

Show and Tell

Teacher's Book

1

Show and Tell

Teacher's Book 1



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Scope and Sequence

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	LETTERS & PHONICS	VALUES	NUMBERS	CLIL	SHOW AND TELL PROJECT
Hello Do you want to play?	May, Sam, Bird, teacher, boy, girl, welcome, hello, goodbye, Benny, Prickly, Fifi, blue, red, yellow, ball	What's your name? I'm (May). Yes./No.	An introduction to letters and their names	Greetings: Hello. How are you? Hi. I'm fine. Thank you.			
Unit 1 Who's in your family?	brother, sister, mom, dad, hat, mittens, coat, shoes, friend, baby, bear	Who's he/she? He's/She's my (dad). Put on your (coat). This is a (bear). It's a (baby).	a, b, c apple, bus, cat	Helping friends: Please help me find my hat. Here it is. Thank you.	1, 2	Social Science: Family and friends	Making a picture frame
Unit 2 What's this?	book, bag, pencil, crayon, doll, ball, boat, teddy bear, bees, doors, old, new	What's this? It's a (crayon). Find the (boat). It's old/new. This is my (cat).	d, e, f dog, elephant, fish	Sharing: Let's play with (the teddy bears). Good idea!	3, 4	Social Science: Old and new toys	Making a Show and Tell box
Unit 3 How many eyes?	eyes, ears, nose, mouth, head, tummy, hands, feet, arms, legs, dives, hard, soft, feather, stone	How many (eyes)? I have 2 (eyes). I have 1 (nose). It's (hard/soft). Clap your hands.	g, h, i goat, hat, insect	Washing hands: We need to wash our hands. Okay. Pass the soap, please.	5	Science: Exploring the sense of touch	Making a Feely Picture
Revision Story 1: The Scarecrow	scarecrow, cloud, fingers, toes, moon			Being active			
Unit 4 What do you ride?	car, bus, bike, train, green, pink, purple, plane, balloon, wheels, fast, slow, big, small, the winner, picture	Do you have a (bus)? Yes./No. What color is it? It's (green). Let's try a (plane) and a (train). The (train) is the winner.	j, k, l juice, kite, leg	Thinking of others: Shh. Sit down and be quiet, please. Oops! Sorry.	1, 2, 3, 4, 5	Math: Wheels experiment – size versus speed	Making a wheel picture
Unit 5 What can you find outside?	hill, flower, tree, lake, slide, swing, seed, pot, water, flower, sticks, in, on	I see a (lake). I'm big/small. Is it big/small? Yes./No. It's (small/pink). It's in/on (the pot/ table).	m, n, o moon, nest, octopus	Playing safely: Look out! Here I come! Okay.	6, 7	Science and Nature: How seeds grow	Making a flower

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	LETTERS & PHONICS	VALUES	NUMBERS	CLIL	SHOW AND TELL PROJECT
Unit 6 What's in the toy box?	table, chair, computer, toy box, square, circle, triangle, star, plates, limes, color, pattern, cut, scissors, stick, glue, shapes, mat	Where's the (computer)? It's on/in the (table/toy box). Look at my (toy box)!	p, q, r pencil, quilt, rabbit	Helping to clean up: Let's help clean up. Okay. Let's clean the (table). Let's put away the (toys).	8, 9	Math, Art: Identifying patterns	Making a shape mat for snack time
Revision Story 2: Incy Wincy Spider	up, down, spider, rain, sun			Being aware of the weather			
Unit 7 What pets do you like?	cat, bird, rabbit, turtle, mouse, pet, cute, feed, brush, love, toy, play with, pen, favorite	I like (birds). 1 rabbit. 2 cats. My favorite pet is a (cat). I (feed) my (pet).	s, t, u sun, table, umbrella	Being kind to animals: Be gentle with (the cat). Okay.	10	Social Science: Caring for pets	Making a sock puppet
Unit 8 What can you do?	roll a hoop, bounce a balloon, blow bubbles, stack cups, throw, hop, count, jump, fly, crawl, swim	I can/can't (blow bubbles). Can you (count)? Yes./No. (A mouse) can/can't (swim). I can/can't (jump). I can count.	v, w, x van, wheel, fox	Valuing others' achievements: Good job! Hurray for (Ava).	Numbers 1–10	Science and Nature: What can animals do? What can we do?	Preparing a mini fair
Unit 9 What snacks do you like?	apple, grape, strawberry, banana, snacks, pizza, cheese, pancakes, cookies, honey, carrots, tomatoes, cucumbers, sandwich, picnic	Do you like (apples)? Yes./No. I don't like (pizza). What's your favorite snack? My favorite is (cheese).	y, z yogurt, zoo CVC words bag, hop, ten, cup	Asking politely: May I have (a banana/some grapes), please? Sure.	Numbers 1–10	Social Science: Healthy snacks	Preparing a picnic
Revision story 3: Let's Race!	run, race, orange, stop, wait			Being modest			

Welcome to Show and Tell

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

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

Show and Tell provides:

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

Meeting the needs of the young learner

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

The whole child

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

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

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

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

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

Learning in context

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


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

Active learners

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

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

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

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

Features of Show and Tell

Every unit of *Show and Tell* includes:

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

take-home-projects and other pieces of work. The home-school links provided through take-home-projects widen the learning process by involving the family and others beyond the classroom.

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

The world of *Show and Tell*

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

The family

The child characters operate in a fun, real world setting and engage in activities the children can identify with. In Level 1 they appear on the opening page of each unit, to introduce the new topic, and then again in the *Show me* lessons.

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

The animals

Our lively, entertaining animal characters live and play in a forest and the children will love to find out all about the lives and antics of these charming characters. In Level 1 they appear in the *Read with me* pages.

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

The real world

In Level 1 four lessons use photographs to create a real-world context. They show children of a similar age for learners to identify with: playing games (*Play with me*), working on projects in a school context (*Show and Tell*), and learning to behave responsibly in school and outside (*Follow me*). We also use photographs to present content from a range of different subject areas in a vibrant way (*Explore with me*).

Component Overview

For the child:

• Student Book and MultiROM

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

include information about lesson stages along with a list of new and review language.

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

• **Activity Book**

The Activity Book is designed for use alongside the Student Book. Level 1 has a four-page starter unit, nine main units of seven pages each and three short reviews after units 3, 6 and 9. Each Activity Book unit provides further opportunities for practice of the vocabulary and structures presented in the Student Book along with a structured program to develop early reading and writing skills. In every unit there are opportunities for the children to think creatively and build upon what they have learned in the Student Book, particularly in the story, values and cross-curricular lessons. The Activity Book also provides many opportunities for personalisation, including a short end of unit project to take home and share with the family.

• **Literacy Book (A/B) (optional) Levels 2 & 3**

The Literacy Books are designed to help the children further develop early literacy and particularly phonics skills. Each four-page unit provides staged practice of identifying, producing, reading and writing the sound-spelling patterns, first in isolation and then in words and short texts. The texts include rhymes, simple stories and non-fiction texts.

• **Numeracy Book (A/B) (optional) Levels 2 & 3**

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

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

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

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

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

• **Class Audio CD**

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

For the teacher:

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

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

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

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

Unit structure

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

Hello Unit

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

Main units

Each main unit is divided into 10 lessons.

Lesson		Main aim
1	Opener	Four new vocabulary items presented and practiced
2	Play with me	New structure presented and practiced with vocabulary from Lesson 1
3	Read with me	Story with new language
4	Count with me	Numbers
5	Follow me	Values with functional language
6	Say it with me	Phonics
7	Explore with me	CLIL with associated new language
8	Say it with me	Phonics
9	Show me	Revision and self-assessment
10	Show and tell	Project work

Opener (Lesson 1)

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

- prepare for learning about the new topic through the *Get Ready to Learn* chant and activity routine
- are introduced to a new topic with the *Show and Tell* child characters (Sam, May, and Anna)

- review language from previous units through the picture
- learn four new topic related words using flashcards and the picture/poster
- hear and practice the new words in a listening activity
- play a game using the new words
- answer the Big Question – unit title – in relation to the picture

Main question of the unit presented

Stages of the lesson set out with audio references

New words referenced for teacher

Review words and structures referenced for teacher



Main vocabulary illustrated in the big picture

Critical thinking reference

Activity Book page reference

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

Play with me (Lesson 2)

Play with me lessons continue with more practice of the core vocabulary and integrate it with a new structure. They feature vocabulary stickers to promote fine-motor skills. In this lesson the children:

- review new vocabulary from the opener
- learn the first new structure of the unit via a photo and audio

- actively practice the new vocabulary and the new structure through a class game
- consolidate understanding of the new vocabulary combined with the new structure through a sticker activity

Photo of game with speech bubbles to build children's awareness of text (optional)



Illustrations of main vocabulary items for stickers

Stages of the lesson set out with audio references

New structures referenced for teacher

Read with me (Lesson 3)

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

- learn the second vocabulary set and structure for the unit through a fun cartoon story involving the animal characters (Fifi, Benny, and Prickly)
- are gradually exposed to new “passive” vocabulary and functional language in the later units
- act out the story
- learn a new song relating to the story to consolidate the vocabulary from the unit
- sing the song with actions

Title of story

Stages of the lesson set out with audio references

New vocabulary referenced for teacher

New structures referenced for teacher

Activity Book page reference

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

Count with me (Lesson 4)

Count with me lessons introduce the children to the numbers 1 – 10 and develop early counting and number recognition. There are large numbers on the page for finger/pencil tracing. There is also a TPR counting chant and related “on the page” counting activities. In this lesson the children:

- learn new numbers through audio and pictures
- practice pre-writing skills through tracing numbers in their books
- are introduced to counting, and practice known numbers, through a TPR chant
- complete an “on the page” counting activity

Large numbers for finger tracing

Stages of the lesson set out with audio references

Activity Book page reference

“On the page” counting activity

New vocabulary and numbers referenced for teacher

Follow me (Lesson 5)

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

- are introduced to a new value through a photograph of children demonstrating good behaviour
- learn new “real language” that can be used in a variety of situations
- see the recorded text in speech bubbles to build their awareness of text (optional)
- listen to children modelling good behaviour
- act out good behaviour following the example
- learn a new “values” chant with actions, which can then be used in the class to encourage good behaviour

Photo illustrating the situation

Speech bubbles to build awareness of text (optional)

Stages of the lesson set out with audio references

Value referenced for teacher



Activity Book page reference

New words or expressions referenced for teacher

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

Say it with me (Lesson 6)

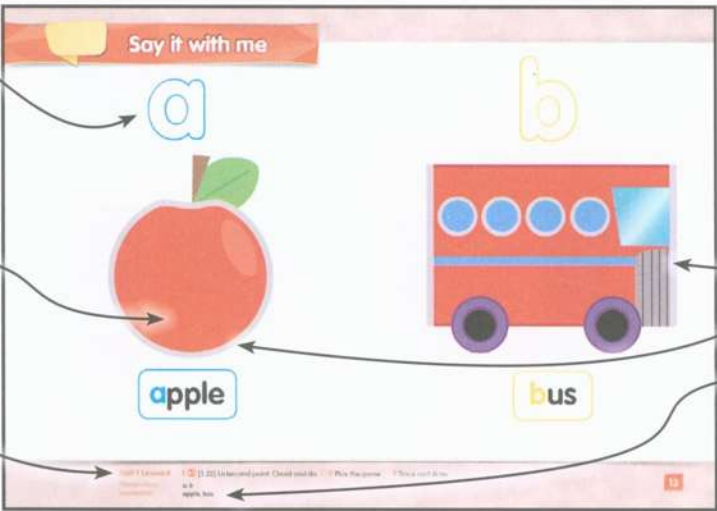
Say it with me lessons introduce the children to the alphabet and letter sounds along with a TPR chant. In this lesson the children:

- sing and act out the *Alphabet ride* song
- learn two new letters and sounds through a TPR chant
- play a letter recognition game
- learn early reading skills through exposure to letters and words and how they work together
- develop pre-writing skills and left to right directionality through simple tracing activities

Large letters for finger tracing

Illustrations of the alphabet exemplars

Stages of the lesson set out with audio references



On the page pre-writing activity

New letters and vocabulary referenced for teacher

Explore with me (Lesson 7)

Explore with me lessons bring together critical thinking skills and subject matter from across the curriculum, which practice a range of activities including exciting experiments and investigations. They also present a new structure and vocabulary.

In this lesson the children:

- study a cross-curricular topic through photos and audio

- learn appropriate language to discuss the topic
- complete their own experiment, investigation or practical activity
- explore other curriculum areas: math, science, art and social science
- complete a critical thinking activity “on the page”



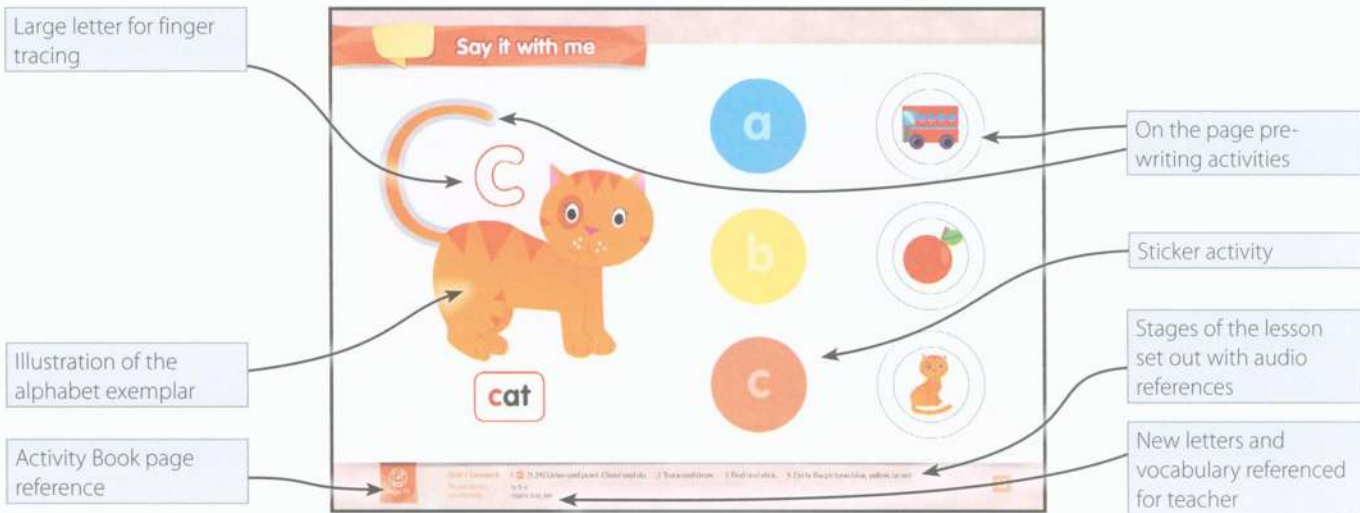
There is a corresponding Activity Book page to practice the new language and further develop the CLIL topic.

Say it with me (Lesson 8)

These Say it with me lessons introduce the children to a new letter and sound along with a TPR chant. They also review the letters of the alphabet learned earlier in the unit via a sticker activity, which promotes fine-motor skills. In this lesson the children:

- sing and act out the *Alphabet ride* song
- learn one new letter and sound through a chant

- learn early reading skills through exposure to letters and words and how they work together
- develop pre-writing and left to right directionality through simple tracing activities
- do a sticker matching activity
- complete a consolidation activity “on the page”



There is a corresponding Activity Book page to practice the letters and sounds taught in the unit.

Show me (Lesson 9)

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

- complete an “on the page” task to review the main vocabulary set

- play a group or class game to review the language of the unit
- answer the Big Question – unit title – with more confidence

"On the page" task relating to poster

Stages of the lesson set out

Main review language referenced for teacher

Illustration of game with speech bubbles to build children's awareness of text (optional)

Show and Tell (Lesson 10)

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

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

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

Illustrations showing how to do the project

Stages of the lesson

Activity book page reference

Example of language the children can produce (optional)

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

General teaching tips

Using stories

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

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

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

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

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

Teaching songs and chants

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

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

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

Working with crafts

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

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

Games in the classroom

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

Here are some suggestions:

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

Teaching phonics activities

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

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

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

Teaching sight words

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

Teaching handwriting

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

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

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

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

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

Assessment

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



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

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



Objectives

Introduce the course characters
Present phrases for greeting people and introducing yourself

Language

New: May, Sam, teacher, boy, girl, welcome
Hello. What's your name? I'm (May).

Materials

CD 1, Fifi puppet, Hello Flashcards, Hello Poster, Hello Picture cards (page 123), course character cut-outs, popsicle sticks, scissors, glue, a large, soft ball

Hello Lesson 1 page 4

Warmer

- Bring the Fifi puppet out from a bag and have her shyly say *Hello*. Fifi should go around the class saying *Hello* to the children, and encouraging them to repeat.

1 Listen and chant. 1-01

- Play the *Let's Get Ready to Learn* chant. Use Fifi to demonstrate the actions for the children to mimic.

1-01

Reach up, up, (hands stretch up high pulsing to "up" slowly)
Up, up, up, (as above but faster)
Now, clap, clap, (slow rhythm)
Clap, clap, clap, (faster)
And stamp, stamp, (stamp feet slowly and wide apart)
Stamp stamp stamp, (stamp feet together faster)
Say shh, shh, (finger to lips for both lines)
Sh sh shh, (tap lip with finger faster)

2 Listen and point. 1-02

- Make Fifi whisper in your ear. Tell the children that Fifi doesn't know their names. Model asking and answering with Fifi: *What's your name? I'm (your name).*
- Go around the class with Fifi asking children *What's your name?* If the children answer Fifi gives them a kiss and says *Hello (Maria).*

- Use the poster to introduce Sam and May. Say *Hello, Sam / May* and encourage the children to repeat after you. Ask the children to try to find Bird and say *Hello* to him, too.
- Help the children to make the course character cut-outs from the back of their books and glue them onto popsicle sticks.
- Hold up a character cut-out and say *Hello. I'm (Sam).* Encourage the children to say *Hello, (Sam)!*
- Play the recording for the children to listen and point to the correct people in their books.

1-02

Teacher: Hello. What's your name?

Sam: I'm Sam. I'm a boy!

Teacher: Hello. What's your name?

May: I'm May. I'm a girl!

3 Listen and repeat. 1-03

- Introduce the words *girl* and *boy*. Point to children around the class and say *girl / boy* as appropriate.
- Play the recording for the children to listen and point to the people in the dialogue in their books. Point to the characters on the poster and say *girl / boy*.

1-03

(Clap-clap-clap) Sam / (Clap-clap-clap) May

(Clap-clap-clap) Teacher / (Clap-clap-clap) Bird

4 Sing and do. 1-04

- Play the song, pausing to explain what happens at each stage. When a child is chosen from the group in the middle, he / she says their name and is asked to join the circle. They sing as they walk around and choose the next girl or boy.
- Play the song and encourage the class to play the game.
- Continue the game until all the children from the middle have made one big circle. Then the children shake their hands together and say *Welcome!*

1-04

Hold hands, around we go (x3)

Find a boy / girl in the middle.

Children: What's your name?

Sam / May: I'm Sam. / May.

Children: Join our circle, Sam. / May.

Round up

- Ask the children to cut out the family picture cards from the back of the Student Book for the next lesson.
- Teach the actions to the *Bye Bye* song. Play the song and practice the actions with the class.

1-05

Stand up boys, It's time to go. (boys stand up)

Stand up girls, It's time to go. (girls stand up)

Bye bye teacher, It's time to go.

Clap fast, clap slow,

It's time to go. (clap clap) (children wave goodbye)

Activity Book Lesson 1 page 5

1 Draw yourself.

Hello – Color with me



Objectives

Present the story characters
Color a picture

Language

Benny, Prickly, Fifi, blue, yellow, red, ball, boy, girl
Yes. / No.

Materials

CD 1, Fifi Puppet, Hello Flashcards, Hello Picture cards,
story character cut-outs (page 125), popsicle sticks,
scissors, glue, crayons, pencils

Hello Lesson 2 page 5

Warmer

- Play *Let's Get Ready to Learn* from Lesson 1. ⏱ 1:01
- Use the Fifi puppet to say *Hello* to individual children and ask them their names.
- Use the poster to introduce Benny and Prickly. If you like, you can help the children to make the story character cut-outs at this point and glue them onto popsicle sticks.
- Use the character cut-outs to act out introductions.
- Tell the children that Prickly is a girl. Ask the girls in the class to stand up, then sit down again. Tell the children that Benny is a boy. Ask the boys to stand up, then sit down again. Ask *What's Fifi? Is Fifi a boy or a girl?*
- Use the poster and the flashcards to introduce the colors *red*, *blue*, and *yellow*. Give a child a red flashcard and ask them to hold it up. The Fifi puppet points to the flashcard and says *Red!* Encourage the children to repeat the word. Ask the children to find red items on the poster.
- Use Fifi to demonstrate a game. Fifi points to a blue item and says *blue*. You say *yes*. Fifi points to a blue item and says *yellow*. You say *no*. Continue in this way, encouraging the children to join in.

1 Listen and point. ⏱ 1:06

- Ask the children to look at the big picture. Ask *Who can you see?*
- Tell the children to look at the three crayons at the top of the page and ask if they know any of the colors.

- Play the recording and ask children to listen and point to the crayons.

⏱ 1:06

Girl: blue

Boy: yellow

Girl: red

2 Listen and repeat. ⏱ 1:07

- Say and demonstrate *Point to the ball. It's yellow*. Repeat for the blue and red balls.
- Play the recording for the children to listen and point to the correct balls in their books.
- Play the recording again for the children to listen, clap, and repeat the words.

⏱ 1:07

Girl: (Clap-clap-clap) blue

Boy: (Clap-clap-clap) yellow

Girl: (Clap-clap-clap) red

3 Color and say.

- Hand out yellow, blue, and red crayons, or ask the children to take out their own colored crayons. Say *Show me (blue)*. The children hold up the correct colored crayons.
- Point to the ball on the page. Hold up a blue crayon and say *blue*. Demonstrate coloring the blue ball. Tell the children to color the blue ball in their books. Continue in this way to complete the yellow and red balls.
- When everyone has finished coloring, point to the balls in your book and ask children to say the correct colors.

4 Find red, yellow, and blue things in the room.

CRITICAL THINKING

- Ask the children to find and point to / hold up red / blue / yellow objects in the classroom. Encourage them to say the color words for each item.
- If you like, you can place the red, blue and yellow flashcards on three separate tables and ask the children to collect items of the same color and put them on the correct tables.
- Alternatively, you can pin the red, blue, and yellow flashcards in different places in the classroom. Hold up a red / blue / yellow object and ask the children to go to the correct flashcard.

Round up

- Say *Stand up if you are wearing (red)*. Repeat for *yellow* and *blue*.
- Congratulate the children on their achievement. Play the *Bye bye* song for the children to do the actions and join in. ⏱ 1:05

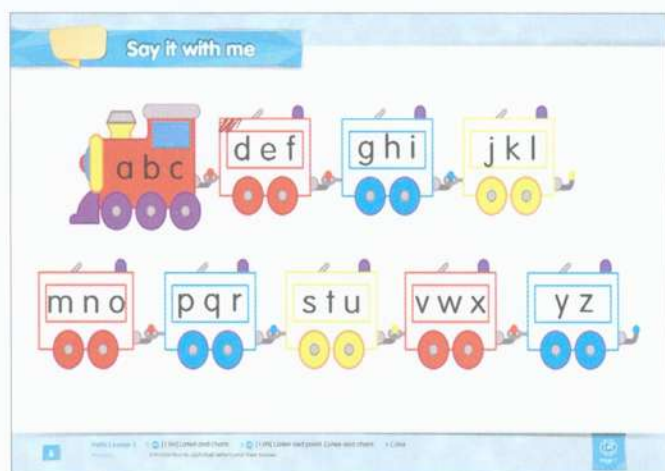
Activity Book Lesson 2 page 6

1 Find the balls. Trace and color.

- The children trace the lines to link the story characters to their balls, then color the balls. Tell the children to use red, blue, and yellow to color their balls.

NOTE Bring lots of picture books to class for the next lesson.

Hello – Say it with me



Objectives

To present the alphabet

Language

alphabet sounds, letter introduction

Materials

CD 1, Fifi puppet, Alphabet poster, Hello Letter cards, picture books, finger paints (optional), large sheets of paper (optional), newspaper (optional)

Extra activity

Cover a table with newspaper and hand out large sheets of paper and finger paints. Show the children how to make different shapes on the paper using their fingers and the paint. They can make lines, circles, zig-zags, etc. Move around the class and ask children to show you how they made different shapes.

Hello Lesson 3 page 6

Warmer

- Play *Let's Get Ready to Learn* from Lesson 1. Demonstrate the actions for the children to mimic as the chant plays. 1-01
- Use the Fifi puppet to say *Hello* to individual children and ask them their names.

CRITICAL THINKING

- Show the children lots of picture books. Explore the books with the children. Ask the children to identify pictures and text. Ask them what the text tells us (stories, signs, names, etc).

1 Listen and chant. 1-08

- Make the Fifi puppet say *I love letters!* Show the children the alphabet poster. Use the Fifi puppet to show the children the letters that the animal characters' names start with, but don't expect the children to say the letters or what they stand for yet.
- Make the Fifi puppet say *I like to draw letters in the air!* Practice making letter shapes in the air with the puppet. Demonstrate as you say *Up and down and round and*

round. Encourage the children to copy the movements you make.

- Play the *Alphabet ride* chant and teach the children the actions (they draw up and down shapes in the air for the first line, draw round and round shapes in the air for the second line, then mime being superheroes / flying / cheering for the last line).
- Play the *Alphabet ride* chant again for the children to do the actions and join in where possible.

1-08

Are you ready, kids? We're going on an alphabet ride!
Up and down. (drawing shapes in the air up and down)
Round and round. (drawing shapes in the air round and round)
Let's make letters.
And let's make sounds. (being superheroes / flying / cheering for the last line)
Weeeeeeeeee!

2 Listen and point. Listen and chant. 1-09

- Look at the picture in the book. Point to each of the carriages in the "alphabet ride" and say the colors. Ask the children to say the colors for each of the carriages.
- Ask the children *Can you find any letters on the ride?* Invite the children to say any letters they know.
- Play the chant and encourage the children to chant along with the alphabet if they can.

1-09

A, B, C,
D, E, F,
G, H, I,
J, K, L,
M, N, O,
P, Q, R,
S, T, U,
V, W, X,
Y, Z.

3 Color.

- Ask the children to take out their colored pencils. Point to the first train carriage and trace the colored outline with your finger. Ask the children to hold up the same color crayons. Demonstrate coloring in the first train carriage and tell the children to do the same. Repeat for the other carriages.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song.

Activity Book Lesson 3 page 7

1 Circle the letters.

- The children find and circle the letters in the picture (m, k, u, b, w, g, f, j, s, o).

Hello – Follow me



Objectives

Learn about the importance of greeting people

Language

New: Hello / Hi, How are you? I'm fine, thank you.

Materials

CD 1, a beanbag

Extra activity

Line the children up in two lines facing opposite one another leading to the front of the class. The children at the front of each line act out the dialogue from this lesson. When they have said their lines, they go to the back of the other line (so that they take a different role next time). Continue until each child has had a turn at both roles.

Hello Lesson 4 page 7

Warmer

- Play *Let's Get Ready to Learn* from Lesson 1. Demonstrate the actions for the children to mimic as the chant plays. 🎧 1•01
- Use the Fifi puppet to say *Hello* to individual children and ask them their names.
- Use the Fifi puppet to act out a role-play with yourself as follows:
Fifi: Hello! You: Hello!
Fifi: How are you? You: I'm fine, thank you.

1 Listen and point. Listen and repeat. 🎧 1•10

- Look at the photos and ask children to listen to the recording and point to the people speaking in their books as they listen to the dialogue.
- Play the recording again, pointing to each of the speech bubbles and showing how they match to the people speaking.
- Play the recording again, pausing after each line and encouraging the children to repeat the lines.

🎧 1•10

Teacher: Hello. How are you?

Child: Hi. I'm fine. Thank you.

2 Say and act out.

- Ask the children to act out the dialogue in pairs.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

3 Listen and chant. 🎧 1•11

- Play the chant once for the children to listen. Show them the actions and practice them together.
- Play the chant again two or three times for the children to do the actions and try to chant along.

🎧 1•11

Teacher: Hello. (children wave)

Echo: Hello.

Teacher: How are you? (shake hands)

Echo: How are you?

Child 1: I'm fine. (pat their chests)

Echo: I'm fine.

Child 1: Thank you. (nod in thanks)

Echo: Thank you.

Teacher: Hello. How are you?

Child 1: I'm fine. Thank you.

Round up

- Tell the children to stand in a circle. Throw a beanbag to a child and say *Hello. How are you?* The child catches the beanbag and says *I'm fine, thank you.* The child then throws the beanbag to someone else to continue the game.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song.

Activity Book Lesson 4 page 8

1 Look and draw 😊 or ☹️. Color.

- The children decide which picture shows children greeting each other politely. They complete the faces by drawing a smile under the picture that shows children greeting each other politely and a sad mouth under the picture that shows children not greeting each other nicely.

ANSWERS



Who's in your family ?



Objectives

Familiarize children with words for family members
Introduce the unit topic

Language

New: brother, sister, mom, dad

Recycled: names, boy, girl, blue, yellow, red

Materials

CD 1, Fifi puppet, Unit 1 Flashcards, Unit 1 Poster, Unit 1 Picture cards (Student Book page 105)

Extra activity

Pin the mom, dad, brother, and sister flashcards around the classroom. Say (*dad*). The children go to the correct flashcard. If you like, you can play music between each instruction so that the children dance around while they wait to hear which flashcard to go to next.

Unit 1 Lesson 1 page 8

Warmer

- Play the *Hello* chant from Lesson 4. Demonstrate the actions for the children to mimic as the chant plays. 1•11

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review Sam and May's names.
- Use the flashcards of the characters to introduce the new people (Dad, Mom, and Anna).
- Tell the children that the characters are all from one family. Hold up the picture of Sam. Say *Sam. He's the brother.* Continue with May and Anna (*She's the sister*).
- Show the pictures of mom and dad. Say and present these new words.
- Play a matching flashcard game. Give children the flashcards and ask them to come to the poster and match the flashcards to the same people on the poster.

2 Listen and point. 1•12

- Play the recording for the children to listen and point to the correct people in their books.

1•12

brother, sister, mom, dad

3 Listen and repeat. 1•13

- Play the recording for the children to listen, clap, and try to repeat the words, first chorally, then individually.

1•13

(Clap-clap-clap) brother / (Clap-clap-clap) sister

(Clap-clap-clap) mom / (Clap-clap-clap) dad

4 Say and play.

- Play a flashcard game. Show the flashcards, one at a time. The children say the correct word for each flashcard. Show the flashcards faster and faster.

Teacher: *Show me, show me,*

Show me brother. Show me and say.

Children (in turn): *Brother, brother, brother, brother.*

Teacher: *Show me, show me,*

Show me sister. Show me and say.

Children (in turn): *Sister, sister, sister, sister.*

Teacher: *Show me, show me,*

Show me mom. Show me and say.

Children (in turn): *Mom, mom, mom, mom.*

Teacher: *Show me, show me,*

Show me dad. Show me and say.

Children (in turn): *Dad, dad, dad, dad.*

All: *Brother, sister, mom, dad. Hurray!*

5 Who's in your family?

CRITICAL THINKING

- Introduce the Unit Question: *Who's in your family?* Focus on the picture. Encourage the children to compare the family in the picture with their family. Point to the people in the picture and ask *Who's this?* The children answer (*mom / dad / brother / sister*). Ask *Who's in your family?* The children answer with the words for the family members in their family.

Round up

- Ask *Where's Bird?* The children to find and point to Bird in the picture.
- Ask the children to point to yellow, blue, and red items in the picture, then to find yellow, blue, and red items in the classroom.
- Help the children to cut out the family picture cards from the back of the Student Book for the next lesson.
- Play the *Bye Bye* song to end the lesson. The children can sing along and do the actions. 1•05

Activity Book Lesson 1 page 9

1 Match and say.

- The children trace over the lines to match the silhouettes to the pictures, then say, e.g.: *She's the mom.*

1 Play with me



Objectives

Practice the family vocabulary through a game

Language

New: Who's he / she? He / She's my (brother).

Recycled: family

Materials

CD 1, Fifi Puppet, Unit 1 Flashcards, Unit 1 Picture cards, Unit 1 Stickers

Unit 1 Lesson 2 page 9

Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the chant plays. 🎧 1-01
- Use the Fifi puppet and the flashcards to review the family vocabulary from Lesson 1. Play a flashcard game with Fifi, e.g.: show a flashcard and say correct or incorrect words. The children say *yes* or *no*.
- Review the words *boy / girl* for each of the characters: *Sam / boy, May / girl*, etc. Play a quick *girl / boy* game. Say and demonstrate *Hands up, girls! Hands up, boys! Say Stand up / sit down, girls / boys!* and the children do as you ask. Go faster and faster.
- Explain that sometimes we don't want to repeat the name of someone so we say *he* or *she* instead.
- Say:
Boy, boy, boy, is he, he, he
Girl girl girl, is she, she, she
And I, I, I, am me, me me!
Then hold up the flashcards or point to children around the class and encourage the children to say *he* or *she* with you.
- Tell the children that the Fifi puppet doesn't know who all the people on the flashcards are. Hold up the flashcards one at a time. The puppet asks *Who's she / he?* You reply (*He's Sam*). The puppet then asks the same question to the class and they reply (with your help) together. Use the Fifi puppet to ask about children around the class.

1 Listen and point. 🎧 1-14

- Explain that the children in the photo are playing a game. Play the recording for the children to listen and look at the picture.

- Play the recording again for the children to listen and point to the correct flashcards in the photo.

🎧 1-14

May: Hello. I'm May, and this is my family.

Dad: Hello, May!

Narrator: Who's he?

May: He's my dad!

Mom: Oh, hello.

Narrator: Who's she?

May: She's my mom!

Sam: Hi!

Narrator: Who's he?

May: He's my brother!

Anna: Hello.

Narrator: Who's she?

May: She's my sister, Anna!

2 Listen again and play the game.

- Tell the class they are going to play the same listening game. Set up the game in the classroom with the flashcards of the characters either stuck to the wall or on a table. Ask one or more children to come to the front and stand under the May flashcard. Tell them that they are being May.
- Play the recording, pausing after the questions for the children to guess who each person is. They can guess by calling out the name or by picking up / pointing to the correct card.
- If you like, the children at the front can answer chorally. Alternatively, the class can answer chorally, or confident children can take turns to ask and answer individually

3 Listen and stick. Listen and repeat. 🎧 1-15

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what each sticker shows and say *Who's he / she?*
- Play the recording, pausing after each exchange for the children to find the correct sticker and the correct place on the Student Book page.
- If you like, you can ask children to listen and point to the correct stickers in their books before they stick the stickers onto the Student Book page.
- Play the recording again and encourage the children to repeat May's lines.

🎧 1-15

May: Hi. I'm May.

Narrator: Who's he?

May: He's my brother.

Narrator: Who's she?

May: She's my mom.

Narrator: Who's he?

May: He's my dad.

Narrator: Who's she?

May: She's my sister.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song.

1 Read with me



Objectives

Listen to and understand a story

Language

New: hat, mittens, coat, friend, Put on your (coat).

Recycled: mom, hello, goodbye

Materials

CD 1, Fifi puppet, Unit 1 Poster, Unit 1 Flashcards, Unit 1 Picture cards, character cut-out puppets, mittens, hats, coats (for props), colored pens / pencils / crayons

Unit 1 Lesson 3 page 10

Warmer

- Ask the children to sit in a circle and hand out the four flashcards to different children.
- Play some music and tell children to pass the cards around.
- When you stop the music, the children holding a flashcard need to call out the character name.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story. Talk about the pictures. Ask *Who can you see? Who is with Prickly? Who's he? (Benny).*
- Go over the story frame by frame and introduce the new clothing words and the phrases *He's my friend. / Put on your coat.*

2 Listen and point. Listen and repeat. 1-16

- Play the story and have the children point to the story frames as they listen.
- Listen to the story again, encouraging the children to point to the clothes in the pictures as they are mentioned.
- Encourage the children to listen again, pausing so they can repeat the lines of the story.
- Ask groups of children to mime the story along with the recording, using clothes as props.
- The children can also use their cut-out puppets to act out the story.

1-16

1 Fifi: Hello!

Mom: Eeeek! Who's she?

Prickly: She's my friend Fifi.

2 Benny: Hello!

Mom: Eeeeeeeeeek! Who's he?

Prickly: He's my friend Benny.

Fifi: Let's play!

3 Mom: Okay. Put on your coat.

Prickly: My coat ... and my hat.

Fifi: Put on your mittens too.

4 Prickly: Bye bye Mom!

Mom: Goodbye Prickly! Goodbye Benny! Goodbye Fifi!

Benny: Hee! Hee! This is fun.

3 Sing and do. 1-17

- Play the song through once and introduce the actions.
- Encourage children to act out the song. After several repetitions, encourage the children to sing along.
- If you like, you can teach a few new clothing items and help the children make up a new song verse.

1-17

Put on your hat. (Pull hat on head)

Put on your hat.

Put on your hat.

Now you're ready for the outside boogie. (Hands on hips and shimmy)

Jump, jump, and boogie. (Jump and shimmy)

Shake, shake, and boogie. (Shake head and shimmy)

Clap, clap, and boogie.

Boogie outside all day!

Put on your coat. (Putting on a coat)

Put on your coat.

Put on your coat.

Now you're ready for the outside boogie. (Hands on hips and shimmy)

Oh yeah!

Chorus

Put on your mittens. (Putting on mittens)

Put on your mittens.

Put on your mittens.

Now you're ready for the outside boogie. (Hands on hips and shimmy)

Chorus

Round up

- Ask questions about the story (e.g.: *Who are Prickly's friends? What clothes does Prickly put on?*) and encourage the children to answer.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song.

Activity Book Lesson 3 page 10

1 Find and color.

- The children look at the pictures on the left, then find and color the same items in the large picture on the right.

1 Count with me



Objectives

Practice counting items (1 and 2)

Language

New: 1, 2, shoe(s)

Recycled: mom

Materials

CD 1, Unit 1 Number cards, known clothes or other known items, a large box, colored pens / pencils / crayons

Unit 1 Lesson 4 page 11

Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the chant plays. 🎧 1•01
- Use the Fifi puppet to introduce the concept of counting. Assemble various objects (in ones and twos) for the children to count. Hold up the single items and say *one*. Then count the double items – *one, two*. Count on your fingers *1, 2*.
- Show the children the numbers *1* and *2* on flashcards, or draw them on the board. Show them how to say and draw the letters in the air with you.
- Ask the children to open their books and look at the numbers on the Student Book page. Trace over the number *1* with your finger and encourage the children to copy. Trace over the number *2* twice. Count the mom and count the shoes.

1 Listen and point. Listen and repeat. 🎧 1•18

- Play the recording for the children to listen and point to the correct numbers.
- Play it again for the children to repeat the numbers.

🎧 1•18

1 ... 1 mom

2 ... 2 shoes

2 Chant and do. 🎧 1•19

- Present and practice the actions for the chant.
- Play the recording and show the children the actions.

- Play the recording again. Have the children do the actions for the chant and join in if possible.

🎧 1•19

Fingers ready?

Count, count, count.

Can you count these things?

Count, count, count.

Can you count and sing?

We can count 1!

1, 1, 1, and now we can count 1! (*Putting up fingers*)

And give 1 kiss to mom! 1, 1, 1, (*Miming kissing*)

And give 1 kiss to mom! 1, 1, 1,

Now we can count 1!

We can count 1,

And now we can count 2! (*Putting up fingers*)

2, 2, 2, now we can count 2!

Put on our shoes! 2, 2, 2, (*Mime putting on shoes*)

Put on our shoes! 2, 2, 2

Now we can count 2!

3 Find and color. Count and say.

- Ask children to look at the big picture. Ask *What can you see?* Tell them there is one hat. Tell the children to find and hold up a red crayon. Then say *Find and color one hat* and demonstrate coloring the hat. Repeat for the mittens.
- Ask *How many hats?* Point to the hat and encourage the children to do the same. Say *one hat* and encourage the children to do the same. Repeat for the mittens, encouraging the children to count together (*one mitten, two mittens*).

CRITICAL THINKING

- Assemble clothes or other items in a box and ask the children to put together groups of 1 or 2 items.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 4 page 11

1 Match and color.

- The children draw lines to match the numbers to the pictures. They then color the items of clothing.

ANSWERS

1 hat, coat 2 mittens, shoes

1 Follow me



Objectives

Learn about the importance of helping friends

Language

New: Please help me find (my hat). Here it is. Thank you.

Materials

CD 1, toys / items of clothing

Extra activity

Hold up a known toy or a known item of clothing (e.g.: hat, mitten, coat, ball) and ask the children to say the word. Tell the children to close their eyes. Hide the item somewhere in the classroom (not too well concealed – perhaps on a shelf or under a desk). Tell the children to open their eyes. Say *Please help me find my (hat)*. The children look around the classroom until one of them finds the hidden item. Encourage the children to say *Here it is* when they find the item. Say *Thank you* when the children give you the item. Confident children can take a turn to hide an item for the rest of the class to find.

Unit 1 Lesson 5 page 12

Warmer

- Play the song from Lesson 3. Encourage the children to do the actions and join in when they can. 🎧 1•17
- Hold up known items in groups of one or two (e.g.: two balls / one hat / two mittens / one coat). Encourage the children to count the items with you (*one, two*). Invite children to hold up one or two items for the rest of the class to count together.

1 Listen and point. Listen and repeat. 🎧 1•20

- Look at the photos and ask children to listen to the recording and point to the people speaking in their books as they listen to the dialogue.
- Play the recording again, pausing after each line and encouraging the children to repeat the lines.

🎧 1•20

Child 1: Please help me find my hat.

Child 2: Here it is!

Child 1: Thank you.

2 Say and act out.

- Ask the children to act out the dialogue in pairs. You may want to play the recording again for them first.
- If you like, you can hold up a toy or an item of clothing and say *Please help me find my ...* The children complete the sentence.
- The children can act out the dialogue using other clothes / toy words they know.

3 Listen and chant. 🎧 1•21

- Play the recording once for the children to listen. Show them the actions and practice them together.
- Play the chant again two or three times for the children to chant and clap along to.
- Use the chant when you need the children to help each other or you in the classroom.

🎧 1•21

Hands out (clap, clap), (*hold out hands, palms up*)

Let's help our friends. (*open arms wide*)

Hands out (clap, clap),

Let's help our friends.

Let's lend a helping hand (clap, clap). (*reach out to hold partner's hand*)

Round up

- Ask the children how they help their friends and family.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 5 page 12

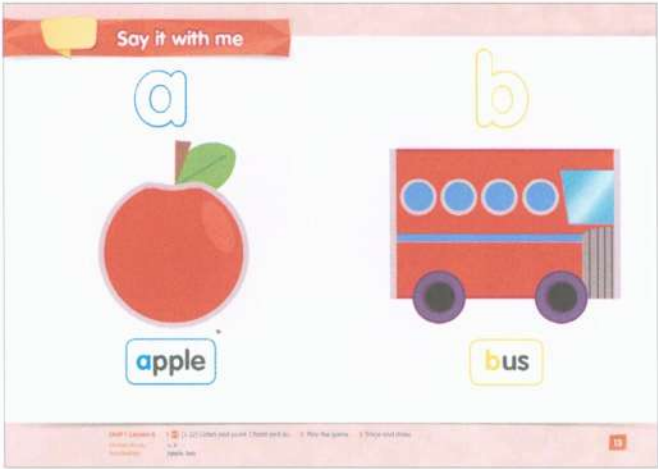
1 Look and draw 😞 or 😊. Color.

- The children decide which picture shows children helping their friends. They complete the faces.

ANSWERS

😞 😊

1 Say it with me



Objectives

To practice the letters and sounds *a* and *b*

Language

New: *a, b, apple, bus*

Materials

CD 1, Fifi puppet, Alphabet poster, Unit 1 Letter cards, Unit 1 Stickers, sand / modelling clay (optional)

Extra activity

Write a jumbled selection of large letters on the board, with the letter *a* written in the jumble several times. Invite children to come to the board and touch (or circle) one of the letter *as*. If children touch the letter, you can circle it or erase it. Repeat until all the letter *as* have been circled or erased. Repeat the activity with the letter *b*.

2 Play the game.

- Play *Pass the letters*. The children sit in a circle. Give individual children the letter cards for *a* and *b*. Say *Pass the letters!* The children pass the letters around the circle until you say *Stop*. *Who has the letter (letter name)?* The child with this letter holds it up and says the sound. Continue until both of the letters are found. You can play some music whilst the letters are being passed around.
- Explore other ways of making the two new letters. The children can draw letters in the sand, make letters with their bodies, with modeling clay / play-dough, etc.
- Say words beginning with *a* or *b* (e.g.: *apple, ant, Anna, arrow / bed, ball, bus, boy*). The children hold up the letters they have made or make letters with their bodies to show the initial letter for each word.

3 Trace and draw.

- Ask the children to trace the letters with their fingers once again.
- Ask children to look at the pictures. The children can then do the pre-writing activity of drawing the “missing” parts of the apple and the bus by tracing over the gray lines.

Round up

- Tell the children to clap once when they hear the letter *a* and twice when they hear the letter *b*. Say words beginning with *a* or *b*. Start slowly, then say the words faster and faster.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Bring some photos of mom and baby animals and humans from the Internet or magazines to the next lesson.

Unit 1 Lesson 6 page 13

Warmer

- Sing and act out the *Alphabet ride* chant (from Hello unit).
🕒 1:08
- Use the letter cards or the poster to introduce the letter *a* to the Fifi puppet. The puppet asks *What's this?* Say *It's the letter a (letter name)*. *A* says *a*, and the puppet repeats the *a* sound.

1 Listen and point. Chant and do. 🕒 1:22

- Look at the book and point to the *a*. Ask the children to trace it with their fingers. Point to the apple. Listen and act out the *a* chant. Trace the *a* in the air.
- Repeat the above for the letter *b*.

🕒 1:22

Letter *a* says *a*,
a, a, a – apple!
Draw an *a* in the air,
Draw an *a* everywhere!

Letter *b* says *buh*
buh, buh, buh – bus!
Draw a *b* in the air,
Draw a *b* everywhere!

1 Explore with me



Objectives

To talk about moms and babies

Language

New: baby, bear, cat

This is a (bear). It's a (baby).

Materials

CD 1, photos of baby and mother animals and people, colored pens / pencils / crayons

Extra activity

Hand out photos of mommy and baby animals and humans so that each child has one photo. The children then move around the class until they find the person with the matching photo (e.g.: a child with a mommy bear photo has to find a child with a baby bear photo). When the children have found their partners they should come to you and show you their photos. Encourage them to say what their photos show (e.g.: *This is the mommy. This is the baby.*).

Unit 1 Lesson 7 page 14

Warmer

- Play the chant from Lesson 5 and encourage the children to join in and do the actions. 🎧 1•21
- Ask the children to look at the Student Book page. Pre-teach the words *baby cat* and *bear*. Ask *Is there a baby (cat / bear)? Is this a (mom / baby)?* about the animals and people in the picture.

1 Listen and point. 🎧 1•23

- Explain that the children are going to listen to some children talking about the picture on the Student Book page.
- Play the recording. The children listen and point to the animals and people.

🎧 1•23

Child 1: Look! This is a bear. It's a mom.

Child 2: And this is a bear. It's a baby.

Child 2: Look! This is a cat. It's a mom.

Child 1: And this is a cat. It's a baby.

Child 2: Look! Here's a mom. And this is her baby.

2 Explore together.

CRITICAL THINKING

- Tell the children that they are going to play a game like the children in the picture.
- The children can play the game in groups, with each group sitting around a table.
- Hand out photos of mom and baby animals and humans to each group of children.
- The children match the photos of the babies to the photos of the moms. Ask the children to hold up the pairs of photos to show you and the rest of the class.
- Make a display of the mothers and babies on the board.

3 Match.

CRITICAL THINKING

- Focus on the pictures on the right of the page. Say *Point to the (mom / cat)* etc. The children point to the correct picture.
- Look at the example answer together and with a pencil show the children how to match the baby and the mom together. The children then complete the activity in their books. Ask them to show you the lines they have drawn to match each baby to its mom.

CLIL BOX: SOCIAL STUDIES: MOTHERS AND BABIES

This lesson focuses on identifying mothers and babies in the animal and human world. The children learn that animals have family structures just like humans do, with moms, dads, and babies. They learn to identify members of animal families.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 7 page 13

1 Match and color.

- The children match the babies to the moms, then color the paths to show the route from each baby to its mom. They should use a different color for each path.

1 Say it with me



Objectives

To practice the letters and sounds *a*, *b* and *c*

Language

New: *c*, *cat*

Recycled: *a*, *b*, *apple*, *bus*

Materials

CD 1, Fifi puppet, Alphabet poster, Unit 1 Letter cards, squares of paper, colored pens / pencils / crayons

Extra activity

Say words beginning with *a*, *b*, or *c* (e.g.: *apple*, *ant*, *Anna*, *arrow* / *bed*, *ball*, *bus*, *boy* / *cat*, *car*, *cow*, *clock*). The children make letters with their bodies to show the initial letter for each word.

Unit 1 Lesson 8 page 15

Warmer

- Sing and act out the *Alphabet ride* chant (from Hello unit). 1•08
- Use the alphabet cards or poster to review the letters *a* and *b*. Draw the letters in the air.
- Use the letter card or poster to introduce the letter *c*. Ask the children to draw it in the air with you.
- Use the letter card or the poster to introduce the letter *c* to the Fifi puppet. The puppet asks *What's this?* Say *It's the letter c (letter name). C says c (k).* and the puppet repeats the *c (k)* sound.
- Ask the children to draw the letter in the air with you.

1 Listen and point. Chant and do. 1•24

- Look at the book and point to the *c*. Ask the children to trace it with their fingers.
- Point to the cat and review the word *cat*.
- Play the recording for the children to listen and point to the letter *c* and the picture.
- Play the recording again for the children to join in and act out the *c* chant, tracing the *c* in the air.

1•24

Letter *c* says *cuh*,
cuh, *cuh*, *cuh* – *cat*!
Draw a *c* in the air,
Draw a *c* everywhere!

2 Trace and draw.

- If you like, you can ask the children to trace the letter with their fingers once again.
- Focus the children's attention on the picture and ask them to do the pre-writing activity of tracing the cat's tail.

3 Find and stick.

- Point to each of the three letters in turn and ask the children to say them. Ask the children to say what color each letter is.
- Tell children to find the *a* sticker in their books. Tell them to use the colors to help them find the right letters. Hold up the *a* sticker and demonstrate matching and sticking it on to the blue letter *a*.
- Repeat the process above for the *b* and *c* stickers.

4 Circle the pictures blue, yellow, or red.

- Point to the pictures on the right of the Student Book page and name the items. Say *We are going to match the letters and the pictures.*
- Point to the *a* and ask *What color is it?* Hold up a blue crayon and say *blue*. Ask *What starts with a?* Go through the words one by one. Then say *Apple starts with a*. Circle the apple with blue.
- Continue in this way, circling the objects in the correct colors. If this is too complex, ask the children to draw lines from the letters to the objects. You can do this activity together.

Round up

- Write the letters *a*, *b*, and *c* on the board. Point to the letters and ask the children to say them. Trace one of the letters in the air, very slowly. The children call out the letter as soon as they can guess which letter it is. The first child to call out the correct letter can take a turn to trace another letter in the air for the rest of the class to guess.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lessons 6 and 8 page 14

1 Find and circle.

- The children find the letters and objects from the bottom picture in the main picture and circle them.

1 Show me



Objectives

To practice the language from the unit through a game

Language

Recycled: Who's this? dad / mom / sister / brother

Materials

CD 1, Fifi puppet, Poster from Lesson 1, Flashcards for family members, Unit 1 Picture cards, colored pens / pencils / crayons

Extra activities

Stick the flashcards for the family members on the board. Point to the flashcards and ask the children to say the family words. Tell the children to close their eyes. Remove one of the flashcards. Tell the children to open their eyes. Ask *Who's missing?* The children say the correct family word. Repeat the game until all the family words have been practiced.

Tell the children to take out their family member picture cards. Tell the children to choose who they want to be and hold on to that card. Say words for family members, one at a time. The children stand up if their word has been called. Say the words faster and faster.

Unit 1 Lesson 9 page 16

Warmer

- Sing the song from Lesson 3. The children can do the actions and join in where possible. 🎵 1•07
- Talk about the poster. Use the Fifi puppet to point to the people and ask *Who's he / she?* The children answer together.

1 Look at the poster. Find and color.

CRITICAL THINKING

- Focus on the activity at the top of page. Have the children name the people in turn. Then they look for the same people on the poster. You can invite children to come to the front of the class to look for the people on the poster.
- Tell the children to look at the pictures at the top of the Student Book and the poster. If the children can see the person on the poster, they color the square below the picture of that person in the Student Book. (The odd one out is the teacher).

2 Look at the picture and play the game.

- Focus on the picture. Tell the children that Sam and his friends are playing a game and that they are going to play the game, too.
- The children sit in the middle of the class. Say and demonstrate *Close your eyes*. Distribute the family flashcards (*mom, dad, brother, and sister*) around the classroom so that they are partially hidden, but not too difficult for the children to find.
- Say *Open your eyes*, then say the name of a family member, e.g.: *dad*. The children move to the correct flashcard. When they have reached it, ask *Who's he?* Encourage the children to answer *Dad*.
- Start the game again. Let the first child to get to the flashcard redistribute them and call out the new word.
- Continue the game until all the family words have been used.

3 Who's in your family?

CRITICAL THINKING

- Ask the class the big question for this unit: *Who's in your family?* The children say what family members are in their family and how many brothers or sisters they have.
- Encourage the children to look through the unit to help them find all the things they have learned about.

Round up

- Invite a child to come to the front of the class. Hand the child one of the family member flashcards. The child takes the flashcard, looks at it, and then holds it so that the rest of the class can't see it. Encourage children from the rest of the class to ask questions to guess the flashcard (e.g.: *Is it dad / mom / the sister / the brother?*). The first child to guess the family member correctly takes a turn to come to the front and hold a flashcard.
- Ask the children to bring a picture or photo of someone in their family and themselves to the next lesson.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Prepare a picture frame for the next lesson. Photocopy the picture frame PCM (page 126) (one copy per child).

1 Show and Tell



Objectives

To make a family picture frame

Language

Recycled: family
He's / She's my (mom).

Materials

CD 1, photocopies of the family picture frame PCM (one per child), craft items for the children to use to make their picture frames, e.g.: scissors, cardboard, glue, paints, glitter, sequins, etc., a completed family picture frame

Extra activity

Hold up one or two fingers (or a number card) behind your back, or hold one or two small items in your hand so that the children can't see how many you are holding. Ask the children *One or two?* The children call out their guesses (or hold up fingers to show their guesses). Show the children your fingers / items. Repeat the game, inviting children to hold up fingers / hold items for the rest of the class to guess.

Unit 1 Lesson 10: Project page 17

Warmer

- Play the *Number song* from Lesson 4. The children do the actions and join in where possible. 🎵 1•19
- Quickly review the family words. Ask the children how many brothers / sisters they have. The children hold up the correct number of fingers (or no fingers if they don't have brothers / sisters). Help if it is more than two.
- Show the children your completed family picture frame with a photo of someone from your family in it. Say *This is my sister. Look at her (hat).* etc.

1 Talk about the pictures.

- Establish that the children in the pictures are decorating picture frames and showing them to the class.
- Explain that the children are going to make their own special family picture frames and then show them to the class.

2 Make a picture frame.

- Hand out copies of the picture frame PCM (page 126) and help the children to cut out their frames. If you like, the children can stick their photocopies onto cardboard to make their frames stronger.
- The children can then paint, draw, color, and decorate their frames. They can add glitter, sequins, etc. to make them special.
- The children put the photos they have brought to class into the frames.

3 Show and tell.

- Display all the framed pictures on one side of a bulletin board. If possible, put photos of the children on the other side of the board (or ask the children to draw pictures of themselves to go on the other side of the board).
- Ask the children to look at the framed pictures on the bulletin board and guess which child is related to each of the people in the framed pictures. Point to each of the framed pictures and ask *Whose (mom / dad / brother / sister) is this?* The children say their guesses (the names of the related children). Then ask individual children to come up to the bulletin board, point to their frame and say (*She's*) *my (mom)*. Ask the children if their guesses were right.

Round up

- Ask the children to say what words / letters / numbers they have learned in this unit. Hold up the flashcards for the family members and ask the children to say the words. Invite children to show you the letters they have made or to make the letters *a-c* with their bodies. Ask children to count groups of one or two items around the class.
- Ask the children what they learned in the Follow me lesson in this unit (it's good to help people).
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 10 page 15

1 Paint and decorate.

- The children paint and decorate the outline to make a picture of a member of their family. They can then show their picture to the class and say *This is my (brother)*.

What's this ?



Objectives

Familiarize children with words for class objects
Introduce the unit topic

Language

New: book, bag, pencil, crayon

Recycled: Anna, Sam, May, boy, girl

Materials

CD 1, Fifi puppet, Unit 2 Flashcards, Unit 2 Poster, Unit 2 Picture cards (Student Book page 107)

Extra activity

Play a song from the Class CD. The children pass four class objects (a bag, a book, a pencil, and a crayon) around the class. Stop the music in random places. Ask the children holding the objects *What is it?* The children answer with the correct words for their objects.

Unit 2 Lesson 1 page 18

Warmer

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

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review the character names and *boy / girl*.
- Use the Fifi puppet and the poster / flashcards to introduce the new vocabulary.
- Open books and ask children about the picture. Ask children who they can see. What else can they say about the picture?

2 Listen and point. 🎧 1:25

- Play the recording for the children to listen and point to the correct class objects in their books.

🎧 1:25

book, bag, pencil, crayon

3 Listen and repeat. 🎧 1:26

- Play the recording for the children to listen, clap, and, if possible, repeat the words.

🎧 1:26

(Clap-clap-clap) book / (Clap-clap-clap) bag

(Clap-clap-clap) pencil / (Clap-clap-clap) crayon

4 Say and play.

- The children line up in groups of four with their own pencil, bag, book, and crayon (or picture cards for these items). Say the chant below, placing the flashcards on the board one at a time. The children take turns to say the names of the items and show their corresponding object or picture card. They then repeat all the items, and jump up and cheer as they say *Hurray*.

Teacher: *Show me, show me,*

Show me the book. Show me and say.

Children: *Book, book, book, book.*

Teacher: *Show me, show me,*

Show me the bag. Show me and say.

Children: *Bag, bag, bag, bag.*

Teacher: *Show me, show me,*

Show me the pencil. Show me and say.

Children: *Pencil, pencil, pencil, pencil.*

Teacher: *Show me, show me,*

Show me the crayon. Show me and say.

Children: *Crayon, crayon, crayon, crayon.*

All: *Book, bag, pencil, crayon. Hurray!*

5 What's this?

CRITICAL THINKING

- Introduce the Unit Question: *What's this?* Focus on the picture and ask the children to point to (*crayon / pencil / bag / book*) in the picture.
- Encourage the children to talk about their classroom objects. Hold up or point to crayons / pencils / bags / books belonging to children in the class and ask *What's this?* The children answer with the correct words.

Round up

- Ask *Where's Bird?* The children find and point to Bird in the picture.
- Help the children to cut out the class object picture cards from the back of the Student Book for the next lesson.
- Play the *Bye Bye* song to end the lesson. The children do the actions. 🎧 1:05

NOTE Bring a big tray and some unusually shaped / textured classroom objects to the next lesson for the game (e.g.: a small fat pencil, a bag that looks like a fluffy animal, cloth books, a shaped crayon, a shaped bag, etc.).

Activity Book Lesson 1 page 17

1 Color and say.

- The children color the pictures, then point to each picture and say the correct word.

2 Play with me



Objectives

Practice the class objects vocabulary through a game

Language

New: What's this? It's a crayon.

Recycled: classroom objects

Materials

CD 1, Fifi Puppet, Unit 2 Flashcards, Unit 2 Picture cards, Unit 2 Stickers, the objects collected in the previous lesson (e.g. three different kinds of bag / book / pencil / crayon)

Extra activity

Play a TPR game using picture cards or flashcards. Teach the following actions for the class object words: put your hands together and open them for *book*, do loopy sky writing for *pencil*, do coloring in the air for *crayon*, and mime putting a backpack on for *bag*. Show a flashcard. The children say the word and mime. As the children gain confidence, withdraw the picture support, saying e.g.: *crayon* for the children to do the action.

Unit 2 Lesson 2 page 19

Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the chant plays. 🎧 1:01
- Use the Fifi puppet and the flashcards to review the class objects vocabulary from Lesson 1. Play a flashcard game with Fifi, e.g.: Cover a flashcard with a piece of paper and slowly reveal the flashcard to the class. The children call out the correct word as soon as they can guess what the flashcard shows.
- Use picture cards / flashcards to introduce the new structure *What's this ... ?* with the response *It's a ...* using the flashcards or picture cards. Demonstrate the exchange with yourself and Fifi.

1 Listen and point. 🎧 1:27

- Focus on the big picture in the Student Book. Tell the class they are going to listen to the children playing a guessing game.

- Play the recording. The children listen and point to the correct items in the picture in their books. Pause after the first question, asking the children to guess the correct answer. Play the answer and congratulate the children if they guessed the answer correctly.

🎧 1:27

Teacher: What's this?

Child 1: It's a pencil.

Teacher: No. Try again.

Child 1: Urmmm. It's a (crayon).

Teacher: Yes. Good job!

2 Play the game.

- Set up the game. Ask three children to come to the front of the class. Hold the classroom items up one at a time and ask the class to identify them. Discuss what they think the items are, then let one or two children come to the front and examine them more closely to confirm what they are. Establish items that do the same thing can look very different.
- Place the items on the tray. Demonstrate the game with a child, asking the questions yourself. The class confirms the child's answer, holding up the picture card that matches the object and naming the object.
- If you like, the children at the front can answer chorally. Alternatively, confident children can take turns to ask and answer individually. You can change one child in the group each time two questions have been answered

3 Listen and stick. Listen and repeat. 🎧 1:28

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what each sticker shows by saying *What's this?*
- Play the recording, pausing after each exchange for the children to find the correct sticker and the correct place on the Student Book page. Make sure all the children have got the right sticker, then have them stick the stickers onto the Student Book page.
- If you like, you can ask children to listen and point to the correct stickers in their books before they stick the stickers onto the Student Book page.
- Play the recording again and encourage the children to repeat the questions and answers.

🎧 1:28

Teacher: What's this?

Child 1: It's a crayon.

Teacher: What's this?

Child 2: It's a pencil.

Teacher: What's this?

Child 3: It's a book.

Teacher: What's this?

Child 4: It's a bag.

Round up

- Congratulate the children on their achievement. Play a song they like as a reward.

2 Read with me



Objectives

Listen to and understand a story

Language

New: doll, ball, boat, teddy bear

Find the (boat).

Recycled: What's this? It's a (ball).

Materials

CD 1, Fifi puppet, Unit 2 Poster, Unit 2 Flashcards, Unit 2 Picture cards, a paper / plastic bag, character cut-out puppets, dolls, balls, boats, teddy bears (for props), colored pens / pencils / crayons

Unit 2 Lesson 3 page 20

Warmer

- Play a game to review the vocabulary and structure from Lesson 2. Place a class object in a paper / plastic bag, without letting the class see what it is. Remove the object from the bag very slowly and ask *What's this?* As soon as the children can see what the object is, they call out *It's a (pencil)*.
- Ask the children to take out their story character cut-outs. Hold up the cut-outs in turn and ask *Who's this?* The children choose the correct puppet, hold it up, and say the name. Prompt the children to respond a second time with *He's / She's ...* for each character cut-out.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story. Talk about the pictures. Point to the characters and ask *Who can you see?* (Benny, Fifi, and Prickly.) Point to other items in the pictures and ask *What's this?* (It's a bag / book / hat / cat / bus / shoe.) Use the pictures to teach the new words *doll*, *ball*, *boat*, and *teddy bear*.

2 Listen and point. Listen and repeat. 1:29

- Play the story and have the children point to the story frames as they listen.
- Go over the story frame by frame and talk about what is happening. Introduce the new phrase *Find the (boat)*.

- Listen to the story again, encouraging the children to point to the toys in the pictures as they are mentioned.
- Encourage the children to listen again, pausing so they can repeat the lines of the story.
- Ask groups of children to mime the story along with the recording, using toys as props.
- Children can use their cut-outs to act out the story.

1:29

1 Benny: Look Fifi! It's a doll!

Fifi: Yes, Benny!

2 Benny: What's this?

Prickly: It's a ball.

Fifi: Humph! Give me the ball please, Benny.

3 Prickly: Now find the boat, Benny.

Benny: Okay.

4 Benny: Help!!! What's this?

Fifi: It's a teddy bear!

3 Sing and do. 1:30

- Play the song through once. Introduce the actions (children can mime looking through a toy box during the chorus, hold up the toys from the story for the *Find a ...* lines in each verse, then mime bouncing a ball / crying / rocking from side to side / hugging a teddy bear on the second line of each verse).
- Play the song again and act it out together. Encourage the children to join in where possible.
- If you like, you can teach a few new toy words and help the children to make up a new song verse.

1:30

Look, look, look (*mime looking through a toy box*)

In the toy box.

Toys for girls and toys for boys.

Find a ball,

Bounce, bounce, bounce. (*mime bouncing a ball on the ground*)

Find a ball. Oh, thank you.

Find a doll,

Waaa, waaa, waaa. (*rubbing eyes and crying*)

Find a doll. Oh, thank you.

Find a boat,

Rock, rock, rock. (*moving/rocking from side to side*)

Find a boat. Oh, thank you.

Find a teddy bear,

Hug, hug, hug. (*mime hugging*)

Find a teddy bear. Oh, thank you.

Round up

- Ask questions about the story (e.g.: *What toys are in the story? What color is the bus? What color is the ball?*) and encourage the children to answer.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 3 page 18

1 Match and say.

- The children trace the routes to match the story characters to the toys.

2 Count with me



Objectives

Practice counting items (3 and 4)

Language

New: 3, 4, bee(s), door(s)

Recycled: 1, 2

Materials

CD 1, Unit 2 Number cards, balls (optional), known class items or other known items, a large box or tray, colored pens / pencils / crayons

Unit 2 Lesson 4 page 21

Warmer

- Play *Let's Get Ready to Learn* for children to sing along to and act out. 🎧 1•01
- Use the Fifi puppet and the number cards or real balls to review counting 1 and 2. Count various objects (in twos) with the children. Draw 1 and 2 in the air.
- Add one object to the already assembled objects and introduce the number 3. Show the children the number card 3.
- Repeat the process above for 4.
- Teach the children to count on their fingers: 1, 2, 3, 4.
- Ask the children to look at the numbers in the book. Show them how to trace the number 3 with their fingers three times and trace the number 4 with their fingers four times.
- Count the bees and count the doors together.

1 Listen and point. Listen and repeat. 🎧 1•31

- Play the recording for the children to listen and point to the correct numbers.
- Play the recording again for the children to repeat the numbers.

🎧 1•31

3 ... 3 bees

4 ... 4 doors

2 Chant and do. 🎧 1•32

- Present and practice the actions for the chant (see below).
- Play the chant and show the children the actions.

- Play the chant again. Have the children do the actions for it and join in if possible.

🎧 1•32

Fingers ready?

Count, count, count.

Can you count these things?

Count, count, count.

Can you count and sing?

We can count 1, 2!

And now we can count 3! 3, 3, 3, (putting up fingers)

Now we can count 3!

And buzz like bees! 3, 3, 3, (miming buzzing bees)

And buzz like bees! 3, 3, 3,

Now we can count 3!

We can count 1, 2, 3!

And now we can count 4! 4, 4, 4,

Now we can count 4!

And open the door! 4, 4, 4, (miming opening doors)

And open the door! 4, 4, 4,

Now we can count 4!

3 Find and color. Count and say.

- Ask children to look at the big picture. Ask *What can you see?* Ask the children to point to the boats. Tell the children to find and hold up a blue crayon. Then say *Find and color three boats* and demonstrate coloring the boats. Repeat for the four balls.
- Ask *How many boats?* Point to the boats and encourage the children to count them together. Repeat for the balls, (one ball, two balls, three balls, four balls).

CRITICAL THINKING

- Assemble class objects (pencils, crayons, erasers, pencil sharpeners) or other items on a tray or in a box. Ask the children to put together groups of 3 or 4 items.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 4 page 19

1 Color and count. Say.

- The children color the pictures, then count the items. Invite children to tell you how many of each item they can see in the picture.

2 Follow me



Objectives

Learn about the importance of sharing

Language

New: Let's play with the teddy bears! Good idea!

Materials

CD 1, teddy bears and other toys (optional)

Extra activity

Mime playing with a toy (bouncing a ball, making a toy boat sail, hugging a teddy bear, brushing a doll's hair). Encourage the children to call out *Let's play with the (balls)!* The first child to call out the sentence can mime an activity for the rest of the class to guess.

- Play the chant again two or three times for the children to clap along to and join in where possible.
- Use the chant in future lessons when the children are preparing to do free play activities together.

🎧 1•34

1, 2, 3, 4, (hold up fingers)

1, 2, 3, 4.

Let's play together. (beckon other children closer)

Let's have fun! (jump and make cheering gestures)

Let's share together, (clasp one hand with the other and move up and down)

Everyone!

1, 2, 3, 4.

1, 2, 3, 4.

Round up

- Ask the children who they play with and if they share with their brothers / sisters / friends. Ask them what things they share with their brothers / sisters / friends.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 5 page 20

1 Look and draw 😊 or ☹️. Color.

- The children decide which picture shows children sharing. They complete the faces by drawing a smile under the picture that shows people sharing and a sad mouth under the picture that shows people not sharing.

ANSWERS

😊 😊

Unit 2 Lesson 5 page 22

Warmer

- Play the song from Lesson 3. Encourage the children to do the actions and join in when they can. 🎧 1•30

1 Listen and point. Listen and repeat. 🎧 1•33

- Look at the photos and ask children to listen to the recording and point to the people speaking in their books as they listen to the dialogue.
- Play the recording again, pausing after each line and encouraging the children to repeat the lines.

🎧 1•33

Child 1: Let's play with the teddy bears.

Child 2: Good idea!

2 Say and act out.

- Ask the children to act out the dialogue in pairs. You may want to play the recording again for the first.
- If you like, you can give the children teddy bears to use as props for the dialogue.
- As an extension, the children can use other toys as props to act out similar dialogues using other toy words they know.

4 Listen and chant. 🎧 1•34

- Play the chant once for the children to listen. Show them the actions and practice them together.

2 Say it with me



Objectives

To practice the letters and sounds *d* and *e*

Language

New: *d*, *e*, dog, elephant

Materials

CD 1, Fifi puppet, Alphabet poster, Unit 2 Letter cards, Unit 2 Stickers, modelling clay / play-dough (optional)

Extra activity

Write a jumbled selection of large letters on the board, with the letter *d* written in the jumble several times. Invite children to come to the board and touch (or circle) one of the letter *ds*. If children touch the letter, you can circle it or erase it. Repeat until all the letter *ds* have been circled or erased. Repeat the activity with the letter *e*.

Unit 2 Lesson 6 page 23

Warmer

- Sing and act out the *Alphabet ride* chant (from Hello unit). 1•08
- Use the alphabet poster to look at letters and find them in the classroom (any letters – the children don't have to identify them). Draw the circles and lines in the air.
- Use the letter cards or poster to review the letters *a–c*. Draw the letters in the air.
- Use the letter cards or the poster to introduce the letter *d* to the Fifi puppet. The puppet asks *What's this?* Say *It's the letter d (letter name)*. *D says d*. and the puppet repeats the *d* sound.
- Ask the children to draw the letter *d* in the air with you.
- Repeat for the letter *e*.

1 Listen and point. Chant and do. 1•35

- Look at the book and point to the *d*. Ask the children to trace it with their fingers. Point to the dog. Listen and act out the *d* chant. Trace the *d* in the air.
- Repeat the above for the letter *e*.

1•35

Letter *d* says duh,
duh, duh, duh – dog!
Draw a *d* in the air,
Draw a *d* everywhere!

Letter *e* says eh,
Eh, eh, eh – elephant!
Draw an *e* in the air,
Draw an *e* everywhere!

2 Play the game.

- Play Pass the letters. The children sit in a circle. Give individual children the alphabet cards *a–e*. Say *Pass the letters!* The children pass the letters around the circle until you say *Stop*. *Who has the letter (letter name)?* The child with this letter holds it up and says the sound. Continue until all of the letters are found.
- The children work in pairs. Give out modelling clay / play-dough to each pair of children. Tell one child in each pair to make a letter *d* and the other child in each pair to make a letter *e*. Write the letters on the board (or draw them as "bubble" letters) and model clay / play-dough letters for the class. Move around the class as the children make their letters and help if necessary. Invite children to show their finished letters to the class. Say *Show me (d / e)*. The children hold up the correct letters.
- Say words beginning with *d* or *e* (e.g.: *dog, doll, desk, door / elephant, egg, everyone, elbow*). The children hold up the letters they have made or make letters with their bodies to show the initial letter for each word.

3 Trace and draw.

- If you like, you can ask the children to trace the letters with their fingers once again.
- The children can then do the pre-writing activity of completing the drawings by tracing over the grey line to draw the dog's tail and the elephant's trunk.

Round up

- Tell the children to clap once when they hear the letter *d* and twice when they hear the letter *e*. Say words beginning with *d* or *e*. Start slowly, then say the words faster and faster.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Ask the children to bring in old and new toys to the next lesson. Collect examples of new and old toys. Choose toys / words that are already known by the children. Bring them to the next lesson.

2 Explore with me



Objectives

To talk about old and new toys

Language

New: old, new

It's old / new.

Recycled: toys

This is a (doll).

Materials

CD 1, old and new toys, large hoops (optional), colored pens / pencils / crayons

Unit 2 Lesson 7 page 24

Warmer

- Play the chant from Lesson 5 and encourage the children to join in and do the actions. 🎧 1•20
- Focus on the big picture. Ask the children to say what toys they can see in the picture.
- Pre-teach the new phrase *It's old / new.* by showing your examples of an old and new toy. Say *This is a (doll). It's old / new.*
- Ask the children to take out their old / new toys and show them to the class. Say *Show me a (teddy bear).* When a child shows you the correct toy, say *It's (old / new).* Encourage children to make sentences about the toys they have brought to class (e.g.: *This is a (doll). It's (new).*).

1 Listen and point. 🎧 1•36

- Explain to the children that they are going to listen to the children in the picture doing an activity. Play the recording for the children to listen and look at the picture.
- Play the recording again. The children listen and point to the objects in the picture.

🎧 1•36

Child 1: Look. This is a bear. It's old.

Child 2: Look at this bear. It's new.

Child 3: And this ball is new.

2 Explore together.

CRITICAL THINKING

- Set up the sorting activity as shown in the picture, using 2 colored hoops and old / new toys.
- Demonstrate the activity with one or two children. Establish that the blue hoop is for new toys and the yellow hoop is for old toys.
- Have the children work in pairs or small groups, selecting the old and new toys and categorizing them by putting them inside the correct hoops. Encourage the children to use the language from the lesson as they sort the toys.

3 Circle the toys blue or yellow.

CRITICAL THINKING

- Focus on the items in the panel. Say *Point to / Show me a (boat).* Prompt the children to say if it is old or new. Repeat with the other objects.
- Look at the example together. Demonstrate on the board how to circle the new images with a blue pencil / crayon and the old images with a yellow pencil / crayon.
- The children circle the objects using the same color coding as in the game.

CLIL BOX: MATHS: SORTING

This lesson focuses on discriminating between old and new things. Children learn that, through observation, they can distinguish between old and new items. They also learn how to sort and categorize the toys.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 7 page 21

1 Look and color blue or yellow.

- The children look at the objects and decide if they are new or old. They color the new ones blue and the old ones yellow.
- Invite children to point to the pictures and say *This is a (boat). It's (old).*

2 Say it with me



Objectives

To practice the letters and sounds *d*, *e*, and *f*

Language

New: *f*, fish

Recycled: *d*, *e*, dog, elephant

Materials

CD 1, Fifi puppet, Alphabet poster, Letter cards *a–f*, squares of paper (optional), colored pens / pencils / crayons

Extra activities

Draw lots of letters *d*, *e*, and *f* on separate pieces of paper and mix them around the classroom, with a few of each letter on each desk. Alternatively, you can mix all the letters together on one big table. Give each child a letter to “collect”. The children look around trying to find as many of their letter as they can.

Unit 2 Lesson 8 page 25

Warmer

- Sing and act out the *Alphabet ride* chant (from Hello unit). 1:08
- Use the alphabet cards or poster to review the letters *a*, *b*, *c*, *d*, and *e*. Draw the letters in the air.
- Use the letter card or the poster to introduce the letter *f* to the Fifi puppet. The puppet asks *What’s this?* Say *It’s the letter f (letter name)*. *F* says *f*. The puppet repeats the *f* sound.
- Ask the children to draw the letter *f* in the air with you.

1 Listen and point. Chant and do. 1:37

- Look at the book and point to the *f*. Ask the children to trace it with their fingers.
- Point to the fish and teach the word *fish*.
- Play the chant for the children to listen and point to the letter *f* and the picture.
- Play the chant again for the children to join in and act out the *f* chant, tracing the *f* in the air.

1:37

F says fuh,
fuh, fuh, fuh – fish!
Draw an *f* in the air,
Draw an *f* everywhere!

2 Trace and draw.

- If you like, you can ask the children to trace the letters with their fingers.
- The children can then do the pre-writing activity of completing the drawing by tracing the outline of the fish.

3 Find and stick.

- Point to each of the three letters in turn and ask the children to say them.
- Tell children to find the *d* sticker in their books. Tell them to use the colors to help them find the right letters. Hold up the *d* sticker and demonstrate matching and sticking it on to the blue letter *d*.
- Repeat the process above for the *e* and *f* stickers.

4 Circle the pictures blue, yellow, or red.

- Point to the pictures on the right of the Student Book page and name the items. Say *We are going to match the letters and the pictures*.
- Point to the *d* and ask *What color is it?* Hold up a blue crayon and say *blue*. Ask *What starts with d?* Go through the words one by one. Then say *Dog starts with d*. Circle the dog with blue.
- Continue in this way, circling the objects in the correct colors. If this is too complex, ask the children to draw lines from the letters to the objects. You can do this activity together.

Round up

- Write the letters *d*, *e*, and *f* on the board. Point to the letters and ask the children to say them. Trace one of the letters in the air, very slowly. The children call out the letter as soon as they can guess which letter it is. The first child to call out the correct letter can take a turn to trace another letter in the air for the rest of the class to guess.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lessons 6 and 8 page 22

1 Match and say. Color.

- The children draw lines to match the letters to the animals, then say the letters and the words for the animals. They then color the letters and pictures.

2 Show me



Objectives

To practice the language from the unit through a game

Language

Recycled: classroom objects, toys
What's this? It's a (doll). Find a (doll).

Materials

CD 1, Fifi puppet, Poster from Lesson 1, flashcards for classroom objects, Unit 2 Picture cards, items for the game: an oversized pencil, a small bag, a brightly colored book, a big crayon, a doll, a teddy, a boat and a ball, colored pens / pencils / crayons

Extra activities

Tell the children to choose a classroom object (pencil, crayon, book, or bag) or a toy (teddy bear, doll, boat, or ball) and hold it. Say words for classroom objects and toys, one at a time. The children holding the item you name hold up their items. Say the words faster and faster.

Unit 2 Lesson 9 page 26

Warmer

- Sing the song from Lesson 3. The children can do the actions and join in where possible. 🎵 1-30
- Talk about the poster. Use the Fifi puppet to point to the items and ask *What's this?* The children answer together. Encourage them to say *It's a (ball etc).*

1 Look at the poster. Find and color.

CRITICAL THINKING

- Ask the children to have their picture cards ready. Talk about the poster. Point to a book, bag, pencil, and crayon and ask *What's this?* The children answer and show their corresponding picture cards.
- Ask some children to come to the front of the class. Ask about the other items on the poster. Say *Find a ...* The children point to the items on the poster or on page 18 in their Student Books.

- Tell the children to look at the pictures at the top of the Student Book and the poster and name the items.
- If the children can see the item on the poster, they color the square below the picture of that item in the Student Book. (The odd one out is the ball).

2 Look at the picture and play the game.

- Show the children the real classroom items and toys and ask them to name each one.
- Ask the children to close their eyes. Quickly hide all but one of the items around the classroom.
- Tell the children to open their eyes. Say *Find a (doll).*
- The children look around the classroom for the item. If you like, you can play music while they search. Each time a child finds an item, stop the game (and the music). Then ask the children to find something else. When the children have found all the hidden items, ask them to say which item is missing from the set.
- If you have time, you can play another game. Show all the items as before, but only hide one of the items. The child who finds the item holds it up and asks *What's this?* The rest of the class answers the question with *It's a ...* Repeat with other items.

3 What's this?

CRITICAL THINKING

- Draw a part of a toy or an object on the board and ask *What's this?*
- The children guess and show the toys and classroom objects they have that match your picture. Ask them about each toy / object (e.g.: *What color is it? Is it old / new?*).
- Encourage the children to look through the unit to help them find all the things they have learned about.

Round up

- Invite a child to come to the front of the class. Hand the child one of the class object flashcards. The child takes the flashcard, looks at it, and then holds it so that the rest of the class can't see it. Encourage children from the rest of the class to ask questions to guess the flashcard (e.g.: *Is it a crayon / pencil / book / bag?*). The first child to guess the object correctly takes a turn to come to the front and hold a flashcard.
- Ask the children to bring in their favorite toy to the next lesson. Make sure they keep their special toy a surprise. If you like, you can also ask the children to bring in a photo of themselves (to stick on their Show and Tell boxes).
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Collect some shoe boxes for the children to decorate for their Show and Tell boxes in the next lesson. Decorate one of the boxes as an example and place a toy inside.

2 Show and Tell



Objectives

To make a Show and Tell box.

Language

New: This is my (cat).

Recycled: toys, It's old / new.

Materials

CD 1, shoe boxes (one per child), craft items for the children to use to make their Show and Tell boxes, e.g.: glue, paints, glitter, sequins, etc., a completed Show and Tell box

Extra activities

Say numbers (1–4). The children clap the correct number of times and count as they clap. Repeat the game using different actions (jumping, patting their heads, stamping their feet, etc.).

Put a selection of classroom objects and toys on your desk. Point to the items and ask the children to say the words. Tell the children to close their eyes. Remove one of the items. Tell the children to open their eyes. Ask *What's missing?* The children look at the items and try to guess which one is missing.

2 Make a Show and Tell Box.

- Hand out shoe boxes to the children and give them craft supplies. The children paint, draw, color, and decorate their boxes. They can add glitter, sequins, stick pictures, or shapes on their boxes to personalize their boxes and make them special.
- If the children have brought photos of themselves to class, they can stick them on their boxes. Alternatively, the children can draw pictures of themselves to stick on their boxes.

3 Show and tell.

- The children carefully place their special toys in their Show and Tell boxes, without showing the other children their toys.
- The children then take turns to show their toys to the class and say *This is my (boat). It's old / new.*
- Keep the boxes in the classroom and use them in later Show and Tell lessons. The children can also use them to take home other Show and Tell projects that they will make in future units.

Round up

- Ask the children to say what words / letters / numbers they have learned in this unit. Hold up the flashcards for the class objects and ask the children to say the words. Invite children to show you the letters they have made or to make the letters *d–f* with their bodies. Ask children to count groups of three or four items around the class.
- Ask the children what they learned in the Follow me lesson in this unit (it's good to share).
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 10 page 23

1 Color and stick.

- The children color the teddy bear and draw or stick eyes, a nose, and a mouth on him. They can then cut out the template and stick it on their box or school bag.

Unit 2 Lesson 10: Project page 27

Warmer

- Play the *Number chant* from Lesson 4. The children can do the actions and join in. 🎵 1:32
- Quickly review the classroom object words. Ask the children to hold up the classroom objects, one at a time.
- Show the children your completed Show and Tell box. Say *This is my box.* Open the box and show the children the toy inside. Say *This is my (doll). It's (old).*

1 Talk about the pictures.

- Establish that the children in the pictures are decorating Show and Tell boxes and showing their boxes and the items inside them to the class.
- Explain that the children are going to make their own Show and Tell boxes and put their favourite toys in them, then show them to the class.



Objectives

Familiarize children with words for facial features
Introduce the unit topic

Language

New: eyes, ears, nose, mouth

Recycled: toys

Materials

CD 1, Fifi puppet, Unit 3 Flashcards, Unit 3 Poster, Unit 3 Picture cards (Student Book page 109)

Extra activity

Play a game of *Simon Says* using the new words for facial features. Tell the children that they should only do the actions if you say *Simon Says* first. Say *Simon says touch your (eyes)*. Say the instructions faster and faster as the game progresses.

Unit 3 Lesson 1 page 28

Warmer

- Play the *Let's Get Ready to Learn* chant for the children to sing along and act out. 1•01

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review the character names and toys (*ball, boat, teddy bear, doll*). Fifi asks *What's this?* as she points to objects and the children answer.
- Use the flashcards and the poster to introduce the new vocabulary (*eyes, ears, nose, mouth*). Hold up a flashcard and say *Point to the (eyes)*. The children point to the correct facial features on the sand face on the poster.
- Play a matching flashcard game. Give children the flashcards and ask them to come to the poster and match the flashcards to facial features on the sand face on the poster.

2 Listen and point. 1•38

- Ask children to open their books and play the recording for the children to listen and point to the correct parts of the sand face in their books.

1•38

eyes, ears, nose, mouth

3 Listen and repeat. 1•39

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

1•39

(Clap-clap-clap) eyes / (Clap-clap-clap) ears

(Clap-clap-clap) nose / (Clap-clap-clap) mouth

4 Say and play.

- Tell the children to line up in groups of four. Say the chant below, placing the flashcards on the board one at a time. The children say the words for the facial features in turn and point to their own facial features. They then repeat all the items and jump up and cheer as they say *Hurray*.

Teacher: *Show me, show me,
Show me your eyes. Show me and say.*

Children: *Eyes, eyes, eyes, eyes.*

Teacher: *Show me, show me,
Show me your ears. Show me and say.*

Children: *Ears, ears, ears, ears.*

Teacher: *Show me, show me,
Show me your nose. Show me and say.*

Children: *Nose, nose, nose, nose.*

Teacher: *Show me, show me,
Show me your mouth. Show me and say.*

Children: *Mouth, mouth, mouth, mouth.*

All: *Eyes, ears, nose, mouth! Hurray!*

5 How many eyes?

CRITICAL THINKING

- Introduce the Unit Question: *How many eyes?* Encourage children to answer the question and then continue to ask about nose, ears, and mouth.
- Teach them the question and then they can ask and answer in pairs.

Round up

- Ask *Where's Bird?* The children find and point to Bird in the picture.
- Help the children to cut out the facial features picture cards from the back of the Student Book for the next lesson.
- Play the *Bye Bye* song to end the lesson. The children do the actions. 1•05

Activity Book Lesson 1 page 25

1 Look and draw. Say.

- The children copy the facial features on the left onto the outline of the face, then point to the facial features and say the words.

3 Play with me



Objectives

Practice the facial features vocabulary through a game

Language

New: I have 2 (eyes). I have 1 (nose).

Recycled: eyes, ears, nose, mouth

Materials

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

Unit 3 Lesson 2 page 29

Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the chant plays. ⏱ 1•01
- Ask the children to take out their facial features picture cards. Use the Fifi puppet and the picture cards to review the facial features vocabulary from Lesson 1. Fifi puts her paws to different parts of her face (or you can point to them) and says *Here is / are my ...*. The children hold up the correct picture cards and call out the correct words.
- Introduce the new structure *I have one / two ...*. Point to your own facial features and say *I have (one) (nose)*. Then hold up the facial feature flashcards, one at a time, and say *I have (one / two) ...*. The children point to their own facial features and complete the sentences with the correct words.

1 Listen and point. ⏱ 1•40

- Ask children to look at the photo and listen to the recording. Explain that the children in the photo are doing the actions to a short rhyme.
- Play the recording again for the children to listen and point to the correct parts of the face in the photo.

⏱ 1•40

I have two little eyes
To look, look, look.

And two little ears
To listen, listen, listen.

I have one little nose
To sniff, sniff, sniff.

And a cute little mouth
To smile for you.

2 Listen again. Say and do. ⏱ 1•40

- Talk about the picture. Point to the facial features and ask the children to name them and count them. Say what we do with our eyes, ears, noses, and mouths. Check the children understand the meaning of *look*, *listen*, *sniff*, and *smile*, by teaching the actions.
- Then play the recording once more for the children to listen again and copy the actions (touching the correct facial features and looking (with hand above eyes), listening (with hand behind ear), sniffing, and smiling).
- Tell the children they are going to do the actions themselves. Ask them to stand in a circle. Play the recording once for the children to act it out.
- Play the recording again for the children to do the actions and join in with the words.

3 Listen and stick. Listen and repeat. ⏱ 1•41

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what each sticker shows (*What's this? / What are these?*).
- Play the recording, pausing after each exchange for the children to find the correct sticker and the correct place on the Student Book page. Make sure all the children have got the right sticker, then have them stick the stickers onto the Student Book page.
- If you like, you can ask children to listen and point to the correct stickers in their books before they stick the stickers onto the Student Book page.
- Play the recording again and encourage the children to repeat the sentences.

⏱ 1•41

Child 1: I have one nose.

Child 2: I have two eyes.

Child 3: I have two ears.

Child 4: I have one mouth.

Round up

- Pin the facial features flashcards around the classroom. Say *I can (look, look, look)* and do the matching action. The children go to the correct flashcard and call out the word.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

3 Read with me



Objectives

Listen to and understand a story

Language

New: head, tummy, hands, feet, arms, legs, (Imperatives)
Clap your hands

Materials

CD 1, Fifi Puppet, Unit 3 Poster, Unit 3 Flashcards, Unit 3 Picture cards, character cut-out puppets

Unit 3 Lesson 3 page 30

Warmer

- Ask the children to sit in a circle and hand out the four flashcards to different children.
- Play some music and tell children to pass the cards around.
- When you stop the music, the children holding a flashcard need to call out the facial feature on their card.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story. Talk about the pictures. Ask *Who can you see? Who's this? Can you point to (Benny's eyes)?*

2 Listen and point. Listen and repeat. 1•42

- Play the story and have the children point to the story frames as they listen.
- Go over the story frame by frame and talk about what is happening. Use the pictures to introduce the new words for body parts (*head, tummy, hands, feet, arms, legs*). Use mime to introduce the actions *point, shake, clap, flap, stamp, and bend*.
- Listen to the story again, encouraging the children to point to the characters' body parts in the pictures as they are mentioned.
- Ask groups of children to mime the story along with the recording.
- Encourage the children to listen again, pausing so they can repeat the lines of the story.
- The children can use their cut-out puppets to act out the story.

1•42

- 1 Fifi:** Shake your head, Prickly.
Prickly: Uh, huh.
Benny: And point to your tummy.
Prickly: Urrmmm ...
- 2 Benny:** Clap your hands, Fifi.
Prickly: And stamp your feet.
- 3 Prickly:** Flap your arms, Benny.
Fifi: And bend your legs.
Benny: Hhhmmmm.
- 4 Benny:** Ha, ha ... I'm a bird!
Fifi: Very good, Benny.

3 Sing and do. 1•43

- Play the song through once and introduce the actions.
- Encourage children to act out the song. After several repetitions, encourage the children to join in with the words where possible.
- If you like, you can teach a few new actions (e.g. nod your head / shake your leg / wave your arms) and help the children to make up a new song verse.

1•43

Come on kids, come and play. (*beckoning towards you*)
Let's get moving. (*dancing*)
Moving and playing. (*jumping*)
Yeah, hey, hey. (*clapping*)

Shake your head.
Shake, shake, shake.
And point to your tummy.
Point, point, point.
Shake and point, shake and point.
Yeah, hey, hey.

Clap your hands.
Clap, clap, clap.
And stamp your feet.
Stamp, stamp, stamp.
Clap and stamp, clap and stamp.
Yeah, hey, hey.

Flap your arms.
Flap, flap flap.
And bend your legs.
Bend, bend, bend.
Flap and bend, flap and bend.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 3 page 26

1 Match and say.

- The children draw lines to match the parts of Benny's body, then point to each picture and say the correct word.

3 Count with me



Objectives

Practice counting items (5)

Language

New: 5, dives

Recycled: 1, 2, 3, 4, elephant, doll, teddy bear, dog, cat

Materials

CD 1, Number cards, known class items or other known items, a large box or tray

Unit 3 Lesson 4 page 31

Warmer

- Use the Fifi puppet and the number cards or real balls to review counting 1, 2, 3, and 4. Count various objects (in groups of up to 4) with the children. Draw the numbers 1 to 4 in the air.
- Add one object to the already assembled objects and introduce the word *five*. Show the children the number card 5.
- Teach the children to count on their fingers: 1, 2, 3, 4, 5.
- Ask the children to open their books and look at the number 5 in the big picture on the left. Show them how to trace the number with their fingers five times.
- Count the birds together.

1 Listen and point. Listen and repeat. 1•44

- Play the recording for the children to listen and point to the number 5.
- Play the recording again for the children to repeat the number.

1•44

5... 5

5 bird dives

2 Chant and do. 1•45

- Present and practice the actions for the chant.
- Play the chant and show the children the actions.
- Play the chant again. Have the children do the actions for it and join in if possible.

1•45

Fingers ready?

Count, count, count.

Can you count these things?

Count, count, count.

Can you count and sing?

We can count 1, 2, 3, 4! (*putting up fingers*)

And now we can count 5! 5, 5, 5,

Now we can count 5!

And do bird dives! 5, 5, 5, (*miming diving like birds*)

And do bird dives! 5, 5, 5,

Now we can count 5!

We can count 1, 2, 3, 4, 5!

Now we can count to 5!

1, 2, 3, 4, 5! 1, 2, 3, 4, 5!

3 Count and match.

- Ask children to look at the pictures and numbers on the right. Point to the numbers in turn and say them with the class. You can also ask the children to finger trace the numbers. Point to each of the pictures and ask the children to say the words. Count the items in the pictures with the class.
- Ask the children to each hold up a pencil. Show the children how to trace the line from the elephant to the number 1 in their books. Repeat for the other items, tracing the lines to match them to the correct numbers.
- Depending on children's pencil control, you can also ask the children to trace the numbers 1–5 in their books.

CRITICAL THINKING

- Assemble known class objects or other known items in a box or on a tray. Make sure there are different numbers (1–5) of each item. Ask the children to put together groups of 1, 2, 3, 4, or 5 items, then tell the class about their groups (e.g.: *Three crayons!*).

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 4 page 27

1 Count and say. Circle the number.

- The children say the words for the small pictures on the right (*nose, arm, leg*), then count the items in the main picture and say how many of each item there are (*one nose, four arms, five legs*). They circle the correct number for each item.

ANSWERS

1, 4, 5

3 Follow me



Objectives

Learn about the importance of washing your hands

Language

New: We need to wash our hands. Okay. Pass the soap, please.

Materials

CD 1, known class objects / toys / items of clothing

Extra activity

Play a game of *Simon Says* using the phrase *wash your* and the words for body parts. Tell the children that they should only do the actions if you say *Simon Says* first. Say *Simon says wash your (hands / feet / face / arms / legs / tummy)*. Say the instructions faster and faster as the game progresses.

Unit 3 Lesson 5 page 32

Warmer

- Play the song from Lesson 3. Encourage the children to do the actions and join in when they can. 🎧 1•43
- Hold up known items in groups of one to five (e.g.: one bag, two balls, three books, four crayons, five pencils). Encourage the children to count the items with you. Invite children to hold up groups of items for the rest of the class to count together.

1 Listen and point. Listen and repeat. 🎧 1•46

- Look at the photos and ask children to listen to the recording and point to the people speaking in their books as they listen to the dialogue.
- Play the recording again, pausing after each line and encouraging the children to repeat the lines.

🎧 1•46

Child 1: We need to wash our hands.

Child 2: Okay. Pass the soap, please.

2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the recording for them, then encourage them to say the dialogue themselves.

- If you like, you can invite pairs of children to act out the dialogue for the rest of the class.

3 Listen and chant. 🎧 1•47

- Play the chant once for the children to listen. Show them the actions and practice them together.
- Play the chant again two or three times for the children to listen, do the actions, and join in where possible.
- You can use this chant in future lessons when you need the children to wash their hands.

🎧 1•47

Soap and water, (*rubbing hands together as if lathering hands*)

Rub, rub, rub. (*rubbing backs of hands*)

Clean your hands, (*rubbing between fingers*)

Scrub, scrub, scrub. (*rubbing hands together fast*)

Now the towel, (*picking up towel*)

Dry, dry, dry. (*patting hands dry*)

Wave your hands,

High, high, high!

Round up

- Ask the children when they wash their hands and why it is important to wash our hands.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 5 page 28

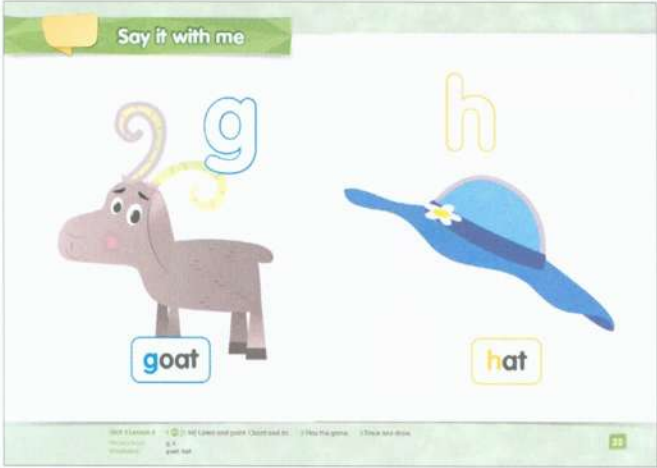
1 Look and draw 😊 or ☹️. Color.

- The children decide which picture shows children washing their hands before they eat. They complete the faces by drawing a smile under the picture that shows a boy waiting to wash his hands before he eats, and a sad mouth under the picture that shows a boy about to eat with dirty hands.

ANSWERS

☹️ 😊

3 Say it with me



Objectives

To practice the letters and sounds *g* and *h*

Language

New: *g, h, goat, hat*

Materials

CD 1, Fifi puppet, Alphabet poster, Unit 3 Letter cards, Unit 3 Stickers, sand in dishwashing bowls (optional)

Extra activity

Write a jumbled selection of large letters on the board, with the letter *g* written in the jumble several times. Invite children to come to the board and touch (or circle) one of the letter *gs*. If children touch the letter, you can circle it or erase it. Repeat until all the letter *gs* have been circled or erased. Repeat the activity with the letter *h*.

Unit 3 Lesson 6 page 33

Warmer

- Play the *Alphabet ride* chant. Encourage the children to do the actions and join in with the words where possible. 🎧 1:08
- Use the alphabet poster to look at letters and find them in the classroom (any letters – the children don't have to identify them). Draw the circles and lines in the air.
- Use the letter cards or poster to review the letters *a–f*. Draw the letters in the air. Ask the children to find things in their books beginning with *a, b, c, d, e, or f*.
- Use the letter cards or the poster to introduce the letter *g* to the Fifi puppet. The puppet asks *What's this?* Say *It's the letter g (letter name)*. *G says g*. The puppet repeats the *g* sound.
- Ask the children to draw the letter *g* in the air with you. Repeat for the letter *h*.

1 Listen and point. Chant and do. 🎧 1:48

- Look at the book and point to the *g*. Ask the children to trace it with their fingers. Point to the goat. Listen and act out the *g* chant. Trace the *g* in the air.
- Repeat the process above for the letter *h*.

🎧 1:48

Letter *g* says guh,
guh, guh, guh – goat!
Draw a *g* in the air,
Draw a *g* everywhere!

Letter *h* says huh,
huh, huh, huh – hat!
Draw an *h* in the air,
Draw an *h* everywhere!

2 Play the game.

- Play *Pass the letters*. The children sit in a circle. Give individual children the letter cards for *a* to *h*. Say *Pass the letters!* The children pass the letters around the circle until you say *Stop*. *Who has the letter (a)?* The child with this letter holds it up and says the sound. Continue until all of the letters are found.
- Place dishwashing bowls with sand in them on a table. Show the children how to move a finger through the sand to make the shapes of the two new letters (*g* and *h*). Help the children to take turns to trace the letters in the sand.
- Say words beginning with *g* or *h* (e.g.: *goat, girl, good, glue / hat, house, happy, hello*). The children make letters with their bodies to show the initial letter for each word.

3 Trace and draw.

- If you like, you can ask the children to trace the letters with their fingers once again.
- The children can then do the pre-writing activity of completing the drawings by tracing over the gray line to draw the goat's horn and the top of the hat.

Round up

- Tell the children to clap once when they hear the letter *g* and twice when they hear the letter *h*. Say words beginning with *g* or *h*. Start slowly, then say the words faster and faster.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Bring a basket and some soft items (e.g.: a pompom, some fake fur, a soft toy blanket, a small soft teddy, some cotton wool, a feather) and some hard items (e.g.: a wooden toy brick, a button, a stone, a shell, a bar of soap, a spoon) to the next lesson.

3 Explore with me



Objectives

To talk about soft objects and hard objects

Language

New: soft, hard, feather, stone

Recycled: It's hard / soft.

Materials

CD 1, a basket, soft items (e.g.: a pom-pom, some fake fur, a soft toy blanket, a small soft teddy, some cotton wool, a feather) and hard items (e.g.: a wooden toy brick, a button, a stone, a shell, a bar of soap, a spoon) for the children to feel, two boxes with the numbers 1 and 2 written on them, a cloth bag (optional), colored pens / pencils / crayons

Unit 3 Lesson 7 page 34

Warmer

- Play the *Follow me* chant again and encourage the children to join in with the words and actions. 🎧 1•47
- Pass some hard or soft objects around the class for the children to feel. Use the objects to teach the words *hard* and *soft*.
- Focus on the big picture on the Student Book page. Ask the class what the children in the picture are doing. Ask *What's on the tray? What does the boy have? Is it soft / hard?*
- Ask the children to name some soft / hard things (e.g.: *Soft: teddy bear, hat, Fifi puppet / Hard: pencil, book*).
- Teach *feather* and *stone* and ask if these new words are soft or hard.

1 Listen and point. 🎧 1•49

- Explain to the children that they are going to listen to the children in the big picture playing a game.
- Play the recording. The children listen and point to the objects in the picture as they are mentioned.

🎧 1•49

Teacher: It's your turn, Joe.

Child 1: Mmm. It's soft.

Teacher: Ooh, yes, it is soft. That's right.

Teacher: Now your turn, Ava.

Child 2: Oooh, it's hard.

Teacher: Yes, it's hard. It's a stone.

2 Explore together.

CRITICAL THINKING

- Tell the children that they are going to play a game like the children in the picture.
- Set up the game as shown in the picture, using a variety of soft and hard objects.
- Ask a child to come to the front of the class. Tell the child to close his / her eyes and take an object from the tray. Ask the child to say how the object feels (soft or hard). The child keeps the object that he / she took from the tray. Repeat with other children until the tray is empty.
- Place the boxes with the numbers 1 and 2 written on them on either side of the classroom. Say *Go to Box 1*. The children run to Box 1. Repeat with Box 2. Now say *Show me the hard things*. The children with hard objects hold them up. Say *Put them in Box 1*. Repeat for the soft things and Box 2.

3 Circle red or blue.

CRITICAL THINKING

- Focus on the pictures on the right of the page and ask children to name them. Say *Point to the (soft / hard) things*. The children point to the correct pictures.
- Tell the children to take out their colored pencils. Say *Show me red / blue*. The children hold up the correct colors.
- Say *Circle the soft things red*. Ask children to point to the pictures that they will circle with their red pencils. The children circle the soft items in their books.
- Say *Circle the hard things blue* and repeat the process.

CLIL BOX: SCIENCE: THE SENSES: TOUCH

This lesson focuses on the sense of touch. Children learn that through the sense of touch we can understand more about our environment and distinguish between items that are appropriate for different uses. The children learn to identify hard and soft items.

Round up

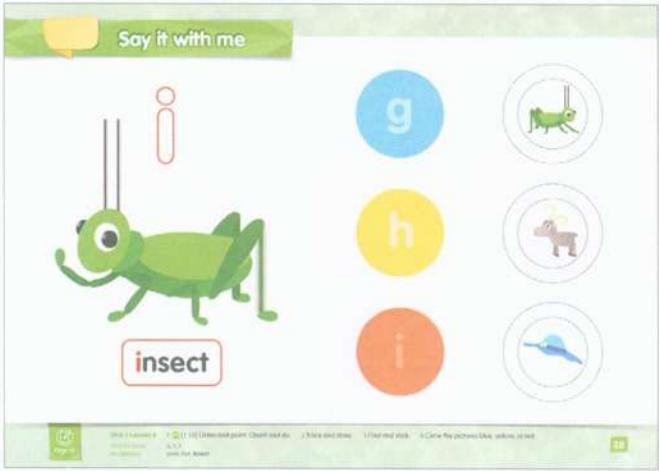
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 7 page 29

1 Draw 1 more.

- The children say whether each item is soft or hard, then draw one more hard object and one more soft object. Invite children to show their pictures to the class and say which items are soft and which are hard.

3 Say it with me



Objectives

To practice the letters and sounds *g*, *h*, and *i*

Language

New: *i*, insect

Recycled: *g*, *h*, goat, hat

Materials

CD 1, Fifi puppet, Alphabet poster, Letter cards *a*–*i*, squares of paper, colored pens / pencils / crayons

Extra activity

Draw lots of letters *g*, *h*, and *i* on separate squares of paper and mix them around the classroom, with a few of each letter on each desk. Give each child a letter to “collect”. The children look around trying to find as many of their letter as they can.

Unit 3 Lesson 8 page 35

Warmer

- Play the *Alphabet ride* chant for the children to act out and join in. 🎧 1•08
- Use the alphabet cards or poster to review the letters *a*, *b*, *c*, *d*, *e*, *f*, *g*, and *h*. Draw the letters in the air.
- Use the letter card or the poster to introduce the letter *i* to the Fifi puppet. The puppet asks *What’s this?* Say *It’s the letter i (letter name). I says i.* and the puppet repeats the *i* sound.
- Ask the children to draw the letter *i* in the air with you.

1 Listen and point. Chant and do. 🎧 1•50

- Look at the book and point to the *i*. Ask the children to trace it with their fingers.
- Point to the insect and teach the word *insect*.
- Play the chant for the children to listen and point to the letter *i* and the picture.
- Play the chant again for the children to join in and act out the *i* chant, by tracing the *i* in the air.

🎧 1•50

Letter *i* says ih,
ih, ih, ih – insect!
Draw an *i* in the air,
Draw an *i* everywhere!

2 Trace and draw.

- If you like, you can ask the children to trace the letter *i* with their fingers once again.
- The children can then do the pre-writing activity of tracing over the gray lines on the insect’s antennae.

3 Find and stick.

- Point to each of the three letters in turn and ask the children to say them. Ask the children to say what color each letter is.
- Tell children to find the *g* sticker in their books. Tell them to use the colors to help them find the right letters. Hold up the *g* sticker and demonstrate matching and sticking it on to the blue letter *g*.
- Repeat the process above for the *h* and *i* stickers.

4 Circle the pictures blue, yellow, or red.

- Point to the pictures on the right of the Student Book page and name the items. Say *We are going to match the letters and the pictures.*
- Point to the *g* and ask *What color is it?* Hold up a blue crayon and say *blue*. Ask: *What starts with g?* Go through the words one by one. Then say: *Goat starts with g.* Circle the goat with blue.
- Continue in this way, circling the objects in the correct colors. If this is too complex, ask the children to draw lines from the letters to the objects. You can do this activity together.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lessons 6 and 8 page 30

1 Match and say.

- The children draw lines to match the letters to the correct objects in the picture.

3 Show me



Objectives

To practice the language from the unit through a game

Language

Recycled: facial features, body parts

I have (2) eyes.

Materials

CD 1, Fifi puppet, Poster from Lesson 1, flashcards for facial features, Unit 3 Picture cards, colored pens / pencils / crayons

Extra activities

Stick the flashcards for the facial features on the board. Point to the flashcards and ask the children to say the words. Tell the children to close their eyes. Remove one of the flashcards. Tell the children to open their eyes. Ask *What's missing?* The children say the correct word, hold up picture cards, or point to the correct parts of their faces. Repeat the game until all the facial features have been practiced.

Unit 3 Lesson 9 page 36

Warmer

- Sing the song from Lesson 3. The children can do the actions and join in where possible. 🎵 1•43
- Talk about the poster. Use the Fifi puppet to point to the people, toys, and facial features and ask *Who's he / she?* *What's this?* *What are these?* The children answer together.
- Point to a feature on the sand face and ask the children to say the word. Prompt the children to say *I have one / two (ears / eyes / nose / mouth)*. Repeat with the other features on the sand face.

1 Look at the poster. Find and color.

CRITICAL THINKING

- Focus on the activity at the top of page. Have the children name the items in turn. Then they look for the same items on the poster. You can invite children to come to the front of the class to look for items on the poster.
- Tell the children to look at the pictures at the top of the Student Book and the poster. If the children can see an item on the poster, they color the square below the picture of that item in the Student Book. (The odd one out is the feet).

2 Look at the picture and play the game.

- Focus on the picture. Tell the children that Sam and his friends are playing a game and that they are going to play the game, too.
- Divide the children into groups of three to play the game. The children stand in a line. The first child points to a feature on his / her face. The second child points to the same feature on his / her own face and names it (e.g.: eyes). The third child counts the feature(s) on his / her own face (by pointing to each feature in turn if there are more than one) and says how many of the feature he / she has got (e.g.: *I have two eyes*).
- If you like, you can extend the game by asking the children to play in groups of four. The fourth child says what the facial feature does (e.g.: *I have two eyes to look, look, look*).
- When all of the children have said their lines, the first child moves to the end of the line and the child at the front chooses the next facial feature. Continue playing the game until all the children have had a turn to choose a feature.

3 How many eyes?

CRITICAL THINKING

- Ask the class the big question for this unit: *How many eyes?* Encourage the children to say what facial features they have, how many of each facial feature they have, and what they can do with each facial feature.
- Encourage the children to look through the unit to help them find all the things they have learned about.

Round up

- Tell the children to stand up. Say words for facial features and body parts, one at a time. The children point to the correct parts of their faces or bodies for each word. Say the words faster and faster.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Photocopy one hand template (page 127) onto thin card for each child. Collect together a selection of hard and soft materials (e.g.: cotton wool, feathers, fake fur, velvet, aluminium, wood shavings, foam, buttons, etc.) to make up a "feely box" ready for the craft activity in the next lesson. If you like, you can cut out the hand shapes for the children to use before the next lesson.

3 Show and Tell



Objectives

To make a *Feely Picture*

Language

Recycled: hard / soft, feathers, hand
It's (hard).

Materials

CD 1, photocopies of the hand template PCM (page 127, one per child), hard / soft materials for the children to use to make their *Feely Pictures*, e.g.: cotton wool, feathers, fake fur, velvet, aluminium, wood shavings, foam, buttons, etc., scissors, glue, a completed *Feely Picture*

Extra activities

Hold up between one and five fingers (or a number card) behind your back, or hold one to five small items in your hand so that the children can't see how many you are holding. Ask the children *How many?* The children call out their guesses (or hold up fingers to show their guesses). Show the children your fingers / items. Repeat the game, inviting children to hold up fingers / hold items for the rest of the class to guess.

Unit 3 Lesson 10: Project page 37

Warmer

- Play the *Number chant* from Lesson 4. The children do the actions and join in. 🎵 1-45
- Quickly review the words for facial features and body parts. Say the words and ask the children to point to the correct parts of their faces / bodies.
- Review the texture words from Lesson 7.
- Show the children your completed *Feely Picture*. Tell them it shows a hand shape because we use hands to feel. Say *This is my picture*. Pass the picture round for the children to feel. Say *It's ...* The children take turns to say how the picture feels.
- Show the children your box of *feely* materials. Allow the children time to feel all the materials. Ask the children to come up to the front of the class in turn and choose an item to describe.

1 Talk about the pictures.

- Ask the class what the children are doing in the Student Book pictures and what they can see.
- Establish that the children in the pictures are making *Feely Pictures* and showing them to the class.
- Explain that the children are going to make their own special *feely* pictures and then show them to the class.

2 Make a Feely Picture.

- Hand out copies of the hand templates. Tell the children that they can each choose an item from the *feely* box to make their *feely* picture.
- The children choose their items, then put glue on their hand shape and stick their chosen material on.
- Help any children who need to cut out shapes from fabric or other materials.

3 Show and tell.

- The children take turns to show their *Feely Pictures* to the rest of the class. Encourage the children to talk about their *Feely Pictures*, e.g.: *This is my picture. It's hard / soft.*
- The children can take turns to stick their pictures on the classroom wall, or on a bulletin board. When all the pictures are on display, give the children some time to look at the pictures and feel all the different textures. Ask the children to say which pictures are hard and which are soft.

Round up

- Ask the children to say what words / letters / numbers they have learned in this unit.
- Hold up the flashcards for the facial features and ask the children to say the words.
- Invite children to make the letters *a-i* with their bodies or to trace the letters in the air. Ask children to count groups of one to five items around the class.
- Ask the children what they learned in the Follow me lesson in this unit (it's important to wash your hands).
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 10 page 31

1 Draw and color.

- The children complete the picture and color it. Ask the children to count the facial features and body parts and say how many of each the monster has.

The Scarecrow



Objectives

Review language and structures from Units 1–3
Listen to and understand a story
To learn about the value of being active

Language

Vocabulary and structures from Units 1–3

New: scarecrow, fingers, toes, sun, moon, cloud

Materials

CD 1, Fifi puppet, Units 1–3 Flashcards, Units 1–3 Picture cards (optional), sack, old clothes, newspaper, wool / straw, broom handle (optional), colored paper, straw, string, buttons for eyes, scraps of old cloth, etc. (optional)

Revision Story 1 pages 38–39

Warmer

- Play a game of *Simon Says* to review the facial features and parts of the body vocabulary from Unit 3 (*Touch your eyes / nose / mouth / ears / head / tummy / hands / feet / arms / legs*).
- Use flashcards or draw pictures to review the words children will encounter in the story (*hat, coat, mittens, shoes, eyes, hands, feet, goat, cat*).
- Pre-teach the words *scarecrow, fingers, and toes*.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the story.
- Introduce and help the children to identify the scarecrow in the first picture. Ask *Who's he?* Focus on the scarecrow's clothes. Say *Point to the (mittens, hat, coat, shoes)*. Then ask the children to name any animals and other clothes they can see in the pictures. Prompt the children using questions and instructions, e.g.: *What's this? Find a ... / Point to ...*.
- Use the pictures to teach the words *sun, moon, and cloud*.

2 Listen and point. Listen and repeat. 1:51

- Play the recording for the children to listen and point to the story frames.
- Play the recording again, pausing after each line for the children to repeat.

- Invite children to act out the story or mime it along with the audio.

1:51

The Scarecrow

Narrator: The birds are sleepy. The sun has gone away.

Narrator: Up jumps the scarecrow.

Scarecrow: I have eyes that look like this ...

Scarecrow: ... and eyes that look like that!

Narrator: The goats are snoring. The moon's behind a cloud.

Narrator: Up jumps the scarecrow.

Scarecrow: I have hands that shake like this ...

Scarecrow: ... and feet that shake like that.

Narrator: When all the kids are waking. The little cat shivers.

Narrator: Up jumps the scarecrow.

Scarecrow: I have fingers that bend like this ... and toes that bend like that. Shhhh.

3 Chant and do. 1:52

- Ask the children to stand up. Play the first verse through once, demonstrating the actions.
- Play the chant again for the children to copy your actions. Repeat with the remaining two verses.
- Play it again, verse by verse. Divide the class into two groups. One group sings and the other group does the actions. The children can then swap roles and sing the song again.

1:52

When all the birds are sleepy and the sun has gone away,
(hold hands together to side of head to mime sleeping)

Up jumps the scarecrow and this is what he says: (jump)

I'm a dingle, dangle scarecrow with a floppy, floppy hat. (step from one foot to the other with arms dangling etc.)

I have eyes that look like this, and eyes that look like that.

(move eyes to left and right, with fingers pointing the direction)

When all the goats are snoring and the moon's behind a cloud,
(hold hands together to side of head and snore)

Up jumps the scarecrow and sings this very loud: (jump)

I'm a dingle, dangle scarecrow with a floppy, floppy hat.

I have hands that shake like this and feet that shake like that.
(shake hands and feet)

When all the kids are waking and the little cat shivers, (yawn and stretch)

Up jumps the scarecrow and this is what he whispers: (jump)

I'm a dingle, dangle scarecrow with a floppy, floppy hat.

I have fingers that bend like this and toes that bend like that.
(bend fingers, wiggle toes)

Extension activity

- Make a big class picture of Scarecrow in his field, using colored paper, straw, string, buttons (for eyes), scraps of old cloth, etc. You can display the picture on the classroom wall.

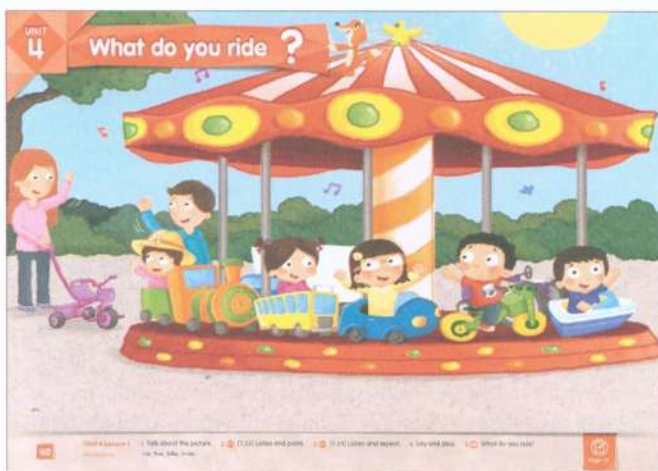
Activity Book Review 1 pages 33–34

1 Color the odd one out.

2 Color for you.

1 Color the things you know in blue, yellow, or red.

What do you ride ?



Objectives

Familiarize children with words for transportation
Introduce the unit topic

Language

New: car, bus, bike, train

Recycled: hat, bird, boat, sun, cloud

What's this? Find a (boat).

Materials

CD 1, Fifi puppet, Unit 4 Flashcards, Unit 4 Poster, Unit 4 Picture cards (Student Book page 111)

Extra activity

Play a game of *What's missing?* with the transportation flashcards. Stick the flashcards on the board and ask the children to say the words. Tell the children to close their eyes. Remove one of the flashcards, then tell the children to open their eyes and say which flashcard is missing.

Unit 4 Lesson 1 page 40

Warmer

- Sing and act out *Let's Get Ready to Learn*. 1-01

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review the character names and the words *sun, hat, boat, bird*. Fifi points to the items and asks *Who's / What's this?* and the children respond with the correct words.
- Use the flashcards and the poster to introduce the new vocabulary (*car, bus, bike, train*). Hold up a flashcard and say *Find a (car)*. The children point to the correct item on the poster.
- Open books and ask children about the picture. Ask *Who's this? What's this? Can you find (a boat / Anna / Sam's nose)?*

2 Listen and point. 1-53

- Play the recording for the children to listen and point to the correct means of transportation in their books.

1-53

car, bus, bike, train

3 Listen and repeat. 1-54

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

1-54

(Clap-clap-clap) car / (Clap-clap-clap) bus

(Clap-clap-clap) bike / (Clap-clap-clap) train

4 Say and play.

- Tell the children to line up in groups of four. Say the chant below, placing the flashcards on the board one at a time. The children say the words for the means of transportation in turn and show their corresponding picture cards, or point to the items in their books. They then repeat all the items and jump up and cheer as they say *Hurray*.

Teacher: *Show me, show me,
Show me the bus. Show me and say.*

Children: *Bus, bus, bus, bus.*

Teacher: *Show me, show me,
Show me the car. Show me and say.*

Children: *Car, car, car, car.*

Teacher: *Show me, show me,
Show me the pencil. Show me and say.*

Children: *Bike, bike, bike, bike.*

Teacher: *Show me, show me,
Show me the train. Show me and say.*

Children: *Train, train, train, train.*

All: *bus, car, bike, train: Hurray!*

5 What do you ride?

CRITICAL THINKING

- Introduce the Unit Question: *What do you ride?* Ask the children questions about people on the poster. Ask *What does (Sam) ride?* The children say the correct word. Ask *What do you ride?* The children choose their favorite means of transportation.

Round up

- Ask *Where's Bird?* The children find Bird in the picture.
- Help the children to cut out the transportation picture cards from the back of the Student Book for the next lesson.
- Play the *Bye Bye* song to end the lesson. The children do the actions.

Activity Book Lesson 1 page 35

1 Circle the difference. Color.

- The children find two differences between the two pictures (there is no bus in Picture 2, there is no car in Picture 2), then color the items in the pictures.

NOTE Collect together pairs of small toy cars, trains, bikes, and buses for the game in Lesson 2.

4 Play with me



Objectives

Practice the transportation vocabulary through a game

Language

New: Do you have (a bus)? Yes. / No.

Recycled: car, bus, bike, train

Materials

CD 1, Fifi puppet, Unit 4 Flashcards, Unit 4 Picture cards, Unit 4 Stickers, Pairs of small toy cars, buses, bikes and trains, Show and Tell boxes from Unit 2

Unit 4 Lesson 2 page 41

Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the chant plays. 🎧 1-01
- Use the transportation flashcards or picture cards to play a TPR game. Show the class a flashcard. The children say the word, then mime steering a car / moving their arms like a steam train / riding a bike / driving a motorboat over waves and make the appropriate vehicle noises. As the children gain confidence, withdraw the picture support and say the words for the children to do the actions.
- Introduce the new structure by playing a game with the flashcards or with toys. Ask three children to come to the front of the class. Hand each child a flashcard or a toy to represent a means of transportation. Ask each child in turn *Do you have a (bus)?* The children answer *Yes. / No.* Repeat with other children and other flashcards / toys.

1 Listen and point. 🎧 1-55

- Tell the class they are going to play a game. First they will look at the photo and listen to the recording. Explain that the children in the photo are playing this game. Play the recording for the children to listen and look at the picture.
- Play the first part of the recording again for the children to listen and point to the correct items in the photo. Pause after the first answer and ask the children which toy they think is missing. Play the rest of the recording and congratulate the children if they guessed the answer correctly.

🎧 1-55

Child 1: Do you have a train?

Child 2: No.

Teacher: Now you try.

Child 3: Do you have a bus?

Child 2: Yes.

Teacher: Very good.

2 Play the game.

- Set up the game. The children sit in an arc on the floor. One child sits in the center of the arc with a Show and Tell box from Unit 2.
- Place a toy car, bus, bike, and train in the center of the arc. The children look at the toys for a while, then close their eyes. The child in the center mixes the toys up and puts one of them into the Show and Tell box.
- The children open their eyes and try to guess which toy is missing. Ask the child an incorrect question, e.g.: *Do you have a (train)?* Encourage the child to answer *No*. Encourage other children to take turns to ask questions with *Do you have a ... ?* The first child to guess the correct toy takes a turn to sit in the center and put a toy in the box for the rest of the class to guess.

3 Listen and stick. Listen and repeat. 🎧 1-56

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what each sticker shows (*What's this?*).
- Play the recording, pausing after each exchange for the children find the correct sticker and the correct place on the Student Book page. Make sure all the children have got the right sticker, then have them stick the stickers onto the Student Book page.
- If you like, you can ask children to listen and point to the correct stickers in their books before they stick the stickers onto the Student Book page.
- Play the recording again and encourage the children to repeat the questions and answers.

🎧 1-56

Teacher: Do you have a train, Alex?

Child 1: Yes, look! Chuga-chug-chug.

Teacher: Do you have a bike, Sara?

Child 2: No... Oh yes. Here it is. Ding, ding.

Teacher: Do you have a car, Sofia?

Child 3: Erm...yes. Here it is! Beep, beep.

Teacher: Do you have bus, Ben?

Child 4: A bus... mmmm yes. Vroom, vroom, vroom!

Round up

- Put a toy train, a toy car, a toy bus, and a toy bike into four different Show and Tell boxes. Tell the children to sit in a circle. Play some music. The children pass the boxes around the circle. Stop the music in random places. The children holding the boxes look inside to see what toy they have without showing the rest of the class. Ask *Do you have a ... ?* and encourage the rest of the children to ask questions until they find out what toy each of the children have in their boxes. Continue the game so that all the children have a turn to answer.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Bring two or three blue, green, pink, and purple balloons to the next lesson for the song.

4 Read with me



Objectives

Listen to and understand a story

Language

New: green, pink, purple, plane, balloon

What color is it? It's (green).

Recycled: bus, car, train

Do you have (a plane)?

Materials

CD 1, Fifi puppet, Unit 4 Poster, Unit 4 Flashcards, Unit 4 Picture cards, character cut-outs, toys (as props for acting out the story), pink, blue, green, and purple balloons

Unit 4 Lesson 3 page 42

Warmer

- Place the transportation flashcards on the board, one at a time. The children say the words. Turn the flashcards face down and shuffle them around. Ask a child to come to the front of the class and choose a flashcard. The child takes the flashcard and looks at it without showing it to the rest of the class. Ask *Do you have a ... ?* and encourage the rest of the children to ask questions until they find out what flashcard the child has. Repeat the game so that all the children have a turn to answer.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story. Ask *Who can you see?* (Benny, Fifi, and Prickly) *What can you see?* (train, bus, and car) Say *Find a (train). Find the (buses / cars). Count the (buses / cars).* Then ask the children to point and say the colour of each item. Teach the new word *green* for the green car.
- Talk about what is happening. Ask *What is Benny playing with? What toy is Prickly riding on?* Point to the plane and teach the new word *plane* and the colors *pink* and *purple*.

2 Listen and point. Listen and repeat. 1:57

- Play the story and have the children point to the story frames as they listen.
- Listen to the story again, encouraging the children to point to the toy transportation items in the pictures as they are mentioned. Then ask what transportation toys

the children have and which of the toys in the pictures they would like to play with.

- Encourage the children to listen again, pausing so they can repeat the lines of the story.
- The children can use their cut-out puppets to act out the stories.

1:57

1 Fifi: Do you have a plane, Benny?

Benny: Yes.

Fifi: Oh, good.

2 Fifi: What color is it?

Benny: It's green ...

3 Benny: ... and purple ...

4 Fifi: ... and pink! Tah-dah!

Benny: Look, Prickly.

Prickly: Oh, it's lovely!

3 Sing and do 1:58

- Divide the class into two groups. The children stand in lines facing each other. Give the children in each group a blue, green, purple, or pink balloon. The children listen to the song and hold up their colored balloon when it is mentioned.
- Play the song again for the children to sing, hold up their balloons and point to themselves and each other as appropriate.

1:58

Blue, blue, blue, blue, blue.

Blue balloons

For me and you.

Green, green, green, green, green.

Green balloons

For me and you.

Pink, pink, pink, pink, pink.

Pink balloons

For me and you.

Purple, purple, purple, purple, purple.

Purple balloons

For me and you.

Blue, green, pink, and purple,

Blue, green, pink, and purple,

Balloons, balloons for me and you

And you and you and you ...

Round up

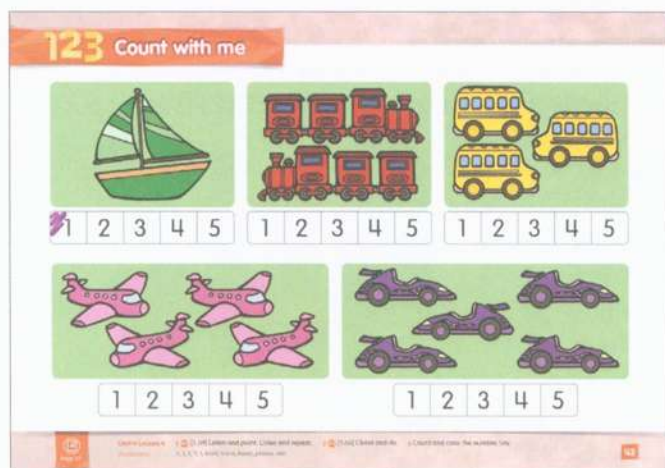
- Ask questions about the story (e.g.: *Does Benny have a plane? What color is it? Does Prickly like the plane?*) and encourage the children to answer.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 3 page 36

1 Look and color. Say.

- The children color each of the crayons a different color to make a color key. They then look at the numbers and colors of the crayons and color the numbered parts of the picture accordingly.

4 Count with me



Objectives

Practice counting items (5)

Language

Recycled: 1, 2, 3, 4, 5, boat, train, bus, plane, car

Materials

CD 1, Number cards, balls (optional), transportation toys, colored pens / pencils / crayons

Unit 4 Lesson 4 page 43

Warmer

- Play the song from Lesson 3. Encourage the children to do the actions and join in where possible. 🎧 1:58
- Use the Fifi puppet and the number cards or real balls to review counting 1, 2, 3, 4, and 5. Count various objects (in groups of up to 5) with the children.
- Draw the numbers 1 to 5 in the air and encourage the children to copy.
- Encourage the children to count on their fingers: 1, 2, 3, 4, 5.

1 Listen and point. Listen and repeat. 🎧 1:59

- Focus on the pictures. Have the children identify the vehicles in each picture.
- Play the recording for the children to listen, point to the pictures, and repeat the numbers and phrases (e.g.: *one / one boat*).

🎧 1:59

- 1 ... 1 boat
- 2 ... 2 trains
- 3 ... 3 buses
- 4 ... 4 planes
- 5 ... 5 cars

2 Chant and do. 🎧 1:60

- Present and practice the actions for the chant (putting up fingers for numbers, clapping for each of the toys).
- Play the chant and have the children clap along at the appropriate points.
- Play the chant again. Have the children clap and join in if possible.

🎧 1:60

Fingers ready?

Count, count, count.
Can you count these things?
Count, count, count.
Can you count and sing?

We can count 1, 2, 3, 4, 5!
And we can count ... 5! 5, 5, 5,
Now we can count 5!
1 boat (clap)
2 trains (clap x2)
3 buses (clap x3)
4 planes (clap x4)
5 cars (clap x5)
1, 2, 3, 4, 5!
Now we can count 5!

3 Count and color the number. Say.

- Ask children to look at the pictures and say the words. Point to the numbers under each picture in turn and count with the class.
- Tell the children to take out their colored pens / pencils / crayons. Say *Show me (blue)*. The children hold up the correct color.
- Say *Look at the boat. How many? What color is it? Now color the number 1 (green)*. Show the children how to color the correct number in their books. Repeat for the rest of the pictures.
- Ask the children to describe the pictures. Provide a model for the first one and say *There is one boat*.

CRITICAL THINKING

- Draw the outlines of five balls on the board. Ask a child to come to the board. Say *Color (three) balls*. The child colors the correct number of balls on the board. Repeat with other children and other numbers.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 4 page 37

1 Join the dots. Color.

- The children connect the dots in order to complete the picture of the car. They then color the picture.

4 Follow me



Objectives

Learn about the importance of thinking of others

Language

New: Sit down. Be quiet. Sorry.

Materials

CD 1, balloons / toys / pictures as props for the dialogue (optional)

Extra activity

Tell the children to stand in a circle. Play some music and tell the children to walk around in the circle. Stop the music at random points and say *Shh! Sit down and be quiet, please*. The children sit down as quickly as possible and stay still and quiet. Repeat as many times as you like. If you want to introduce a competitive element, you can see which child is the first to sit down each time and allow that child to stop the music and tell the rest of the class to be quiet next time.

Unit 4 Lesson 5 page 44

Warmer

- Play the song from Lesson 3. Encourage the children to do the actions and join in when they can. 🎧 1•58
- Hold up known items or toys in groups of one to five (e.g.: one hat, two trains, three cars, four boats, five crayons). Encourage the children to count the items with you. Invite children to hold up groups of items for the rest of the class to count together.

1 Listen and point. Listen and repeat. 🎧 1•61

- Look at the photos and ask children to listen to the recording and point to the people speaking in their books as they listen to the dialogue.
- Play the recording again, pausing after each line and encouraging the children to repeat the lines.

🎧 1•61

Child 1: Shhh. Sit down and be quiet, please.

Child 2: Oops, sorry!

2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the recording for them, then encourage them to say the dialogue themselves.
- If you like, you can invite pairs of children to act out the dialogue for the rest of the class. You can give the children props to hold (balloons, toys, pictures, etc.), as if they are about to do a Show and Tell.

3 Listen and chant. 🎧 1•62

- Play the chant once for the children to listen. Show them the actions and practice them together.
- Play the chant again two or three times for the children to listen, do the actions, and try to join in where possible.
- You can use this chant in future lessons when you need the children to be quiet and listen.

🎧 1•62

Hush, hush (*holding fingers to lips*)

It's time to sit (*sitting down*)

And listen too, (*putting hands behind ears in "listening" gesture*)

So we can learn (*tapping heads*)

Something new. (*spreading hands with palms open*)

Round up

- Ask the children why it is important to be quiet / listen / be respectful to other people.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 5 page 38

1 Look and draw 😊 or ☹️. Color.

- The children decide which picture shows children being respectful. They complete the faces by drawing a smile under the picture that shows children thinking of others and a sad mouth under the picture that shows children not thinking of others.

ANSWERS



4 Say it with me



Objectives

To practice the letters and sounds *j* and *k*

Language

New: *j*, *k*, juice, kite

Materials

CD 1, Fifi puppet, Alphabet poster, Unit 4 Letter cards, chalk and blackboards (optional)

Extra activity

Write a jumbled selection of large letters on the board, with the letter *j* written in the jumble several times. Invite children to come to the board and touch (or circle) one of the letter *js*. If children touch the letter, you can circle it or erase it. Repeat until all the letter *js* have been circled or erased. Repeat the activity with the letter *k*.

Unit 4 Lesson 6 page 45

Warmer

- Play the *Alphabet ride* chant. Encourage the children to do the actions and join in with the words where possible. 🎧 1:08
- Use the alphabet poster to look at letters and find them in the classroom (any letters – the children don't have to identify them). Draw the circles and lines in the air.
- Use the letter cards or poster to review the letters *a–i*. Draw the letters in the air. Ask the children to find things in their books beginning with *a, b, c, d, e, f, g, h, or i*.
- Use the letter cards or the poster to introduce the letter *j* to the Fifi puppet. The puppet asks *What's this?* Say *It's the letter j (letter name)*. *J says j*. The puppet repeats the *j* sound.
- Ask the children to draw the letter *j* in the air with you.
- Repeat for the letter *k*.

1 Listen and point. Chant and do. 🎧 1:63

- Look at the book and point to the *j*. Ask the children to trace it with their fingers. Point to the juice. Listen and act out the *J* chant. Trace the *j* in the air.
- Repeat the process above for the letter *k*.

🎧 1:63

Letter *J* says juh,
juh, juh, juh – juice!
Draw a *j* in the air,
Draw a *j* everywhere!

Letter *K* says kuh,
Kuh, kuh, kuh – kite!
Draw a *k* in the air,
Draw a *k* everywhere!

2 Play the game.

- Play *Find the letters*. The children sit in a circle. Give individual children the letter cards for *a* to *k*. Say *Pass the letters!* The children pass the letters around the circle until you say *Stop*. The children place the letters in the middle of the circle. Say *Susie. Find the letter ...*. The child finds the correct letter, holds it up, and says the sound. Continue until all the letters are found.
- Give the children blackboards and pieces of chalk. Alternatively, you can take pieces of chalk outside to the playground for the children to draw on the ground. Show the children how to hold the chalk and move it to make the shapes of the two new letters (*j* and *k*). Help the children to take turns to draw the letters on the blackboards or on the ground.
- Say words beginning with *j* or *k* (e.g.: *juice, jam, jelly, jar / kite, kitten, king, kangaroo*). The children make letters with their bodies to show the initial letter for each word.

3 Trace and draw.

- If you like, you can ask the children to trace the letters with their fingers (or a pencil) once again.
- The children can then do the pre-writing activity of tracing the lines to complete the glass of juice and the sides of the kite.

Round up

- Tell the children to clap once when they hear the letter *j* and twice when they hear the letter *k*. Say words beginning with *j* or *k*. Start slowly, then say the words faster and faster.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Bring an assortment of different sized toy vehicles to the next lesson with small / big wheels, different numbers of wheels, and without wheels (boat / plane). These should match the pairs of vehicles shown in the box in Lesson 7 (boat and car, train and bike, plane without wheels, and bus, a vehicle with big wheels, and a vehicle with small wheels).

4 Explore with me



1.64

Child 1: Let's try a plane and a train.

Child 2: Okay. Ready, steady ... go!

Child 3: The train is fast! The train is the winner!

Child 2: Yes, the train is big and it has lots of wheels.

2 Explore together.

CRITICAL THINKING

- Set up the experiment as shown in the picture, using a board to race the vehicles down, and the toy vehicles. Make sure the board is secured and will not fall over.
- Demonstrate the activity with two children. Race pairs of vehicles that match the pairs in the panel (bus and plane / train and car / boat and car). Ask the rest of the class to be judges and decide which vehicle is fast.
- Divide the class into groups of three or four and let each group choose a selection of vehicles to experiment with. Make sure each group has at least one vehicle without wheels. The children take turns to see which vehicles go fast and which go slowly. Encourage the children to try racing more than two things at once.
- At the end of the experiment, the children can divide their vehicles into slow and fast categories. Alternatively, they could order them by speed, from slowest to fastest.
- Bring the class together and ask each group to tell the class their results, saying which toys are fast and which are slow. Ask questions about the results of the experiment, e.g.: *Did vehicles with wheels go faster? Did vehicles with four wheels or six wheels go faster?* Then compare the results with the explanations the children gave at the beginning of the lesson. *Do wheels make things go fast? Do more wheels make a difference? Are big toys faster?*

3 Circle the fastest toy in your experiment.

CRITICAL THINKING

- Focus on the pictures on the right of the page.
- Point to the train and the plane. Ask *What's the fastest toy?* Prompt the children to say which vehicle of the pair was the fastest in the experiment. Say *Circle the fastest toy.* Ask children to point to the picture that they will circle. The children circle the fastest toy in their books. Repeat with the other pairs.

CLIL BOX: SCIENCE: SPEED

This lesson focuses on understanding what makes vehicles move fast or slowly. The children learn that, through conducting a simple experiment, they can compare different vehicles and speeds. They will learn how wheels help things to move faster and how size and weight affects speed.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song.

Activity Book Lesson 7 page 39

1 Match.

- The children draw lines to match the vehicles to the rosettes.

Objectives

To talk about different types of vehicle

Language

New: wheels, fast, slow, big, small, the winner

Let's try a (plane) and a (train).

Recycled: transportation

Materials

CD 1, an assortment of different sized toy vehicles with small / big wheels, different numbers of wheels, and without wheels, a bag or box, a board to race the vehicles on

Extra activity

Place one of the transportation toys in a cloth bag without letting the children see what the toy is. Invite a child to put their hand in the bag and feel the toy. Encourage the child to say whether the toy is big or small and whether it has wheels. Ask the child to guess what the toy is. Show the class the toy and ask if the child was right. Repeat with other toys and other children.

Unit 4 Lesson 7 page 44

Warmer

- Use the toy vehicles for the main activity to review the transportation vocabulary. Slowly take the items out of a bag or box, one at a time. Ask the children to call out the correct word as soon as they can see what the item is.
- Talk about the big picture. Ask the children to say what toys they can see in the picture and what the children in the picture are doing (racing the toys).
- Use some toy vehicles to pre-teach the new words *wheels*, *fast*, *slow*, *winner*. Ask the children to say which toy is the winner in the picture.

1 Listen and point. 1.64

- Explain that the children are going to listen to the children in the big picture doing an experiment.
- Play the recording. The children listen and point to the items in the picture as they are mentioned.

4 Say it with me



Objectives

To practice the letters and sounds *j*, *k* and *l*

Language

New: *l*, leg

Recycled: *j*, *k*, juice, kite

Materials

CD 1, Fifi puppet, Alphabet poster, Unit 4 Letter cards, Unit 4 Stickers, squares of paper, colored pens / pencils / crayons

Extra activities

Draw lots of letters *j*, *k*, and *l* on separate squares of paper and mix them on one big table. Give each child a letter to "collect". The children look around trying to find as many of their letter as they can.

Say words beginning with *j*, *k* or *l* (e.g.: *jam*, *juice*, *jug*, *jelly* / *kite*, *kangaroo*, *kitten*, *king* / *leg*, *lemon*, *lollipop*, *look*). The children hold up letter cards, trace letters in the air, or make letters with their bodies to show the initial letter for each word.

Unit 4 Lesson 8 page 47

Warmer

- Play the *Alphabet ride* chant for the children to act out and join in. ⌚ 1•08
- Use the alphabet cards or poster to review the letters *a*, *b*, *c*, *d*, *e*, *f*, *g*, *h*, *i*, *j*, and *k*. Draw the letters in the air.
- Use the letter card or the poster to introduce the letter *l* to the Fifi puppet. The puppet asks *What's this?* Say *It's the letter l (letter name)*. *L* says *l*, and the puppet repeats the *l* sound.
- Ask the children to draw the letter *l* in the air with you.

1 Listen and point. Chant and do. ⌚ 1•65

- Look at the book and point to the *l*. Ask the children to trace it with their fingers.
- Point to the boy's leg and teach the word *leg*.
- Play the chant for the children to listen and point to the letter *l*.

- Play the chant again for the children to join in and act out the *L* chant, tracing the *l* in the air.

⌚ 1•65

Letter *l* says luh,
luh, luh, luh – leg!
Draw an *l* in the air,
Draw an *l* everywhere!

2 Trace and draw.

- If you like, you can ask the children to trace the letter *l* with their fingers (or a pencil) once again.
- The children can then do the pre-writing activity of tracing the outline of the boy's leg.

3 Find and stick.

- Place the letter cards *a–l* on the board in order, one at a time (or write the letters). Ask the children to say the letters with you as you place / write them on the board.
- If you like, you can play the cumulative alphabet song for the children to join in and hold up their letter cards. ⌚ 1•09
- Focus on the letters *j–l* in the book. Point to each of the three letters in turn and ask the children to say them. Ask the children to say what color each letter is.
- Tell children to find the *j* sticker in their books. Tell them to use the colors to help them find the right letters. Hold up the *j* sticker and demonstrate matching and sticking it on to the purple letter *j*.
- Repeat the process above for the *k* and *l* stickers.

4 Circle the pictures purple, green, or pink.

- Point to the pictures on the right of the Student Book page and name the items. Say *We are going to match the letters and the pictures*.
- Point to the *j* and ask *What color is it?* Hold up a purple crayon and say *purple*. Ask *What starts with j?* Go through the words one by one. Then say *Juice starts with j*. Circle the juice with your purple crayon.
- Continue in this way, circling the objects in the correct colors. If this is too complex, ask the children to draw lines from the letters to the objects. You can do this activity together.

Round up

- Ask the children to bring their favorite toy vehicles to the next lesson.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lessons 6 and 8 page 40

1 Match and say. Color.

- The children draw lines to match the letters to the correct pictures, then say the letters and the words for the pictures. Then they color the letters and pictures.

4 Show me



Objectives

To practice the language from the unit through a game

Language

Recycled: transportation

Do you have a (train)? Yes. / No.

Materials

CD 1, Fifi puppet, Poster from Lesson 1, boat, plane, car, train, bike, bus flashcards / toys, Unit 4 Picture cards, children's favorite vehicle toys

Extra activity

Play a game of *Pictionary*. Slowly draw a vehicle on the board, standing so that the children can see the picture as you draw it. Encourage the children to call out the word as soon as they can see what the vehicle is. If you like, you can divide the class into two teams to play this game, and award one point to the first team to guess the vehicle. Repeat with other vehicles.

Unit 4 Lesson 9 page 48

Warmer

- Sing the song from Lesson 3. The children can do the actions and join in where possible. 🎵 1-58
- Tell the children to take out their picture cards. Use the Fifi puppet to say the chant from Lesson 1, Exercise 4. The children join in and show their corresponding picture cards.
- Talk about the poster. Point to some of the transportation items and ask *What's this?* The children answer and show their corresponding picture cards. Then ask some children to come to the front of the class. Ask about other items on the poster. Say *Find a ...* The children point to the items, either on the poster or on page 40 in their Student Books.

1 Look at the poster. Find and color.

CRITICAL THINKING

- Focus on the pictures at the top of page. Have the children name the items in turn. Then they look for the same items on the poster. You can invite children to come to the front of the class to look for items on the poster.
- Tell the children to look at the pictures at the top of the Student Book and the poster. If the children can see an item on the poster, they color the square below the picture of that item in the Student Book. (The odd one out is the plane).

2 Look at the picture and play the game.

- Focus on the picture. Tell the children that Sam and his friends are playing a game and that they are going to play the game, too.
- Ask the children to sit in a circle. Choose one child to sit in the middle. Hand out the transportation flashcards / toys. The children take turns to show their flashcards / small toys to the class and name the items.
- The children then turn so they are facing outwards. Play some music. The children pass their flashcards / small toys around the circle without revealing what they are to the child in the middle.
- Stop the music randomly. When the music stops, the child in the middle asks a question, e.g.: *Tom, do you have a ... ?* The child answers *Yes / No* and reveals their flashcard or toy.
- If the child in the middle guessed correctly, another child takes a turn in the middle. If the child in the middle did not guess correctly, they ask another child a question.

3 What do you ride?

CRITICAL THINKING

- Ask the class the big question for this unit: *What do you ride?* Encourage the children to say what transportation words they know. Ask the children about their favorite vehicle toys, e.g.: *Does it have wheels? Is it fast / slow? Is it big / small?*
- Encourage the children to look through the unit to help them find all the things they have learned about.

Round up

- Tell the children to take out their transportation picture cards. Say the transportation words one at a time. The children hold up the correct picture cards for each word. Alternatively, children can mime driving / riding / flying the vehicles. Say the words faster and faster.
- Ask the children to bring one vehicle toy to the next lesson.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

4 Show and Tell



Objectives

To make a wheel track picture

Language

New: My (car) wheel picture.

Recycled: transportation, wheels, picture

Materials

CD 1, paint, paint trays, toy vehicles, one sheet of paper per child, a completed wheel track picture

Extra activities

Mime driving / flying / riding a vehicle. Make the appropriate vehicle noise. The children guess which vehicle you are miming and call out the correct word. The first child to guess the vehicle correctly can take a turn to mime driving / flying / riding a vehicle for the rest of the class to guess.

Write the letters *a* to *l* on the board. Point to the letters and ask the children to say them. Trace one of the letters in the air, very slowly. The children call out the letter as soon as they can guess which letter it is. The first child to call out the correct letter can take a turn to trace another letter in the air for the rest of the class to guess.

Unit 4 Lesson 10: Project page 49

Warmer

- Play the *Number chant* from Lesson 4. The children do the actions and join in. ⌚ 1•60
- Quickly review the words for transportation. Say the words and ask the children to hold up the correct picture cards or mime driving / flying / riding the correct vehicle.
- Ask some of the children questions with *Do you have a ... ?* The children answer and show you the toy they have brought to class for this lesson.
- Show the children your completed wheel track picture and the toy you used to make it. Say *This is my (bus) wheel picture. The tracks are (red). My (bus) has six big wheels. It has big tires.* Pass the picture around the class for the children to look at it. Pre-teach any new words the children might want to use for the project, eg: *truck, tire, track.*

1 Talk about the pictures.

- Ask the class what the children are doing in the Student Book pictures and what they can see.
- Establish that the children in the pictures are making wheel track pictures, then showing their pictures to the class.
- Discuss how the children made their pictures (by rolling their vehicle wheels in paint, then rolling them onto a sheet of paper) and what equipment they will need to make their own wheel track pictures (a toy vehicle, paint, paint trays, and paper).
- Explain that the children are going to use their toy vehicles to make their own special wheel track pictures and then show them to the class.

2 Make a wheel picture.

- Hand out sheets of paper and place paint and paint trays on a table. Tell the children that they can choose one or more of their favorite colors to make their wheel pictures.
- The children dip their vehicle wheels in the paint and then roll the vehicle across the paper so the tire tracks print. They can experiment by making fast and slow tracks.

3 Show and tell.

- The children put their finished pictures on a table. Collect all the vehicles together and put them on the table.
- The children take turns to look at the pictures and guess which vehicles their friends used to make their pictures. Encourage the children to ask each other *Do you have a ... ?*

Round up

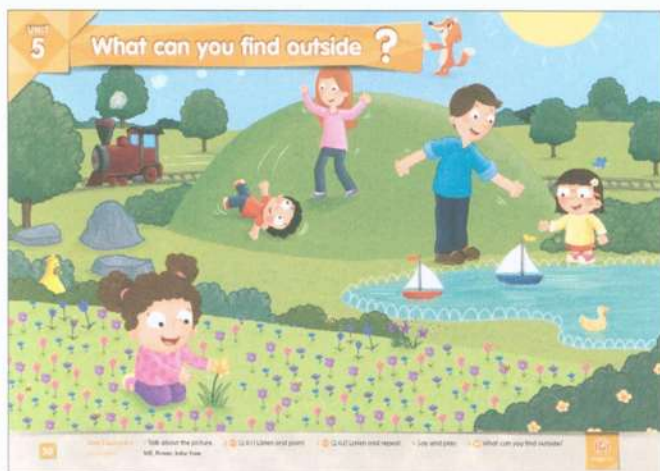
- Ask the children to say what words / letters / numbers they have learned in this unit.
- Hold up the transportation flashcards and ask the children to say the words.
- Invite children to make the letters *a-l* with their bodies or to trace the letters in the air.
- Ask children to count groups of one to five items around the class.
- Ask the children what they learned in the Follow me lesson in this unit (it's important to be respectful).
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 10 page 41

1 Color. Cut and fold.

- The children color both sides of the picture of the bus, then cut out the picture and fold it along the dashed line to make a toy bus.

What can you find outside ?



Objectives

Familiarize children with words for nature
Introduce the unit topic

Language

New: hill, flower, lake, tree

Materials

CD 2, Fifi puppet, Unit 5 Flashcards, Unit 5 Poster, Unit 5 Picture cards (Student Book page 113)

Extra activity

Play a game of *Pictionary* with the new nature words. Slowly draw a picture of a *flower*, *tree*, *lake*, or *hill* on the board. The children call out the word as soon as they can see what the picture is. Repeat the game, using other known items (*car*, *boat*, *train*, *bike*, *bus*, *hat*, etc.).

Unit 5 Lesson 1 page 50

Warmer

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

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review the character names, colors, and other known items (*sun*, *train*, *boat*, *bird*). Fifi points to the items and asks *Who's* / *What's* / *What color is this?* and the children respond with the correct words.
- Use the flashcards and the poster to introduce the new vocabulary (*flower*, *tree*, *lake*, *hill*). Hold up a flashcard and say *Find a (flower)*. The children point to the correct item on the poster.
- Play a matching flashcard game. Give children the flashcards and ask them to come to the poster and match the flashcards to the nature items on the poster.
- Open books and ask children about the picture. Ask *Who's this?* *What's this?* *Can you find (a train / May / a hill)?*

2 Listen and point. ⏮ 2-01

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

⏮ 2-01

tree, lake, flower, hill

3 Listen and repeat. ⏮ 2-02

- Play the recording for the children to listen, clap, and try to repeat the words if possible.

⏮ 2-02

(Clap-clap-clap) tree / (Clap-clap-clap) lake

(Clap-clap-clap) flower / (Clap-clap-clap) hill

4 Say and play.

- Tell the children to line up in groups of four. Say the chant below, placing the flashcards on the board one at a time. The children say the words for the nature items in turn and show their corresponding picture cards, or point to the items in their books. They then repeat all the items and jump up and cheer as they say *Hurray*.

Teacher: *Show me, show me,
Show me the hill. Show me and say.*

Children: *Hill, hill, hill, hill.*

Teacher: *Show me, show me,
Show me a tree. Show me and say.*

Children: *Tree, tree, tree, tree.*

Teacher: *Show me, show me,
Show me a flower. Show me and say.*

Children: *Flower, flower, flower, flower.*

Teacher: *Show me, show me,
Show me the lake. Show me and say.*

Children: *Lake, lake, lake, lake.*

All: *Hill, tree, flower, lake: Hurray!*

5 What can you find outside?

CRITICAL THINKING

- Introduce the Unit Question: *What can you find outside?* Ask the children questions about the items on the poster. Say *Where is (Sam)? (He's) (on / in / near) the ...* The children say the correct word. Ask *What can you find outside?* The children say the nature words they know (*hill*, *lake*, *tree*, *flower*, *bird*, *sun*, etc.).

Round up

- Ask *Where's Bird?* The children find and point to Bird in the picture.
- Help the children to cut out the nature picture cards from the back of the Student Book for the next lesson.
- Play the *Bye Bye* song to end the lesson.

Activity Book Lesson 1 page 43

1 Draw and color. Say.

- The children trace the lines to match the animals to the places. They then color the pictures. Ask the children to name the items and tell you what color each item is. Ask the children what animal is missing (*bee*). Ask them to draw it in the frame.

5 Play with me



Objectives

Practice the nature vocabulary through a game

Language

New: I see a (lake).

Materials

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

Unit 5 Lesson 2 page 51

Warmer

- Play *Let's Get Ready to Learn*. Demonstrate the actions for the children to mimic as the chant plays. 🎧 1•01
- Use the nature flashcards and picture cards to play a game. Show the class a flashcard. The children say the word, then hold up the matching picture card. As the children gain confidence, withdraw the flashcard support and say the words for the children to hold up the correct picture cards.
- Use the puppet and the poster to introduce the new structure *I see a ...*. The Fifi puppet points to items on the poster and says *I see a (train)*. The Fifi puppet then points to items on the poster and asks children *What do you see?* Encourage the children to respond using the new structure.

1 Listen and point. 🎧 2•03

- Tell the class they are going to play a listening game. First they will look at the photo and listen to the recording. Explain that the children in the photo are playing a game. Play the recording for the children to listen and look at the picture.
- Play the first part of the recording again for the children to listen and point to the correct item in the photo. Play the rest of the recording and ask the children to hold up the picture cards for the nature words they hear.

🎧 2•03

Child 1: Stop! Look! What do you see?

Child 2: I see a tree. Now look at me!

2 Play the game.

- Tell the children they are going on a bear hunt.
- Choose a child to be the leader. He or she should choose one of the flashcards (*bear, tree, flower, lake, hill*) you are holding. Arrange the other children in a line beside the leader so that they can follow him / her. The leader holds up the flashcard and says *What do you see?* The rest of the class should shout out (*I see*) a (*tree*) and mime climbing a tree, swimming across a lake, walking up a hill, or picking some flowers. When they see the bear flashcard they run "home" (back to their desks, or to a designated area, such as a rug).
- The first child to get "home" (sitting at their desk or in the designated area) is the winner and takes a turn to be the next leader.

3 Listen and stick. Listen and repeat. 🎧 2•04

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what each sticker shows (*What's this?*).
- Play the recording, pausing after each exchange for the children find the correct sticker and the correct place on the Student Book page. Make sure all the children have got the right sticker, then have them stick the stickers onto the Student Book page.
- If you like, you can ask children to listen and point to the correct stickers in their books before they stick the stickers onto the Student Book page.
- Play the recording again and encourage the children to repeat the sentences.

🎧 2•04

Child 1: I see a flower.

Child 1: I see a lake.

Child 2: I see a hill.

Child 2: I see a tree.

Round up

- Stick flashcards for known items around the classroom. Say *I see a (boat)*. The children run to the correct flashcard. If you like, you can ask the first child to reach the flashcard to say the next sentence for the rest of the class.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

5 Read with me



Objectives

Listen to and understand a story

Language

New: slide, swing

Is it big / small? Yes. / No. I'm big / small.

Recycled: big, small

It's big / small.

Materials

CD 2, Fifi puppet, Unit 5 Poster, Unit 5 Flashcards, Unit 5 Picture cards, character cut-outs

Unit 5 Lesson 3 page 52

Warmer

- Place the nature flashcards on the board, one at a time. The children say the words. Turn the flashcards face down and shuffle them around. Ask a child to come to the front of the class and choose a flashcard. The child takes the flashcard and looks at it. Ask *What do you see?* and encourage the child to answer *I see a (flower)*. Repeat the game so that all the children have a turn to choose a flashcard. You can add other flashcards to the game if you like.
- Ask the children to name the three animal story characters. The children can hold up their story character cut-outs to identify the animal story characters.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story. Ask *Who can you see?* (Benny, Fifi, and Prickly) *What are the characters looking at?* (A park.)
- Teach the new words *slide* and *swing* and do actions for them. Encourage the children to do the actions when you say the words. Ask *Can Prickly see the slide? Why not?* Review the words *big* and *small* and ask the children to find big and small items in the classroom. Ask the children to say who is big and who is small in the story.

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

- Play the story and have the children point to the story frames as they listen.
- Listen to the story again, encouraging the children to point to the items in the pictures as they are mentioned.

Then ask the children what they would like to play on in the park (slide or swing). Encourage the children to do actions for their choices.

- Encourage the children to listen again, pausing so they can repeat the lines of the story.
- Ask groups of children to mime the story along with the recording.
- The children can use their cut-outs to act out the story.

2:05

1 Benny: I see a slide!

Prickly: Is it big?

Fifi: Yes.

2 Benny: I see a swing!

Prickly: Is it big?

Fifi: No. It's small.

3 Prickly: I'm small!

Benny: I'm big. Let me help! Come on.

4 Prickly: Now I see the slide and the swing! Thank you, Benny.

3 Sing and do. 2:06

- Play the song through once. Introduce and demonstrate the actions, as below.
- Play the song again for the children to do the actions and try to join in with the words where possible.

2:06

Look at the slide! (*point at an imaginary slide*)

It's big! (*hold hands wide apart to show a great size*)

Yes. (*thumbs up, or pumping the air*)

Let's climb up the slide, slide, slide. (*mime climbing a ladder*)

It's a fun ride, ride, ride. (*sway from side to side*)

Let's climb up the slide, slide, slide. (*mime climbing a ladder*)

Now let's go down! (*make a downward motion with arms*)

WEEEEEE! (*mime going down a slide, with arms starting high then low*)

Look at the swing! (*point at an imaginary swing*)

It's small! (*hold hands slightly apart to show a small size*)

Yes. (*thumbs up, or pumping the air*)

Let's go on the swing, swing, swing. (*mime swinging low on a swing*)

We swing and sing, sing, sing. (*sway from side to side*)

Let's go the swing, swing, swing. (*mime swinging low on a swing*)

Now let's go high! (*make an upward motion with arms*)

Weeeeeee! (*mime swinging high on a swing*)

Round up

- Ask questions about the story (e.g.: *Does Benny see a slide? Is the slide small? Is Prickly big? Does Benny help Prickly?*) and encourage the children to answer.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 3 page 44

1 Draw and say.

- The children join the dotted lines to complete the picture, then point to the completed items and say the words.

5 Count with me



Objectives

Practice counting items (6 and 7)

Language

New: 6, 7, six, seven, sticks

Recycled: 1, 2, 3, 4, 5, eyes

Materials

CD 2, Number cards, balls (optional), colored pens / pencils / crayons, a tray (optional), different numbers of known items (optional)

Unit 5 Lesson 4 page 53

Warmer

- Play the song from Lesson 3. Encourage the children to do the actions and join in where possible. 🎧 2•06
- Use the Fifi puppet and the number cards or real balls to review counting 1, 2, 3, 4, and 5. Count various objects (in groups of up to 5) with the children.
- Draw the numbers 1 to 5 in the air and encourage the children to copy.
- Encourage the children to count on their fingers: 1, 2, 3, 4, 5.
- Add one object to the already assembled objects and introduce the word *six*. Show the children the number card 6.
- Repeat the process above for the number 7.
- Teach the children to count on their fingers: 1, 2, 3, 4, 5, 6, 7.
- Ask the children to look at the numbers in the book. Show them how to trace the number 6 with their fingers six times and trace the number 7 with their fingers seven times.
- Count the sticks and count the eyes together.

1 Listen and point. Listen and repeat. 🎧 2•07

- Play the recording for the children to listen and point to the correct numbers and pictures.
- Play the recording again for the children to repeat the numbers.

🎧 2•07

6 ... 6 sticks

7 ... 7 eyes

2 Chant and do. 🎧 2•08

- Present and practice the actions for the chant.
- Play the chant again. Have the children do the actions for it and join in if possible.

🎧 2•08

Fingers ready?

Count, count, count.

Can you count these things?

Count, count, count.

Can you count and sing?

We can count 1, 2, 3, 4, 5! (*putting up fingers*)

And now we can count ... 6! 6, 6, 6,

Now we can count 6!

And pick up sticks! 6, 6, 6, (*miming picking up sticks*)

And pick up sticks! 6, 6, 6,

Now we can count 6!

We can count 1, 2, 3, 4, 5, 6! (*putting up fingers*)

And now we can count ... 7! 7, 7, 7,

Now we can count 7!

Eyes closed and open! 7, 7, 7, (*opening and closing eyes*)

Eyes closed and open! 7, 7, 7,

Now we can count 7!

3 Find and color. Count and say.

- Ask children to look at the big picture. Ask *What can you see?* Ask the children to point to the trees. Tell the children to find and hold up a green crayon. Then say and demonstrate *Find and color six trees*. Repeat for the seven flowers, using a different color.
- Ask *How many trees?* Point to the trees and encourage the children to count them together (*one tree, two trees, three trees, four trees, five trees, six trees*). Repeat for the flowers.

CRITICAL THINKING

- Assemble different numbers of known objects on a tray or table (e.g.: one crayon, two pencils, etc). Ask the children to put together groups of the same objects and count the objects in each group.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song.

Activity Book Lesson 4 page 45

1 Count and match.

- The children count the items, then connect the dots to join the pictures to the correct numbers.

5 Follow me



Objectives

Learn about the importance of playing safely

Language

New: Look out! Here I come!

Materials

CD 2

Extra activity

Tell two children to hold hands to make a small circle in the center of the classroom. The other children stand outside the circle. Play some music and tell the two children in the center to dance around in a circle. Walk around behind the children outside the circle. Tap a child on the shoulder. The child says *Look out! Here I come!* and joins the circle in the center of the classroom. The children in the circle say *Okay* and take the child's hands. Repeat until all of the children are in the circle.

Unit 5 Lesson 5 page 54

Warmer

- Play the song from Lesson 3. Encourage the children to do the actions and join in when they can. 🎧 2•06
- Hold up known items or toys in groups of one to seven. Encourage the children to count the items with you. Invite children to hold up groups of items for the rest of the class to count together.

1 Listen and point. Listen and repeat. 🎧 2•09

- Look at the photos and ask children to listen to the recording and point to the people speaking in their books as they listen to the dialogue.
- Play the recording again, pausing after each line and encouraging the children to point to the correct speech bubbles and repeat the lines.

🎧 2•09

Child 1: Look out! Here I come!

Child 2: Okay.

2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the recording for them, then encourage them to say the dialogue themselves.
- If you like, you can invite pairs of children to act out the dialogue for the rest of the class. The children playing the role of the girl can mime being on a swing or slide.

3 Listen and chant. 🎧 2•10

- Play the chant once for the children to listen. Show them the actions and practice them together.
- Play the chant again two or three times for the children to listen, do the actions, and try to join in where possible.
- If you like, you can take the children on a playground tour. Ask the children to identify possible dangers in the playground and how to avoid them. Encourage the children to say the chant as they walk around the playground.
- You can adapt the chant to use it in future lessons when you need the children to play (or do other activities) carefully and safely.

🎧 2•10

Look out! (holding finger up in warning)

Shout it out. (putting hand to mouth as if shouting)

Play safe. (miming playing, swinging on a swing or slide)

Stay safe. (thumbs up)

Round up

- Ask the children why it is important to be play safely (so we don't get hurt).
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 5 page 46

1 Look and draw 😊 or ☹️. Color.

- The children decide which picture shows children playing safely. They complete the faces by drawing a smile under the picture that shows children playing safely and a sad mouth under the picture that shows children not playing safely.

ANSWERS

☹️ 😊

5 Say it with me



Objectives

To practice the letters and sounds *m* and *n*

Language

New: *m, n, moon, nest*

Materials

CD 2, Fifi puppet, Alphabet poster, Letter cards *a–n*, finger paints and sheets of paper (optional)

Extra activity

Write a jumbled selection of large letters on the board, with the letter *m* written in the jumble several times. Invite children to come to the board and touch (or circle) one of the letter *ms*. If children touch the letter, you can circle it or erase it. Repeat until all the letter *ms* have been circled or erased. Repeat the activity with the letter *n*.

Unit 5 Lesson 6 page 55

Warmer

- Play the *Alphabet ride* chant. Encourage the children to do the actions and join in with the words where possible. ⌚ 1•08
- Use the alphabet poster to look at letters and find them in the classroom (any letters – the children don't have to identify them). Draw the circles and lines in the air.
- Use the letter cards or poster to review the letters *a–l*. Draw the letters in the air. Ask the children to find things in the classroom (or on the posters or in their books) beginning with the letters *a–l*.
- Use the letter cards or the poster to introduce the letter *m* to the Fifi puppet. The puppet asks *What's this?* Say: *It's the letter m (letter name)*. *M* says *m*, and the puppet repeats the *m* sound.
- Ask the children to draw the letter *m* in the air with you.
- Repeat for the letter *n*.

1 Listen and point. Chant and do. ⌚ 2•11

- Look at the book and point to the *m*. Ask the children to trace it with their fingers. Point to the moon. Listen and act out the *M* chant. Trace the *m* in the air.
- Repeat the process above for the letter *n*.

⌚ 2•11

Letter *m* says *muh*,
muh, muh, muh – moon!
Draw an *m* in the air,
Draw an *m* everywhere!

Letter *n* says *nuh*,
nuh, nuh, nuh – nest!
Draw an *n* in the air,
Draw an *n* everywhere!

2 Play the game.

- Play *Find the letters*. The children sit in a circle. Give individual children the letter cards for *a* to *n*. Say *Pass the letters!* The children pass the letters around the circle until you say *Stop*. The children place the letters in the middle of the circle. Say *Susie. Find the letter ...* The child finds the correct letter, holds it up, and says the sound. Continue until all the letters are found.
- Give the children finger paints and sheets of paper. Show the children how to dip their fingers in the paint, then move their fingers on the paper to make the shapes of the two new letters (*m* and *n*).
- Say words beginning with *m* or *n* (e.g.: *mouth, me, moon, mom / nest, no, new, name*). The children make letters with their bodies to show the initial letter for each word.

3 Trace and draw.

- If you like, you can ask the children to trace the letters with their fingers (or a pencil) once again.
- The children can then do the pre-writing activity of tracing the lines to complete the pictures of the moon and the nest.

Round up

- Tell the children to stand up when they hear the letter *m* and sit down when they hear the letter *n*. Say words beginning with *m* or *n*. Start slowly, then say the words faster and faster.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE If possible, plant some fast growing seeds, such as mustard or cress seeds in a pot so that you can show the children the result in the next lesson. You can also bring some flowering plants to the class to show 'flower'. Bring some small pots, spoons, soil, small watering cans, and sunflower seeds or other seeds to the next lesson. Ideally the seeds will be fast growing, flowering ones such as sweet peas, nasturtium or marigolds.

5 Explore with me



Objectives

To talk about growing flowers from seeds

Language

New: seed, pot, water

It's in the pot.

Recycled: flower

Materials

CD 2, small pots, spoons, soil, sunflower seeds or other seeds, small watering cans, a pot with seedlings growing in it

Extra activity

Demonstrate the following actions for the class. Say *I'm a small seed*. Curl up small and pretend to be a seed. Say *Water the seed!* Move your hands and fingers above your head to mime drops of water falling on the seed. Say *Now I'm a big flower!* Mime growing up like a flower, stretching and spreading your arms above your head. Say the sentences again for the children to do the actions.

Unit 5 Lesson 7 page 56

Warmer

- Play a game of *What's missing?* with the nature flashcards. Stick the flashcards on the board and ask the children to say the words. Tell the children to close their eyes. Remove one of the flashcards, then tell the children to open their eyes and say which flashcard is missing. Repeat the game, removing a different flashcard each time.
- Talk about the big picture. Ask the children to say what they can see in the picture and what the children in the picture are doing (planting seeds and growing flowers).
- Use the items you have brought to class pre-teach the words *seed*, *pot*, *water*. Ask the children to say the words after you and point to the matching items in the picture.
- Ask *What is in the pot?* *Why are the children watering it?* *What grows out of the pot?* Describe how things grow, then ask *What things grow like this?* *Can you think of other things that grow in the soil?*

1 Listen and point. 2-12

- Explain that the children are going to listen to the children in the big picture on the Student Book page planting and growing seeds.
- Play the recording. The children listen and point to the items in the picture as they are mentioned.

2-12

Child 1: This is a seed. It's in the pot.

Child 2: Water is on the seed. Here is the flower! It's in the pot.

2 Explore together.

CRITICAL THINKING

- Tell the children that they are going to plant and grow seeds like the children in the picture.
- Set up a planting table with little pots, soil, seeds, spoons, and watering cans. Show the children how to plant a seed in a pot.
- Show the children the sunflower seeds (or other seeds) that you have grown and show them a picture of a sunflower (or a picture of what your plant / flower will look like when it is fully grown).
- The children then work in pairs or small groups to plant their seeds. Write the children's names on their pots and put the pots in a sunny place. Tell the children that plants need sun and water to grow. Remind the children to water their seeds regularly and check their progress.

3 Match in order.

CRITICAL THINKING

- Focus on the pictures on the right of the page and have children tell you what each picture shows.
- Ask the children to think about their plants. Ask them which picture they think comes first (the seed). Show the children how to draw a line to match the number 1 to the picture of the seed. Repeat for the other pictures.

CLIL BOX: SCIENCE AND NATURE: HOW SEEDS GROW

This lesson focuses on plants and how things grow. The children can follow the progress of a plant from seed to fully grown. They learn how to plant seeds and they learn about the importance of water and sunlight in the growing process. They can apply this knowledge to other flowers, plants, and trees.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 7 page 47

1 Match and draw.

- The children draw lines from the pictures to the correct numbers to show the stages of the growing process. Ask the children to point to the pictures in order and say the numbers.

5 Say it with me



Objectives

To practice the letters and sounds *m*, *n*, and *o*

Language

New: *o*, octopus

Recycled: *m*, *n*, moon, nest

Materials

CD 2, Fifi puppet, Alphabet poster, Letter cards *a–o*, Unit 5 Stickers, squares of paper, colored pens / pencils / crayons

Extra activities

Draw lots of letters *m*, *n*, and *o* on separate squares of paper and mix them around the classroom, with a few of each letter on each desk. Alternatively, you can mix all the letters together on one big table. Give each child a letter to “collect”. The children look around trying to find as many of their letter as they can.

Say words beginning with *m*, *n*, or *o* (e.g.: *moon*, *me*, *mom*, *mouth* / *nose*, *nest*, *now*, *name* / *octopus*, *orange*, *on*, *off*). The children hold up letter cards, trace letters in the air, or make letters with their bodies to show the initial letter for each word.

Unit 5 Lesson 8 page 57

Warmer

- Tell the children to check their plants and water them if necessary.
- Play the *Alphabet ride* chant for the children to act out and join in where possible. 🎧 1•08
- Use the alphabet cards or poster to review the letters *a–n*. Draw the letters in the air.
- Use the letter card or the poster to introduce the letter *o* to the Fifi puppet. The puppet asks *What’s this?* Say *It’s the letter o (letter name)*. *O says o* and the puppet repeats the *o* sound.
- Ask the children to draw the letter *o* in the air with you and make the *o* sound.

1 Listen and point. Chant and do. 🎧 2•13

- Look at the book and point to the *o*. Ask the children to trace it with their fingers.
- Point to the octopus and teach the word *octopus*.
- Play the chant for the children to listen and point to the letter *o*.
- Play the chant again for the children to join in and act out the *O* chant. Trace the *o* in the air.

🎧 2•13

Letter *o* says *o*,

o o o – octopus!

Draw an *o* in the air,

Draw an *o* everywhere!

2 Trace and draw.

- If you like, you can ask the children to trace the letter *o* with their fingers (or a pencil) once again.
- The children can then do the pre-writing activity of tracing the outline of the octopus’ body.

3 Find and stick.

- Place the letter cards *a–o* on the board in order, one at a time (or write the letters). Ask the children to say the letters with you as you place / write them on the board.
- Focus on the letters *m–o* in the book. Point to each of the three letters in turn and ask the children to say them. Ask the children to say what color each letter is.
- Tell children to find the *m* sticker in their books. Tell them to use the colors to help them find the right letters. Hold up the *m* sticker and demonstrate matching and sticking it on to the purple letter *m*.
- Repeat the process above for the *n* and *o* stickers.

4 Circle the pictures purple, green, or pink.

- Point to the pictures on the right of the Student Book page and name the items. Say *We are going to match the letters and the pictures*.
- Point to the *m* and ask *What color is it?* Hold up a purple crayon and say *purple*. Ask *What starts with m?* Go through the words one by one. Then say *Moon starts with m*. Circle the moon with your purple crayon.
- Continue in this way, circling the objects in the correct colors. If this is too complex, ask the children to draw lines from the letters to the objects. You can do this activity together.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lessons 6 and 8 page 48

1 Look, circle, and say.

- The children look at the pictures and decide which letter each word begins with. They circle the correct letter under each picture, then point to the pictures and say the letters and the words.

5 Show me



Objectives

To practice the language from the unit through a game

Language

Recycled: nature

I see a (hill).

Materials

CD 2, Fifi puppet, Poster from Lesson 1, Nature flashcards, a large sheet of paper with a hole cut out of it (optional), Unit 5 Picture cards

Extra activity

Hold up one of the nature flashcards (or stick it on the board), covered with a large sheet of paper with a hole cut out of it. Slowly move the sheet of paper around, so that the children can see different sections of the flashcard through the hole. Encourage the children to call out the word as soon as they can guess what the picture on the flashcard is. If you like, you can divide the class into two teams to play this game, and award one point to the first team to guess each flashcard. Repeat with other nature flashcards, or with flashcards from previous units.

Unit 5 Lesson 9 page 58

Warmer

- Tell the children to check their plants and water them if necessary.
- Sing the song from Lesson 3. The children can do the actions and join in where possible. 🎵 2:06
- Tell the children to take out their picture cards. Use the Fifi puppet to say the chant from Lesson 1, Exercise 4. The children join in with the chant and show their corresponding picture cards.
- Talk about the poster. Point to some of the nature items and ask *What's this?* The children answer and show their corresponding picture cards. Then ask some children to come to the front of the class. Ask about other items on the poster. Say *Find a (boat)*. The children point to the items, either on the poster or on page 50 of their Student Books.

1 Look at the poster. Find and color.

CRITICAL THINKING

- Focus on the activity at the top of page. Have the children name the items in turn. Then they look for the same items on the poster. You can invite children to come to the front of the class to look for items on the poster.
- Tell the children to look at the pictures at the top of the Student Book and the poster. If the children can see an item on the poster, they color the square below the picture of that item in the Student Book. (The odd one out is the watering can).

2 Look at the picture and play the game.

- Focus on the picture. Tell the children that Sam and his friends are playing a game and that they are going to play the game, too.
- Tell the children to close their eyes. Hide flashcards or picture cards around the classroom, as in the Student Book picture. You can use the nature flashcards and any other flashcards of objects.
- Tell the children to open their eyes. The children move around the classroom looking for the hidden flashcards or picture cards. When they find a flashcard or picture card, they can put up a hand and tell you what they see (e.g.: *I see a hill.*), or tell a friend what they see. Make sure the children leave the flashcards / picture cards where they find them, so that other children can find them, too.
- At the end of the game, invite the children to take turns telling the class how many flashcards / picture cards they found and what they see on each flashcard / picture card.

3 What can you find outside?

CRITICAL THINKING

- Ask the class the big question for this unit: *What can you find outside?* Encourage the children to say what nature words they know. Ask the children what they like to do outside (e.g.: *ride my bike, play on the slide / swing, climb trees, etc.*).
- Encourage the children to look through the unit to help them find all the things they have learned about.

Round up

- Tell the children to take out their nature picture cards. Say the nature words one at a time. The children hold up the correct picture cards for each word. Alternatively, the children can mime climbing a tree / walking up a hill / swimming in a lake / picking flowers. Say the words faster and faster.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Before the next lesson, photocopy PCM (page 128). Cut out the flowers from the PCMs. Assemble tissue paper, colored card, paper plates, and glue. Make a flower in advance (see instructions in Lesson 10).

5 Show and Tell



Objectives

To make a flower

Language

Recycled: flower, colors

I see a flower. It's (pink).

Materials

CD 2, Unit 5 Flashcards, Unit 5 Poster, PCM 128 (one copy per child), tissue paper, colored card, paper plates, glue, a completed flower

Extra activities

Mime climbing a tree / walking up a hill / swimming across a lake / picking flowers. The children guess which nature word you are miming and call out the correct word. The first child to guess the word correctly can take a turn to mime a word for the rest of the class to guess.

Write the letters *a* to *o* on the board. Point to the letters and ask the children to say them. Trace one of the letters in the air, very slowly. The children call out the letter as soon as they can guess which letter it is. The first child to call out the correct letter can take a turn to trace another letter in the air for the rest of the class to guess.

Unit 5 Lesson 10: Project page 59

Warmer

- Quickly review the nature words. Say the words and ask the children to hold up the correct picture cards.
- Point to known objects in the classroom / on the poster and ask some of the children questions with *What do you see?* Encourage the children to respond with *I see a ...*
- Talk about things that grow on the poster (trees, flowers). Remind the children of the plants that they grew. The children can check their plants and water them if necessary.
- Show the children your completed flower. Say *I see a flower. It's (red)*. Pass the flower round the class for the children to look at it. Teach any new words the children might want to use for the project, e.g.: *glue, tissue paper, card, plate*.

1 Talk about the pictures.

- Ask the class what the children are doing in the Student Book pictures and what they can see.
- Establish that the children in the pictures are making flowers, then showing their flowers to the class.
- Discuss how the children made their flowers (by sticking a flower shape onto a paper plate, then gluing tissue paper onto the flower, and gluing a rolled up piece of card onto the plate to make the stem) and what equipment they will need to make their own flowers (a paper plate, a flower shape, tissue paper, card, glue).
- Explain that the children are going to make their own special flowers and then show them to the class.

2 Make a flower.

- Hand out flower templates and paper plates to the children. Place tissue paper, card, and glue on a table. Tell the children to choose one or more of their favorite colors to make their flowers.
- The children can then tear and scrunch up pieces of tissue paper and glue them onto the flower shape to make petals. Help the children to roll up pieces of green card very tightly, then glue them onto the backs of their paper plates to make stems for their flowers (or you can staple them).

3 Show and tell.

- The children take turns to show their flowers. Encourage the children to talk about their flowers, e.g.: *This is my flower. It's (pink)*.
- Make a display with all the flowers.
- Play a guessing game. Say *I see a flower. It's (blue)*. Children volunteer to find and point to the correct flowers.

Round up

- Ask the children to say what words / letters / numbers they have learned in this unit.
- Hold up the nature flashcards and ask the children to say the words.
- Invite children to make the letters *a–o* with their bodies or to trace the letters in the air.
- Ask children to count groups of one to seven items around the class.
- Ask the children what they learned in the Follow me lesson in this unit (it's important to play safely).
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 10 page 49

1 Color and fold.

- The children color the picture of the tree, then cut out the picture. They fold along the dashed line to make a stand for the tree. Ask the children to say what color(s) their tree is and to count the apples on the tree.

What's in the toy box ?



Objectives

Familiarize children with words for furniture
Introduce the unit topic

Language

New: table, chair, computer, toy box

Recycled: colors, toys

Materials

CD 2, Fifi puppet, Unit 6 Flashcards, Unit 6 Poster, Unit 6 Picture cards (Student Book page 115)

Extra activity

Play a game of *What's missing?* with the furniture flashcards. Stick the flashcards on the board and ask the children to say the words. Tell the children to close their eyes. Remove one of the flashcards, then tell the children to open their eyes and say which flashcard is missing.

Unit 6 Lesson 1 page 60

Warmer

- Play *Let's Get Ready to Learn* for the children to sing and act out. 🎵 1-01

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review the character names, colors, and toys (*boat, car, ball, doll, teddy bear*). Fifi points to the items and asks *Who's / What's / What color is this?*
- Use the flashcards and the poster to introduce the new vocabulary (*table, chair, computer, toy box*). Hold up a flashcard and say *Find a (chair)*. The children point to the correct item on the poster.
- Play a matching flashcard game. Give children the flashcards and ask them to come to the poster and match the flashcards to the furniture items on the poster.
- Open books and ask children about the picture. Ask *Who's this? What's this? Can you find (a train / Sam / a doll)?*

2 Listen and point. 🎧 2-14

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

🎧 2-14

table, chair, computer, toy box

3 Listen and repeat. 🎧 2-15

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

🎧 2-15

(Clap-clap-clap) table / (Clap-clap-clap) chair

(Clap-clap-clap) computer / (Clap-clap-clap) toy box

4 Say and play.

- Tell the children to line up in groups of four. Say the chant below, placing the flashcards on the board one at a time. The children say the words for the furniture items in turn and show their corresponding picture cards, or point to the items in their books. They then repeat all the items and jump up and cheer as they say *Hurray*.

Teacher: *Show me, show me,*

Show me the table. Show me and say.

Children: *Table, table, table.*

Teacher: *Show me, show me,*

Show me a chair. Show me and say.

Children: *Chair, chair, chair.*

Teacher: *Show me, show me,*

Show me a computer. Show me and say.

Children: *Computer, computer, computer.*

Teacher: *Show me, show me,*

Show me a toy box. Show me and say.

Children: *Toy box, toy box, toy box.*

All: *Table, chair, computer, toy box: Hurray!*

5 What's in the toy box?

CRITICAL THINKING

- Introduce the Unit Question: *What's in the toy box?* Ask the children questions about the items on the poster. Say *What toys can you see?* The children name the toys they can see. Say *Find a (boat)*. The children point to the correct items on the poster.

Round up

- Ask *Where's Bird?* The children find and point to Bird in the picture.
- Help the children to cut out the furniture picture cards from the back of the Student Book for the next lesson.
- Play the *Bye Bye* song to end the lesson.

Activity Book Lesson 1 page 51

1 Find, color, and say.

- The children find and color the new furniture items (*table, chair, computer, toy box*), then point to each item and say the correct words. Ask *What color is the (chair)?*

6 Play with me



Objectives

Practice the furniture vocabulary through a game

Language

New: Where's the (computer)? It's in / on the (toybox / chair).

Recycled: table, chair, computer, toy box

Materials

CD 2, Fifi puppet, Unit 6 Flashcards, Unit 6 Picture cards, Unit 6 Stickers, a table, chair, toy box, and laptop computer for the game

Unit 6 Lesson 2 page 61

Warmer

- Play *Let's Get Ready to Learn* for the children to sing and act out. 🎧 1-01
- Use the furniture flashcards and picture cards to play a game. Show the class a flashcard. The children say the word, then hold up the matching picture card. As the children gain confidence, withdraw the flashcard support and say the words for the children to hold up the correct picture cards.
- Use the Fifi puppet and various items (a table, a toy box, a chair, a bag, etc.) to introduce the new structure *in/on*. Place the puppet on a table / in a toy box / etc., and say *Fifi is (on the table)*. Place the puppet in different places and ask the children *Where's Fifi?* Encourage the children to respond using the new structure.

1 Listen and point. 🎧 2-16

- Tell the class they are going to play a listening game. First they will look at the photo and listen to the recording. Explain that the children in the photo are playing a game. Play the recording for the children to listen and point to the correct items in the photo.
- Play the recording once more and ask the children to hold up the picture cards for the furniture words they hear.

🎧 2-16

Child 1: Where's the toy box?

Child 2: It's on the table.

Child 1: Where's the computer?

Child 2: It's on the chair.

2 Play the game.

- Tell the children they are going to play a game like the children in the picture. Ask two children to come to the front.
- Arrange a table, chair, toy box, and laptop computer in a space in the classroom away from the board. Tell one child to turn around so that he / she can't see the board. Draw a table, chair, computer, and toy box on the board, with the items in certain positions (e.g.: the laptop on the table and the toybox on the chair).
- The child with his / her back to the board chooses an item (such as the computer) and asks *Where's the (computer / toy box)?* The second child answers *It's on the (table / chair)* according to the picture. The child facing away from the board listens to the answers and arranges the real items to match the picture on the board.
- Add other items to the game, such as the Fifi puppet, a bag, a book, a crayon, etc. Place items in / on other items to practice *in* and *on*. You can have the whole class answer the questions.

3 Listen and stick. Listen and repeat. 🎧 2-17

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what each sticker shows (*What's this?*).
- Play the recording, pausing after each exchange for the children find the correct sticker and the correct place on the Student Book page. Make sure all the children have got the right sticker, then have them stick the stickers onto the Student Book page.
- If you like, you can ask children to listen and point to the correct stickers in their books before they stick the stickers onto the Student Book page.
- Play the recording again and encourage the children to repeat the questions and answers.

🎧 2-17

Teacher: Where's the hat?

Child 1: It's on the chair.

Teacher: Where's the train?

Child 1: It's in the toy box.

Teacher: Where's the car?

Child 2: It's on the table.

Teacher: Where's the computer?

Child 2: It's on the table.

Round up

- Place the toy box at the front of the class. Invite children to come to the front in turn. Hand each child an item (a book, the Fifi puppet, a ball) and say *The (book) is (in / on) the toy box*. The children place the items in the correct positions. Ask *Where's the (book)?* and encourage the class to answer.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Prepare some colored card shapes (squares, circles, triangles, stars) for the next lesson.

6 Read with me



Objectives

Listen to and understand a story

Language

New: Look at my toy box. square, circle, triangle, star

Recycled: How many? 1, 2, 3, 4, 5, 6, 7

Materials

CD 2, Fifi puppet, colored card shapes (squares, circles, triangles, stars), toy box, bag

Unit 6 Lesson 3

page 62

Warmer

- Place the toy box and a bag at the front of the class. Invite a child to come to the front. Give the child the Fifi puppet and tell the child to place Fifi in / on the toy box or the bag. Ask the rest of the class *Where's Fifi?* The first child to answer correctly can take a turn to come to the front and place Fifi in / on the toy box or the bag.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story. Ask *Who can you see?* (Benny, Fifi, and Prickly) *What are the characters looking at?* (A toy box.) *Who has a red nose?* (Benny.)
- Use the colored card shapes to teach the new shape words (*square, circle, triangle, star*). Hold up the shapes and say the words. Ask the children to find examples of the shapes in the classroom, or in the story in their books.
- Ask the children to say what color each of the shapes are in the story.

2 Listen and point. Listen and repeat. 2•18

- Play the story and have the children point to the story frames as they listen.
- Listen to the story again, encouraging the children to point to the shapes in the pictures as they are mentioned.
- Encourage the children to listen again, pausing so they can repeat the lines of the story.
- Ask groups of children to mime the story along with the recording, using the toy box and colored shapes as props to act out the story.

- The children can use their cut-outs to act out the stories.

2•18

1 Fifi: Look at my toy box!

Benny: It's nice. How many stars?

Prickly: 1, 2, 3 – 3 stars ... and 1, 2, 3, 4 – 4 triangles.

2 Benny: How many squares?

Prickly: 1, 2, 3, 4, 5, 6 – 6 squares.

3 Fifi: Where's the circle?

Prickly: Where's Benny?

4 Benny: Surprise! Look at my nose!

3 Sing and do. 2•19

- Play the song through once. Introduce and demonstrate the actions, as below.
- Play the song again for the children to do the actions and try to join in with the words where possible.
- If you like, you can divide the class into two groups. One group can sing the song and the other group can do the actions. The groups can then swap roles to sing and act out the song again.

2•19

Shapes, shapes, shapes. (hold up colored card shapes)

Where? Where? Where? (put hand above eyes as if searching)

Look up, (point upwards)

Look down, (point downwards)

You find shapes all around! (point all around in sweeping circle)

Where's the triangle? (hold up colored card triangle)

Where's the square? (hold up colored card square)

On the kite, (mime flying a kite)

And on the chair! (point to a chair)

Where's the circle? (hold up colored card circle)

Where's the star? (hold up colored card star)

In the sky, (point to the sky)

And on the car. (mime driving a car)

Round up

- Ask questions about the story (e.g.: *How many stars / squares / triangles / circles does the toy box have? What color is the circle? Where is the circle at the end of the story?*) and encourage the children to answer.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 3

page 52

1 Decorate your toy box.

- The children draw and color shapes on the toy box to decorate it.

6 Count with me



Objectives

Practice counting items (8 and 9)

Language

New: 8, 9, plates, limes

Materials

CD 2, Number cards, balls (optional), colored pens / pencils / crayons

Unit 6 Lesson 4 page 63

Warmer

- Play the song from Lesson 3. Encourage the children to do the actions and join in where possible. 🎧 2:19
- Use the Fifi puppet and the number cards or real balls to review counting 1, 2, 3, 4, 5, 6, and 7. Count various objects (in groups of up to 7) with the children.
- Add one ball to the already assembled balls and introduce the word *eight*. Show the children the number card 8.
- Repeat the process above for the number 9.
- Teach the children to count to 9 on their fingers.
- Ask the children to look at the numbers in the book. Show them how to trace the number 8 with their fingers eight times and trace the number 9 with their fingers nine times.
- Count the plates and count the limes together.

1 Listen and point. Listen and repeat. 🎧 2:20

- Play the recording for the children to listen and point to the correct numbers.
- Play the recording again for the children to repeat the numbers.

🎧 2:20

8 ... 8 plates

9 ... 9 limes

2 Chant and do. 🎧 2:21

- Play the chant. Present and practice the actions for the chant (putting up fingers / clapping for numbers, miming spinning a plate, and miming eating a lime and pulling a face).

- Play the chant again. Have the children do the actions for the chant and join in if possible.

🎧 2:21

Fingers ready?

Count, count, count.
Can you count these things?
Count, count, count.
Can you count and sing?

We can count 1, 2, 3, 4, 5, 6, 7! (*putting up fingers*)
And now we can count 8! 8, 8, 8,
Now we can count 8!
And spin a plate! 8, 8, 8, (*miming spinning a plate*)
And spin a plate! 8, 8, 8,
Now we can count 8!

We can count 1, 2, 3, 4, 5, 6, 7, 8! (*putting up fingers*)
And now we can count 9! 9, 9, 9,
Now we can count 9!
And eat some limes! 9, 9, 9, (*miming eating a lime and pulling a face*)
And eat some limes! 9, 9, 9,
Now we can count 9!

3 Find and color. Count and say.

- Ask children to look at the big picture. Ask *What can you see?* Ask the children to point to the computers. Tell the children to find and hold up a red crayon. Then say and demonstrate *Find and color eight computers*. Repeat for the nine chairs, using a different color.
- Ask *How many computers?* Point to the computers and encourage the children to count them together. Repeat for the chairs.

CRITICAL THINKING

- Draw the outlines of nine balls on the board. Ask a child to come to the board. Say *Color (eight) balls*. The child colors the correct number of balls on the board. Repeat with other children and other numbers.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 4 page 53

1 Count and color. Say.

- The children count the right number of shapes and color them.

6 Follow me



Objectives

Learn about the importance of helping to clean up

Language

New: Let's help clean up. Let's clean the (table). Let's put away the (toys).

Materials

CD 2, toys and a toy box (optional), classroom items and boxes (optional)

Extra activity

Place a few boxes and a few groups of classroom items or toys on tables around the classroom (e.g.: toys and a box on one table, crayons and a box on another table, etc.). Say *Let's clear up the (crayons)*. The children move to the table with crayons on it and put the crayons in the box. Repeat for the other groups of items. The children can say the chant from Exercise 3 as they clean each table.

Unit 6 Lesson 5 page 64

Warmer

- Hold up / Arrange known items in groups of one to nine. Encourage the children to count the items with you. Invite children to hold up / arrange groups of items for the rest of the class to count together.
- Open books. Focus on the picture and talk about it with the class. Ask *What can you see in the classroom?* Teach the meanings of the words *clean* and *messy* by scattering a few items across your desk to make it messy, then cleaning the items up to make the desk clean. Ask *Is the classroom clean or messy?* Say *Point to the things that are messy in the picture*.

1 Listen and point. Listen and repeat. 2:22

- Look at the photos and ask children to listen to the recording and point to the children speaking in their books as they listen to the dialogue.
- Play the recording again, pausing after each line and encouraging the children to repeat the lines.

2:22

Child 1: Let's help clean up.

Child 2: Okay. Let's put away the toys.

Child 3: Let's clean the table.

2 Say and act out.

- Ask the children to act out the dialogue in groups of three. Play the recording for them, then encourage them to say the dialogue themselves.
- If you like, you can invite groups of children to act out the dialogue for the rest of the class. The children can mime cleaning up a classroom.

3 Listen and chant. 2:23

- Play the chant once for the children to listen. Show them the actions (see below) and practice them together.
- Play the chant again two or three times for the children to listen, do the actions, and try to join in where possible.
- If you like, you can scatter toys on a table for the children to put into a toy box as they say the chant.
- You can use the chant in future lessons when you need the children to help clean up the classroom and put things away.

2:23

Let's all help, (clap, clap) (beckoning others to come and help)

Girls and boys. (clap, clap) (pointing to boys and girls in the classroom)

Clean up, clean up, (miming cleaning a table with a cloth)

And put away the toys. (clap, clap) (miming putting toys away in a toy box)

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 5 page 54

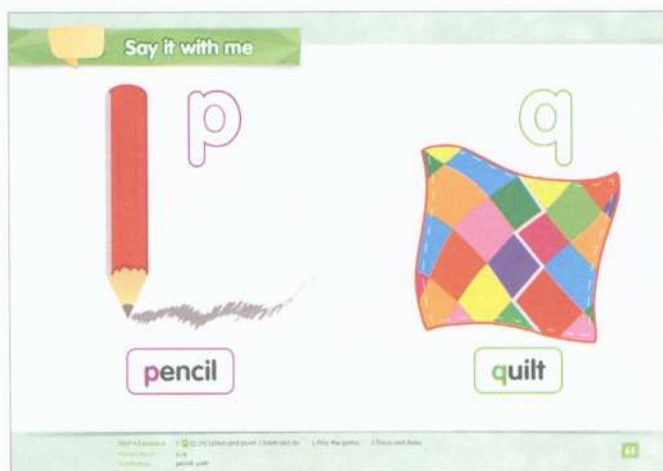
1 Look and draw ☺ or ☹. Color.

- The children decide which picture shows children helping to clean up. They complete the faces by drawing a smile under the picture that shows children cleaning up and a sad mouth under the picture that shows children not cleaning up.

ANSWERS



6 Say it with me



Objectives

To practice the letters and sounds *p* and *q*

Language

New: *p, q, pencil, quilt*

Materials

CD 1, Fifi puppet, Alphabet poster, Letter cards *a–q*, modelling clay (optional)

Extra activity

Write a jumbled selection of large letters on the board, with the letter *p* written in the jumble several times. Invite children to come to the board and touch (or circle) one of the letter *ps*. If children touch the letter, you can circle it or erase it. Repeat until all the letter *ps* have been circled or erased. Repeat the activity with the letter *q*.

Unit 6 Lesson 6 page 65

Warmer

- Play the *Alphabet ride* chant. Encourage the children to do the actions and join in with the words. ⌚ 1:08
- Use the alphabet poster to look at letters and find them in the classroom (any letters – the children don't have to name them). Draw the circles and lines in the air.
- Use the letter cards or poster to review the letters *a–o*. Draw the letters in the air. Ask the children to find things in the classroom (or on the posters or in their books) beginning with the letters *a–o*.
- Use the letter cards or the poster to introduce the letter *p* to the Fifi puppet. The puppet asks *What's this?* Say *It's the letter p (letter name)*. *P says p*, and the puppet repeats the *p* sound.
- Ask the children to draw the letter *p* in the air with you.
- Repeat for the letter *q*.

1 Listen and point. Chant and do. ⌚ 2:24

- Look at the book and point to the *p*. Ask the children to trace it with their fingers. Point to the pencil. Listen and act out the *p* chant. Trace the *p* in the air.
- Repeat the process above for the letter *q*.

⌚ 2:24

Letter *p* says puh,
puh, puh, puh – pencil!
Draw a *p* in the air,
Draw a *p* everywhere!

Letter *Q* says qwuh,
qwuh, qwuh, qwuh – quilt!
Draw a *q* in the air,
Draw a *q* everywhere!

2 Play the game.

- Play *Find the letters*. The children sit in a circle. Give individual children the letter cards for *a* to *q*. Say *Pass the letters!* The children pass the letters around the circle until you say *Stop*. The children place the letters in the middle of the circle. Say *Susie. Find the letter ...* The child finds the correct letter, holds it up, and says the sound. Continue until all the letters are found.
- Give the children some modelling clay. Show the children how to roll out the modelling clay, then use it to make the shapes of the two new letters (*p* and *q*).
- Say words beginning with *p* or *q* (e.g.: *pencil, paper, picture, purple, plate / quilt, queen, quick, quiet*). The children hold up their letter cards or make letters with their bodies to show the initial letter for each word.

3 Trace and draw.

- If you like, you can ask the children to trace the letters with their fingers (or a pencil) once again.
- The children can then do the pre-writing activity of tracing the lines to complete the pictures of the pencil and the quilt.

Round up

- Tell the children to stand up when they hear the letter *p* and sit down when they hear the letter *q*. Say words beginning with *p* or *q*. Start slowly, then say the word faster and faster.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Before the next lesson, photocopy the different shapes (page 128) and cut them out. These will be colored by the children to make pattern friezes. Cut some card "border strips" for the children to arrange their patterns on. Prepare a sample pattern frieze using the instructions in Lesson 7.

6 Explore with me



Objectives

To talk about shapes and make a pattern frieze

Language

New: pattern, stick, cut, scissors, glue, shapes, color

Recycled: crayon

Pass the crayons, please.

Materials

CD 2, white paper / card shapes, card strips, colored paints / pens / crayons, glue, scissors, sample pattern frieze

Extra activity

Play a game of *Pictionary*. Slowly draw a shape on the board (circle, square, triangle, or star). The children call out the word for the shape or hold up card shapes as soon as they can see what the shape is. Repeat to practice all the shape words.

Unit 6 Lesson 7 page 66

Warmer

- Hold up the card shapes and ask the children to say the shape words. Play a game of *What's missing?* with the card shapes on the board.
- Talk about the big picture. Ask the children to say what they can see in the picture. Ask the children to say what the children in the picture are doing (coloring and sticking) and what the teacher is doing (cutting out shapes). Teach these new verbs.
- Introduce the words *scissors*, *glue*, and *shapes*. Hold up each item in turn and have the children repeat the words.
- Focus attention on the pattern frieze in the background in the picture. Ask the children to name the shapes in order. Repeat for the color patterns in each row. Teach the word *pattern*.

1 Listen and point. 2:25

- Explain that the children are going to listen to the children in the big picture on the Student Book page making their pattern frieze.
- Play the recording. The children listen and point to the items in the picture as they are mentioned.

2:25

Teacher: First color the shapes.

Child 1: Pass the crayons, please ... Thank you.

Teacher: Next, stick the shapes and make a pattern.

Child 1: Pass the glue, please ... Thank you.

2 Explore together.

CRITICAL THINKING

- Tell the children that they are going to make pattern friezes like the children in the picture.
- Give each child a strip of card. Help the children to choose two shapes and two colors each. They should use the same colors to color the same shapes.
- Help the children to make patterns with their shapes and stick their shape pattern onto a strip of card. The children should only complete half of their strip. Point to the shapes and ask the children to say the shapes, then the colors.
- The children then pass their half-completed strips on to another child. That child copies and completes the pattern.
- Display the strips together, end to end, to make borders.

3 Match.

CRITICAL THINKING

- Focus on the pictures on the right of the page.
- Say *Find the (scissors / crayon / glue)*. The children point to the correct pictures. Ask the children to think about what we do with scissors / glue / crayons. Review the new words *cut*, *stick*, and *color*. Ask them which picture on the right they think matches the scissors. Show the children how to draw a line to match the picture of the scissors to the picture of the cut up paper. Repeat for the other pictures.

CLIL BOX: MATH: IDENTIFYING AND CREATING SHAPE AND COLOR PATTERNS

This lesson focuses on identifying patterns made by both shapes and colors. The children practice identifying different shapes and colors and learn how to recognize patterns. They also learn how to make their own patterns and imitate their partners' patterns.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 7 page 55

1 Look and draw. Color.

- The children draw the correct shapes to complete the patterns. They then color the shapes, using the same color for all the triangles, the same color for all the circles, etc.

6 Say it with me



Objectives

To practice the letters and sounds *p*, *q*, and *r*

Language

New: *r*, rabbit

Recycled: *p*, *q*, pencil, quilt

Materials

CD 2, Fifi puppet, Alphabet poster, Letter cards *a–r*, squares of paper, colored pens / pencils / crayons, Unit 6 Stickers

Extra activities

Draw lots of letters *p*, *q*, and *r* on separate squares of paper and mix them around the classroom, with a few of each letter on each desk. Alternatively, you can mix all the letters together on one big table. Give each child a letter to “collect”. The children look around trying to find as many of their letter as they can.

Say words beginning with *p*, *q*, or *r* (e.g.: pencil, paper, picture, pattern / quilt, queen, quick, quiet / rabbit, red, ride, run). The children hold up letter cards, trace letters in the air, or make letters with their bodies to show the initial letter for each word.

Unit 6 Lesson 8 page 67

Warmer

- Play the *Alphabet ride* chant for the children to act out and join in where possible. 🎧 1•08
- Use the alphabet cards or poster to review the letters *a–q*. Draw the letters in the air.
- Use the letter card or the poster to introduce the letter *r* to the Fifi puppet. The puppet asks: *What’s this?* Say: *It’s the letter r (letter name).* *R* says *r* and the puppet repeats the *r* sound.
- Ask the children to draw the letter *r* in the air with you and make the *r* sound.

1 Listen and point. Chant and do. 🎧 2•26

- Look at the book and point to the *r*. Ask the children to trace it with their fingers.
- Point to the rabbit and teach the word *rabbit*.

- Play the chant for the children to listen and point to the letter *r*.
- Play the chant again for the children to join in and act out the *R* chant. Trace the *r* in the air.

🎧 2•26

Letter *r* says *rrrr*,

rrrr, *rrrr*, *rrrr* – rabbit!

Draw an *r* in the air,

Draw an *r* everywhere!

2 Trace and draw.

- If you like, you can ask the children to trace the letter *r* with their fingers (or a pencil) once again.
- The children can then do the pre-writing activity of tracing the line to complete the rabbit’s ears.

3 Find and stick.

- Place the letter cards *a–r* on the board in order, one at a time (or write the letters). Ask the children to say the letters with you as you place / write them on the board.
- Focus on the letters *p–r* in the book. Point to each of the three letters in turn and ask the children to say them. Ask the children to say what color each letter is.
- Tell children to find the *p* sticker in their books. Tell them to use the colors to help them find the right letters. Hold up the *p* sticker and demonstrate matching and sticking it on to the purple letter *p*.
- Repeat the process above for the *q* and *r* stickers.

4 Circle the pictures purple, green, or pink.

- Point to the pictures on the right of the Student Book page and name the items. Say *We are going to match the letters and the pictures*.
- Point to the *p* and ask *What color is it?* Hold up a purple crayon and say *purple*. Ask *What starts with p?* Go through the words one by one. Then say *Pencil starts with p*. Circle the pencil with your purple crayon.
- Continue in this way, circling the objects in the correct colors. If this is too complex, ask the children to draw lines from the letters to the objects. You can do this activity together.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lessons 6 and 8 page 56

1 Look, circle, and say.

- The children look at the pictures and decide which letter each word begins with. They circle the correct letter under each picture, then point to the pictures and say the letters and the words.

6 Show me



Objectives

To practice the language from the unit through a game

Language

Recycled: classroom objects
Where's the computer? It's on the table.

Materials

CD 2, Fifi puppet, Poster from Lesson 1, furniture flashcards, Unit 6 Picture cards, a table, a chair, a toy box, a laptop computer, other items (e.g. a bus, a train, and a book)

Extra activity

Play a game of *Pictionary* with the furniture words. Slowly draw a picture of a table, chair, computer, or toy box on the board. The children call out the word as soon as they can see what the picture is. Repeat the game, using other known items (car, boat, train, bike, bus, teddy bear, doll, hat, etc.).

Unit 6 Lesson 9

page 68

Warmer

- Sing the song from Lesson 3. The children can do the actions and join in where possible. 2•19
- Tell the children to take out their picture cards. Use the Fifi puppet to say the chant from Lesson 1, Exercise 4. The children join in with the chant and show their corresponding picture cards.
- Talk about the poster. Point to some of the furniture items and ask *What's this?* The children answer and show their corresponding picture cards.

1 Look at the poster. Find and color.

CRITICAL THINKING

- Focus on the activity at the top of page. Have the children name the items in turn. Then they look for the same items on the poster.
- If the children can see an item on the poster, they color the square below the picture of that item in the Student Book. (The missing item is the scissors.)

2 Look at the picture and play the game.

- Focus on the picture. Tell the children that Sam and his friends are playing a game and that they are going to play the game, too.
- Draw a table, chair, and toy box on the board and stick the flashcards for the other items on the board.
- Choose a child volunteer from the class and have him / her stand at the board with his / her back to the class.
- Arrange a table, chair, and toy box in the middle of the classroom. Arrange the smaller items either on or in the furniture for the children to describe.
- The child with his / her back to the rest of the class (and the furniture) takes a flashcard from the board and asks a *Where* question about it. The rest of the class answer and the child sticks the flashcard in the correct place on the board.
- Repeat the game with other children, changing the positions of the items in the middle of the classroom each time.

3 What's in the toy box?

CRITICAL THINKING

- Ask the class the big question for this unit: *What's in the toy box?* Encourage the children to say what words they know for toys. Ask them to say what other furniture words they know. Ask the children what furniture they can see in the classroom. Encourage them to use *in / on*.
- Encourage the children to look through the unit to help them find all the things they have learned about.

Round up

- Tell the children to take out their furniture picture cards. Say the furniture words one at a time. The children hold up the correct picture cards for each word. Say the words faster and faster.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Before the next lesson: Cut shapes (circles, squares, triangles, and stars) out of sponges (or potatoes, if you prefer) for the children to use to make their shape picture table mats. Prepare paint, plates / dishes / saucers and sheets of A4 paper. Prepare a sponge shape picture in advance (see instructions in Lesson 10).

6 Show and Tell



Objectives

To make a shape mat for snack time

Language

New: mat

Recycled: shapes, colors, table

This is my mat. It's on the table.

Materials

CD 2, one sheet of A4 paper per child, sponge (or potato) shapes, colored paints and plates to put paint in, a completed shape picture, a laminator (optional), Unit 6 Poster, Furniture flashcards, a large sheet of paper with a hole cut out of it (optional)

Extra activities

Hold up one of the furniture flashcards (or stick it on the board), covered with a large sheet of paper with a hole cut out of it. Slowly move the sheet of paper around, so that the children can see different sections of the flashcard through the hole. Encourage the children to call out the word as soon as they can guess what the picture on the flashcard is. If you like, you can divide the class into two teams to play this game, and award one point to the first team to guess each flashcard. Repeat with other furniture flashcards, or with flashcards from previous units.

Write the letters *a* to *r* on the board. Point to the letters and ask the children to say them. Trace one of the letters in the air, very slowly. The children call out the letter as soon as they can guess which letter it is.

Unit 6 Lesson 10: Project page 69

Warmer

- Sing the shapes song from Lesson 3 to review the shape words. 🎵 2•18
- Ask the children to find shapes in the classroom and say what color each shape is.
- Play a game with the poster. Ask two children to come to the front of the class. Say *Find a (chair)*. The children race to point to the correct item on the poster. The first child to point to the correct item stays at the front of the class. The

other child returns to his / her desk. Invite another child to the front of the class and repeat the game with another item.

- Ask the children what shapes they can see on the poster.
- Show the children your completed shape picture. Say *This is my shape picture. This is a (circle). It's (red)*.

1 Talk about the pictures.

- Ask the class what the children are doing in the Student Book pictures and what they can see.
- Establish that the children in the pictures are making shape pictures, then showing their pictures to the class.
- Discuss how the children made their shape pictures (by dipping sponge shapes in paint, then pressing the sponge shapes onto a sheet of paper) and what equipment they will need to make their own shape pictures (paint, paper, sponge shapes).
- Explain that the children are going to make their own special shape pictures and then show them to the class.

2 Make a mat for snack time.

- Hand out sheets of paper, plates of colored paint, and sponge shapes to the children. Tell the children to choose their favorite shapes and colors to make their pictures.
- Help the children to dip their shapes into the plates of paint, then press them onto their sheets of paper. The children can make patterns or pictures with their shapes.
- If you like, you can laminate the children's shape pictures when they are dry. The children can then use them as snack time mats in future lessons.

3 Show and tell.

- The children take turns to show their shape pictures to the class. Encourage the children to talk about their pictures, e.g.: *This is my mat. This is a (star). It's (yellow)*.

Round up

- Ask the children to say what words / letters / numbers they have learned in this unit.
- Hold up the furniture flashcards and ask the children to say the words.
- Invite children to make the letters *a-r* with their bodies or to trace the letters in the air.
- Ask children to count groups of one to nine items around the class.
- Ask the children what they learned in the Follow me lesson in this unit (it's important to help clean up).
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 10 page 57

1 Color.

- The children color the picture, then tell the class what shapes / items they can see in the picture and what color each shape / item is.

Incy Wincy Spider



Objectives

Review language and structures from Units 4–6
Listen to and understand a story
To be aware of the weather

Language

Vocabulary and structures from Units 4–6

New: up, down, spider, rain, sun

Materials

CD 2, Fifi puppet, Units 4–6 Flashcards, Units 4–6 Picture cards (optional), card or modelling clay, thread (optional)

Revision Story 2 pages 70–71

Warmer

- Use flashcards or draw pictures to review the words children will encounter in the story (8, legs, small, wash, cloud).
- Pre-teach the words *sun, rain, up, down*, and *blink*, using actions to explain the meaning. Say each word and ask the children to do the correct action.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the story.
- Introduce and help the children to identify the spider in the first picture. Ask *What's this?* Ask the children to help describe the spider compared to the bird. Ask *Is it big / small? How many legs does it have? What color is it?* about each animal. Then ask the children to name any other items they can see in the pictures (*sun, flower, tree, cloud, bird, hill*). Prompt the children using questions and instructions, e.g.: *What's this? Find a ... / Point to ...*

2 Listen and point. Listen and repeat. 2-27

- Play the story for the children to listen and point to the story frames.
- Play the recording again, pausing after each line for the children to repeat.
- Invite groups of children to act out the story or mime it along with the audio.

2-27

Incy Wincy Spider

Narrator: Incy wincy is a spider. She has 8 legs.

Grasshopper chorus: Wiggle, wiggle, wiggle.

Narrator: She is small ... but she has big eyes.

Grasshopper chorus: Blink, blink, blink.

Incy: Hello bird!

Narrator: Look, it's the sun.

Grasshopper chorus: Shine, shine, shine.

Spider: Hello sun!

Narrator: Incy wincy spider goes up.

Grasshopper chorus: Up, up, up.

Spider: Look at the clouds!

Narrator: The rain comes down.

Grasshopper chorus: Down, down, down.

Spider: Oh no!

Narrator: And the water washes the spider out.

Grasshopper chorus: Splash! Splash! Splash!

Spider: Help!

Narrator: Out comes the sun. It dries the rain.

Grasshopper chorus: Dry, dry, dry.

Narrator: So incy wincy spider goes up again.

Grasshopper chorus: Up, up, up.

3 Chant and do. 2-28

- Ask the children to stand up. Play the chant through once, demonstrating the actions (see below).
- Play the chant again for the children to copy your actions.
- Divide the class into two groups. One group sings and the other group does the actions. The children can then swap roles and sing the song again.

2-28

Incy Wincy Spider goes up the water spout. (put right index finger to left thumb and vice versa and twist hands to make climbing movements)

Down comes the rain and washes the spider out. (mime rain)

Out comes the sun and dries out all the rain. (mime sun)

So Incy Windy Spider goes up the spout again.

Extension activity

- Use card or modelling clay to make little spiders. Attach lengths of thread to the spiders. Play the story again. The children move the spiders as they follow the story.

Activity Book Review 2 pages 59–60

1 Color the odd one out.

2 Color for you.

1 Color the things you know in green, pink, or purple.

**Objectives**

Familiarize children with words for animals
Introduce the unit topic

Language

New: bird, cat, rabbit, turtle

Materials

CD 2, Fifi puppet, Unit 7 Flashcards, Unit 7 Poster, Unit 7 Picture cards (Student Book page 117)

Extra activity

Demonstrate the following actions for the class. Say *I'm a cat*. Pretend to wash your face with a paw like a cat. Say *I'm a turtle*. Put your arms behind your head to make a 'shell' and look around like a turtle. Say *I'm a rabbit*. Hold up your hands to your head like ears and jump up and down. Say *I'm a bird*. Flap your arms like wings. Say the sentences again for the children to do the actions.

Unit 7 Lesson 1 page 72**Warmer**

- Play *Let's Get Ready to Learn* for the children to sing and act out. 1-01

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review the character names and colors, and any other words. Point to the characters and ask *Who's this?* Point to the items in the picture and ask *What color is it?* The children respond with the correct words.
- Use the flashcards and the poster to introduce the new vocabulary (*bird, cat, rabbit, turtle*). Hold up a flashcard and say *Find a (rabbit)*. The children point to the correct animal on the poster.
- Open books and ask children about the picture. Ask *Who's this? What's this? Can you find (a cat / May)?*

2 Listen and point. 2-29

- Play the recording for the children to listen and point to the correct items in their books. Encourage the children to copy the animal sounds.

2-29

cat, bird, rabbit, fish

3 Listen and repeat. 2-30

- Play the recording for the children to listen, clap and try to repeat the words if possible.

2-30

(Clap clap-clap) cat / (Clap clap-clap) bird

(Clap clap-clap) rabbit / (Clap clap-clap) turtle

4 Say and play.

- Tell the children to line up in groups of four. Say the chant below, placing the flashcards on the board one at a time. The children say the words for the animals in turn and show their corresponding picture cards, or point to the items in their books. They then repeat all the items and jump up and cheer as they say *Hurray*.

Teacher: *Show me, show me,
Show me the cat. Show me and say.*

Children: *Cat, cat, cat, cat.*

Teacher: *Show me, show me,
Show me the bird. Show me and say.*

Children: *Bird, bird, bird, bird.*

Teacher: *Show me, show me,
Show me the rabbit. Show me and say.*

Children: *Rabbit, rabbit, rabbit, rabbit.*

Teacher: *Show me, show me,
Show me the turtle. Show me and say.*

Children: *Turtle, turtle, turtle, turtle.*

All: *Cat, bird, rabbit, fish: Hurray!*

5 What pets do you like?**CRITICAL THINKING**

- Introduce the Unit Question: *What pets do you like?* Ask questions about the animals on the poster. Ask *Do you like (cats)?* The children say Yes or No. Ask *What pets do you like?* The children say the words for the animals they like.

Round up

- Ask *Where's Bird?* The children point to Bird in the picture.
- Help the children to cut out the animal picture cards from the back of the Student Book for the next lesson.
- Play the *Bye Bye* song to end the lesson.

Activity Book Lesson 1 page 61**1 Match and say. Color.**

- The children draw lines to match the animals to their tails. They then color the pictures.

NOTE Bring some toy animals (that would be suitable as pets) to the next lesson.

7 Play with me



Objectives

Practice the animal words through a game

Language

New: I like (birds).

Recycled: cats, birds, rabbits, turtles

Materials

CD 2, Fifi Puppet, Unit 7 Flashcards, Unit 7 Picture cards, Unit 7 Stickers, toy pets

Unit 7 Lesson 2 page 73

Warmer

- Play *Let's Get Ready to Learn* for the children to sing and act out. ⌚ 1:01
- Play the recording from Lesson 1, Exercise 2. ⌚ 2:29
The children repeat the animal sounds. Play a game with the animal flashcards. Show a flashcard. The children say the word, mime being the animal and make the animal sound. As the children gain confidence, withdraw the picture support and just say the animal words for the children to do the actions and make the sounds.
- Play a game with the flashcards or with toy animals to introduce the new structure *I like ...*. Place the flashcards or toy animals on a table. Say *I like (cats)*, holding up the toy and smiling. Point to a child. The child holds up the correct flashcard or toy animal(s). Repeat with other animals and other children.
- Teach the plural *s* with cat, bird, rabbit, and turtle. Hold up one toy or picture card and say, e.g.: *cat*. Then hold up two toys or picture cards for the same animal and say e.g.: *two cats*, emphasizing the *s* sound.

1 Listen and point. ⌚ 2:31

- Tell the class they are going to play a miming game. First they will look at the photo and listen to the recording. Explain that the children in the photo are playing a game.
- Play the recording for the children to listen, look at the picture, and point to the acting child in their books.

⌚ 2:31

Child 1: I like....

Children 2 and 3: Birds!

Child 1: Yes! I like birds!

2 Play the game.

- Tell the children they are going to play a game like the children in the picture.
- The children sit in a circle with one child in the middle.
- The child in the middle chooses a pet animal they like. The child says *I like ...*, then acts out being their chosen animal. Encourage the child to mime the animal's appearance (making ears, tail, shell, etc.) and habits (jumping, swimming, flying, etc.), and to make animal sounds (sniffing, meowing, tweeting, making bubble sounds by opening and closing their mouth, etc.).
- The rest of the children watch the mime and complete the sentence for the child in the middle. The child in the middle says *Yes* or *No*.
- As an extension, you can ask the children to stand in a line and play a chain version of the game, acting out their favorite animal for the next child in the line to guess.

3 Listen and stick. Listen and repeat. ⌚ 2:32

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what each sticker shows (*What's this?*).
- Play the recording, pausing after each sentence for the children to find the correct sticker and the correct place on the Student Book page. Make sure all the children have got the right sticker, then have them stick the stickers onto the Student Book page.
- If you like, you can ask children to listen and point to the correct stickers in their books before they stick the stickers onto the Student Book page.
- Play the recording again and encourage the children to repeat the sentences.

⌚ 2:32

Child 1: I like turtles.

Child 2: I like cats.

Child 3: I like rabbits.

Child 4: I like birds.

Round up

- Hold up one or two animal toys or picture cards for the same animal. Encourage the children to say the singular word or the plural word (e.g.: *bird / two birds*). Invite children to hold up one or two animal toys or picture cards for the rest of the class to say the correct forms of the words.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

7 Read with me



Objectives

Listen to and understand a story

Language

New: pet, mouse, cute
My favorite pet is a (cat).

Recycled: big, cat, dog, spider
I like (dogs).

Materials

CD 2, Fifi puppet, character cut-outs, toy animals / animal picture cards, a cloth

Unit 7 Lesson 3 page 74

Warmer

- Place the toy animals or animal picture cards in groups of one, two, or three on a table. Tell the children to stand around the table, look at the animals, and try to remember how many of each animal they can see. Cover the table with a cloth and ask *How many (cats)?* When a child answers correctly (e.g.: *two cats*), uncover the table and ask the class to say whether the child was correct. Then cover the table again and ask *How many (turtles)?* Repeat the game until the children have remembered all the animals.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story. Ask *Who can you see?* (Benny, Fifi, and Prickly) *What animals can you see in the story?* (mouse, dog, spider) *What does Benny have in picture 3?* (a book).
- Use the story pictures to teach / review the words *mouse*, *spider*, and *dog*.

2 Listen and point. Listen and repeat. 2:33

- Play the story and have the children point to the story frames as they listen.
- Listen to the story again, encouraging the children to point to the animals in the pictures as they are mentioned.
- Encourage the children to listen again, pausing so they can repeat the lines of the story. Teach *My favourite pet is ...*

- Ask groups of children to mime the story along with the recording. Use toy animals as props to act out the story.
- The children can use their cut-outs to act out the story.

2:33

1 Fifi: Look! It's a mouse.

Prickly: Ahhh. It's cute!

2 Prickly: Let's get a pet!

Fifi: Oh, yes, let's.

Benny: Good idea!

3 Fifi: My favorite pet is a cat.

Benny: I like dogs. BIG dogs.

Prickly: Oh, no! No dogs.

4 Prickly: I like spiders.

Fifi: Look, Benny. It's big!

Benny: ARGHHH!

3 Sing and do. 2:34

- Play the song through once. Introduce and demonstrate the actions, as below.
- Play the song again for the children to do the actions.
- If you like, you can divide the class into two groups. One group can sing the song and the other group can do the actions and make the animal sounds. The groups can then swap roles to sing and act out the song again.

2:34

A cuddly cat. (mime cuddling a cat)

Meow, meow, meow.

Or a bouncy dog. (jump up and down excitedly)

Ruf, ruf, ruf.

A cute little pet, (mime stroking a pet)

Just for me. (place hands on chest)

Oh how lovely (clasp hands together under chin)

That would be!

A baby bird. (mime flapping wings)

Tweet, tweet, tweet.

Or a sweet little mouse. (mime nibbling a piece of cheese like a mouse)

Eek, eek, eek.

A cute little pet, (mime stroking a pet)

Just for me. (place hands on chest)

Oh how lovely (clasp hands together under chin)

That would be!

Round up

- Ask questions about the story (e.g.: *Does Prickly like the mouse? What's Fifi's favorite pet? Does Benny like spiders?*) and encourage the children to answer.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 3 page 62

1 Draw your pet.

- The children draw and color a picture of their favorite pet.

7 Count with me



Objectives

Practice counting items (6–10)

Language

New: 10, pen

Recycled: numbers 1–9

Materials

CD 2, Number cards, balls (optional), colored pens / pencils / crayons, groups of 1–10 known objects, a tray (optional)

Unit 7 Lesson 4 page 75

Warmer

- Play the song from Lesson 3. Encourage the children to do the actions and join in. 🎵 2•34
- Use the Fifi puppet and the number cards or real balls to review counting 1, 2, 3, 4, 5, 6, 7, 8, and 9. Count various objects (in groups of up to 9) with the children.
- Draw the numbers 1 to 9 in the air and encourage the children to copy.
- Encourage the children to count to 9 on their fingers.
- Add one ball to the already assembled balls and introduce the word 10. Show the children the number card 10.
- Teach the children to count to 10 on their fingers.
- Ask the children to look at the number 10 in the book. Show them how to trace it with their fingers ten times.
- Count the pens together.

1 Listen and point. Listen and repeat. 🎵 2•35

- Play the recording for the children to listen and point to the number 10.
- Play the recording again for the children to repeat the number 10.

🎵 2•35

10 ... 10 pens

2 Chant and do. 🎵 2•36

- Play the chant. Present and practice the actions for the chant (see below).

- Play the chant again. Have the children do the actions for it and join in if possible.

🎵 2•36

Fingers ready?

Count, count, count.

Can you count these things?

Count, count, count.

Can you count and sing?

We can count 1, 2, 3, 4, 5, 6, 7, 8, 9! (putting up fingers)

And now we can count 10! 10, 10, 10,

Now we can count 10!

1 mom (miming a kiss for mom)

2 shoes (miming putting on shoes)

3 bees (buzzing like a bee)

4 doors (miming opening a door)

5 dives (doing dives like a bird)

6 sticks (miming picking up sticks)

7 eyes (opening and closing eyes)

8 plates (miming spinning a plate)

9 limes (miming eating a lime)

10 pens (miming drawing with a pen)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (putting up fingers)

Now we can count 10!

Hurray!

3 Count and match.

- Ask children to look at the first picture in the first column. Ask *What can you see?* (Turtles) Count the turtles with the class (*one turtle, two turtles, etc.*). Show them how to cross out each item they have counted with a pencil. Ask the children to look at the numbers in the second column and choose the correct number to match the picture. Show the children how to draw a line to match the picture to the correct number.
- Repeat the process above for the remaining pictures.
- If you like, you can ask the children to color the numbers.

CRITICAL THINKING

- Assemble different numbers (from 1–10) of known objects on a tray or table (e.g.: one crayon, two pencils, etc.). Ask the children to put together groups of the same objects and count the objects in each group.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 4 page 63

1 Trace and say. Join the dots and color.

- The children trace the picture of number 1. Then they join the dots in the correct order to complete the picture of the mouse.
- They then color the picture.

7 Follow me



Objectives

Learn about the importance of being kind to animals

Language

New: Be gentle with (the cat).

Materials

CD 2, toy animals (optional)

Extra activity

Tell the children to sit in a circle. Give each child a toy animal. The children stroke their toy animals, then pass their animals to the child on their left. The children take turns to tell the child on their left to *Be gentle with the (rabbit)*. The child taking the animal says *Okay*. Repeat the game as many times as you like.

Unit 7 Lesson 5 page 76

Warmer

- Hold up / Arrange known items in groups of one to ten. Encourage the children to count the items with you. Invite children to hold up / arrange groups of items for the rest of the class to count together.
- Open books. Focus on the picture and talk about it with the class. Ask *What animal can you see? What are the children doing?* Ask the children what they think the girl is saying to her friend.

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

- Look at the photos and ask children to listen to the recording and point to the people speaking in their books as they listen to the dialogue.
- Play the recording again, pausing after each line and encouraging the children to point to the correct speech bubbles and repeat the lines.

🎧 2:37

Child 1: Be gentle with the cat.

Child 2: Okay.

2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the recording for them, then encourage them to say the dialogue themselves.
- If you like, you can invite pairs of children to act out the dialogue for the rest of the class. The children can make dialogues about different animals and use toy animals as props to act out their dialogues.

3 Listen and chant. 🎧 2:38

- Play the recording once for the children to listen. Show them the actions (see below) and practice them together.
- Play the chant again two or three times for the children to listen, do the actions, and try to join in where possible.
- If you like, you can give the children toy animals so they can act out feeding, cleaning, hugging, and stroking the toy animals as they say the chant.

🎧 2:38

Feed them, clean them. (miming feeding an animal / miming giving an animal a bath)

Hug them and love them. (miming hugging an animal)

Love your animals (miming stroking an animal)

And they'll love you. (miming stroking an animal)

Round up

- Ask the children if they have pets at home and, if so, how they are kind to their pets (feeding them, loving them, etc.).
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 5 page 64

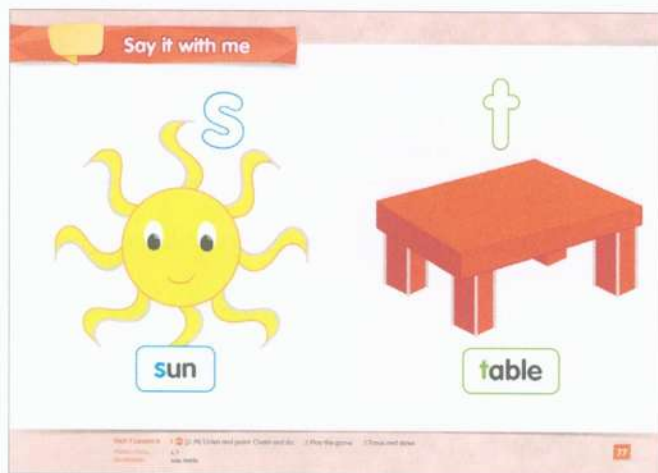
1 Look and draw 😊 or ☹️. Color.

- The children decide which picture shows children being kind to animals. They complete the faces by drawing a smile under the picture that shows children being kind to animals and a sad mouth under the picture that shows children not being kind to animals. Then they color the "being kind" picture.

ANSWERS



7 Say it with me



Objectives

To practice the letters and sounds s and t

Language

New: s, t, sun, table

Materials

CD 2, Fifi puppet, Alphabet poster, Letter cards a–t, sand in dishwashing bowls (optional)

Extra activity

Write a jumbled selection of large letters on the board, with the letter s written in the jumble several times. Invite children to come to the board and touch (or circle) one of the letter ss. If children touch the letter, you can circle it or erase it. Repeat until all the letter ss have been circled or erased. Repeat the activity with the letter t.

Unit 7 Lesson 6 page 77

Warmer

- Play the *Alphabet ride* chant. Encourage the children to do the actions and join in with the words. 🕒 1:08
- Use the alphabet poster to look at letters and find them in the classroom (any letters – the children don't have to identify them). Draw the circles and lines in the air.
- Use the letter cards or poster to review the letters a–r. Draw the letters in the air. Ask the children to find things in the classroom (or on the posters or in their books) beginning with the letters a–r.
- Use the letter cards or the poster to introduce the letter s to the Fifi puppet. The puppet asks *What's this?* Say: *It's the letter s (letter name).* S says s, and the puppet repeats the s sound.
- Ask the children to draw the letter s in the air with you.
- Repeat for the letter t.

1 Listen and point. Chant and do. 🕒 2:39

- Look at the book and point to the s. Ask the children to trace it with their fingers. Point to the sun. Listen and act out the S chant. Trace the s in the air.
- Repeat the process above for the letter t.

🕒 2:39

Letter s says suh,
suh suh suh – sun!
Draw an s in the air,
Draw an s everywhere!

Letter t says tuh,
Tuh, tuh, tuh – table!
Draw a t in the air,
Draw a t everywhere!

2 Play the game.

- Play *Find the letters*. The children sit in a circle. Give individual children the letter cards for a to s. Say *Pass the letters!* The children pass the letters around the circle until you say *Stop*. The children place the letters in the center of the circle. Say *Susie. Find the letter ...*. The child finds the correct letter, holds it up and says the sound. Continue until all the letters are found.
- Place dishwashing bowls with sand in them on a table. Show the children how to move a finger through the sand to make the shapes of the two new letters (s and t). Help the children to take turns to trace the letters in the sand.
- Say words beginning with s or t (e.g.: *sun, sand, spider, seven / table, ten, toys, turtle, train*). The children sit down for s words and stand up for t words, or make letters with their bodies to show the initial letter for each word.

3 Trace and draw.

- If you like, you can ask the children to trace the letters with their fingers (or a pencil) once again.
- The children can then do the pre-writing activity of tracing the lines to complete the pictures of the sun and the table.

Round up

- Tell the children to clap once when they hear the letter s and clap twice when they hear the letter t. Say words beginning with s or t. Start slowly, then say the words faster and faster.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Before the next lesson, collect pictures of different pets. Collect an assortment of different sized feeding utensils (e.g.: a small bowl for a cat / rabbit, a big one for a dog, a tube for feeding a bird, a small pot of fish food). Collect brushes for grooming pets of different sizes, and pet toys such as a soft ball for small animals, a swing / mirror for a bird, etc.

7 Explore with me



Objectives

To talk about pets and how we look after them

Language

New: feed, brush, love, play with
I (feed) my (pet).

Recycled: wheel, ball, pet, toy

Materials

CD 2, pictures of different pets, pet feeding utensils, pet grooming brushes, pet toys

Extra activity

Play a game of *Pictionary*. Slowly draw an animal on the board (dog, cat, turtle, fish, bird, or rabbit). The children call out the word for the animal as soon as they can see what it is. Repeat until you have practiced all the animal words.

Unit 7 Lesson 7 page 78

Warmer

- Review the animal vocabulary from the unit. Say animal words and encourage the children to mime being the animals and / or make the correct animal noises.
- Pre-teach the new words and phrases *I (brush) my (cats), feed, brush, play with* by demonstrating the actions using the feeding utensils, grooming brushes, and pet toys.
- Talk about the big picture. Ask the children to say what they can see in the picture. Review the words *wheel, toy, ball* by pointing to the items in the picture and asking *What's this?*

1 Listen and point. 2:40

- Explain that the children are going to listen to the children in the big picture on the Student Book page talking about how we can look after our pets.
- Play the recording. The children listen and point to the photos of the cat and the dog in the picture as the animals are mentioned.

2:40

Child 1: Let's start with the cat. I feed my cat.

Child 2: And... I brush my cat.

Child 1: And now dog. Look, a ball! I play with my dog.

Child 2: Okay, and look, I feed my dog.

2 Explore together.

CRITICAL THINKING

- Tell the children that they are going to talk about how we look after different pets.
- Prepare the activity by arranging some animal feeding / grooming / play items on a table along with three or four pictures of pets to match the items.
- Demonstrate the activity by placing objects under matching photos and making sentences, e.g.: *I (brush) my (cat)*. Encourage the children to repeat the sentences after you. As the children gain confidence, make a mistake (e.g.: give the bird a dog bowl). Invite a child to choose a more appropriate item for the animal.
- The children then take turns to choose an animal and an item. They put the item under the picture of the animal and make a sentence. Once all the items have been put under the correct pictures, hold the items up one by one for the children to make sentences. Then talk about how we look after each animal. Ask *Do we brush a (rabbit / bird)? Do we play with a (fish / cat)?*

3 Match.

CRITICAL THINKING

- Focus on the pictures on the right of the page.
- Say *Point to the (cat / bird / dog / mouse)*. The children point to the correct pictures. Ask the children to think about what we feed each animal and what we give each animal to play with. Ask the children which picture on the right they think matches the cat. Show the children how to draw a line to match the picture of the cat to the picture of the smaller food bowl. Repeat for the other pictures.

CLIL BOX: SCIENCE: ANIMAL HEALTH AND WELLBEING

This lesson focuses on understanding how we can look after pets and keep them healthy and happy. The children think about and then demonstrate what we can do to look after our pets.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 7 page 65

1 Find and color.

- The children decide which toy / food item matches each animal. They then color the animals and the toy / food items in matching colors (e.g.: they color the dog and the bone in one color, the cat and the toy mouse in another color, etc.).

7 Say it with me



Objectives

To practice the letters and sounds s, t, and u

Language

New: u, umbrella

Recycled: s, t, sun, table

Materials

CD 2, Fifi puppet, Alphabet poster, Letter cards a–u, squares of paper, colored pens / pencils / crayons, Unit 7 Stickers

Extra activities

Draw lots of letters s, t, and u on separate squares of paper and mix them around the classroom, with a few of each letter on each desk. Alternatively, you can mix all the letters together on one big table. Give each child a letter to “collect”. The children look around trying to find as many of their letter as they can.

Say words beginning with s, t, or u (e.g.: sun, seven, scarecrow, spider / table, ten, toy, train, turtle / umbrella, up). The children hold up letter cards, trace letters in the air or make letters with their bodies to show the initial letter for each word.

Unit 7 Lesson 8 page 79

Warmer

- Play the *Alphabet ride* chant for the children to act out and join in. ⌚ 1:08
- Use the alphabet cards or poster to review the letters a–t. Draw the letters in the air.
- Use the letter card or the poster to introduce the letter u to the Fifi puppet. The puppet asks *What’s this?* Say *It’s the letter u (letter name)*. U says u, and the puppet repeats the u sound.
- Ask the children to draw the letter U in the air with you and make the u sound.

1 Listen and point. Chant and do. ⌚ 2:41

- Look at the book and point to the u. Ask the children to trace it with their fingers.
- Point to the umbrella and teach the word *umbrella*.

- Play the recording for the children to listen and point to the letter u.
- Play the recording again for the children to join in and act out the u chant. Trace the u in the air.

⌚ 2:41

Letter u says uh,
uh uh uh – umbrella!
Draw a u in the air,
Draw a u everywhere!

2 Trace and draw.

- If you like, you can ask the children to trace the letter u with their fingers (or a pencil) once again.
- The children can then do the pre-writing activity of tracing the line to complete the picture of the umbrella.

3 Find and stick.

- Place the letter cards a–u on the board in order, one at a time (or write the letters). Ask the children to say the letters with you as you place / write them on the board.
- Focus on the letters s–u in the book. Point to each of the three letters in turn and ask the children to say them. Ask the children to say what color each letter is.
- Tell children to find the s sticker in their books. Tell them to use the colors to help them find the right letters. Hold up the s sticker and demonstrate matching and sticking it on to the blue letter s.
- Repeat the process above for the t and u stickers.

4 Circle the pictures blue, green, or red.

- Point to the pictures on the right of the Student Book page and name the items. Say *We are going to match the letters and the pictures*.
- Point to the s and ask *What color is it?* Hold up a blue crayon and say *blue*. Ask *What starts with s?* Go through the words one by one. Then say *Sun starts with s*. Circle the sun with your blue crayon to demonstrate.
- Continue in this way, circling the objects in the correct colors. If this is too complex, ask the children to draw lines from the letters to the objects. You can do this activity together.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lessons 6 and 8 page 66

1 Match and say.

- The children look at the picture and name the items, then say which letter each word begins with. They then draw lines to match the items in the picture to the letters on squares around the main picture.

NOTE Bring toy pet animals to the next lesson for the game (cat, mouse, fish, dog, rabbit, bird, spider), or any others the children know.

7 Show me



Objectives

To practice the language from the unit through a game

Language

Recycled: pets

I like (cats). My favourite pet is a (cat).

Materials

CD 2, Fifi puppet, Poster from Lesson 1, animal flashcards, Unit 7 Picture cards, toy animals (cat, mouse, fish, rabbit, bird, spider)

Extra activity

Play a game of *What's missing?* with the animal flashcards. Stick the flashcards on the board and ask the children to say the words. Tell the children to close their eyes. Remove one of the flashcards, then tell the children to open their eyes and say which flashcard is missing. Repeat the game, removing a different flashcard each time.

Unit 7 Lesson 9

page 80

Warmer

- Sing the song from Lesson 3. The children can do the actions and join in where possible. 🎵 2:34
- Tell the children to take out their picture cards. Use the Fifi puppet to say the chant from Lesson 1, Exercise 4. The children join in with the chant and show their corresponding picture cards.
- Talk about the poster. Point to the animals in turn and say *I like (rabbits)*. The children show their corresponding picture cards. Then ask some children to come to the front of the class. Encourage the children to make sentences with *I like ...* and point to the animals on the poster.

1 Look at the poster. Find and color.

CRITICAL THINKING

- Focus on the activity at the top of page. Have the children name the animals in turn. Then they look for the same animals on the poster.
- If the children can see an animal on the poster, they color the square below the picture of that animal in the Student Book. (The missing animal is the spider).

2 Look at the picture and play the game.

- Focus on the picture. Tell the children that Sam and his friends are playing a game and that they are going to play the game, too.
- Ask the children which animals they can see in the picture (cat, fish, bird, spider, rabbit, turtle) and where the animals are (on the table / in Sam's hand).
- Set up the game, as in the picture. Place all the toy animals on a table on one side of the room. Ask the children to find a partner and line up in their pairs on the other side of the room.
- One child in each pair takes a turn to make a sentence about an animal they like, e.g.: *I like (fish)*. The other child in the pair runs to the toy animals, finds the item their partner likes, and holds it up saying, e.g.: *I like fish!*
- When one child in each pair has made a sentence with *I like ...* and the other child has found the correct animal, the children swap roles and play the game again.

3 What pets do you like?

CRITICAL THINKING

- Ask the class the big question for this unit: *What pets do you like?* Encourage the children to say what words they know for pets. Ask them to say what other animal words they know. Ask the children what pets they have / would like, what their favorite pets are and how we can look after our pets.
- Encourage the children to look through the unit to help them find all the things they have learned about.

Round up

- Tell the children to sit in a circle. Give each child a toy animal or an animal flashcard. Play some music. The children pass their animals around the circle. Stop the music in random places. The children hold up the animals they have at that point and say the words (or sentences with *I like ...*).
- Ask the children to bring any of their old / odd socks to the next lesson.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Before the next lesson: Collect old / odd socks and craft materials such as small pom poms, pipe cleaners, wool, buttons, sequins, googly eyes, feathers, etc. Prepare a sock puppet pet in advance (see instructions in Lesson 10).

7 Show and Tell



Objectives

To make a sock puppet

Language

Recycled: pets, colors, small, big

My favorite pet is a (rabbit).

Materials

CD 2, Unit 7 Poster, toy animals, old / odd socks, craft materials (small pom poms, pipe cleaners, wool, buttons, sequins, googly eyes, feathers, etc.), glue, scissors, a prepared sock puppet pet

Extra activities

Mime being an animal (cat, bird, rabbit, or turtle), using the actions and animal sounds from Lesson 1. Encourage the children to guess which animal you are miming and call out the correct word. The first child to guess correctly can take a turn to mime another animal for the rest of the class to guess.

Write the letters *a* to *u* on the board. Point to the letters and ask the children to say them. Trace one of the letters in the air, very slowly. The children call out the letter as soon as they can guess which letter it is.

Unit 7 Lesson 10: Project page 81

Warmer

- Sing the song from Lesson 3 to review the words for pets. The children can do the actions and join in with the words. 🎵 2:34
- Ask the children to say what their favorite pet is and how we look after that pet.
- Play a game with the poster. Ask two children to come to the front of the class. Say *Find a (rabbit)*. The children race to point to the correct animal on the poster. The first child to point to the correct animal stays at the front of the class. The other child returns to his / her desk. Invite another child to the front of the class and repeat the game with another animal.
- Show the children your completed sock puppet pet. Say *This is my sock pet. It's a (rabbit). It's (white). It has (brown ears)*. Pass the sock puppet round the class for the children to look at and play with.

1 Talk about the pictures.

- Ask the class what the children are doing in the Student Book pictures and what they can see.
- Establish that the children in the pictures are making sock puppet pets, then showing their pets to the class.
- Talk about how the children made their puppets (by sticking craft items onto a sock) and what equipment they will need to make their own puppets (socks, pom poms, feathers, googly eyes, glue, scissors, etc.). Teach any new words the children might want to use for the project, e.g.: *wool, sequins, buttons, socks*.
- Explain that the children are going to make their own special pet puppets and then show them to the class.

2 Make a sock puppet.

- Hand out socks, craft items, and glue to the children. Tell the children to choose their favorite pets and decide how to decorate the socks to make their favorite pets.
- Help the children to glue craft items onto their socks to make their pet puppets.

3 Show and tell.

- The children take turns to wear their sock puppets and introduce them to the class. Encourage the children to talk about their puppets, e.g.: *My favorite pet is a (bird). It's (green) and (yellow)*.

Round up

- Ask the children to say what words / letters / numbers they have learned in this unit.
- Hold up the animal flashcards and ask the children to say the words.
- Invite children to make the letters *a–u* with their bodies or to trace the letters in the air.
- Ask children to count groups of one to ten items around the class (you can use some of the leftover craft items from the sock puppet project).
- Ask the children what they learned in the Follow me lesson in this unit (it's important to be kind to animals).
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 10 page 67

1 Draw and decorate.

- The children draw a face on the rabbit, then decorate and color the picture. Invite the children to tell the class about their picture, e.g.: *This is my rabbit. It has green eyes and a pink nose. etc.*

What can you do ?



Objectives

Familiarize children with phrases for activities
Introduce the unit topic

Language

New: roll a hoop, bounce a balloon, blow bubbles, stack cups

Materials

CD 2, Fifi puppet, Unit 8 Flashcards, Unit 8 Poster, Unit 8 Picture cards (Student Book page 119), balloons, a hoop, bubbles, plastic or paper cups (optional)

Extra activity

Demonstrate the following actions for the class. Mime rolling a hoop, blowing bubbles, stacking cups, and bouncing a balloon. Say the phrases as you do the actions. Say the phrases again for the children to do the actions in random order.

Unit 8 Lesson 1 page 82

Warmer

- Play *Let's Get Ready to Learn* for children to sing and act out. ⌚ 1:01

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review the words *trees, flowers, sun*. Point to the characters and ask *Who's this?* Point to the items in the picture and ask *What's this?* The children respond with the correct words.
- Use the flashcards and the poster to introduce the new vocabulary (*roll a hoop, bounce a balloon, blow bubbles, stack cups*).
- Open books and ask children about the picture. Ask *Who's this? What's this? Can you find (a hoop / bubbles / Sam)?*

2 Listen and point. ⌚ 2:42

- Play the recording for the children to listen and point to the correct activities in their books.

⌚ 2:42

roll a hoop, bounce a balloon, stack cups, blow bubbles

3 Listen and repeat. ⌚ 2:43

- Play the recording for the children to listen, clap, and try to repeat the phrases if possible.

⌚ 2:43

(Clap-clap-clap), roll a hoop / (Clap-clap-clap), bounce a balloon

(Clap-clap-clap), stack cups / (Clap-clap-clap), blow bubbles

4 Say and play.

- Tell the children to line up in groups of four. Say the chant below, placing the flashcards on the board one at a time and repeating for each activity. The children say the words for the activities in turn and show their corresponding picture cards, or point to the activities in their books. They then repeat all the activity phrases and jump up and cheer as they say *Hurray!*

Teacher: *Show me, show me,*

Show me bounce a balloon. Show me and say.

Children: *Bounce a balloon.*

Teacher: *Show me, show me,*

Show me roll a hoop. Show me and say.

Children: *Roll a hoop.*

Teacher: *Show me, show me,*

Show me blow bubbles. Show me and say.

Children: *Blow bubbles.*

Teacher: *Show me, show me,*

Show me stack cups. Show me and say.

Children: *Stack cups.*

All: *Bounce the balloon, roll a hoop, blow bubbles, stack cups: Hurray!*

5 What can you do?

CRITICAL THINKING

- Introduce the Unit Question: *What can you do?* Ask the children questions about the activities on the poster. Ask *Can you (roll a hoop)?* The children say *Yes* or *No*. Ask *What can you do?* The children say the phrases for the activities they can do.

Round up

- Ask *Where's Bird?* The children point to Bird in the picture.
- Help the children to cut out the activity picture cards from the back of the Student Book for the next lesson.
- Play the *Bye Bye* song to end the lesson.

Activity Book Lesson 1 page 69

1 Color what you can do.

- The children color the pictures for the activities they can do.

NOTE Bring balloons, bubbles, plastic or paper cups, and hoops to the next lesson. Prepare yes / no cards (one happy face and one sad face) for the next lesson.

8 Play with me



Objectives

Practice the activity phrases through a game

Language

New: I can / can't (blow bubbles).

Recycled: roll a hoop, blow bubbles, stack cups, bounce a balloon

Materials

CD 2, Fifi puppet, Unit 8 Flashcards, Unit 8 Picture cards, Unit 8 Stickers, balloons, bubbles, plastic or paper cups, hoops, Yes / No cards (one happy face and one sad face)

Unit 8 Lesson 2 page 83

Warmer

- Play *Let's Get Ready to Learn* for the children to sing and act out. ⏱ 1:01
- Play a game with flashcards. Tell the children to sit in a circle. Place the flashcards in the middle of the circle. Ask one child to choose a flashcard and say the phrase, e.g.: *roll a hoop*. The child passes the flashcard to the child on their left who repeats the phrase. Continue in this way around the circle. When the second to last child says, e.g.: *roll a hoop*, the last child in the circle must mime doing the activity. Start the game again with a different child choosing the flashcard.
- Play a game with the items you have brought to class to introduce the new structure *I can / can't ...*. Demonstrate successfully blowing bubbles. Say *I can blow bubbles*. Hold up the Yes card (smiley face). Demonstrate unsuccessfully rolling a hoop. Say *I can't roll a hoop*. Hold up the No card (sad face). Repeat a few times with different activities. Invite two children to come to the front. If one child does the activity successfully, the second child should choose and hold up the correct card. Repeat with other children.

1 Listen and point. ⏱ 2:44

- Tell the class they are going to play a game. First they will look at the photo and listen to the recording. Explain that the children in the photo are playing a game.
- Play the recording for the children to listen, look at the picture, and point to children. Play the recording again

and pause it before the answer and ask the children which activity the child can do. Play the rest of the recording and congratulate the children if they guessed correctly.

⏱ 2:44

Child 1: I can ...

Chils 2 & 3: blow bubbles!

2 Play the game.

- Tell the children they are going to play a game like the children in the picture.
- Invite a child to come to the front of the class, turn over a flashcard, and look at it without showing it to the rest of the class. The child then says *I can ...* and mimes doing the activity from the flashcard. The rest of the class tries to guess the activity and complete the sentence. If a child thinks they can't do the activity then they can say *I can't ...* but still do the activity or mime doing the activity for the rest of the class to guess. The first child to complete the sentence takes a turn to come to the front, turn over a flashcard, and mime an activity for the rest of the class.

3 Listen and stick. Listen and repeat. ⏱ 2:45

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what each sticker shows (*What's this?*).
- Play the recording, pausing after each sentence for the children to find the correct sticker and the correct place on the Student Book page. Make sure all the children have got the right sticker, then have them stick the stickers onto the Student Book page.
- If you like, you can ask children to listen and point to the correct stickers in their books before they stick the stickers onto the Student Book page.
- Play the recording again and encourage the children to repeat the sentences.

⏱ 2:45

Dad: I can stack cups.

May: I can roll a hoop.

Sam: I can bounce a balloon.

Anna: I can't blow bubbles.

Round up

- Hold up one of the activity flashcards. Encourage the children to put their hands up if they can do the activity. Ask the children with their hands up to chorus *I can (roll a hoop)*. Repeat with the rest of the activity flashcards.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

8 Read with me



Objectives

Listen to and understand a story

Language

New: throw, hop, count, jump

Can you (count)? Yes. / No.

Recycled: blow bubbles, roll a hoop

Materials

CD 2, Fifi puppet, character cut-out puppets, Yes / No cards, Unit 8 Flashcards, soft balls (optional)

Unit 8 Lesson 3 page 84

Warmer

- Hold up an activity flashcard and say *I can / can't (roll a hoop)*. Nod or shake your head to show whether the sentence is positive or negative. Hand a flashcard to a child and ask them to make a sentence about themselves and nod or shake their head.
- Use the Fifi puppet to introduce the new structure *Can you ... ?* with the response *Yes / No*. For the response *Yes / No* use the happy and sad face cards. Ask *Can you stack cups, Fifi?* Use the puppet to stack a couple of cups and say *Yes!* Hold up the *Yes* card. Ask *Can you blow bubbles, Fifi?* Use the Fifi puppet to try and blow bubbles (unsuccessfully) and say *No!* Hold up the *No* card.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story. Ask *Who can you see? Where is Benny? What does Fifi have? What can she do? Look at Benny's eyes. He's tired. What is Prickly doing?*
- Review known vocabulary by asking *What activities can you see in the story? (roll a hoop) What toys can you see? (a ball) What color is the ball? (red).*
- Use the story pictures to teach the words *throw, jump, and hop*. Demonstrate the meaning of the word *count* by counting on your fingers.

2 Listen and point. Listen and repeat. 2-46

- Play the story and have the children point to the story frames as they listen.

- Go over the story frame by frame and talk about what is happening. Ask *Can Prickly hop? Can Fifi jump? Can Benny count?*
- Listen to the story again, encouraging the children to point to the activities in the pictures as they are mentioned.
- Encourage the children to listen again, pausing so they can repeat the lines of the story.
- Ask groups of children to mime the story along with the recording. Use a soft ball as a prop and do the actions mentioned in the story.
- The children can use their cut-outs to act out the story.

2-46

1 Prickly: Look Benny. I can jump. Can you count?

Benny: Yes. 1, 2, 3, 4

2 Prickly: Benny! Wake up! I can hop. Can you count?

Benny: Yes. 1, 2, 3, 4

3 Prickly: Wake up! Look! I can throw the ball. Ooops!

4 Fifi: It's okay. I can jump.

Prickly: Thank you, Fifi.

3 Sing and do. 2-47

- Play the song through once. Introduce and demonstrate the actions.
- Play the song again for the children to do the actions and try to join in with the words where possible.
- If you like, you can divide the class into two groups. One group can sing the song and the other group can do the actions. The groups can then swap roles.

2-47

I can hop, hop, hop, and I can throw, too. (hopping)

I can hop, hop, hop, and I can throw, too.

I can hop, hop, hop. Can you? (pointing to other children in the circle)

Can you hop? Can you throw?

Can you? Can you? Can you?

I can jump, jump, jump, and I count, too. (jumping)

I can jump, jump, jump, and I can count, too.

I can jump, jump, jump. Can you? (pointing to other children in the circle)

Can you jump? Can you count?

Can you? Can you? Can you?

Round up

- Ask questions about the story (e.g.: *Can Benny count? What can Prickly do? Can Fifi jump?*).
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 3 page 70

1 Match and say.

- The children draw lines to match the story characters to the activities they can do.

8 Count with me



Objectives

Practice counting items (1–10)

Language

Recycled: Numbers 1–10, balloons, balls, hoops, cups
How many? 1 kite. 3 balloons.

Materials

CD 2, Number cards, balls (optional), colored pens / pencils / crayons, groups of 1–10 known objects, balloons, bubbles, plastic or paper cups (optional)

Extra activity

Play counting games. See how many cups children can stack, how many times they can bounce a balloon or throw and catch it, how many bubbles they can blow, how many times they can hop / jump, etc. Encourage the rest of the class to count as one child does an activity.

2•48

1 little child jumps up, up, up.
1, 2 – two little children jump up, up, up.
1, 2, 3 – three little children jump up, up, up.
1, 2, 3, 4 – four little children jump up, up, up.
1, 2, 3, 4, 5 – five little children jump up, up, up.
1, 2, 3, 4, 5, 6 – six little children jump up, up, up.
1, 2, 3, 4, 5, 6, 7 – seven little children jump up, up, up.
1, 2, 3, 4, 5, 6, 7, 8 – eight little children jump up, up, up.
1, 2, 3, 4, 5, 6, 7, 8, 9 – nine little children jump up, up, up.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10 – ten little children jump up, up, up.

2 Count and circle.

- Review the plural s. Hold up one or two of the same classroom object. Encourage the children to say the singular word or the plural word (e.g.: *crayon / 2 crayons*). Invite children to hold up one or two toys, objects, or picture cards for the rest of the class to say the correct forms of the words.
- Ask the children to look at the numbers in the book. They say the numbers 1–10 and then trace the numbers with their fingers.
- Ask the children to name the objects next to the first pair of numbers (*kite*) and count them. Ask *How many kites?* Encourage the children to answer *1 kite*.
- The children circle the number that matches the number of kites. If circling is too difficult for the children, they can color the number instead.
- Repeat the process above with the other pairs of numbers.

CRITICAL THINKING

- Point to the pictures on the Student Book page. Say a number (1, 3, 6, 8, or 9). The children find the number and say the item, e.g.: You say *Three*. The children say *Three balloons*.

Unit 8 Lesson 4 page 85

Warmer

- Play the song from Lesson 3. Encourage the children to do the actions and join in. 2•47
- Use the Fifi puppet and the number cards or real balls to review counting to ten.
- Count various objects (in groups of up to 10) with the children.
- Draw the numbers 1 to 10 in the air and encourage the children to copy.
- Encourage the children to count on their fingers 1–10.

1 Chant and do. 2•48

- Play the counting chant. Ask ten children to sit down at the front of the class. With each number, a child stands up and starts jumping until all ten children are standing up and jumping.
- Play the chant again for different children to stand up and jump at the front of the class.

Round up

- Arrange groups of 1–10 known items and ask a child *How many (pencils)? Can you count?* The child counts the items aloud. Write the numbers on the board as the child counts. The child says the number of items (e.g.: *nine pencils*) or holds up the correct number card.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 4 page 71

1 Color and say.

- The children color the numbers and / or squares. They then point to each square and say the correct numbers.

8 Follow me



Objectives

Learn about the importance of valuing others' achievements

Language

New: Good job! Hurray for (Ava).

Materials

CD 2, balloons, bubbles, hoops, plastic or paper cups (optional)

Extra activity

Set challenges for the children (e.g.: stacking ten cups, rolling a hoop for ten seconds, bouncing a balloon ten times, etc.). Invite one child at a time to come to the front of the class and try to complete the challenge. Encourage the rest of the class to clap, cheer, and use the phrases in Exercise 1 when a child completes a challenge. Applaud efforts even if children are not successful.

Unit 8 Lesson 5 page 86

Warmer

- Hand out the 10 number cards and ask the children to stand in a line, holding their cards up. The children without a card should help arrange the children in order.
- Open books. Focus on the picture and talk about it with the class. Ask *Where are the children? What are the children doing?* Ask the children what they think the girl is saying to the hopping girl.

1 Listen and point. Listen and repeat. 2:49

- Look at the photo and ask the children to listen to the recording and point to the girl speaking in their books.
- Play the recording again, pausing after each line so children repeat.

2:49

Child 1: Look at me. I can hop!

Child 2: Good job! Hurray for Ava.

2 Say and act out.

- Ask the children to act out the dialogue in groups of three. Play the recording for them, then encourage them to say the dialogue themselves.
- If you like, you can invite groups of children to act out the dialogue for the rest of the class. The children can make dialogues about different activities and use any necessary props to act out their dialogues.

3 Listen and chant. 2:50

- Play the recording once for the children to listen. Show them the actions (see below) and practice them together.
- Play the chant again two or three times for the children to listen, do the actions, and try to join in where possible.
- Use the chant in future lessons when you want to congratulate children on their achievements.

2:50

When your friend (point to your friends)

Does something great, (thumbs up)

Clap your hands (clapping hands)

And celebrate! (wave arms in the air in celebration)

Hip hip, Hurray! (children pump the air or throw both arms in the air when they shout Hurray)

Hip hip, Hurray!

Hip hip, Hurray!

Round up

- Ask the children what great things they can do (e.g.: singing a song, counting to ten, etc.) and ask them to demonstrate. Encourage the rest of the class to clap and cheer.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 5 page 72

1 Look and draw 😊 or ☹️. Color.

- The children decide which picture shows children valuing others' achievements. The children then color the "happy face" picture.

ANSWERS



NOTE Make sure there is at least one item in your class beginning with v (e.g.: a toy van) and at least one item beginning with w (e.g.: a window) for the next lesson.

8 Say it with me



Objectives

To practice the letters and sounds v and w

Language

New: v, w, van, wheel

Materials

CD 2; Fifi puppet; Alphabet poster; Letter cards a–w; chalk and blackboards (optional)

Extra activity

Write a jumbled selection of large letters on the board, with the letter v written in the jumble several times. Invite children to come to the board and touch (or circle) one of the letter vs. If children touch the letter, you can circle it or erase it. Repeat until all the letter vs have been circled or erased. Repeat the activity with the letter w.

Unit 8 Lesson 6 page 87

Warmer

- Play the *Alphabet ride* chant. Encourage the children to do the actions and join in. ⌚ 1•08
- Use the alphabet poster to look at letters and find them in the classroom (any letters – the children don't have to identify them). Draw the circles and lines in the air.
- Use the letter cards or poster to review the letters a–u. Draw the letters in the air. Ask the children to find things in the classroom (or on the posters or in their books) beginning with the letters a–u.
- Use the letter cards or the poster to introduce the letter v to the Fifi puppet. The puppet asks *What's this?* Say *It's the letter v (letter name)*. V says v, and the puppet repeats the v sound.
- Ask the children to draw the letter v in the air with you. Point to things in the classroom that begin with v.
- Repeat for the letter w.

1 Listen and point. Chant and do. ⌚ 2•51

- Look at the book and point to the v. Ask the children to trace it with their fingers.
- Point to the van and teach the word *van*.
- Listen and act out the V chant. Trace the v in the air.

- Repeat the process above for the letter w.

⌚ 2•51

Letter v says vuh,
vuh, vuh, vuh – van!
Draw a v in the air,
Draw a v everywhere!

Letter w says wuh,
wuh, wuh, wuh – wheel!
Draw a w in the air,
Draw a w everywhere!

2 Play the game.

- Play *Find the letters*. The children sit in a circle. Give individual children the letter cards for a to w. Say *Pass the letters!* The children pass the letters around the circle until you say *Stop*. The children place the letters in the middle of the circle. Say *Susie. Find the letter ...*. The child finds the correct letter, holds it up and says the sound. Continue until all the letters are found.
- Say words beginning with v or w (e.g.: *van, vine, very, vet / wheel, window, wet, wool*). The children make letters with their bodies to show the initial letter for each word.

3 Trace and draw.

- You can ask the children to trace the letters with their fingers (or a pencil) once again.
- The children can then do the pre-writing activity of tracing the gray lines to complete the picture of the van and the circles in the wheel.

Round up

- Tell the children to stand up when they hear the letter v and sit down when they hear the letter w. Say words beginning with v or w. Start slowly, then say the words faster and faster.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Before the next lesson, make a large wall chart with four columns and icons of the following at the top of each column: swimming, flying, crawling, jumping. Collect pictures of animals doing different things. You will also need sheets of A4 paper cut out into 6 squares (4 or 6 squares per child).

8 Explore with me



Objectives

To talk about what different animals can do

Language

New: fly, crawl, swim

(A mouse) can / can't (swim).

Recycled: jump, girl, toy, pets, Can (a mouse) crawl?
Yes. / No.

Materials

CD 2, Animal flashcards, pictures of different animals doing different things, sheets of A4 paper cut out into 6 squares (2 squares per child), colored pens / pencils / crayons, reusable adhesive

Unit 8 Lesson 7 page 88

Warmer

- Review and teach the new action vocabulary (*jump, crawl, fly, swim*) by saying the action words and telling the children to do the actions.
- Talk about the big picture. Focus on the icons at the bottom of the chart and ask the children to say what each icon means.
- Ask the children which animals they can see in the pictures. Hold up pictures of known animals doing different things. Ask *What is it? What can it do?*

1 Listen and point. 2:52

- Explain to the children that they are going to listen to the children in the big picture on the Student Book page talking about what different animals can do.
- Play the recording. The children listen and point to the people in the picture as they hear each person speak.

2:52

Teacher: Can a mouse swim?

Girl: No. A mouse can't swim.

Teacher: Can a mouse crawl?

Girl: Yes. A mouse can crawl.

Teacher: Very good. You can put your picture there.

Girl: Okay.

Teacher: Good job!

2 Explore together.

CRITICAL THINKING

- Tell the children that they are going to make a chart like the one in the picture to show what different animals can do. Draw the chart on the board.
- Hand out 2 squares of paper to each child. Tell the children to draw a different animal or a girl or a boy on each square of paper. You can use the animal flashcards or the pictures you have brought to class to review the animal words before the children choose which animals to draw.
- Ask the children to come up to the chart one at a time and stick their pictures in the correct column. Ask the children questions about their pictures as they decide which column each picture should go in (e.g.: *Can (dogs) swim / fly / jump / crawl?*).
- When all of the children have stuck their pictures onto the chart, look at the chart together and ask questions about it, e.g.: *What animals can (swim)? What activities can animals and people do?*

3 Match.

CRITICAL THINKING

- Focus on the pictures on the right of the page.
- Say *Find the (bird / dog / fish / spider)*. The children point to the correct pictures. Ask the children to think about what each animal can do.
- Ask the children what action they think each picture in the second column represents (*fly, swim, jump, crawl*). Ask *Can dogs (jump / fly / crawl / swim)?* The children answer Yes. or No.
- Show the children how to draw a line to match the dog to the correct action (jump). Repeat for the other pictures, then ask the children to make sentences about what the animals can do.

CLIL BOX: SCIENCE AND NATURE: ANIMALS AND PEOPLE – WHAT THEY CAN DO.

This lesson focuses on exploring the things that people and animals can do. Children learn to identify animals and their actions and compare them with their own. They can assess the ways in which some animals are similar to and different from others. They learn to interpret simple tables and add things to them.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 7 page 73

1 Color the true pictures.

- The children color the pictures that show activities the animals shown can do.

8 Say it with me



Objectives

To practice the letters and sounds v, w, and x

Language

New: x, fox

Recycled: v, w, van, wheel

Materials

CD 2, Fifi puppet, Alphabet poster, Letter cards a–x, squares of paper, colored pens / pencils / crayons, Unit 8 Stickers

Extra activities

Draw lots of letters v, w, and x on separate squares of paper and mix them around the classroom, with a few of each letter on each desk. Alternatively, you can mix all the letters together on one big table. Give each child a letter to “collect”. The children look around trying to find as many of their letter as they can.

Say words beginning with v, w, or ending with x (e.g.: *van, very, vet / window, wheel, wet, what / fox, box, mix*). The children hold up letter cards, trace letters in the air, or make letters with their bodies to show the letters they hear.

Unit 8 Lesson 8 page 89

Warmer

- Play the *Alphabet ride* chant for the children to act out and join in. 🎧 1:08
- Use the alphabet cards or poster to review the letters a–w. Draw the letters in the air.
- Use the letter card or the poster to introduce the letter x to the Fifi puppet. The puppet asks *What’s this?* Say *It’s the letter x (letter name)*. *X says x*, and the puppet repeats the x sound.
- Ask the children to draw the letter x in the air with you and make the x sound.

1 Listen and point. Chant and do. 🎧 2:53

- Look at the book and point to the x. Ask the children to trace it with their fingers.

- Use the Fifi puppet to point to the fox and teach the word *fox*.
- Play the chant for the children to listen and point to the letter x.
- Play the chant again for the children to join in and act out the X chant. Trace the x in the air.

🎧 2:53

Letter x says x,
x, x, x – fox!
Draw an x in the air,
Draw an X everywhere!

2 Trace and draw.

- Ask the children to trace the letter x with their fingers (or a pencil) once again.
- The children can then do the pre-writing activity of tracing the x on Fifi’s jumper.

3 Find and stick.

- Place the letter cards a–x on the board in order, one at a time (or write the letters). Ask the children to say the letters with you as you place / write them on the board.
- Focus on the letters v–x in the book. Point to each of the three letters in turn and ask the children to say them. Ask the children to say what color each letter is.
- Tell children to find the v sticker in their books. Tell them to use the colors to help them find the right letters. Hold up the v sticker and demonstrate matching and sticking it on to the blue letter v.
- Repeat the process above for the w and x stickers.

4 Circle the pictures blue, green, or red.

- Point to the pictures on the right of the Student Book page and name the items. Say *We are going to match the letters and the pictures*.
- Point to the v and ask *What color is it?* Hold up a blue crayon and say *blue*. Ask *What starts with v?* Go through the words one by one. Then say *Van starts with v*. Circle the van with your blue crayon.
- Continue in this way, circling the objects in the correct colors.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lessons 6 and 8 page 74

1 Match and say. Color.

- The children look at the pictures and name the items, then say which letter each word begins / ends with. They then draw lines to match the letters to the pictures.

NOTE Bring the following items to the next lesson: animal puppets or toys and a doll; picture cards for activities: roll a hoop, bounce a balloon, blow bubbles, stack cups, hop, jump, throw, count, fly, crawl, swim; props such as balls, paper cups, hoops, balloons, bubbles, etc.

8 Show me



Objectives

To practice the language from the unit through a game

Language

Recycled: activities

I can / can't (jump).

Materials

CD 2, Fifi puppet, Poster from Lesson 1, Unit 8 Picture cards, animal puppets or toys and a doll, flashcards, including additional cards for activities (roll a hoop, bounce a balloon, blow bubbles, stack cups, hop, jump, throw, count, fly, crawl, swim), props such as balls, paper cups, hoops, balloons, bubbles.

Extra activity

Play a TPR game with the activity picture cards. Show a picture card. The children say the phrase and mime doing the activity. As the children gain confidence, withdraw the picture support and just say the activity phrases for the children to do the actions.

Unit 8 Lesson 9 page 90

Warmer

- Talk about the poster. Point to some of the people doing activities and ask *What can (she) do?* The children answer with the correct activity, e.g.: *roll a hoop*. Ask *Can you roll a hoop?* The children mime rolling a hoop. Repeat for the rest of the activities on the poster.

1 Look at the poster. Find and color.

CRITICAL THINKING

- Focus on the activity at the top of page. Have the children name the activities in turn. Then they look for the same activities on the poster. You can invite children to come to the front of the class to look for activities on the poster.
- Tell the children to look at the pictures at the top of the Student Book and the poster. If the children can see an activity on the poster, they color the square below the picture of that activity in the Student Book. (The missing one is the Mom holding a ball).

2 Look at the picture and play the game.

- Focus on the picture. Tell the children that Sam and his friends are playing a game and that they are going to play the game, too.
- Ask the children what items they can see in the picture (ball, bubbles, hoop) and what the girl can do (throw a ball).
- Set up the game, as in the picture. The children sit in a circle with a ball, a hoop, and some bubbles in the middle of the circle.
- Start a miming chain game. Say *I can (jump)* and mime the action. The child on your left repeats the sentence and the mime, then adds a sentence and mime of their own, e.g.: *I can (jump). (Child jumps). I can roll a hoop. (Child rolls a hoop)*.
- The children can change sentences to be positive or negative to reflect their own abilities. Continue the game until the list of sentences is too long to remember, then ask a volunteer to start a new chain.

3 What can you do?

CRITICAL THINKING

- Ask the class the big question for this unit: *What can you do?* Encourage the children to say what words they know for activities. Ask them to say what activities they can / can't do.
- Encourage the children to look through the unit to help them find all the things they have learned about.

Round up

- Mime three activities that you can do. Encourage the children to guess the three activities. The first child to guess all three activities takes a turn to mime three activities for the rest of the class to guess. Encourage the child miming activities to say 1 / 2 / 3 before each mime. Encourage the children guessing the activities to say *You can (jump)*.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Bring the following items to the next lesson: props to make stands for the mini-fair (balloons, balls, paper cups, hoops), small prizes for all the children.

8 Show and Tell



Objective

To make a mini-fair

Language

Recycled: activities, number, shapes

I can / can't (roll a hoop). Can you (stack cups)? Yes. / No.

Materials

CD 2, Unit 8 Poster, props to make stands for the mini-fair (balloons, balls, paper cups, hoops), small prizes for all the children, an activity chart (optional), squares of paper (4–6 per child) (optional)

Extra activity

Make a chart to show what the children in the class can do. Hand out four to six squares of paper to each child and ask them to draw a picture of themselves on each square. Make a chart like the one in Lesson 6, with icons for different activities (e.g.: blowing bubbles, bouncing a balloon, rolling a hoop, stacking cups, jumping, hopping). Invite the children to come to the chart in turn. Ask about each activity on the chart, e.g.: *Can you (blow bubbles)?* The child answers *Yes* or *No* and sticks a picture of themselves in the columns for the activities they can do. When the chart is complete, ask children to say how many children can do each activity.

Unit 8 Lesson 10: Project page 91

Warmer

- Sing the song from Lesson 3. The children can do the actions and join in. 🎵 2+47
- Play a game with the poster. Ask two children to come to the front of the class. Ask *Who can (roll a hoop)?* The children race to point to the correct activity on the poster. Repeat the game with another activity.
- Tell the children that the poster shows a mini-fair and explain that they are going to have their own mini-fair.

1 Talk about the pictures.

- Ask the class what the children are doing in the Student Book pictures and what they can see.

- Establish that the children in the pictures are preparing a mini-fair, then having a mini-fair in their classroom.
- Discuss how the children prepared their mini-fair (by making stands for different activities), what activities the children can see at the mini-fair in the picture (stacking cups, rolling hoops).

2 Prepare a mini-fair.

- Tell the children that they are going to have their own mini-fair. You can use the activities in the Student Book picture, or use other activities that you prefer to set up the fair (e.g.: Find a small ball under one of three cups / race toy cars to see which goes the fastest or the furthest / crawl through a tunnel / roll a hoop a set distance / jump or hop a set number of times).
- Once the stands are set up, go around the fair and demonstrate each activity (roll the ball, stack the cups, hop, bounce a balloon, etc.). Ask the children to help you decide how many times they should do each activity, then write a number to go on the stand (e.g.: stack 3 cups, bounce a ball 3 times, blow 5 bubbles). Keep the numbers low.

3 Show and Tell at the mini-fair.

- Once the fair is set up, ask a volunteer to help you demonstrate a dialogue. Ask the child to come to the cup stand. Ask *Can you stack 3 cups?* The child tries this and says *Yes / No*.
- Half of the children will be behind the stands and the other half will be going around the fair doing the activities.
- Monitor the children as they move around the fair and try the activities. Encourage the children behind the stalls to ask questions with *Can you ... ?* When the children have tried all the activities, they take a turn behind a stand so that all the children can try the activities.

Round up

- Ask the children to say what words / letters / numbers they have learned in this unit.
- Hold up the activity flashcards and ask the children to say the words.
- Invite children to make the letters a–x with their bodies or to trace the letters in the air.
- Ask children to count groups of one to ten items around the class.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 10 page 75

1 Color.

- The children color the sections of the color wheel with colors they know (red, blue, green, pink, purple, yellow), then cut out their color wheel. Ask children to say the numbers and the colors for each section of their wheel. The children push a pencil through the middle of the wheel and try to spin it.

What snacks do you like ?



Objectives

Familiarize children with words for snacks
Introduce the unit topic

Language

New: apple, grape, strawberry, banana, snacks

Materials

CD 2, Fifi puppet, Unit 9 Flashcards, Unit 9 Poster, Unit 9 Picture cards (Student Book page 121), toy or real fruit

Unit 9 Lesson 1 page 92

Warmer

- Play *Let's Get Ready to Learn* for the children to sing and act out. ⏮ 1:01

1 Talk about the picture.

- Use the Fifi puppet and the poster to introduce the topic and review the words *hat*, *flowers*, *table*. Point to the characters and ask *Who's this?* Point to the known items in the picture and ask *What's this?* The children respond with the correct words.
- Use the flashcards and the poster to introduce the new vocabulary in the singular with the indefinite article *a* / *an* (*an apple*, *a grape*, *a banana*, *a strawberry*). Hold up a flashcard and say *Can you find (an apple)?*
- Open books and ask children about the picture. Ask *Who's this? What's this? Can you find (a strawberry)?*
- Teach the word *snacks*. Explain that all of the foods in the picture are snacks (foods we eat between main meals).

2 Listen and point. ⏮ 2:54

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

⏮ 2:54

apple, grape, strawberry, banana

3 Listen and repeat. ⏮ 2:55

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

⏮ 2:55

(Clap-clap-clap) apple / (Clap-clap-clap) grape

(Clap-clap-clap) strawberry / (Clap-clap-clap) banana

4 Say and play.

- Tell the children to line up in groups of four. Say the chant below, placing the flashcards on the board one at a time. The children say the words for the snacks in turn and show their corresponding picture cards, or point to the snacks in their books. They then repeat all the snack words and jump up and cheer as they say *Hurray*.

Teacher: *Show me, show me,*

Show me apple, Show me and say.

Children: *Apple, apple, apple, apple.*

Teacher: *Show me, show me,*

Show me grape, Show me and say.

Children: *Grape, grape, grape, grape.*

Teacher: *Show me, show me,*

Show me strawberry, Show me and say.

Children: *Strawberry, strawberry, strawberry, strawberry.*

Teacher: *Show me, show me,*

Show me banana, Show me and say.

Children: *Banana, banana, banana, banana.*

All: *Apple, grape, strawberry, banana: Hurray!*

5 What snacks do you like?

CRITICAL THINKING

- Introduce the Unit Question: *What snacks do you like?* Ask the children questions about the snack items on the poster. Ask *Do you like (apples)?* The children say *Yes* or *No*. Ask *What snacks do you like?* The children say the words for the snack items they like.

Round up

- Ask *Where's Bird?* The children find and point to Bird in the picture.
- Help the children to cut out the snack picture cards from the back of the Student Book for the next lesson.
- Play the *Bye bye* song to end the lesson.

Activity Book Lesson 1 page 77

1 Match and color. Say.

- The children draw lines to match the snack items, then color the pictures.

9 Play with me



Objectives

Practice the snack words through a game

Language

New: Do you like (apples)? apples, grapes, strawberries, bananas

Recycled: Yes. / No. I like (strawberries).

Materials

CD 2, Fifi puppet, Unit 9 Flashcards, Unit 9 Picture cards, Unit 9 Stickers

Unit 9 Lesson 2 page 93

Warmer

- Play *Let's Get Ready to Learn* for the children to sing and act out. ⌚ 1:01
- Play a game with the fruit flashcards. The children sit in a circle. Place the flashcards in the middle of the circle. Choose a child to select a flashcard and name it, e.g.: *an apple*. The child passes the flashcard to the child on their left who repeats the word. Continue in this way around the circle. The last child says *Yummy!* and pretends to eat the fruit.
- Introduce the plural using the items on the poster. Ask the children to count the fruits. Say *Apples*. The children count and respond, e.g.: *Three apples*.
- Practice the plural *s* with the new vocabulary.
- Play a game with picture cards and flashcards to introduce the new structure *Do you like...?* with the response *Yes. / No*. Tell the children to choose two fruit picture cards to show fruits they like, then put their other picture cards away. Hold up flashcards and ask each child in turn *Do you like (apples)?* The children look at their two picture cards and answer *Yes* (if they have that picture card) or *No* (if they don't have that picture card). If you like, you can ask children to play the game in pairs.

1 Listen and point. ⌚ 2:56

- Tell the class they are going to play a game. First they will look at the photo and listen to the recording. Explain that the children in the photo are playing a game.

- Play the recording for the children to listen and look at the photo. Pause the recording after the first question to ask the children which fruit they think the girl likes. Play the rest of the recording and congratulate the children if they guessed correctly.

⌚ 2:56

Child 1: Do you like apples?

Child 2: Yes!

2 Play the game.

- Tell the children they are going to play a game like the children in the picture.
- Demonstrate the game. Ask a child to come to the front of the class. Show the child the fruit flashcards. The child chooses the fruit they like most and then mimes peeling / cutting / picking and then eating it. Say *Do you like ... ermm ... ?* and scratch your head, looking puzzled. Prompt the class to help you guess which fruit the child is miming eating. The acting child answers *Yes / No* and then chooses another class member to come to the front, choose a fruit, and mime.

3 Listen and stick. Listen and repeat. ⌚ 2:57

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask the children to say what each sticker shows (*What's this?*).
- Play the recording, pausing after each sentence for the children to find the correct sticker and the correct place on the Student Book page.
- If you like, you can ask children to listen and point to the correct stickers in their books before they stick the stickers onto the Student Book page.
- Play the recording again and encourage the children to repeat the questions.
- If you like, you can play the recording once more so that the children can answer the questions.

⌚ 2:57

Child 1: Do you like grapes?

Child 2: Do you like apples?

Child 3: Do you like bananas?

Child 4: Do you like strawberries?

Round up

- Tell the children to take out one of their fruit picture cards. The children sit in a circle. They each pass their picture card to the child on their left. The child on the left looks at the picture card and asks the child on their left *Do you like (bananas)?* The child on their left answers *Yes* or *No*. Continue around the circle, then pass the picture cards to the left again and repeat the game.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Bring toy foods (or pictures from magazines, or real foods) to the next lesson. You will need a pizza, a pancake, a cookie, cheese, and honey.

9 Read with me



Objectives

Listen to and understand a story

Language

New: cheese, pizza, cookies, pancakes, honey

I don't like (pizza).

Recycled: Do you like pizza? I like pancakes. Yes. / No. strawberries

Materials

CD 2, Fifi puppet, character cut-out puppets, toy foods (or pictures from magazines, or real foods): a pizza, a pancake, a cookie, cheese, honey

Unit 9 Lesson 3 page 94

Warmer

- Hold up a fruit flashcard or toy food item and say *I like / don't like (apples)*. Nod or shake your head to show whether the sentence is positive or negative. Hand a flashcard or toy food to a child and ask: *Do you like (apples)?* Encourage the child to make a positive or negative sentence about themselves, then pass the flashcard and ask the question to another child.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the new story. Point to the pictures and ask *Who can you see? Where are the animals? What food can you see? What does Fifi have? Who is cooking?*
- Use the pictures or the toy foods you have brought to class to teach the words *pizza, cheese, cookies, honey, and pancakes*.

2 Listen and point. Listen and repeat. 2-58

- Play the story and have the children point to the story frames as they listen.
- Listen to the story again, encouraging the children to point to the food items in the pictures as they are mentioned. Then ask the children to say what foods in the story they like / don't like.
- Encourage the children to listen again, pausing so they can repeat the lines of the story.

- Ask groups of children to mime the story along with the recording. The children can use toy foods as props to act out the story.

2-58

1 Prickly: Oooh, my tummy's rumble!

Fifi: Do you like pizza?

Prickly: Erm, no.

Fifi: Oh dear.

2 Prickly: Do you have cheese?

Fifi: Oh dear! There's no cheese!

Prickly: Ohh!

3 Fifi: Cookies, Prickly?

Prickly: I don't like cookies. Sorry!

Fifi: It's okay. I have an idea.

4 Fifi: Look, Prickly!

Prickly: Wow! Pancakes ... and strawberries! I like pancakes and strawberries! Thank you.

Benny: Pancakes and honey are yummy, too!

3 Sing and do. 2-59

- Tell the children to stand in a circle. Play the song through once, demonstrating the actions (see below).
- Play the song again for the children to do the actions with you.

2-59

Mix it in in a bowl,

Stir, stir, stir. (*mime stirring ingredients in a bowl*)

Cook it in a pan,

Sizzle, sizzle, sizzle. (*mime cooking something in a frying pan*)

Flip it high,

Whoop, whoop, whoop. (*mime flipping a pancake into the air*)

And catch it if you can,

Yummy, yummy, yummy! (*mime catching the pancake in a frying pan*)

Let's make a little pancake (*mime cooking a pancake in a pan*)

To put in my tummy. (*rub tummy*)

Let's make a little pancake.

It's yummy, yummy, yummy! (*mime eating a pancake*)

Round up

- Ask questions about the story (e.g.: *Does Prickly like pizza? Does Benny like cookies? What food does Prickly like?*) and encourage the children to answer.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.


Activity Book Lesson 3 page 78

1 Connect and color.


- The children join the dotted lines to complete the pictures of foods, then color the picture. Ask children to point to the food items and say the words.

9 Count with me


123 Count with me




1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10

123 Count with me

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

Objectives

Practice counting items (1–10)

Language

Recycled: Numbers 1–10

Materials

CD 2, Number cards, balls (optional), colored pens / pencils / crayons, groups of 1–10 known objects, a tray

Unit 9 Lesson 4 page 95

Warmer

- Play the song from Lesson 3. Encourage the children to do the actions and join in. 🎵 2-59
- Use the Fifi puppet and the number cards or real balls to review counting to ten.
- Count various objects (in groups of up to 10) with the children.
- Encourage the children to count on their fingers 1–10.

1 Chant and do. 🎵 2-60

- Play the counting chant. Ask the children to hold up their hands with their fists closed. With each number, the children hold up one more finger.
- Show the children how to bend their fingers to make them “dance”.
- Tell the children to stand in a line. Play the chant again. The children sing. The first child in the line holds one finger up for the first line, the second child two holds two fingers up for the second line, and so on.

🎵 2-60

1 little finger jumps up, up, up.
1, 2 – two little fingers jump up, up, up.
1, 2, 3 – three little fingers jump up, up, up
1, 2, 3, 4 – four little fingers jump up, up, up
1, 2, 3, 4, 5 – five little fingers jump up, up, up
1, 2, 3, 4, 5, 6 – six little fingers jump up, up, up
1, 2, 3, 4, 5, 6, 7 – seven little fingers jump up, up, up
1, 2, 3, 4, 5, 6, 7, 8 – eight little fingers jump up, up, up
1, 2, 3, 4, 5, 6, 7, 8, 9 – nine little fingers jump up, up, up
1, 2, 3, 4, 5, 6, 7, 8, 9, 10 – ten little fingers jump up, up, up

2 Color.

- Have books open. Ask the children to name the objects in the pictures and say what color the objects are. Ask the children to complete the pictures in the same colors.

3 Count and color the number. Say.

- Review the plural s. Hold up one or two of the same toy / classroom object / picture card. Encourage the children to say the singular word or the plural word (e.g.: *book* / *2 books*). Invite children to hold up one or two toys, objects, or picture cards for the rest of the class to say the correct forms of the words.
- Focus on the first picture and count the pizzas together. The children color the correct number beneath the picture. Write the answer on the board for the children to check. Say 3. The children say *Three pizzas*. Repeat with the other three pictures.

CRITICAL THINKING

- Point to the pictures on the Student Book page. Say a number (5, 10, 3, or 7). The children find the number and say the item, e.g.: You say 10. The children say *ten strawberries*.
- Assemble different numbers (from 1–10) of known objects on a tray or table (e.g.: one crayon, two pencils, etc.). Ask the children to put together groups of the same objects and count the objects in each group. Ask *How many (pencils)? Can you count?* The children count the items aloud.

Round up

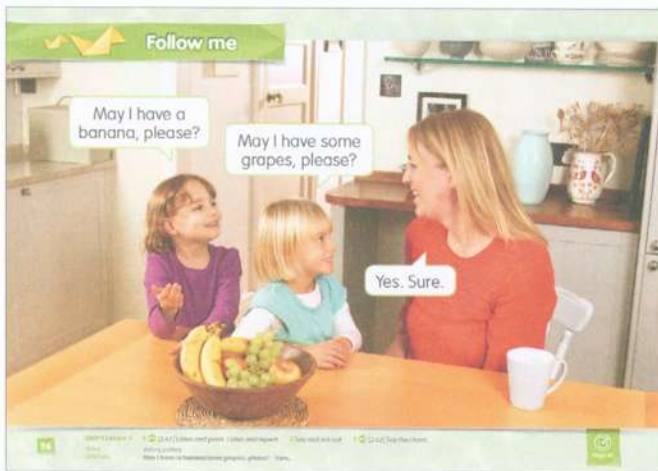
- Play counting games. See how many times the children can hop / jump / bounce a ball / etc. Encourage the rest of the class to count as one child does an activity.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 4 page 79

1 Say and draw.

- The children say the numbers, then draw the correct number of chocolate chips / raisins on the cookies.

9 Follow me



Objectives

Learn about the importance of asking politely

Language

New: May I have (a banana / some grapes), please? Sure.

Materials

CD 2, Unit 9 Flashcards, Unit 9 Picture cards, toy foods

Extra activity

Use the toy foods to play at cafés or restaurants. Some children sit at tables and pretend to be customers. Other children play the role of waiter, taking orders from the customers and bringing the correct toy foods to the tables. Encourage the "customers" to use the phrase *May I have ... , please?* and the "waiters" to respond with *Sure*.

Unit 9 Lesson 5 page 96

Warmer

- Hold up / Arrange known items in groups of one to ten. Encourage the children to count the items with you, then say how many items there are in each group (e.g.: *six crayons*). Invite children to hold up / arrange groups of items for the rest of the class to count together.
- Open books. Focus on the picture and talk about it with the class. Ask *Where are the children? What are the children doing? What is the girl pointing at? What do you think she is saying?*

1 Listen and point. Listen and repeat. 🎧 2•61

- Look at the photos and ask the children to listen to the recording and point to the people speaking in their books as they listen to the dialogue.
- Play the recording again, pausing after each line and encouraging the children to point to the correct speech bubbles and repeat the lines.

🎧 2•61

Child 1: May I have a banana, please?

Child 2: May I have some grapes, please?

Mom: Yes. Sure.

2 Say and act out.

- Ask the children to act out the dialogue in groups of three. Play the recording for them, then encourage them to say the dialogue themselves.
- If you like, you can invite groups of children to act out the dialogue for the rest of the class. The children can make dialogues about different food items and use toy foods as props to act out their dialogues.

3 Say the chant. 🎧 2•62

- Play the recording once for the children to listen. Show them the actions and practice them together.
- Play the chant again two or three times for the children to listen, do the actions, and try to join in where possible.
- Use the chant in future lessons when you want the children to ask for things politely.

🎧 2•62

When you ask for an apple, a cookie or some cheese, (hold up the correct toy foods)

Say "May I have" and remember "please". (wag your forefinger as if telling someone what to do)

Round up

- Place the toy foods on a table and ask the children to form two groups. Each group stands on opposite sides of the table. The children on one side of the table take turns to ask for items from the table, asking *May I have ... , please?* The children on the other side of the table select the correct items and hand them over, saying *Sure*.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 5 page 80

1 Look and draw 😊 or ☹️. Color.

- The children decide which picture shows children asking politely. They complete the faces by drawing a smile under the picture that shows children asking for things politely and a sad mouth under the picture that shows children not asking for things politely. Children then color the "polite" picture.

ANSWERS



NOTE Make sure there is at least one item in your class beginning with y (e.g.: a yoyo) and at least one item beginning with z (e.g.: a toy zebra) for the next lesson.

9 Say it with me



Objectives

To practice the letters y and z

Language

New: y, z, yogurt, zoo

Materials

CD 2, Fifi puppet, Alphabet poster, Letter cards a–z, finger paints and sheets of paper (optional)

Extra activity

Write a jumbled selection of large letters on the board, with the letter y written in the jumble several times. Invite children to come to the board and touch (or circle) one of the letter ys. If children touch the letter, you can circle it or erase it. Repeat until all the letter ys have been circled or erased. Repeat the activity with the letter z.

Unit 9 Lesson 6 page 97

Warmer

- Play the *Alphabet ride* chant. Encourage the children to do the actions and join in. 🎧 1•08
- Use the alphabet poster to look at letters and find them in the classroom (any letters – the children don't have to identify them). Draw the circles and lines in the air.
- Use the letter cards or poster to review the letters a–x. Draw the letters in the air. Ask the children to find things in the classroom (or on the posters or in their books) beginning with the letters a–x.
- Use the letter cards or the poster to introduce the letter y to the Fifi puppet. The puppet asks *What's this?* Say *It's the letter y (letter name)*. Y says y, and the puppet repeats the y sound.
- Ask the children to draw the letter y in the air with you. Point to things in the classroom that begin with y.
- Repeat for the letter z.

1 Listen and point. Chant and do. 🎧 2•63

- Look at the book and point to the y. Ask the children to trace it with their fingers.
- Point to the yogurt and teach the word *yogurt*.
- Listen and act out the Y chant. Trace the y in the air.

- Repeat the process above for the letter z.

🎧 2•63

Letter y says yuh,
yuh, yuh, yuh – yogurt!
Draw a y in the air,
Draw a y everywhere!

Letter z says zuh,
zuh, zuh, zuh – zoo!
Draw a z in the air,
Draw a z everywhere!

2 Play the game.

- Play *Order the letters*. Give groups of children five letters each so Group 1 has the letters a–e, Group 2 has f–k, etc. One group can have six letters. Ask Group 1 to put their letters in order in a line. The other groups can help if necessary. Group 2 then puts their letters in order underneath Group 1's line (or they can make a long line if there is room in the class). Continue until the children have completed the alphabet. Ask the children to say the letters in order. Congratulate the children on their achievement.
- Give the children finger paints and sheets of paper. Show the children how to dip their fingers in the paint, then move their fingers on the paper to make the shapes of the two new letters (y and z).
- Say words beginning with y or z (e.g.: *yogurt, yoyo, yellow, yummy / zoo, zebra, zoom*). The children hold up their letter cards or make letters with their bodies to show the initial letter for each word.

3 Trace and draw.

- If you like, you can ask the children to trace the letters with their fingers (or a pencil) once again.
- The children can then do the pre-writing activity of tracing the lines to complete the picture of the yogurt pot and the bird's flight trail.

Round up

- Tell the children to clap once when they hear the letter y and to clap twice when they hear the letter z. Say words beginning with y or z. Start slowly, then say the words faster and faster.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Before the next lesson, collect the following (or a selection of the following) for the children to taste: apple, banana, strawberries, grapes, tomatoes, carrot, cucumber, cheese, yogurt, and honey.

Prepare the food items on the day of the lesson. Cut the vegetables into small sticks, slice the fruit, cube the cheese and place them on paper plates. Place the yogurt and honey in bowls. Have plenty of spoons ready for the honey/yogurt tasting.

Photocopy the Faces chart (page 129).

9 Explore with me



Objectives

To try different snacks and find the favorite school snack.

Language

New: carrot(s), tomato(es), cucumber(s)

My favorite snacks are (bananas).

Recycled: yogurt, cheese, bananas, strawberries, grapes
I like strawberries.

Materials

CD 2, Unit 9 Flashcards, foods for the children to taste: apple, banana, strawberries, grapes, tomatoes, carrot, cucumber, cheese, yogurt, and honey, paper plates, bowls, spoons, Faces Chart (page 129)

Extra activities

Make a *Favorite Class Food* poster. Prepare a large poster with photos of the favorite class foods on. The children draw pictures of themselves and stick them under their favorite food items.

Unit 9 Lesson 7 page 98

Before the lesson: set up the food testing activity as in the picture. Note: If you have a large class, use a smaller number of foods to taste.

Warmer

- Review the food vocabulary from the unit. Hold up food flashcards / toy food / real foods and ask children around the class *Do you like ... ?* about each item.
- Talk about the big picture. Ask *What foods can you see in the picture? Can you remember what food Benny likes? Can you find pizza / cheese / cookies / honey / pancakes in the picture?*
- Explain that all the snacks in the picture help to make us strong and healthy.
- Teach the question *What's your favorite snack?* Encourage the children to point to and identify their favorite snack if it is in the picture.

1 Listen and point. 2-64

- Explain that the children are going to listen to the children in the big picture on the Student Book page.
- Point to an item on your food table and say *I like ...* and *I don't like ...* about some of the items. Ask some children to do the same.
- Hold up a food flashcard and ask the children to find and point to the same food in the big picture.
- Play the recording. The children listen and point to the speakers in the picture.

2-64

Girl 1: Now try this one.

Girl 2: Mmm. That's delicious. What is it? Is it a strawberry?

Girl 1: Yes, you're right.

Teacher: Okay. Draw a smile.

2 Explore together.

CRITICAL THINKING

- Tell the children that they are going to taste some snack foods with a blindfold on, like the children in the picture. They must try to guess what each food is and decide if they like it or not. They then draw happy smiles for the foods they liked and sad mouths for the foods they didn't like on the Faces Chart (PCM page 129).
- The children take turns to try each of the snack foods and mark the cards.
- When the children have tasted all the snacks, bring the class together. Show the cards from each food group and count up the number of like / don't like entries for each food. Write the totals on the cards. You can display the cards in the class.

3 Draw.

- Focus on the items in the lunchbox. Ask the children to name them. Then ask the children to draw their favorite snack from the experiment in the lunchbox.

CLIL BOX: SOCIAL SCIENCE: FOOD TASTING, UNDERSTANDING HEALTHY OPTIONS

- This lesson focuses on exploring the sense of taste. The children learn to identify and appreciate snacks through a blind tasting. They will be able to select snacks that are good for us and that help to make us strong and healthy.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 7 page 81

1 Choose and color.

- The children choose the picture that shows their favorite snacks and color it.

9 Say it with me



Objectives

- To practice the letters and sounds y and z
- To practice known CVC words

Language

- Recycled: y, z, yogurt, zoo
- CVC words: bag, hop, ten, cup

Materials

CD 2, Fifi puppet, Alphabet poster, Letter cards a–z, squares of paper, colored pens / pencils / crayons, Unit 9 Stickers, Number card for 10

Unit 9 Lesson 8 page 99

Warmer

- Play the *Alphabet ride* chant for the children to act out and join in. 1:08
- Use the alphabet cards or poster to review the letters a–z.
- Play a game of *I Spy* (using only known items) to practice the letters a–z. Say *I spy, with my little eye, something beginning with the sound (a)*. Hold up the letter card for *a*. Ask children to guess what item you are thinking of. Slowly move towards the item if the children have trouble guessing. Repeat with other items beginning with different sounds.

1 Find and stick.

- Focus on the letters y and z in the book. Point to each of the letters in turn and ask the children to say them. Ask the children to say what color each letter is.
- Tell children to find the y sticker in their books. Tell them to use the colors to help them find the right letters. Hold up the y sticker and demonstrate matching and sticking it on to the red letter y.
- Repeat the process above for the z sticker.

2 Circle the pictures in pink or green.

- Point to the pictures next to the letters on the Student Book page and ask the children to name the items (*yogurt* and *zoo*). Say: *We are going to match the letters and the pictures.*

- Point to the y and ask *What color is it?* Hold up a red crayon and say *red*. Ask *What starts with y?* Say the words *yogurt* and *zoo*. Then say *Yogurt starts with y*. Circle the yogurt with your red crayon.
- Repeat the process for the word *zoo*.

3 Listen and point. Listen and repeat. 2:65

- Focus on the first picture on the right side of the page. Ask *What's this?* The children answer *bag*. Write the letter *b* on the board and say *buh*. The children to point to the *b* in their books and repeat the sound. Continue sounding out the word with *a* (*ah*) and *g* (*guh*). Then say the sounds one after the other followed by the whole word for the children to repeat: *buh-ah-guh. Bag*.
- Repeat the process above with the remaining words.
- Play the recording. The children listen and point to the pictures in their books. Play the recording again for the children to repeat the individual sounds, blend the sounds to make words, then repeat the words.

2:65

- 1 b-a-g, bag
- 2 h-o-p, hop
- 3 t-e-n, ten
- 4 c-u-p, cup

- You can continue practicing sounding out other CVC words in this way in the following lessons. Focus on words the children already know from this list, using flashcards (or number cards) to introduce the activity: *bus, cat, dog, hat, leg, sun, van, fox, dad, mom, ten, red, box*.

Round up

- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lessons 6 and 8 page 82

1 Connect and say.

- The children trace the routes from the y to the yogurt and from the z to the zoo. They then say the letters and the words.

2 Match and say.

- The children match the letters to each word it begins with, then say the words.

NOTE Prepare two large cards for the next lesson, one with a smiley face and one with a sad face. Bring colorful pens / pencils / crayons to the next lesson.

9 Show me



Objectives

To practice the language from the unit through a game

Language

Recycled: snacks

Do you like strawberries? Yes. / No.

Materials

CD 2, Fifi puppet, Poster from Lesson 1, Unit 9 Picture cards, two large cards (one with a smiley face and one with a sad face), colorful pens / pencils / crayons, flashcards / toy fruit (strawberry, banana, grape, apple, orange)

Extra activity

Play a game of *Pictionary* with the food words. Slowly draw a picture of a food item on the board. The children call out the word as soon as they can see what the picture is. Repeat the game, using other known food items.

Unit 9 Lesson 9 page 100

Warmer

- Tell the children to take out their picture cards. Use the Fifi puppet to say the chant from Lesson 1, Exercise 4. The children join in with the chant and show their corresponding picture cards.
- Talk about the poster. Point to some of the food items and ask *What's this?* The children answer and show their corresponding picture cards.
- Ask some children to come to the front of the class. Ask them about the other items on the poster. Say *Do you like ... ?* The children at the front answer. The rest of the class points to the items, either on the poster or on page 92 in their books.

1 Look at the poster. Find and color.

CRITICAL THINKING

- Focus on the activity at the top of page. Have the children name the food items in turn. Then they look for the same food items on the poster. You can invite children to come to the front of the class to look for food items on the poster.
- Tell the children to look at the pictures at the top of the Student Book and the poster. If the children can see a food item on the poster, they color the square below the picture of that food item in the Student Book. (The missing one is the pizza).

2 Play the game.

- Focus on the picture in the Student Book. Tell the children that Sam and his friends are playing a game and that they are going to play the game, too.
- Set up the game, as in the picture. Place the smiley card and the sad card on opposite walls in the classroom and clear the space between them.
- Give a child flashcards or toy items for various fruits / foods. The rest of the class stands in the middle of the room. The child with the flashcards / toy chooses a child, shows them a flashcard and asks a *Do you like ... ?* question. The child answers *Yes. / No.* The rest of the class goes to the correct card on the wall (smiley face for *Yes*, sad face for *No*). The first two children to get to the correct card then take a turn to ask and answer the next question.
- If you like, you can add more food words from the unit to the game by using other toy foods.

3 What snacks do you like?

CRITICAL THINKING

- Ask the class the big question for this unit: *What snacks do you like?* Encourage the children to say what words they know for food items. Ask them to say what foods they like / don't like.
- Encourage the children to look through the unit to help them find all the things they have learned about.

Round up

- Tell the children that in the next lesson they are going to have a special picnic – a Teddy Bears' picnic. Ask them to bring their favorite teddy bear to the picnic. Ask the children to suggest foods for the picnic.
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

NOTE Bring some fruits, vegetables, bread, cheese slices, honey, some teddy-bear shaped cookies, and some juice to the next lesson for the children to make food for a Teddy Bears' picnic. You can also bring some dips to class for the children to dip their vegetables in. Also bring some different shaped biscuit cutters (e.g.: stars, circles, triangles, or a teddy bear cutter), some paper plates, bowls, spoons, a knife, balloons, big blankets and, if possible, some cushions for the children to sit on.

9 Show and Tell



Objectives

To prepare and have a Teddy Bears' picnic

Language

New: picnic, sandwich

Recycled: food

I like (sandwiches). My favorite snack is (an apple / cheese).

Materials

CD 2, Unit 9 Poster, fruits, vegetables, bread, cheese slices, honey, teddy-bear shaped cookies, juice, dips, paper plates, bowls, spoons, a knife, cookie cutters, cushions, balloons, blankets, teddy bears

Unit 9 Lesson 10: Project page 101

Warmer

- Sing the song from Lesson 3. The children can do the actions and join in. ⌚ 2-59
- Play a game with the poster. Ask two children to come to the front of the class. Ask *Who has (strawberries)?* The children race to point to the correct character on the poster. The first child to point to the correct character stays at the front of the class. The other child returns to his / her desk. Invite another child to the front of the class and repeat the game with another food item.

1 Talk about the pictures.

- Ask the class what the children are doing in the Student Book pictures and what they can see.
- Establish that the children in the pictures are preparing a teddy bears' picnic, then having a teddy bears' picnic in their classroom. Teach the word *sandwich*.
- Tell the children that today is going to be a very exciting day. They are going to make a very special picnic for their teddy bears and then they will all have a party together. Teach the word *picnic*.
- Use real or toy foods to quickly review the food words from the unit. Ask some of the children *Do you like ... ?* and *What's your favorite snack?* questions.

2 Prepare a picnic.

- Have the children work in pairs or small groups. Some can help wash the fruit and vegetables and arrange them into shapes or patterns on plates after you have cut them up. The children can also spoon the yogurt into bowls. Some children can make the cheese and honey sandwiches and use cookie cutters to cut them into shapes.
- Now ask the children to set up the picnic. They can help choose a place to have the picnic, spread out the blanket, and set the places for themselves and their teddies. They can decorate the area with balloons, then help carry the picnic food and lay it out on the blanket.

3 Show and Tell at the Teddy Bears' picnic.

- The children have their picnic. Encourage the children to tell each other which foods they and their teddy bears like / don't like and which snacks are their / their teddy bears' favorites.
- When the children have finished eating, play some music and games to celebrate the end of the year. The children can sing their favorite songs and games from *Show and Tell* or play party games such as musical chairs, musical bumps, etc.

Round up

- Ask the children to say what words / letters / numbers they have learned in this unit.
- Hold up the activity flashcards and ask the children to say the words.
- Ask children to count groups of one to ten items around the class.
- Ask the children what they learned in the Follow me lesson in this unit (it's important to ask for things politely).
- Congratulate the children on their achievement. Play and do the actions for the *Bye bye* song or another song they like.

Activity Book Lesson 10 page 83

1 Color, cut, and stick.

- The children color the fruits and cut them out, then stick the fruits they like onto the plate. Ask the children to tell you which fruits are on their plate and what color each fruit is.

Let's Race!



Objectives

Review language and structures from Units 7–9
Listen to and understand a story
Raise awareness of the importance of being modest

Language

Vocabulary and structures from Units 7–9

New: run, race, orange, stop, wait

Materials

CD 2, Fifi puppet, Units 7–9 Flashcards, Units 7–9 Picture cards (optional)

Revision Story 3 pages 102–103

Warmer

- Use the flashcards from Unit 7 to play a game of *What's missing?* to review the animal vocabulary (*bird, cat, rabbit, turtle*).
- Revise the activities from Unit 8 (*roll a hoop, bounce a balloon, blow bubbles, stack cups*) by miming each activity in turn. The children call out the correct phrases.
- Pre-teach the words *stop, race, win, and run*.

1 Talk about the pictures.

- Use the Fifi puppet to introduce the story.
- Introduce and help the children to identify the mouse and the rabbit in the first picture. Ask *What's this?* about each animal. Ask the children to help describe the mouse compared to the rabbit. Ask *Is it big / small? Does it have big/small ears / a long/short tail? What color is it?* about each animal. Then ask the children to name any other items they can see in the pictures (*plate, bananas, carrots, strawberries, cookies*). Prompt the children using questions and instructions, e.g.: *What's this? Find a ... / Point to ...*. Pre-teach the fruit *orange*.

2 Listen and point. Listen and repeat. 2:66

- Play the story for the children to listen and point to the story frames.
- Play it again, pausing after each line for the children to repeat.

- Invite pairs of children to act out the story or mime it along with the audio.

2:66

Let's Race

- Narrator:** Rabbit is big. He can jump and run. But Mouse is small.
Rabbit: Hi Mouse. Let's have a race!
Mouse: Okay ...
- Narrator:** Mouse stops. Rabbit stops.
Mouse: Stop Rabbit! Look at the picnic. Let's have a snack.
- Narrator:** Rabbit likes snacks.
Mouse: Wait here.
Rabbit: Okay.
- Narrator:** Rabbit has an orange.
Mouse: Do you like oranges?
Rabbit: Yes ... Thank you.
- Mouse:** Do you like strawberries and bananas?
Rabbit: Yes ... Thank you.
- Narrator:** Now Rabbit has 1 orange, 2 bananas, and 5 strawberries.
Mouse: Do you like cookies and carrots?
Rabbit: Carrots? CARROTS! I LOVE carrots. Carrots are my favorite snack!
- Narrator:** Rabbit eats the big snack.
Rabbit: Yummy!
- Mouse:** Bye bye, Rabbit!
Narrator: Mouse wins the race.

3 Chant and do. 2:67

- Tell the children they are going to learn the *Do you like oranges?* chant.
- Ask the children to take out their food picture cards and stand up. Play the first verse of the chant through once, demonstrating the actions (see below).
- Play the song all the way through for the children to copy your actions.

2:67

Do you like oranges?

Do you like oranges, and strawberries, too? (miming shape of fruits)

Yes, I do. I like oranges and strawberries, too. (nodding)

I like them all, I chew and I chew. (rubbing tummy and chewing)

Do you like oranges, strawberries, and bananas too? (miming shape of fruit)

Yes, I do. I like oranges, strawberries, and bananas, too. (nodding)

I like them all, I chew and I chew.

Do you like oranges, strawberries, bananas, and cookies, too?

Yes, I do. I like oranges, strawberries, bananas, and cookies, too.

I like them all, I chew and I chew. (rubbing tummy and chewing)

Do you like oranges, strawberries, bananas, cookies, and carrots, too?

Yes, I do. I like oranges, strawberries, bananas and cookies, too.

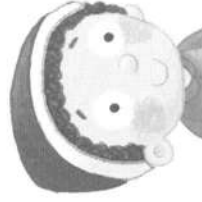
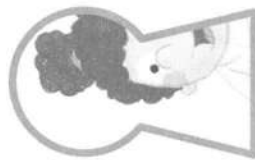
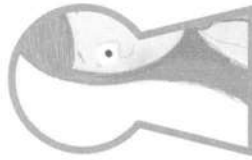
But I love ... carrots!

Activity Book Review 3 pages 85–86

1 Color the odd one out. [one that doesn't go.]

1 Follow, say, and count.

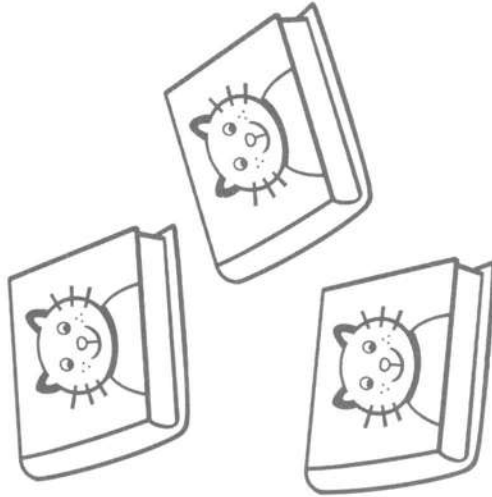
1 Match.



Progress Check

1 Count and color.

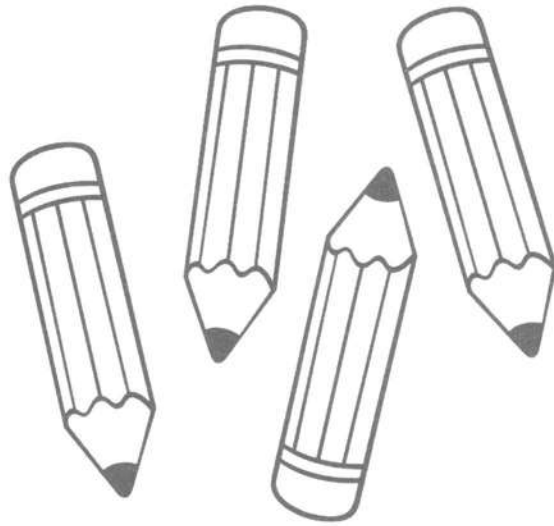
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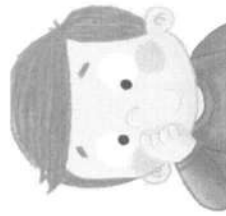
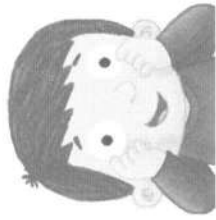


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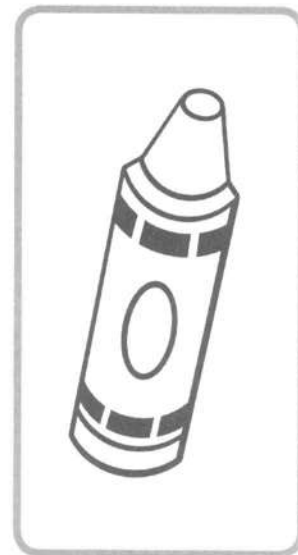
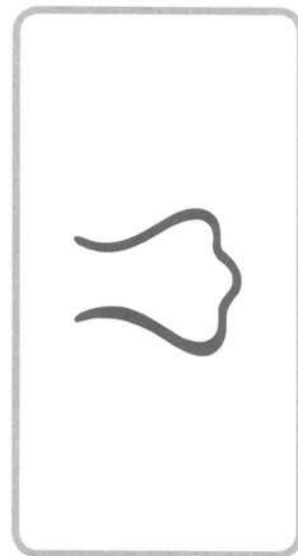
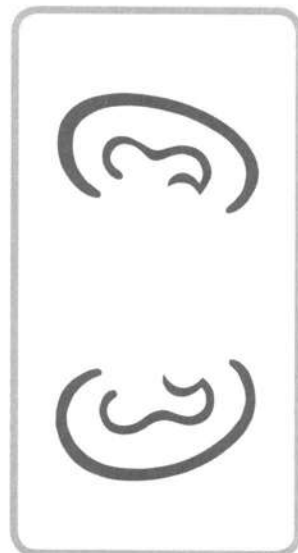
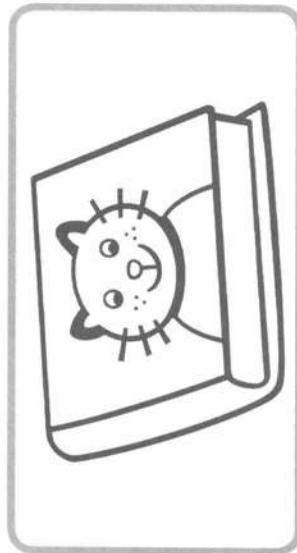
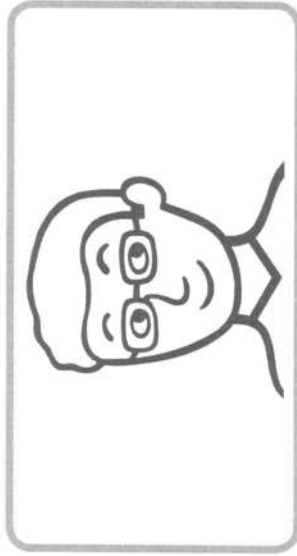
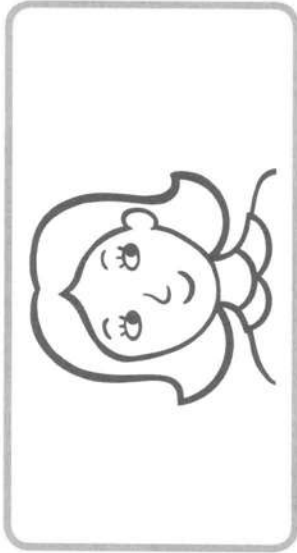
Progress Check

1 Match.



Revision Progress Check

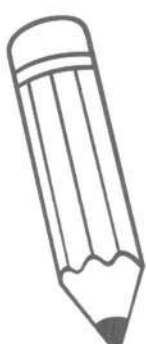
1 Color the odd one out.



Revision Progress Check

2 Count and color.

2



5



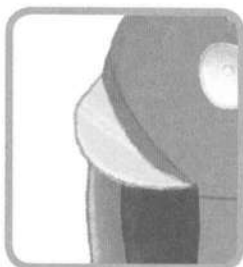
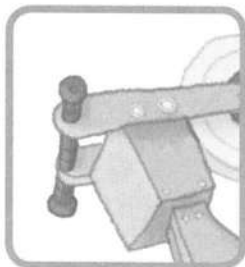
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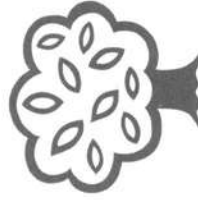


1 Match.



1 Count and color.

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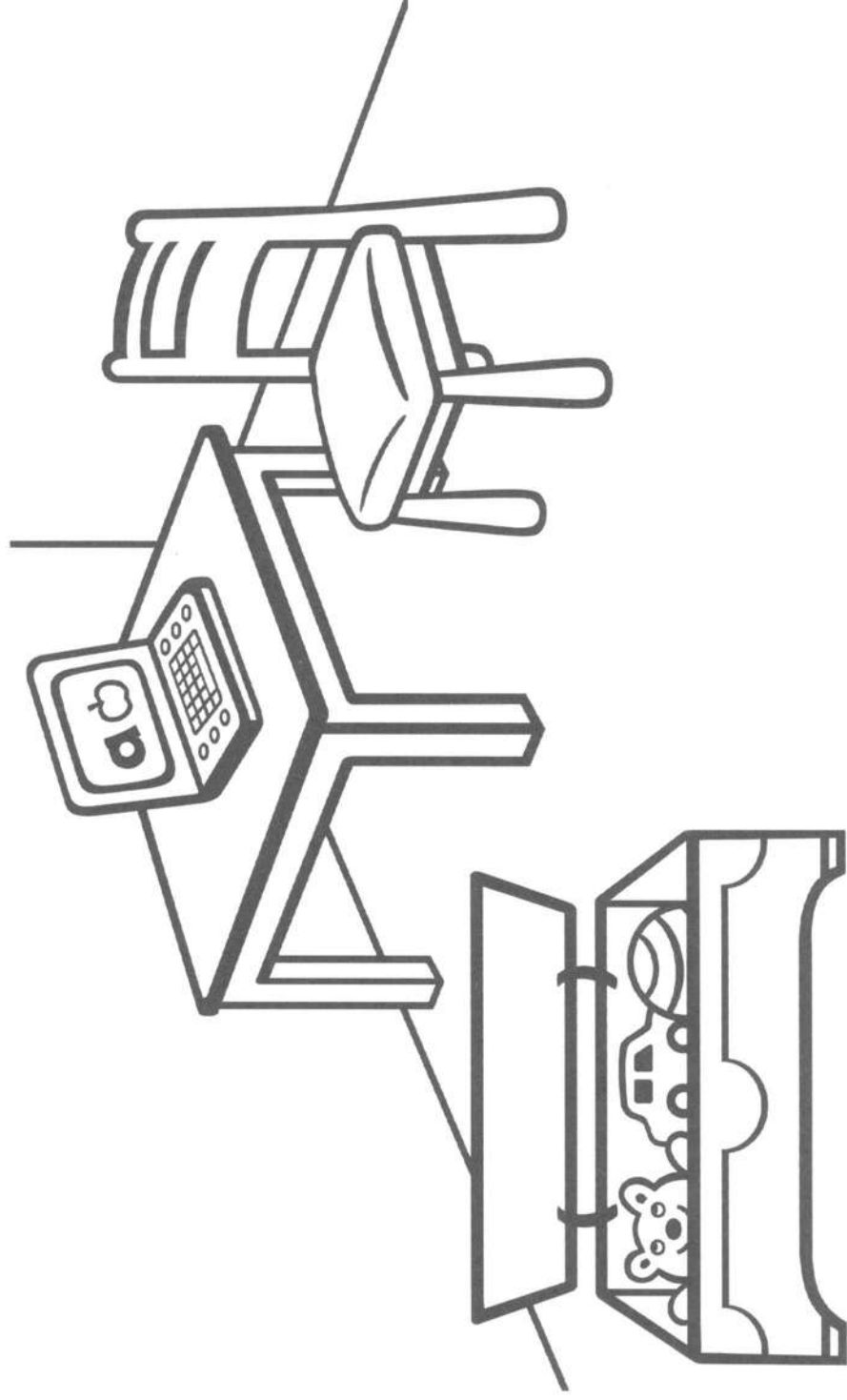


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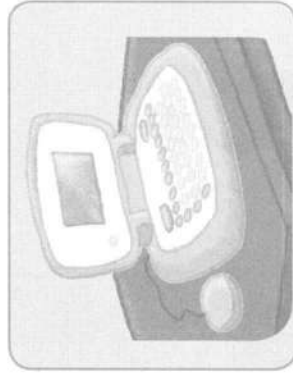
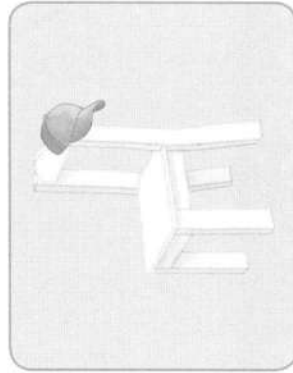
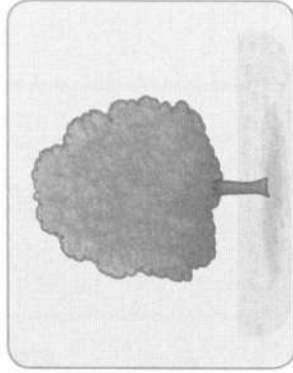
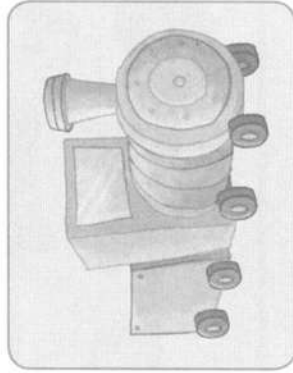
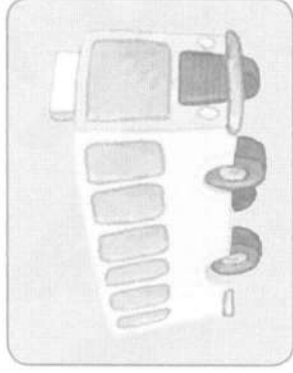
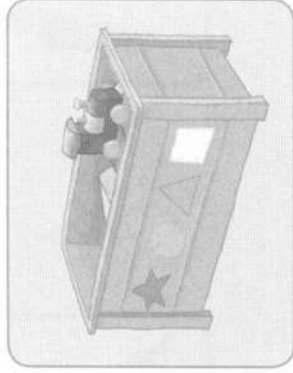
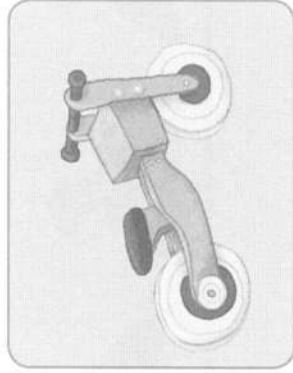


Progress Check

1 Find and color.



1 Circle the odd one out.



Revision Progress Check

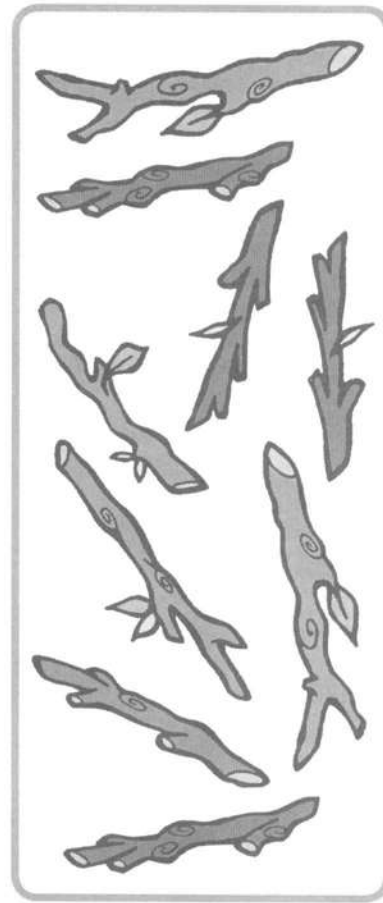
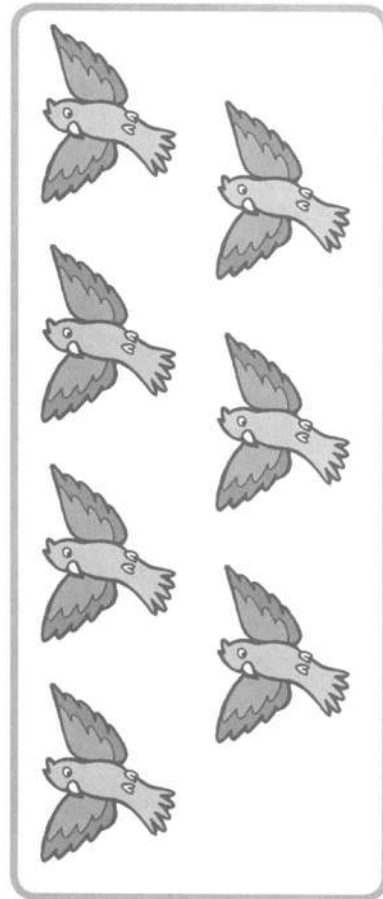
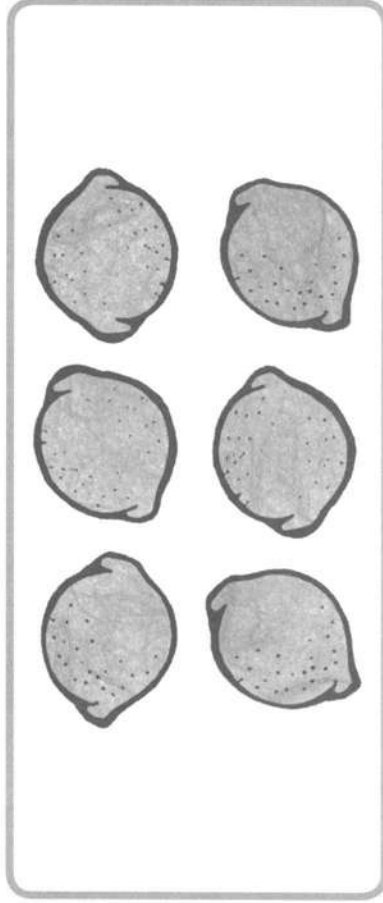
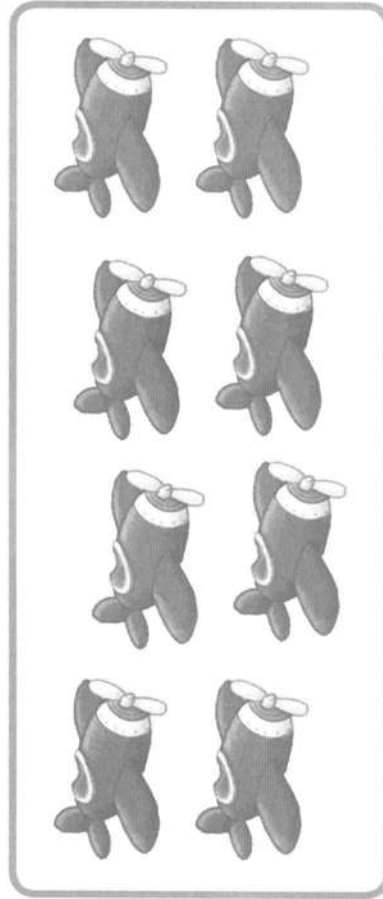
2 Count and match.

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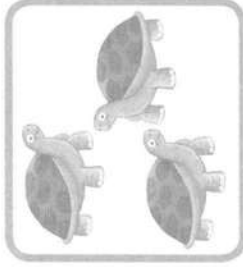
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1 Match.



1 Draw, color and say.



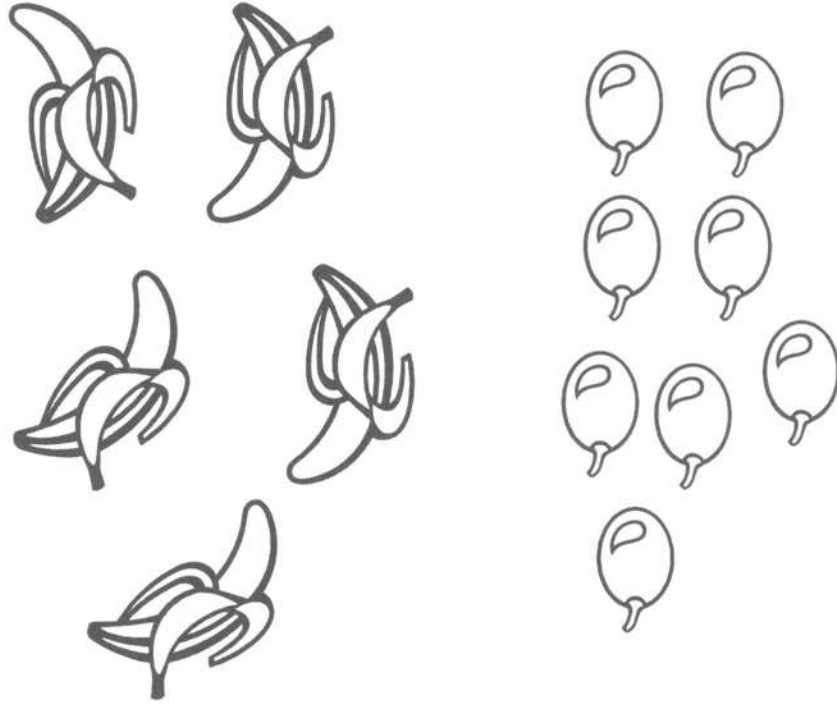
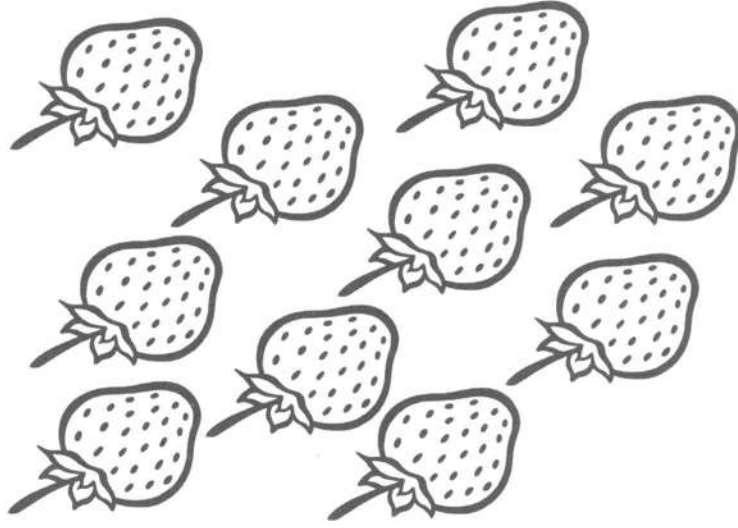
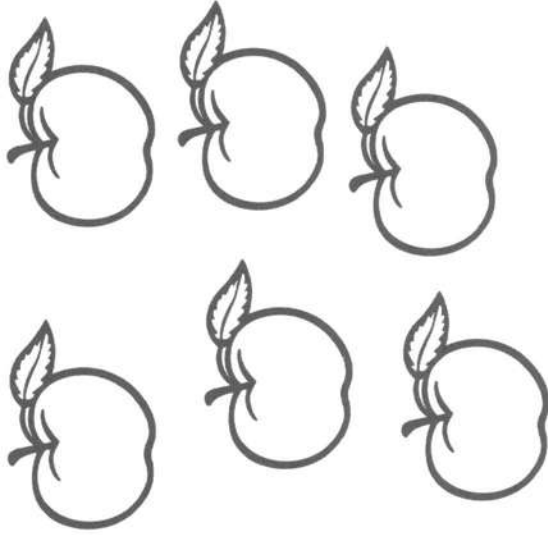
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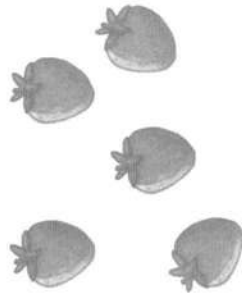
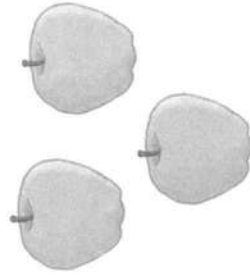
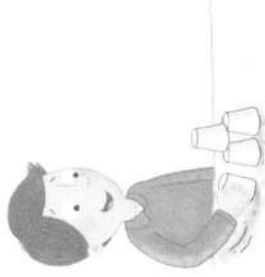
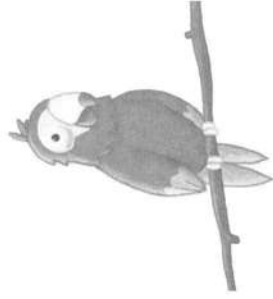
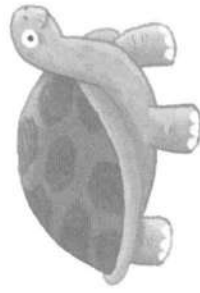
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Revision Progress Check

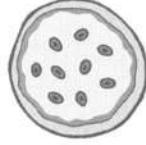
1 Circle the odd one out.



Revision Progress Check

2 Count and circle.

9



8

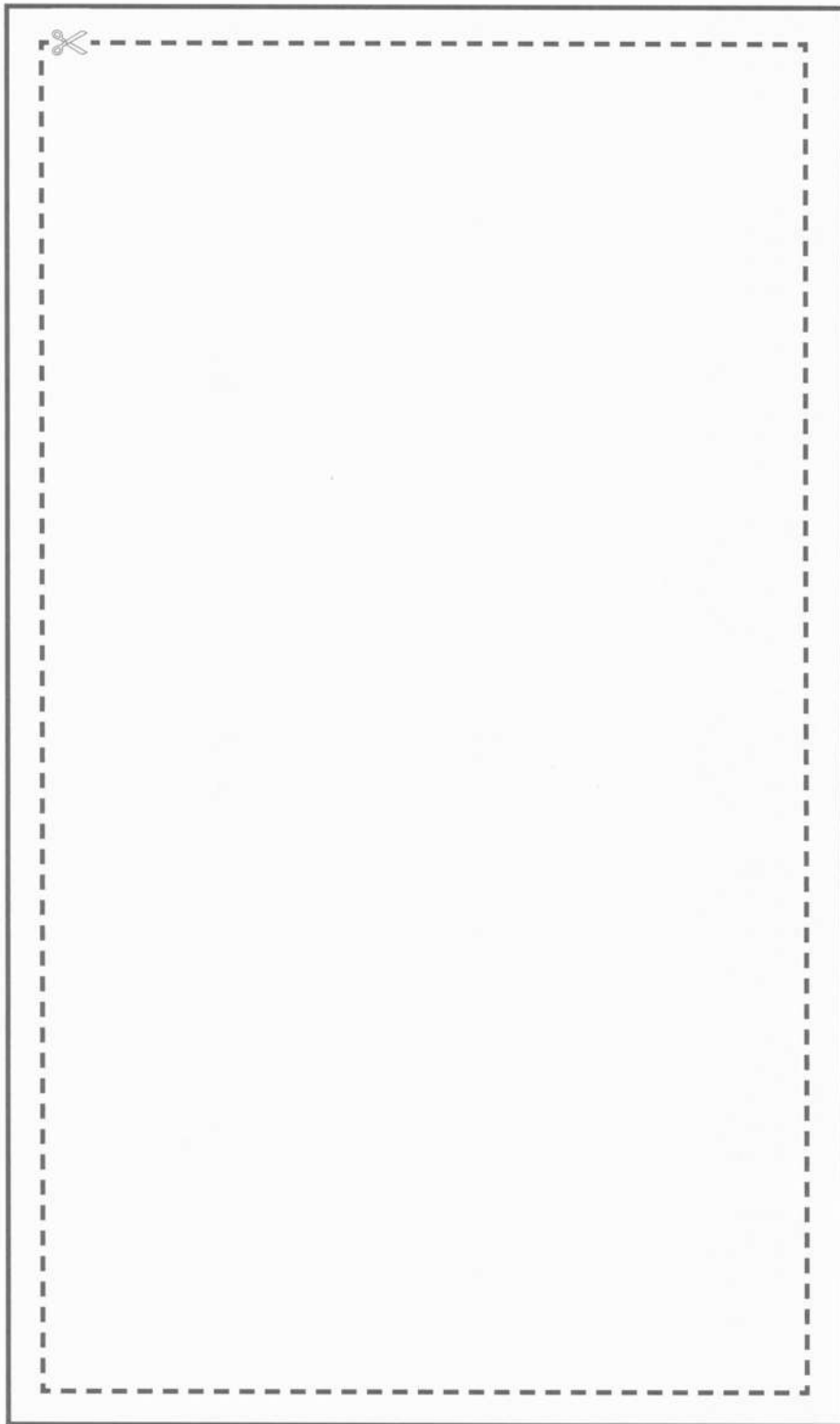


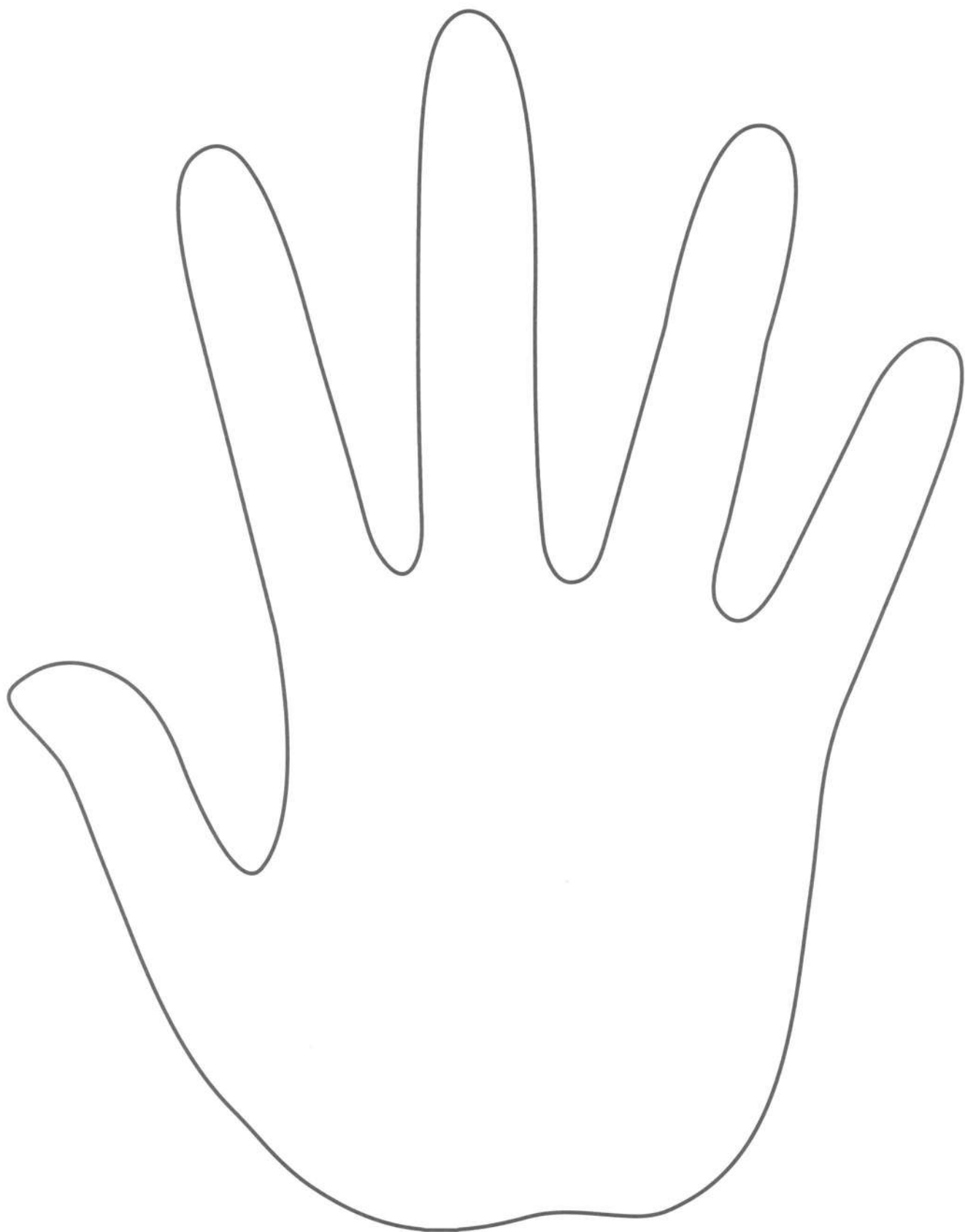
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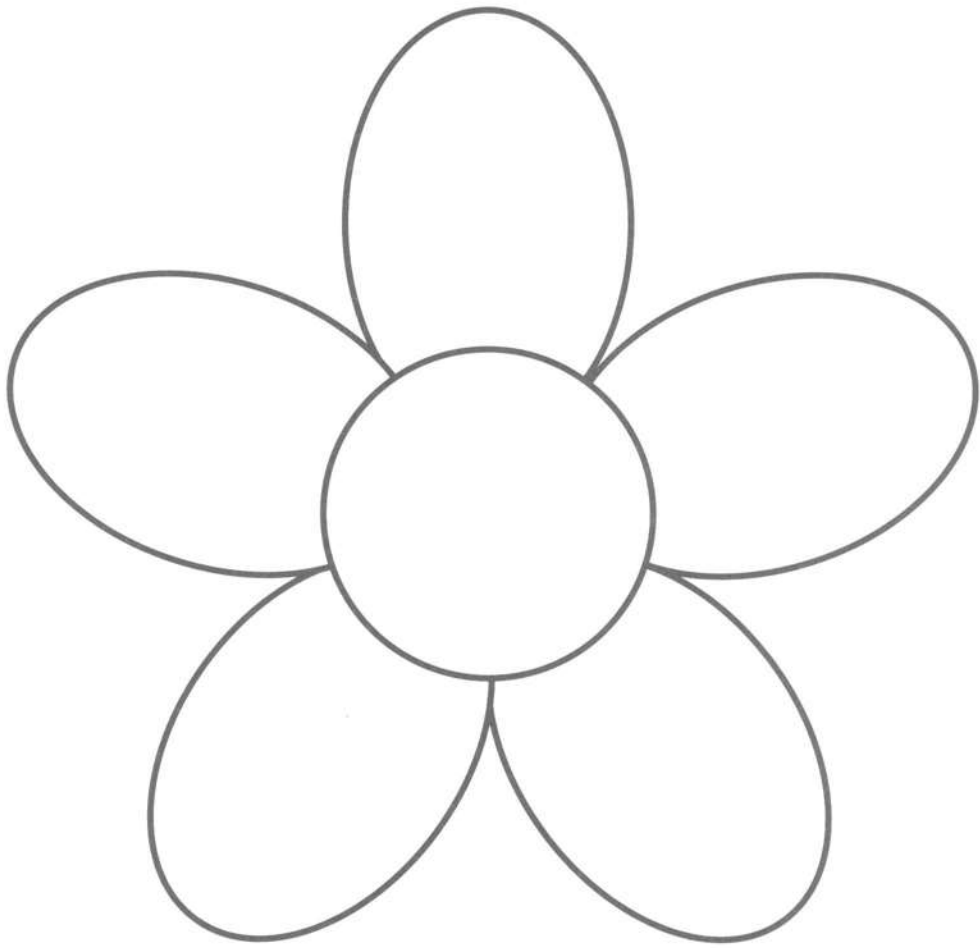


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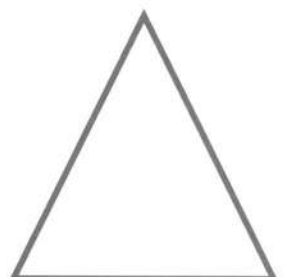
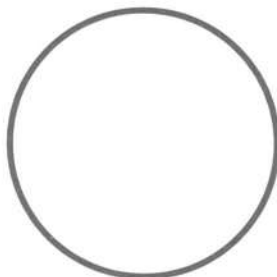
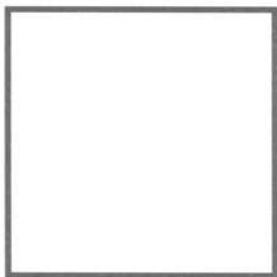
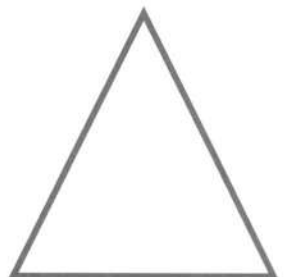
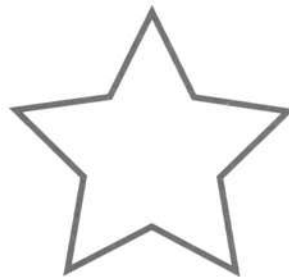
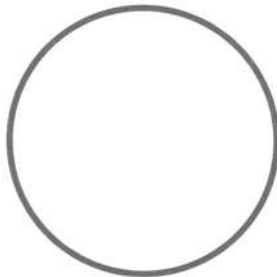
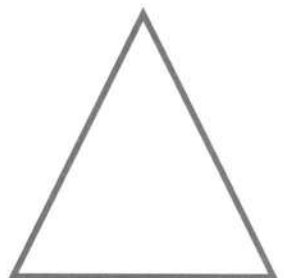
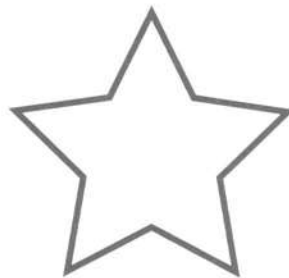
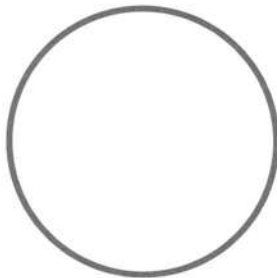
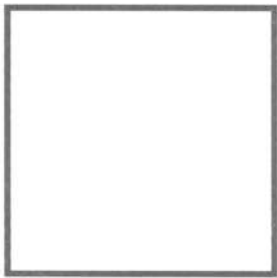




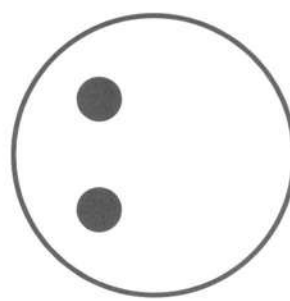
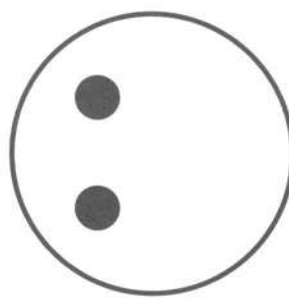
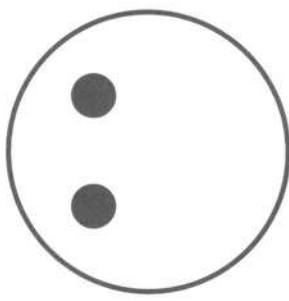


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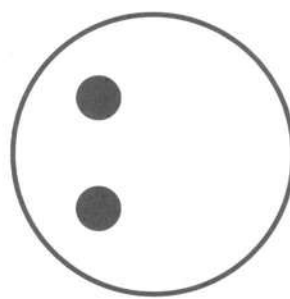
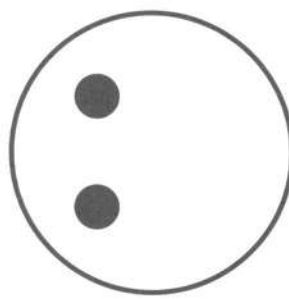
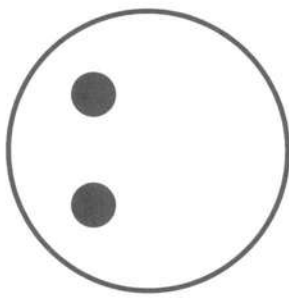
Unit 5 Lesson 10 – Project



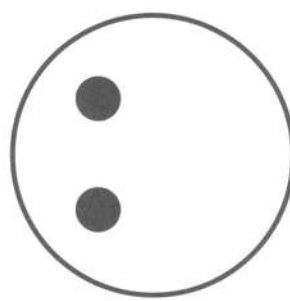
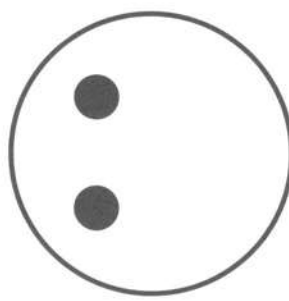
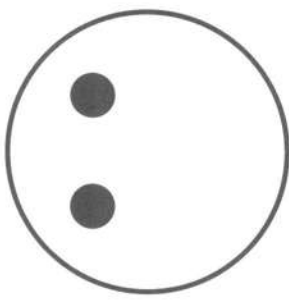
Food: _____

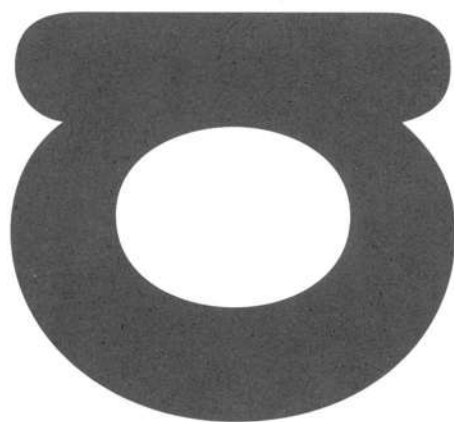
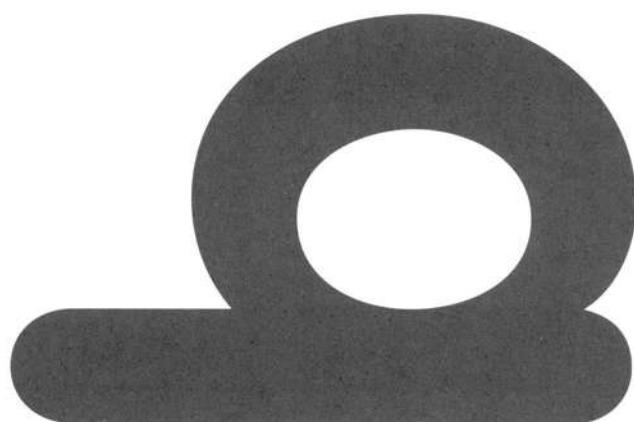


Food: _____

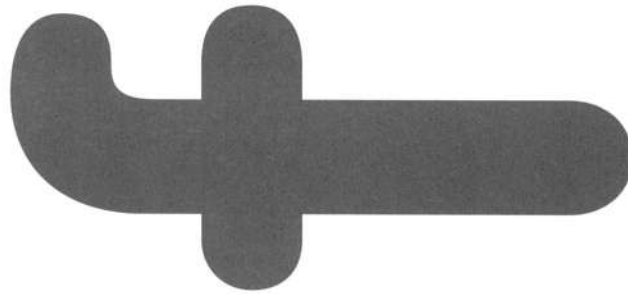


Food: _____





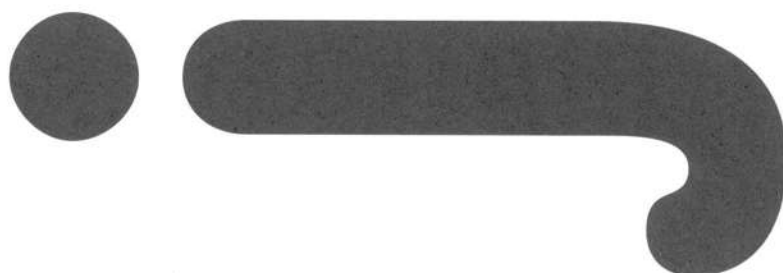


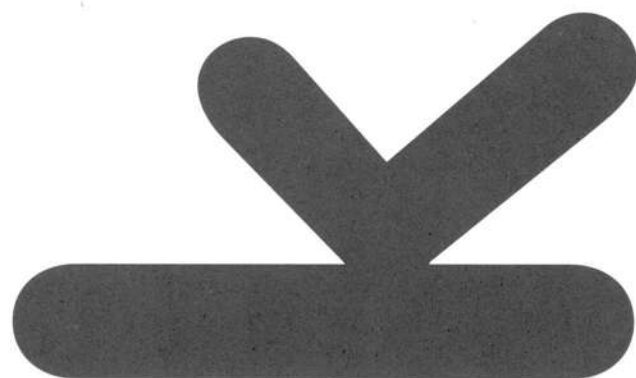




5

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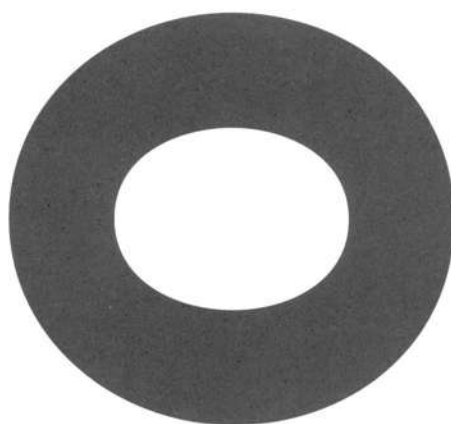
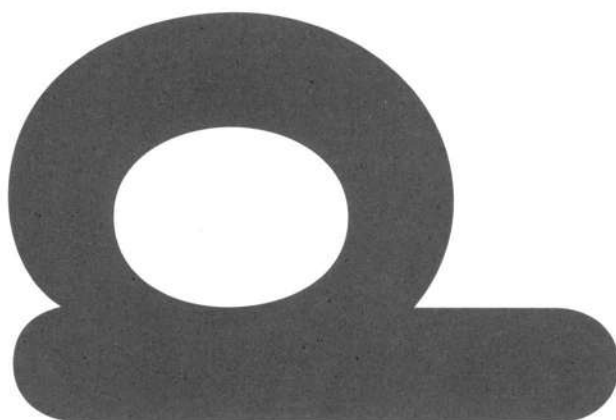


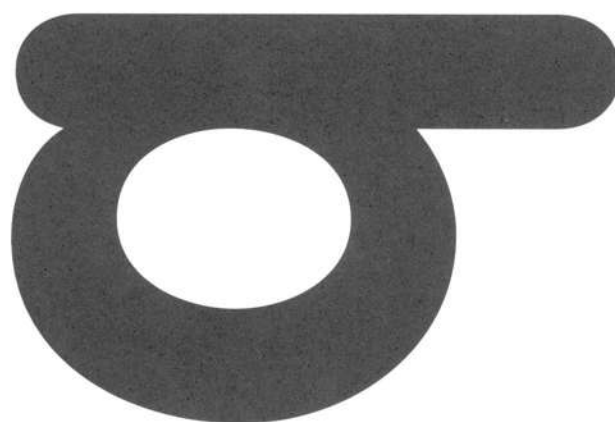
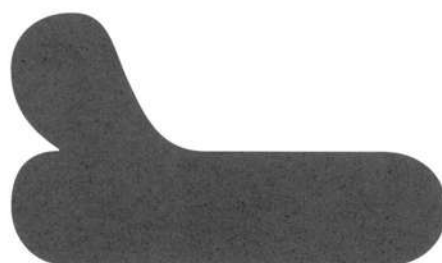


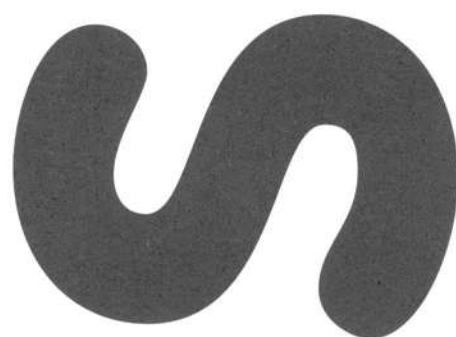
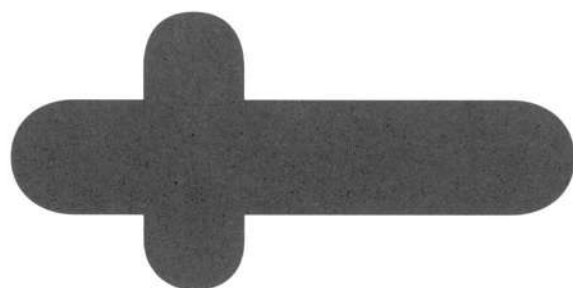



e

e










Y

3



x

w



N

X

Wordlist

apple	dad	how many	pencil	sticks
arm	dive	hurray	pet	stone
baby	dog	idea	picnic	stop
bag	doll	in	picture	strawberry
ball	doors	insect	pink	sun
balloon	down	it	pizza	swim
banana	ears	job	plane	swing
bear	elephant	juice	plate	table
bee	eye	jump	play with	teacher
big	fast	kite	please	teddy bear
bike	favorite	lake	pot	ten
bird	feather	leg	purple	thank you
blow bubbles	feed	let's	put away	this
blue	feet	like	put on	throw
boat	find	lime	quiet	toe
book	fine	listen	quilt	tomato
bounce a balloon	finger	love	rabbit	toy
boy	fish	look	race	toy box
brother	flower	mat	rain	train
brush	fly	me	red	tree
bus	food	mittens	roll a hoop	triangle
can/can't	fox	mom	run	try
car	friend	moon	sandwich	tummy
carrot	girl	mouse	scarecrow	turtle
cat	glue	mouth	scissors	umbrella
chair	goat	my	see	up
cheese	good	name	seed	van
circle	grape	need	shape	wait
clap	green	nest	she	wash
clean	gentle	new	shoes	water
clear (up)	hand	no	sister	we
cloud	hard	nose	sit	welcome
coat	hat	octopus	slide	what
color	have	okay	slow	wheel
computer	he	old	small	where
cookie	head	on	snack	who
count	hello	orange	soft	(the) winner
crawl	help	out	sorry	with
crayon	here	outside	soap	yes
cucumber	hill	pancake	spider	yellow
cup	hole	pass	square	yogurt
cut	honey	pattern	stack cups	you
cute	hop	pen	star	zoo

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Creating young thinkers with great futures



21st CENTURY SKILLS

Critical Thinking
Communication
Collaboration
Creativity

Who makes you happy?
What do our senses tell us?
What happens in the garden?

Show and Tell gives you the tools to develop children's 21st century skills, creating young thinkers with great futures.

Show and Tell taps into children's natural curiosity, asking a question such as 'who makes you happy?' or 'what do our senses tell us?' as the focus for each unit. Activities encourage children to explore the question while learning the language they need to think and talk about it. End-of-unit class projects consolidate learning and encourage children to work collaboratively. Opportunities to 'Show and Tell' allow them to present their projects in class or at home, and to talk about what they have learned – in English!

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- ★ Problem-solving activities encourage children to think critically and creatively.
- ★ Values lessons teach children how to behave both inside and outside the classroom.

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