other children)*

Officer, officer, where are you?

At the police station helping you. *(point to other children)*

Postal worker, postal worker, where are you?

At the post office helping you. *(point to other children)*

Mum, Mum, where are you?

At the shop helping you. *(point to other children)*

Dad, Dad, where are you?

In the kitchen waiting for you. *(point to other children)*

Welcome home!

### CONSOLIDATING



#### **Karaoke (5 minutes)**

- Play the karaoke version of the song.
- Use Flashcards to cue children for the worker.

#### **Place Race (5 minutes)**

- Display the unit Flashcards on the board.
- Tell two children to play at a time.
- Name a place and have children race to touch the correct card.

#### **Activity Book Page 32**

Ask children to trace the police car and colour the picture. After children colour the page, ask them to point and say to a partner: *car, police officer, and police station.*

### OPTIONAL: USING DIGITAL COMPONENTS



#### **CD-ROM**

Encourage children to play the games and do the activities on the CD-ROM at home to show their families what they’re learning about in class.



#### **ActiveTeach**

Use the large format to focus on the different places as they are named in the song. Put the Flashcard images up on the big screen for “Place Race.”

# Vocabulary

**Objectives:** to practise new words

**New Vocabulary:** bus, fire station, hospital, police station, post office, school, shop, taxi; numbers 1–8

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Flashcards, CD-ROM, ActiveTeach, teacher-made name tags for workers

## GETTING READY

### **Review the Song (10 minutes)**

- Make name tags of people in the song (doctor, firefighter, teacher, postal worker, police officer, Mum, Dad).
- Place the name tags on seven volunteers.
- Display the Unit 3 Flashcards (9–16) around the room.
- Play “All Around Town.” See page T32.
- Cue the class to sing the chorus, the questions and Dad’s answer.
- Ask volunteers to sing their part and walk to the card labelled on their name tag.
- Leave the Flashcards on display.

### **Let’s Take the Bus (5 minutes)**

- Hold the *bus* Flashcard over your head and say: *Let’s take the bus! Everybody stand up!*
- Chant: *Let’s take the bus, let’s take the bus. Let’s take the bus to the (school).*
- Hold the *bus* card over your head and lead the group to the (school).
- Invite children to chant with you.

## WORKING IN THE BOOK: PAGE 33

### **2. Listen and number. Say.**

- Ask children to look at the pictures on page 33.
- Play the audio, and tell children to listen and number the pictures.

#### **Audio Script**

1. bus
2. school
3. police station
4. hospital
5. fire station
6. shop
7. taxi
8. post office

- Check children’s work as a class. Ask volunteers to point and say: *(I) (bus)*.
- For additional practice, say each vocabulary word aloud and ask children to clap twice, pause, clap once, pause and clap twice again, and repeat the word.

## CONSOLIDATING

### **Looking Back (5 minutes)**

- Review the Level 2, Unit 5 structure:
  - *The (bed) is in the (bedroom).*
- Gather Flashcards from Levels 1 and 2 or other pictures of the words (familiar furniture, classroom items, animals, and so on).
- Place these facedown in one pile and the Unit 4 Flashcards in another.
- Invite a volunteer to pick one card from each pile and help him or her use the two words in a sentence.

- Cue the class to respond: *That’s silly!* or *That’s okay.* For example:
  - For a pen and a shop: The pen is in the shop. (That’s okay.)
  - For a cow and a shop: The cow is in the shop. (That’s silly!)

### **Make a Home Connection**

Ask children to draw and share pictures of neighbourhood places at home.

### **Activity Book Page 33**

Ask children to trace each road and say where each vehicle is going. Ask them to colour the page and then work with a partner to practise target language: *bus, post office, school, shop, taxi.*

## OPTIONAL: USING DIGITAL COMPONENTS

### **CD-ROM**

Ask children to play the games on the CD-ROM to demonstrate the new vocabulary they’re learning.

### **ActiveTeach**

Use the large digital format to model numbering the boxes on the Pupil’s Book page.

# VOCABULARY

A36 **2** Listen and number. Say.



















Practice: school, hospital, shop, fire station, post office, police station, bus, taxi Writing: 1-8

UNIT 4

33



# Story

**Objectives:** to read and understand a story, to identify and understand speech bubbles, to learn a new language structure, to listen to and identify the intonation in a sentence, to role-play, to practise new unit vocabulary

**New Structures:** *Where does (your dad) work? / (He) works at the (fire station).*

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Flashcards; Sammy the Squirrel puppet; CD-ROM; ActiveTeach; bag, book, table

## GETTING READY

### Where's Sammy? (10 minutes)

- Review *Where* and the prepositions *in*, *on*, *under*. Introduce the preposition *at*.
- Place Sammy in a bag, on a book, under a table, and at a place (use Flashcards). Point and ask: *Where's Sammy? He's (in) the (bag).*
- Tell children to close their eyes, and then hide Sammy in different places around the room so he is *in*, *on*, *at*, or *under* something children can name.
- For each place, ask: *Where's Sammy?*
- Invite a volunteer to look for Sammy and then point to him and say: *He's (at) (the hospital).*

### Introduce the Story (5 minutes)

- Hold up the Pupil's Book, turned to page 34.
- Ask children to talk about the first page of "Where Does He Work?"
- Explain that Sue and Lou are at the playground on the see-saw and are talking about where their parents work.
- Go through the rest of the story.
- Ask children to predict what will happen. Revisit children's predictions later.



## WORKING IN THE BOOK: PAGES 34–35

### 3. Look and listen. Act it out.

- Ask children to open their books at page 34.
- Play the audio.
- Pause to make sure children are on the correct story frame and understand what the characters are talking about.
- If needed, help children understand that firefighters (and others like police officers) work in many places to do their jobs and help people.
- Play the story audio again. Point to each speech bubble as the words are spoken.
- Encourage children to speak along with the characters.

- Invite volunteers to act out the story with the audio.

### Audio Script

#### Where Does He Work?

Frame 1 Lou: Where does your mum work?

Sue: She works at the hospital.

Frame 2 Lou: What does she do?

Sue: She's a doctor.

Frame 3 Sue: Where does your mum work?

Lou: She works at the school.

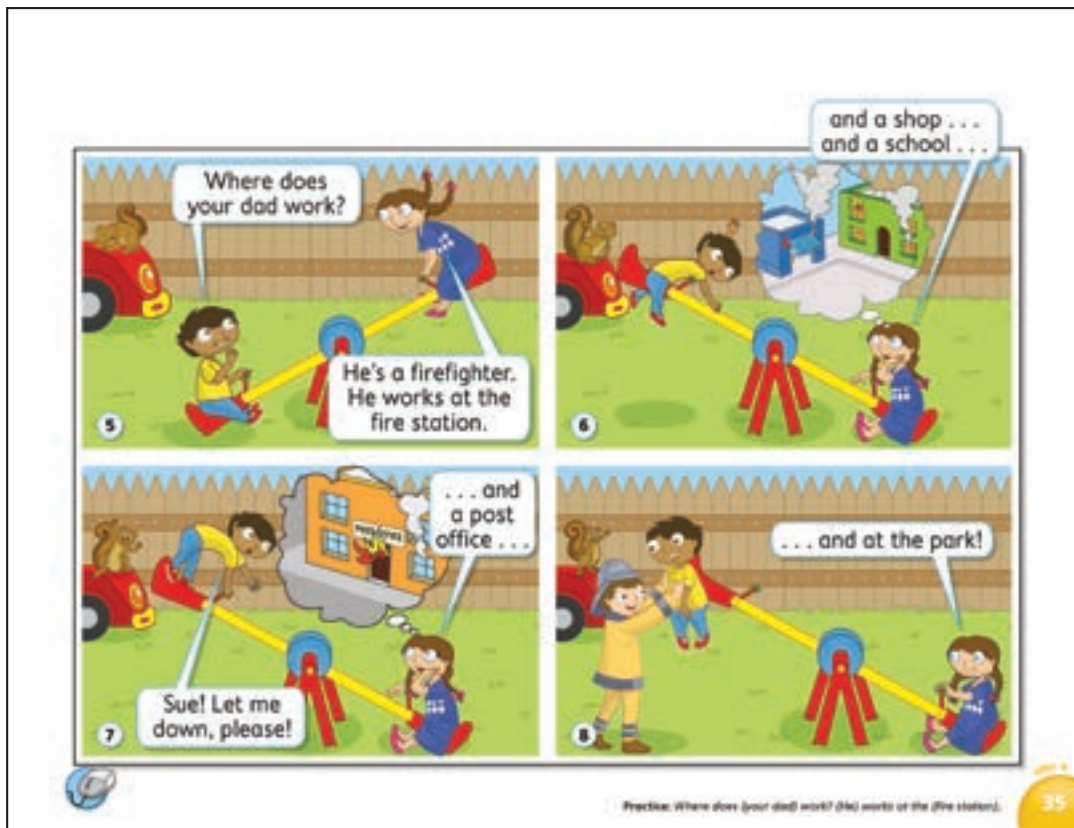
Frame 4 Sue: What does she do?

Lou: She's a teacher.

Frame 5 Lou: Where does your dad work?

Sue: He's a firefighter. He works at the fire station.

Frame 6 Sue: and a shop ... and a school ...



Frame 7 Sue: ... and a post office ...  
Lou: Sue! Let me down, please!  
Frame 8 Sue: ... and at the park!

### Look at New Language

- Point out the new language the children use to ask and answer about Sue's parents: *Where does your dad work? He works at the fire station.*
- Practise with Sammy. Ask him: *Where does your mum work?*
- Use Sammy to answer: *She's a teacher. She works at a (school).*
- Invite partners to practise the dialogue. Help them use words like postal worker (for post office), bus and taxi driver (for bus and taxi), and shop assistant (for shop).

- Note that you may need to gesture and mime to teach postal worker, bus driver, taxi driver, and shop assistant.

### Listen to the Intonation

- Ask children to close their eyes and listen while you play the story audio.
- Pause after each speech bubble. Point out how the rise and fall of the speaker's voice differs in questions and answers.
- Ask children to repeat each question and answer, copying the intonation.

## CONSOLIDATING

### Role-Play (10 minutes)

- Ask pairs of children to act out the story.
- First, play the audio and encourage pairs of children to mime along with the story.
- Then invite volunteers to act the story out without the audio.

### Charades (5 minutes)

- Brainstorm some actions that show what different workers do in the places around town (bus driver steers; shop assistant uses cash register).
- Invite volunteers to act one out.
- Ask the class: *Where does (Mary) work?*
- The first child to guess then acts out what another worker does.

### Activity Book Page 34

Ask children to draw lines matching Sue's parents with the places where each works. Ask partners to point and say: *Where does (she) work? (She) works at a (hospital).*

### Activity Book Page 35

Ask children to circle the places where Sue's parents work (*the hospital and the fire station*). Ask children to colour the page and then practise the target language with a partner: *Where does (he) work? (He) works at the (fire station).*

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Encourage children to use the word-by-word Story Time feature to share the story with their families.

### ActiveTeach

Use the big screen to focus on speech bubbles and each word the characters say, using the pointer.

# LISTENING

A38 4 Listen and circle.

1



2



3



4





## Listening

**Objectives:** to practise listening comprehension, to practise new unit vocabulary and structures

**Review:** aunt, teacher, uncle

**Materials:** Class Audio CD A

**Optional Materials:** Flashcards, CD-ROM, ActiveTeach, small object to pass around

### GETTING READY



#### Revisit the Story (10 minutes)

- Reread the story “Where Does He Work?” on pages 34–35 together. Challenge a volunteer to retell it.
- Play the audio and ask children to read along.
- Write on the board where Sue’s family members work.

#### Personalization (5 minutes)

- Invite children to talk about where their family members, including grandparents, aunts, and uncles, work. Review family words as needed.
- Note: you may want to introduce words like *office*.
- Tally on the board how many family members work in each place.

### WORKING IN THE BOOK: PAGE 36



#### 4. Listen and circle.

- Ask children to open their books at page 36.
- Play the dialogues on the audio.
- Tell children to listen for the number and circle the picture that shows where each person works.

### Audio Script

1. Boy: My dad’s a nurse.  
Girl: Where does he work?  
Boy: He works in a hospital.
2. Boy: My mum’s a teacher.  
Girl: Where does she work?  
Boy: She works in a school.
3. Boy: My uncle’s a bus driver.  
Girl: Where does he work?  
Boy: He drives a bus.
4. Boy: My aunt’s a police officer.  
Girl: Where does she work?  
Boy: She works in a police station.

### CONSOLIDATING

#### Move It! (5 minutes)

- Display the unit Flashcards and assign a different child to be: Mum, Dad, Uncle, Aunt, Grandma, Grandpa.
- Teach children this short chant:  
(Mum, Mum) 1, 2, 3. (*The Mums stand up.*)  
(Mum) is a (doctor). (*Jump*) with me.  
(*The Mums jump in place.*)  
(Mum, Mum) 1, 2, 3. (*The Mums keep jumping.*)  
(Mum) works in a (hospital). Now show me.  
(*The Mums point to the hospital card.*)
- Continue in this way with other family members, jobs, and places.
- Vary the actions: hop, bend (your knees), arms up, or march.

#### Pass and Place (5 minutes)

- Tell children to sit in a circle. Display the unit Flashcards in the centre.
- Give children a small object and ask them to pass it around until you say *stop*.
- Say: *Stop! Where does (Mum) work?*
- Cue the child holding the object to place it on a card and say: (*Mum*) works (*in*) a (*taxi*).



### Make a Home Connection

Ask children to talk with their parents about where they work and, if possible, bring in photos of them at work.

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to play the games at home to practise their listening skills.



#### ActiveTeach

Invite volunteers to circle the pictures on the big screen for the whole class to see.

## Speaking

**Objectives:** to practise speaking, to practise new unit vocabulary and structures

**Materials:** Activity Book

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

### GETTING READY

#### Guessing Game (5 minutes)

- Model with Sammy.
- Say: *My uncle works at a school. What is he?*
- Use Sammy to guess: *He's a teacher.*
- Invite partners to play the game together.

#### Prepare for the Activity (5 minutes)

- On the board, display Flashcards of workers, along with pictures of other workers in one row, and unit Flashcards and corresponding places for the other workers in another row below it.
- Point to the first picture and ask: *Where does (she / the teacher) work?*
- Elicit: *(She) works at a (school).*
- Draw a line from the (teacher) to the (school).
- Invite volunteers to repeat with the other workers and places.

### WORKING IN THE BOOK: PAGE 37

#### 5. Match. Ask and answer.

- Ask children to open their books at page 37.
- Focus on item I, which is completed as an example. Say: *Where does she work?*
- Focus on the boy and girl with speech bubbles at the bottom of the page.
- Point to and read the speech bubbles: *Where does she work? She works at a hospital.*

- Tell children they will work in pairs, using the speech bubble text as a model.
- After asking and answering about where the workers work, tell children to draw a line to match the workers with the other three places.

### CONSOLIDATING



#### Draw and Say (10 minutes)

- Ask children where their parents work. Ask them to make a drawing of one parent's workplace and, if possible, stick on a photo of the parent at work.
- Ask children to share their work: *My (mum) works at a (hospital).*

#### Relay "Hop" Race (10 minutes)

- Display the unit Flashcards in a row on one side of the room and ask children to line up in two lines.
- Call out three places in a row: *Bus! Fire Station! School!*
- Tell the first child in each group to hop to the bus card, tap it, and then hop back and tap the next child in line who goes to the second card.
- Continue until the three cards have been tapped and the third child has hopped back to his or her place in line.
- Explain that the first group to finish wins.

#### Activity Book Page 36

Ask children to colour the page. Then ask them to work with a partner to point to each picture and say: *Where does (she) work? (She) works at the (police station).*

#### Activity Book Page 37

Ask children to circle the differences in Picture B. After children colour the page, encourage partners to point to workers and practise saying: *Where does (he) work? (He) works at the (fire station).*

### Phonics and Extra Practice Pupil's Book pages 90–91 and T90 and T91

For phonics activities, practising initial sounds *w* and *y*, and medial/final sound *x*, ask children to turn to page 90 in the back of their books. For teacher support, turn to page T90 in this book. For extra practice in speaking, ask children to turn to page 91 in the back of their books. For teacher support, turn to page T91 in this book.

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to use the audio feature on the CD-ROM at home to practise speaking skills.



#### ActiveTeach

Use the large digital format to model matching the workers and places.

# SPEAKING



5 Match. Ask and answer.

1



2



3



4



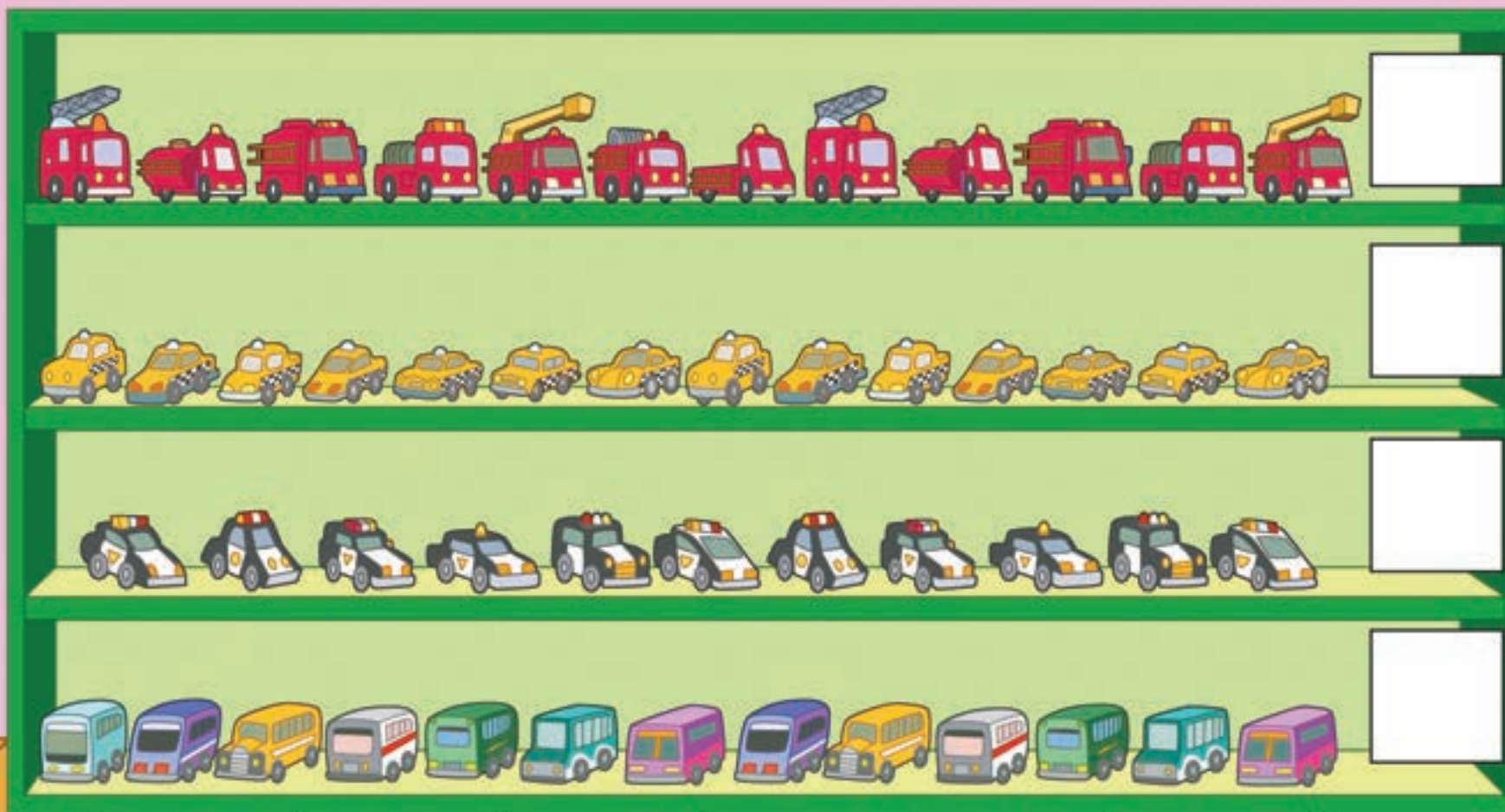
Where does she work?

She works at a hospital.



Practice: Where does (she) work? (She) works at a (hospital).





## CLIL

**Objectives:** to count items I–I4, to write numbers II–I4

**Review:** numbers I–I2

**TPR:** flap arms, hold up fingers, kick, march, point, tap your knees, write

**Materials:** Audio CD A, Activity Book

**Optional Materials:** CD-ROM; ActiveTeach; groups of classroom objects, teacher-made scavenger hunt lists

### GETTING READY

#### **Introduce the Numbers I3 and I4 (I0 minutes)**

- Review numbers I–I2 by counting real objects in the classroom.
- Write the numbers on the board.
- Point to the numbers on the board and count: *I, 2, 3, 4, 5 ... I2.*
- Then write and say: *I3, I4.*
- Identify groups of items or children and ask: *How many?*

#### **List Game (I0 minutes)**

- Ask children to stand in a circle.
- Tell children that they will play a listing game. Explain that you will say a category and a number and that they will take turns saying that number of items in the category: I4 children's names; I3 letters; I2 things in the house (rooms, furniture, and other objects); II colours; and so on.
- Count off each item and repeat as children say an item in a category: I name, *Maria*; 2 names, *Maria and Sam*, and so on.

## WORKING IN THE BOOK: PAGE 38

### **6. Listen, say, and trace. Count and write.**

- Play the audio of the numbers chant and act it out.
- Play it again and invite children to chant and do the actions with you.

#### **Audio Script**

##### **Count to I4 Chant**

*I, 2, 3, (hold up fingers for counting)  
Buzz like a bee. (flap arms and buzz)  
4, 5, 6, (hold up fingers for counting)  
Do high kicks. (kick)  
7, 8, 9, (hold up fingers for counting)  
March in a line. (march in place)  
I0! I0! I0!  
Write with a pen. (pretend to write)  
II, I2,  
Point to yourself. (point to yourself)  
I3, I4,  
Tap your knees. (tap your knees)*

- Ask children to look at page 38.
- Model tracing the numbers at the top of the page and then ask children to trace them.
- Point to the different types of toy vehicles and ask children to identify each by asking: *What is this?*
- Do the first item together. Say: *Let's count fire trucks. I, 2, 3, 4 ... I2. Twelve fire trucks.*
- Model writing the number I2 in the box.
- Ask children to complete the rest of the page on their own, or as a group.

## CONSOLIDATING

### **Scavenger Hunt (I0 minutes)**

- Tell children they are going on a scavenger hunt.
- Divide the class into groups and give each group a list of things to find. Include review vocabulary in each list, such as I4 red things, I0 crayons, 5 school supplies, and 2 things that start with *p*.
- Tell children beforehand that they will have to put the items back where they found them after the hunt.

#### **Make a Home Connection**

Give children a list for a scavenger hunt at home, or have them create their own list.

#### **Activity Book Page 38**

Ask children to trace the numbers and count the windows on the bus. Ask them to write the number in the box and colour the page. Finally, ask them to work in pairs to count the windows aloud together.

## OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Ask children to play the games at home to practise numbers.

#### **ActiveTeach**

Invite volunteers to use the pen tool to count the number of toy vehicles and to write the numbers.

# Values

**Objective:** to learn about the value of asking for help

**New Values Language:** Ask for help.

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach

## GETTING READY

### **Revisit the Story**

- Let children listen to the unit story again. See pages T34–T35.
- Discuss ways that firefighters and other workers help their communities.

### **Introduce Asking for Help (5 minutes)**

- Prepare a few volunteers to role-play for the class. Tell them to pretend to play the “List Game” from page T38. Explain that they should act out needing help to name an item from the category and ask each other: *Can you help me?*
- Brainstorm with the class situations when people need to ask for help.

## WORKING IN THE BOOK: PAGE 39

### **7. Listen and say. Draw.**

- Ask children to look at the pictures on page 39.
- Play the dialogue on the first part of the audio and ask children to look at the photos as they listen.
- Tell volunteers to repeat the dialogue with you.

### **Audio Script**

Girl: I’m learning to skate. Can you help me?

Dad: Yes. I can help. I don’t want you to fall.

Girl: Thank you. I’m glad you’re helping me

- Then play the chant on the second part of the audio. Ask children to listen and chant along with the audio when they are ready.

### **Audio Script**

#### **Ask for Help Chant**

When there’s a problem,

Ask for help.

Help! Help! Help!

When there’s a problem,

Ask for help.

Help! Help! Help!

- Talk about each photo with the class and ask children to discuss whether the children in each photo asked for help.
- Now point to the faces below each photo. Tell children to draw a smile on the face below the photo where the child asked for help. Then have them draw a frown under the photo where the child did not.

### **Talk about it!**

Share a time you asked for help and encourage children to talk about times they asked for help.

## CONSOLIDATING

### **Act It Out (10 minutes)**

- Invite pairs or small groups of children to role-play.
- Refer to the situations where people might ask for help (see *Getting Ready*) and encourage groups to role-play them.

- If a group does not ask for help, cue the class to say: *Ask for help!* and if the group does, to say: *Good job!*

### **Which Value Is It? (10 minutes)**

- Explain that you will describe a situation about a value, or role-play one with volunteers. The situation could be: not wanting to share at school, needing to get across a busy street, having trouble zipping a jacket.
- Tell children to listen carefully and name the value: *Follow rules. Stay safe. Ask for help.*

### **Activity Book Page 39**

Ask children to colour the picture and practise the language with a partner: *Ask for help.*

## OPTIONAL: USING DIGITAL COMPONENTS

### **CD-ROM**

Ask children to play the games and do the activities on the CD-ROM at home to show their families what they’re learning about in class.

### **ActiveTeach**

Focus on the two pictures. Use the pointer to highlight details that illustrate who is asking for help and who isn’t. Confirm which face should be smiling and which should be frowning. Play the live-action videos to reinforce what children are doing in class.



# VALUES



7

Listen and say. Draw. **SONG**



# 5

# Clothes

## Objectives

- ✓ To learn clothes vocabulary
- ✓ To sing songs and chants
- ✓ To do new TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To understand and role-play a story
- ✓ To learn and practise new language structures: *What (are you) wearing? / (I'm) wearing a (dress).*
- ✓ To recognize and produce the short vowel sound that e stands for in the middle of words
- ✓ To count to 16
- ✓ To learn how to write the numbers 15 and 16
- ✓ To learn the value of taking care of one's clothes
- ✓ To practise new language by listening and speaking
- ✓ To learn and review unit vocabulary and language structures

## Vocabulary

**New:** dress, jacket, shirt, shoes, skirt, socks, sweater, trousers; numbers 15, 16  
**Review:** numbers 1–14; colours, shapes; bed, hen, pen

## Materials

Pupil's Book pages 40–47 and 92–93; Activity Book pages 44–53; Flashcards 25–32; Class Audio CD A: Tracks 43–51; Course Posters: *My Little Island* Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil's Book and shown on page T108)

**Optional:** CD-ROM, ActiveTeach, Big Book, Sammy the Squirrel Puppet

## Songs and Chants

- ✓ I Look Great! (Class Audio CD A: Tracks 43, 44)
- ✓ E Chant (Class Audio CD B: Tracks 42, 43)
- ✓ Count to 16 Chant (Class Audio CD A: Tracks 48, 49)
- ✓ Take Care of Your Clothes Chant (Class Audio CD A: Tracks 50, 51)

## Story

**"The Holiday":** Sue talks to her grandma on the phone. Grandma and Grandpa are on holiday. She tells Sue about the weather and what she and Grandpa are wearing.

**Language Structures:** *What (are you) wearing? / (I'm) wearing a (dress).. What (is Grandpa) wearing? / (He's) wearing a (shirt) and (trousers).*

**Review:** *How's the weather? / It's (sunny).*

# Unit Overview



## Home-School Connections





Copy the Letter Home for children to bring home to share what they'll be learning in Unit 5 of *My Little Island*. The Letter Home is available online at [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

## Values

Take care of your clothes.

## SKILLS



### Cross-Curricular Connections

-  count to 16, write numbers 13–16, recognize different shapes
-  learn the value of taking care of clothes
-  trace and colour, design a T-shirt about favourite things
-  sing, chant and move to music

### Preschool Learning Outcomes

- ✓ Recognize intonation in questions.
- ✓ Use short answers to questions.
- ✓ Understand new language structures.
- ✓ Recognize and produce the sound that short e stands for.
- ✓ Listen to a story and look at pictures.
- ✓ Make predictions using pictures.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact.
- ✓ Talk about self and surroundings.
- ✓ Develop a positive attitude toward the English language.

### Digital Practice

-  Use the CD-ROM for vocabulary practice in class or at home.
-  Use ActiveTeach to go over Pupil's Book pages together as a class.

## LEARN BY DOING

### TPR

- ✓ brush teeth, flap arms, hold up fingers, kick, march, point, punch the air, stretch, tap knees, touch clothes, write, write e in the air

### Phonics

- ✓ Recognize sound-symbol correspondence: short e.
- ✓ Complete Phonics page 92.
- ✓ Listen to the audio.
- ✓ Sing songs and say chants.

### Prereading and Prewriting

- ✓ Follow an eight-frame story.
- ✓ Talk about the characters.
- ✓ Act out the story to show comprehension.
- ✓ Practise fine motor skills.
- ✓ Draw, colour and trace.

When teaching children a new song, try “speaking” the lyrics first. This way you can focus on specific words and pronunciation.



## NOTICE BOARD DISPLAY

### Colourful Clothes Line

- ✓ Create a thematic notice board to display children's art work.

### Materials

- drawing pins
- string
- clothes pegs
- teacher-made cut-outs of clothing
- markers
- decorations
- teacher-made or child-made labels

### Instructions

1. With drawing pins, hang string across the notice board to create a few clothes lines.
2. Prepare several cut-outs of clothing from the unit (*dress, jacket, trousers, shirt, shoes, skirt, socks, sweater*).
3. Invite children to decorate the cut-outs with markers and decorations.
4. Prepare a label for each article of clothing.
5. Sort the cut-outs so all the socks are together, all the shoes are together, and so on.
6. Use the clothes pegs to “hang” the clothing on the clothes lines and put the labels near the cut-outs (for example, socks near the socks).



# 5 Clothes

A43



1

Listen and sing. Move. **SONG**



## Presentation

**Objectives:** to identify vocabulary in a scene, to learn a song and new TPR actions

**New Vocabulary:** dress, jacket, shirt, shoes, skirt, socks, sweater, trousers

**Review:** number 8

**TPR:** hold up fingers, punch the air, stretch, touch clothes

**Materials:** Class Audio CD A, Flashcards, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach, dressing up clothes or clothes from home

### GETTING READY

#### Introduce the Topic: Odd One Out (5 minutes)

- Tell children you are going to draw rows of four pictures and that three of them in each row go together, and one does not: It's the "odd one out."
- Draw a circle, square, triangle, and T-shirt. Elicit that the T-shirt does not belong and is the "odd one out."
- Draw a teddy bear, kite, dress, and ball. Ask which is the "odd one out."
- Continue this way, always making the "odd one out" an article of clothing.
- Ask children what all the rows have in common. Elicit that the "odd one out" is an article of clothing.

#### Share What You Know (5 minutes)

- Explain that in this unit children will learn language to talk about clothes.
- Invite volunteers to name any clothing words they know in English.
- Walk around the room and talk about what children are wearing.
- Point and say: *Oh, what a nice (dress). And look, this is a (red shirt).*

## WORKING IN THE BOOK: PAGE 40

### Introduce Vocabulary

- Ask children to turn to page 40.
- Explain that this is Sue's bedroom and that she and her brother and sister are getting ready for school.
- Use the Flashcards to reinforce the vocabulary. Hold up them up, one at a time.
  - Say: *(Dress)*. Ask children to repeat.
  - Say: *Show me the (dress)*. Children point to (Sue's sister's dress).
- Repeat with the other words.

#### I. Listen and sing. Move.

- Preteach the actions for the song: *hold up eight fingers, punch the air, stand up and stretch, and touch clothes*.
- Say: *(It's the morning.)* and do the action (stand up and stretch).
- Say: *Let's sing a song*. Play the song.
- Play the song again. Invite children to sing along and do the actions when they are ready.

### Audio Script

#### I Look Great!

It's the morning! (*stand up and stretch*)

I'm up at eight. (*hold up 8 fingers*)

With my skirt, sweater, and shoes. (*touch clothes*)

I look grrrrreat! (*punch the air*)

It's the morning! (*stand up and stretch*)

I'm up at eight. (*hold up 8 fingers*)

With my shirt, trousers, and jacket. (*touch clothes*)

I look grrrrreat! (*punch the air*)

It's the morning! (*stand up and stretch*)

I'm up at eight. (*hold up 8 fingers*)

With my dress and socks. (*touch clothes*)

I look grrrrreat! (*punch the air*)

## CONSOLIDATING

### Dressing Up Race (10 minutes)

- Tell children to stand in a circle.
- Put different articles of clothing (two of each) in the middle of the circle.
- Tell children that you will call out two names and an article of clothing and that those two children have to race to find it and put it on.

#### Karaoke (5 minutes)

- Play the karaoke version of the song.
- Cue each verse with Flashcards.

### Activity Book Page 40

Ask children to draw lines matching Sue and Lou to the different items of clothing. After they colour the page, ask them to work with a partner to practise saying the vocabulary words: *dress, jacket, trousers, shirt, shoes*.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Encourage children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

### ActiveTeach

Use the large digital format to focus on each character and the clothes he or she is wearing.

## Vocabulary

**Objectives:** to practise new vocabulary, to write numbers 1–8

**New Vocabulary:** dress, jacket, shirt, shoes, skirt, socks, sweater, trousers

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Flashcards, CD-ROM, ActiveTeach

### GETTING READY

#### **Review the Song (5 minutes)**

- Sing and act out “I Look Great!” with children.
- Display the Flashcards. Ask children to point to them as they sing.

#### **Play “I Spy” (5 minutes)**

- Review the language structure: *Can you see (the horse)? Yes, I can. / No, I can't.* (Level 2, Unit 8)
- Use the structure to play “I Spy,” using children’s clothing.
- Say: *Can you see a (dress)? It's (red and yellow). It has (circles).*
- Cue volunteers to say: *Yes, I can!* or *No, I can't.* Ask them to gesture to the child who is wearing the item.

### WORKING IN THE BOOK: PAGE 41

#### **2. Listen and number. Say.**

- Ask children to look at page 41.
- Remind children to listen and write the numbers.
- Play the audio, pausing after each item to allow children time to find and write.

### Audio Script

1. socks
2. trousers
3. dress
4. jacket
5. skirt
6. shirt
7. shoes
8. sweater

- Check children’s work as a class.
- Ask volunteers to point and say: *(I) (socks).*
- For additional practice, say each vocabulary word aloud and have children clap twice, pause, clap once, pause clap twice again, and repeat the word.

### CONSOLIDATING

#### **What’s Different? (10 minutes)**

- Invite a volunteer to stand up.
- Ask children to take twenty seconds to study what the volunteer is wearing.
- Then ask children to close their eyes.
- Change the volunteer’s outfit by, for example: rolling a trouser leg up, untying a shoe, swapping shoes so they’re on the wrong feet, un-buttoning a button, turning a shirt inside-out.
- Ask children to open their eyes and say which article of clothing is different.
- Repeat with other volunteers.

#### **Chain Game (10 minutes)**

- Tell children to stand in a circle to play this memory game.
- Say: *I’ve got (trousers).*
- Tell the next child to add an article and say: *I’ve got (trousers) and (a sock).*
- Ask the next child to repeat and add another article: *I’ve got (trousers) and (a sock) and (a skirt).*

- See how long children can continue the chain!

### Activity Book Page 41

Ask children to find and colour Lou’s clothes. Ask children to work in pairs to point and say: *trousers, shirt, shoes, socks, sweater.*

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Ask children to play the games on the CD-ROM to show their families the English words they are learning for clothing.

#### **ActiveTeach**

Use the large digital format to model numbering the boxes. To reinforce vocabulary, show and play the audio for the Flashcards.



# VOCABULARY



2

Listen and number. Say.


















Practice: trousers, sweater, skirt, jacket, shoes, socks, shirt, dress Writing: 1-8

UNIT 2

# Story

**Objectives:** to read and understand a story, to identify and understand speech bubbles, to learn a new language structure, to listen to and identify the intonation in a sentence, to role-play, to practise new vocabulary

**New Structures:** *What (are you) wearing? / (I'm) wearing a (dress).; What (is Grandpa) wearing? / (He's) wearing a (shirt) and (trousers).*

**Review:** *How's the weather? / It's (sunny).*

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach

## GETTING READY

### Talk About Weather (5 minutes)

- Review language used to talk about the weather (Level 2, Unit 9).
- Practise TPR actions for each kind of weather (sunny: *shade your eyes*; hot: *fan yourself*; cold: *shiver*; snowy: *flutter your fingers downward like snowflakes*; windy: *fly a kite*; rainy: *open an umbrella*).
- Model with Sammy. Ask: *How's the weather?* Do an action or gesture to cue his answer: *It's (sunny).*
- Invite volunteers to participate when they are ready.

### Introduce the Story (5 minutes)

- Hold up the Pupil's Book, turned to page 42.
- Ask children to talk about the picture on the first page of "The Holiday."
- Explain that Sue is calling her grandma on a mobile phone.
- Ask children if they recognize any of the words in the speech bubbles. Invite them to guess what Sue and her grandma are talking about.
- Go through the rest of the story and ask children to predict what will happen. Revisit predictions later.



## WORKING IN THE BOOK: PAGES 42–43

### A46 3. Look and listen. Act it out.

- Ask children to turn to page 42.
- Play the audio, and pause after each story frame to make sure children are on the correct one and understand what Sue and Grandpa are talking about.
- If needed, help children understand that the waiter spilled a salad on Grandpa, so he is "wearing" it.
- Ask children: *How's the weather for Sue? (cold and snowy).*
- Play the story again. Point to each speech bubble as the words are spoken.
- Encourage children to speak along with the characters.

- Invite volunteers to act out the story with the audio.

### Audio Script

#### The Holiday

- Frame 1 Grandpa: What a lovely day.  
Grandma: It's Sue!
- Frame 2 Sue: Hello Grandma. How's the weather?  
Grandma: It's sunny.
- Frame 3 Sue: What are you wearing?  
Grandma: I'm wearing a dress.
- Frame 4 Grandma: What are you wearing?  
Sue: I'm wearing a sweater.
- Frame 5 Grandma: Really? How's the weather?  
Sue: It's cold and it's snowy.





- Frame 6 Sue: What's Grandpa wearing?  
Grandma: He's wearing a shirt and trousers.
- Frame 7 Grandma: Oops! Now he's wearing a shirt, trousers, AND a salad!
- Frame 8 Sue: Grandpa is wearing a shirt, trousers and a salad!  
Mum: Really?

### Look at New Language

- Point out the new language Sue and Grandma use to ask and answer questions about clothing: *What are you wearing? I'm wearing a dress. What's Grandpa wearing? He's wearing a shirt and pants.*

- Invite partners to take the parts of Sue and Grandma and practise the dialogue.

### Listen to the Intonation

- Ask children to close their eyes and listen while you play the story audio.
- Pause after each question. Point out the different intonation for questions and answers.
- Ask children to repeat each question and answer, copying the intonation.

## CONSOLIDATING

### Role-Play (10 minutes)

- Ask pairs of children to act out the story.

- First, play the audio and encourage pairs of children to mime.
- Then invite volunteers to act out the dialogue without the audio.

### Continue the Conversation (5 minutes)

- Tell children to imagine that Sue and Grandma keep talking.
- Ask them to imagine what the two characters would say next.
- Ask partners to work together to create the next few lines of the story.
- Suggest that children talk about Grandpa changing his shirt!

### Activity Book Page 42

Ask children to circle the clothing items that Grandpa needs on his holiday. After children colour the page, ask them to work in pairs to practise the structures: *What (is Grandpa) wearing? (He's) wearing a (shirt) and (trousers).*

### Activity Book Page 43

Ask children to trace Grandma's clothes. Then ask them to colour the page. Finally encourage them to practise the target language with a partner: *What (is Grandma) wearing? (She's) wearing a (dress) and (shoes).*

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Ask children to review the story at home. Encourage them to use the Story Time feature to focus on individual words.

### ActiveTeach

Use the large digital format to focus on the speech bubbles. Point to the speaker, then drag the pointer under each word as it is spoken.



# LISTENING

A47

4

Listen and find. Then write.



Practice: What are you wearing? I'm wearing a (yellow shirt), (blue jacket), and (blue trousers). Review: colours Writing: 1-4

## Listening

**Objectives:** to practise listening comprehension, to practise new unit vocabulary and structures

**Review:** colours, numbers 1–4

**Materials:** Class Audio CD A

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach, different coloured crayons, teacher-made word cards, blindfold, drawing materials

### GETTING READY

#### Review Colours: Pass and Say (5 minutes)

- Tell children to sit in a circle.
- Give each child a different coloured crayon.
- Tell children you are going to play some music and that they should pass the crayons around until the music stops.
- Play some music, stop it, and say: *Show me (black).*
- Cue children holding a (black) crayon to hold it up and say: *I've got (black).* or *This is (black).*
- Continue with other colours.

#### Build a Sentence (10 minutes)

- Prepare word cards: *I'm, wearing, a, shirt, skirt, jacket, sweater, red, blue, green.*
- Display word cards for the sentence: *I'm wearing a shirt.*
- Help children read the sentence with you by running your finger under each word as you say it.
- Then ask: *What colour?* and model the answer: *I'm wearing a red shirt.*
- Take the *blue* word card and place before the word *shirt*. Read the new sentence.

- Continue with other sentences. Each time, make sure children see that the colour word (adjective) goes before the clothing word (noun).

### WORKING IN THE BOOK: PAGE 44

#### 4. Listen and find. Then write.

- Ask children to turn to page 44.
- Explain that Sue is with a friend, Lou, and Lou's dad at the fair.
- Invite children to talk about what the four are wearing. Encourage them to use complete sentences, such as: *(Sue) is wearing (a blue dress).* *(Lou) is wearing (a yellow shirt).* *(Dad) is wearing (blue trousers).*
- Explain that children will listen to the audio in order to identify the characters and write the number for each one in his or her balloon.
- Play the audio. Do the first one together.
- Ask children to complete the page on their own. (1: Lou; 2: Sue; 3: Dad; 4: Friend)

#### Audio Script

Narrator: 1. What are you wearing?  
Lou: I'm wearing a blue jacket, blue trousers and red shoes.  
Narrator: Write 1.  
Narrator: 2. What are you wearing?  
Sue: I'm wearing a blue dress and pink shoes.  
Narrator: Write 2.  
Narrator: 3. What are you wearing?  
Dad: I'm wearing a grey shirt, purple trousers, and brown shoes.  
Narrator: Write 3.  
Narrator: 4. What are you wearing?  
Friend: I'm wearing a purple sweater, a brown skirt, purple socks and brown shoes.  
Narrator: Write 4.

### CONSOLIDATING

#### Listen and Pick (10 minutes)

- Ask for three volunteers to play.
- Blindfold one of them and cue him or her to ask: *What are you wearing?*
- Then disguise your voice and answer for another: *I'm wearing (a green dress) and (black shoes).*
- Remove the blindfold and have the volunteer identify who it is.
- Continue with other volunteers.

#### Draw and Say (10 minutes)

- Ask children to draw a person wearing different coloured clothing.
- Tell them to take turns asking and answering: *What's (he / she) wearing? (He / She)'s wearing (blue trousers, a red shirt, and green shoes).*

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Ask children to play the games at home to practise their listening skills.

#### ActiveTeach

Invite volunteers to write the numbers in the balloons on the big screen for everyone to see.

## Speaking

**Objectives:** to practise speaking, to practise new unit vocabulary and structures

**Review:** colours

**Materials:** Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach, pictures of costumes

### GETTING READY

#### Common Colour, Common Clothes (10 minutes)

- Tell children to sit in a circle.
- Explain that Sammy will tap certain children on the shoulder and that the children he taps should stand up. The class then has to figure out what those children have in common.
- Begin by tapping children who are wearing red. Give a hint, if needed.
- Then tap children who are wearing dresses.
- Repeat with other colours and clothes.

#### Talk About Costumes (5 minutes)

- Ask children to talk about when they play dressing up and what they wear.
- Introduce some popular costumes and related vocabulary:
  - Princess (crown)
  - Pirate (vest, sword, boots, scarf)
  - Fairy (wings, magic wand)
  - Superhero (cape, mask)
  - Cowboy (hat, boots)
- Refer to Pupil's Book page 45 for princess and pirate pictures, and to books and magazines for others.

### WORKING IN THE BOOK: PAGE 45

#### 5. Colour. Ask and answer.

- Ask children to turn to page 45.
- Ask children to talk about the picture.
- Explain that Sue and Lou are playing dressing up. Invite children to guess why they are dressing up.
- Ask children to colour in Sue and Lou's clothing in different colours.
- Then direct their attention to the boy and girl with the speech bubbles at the bottom of the page.
- Point to and read the speech bubbles: *What's Sue wearing? She's wearing a blue dress.*
- Tell children they will work in pairs to ask and answer questions about the clothing they coloured, using the speech bubble text as a model.

### CONSOLIDATING

#### Thumbs-Up or Thumbs-Down (5 minutes)

- Explain that you and Sammy will talk about someone in the room and that children should agree or disagree by giving a thumbs-up or a thumbs-down.
- Use Sammy to ask: *What's (Amelia) wearing?*
- Say: *(She)'s wearing (green trousers and a white sweater).*
- Cue children to give a thumbs-up or a thumbs-down.
- Play a few rounds with Sammy, and then get volunteers to take your role.

#### Let's Move (5 minutes)

- Review some of the actions that children have learned in this and other levels.
- Explain that you and Sammy will describe someone's clothing and children will guess who it is.
- Use Sammy to ask: *What's (he) wearing? Say: (He's) wearing (black trousers) and (a black shirt).*

- Ask children to guess: *It's (Tom)!*
- Ask (Tom) to name an action: *(Jump)!* Cue the class to do the action.

### Phonics and Extra Practice: Pupil's Book pages 92–93 and T92 and T93

For phonics activities, practising short e, ask children to turn to page 92 in the back of their books. For teacher support, turn to page T92 in this book. For extra practice speaking, ask children to turn to page 93 in the back of their books. For teacher support, turn to page T93 in this book.

#### Big Book Talk (10 minutes)

- Use the Big Book to get children talking.
- Read the “Diddle, Diddle Dumpling” to children a few times and then encourage them to “read” along with you.
- Read the nursery rhyme again, substituting clothing from Unit 5 for the item(s) of clothing in the song. Invite them to create their own rhyme as well.

#### Activity Book Page 44

Ask children to colour the page. Then ask them to work with a partner to point to each person in the picture and practise the target language: *What's (Sue) wearing? (She's) wearing a (blue dress).*

#### Activity Book Page 45

Ask children to trace items of clothing in the pictures. Once children have coloured the page, ask them to work with a partner to practise the target language: *What's (Lou) wearing? (He's) wearing a (yellow shirt).*

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to use the audio feature on the CD-ROM at home to practise their speaking skills.



#### ActiveTeach

Use the photocopyable activities if children need more practice with unit language.



# SPEAKING

5 Colour. Ask and answer.



What's Sue wearing?

She's wearing a blue dress.

Practice: What's (Sue) wearing? (She's) wearing a (blue dress).  
Review: colours

UNIT 2



6

Listen, say, and trace. Count and write. **SONG**

13 14 15 16



## CLIL

**Objectives:** to count items 1–16, to write numbers 13–16

**Review:** numbers 1–14, shapes

**TPR:** brush teeth, flap arms, hold up fingers, kick, march, point, tap knees, write

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach, teacher-made number and dot cards (see T20)

### GETTING READY

#### Review and Introduce Numbers (5 minutes)

- Ask children to count with you to review numbers 1–14. Then say: *15, 16* and ask children to repeat after you.
- Count again for more practice.
- Write the numbers 15 and 16 on the board and ask the class to air-write them.

#### Review Shapes: Musical Shapes (10 minutes)

- Use tape to make giant shapes on the floor: circle, square, triangle, rectangle, star.
- Point out the shapes. Tell children that you will play music and they should dance around the room until it stops.
- Stop the music and call out a shape: *Circle!*
- Cue everyone to squeeze together and stand in the circle: the goal is for everyone to be in, and nobody out.
- Continue until you call out all shapes.

### WORKING IN THE BOOK: PAGE 46

#### 6. Listen, say, and trace. Count and write.

- Play the chant and act it out.
- Play it again and invite children to chant and do the actions with you.

#### Audio Script

##### Count to 16 Chant

1, 2, 3, (*hold up fingers for counting*)

Buzz like a bee. (*flap arms and buzz*)

4, 5, 6, (*hold up fingers for counting*)

Do high kicks. (*kick*)

7, 8, 9, (*hold up fingers for counting*)

March in a line. (*march in place*)

10! 10! 10!

Write with a pen. (*pretend to write*)

11, 12,

Point to yourself. (*point to yourself*)

13, 14,

Tap your knees. (*tap your knees*)

15, 16,

Brush your teeth. (*pretend to brush teeth*)

- Ask children to look at page 46.
- Model tracing the numbers 15 and 16 at the top of the page and then ask children to trace them.
- Point to the T-shirts. Ask children to count and name the shapes: *1, 2, 3, 4 ... 13, 14. (14) (stars).*
- Show children how to write 14 in the box under the star T-shirt.
- Tell children to complete the rest of the page on their own, or as a group.

### CONSOLIDATING

#### Group Concentration (10 minutes)

- Use the number and dot cards from page T20. Create new cards for 11–16.
- Divide the class into two groups.

- Shuffle the cards.
- Give the number cards to one group. Give the dot cards to the other group.
- Ask the two groups to stand facing each other, but not showing their cards.
- Demonstrate how the game is played with a volunteer. Cue him or her to name one child from each group. Explain that if the cards match, the player gets to keep the cards, and if not, the children return to their places.
- Ask children from each group to take turns and continue the game. Explain that the player with the most pairs of cards at the end wins.

#### 1, Hop, 3, Hop! (5 minutes)

- Tell children to stand in a circle.
- Ask each child to count, in turn, to 16.
- Then explain that instead of saying every other number, the child should hop and say: *Hop*. For example: *1, hop, 3, hop, 5, hop ...*
- Continue, using different actions.

### Activity Book Page 46

Ask children to count the stripes on Sue's skirt. Then ask them to colour the page and practise counting to 16 aloud with a partner.

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Ask children to play the games at home to practise numbers.

#### ActiveTeach

Invite volunteers to use the pen tool to count the shapes and write the numbers.



## Values

**Objective:** to learn about the value of taking care of your clothes

**New Values Language:** Take care of your clothes.

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach

### GETTING READY

#### **Revisit the Story (5 minutes)**

- Ask children to listen to “The Holiday” again.
- Focus on Grandpa’s clothes and what happened to them.
- Ask children if they’ve had accidents with their clothes, such as spilling food on them or tearing them.

#### **Introduce Taking Care of Your Clothes (5 minutes)**

- Prepare a few volunteers to role-play for the class.
- Ask volunteers to act out situations where they do (a child carefully hangs up her coat) and don’t take care of their clothes (a child wipes his dirty hands on his shirt).
- Brainstorm with the class other times they do or do not take care of clothes.

### WORKING IN THE BOOK: PAGE 47

#### **7. Listen and say. Draw.**

- Ask children to open their books at page 47.
- Play the dialogue on the first part of the audio and ask children to look at the photos as they listen.
- Ask volunteers to repeat the dialogue with you.

#### **Audio Script**

Mum: Take care of your clothes.

Girl: Yes. Look! I’m putting them away.

Mum: That’s great! They’re clean and neat.

- Then play the chant on the second part of the audio. Tell children to listen and then chant along with the audio when they are ready.

#### **Audio Script**

##### **Take Care of Your Clothes Chant**

Take care of your clothes

From your head to your toes.

Take care of your clothes.

- Talk about each photo with the class and encourage children to discuss whether the child in each photo is taking care of his or her clothes.
- Now point to the faces below each photo. Tell children to draw a smile on the face below the photo where the child is taking care of clothes and a frown where the child is not.

#### **Talk about it!**

- Share one way you take care of your clothes and then invite children to talk about ways they take care of their clothes.

### CONSOLIDATING

#### **Act It Out (10 minutes)**

- Invite pairs or small groups of children to role-play taking or not taking care of their clothes.
- If the group role-plays not taking care of their clothes, cue the class to call out: *Take care of your clothes!* or *Good job!* if they act out taking care.



#### **Make a Home Connection**

Create a chart (and provide some stars) that children can take home to reinforce taking care of their clothes (e.g. putting dirty clothes in a laundry bin). Tell children that every time they take care of their clothes, they should give themselves a star!

#### **Activity Book Page 47**

Ask children to trace and name the clothing items that are properly put away (*shirt, jacket, and shoes*). Ask children to colour the picture. Then invite partners to point to and name all the different items of clothing pictured on the page.

### OPTIONAL: USING DIGITAL COMPONENTS



#### **CD-ROM**

Encourage children to play the games and do the activities on the CD-ROM at home to show their families what they’re learning about in class.



#### **ActiveTeach**

Focus on the two pictures. Use the pointer to highlight details that show who is taking care of clothes and who is not.

# VALUES



7

Listen and say. Draw. **SONG**



Values: Take care of your clothes.

UNIT 2

# UNIT 4 REVIEW



- 1 Stick and say.  2 Listen and circle.

1



2



3



4



$$1+2=3$$

## Project



Unit 4  
GOOD  
JOB!





## Unit 4: Review / Assessment

**Objectives:** to review and assess new unit vocabulary and structures

**Materials:** Class Audio CD A, Activity Book, stickers (in the back of the Pupil's Book and shown on page T108)

**Optional Materials:** Flashcards; rectangles and triangles cut from coloured paper, glue; CD-ROM; ActiveTeach

### GETTING READY

#### Sing and Move (10 minutes)

- Ask children to sing and move to the various songs and chants from Unit 4.
- Invite children to say which song or chant they like best.

#### Play a Review Game (10 minutes)

- Tell children to sit in a circle.
- Tell them to pass around the Unit 4 Flashcards until you say: *Stop*.
- Say: *(John), my mum is a (nurse). Where does she work?*
- Cue (John) to answer: *She works in a (hospital)*. Then have (John) look for and point to the *(hospital)* Flashcard.
- Continue with other workers and work places.

### WORKING IN THE BOOK: PAGE 48

#### I. Stick and say.

- Distribute the stickers (but not the reward sticker).
- Ask children to open their books at page 48.
- Say: *Find the school sticker*.
- Tell children to hold up the sticker.
- Say: *Stick the sticker*.

- Tell children to stick the sticker and say: *School*.
- Repeat with the other stickers.

#### 2. Listen and circle.

- Remind children to listen and circle the answer to each question.
- Confirm the answers with the class.

#### Audio Script

1. She's a teacher. Where does she work?
2. He's a bus driver. Where does he work?
3. He's a police officer. Where does he work?
4. She's a nurse. Where does she work?

#### Use the Reward Sticker

- Help children talk about what they have learned in this unit. Encourage them to use positive language. (See page T31 for examples.)
- Distribute the reward stickers.
- Show children where to stick the stickers (on the Unit 4 Good Job! placeholder).

### CONSOLIDATING

#### Congratulations Chant (5 minutes)

- Ask children to each choose one thing they learned in Unit 4 (vocabulary, structure, number, letter) or one thing they can do.
- Tell children to stand in a circle.
- Ask the entire class to clap and each child to take a turn chanting what they learned: *I know* (clap, clap) (*I4*) (clap, clap); or what they can do: *I can* (clap, clap) (*write the letters w, x, and y*) (clap, clap).
- End by congratulating the class!

#### Maths Project: Make a Building

- Tell children they are going to make a tall office building and show them the model on page 48.
- Provide rectangles (for the floors) and triangles (for the roof), cut from coloured paper. Ask children to work together to glue the shapes down to make their tall building. Tell them to count the floors in their building.
- Encourage them to talk about the workers in their building.

#### Activity Book Page 48

Ask children to draw a worker and the place where the person works. After children colour the page, ask them to work with a partner to practise the target language: *Where does (she) work?* (*She*) *works at the (school)*.

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Ask children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

#### ActiveTeach

Use ActiveTeach to check answers as a class.

## Unit 5: Review / Assessment

**Objectives:** to review and assess new unit vocabulary and structures

**Materials:** Class Audio CD A, Activity Book, stickers (in the back of the Pupil's Book and shown on page T108)

**Optional Materials:** CD-ROM, ActiveTeach, pictures of clothes

### GETTING READY



#### Sing and Move (10 minutes)

- Ask children to sing and move to the various songs and chants from Unit 5.
- Invite children to say which song or chant they liked best.

#### Ask and Answer (5 minutes)

- Gather pictures from magazines and catalogues of people wearing different clothes.
- Hold up each picture and ask: *What's (he / she) wearing?*
- Elicit: *(He's) wearing (green shoes, red trousers, and an orange sweater).*
- Then ask individuals: *How about you? What are you wearing?*
- Elicit responses.

### WORKING IN THE BOOK: PAGE 49

#### 3. Stick and say.

- Distribute the stickers (but not the reward sticker).
- Ask children to open their books at page 49.
- Say: *Find the shirt sticker.*
- Ask children to hold up the sticker.
- Say: *Stick the sticker.*

- Cue children to stick the sticker and say: *Shirt.*
- Repeat with the other stickers.



#### 4. Listen and circle.

- Remind children to listen and circle the answer to each question.
- Confirm the answers with the class.

#### Audio Script

1. What are you wearing?  
I'm wearing a shirt.
2. What are you wearing?  
I'm wearing a skirt.
3. What are you wearing?  
I'm wearing shoes.
4. What are you wearing?  
I'm wearing a sweater.

#### Use the Reward Sticker

- Help children talk about what they have learned in this unit. Encourage them to use positive language. (See page T31 for examples.)
- Distribute the reward stickers.
- Show children where to stick the stickers (on the Unit 5 Good Job! placeholder).

### CONSOLIDATING



#### Congratulations Chant (5 minutes)

- Ask children to each choose one thing they learned in the unit (vocabulary, structure, number, letter) or one thing they can do.
- Tell children to stand in a circle.
- Ask the entire class to clap and each child to take a turn chanting what they learned: *I know* (clap, clap) *(trousers)* (clap, clap); or what they can do: *I can* (clap, clap) *(take care of my clothes)* (clap, clap)
- End by congratulating the class!



#### Art Project: Design Your Own T-Shirt

- Make a simple outline of a T-shirt.
- Write: *I (heart)* and photocopy enough for each child.
- Cut out enough T-shirts for everyone.
- Brainstorm things children love, such as pets, ice cream, toys, and siblings.
- Let children draw something they love on their T-shirt.

#### Activity Book Page 49

Ask children to draw themselves wearing their favourite clothes. Invite them to colour the page and share their work: *I'm wearing a (sweater) and (trousers).*

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.



#### ActiveTeach

Use ActiveTeach to check answers as a class.

# UNIT 5 REVIEW



3 Stick and say.  4 Listen and circle.

1



2



3



4



## Project



Unit 5  
GOOD  
JOB!



Review/Assessment: What are you wearing? I'm wearing a (shirt). Project: art

REVIEW

49



# 6

# Feelings

## Objectives

- ✓ To learn vocabulary used for feelings
- ✓ To sing songs and chants
- ✓ To do new TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To understand and role-play a story
- ✓ To learn and practise new language structures: *How do you feel? / I'm (excited). How does (Lou) feel? / (He's) excited.*
- ✓ To practise sound-symbol correspondence: *a /a/*
- ✓ To recognize and produce the short vowel sound that the letter *a* stands for in the middle of words
- ✓ To count to 18
- ✓ To write the numbers 17 and 18
- ✓ To learn the value of not fighting
- ✓ To practise new language by listening and speaking
- ✓ To learn and review unit vocabulary and language structures

## Vocabulary

**New:** angry, excited, happy, hungry, sad, scared, thirsty, tired; numbers 17, 18  
**Review:** numbers 1–16; cat, dad, grandma, grandpa, hand, mum

## Materials

Pupil's Book pages 50–57 and 94–95; Activity Book pages 54–63; Flashcards 33–40; Class Audio CD A: Tracks 54–62 and CD B: Tracks 45–46; Course Posters: *My Little Island* Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil's Book and shown on page TI08)

**Optional:** CD-ROM, ActiveTeach, Big Book, Sammy the Squirrel Puppet

## Unit Overview



## Home-School Connections

Copy the Letter Home for children to bring home to share what they'll be learning in Unit 6 of *My Little Island*. The Letter Home is available online at [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

## Songs and Chants

- ✓ Choose a Mask (Class Audio CD A: Tracks 54, 55)
- ✓ A Chant (Class Audio CD B: Tracks 45, 46)
- ✓ Count to 18 Chant (Class Audio CD A: Tracks 59, 60)
- ✓ Don't Fight Chant (Class Audio CD A: Tracks 61, 62)

## Story

"The Ride": Sue and Lou go on a rollercoaster at an amusement park. They talk about feelings.





**Language Structures:** *How do you feel? I'm (excited).; How does (Lou) feel? / He's (excited).*

## Values

Don't fight.

## SKILLS



### Cross-Curricular Connections

-  count to 18, write numbers 15–18
-  learn the value of not fighting, make a feelings poster
-  trace and colour
-  sing, chant and move to music

### Preschool Learning Outcomes

- ✓ Recognize intonation in questions.
- ✓ Use short answers to questions.
- ✓ Understand new language structures.
- ✓ Recognize and produce the sound that short *a* stands for.
- ✓ Listen to a story and look at pictures.
- ✓ Make predictions using pictures.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact.
- ✓ Talk about self and surroundings.
- ✓ Develop a positive attitude toward the English language.

### Digital Practice

-  Use the CD-ROM for vocabulary practice in class or at home.
-  Use ActiveTeach to go over Pupil's Book pages together as a class.

## LEARN BY DOING

### TPR

- ✓ brush teeth, cry, cup mouth, drink, eat, flap arms, hold up fingers, jump, kick, march, point, put on mask, question action, shiver, tap knees, write, write *a* in the air, yawn

### Phonics

- ✓ Practise sound-symbol correspondences: short *a*.
- ✓ Complete Phonics page 94.
- ✓ Listen to the audio.
- ✓ Sing songs and say chants.

### Prereading and Prewriting

- ✓ Follow an eight-frame story.
- ✓ Talk about the characters.
- ✓ Act out the story to show comprehension.
- ✓ Practise fine motor skills.
- ✓ Draw, colour, and trace.



Children can use the CD-ROM to teach younger family members English!

## NOTICE BOARD DISPLAY

### Make a Face!

- ✓ Create an interactive notice board to practise unit language.

### Materials

- teacher-made spinner (paper plate)
- drawing pin
- teacher-made arrow
- large paper circle
- shape cut-outs
- tape, Velcro, or sticky tack

### Instructions

1. Divide the paper plate into eight sections and write a feeling (*sad*, *scared*, etc.) in each section. Attach the paper plate (spinner) to the notice board with a drawing pin in the centre.
2. Attach a large circle to the notice board and explain that it is a face.
3. Prepare several cut-outs that can be used to add features to the face in order to show different emotions. For example: a large crescent for a smile (*happy*); the same crescent upside down and a teardrop (*sad*); a thought bubble with a drink (*thirsty*).
4. Keep the cut-outs in envelopes attached to the notice board. Put all the mouths in one envelope, all the eyes and eyebrows in another, and so on.
5. Attach the arrow next to the spinner and ask children to take turns spinning the spinner and attaching shapes to “make a face” (*happy*, *sad*, etc.).

# 6 Feelings

1 Listen and sing. Move. **SONG**



happy



angry



scared



tired



excited



sad



hungry



thirsty





## Presentation

**Objectives:** to identify feelings vocabulary in a scene, to learn a song and new TPR actions

**New Vocabulary:** angry, excited, happy, hungry, sad, scared, thirsty, tired

**TPR:** cry, cup mouth, drink, eat, jump, put on mask, question action (shrug shoulders and put palms up to face), shiver, yawn

**Materials:** Class Audio CD A, Flashcards, Activity Book

**Optional Materials:** Meet Your New Friends! poster, CD-ROM, ActiveTeach, mask

### GETTING READY

#### Introduce the Topic (5 minutes)

- Make faces (*happy, sad, mad, scared, tired*) to show different feelings.
- Each time, invite children to guess how you feel. Then ask children to talk about times they feel that way.

#### Meet Your New Friends! Poster (5 minutes)

- Show the poster.
- Talk with children about friends and how friends help us when we are sad or scared and how sometimes friends are just happy to be together!

### WORKING IN THE BOOK: PAGE 50

#### Present Vocabulary and TPR

- Ask children to turn to page 50.
- Explain that Sue and Lou are making masks, which show different feelings.
- Show children a real mask, if needed.
- Hold up the Flashcards, one at a time.
  - Say: *Excited*. Ask children to repeat.

- Tell children to point to the mask for “excited.”
- Teach children the related TPR action from the song: jump up and down.
- Encourage children to do the action and say: *I’m excited*.
- Repeat with the other vocabulary words.

#### I. Listen and sing. Move.

- Say: *Let’s sing a song*. Play the audio.
- Play the song again. Invite children to sing along and do the actions when they are ready.

#### Audio Script

##### Choose a Mask

Choose, choose, choose a mask.  
Put it on and play. (*pretend to put on a mask*)

Tell us, tell us (*cup mouth*)  
How you feel today. (*question action*)  
I’m happy! I’m happy! (*smile*)  
Hee, hee, hee, hee, hee!  
I’m sad. I’m sad. (*pretend to cry*)  
Boo hoo, boo hoo hoo!  
I’m scared. I’m scared. (*shiver*)  
Eeeek! Eeeek! Eeeek!

I’m angry! I’m angry! (*look angry*)  
Grrrr! Grrrr! Grrrr!  
I’m excited! I’m excited! (*jump up and down*)  
Oh! Oh! Oh! Oh! Oh!  
I’m tired. I’m tired. (*yawn*)  
Yawn, Yawn, Yawn.

I’m thirsty. I’m thirsty. (*pretend to drink*)  
Glug, glug, glug, glug, glug!  
I’m hungry! I’m hungry! (*pretend to eat*)  
Yum, Yum, Yum, Yum, Yum!  
Join me. Join me.  
Please take some! (*extend hands*)

### CONSOLIDATING

#### Practise with TPR (5 minutes)

- Play each line of each verse, one line at a time.
- Challenge children to do the TPR for the feeling, while repeating the line.

#### Activity Book Page 50

Ask children to draw a smile to show *happy* and a frown to show *sad*. After children colour the page, ask them to work with partners to point to the pictures and say the words.

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Encourage children to play the games and do the activities on the CD-ROM at home to show their families what they’re learning about in class.

#### ActiveTeach

Play the audio for the song and use the big screen to focus on each mask as the feeling is mentioned.

## Vocabulary

**Objectives:** to practise new words, to write numbers 1–8

**New Vocabulary:** angry, excited, happy, hungry, sad, scared, thirsty, tired

**Writing:** numbers 1–8

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Flashcards, CD-ROM, ActiveTeach, paper plates, string, markers, stapler or tape

### GETTING READY



#### Review the Song (5 minutes)

- Sing and act out “Choose a Mask.”
- Display the Flashcards. Ask children to point to them as they sing.



#### Make a Mask (10 minutes)

- Gather paper plates, string, and markers.
- Ask children to choose a feeling and draw a face on a plate for a mask.
- Give children some ideas: mouth up (*happy*) and down (*sad*); jagged V-shaped eye brows (*angry*); wide-open eyes (*excited*); yawning mouth (*tired*); little circle mouth and uneven eyebrows (*scared*).
- Cut out eye holes and nose or mouth holes. Attach two pieces of string to each mask so children can tie it on.

### WORKING IN THE BOOK: PAGE 51



#### 2. Listen and number. Say.

- Ask children to look at the pictures on page 51.
- Remind them that they should listen to the audio and number the pictures.
- Play the audio, pausing for children to find the pictures and write numbers.

### Audio Script

1. sad
2. excited
3. happy
4. hungry
5. thirsty
6. tired
7. scared
8. angry

- Check children’s work as a class.
- Ask volunteers to point and say: (*I*) (*sad*).
- For additional practice, say each vocabulary word aloud and have children clap twice, pause, clap once, pause, clap twice again, and repeat the word.

### CONSOLIDATING

#### Telephone (5 minutes)

- Ask children to sit in a line.
- Display the unit Flashcards at the end of the line.
- Whisper a word to the first child: *Thirsty*.
- Tell children to whisper the word down the line until it reaches the last child in line who says the word out loud and points to the Flashcard.

#### Show Me Happy (5 minutes)

- Ask children to practise making faces and using gestures they learned in the song to show different feelings.
- Say: *Show me happy*.
- Cue the class to make a happy face (and/or gesture).
- Continue this way.

#### Activity Book Page 51

Ask children to draw lines to match the faces with the people in the picture. Then ask children to colour the page. Encourage partners to point to each face and name the feeling it illustrates.

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to play the games to show their families the words they are learning for feelings.



#### ActiveTeach

Use the large digital format to model numbering the boxes. For more vocabulary practice, use the Flashcard activities.

# VOCABULARY



2

Listen and number. Say.



Practice: happy, sad, angry, scared, excited, hungry, thirsty, tired Writing: 1-8

UNIT 6

51



# Story

**Objectives:** to read and understand a story, to identify and understand speech bubbles, to learn new language structures, to listen to and identify the intonation in a sentence, to role-play, to practise new unit vocabulary

**New Structures:** *How do you feel? I'm (excited).*

**Review:** *dad*

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### Talk About Amusement Parks (5 minutes)

- If possible, show a picture of an amusement park. Ask children if they've ever been to one.
- Ask children to name rides and other activities at amusement parks.
- Finally, invite them to name different feelings they might have there.

### Introduce the Story (5 minutes)

- Hold up the Pupil's Book, turned to page 52.
- Focus on the first page of "The Ride." Ask children to talk about the picture.
- Explain that Sue and Lou are at an amusement park. Point to the ride and say: *This is the ride.*
- Ask children if they recognize any of the words in the speech bubbles. Invite them to guess what Sue and Lou are talking about.
- Go through the rest of the story.
- Ask children to predict what will happen. Revisit predictions later.



## WORKING IN THE BOOK: PAGES 52-53

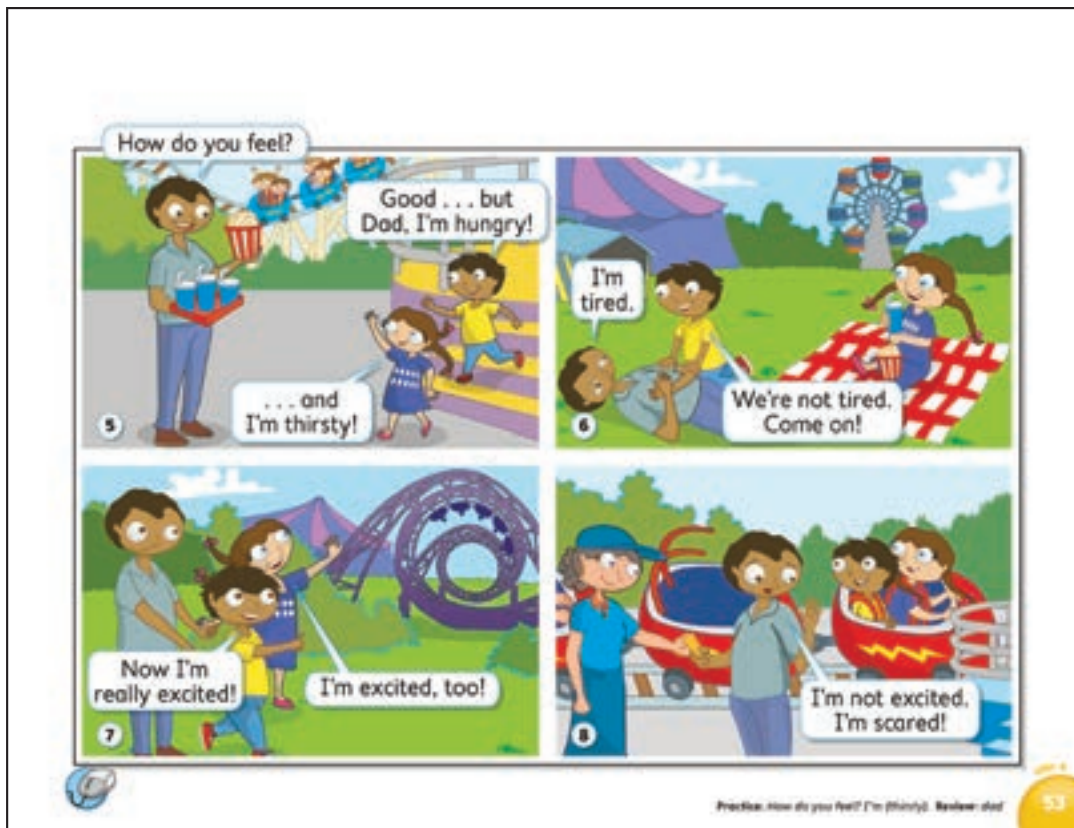
### 3. Look and listen. Act it out.

- Ask children to open their books at page 52.
- Play the audio, pausing after each story frame to make sure children are on the correct frame and understand what Sue and Lou are talking about.
- Play the story again. Point to each speech bubble as the words are spoken.
- Encourage children to speak along with the characters.
- Invite volunteers to act out the story with the audio.

## Audio Script

### The Ride

- Frame 1 Lou: I'm excited! How do you feel?  
Sue: I'm excited, too!
- Frame 2 Lady: Hold on tight. 1, 2, 3 go!
- Frame 3 Lou: Um ... I'm scared.  
Sue: I'm scared, too!
- Frame 4 Sue: Now, I'm happy.  
Lou: I'm happy, too.
- Frame 5 Dad: How do you feel?  
Lou: Good ... but Dad, I'm hungry!  
Sue: ... and I'm thirsty!
- Frame 6 Dad: I'm tired.  
Lou: We're not tired. Come on!
- Frame 7 Lou: Now I'm really excited!  
Sue: I'm excited too!
- Frame 8 Dad: I'm not excited. I'm scared!



### Look at New Language

- Point out the new language Sue and Lou use to talk about their feelings: *How do you feel? I'm (scared).*
- Invite partners to practise the dialogue.
- C1 asks: *How do you feel?* C2 answers: *I'm (happy).* *How do you feel?* C1 answers.

### Listen to the Intonation

- Ask children to close their eyes and listen while you play the story audio.
- Pause after each sentence. Focus on how the characters use their voices to show emotion or feeling.
- Ask children to mimic the intonation, using the audio as a model.

- Extend the practice to include the other feeling words. Guide children to use intonation to show other feelings: *I'm (angry / sad / tired).*

### CONSOLIDATING

#### Role-Play (10 minutes)

- Arrange children in groups of three to act out the story.
- First, play the audio and ask the groups to mime.
- Then invite volunteers to act it out without the audio.
- Encourage them to pretend to get on the ride, ride it, and get off.

### How Do You Feel? (5 minutes)

- Display the Flashcards around the room.
- Invite a volunteer to stand up.
- Describe a simple scenario or show a picture of, for example: a mother giving smiling children a yummy dessert. Ask children to imagine they are one of the children in the example.
- Ask the volunteer: *How do you feel?*
- Cue the volunteer to answer: *I'm (happy)* and to race to the *(happy)* card.
- Repeat with other volunteers and scenarios.

### Activity Book Page 52

Ask children to write numbers in the boxes to match the scenes at the top of the page with the feelings shown at the bottom of the page. Invite partners to take turns asking and answering: *How do you feel? I'm (excited).*

### Activity Book Page 53

Ask children to tick the boxes to show how Sue and Lou feel in the story. Once children have coloured the page, ask them to work with a partner to practise the target language: *How do (Sue and Lou) feel? (They're) (excited).*

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Ask children to play the audio for the story at home. Encourage them to use the Story Time feature, playing the story, word by word.

#### ActiveTeach

Use the large digital format to focus on the speech bubbles. Point to the person speaking, and then drag the pointer under each word as it is spoken.



# LISTENING

A58 4 Listen and number.





# Listening

**Objectives:** to practise listening comprehension, to practise new unit vocabulary and structures

**Review:** dad, grandma, grandpa, mum

**Materials:** Class Audio CD A

**Optional Materials:** Flashcards, CD-ROM, ActiveTeach, masks from T51

## GETTING READY



### Revisit the Story (10 minutes)

- Challenge children to retell “The Ride.”
- Then reread the story together.
- Play the audio and ask children to read along.
- Invite volunteers to act it out.

### Prepare for the Activity (5 minutes)

- Share the masks children made on T51 by asking each child to show his or hers.
- Invite the class to guess: *How does he / she feel? (Happy / sad / excited, and so on.)*
- Reinforce correct guesses and praise the child who made each mask.

## WORKING IN THE BOOK: PAGE 54



### 4. Listen and number.

- Ask children to open their books at page 54.
- Explain that Sue and Lou are at the circus with Sue’s family.
- Ask children to point to and name the different family members.
- Ask children how they think people usually feel at a circus.
- Explain that children will listen and then number each family member according to the audio.

- Praise children’s work and check that they can say the feelings shown by each character.

### Audio Script

Narrator: 1  
Dad: I’m hungry!  
Narrator: 2  
Lou: I’m excited!  
Narrator: 3  
Sue: I’m scared!  
Narrator: 4  
Grandma: I’m happy!  
Narrator: 5  
Grandpa: I’m thirsty!  
Narrator: 6  
Mum: I’m tired!

## CONSOLIDATING

### At the Circus (5 minutes)

- Print out pictures from the Internet showing different events at a circus.
- Ask children to imagine they’re at the circus.
- Show each picture and ask children: *How do you feel?*

### Pass and Say (10 minutes)

- Ask children to sit in a circle.
- Hand out the Flashcards.
- Explain that you will play some music and that children should pass the cards around until the music stops.
- Stop the music and ask each child holding a card: *(Lucy), how do you feel?*
- Cue each child to look at the card and answer: *I feel (sad).*

- Model using appropriate facial expressions, intonation, and gestures, and encourage children to do the same when they answer.

## OPTIONAL: USING DIGITAL COMPONENTS



### CD-ROM

Ask children to play the games at home to practise their listening skills.



### ActiveTeach

Invite volunteers to write numbers on the big screen as the audio plays for the whole class to see.

## Speaking

**Objectives:** to practise speaking, to practise new unit vocabulary and structures

**Materials:** Activity Book

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach, Audio CD

### GETTING READY

#### Brainstorm (5 minutes)

- Display the unit Flashcards on the board.
- Point to each and invite children to talk about what makes them feel this way.
- Encourage children to try to use English vocabulary for their answers or to act out what makes them feel a certain way.
- Write their responses, or draw simple pictures of them, near the Flashcards.

#### Apply (5 minutes)

- Using the ideas on the board, say: *You see a (monster). How do you feel?*
- Guide children to answer: *I feel (scared).*

### WORKING IN THE BOOK: PAGE 55

#### 5. Match, ask, and answer.

- Ask children to turn to page 55.
- Focus on item I, which is done as an example. Say: *Lou's excited!*
- Focus on the boy and girl with speech bubbles at the bottom of the page.
- Point to and read the speech bubbles: *How does Lou feel? He's excited!*
- Tell children they will work in pairs, using the speech bubble text as a model.
- After asking and answering questions about how the characters on the left feel about the items on the right, they will draw a line from the character to the item.

### CONSOLIDATING

#### Figure It Out (10 minutes)

- Display eight pictures or Flashcards – one to elicit each feeling.
- Model the activity with Sammy. Explain that you are going to think of a picture and tell Sammy how you feel about it and that Sammy is going to try to guess the picture.
- Use Sammy to ask: *How do you feel?*
- Say: *I feel thirsty.*
- Use Sammy to point to the pictures one at a time.
- Use him to think out loud: *Hmmm. Thirsty ... A (bed)? No. A (monster)? No. A (ride)? No. (Juice)? Yes!*
- Invite volunteers to play Sammy's part, your part, or both.



#### Freeze Dance (10 minutes)

- Review TPR actions from the song "Choose a Mask" (T50) and the facial expressions from the "Show Me Happy" activity (T51).
- Tell children that they will do a freeze dance: that they will dance to some music until it stops. Explain that when the music stops, you will call out a feeling and children have to freeze, using their bodies and faces to show the feeling. Demonstrate a few for children first.

#### Phonics and Extra Practice: Pupil's Book pages 94–95 and T94 and T95

For phonics activities, practising short *a*, ask children to turn to page 94 in the back of their books. For teacher support, turn to page T94 in this book. For extra practice speaking, ask children to turn to page 95 in the back of their books. For teacher support, turn to page T95 in this book.

### Activity Book Page 54

Ask children to draw faces on the clowns to show feelings such as happy or sad. Ask children to colour the page and practise the target language with a partner by pointing to the pictures and saying: *How does (he) feel? (He's) (happy).*

### Activity Book Page 55

Ask children to draw lines matching the pictures on the left to the black images on the right. Then ask children to colour the page and work with a partner to ask and answer: *How does (she) feel? (She's) (hungry).*

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to use the audio feature on the CD-ROM at home. Encourage them to mimic the audio to practise their speaking skills.



#### ActiveTeach

Use the large digital format to model drawing lines from the characters on the left to the items on the right.

# SPEAKING



5 Match, ask, and answer.



How does Lou feel?

He's excited!



Practice: How does (Lou) feel? He's (excited).



Listen, say, and trace. Count and write. **SONG**

15 16 17 18



# CLIL

**Objectives:** to count items 1–18, to write numbers 15–18

**Review:** numbers 1–16, food

**TPR:** brush teeth, flap arms, hold up fingers, jump, kick, march, point, tap knees, write

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach, teacher-made number and dot cards (see T20 and T46), 18 crayons, two bags

## GETTING READY

### Review and Introduce Numbers (5 minutes)

- Ask children to count with you to review the numbers 1–16.
- Then say: 17, 18 and ask children to repeat.
- Model writing the numbers 17 and 18 on the board and ask the children to air-write them.

### Race to Order (10 minutes)

- Reuse the number cards you made on pages T20 and T46. Create new cards for 17 and 18.
- Divide the number cards into three groups: 1–6, 7–12, 13–18 and display the numbers in each group out of order.
- Invite three volunteers to come to the board: one child per group of cards.
- Cue the three volunteers to put their group of number cards in order. Say: Go!
- Announce the winner.

## WORKING IN THE BOOK: PAGE 56

### 6. Listen, say, and trace. Count and write.

- Play the chant and act it out.

- Play it again and invite children to chant and do the actions with you.

### Audio Script

#### Count to 18 Chant

1, 2, 3, (*hold up fingers for counting*)

Buzz like a bee. (*flap arms and buzz*)

4, 5, 6, (*hold up fingers for counting*)

Do high kicks. (*kick*)

7, 8, 9, (*hold up fingers for counting*)

March in a line. (*march in place*)

10! 10! 10!

Write with a pen. (*pretend to write*)

11, 12,

Point to yourself. (*point*)

13, 14,

Tap your knees. (*tap knees*)

15, 16,

Brush your teeth. (*pretend to brush teeth*)

17, 18.

Jump like a jumping bean. (*jump*)

- Ask children to look at page 56.
- Model tracing the numbers 17 and 18 at the top of the page and then ask children to trace them.
- Point to the different foods. Tell children to count and name the items: 1, 2, 3, 4 ... 14, 15. (15) (*juices*).
- Show children how to write 15 in the box next to the juice box.
- Ask children to complete the rest of the page on their own, or as a group.

## CONSOLIDATING

### “How Many?” Bag (Part 1) (5 minutes)

- Put 18 crayons in a bag.
- Invite a volunteer to reach into the bag, feel around briefly, and then guess how many crayons are in it.

- Confirm by removing and counting the crayons for the class.
- Repeat with other volunteers and other items in different quantities.

### Compare the Bags (10 minutes)

- Gather two bags and 18 crayons.
- Put (three) crayons in one bag and (four) crayons in another but don't let children see.
- Ask children to take turns holding each bag and guessing, by feeling how heavy it is, which bag has more crayons.
- Confirm by taking the crayons out one at a time and counting them.

## Activity Book Page 56

Ask children to trace the numbers, count the items, and write numbers to say how many there are of each. After they colour the page, ask children to work with a partner to point to and name each group: 15 cookies, 16 apples, 17 cars, 18 blocks.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Ask children to play the games at home to practise numbers.

### ActiveTeach

Invite volunteers to use the pen tool to count each group of food items and write the numbers.

# Values

**Objective:** to learn about the value of not fighting

**New Values Language:** Don't fight.

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### **Revisit the Story (5 minutes)**

- Read and listen to "The Ride" again.
- Review feelings and talk with children about times when we feel a certain way.
- Talk about what people do when they are cross or angry. Explain that sometimes when people get cross or angry, they fight.

### **Introduce Not Fighting (5 minutes)**

- Prepare a few volunteers to role-play for the class. Coach them to use their words when they fight, not actions.
- Have volunteers act out scenarios where they get angry and fight, such as a brother and sister fighting over seats in a restaurant; two friends fighting over a toy they both want to play with; two classmates fighting over who is first in line.
- Brainstorm with the class other times they might fight.

## WORKING IN THE BOOK: PAGE 57

### **7. Listen and say. Draw.**

- Ask children to open their books at page 57.
- Play the dialogue on the first part of the audio and ask children to look at the photos as they listen.
- Ask volunteers to repeat the dialogue with you.

### **Audio Script**

Children: We run and play. We don't fight.

Dad: That's great! Play nicely.  
Don't fight!

Children: Yes, we all play together and we have fun.

- Then play the chant on the second part of the audio. Tell children to listen and then chant along with the audio when they are ready.

### **Audio Script**

#### **Don't Fight Chant**

Please don't fight

Don't be bad.

When you fight

It makes me sad.

Please don't fight

A friend or brother.

When you fight

It hurts another.

- Talk about each photo with the class and discuss whether the children in each photo are fighting or playing nicely.
- Now point to the faces below each photo. Tell children to draw a smile on the face below the photo where the children are not fighting and a frown under the photo where they are fighting.

### **Talk about it!**

- Share something people can do instead of fighting when they are angry (counting to ten, for example). Invite children to talk about ways they can avoid fighting.

## CONSOLIDATING

### **Act It Out (10 minutes)**

- Invite pairs or small groups of children to role-play fighting and not fighting.
- If a group role-plays fighting, cue the class to call out: *Don't fight!*
- If the group cooperates and avoids fighting, cue the class to call out: *Good job!*

### **Make a Home Connection**

Encourage children to ask people at home what they do to avoid fighting.

### **Activity Book Page 57**

Ask children to colour the picture and practise saying: *Don't fight*. Ask partners to talk about the page.

## OPTIONAL: USING DIGITAL COMPONENTS

### **CD-ROM**

Encourage children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

### **ActiveTeach**

Use the pointer to highlight details that show who is fighting and who is not.



# VALUES



7

Listen and say. Draw. **SONG**



Values: Don't fight.

UNIT 6

# 7 Healthy Food

## Objectives

- ✓ To learn vocabulary for healthy food
- ✓ To sing songs and chants
- ✓ To do new TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To understand and role-play a story
- ✓ To learn and practise new language structures: *What do you want (Lou)? / I want (an orange) and (a banana), please.*
- ✓ To recognize and produce the short vowel sound that the letter o stands for in the middle of words
- ✓ To count to 20
- ✓ To write the numbers 19 and 20
- ✓ To learn the value of eating healthy food
- ✓ To practise new language by listening and speaking
- ✓ To learn and review unit vocabulary and language structures

## Vocabulary

**New:** banana, carrot, fork, lettuce, mango, orange, plate, tomato; numbers 19, 20

**Review:** numbers 1–18; colours, family members; box, bread, cheese, cookie, doll, hot, salad

## Materials

Pupil's Book pages 58–65 and 96–97; Activity Book pages 64–73; Flashcards 41–48; Class Audio CD B: Tracks 1–9; Course Posters: *My Little Island* Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil's Book and shown on page T108)

**Optional:** CD-ROM, ActiveTeach, Big Book, Sammy the Squirrel Puppet

# Unit Overview



## Home-School Connections

Copy the Letter Home for children to bring home to share what they'll be learning in Unit 7 of *My Little Island*. The Letter Home is available online at [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

## Songs and Chants

- ✓ Colours on My Plate (Class Audio CD B: Tracks 1, 2)
- ✓ O Chant (Class Audio CD B: Tracks 48, 49)
- ✓ Count to 20 Chant (Class Audio CD B: Tracks 5, 6)
- ✓ Eat Healthy Food Chant (Class Audio CD B: Tracks 8, 9)

## Story

"At the Market": Sue and Lou go to the market with Sue's mum. They buy fruits and vegetables.






**Language Structures:** *What do you want, (Lou)? / I want (an orange) and (a banana), please.*

## Values

Eat healthy food.

## SKILLS



### Cross-Curricular Connections

-  count to 20, write numbers 17–20
-  learn the value of eating healthy food
-  make a food rainbow
-  trace and colour
-  sing, chant and move to music

### Preschool Learning Outcomes

- ✓ Recognize intonation in questions.
- ✓ Use short words to questions.
- ✓ Understand new language structures.
- ✓ Recognize and produce the sound that short o stands for.
- ✓ Listen to a story and look at pictures.
- ✓ Make predictions using pictures.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact.
- ✓ Talk about self and surroundings.
- ✓ Develop a positive attitude toward the English language.

### Digital Practice

-  Use the CD-ROM for vocabulary practice in class or at home.
-  Use ActiveTeach to go over Pupil's Book pages together as a class.

## LEARN BY DOING

### TPR

- ✓ brush teeth, flap arms, hold up fingers  
jump, kick, look action, march, point,  
pretend to eat, rub tummy, tap knees,  
write, write o in the air

### Phonics

- ✓ Recognize sound-symbol correspondence: short o.
- ✓ Complete Phonics page 96.
- ✓ Listen to the audio.
- ✓ Sing songs and say chants.

### Prereading and Prewriting

- ✓ Follow an eight-frame story.
- ✓ Talk about the characters.
- ✓ Act out the story to show comprehension.
- ✓ Practise fine motor skills.
- ✓ Draw, colour and trace.

If a child joins your class late in the year, pair him or her with a proficient learner. That child can help the newcomer!



## NOTICE BOARD DISPLAY

### Healthy Food Chart

- ✓ Create an interactive notice board to practise unit language.

### Materials

- name tags for each child
- small cards or card-sized paper
- reduced photocopies of Flashcards
- pictures and photos of food
- thick marker
- scissors
- drawing pins or tape

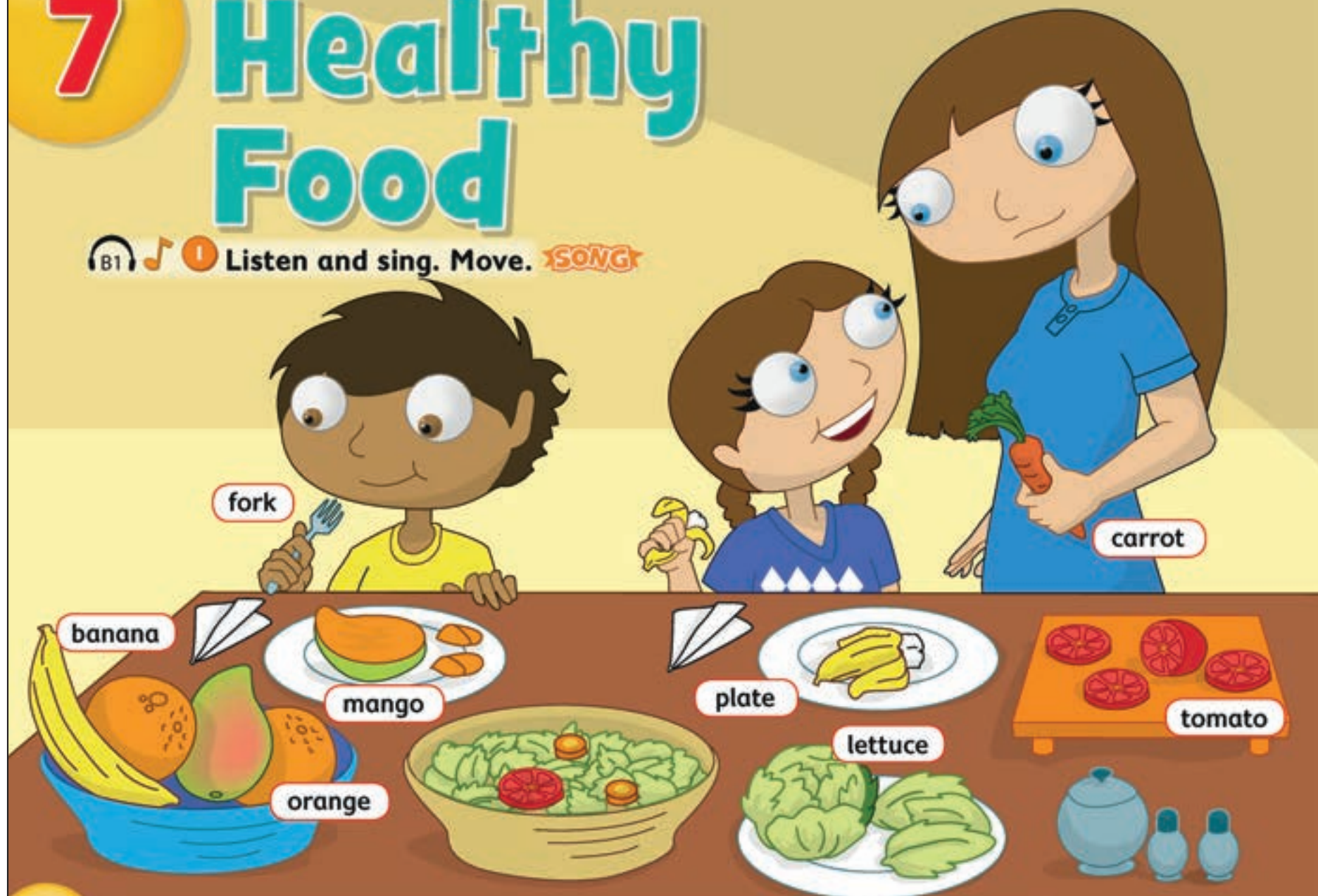
### Instructions

1. Prepare name labels for each child on card (or card-sized paper).
2. Photocopy the unit Flashcards, reducing by about half. Make enough copies for everyone in the class.
3. Cut out pictures from magazines or make drawings of foods from Level 1: *cake, cheese, juice, milk, water, yogurt* and Level 2: *apple, bread, chicken, cookies, pasta, salad*.
4. Ask children to attach their name tags to the notice board in a column down the left side.
5. Then ask them to choose pictures of food they like and attach them next to their names.
6. Using a thick marker, ask children to draw a smiley face next to each healthy food.



# 7 Healthy Food

B1   1 Listen and sing. Move. **SONG**



## Presentation

**Objectives:** to identify food vocabulary in a scene, to learn a song and new TPR actions

**New Vocabulary:** banana, carrot, fork, lettuce, mango, orange, plate, tomato

**Review:** colours, salad

**TPR:** look action, pretend to eat, rub tummy

**Materials:** Class Audio CD B, Flashcards, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach, pictures, drawings, or realia of food

### GETTING READY

#### Share What You Know (5 minutes)

- Review food vocabulary children learned in Level 1: *cake, cheese, juice, milk, water, yogurt* and Level 2: *apple, bread, chicken, cookies, pasta, salad*.
- Show a picture, drawing, or realia for each word. Ask: *What's this?*
- Elicit: *It's (juice / an apple / a cookie).*

#### Personalize (5 minutes)

- To review structures to talk about food, model this dialogue with Sammy:
  - Sammy: *Do you like (apples)?*
  - Teacher: *Yes, I do. / No, I don't.*
  - Sammy: *How about (cookies)?*
  - Teacher: *I like / don't like (cookies).*
- Ask partners to practise the dialogue.

### WORKING IN THE BOOK: PAGE 58

#### Introduce Vocabulary

- Ask children to open to page 58.
- Elicit that Sue and Lou are having lunch or a snack.

- Hold up the Flashcards, one at a time:
  - Say: *Banana*. Ask children to repeat and point to the banana on the page.
  - Ask: *What colour is it? (Yellow.)*
- Repeat with the other words.

#### I. Listen and sing. Move.

- Say: *Let's sing a song*. Play the song.
- Play the song again. Invite children to sing along and do the actions.

#### Audio Script

##### Colours on My Plate

Look at the colours.

Look at the colours on my plate! (*look action*)

I'm very hungry! I can't wait.

There's a yellow ... banana!

Here it comes ...

From hand to mouth! (*pretend to eat with a fork*)

Yum! Yum! Yum! (*rub tummy*)

Look at the colours.

Look at the colours on my plate! (*look action*)

I'm very hungry! I can't wait.

There's an orange ... mango.

Here it comes ...

From hand to mouth! (*pretend to eat with a fork*)

Yum! Yum! Yum! (*rub tummy*)

Look at the colours.

Look at the colours on the plate! (*look action*)

I'm very hungry! I can't wait.

There's a ... tomato!

There's a ... carrot!

There's ... lettuce.

Here it comes ...

From hand to mouth! (*pretend to eat with a fork*)

Yum! Yum! Yum! (*rub tummy*)

### CONSOLIDATING

#### Karaoke Review (5 minutes)

- Play the karaoke version of the song to review the food from Levels 1 and 2.
- Hold up pictures and ask children to sing about the colour: *Look at the colours ... There's a red ... apple...*
- For the third verse, sing: *Look at the colours of dessert.*

#### Activity Book Page 58

Ask children to connect the dots to complete the pictures. Then ask them to draw lines to match the food items. After children colour the page, ask them to practise saying these words with a partner: *banana, carrot, salad, tomato*.

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Encourage children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

#### ActiveTeach

Use the large digital format to focus on each food item in the song.

## Vocabulary

**Objectives:** to practise new words, to write numbers 1–8

**New Vocabulary:** banana, carrot, fork, lettuce, mango, orange, plate, tomato

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** Flashcards, CD-ROM, ActiveTeach

### GETTING READY

#### **Review the Song (5 minutes)**

- Sing and act out “Colours on My Plate.”
- Display the Flashcards. Ask children to point to them as they sing.

#### **Sort By Colour (5 minutes)**

- Display large sheets of paper in four colours: red, orange, yellow, green.
- Brainstorm food of each colour. Write and draw simple pictures of them on the appropriate sheet of coloured paper.
- For food that belongs in two categories (carrots that are orange with green leaves), put it on both sheets, circling what is (green) and what is (orange).
- Invite children to name other foods that belong in each category and add them to the display.

### WORKING IN THE BOOK: PAGE 59

#### **2. Listen and number. Say.**

- Ask children to look at the pictures on page 59.
- Remind them to listen to the audio and number the pictures.
- Play the activity part of the audio, pausing after each item to allow children time to find the picture and write the number.

### Audio Script

1. banana
2. mango
3. plate
4. tomato
5. fork
6. orange
7. lettuce
8. carrot

- Check children’s work as a class.
- Ask volunteers to point and say: (*I*) (*banana*).
- For additional practice, say each vocabulary word aloud and have children clap twice, pause, clap once, pause, clap twice, and repeat the word.

### CONSOLIDATING

#### **What’s Missing? (10 minutes)**

- Display the unit Flashcards.
- Ask children to look closely.
- Then say: *Close your eyes!*
- Remove or cover one of the cards.
- Say: *Open your eyes! What’s missing?*
- Continue in this way.

#### **Let’s Move (5 minutes)**

- Display the Flashcards around the room.
- Review familiar actions and movements, such as walk, march, dance, hop, jump, and stretch.
- Invite a few volunteers to stand up. Say: (*Stretch*) *to the (fork)*.
- Then have them use a (stretching) motion to get from their seats to the (*fork*) Flashcard and back.

### Activity Book Page 59

Ask children to follow the pattern to draw the item in each empty box. After they colour the page, ask them to work with a partner to practise pointing to the images and saying the vocabulary words.

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Ask children to play the games to show their families the English words they know for food.

#### **ActiveTeach**

Use the large digital format to model numbering the boxes. For more vocabulary practice, do the Flashcard activities.

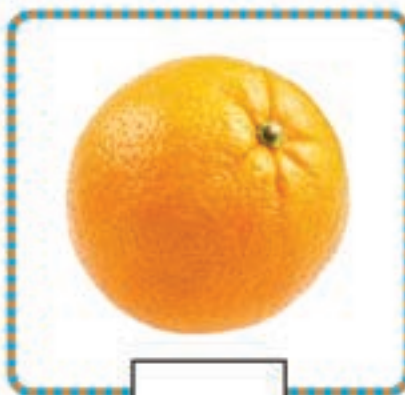


# VOCABULARY



2

Listen and number. Say.



Practice: tomato, plate, mango, lettuce, banana, carrot, orange, fork Writing: 1-8

UNIT 7

59

# Story

**Objectives:** to read and understand a story, to identify and understand speech bubbles, to learn new language structures, to listen to and identify the intonation in a sentence, to role-play, to practise new unit vocabulary

**New Structures:** *What do you want, (Lou)? I want (an orange) and (a banana), please.*

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** Flashcards; Sammy the Squirrel puppet; CD-ROM; ActiveTeach; pictures of different shops, props for role-play

## GETTING READY

### Activate Prior Knowledge (5 minutes)

- Show pictures of shops and markets.
- Introduce the word *market*. Explain that markets sell fruits and vegetables.
- Ask children if they shop at a market and help choose the food to buy for their families.

### Introduce the Story (5 minutes)

- Hold up Pupil's Book page 60.
- Focus on the picture on the first page of "At the Market" and ask children to talk about it.
- Explain that Sue and Lou are at a market with Sue's mum.
- Go through the story and ask children to predict what will happen. Revisit predictions later.

## WORKING IN THE BOOK: PAGES 60–61

### 3. Look and listen. Act it out.

- Ask children to open their books at page 60.
- Play the audio, pausing to make sure children understand what's happening.
- Play the story audio again. Point to each speech bubble as the words are spoken.



- Encourage children to speak along with the characters.
- Invite volunteers to act out the story with the audio.

### Audio Script

#### At the Market

- Frame 1 Sue: I'm hungry.  
Lou: I'm hungry, too.
- Frame 2 Mum: What do you want, Lou?  
Lou: I want an orange and a banana, please.
- Frame 3 Mum: What do you want, Sue?  
Sue: I want two carrots, please.
- Frame 4 Sue: What do you want, Mum?  
Mum: I want a tomato, please.
- Frame 5 Mum: Oh, and I want a mango, please.

Frame 6 Sue: 1, 2, 3, 4, 5, 6.

Mum: Yes, six, please.

Frame 7 Man: What do you want now?

Lou: I want a mango, please.  
I'm hungry.

Frame 8 Lou: Yum, yum! An orange, a banana, two carrots, a tomato and two mangoes.

### Look at New Language

- Point out the language structures the characters use to ask and answer questions about food: *What do you want? I want (a mango).*
- Invite partners to practise the dialogue: *What do you want? / I want (a carrot) What do you want?.*



#### **Listen to the Intonation**

- Ask children to close their eyes and listen while you play the story audio, pausing after each question and answer and noting the intonation.
- Ask children to repeat each question and answer, copying the intonation.

#### **CONSOLIDATING**

##### **Role-Play (10 minutes)**

- Arrange children in groups of four to act out the story.
- First, play the audio, pausing to let the groups mime each role.

- Then invite volunteers to act out the story without the audio. Provide props for them to use as they role-play.

#### **Don't Forget Your Manners! (5 minutes)**

- Ask three children to role-play a different scenario as follows: a farmer who sells the food on the unit Flashcards, a shopper who buys it, and a "Good Manners Police Officer" who makes sure the two use good manners and say: *Please* and *Thank you*.
- Guide children through the role play:
  - C1: Hello, what do you want?
  - C2: I want lettuce.
  - C3: Say *please*!

- C2: I want lettuce, please.
- C1: Lettuce. (Hands C2 the *lettuce* card.)  
(C2 takes the lettuce, but does not say thank you.)
- C3: Say *thank you*!
- C2: Thank you.

- If C2 says *Please* and *Thank you* without being reminded by C3 (the Good Manners Police Officer), then C3 just gives a silent thumbs-up.

#### **Make a Home Connection**

Encourage children to talk about times they've shopped with their families. Practise target language with children so they can politely ask for something in a shop the next time they go: *I want (a mango), please.*

#### **Activity Book Page 60**

Ask children to trace the path to the foods that Lou wants. Then ask them to colour the page and tell a partner the names of the foods they found for Lou: *mango, orange, banana.*

#### **Activity Book Page 61**

Ask children to circle the items that Sue wants in the story. After they colour the page, ask partners to ask and answer: *What do you want, Sue? I want (two carrots), please.*

#### **OPTIONAL: USING DIGITAL COMPONENTS**

##### **CD-ROM**

Ask children to play the story audio at home. Show them how to use the Story Time feature so they can focus on individual words.

##### **ActiveTeach**

Use the large digital format to focus on the speech bubbles. Point to the person speaking, and then drag the pointer under each word as it is spoken.



# LISTENING



4 Listen and match.



# Listening

**Objectives:** to practise listening comprehension, to practise new unit vocabulary and structures

**Review:** family members

**Materials:** Class Audio CD B

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach, photocopies of story, paper, drawing materials, teacher-made food labels, play place settings

## GETTING READY

### **Revisit the Story (10 minutes)**

- Photocopy and display out of order the pages of the story "At the Market."
- Invite children to put them back in the correct order.
- Then replay the story audio and ask children to read along.

### **Noughts and crosses (10 minutes)**

- Divide the class into two teams: X and O. Tell each team to choose someone to come to the board and write.
- Make a nine-box Noughts and crosses grid on the board. Demonstrate the goal of Noughts and crosses: getting three in a row.
- Show the (*banana*) Flashcard to Team X. Ask: *What do you want?*
- If team X answers correctly and says: *I want a (banana)*, the player from Team X writes an X on the grid. They write nothing if the team gets it wrong.
- Show Team O a different food card.
- Continue this way until a team gets three in a row.

## WORKING IN THE BOOK: PAGE 62

### **4. Listen and match.**

- Ask children to open their books at page 62.
- Point to the food and elicit the words. Then point to and help children name the people at the bottom of the page: *Lou and Lilly and Sue's family members (Mum, Dad, Grandma, Grandpa)*.
- Explain that children will listen to the audio and draw lines matching the people with the food they want.
- Point out that one of the items is done as an example.
- Play the audio and ask children to finish the page on their own.

### **Audio Script**

Sue: What do you want, Lou?  
Lou: I want a banana, please.  
Sue: What do you want, Mum?  
Mum: I want tomatoes, please.  
Sue: What do you want, Dad?  
Dad: I want a carrot, please.  
Sue: What do you want, Grandma?  
Grandma: I want a mango, please.  
Sue: What do you want, Grandpa?  
Grandpa: I want lettuce, please.  
Sue: What do you want, Lilly?  
Lilly: I want an orange, please.

## CONSOLIDATING

### **Make Menus (10 minutes)**

- Distribute paper and drawing materials.
- Invite children to create menus, using the foods they know. To help them, display food Flashcards.
- Ask them to draw a picture of the food and copy the word or glue a teacher-made label on to their menus.

### **Play Restaurant (10 minutes)**

- Tell children they will role-play a restaurant in small groups.
- Set the table with play place settings, if possible, and pretend to be the waiter. Hand out the menus children made.
- Ask each child: *What do you want?*
- Have children answer, in turn: *I want (salad), please.*
- Encourage them to order food while you pretend to take their orders.
- Serve the food and drinks.
- Cue children to say: *Thank you* and then pretend to eat and drink.
- At the end, clear the table and hand them a bill. Ask children to pretend to pay.

## OPTIONAL: USING DIGITAL COMPONENTS

### **CD-ROM**

Ask children to play the games at home with their families to practise listening skills.

### **ActiveTeach**

Invite volunteers to draw lines matching the food to the characters.

## Speaking

**Objectives:** to practise speaking, to practise new unit vocabulary and structures

**Review:** bread, cheese, cookie

**Materials:** Activity Book

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach, Class Audio CD B

### GETTING READY

#### Prepare for the Activity (5 minutes)

- Display the unit Flashcards in a row on the board.
- Beneath each card, draw a tick box.
- Model with Sammy and ask him: *What do you want?*
- Use Sammy to answer: *I want a mango, a fork, a tomato, and lettuce.*
- Draw a tick in the box beneath the mango, fork, tomato, and lettuce.
- Rub out the ticks and encourage volunteers to assume your role and Sammy's. Repeat a few times.

#### Find Your Partner (10 minutes)

- Prepare a list of foods children know, enough for one food for every two children.
- Whisper the name of a food from your list in each child's ear, being sure to whisper each food twice.
- Tell children to walk around and ask each other: *What do you want?*
- When children find a match, they stay together as partners for the next activity.

### WORKING IN THE BOOK: PAGE 63

#### 5. Ask and answer. Tick (✓).

- Ask children to open their books at page 63.
- Ask children to name the foods.

- Focus on the model: *What do you want? I want a tomato, please.*
- Next, focus on the boy and girl with speech bubbles at the bottom of the page.
- Point to and read the speech bubbles: *What do you want? I want a tomato, please.*
- Point to the tick for a tomato.
- Then tell children to tick what they want (in a different colour).
- Next, tell children they will work in pairs, using the speech bubble text as a model, and interview each other to find out what food they want.

### CONSOLIDATING

#### Make a Graph (5 minutes)

- Make a graph to show how many children ticked each food.
- Write each food in a column.
- Ask how many children chose each one and put a tick for each one.
- Help the class count out the results.
- Say: *(12) children want (a carrot / bread).*



#### Shopping List (10 minutes)

- Tell children they are going to make food shopping lists.
- Ask them to draw a food, write the word for it, and make a tick box.
- Ask children to use their lists to role-play food shopping. See page T61 for ideas. Alternatively, ask them to take their lists home and use them the next time the family goes food shopping.

### Phonics and Extra Practice: Pupil's Book pages 96–97 and T96 and T97

For phonics activities, practising short o, ask children to turn to page 96 in the back of their books. For teacher support, turn to page T96 in this book. For extra practice speaking, ask

children to turn to page 97 in the back of their books. For teacher support, turn to page T97 in this book.

### Activity Book Page 62

Ask children to match the pictures of the people to what they want. After children colour the page, ask partners to role-play to share their work: *What do you want, (Dad)? I want (chicken), please. What do you want, (Mum)? I want (salad), please. What do you want, (Grandma)? I want (juice), please.*

### Activity Book Page 63

Ask children to work with a partner to practise the target language: *What do you want? I want (an orange), please.* Tell them to tick the box for each word they use in a sentence. Then invite children to colour the page.

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to use the audio feature on the CD-ROM at home. Tell them to mimic the audio to practise their speaking skills.



#### ActiveTeach









Use the big screen to model matching the food items.



# SPEAKING



5 Ask and answer. Tick ✓.

 <input type="checkbox"/>	 <input checked="" type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

What do you want?

I want a tomato, please.

Practice: What do you want? I want (a tomato), please.  
Review: bread, cheese, cookie

UNIT 7

Listen, say, and trace.

Count and write. **SONG**

17 18 19 20











## CLIL

**Objectives:** to count items 1–20, to write numbers 17–20

**Review:** numbers 1–18

**TPR:** brush teeth, flap arms, hold up fingers, jump, kick, march, point, tap knees, write

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach, crayons, a bag, pencils with rubbers

### GETTING READY

#### Review and Introduce Numbers (5 minutes)

- Ask children to count from 1 to 18 with you.
- Then say: 19, 20 and ask children to repeat.
- Model writing the numbers 19 and 20, and ask the children to air-write them.



#### Get in Order (5 minutes)

- Arrange the class in groups of five.
- Whisper a number from 1 to 5 to each child in a group.
- At your signal, tell children to line up in order (1, 2, 3, 4, 5).
- Race to see which group lines up first.
- Play again. This time, tell children to try to line up without talking.
- Play again, but divide the class into larger groups and use more numbers.

### WORKING IN THE BOOK: PAGE 64



#### 6. Listen, say, and trace. Count and write.

- Play the chant and act it out.
- Play it again and invite children to chant and do the actions with you.

#### Audio Script

##### Count to 20 Chant

1, 2, 3, (*hold up fingers for counting*)

Buzz like a bee. (*flap arms and buzz*)

4, 5, 6, (*hold up fingers for counting*)

Do high kicks. (*kick*)

7, 8, 9, (*hold up fingers for counting*)

March in a line. (*march in place*)

10! 10! 10!

Write with a pen. (*pretend to write*)

11, 12,

Point to yourself. (*point*)

13, 14,

Tap your knees. (*tap knees*)

15, 16,

Brush your teeth. (*pretend to brush teeth*)

17, 18,

Jump like a jumping bean. (*jump*)

19, 20.

Laugh! Laugh!

Hee, hee, hee! (*pretend to laugh*)

- Ask children to look at page 71.
- Model tracing the numbers 19 and 20 at the top of the page and ask children to trace them.
- Point to the different foods. Tell children to count and name the items: 1, 2, 3, 4 ... 20. (20) (*carrots*).
- Show children how to write 20 in the box next to the carrot.
- Ask children to complete the rest of the page on their own, or as a group.

### CONSOLIDATING



#### “How Many?” Bag (Part 2) (5 minutes)

- Put 20 crayons in a bag.
- Invite a volunteer to reach into the bag, feel around briefly, and then guess how many crayons are in it.
- Confirm by removing and counting the crayons for the class.
- Repeat with other volunteers and other items in different quantities.

#### “Hand” Writing (5 minutes)

- Ask children to practise “writing” on their partner’s hand.
- Ask children to use the rubber side of a pencil to “write” a number on their partner’s palm.
- Tell the partner to guess the number.
- Then swap over.

#### Activity Book Page 64

Ask children to trace the numbers 17–20. Then ask them to count the items in each group and write the number in the box. Ask children to colour the page and tell a partner how many of each item there are: (19) (*mangoes*).

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to play the games at home to practise numbers.



#### ActiveTeach

Invite volunteers to use the pen tool to count the food and write the numbers.



# Values

**Objective:** to learn about the value of eating healthy food

**New Values Language:** Eat healthy food.

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### **Revisit the Story (5 minutes)**

- Ask children to read and listen to “At the Market” again.
- Ask them to name the foods the story characters wanted.
- Introduce the words *fruit* and *vegetables*.
- Ask children to name the fruits and the vegetables they see in the story and other fruits and vegetables they know.

### **Introduce Eating Healthy Food (10 minutes)**

- Display all food Flashcards.
- Help children group the pictures: healthy food and unhealthy food.
- Talk about eating lots of vegetables and fruit, and not many sweets.

## WORKING IN THE BOOK: PAGE 65

### **7. Listen and say. Draw.**

- Ask children to open their books at page 65.
- Play the dialogue on the first part of the audio and ask children to look at the photos as they listen.
- Ask volunteers to repeat the dialogue with you.

### **Audio Script**

Girl: I eat lots of fruit. Fruit is healthy.

Boy: I like chocolate. I don't like fruit.

Girl: Too much chocolate is not good for you. Eat healthy food.

- Then play the chant on the second part of the audio. Ask children to listen once or twice and chant along with the audio when they are ready.

### **Audio Script**

#### **Eat Healthy Food Chant**

Eat fruit: bananas, mangoes.

Eat vegetables: carrots, lettuce.

Eat healthy food.

Feel great!

- Talk about each photo with the class and discuss whether the child in each photo is eating healthy food or not.
- Now point to the faces below each photo. Tell children to draw a smile on the face below the photo in which the child is eating healthy food and a frown under the child who is not eating healthy food.

### **Talk about it!**

- Invite children to name some “junk” or unhealthy food.
- Name healthy foods you like and ask children to name ones they like.

## CONSOLIDATING

### **Act It Out (10 minutes)**

- Invite pairs or small groups of children to role-play “At the Market.”
- If children want healthy food, cue the class to say: *Good job!* If not, to say: *No, no! Eat healthy food!*

### **Which Value Is It? (10 minutes)**

- Explain that you will describe or role-play a situation and that children should listen carefully and name the value: *Follow rules. Stay safe. Ask for help. Don't fight.*

### **Make a Home Connection**

Encourage children to ask their families what healthy food they like and report back.

### **Activity Book Page 65**

Ask children to colour the healthy foods on the page and say: *Eat healthy food.*

## OPTIONAL: USING DIGITAL COMPONENTS

### **CD-ROM**

Encourage children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

### **ActiveTeach**

Focus the pointer on foods that are healthy and not healthy in each photo. Confirm which should be a smiling or a frowning face.

# VALUES



7

Listen and say. Draw. SONG



Values: Eat healthy food.

UNIT 7

# UNIT 6 REVIEW



1 Stick and say. 2 Listen and circle.

1



2



3



4



## Project



Unit 6  
GOOD  
JOB!



## Unit 6: Review / Assessment

**Objectives:** to review and assess new unit vocabulary and structures

**Materials:** Class Audio CD B, Activity Book, stickers (in the back of the Pupil's Book and shown on page T108)

**Optional Materials:** Flashcards, CD-ROM, ActiveTeach

### GETTING READY

#### Sing and Move (10 minutes)

- Invite children to sing and move to the various songs and chants from Unit 6.
- Invite children to say which song or chant they like best.

#### Quick Review (5 minutes)

- Use the Unit 6 Flashcards for a quick review.
- Hold up a card and ask: *How do you feel?*
- Cue the class to answer together: *I feel (tired).*
- Then practise with individuals.
- Show a card and ask: *(Harry), how do you feel?*
- Cue the child to say: *I feel (thirsty).*

### WORKING IN THE BOOK: PAGE 66

#### I. Stick and say.

- Distribute the stickers (but not the reward sticker).
- Ask children to open their books at page 66.
- Say: *Find the happy sticker.*
- Ask children to hold up the sticker.
- Say: *Stick the sticker.*
- Tell children to stick the sticker and say: *I'm happy.*
- Repeat with the other stickers.

#### 2. Listen and circle.

- Remind children to listen and circle the answer to each question.
- Confirm answers with the class.

#### Audio Script

1. How do you feel?  
Boy: I'm happy.
2. How do you feel?  
Girl: I'm hungry.
3. How do you feel?  
Boy: I'm excited!
4. How do you feel?  
Girl: I'm scared.

#### Use the Reward Sticker

- Help children talk about what they have learned in this unit. Encourage them to use positive language. (See page T31 for examples.)
- Distribute the reward stickers.
- Show children where to stick the stickers (on the Unit 6 Good Job! placeholder).

### CONSOLIDATING

#### Congratulations Chant (5 minutes)

- Ask children to each choose one thing that they learned in the unit (vocabulary, structure, number, letter).
- Tell children to stand in a circle.
- Ask the class to clap while each child chants and says what he or she knows or can do, such as: *I know (clap, clap) (hungry). (clap, clap) and I can (clap, clap) (count to 18). (clap, clap)*
- End by congratulating the class!

#### Social Studies Project: Feelings Poster

- Gather letters cut out from magazines.
- For each poster, children choose a few feelings to illustrate.
- Show children how to use different letters to make a collage-spelling of each feeling word.
- Then ask them to draw a picture of something that elicits a particular feeling e.g. *monster – scared; drink – thirsty.*
- Help children attach the words to make a feelings poster.

#### Activity Book Page 66

Ask children to draw the face to show how they feel. Ask them to colour the page and share their work with a partner: *I feel (tired).*

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Ask children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

#### ActiveTeach

Use ActiveTeach to check answers as a class.

## Unit 7: Review / Assessment

**Objectives:** to review and assess new unit vocabulary and structures

**Materials:** Class Audio CD B, Activity Book, stickers (in the back of the Pupil's Book and shown on page T108)

**Optional Materials:** Flashcards, CD-ROM, ActiveTeach

### GETTING READY

#### Sing and Move (10 minutes)

- Ask children to sing and move to the various songs and chants from Unit 7.
- Invite children to say which song or chant they like best.

#### Play a Review Game (5 minutes)

- Divide the class into teams.
- Display the Unit 7 Flashcards.
- Ask two volunteers from one team to say: *What do you want? / I want (a mango).*
- Ask another child on that team to point to the picture of the (mango).
- Each team takes turns.
- Give one point for every correct answer.
- The team with the most points wins.

### WORKING IN THE BOOK: PAGE 67

#### 3. Stick and say.

- Distribute the stickers (but not the reward sticker).
- Ask children to open their books at page 67.
- Say: *Find the banana sticker.*
- Ask children to hold up the sticker.
- Say: *Stick the sticker.*
- Tell children to stick the sticker and say: *I want a banana.*
- Repeat with the other stickers.

#### 4. Listen and circle.

- Remind children to listen and circle the answer to each question.
- Confirm answers with the class.

#### Audio Script

1. What do you want?  
I want a mango, please.
2. What do you want?  
I want a plate, please.
3. What do you want?  
I want a lettuce, please.
4. What do you want?  
I want an orange, please.

#### Use the Reward Sticker

- Help children talk about what they have learned in this unit. Encourage them to use positive language. (See page T31 for examples.)
- Distribute the reward stickers.
- Show children where to stick the stickers (on the Unit 7 Good Job! placeholder).

### CONSOLIDATING

#### Congratulations Chant (5 minutes)

- Ask children to each choose one thing they learned in the unit (vocabulary, structure, number, letter) or can do.
- Tell children to stand in a circle.
- Ask the class to clap while each child chants and says what he or she knows or can do, such as: *I know (clap, clap) (I want a banana). (clap, clap) and I can (clap, clap) (choose healthy food). (clap, clap)*
- End by congratulating the class!

#### Health Project: Food Rainbow

- Cut out pictures of food from magazines.
- For each poster, create a rainbow using crayons, markers, paint, or coloured paper.
- Help children sort the food pictures by colour and glue them to that colour band of the rainbow.

#### Activity Book Page 67

Ask children to draw the fruits and vegetables they want on the plate. Ask them to colour the page and talk about their work with a partner: *I want (a banana), please.*

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Ask children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

#### ActiveTeach

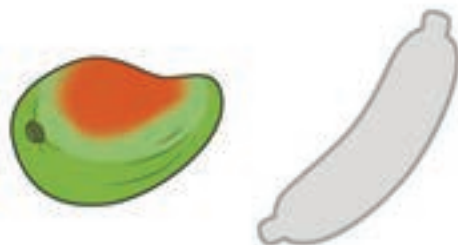
Use ActiveTeach to check answers as a class.

# UNIT 7 REVIEW



3 Stick and say.  4 Listen and circle.

1



2



3



4



## Project



Unit 7  
GOOD  
JOB!

Review/Assessment: What do you want? I want (a mango), please. Project: health

REVIEW



# 8

# The Zoo

## Objectives

- ✓ To learn vocabulary about the zoo
- ✓ To sing songs and chants
- ✓ To do new TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To understand and role-play a story
- ✓ To learn and practise new language structures: *What's that? / It's a (small) (bat).*
- ✓ To recognize and produce the short vowel sound that the letter *u* stands for in the middle of words
- ✓ To do simple addition
- ✓ To learn the value of including everyone
- ✓ To practise new language by listening and speaking
- ✓ To learn and review unit vocabulary and language structures

## Vocabulary

**New:** bat, bear, elephant, lion, monkey, penguin, sea lion, zebra  
**Review:** bus, cup, mouse, sun

## Materials

Pupil's Book pages 68–75 and 98–99; Activity Book pages 74–83; Flashcards 49–56; Class Audio CD B: Tracks 12–20; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil's Book and shown on page T108)

**Optional:** CD-ROM, ActiveTeach, Big Book, Sammy the Squirrel Puppet

## Unit Overview



## Home-School Connections

Copy the Letter Home for children to bring home to share what they'll be learning in Unit 8 of *My Little Island*. The Letter Home is available online at [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

## Songs and Chants

- ✓ Animals in the Zoo (Class Audio CD B: Tracks 12, 13)
- ✓ U Chant (Class Audio CD B: Tracks 51, 52)
- ✓ Adding (Class Audio CD B: Tracks 17, 18)
- ✓ Include Everyone Chant (Class Audio CD B: Tracks 19, 20)

## Story

"What's That?": Sue and Lou make shadow animals on the wall. Then a real mouse surprises them.





**Language Structures:** *What's that? / It's a (small) (bat).*

## Values

Include everyone.

## SKILLS



### Cross-Curricular Connections

-  do simple addition
-  learn the value of including everyone
-  trace and colour, make an elephant mask
-  sing, chant and move to music

### Preschool Learning Outcomes

- ✓ Recognize intonation in questions.
- ✓ Use short answers to questions.
- ✓ Understand new language structures.
- ✓ Recognize and produce the sound that short *u* stands for.
- ✓ Listen to a story and look at pictures.
- ✓ Make predictions using pictures.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact.
- ✓ Talk about self and surroundings.
- ✓ Develop a positive attitude toward the English language.

### Digital Practice

-  Use the CD-ROM for vocabulary practice in class or at home.
-  Use ActiveTeach to go over Pupil's Book pages together as a class.

## LEARN BY DOING

### TPR

- ✓ clap, eat, flap arms, look, make claws, roar, scratch, waddle, write *u* in the air

### Phonics

- ✓ Recognize sound-symbol correspondence: short *u*.
- ✓ Complete Phonics page 98.
- ✓ Listen to the audio.
- ✓ Sing songs and say chants.

### Prereading and Prewriting

- ✓ Follow an eight-frame story.
- ✓ Talk about the characters.
- ✓ Act out the story to show comprehension.
- ✓ Practise fine motor skills.
- ✓ Draw, colour and trace.

Reinforce one-to-one correspondence when children count on their fingers. Show them how to tap their nose as they count each finger.



## NOTICE BOARD DISPLAY

### Animal Patterns

- ✓ Create a versatile notice board display to practise unit language.

### Materials

- photocopies of Flashcards (full-size and reduced)
- children's drawings of animals
- teacher-made or child-made labels
- glue or tape

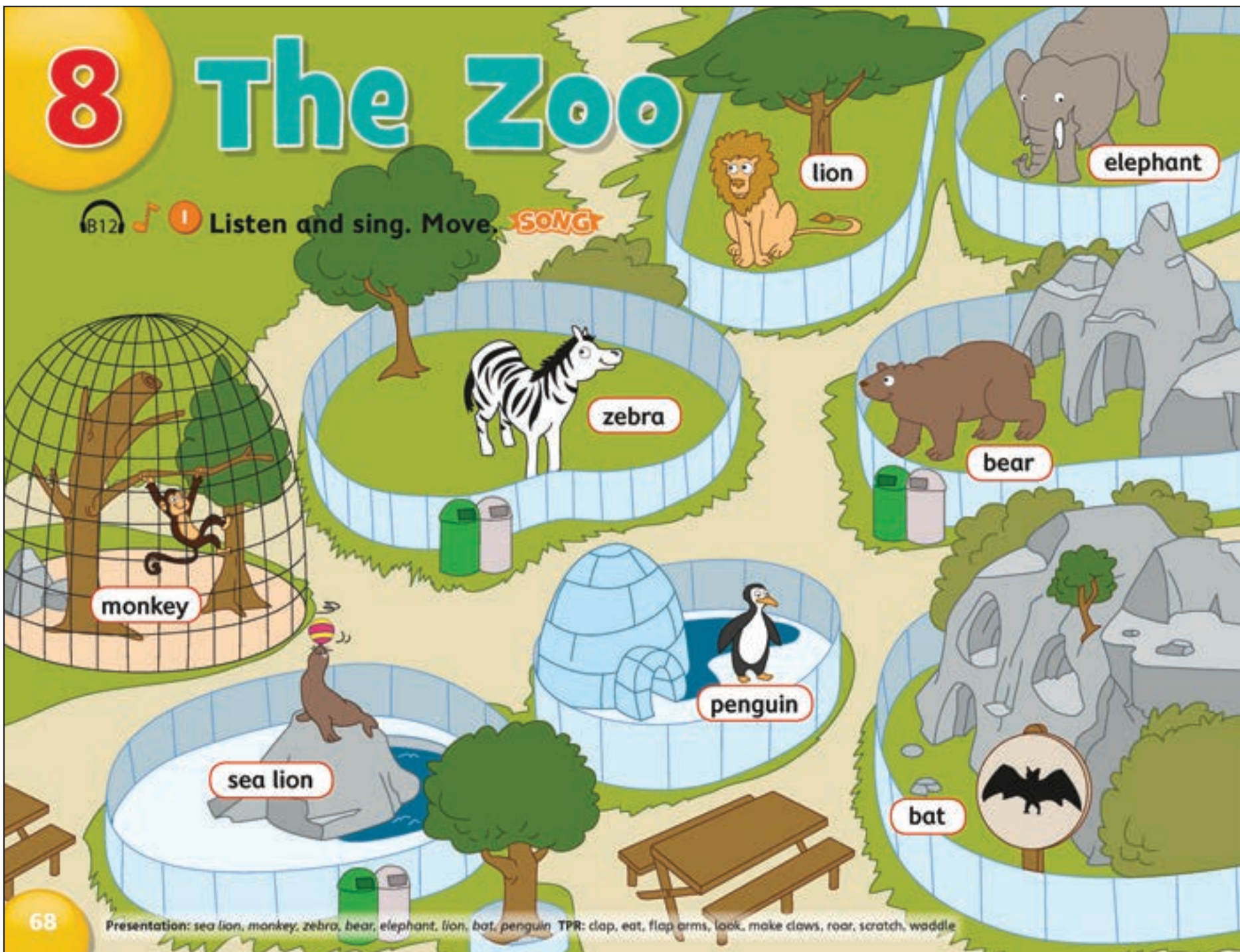
### Instructions

1. Photocopy a few copies each of the unit Flashcards: half at full-size and half at a reduced size.
2. Ask children to draw their favourite animals on paper the same size as the Flashcards.
3. Photocopy each child's drawing once on a reduced setting (so you have the original and a smaller copy).
5. Create, or have children create, a label for each animal.
6. Put labels in a column down the left of the notice board and then make a row for each animal.
7. Use the notice board throughout the unit to practise patterns. For example, in the bat row, display Flashcard copies and children's drawings: big, big, small, big, big, small. In the bear row, display Flashcard copies and children's drawings: small, big, small, small, big, small, small, big, small.

# 8 The Zoo



Listen and sing. Move. **SONG**





## Presentation

**Objectives:** to identify vocabulary in a scene, to learn a song and new TPR actions

**New Vocabulary:** bat, bear, elephant, lion, monkey, penguin, sea lion, zebra

**TPR:** clap, eat, flap arms, look, make claws, roar, scratch, waddle

**Materials:** Class Audio CD B, Flashcards, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach, pictures of animals from Levels 1 and 2, *My Little Island* Map poster

### GETTING READY

#### Review Animals (5 minutes)

- Review animals from Level 1: *bird, cat, dog, fish, mouse, turtle* and Level 2: *cow, duck, goat, hen, horse, sheep*.
- Show or draw a picture for each one.
- Ask children to move like the animals and say the words.

#### Look at the Poster (5 minutes)

- Show pictures of zoos and zoo animals and ask children what they think Unit 8 will be about.
- Help children find the zoo on the *My Little Island* Map poster and ask them if they like going to the zoo.
- Ask them to name their favourite zoo animals.

### WORKING IN THE BOOK: PAGE 68

#### Introduce Vocabulary

- Ask children to turn to page 68.
- Hold up unit Flashcards, one at a time:
  - Say: (*Bat*). Ask children to repeat.
  - Tell children to point to the (bat) on the page and say: (*Bat*).



### I. Listen and sing. Move.

- Teach children the animal actions in the song.
- Play the audio. Invite children to sing along and do the actions when they are ready.

#### Audio Script

##### Animals at the Zoo

Look, look, what do you see? (*look action*)

I see a sea lion – bark, bark, bark! (*clap flippers*)

It's looking at me!

I see a monkey – oooh, oooh, oooh! (*scratch like a monkey*)

It's looking at me!

Animals, animals in the zoo –

Which animal is looking at you?

Look, look, what do you see? (*look action*)

I see a zebra – munch, munch, munch! (*pretend to eat grass*)

It's looking at me!

I see a bear – grrr, grrr, grrr! (*make claws with hands*)

It's looking at me!

Look, look, what do you see? (*look action*)

I see an elephant – pblpbl, pblpbl, pblpbl! (*trumpet like an elephant*)

It's looking at me!

I see a lion – roar, roar, roar! (*roar like a lion*)

It's looking at me!

Look, look, what do you see? (*look action*)

I see a bat – squeak, squeak, squeak! (*flap arms*)

It's looking at me!

I see a penguin – walk, walk, walk! (*waddle like a penguin*)

It's looking at me!

### CONSOLIDATING



### Karaoke (10 minutes)

- Play the karaoke version of the song.
- Cue children for each verse by holding up a Flashcard of the animal.

### Activity Book Page 68

Ask children to match an animal with each zoo area. Then ask them to colour the page and, with a partner, point to each picture and name the animal.

### OPTIONAL: USING DIGITAL COMPONENTS



Encourage children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.



Use the large digital format to focus on each animal as it is named in the song.

## Vocabulary

**Objectives:** to practise new words, to write numbers 1–8

**New Vocabulary:** bat, bear, elephant, lion, monkey, penguin, sea lion, zebra

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** Flashcards, CD-ROM, ActiveTeach

### GETTING READY

#### **Review the Song (5 minutes)**

- Ask children to sing and do the actions for the song “Animals in the Zoo.”
- Display the Flashcards. Ask children to point to them as they sing.

#### **What Colour Is It? (5 minutes)**

- Review the structures children used in Level 1 to talk about animals: *The (dog) is (brown).* *The (dog) isn't (blue).*
- Ask children to sit in a circle and pass the unit Flashcards around until you tell them to stop.
- Say: *Stop.* Ask children to use the structures to say two sentences about the card they are holding.

### WORKING IN THE BOOK: PAGE 69

#### **2. Listen and number. Say.**

- Ask children to look at the pictures on page 69.
- Remind them to listen to the audio and number the pictures.
- Play the activity part of the audio track, pausing after each item to allow children time to find the picture and write the number.

### Audio Script

1. bear
2. bat
3. zebra
4. elephant
5. monkey
6. penguin
7. lion
8. sea lion

- Check children's work as a class.
- Ask volunteers to point and say: *(1) (bear).*
- For additional practice, say each vocabulary word aloud and have children clap twice, pause, clap once, pause, clap twice, and repeat the word.

### CONSOLIDATING

#### **Chain Game (10 minutes)**

- Ask children to stand in a circle to play this memory game.
- Say: *I see a (bat).*
- Ask the child to your right to say: *I see a (bat) and a (penguin).*
- Encourage the next child to continue the chain: *I see a (bat) and a (penguin) and a (bear).*
- See how long children can keep building the chain!

#### **Animal Charades (10 minutes)**

- Play a game of charades.
- Invite one volunteer at a time to do the actions for one of the animals.
- Encourage the class to guess which one it is.

#### **Activity Book Page 69**

Ask children to draw the lion's mane, the zebra's stripes, the elephant's trunk, and the bat's wing. Then ask children to colour the page and name the animals and colours with a partner.

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Ask children to play the games to show their families the animal names they know in English.

#### **ActiveTeach**

Use the large digital format to model numbering the boxes on the Pupil's Book page. For more vocabulary practice, use the Flashcards.

# VOCABULARY

B14

2

Listen and number. Say.



Practice: bat, penguin, monkey, sea lion, lion, zebra, bear, elephant Writing: 1-8

UNIT 8

69



# Story

**Objectives:** to read and understand a story, to identify and understand speech bubbles, to learn new language structures, to listen to and identify the intonation in a sentence, to role-play, to practise new unit vocabulary

**New Structures:** *What's that? It's a (small) (bat).*

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach, torch

## GETTING READY

### This and That (5 minutes)

- Review: *What's this? / It's a (pencil). / This is (a pencil).*
- Hold up an item and ask: *What's this?* Cue children to answer: *It's a (book).*
- Then point to something far away. Ask: *What's THAT?*
- Cue the answer: *It's a (window).*
- Reinforce *this* for things that are close, and *that* for things that are far away.
- Point and say, and then ask children to repeat: *This is (my nose). That is (the window).*

### Big and Small (5 minutes)

- Draw big and small shapes on the board.
- Point and say: *Big. Big circle. This is a big circle. Small. Small circle. This is a small circle.*
- Repeat with other shapes.
- Ask children to stand up. Say: *Show me big.*
- Show children how to stretch their bodies and arms as big as they can: *This is big.*
- Repeat with: *Show me small.*



### Introduce the Story (5 minutes)

- Hold up the Pupil's Book, turned to page 70.
- Focus on the first frame of "What's That?" Ask children to talk about the picture.
- Explain that Sue and Lou are pretending to be animals.
- Ask children if they recognize any of the words in the speech bubbles. Invite them to guess what the characters are talking about.
- Go through the rest of the story.
- Focus on frame 4 and explain that Sue and Lou are making shadows on the wall which look like animals.
- Ask children to predict what happens. Revisit predictions later.

### WORKING IN THE BOOK: PAGES 70–71



### 3. Look and listen. Act it out.

- Ask children to turn to page 70.
- Play the audio and pause at each frame to make sure children are with you and understand what they see.
- Make sure they understand that the real mouse made a big shadow.
- Play the story audio again. Point to each speech bubble as the words are spoken.
- Encourage children to speak along with the characters.
- Invite volunteers to act out the story with the audio.



### Audio Script

#### What's That?

- Frame 1 Lou: What's that?  
Sue: It's a penguin.
- Frame 2 Sue: What's that?  
Lou: It's a lion.
- Frame 3 Lou: What's that?  
Sue: It's a torch. I've got an idea.
- Frame 4 Lou: What's that?  
Sue: It's a small bat.
- Frame 5 Sue: What's that?  
Lou: It's a big elephant.
- Frame 6 Sue: What's that?  
Lou: It's a big shadow!
- Frame 7 Sue: It's a big mouse!
- Frame 8 Lou: It's a small mouse!  
Sue: Oh!



### Look at New Language

- Point out the new language characters use to ask and answer about what they see: *What's that? It's a (small) (bat). / It's a (big) (elephant).*
- Invite partners to practise the new language by asking and answering about items around the classroom.



### Listen to the Intonation

- Ask children to close their eyes and listen while you play the story audio.
- Pause after each question and answer, pointing out the different intonation.

## CONSOLIDATING



### Role-Play (10 minutes)

- Encourage pairs to act out the story.
- First, play the audio and ask the pairs to mime what happens.
- Then invite volunteers to act out the story without the audio.



### Make Shadows (10 minutes)

- Use a torch in the dark to make shadows against the wall.
- Challenge children to make shadows of the animals in the story.
- Then play a guessing game with shadows. Hold up an item and shine the light on it to make a shadow.
- Ask children to guess what it is.

### Activity Book Page 70

Ask children to circle the animals Lou and Sue see in the story. After children colour the page, ask them to work with a partner to practise the target language: *It's a (big) (elephant).*

### Activity Book Page 71

Ask children to trace the animals and draw lines to match them with their shadows. Ask children to colour the page and practise the target language with a partner: *What's that? It's a (small) (bat).*

## OPTIONAL: USING DIGITAL COMPONENTS



### CD-ROM

Ask children to play the story audio at home. Encourage them to use the Story Time feature to focus on individual words.



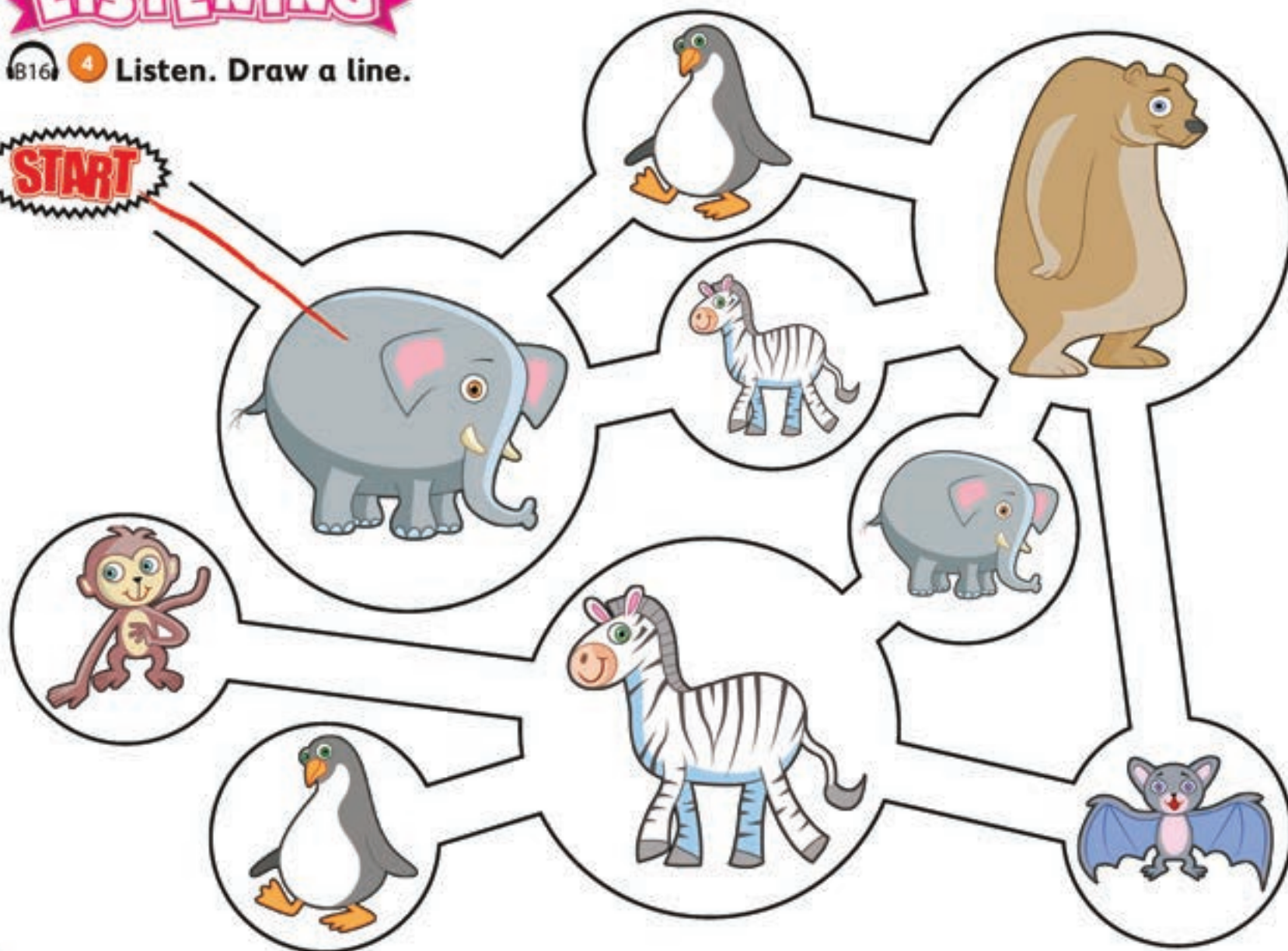
### ActiveTeach

Use the large digital format to focus on the speech bubbles. Point to the person speaking, and then drag the pointer under each word as it is spoken.

# LISTENING

B16 4 Listen. Draw a line.

START





## Listening

**Objectives:** to practise listening comprehension, to practise new unit vocabulary and structures

**Materials:** Class Audio CD B

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach, big and small shape cutouts, pictures of different animals

### GETTING READY

#### **Revisit the Story (10 minutes)**

- Replay the story audio while children follow along in their books.
- Elicit that Sue is scared on the last page. Then ask children if they are scared of any animals.

#### **Sorting Activity (5 minutes)**

- Prepare a series of shape cutouts, big and small and display them on the board in random order.
- Invite volunteers to come to the board and sort the shapes into big and small groups.
- Then give small groups of children big and small objects and ask the groups to sort them.

### WORKING IN THE BOOK: PAGE 72

#### **4. Listen. Draw a line.**

- Ask children to open their books at page 72.
- Point to the different animals and elicit the words for them.
- Explain that children will listen to the audio and draw a line from one animal to the next. Play the audio for item 1 and show children the example line from the word *Start* to the elephant.

- Play the audio and ask children to follow the example, then complete the page on their own.

#### **Audio Script**

1. What's that?  
It's a big elephant.
2. What's that?  
It's a small penguin.
3. What's that?  
It's a big bear.
4. What's that?  
It's a small bat.
5. What's that?  
It's a big zebra.
6. What's that?  
It's a small monkey.

### CONSOLIDATING

#### **Big or Small Animals? (5 minutes)**

- Gather pictures and Flashcards of different animals.
- Invite children to help you arrange them in groups: big animals and small animals.

#### **Let's Move: Big and Small (5 minutes)**

- Ask children to stand in a circle.
- Review actions that children know, such as: *walk, march, hop, jump, dance, stretch, climb, open your eyes, bend your knees, shake your head.*
- Say: *1, 2, 3, Let's move ... BIG! Walk, walk, walk.*
- Encourage children to walk in a circle, using big movements and gestures.
- Stop and say: *1, 2, 3, Let's move ... SMALL! Hop, hop, hop.*
- Encourage children to hop in a circle, using small hops.
- Continue this way.

#### **Make a Home Connection**

Ask children to go on a scavenger hunt at home to find big and small objects. Make copies of the T-chart on page T144 and write *BIG* and *SMALL* for each column head. Give children the charts to draw pictures of the big and small things they find at home.

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Ask children to play the games at home to practise their listening skills and share what they are learning with their families.

#### **ActiveTeach**

Invite volunteers up to the big screen to draw lines connecting the animals.

## Speaking

**Objectives:** to practise speaking, to practise new unit vocabulary and structures

**Writing:** numbers 1–6

**Materials:** Activity Book

**Optional Materials:** Flashcards (including Units 2 and 4), Sammy the Squirrel puppet, CD-ROM, ActiveTeach, Class Audio CD B

### GETTING READY

#### Silly Card Game (10 minutes)

- Place the zoo animal Flashcards face down in a pile.
- Put the classroom and town Flashcards (the ones of places from Units 2 and 4) face down in a separate pile.
- Model the activity by choosing a card from each pile and making a sentence.
- Then use the (*elephant*) card and the (*computer room*) card to say: *The (elephant) is in the (computer room).*

#### Guessing Game (5 minutes)

- Choose a unit Flashcard but don't show it to the class.
- Describe the animal: *It's (big) and (grey). What is it?*
- Invite the class to guess: *It's (an elephant)!*
- Allow children to describe an animal when they are ready.
- Continue until everyone has played.

### WORKING IN THE BOOK: PAGE 73

#### 5. Ask and answer. Number.

- Ask children to turn to page 73. Use Sammy to help you demonstrate how to do the activity.

- Focus on item 1, which is done as an example. First, focus on the boy and girl with speech bubbles at the bottom of the page. Tell children that you and Sammy will model how they will work with a partner and use the text in the speech bubbles to do the activity.
- Point to the sea lion and say: *Number 1. What's that?* Use Sammy to answer: *It's a big sea lion.*
- Then point to the number 1 in the box by the sea lion. Explain that children will number the rest of the boxes from 2 to 6 in the order of the animals they choose to ask about. Walk around and make sure pairs understand how to do the activity.

### CONSOLIDATING

#### Vocabulary Review (10 minutes)

- Use the same procedure as the one on Pupil's Book page 73 to review vocabulary from other units.
- Display Flashcards for vocabulary to review on the board.
- Draw a number box next to each card.
- Encourage pairs of children to take turns asking and answering about the cards.
- Tell children to write the numbers in order as they name each card.

#### Where's the Monkey? (10 minutes)

- On the board, write the word ZOO.
- Place the *monkey* Flashcard *in* a bag, *on* a book, *under* a table, and *at* the zoo (near the word zoo on the board).
- Each time, point and ask: *Where's the monkey? It's (in) the (bag).*
- Hide a different Flashcard *in*, *on*, or *under* something that children can name, or *at* the zoo.
- Ask: *Where's the (bat)?*

- Invite a volunteer to look for the card. When the volunteer finds it, he or she says: *It's (under) (the table).*

### Phonics and Extra Practice: Pupil's Book pages 98–99 and T98 and T99

For phonics activities, practising short *u*, ask children to turn to page 98 in the back of their books. For teacher support, turn to page T98 in this book. For extra practice speaking, ask children to turn to page 99 in the back of their books. For teacher support, turn to page T99 in this book.

#### Big Book Talk (10 minutes)

- Use the Big Book to get children talking.
- Read the “The Rabbit and the carrot” to children a few times and then encourage them to “read” along with you.
- Help children talk about things that they share. Invite them to tell the story in their own words.

#### Activity Book Page 72

Ask children to colour the big lion. Tell them to work with a partner to take turns asking and answering: *What's that? It's a big lion.*

#### Activity Book Page 73

Ask children to work with a partner to ask and answer: *What's that? It's a (big) (zebra).* Then invite them to colour the page.

### OPTIONAL: USING DIGITAL COMPONENTS



CD-ROM

Ask children to use the audio feature on the CD-ROM to mimic the audio and practise their speaking skills at home.



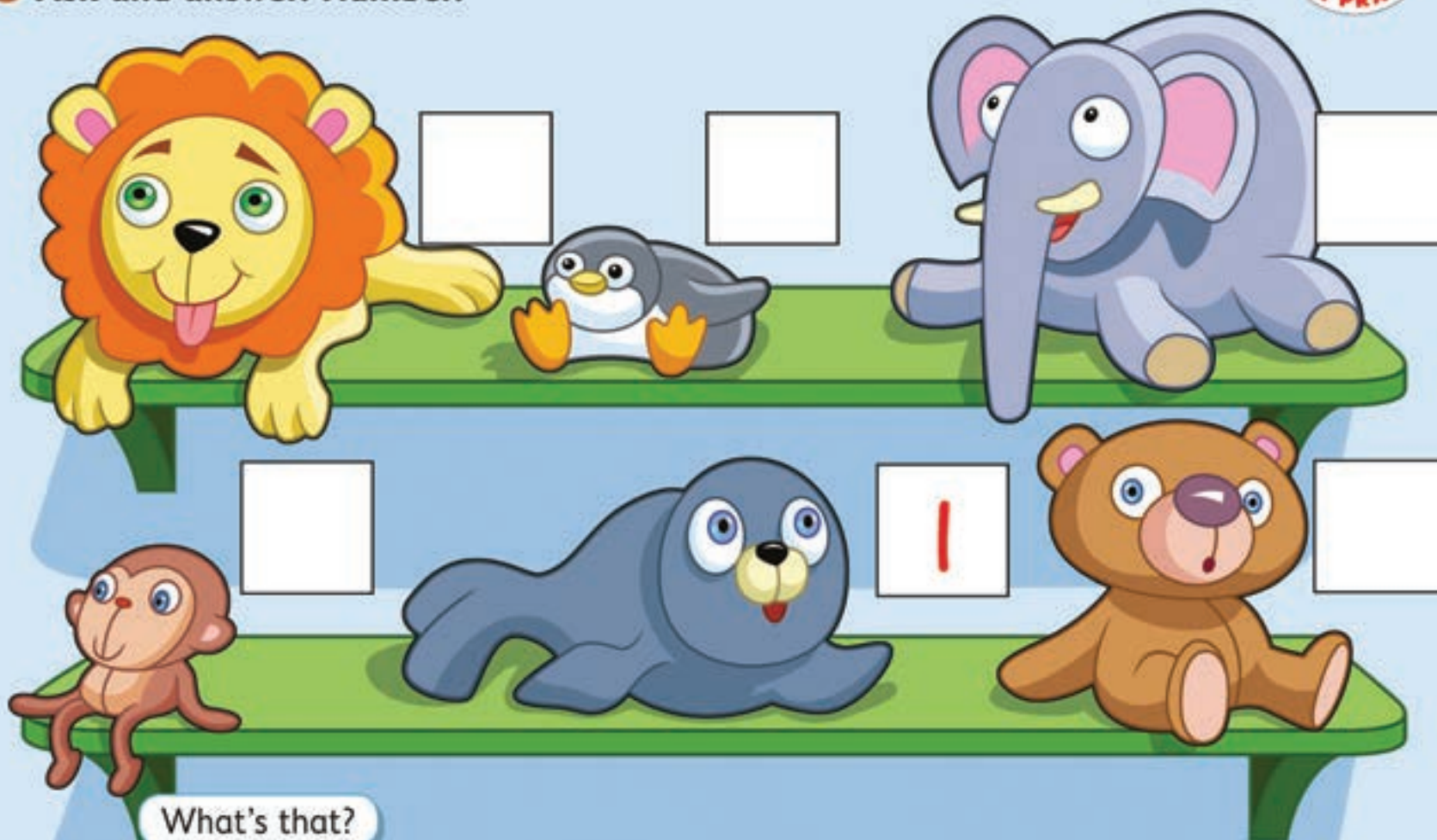
ActiveTeach

Use the big screen to model numbering the boxes.

# SPEAKING



5 Ask and answer. Number.



What's that?

It's a big sea lion.



Practice: What's that? It's a (big) (sea lion). Writing: l-6

UNIT 8



Add!



+



=



+



=



+



=



+



=



## CLIL

**Objective:** to do simple addition

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach, bowl, blocks, big spoon

### GETTING READY

#### “How Many?” Bag (5 minutes)

Warm up by doing the “How Many?” Bag activity on page T64.

#### Introduce Addition (10 minutes)

- For the last turn in “How Many?” Bag, use three crayons ( $1 + 2$ ).
- On the board, draw one crayon, a “plus” sign, and two crayons.
- Say: *One plus two equals three.*
- Repeat with other crayon addition sentences.

### WORKING IN THE BOOK: PAGE 74

#### **6. Add and draw. Listen and sing.**

- Ask children to open their books at page 74.
- Do the example together. Point and say: *One sea lion plus one sea lion equals two sea lions.*
- Then use your pointer or finger to draw an imaginary line from the first sea lion in the equation (left side) to the first sea lion in the solution (right side): *One.*
- Repeat with the second sea lion: *Two.*
- Point and say: *One plus one equals two.*
- Repeat with the second equation.
- Allow children who are ready, to work independently while you work with the others.
- Play the song. Invite children to count on their fingers and sing along.

### Audio Script

#### Adding

One plus one equals two.  
Two plus one equals three.  
Do you see? It's easy to do.  
Adding is fun for you and me.  
Three plus one equals four.  
Three plus three equals six.  
Do you see? Let's try more.  
Numbers are fun to mix!

### CONSOLIDATING

#### Mix It Up (5 minutes)

- You need a bowl, a big spoon, and blocks (enough for one to four per child).
- Give each child one to four blocks.
- Invite two volunteers at a time to come to the bowl.
- Ask one child to drop his or her blocks in the bowl and say: (*Three*). Cue the rest of the class to hold up (three) fingers on one hand.
- Ask the other child to drop his or her blocks in the bowl and say: (*Two*). Cue the rest of the class to hold up (two) fingers on the other hand.
- Stir the blocks with the spoon. Ask: *How many all together?*
- Help children count on their fingers.
- Confirm by taking out all the blocks and counting them.
- Continue this way with other volunteers.

#### Unscramble (5 minutes)

- Prepare pieces of paper with one to six circles, a plus sign, and an equals sign.
- Display a scrambled equation on the board. For example: (three circles) (five circles) (plus) (equals) (two circles).
- Invite a volunteer to come to the board and unscramble the equation: (three / two circles) (plus) (two / three circles) (equals) (five circles).

### Activity Book Page 74

Ask children to add the animals and draw them to show the answer. Ask partners to point to each answer and say: (*four penguins*).

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Ask children to play the games at home to practise simple addition and to show their families what they are learning in class.

#### ActiveTeach

Invite volunteers to use the pen tool to count each group of animals and draw the total number.

# Values

**Objective:** to learn about the value of including everyone

**New Values Language:** Include everyone.

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach, tape

## GETTING READY

### Review Shapes: Musical Shapes (10 minutes)

- Use tape to make big shapes on the floor.
- Tell children that you will play music and they will dance around the room until the music stops.
- Play and then stop some music, and call out a shape: *(Circle)!*
- Cue everyone to squeeze together standing in the circle. Tell them the goal is for everyone to be in, nobody out.
- Continue this way.

### Introduce Including Everyone (10 minutes)

- Play one more round of Musical Shapes with a few prepared volunteers. This time after the music stops and you call out a shape, don't let one volunteer into it.
- Cue the volunteer to act sad and hurt. Ask: *How do you feel? (Sad.)*
- Discuss why it's important to include everyone.

## WORKING IN THE BOOK: PAGE 75

### 7. Listen and say. Draw.

- Ask children to turn to page 75.
- Play the dialogue on the first part of the audio and ask children to look at the photos as they listen.
- Encourage volunteers to repeat the dialogue with you.

#### Audio Script

Kids: Come and play with us.

Adult: That's good. Don't leave anyone out.

Boy: It hurts to be left out.

- Then play the chant on the second part of the audio. Ask children to listen and then chant along with the audio when they are ready.

#### Audio Script

##### Include Everyone Chant

We're all different. We're all the same.

Wherever we are, we're each a star!

- Discuss whether the children in each photo are including everyone or not.
- Tell children to draw a smile or frown on the faces below the photos to show whether or not the children in each are including everyone.

### Talk about it!

- Invite children to talk about times they can try to include everyone.
- Share some language they can use: *Do you want to play / sit / eat with us?*

## CONSOLIDATING

### Act It Out (10 minutes)

- Invite small groups of children to role-play ideas from "Talk about it!"
- If children include everyone, cue the class to say: *Good job!* and if not, to say: *No, no! Include everyone!*

### Touch the Blue Table (5 minutes)

- Play music and ask children to walk around until the music stops and you say: *Freeze! Touch the (blue table).*
- Children have to touch the table without moving their feet. They can touch it themselves if they are close to it, or by holding hands with other children and making a chain.
- The goal is for everyone to be included.

### Activity Book Page 75

Ask children to colour the picture and say to a partner: *Include everyone.*

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Ask children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

### ActiveTeach

Focus on the pictures and use the pointer to highlight details that show who is including everyone and who isn't.



# VALUES



7

Listen and say. Draw. **SONG**



# 9 Places

## Objectives

- ✓ To learn place vocabulary
- ✓ To sing songs and chants
- ✓ To do new TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To understand and role-play a story
- ✓ To learn and practise new language structures: *Where do (bears) live? / (They) live in the (country). / (Bears) live in the (city), too. / Where does the (mouse) live? / It lives in the (field).*
- ✓ To recognize and produce the short vowel sound that the letter *i* stands for in the middle of words
- ✓ To do simple taking away
- ✓ To learn the value of taking care of our world
- ✓ To practise new language by listening and speaking
- ✓ To learn and review unit vocabulary and language structures

## Vocabulary

**New:** building, field, flat, forest, mountain, river, street, traffic light

**Review:** bird(s), cars, ducks, fish, goats, house, milk, mouse, tree(s)

# Unit Overview



## Home-School Connections

Copy the Letter Home for children to bring home to share what they'll be learning in Unit 9 of *My Little Island*. The Letter Home is available online at [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

## Values

Take care of our world.

## Materials

Pupil's Book pages 76–83 and 100–101; Activity Book pages 84–93; Flashcards 57–64; Class Audio CD B: Tracks 21–29; Course Posters: *My Little Island* Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil's Book and shown on page T108)

**Optional:** CD-ROM, ActiveTeach, Big Book, Sammy the Squirrel Puppet

## Songs and Chants

- ✓ Right Here (Class Audio CD B: Tracks 21, 22)
- ✓ I Chant (Class Audio CD B: Tracks 54, 55)
- ✓ Taking away (Class Audio CD B: Tracks 26, 27)
- ✓ Take Care of Our World Chant (Class Audio CD B: Tracks 28, 29)





## Story

"Where Do Bears Live?": Sue and Lou see a bear on TV. Lou is scared. They look on the computer and learn that bears live in the country. Lou says bears live in the city, too – in the zoo.

**Language Structures:** *Where do (bears) live? / (They) live in the (country). (Bears) live in the (city), too.*

## SKILLS



### Cross-Curricular Connections

-  do simple taking away
-  learn the value of taking care of our world, make a recycling poster
-  trace and colour
-  sing, chant and move to music

### Preschool Learning Outcomes

- ✓ Recognize intonation in questions.
- ✓ Use short answers to questions.
- ✓ Understand new language structures.
- ✓ Recognize and produce the sound that short *i* stands for.
- ✓ Listen to a story and look at pictures.
- ✓ Make predictions using pictures.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact.
- ✓ Talk about self and surroundings.
- ✓ Develop a positive attitude toward the English language.

### Digital Practice

-  Use the CD-ROM for vocabulary practice in class or at home.
-  Use ActiveTeach to go over Pupil's Book pages together as a class.

## LEARN BY DOING

### TPR

- ✓ point to floor, point to self, trace smile, write *i* in the air

### Phonics

- ✓ Recognize sound-correspondence: short *i*.
- ✓ Complete Phonics page 100.
- ✓ Listen to the audio.
- ✓ Sing songs and say chants.

### Prereading and Prewriting

- ✓ Follow an eight-frame story.
- ✓ Talk about the characters.
- ✓ Act out the story to show comprehension.
- ✓ Practise fine motor skills.
- ✓ Draw, colour and trace.

Encourage children to have play dates and speak in English over the summer. Children can have fun practising English together!



## NOTICE BOARD DISPLAY

### Peek-A-Boo City and Country

- ✓ Create an interactive notice board to practise unit language.

### Materials


- children's drawings of animals
- child-made labels
- glue or tape

### Instructions

1. Brainstorm animals, buildings, places, and other items that are from the city and the country.
2. Give children four small pieces of paper and ask them to draw one thing for the country and one for the city on two of the pieces of paper.
3. On the other two pieces of paper, help each child create a label for *City* and for *Country* and write his or her name on each.
4. Ask children to put their city and country pictures on the notice board, covering them with their labels.
5. Play peek-a-boo. Say: *Peek-a-boo! (Maria) in the (country).*
6. Help (Maria) find her *Country* card, lift the label, and show (her) drawing to the class, saying: *(The cow) is in the (country).*
7. Continue with other children and their pictures.



# 9 Places

1821    Listen and sing. Move. **SONG**



## Presentation

**Objectives:** to identify vocabulary in a scene, to learn a song and new TPR actions

**New Vocabulary:** building, field, flat, forest, mountain, river, street, traffic light

**Review:** fish, house

**TPR:** point to floor, point to self, trace smile

**Materials:** Class Audio CD B, Flashcards, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach, My Little Island Map poster

### GETTING READY

#### Look at the Poster (5 minutes)

- Display the My Little Island Map poster and help children find the city and the country.
- Introduce *City* and *Country*, and ask children to point out differences between them as shown on the poster.

#### Share What you Know (5 minutes)

- Make a two-column chart on board: *City* and *Country*.
- Brainstorm what people can see and do in each place. Attach pictures or make simple drawings.

### WORKING IN THE BOOK: PAGE 76

#### Introduce Vocabulary

- Use the Flashcards to present unit vocabulary:
  - Say: (*flat*). Ask children to repeat.
  - Tell children to point to the (*flat*) on page 76 and say: (*flat*).



#### I. Listen and sing. Move.

- Teach the children the actions for the song.
- Play the song audio. Invite children to sing along and do the actions when they are ready.

#### Audio Script

##### Right Here

The goat is on the mountain. (*triangle shape*)

The fish is in the river. (*swim with hands together*)

The bear is in the forest. (*make claws*)

The bird is in the tree. (*stretch arms like branches*)

They are in the country.

And I ... (*point to self*)

Am happy ... (*trace smile on face*)

Right here! (*point to floor*)

The duck is on the river. (*talk with hands*)

The mouse is in the field. (*make mouse ears with hands*)

The bat is in the cave. (*flap arms*)

The monkey is in the tree. (*scratch like a monkey*)

They are in the country.

There are many buildings.

Where people live inside.

The buildings are so big.

People live so high!

They are in the city.

The streets are all around.

Lots of streets are wide.

So many cars and buses –

Traffic lights guide.

They are in the city.

### CONSOLIDATING

#### Flashcards (5 minutes)

- Display the unit Flashcards.
- Play the song. Ask children to point to the cards when the words are sung.

#### Activity Book Page 76

Ask children to trace the mountains, river, building, and traffic light. Then ask them to colour the page. Finally, ask them to work with a partner to point to and name the things in the pictures.

### OPTIONAL: USING DIGITAL COMPONENTS



Encourage children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.



Use the large digital format to focus on the items from the city and the country.

# Vocabulary

**Objectives:** to practise new words, to write numbers 1–8

**New Vocabulary:** building, field, flat, forest, mountain, river, street, traffic light

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** Flashcards; Sammy the Squirrel puppet, CD-ROM, ActiveTeach, drawings and magazine pictures, drawing materials

## GETTING READY

### **Review the Song (5 minutes)**

- Ask children to sing and do the actions for “Right Here” on T76.
- Display the Unit 9 Flashcards. Ask children to point to them as they sing.

### **Take a Vote (5 minutes)**

- Revisit the ideas you listed in “Share What You Know” on page T76.
- Point to the country column and say: *I like the country.*
- Turn to Sammy: *How about you? Do you like the country or the city?* Use him to say: *I like the city.*
- Say: *Let’s have a vote.* Write *City* and *Country* on the board.
- Ask children if they like the city or the country, and then count the votes and tally them on the board.
- Describe the results: *(Seven) children like the city. (Six) children like the country. More children like the (city).*

## WORKING IN THE BOOK: PAGE 77

### **2. Listen and number. Say.**

- Remind children to listen to the audio and number the pictures.
- Play the audio part of the track, pausing to allow children to find the pictures and write the numbers.

### **Audio Script**

1. mountain
2. street
3. field
4. flat
5. forest
6. river
7. traffic light
8. building

- Check children’s work as a class.
- Ask volunteers to point and say: *(I) (mountain).*
- For additional practice, say each vocabulary word aloud and ask children to clap twice, pause, clap once, pause, clap twice again, and repeat the word.

## CONSOLIDATING

### **Sorting Activity (10 minutes)**

- Label two sections of the board: *City* and *Country*.
- Use Flashcards, drawings, and pictures from magazines.
- Hold up each picture and cue the class to call out: *City* or *Country*.
- Sort the pictures on the board.

### **Draw a Place (10 minutes)**

- Ask children to draw a city scene or a country scene.
- Invite them to share their work: *This is the (city). This is a (building), a (bus), and a (street).*

### **Activity Book Page 77**

Ask children to match each picture to Lou or Sue. Then ask them to colour the page. Finally, ask children to work with a partner to point to each picture and name what it shows.

## OPTIONAL: USING DIGITAL COMPONENTS

### **CD-ROM**

Ask children to play the games to show their families words they know for city and country.

### **ActiveTeach**

Use the big screen to model numbering the boxes on the Pupil’s Book page.



# VOCABULARY

B23

2

Listen and number. Say.



















Practice: flat, building, street, traffic light, field, forest, mountain, river Writing: 1-8

UNIT 9

77

# Story

**Objectives:** to read and understand a story, to identify and understand speech bubbles, to learn new language structures, to listen to and identify the intonation in a sentence, to role-play

**New Structure:** *Where do (bears) live? (They) live in the (country). (Bears) live in the (city), too.*

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach, ball

## GETTING READY

### Hot Potato (10 minutes)

- Tell the class to sit in a circle.
- Display the unit Flashcards so everyone can see them.
- Give one child a ball ('potato') to pass around.
- Tell children that they will listen to some music and pass the 'potato' around the circle until the music stops. Explain that the 'potato' is hot and that they must pass it quickly.
- Play some music and then stop it.
- Explain that the child holding the potato is out and must leave the circle and call out a vocabulary word: (*flat*)!
- Then cue everyone to point to the (*flat*) Flashcard.
- Play the music and continue until there's one child left: the winner.

### Introduce the Story (5 minutes)

- Hold up the Pupil's Book, turned to page 78.
- Focus on the first frame of "Where Do Bears Live?" Ask children to talk about the picture.
- Explain that Sue and Lou are watching a television show.

**STORY Where Do Bears Live?**

 **Look and listen. Act it out.**



78 Practice: Where do (bears) live? (They) live in the (country).

- Ask children if they recognize any of the words in the speech bubbles. Invite them to guess what the characters are talking about.
- Go through the rest of the story.
- Ask children to predict what will happen. Revisit predictions later.
- Encourage children to speak along with the characters.
- Invite volunteers to act out the story with the audio.

### Audio Script

#### Where Do Bears Live?

- Frame 1 Lou: Look at the bear. I'm scared.  
Sue: It's okay. Bears don't live in the city.
- Frame 2 Lou: Where do bears live?  
Sue: They live in the country.
- Frame 3 Lou: Do they live in the river?  
Sue: No. They live in the forest.
- Frame 4 Lou: Oh, look! Bears live in the city, too.
- Frame 5 Sue: In the city? Where?

### WORKING IN THE BOOK: PAGES 78–79

#### 3. Look and listen. Act it out.

- Ask children to open their books at page 78.
- Play the audio and pause after each story page to make sure children are on the correct page and understand what's happening.
- Play the story audio again. Point to each speech bubble as the words are spoken.





Frame 6 Lou: They live in the zoo.

Sue: Oh! Ha! Ha!

Frame 7 Sue: Wait! There's a bear over there!

Frame 8 Lou: I'm not scared.

Sue: Ha! Ha! Ha!

### Look at New Language

- Point out the structures the characters use to ask and answer about where bears live: *Where do bears live? They live in the (country).*
- Invite partners to practise the exchange by talking about other animals.

- Encourage children to ask about one (bear), as well: *Where does the (bear) live? It lives in the (forest).*

- Encourage children to extend the discussion by including *in the zoo* and *on the farm*.



### Listen to the Intonation

- Ask children to close their eyes and listen while you play the story audio.
- Pause after each question. Point out how the speakers' voices rise and fall in questions and answers.

## CONSOLIDATING

### Role-Play (10 minutes)

- Encourage pairs of children to act out the story.
- First, play the audio and ask pairs of children to mime.
- Then invite volunteers to act it out without the audio.



### What Happens Next? (5 minutes)

- Invite children to guess what happens next in the story, such as going to the zoo and seeing a bear there.
- After children share their ideas, invite pairs of children to role-play what happens next.

### Activity Book Page 78

Ask children to draw a bear and colour the page. Then ask them to practise the target language with a partner: *Where do (bears) live? (They) live in the (country).*

### Activity Book Page 79

Ask children to connect the dots to draw a bear and then colour the scene. Ask partners to name items shown on the page.

## OPTIONAL: USING DIGITAL COMPONENTS



### CD-ROM

Ask children to play the story audio at home and invite their families to listen with them.



### ActiveTeach

Use the big screen to focus on the speech bubbles. Point to the person speaking, and then drag the pointer under each word as it is spoken.



# LISTENING

825 4 Listen and number.



## Listening

**Objectives:** to practise listening comprehension, to practise new unit vocabulary and structures

**Review:** bird, fish, goats, mouse, tree

**Materials:** Class Audio CD B

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach, Flashcards or pictures of mouse, goat, bear, bird, fish

### GETTING READY

#### **Phonics Review (10 minutes)**

- Open the Pupil's Book to the story on pages 78–79. (Use ActiveTeach for this activity, if possible.)
- Name a letter: (*L*). Have children say the sound: /l/ and play the audio for a page from the story.
- Ask children to listen for a word with /l/ at the beginning. Then have them look at their books and find the word (look, live).
- Follow a similar procedure for other sounds: /b/, bear; /s/, city, scared; /k/, country.

#### **Prepare for the Activity (5 minutes)**

- Display Flashcards for field, mountain, forest, flat, and river in a 3 X 2 grid on the board. Draw a tree in the sixth place.
- Gather Flashcards or pictures for Sue, mouse, goat, bear, bird, and fish.
- Ask and answer the questions from CD B: Track 25 (see below) with Sammy: *Where do (goats) live? They live in (the mountains).*
- Note that in Level 2, children learned that goats live on a farm. Explain that wild “mountain goats” live on mountains.
- Place the animal card or picture of Sue next to the place card.

### WORKING IN THE BOOK: PAGE 80

#### **4. Listen and number.**

- Ask children to open their books at page 80.
- Point to the different scenes and elicit the place words.
- Explain that children will listen to the audio and write numbers to show the order that they hear about each animal or person and place.

#### **Audio Script**

1. Where does the mouse live?  
It lives in the field.
2. Where do goats live?  
They live in the mountains.
3. Where do bears live?  
They live in the forest.
4. Where does Sue live?  
She lives in a flat.
5. Where does the bird live?  
It lives in the tree.
6. Where do fish live?  
They live in the river.

### CONSOLIDATING

#### **Draw the Animal (5 minutes)**

- When children finish the activity, ask them to draw the animals in the scenes on the page.
- Invite volunteers to point, ask, and answer: *Where (does) (the mouse) live? (It lives) in the (field).*

#### **Clap, Clap, Hop (10 minutes)**

- Review TPR and other actions children know.
- Ask children to sit in a circle. Walk around the circle clapping and saying: *Clap, clap, clap...*
- After a few claps, tap someone on the shoulder and say: *Hop*. That child then stands and hops around the circle saying: *Hop, hop, hop...*

- Then cue that child to walk around clapping and tap another child on the shoulder to continue the game.

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Ask children to play the games at home to practise their listening skills.

#### **ActiveTeach**

Use the big screen to help children do the numbering activity.

## Speaking

**Objectives:** to practise speaking, to practise new unit vocabulary and structures

**Review:** ducks, fish, goats, mouse

**Materials:** Activity Book

**Optional Materials:** Flashcards, CD-ROM, ActiveTeach, Class Audio CD B, teacher-made word cards

### GETTING READY

#### Listening Review (10 minutes)

- Revisit the listening page from each unit in the Pupil's Book. (If possible, use ActiveTeach.)
- Ask partners to choose one page to "perform" for the class.

#### Prepare for the Activity (10 minutes)

- On the board draw in one column: 1 duck, 2 goats, and 3 bears.
- In a separate column, display the Flashcards for *forest*, *river*, and *mountain*.
- Invite partners to ask and answer about the animals: *Where does (the duck) live? Where do (goats) live?*
- Then ask volunteers to draw a line from the animal(s) to the place.

### WORKING IN THE BOOK: PAGE 81

#### 5. Match animals to homes. Ask and answer.

- Ask children to open their books at page 81.
- Focus on item 1 which is done as an example. Say: *They live in the river.*
- Focus on the boy and girl with speech bubbles.
- Point to and read the speech bubbles: *Where do ducks live? They live in the river.*

- Tell children they will work in pairs, using the speech bubble text as a model.
- After asking and answering about the animal(s) on the left and their home(s) on the right, they will draw a line from the animal(s) to its/their home(s). (Note that both ducks and fish live in the river.)

### CONSOLIDATING



#### Count the Animals (5 minutes)

- Ask children to count each group of animals in Exercise 5: 1. 2. *Two ducks.* 1. *One mouse.* 1, 2, 3. *Three goats.* 1, 2, 3, 4, 5. *Five fish.* 1, 2. *Two bears.*
- Point to the river. Ask: *How many of the animals live in the river?*
- Encourage children to count on their fingers to work it out.
- Reinforce the equation on the board. Draw pictures with a plus sign and equals sign.
- Point and say: *Two* (point to each duck) *plus* (point to the plus sign) *four* (point to each fish) *equals* (point to the equals sign) *six* (point to each duck and fish in the sum).

#### Make a Connection (5 minutes)

- Create word cards for the words in the following sentences. Make the cards the same size.
  - Where do bears live?
  - Where do teachers work?
  - Where do students read?
- Display the sentences on the board so the words line up (*Where* under *Where*, and so on) and ask children if they notice any similarities.
- Then switch the subjects around to make different (silly) questions, for example: *Where do bears read?*

### Phonics and Extra Practice: Pupil's Book pages 100–101 and T100 and T101

For phonics activities, practising short *i*, ask children to turn to page 100 in the back of their books. For teacher support, turn to page T100 in this book. For extra practice speaking, ask children to turn to page 101 in the back of their books. For teacher support, turn to page T101 in this book.

#### Activity Book Page 80

Ask children to draw lines to match the animals to the places where they live. Then ask children to colour the page and practise the target language with a partner: *Where do (fish) live? (They) live in the (river).*

#### Activity Book Page 81

Ask children to trace the paths to match Sue and the animals to the places where they live. Encourage partners to ask and answer: *Where does the (duck) live? (It) lives in the (river).*

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to use the audio feature at home and mimic the audio to practise speaking skills.



#### ActiveTeach

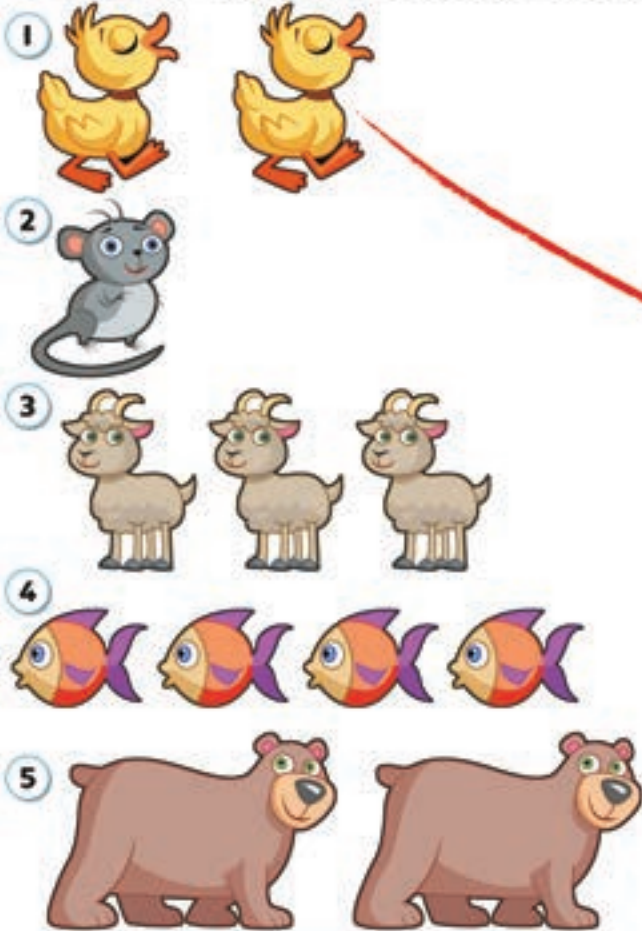
Use the big screen to model matching the animal(s) to its/their home(s).



# SPEAKING



5 Match animals to homes. Ask and answer.



Where do ducks live?

They live in the river.



Practice: Where do (ducks) live? (They) live in the (river).  
Where does (the mouse) live? (It) lives in the (field). Review: ducks, fish, goats, mouse

Take away!



$$\begin{array}{c} \text{Traffic Light} \end{array} - \begin{array}{c} \text{Traffic Light} \end{array} = \begin{array}{c} \text{Traffic Light} \end{array}$$

$$\begin{array}{c} \text{Car} \end{array} - \begin{array}{c} \text{Car} \end{array} =$$

$$\begin{array}{c} \text{Tree} \end{array} - \begin{array}{c} \text{Tree} \end{array} =$$

$$\begin{array}{c} \text{Bird} \end{array} - \begin{array}{c} \text{Bird} \end{array} =$$

## CLIL

**Objective:** to do simple taking away

**Review:** birds, cars, trees

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach, bag, blocks

### GETTING READY



#### Review Addition (5 minutes)

- Write a simple picture addition problem on the board: (one block) + (two blocks) = (three blocks).
- Point and read: *One plus two equals three.*
- Repeat with a few other problems.
- At the end, circle the equals sign. Remind children that the two sides of the equation are equal.



#### Introduce Simple Taking away (10 minutes)

- Place four blocks in a bag as you count: 1, 2, 3, 4.
- Then take one out. Ask children how many are left. Take them out and count to confirm.
- Repeat with  $3 - 2 = 1$ .
- Tell children you are going to write a maths sentence to show what happened.
- Draw three blocks, a minus sign, two blocks, an equals sign, one block.
- Point and read: *Three minus two equals one.*
- Repeat with a few other examples.

### WORKING IN THE BOOK: PAGE 82



#### 6. Take away and draw. Listen and sing.

- Ask children to open their books at page 82.
- Do the example together. Point and say: *Three traffic lights minus one light equals two lights.*
- Reinforce by drawing three lights on the board: *Three.* Erase one: *Minus one.* Point and count: *Equals two.*
- Encourage children who are ready, to continue on their own while you work with the others.
- Play the song. Show children how to hold up their fingers and put them down to show taking away.
- Play it again and invite children to count on their fingers and sing along.

#### Audio Script

##### Taking away

Minus, minus.

Two minus one equals one.

We take away numbers.

Isn't this fun?

Minus, minus.

Five minus four equals one.

We take away numbers.

Isn't this fun?

### CONSOLIDATING

#### Sit and Stand (10 minutes)

- Ask three children to stand up. Say: *Three.*
- Ask two more to stand up: *Plus two.*
- Count them all: *Equals five.*
- Repeat with a few more addition problems, but cue the class to tell you the equation each time.

- Then try some taking away problems.
- Ask five children to stand up: *Five.*
- Cue two to sit down: *Minus two.*
- Count: *Equals three.*
- Repeat and ask children to tell you the equation each time.

#### Show Me (10 minutes)

- Divide the class into small groups.
- Give each group an addition or take away sentence.
- Tell groups to show the equation using fingers, blocks, or drawings.

#### Activity Book Page 82

Ask children to draw the items to show the answers. Tell partners to point to each answer and say: (*three apples*).

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to play the games on the CD-ROM at home to practise simple taking away.



#### ActiveTeach

Invite volunteers to use the pen tool to count and take away from each group of items and then draw the answer.



# Values

**Objective:** to learn about the value of taking care of our world

**New Values Language:** Take care of our world.

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### **B24 Revisit the Story (5 minutes)**

- Revisit “Where Do Bears Live?”
- Ask children to name other zoo animals.

### **Introduce Taking Care of Our World (10 minutes)**

- Pretend you are going on a trip to the forest.
- As you walk through the forest, throw your rubbish in the river. Make a fire, but leave it burning when you leave. Break tree branches and stamp on berries as you walk away.
- Then pretend to be a bear walking through the same forest.
- Take a drink from the river (make a face and spit it out). Approach the fire and run away (look scared). Pass the broken tree branches and squashed berries (look hungry and sad because there’s no food).
- Introduce the language: *Take care of our world*. Explain that we share the world with bears and other animals, so we need to do our part to take care of it.

## WORKING IN THE BOOK: PAGE 83

### **B28 7. Listen and say. Draw.**

- Ask children to look at the pictures on page 83.
- Play the dialogue on the first part of the audio and ask children to look at the photos as they listen.
- Encourage volunteers to repeat the dialogue with you.

#### **Audio Script**

Girls: We’re picking up our rubbish.

Adult: Thank you. You’re keeping the river clean.

Girls: We want to take care of our world.

- Then play the chant on the second part of the audio. Ask children to listen and then chant along with the audio when they are ready.

#### **Audio Script**

##### **Take Care of Our World Chant**

Take care of our forests.

They’re nice and green.

Take care of our rivers.

Let’s keep them clean.

- Tell children to draw a smile or frown on the faces below the photos to show whether or not the children are taking care of their world.

### **Talk about it!**

- Invite children to talk about ways they can help take care of our world, such as don’t waste, don’t litter, water trees and plants.
- Extend the discussion to talk about how children can take care of the school environment (such as the classroom and playground).

## CONSOLIDATING

### **Act It Out (10 minutes)**

- Invite small groups of children to do a role play using ideas from “Talk about it!”
- If children demonstrate the value, cue the class to say: *Good job!* and if not, to say: *No, no! Take care of our world.*

### **Make a Home Connection**

Tell children to ask their families how they can help take care of our world, and report back to class.

### **Activity Book Page 83**

Ask children to trace the lines, colour the rubbish and practise saying with a partner: *Take care of our world.*

## OPTIONAL: USING DIGITAL COMPONENTS

### **CD-ROM**

Ask children to play the games and do the activities on the CD-ROM at home to show their families what they’re learning about in class.

### **ActiveTeach**

Use the big screen to check answers as a class.

# VALUES

B28

7

Listen and say. Draw. **SONG**





# UNIT 8 REVIEW



- 1 Stick and say.  2 Listen and circle.

1



2



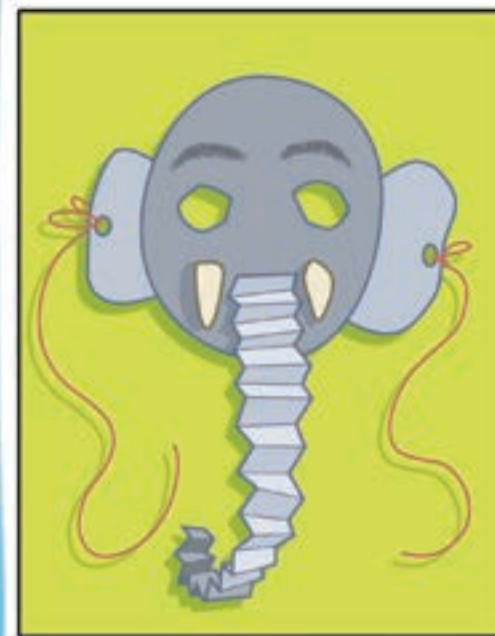
3



4



## Project



Unit 8  
GOOD  
JOB!



## Unit 8: Review / Assessment

**Objective:** To review and assess new unit vocabulary and structures

**Materials:** Class Audio CD B, Activity Book, stickers (in the back of the Pupil's Book and shown on page T108)

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach, cutouts (grey circle, pink ovals, white "tusks," long grey rectangles) string, scissors

### GETTING READY



#### Sing and Move (10 minutes)

- Ask children to sing and move to the various songs and chants from Unit 8.
- Invite children to say which song or chant they liked best.

### Review Vocabulary and Structures (5 minutes)

- Display the Unit 8 Flashcards around the room.
- Point to one and ask Sammy: *What's that?*
- Use Sammy to answer: *It's a (big elephant).*
- Continue, but invite children to ask and answer.

### WORKING IN THE BOOK: PAGE 84

#### I. Stick and say.

- Distribute the stickers (but not the reward sticker).
- Ask children to open their books at page 84.
- Say: *Find the elephant sticker.*
- Ask children to hold up the sticker.
- Tell children to stick the sticker and say: *It's a big elephant.*



#### 2. Listen and circle.

- Remind children to listen and circle the answer to each question.
- Confirm the answers with the class.

#### Audio Script

1. What's that?  
It's a big elephant.
2. What's that?  
It's a small bat.
3. What's that?  
It's a small monkey.
4. What's that?  
It's a big zebra.

#### Use the Reward Sticker

- Help children talk about what they have learned in this unit. Encourage them to use positive language. (See page T31 for examples.)
- Distribute the reward stickers.
- Show children where to stick the stickers (on the Unit 8 Good Job! placeholder).

### CONSOLIDATING



#### Congratulations Chant (5 minutes)

- Ask children to each choose one thing they learned in the unit (vocabulary, structure, number, letter) or one thing they can do.
- Tell children to stand in a circle.
- Ask the class to clap while each child chants and says what he or she knows or can do: *I know* (clap, clap) (*small bat*) (clap, clap) and *I can* (clap, clap) (*add*) (clap, clap).
- End by congratulating the class!



#### Art Project: Make an Elephant Mask

- Prepare cutouts: grey circle for face, pink ovals for ears, white shapes for tusks, and long strips for trunk.
- Cut eye holes in the face circles.
- Help children look at the model, and glue on the other cutouts and draw "eyebrows."
- Show them how to fold the "trunk" like an accordion before gluing it on.
- Attach string to the ears so children can put on their elephant masks.
- Lead children on an elephant march around school.

#### Activity Book Page 84

Ask children to draw their favourite animal. Then ask them to colour the page and share their work with a partner: *It's a (big) (bear).*

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.



#### ActiveTeach

Use the big screen to check answers as a class.

## Unit 9: Review / Assessment

**Objectives:** to review and assess new unit vocabulary and structures

**Materials:** Class Audio CD B, Activity Book, stickers (in the back of the Pupil's Book and shown on page T108)

**Optional Materials:** CD-ROM, ActiveTeach, Art materials

### GETTING READY

#### Sing and Move (10 minutes)

- Ask children to sing and move to the Unit 9 songs and chants.
- Invite children to say which song or chant they like best.

### WORKING IN THE BOOK: PAGE 85

#### 3. Stick and say.

- Distribute the stickers (but not the reward sticker).
- Ask children to open their books at page 85.
- Say: *Find the forest sticker.*
- Ask children to hold up the sticker.
- Tell children to stick the sticker and say: *It's a forest.*
- Repeat with the other stickers.

#### 4. Listen and circle.

- Remind children to listen and circle the answer to each question.
- Confirm answers with the class.

### Audio Script

1. Where do bears live?  
They live in the forest.
2. Where do goats live?  
They live in the mountains.
3. Where do fish live?  
They live in the river.
4. Where does the mouse live?  
It lives in the field.

### Use the Reward Sticker

- Help children talk about what they have learned in this unit. Encourage them to use positive language. (See page T31 for examples.)
- Distribute the reward stickers.
- Show children where to stick the stickers (on the Unit 9 Good Job! placeholder).

### CONSOLIDATING

#### Congratulations Chant (10 minutes)

Do the Congratulations Chant (see page T84) to celebrate the English children have learned in Unit 9 and during the entire year.

#### Social Studies Project: Make a Recycling Poster

- Discuss which items can be recycled in your community and why it's important to recycle.
- Provide children with art materials.
- Ask children to create posters to remind families and friends to recycle.

#### Activity Book Page 85

Ask children to draw a picture to show where they live. Ask children to colour the page. Then invite partners to share their work by saying: *I live in the (city).*

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Ask children to play the games and do the activities on the CD-ROM at home to show their families what they're learning about in class.

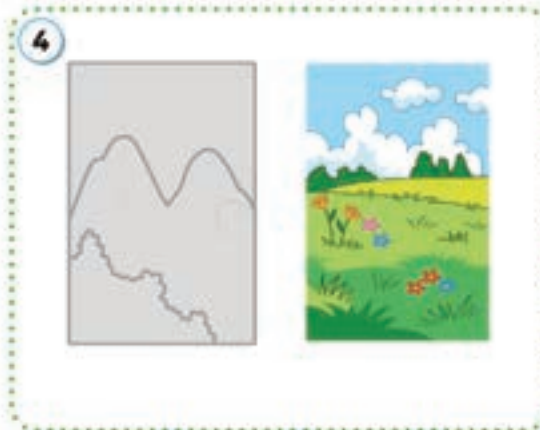
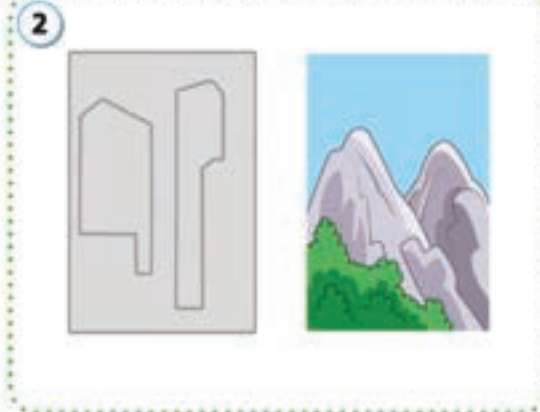
#### ActiveTeach

Use ActiveTeach to check answers as a class.

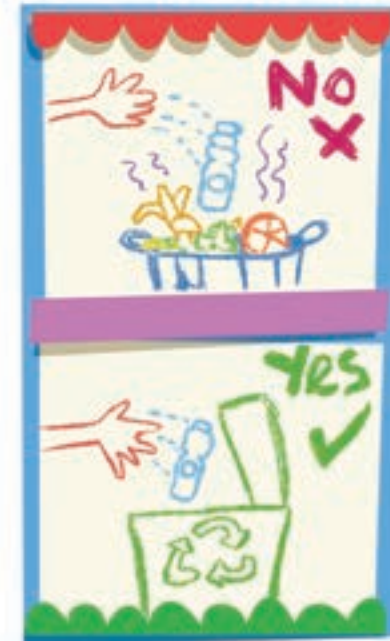
# UNIT 9 REVIEW



3 Stick and say.  4 Listen and circle.



## Project





UNIT 2 **PHONICS**

Give me a c!



Listen, match and say. **SONG** Now listen and say the sounds.

**c**



**h**en

**h**



**c**ar

**j**



**j**ump

## Unit 2: Phonics

**Objectives:** to learn the sounds that *c*, *h*, and *j* stand for at the beginning of words, to understand sound-symbol correspondences

**New Sounds and Letters:** *c* /k/, *h* /h/, *j* /dʒ/

**Review:** car, hen

**TPR:** write *c* in the air

**Materials:** Class Audio CD B

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

### GETTING READY

#### Introduce the Letters (10 minutes)

- Write the entire alphabet on the board.
- Circle the letter *c*.
- Say: *This is c. C stands for cuh in words like car and cat. Remind children that k stands for the same sound in words like kite.*
- Write the letters *c-a-r* on the board.
- Underline the *c*. Say: *Cuh.*
- Run your finger under the word as you slowly say: *Car.*
- Repeat for *h* in *hello* and *hen*; *j* in *juice* and *jump*.

### WORKING IN THE BOOK: PAGE 86

#### **Listen, match, and say.**

- Show children the picture of Sue cheering.
- Jump up and down and pretend to be a cheerleader as you say: *Give me a c!*
- Explain that when a cheerleader says *Give me a c!*, the fans yell out: *C!*
- Play the chant and do the actions.
- Play it again and encourage children to respond. Encourage them to repeat the fans' lines.

#### Audio Script

##### *C, H, J* Chant

Give me a *c*!

*C!*

What does *c* sound like?

*Cuh!*

Give me a *c* word!

*Cuh ... car!*

Show me a *c*! (*write c in the air*)

Let's hear it for *c*!

Hooray!

Give me an *h*!

*H!*

What does *h* sound like?

*Huh!*

Give me an *h* word!

*Huh ... hen!*

Show me an *h*! (*write h in the air*)

Let's hear it for *h*!

Hooray!

Give me a *j*!

*J!*

What does *j* sound like?

*Juh!*

Give me a *j* word!

*Juh ... jump!*

Show me a *j*! (*write j in the air*)

Let's hear it for *j*!

Hooray!

- Focus children on the page again.
- Point to the *c* on the left and say the sound: *cuh*. Model following the example line with your finger.
- Then point to the picture and the word *car* on the right. Say: *Cuh. Car.*
- Repeat for the other letters, pictures, and words.
- Finally, ask children to draw lines and match the remaining letters, pictures, and words.

#### **Now listen and say the sounds.**

- Play the audio, pausing to allow children to listen to the initial sound and then say the letter.
- Say: *That's good!* when children say the correct letter.

#### Audio Script

car, cat, hen, horse, jump, juice

### CONSOLIDATING

#### Body Letters (5 minutes)

- Help children create shapes with their bodies for *c*, *j*, and *h*.
- For a *c*, have children sit on the floor with their legs curved up and their arms curved over. For a *j*, have children stand up straight with hand cupped over head (for the dot) and one leg up, bent at the knee.
- For an *h*, have children work with a partner with one child standing up straight and the other in front, arching over with hands and feet on the floor.

#### Activity Book Page 86

Ask children to trace the letters and words and colour the pictures. Then ask partners to point to the letters and pictures and name them.

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Ask children to play the games on the CD-ROM at home to show what they are learning in the unit.

#### **ActiveTeach**

Demonstrate matching the letters, pictures, and words on the big screen. Invite volunteers to help.

## Unit 2: Extra Practice

**Objective:** to reinforce the speaking practice on page 19

**Vocabulary/Structures:** *Where do you (sing)? In the (music room).*

**Optional Materials:** Class Audio CD A, CD-ROM, ActiveTeach, Flashcards, ball

### GETTING READY

#### Ball Toss (5 minutes)

- Display the Unit 2 Flashcards on the board.
- Ask children to line up.
- Throw a ball to the first child in line (C1).
- C1 walks to the board and points to an action card: *Where do you (read)?*
- C1 throws the ball to C2.
- C2 walks to the board and points to the answer card: *In the (classroom).*
- C2 throws the ball to C3.
- C3 walks to the board and points to another action card: *Where do you (sing)?*
- Continue this way with all children.

#### **Practice Intonation (5 minutes)**

- Play the audio for Exercise 4 on page 18.
- Focus on the different intonation for questions and answers.
- Ask children to repeat each question and answer after listening to the audio.
- Alternate between having children repeat chorally and having pairs speak individually.

### WORKING IN THE BOOK: PAGE 87

#### Match. Ask and answer.

- Ask children to turn to page 87.
- Focus on the boy and girl with speech bubbles at the bottom of the page.
- With a prepared volunteer, read the speech bubble text aloud.
- Explain that partners will follow this question and answer model to complete the page, substituting other vocabulary.
- Read the speech bubble text again and encourage children to repeat.
- Then point out the line matching the singing boy with the picture of the music room.
- Ask partners to complete the page together and then come together as a class to check answers.

### CONSOLIDATING

#### Extension (5 minutes)

- Extend the speaking practice to focus on familiar vocabulary from Level 2, Unit 5 (*bathroom, bedroom, dining room, house, kitchen, living room*).
- Pretend to eat some food. Ask: *Where do you eat?*
- Cue the response: *In the dining room / kitchen.*
- Repeat with other actions for rooms, such as *cook, watch TV, sleep, brush your teeth, wash your hands, and read*. Use gestures and act out each one to clarify the meaning.

#### **Make a Home Connection**

Ask children to practise at home by asking and answering questions about what family members do in rooms at home.

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Ask children to listen to and repeat audio activities on the CD-ROM at home to reinforce their speaking skills.

#### **ActiveTeach**

Use the pointer to focus on the speech bubbles. Cover the words *sing* and *music room*. Write in *read* and *classroom*. Read the new question and answer aloud to model substituting other vocabulary.



Match. Ask and answer.



Where do you sing?

In the music room.



Practice: Where do you (sing)? In the (music room).

UNIT 3 **PHONICS**

Give me a q!



B36 Listen, match and say. **SONG**

B38 Now listen and say the sounds.

q



red

r



vet

v



queen

## Unit 3: Phonics

**Objectives:** to learn the sounds that *q*, *r*, and *v* stand for at the beginning of words, to understand sound-symbol correspondences

**New Sounds and Letters:** *q* /kw/, *r* /r/, *v* /v/

**Review:** red

**TPR:** write a *q* in the air

**Materials:** Class Audio CD B

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

### GETTING READY

#### Review the Letters (5 minutes)

- On the board, write the letters *c*, *h*, and *j*.
- Say the letter names and sounds and ask children to repeat.
- Ask volunteers for words and names that begin with the *c* /k/, *h*, and *j*.

#### Introduce the Letters (5 minutes)

- Write the letter *q* on the board.
- Say: *This is q. Q stands for /kw/ in words like queen and quiet.*
- Write the letters *q-u-e-e-n* and underline the *q*. Say: /kw/.
- Underline the *u*. Explain that *q* and *u* are friends and go together.
- Run your finger under the word as you slowly say: *queen*.
- Repeat with the other letters (*r* for *red*; *v* for *vet*).

### WORKING IN THE BOOK: PAGE 88

  **Listen, match, and say.**

- Ask children to turn to page 88.
- Remind them that when a cheerleader says: *Give me a q!* the fans should yell out: *q!*
- Play the chant and do the actions.
- Play it again and elicit children's responses. Encourage them to repeat the fans' lines.

#### Audio Script

##### *Q, R, V* Chant

Give me a *q*!

*Q!*

What does *q* sound like?

Kwuh!

Give me a *q* word!

Kwuh ... *queen!*

Show me a *q!* (*write q in the air*) Let's hear it for *q!*

Hooray!

Give me an *r*!

*R!*

What does *r* sound like?

Ruh!

Give me an *r* word!

Rrrr ... *red!*

Show me an *r!* (*write r in the air*) Let's hear it for *r!*

Hooray!

Give me a *v*!

*V!*

What does *v* sound like?

Vuh!

Give me a *v* word!

Vvvv ... *vet!*

Show me a *v!* (*write v in the air*) Let's hear it for *v!*

Hooray!

- Focus children on the page again.
- Point to the *q* on the left and say the sound. Model following the example line and identifying the correct picture.

- Then point to the word *queen*. Point and say: /kw/. *queen*.
- Repeat for the other letters, pictures, and words.
- Finally, ask children to draw lines and match the remaining letters, pictures, and words.

 **Now listen and say the sounds.**

- Play the audio, pausing after each word to allow children time to say the initial sound.

#### Audio Script

queen, quack, red, run, vet, van

### CONSOLIDATING

#### “Hand” Writing (10 minutes)

- Use a pencil rubber to write a letter of the alphabet on a volunteer's hand. Model proper pencil grip.
- Ask the volunteer to guess the letter.
- Continue with other volunteers and familiar letters.
- Reinforce the correct pencil grip with children. Then ask them to practise “hand” writing with partners.

#### Activity Book Page 87

Ask children to trace the letters and words and colour the pictures. Then ask partners to share their work by pointing to the letters and pictures and naming them.

### OPTIONAL: USING DIGITAL COMPONENTS

  **CD-ROM**

Ask children to take the CD-ROM home and play the phonics games with their families.

 **ActiveTeach**

Demonstrate matching the letters, pictures, and words on the big screen. Invite volunteers to match them and say the sounds.



## Unit 3: Extra Practice

**Objective:** to reinforce the speaking practice on page 27

**Vocabulary/Structures:** *I want to be an (artist).*

**Optional Materials:** Class Audio CD A, CD-ROM, ActiveTeach

### GETTING READY

#### Make Eye Contact (5 minutes)

- Explain that usually, when people talk to each other, they make eye contact, or look directly at each other. Demonstrate with a volunteer. (Note that you might want to adjust this if children are from a culture where eye contact is not acceptable.)
- Ask children to practise asking and answering: *What do you want to be? I want to be (an artist).*
- Each time, encourage children to make eye contact with each other while speaking.

#### Practise Intonation (5 minutes)

- Play the audio for Exercise 3 on pages 24 and 25.
- Focus on frame 1 of the story. Ask the question: *What do you want to be Sue?*
- Play the audio for the answer: *I want to be a police officer.*
- Focus on the different intonation for the question and answer.
- Ask children to repeat the question and answer and then focus on different frames to vary the answer accordingly.

### WORKING IN THE BOOK: PAGE 89

#### Look and draw. Say.

- Ask children to turn to page 89.

- Focus on Lou and his speech / thought bubbles at the bottom of the page.
- Explain that partners will follow this model to complete the page, substituting other vocabulary in their answers.
- Read the speech bubble aloud and ask children to repeat.
- Then point to Lou's thought bubble. Explain that it shows a drawing of an artist because he wants to be an artist.
- Focus on the two pictures at the top of the page, where Sue is holding a stethoscope and Lou is holding a firefighter's hat.
- Help children use those clues to work out what Sue and Lou want to be.
- Tell them to draw a doctor in Sue's thought bubble and a firefighter in Lou's.
- Then ask partners to practise the line in Lou's speech bubble, substituting *doctor* and *firefighter*.

### CONSOLIDATING

#### Silly Animal Extension (5 minutes)

- Extend the speaking practice to focus on animal vocabulary that children learned in Levels 1 and 2: *bird, cat, cow, dog, duck, fish, goat, hen, horse, mouse, sheep, turtle.*
- Pretend to fly like a bird. Say: *I want to be a bird. What do you want to be?*
- Cue a prepared volunteer to pretend to gallop like a horse and answer: *I want to be a horse.*
- Encourage partners to ask and answer.

#### Make a Home Connection

Ask children to practise asking and answering questions with family members.

### OPTIONAL: USING DIGITAL COMPONENTS

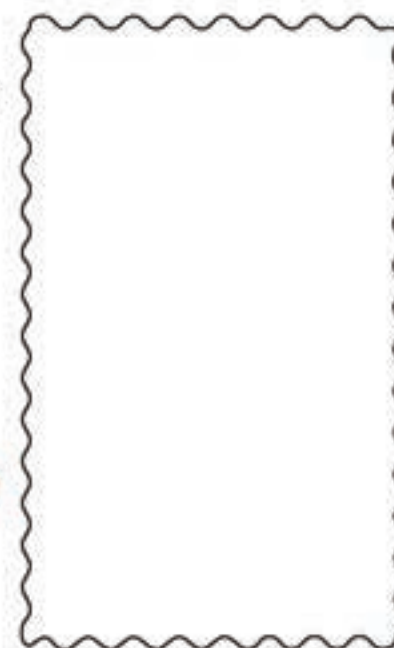
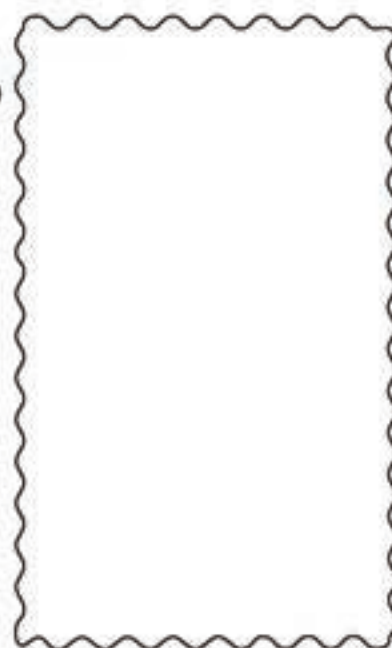
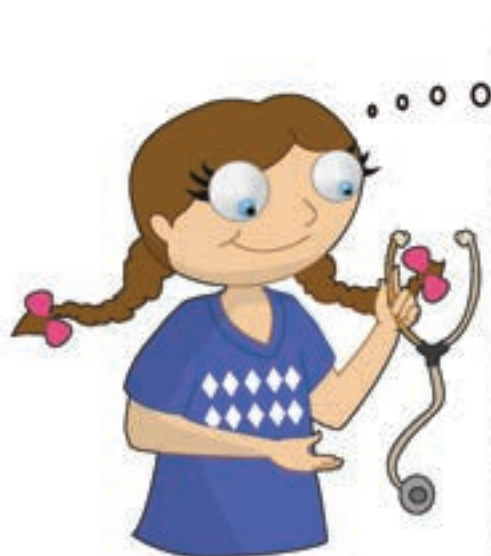
#### CD-ROM

Ask children to listen to and repeat the audio activities on the CD-ROM at home to reinforce their speaking skills.

#### ActiveTeach

Use the pointer to focus on the speech / thought bubbles. Cover the words *an artist*. Write in *a doctor*. Read the new line aloud to model substituting other vocabulary.

Look and draw. Say.



I want to be an artist.

UNIT 4 **PHONICS**

 B39 Listen, match and say. **SONG**

 B41 Now listen and say the sounds.

Give me a w!



**w**



**w**indy

**x**



**b**ox

**y**



**y**ellow



## Unit 4: Phonics

**Objectives:** to learn the sounds that *w* and *y* stand for at the beginning of words and that *x* stands for in the middle and at the end of words, to understand sound-symbol correspondences

**New Sounds and Letters:** *w* /w/, *x* /ks/, *y* /y/

**Review:** box, windy, yellow

**TPR:** write *w* in the air

**Materials:** Class Audio CD B

**Optional Materials:** CD-ROM, ActiveTeach

### GETTING READY

#### Introduce the Letters (5 minutes)

- Write the letter *w* on the board.
- Say: *This is w. W usually stands for wuh in words like windy and water.*
- Write the letters *w-i-n-d-y*.
- Underline the *w*. Say: *wuh*.
- Run your finger under the word as you slowly say: *Windy*.
- Repeat with the other letters (*x* as in *box*; *y* as in *yellow*).
- Note that the letter *x* rarely appears at the beginning of a word. For now, help children notice that *x* stands for /ks/ at the end of words.

### WORKING IN THE BOOK: PAGE 90

 **Listen, match, and say.**

- Ask children to turn to page 90.
- Show children the picture of Sue cheering.
- Jump up and down and pretend to be a cheerleader as you say: *Give me a w! Cue children to call out: W!*
- Play the chant and do the actions.
- Play it again and ask children to respond. Encourage them to repeat the fans' lines.

### Audio Script

#### W, X, Y Chant

Give me a *w*!

*W!*

What does *w* sound like?

*Wuh!*

Give me a *w* word!

*Wuh ... windy!*

Show me a *w*! (*write w in the air*) Let's hear it for *w*!

Hooray!

Give me an *x*!

*X!*

What does *x* sound like?

*Ks!*

Give me an *x* word!

*Ks ... box!*

Show me an *x*! (*write x in the air*) Let's hear it for *x*!

Hooray!

Give me a *y*!

*Y!*

What does *y* sound like?

*Yuh!*

Give me a *y* word!

*Yuh ... yellow!*

Show me a *y*! (*write y in the air*) Let's hear it for *y*!

Hooray!

- Focus children on the page again.
- Point to the *w* and say the sound.
- Ask children to identify each of the pictures and say what sounds they begin with.
- Establish that *windy* starts with a *W* and model drawing a line between the two.
- Then point to the word *windy*. Point and say: *Wuh. Windy*.
- Model drawing a line between the picture and the word.
- Repeat for the other letters and words.

- Finally, ask children to take turns pointing to and reading the letters and words on the page.

 **Listen and say the sounds.**

- Play the audio, pausing after each word to allow children time to say the initial sound and the medial and final sound that *x* stands for.

### Audio Script

*windy, window, box, taxi, yellow, yogurt*

### CONSOLIDATING

#### “Hand” Writing (10 minutes)

- Use a pencil eraser to write a letter of the alphabet on a volunteer's hand. Model proper pencil grip.
- Ask the volunteer to guess the letter.
- Continue with other volunteers and familiar letters.
- Reinforce the correct pencil grip with children. Then ask them to practise “hand” writing with partners.

#### Activity Book Page 88

Ask children to trace the letters and words and colour the pictures. Then ask partners to share their work by pointing to the letters and pictures and naming and telling about them.

### OPTIONAL: USING DIGITAL COMPONENTS

 **CD-ROM**

Ask children to play the CD-ROM with their families to show them what they know.

 **ActiveTeach**

Demonstrate matching the letters, pictures, and words on the big screen and then ask volunteers to help.

## Unit 4: Extra Practice

**Objective:** to reinforce the speaking practice on page 37

**Vocabulary/Structures:** *Where does (he) work? (He) works at a (fire station).*

**Optional Materials:** Class Audio CD A, CD-ROM, ActiveTeach, Sammy the Squirrel puppet

### GETTING READY

#### Speak a Little Louder (5 minutes)

- Help children develop confidence in speaking by improving their ability to project their voices.
- Ask partners to stand facing each other.
- C1 says: *My (mum) is a (firefighter). Where does (she) work?*
- C2 answers: *(She) works at a (fire station).*
- Ask them to swap roles.
- Then ask them to stand as far away from each other in the classroom as they can.
- Tell them to ask and answer again. Cue them to speak louder because they are further away.



#### Practise Intonation (5 minutes)

- Play the audio for Exercise 4 on page 36.
- Focus on the different intonation for the questions and answers.
- Ask children to repeat each question and answer after listening to the audio.
- Alternate between asking children to repeat chorally and asking pairs to speak individually.

### WORKING IN THE BOOK: PAGE 91

#### Match and say. Ask and answer.

- Ask children to open to page 91.
- Point to each place. Say the name and run your finger under the word.
- Show children that they will match the words.
- Then ask children to say the words and match them.
- Focus on the girl and boy with speech bubbles at the bottom of the page.
- Read the speech bubbles aloud. Explain that partners will follow this model to complete the page, substituting other vocabulary to complete the different items.
- Read the speech bubbles again and ask children to repeat.
- Ask partners to practise together, independently.

### CONSOLIDATING

#### Extension (5 minutes)

- Extend the practice to focus on the vocabulary for places at school that children learned in Unit 2.
- Say: *My brother is a student. Where does he (play)?*
- Use Sammy to answer: *In the playground.*
- Ask partners to practise asking and answering about their brothers or sisters, as well as cousins and friends.



#### Make a Home Connection

Ask children to practise asking and answering questions with family members.

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to listen to and repeat the audio activities on the CD-ROM at home to reinforce their speaking skills.



#### ActiveTeach

Use the pointer to focus on the speech bubbles. Cover the words *One*, *he*, and *fire station*. Write in *Two*, *he*, and *school*. Read the new question and answer aloud to model substituting other vocabulary.

Match and say. Ask and answer.

1



2



3



4



school  
post office  
fire station  
police station

One. Where does he work?

He works at a fire station.



Practice: Where does (he) work? (He) works at a (fire station).



UNIT 5 PHONICS

B42 Listen, match and say. SONG

B44 Now listen and clap if you hear an e sound.

Give me an e!



e



bed



pen



hen

## Unit 5: Phonics

**Objectives:** to learn the short vowel sound that the letter e stands for in the middle of words, to understand sound-symbol correspondences, to recognize left-to-right directionality

**New Sounds and Letters:** short e

**Review:** bed, hen, pen

**TPR:** write e in the air

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach

### GETTING READY

#### Review Letters (5 minutes)

- Write the alphabet on the board.
- Circle the letters children have already learned: *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y.*
- For each letter, ask children to say the letter, the sound, and a word: *B, /b/, bird.*

#### Introduce the Letter (5 minutes)

- On the board, write *b\_\_d*.
- Say the sound each letter stands for: */b/, /d/*.
- Point to the middle space and shrug your shoulders. Run your fingers under each and say: */b/ – (shrug) – /d/*.
- Write the letter e. Say: *This is e. E stands for /e/ in words like bed.*
- Run your finger under the word a few times, and say the sounds slowly: */b/–/e/–/d/*.
- Go faster and faster, blending the word, until you are reading: *bed*.
- Erase the *b* and *d*. Write *p* and *n*. Sound out: *pen*.
- Repeat with *hen*.

### WORKING IN THE BOOK: PAGE 92

  **Listen, match, and say.**

- Play the “E Chant.” Do the actions.
- Invite children to chant and do the actions when they are ready.

#### Audio Script

##### E Chant

Give me an e!

E!

What does e sound like?

Eh!

Give me some e words!

Eh ... *bed*!

Eh ... *pen*!

Eh ... *hen*!

Show me an e! (*write e in the air*)

Let's hear it for e!

Hooray!

- Focus children on the page again.
- Point to the e. Model matching the letters, pictures, and words.
- Encourage children to complete the page by drawing matching lines.
- Ask children to take turns pointing to and reading the words on the page.

 **Now listen and clap if you hear an e sound.**

- Play the audio for the phonics exercise. Ask children to listen and clap if a word has */e/* in the middle.
- Model once with the words by saying *pen (clap)* and *pan (don't clap)*.

#### Audio Script

pet (clap)  
cat  
leg (clap)  
bird  
vet (clap)  
pencil (clap)

### CONSOLIDATING

#### “Hand” Writing (10 minutes)

- Use a pencil rubber to write a letter of the alphabet on a volunteer's hand. Model proper pencil grip.
- Ask the volunteer to guess the letter.
- Continue with other volunteers and familiar letters.
- Reinforce the correct pencil grip with children. Then ask them to practise “hand” writing with partners.
- As a challenge, ask children to “hand” write words with partners.

#### Activity Book Page 89

Ask children to colour the letter e and say the letter and the sound. Then ask them to trace each letter e and say each word: *bed, pen, hen*. Finally, invite children to finish colouring the page.

### OPTIONAL: USING DIGITAL COMPONENTS

 **CD-ROM**

Ask children to play the games at home with their families to show them the sounds and letters they are learning in class.

 **ActiveTeach**

Demonstrate matching the letters, pictures, and words on the big screen. Then invite volunteers to help.

## Unit 5: Extra Practice

**Objective:** to reinforce the speaking practice on page 45

**Vocabulary/Structures:** *What's (he) wearing? (He's) wearing a (blue) (shirt).*

**Optional Materials:** Class Audio CD A, CD-ROM, ActiveTeach, ball, small cards or small pieces of paper

### GETTING READY

#### Ball Toss (5 minutes)

- Ask children to stand in a circle.
- Throw a ball to one child (C1).
- Gesture to another child in the circle. Ask: *What's (Paula) wearing?*
- C1 answers: *(She's) wearing (a blue dress).*
- C1 throws the ball to C2 and asks about a different child: *What's (Peter) wearing?*
- Continue this way with all children.

#### **Practise Intonation (5 minutes)**

- Play the audio for Exercise 4 on page 44.
- Focus on the different intonation for questions and answers.
- Ask children to repeat each question and answer after the audio.
- Alternate between asking children to repeat chorally and asking pairs to speak individually.

### WORKING IN THE BOOK: PAGE 93

#### Colour. Ask and answer.

- Ask children to turn to page 93.
- Encourage children to use the colour key to colour in Lou's outfit.
- For example, Lou's shirt has the number 1. The number 1 in the colour key is blue, so children colour Lou's shirt blue.

- Focus on the boy and girl with speech bubbles at the bottom of the page.
- Read the speech bubbles aloud. Explain that partners will follow this model to complete the page, substituting other colours and clothes.
- Read the speech bubbles again and ask children to repeat.
- Tell partners to complete the page together.
- Reconvene to check the page with the class.

### CONSOLIDATING

#### Extension (5 minutes)

- Extend the speaking practice to review language from previous units.
- Write question cards and answer cards with questions and answers from Units 2-5:

*Where do you play?  
In the playground.*

*What do you want to be?  
I want to be an artist.*

*Where does a nurse work?  
In a hospital.*

*What's she wearing?  
She's wearing green.*

- Give the question cards to four children and the answer cards to four others. (If children cannot read their cards, tell them what to say.)
- The question children read their questions aloud and show them to the group.
- The answer children do the same.
- Cue the class to match the questions and answers.

#### **Make a Home Connection**

Ask children to practise asking and answering questions with family members.

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Ask children to listen to and repeat the audio activities on the CD-ROM at home to reinforce their speaking skills.

#### **ActiveTeach**

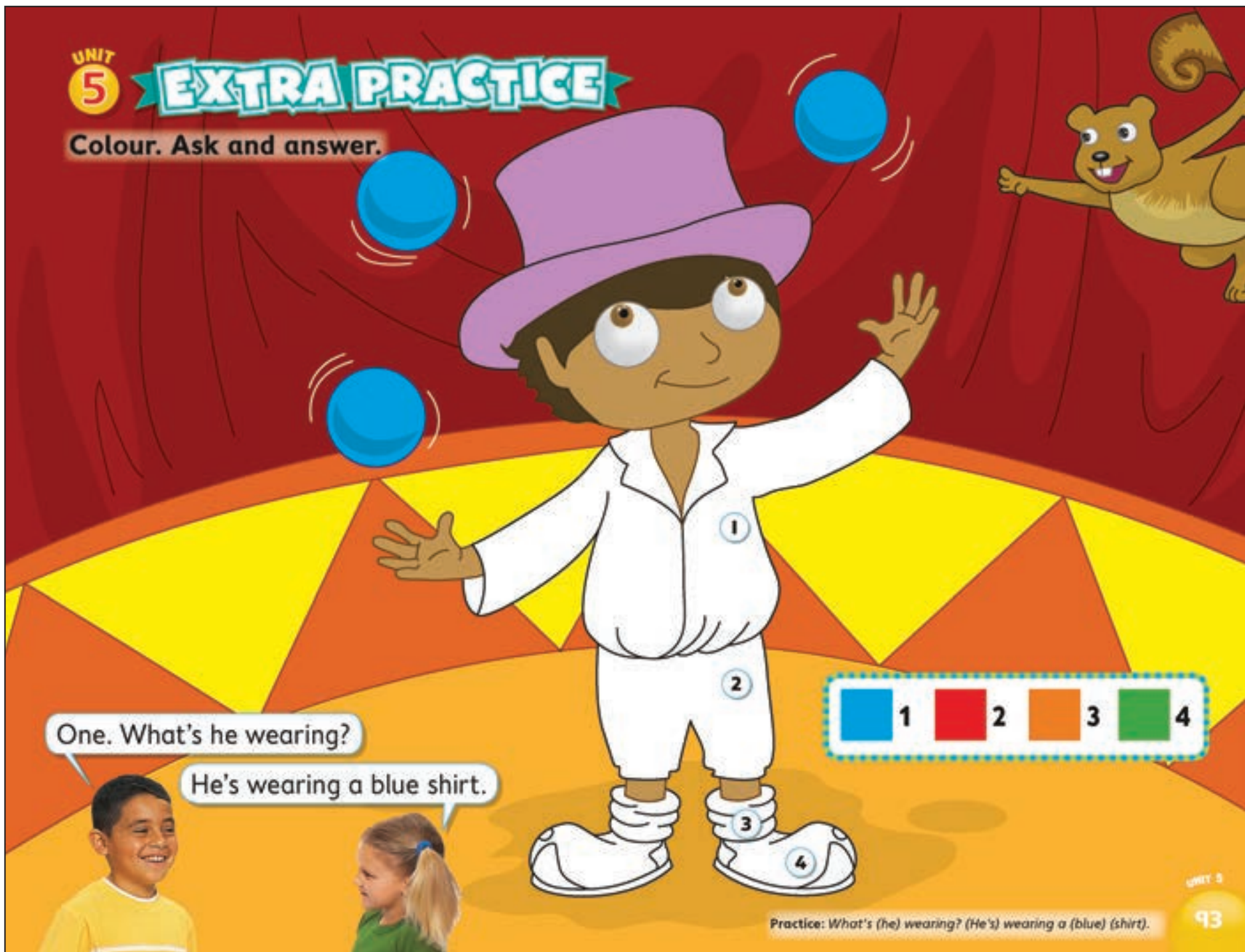
Use the pointer to focus on the speech bubbles. Cover the words *One*, and *blue shirt*. Write in *Two* and *red hat*. Read the new question and answer aloud to model substituting other vocabulary.



UNIT  
5


# EXTRA PRACTICE

Colour. Ask and answer.



UNIT 6 **PHONICS**

 B45 Listen, match and say. **SONG**

 B47 Now listen and clap if you hear an a sound.

Give me an a!



a



cat



dad



hand

## Unit 6: Phonics

**Objectives:** to learn the short vowel sound that the letter *a* stands for in the middle of words, to understand sound-symbol correspondences, to practise left-to-right directionality

**New Sounds and Letters:** short *a*

**Review:** cat, dad, hand

**TPR:** write *a* in the air

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach

### GETTING READY

#### Review Letters (5 minutes)

- Write the alphabet on the board.
- Invite children to point to and say the letters they know.
- For each letter, invite children to say the letter, the sound, and a word: *B*, /b/, *bird*.

#### Introduce the Letter (5 minutes)

- On the board, write *c\_t*.
- Say the sound each letter stands for: /k/, /t/.
- Point to the middle space and shrug your shoulders. Run your fingers under each and say: /k/–(shrug)–/t/.
- Write the letter *a*. Say: *This is a. A stands for /a/ in words like cat.*
- Run your finger under the word *a* a few times, and say the sounds slowly: /k/–/a/–/t/.
- Go faster and faster, blending the word, until you are reading: *cat*.
- Erase the *c* and *t*. Write *d* and *d*. Sound out: *dad*.
- Repeat with *hand*.

### WORKING IN THE BOOK: PAGE 94

  **Listen, match, and say.**

- Play the “A Chant”. Do the actions.
- Invite children to chant and do the actions when they are ready.

#### Audio Script

##### A Chant

Give me an *a*!

*A!*

What does *a* sound like?

*Ah!*

Give me some *a* words!

*Ah ... cat!*

*Ah ... dad!*

*Ah ... hand!*

Show me an *a*! (*write a in the air*) Let’s hear it for *a*!

Hooray!

- Focus children on the page again.
- Point to the *a*. Model matching the letters, pictures, and words.
- Encourage children to complete the page by drawing matching lines.
- Ask children to take turns pointing to and reading the words on the page.

 **Now listen and clap if you hear an *a* sound.**

- Play the audio for the phonics exercise. Tell children to listen and clap if a word has *a*.
- Model once with the words *pen* (*don’t clap*) and *pan* (*clap*).

#### Audio Script

apple (clap)  
dad (clap)  
clap (clap)  
fish  
backpack (clap)  
clock

### CONSOLIDATING

#### “Hand” Writing (10 minutes)

- Use a pencil rubber to write a letter of the alphabet on a volunteer’s hand. Model proper pencil grip.
- Ask the volunteer to guess the letter.
- Continue with other volunteers and familiar letters.
- Reinforce the correct pencil grip with children. Then ask them to practise “hand” writing with partners.
- As a challenge, ask children to “hand” write words with partners.

#### Activity Book Page 90

Ask children to colour the letter *a* and say the letter and the sound. Then ask them to trace each letter *a* and say each word: *cat*, *dad*, *hand*. Finally, invite children to finish colouring the page.

### OPTIONAL: USING DIGITAL COMPONENTS

  **CD-ROM**

Ask children to play the games at home to show their families the sounds and letters they know.

 **ActiveTeach**

Demonstrate matching the letters, pictures, and words on the big screen. Invite volunteers to help.



## Unit 6: Extra Practice

**Objective:** to reinforce the speaking practice on page 55

**Vocabulary/Structures:** *How does (he) feel? (He's) (excited).*

**Optional Materials:** Class Audio CD A, CD-ROM, ActiveTeach, Sammy the Squirrel puppet

### GETTING READY

#### Focus on Posture (5 minutes)

- Model with Sammy.
- Slouch and look down while you say: *Hi, Sammy.*
- Have Sammy say: *Teacher, please stand up straight.*
- Stand up straight, hold your head up and say: *Hi Sammy.* This time, make your voice a little clearer and louder.
- Explain that it's important to stand up straight when you are speaking.
- Ask children to practise using proper posture when speaking during this lesson.



#### Practise Intonation (5 minutes)

- Play the audio for Exercise 4 on page 54.
- Focus on the different speakers' intonation and pronunciation for the questions and the answers.
- Ask children to repeat each line, imitating the pronunciation and intonation for the questions and answers.
- Alternate between asking children to repeat chorally and asking pairs to speak individually.
- Encourage children to be expressive when they speak to show how they feel.

### WORKING IN THE BOOK: PAGE 95

#### Ask and answer.

- Ask children to turn to page 95.
- Explain that the scene shows Lou and his family at a wedding.
- Focus on the girl and boy with speech bubbles at the bottom of the page.
- Read the speech bubbles aloud. Explain that partners will follow this model to complete the page, substituting other vocabulary to complete the different items.
- For each one, ask children to name how the person feels. (1: *He's angry*; 2: *She's tired*; 3: *He's happy*; 4: *She's excited*; 5: *He's hungry*; 6: *She's thirsty*).
- Read the speech bubbles again and ask children to repeat.
- Then ask partners to complete the page together.

### CONSOLIDATING

#### Extension (5 minutes)

- Extend the speaking practice to focus on other vocabulary and structures.
- Point to different references on the page and ask questions like the following:
  - Is this (a cake)?*
  - Is it (green)?*
  - Where's (the cake)?*
  - How many (noses)?*
  - Can you see (a white dress)?*
  - What's this?*
  - What colour is it?*
  - Is the (dress) (blue)?*



### Make a Home Connection

Ask children to practise asking and answering questions about how their family members are feeling.

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to listen to and repeat the audio activities on the CD-ROM at home to reinforce their speaking skills.



#### ActiveTeach

Use the pointer to focus on the speech bubbles. Cover the words *One*, *he*, *He's*, and *angry*. Write in *Two*, *she*, *She's*, and *tired*. Read the new question and answer aloud to model substituting other vocabulary.

Ask and answer.



# UNIT 7 PHONICS

B48 Listen, match and say. **SONG**

B50 Now listen and clap if you hear an o sound.

Give me an o!



O



hot

doll

box



## Unit 7: Phonics

**Objectives:** to learn the short vowel sound that the letter o stands for in the middle of words, to understand sound-symbol correspondence, to recognize left-to-right directionality

**New Sounds and Letters:** short o

**Review:** box, doll, hot

**TPR:** write o in the air

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach

### GETTING READY

#### Review Letters (5 minutes)

- Write the alphabet on the board.
- Invite children to point to and say the letters they know.
- For each letter, invite children to say the letter, the sound, and a word: *B, b, bird*.

#### Introduce the Letter (5 minutes)

- On the board, write *h \_ t*.
- Say the sound each letter stands for: /h/, /t/.
- Point to the middle space and shrug your shoulders. Run your fingers under each and say: /h/–(shrug)–/t/.
- Write the letter o. Say: *This is o. O stands for /o/ in words like hot.*
- Run your finger under the word a few times, saying the sounds: /h/–/o/–/t/.
- Go faster and faster, blending the word, until you are reading: *Hot*.
- Erase the *h* and *t*. Write *d* and *ll*. Sound out: *Doll*.
- Repeat with *box*.

### WORKING IN THE BOOK: PAGE 96

  **Listen, match, and say.**

- Play the “O Chant.” Do the actions.
- Invite children to chant and do the actions when they are ready.

#### Audio Script

##### O Chant

Give me an o!

O!

What does o sound like?

Oh!

Give me some o words!

Oh ... *hot*!

Oh ... *doll*!

Oh ... *box*!

Show me an o! (*write o in the air*)

Let's hear it for o!

Hooray!

- Focus children on the page again.
- Point to the o. Model matching the letters, pictures, and words.
- Encourage children to complete the page by drawing matching lines to the correct pictures and words.
- Ask children to take turns pointing to and reading the words on the page.

 **Now listen and clap if you hear an o sound.**

- Play the audio for the phonics exercise. Tell children to listen and clap if a word has /o/.
- Model once with the words *hot* (*clap*) and *hat* (*don't clap*).

#### Audio Script

clock (*clap*)

dad

socks (*clap*)

mum (*clap*)

milk

doctor (*clap*)

### CONSOLIDATING

#### “Hand” Writing (10 minutes)

- Use a pencil rubber to write a letter of the alphabet on a volunteer's hand. Model proper pencil grip.
- Ask the volunteer to guess the letter.
- Continue with other volunteers and familiar letters.
- Reinforce the correct pencil grip with children. Then ask them to practise “hand” writing with partners.
- As a challenge, ask children to “hand” write words with partners.

#### Activity Book Page 91

Ask children to colour the letter o and say the letter and the sound. Then ask them to trace each letter o and say each word: *hot, doll, box*. Finally, invite children to finish colouring the page.

### OPTIONAL: USING DIGITAL COMPONENTS

  **CD-ROM**

Ask children to play the games at home to show their families the sounds and letters they know.

 **ActiveTeach**

Demonstrate matching the letters, pictures, and words on the big screen. Then invite volunteers to help.

## Unit 7: Extra Practice

**Objective:** to reinforce the speaking practice on page 63

**Vocabulary/Structures:** *What do you want? I want (a carrot), please.*

**Optional Materials:** Class Audio CD B, CD-ROM, ActiveTeach, Sammy the Squirrel puppet, Flashcards

### GETTING READY

#### **Practise Intonation (5 minutes)**

- Play the audio for Exercise 4 on page 62.
- Focus on the different intonation for the questions and answers.
- Ask children to repeat each question and answer after listening to the audio.
- Alternate between asking children to repeat chorally and asking pairs to speak individually.

#### **Listen Carefully (5 minutes)**

- Ask partners to practise asking and answering: *What do you want? I want (an orange), please.*
- Model the activity with Sammy and a few volunteers.
- Use Sammy and ask CI to practise the conversation.
- Then get Sammy to cover his eyes so he can't see.
- Sammy asks: *What do you want?*
- CI, C2, and C3 each take turns answering.
- Sammy has to identify CI by the sound of his or her voice.
- Then invite children to play the same game.

### WORKING IN THE BOOK: PAGE 97

#### **Match and say. Ask and answer.**

- Ask children to turn to page 97.
- Ask children to point to the different foods and say the words.
- Encourage them to match the pictures with the words, using their phonics knowledge to help them.
- Focus on the girl and boy with speech bubbles at the bottom of the page.
- Read the speech bubbles aloud. Explain that partners will follow this model to complete the page, substituting other vocabulary.
- Read the speech bubbles again and ask children to repeat.
- Then ask partners to practise the dialogue, substituting the different foods shown on the page.

### CONSOLIDATING

#### **Extension (5 minutes)**

- Extend the practice to focus on other vocabulary. Display a variety of Flashcards and realia that children can name.
- Model with Sammy. Ask: *What do you want?*
- Sammy answers: *I want (the book).* Give him (the book).
- Then ask children to practise with Sammy or with partners.

#### **Make a Home Connection**

Ask children to practise asking and answering with family members about items in their own homes.

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Ask children to listen to and repeat the audio activities on the CD-ROM at home to reinforce their speaking skills.

#### **ActiveTeach**

Use the pointer to focus on the speech bubbles. Cover the words *One* and *carrot*. Write in *Two* and *mango*. Read the new question and answer aloud to model substituting other vocabulary.

Match and say. Ask and answer.

1



2



3



4



5



6



banana  
salad  
juice  
carrot  
orange  
mango

One. What do you want?

I want a carrot, please.





# UNIT 8 PHONICS

1851 Listen, match and say. **SONG**

1853 Now listen and clap if you hear an *u* sound.

Give me a *u*!



u



sun

cup

bus

## Unit 8: Phonics

**Objectives:** to learn the short vowel sound that the letter *u* stands for in the middle of words, to understand sound-symbol correspondence, to recognize left-to-right directionality

**New Sounds and Letters:** short *u*

**Review:** bus, cup, sun

**TPR:** write *u* in the air

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach

### GETTING READY

#### Review Letters (5 minutes)

- Write the alphabet on the board.
- Circle the letters children have learned: *a, b, c, d, e, f, g, h, j, k, l, m, n, o, p, q, r, s, t, v, w, x, y*.
- For each letter, invite children to say the letter, the sound, and a word: *B, /b/, bird*.

#### Introduce the Letter (5 minutes)

- On the board, write *s \_ n*.
- Say the sound each letter stands for: */s/, /n/*.
- Point to the middle space and shrug your shoulders. Run your fingers under each and say: */s/-(shrug)-/n/*.
- Write the letter *u*. Say: *This is u. U stands for /u/ in words like sun*.
- Run your finger under the word a few times, saying the sounds: */s/-/u/-/n/*.
- Go faster and faster, blending the word, until you are reading: *sun*.
- Erase the *s* and *n*. Write *b* and *s*. Sound out: *bus*.
- Repeat with *cup*.

### WORKING IN THE BOOK: PAGE 98



**Listen, match, and say.**

- Play the “*U* Chant.” Do the actions.
- Invite children to chant and do the actions when they are ready.

#### Audio Script

##### *U* Chant

Give me a *u*!

*U*!

What does *u* sound like?

Uh!

Give me some *u* words!

Uh ... *sun*!

Uh ... *cup*!

Uh ... *bus*!

Show me a *u*! (*write u in the air*)

Let's hear it for *u*!

Hooray!

- Focus children on the page again.
- Point to the *u*. Model matching the letters, pictures, and words.
- Encourage children to complete the page by drawing matching lines to the correct pictures and words.
- Ask children to take turns pointing to and reading the words on the page.



**Now listen and clap if you hear an *u* sound.**

- Play the audio for the phonics exercise. Tell children to listen and clap if they hear a word with */u/*.
- Model once with the words *sun* (*clap*) and *hat* (*don't clap*).

#### Audio Script

duck (*clap*)

jump (*clap*)

truck (*clap*)

red

fun (*clap*)

hot

### CONSOLIDATING

#### “Hand” Writing (10 minutes)

- Use a pencil rubber to write a letter of the alphabet on a volunteer's hand. Model proper pencil grip.
- Ask the volunteer to guess the letter.
- Continue with other volunteers and familiar letters.
- Reinforce the correct pencil grip with children. Then ask them to practise “hand” writing with partners.
- As a challenge, ask children to “hand” write words with partners.

#### Activity Book Page 92

Ask children to colour the letter *u* and say the letter and the sound. Then ask them to trace each letter *u* and say each word: *sun, cup, bus*. Finally, invite children to finish colouring the page.

### OPTIONAL: USING DIGITAL COMPONENTS



**CD-ROM**

Ask children to play the games at home with their families to show them the sounds and letters they are learning in class.



**ActiveTeach**

Demonstrate matching the letters, pictures, and words on the big screen. Then invite volunteers to help.

## Unit 8: Extra Practice

**Objective:** to reinforce the speaking practice on page 73

**Vocabulary/Structures:** *What's that? It's a (big) (lion).*

**Optional Materials:** Class Audio CD B, CD-ROM, ActiveTeach, Flashcards, ball

### GETTING READY

#### Ball Toss (5 minutes)

- Display the Unit 8 Flashcards on the board.
- Ask children to line up.
- Throw a ball to the first child in line (C1).
- C1 walks to the board, points to an animal card, and asks: *What's that?*
- C1 throws the ball to C2.
- C2 answers: *It's a (lion).*
- C2 walks to the board, points to a different card, and asks: *What's that?*
- C2 throws the ball to C3. C3 answers.
- Continue this way with other children.

#### Practise Intonation (5 minutes)

- Play the audio for Exercise 4 on page 72.
- Focus on the different intonation for questions and answers.
- Ask children to repeat each question and answer after listening to the audio.
- Alternate between asking children to repeat chorally and asking pairs to speak individually.

### WORKING IN THE BOOK: PAGE 99

#### Ask and answer.

- Ask children to turn to page 99.
- Focus on the girl and boy with speech bubbles at the bottom of the page.
- Read the speech bubbles aloud. Explain that partners will follow this model to complete the page, substituting other vocabulary.
- Read the speech bubbles again and ask children to repeat.
- Ask partners to complete the page together.
- Reconvene to check answers as a class.

### CONSOLIDATING

#### Extension (5 minutes)

- Extend the speaking practice to focus on other vocabulary. Display Flashcards for vocabulary from other units that you want children to practise.
- Invite volunteers to come to the board, point to a Flashcard, and ask: *What's that?*
- Cue the class to respond together, or invite individuals to respond one at a time.

#### Make a Home Connection

Ask children to practise asking and answering questions with family members.

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

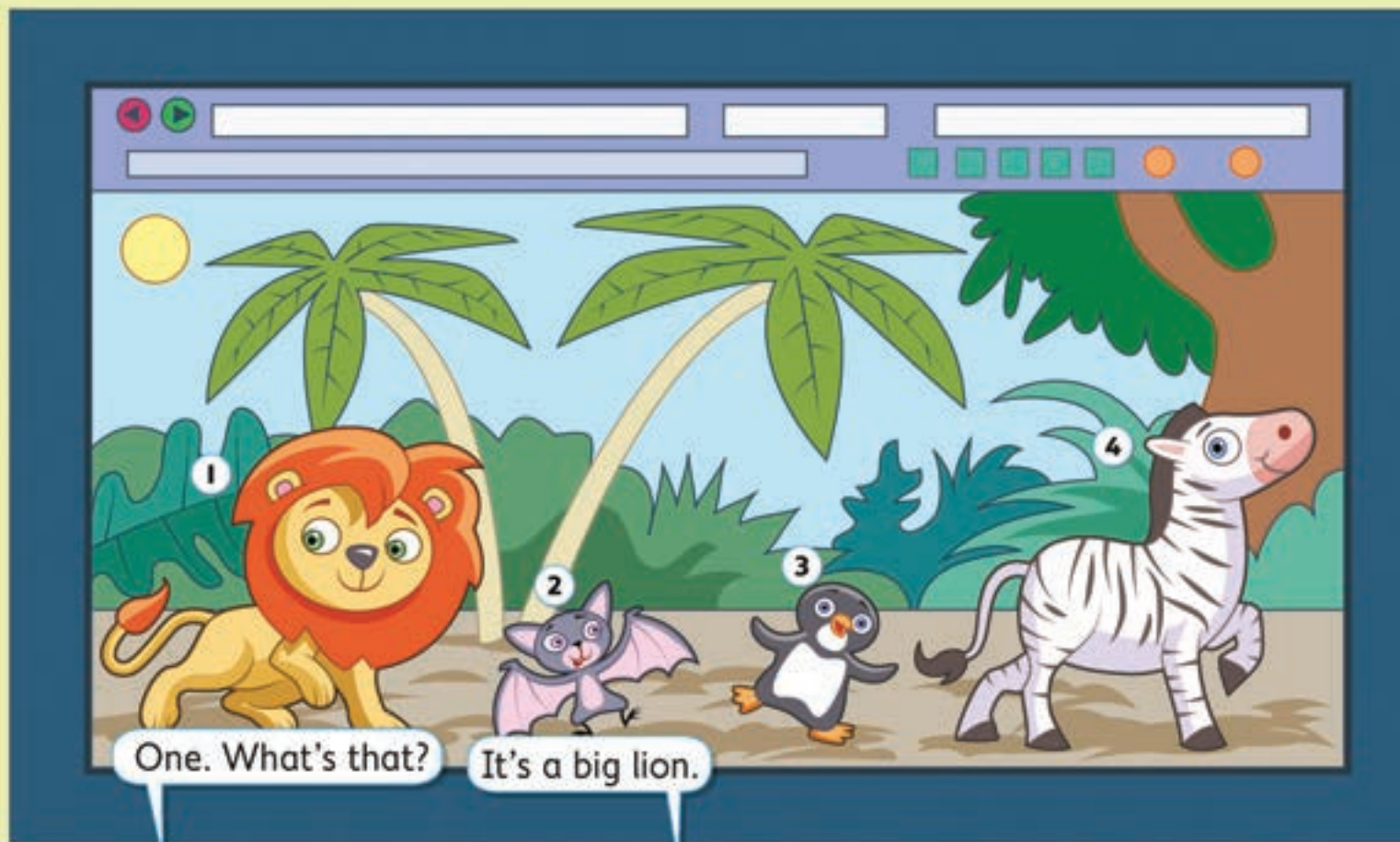
Ask children to listen to and repeat the audio activities on the CD-ROM at home to reinforce their speaking skills.

#### ActiveTeach

Use the pointer to focus on the speech bubbles. Cover the words *One* and *big lion*. Write in *Two* and *small bat*. Read the new question and answer aloud to model substituting other vocabulary.



Ask and answer.



Practice: What's that? It's a (big) (lion).

UNIT 9  
**PHONICS**

B54 Listen, match and say. **SONG**

B56 Now listen and clap if you hear an *i* sound.

**i**

Give me an *i*!



**sit**



**fish**



**milk**

## Unit 9: Phonics

**Objectives:** to learn the short vowel sound that the letter *i* stands for in the middle of words, to understand sound-symbol correspondence, to practise left-to-right directionality

**New Sounds and Letters:** short *i*

**Review:** fish, milk

**TPR:** write *i* in the air

**Materials:** Class Audio CD B, Activity Book

**Optional Materials:** CD-ROM, ActiveTeach

### GETTING READY

#### Review Letters (5 minutes)

- Write the alphabet on the board.
- Circle the letters children have learned: *a, b, c, d, e, f, g, h, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y.*
- For each letter, invite children to say the letter, the sound, and a word: *B, /b/, bird.*

#### Introduce the Letter (5 minutes)

- On the board, write *s \_ t.*
- Say the sound each letter stands for: */s/, /t/.*
- Point to the middle space and shrug your shoulders. Run your fingers under each and say: */s/-(shrug)-/t/.*
- Write the letter *i.* Say: *This is i. I stands for /i/ in words like sit.*
- Run your finger under the word a few times, saying the sounds: */s/-/i/-/t/.*
- Go faster and faster, blending the word, until you are reading: *sit.*
- Erase the *s* and *t.* Write *f* and *sh.* Sound out: *fish.*
- Repeat with *milk.*

### WORKING IN THE BOOK: PAGE 100

  **Listen, match, and say.**

- Play the “*I* Chant.” Do the actions.
- Invite children to chant and do the actions when they are ready.

#### Audio Script

##### *I* Chant

Give me an *i*!

*I!*

What does *i* sound like?

*Ih!*

Give me some *i* words!

*Ih ... sit!*

*Ih ... fish!*

*Ih ... milk!*

Show me an *i*! (*write i in the air*)

Let's hear it for *i*!

Hooray!

- Focus on the page again.
- Point to the *i.* Model matching the letters, pictures, and words.
- Encourage children to complete the page by drawing matching lines to the correct pictures and words.
- Ask children to take turns pointing to and reading the words on the page.

 **Now listen and clap if you hear an *i* sound.**

- Play the audio for the phonics exercise. Tell children to listen and clap if they hear a word with */i/.*
- Model once with the words *sit* (*clap*) and *pen* (*don't clap*).

#### Audio Script

windy (*clap*)  
blocks  
sun  
scissors (*clap*)  
sister (*clap*)  
window (*clap*)

### CONSOLIDATING

#### “Hand” Writing (10 minutes)

- Use a pencil rubber to write a letter of the alphabet on a volunteer's hand. Model proper pencil grip.
- Ask the volunteer to guess the letter.
- Continue with other volunteers and familiar letters.
- Reinforce the correct pencil grip with children. Then ask them to practise “hand” writing with partners.
- As a challenge, ask children to “hand” write words with partners.

#### Activity Book Page 93

Ask children to colour the letter *i* and say the letter and the sound. Then ask them to trace each letter *i* and say each word: *sit, fish, milk.* Finally, invite children to finish colouring the page.

### OPTIONAL: USING DIGITAL COMPONENTS

  **CD-ROM**

Ask children to play the games to show their families the sounds and letters they are learning in class.

 **ActiveTeach**

Demonstrate matching the letters, pictures, and words on the big screen. Then invite volunteers to help.



## Unit 9: Extra Practice

**Objective:** to reinforce the speaking practice on page 81

**Vocabulary/Structures:** *Where do (goats) live? They live in the (mountains).*

**Optional Materials:** Class Audio CD B, CD-ROM, ActiveTeach, Sammy the Squirrel puppet, Flashcards, blindfold

### GETTING READY

#### Spin and Point (5 minutes)

- Display the Unit 9 Flashcards on the board.
- Ask children to stand in a circle and invite a volunteer to the centre.
- The volunteer chooses a Flashcard.
- Place a blindfold over the volunteer's eyes and ask the volunteer to make a pointing gesture.
- Spin the volunteer in a circle and then stop.
- The volunteer then asks whoever he or she is pointing to, to say a sentence about the Flashcard.
- That child then comes to centre to get the blindfold and the game continues.



#### Practise Intonation (5 minutes)

- Play the audio for Exercise 4 on page 80.
- Focus on the different intonation for questions and answers.
- Ask children to repeat each question and answer after listening to the audio.
- Alternate between asking children to repeat chorally and asking pairs to speak individually.

### WORKING IN THE BOOK: PAGE 101

#### Match. Ask and answer.

- Ask children to turn to page 101.
- Focus on the girl and boy with speech bubbles at the bottom of the page.
- Read the speech bubbles aloud. Explain that partners will follow this model to complete the page, substituting other vocabulary.
- Read the speech bubbles again and ask children to repeat.
- Ask partners to complete the page together.
- Then ask them to match the animals to the scenes.
- Reconvene to check answers as a class.

### CONSOLIDATING

#### Extension (5 minutes)

- Extend the speaking practice by playing a guessing game.
- Whisper an animal name in each child's ear.
- Sammy asks a child: *Where do you live?*
- The child answers based on the animal you named.
- The class has to guess the animal.



#### Make a Home Connection

Ask children to practise asking and answering questions with family members about animals and their homes.

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Ask children to listen to and repeat the audio activities on the CD-ROM at home to reinforce their speaking skills.



#### ActiveTeach

Use the pointer to focus on the speech bubbles. Cover the words *goats* and *mountains*. Write in *ducks*, and *river*. Read the new question and answer aloud to model substituting other vocabulary.

Match. Ask and answer.



Where do goats live?

They live in the mountains.



Practice: Where do (goats) live? They live in the (mountains).

Match. Ask and answer.



Where do goats live?


They live in the mountains.



Practice: Where do (goats) live? They live in the (mountains).



# FESTIVALS New Year

1857  Cut and stick. Sing. **SONG**



Cutouts on page 107



## Festivals: New Year

**Objectives:** to talk about New Year, to learn New Year words and phrases, to sing a song

**New Festivals Structure:** Happy New Year!

**Review:** clock

**Materials:** Class Audio CD B

**Optional Materials:** large pieces of stiff paper cut into triangles, decorations for party hats, tape, ActiveTeach

### GETTING READY

#### Share What You Know (10 minutes)

- Talk about festivals.
- Ask children to name festivals they know and celebrate.
- Ask if anyone celebrates New Year. How do they celebrate?
- Tell children that in some places around the world, people stay up late (until midnight) the night before (New Year's Eve) and have parties to celebrate the festival. Explain that at midnight, everyone says, "Happy New Year!" and celebrates.

### WORKING IN THE BOOK: PAGE 102

#### Cut and stick. Sing.

- Ask children to turn to page 102.
- Point to the scene and ask children what they think is happening.
- Explain that Sue and Lou are at a New Year party.
- Point to the clock. Help children understand that it's midnight ... time to celebrate.
- Point out the balloons, Sue's party hat, and Sue's party blower.
- Ask: *Where's Lou's party blower?*
- Ask children to turn to page 107.

- Tell children to cut out the hat and party blower and glue them to page 102.
- Say: *Let's learn a song.*
- Play the song a few times.
- Encourage children to join in when they're ready.

#### Audio Script

##### New Year

Fireworks sparkle, sparkle bright  
Every year on New Year's night.  
Once a year we stay up late. Oh, we love to celebrate.  
Fireworks sparkle, sparkle bright  
Every year on New Year's night.

### CONSOLIDATING

#### Make a Party Hat (15 minutes)

- Prepare large pieces of stiff paper, cut into triangles.
- Distribute art materials and other decorations.
- Ask children to decorate the triangles on one side.
- As each child finishes, wrap the triangle around his or her head for size, and then tape it closed.
- Encourage children to wear their hats to sing "New Year" one more time.

### OPTIONAL: USING DIGITAL COMPONENTS

#### ActiveTeach

Use ActiveTeach to show children where to glue Lou's hat and party blower.

## Festivals: Valentine's Day

**Objectives:** to discuss Valentine's Day, to learn Valentine's Day words and phrases, to sing a song

**New Festivals Structures:** Happy Valentine's Day

**Review:** mum

**Materials:** Class Audio CD B

**Optional materials:** red or pink paper cut into a heart shape, markers, decorations, ActiveTeach

### GETTING READY

#### Share What You Know (10 minutes)

- Talk about festivals.
- Ask children to name festivals they know and celebrate.
- Ask if anyone celebrates Valentine's Day. How do they celebrate?
- Tell children that people sometimes send Valentine's cards to people they love. Sometimes people give presents, too, like chocolate, balloons, flowers, or toys.

### WORKING IN THE BOOK: PAGE 103



#### Cut and stick. Sing.

- Ask children to turn to page 103.
- Point to the scene and ask children what they think is happening.
- Read the speech bubble aloud and ask children to repeat.
- Explain that it's Valentine's Day.
- Ask children to turn to page 107.
- Tell children to choose one of the gifts: the teddy bear or the pair of balloons. Ask them to cut one of them out and glue it into Sue's mum's hands on page 103.

- Say: *Let's learn a song.*
- Play the song a few times.
- Encourage children to join in when they're ready.

### Audio Script

#### Valentine's Day

Today we give out cards and treats,  
Cards and treats, cards and treats.

Today we give out cards and treats  
And say "I love you!"

### CONSOLIDATING



#### Make a Valentine's card (15 minutes)

- For each child you will need one piece of red or pink paper cut into a heart. Fold the paper in half and then cut out the heart shape.
- Distribute markers and decorations.
- Ask children to choose someone they love and make a Valentine's card for him or her.
- You may wish to print out a sentence reading 'Happy Valentine's Day' on the computer and encourage children to write their names inside the cards.

### OPTIONAL: USING DIGITAL COMPONENTS




#### ActiveTeach

Focus on the speech bubble and then show children where to glue the present cutout.



# FESTIVALS Valentine's Day

1859  Cut and stick. Sing. **SONG**



Cutouts on page 107

Happy Valentine's Day, Sue!  
I love you.



Presentation: Happy Valentine's Day. I love you. Review: mum

## Festivals: Easter

**Objectives:** to discuss Easter, to learn Easter words and phrases, to sing a song

**New Festivals Vocabulary:** Easter, egg

**Review:** flower, grass, pink, blue, green, red, yellow

**Materials:** Class Audio CD B

**Optional materials:** ActiveTeach, coloured paper, markers, decorations

### GETTING READY

#### Share What You Know (10 minutes)

- Talk about festivals.
- Ask children to name festivals they know and celebrate.
- Ask if anyone celebrates Easter. How do they celebrate?
- Explain that children often go on Easter egg hunts at Easter. Explain that they look for eggs hidden by an Easter bunny and collect the eggs in Easter baskets.

### WORKING IN THE BOOK: PAGE 104

 **Colour the eggs. Cut and stick. Sing.**

- Ask children to turn to page 104.
- Say: *Today is Easter. Lou and Sue are on an Easter egg hunt. Sue is dressed as an Easter bunny. Help them find the eggs.*
- Ask children to find the eggs in the picture and colour them.
- Then ask children to turn to page 109.
- Ask them to cut out the flowers, eggs, chocolate bunny, and girl.
- Show them how to glue the eggs in Lou's basket. Tell them to glue the flowers, bunny, and girl anywhere they want.
- Say: *Let's sing a song about Easter.*

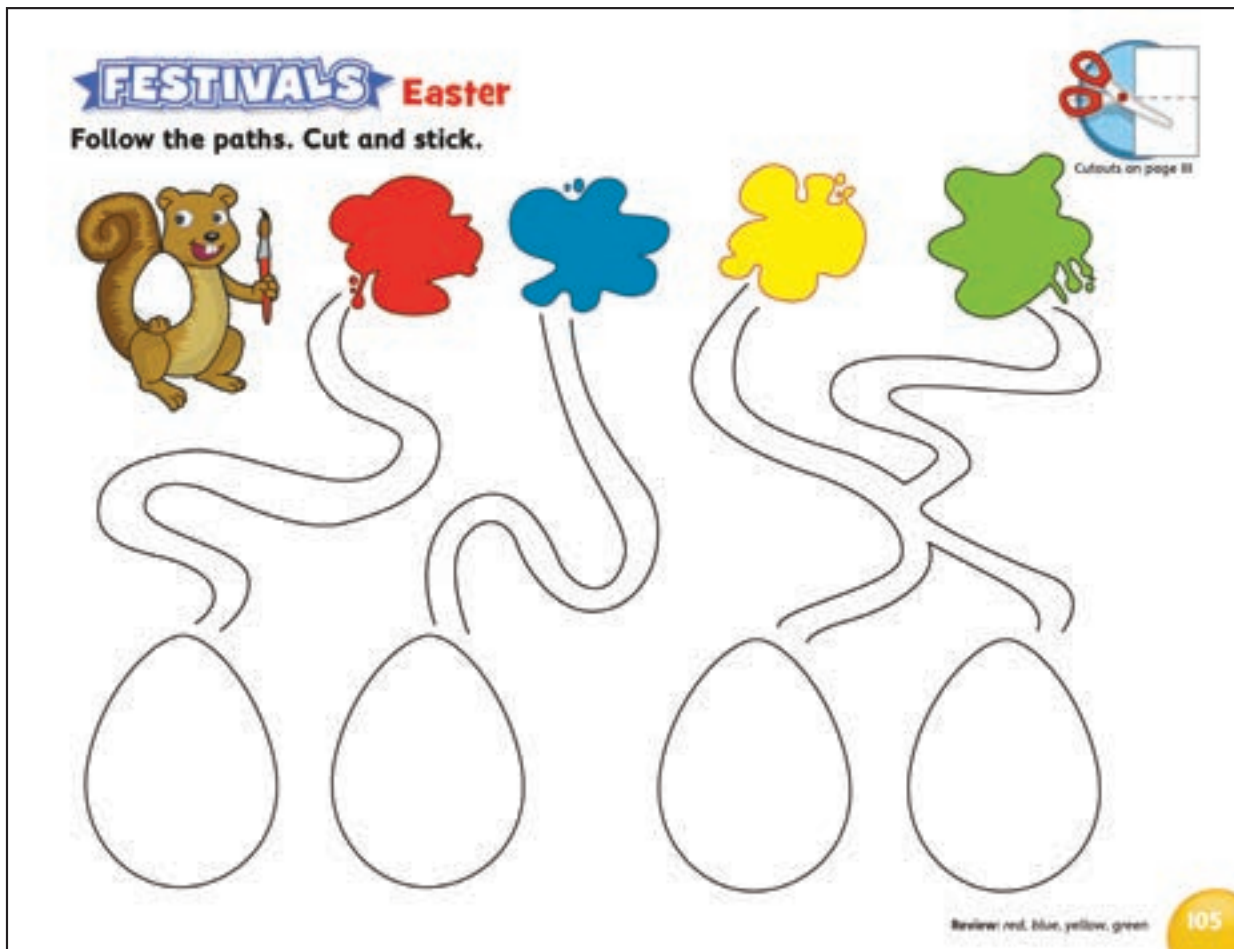


- Play the song a few times. Encourage children to join in when they are ready.

### Audio Script

#### Easter

The Easter Bunny came.  
He hid the eggs away.  
Here come the children.  
They will have fun today.  
Put the eggs in baskets.  
Count them one by one.  
Laugh and play and sing  
under the shining sun.



- Ask children to put their heads down so they can't see.
- Hide the eggs around the room.
- Invite children to go on an Easter egg hunt around the room. Tell them to look only for their own egg.
- As each child finds his or her egg, ask them to describe the location: *It's (under) the (red table).*

### OPTIONAL: USING DIGITAL COMPONENTS



Use ActiveTeach to show children where to glue the cutouts and how to follow the paths.

### WORKING IN THE BOOK: PAGE 105

#### Follow the paths. Cut and stick.

- Ask children to turn to page 105.
- Point to each different colour. Ask children: *What colour is this?*
- Point to the empty egg shapes at the bottom of the page.
- Ask children to turn to page III.
- Help them cut out the eggs.

- Show them how to match the egg cutouts with the colours: *Touch (red). Follow the path.* (Use a red crayon to trace the red path to the egg.) *Stick the red egg here.*

### CONSOLIDATING

#### Easter Egg Hunt (15 minutes)

- Cut out ovals from different coloured paper.
- Ask children to decorate the ovals to look like pretty Easter eggs.
- Gather the eggs.



## Cutouts and Stickers

The cutouts for the Festival lessons that begin on Pupil's Book page 107 and are shown on page T107 of this book, are available for use on Pupil's Book pages 102–105. The stickers – at the back of the Pupil's Book and shown on page T108 – are available for use with the review lessons in Units 2–9.

### Cutouts

Cutout	Find on: Page	Festival	Use on: Lesson Page
party hat	107	New Year	102
party blower	107	New Year	102
teddy bear	107	Valentine's Day	103
balloons	107	Valentine's Day	103
flowers	109	Easter	104
Easter eggs	109	Easter	104
chocolate bunny	109	Easter	104
girl in Easter clothes	109	Easter	104
red Easter egg	III	Easter	105
yellow Easter egg	III	Easter	105
blue Easter egg	III	Easter	105
green Easter egg	III	Easter	105

### Stickers

Sticker	Unit	Use on: Page
music room	2	30
classroom	2	30
computer room	2	30
playground	2	30
firefighter	3	31
astronaut	3	31
police officer	3	31
vet	3	31
school	4	48
shop	4	48
police station	4	48
hospital	4	48
shirt	5	49
skirt	5	49
shoes	5	49
jacket	5	49
happy	6	66
thirsty	6	66
excited	6	66
angry	6	66
banana	7	67
plate	7	67
fork	7	67
orange (n)	7	67
elephant	8	84
bat	8	84
sea lion	8	84
zebra	8	84
forest	9	85
city	9	85
river	9	85
mountains	9	85
Good job!	2–9	30, 31, 48, 49, 66, 67, 84, 85

## Cutouts

Cut out one or more for page 102.



Cut out one or more for page 103.



Cut out one or more for page 104.



Cut out for page 105.



# Stickers

Unit 2, page 30



Unit 3, page 31



Unit 4, page 48



Unit 5, page 49



Unit 6, page 66



Unit 7, page 67



Unit 8, page 84



Unit 9, page 85



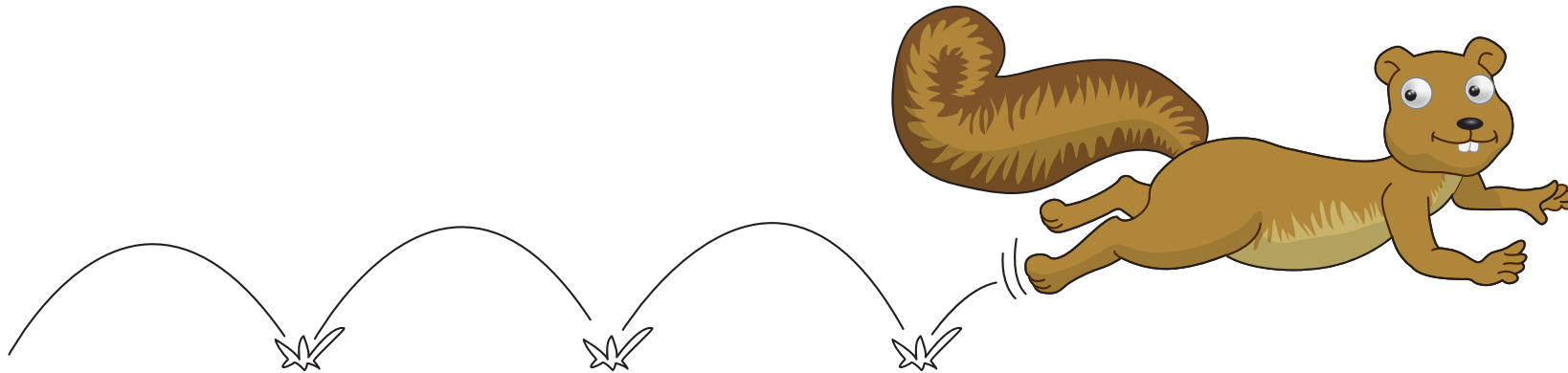
Good job!



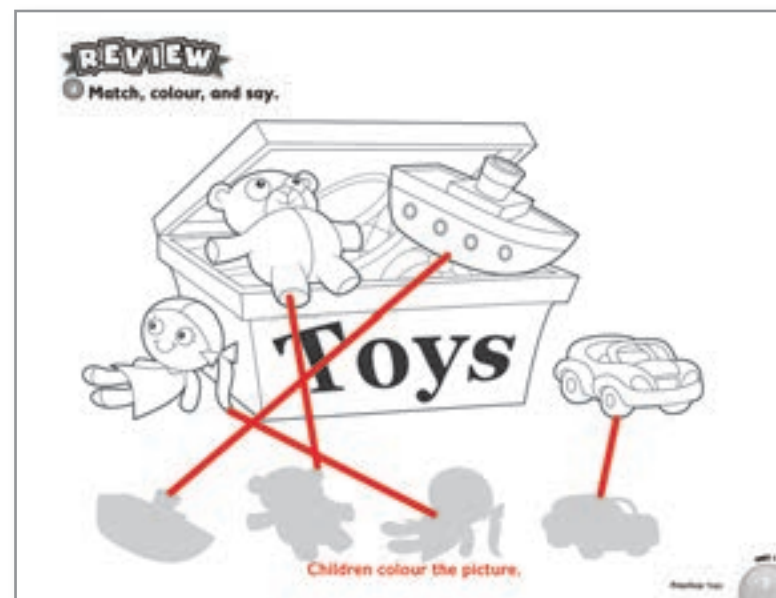
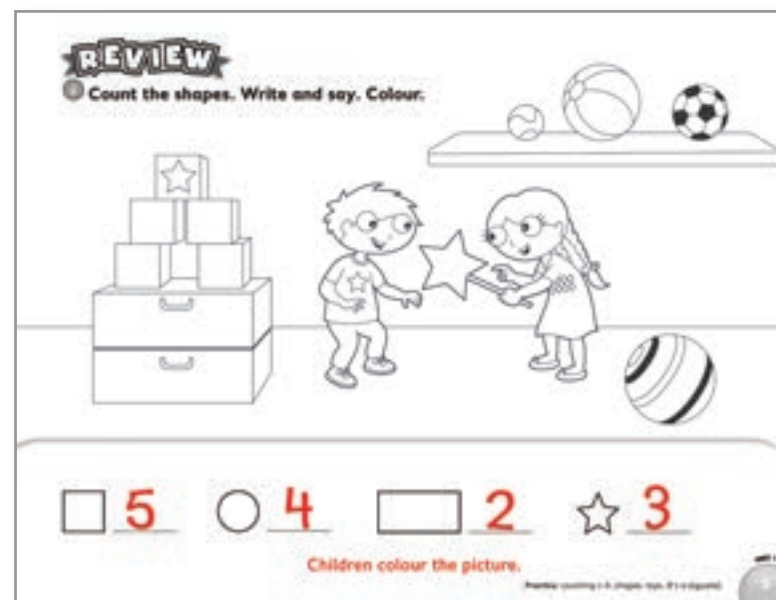


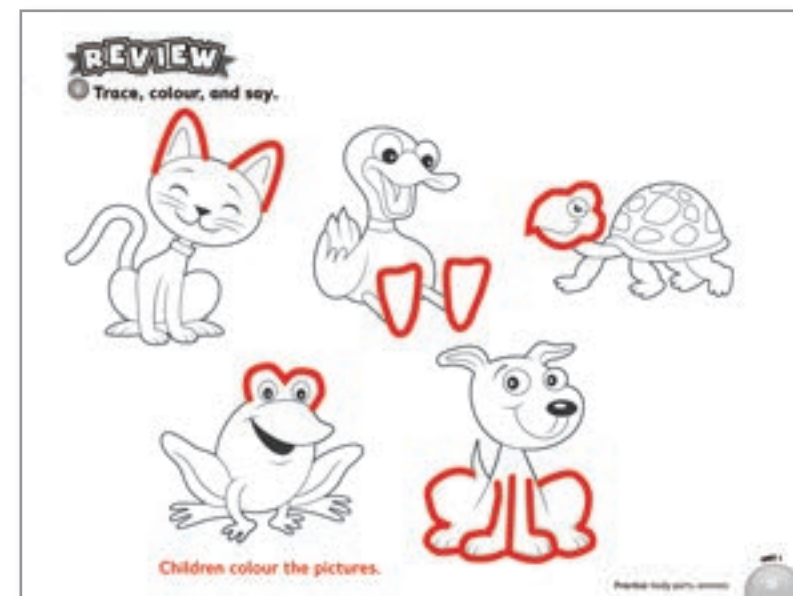
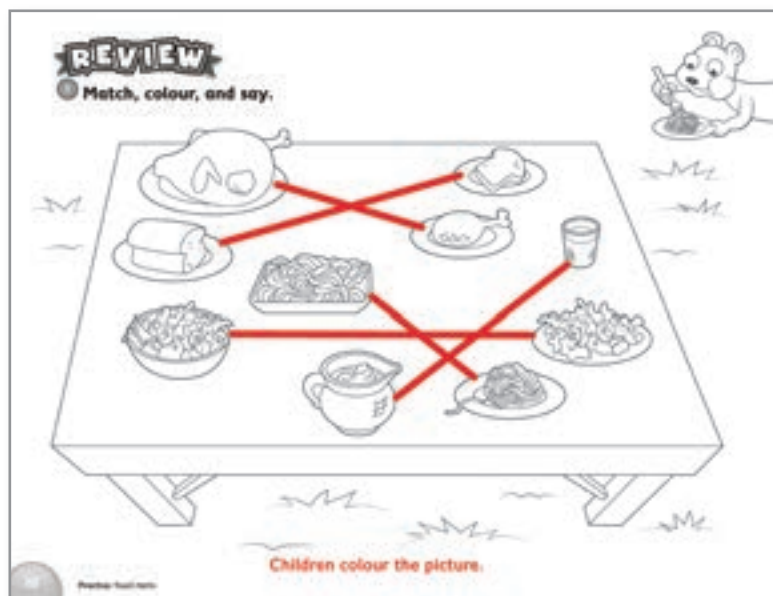
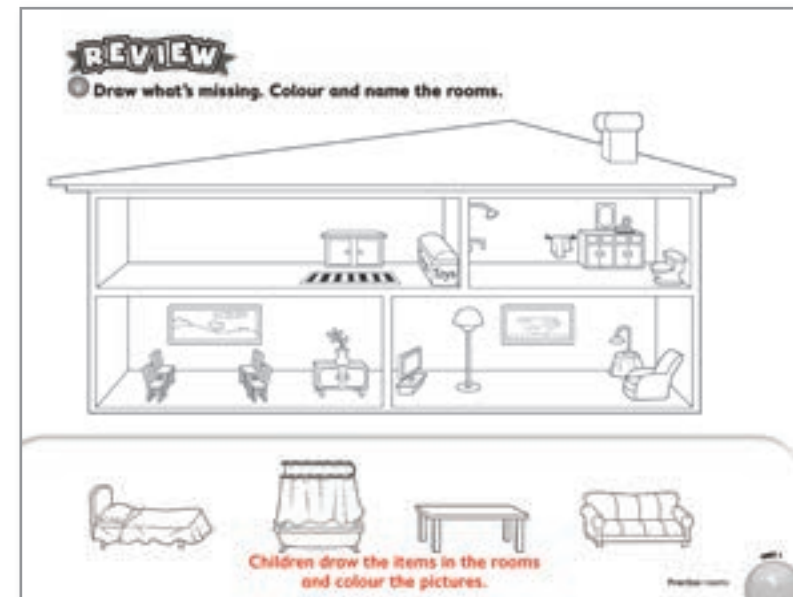
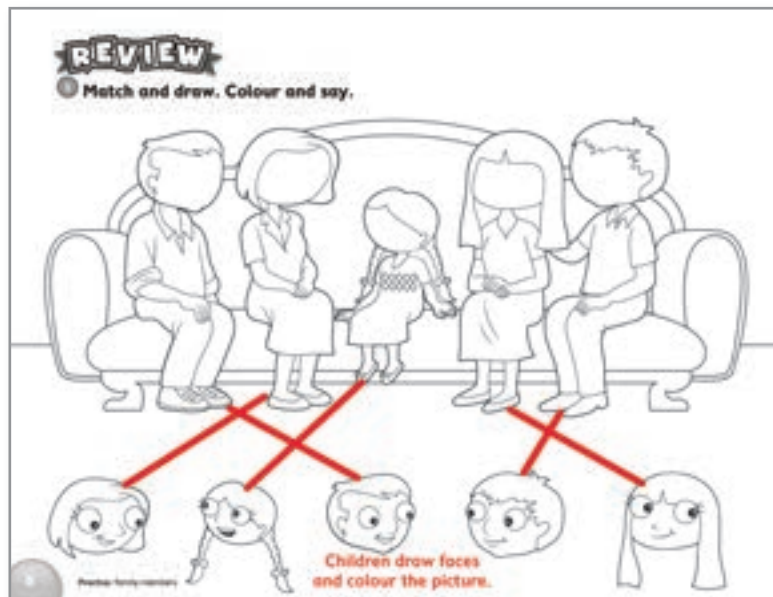
# Resources

<b>Activity Book Pages with Answers</b> .....	T110
<b>Letters Home</b>	
General Letter Home .....	T133
<b>Flashcard Index</b> .....	T134
<b>Video Scripts</b> .....	T135
<b>Games</b> .....	T139
<b>Graphic Organizer</b>	
T-Chart.....	T144



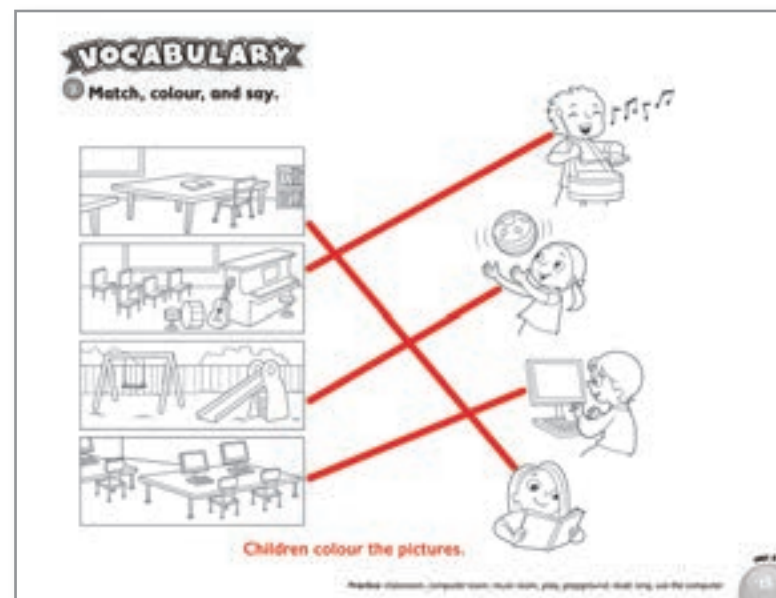
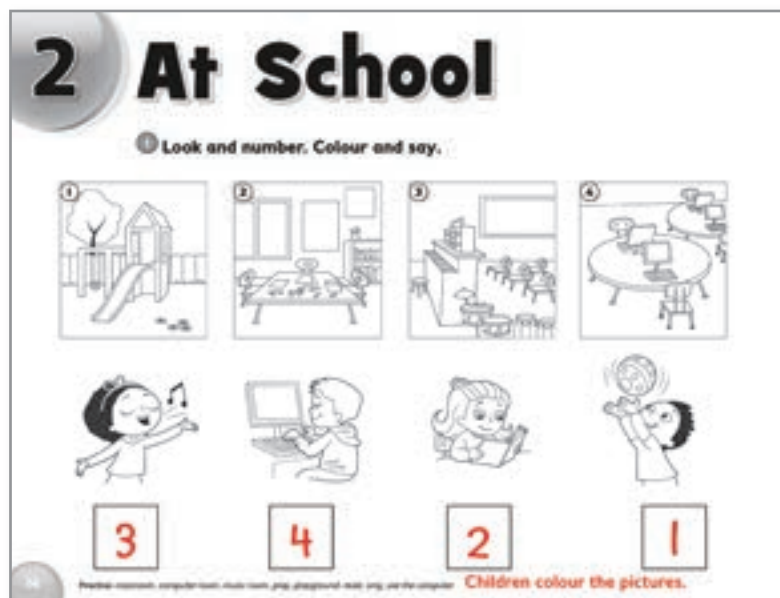
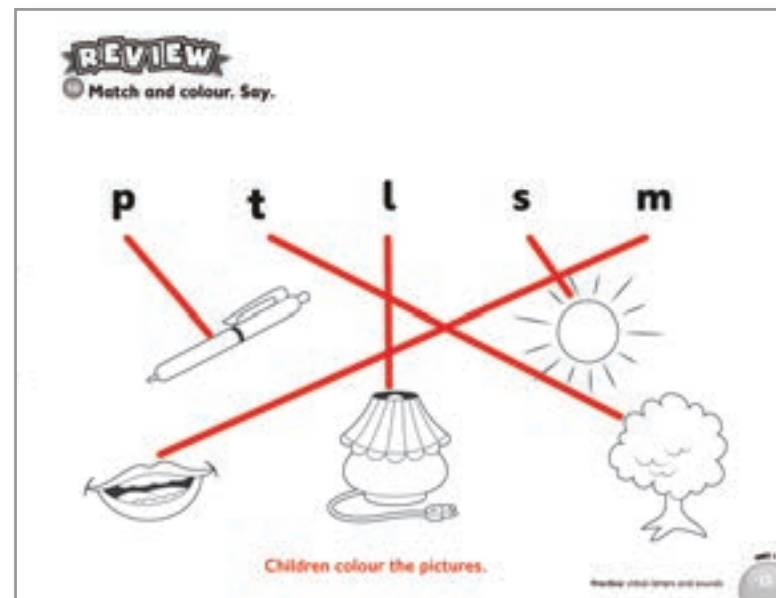
## Activity Book Pages







## Activity Book Pages



**STORY PRACTICE**

1 Trace the path. Ask and answer. Colour.

Children colour the pictures.

Practice: Where do you study? In the classroom.

**STORY PRACTICE**

2 What is not in a music room? Circle and say. Colour.

Children colour the picture.

Practice: What is not in the music room?

**SPEAKING**

3 Spin a pencil. Ask and answer. Colour.

Children colour the pictures.

Practice: Where do you play? In the playground.

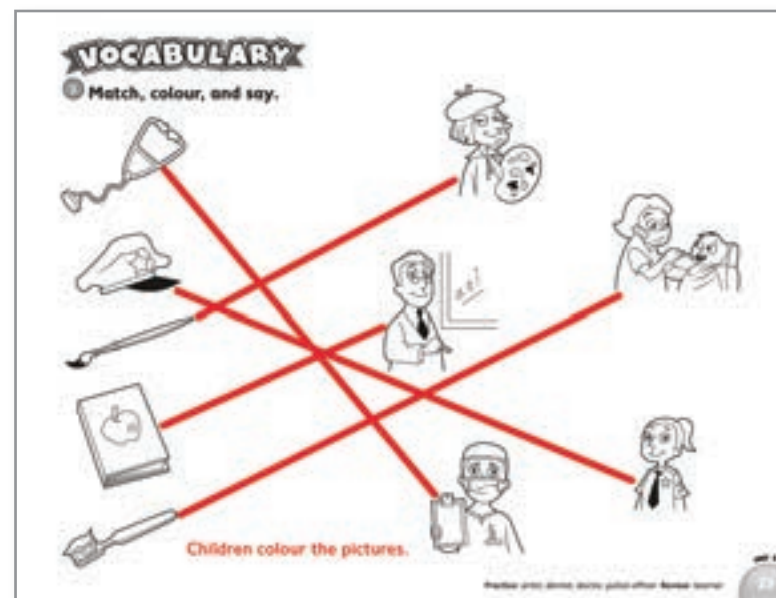
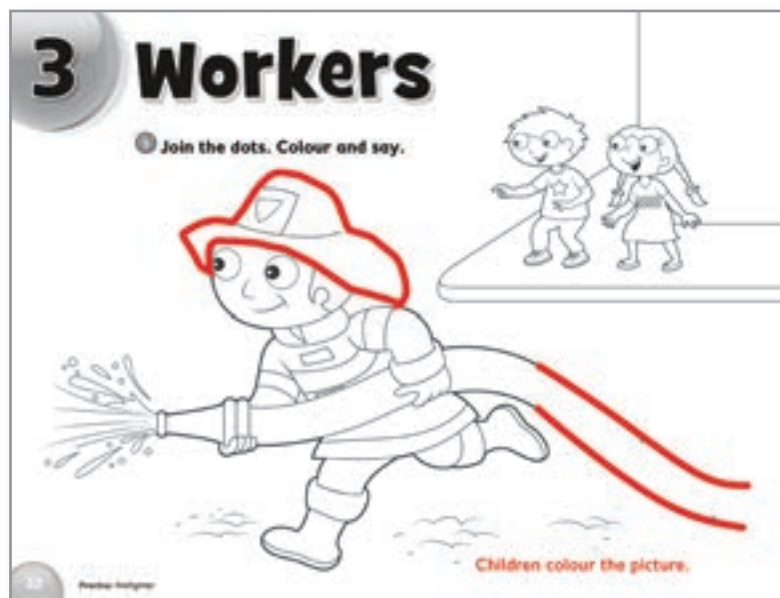
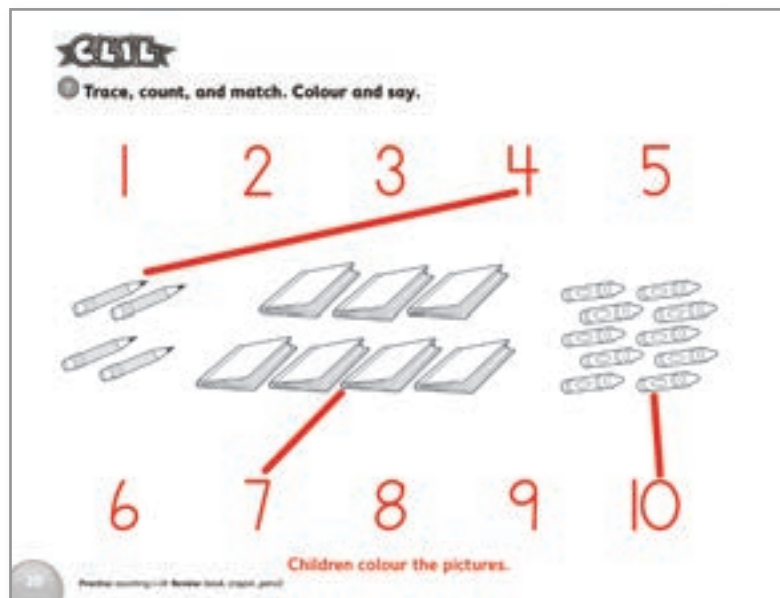
**SPEAKING**

4 Ask and answer. Circle and colour.

Children colour the pictures.

Practice: Where do you study? In the classroom.

## Activity Book Pages





**STORY PRACTICE**

1 Circle what Sue wants to be in the story. Colour and say.

Children colour the pictures.

24 Practice I want to be a police officer.

**STORY PRACTICE**

2 Trace, colour, and say.

Children colour the picture.

25 Practice I want to be a firefighter.

**SPEAKING**

3 Trace, colour, and say.

Children colour the picture.

26 Practice I want to be a police officer.

**SPEAKING**

4 Trace and colour. Ask and answer.

Children colour the pictures.

27 Practice What do you want to be? I want to be a firefighter.

## Activity Book Pages

**CLIL**

Trace, count, and write. Colour and say.

9 10 11 12



11

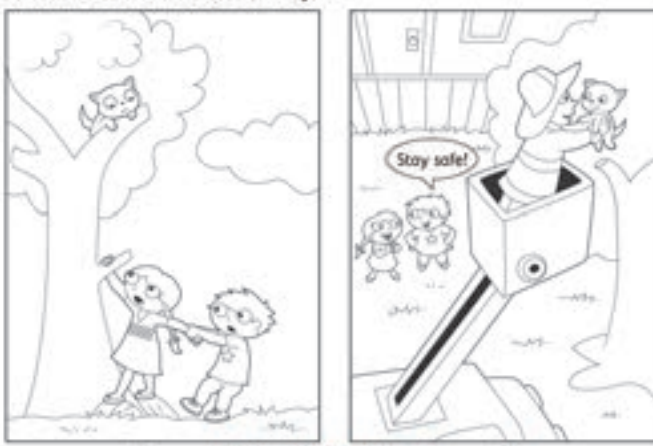
12

Children colour the picture.

28 Practice counting 1-12

**VALUES**

Is Sue safe? Tick ✓. Colour and say.



Children colour the pictures.

29 Values: Stay safe

**UNIT 2 REVIEW**

Draw your favourite place at school. Colour and say.



Children draw here and colour the picture.



Review: Where do you play? In the playground!

**UNIT 3 REVIEW**

Draw what you want to be. Colour and say.

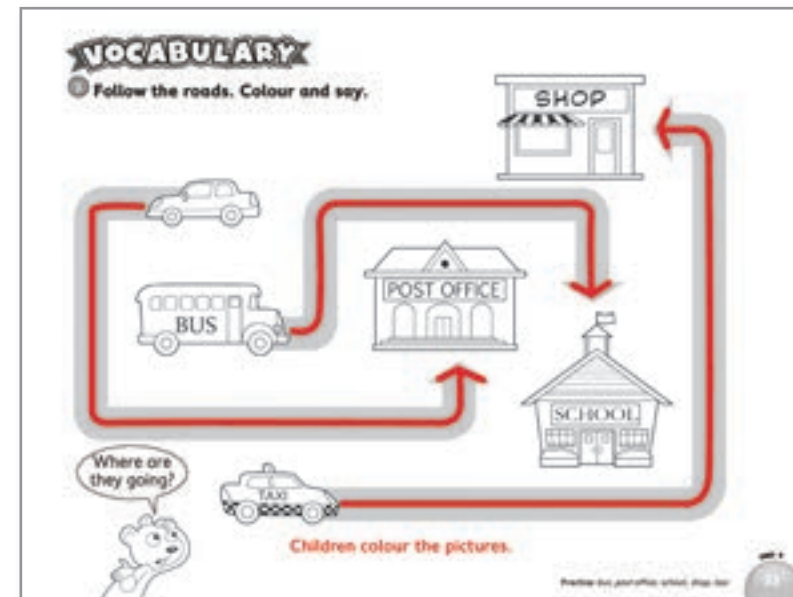
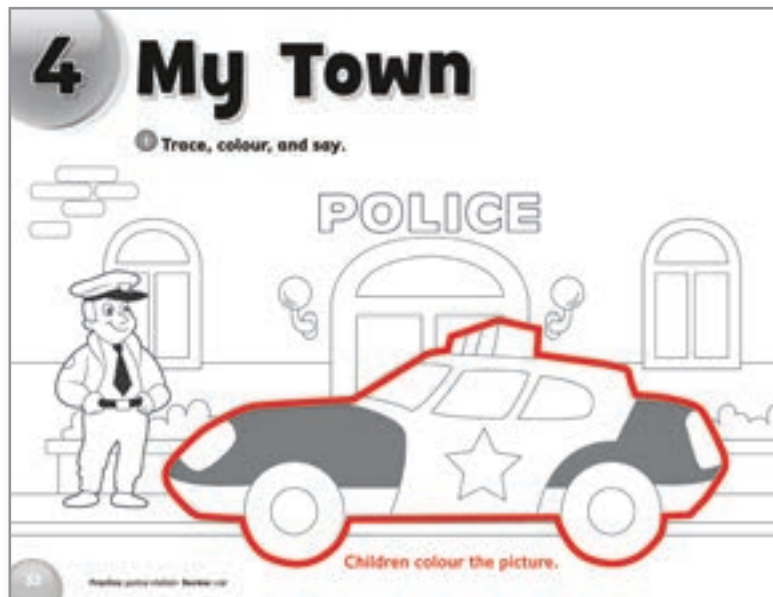


Children draw here and colour the pictures.

What do you want to be?

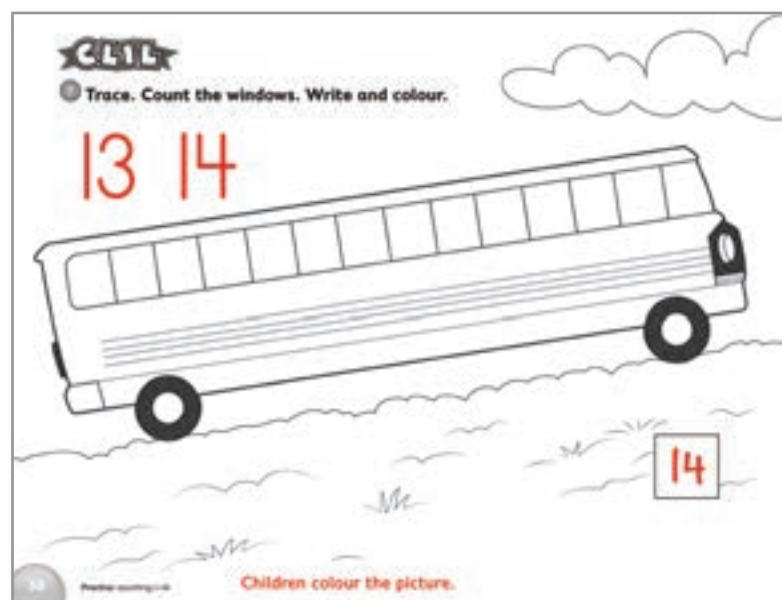
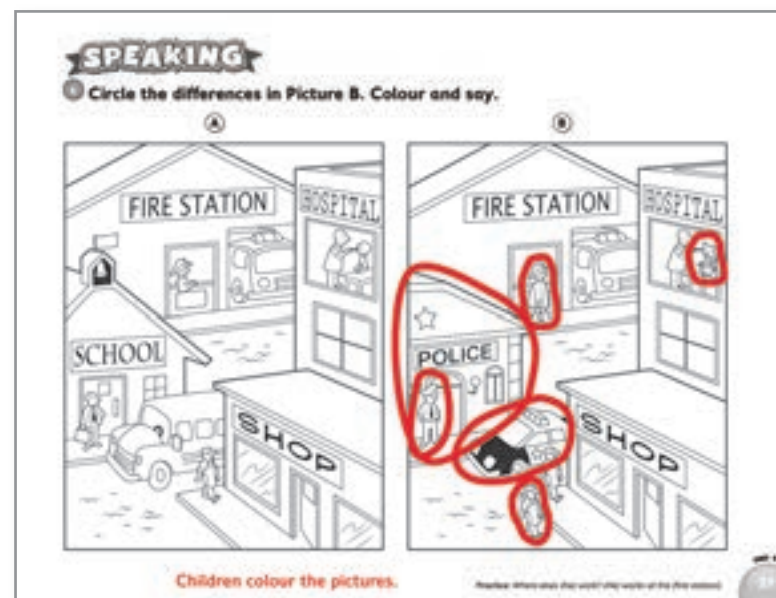


Review: What do you want to be? I want to be a...





## Activity Book Pages



# 5 Clothes

1 Match, colour, and say.

Children colour the pictures.

Practice: dress, jacket, shirt, shoes, trousers.

## VOCABULARY

2 Find and colour Lou's clothes. Say.

Children colour Lou's trousers, shirt, shoes, socks, and sweater.

Practice: shirt, shoes, socks, sweater, trousers.

## STORY PRACTICE

3 Circle the clothes Grandpa needs. Colour and say.

Children colour the pictures.

Practice: What is Grandpa's wearing? What is wearing a shirt and trousers?

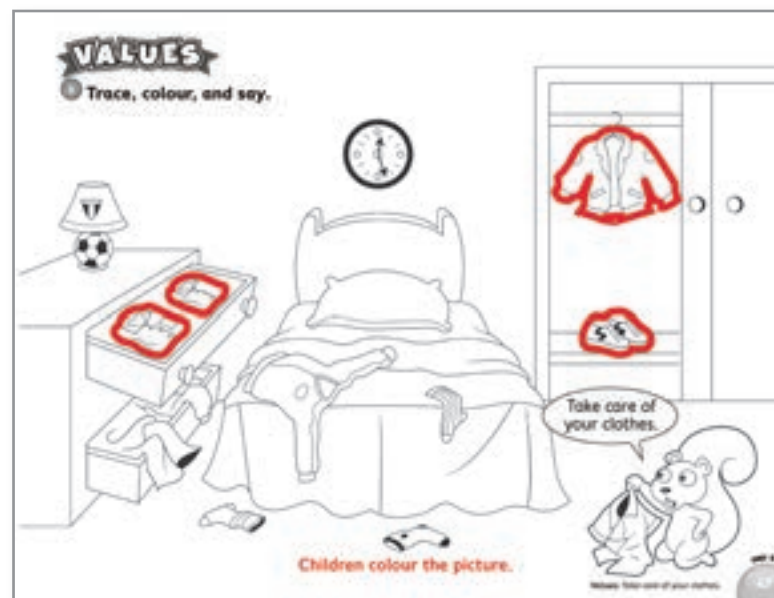
## STORY PRACTICE

4 Trace Grandma's clothes. Colour and say.

Children colour the picture.

Practice: What is Grandma's wearing? What is wearing a hat and shoes?

## Activity Book Pages





## UNIT 4 REVIEW

1 Draw, colour, and say.

Where does he work?

Children draw here and colour the picture.

Children draw here and colour the picture.

Review: Where does the man's shop work at the school?

## UNIT 5 REVIEW

1 Draw your clothes. Colour and say.

Children draw here and colour the pictures.

Review: I'm wearing a (skirt) and (shoes).

## 6 Feelings

1 Draw happy or sad. Colour and say.

Happy or sad?

Children colour the pictures.

Practice: happy and

## VOCABULARY

1 Match, colour, and say.



Children colour the pictures.

Practice: (cat) (dog) (happy) (sad)

## Activity Book Pages

**STORY PRACTICE**

1 Look and number. Ask and answer. Colour.

2 3 1

Children colour the pictures.

**STORY PRACTICE**

2 How do Sue and Lou feel in the story? Tick ✓, colour, and say.



Children colour the pictures.

**SPEAKING**

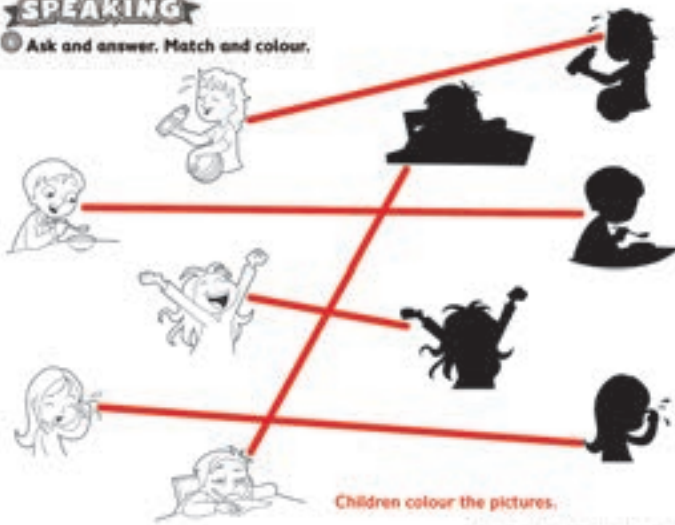
3 Draw how they feel. Ask and answer. Colour.



Children draw faces and colour the pictures.

**SPEAKING**

4 Ask and answer. Match and colour.



Children colour the pictures.

**CLIL**

Trace, count, and write. Colour and say. 15 16 17 18

Children colour the pictures.

Practice counting and number gaps: donuts, cars, apples

**VALUES**

Colour and say. Don't fight!

Children colour the picture.

Values: Don't fight

**7 Healthy Food**

Join the dots. Match, colour, and say.

Children colour the pictures.

Practice drawing: carrot, tomato, banana, salad

**VOCABULARY**

Draw, colour, and say.

Children draw a banana, a carrot, lettuce, and a plate and colour the picture.

Practice drawing: banana, carrot, lettuce, fork, mango, orange, plate, tomato



## Activity Book Pages

**STORY PRACTICE**

① What does Lou want in the story? Trace the paths. Colour and say.

Children colour the picture.

Practice: What do you want? (What I want is an orange, please.)

**STORY PRACTICE**

① What does Sue want? Circle, colour, and say.

Children colour the carrots.

Practice: What do you want? (What I want are two carrots, please.)

**SPEAKING**

① Ask and answer. Match, colour, and say.

Children colour the pictures.

Practice: What do you want? (What I want is a bowl of soup, please.)

**SPEAKING**

① Ask and answer. Tick ✓. Colour


Children tick what they want and colour the pictures.

Practice: What do you want? (What I want is a slice of watermelon, please.)

**CLIL**

Trace. Count and write. Colour and say. 17 18 19 20

19 20 17 18

Children colour the pictures.

**VALUES**

Colour the healthy food and say. Eat healthy food.

Children colour the banana, the carrot, the orange, the mango, and the salad.

**UNIT 6 REVIEW**

Draw how you feel. Colour and say.

Children draw here and colour the pictures.

**UNIT 7 REVIEW**

Draw, colour, and say. What do you want?

Children draw here and colour the pictures.

## Activity Book Pages

### 8 The Zoo

1 Match, colour, and say.

Children colour the pictures.

Practice: What's that? It's a penguin.

### VOCABULARY

2 What's missing? Draw, colour, and say.

Children draw and colour the pictures.

Practice: What's that? It's a lion.

### STORY PRACTICE

3 Circle the animals Lou and Sue see in the story. Colour and say.

Children colour the animals.

Practice: What's that? It's a lion.

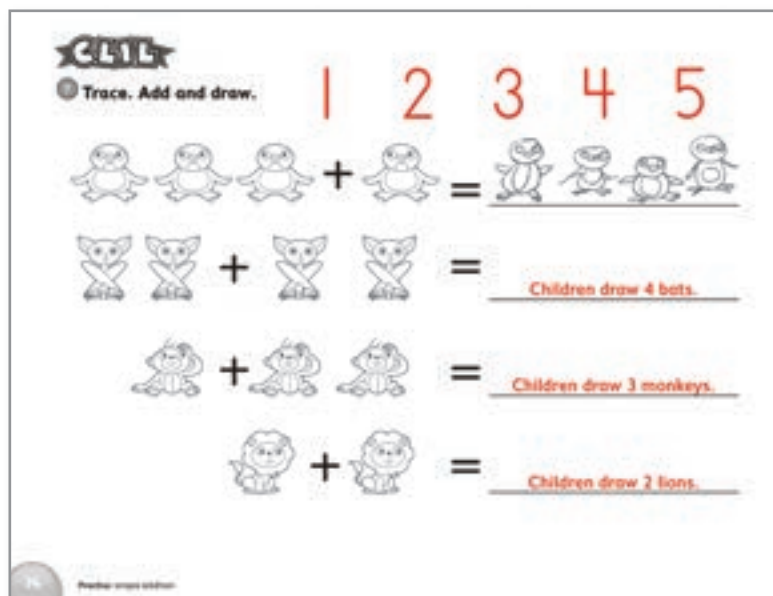
### STORY PRACTICE

4 Trace and match. Colour and say.

Children colour the animals.

Practice: What's that? It's a lion.





## Activity Book Pages

### 9 Places

1 Trace, colour, and say.

Children colour the pictures.

Practice building: mountain, river, traffic light.

### VOCABULARY

2 Match, colour, and say.

Children colour the pictures.

Practice building: forest, flat, forest, mountain, river, street, traffic light.

### STORY PRACTICE

3 Draw a bear. Colour and say.

Children colour the picture.

Practice: Where do bears live? They live in the country.

### STORY PRACTICE

4 Join the dots. Colour and say.

Children colour the picture.

Practice: Where do bears live? They live in the country.