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2nd edition Show and Tell

NEW Classroom Presentation Tool

- On-screen Student Book and Posters
- Interactive Activities
- Class Audio
- Story Animations
- Values Animations
- CLIL Slideshows
- Action Songs

Teacher's Guide

- Course Overview
- Lesson Procedures
- Audioscripts

NEW Teacher's Resource Center

- Parent Guides
- Class Audio
- Additional Teaching Resources
- Teacher's Guides
- Progress Checks
- Routines Songs
- Professional Development Videos

critical thinking • communication • collaboration • creativity

Teacher's Pack 3

Show and Tell 2nd edition 3

Teacher's Guide

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Welcome to *Show and Tell 2nd edition*

Show and Tell 2nd edition is an exciting and ground-breaking course designed to meet the rapidly changing needs of very young learners. It provides a rich and varied curriculum that enhances every child's ability to learn, communicate, and think effectively.

Show and Tell offers an inquiry-based approach to learning, encouraging children to explore, challenge, and question. At the start of every unit, a Big Question is posed for children to explore through the unit. At the end of the unit, activities revisit that question, allowing children to demonstrate their progress. This inquiry-based approach taps into young learners' natural curiosity and inspires them to ask questions, and find the answers, thereby encouraging them to play an active role in their own learning. Importantly, the approach to learning is underpinned by four major 21st Century Skills: Critical thinking, Communication, Collaboration, and Creativity, ensuring *Show and Tell* lays the foundations for success in the 21st century.

Show and Tell provides a fast-paced vocabulary and grammar syllabus, establishing a strong foundation at the start of the child's English language learning journey. It also provides early exposure to key literacy and numeracy skills fundamental to the development of very young learners, and gives children a high level of cognitive challenge whilst encouraging cross-curricular skills.

Through exposure to a wide range of stimuli such as stories, factual texts, experiments, physical activities, games, and songs, children will rapidly gain confidence in their abilities and enjoy engaging in the learning process.

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 aid their cognitive, emotional, and behavioral development
- an inquiry-based approach designed to maximize engagement with the language
- age-appropriate critical thinking activities through focused class discussions that help children develop a greater understanding of how their world works
- 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.

What's new for the 2nd edition?

For the student

Show and Tell 2nd edition guides children towards school readiness and future success, developing the skills that very young learners will need to transition smoothly on from kindergarten into primary school and beyond. In conjunction with *Oxford Discover 2nd edition*, it provides children with a comprehensive path to successful learning.

- ENHANCED *Hello* unit in the Student Book, revising language from the previous level
- NEW *The Show and Tell Show!* in the Student Book, culminating in a performance
- NEW *It's a Wrap!* end-of-year review in the Student Book and Activity Book
- NEW Lesson-for-lesson Activity Book
- NEW Literacy Book 1 to complement Levels 2 and 3 to build reading and writing skills
- NEW Numeracy Book 1 and revised syllabuses for Levels 2 and 3 to improve learning outcomes in math
- NEW Videos to complement the CLIL and Values lessons
- NEW Fun action songs for classroom routines

For the teacher

Show and Tell 2nd edition empowers the teacher to enrich their own skills and better support their students.

- NEW *Teaching Strategies for Show and Tell* videos providing practical and accessible tips for delivering the core features of the *Show and Tell* methodology
- NEW Whole child kindergarten curriculum approach, focusing on early learning goals around children's communication and collaboration, as well as physical, personal, social, and emotional development
- NEW Integrated Literacy and Numeracy supporting the teaching of cross-curricular skills
- NEW Transition Worksheets to help children consolidate their learning
- EXTRA Phonics content to provide further practice

For the parent

Show and Tell 2nd edition encourages and supports parents' involvement in their child's language acquisition with flexible and enriching home-school resources.

- ENHANCED Lesson-for-lesson Activity Book activities giving parents a clear indication of their child's progress
- NEW Lingokids™ home learning app with interactive materials, vocabulary games, and multimedia videos providing a fun and motivating way for parents to encourage English practice at home with their child
- NEW Parents' Guides in local languages with helpful tips and advice for parents, helping them to take an active role in their child's learning

Through this approach, your children will become able, well-rounded learners, and they will use the skills they have acquired through their kindergarten experience throughout their education and beyond.

Creating young thinkers with great futures.

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Level 3 Scope and Sequence

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE & FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
Hello **Can you remember?**	*May, Sam, Anna, Bird;* *Family; Food; Classroom objects; Feelings; Places in the home; Actions; Clothes; Senses; Colors; Numbers; Shapes; Body parts* kitten, *school;* *boots, frogs, erasers, socks, beans, stars;* *Days of the week; puddles* between, *in, on, under; ground, house, tree, boat, water, stone*	*Hello. Hi. Bye.* *What's your name?* *I'm … This is … He's/She's …* *How are you? I'm fine. Thank you.* *There are (11) (boots).* *It's (Thursday).* *Let's (run).* *Put on (your coat).* *I like/don't like (the rain).* *I'm (running).* *On (Monday) we (go on the swing).* *Where's the (house)? It's (under) (the ground).* *Can you see (a bath)? Yes, I can. / No, I can't.* *I like (potatoes).* *I'm wearing (blue pants).* *My butterfly has a (blue body).*	**Remembering school rules:** Can I help, please? Line up. Wait your turn. Listen to others. Say 'please' and 'thank you'.	**The alphabet, digraphs and blends review: bl, ch, ck, dr, fl, fr, ng, sk, sh, sl, sp, st, sw, th, tr** black, chop, rock, drum, flip, frog, sing, ship, skip, sled, spin, stop, swim, thin, truck	***CLIL Science:*** Different types of houses	Making a butterfly display
Unit 1 **What's your school like?**	door, floor, window, ceiling, light, sink; snore, sleep, cool, dance school, listen, tired; stairs; classroom, computer room, art room, schoolyard, paint pictures, read stories, use computers	*Where's the (green) butterfly? It's on the (sink).* Are you pointing to the (floor)? Yes, I am. / No, I'm not. Don't stand. Sit down. Come in. Turn on. Close/Open the door/your books. Walk up (the stairs). Knock on (the door). Go to (the window). Turn on (the light). Stand in the middle of (the floor). These children (read stories) in their (classroom).	**Being kind and welcoming to newcomers:** *What's your name? I'm (Ana).* Welcome to our (school). *Come on, (Ana). Let's play.*	***tch*** stretch, catch **consonant blends review** stand up, stamp your feet, cross your legs, clap your hands	***Social Science:*** Places and activities in school	Making a poster about your class
Unit 2 **What do you like to eat?**	meat, vegetables, fruit, pasta, rice, milk; get fit; breakfast, lunch, dinner, dessert, cereal, salad, bread	*Pass the (rice), please. Here you are.* *Do you like (fruit)? I like/love/don't like (fruit).* Do you want some (fruit)? *Yes, please. / No, thank you.* I want some (cake). *It's good for you.* I/We have (cereal) for (breakfast). What's for (dinner)? *They have (cereal) for breakfast.*	**Offering and accepting food politely:** It's snack time. Would you like a (drink)? *Would you like some (cheese)?* *Yes, please. / No, thank you.*	**long *e*: spelling *ea*** peaches, meat, peas, beans, eat	***Social Science, Science:*** Meal times, Healthy eating	Making a class picnic
Unit 3 **What happens on your birthday?**	(birthday) cake(s), present(s), card(s), mask(s), candle(s), game(s); party, treasure hunt, shiny, silver, beads, necklace; fun; January, February, March, April, May, June, July, August, September, October, November, December	*There's (1) (birthday cake). There are (6) (candles). I have (1) (mask).* How many (presents) are there? How many (presents) altogether? *There are (5) (presents).* There's something shiny here/there. My birthday is in (June). When's your birthday?	**Caring for your family:** *Happy birthday.* This is for you. *Thank you.* It's beautiful.	**long *a*: spelling *ay*** way, today, play, gray	***Social Science:*** Different ways of celebrating birthdays	Making a class birthday poster
Review 1 story: **Cinderella**	cry, o'clock, try on, fit, get married	(The shoe) is too small. (The shoe) fits Cinderella. There's a party.	**Respecting others:** *I'm sorry.* May I come?			
Unit 4 **What's in your neighborhood?**	swimming pool, zoo, library, supermarket, coffee shop, park; ice cream shop, doctor, hurting, stay; water slide; Numbers 20–29, street sign, clock	*Where's (Sam)? He/She's at the (swimming pool).* Do you want to go to the zoo? Yes, I do. / No, I don't. I want to go to (the doctor). Which number is on a (bus)? I think number (24) is on a (bus).	**Being safe on the street:** *Look, it's green/red.* Stop and wait. It's safe to cross now. Let's go.	**long *o*: spelling *oo*** school, pool, cool	***Math, Social Science:*** Exploring numbers in your neighborhood	Making a model of the neighborhood

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UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE & FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
Unit 5 **How do you have fun?**	dance, run, jump rope, roller skate, ride a bike, ride a scooter; silly, try, help me, look out, go fast; go out to play; zooming; basketball, soccer, table tennis, hit, net, paddle	*Can he/she (roller skate)?* *Who's (running)? (Dad).* Are you (riding scooters)? Yes, we are. / No, we aren't. *We're (riding bikes).* I love (flying my kite). I don't like (flying). *He's/She's playing (catch).* *He's/She's good at (catching).* *I'm good at (catching).* *(It's) my favorite sport.*	**Taking turns:** Can I have a turn, please? Just a minute. I want to finish this. It's your turn now.	**Long *i*: spelling *y*** by, sky, dry, flying	***Physical Education:*** Ball games	Making a *Favorite Sports* graph
Unit 6 **Which animals live in the wild?**	elephant(s), giraffe(s), crocodile(s), monkey(s), lion(s), parrot(s), wild; neck, teeth, long, tail; deer, sparkling, sharp, scary, scared, forest; wavy, rat, bat; Numbers 30–100, centimeter(s), meter	What are they? They're (lions). *There are (4 lions). The (monkeys) are (jumping).* Do they have (big) (teeth)? Yes, they do. / No, they don't. They aren't (scary). We (don't) have (scary) (eyes). They're (taller) than me. *They have (long) (legs).* This (monkey) is (50) centimeters tall. It's taller/shorter than the (deer). I'm/He's/She's (1 m 10 cm) tall. I'm taller/shorter than (May).	**Respecting nature:** *Look at the (butterfly).* *It's beautiful.* You can look, but don't touch.	**Long *o*: spelling *oa*** foal, toad, goat	***Math:*** Using numbers 30–100 to talk about the height of wild animals	Making animal masks
Review 2 story: **Mouse Deer and Crocodile**	river, race, win, smart, king, know, trick	How can I (cross the river)? I'm too small for lunch.	**Being smart:** Thank you for helping me.			
Unit 7 **What jobs do people do?**	chef, police officer, firefighter, nurse, taxi driver, vet; horrible, sick, prickles, zookeeper; look after, work, drive, hospital, police/fire station, drive, fire truck, uniform	*He's/She's (cooking). He's/She's a (chef).* *He's/She's wearing (a hat).* *He's/She's at the (coffee shop).* Is he/she a (police officer)? Yes, he/she is. / No, he/she isn't. He's/She's a (firefighter). Are they (doctors)? Yes, they are. / No, they aren't. He/She (works) (in a hospital). Does he/she (work) (in a hospital)? Yes, he/she does. / No, he/she doesn't.	**Helping other people:** What's wrong? I'm sick. My tummy hurts. How do you feel now? Much better, thanks.	***-er, -or* endings** singer, actor, doctor, teacher	***Social Science:*** Jobs, uniforms, and places of work	Making a jobs picture display
Unit 8 **How do we make music?**	flute, piano, drums, tambourine, shaker, guitar; sleepy; *loud, fast, slow, quiet, lively, soft;* trumpet, violin, louder, quieter, slower, faster	*He's/She's/I'm playing the (flute).* He/She likes to play the (piano). I like to play (fast) music. I like to dance to (loud) music. Listen to the (trumpet). The music gets (louder).	**Including others:** What's wrong with (James)? Maybe he's lonely. Come and play with us. *Okay. Thanks.*	***ou* as in *mouth*** count, mouth, loud, shout, sounds	***Music:*** Playing musical instruments	Making shakers
Unit 9 **When do we change our clothes?**	tracksuit, shirt, sneakers, jeans, pajamas, slippers; blanket, swap, Super Bear, surprise; morning, night, glasses; costume, cape, superhero, pirate, eye patch, tiara, fairytale, wand, *mask, scarf, princess, king*; ballet shoe	*He's/She's wearing a (shirt).* *They're/It's big/small/blue/yellow.* *Is he/she wearing (blue) (jeans)?* *Yes, he/she is. / No, he/she isn't.* My pajamas are too big/small. Take them off. Is he putting on his (pajamas)? Yes, he/she is. / No, he/she isn't. This is (Max)'s favorite costume. Whose (hat) is this? It's (Eliot)'s.	**Helping at home:** *Where is my (blue shirt)?* *Is this your (blue shirt)?* *Yes, it is. Thanks.* Put your (clothes) away. Then you can find (them).	**Short *u*: spelling *oo*** look, wool, hook	***Language Arts:*** Costumes from books	Dressing up as your favorite story character
Review 3 story: **Little Lukie**	pancakes, sweet, perfect, gorgeous, glasses, noise, angry, bite, butter, safe	You look sweet to eat. Don't eat me for (lunch). Take my (beautiful, blue shirt). I'm the coolest cat.	**Being brave:** Don't eat me (for lunch).			
The Show and Tell Show! **It's a Wrap!**	Units 1–9	Units 1–9				

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The World of *Show and Tell*

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 in order to create a balance of variety, challenge, and familiarity: 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* Level 1 with topics close to their everyday experience, and expanding in *Show and Tell* Levels 2 and 3 to the wider world.

The family

The child characters in *Show and Tell* operate in a fun, real-world setting and engage in activities students can identify with. They appear on the opening page of each unit, to introduce the new topic, and then again in Lesson 8 *Think with me* and Lesson 9 *Show me*.

Sam May Bird Anna

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 following what mischievous 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.

Mom and Dad

Grandma and Grandpa

The animals

The lively, entertaining animal characters live and play in a forest, and children will love finding out all about the lives and antics of these charming creatures. The three animal characters feature in the stories in Lesson 3 *Read with me*, in Lesson 4 *Sing with me*, and in Lesson 5 *Say it with me*.

Fifi is a young, sensible fox. She is kind, thoughtful, and intelligent and is good at problem-solving.

Benny is a big and lovable bear. He is 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.

Fifi the fox

Benny the bear

Prickly the hedgehog

The real world

In the remaining lessons, where the child and animal characters don't feature, photographs create a real-world context. They show children of a similar age to students for them to identify with. They are playing games (Lesson 2 *Play with me*), working on projects in a school context (Lesson 10 *Show and Tell*), and learning to behave responsibly in school and outside (Lesson 6 *Follow me*).

Photographs are also used to present content from a range of different subject areas in a vibrant and engaging way (Lesson 7 *Explore with me*).

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Components Overview

For the student

Student Book Pack

The Student Book is the core component of the course.

It contains a ten-lesson *Hello* unit NEW and nine main units of ten lessons, with stickers and cut-outs to support the units. The end-of-year lessons *The Show and Tell Show!* NEW give students the opportunity to sing and act, followed by a review of the language they have learned through the year in the *It's a Wrap!* lessons NEW.

There are also three stand-alone Review stories after Units 3, 6, and 9. Clear reference notes about lesson stages and new and reviewed language are provided at the bottom of each page.

Lingokids™ Home Learning App

This interactive app accessed via a code in the Student Book extends learning into the home. It allows parents to promote their child's language acquisition, encouraging English practice at home. Parents and their children can play engaging, interactive games, videos, and songs.

Show and Tell Numeracy

The Numeracy Book develops numeracy skills, combining counting exercises with engaging puzzles, games, and activities. The Numeracy Books support *Show and Tell* from Level 1 NEW for the 2nd edition, with a revised syllabus for Levels 2 and 3. The syllabus for Level 3 covers: number sense and operations, patterns, functions and algebra, geometry, and measurement. Inbuilt recycling complements the topics and content of each unit in the Student Book. References for when best to use the Numeracy Book are at the bottom of the Student Book page. The content allows for flexibility around the time available and the needs of the students.

Activity Book

The Activity Book is used alongside the Student Book and contains a ten-lesson *Hello* unit NEW, nine main units of ten lessons NEW, and three short reviews after Units 3, 6, and 9. Each Activity Book unit provides 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, children can 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 opportunities for personalization.

Show and Tell Literacy

The Literacy Book develops early literacy skills, particularly phonics skills. The Literacy Books support *Show and Tell* from Level 1 onward. Level 1 NEW introduces the letters and sounds of the alphabet. Level 2 begins with a review of the alphabet to include students who have not studied it in Level 1. Level 3 builds on previous knowledge and covers common vowel sounds and spellings.

The Literacy Book follows the phonics syllabus of the Student Book, and 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, stories, and non-fiction texts, and incorporate presentation and practice of sight words.

The Literacy Book is best used before the *Say it with me* lesson, so students have phonics practice little and often. References for when best to use the Literacy Book are at the bottom of the Student Book pages. The content allows for flexibility around the time available and needs of the students. The alphabet review at the beginning of Level 2, for example, can be revisited as often as necessary.

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Teacher's Pack

The *Show and Tell* Teacher's Pack offers a comprehensive Teacher's Guide, including an extensive introduction and teaching notes for all lessons. It also comes with access codes for the Classroom Presentation Tool NEW and Teacher's Resource Center NEW.

It includes a summary of the course concept, a detailed scope and sequence, a components overview, a breakdown of the methodology, a clear walkthrough of a unit, teaching tips, and a classroom routines section. Notes for the Literacy and Numeracy Books are also supplied. It also includes an Ideas Bank and a full wordlist.

Each lesson contains references to Critical Thinking tasks and areas of Learning Development, and gives teachers approaches to differentiated learning. The "whole child" kindergarten curriculum is flagged throughout the teaching notes. Full audioscripts for each lesson are provided at the back of the Teacher's Guide.

For the teacher

Classroom Presentation Tool NEW

The Classroom Presentation Tool (CPT) is 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. Interactive activities include animated stories and vocabulary practice games. The interactive audio player also appears on screen.

Class Audio CDs

The Class Audio CDs bring *Show and Tell* alive and enable the children to become better listeners and more confident speakers as they learn with the course characters. The audio contains recordings of all the stories, songs, and rhymes, along with the lesson activities. Audio to accompany the Literacy Book is included on a separate CD.

Classroom Resource Pack

The Classroom Resource Pack contains flashcards for Levels 1–3. It also contains 31 posters: one alphabet poster and five double-sided posters per level presenting the scene from the opening lessons. It includes a puppet of Fifi the fox to use for classroom routines, introductions, and games.

Teacher's Resource Center NEW

This valuable online resource provides song videos and photocopiable materials to support learning. It contains:

- Transition Worksheets to consolidate learning and transition smoothly through units and levels
- Phonics Activities, working on individual sounds, sound–letter correspondence, blending, and sight words
- Letter formation and pencil skills practice
- Worksheets for specific lessons, including the end-of-year show in *The Show and Tell Show!* lessons
- Number Cards 1–100 and Word Cards of the core vocabulary for Levels 2–3
- Unit, Trimester, and End-of-Year Progress Checks
- Songs to help use routines in the classroom
- Translated Parent Guides, with useful tips on how to become actively involved in a child's learning
- *Teach 21st Century Skills with Confidence* and *Teaching strategies for Show and Tell* videos to support professional development.

Teacher's Website

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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.

Children's first experiences of learning provide the foundations for the rest of their education. If children understand from the outset 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 facilitates learning through an inquiry-based approach. The nine thematic units each pose a Big Question, which 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 teaching notes providing detailed instructions on how to set up and develop activities.

Every unit of *Show and Tell* includes:

- **Four skills:** An initial focus on listening to individual words, contextualized sentences, stories, rhymes, and songs 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, children will progress to reading and completing simple sentences.
- **Critical thinking:** A strong thread of critical thinking is woven through the units and underpins the course, challenging children to engage with the content in a way that allows them to ask questions, think creatively, express opinions, and figure out solutions in a confident and independent way, whilst also making the learning experience memorable. Critical thinking activities are included in both the Student Book and the Activity Book, and are indicated by this icon: .
- **Communication, collaboration, and creativity:** A range of games and activities are included, designed to stimulate the child's imagination and help the child learn to work with others. This is supported by the values focus, which stresses respect and cooperation. The end-of-unit project work regularly involves the child working with others to create individual and group projects (often both), helping the child learn that with collaboration we can achieve a shared goal. Working together, expressing opinions, and listening to others is at the heart of the course ethos.
- **Values:** Values are approached in a realistic and contextualized way that is relevant to the young child. To cement understanding of the values, cartoon animations are provided to present and reinforce them. Short chants and songs are included that can be used in real classroom situations throughout the school year.
- **CLIL:** Two specific lessons in each unit are devoted to exploring topics from other subject areas and some simple experimentation or related activities. These can also carry over to other areas of the unit and to the final project. A video slideshow with visuals and audio supports the presentation of each CLIL topic.
- **Recycling:** Reviewing vocabulary, structures, and concepts has been built into the structure of every unit. In this way, key concepts are not forgotten, but constantly built on throughout the year. The *Hello* unit at the start of the course recycles and reviews language learned in the previous level. The Transition Worksheets on the Teacher's Resource Center provide revision of each unit, and the end-of-year *The Show and Tell Show!* and *It's a Wrap!* lessons review what the children have learned throughout the course.
- **Building awareness of the learning process:** Part of successful learning is understanding how the process works. In every unit of *Show and Tell*, there is an opportunity for the children to reflect on their learning, consolidate it, and demonstrate it for their teacher, peers, and parents. The new interactive Lingokids™ home learning app and new translated Parent Guide extend English learning into the home, involving the family and others beyond the classroom.

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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 whilst 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.

Show and Tell presents a rich array of stimuli and experiences for children to respond to at their own level, whilst 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 children soon learn to fit into and anticipate routines, but are then challenged by new experiences. Class routines are built on from lesson to lesson throughout the course, making the lesson set-up clear and familiar. 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 "whole child" kindergarten curriculum approach is applied and flagged throughout the teaching notes, and the lessons in *Show and Tell* are mapped to seven key areas of learning development:

1. Communication and language
2. Physical development
3. Personal, social, and emotional development
4. Literacy
5. Math
6. Understanding the world
7. Expressive arts and design

1 Communication and language

When language acquisition begins at a very young age, it can be an enjoyable and motivating experience that paves the way for the child's continued learning through primary and secondary education. Children who have their first contact with a foreign language in kindergarten will naturally develop a range of aptitudes and skills that will help them throughout their studies.

GOAL: Children use language for learning, communication, and enjoyment to express feelings, desires, and ideas, and as a way of relating to others.

GOAL: Children have a positive attitude to their native language and a foreign language.

GOAL: Children are given exposure to different forms of text, and build an awareness of the written word to communicate, for information, and for enjoyment.

In the early stages of school life, communication through gesture helps children interact and show understanding. In *Show and Tell,* language, both aural and oral, is supported with actions and responses which make the language meaningful to the child. Classroom language is delivered in English so that children become comfortable and expand their passive knowledge quickly.

- Routines are supported with songs and chants which include fun actions, and all the core language is presented in action songs and practiced in the stories and games. Clear and appealing illustrations and rich sound effects in the stories help children to follow, and repetition and simple actions encourage them to join in according to their own ability. Both the stories and songs help children remember and understand what they are saying.
- *Show and Tell* gives children many opportunities to express their feelings and desires orally, during the routines, whilst interacting with Fifi the puppet, and in games and other activities in which they talk about what they like or ask for something.
- *Show and Tell* encourages English as the *lingua franca* in the English classroom, but also recognizes that the children's first language can be appropriate for talking about experiences and to confirm that something has been understood. The Teacher's Guide includes ideas for classroom language in each stage of the lesson and regularly offers practical tips on how to set up activities or how to use the Fifi puppet to maximize the use of English in the classroom. Children are always encouraged to listen carefully to the teacher and to each other in games, role-play activities, and show and tell project work.
- *Show and Tell* exposes children to different types of text in the stories and in the *Say it with me* lessons. The traditional stories presented in the Review lessons provide an alternative to the stories in the main units. Children listen to, read, and role-play stories to consolidate language and learning. The *Say it with me* lessons focus on target sounds in both their pronunciation and spelling, to improve children's reading, speaking, and writing skills.
- The Activity Book provides opportunities for practice of the vocabulary and structures, helping develop early reading and writing skills.
- Reading and writing skills are developed as children become familiar with the form of words and numbers through the course, and with the inclusion of text on the page in the lessons. Children use their knowledge of letter forms and sounds to understand unfamiliar vocabulary in stories and rhymes, and are able to describe the main events in the simple stories they have read.

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2 Physical development

GOAL: Children use and move their body and develop an awareness of it.

GOAL: Children learn to coordinate and control movements with increasing precision.

- *Show and Tell* encourages physical movement in the classroom, both to support children's learning and as a way to bring variety and fun to it.
- Vocabulary is reinforced with simple actions, use of facial expressions, and sticker activities, all bringing awareness of the physical body to the child, and helping children thoroughly absorb and remember the language.
- Routines songs and chants incorporate movement, and children are encouraged to participate actively in the re-telling of the stories in role-play activities using props.
- The development of gross motor skills is thoroughly integrated in the frequent Total Physical Response activities. Ideas for optional outdoor activities are provided throughout the course to enable this.
- The development of fine motor skills is progressive and flexible, in keeping with the differing needs of individual children. Through the crafts, projects, and activities in the Student Book, Activity Book, and Literacy Book, children practice and develop fine motor skills in tasks that require them to trace, write, draw, color, cut, fold, and stick materials.

3 Personal, social, and emotional development

GOAL: Children form a balanced and positive self-image, develop self-esteem and autonomy, and start to recognize own abilities and limitations.

GOAL: Children recognize and say how they feel, what they need, and express preferences, and in turn recognize and respect others' feelings.

- *Show and Tell* encourages children to be themselves and invites them to participate in the class in a way that they feel most comfortable. Children are encouraged to contribute and express themselves at a level in which they feel confident.
- Children explore ways of expressing themselves through the Student Book. The stories, set in a range of contexts, portray typical scenarios for this age group, and help children to learn to express emotions, whilst giving the teacher opportunities to discuss typical problems and experiences. The stories also show children the importance of respecting one another, working together, and sharing.
- Specific routines and topics in the course encourage children to express themselves as individuals, and children are asked to personalize topics and express their opinions throughout. The Big Question underpinning every unit encourages children to give their opinions and bring prior knowledge and understanding into the lessons.
- The games, class activities, and project work encourage children to learn about their strengths and weaknesses whilst being encouraged to listen to, respect, and help others.
- Collaborative activities, such as crafts and projects, develop teamwork and give children a sense of achievement at what they have produced (and also something they can take away and keep).
- The show and tell aspect of the Lesson 10 project gives children a platform to share their work and develop their confidence. The projects also enable children to discover new ways to achieve goals by making different choices and decisions, developing their critical thinking skills.
- The variety of activities are designed to appeal to different personalities and learning styles, so that children feel confident in the classroom and about their own learning. Lessons that focus on the world around us, physical development, music and song, math, creative art, and project work cater for different multiple intelligences, learning styles, and interests.

4 Literacy

GOAL: Children name and sound the letters of the alphabet.

GOAL: Children begin to read and understand simple sentences. They use their phonic knowledge to decode regular words and read them aloud accurately.

GOAL: Children begin to read some common irregular (sight) words.

GOAL: Children use their phonic knowledge to begin to write words to match their spoken sounds. They also begin to write some common irregular (sight) words. Children begin to write simple sentences.

- The literacy material in *Show and Tell* builds children's reading and writing skills in preparation for primary school and includes on-the-page text in the Student Book with optional tracing and reading activities, stories in the Student Book with on-the-page text that can be read and re-read for pleasure, and integrated activities in the Literacy Book to develop early reading and writing skills.
- A systematic phonics syllabus is followed, integrated in the Student Book (*Say it with me* lessons) and through the Literacy Book.
- Literacy practice can be worked on in the Activity Book, the Literacy Book, and in the downloadable activities from the Teacher's Resource Center. Comprehensive teaching notes for the Literacy Book can be found at the end of the teaching notes for each unit. For further details about approaches to literacy, see page 13.

5 Math

GOAL: Children are provided with opportunities to practice and improve skills in counting numbers, calculating simple addition and subtraction problems, and describing shapes, spaces, and measures.

- *Show and Tell* enables children to use and develop their math skills through the Student Book, Activity Book, and with the specific focus of the Numeracy Book.
- The Numeracy Book includes activities on number sense and operations, sequencing, patterns, functions and algebra, geometry, and measurement.
- The activities use both quantities and objects to improve children's knowledge and understanding of numbers from 1–100.
- Children use everyday language to talk about size, weight, position and distance, and to compare quantities and objects to help solve problems.

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- *Show and Tell* also encourages children to recognize, create, and describe patterns when exploring shapes. They discuss these further in relation to everyday objects in the world around them, using mathematical language to describe them.
- Comprehensive teaching notes for the Numeracy Book can be found at the end of the teaching notes for each unit. For further details about approaches to numeracy, see page 14.

6 Understanding the world

GOAL: Children are given opportunities to observe and actively explore the physical environment, to learn about and value the natural environment and how parts interact, showing care, respect, and responsibility for the world around us.

GOAL: Children relate to other people in an increasingly mature and appropriate way, learning to recognize social and cultural norms. They can adapt their behavior to the needs of others, developing respectful, helpful, and collaborative attitudes towards other people.

GOAL: Children continue to develop good habits and attitudes in the areas of personal safety, hygiene, and health, with an appreciation of the importance of balance in our everyday lives.

- *Show and Tell* looks at themes that are relevant to a child at this age. The stories all begin in familiar settings (rooms in the child's home or in the garden) and move swiftly into places or events children can identify with, either through their own direct experience or via their imagination.
- The cross-curricular lessons focus on the outdoors and offer children ways to explore the world around them by talking about topics such as healthy eating, jobs, uniforms, places of work, and exploring numbers in your neighborhood. These lessons start to develop children's ability to think critically, for example, sequencing and thinking about cause and effect.
- The teaching notes suggest ways to talk about these experiences and what children can learn from them. Children are encouraged to recognize and react to situations, as well as to explore their own interests and share them with the class. Generating new ideas and being inventive allows children to consider and solve problems, fundamental in developing their critical thinking skills.
- A respect for the environment is inherent throughout *Show and Tell*, with many units focusing on the natural world. Lessons include activities at the park, different homes people live in, the importance of respecting nature, and how animals live and what they do.
- The natural settings of many of the stories lead to exploration of subjects such as activities we can do in different weather, and how we can care for animals and the environment, starting at home and in the classroom.
- Children are encouraged to develop and link concepts in the environment around them with their own lives. Critical thinking skills alongside creative thinking are emphasized in the lessons, bringing each child's previous knowledge into the classroom.
- The activities presented in *Show and Tell* require varying levels of help and support (from the teacher or classmates) as the course progresses. In this way, children are given opportunities to experience increasing autonomy and interact with more maturity.
- Lessons are built around routines which give children the opportunity for responsibility, for example, by being a class helper, presenting a project, or taking part in tidying up.
- Social norms and good behavior are demonstrated in the *Read with me* story lessons and *Follow me* values lessons. The values, such as being polite, respecting nature, and including others, show children taking the lead, modeling and encouraging good behavior. Children learn language that allows them to interact in their own and another language with respect and consideration for others.
- Social norms are also included in the repertoire of regularly used classroom language. Children therefore learn to communicate in English and to build their confidence in responding appropriately to instructions and questions, rather than simply learning vocabulary.
- *Show and Tell* gives the teacher ideas and resources to introduce teamwork into the English class. There are regular opportunities for group collaboration, natural peer-to-peer communication, and opportunities to experiment with the language, for example, when participating in the stories and acting them out, playing team games, creating chant actions, in group art or craft activities, and as part of regular routines such as learning new words or reviewing past language.
- The projects and cross-curricular topics involve contributing to larger pieces of work collaboratively, further encouraging a respectful attitude to classmates. The end-of-year *The Show and Tell Show!* lessons guide the teacher and children to prepare an end-of-year show, in manageable step-by-step stages, for their peers and parents to see.
- Wherever possible, *Show and Tell* highlights the importance and encourages the development of good habits. There are specific topics on health and hygiene, such as eating healthily, as well as opportunities to talk about sharing and supporting one another in the class.

7 Expressive arts and design

GOAL: Children are encouraged to explore, imagine, and express their creativity using a range of media and materials, and through a variety of activities.

- *Show and Tell* encourages children to develop their own artistic ideas and provides opportunities for them to explore art materials and work creatively. In the *Show and Tell* project lessons at the end of each unit, children are given the opportunity to find out and make decisions about how different media and materials can be combined and changed. They complete projects, such as posters, collages, whole class displays, and dioramas, both independently and in small groups.
- Children have continual opportunities to engage their imagination through music and song throughout the course in the *Sing with me* lesson in each unit. Children accompany the songs with pre-taught actions and those they develop themselves, encouraging creativity.
- Children are also encouraged to talk about the ideas and processes which have helped them to create music, their designs, images, and artefacts. They discuss features of their own and others' work which helps them to recognize the similarities, differences, and strengths of their own and their classmates' work.

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Approaches to Literacy

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 become independent readers more quickly.

The *Show and Tell* Literacy Book provides staged practice of identifying, producing, reading, and writing the sound–spelling patterns, first in isolation and then in words and short texts. Each *Say it with me* lesson focuses children on a particular sound or spelling pattern using a rhyme. Children are introduced in Level 1 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. Additional practice is provided in the Literacy Book and in the downloadable phonics materials in the Phonics Activities section on the Teacher's Resource Center.

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. This could be done as a warmer.
- Always review before you start to teach something new.
- Make phonics activities fun and active.
- Use the phonics activities on the Teacher's Resource Center for extra practice. Teaching notes can also be found here.
- Use the Letter Cards on the Teacher's Resource Center so that all 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* lessons and the Literacy Book 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 the vocabulary Flashcards (or the Word Cards on the Teacher's Resource Center) to build up sentences. This physical manipulation of the language can be a memorable, practical, early literacy activity for young children. Support material for sight words with teaching notes can be found on the Teacher's Resource Center.

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 modeling 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 asking *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

Extra handwriting practice material with teaching notes can be found on the Teacher's Resource Center.

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Approaches to Numeracy

Why teach numeracy?

Teaching numeracy in kindergarten is very important as it determines children's math achievement in their later school years. If they are not exposed to counting exercises, for example, they will have difficulties later with arithmetic operations. So it is essential to provide pre-school children with an appropriate foundation in numeracy so that they succeed in the school years and beyond.

(Aunola, Leskinen, Lerkkanen, and Nurmi, 2004; Duncan et al., 2007; Geary, Hoard, Nugent, and Bailey, 2013; Jordan, Kaplan, Ramineni, and Locuniak, 2009; Siegler et al., 2012).

The following areas of pre-school math are covered in *Show and Tell 2nd edition* Levels 1, 2, and 3:

Number sense and operations

- Counting objects and fingers
- Comparing sets of objects using more/fewer/same number of/one more than
- Solving simple addition and subtraction using objects and drawings

Patterns, functions, and algebra

- Sorting objects by shape, size, number
- Identifying and extending shape, number, object repeating patterns
- Skip counting

Geometry

- Naming and drawing simple shapes
- Recognizing and describing positions of objects in space using *on*, *in*, *next to*, *above*, *below*

Measurement

- Measuring and comparing length using longer/shorter/taller

To make numeracy teaching effective, children need regular practice in these areas, using concrete objects from their environment, followed by drawing and working with these concepts and skills using illustrations and numerals. Here are a few ideas to integrate numeracy in your teaching:

Everyday, real-life experiences

Very young learners learn from what they can see and touch around them. Therefore, it is important before using the Numeracy Book or number Flashcards that children develop a clear understanding of numbers and numeracy concepts and skills using real-life, off-the-page objects, their fingers, or any activities that involve a physical experience.

1. Expose children to real objects
2. Practice through real-life activities and objects
3. Introduce worksheets with illustrations
4. Introduce worksheets with dots or abstract representations instead of illustrations
5. Introduce worksheets with numerals

Don't set the Numeracy Book for homework unless the specific concept has already been practiced thoroughly (using real-life objects) in the classroom.

Counting and number formation

Children need step-by-step support in recognizing and writing numerals, in order to understand the abstract concept. Follow these steps for children to successfully progress from counting to number formation:

1. Expose children to counting real objects
2. Practice counting objects and counting on fingers
3. Practice counting illustrations
4. Match objects to number of dots on paper
5. Expose children to the numerals on flashcards
6. Practice writing the numeral from big movements to small movements (in the air, in sand, on the floor)
7. Match illustrations to numerals on paper
8. Write the numerals

Context and demonstration

Make use of classroom interactions to expose children to math concepts and skills such as counting and observing shapes, even if you don't aim to give children practice in these yet. Children acquire numeracy concepts and skills through hearing and experiencing them many times. For example, if you are taking toys out of the toy box, count them yourself as you are placing them in front of the children. Whilst you're counting, use your fingers and show the children what you are doing.

Whenever you introduce or practice a math concept (counting, addition, subtraction, etc.), make up a story for children to relate to. Demonstrate with body language, and if possible Flashcards, illustrations, or objects, to help children follow the story. For example, to explain the addition point $10 + X$, use a simple story:

"Mary went to pick flowers for her mom. She went to a beautiful meadow with flowers. She picked some red flowers: 1, 2, 3, 4, … 10. Now she was happy. She had ten beautiful, red flowers! Then she saw some blue flowers. So she picked seven more: 1, 2, 3, 4 … 7. Now she was very happy! She had a lot of flowers for her mom. How many flowers does she have? Let's count together: 1, 2 … 17."

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Routines

Well-established routines are an important factor in creating a successful pre-primary classroom. Once routines are established, they help children to understand what is expected of them, what is happening or about to happen, and they allow smooth transitions from one activity to the next. If children are familiar with a process, they are also far more likely to engage with it. For this reason, firm routines encourage active participation from the whole class.

Show and Tell contains a number of routines to help children get the most out of their English lessons. These feature at the beginning and end of each lesson, when presenting new language, and when establishing the theme for the unit. Though set within a familiar structure each time, they are designed to be flexible so that you can add an element of variety and adapt them to suit your particular teaching requirements, and those of your class. Some of the routine songs are included on the class audio and the track numbers are listed below, but they can all be found in the Routines Songs Bank section of the Teacher's Resource Center and on the Classroom Presentation Tool.

Warmer

Each lesson starts with suggestions for games and activities to focus children on the topic, review vocabulary, or review grammar.

Hello routine

The *Hello routine* uses the Fifi puppet to motivate and focus children in the class. If you have made the Fifi, Benny, and Prickly Cut-outs (in the Classroom Templates section of the the Teacher's Resource Center), you can include them in your routine, too. Note that lots of games and activities to start the lesson can be found in the Ideas Bank (see pages 31–33).

The fundamentals of the *Hello routine* are detailed below, but you can choose how and what to cover each lesson. You can also choose to build up your routine over the course of the year, to reflect the children's growing abilities in English.

- Say *Hello!* to the children and encourage them to reply. Use Fifi to say *Hello!* and ask individuals, e.g., *Would you like a hug/kiss/high five?* Have Fifi respond.
- Establish an opening routine for the lesson incorporating your choice of the following elements:

Practice greetings

- Play and sing the *Hello Song*.
- Use the Fifi puppet to ask individual children *What's your name?* (Shy children, particularly early on in the year, may wish to whisper to you or Fifi rather than speak out loud.)

You can find the audio on Level 1 CD1 1.08. It is also available in the Routines Songs Bank on the Teacher's Resource Center.

Sing the *Ready to Learn Song*

- Sing and act out the *Ready to Learn Song*, using the actions from Level 2 (see the video on the Teacher's Resource Center). You can find the audio on Levels 1–3 CD1 1.01. Alternatively, watch and sing along with the video version of the song.

Practice the alphabet

- Play the *Alphabet Chant*.

You can find the audio on Level 2 CD1 1.14. It is also available in the Routines Songs Bank on the Teacher's Resource Center.

Talk about the weather

- Sing the *Weather Song* with the class, adding in the correct weather at the end. There are two versions of this song, short and long.
- Go to the window, point to the sky and ask *What's the weather like?* Use the Level 2 weather Flashcards from the Classroom Resource Pack. Hold up the weather Flashcards and ask, e.g., *Is it rainy?* Encourage the children to respond when the correct weather is called.

You can find the audio for both versions of the song in the Routines Songs Bank. The video versions (long and short) are also available on the Teacher's Resource Center in this section.

Practice colors

- Sing the *Colors Song*, either song 1 or 2.
- Use the colors Flashcards from the Classroom Resource Pack. Hold up the colors Flashcards and ask *What color is it?*
- Ask children to bring you items in a particular color. Say, e.g., *[Name], bring me something blue*.

You can find the audio for both versions of the song on the Teacher's Resource Center.

Practice numbers

- Downloadable cards for numbers 1–100 are available on the Teacher's Resource Center in the Number Cards section, and Flashcards for numbers 1–10 are included in the Classroom Resource Pack.
- Display the number flashcards. Play the *Numbers Song*. Sing and do the actions and encourage the children to join in. There are three number songs in the Routines Songs Bank, for numbers 1–10, 1–20, and 1–100.

You can find the audio on Level 1 CD2 2.36 / Level 2 CD2 2.62 / Level 3 CD2 2.53

The video versions of the *Numbers 1–20 Song* and *Numbers 1–100 Song* are available in the Routines Songs Bank on the Teacher's Resource Center.

Practice days of the week

- Play the *Days of the Week Song*.

This is available, both audio and video versions, in the Routines Songs Bank on the Teacher's Resource Center.

Celebrate a birthday

- If it is one of the children's birthday, ask *Do we have a birthday today?* Encourage the child to answer *yes*, and ask the child *How old are you?* The child answers and the rest of the class claps the appropriate number of times (count as they do so).

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Revision

Depending on the time available, you may wish to follow up the *Hello routine* with a quick revision activity to practice vocabulary or phonics sounds learned in a previous unit. You might also like to use a chant from the *Follow me* lesson. There are often suggestions for this in the teaching notes.

Refocusing the class

***Actions Song* for brain breaks**

- As a brain break, to help refocus children, play the *Actions Song*.

This is available in the Routines Songs Bank on the Teacher's Resource Center.

- Alternatively, play a game from the Ideas Bank (see pages 31–33) such as *Simon says* or any popular dance music and give the children two minutes to move about.

Ending the lesson

Each lesson ends with the *Goodbye routine*. If the activity immediately before the routine is a worksheet or craft activity, this routine can also include a tidy up element, during which it is recommended you play the *Clean Up Chant*.

You can find the audio on Level 1 CD2 2.23.

It is also available in the Routines Songs Bank on the Teacher's Resource Center.

Goodbye routine

As with the *Hello routine*, you can adapt the ideas here to suit the time you have, or the needs of your class.

- Say *It's time to say goodbye*. Give your helper the Fifi puppet.
- Play the *Goodbye Song* and encourage the children to join in waving goodbye and with any singing they can manage. Have your helper make Fifi wave goodbye to the class as the song plays.

You can find the audio on Level 1 CD1 1.05.

It is also available in the Routines Songs Bank on the Teacher's Resource Center.

- As the children leave the class, stand at the door and encourage them to say goodbye to you and Fifi as they walk out.
- If you have time, play a quick closing game. Distribute some Flashcards among the class, one per table. Choose a Flashcard and say, e.g., *Goodbye, Red!* The table with the red Flashcard says *Goodbye* and brings you the Flashcard. (Other ideas for games can be found in the Ideas Bank on pages 31–33.)

Values chants

Many of the Values chants from the *Follow me* lessons can be found in the Routines Songs Bank on the Teacher's Resource Center. They can used in many classroom situations throughout the school year or when the need arises if you want to remind children about good behavior or just demonstrate good practice.

The chants focus on good classroom behavior and include being polite, asking and offering politely, including others, helping at home, taking turns, and respecting nature.

Classroom helpers

Using a classroom helper system is an excellent way to start teaching children to take responsibility and also helps them take pride in their classroom and themselves.

There are lots of things to consider when designing a helper system. For example, how many jobs to choose, how many children are needed for the job, how often you will change the job, how you will choose the helper. The system needs to be clear and well explained so that everyone knows who is doing what, and what needs to be done. As with any routine, this system needs to be consistently implemented.

It is a good idea to make a display with each job listed and the student's name, maybe using a pocket chart with a wooden clip or popsicle stick placed in each pocket. It could also be as simple as a badge with *Classroom Helper* on it handed out to a student or even the student's name written on the board.

It is good if everyone has a job but the job does not have to be unique, and more than one student can have the same job.

Here are some examples of jobs:

Desk helper – makes sure all the desks are tidy

Line leader – leads the line

Light helper – switches on and off the light

Paper helper – collects in papers

Teacher's assistant – helps the teacher with miscellaneous tasks

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General Teaching Tips

Using stories

Children love stories. They engage their imagination whilst also teaching them about the world around them. Very young learners are just starting to familiarize themselves with stories in their mother tongue, so stories are a wonderful learning tool in the English language classroom. They promote learning by:

- providing interest and stimulation
- mirroring social contexts
- informing the child's view of real or imaginary worlds
- comforting, challenging, and amusing the child
- introducing the child to the interest and value of the written word and the richness that it can contain
- forming the cornerstones of literacy development in the mother tongue and additional languages.

In *Show and Tell*, the children are immersed in the experiences of Fifi, Benny, and Prickly in the Lesson 3 *Read with me* unit stories as they learn about and explore their world. These stories, with repeated animal characters, allow the children to build a relationship with the characters and their world. The children will get to know their different personalities, interests, and behaviors. These stories also present target language in a fun, bright, and visual context, presenting the second vocabulary set and structure whilst recycling previously learned language. Hearing lexical chunks of the language and repeated phrases in this story context will enable the children to better absorb meaning and produce the language. The three longer, traditional stories in the *Reviews* provide additional settings and characters, some of which may already be familiar to the children, allowing them to consolidate their learning.

The stories all encourage the development of the children's listening, speaking, and early reading skills (with the inclusion of speech bubbles on the page). Each unit story also presents an opportunity for critical thinking, with a class discussion helping children to make sense of and understand the relationships and information presented in the stories, as well as expressing their own opinions.

Extend the reading of stories to early readers (see page 34 of this Teacher's Guide for some recommended 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 a shared experience.

In order to maximize storytelling in the English 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 belabor 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.
- Present the stories by playing the *Show and Tell* animations in the classroom to bring the characters and stories to life. Encourage the children to watch them at home on the Student's Website: www.oup.com/elt/showandtell
- Follow the teaching notes to make the most of the end-of-year story performance in *The Show and Tell Show!* lessons.

Teaching songs and chants

Songs and chants 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 language come alive.

In *Show and Tell 3*, two songs are introduced in each unit. In Lesson 4 *Sing with me*, the children learn a song they have already heard sung by the characters in the story. This gives it a sense of familiarity and links the language to the story context. In this lesson, song actions are presented by one of the story characters for the children to mime as they sing the song, making it a totally immersive and physical experience. In Lesson 8 *Think with me*, children learn a new topic-related song exploring the CLIL topic.

Chants are used in Lesson 6 *Follow me* where the children learn a values chant with actions to help reinforce their understanding of the good behavior, and which can then be used in class at any time to encourage it.

Songs are also a wonderful and easy way to establish and maintain routines in the classroom and *Show and Tell 2nd edition* provides several routines songs that can be used to settle and for starting and ending the lessons.

Here are a few ideas about using songs and chants 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.

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- 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 language and concepts alive and to some extent internalizing them. It engages all learner styles and abilities and can be a useful way of recycling language. It promotes collaboration, sharing, and creativity in the classroom.

In *Show and Tell*, the role of craftwork is given prominence in the Lesson 10 *Show and Tell* project at the end of each unit, but craftwork can be used when appropriate and relevant at any time in order to focus the children on a particular concept through a practical task. 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.
- Teach and recycle classroom language (many phrases are particularly useful for craftwork) so that children become accustomed to hearing it, responding to it, and using it when they can.

Games in the classroom

Games are a wonderful active tool for learning a language and developing social skills. In *Show and Tell*, there is a wealth of suggested games for the classroom that will motivate and engage the children. Games and activities are detailed further in the Ideas Bank section of this Teacher's Guide, on pages 31–33. These activities often use the 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 very clear and make sure that the games are kept lighthearted 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.

Using digital resources

The 21st century child is fully immersed in a world of technology. Using technology in the classroom can help children engage, explore, and follow their curiosity. It also suits different learning styles and can be a very useful tool to present and practice language. The Classroom Presentation Tool provides a wealth of opportunities:

- Use the Classroom Presentation Tool to present content in the Student Book
- Play the animated story videos
- Play the Values animations
- Play the *Explore with me* CLIL slideshows
- Play the Action Songs videos
- Play engaging digital games for extra practice of new vocabulary

Use the Routines Songs Bank on the Teacher's Resource Center and Classroom Presentation Tool to help with transitions into and between activities, and encourage parents and children to use the Lingokids™ home learning app.

Integrating video and multimedia in the classroom is an effective tool that engages all children and can reach different types of learner. *Show and Tell*'s bright and vivid story animations bring the animal characters to life, complementing the on-the-page stories and enhancing the children's understanding of the language. The new Values animations and CLIL slideshows engage the children in a wide range of topics, generating curiosity and stimulating discussion.

Assessment

At this age, informal assessment is appropriate in order to ascertain the progress that a 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 units in *Show and Tell*, particularly Lessons 9 and 10 where children 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.

A set of additional photocopiable Progress Checks allows the teacher to assess students, including a 1-page unit test, and longer 2-page Trimester and End-of-Year tests. Transition Worksheets also provide additional material to support and consolidate children's learning from unit to unit.

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Unit Structure

Each unit of *Show and Tell 2nd edition* explores a new topic from different viewpoints and in different contexts. By the end of the unit, the children have 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. If used as a review, then the time taken to work through it will most likely be less than a main unit.

Main units

Each main unit is divided into 10 lessons.

Lesson 1 *The Big Question*: Vocabulary

The journey through the unit begins with an integrated scene featuring the main child characters and their family. Using the Big Question poster (in the Classroom Resource Pack or Classroom Presentation Tool) the children are presented with six new words.

In this lesson, the children:

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

The Big Question for the unit is clearly presented.

Target vocabulary is clearly referenced for the teacher. New and reviewed language is clearly differentiated.

Critical thinking activities are flagged for the teacher.

Six new vocabulary items are presented and practiced through a colorful scene.

Stages of the lesson and audio references for the CD and Classroom Presentation Tool are set out for the teacher's easy reference.

Further practice in the Activity Book and Literacy Book:

Single-page activity allowing the children to practice the six new vocabulary items.

Activity and target language flagged for the teacher.

Listening and speaking activities presenting the target sounds/ letters focus for the unit.

Other Resources

Teacher's Resource Center:
- Routines Songs Bank
- Phonics Activities

Classroom Resource Pack:
- Flashcards
- Poster
- Puppet

Classroom Presentation Tool:
- Digital Flashcards
- Digital Poster

Teacher's Guide:
- Ideas Bank

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Lesson 2 *Play with me*: Game

In Lesson 2, the new vocabulary is practiced and integrated with a new structure.

In this lesson, the children:

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

Illustrations of the six new vocabulary items for the stickers.

Tracing activity to practice literacy skills.

Photo with real children provides motivation and exposes children to short, written sentences. Reading of these is optional.

Target structure and reviewed language clearly referenced.

Stages of the lesson and audio references.

Further practice in the Activity Book and Literacy Book:

Single-page activity practices the target vocabulary and the new structure and exposes the children to reading and writing the language.

Activity and target language.

Practice of forming letters, spelling out words, and reading words aloud.

Other Resources	Teacher's Resource Center:	Classroom Resource Pack:	Classroom Presentation Tool:	Teacher's Guide:
	• Routines Songs Bank • Phonics Activities	• Flashcards • Puppet	• Digital Flashcards	• Ideas Bank

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Lesson 3 *Read with me*: Story Lesson

In Lesson 3, the story lesson, children are taken into the world of the animal characters (Fifi, Benny, and Prickly) with a fun cartoon story. These are recorded on the Class CD and there is an animated version.

In this lesson, the children:

- learn a second vocabulary set and structure through a story
- watch a story animation
- hear the song that they will sing in the next lesson within the story
- develop pre-reading skills
- have exposure to new passive vocabulary and functional language
- act out the story
- discuss what happens in the story, and why (Critical Thinking).

On-the-page, speech bubbles provide exposure to story text and short sentences, developing early reading skills. Reading of these is optional.

Title of the story.

Critical thinking reference.

Animations of the stories bring the characters and storyline to life.

Target structure and reviewed language clearly referenced.

Stages of the lesson and audio references.

Further practice in the Activity Book and Literacy Book:

Single-page activity with on-the-page text of key language from the story allows the children to review their understanding of the story and the language.

Practice of reading words with the target sounds in a story and reading sentences aloud.

Other Resources	Teacher's Resource Center:	Classroom Resource Pack:	Classroom Presentation Tool:	Teacher's Guide:
	• Routines Songs Bank • Phonics Activities	• Flashcards • Puppet	• Digital Flashcards • Story Animation	• Ideas Bank

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Lesson 4 *Sing with me*: Song

In Lesson 4, the animal characters, Fifi, Benny, and Prickly, introduce the children to TPR movements for a song, with a related activity on the page.

In this lesson, the children:

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

Illustrated actions for the song.

On-the-page activity.

Further practice in the Activity Book and Literacy Book:

Optional tracing activity of target vocabulary.

Single-page activity allowing the children to consolidate their knowledge of the language.

Practice of reading and saying aloud a chant with words with the target sounds and sight words.

Other Resources	Teacher's Resource Center:	Classroom Resource Pack:	Classroom Presentation Tool:	Teacher's Guide:
	• Routines Songs Bank • Phonics Activities	• Flashcards • Puppet	• Digital Flashcards	• Ideas Bank

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Lesson 5 *Say it with me*: Phonics

Lesson 5 formally presents the new phonics sounds and spelling patterns with a rhyme. If the children have already been working through the Literacy Book, suggestions for how to build on the lesson are included in the lesson notes.

In this lesson, the children:

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

Illustrated context linked to the story.

Rhyme featuring examples of new sound–spelling pattern.

Phonics focus is clearly referenced for the teacher.

Further practice in the Activity Book and Literacy Book:

Activity, phonics focus, and vocabulary flagged for the teacher.

Practice of the sound–spelling pattern through matching, reading, tracing, and coloring activities.

Personalization activity providing additional reading and writing practice of the target sound–spelling pattern.

Other Resources	Teacher's Resource Center:	Classroom Resource Pack:	Classroom Presentation Tool:	Teacher's Guide:
	• Routines Songs Bank • Letter/Picture Cards • Phonics Activities	• Puppet	• Phonics Game	• Ideas Bank

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Lesson 6 *Follow me*: Values & Functional language

In Lesson 6, the children are taken back to the real world, with photographic situations that relate to specific values. They listen to a dialogue and a values chant.

In this lesson, the children:

- are introduced to a new value through a simple picture story
- learn real functional language that can be used in a variety of situations
- watch an animation and listen to children modeling good behavior
- act out good behavior following the example
- explore the reasons why it is important to behave appropriately (Critical Thinking)
- learn a new values chant with actions, which can then be used in the class to encourage good behavior

Photographic context for the value.

Speech bubbles for early literacy awareness.

On-the-page lyrics for the Values Chant.

Value and functional language are clearly referenced for the teacher.

A video animation on the Classroom Presentation Tool brings the value to life.

Further practice in the Activity Book and Numeracy Book:

Activity reinforces the meaning of the value.

On-the-page text and optional tracing activity develop early reading and writing skills.

Supplementary activities enable the children to develop various numeracy skills.

Other Resources	Teacher's Resource Center:	Classroom Resource Pack:	Classroom Presentation Tool:	Teacher's Guide:
	• Routines Songs Bank • Phonics Activities	• Puppet	• Digital Flashcards • Values Animation	• Ideas Bank

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Lesson 7 *Explore with me*: CLIL

Lesson 7 brings in subject matter from across the curriculum, brought to life through interesting photographs and text. The children are introduced to a new vocabulary set and an associated structure.

In this lesson, the children:

- investigate a cross-curricular topic through a video slideshow, photos, text, and audio
- learn appropriate language to discuss the topic
- explore other curriculum areas: math, science, social science, art, music, and physical education

Bright and engaging photos illustrate the topic.

Simple captions or speech bubbles feature new language.

New vocabulary, structures, and CLIL subject area are clearly referenced.

A slideshow on the Classroom Presentation Tool presents the CLIL topic, bringing it to life.

Further practice in the Activity Book and Numeracy Book:

Activity practices the new language and/or further develops the CLIL topic.

Supplementary activities enable the children to develop various numeracy skills.

Other Resources	Teacher's Resource Center:	Classroom Resource Pack:	Classroom Presentation Tool:	Teacher's Guide:
	• Routines Songs Bank • Phonics Activities	• Puppet	• CLIL Slideshow	• Ideas Bank

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Lesson 8 *Think with me*: Critical Thinking

In Lesson 8, the child course characters (Sam, May, and Anna) explore the CLIL topic introduced in the previous lesson and combine it with critical thinking. The lesson also introduces a topic-related song.

In this lesson, the children:

- review the language and topic introduced in Lesson 7
- discuss the picture showing the child characters and how it relates to the topic
- complete an on-the-page activity to practice the new language
- investigate the cross-curricular topic using critical thinking in a classroom activity (Critical Thinking)
- learn a new topic-related song
- personalize the topic through a fun, creative, or practical activity

Child course characters illustrate the topic and task.

On-the-page activities.

Critical thinking reference.

Further practice in the Activity Book and Numeracy Book:

Activity consolidates understanding of the topic.

Supplementary activities enable the children to develop various numeracy skills.

Other Resources	Teacher's Resource Center:	Classroom Resource Pack:	Classroom Presentation Tool:	Teacher's Guide:
	• Routines Songs Bank • Phonics Activities	• Puppet	• Digital Flashcards	• Ideas Bank

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Lesson 9 *Show me*: Revision

In Lesson 9, Sam, May, and Anna bring the children full circle to reflect on and demonstrate what they have learned through the unit. Using the Big Question poster (in the Classroom Resource Pack or Classroom Presentation Tool) and activity cut-out cards to play a game, the children review their learning.

In this lesson, the children:

- complete an on-the-page task to review the main vocabulary set with the poster or Student Book
- play a pair, group, or class game to review unit language
- revisit the Big Question, consolidating language and concepts they have learned through the unit to help them explore and answer the question in greater depth (Critical Thinking)

On-the-page task using the poster.

Pair, group, or class game with example text for early literacy awareness.

Review language is clearly referenced.

Critical thinking reference.

Further practice in the Activity Book and Numeracy Book:

Activity reviews the target vocabulary and structures.

Supplementary activities enable the children to develop various numeracy skills.

Other Resources	Teacher's Resource Center:	Classroom Resource Pack:	Classroom Presentation Tool:	Teacher's Guide:
	• Routines Songs Bank • Phonics Activities • Transition Worksheet	• Poster (Big Question) • Puppet	• Digital Poster	• Ideas Bank

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Lesson 10 *Show and Tell*: Project

The *Show and Tell* lesson is the culmination of the unit and provides an opportunity to carry out a simple project related to the unit theme. The projects can be used to create an attractive class display that reflects what the children have learned and gives them a sense of achievement.

In this lesson, the children:

- identify the stages of the project using illustrated visual references
- see a completed project presented in a photo by real children
- complete their project and create a classroom display
- practice and personalize language they have learned 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

Illustrated instructions for the project.

Photo of real children's completed projects.

Examples of verbal output for early literacy awareness.

Examples of structures children are guided to produce are clearly referenced.

Further practice in the Activity Book and Numeracy Book:

Activity reviews the unit language and allows children to personalize it.

Supplementary activities enable the children to develop various numeracy skills.

Other Resources	Teacher's Resource Center:	Classroom Resource Pack:	Classroom Presentation Tool:	Teacher's Guide:
	• Routines Songs Bank • Phonics Activities • Progress Check (Unit, and Trimester after Units 3, 6, and 9)	• Flashcards • Puppet	• Digital Flashcards • Digital Poster	• Ideas Bank

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Review 1 / 2 / 3

There are three Review lessons, falling after Units 3, 6, and 9. Each Review presents a traditional story with a value and is designed to revise the language learned in the units prior to it. The Reviews are an opportunity for the teacher to consolidate learning and review and recycle the language. In the Review lessons, the children:

- are introduced to a new traditional story, fairy tale, or fable
- review the vocabulary and structures from the previous units through the story and pictures
- act out the story
- discuss what happens in the story, and why
- identify and discuss the value related to the story

Engaging stories featuring new characters, settings, and styles.

On-the-page speech bubbles provide exposure to story text and short sentences, developing early reading skills. Reading of these is optional.

Reviewed language and value are clearly referenced for the teacher.

Activities to review the target language from the Review units.

Self-assessment activity.

The Show and Tell Show! and *It's a Wrap!*

The Show and Tell Show! and *It's a Wrap!* guide the children to create and perform an end-of-year show and provide a fun and engaging platform for children to review the language they have learned through the year.

In the lessons, the children:

- plan a show
- practice and perform the show
- review the language from Units 1–9

Children collaborate to plan what's in the show, roles in the show, and to make props.

Illustrated stages for the show.

Children get the chance to perform their show to an audience.

End-of-year review activities presenting the summer vacation!

Further practice in the Activity Book.

Other Resources	**Teacher's Resource Center:** • Routines Songs Bank • Templates for Show props • Progress Check (end-of-year)

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Tour of the Classroom Presentation Tool

The digital Classroom Presentation Tool (CPT) is for use in conjunction with the Student Book print materials. It provides a valuable tool for effective classroom management, providing a clear focus in the classroom and strong visual support for students, as well as extra practice of new language through engaging digital games.

On-screen version of the Student Book.

The unit story animation can be found on the CPT.

Also launched from hotspot, the Big Question poster.

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This Ideas Bank contains extra games and activities to add to lessons to practice and reinforce the language. They can be adapted according to the unit language being taught or practiced.

Whole-class games

I see …

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

Memory

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

Categories

- Write the headings of three or four vocabulary sets you wish to review on the board (e.g., *Colors*, *Classroom objects*, *Animals*). Ask the class to say what words they can remember for each heading. Repeat their suggestions or write them on the board, then erase them. Ask children around the class to say three words from one of the groups. You can play this as a game in two teams if you like, asking children from each team in turn to name three items and awarding one point for each correct answer.

Draw it!

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

Picture memory

- Play this game with the Lesson 1 or Lesson 8 pictures. Tell the children to look at the big picture in the Student Book for one minute, then close their books. Ask questions about what the picture shows, e.g., *What color is the (scooter)? Is Sam (eating vegetables)? Who's at the library?* The children try to answer from memory. If you like, you can play this as a game in two or more teams, asking questions to each team in turn and awarding one point for each correct answer.

Picture Bingo!

- Tell the children to draw six small pictures of items from the vocabulary set(s) you want to review on a piece of paper. Alternatively, have the children use their Picture Cards. Call out the words in random order (keep a note of the words that you have called out). If a child has one of the items you call out on their piece of paper/Picture Card, they can cross out/turn over that picture. The first child to cross out/turn over all their pictures wins the game.

There's/There are …

- For controlled practice of *There is/There are*: Play a memory game with different items, e.g., birthday words or (in Unit 6) wild animals. Put different numbers of each item, e.g., toys or pictures of wild animals, on a tray or on your desk. Allow the children to look at the items for one minute, then cover the tray with a cloth. Ask the children to tell you, from memory, what's on the tray, e.g., *There are two lions. There's one parrot*. Check that the children are using *There's* for singular items and *There are* for plurals.

Guess who

- Describe a child in the class. Say *He/She's wearing (a red T-shirt, blue sneakers, etc.)*. The children try to guess who you are describing. The first child to guess correctly can take a turn to describe another child in the class. Alternatively, play this game in two teams, inviting a child from each team in turn to describe a child for the other team and awarding one point for each correct guess.

In my town …

- Say *In my town, there's a supermarket*. Invite a child to add to the sentence, e.g., *In my town, there's a supermarket and an ice cream shop*. Continue around the class, encouraging the children to add items to the list until the list is too long to remember. Play the game describing rooms in the house, e.g., *In my living room, there's a big window, a red sofa, and a brown floor*.

Clap the words

- Have the children sit in a circle. Place the flashcards face up in the center of the circle. Point to each item and name it, encouraging the children to repeat. Demonstrate clapping slowly and methodically, then saying one of the vocabulary items slowly and clearly, e.g. *Clap, clap, dance, clap, clap, roller skate*. Do this several times until the children have got the idea and the rhythm. Go around the circle, with the children clapping and saying a word, until everyone has had a turn.

Vocabulary flashcard games

Number cards

- Have the Flashcards ready for the vocabulary set you wish to review. Write the numbers 1–6 on the board. Invite a child to come to the board. Say *Number 1 is* (name of vocabulary item). Ask the child to choose the correct Flashcard and stick it under the correct number on the board. Repeat with other children and other Flashcards. You can repeat the game, using different numbers for each Flashcard.

What's missing?

- Stick the Flashcards on the board and ask the children to say the words. Ask the children to close their eyes and remove one or two of the Flashcards. The children open their eyes and say which Flashcards are missing.

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Slow reveal

- Cover a Flashcard with a sheet of paper, then slowly reveal the Flashcard a little at a time. The children call out the word as soon as they can tell what the Flashcard shows.

Pick a card

- Have the Flashcards ready. Play a game in groups. The children stand in a circle with the Flashcards placed face down in front of them. The Fifi puppet chooses a child and asks a question or makes a statement using the target language (e.g., *Pass the (pasta), please. He's a (nurse). She's playing the (shaker).*). The child picks up the correct Flashcard and says the word. The other children mime it.

Games using the Picture Cards

Pairs

- In pairs, the children shuffle their two sets of cards and deal them out equally, so that each child has six cards. The children then try to make three pairs of cards by asking their partner for items, e.g., *Please pass (the pajamas/the piano)*. The first child to make three pairs of cards wins the game.

Pelmanism

- In pairs, the children shuffle their two sets of cards and lay them out face down on the table. They take turns to turn over two cards each. They should say the words for the cards as they turn them over, or if they are confident enough, they could say a sentence (e.g., *He's riding a bike.*). If a child turns over a matching pair of cards, they can keep the cards. If you want to introduce a competitive element to the game, the child with the most cards at the end of the game wins.

Card race

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

Snap!

- In pairs, the children shuffle their two sets of cards and deal them out equally. The children take turns to put a card face up on their desks, in two separate piles (one in front of each child). They should say the words for the cards as they put them down. If the cards on the top of each pile are the same, the first child to call out *Snap!* can keep all of the cards. The winner is the first child to win all the cards. If the children run out of cards before they can call out *Snap!*, they should shuffle the cards and deal them out again.

Story ideas

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

Phonics games and ideas

Alphabet

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

Write it!

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

Which letter?

- Hold up physical objects/toys, Flashcards, or other pictures of known vocabulary items. Ask the children to say which letter the word for each object or animal begins with. You can play this as a game in two teams if you want to introduce a competitive element.

Pictionary

- Use the words from *Say it with me* Lesson 5. Start drawing one of the target sound words on the board. The children call out guesses as you draw. You can play this as a game in two teams if you like, awarding one point to the first team to guess each word.

Action games

Mime it!

- Say words for the class to mime. Repeat several times. As the class gain confidence, say the words faster and faster. Invite a volunteer to come out and say the words.
- Option 1: Invite a child to choose a word of their choice and mime it.
- Option 2: Invite a child to stand up at the front of the class. Pick another child to choose a word to mime. The child at the front of the class mimes the word. Point to other children around the class for more words. Encourage the children to say the words as quickly as possible, to make the game harder for the child at the front. If the child at the front fumbles, stalls, or mimes the wrong action, they have to sit back down and you can pick another child to mime the actions.

Simon says

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

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Number games

Number Bingo!

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

Air drawing

- Draw a number (or a shape) very slowly in the air. The children should try to guess what it is as quickly as possible. The first child to call out the correct number/shape can take a turn to draw in the air for the rest of the class to guess. You can play this as a game in two teams if you want to make the game competitive.

Rhythm counting

- Play a counting game around the class. Start tapping a slow rhythm on your lap. The children each say a number to count from one to fifteen, one after the other around the circle to the rhythm. If a child says the correct number to the rhythm, the counting moves on. If a child says the wrong number or can't remember the next number, start the counting from the beginning. Do this until the children can count all the way from one to fifteen without mistakes. Encourage the children to help each other.

One more

- Ask the children to make picture problems for their partner. They draw a number of small shapes or objects in a group, then one more of the same shape or object outside the group. Tell the children to swap problems with a partner, count and add the numbers of shapes/objects, and write the answer on the paper. The children can then swap back and check each other's answers.

Number sequences

- Write sequences of four numbers from one to one hundred on the board with one number missing in each sequence (e.g., 13, 14, ___, 16 / 60, 70, ___, 90). Invite children to come to the board and write the missing numbers. You can play this as a game in two teams if you like, asking children from each team in turn to complete a number sequence and awarding one point for each correct number.

Practicing colors and shapes

Shapes

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

Balloons

- Hold up different colored balloons/balls/beanbags one at a time and prompt the children to say the colors (*red, blue, green, yellow, pink, purple,* etc.). Then ask six children to come to the front. Give each child a balloon (or ball/beanbag). Play some music and have the children pass the balloons around carefully. Stop the music. The children hold up the balloon they now have and say the color.

Color match

- Tell the children to take out their colored pens/pencils/crayons. Say *Show me (purple)*. The children hold up the correct color.

Color statements

- Choose any Student Book page that the children have already studied and ask them to look at it. Study the picture for a moment and say sentences describing the color of items on the page, e.g., *The tiger is orange, white, and black*. The children find the item and check the color and confirm: *Yes*. Say sentences with the correct and incorrect colors. Ask the children to correct the sentences if they are wrong. Ask the children to choose an item on the page and make their own sentences. The rest of the class confirm or correct.

Color Bingo!

- Tell the children to draw and color six different colored circles (or squares, triangles, rectangles, stars, etc.) on a piece of paper. Call out the colors in random order (keep a note of the colors that you have called out). If a child has one of the colors you call out on their piece of paper, they can cross out that colored circle. The first child to cross out all their circles should call out *Bingo!* Alternatively, have the children choose six different colored pens/pencils/crayons and place them on their desks. As you call out the colors, the children move any items of that color to one side of their desk. The first child to move all their items should call out *Bingo!*

Color memory game

- The children first work in pairs, putting six things of different colors on the desk in front of them and telling their partner about them (e.g., *It's a blue eraser.*). Ask individual children to show their six things to the class and say what color each thing is. Tell the class to look at the things and try to remember what color each item is. Put the six things in a bag, then say true or false statements to children around the class (e.g., *The pen is blue. The book is red.*). The children answer *Yes* or *No*.

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Supplementary Resources

Every teacher and learner is different and here you will find a range of titles that best complement *Show and Tell*, whether you want additional resources for your students or to expand your own knowledge of teaching and learning.

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Level 2

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HELLO Can you remember?

Primary Areas of Learning

Objectives
To review phrases for greeting people and introducing yourself
To review words from Levels 1 and 2

Language
New: kitten, school
Recycled: Family, Food, Senses, Classroom objects, Feelings, Places in the home, Actions, Clothes, Colors, Numbers
Hello, Hi, Bye. What's your name? I'm … . This is … . He's/She's … . How are you? I'm fine. Thank you. It smells/looks/tastes … . Where's … ? It's in/on/under/behind/next to/above … .

Materials
Audio tracks 1.01–1.04, Fifi Puppet, *Hello* unit Poster, Flashcards from Levels 1 and 2, Course Character Cut-outs (see Student Book page 133), popsicle sticks, scissors, glue, prepared Character Cut-outs (optional), Level 1 CD1 for the *Goodbye Song* (track 1.05) (optional)

Other Areas of Learning

Expressive arts and design
Children express themselves to music and song using actions

Student Book Lesson 1 page 4

Warmer

- Bring out the Fifi puppet and have her hide her head in surprise at seeing all the children, then look at them and say *Hello*. Go around the class with Fifi saying *Hello* or *Hi* to the children, one at a time, gradually telling them who she is and asking about the children. Encourage the children to greet her in English. Ask *How are you?* and encourage the children to respond.
- Use Fifi to talk about the new school year using the *Hello* unit Poster in the Classroom Resource Pack or on the Classroom Presentation Tool. Ask the children how they feel (use mime and facial expressions to show the meanings of *happy/nervous/shy*). Are they happy to be at school? Are they nervous or shy? Explain that they are going to have lots of fun with Fifi and her friends, but now they are going to meet some old friends.

Note: You may also like to incorporate some of the aspects of the *Hello* routine (see page 15).

1 Listen and sing. 1•01

- Ask the children if they remember the *Ready to Learn Song* from Level 2.
- Play the song, then have the children stand up. Play the song again and encourage the children to sing and do the actions (see below).
- Alternatively, watch and sing with the animated version of the song (see the Routines Songs Bank in the online Teacher's Resource Center).

1•01
Reach up to the sky, *(Stretch arms up above heads)*
Now down to the ground. *(Touch the floor)*
Touch your head, *(Touch head)*
Now cross your arms. *(Touch opposite shoulders)*
Touch your knees, *(Touch knees)*
And cross to your feet. *(Hands crossed to touch feet)*
Stretch up high, *(Stretch arms up high)*
And put your thinking cap on. *(Pull imaginary cap on)*
Eyes up, eyes down, *(Look up and down)*
Look left, look right. *(Look left and right)*
Rub your ears – and pull, pull, pull. *(Rub edge of ear and pull lobes)*
Now touch your fingers – tip, tip, tip. *(Touch the tips of fingers on one hand with the fingers on the other)*
Now we're ready,
We're ready to learn.

2 Talk about the picture.

- Use the Poster and your prepared Character Cut-outs to re-introduce May, Sam, and Anna. Ask *Who's he/she?* Encourage the children to say *Hello* to Sam/Anna/May.
- Ask the children to look at May and ask how old she is. Encourage them to say *She's five*. Ask the children if the characters are different from last year. Talk about how the children in the class have changed. Is anything different about them? Ask each child to say their name and how old they are, e.g., *I'm (Maria). I'm (five).*
- Review the words *mom*, *dad*, *grandma*, and *grandpa* and language from Levels 1 and 2, asking questions to prompt the children: *Who's this? What's this? What color is it? Where's (Mom)? How does (Sam) feel? Do you like (grapes)? Can he/she/you … ? How does it (smell/taste/look/feel)?* Ask the children what each character is doing and what clothes they are wearing. Encourage the class to use as much language as they can remember. Use the Flashcards from Levels 1 and 2 as a visual support and to prompt children.

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- Explain to the class that May, Sam, and Anna have got two new pets. Introduce the new kittens: Pip and Squeak.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson enables the children to start interacting in a meaningful social context, reviewing language they have already learned. This will enable them to settle into the class and work with their peers through the year. It will also give them the confidence to speak, interact, and share with one another both in and out of the classroom.

3 Listen and point. 1•02

For transcripts of all the off-page audio recordings for the Class Audio CDs (disks 1 and 2) see the appendix on page 163.

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

4 Listen and repeat. 1•03

- Play the recording for the children to listen and repeat the characters' names.

5 Sing and do. 1•04

- Play the song through once and introduce the actions.
- Play the song again for the children to sing and do the actions.

6 Can you remember?

CRITICAL THINKING

- Introduce the Big Question: *Can you remember?* Ask the children to look at the Poster again. In pairs, ask them to name as many things as they can in English. Congratulate them on how much English they know.
- Put the children into teams and play a guessing game about the picture. Prompt using questions. The children should be able to identify the following:
  Food: *cake, grapes, strawberries, banana, apple, orange, bread, honey, water, juice*
  Classroom objects: *pen, pencil, crayon, paper, book, bag*
  Feelings: *thirsty, hungry, happy, sad, hot, tired, lively* (*I'm/He's/She's* . . .)
  Places in the home: *kitchen, living room, yard, sofa, table, chair, window, computer*
  Actions: *running, walking, eating, drinking, washing, cooking/making, singing, jumping, playing with, putting on* (*He's/She's* . . .)
  Clothes: *T-shirt, sweater, skirt, pants, jacket, coat, shoes, sandals*
  Colors: *red, blue, green, yellow, pink, purple, brown, gray, orange, white, black*
- Talk about other toys/transport items and action verbs the children might know in English. Draw pictures on the board as the children give you new words.

Ending the lesson

- Ask the children to find Bird in the picture. Ask the children how they think Bird feels.
- Make the Character Cut-outs (Student Book page 133). Help the children cut them out and stick them on to a popsicle stick.
- End the lesson with the *Goodbye routine* (see page 16). You may like to sing the *Goodbye Song*, which children should remember from previous levels. The audio for this song is on the Level 1 CD1, track 5, and the song is also included in the Routines Songs Bank on the online Teacher's Resource Center. For reference, the lyrics and actions are given below.

Lyrics for the *Goodbye Song*
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.
Bye-bye teacher, it's time to go. *(Children wave goodbye)*

Activity Book Lesson 1 page 4

1 Match and color.

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

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Play with me

Primary Areas of Learning

Objectives

To review words for colors, numbers, classroom objects, toys, and animals

Language

Recycled: boots, frogs, erasers, socks, beans, stars; Colors

There are (11) (boots).

Materials

Audio track 1.05, Fifi Puppet, *Hello* unit Flashcards, various classroom objects and toys, A4 paper or card stock to make number Flashcards

Other Areas of Learning

Expressive arts and design

Children create number flashcards and express themselves to music and song

Student Book Lesson 2 page 5

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Sing the *Time for school* song from Lesson 1. 1•04

1 Look and say.

- Ask the children to open their books and look at the picture carefully. Ask *What can you see?* Elicit the words *boots*, *beans*, *frogs*, *stars*, *socks*, *erasers* and have the children point to the items in their books.

2 Play the game.

- Focus on the Student Book again and ask, e.g., *How many boots can you find?* Ask the children to count and say the answer.
- Tell the class they are going to play a game. Have different numbers of classroom objects and known toys ready. Either mix them up on a table, or dot them around the classroom. Divide the class into two teams. Have Fifi say *There are (two cars)* or ask *How many (cars) do you see?* Choose a child from each team to look for and count the objects. Award one point for the team that gives the correct answer. Repeat with the other objects.

MATHEMATICS

In this lesson the children review numbers 1–20. They count everyday classroom objects, toys, and other known items, developing their awareness of cardinality and using numbers in a meaningful and contextualized way.

3 Count and write the numbers.

- Hold up different numbers of fingers and have the children count with you. Write the numbers on the board each time.
- Now ask the children to count the items in the picture again and write the numbers in the correct boxes at the side of the page. Do the first one together.

Make class number flashcards

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

Note: If your class has more than 20 children, just make flashcards for 1–20 at this point (some children can work in pairs), and have the class help you make flashcards for the higher numbers when children learn them in Units 4 and 6.

The course provides Number Flashcards for numbers 1–10 in the Classroom Resource Pack, and smaller Number Cards for numbers 1–29 and 10–100 (in tens) in the online Teacher's Resource Center. It is recommended that you make numeral flashcards for the interim numbers (31, 32, etc.) and also number word flashcards to support the children's numeracy work throughout this level of the course.

4 Listen and check. 1•05

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

Ending the lesson

- Rub out several numbers from the number line on the board and draw blank boxes instead. Invite different children, one at a time, to come to the board and write the missing numbers in the boxes.
- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 2 page 5

1 Read and draw.

- The children read and draw the correct number of items in the boxes. Then, they can color the pictures.

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Read with me

Primary Areas of Learning

Objectives
To re-introduce the story characters
To review words and structures from Levels 1 and 2
To listen to, read, and understand a story

Language
Recycled: Days of the week; run, jump, bedroom, sad, puddles, coat, hat, boots, cold, rainy, sunny, rain
It's (Thursday/rainy). Let's (run). She's sad. I'm cold. Put on (your coat). I like/don't like (the rain). I'm (running).

Materials
Audio track 1.06, Level 2 Weather Flashcards, *Hello* unit Story Animation, Character Cut-outs (Fifi, Benny, and Prickly – see the Classroom Templates section of the Teacher's Resource Center), scissors, popsicle sticks, prepared Character Cut-outs (optional)

Other Areas of Learning

Personal, social, and emotional development
Children talk about the activities they do, and listen to their classmates

Student Book Lesson 3 page 6

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Revise the days of the week using the *Days of the Week Song* from the Routines Songs Bank on the Teacher's Resource Center. (There is an audio and a video version. For reference, lyrics are included in Lesson 4, page 40.)
- Show the children your prepared cut-outs of Benny, Fifi, and Prickly (or hold up a template page and point) and ask the class if they remember the characters' names. Re-introduce each character and have the children practice greetings and introducing themselves.
- Revise weather words. Hold up the flashcards for *rainy*, *sunny*, and *windy*. As you hold up the cards, have the children say the words and do an action.

1 Watch. Talk about the pictures.

- With books closed, watch the animation on the Classroom Presentation Tool. Ask questions about what the children can see.
- Talk about the story using the pictures in the Student Book. Revise the clothes vocabulary. Ask them to find and point to *coat*, *boots*, *pants*, *hat*, and *jacket*. Talk about the colors.
- Ask them what they think is happening in the story. How does Prickly feel?

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

- Play the recording for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to "read" the speech bubbles and follow the text using their fingers.
- Play the story one more time for the children to listen and repeat the lines.
- Invite children to role-play along with the story audio or on their own. The children can cut out the Character Cut-outs on the Teacher's Resource Center and use these to act out the story. Help the children cut them out and stick them on to a popsicle stick.

LITERACY

The children listen to and read a story, following the progression of the story through pictures and words. This reviews the language in context and develops the children's reading skills – both reading for gist and for specific information.

3 Talk about the story.

CRITICAL THINKING

- Ask questions about the story and encourage the children to answer, e.g., Why are the characters running on Thursday? What do they do on other days? Why doesn't Prickly want to run? How does she feel? Does she want to put on her coat and boots? How does she feel in the end? Why?
- Ask the children what activities they do on different days of the week. Have they ever had an experience like this with the weather? Encourage children to talk about a time when they didn't want to do something, but ended up enjoying themselves.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 3 page 6

1 Trace, color, and say.

- Look at the first picture and read the sentence with the three options. Ask the children which word best describes Prickly. The children trace the word (*sad*). Alternatively, the children can copy the word. Repeat for the other sentences (*She's cold* and *She's happy*).
- The children then color the pictures and read the completed sentences.

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Sing with me

Primary Areas of Learning

Objectives

To review the days of the week through a song

Language

Recycled: swing, dance, sing, run, walk, climb, sit, talk, play; Days of the week

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

Materials

Audio track 1.07, Fifi Puppet, Number Flashcards (1–10) (see the Classroom Resource Pack, Level 1 resources)

Other Areas of Learning

Personal, social, and emotional development

Children talk about their weekly activities and listen to their classmates

Student Book Lesson 4 page 7

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Revise the days of the week by using the *Days of the Week Song* from the Routines Songs Bank on the Teacher's Resource Center. (There is an audio and a video version.)

Lyrics for the *Days of the Week Song*

Show me seven! Look, like this!
(Seven! Seven!)
There are seven, seven days in a week.
Say them after me.
Are you ready?
Monday! (Monday!)
Tuesday! (Tuesday!)
Wednesday! (Wednesday!)
That makes three.
Thursday! (Thursday!)
Friday! (Friday!)
Saturday! (Saturday!) One more day.
Sunday! (Sunday!) Seven days in a week.
Tell me. What's the day today? (x3)

- Hand out the Number Flashcards for 1 to 10 to ten children, checking that each child knows what number they have. Ask the children to stand in a line from 1 to 10, and hold up their cards. Alternatively, use the number flashcards the children made in Lesson 2 and have the whole class line up in order.
- Point to the Lesson 3 story frames on Student Book page 6 and encourage the children to retell the story. Ask questions to prompt them, e.g., *What do they do on Thursday? What's the weather like? How does Prickly feel? What's she doing? Does she like the rain?*

1 Say the days of the week.

- Review the days of the week by chanting them with the children. Ask the children *What day is it today?*

2 Sing and do. 1•07

- Play the song through once for the children to listen and point to the days of the week in their books.
- Play the song again. Use the Fifi puppet to introduce actions for the verses. Create actions for the chorus together.
- Sing and act out the song. Encourage the children to join in with the words, too.

3 Listen again and match. 1•07

- Have the class read the days of the week again. Then, look at the pictures of the children below. Elicit what activities the children are doing.
- Play the song again, pausing after each line. Have the children listen and draw lines to match the days of the week to the correct activities.

CRITICAL THINKING

- Ask the class on which days the children do the same thing (On Wednesday and Saturday they run around the house).
- Ask the children what they do on different days of the week.

EXPRESSIVE ARTS AND DESIGN

This lesson enables the children to express themselves physically to music and song. They learn the lyrics and actions to the song, and sing in time to the music. Relating the language of the song to activities the children may do each week personalizes the language of the song.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 4 page 7

1 Trace.

- The children trace the days of the week.

2 Draw yourself and say.

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

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Say it with me

Primary Areas of Learning

Objectives

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

Language

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

Letter names and sounds

Materials

Audio tracks 1.08–1.09, dice, counters, Phonics Letter Cards (optional), Phonics Picture Cards (optional), Phonics Activities (optional) (See the Teacher's Resource Center for these optional extra phonics resources)

Other Areas of Learning

Personal, social, and emotional development

Children interact and take turns in small groups to play a game

Student Book Lesson 5 page 8

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Write the alphabet on the board. Ask the children to say the letters.
- Tell the children to close their eyes. Erase a couple of letters from the board. The children open their eyes and say which letters are missing. Repeat, erasing (and replacing) different letters each time.

1 Listen and chant. 1•08

- Play the *Alphabet Chant* (the children learned this in Level 2), and then have the children join in.
- Play the song again, pausing the recording every so often and asking children to continue with the next letter.

2 Listen and repeat. Listen and find. 1•09

- Play the recording and review the letter sounds with the class. The children will hear the letter names and then the sound. If you like, write the digraphs on the board.
- Play the recording again for the children to repeat the sounds.
- Play the recording once more and have the children point to the matching square on the game board as they hear each sound.

LITERACY

This lesson furthers the development of reading and writing skills. The children review individual letter sounds along with blends and digraphs from the previous level through a listening and recognition task. They then recognize and produce the sounds in a game.

3 Play the game.

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 5 page 8

1 Follow and say. Trace.

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

The Teacher's Resource Center includes Phonics Letter Cards and Picture Cards which you can use to support your teaching in the Phonics lessons throughout the course. It also contains Phonics Activities to provide additional practice of the target letters and sounds.

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Follow me

Primary Areas of Learning

Objectives

To learn the importance of remembering school rules

Language

Recycled: Can I help, please? Line up. Wait your turn. Listen to others. Say 'please' and 'thank you'.

Materials

Audio tracks 1.10–1.11, Fifi Puppet, card stock or paper to make posters (optional), *Hello* unit Values Animation

Other Areas of Learning

Personal, social, and emotional development

Children talk about rules in order to maintain a positive developmental environment

Student Book Lesson 6 page 9

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Sing and act out the *Alphabet Chant* from Lesson 5. 1•08
- Use the Fifi puppet to play a game of *Fifi says* … using known classroom instructions: *sit down*, *stand up*, *put it in the bin*, *put away your pencils*, etc. After the game, talk about the instructions the children have just followed. Then, focus on the topic of rules. What rules can the children think of and remember that they have at school?

CRITICAL THINKING

- Ask the children *Why do we have rules?* Talk about how rules keep us safe, keep things fair for everyone, keep the classroom calm and pleasant. Which rules help us do these things? Explain to the children that when we know why the rules are made, sometimes it's easier to follow them.

1 Listen and follow. Listen and repeat. 1•10

- Focus on the photos. Ask the children what the girl is doing. Look at the words and ask the class what they think she is writing.
- Play the dialogue. The children listen and follow the text on the page. Ask the class what the boy wants to do.
- Play the dialogue again for the class to listen and repeat.

2 Say and act out.

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

3 Listen and chant. 1•11

- Play the chant and use actions or mime to demonstrate the meaning of new words.
- Play the chant again and have the children follow the words with their fingers.
- Play the chant once more and say the words with the children.
- Use the chant in future lessons when you need to remind the children of rules or introduce new rules.

EXPRESSIVE ARTS AND DESIGN

In this lesson the children express themselves through a chant and role-play activity. This allows them to be creative and gives them the confidence to be themselves in a classroom space.

4 Watch.

- Children watch the animation on the Classroom Presentation Tool.

Optional activity

- Ask the children to work in groups to make class-sized "rules" posters. Discuss the classroom rules they follow. Help them choose the most important ones. Then, help with the words they need or write them in pencil for them to trace.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 6 page 9

1 Trace, draw, and color.

- Read each sentence and discuss what the rule is and what kind of picture could show this.
- The children trace the sentences. Then, they draw and color pictures to illustrate each rule.

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Explore with me

Primary Areas of Learning

Objectives

To talk about different houses people live in

Language

New: between

Recycled: in, on, under; ground, house, tree, boat, water, stone

Where's the (house)? It's (under) (the ground).

Materials

Audio track 1.12, *Hello* unit CLIL Slideshow, Level 2 flashcards (Unit 5 – places in the home), pictures of familiar and unfamiliar houses (optional), paper, pens/pencils/crayons

Other Areas of Learning

Literacy

Children read and listen to a non-fiction text

Expressive arts and design

Children draw the interior of a house

Student Book Lesson 7 page 10

Note: If possible, bring in pictures of as many different types of house as possible – both familiar and unfamiliar. Be sensitive to any socioeconomic issues that might make the children uncomfortable.

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play the rules chant from Lesson 6 for the children to join in. 1•11
- Review places in the home using the Level 2 flashcards or pictures of houses. Look at pictures of typical houses. Ask the children to talk about where they live. Do they have a kitchen, a living room, a bathroom, bedrooms?

1 Watch. Talk about the pictures.

- Introduce the topic by drawing a house on the board. Ask the children *What's this?* and have the class count the windows, doors, etc. Tell the children that they are going to look at some different types of houses.
- Play the slideshow on the Classroom Presentation Tool. Check understanding of the new preposition *between*, and demonstrate the meaning as necessary.
- Look at the pictures in the Student Book together and ask children to say which houses they like. Are any of them like the houses they live in? Ask the children to describe the pictures using any words they know. Ask them to point to the *tree*, *water*, *stones*, and *ground*.
- Review the question *Where's the … ?* and prepositions *in*, *on*, *between*, and *under* by playing a game locating classroom objects. Then, use the prepositions to describe the pictures.

2 Listen and follow. Listen and repeat. 1•12

- Play the recording for the class to listen and follow the text on the page using their fingers. Check comprehension by asking *Is it a (house)? Where's the (house)?*
- Play the recording again, pausing after each sentence for the class to listen and repeat.

3 Where do people live?

CRITICAL THINKING

- Ask the children if they like the idea of living in a tree, on the water, or under the ground. Which house would they like to live in and why?
- Think about the interiors of the houses with the class. What do the children imagine the houses look like inside? What other kinds of houses do people live in? Talk about flats, big houses, small houses. What about geography? Are houses different in places with different climates, on mountains, by the sea?
- Ask the children to choose one of the pictures and draw how they imagine the interior to look.

Optional activities

- To expand the topic, have the children work in groups to build an ideal house or take a walking tour of the local neighborhood and see what types of buildings and houses people live in.

UNDERSTANDING THE WORLD

This lesson focuses on the variety of homes people live in, as well as what influences where people live: climate, space, geography. The children consider their own living space and surroundings and learn that other people often live in very different spaces. It introduces the children to different homes and develops their awareness of others and their lifestyles.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 7 page 10

1 Read and circle.

- The children look at the pictures and read the sentences. They circle the correct word to describe the position of the house, using the key at the top of the page to help them if necessary.

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Think with me

Primary Areas of Learning

Objectives

To talk about objects in a space and review prepositions of place

Language

Recycled: bath, bus, duck, flag, fish, frog, swing, boat, car, kitten, mom, dad; in, on, under, behind, next to, above

Can you see (a bath)? Yes, I can. / No, I can't.

Materials

Audio track 1.13

Other Areas of Learning

Literacy

Children read words with digraphs and blends in order to identify objects

Student Book Lesson 8 page 11

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Review the letter sounds by singing the *Alphabet Chant* from Lesson 5. Pause the song at random and ask the children what letter comes next. 1•08

1 Talk about the picture.

- Ask the class what they can see in the big picture and what the characters are doing. Ask *Where are they? What are they doing?*
- Explain that Fifi and Prickly have come to Benny's house to play. Ask the children what toys they can see in the living room.

2 Look, read, and check (✓) or cross (✗).

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

3 Listen and check. 1•13

CRITICAL THINKING

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

ANSWERS

Checked items: a bath, a duck, a flag, a frog, a swing
Crossed items: a bus, a fish

MATHEMATICS

This lesson encourages the children to talk about the physical location of objects in a space, and discuss their position and placement using prepositions of place. This develops their spatial awareness.

Optional activity

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 8 page 11

1 Read and draw.

CRITICAL THINKING

- Have the children read each description and draw the correct object (a frog, a truck, a sheep, and a drum) in the correct location in the picture on the right. The frog has been drawn as an example.

Note: Before the next lesson, photocopy the activity item template from the Teacher's Resource Center (Classroom Templates section) for the project in Lesson 9.

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Show me

Primary Areas of Learning

Objectives

To practice the language from the unit and Levels 1 and 2

Language

Recycled: Food: potatoes, beans, soup, eggs; Clothes: pants, sweater, scarf, socks; Family: mom, dad, grandma, grandpa; Weather: sunny, windy, rainy, snowy; Colors

I like (potatoes). I'm wearing (blue pants). This is (Mom). It's (sunny).

Materials

Hello unit Poster, Level 2 Weather Flashcards, *Hello* unit stickers, colored pens/pencils/crayons, *Hello* unit Transition Worksheet (optional), Numeracy Book *Hello* unit page 2

Other Areas of Learning

Communication and language development

Children substitute words into sentence stems to talk about likes, outfits, family members, and the weather

Physical development

Children develop fine motor skills with a sticker activity

Mathematics

Numeracy Book: Children review numbers 1–20 and words *one–twenty*

Student Book Lesson 9 page 12

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Sing the *Weather Song* using the weather flashcards (see the short and long audio versions of the song in the Routines Songs Bank on the Teacher's Resource Center). Alternatively, watch and sing with one of the animated versions of the song on the Teacher's Resource Center.
- Review family, food, and clothes words using the *Hello* unit Poster. Divide the class into two teams. Say a word, e.g., *mom*. Have one child from one team come to the front and point to the item on the Poster. Repeat with another word and a child from the other team.

1 Look and say sentences.

- Focus on the first set of pictures. Together "read" the sentence opener *I like …* and encourage the children to complete the sentence by substituting in the different food items pictured, e.g., *I like (potatoes)*. Ask the children each time if they agree with the sentence. Do they like potatoes? Can they make sentences about other foods?
- Help the children to make sentences in each category, e.g., *I'm wearing (pants/a scarf). This is (Grandma). It's (sunny).*

2 Say the categories.

CRITICAL THINKING

- Point to the first set of pictures again and ask the children why these things are grouped together. See if they can guess a word to describe them (*Food*).
- Compare with the other sets of pictures. How would the children categorize them? Can they think of a word for each category? (*Clothes*, *Family*, *Weather*)

MATHEMATICS

In this lesson the children complete a simple categorization task. They are encouraged to think about similarities and differences and are asked to identify the category for items grouped together. Identifying traits or characteristics that things or people have in common is an important critical thinking skill and develops the children's operational thinking skills.

3 Stick and say.

- Ask the children to turn to the back of their books and find the star stickers. Have them identify the category that each sticker represents, then have them stick it in the correct place on the Student Book page.

Ending the lesson

- Review the four categories and have the class suggest any more words they know for each one.
- End the lesson with the *Goodbye routine* (see page 16).

Optional activity

- Play a clapping game. Have the children sit in a circle and establish a slow rhythm clapping twice, then pausing.
- Introduce a category. Say *(clap clap) Animals (clap clap)*, then to the rhythm each child around the circle must say the name of an animal between claps. If they can't think of one, they can change the category (e.g., *Family*).

Activity Book Lesson 9 page 12

1 Color and write.

- Look at the picture and ask *What's Prickly wearing?*
- Tell the children to choose and color Prickly's clothes. Then, help them write the color words next to the clothes words. Write the colors on the board for the children to copy. Alternatively, they can color the space before the words.

For additional practice, a Transition Worksheet for each unit can be found on the Teacher's Resource Center.

For teaching notes for Numeracy Book page 2, go to page 47 of this Teacher's Guide.

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Show and Tell

Primary Areas of Learning

Objectives

To make a butterfly display

Language

New: wings, butterfly

Recycled: Shapes: circle, triangle, square, star; Colors, Body parts: body, eyes

My butterfly has a (blue body).

Materials

Copies of butterfly template (one per child) from the online Teacher's Resource Center, a prepared butterfly (optional), pictures of real butterflies (optional), pictures of gardens with plants and insects (optional), colored paper shapes, colored pens/pencils/crayons, glitter, glue, pipe cleaners, thread, wooden sticks

Other Areas of Learning

Personal, social, and emotional development

Children work together to share materials and create a group display

Mathematics

Children learn about symmetry

Student Book Lesson 10 Project page 13

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Sing the *All the week* song from Lesson 4. 1•07
- Show any pictures you have of gardens and talk about things that you can see in the garden: plants, bees, animals, vegetables, fruits, etc. Teach the word *butterfly*.
- Tell the children that they are going to make butterflies in this lesson.

1 Cut out the butterfly.

- Focus on the pictures on the Student Book page. Point to the photo and ask the children to say what they can see (shapes, colors, body parts, etc.). Teach the word *wings*. Read the speech bubble together.
- Point to the smaller pictures on the left and ask what the children are doing. Explain that they are cutting out and decorating a butterfly using different art materials.
- Talk about symmetry. Have the children look at each wing on each side of the body and say if they are the same or different. If possible, look at some pictures of real butterflies and show the children how symmetrical they are. Show them your own butterfly, if you have made one.
- Hand out photocopies of the butterfly template (see the Classroom Templates Section on the Teacher's Resource Center) and help the children to cut out a butterfly.

2 Color, glue, and decorate.

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

3 Make a butterfly display.

- When the children have finished decorating their butterflies, help them to fasten thread to each butterfly and fasten the ends of the thread to wooden sticks to make a mobile. Attach pipe cleaners for antennae.
- Display the butterfly mobiles around the classroom.

EXPRESSIVE ARTS AND DESIGN

This lesson enables the children to use a variety of materials and media to create a colorful butterfly. This allows the children to use their imagination and develop their creativity. They work together to create a display of their butterflies, learning the importance of collaboration.

4 Show and tell.

- Invite volunteers to take turns to come to the front and talk about their butterfly, e.g., *My butterfly has a (blue body). The wings have . . . .*
- Encourage the other children to look at the display and find the one that is being described.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 10 Project page 13

1 Complete and color the butterflies. Say the shapes.

- The children complete the first butterfly, drawing and coloring the wings so they are symmetrical.
- Then, they draw and color the second butterfly, choosing their own design. They describe their butterfly.

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Hello Unit Numeracy Book

Note: To practice the numerals and number words throughout this level, use the number Flashcards in the Classroom Resource Pack (for numbers 1–10) and either the Number Cards (on the online Teacher's Resource Center) or larger, homemade flashcards, for numbers 11–20, and 30–100 in tens.

You have probably already made number flashcards up to 20 with the class in Lesson 2, and the children can help you to make numeral flashcards for the numbers above 20 as they learn them in Unit 4 (numbers 21–29) and Unit 6 (numbers 30–100 in tens). Children will enjoy seeing resources that they have made being used regularly in class, and they will be motivated by this. The children can either copy the numbers from the board or the Student Book, or you can provide a large outline of a number for children to color in and decorate.

It is also recommended that you make your own intermediate number flashcards (21, 22, … 31, 32, …, etc.) and also number word flashcards to help children recognize and learn the number words.

Page 2 (Revision 1–20 and *one–twenty*)

1 Count and write. 2 Read and match. 3 Color if there are more than six.

- Before: Use the number and word flashcards for numbers 1 to 20 to revise these numbers, first from 1 to 10 and then from 11 to 20. Take out toys from the toy box and count them together with the children. Next to each set of toys put the corresponding number and number word. Then, ask the children to close their eyes while you change two number cards. Children open their eyes and guess which numbers have been changed. Repeat the same with the word flashcards of the numbers.
- During: Ask *How many balloons?* and count them together with the children. Then, ask them to point to the corresponding number flashcard and trace this number in the box with their fingers. Encourage the children to count the rest of the objects and write the numbers on their own. Then, ask them to read the number words and match them to the correct object. Finally, ask *How many balloons are there?* (*Ten.*) *Is that more than six?* (*Yes.*) Then, have children color the balloons. Repeat for the other items, and have the children color the items where there are more than six (the strawberries and the pens).
- **Differentiate:** If children find the matching task challenging, read the number words together as a class. You can also ask children to match number word flashcards with number (numeral) flashcards and display these on the board.

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UNIT 1 What's your school like?

Primary Areas of Learning

Objectives
To familiarize children with words for parts of a classroom
To revise classroom objects, colors, and numbers

Language
New: door, floor, window, ceiling, light, sink
Recycled: chair, table; Classroom objects, Colors, Numbers
Where's the (green) butterfly? It's on the (sink).

Materials
Audio tracks 1.14–1.15, Fifi Puppet, Unit 1 Flashcards, Unit 1 Poster, Unit 1 Picture Cards (Student Book page 115), Literacy Book Unit 1 pages 2–3

Other Areas of Learning

Understanding the world
Children think about their classroom and compare it with a typical UK classroom

Literacy
Literacy Book: Children review the sound *ch* and learn a new spelling pattern *tch* for the sound
Children differentiate between the *ch* and *sh* sounds

Student Book Lesson 1 page 14

Warmer

- Start the lesson with the *Hello routine* (see page 15).

1 Talk about the picture.

- Use the Poster in the Classroom Resource Pack, or on the Classroom Presentation Tool, and the Fifi puppet to introduce the topic. Talk about the scene and review the classroom objects (*table, chair, computer, book, pencil, crayon, bag, brush, paint, pen, paper, eraser, glue, scissors*), colors, shapes, and numbers. Have the children count the butterflies and tell you what colors they are.
- Prompt the children using question forms, e.g., *What's this? What color is it? How many . . . ?* Encourage the children to answer using *There are . . .* . Review prepositions by asking questions, e.g., *Where's the (computer)? Where are the (scissors)?*
- Use the Flashcards to introduce the new vocabulary: *door, floor, window, ceiling, light, sink.*
- Play a matching game with the Flashcards: Give children the Flashcards. Point to the new items on the Poster. The child with the Flashcard that matches either holds it up or comes and sticks it on the board. Encourage the children to say the word, either chorally or individually.

2 Listen and point. 1•14

- Play the recording for the children to listen and point to the butterfly or part of the classroom in their books.

3 Listen and repeat. 1•15

- Play the recording for the children to listen and repeat the new words. Repeat until the children are saying the words confidently.

4 What's your school like?

CRITICAL THINKING

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

UNDERSTANDING THE WORLD

This lesson enables the children to compare and contrast the classroom in the picture with their own classroom space. This helps them to recognize and talk about similarities and differences using the target language.

Ending the lesson

- Ask *Where's Bird?* The children find and point to Bird in the picture or on the Poster.
- Ask the children to cut out the Unit 1 classroom Picture Cards from the back of the Student Book for the next lesson.
- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 1 page 14

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

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

For teaching notes for Literacy Book pages 2–3, go to page 58 of this Teacher's Guide.

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Play with me

Primary Areas of Learning

Objectives

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

Language

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

Materials

Audio tracks 1.16–1.17, Fifi Puppet, Unit 1 Poster, Unit 1 Picture Cards, Unit 1 Stickers, Literacy Book Unit 1 page 4

Other Areas of Learning

Personal, social, and emotional development

Children interact in small groups to play a game

Literacy

Literacy Book: Children say words with the *ch* sound and write words distinguishing between the *ch* and *tch* spelling pattern

Student Book Lesson 2 page 15

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Fifi puppet to ask questions about the Poster, e.g., *Where's the (blue butterfly)?* Prompt full sentence answers.
- Ask the children to take out their Unit 1 Picture Cards. Start a chant to review the new vocabulary. Have Fifi ask *Where's the (light)?* The children chant *Here's the light! Here's the light!* and hold up the matching Picture Card. Repeat several times.

1 Point and say.

- Point to the pictures of the parts of a classroom and say the words. Have the children point and join in with you. You can elect individual children to do this each time or do it as the whole class.
- Say one of the colors of the boxes bordering the pictures and encourage the children to say the name of the part of the classroom. Repeat, getting faster and faster.
- Write the parts of a classroom words on the board. Encourage the children to say the words they recognize or can work out. Ask volunteers to hold up the Picture Cards that match the words.

2 Listen and stick. 1•16

- Introduce the new structure: *Are you pointing to the … ? Yes, I am. / No, I'm not*. Invite a child to come up to the Poster and point in turn to different places. Ask *Are you pointing to the … ?* and encourage the child to reply accordingly. Encourage them to respond with the full short answer rather than one word answers.
- Ask the children to turn to the back of their books and find the stickers for this unit. Ask *What's this?* about each sticker.
- Play the recording, pausing after each exchange for the children to find the correct sticker and the correct place to put it. Make sure all the children have the correct sticker, then have them stick it onto the Student Book page.
- The children can trace the words now or after Activity 3.

3 Listen and play the game. 1•17

- Focus on the photo in the Student Book and the game the children are playing. Ask the children to look at the photo while they listen to the recording.
- Play the recording again, one line at a time, for the children to repeat.
- Choose two children to come to the front of the class to help demonstrate the game. One child covers his/her eyes and the other child points to a part of the classroom. The child with eyes closed guesses where the other child is pointing. He/She gets two guesses. If the child guesses correctly, then he/she can take a turn pointing.
- Alternatively, have the second child take the arm of the child with eyes closed and point it toward something and ask *Are you pointing to the (window)?* Child 1 has to use the position of his/her arm and memory of where things are in the room to answer.

PHYSICAL DEVELOPMENT

This lesson develops both the children's fine and gross motor skills as they interact in a variety of activities using the new language in a kinesthetic way. The children find and place stickers, do a listen and point activity, and interact physically in a fun guessing game, making the learning fun and memorable.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 2 page 15

1 Color, read, and trace.

- The children choose and color one arrow in the pairs. They read the questions and short answers and trace the correct short answers according to their arrows they colored.

For teaching notes for Literacy Book page 4, go to page 58 of this Teacher's Guide.

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Read with me

Primary Areas of Learning

Objectives

To read and understand a story

Language

New: snore, sleep, cool, dance school, listen, tired

Don't stand. Sit down. Come in. Turn on. Close/Open the door. Close/Open your books.

Materials

Audio track 1.18, Fifi Puppet, Unit 1 Picture Cards, Unit 1 Word Cards (see the Teacher's Resource Center), Unit 1 Flashcards, Unit 1 Story Animation, Character Cut-outs, glue, scissors, popsicle sticks, Literacy Book Unit 1 page 5

Other Areas of Learning

Expressive arts and design

Children express themselves through a role-play activity

Understanding the world

Children think about the signs they see every day in the street, at home, and at school

Literacy

Literacy Book: Children read, listen to, and follow a story reviewing phonic sounds, blends, and digraphs *(ch* and *tch)*

Literacy Book: Children practice reading aloud to review the new spelling

Student Book Lesson 3 page 16

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask the children to take out their Picture Cards and work together in pairs to play a game of *Snap!* (See Ideas Bank page 32.)
- Use the Word Cards (from the online Teacher's Resource Center). Stick the Word Cards on the board. Invite children to come to the board and stick the Flashcards next to the correct words.

1 Watch. Talk about the pictures.

- Tell the class that today they are going to watch and listen to a story with Fifi, Benny, and Prickly about school. Use the Fifi puppet to say *Welcome to my school!* Ask the children who they think the teacher is in the school (Fifi).
- With books closed, watch the animation on the Classroom Presentation Tool.
- Talk about the story using the pictures in the Student Book. Ask the children to say what they can see, who the characters are in each picture, and what they are doing.
- Check understanding of the imperatives (*open/close/stand/sit down/turn on* and *don't stand*). Demonstrate each instruction and have the children copy you. Then, use the Fifi puppet to give the children instructions to follow.

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

- Play the recording for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to "read" the speech bubbles and follow the text with their fingers.
- Play the story one more time for the children to listen and repeat the lines.
- Invite the children to role-play along with the story audio or on their own. If the children haven't already, they can cut out the Character Cut-outs on the Teacher's Resource Center, stick them onto popsicle sticks, and use these to act out the story.

LITERACY

The story focus of this lesson considers the rules of the classroom and appropriate behavior. It allows the children to observe these values in a meaningful context and provides them with the functional language to apply those rules in their own classroom.

3 Talk about the story.

CRITICAL THINKING

- Ask questions about the story and encourage the children to answer. *How does Benny feel at the beginning of the story? Why? How does he feel at the end of the story? Why? How should we behave in school?*
- Focus on the sign on the door in the first and last frames and ask how it has changed. Ask the children what signs they can see in their school/the street/a restaurant/the home. Ask them what words you can find on these signs.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 3 page 16

1 Read and match. Draw Prickly.

- The children look at the pictures and read Fifi's instructions and draw lines to match them to the pictures showing Prickly following the instructions. They then draw the missing picture (Prickly opening a book).

For teaching notes for Literacy Book page 5, go to page 58 of this Teacher's Guide.

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Sing with me

Primary Areas of Learning

Objectives

To practice the new language through a song

Language

New: stairs

Walk up (the stairs). Knock on (the door). Go to (the window). Turn on (the light). Stand in the middle of (the floor).

Recycled: ceiling, floor, window, draw, sink,

Wash your hands. Open/Close (the door).

Materials

Audio tracks 1.19–1.20, Unit 1 Picture Cards, Literacy Book Unit 1 page 6

Other Areas of Learning

Physical development

Children develop their gross and fine motor skills in a variety of activities

Literacy

Literacy Book: Children review the *tch* pattern through a chant

Student Book Lesson 4 page 17

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Point to the Lesson 3 story frames on Student Book page 16 and encourage the children to retell the story. Ask questions to prompt the children, e.g., *Where are the animals? How does Benny feel at the beginning? What does Fifi tell Benny and Prickly to do? How is the sign different at the end?*
- Review the words for parts of the classroom by playing a game of *Slow reveal*. (See Ideas Bank page 32.)

1 Sing and do. 1•19

- Look at the pictures of Fifi on the left. Play the song through once and tell the children to point to the correct picture when they hear that action in the song.
- Read the captions below each picture aloud and tell the children to follow the words with their fingers. Play the song again and have them follow the words when they hear them.
- Practice the actions together. If you like, create actions for the first verse and the rest of the song. Play the song again for the children to sing and act it out.

EXPRESSIVE ARTS AND DESIGN

This lesson encourages the children to express themselves to music and song. They move to the music and act it out as they sing, giving meaning to the language. The use of music and song throughout *Show and Tell* creates a fun and motivational environment for children to learn, helping them to recall and use the language beyond each lesson.

2 Listen and draw. Listen and act out. 1•20

- Look at the main picture together and tell the class that this shows Fifi's dance school. Quickly go through each of the places, saying *Point to the stairs*, *Point to the light*, etc., and have the children point to the pictures in the maze.
- Tell the children they are going to listen to some instructions. Play the recording. The children listen and follow the route through the dance school with their fingers. Encourage them to listen for the places in the pictures in the maze.
- Review the meaning of *draw*, *walk to*, *walk up*, and *go to*. Then, play the recording again for the children to draw/trace the route in their books.
- Play the recording once more for the children to act out the actions along the route.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 4 page 17

1 Match, number, and trace.

- Look at Fifi's first instruction and read it together. The children trace the words. They then look at the pictures below, find the matching picture, and write the correct number in the box next to Fifi's instruction.

For teaching notes for Literacy Book page 6, go to page 58 of this Teacher's Guide.

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Say it with me

Primary Areas of Learning

Objectives
To practice words with the *tch* spelling pattern
To review consonant blends *st*, *cl*, *cr*

Language
New: Stretch. Cross your legs.
Recycled: Stand up. Stamp your feet. Clap your hands. Catch.

Materials
Audio track 1.21, Phonics Letter Cards (optional), Phonics Picture Cards (optional), Literacy Book Unit 1 page 7

Other Areas of Learning

Physical development
Children read, listen to, and follow action instructions developing their gross motor skills

Literacy
Literacy Book: Children play a game to review words with the *tch* pattern

Student Book Lesson 5 page 18

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play the song from Lesson 4. Encourage the children to sing along and do the actions. 1•19

1 Listen and follow. Listen and repeat. 1•21

- Look at the picture together. Ask the children to tell you what they can see. Explain that Fifi is teaching Benny and Prickly a new dance. See if the children can name any of the actions pictured, e.g., *clap your hands*.
- Play the recording and ask the children to follow Fifi's chant on the page as they listen.
- Play the recording again for the children to listen and repeat the chant, pausing after each line.
- Practice the initial consonant blends in *stand*, *step*, *clap*, and *cross*, asking the children to segment and then blend the sounds if necessary. Write the words on the board with a space between the initial consonant blend and the rest of the letters, to help do this.
- Ask the children to look at the word *stretch* and listen as you say it. Can they identify which letter is silent? (The second *t*.) Explain that *tch* makes the same sound as *ch*. Ask them to find the other *tch* word in the chant (*catch*).

Note: If your class has already worked through the Literacy Book, challenge them to listen to the chant with their books closed and identify any words with the target sound. Have them raise their hand as soon as they hear the sound in a word. Then, have them listen and read the chant, and circle the words with the sound.

2 Read and number.

- Ask the children to read the first line of the chant aloud (*1 Stand up.*). Then, have them find the number 1 below the picture of Prickly and Benny.
- Ask the children to read the second line, find the picture, and write the number 2 below it. Continue with the remaining sentences and pictures.

LITERACY

This lesson encourages the children to read for specific information. They listen to and follow the instructions in a chant before reading and numbering pictures in a correct order. This provides structure and support for children of different abilities.

3 Listen to the chant again and act out. 1•21

- Play the recording again for the children to listen and repeat the chant. Then, practice the actions together.
- Divide the class into groups, with one group as Fifi. The group who are Fifi say the instructions while the other children do the actions. Swap roles after a few turns.

Optional activities

Note: Use the Phonics Letter Cards and Picture Cards on the Teacher's Resource Center to practice the consonant blends and sounds.

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 5 page 18

1 Match and trace. 2 Complete the words.

- The children draw lines to match the pictures to the words, then trace the words in their books. They then use the letters in the box to complete the words.

Additional phonics resources can be found on the Teacher's Resource Center and on the Classroom Presentation Tool.

For teaching notes for Literacy Book page 7, go to pages 58–59 of this Teacher's Guide.

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Follow me

Primary Areas of Learning

Objectives

To learn about the importance of being kind and welcoming to newcomers

Language

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

Recycled: What's your name? I'm (Ana).

Materials

Audio tracks 1.22–1.23, Unit 1 Values Animation, Numeracy Book Unit 1 pages 3–4

Other Areas of Learning

Expressive arts and design

Children express themselves to music through a chant and a role-play activity

Numeracy

Numeracy Book: Children learn ordinal numbers *first*, *second*, *third*, *fourth*, *fifth*, *sixth*

Numeracy Book: Children review numbers 1–20 and words *one–twenty*

Student Book Lesson 6 page 19

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Say and act out the phonics chant from Lesson 5. 1•21
- Talk about the first day of school. Ask the children how they felt on their first day of school and why. How do they feel now when they come to school?

1 Listen and follow. Listen and repeat. 1•22

- Focus on the photos. Ask the class to say where the three children are and what they think they are doing or saying.
- Play the dialogue. The children listen and follow the text on the page.
- Ask the class how the children were kind to the new girl (they asked her name, they said "Welcome", they asked her to play).
- Play the dialogue again for the class to listen and repeat.

2 Say and act out.

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

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson asks the children to think about how it feels to be in a new place and how we should welcome and make friends with those who are new. It also provides children with the appropriate functional language they need to so. Encouraging the children to empathize with one another will enable them to form positive relationships. It will also give the children confidence to speak to each other.

3 Listen and chant. 1•23

- Play the chant and use actions or mime to demonstrate the meaning of the words.
- Play the chant again and have the children follow the words on the page with their fingers.
- Play the chant once more and say the words with the children.
- Use the chant in future lessons when you have new children in the class, or when a child is feeling shy/left out/sad.

CRITICAL THINKING

- Talk about how the new girl feels in the two photos. Ask *Why is it important to be kind/nice to others?* Ask *How does it feel if people are not kind to you? Are people always kind to you? Are you always kind to people? How do you try to be kind to people?*

4 Watch.

- Children watch the animation on the Classroom Presentation Tool.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 6 page 19

1 Complete the sentences and draw.

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

For teaching notes for Numeracy Book pages 3–4, go to page 59 of this Teacher's Guide.

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Explore with me

Primary Areas of Learning

Objectives

To talk about different places in a school and what we do there

Language

New: classroom, computer room, art room, schoolyard, paint pictures, read stories, use computers

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

Recycled: play

Materials

Audio track 1.24, Unit 1 CLIL Slideshow, Numeracy Book Unit 1 page 5

Other Areas of Learning

Literacy

Children read and listen to a non-fiction text

Numeracy

Numeracy Book: Children learn to take items apart into two sets

Student Book Lesson 7 page 20

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Go on walkabout around the school. If practical, go to each different place in the school (classroom, computer room, art room, schoolyard) and teach the children the new vocabulary.

1 Watch. Talk about the pictures.

- Introduce the topic by telling the children they are going to learn about different places in a school and what you can do there.
- Play the slideshow on the Classroom Presentation Tool.
- Look at the pictures in the Student Book together and ask the children to say what they can see. Encourage them to say *I see a . . . .* Ask *Who can you see? Which room are they in? What are they doing?*
- Ask the children to say what places there are in their school, and what they do in each place.

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

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

UNDERSTANDING THE WORLD

This lesson gives the children the opportunity to think about where and how they learn at school. They will consider what activities they do in different locations in the school. They also consider and compare what they do, and where they do it, at school with what they do (and where) at home. This helps the children to understand the structures that exist at school and at home to help them learn and develop.

3 What do you do at school?

CRITICAL THINKING

- Point to the first picture and ask *What do they do in the classroom?* Ask *What do you do in the classroom?* Encourage the children to tell you as many things as they can think of, e.g., read, write, sing songs, draw pictures. Repeat with the other pictures.
- Encourage the children to think about their own school. Ask *What other places are there in your school? What happens there?*
- Talk about the children's homes. Ask *What rooms are there in your house? What do you do in the (living room)? Where do you (play/eat/read stories/use the computer)?*

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 7 page 20

1 Match. Check (✓) the places in your school.

- The children draw lines to match the words to the pictures, then they check the pictures of the places in their school. Encourage the children to tell you about the places they checked, e.g., *There's a (classroom) in my school.* You could also develop this to talk about location, e.g., *It's next to the schoolyard.*

For teaching notes for Numeracy Book page 5, go to page 59 of this Teacher's Guide.

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Think with me

Primary Areas of Learning

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

Language
Recycled: Parts of a school, Rooms in the house, Actions
There's a (computer room) in May's school. We/They (read stories) in the (classroom).

Materials
Audio track 1.25, sheets of paper, glue, pens/pencils/crayons, scissors, etc., Numeracy Book Unit 1 page 6

Other Areas of Learning

Understanding the world
Children compare and contrast May's school with their own

Numeracy
Numeracy Book: Children do simple addition

Student Book Lesson 8 page 21

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play a guessing game to review the words for places around the school. Say *I'm (using a computer). Where am I?* The children answer *You're in the (computer room)*.
- Repeat the game using places/activities in the home to review places in the home.

1 Talk about the picture.

- Ask the class who they can see in the big picture and what they are doing. Ask *Where are they? What happens at the children's school?* Encourage the children to answer, e.g., *They paint pictures in their art room. They play in their schoolyard.*
- Ask the children what May and her friend are drawing (*A map*). Ask the children what the map shows (places in May's school and activities she and her classmates do there). Point to each symbol on the map and elicit the place in the school and the activity (e.g., books = *classroom; They read stories in the classroom*).

2 Circle the places in May's school.

CRITICAL THINKING

- Ask the children to look at the small pictures on the right and name the places.
- Look at the main picture again. Ask *Is there a (living room) in May's school?* If the answer is yes, have the children circle the picture. Repeat with the other pictures. Encourage the children to say what is in May's school using *There's a . . . .*
- Ask the same questions about the children's school. They can circle the pictures in a different color.

3 Listen and sing. 1•25

- Play the song for the class to listen. Ask the children to tell you what activities are mentioned. Teach the responses *We read stories, too. / We paint pictures, too.*
- Play the song again, as many times as you like, for the class to listen and join in.

4 Make an activity map of your school.

CRITICAL THINKING

- Draw a very simple plan on the board (or paper) of the places in the school that the children use. Label these, e.g., *classroom*, *art room*, *computer room*, *schoolyard*, *garden*.
- Assign groups a place in the school, and have the children draw pictures to illustrate all the things that they do in that room/place. They cut out and stick their activity pictures in the correct places on the plan.
- Make sentences about the things the children do in each place. You can ask the children to produce more detailed sentences, e.g., *We make pictures in the art room. We use paint, crayons, glitter, and glue.* You can also extend this to include other activities the children know, e.g., *We wash our hands in the bathroom*.

EXPRESSIVE ARTS AND DESIGN

This lesson enables the children to work together to create an activity map of their own school. They use a variety of materials, such as crayons, pens, or pencils. They also cut and stick the images they have created.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 8 page 21

1 Trace. Match and say.

CRITICAL THINKING

- The children trace the words, draw lines to match the places to the activities, and say what they do in each place.
- Fast finishers can complete "Fifi's Challenge". They draw a picture of an activity they do in their bedroom, then tell the class.

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Show me

Primary Areas of Learning

Objectives

To practice and review the language from the unit

Language

Recycled: butterfly, Parts of a school, Colors, Action verbs

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

Materials

Unit 1 Poster, Fifi puppet, Unit 1 Picture Cards, colored pens/pencils/crayons, pictures of different schools and classrooms (optional), Numeracy Book Unit 1 page 7, Unit 1 Transition Worksheet (optional)

Other Areas of Learning

Numeracy

Numeracy Book: Children color items to consider permutations of color

Student Book Lesson 9 page 22

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Sing the song from Lesson 8 and encourage the children to sing along. 1•25

1 Look at the poster. Color the butterflies.

- Play a game to review the vocabulary of the unit using the unit Poster in the Classroom Resource Pack or on the Classroom Presentation Tool. Divide the class into two teams. Team A chooses a color, e.g., *Red!* Team B finds three red things on the Poster and names them (*red paint*, *red pants*, *a red book*). Team B then chooses a color.
- Use the Fifi puppet to ask questions to review the language, e.g., *What's this? Where are the children? Are they in the (schoolyard)? What do they do in the classroom?*, etc. Have Fifi give instructions to review the action verbs (*dance, open, close, sit down, stand up, turn on, stretch*, etc.).
- Ask the children to say what color each butterfly is and where each butterfly is.

CRITICAL THINKING

- Ask the children to open their Student Books. Point to the small pictures on the left of the page. Tell the children to color the butterflies to match the butterflies on the Poster.

2 Play the game.

- Point to the big picture and ask who the children can see and what they are doing. Read the speech bubbles together.
- Have the children take out their Unit 1 Picture Cards to play the game in groups of three or four. They shuffle their cards together and place them face down on the table. The children take turns to turn over a card and think of an action related to the place on the card, e.g., pointing to the ceiling, dancing on the floor, opening/closing a door, washing a paint brush, etc. Each child mimes an action for the others to guess using *Are you . . . ? Yes I am. / No, I'm not*.
- The first child to guess the action correctly takes a turn to turn over a card and mime

Note: If you like, have the children make more Picture Cards, with pictures of places in a school. They can add these to the game.

PHYSICAL DEVELOPMENT

This lesson enables the children to review the language of the unit using mime. This physical activity allows the children to learn to move safely with the classroom space, and the kinesthetic nature of the task will help them recall and consolidate the language.

3 What's your school like?

CRITICAL THINKING

- Ask the class the Big Question for this unit: *What's your school like?* Talk about and elicit the children's responses to the following: *What can you see in our classroom?* (*window*, *door*, *floor*, *light*, etc.). *What places are there in our school?* (*schoolyard*, *art room*, etc.). *What do we do there?* (*play*, *paint pictures*, etc.)
- If you have any pictures of different schools and classrooms, show them to the class. Ask the children to describe how their school is the same or different.
- Encourage the children to look through the unit to help them find all the things they have learned about, and to show and talk about the pictures they have made.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 9 page 22

1 Trace and color.

- Read the questions together, and look at the pictures to elicit the correct option. The children trace the correct word in each question and then color the pictures.

For additional practice of the unit language, Transition Worksheets (one worksheet for each unit) can be found on the Teacher's Resource Center.

For teaching notes for Numeracy Book page 7, go to page 59 of this Teacher's Guide.

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Show and Tell

Primary Areas of Learning

Objectives

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

Language

Recycled: : next to, welcome; Parts of a classroom, Places in a school

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

Materials

Unit 1 Picture Cards, Unit 1 Poster, sheets of poster paper, blank paper, paper plates (optional), glue, colored pens/pencils/crayons, Numeracy Book Unit 1 page 8, Unit 1 Progress Check (optional) (see the Teacher's Resource Center)

Other Areas of Learning

Expressive arts and design

Children create a self-portrait for a class poster

Numeracy

Numeracy Book: Children review understanding of spatial awareness: *next to*, *behind*, *on*

Student Book Lesson 10 Project page 23

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play a game using the Unit 1 Picture Cards and the Poster. Point to items on the Poster and ask the children to hold up the matching Picture Cards and say the correct words.
- Ask the children how we can be kind and welcoming to new children. Review the phrases *Welcome (to our school), What's your name?* and *Come on. Let's play*. Play the chant from Lesson 6. 1•23
- Tell the children that they are going to work together on a class project in this lesson, and it will help them to be welcoming to newcomers to the classroom. Tell them they are going to make a welcome poster with pictures of themselves on and their names.

1 Draw yourself.

- Focus on the pictures on the Student Book page. Point to the photo and ask the children to say what they can see (a classroom, a poster with faces, tables with trays, a globe, etc.). Read the speech bubbles together.
- Point to the smaller pictures on the left and ask what the children are doing. Explain that they are drawing a classroom and drawing pictures of themselves.
- Ask the children what they think they will need to make the poster (paper, pens/pencils/crayons, scissors, glue).
- The children draw pictures of themselves on paper plates or paper. They can make name labels too.

2 Make a poster about your class.

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

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

In this lesson, the children create a self-portrait and contribute to a classroom poster. As they work, individually and later as a group, they see a small part become something greater, learning the value of collaboration and how to interact with others when working as a team.

3 Show and tell.

- Invite volunteers to take turns to come to the front and talk about the poster, e.g., *This is our class. I'm (next to) the (window). / I'm (between) (Maria and Tom)*.
- If possible, invite parents or other children/classes to a show and tell.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 10 Project page 23

1 What's missing? Draw and say.

- The children draw a window, light, chair, and door in the house into the rooms they choose. Then, they say what there is in the house, e.g., *There's a (sink) in the (bathroom)*.

To assess the children on the unit language, a Unit Progress Check can be found on the Teacher's Resource Center.

For teaching notes for Numeracy Book page 8, go to page 59 of this Teacher's Guide.

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Unit 1 Literacy Book

Note: Additional practice and Phonics Letter Cards and Picture Cards can be found on the Teacher's Resource Center. The audio tracks for the Literacy Book are found on CD3 and the transcripts are on pages 171–173.

Page 2

This lesson introduces a new spelling pattern (*tch*) for a known sound (*ch*) and is aimed at enabling children to identify it.

1 Listen and point. Listen and repeat. 1•01

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

Other activities

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

Page 3

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

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

- The children listen to the recording. If they hear the *tch* sound at the end of the word, they put a check mark in the box below the picture. Play the recording as many times as needed.
- Say *fish* and ask the children what sound they hear at the end of the word (*sh*). Repeat for *brush*. Write *tch* on the board. Say *fetch* and ask children what sound they can hear at the beginning of the word. Then, have them identify the short vowel and write the letters on the board to complete the word. Repeat with *match*.

ANSWERS
1, 3, 4, 6

Other activities

- Have the children stand in the middle of the classroom. Read out a list of words, e.g., *match*, *chin*, *bench*, *shop*, *jam*, *chick*. If the children hear the *ch/tch* sound at the beginning of the word, they run to their left. If they hear it at the end, they run to their right. If they don't hear the *ch/tch* sound, they stay where they are.

Page 4

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

1 Say.

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

2 Listen and repeat. 1•03

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

3 Write the words in the boxes.

- The children sort the words according to the spelling patterns, writing them in the correct boxes.

Other activities

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

Page 5

This lesson gives the children practice of reading aloud.

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

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

2 Read aloud.

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

Page 6

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

1 Point and say.

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

2 Listen and chant. 1•05

- Play the chant for the children to follow in their books. Play it again, pausing for children to repeat the lines.
- Children say the chant and add actions.

Page 7

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

1 Choose six words and write.

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

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2 Play 'Bingo'.

- Give each child six counters. Tell them that when they hear one of the words they have written in the grid, they should cover it with a counter. When they have covered all their words, they shout *Bingo*. The first child to shout *Bingo* is the winner. Read the words in random order, keeping a note of which you have said.

Unit 1 Numeracy Book

Note: See the information about number flashcards on page 47.

Page 3 (Ordinal numbers)

1 Order. 2 Write. 3 Say.

- Before: Ask six children to come to the front of the class and give them number Flashcards from 1 to 6. Then, ask the children to stand in order. Encourage the rest of the class to help. Say *(Sara) is the first in the line, (Tom) is the second in the line*, etc. up to the sixth child. Then, ask *Who is the first child in the line?* (*Sara.*) Repeat this with all the children in the line.
- During: Tell a simple story, based on the images from page 3, using gestures to help the children follow it easily. For example, *Tom likes to draw. He sees a butterfly. First, he draws a head and a body. Then, he draws two eyes and a mouth.*, etc. At the end of your story ask the children to number the pictures. Then, say *Point to the second picture. Point to the third picture*. etc.

Page 4 (Revision 1–20 and *one–twenty*)

1 Color the crayons. 2 Color the picture. 3 Say.

- Before: Play movement games using number word flashcards and number flashcards (or Number Cards) for numbers 2, 8, 11, 13, 19, and 20. Place the number word flashcards on the walls around the room. Show and say a number, for example *13*. Ask the children to hop/jump/walk/run to the correct number word (*thirteen*). Change the action with each number.
- During: Ask the children to color the crayons with different colors. Then, ask *What color is your number two, (Jake)?* (e.g., *green*). Explain to the class that they should color all the items with a number 2 in the picture the same color as their crayon number 2. Have the children color the image to match their key. Ask individual children about their pictures, e.g., *What color is the (window) in your picture, (Sara)? What number is on the (door)?*
- **Differentiate:** To support the children, you could ask them to write the corresponding numerals next to the crayons before coloring the picture.

Page 5 (Taking apart into two sets)

1 Put the same number of objects in each box. 2 Write the numbers. 3 Talk about the picture.

- Before: Ask two children to come to the front of the class. Put eight balls in front of the class and ask them to give each of the children at the front the same number of balls. When they have finished, ask *How many balls do they have*? (*four*) Repeat the same with seven balls. Ask *How many balls do they have now*? (*three*), then add *Look – there's one ball left*.
- During: Ask the children to look at the sets of paintbrushes and books, and (for each set) to draw the same number of paintbrushes /books in each box. Ask *How many paintbrushes/books?* Use the pictures to revise the concepts of *more*, *fewer*, *the same* from Level 2, e.g., ask *Are there more? Are there fewer? Is it the same?* Finally, add *There's one book left* and help the children to notice that the set of seven books does not divide evenly into the two boxes.
- **Differentiate:** Ask the children to cross out each paintbrush and book as they copy it into the boxes. This way they will notice more easily that there is one book left over.

ANSWERS

4 paintbrushes in each box, 3 books in each box

Page 6 (Addition by 2)

1 Draw two more. 2 Count and write. 3 Say.

- Before: Place five balls from the toy box in front of the children and count them together. Then, ask the children to put another two balls next to them. Ask *How many balls?* (*seven*). Repeat the same with different toys of different numbers, up to fourteen.
- During: Do the first two lines together as a class. After each line, explain what happened. For example, after the first line say *Seven pencils and two pencils is nine pencils*. Then, encourage the children to do the remaining lines on their own.

Page 7 (Permutations)

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

- Before: Place three balls of three different colors in front of the children and say their colors in order, e.g., *The first ball is blue, the second ball is red, the third ball is yellow*. Then, ask a child to change the order of the balls. Say and point to the corresponding balls: *Now, the (first) ball is* … and encourage the children to say the color.
- During: Ask the children to color the paints in the paintbox red, blue, and yellow in a different order each time. Then, ask a few children to say the order they used: *The (first) is (blue)*, etc.

Page 8 (Revision *next to*, *behind*, *on*)

1 Listen to the story. 2 Remember and draw. 3 Say.

- Before: Tell a simple story about May and Sam: *May and Sam are in the art room. May is behind the door. Sam is next to the table. They want to paint. Where are the paints? May says "Here they are! Look! The paints are on the shelf." Sam says "Yes! And the pencils are next to the paints."* As you tell the story, move behind the door and next to the table, and place some pencils and paints (if available) on a shelf to help the children remember the meaning of the vocabulary and the prepositions.
- During: Read the sentences together. Ask the children to remember the story you told and to draw the missing people and objects. Ask *Where's (Sam)?* and encourage the children to look at their drawings and answer together.

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UNIT 2 What do you like to eat?

Primary Areas of Learning

Objectives
To familiarize children with words for food and drink
To revise known words for food, drink, and nature

Language
New: meat, vegetables, fruit, pasta, rice, milk
Recycled: picnic, Food, Drink, Nature
Pass the (rice), please. Here you are. Do you like (fruit)? I like/love/don't like (fruit).

Materials
Audio tracks 1.26–1.27, Fifi Puppet, Unit 2 Flashcards, Unit 2 Poster, Unit 2 Picture Cards (Student Book page 117), Literacy Book Unit 2 pages 8–9

Other Areas of Learning

Literacy
Literacy Book: Children are introduced to the sound and spelling pattern *ea*, and identify the target sound
Literacy Book: Children listen for and identify the long *e* sound and spelling pattern *ea*

Student Book Lesson 1 page 24

Warmer

- Start the lesson with the *Hello routine* (see page 15).

1 Talk about the picture.

- Use the Poster in the Classroom Resource Pack, or on the Classroom Presentation Tool, and the Fifi puppet to introduce the topic. Talk about the scene and review the words the children already know, e.g., food and drink words, nature words, and any other items the children can name in the picture.
- Prompt the children using question forms, e.g., *What's this? Where's the (juice)? Who has (a strawberry)? Do you like . . . ? (Yes, I do. / No, I don't.)*
- Use the Flashcards to introduce the new vocabulary: *meat*, *vegetables*, *fruit*, *pasta*, *rice*, *milk*.
- Play a game: match the Flashcards to the same items on the Poster.

2 Listen and point. 1•26

- Play the recording for the children to listen and point to the food and drink in their books.

3 Listen and repeat. 1•27

- Play the recording for the children to listen and repeat the new words. Repeat until the children are saying the words confidently.

4 What do you like to eat?

CRITICAL THINKING

- Introduce the Big Question: *What do you like to eat?* Talk about what the children like to eat and drink. Prompt them to use sentences, e.g., *I like (fruit) and (vegetables). I don't like (milk). I love (strawberries).* Ask them if they eat all of the foods in the picture at home or at school. What do they like to eat for a picnic?
- Use the picture to prompt discussion of where food and drink come from and which items are good for you. Point to the cow on the milk container and ask where milk comes from. Repeat with the orange juice (oranges grow on trees) and the other fruit and vegetables. Can the children remember how we grow plants?
- Ask *Where's Bird? What is Bird eating?* Talk about what Anna is trying to feed Bird and what he really wants to eat (seeds). You can ask the children what other animals eat, e.g., what do rabbits/butterflies/bees eat?

UNDERSTANDING THE WORLD

In this lesson the children think about the things they usually eat and drink. They are encouraged to consider where this food and drink comes from (e.g., milk from cows, orange juice from oranges). In this way, the children learn about the natural environment around them, and also learn to appreciate differences in food preferences and habits between themselves and their classmates.

Ending the lesson

- Ask the children to cut out the Unit 2 food and drink Picture Cards from the back of the Student Book for the next lesson.
- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 1 page 24

1 Draw and say.

- The children complete the food items in the picture by tracing over the lines. Then, they say the name of each food.

Note: Bring some real or toy food/drink to the next lesson for the game.

For teaching notes for Literacy Book pages 8–9, go to page 70 of this Teacher's Guide.

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Play with me

Primary Areas of Learning

Objectives

To practice a new structure and words for food and drink through a game

Language

New: Do you want some (fruit)?

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

Materials

Audio tracks 1.28–1.29, Fifi Puppet, Unit 2 Poster, Unit 2 Picture Cards, real or toy food and drink (optional), a bag (optional), sheets of paper, Unit 2 Stickers, Literacy Book Unit 2 page 10

Other Areas of Learning

Physical development

Children develop their fine and gross motor skills through a sticker activity and a role-play activity

Literacy

Literacy Book: Children practice sounding out words and recognizing spelling patterns with rhyming words

Student Book Lesson 2 page 25

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Fifi puppet to ask questions about the Poster, e.g., *Do you like (vegetables)?* Prompt the children to point to the food or drink item and answer *Yes, I do. / No, I don't*.
- Ask the children to take out their Unit 2 Picture Cards. Start a chant to review the new vocabulary. Have Fifi say *I like (milk). I like (fruit). I like (fruit and vegetables)!*, etc. The children repeat after you and hold up the matching Picture Cards. Repeat several times.

1 Point and say.

- Point to the pictures of the food and drink and say the words. Have the children point and join in with you.
- Say one of the colors of the boxes bordering the pictures and encourage the children to say the name of the food or drink. Repeat, getting faster and faster.
- Write the food and drink words on the board. Encourage the children to say the words they recognize or can work out. Ask volunteers to hold up the Picture Cards that match the words. Leave the words on the board.

2 Listen and stick. 1•28

- Introduce the new structure: *Do you want some . . . ? Yes, please. / No, thank you*. Use real or toy food, or the Picture Cards, demonstrating the offer with several children. Encourage them to respond with the full short answers.
- Ask the children to turn to the back of their books and find the stickers for this unit. Point and ask *What's this? Is it (pasta)?*
- Play the recording, pausing after each exchange for the children to find the correct sticker and the correct place to put it. Make sure all the children have the correct sticker, then have them stick it onto the Student Book page.
- The children can trace the words now or after Activity 3.

3 Listen and play the game. 1•29

- Focus on the photo in the Student Book. Explain that the children are playing a shopping game. Ask the children to look at the photo while they listen to the recording.
- Play the recording again, one line at a time, for the children to repeat.
- Hand out sheets of paper for shopping lists. Ask the children to choose two or three food and drink items they want to "buy" and write them on their shopping lists (copying the words on the board). Alternatively, they can draw the items on the piece of paper. Choose one child to be the shop owner and hold (e.g., in a bag) or display the real or toy foods (or Picture Cards). Invite two children to "go shopping". The shop owner chooses food/drink to present to the shoppers, asking *Do you want some . . . ?* If a child doesn't have the food item offered on their list, they answer *No, thank you*. If the item is on their list they answer *Yes, please* and take the food, crossing it off their list. The game finishes when one child has collected all the items on their list.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

In this lesson the children interact with one another in a communicative activity to "buy" food in a shop. They are encouraged to use functional language to ask and answer questions appropriately to obtain what they want. This helps develop social skills and gives the children more confidence to communicate in English in the classroom.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 2 page 25

1 Trace. Match and say. 2 Read and answer. Color.

- The children trace the words, then draw lines to match the pictures to the words. They then say the food words.
- The children read and answer the question about themselves. Put them in pairs to ask and answer. They then color the picture.

For teaching notes for Literacy Book page 10, go to page 70 of this Teacher's Guide.

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Read with me

Primary Areas of Learning

Objectives
To read and understand a story

Language
New: get fit
I want some (cake).
Recycled: picnic, honey/carrot cake, juice, tummy, swim, climb, run
I don't know. It's good for you.

Materials
Audio track 1.30, Fifi Puppet, Unit 2 Flashcards, Unit 2 Word Cards (see the Teacher's Resource Center), Unit 2 Story Animation, Character Cut-outs, toy food (optional), Literacy Book Unit 2 page 11

Other Areas of Learning

Literacy
Literacy Book: Children practice reading aloud to review the long *e*: spelling *ea*

Student Book Lesson 3 page 26

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Flashcards to review the food and drink words. Play a game of *What's missing?* (See Ideas Bank page 31.)
- Use the Word Cards (from the online Teacher's Resource Center). Stick the Word Cards on the board. Invite children to come to the board and stick the Flashcards next to the correct words.

1 Watch. Talk about the pictures.

- Tell the class that today they are going to watch and listen to another story with Fifi, Benny, and Prickly. Mime running and elicit the activity from the class (*run*). Repeat with swimming and climbing. Use the Fifi puppet to say *Let's get fit!*
- With books closed, watch the animation on the Classroom Presentation Tool.
- Talk about the story using the pictures in the Student Book. Ask the children to say what they can see, who the characters are in each picture, and what they are doing.
- Explain the meaning of *get fit* (to improve your physical health). Ask the children about Benny's tummy. *Is it big or small?* Check understanding of *There's too much honey in your tummy!*, *Stop!*, and *I want some . . . .*

2 Listen and point. Listen and repeat. 1•30

- Play the recording for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to "read" the speech bubbles and follow the text with their fingers.
- Play the story one more time for the children to listen and repeat the lines.
- Invite the children to role-play along with the story audio, on their own, or with the Character Cut-outs. If you like, use toy food as props to create the story scene.

3 Talk about the story.

CRITICAL THINKING

- Ask questions about the story and encourage the children to answer. *Does Benny like honey? Why does he want to get fit? Does Benny like cake? Is Benny hungry? What does he want? What does Fifi want to do? What does she say? What is Prickly doing while the others are away? How do you think Benny feels at the beginning of the story? How does he feel at the end of the story?*
- Talk to the class about other activities we can do to get fit. Ask the children *What activities/foods are good for you?* Talk about which they like.

PHYSICAL DEVELOPMENT

In this lesson the children learn about the importance of exercising and eating a healthy diet to keep themselves fit and healthy. The story shows the characters enjoying a healthy day together, and teaches that what we eat and how active we are affects how we feel and look. The children can identify a range of healthy and not so healthy activities (swimming, running, eating healthy/unhealthy food). This develops the children's awareness of their personal health and self-care.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 3 page 26

1 Draw. Read and circle the correct word.

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

For teaching notes for Literacy Book page 11, go to page 70 of this Teacher's Guide.

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Sing with me

Primary Areas of Learning

Objectives

To practice the new language through a song

Language

Recycled: vegetables, cake, pasta, fruit, meat, tummy

I want (something yummy).

Materials

Audio track 1.31, Fifi Puppet, Unit 2 Flashcards, Unit 2 Picture Cards, toy food (optional), Literacy Book Unit 2 page 12

Other Areas of Learning

Physical development

Children use actions to show movement and emotion in a song

Literacy

Literacy Book: Children review the long *e* sound (spelling *ea*) through a chant

Student Book Lesson 4 page 27

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Point to the Lesson 3 story frames on Student Book page 26 and encourage the children to retell the story. Ask questions to prompt the children, e.g., *Where are the animals? Why is Benny's tummy big? How do Benny and Fifi try to get fit? What does Prickly do?*
- Review the food and drink words using the Flashcards or Picture Cards. Invite a child to choose a Flashcard or Picture Card. The rest of the class ask questions to try and guess the card, e.g., *Do you like (milk)?* The child holding the card should answer *No, I don't*, or *Yes, I do* if a child asks about the correct item. The first child to guess correctly can take a turn to choose a card.

1 Sing and do. 1•31

- Look at the pictures of Benny on the left. Read the captions below each picture aloud and tell the children to follow the words with their fingers. Play the song through once and tell the children to point to the correct action picture when they hear that word or phrase in the song.
- Practice the actions together. Create actions for the rest of the song. Play the song again for the children to sing and act it out.
- Invite five children to pick an item of food they want to eat from the toy foods or Flashcards. Have them stand at the front of the class in any order they choose. Sing the song again with the class. Have the five children hold up their Flashcards/toy foods and the rest of the class substitute the words of the song to match the order.

EXPRESSIVE ARTS AND DESIGN

In this lesson the children express themselves to music and song. Singing and creating actions for the song encourages the children to be imaginative and express their ideas and opinions in a creative way.

2 Listen again and match. 1•31

- Look at the main picture together and tell the class that this is the girl and boy in the song. Ask the children to tell you what foods they can see.
- Play the song again. The children listen and draw lines to match the girl and boy to the food they want to eat.

Optional activity

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 4 page 27

1 Follow and trace.

- Read Benny's speech bubble. The children name the food and drink items and guess which things they think Benny likes in his tummy. They follow the lines from each food to the end of the paths to find which ones lead to Benny's tummy.
- They trace the words. If you like, have the children trace the words for the foods Benny likes in one color and the remaining words in a different color.

For teaching notes for Literacy Book page 12, go to page 70 of this Teacher's Guide.

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Say it with me

Primary Areas of Learning

Objectives

To practice words with the long *e*: spelling *ea*

Language

New: peas, peaches

Recycled: meat, beans, eat

Materials

Audio track 1.32, Phonics Letter Cards (optional), Phonics Picture Cards (optional), Literacy Book Unit 2 page 13

Other Areas of Learning

Literacy

Literacy Book: Children review the long *e* sound (spelling *ea*) through a game

Student Book Lesson 5 page 28

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play the song from Lesson 4. Encourage the children to sing along and do the actions. 1•31

1 Listen and follow. Listen and repeat. 1•32

- Look at the picture together. Ask the children to tell you what they can see. Explain that Fifi, Benny, and Prickly are having a picnic. Teach the word *peaches* and *peas*.
- Play the recording and ask the children to follow the words on the page as they listen.
- Play the recording again for the children to listen and repeat the chant, pausing after each line. Divide the class into three groups and have each group be a character. Rotate the groups so that all the children have a chance to say all the lines.
- Focus on the pronunciation of the long *e* (*ea*) in *peaches*, *meat*, *peas*, *beans*, and *eat*.

Note: If your class has already worked through the Literacy Book, challenge them to listen to the chant with their books closed and identify any words with the target sound. Have them raise their hand as soon as they hear it in a word. Then, have them listen and read the chant and circle the words with the sound.

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

- Ask the children to read Prickly's speech bubble. Say *Point to the peaches*. Have children write a *P* in the box next to the picture of the peaches. Then, read the other speech bubbles and ask the children to write the initial letter of the other two characters in the correct boxes.

LITERACY

This lesson develops the children's literacy skills and their ability to read and interpret written information. They listen to and read short sentences and use the information to match pictures of food to the story characters.

Optional activities

Note: Use the Phonics Letter Cards and Picture Cards on the Teacher's Resource Center to practice the target sound.

For further practice of long *e* words with *ea* spelling:

- Have children read other words in isolation (*beak*, *cheat*, *cream*, *dream*, *feast*, *meal*, *reach*, *seal*, *steam*, *tea*, *teach*) and then in short sentences, e.g., *I like peaches and cream*.

To practice differentiating between long and short *e* with *ea* spelling:

- Explain that the letters *ea* don't always make the long *e* sound. Write the following words on the board: *teacher*, *please*, *head*, *clean*, *feather*, *weather*, *eat*, *beans*, *peas*, *bread*, *meat*, *peach*. Read the words aloud and ask the children to stand up if they hear the long *e* sound, and sit down if not. (*Head*, *feather*, *weather*, and *bread* have a short *e* sound.)

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 5 page 28

1 Trace. Match and say.

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

2 Choose and draw. Write and say.

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

Additional phonics resources can be found on the Teacher's Resource Center. There is also a phonics game included on the Classroom Presentation Tool, launched from a hotspot on the Lesson 5 Student Book page.

For teaching notes for Literacy Book page 13, go to pages 70–71 of this Teacher's Guide.

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Follow me

Primary Areas of Learning

Objectives
To learn how to offer and accept food politely

Language
New: It's snack time. Would you like a (drink)?
Recycled: snacks, Food
Would you like some (cheese)? Yes, please. / No, thank you.

Materials
Audio tracks 1.33–1.34, real or toy food/pictures of food, items to lay a table (plastic/paper plates, forks, glasses, tablecloth) (optional), Unit 2 Values Animation, Numeracy Book Unit 2 pages 9–10

Other Areas of Learning

Physical development
Children consider the foods we need to eat for a healthy snack

Numeracy
Numeracy Book: Children categorize foods identifying the *same* or *different*
Numeracy Book: Children do simple subtraction

Student Book Lesson 6 page 29

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Say and act out the phonics chant from Lesson 5. 1•32
- Ask the children what they have to eat at snack time at school. Are their snacks healthy? Who prepares the snacks? What do they do to help?

CRITICAL THINKING

- Talk about words we use to be polite when we want something (*please*, *thank you*). Talk about snack time or other shared meals. Do the children ask others if they want something to eat or drink? How do they ask?

1 Listen and follow. Listen and repeat. 1•33

- Focus on the photos. Ask the class to say where the children are and what they think they are doing or saying. Ask *What can you see on the table?* and name the food and drink. Ask *Does the girl want some fruit? What would you choose to eat and drink?*
- Play the dialogue. The children listen and follow the text on the page.
- Play the dialogue again for the class to listen and repeat.

2 Say and act out.

- Ask the children to act out the dialogue in groups of three. Use real or toy food, or use pictures of food. If you can, give the children some plastic or paper plates, forks, glasses, and a tablecloth. Help them set a table ready for snack time. Then, ask the children to place the plastic/real food on the table. You can give the children some different food and drink so they can vary the dialogue.
- Play the recording again for them, then encourage them to say the dialogue themselves. Encourage them to offer and decline.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

3 Listen and chant. 1•34

- Play the chant and use actions or mime to demonstrate the meaning of the words.
- Play the chant again and have the children follow the words on the page with their fingers.
- Play the chant once more and say the words with the children.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson teaches the importance of polite social interaction. It provides the children with the language to offer foods and accept or decline them in a polite way. This will give the children the ability and confidence to offer and ask for other objects in the classroom environment and outside in a real-world context.

4 Watch.

- The children watch the animation on the Classroom Presentation Tool.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 6 page 29

1 Read and trace.

- The children read the questions, find the correct food items, and trace the correct picture and the words next to it.

For teaching notes for Numeracy Book pages 9–10, go to page 71 of this Teacher's Guide.

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Explore with me

Primary Areas of Learning

Objectives

To talk about meals

Language

New: breakfast, lunch, dinner, dessert, cereal, salad, bread

I/We have (cereal) for (breakfast).

Recycled: milk, sandwich, pasta, fruit

Materials

Audio track 1.35, Unit 2 CLIL Slideshow, Numeracy Book Unit 2 page 11

Other Areas of Learning

Literacy

Children read and listen to a non-fiction text

Physical development

Children consider which foods are healthy and good for their physical development

Numeracy

Numeracy Book: Children do simple subtraction

Student Book Lesson 7 page 30

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask the children what they learned about in the previous lesson (how to accept and offer food). Play the chant from Lesson 6 and encourage the children to join in. 1•34
- Pre-teach the words: *breakfast*, *lunch*, *dinner*, and *dessert*. Ask the children what foods they eat every day and when they eat each of these foods.

1 Watch. Talk about the pictures.

- Play the slideshow on the Classroom Presentation Tool.
- Look at the pictures in the Student Book together and ask the children to say what they can see. Ask the children if the people are at home or at school. Which meal do they think is shown in each picture? Encourage the children to point and say which food/drink they like or don't like, e.g., *I like (cereal)*.

2 Listen and follow. Listen and repeat. 1•35

- Play the recording for the class to listen and follow the text on the page using their fingers. Check comprehension by asking *Which meal is it? What do they have for (breakfast)? What is she eating?*
- Play the recording again, pausing after each sentence for the class to listen and repeat.

3 What do you have for (breakfast)?

CRITICAL THINKING

- Point to the first picture and ask *What does she have for breakfast?* Ask the children if they eat/drink these things for breakfast. What is the same? What is different about her breakfast? Would they like to eat/drink these things for breakfast? Do they eat or drink them at a different meal? Ask the children where they eat breakfast, and who they eat breakfast with. What time of the morning do they have breakfast?
- Repeat and talk about the other meals and pictures.
- Talk to the class about healthy and unhealthy food and remind them that healthy food and drink helps them to grow, and keep strong and well.

UNDERSTANDING THE WORLD

This lesson encourages the children to think about the food and drink they have at different mealtimes. It provides opportunities to discuss with the children what they eat, who they eat with, and to broaden this into a discussion of healthy and less healthy foods. The children also have the opportunity to listen and compare and contrast their ideas with their classmates.

Optional activity

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 7 page 30

1 Read and write. Draw.

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

For teaching notes for Numeracy Book page 11, go to page 71 of this Teacher's Guide.

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Think with me

Primary Areas of Learning

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

Language
New: What's for (dinner)?
Recycled: hungry, breakfast, lunch, dinner; Food and drink
They have (cereal) (for breakfast).

Materials
Audio track 1.36, colored pens/pencils/crayons, Unit 2 Flashcards, Numeracy Book Unit 2 page 12

Other Areas of Learning

Expressive arts and design
Children express themselves to music and song

Numeracy
Numeracy Book: Children sequence number words *one* to *twenty*

Student Book Lesson 8 page 31

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Review the language from the previous lesson by asking the children what they eat for breakfast/lunch/dinner. Ask the children to look at the photographs again on Student Book page 30 and say what the people in the photographs have for breakfast/lunch/dinner/dessert.

1 Talk about the picture.

- Ask the class who they can see in the big picture and what they are doing. Where are the children? What foods do they recognize? Which meals can they see? (The children are eating breakfast, Dad is making lunch, and Mom is thinking about dinner.)

2 Write B, L, or D.

CRITICAL THINKING

- Ask the children to look at the small pictures on the right. Read the meal words and name the food and drink items pictured. Write *Breakfast*, *Lunch*, and *Dinner* on the board with the initial letter in a different color.
- Look at the main picture again. Tell the children that they are going to write B, L, or D in the boxes next to the food pictures. Show them that yogurt already has a letter L next to it because we can see the yogurt pots in the children's lunchboxes. Go through each food/drink item and have the children look at the main picture again and decide which letter to write in the box.
- When they have finished encourage the children to say, e.g., *They have (yogurt) for (lunch)*.

3 Listen and sing. 1•36

- Display the Flashcards. Play the song for the class to listen. Have the children tell you what foods/drinks are mentioned and come to the front and point to the Flashcards.
- Draw the foods mentioned in the order they appear in the first verse (cereal, milk, yogurt, fruit). Play the song again and point to the foods as they are mentioned, asking the children to join in with the food and drink words.
- Divide the class into groups to play the mom, boys, and girl. Play the song one more time and have them join in.

4 Make a food diary. Which foods are healthier?

CRITICAL THINKING

- Tell the children they are going to make a food diary, based on the things they ate and drank yesterday.
- Draw an example diary on the board. Draw simple pictures of food and drink, labelling each with B, L, or D. Say *I have (fruit) for (breakfast). I have (rice) and (fish) for (lunch)*, etc.
- Ask the children to think about and draw all the things they ate and drank yesterday (they can include snacks).
- Ask the children to look at their food diaries and decide which foods are healthy and which are less healthy.

UNDERSTANDING THE WORLD

This lesson asks the children to categorize different food and drink into meals. The language is personalized as the children create their own food diary. This asks them to be aware of what food they eat and to think about if they eat a healthy and balanced diet throughout the week.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 8 page 31

1 Draw. Circle the healthy foods green and the unhealthy foods red.

CRITICAL THINKING

- Ask the children to draw the things they usually eat for breakfast/lunch/dinner in the food diary. Have them look at the pictures and circle the items green if they are healthy or red if they are less healthy.

For teaching notes for Numeracy Book page 12, go to page 71 of this Teacher's Guide.

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Show me

Primary Areas of Learning

Objectives

To practice and review the language from the unit

Language

Recycled: Food and drink

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

Materials

Unit 2 Poster, Unit 2 Picture Cards, Numeracy Book Unit 2 page 13, Unit 2 Transition Worksheet (optional)

Other Areas of Learning

Numeracy

Numeracy Book: Children count to 15, skip counting by 3

Student Book Lesson 9 page 32

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Sing the song from Lesson 8 and encourage the children to sing along. 1•36.

1 Look at the poster. Circle.

- Play a game to review the vocabulary of the unit using the unit Poster in the Classroom Resource Pack or on the Classroom Presentation Tool. Set up a chain game. Have the children take turns to make an *I want* … sentence about something on the Poster. The rest of the class points to the item on the Poster and takes turns to add something to the chain, e.g., *I want some milk. I want some milk and some fruit.*
- Ask *What do you want to eat/drink?* Encourage the children to say what they want to eat and drink now.

CRITICAL THINKING

- Ask the children to open their Student Books. Have them name the characters on the left. Tell them to circle the food and drink to match what the characters have on the Poster.

2 Play the game.

- Point to the big picture and ask who the children can see and what they are doing. Read the speech bubbles together.
- Have the children take out their Unit 2 Picture Cards to play the game in groups of three. They shuffle their cards together and place them face down on the table. Each child takes six cards. They can either hold the cards, or place them face up where the other players can't see. The children take turns to offer and take a card in order to collect six different food and drink cards. The children take turns asking *Do you want some … ?* questions. If the child answering says *Yes, please*, they take the card offered. If they say *No, thank you*, the questioning child offers another food item. The winner is the first child to have all six food and drink items.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

In this lesson the children practice offering, and accepting or declining different food and drink in an appropriate way in a fun and memorable game. This small group activity will give the children the self-confidence to express themselves, helping them develop as successful language learners.

3 What do you like to eat?

CRITICAL THINKING

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 9 page 32

1 Connect the dots and complete the sentences.

- The children connect the dots to complete the food each child has. Then, they use the words to complete the speech bubbles, offering and declining food.
- In pairs the children read the dialogue. They can then use the other words on the page to offer and accept or decline.

Note: Bring magazines with pictures of food to the next lesson. You could also bring a tablecloth and paper plates, cups, plastic forks, etc., as well as craft items for making pretend food.

For teaching notes for Numeracy Book page 13, go to page 71 of this Teacher's Guide.

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Show and Tell

Primary Areas of Learning

Objectives

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

Language

Recycled: picnic, Food and drink

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

Materials

Unit 2 Picture Cards, Unit 2 Poster, real or toy food and drink, magazines with pictures of food or craft materials to make food (play-dough, string, pasta pieces, foam, card stock, paints, tissue paper), scissors, glue, a tablecloth, paper plates, cups, forks, strong adhesive tape/drawing pins, Numeracy Book Unit 2 page 14, Unit 2 Progress Check (optional)

Other Areas of Learning

Personal, social, and emotional development

Children work together in small groups and as a class to create a wall display

Numeracy

Numeracy Book: Children learn to take items apart into three sets

Student Book Lesson 10 Project page 33

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play a game using real food or toy food. Place the food items on a table. The children take turns to ask for foods and pass them to the next person. Child 1 says *I want some (pasta.)* Child 2 picks the correct food up and passes it to Child 1, saying *Here you are*.
- Ask the children how we can offer food to people politely. Review the phrases *Would you like some (cheese/a drink)?* and *Yes, please. / No, thank you*. Play the chant from Lesson 6. 1•34
- Tell the children that they are going to work together on a class project in this lesson, and they will create a plate of food for a picnic.

1 Choose and make a meal.

- Focus on the pictures on the Student Book page. Point to the photo and ask the children to say what they can see. Read the speech bubble together.
- Point to the smaller pictures on the left and ask what the children are doing. Explain that they are making food and sticking it onto a plate, and they are making drinks. Review the words *plate* and *cup*.
- Discuss what the children would take to eat on a picnic. Ask the children to say what they think they will need to make the meal (paper plates, cups, glue, scissors, pens, paint, card stock, etc.). If you have brought magazines in, explain that the children can cut out pictures of food, or give the children materials to make food and drink.
- Divide the class into small groups and give each child a paper plate. When they have finished making their foods, hand out paper or plastic cups for the children to make their drinks. For this they choose colored tissue paper, crunch it up, and stick it inside their cup. Encourage them to think about all the different juices they could choose from, e.g., apple juice, carrot juice, orange juice, etc.

2 Make a class picnic.

- Provide name cards for the children to write/trace over their names and place with their meal.
- Assemble the "picnic" by securing the tablecloth to the wall and then sticking the meals and name cards to it.

EXPRESSIVE ARTS AND DESIGN

In this lesson the children create a picnic wall display using a range of materials. They shape the different art materials into foods and drink from the unit and glue them on a plate or in a cup. This task enables the children to explore artistic media through a collaborative and creative activity.

3 Show and tell.

- Invite volunteers to take turns to come to the front and talk about their picnic plate, e.g., *This is our picnic. I have (a banana) and (a cake)*.
- As an extension, use the display to have the children offer food to each other using, *Would you like (some cake)? Yes, please. / No, thank you*.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 10 Project page 33

1 What's in your picnic? Choose and draw.

- The children choose food and drink items from the items on the right and draw them in the picnic basket. They can then tell the class what they want to take on their picnic.

To assess the children on the unit language, a Unit Progress Check can be found on the Teacher's Resource Center.

For teaching notes for Numeracy Book page 14, go to page 71 of this Teacher's Guide.

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Unit 2 Literacy Book

Note: Additional practice and Phonics Letter Cards and Picture Cards can be found on the Teacher's Resource Center. The audio tracks for the Literacy Book are found on CD3 and the transcripts are on pages 171–173.

Page 8

This lesson introduces the new sound (long *e*, spelling *ea*) and is aimed at enabling children to identify it. As well as using the recording, you can help by exaggerating the sound.

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

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

Other activities

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

Page 9

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

1 Look and say.

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

2 Listen and circle the picture. 1•07

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

Other activities

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

Page 10

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

1 Say.

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

2 Write the rhyming words.

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

3 Listen and repeat. 1•08

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

Other activities

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

Page 11

This lesson gives the children practice of reading aloud.

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

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

2 Read aloud.

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

Page 12

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

1 Point and say.

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

2 Listen and chant. 1•10

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

Page 13

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

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

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

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2 Play a guessing game.

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

Unit 2 Numeracy Book

Note: See the information about number flashcards on page 47.

Page 9 (Identifying differences; *Same/different*)

1 Find and circle the food that is different. 2 Color your favorite. 3 Say.

- Before: Place two plates with three foods on them in front of the children. One food item on each plate is different (e.g., one has meat, one has fish, both have peas and carrots). Ask *What's the same? What's different?* Then, ask the children to close their eyes. Ask a child to change the foods on the plates so that, again, one of them is different (let them choose from other toy foods available). Then, ask the children to open their eyes, and encourage them to notice what is the same/different on the two plates. Alternatively, use three different objects on two pieces of paper, instead of plates and food.
- During: Look at the first two pictures together. Ask *What's the same?* (*rice and meat*) *What's different?* (*carrots and peas*). The children then continue circling the food that is different on their own. Then, ask them to color their favorite food. Finally, ask some of the children *What's your favorite food?* and encourage them to reply.

Page 10 (Simple subtraction)

1 Read and draw the apples. 2 Color the same number of circles. 3 Write the numbers.

- Before: Place seven balls in front of the class and count them with the children. Then, give two balls to a child. Ask *How many balls are there now?* (*five*). Repeat the same with different toys or objects that children use a lot.
- During: Tell a simple story about Mike. Say *Mike is very hungry. He sees seven apples in the tree. Where are the seven apples? Draw*. Then, ask the children to draw the seven apples (one has already been drawn as an example) and color seven circles for the first picture. Then, continue the story: *Mike eats two apples. He isn't hungry now. He's happy*. Ask the children to put their thumb over the last two circles they colored (under the picture on the left) and count how many colored circles are left. Then, ask *How many apples are there now?* (*five*) Then, the children draw the five apples on the tree in the second picture and color in five circles.

Page 11 (Simple subtraction)

1 Cross out one. 2 Count and write.

- Before: Place ten balls in front of the children and count them together. Then, take away one and encourage children to say how many balls there are now (*nine*). Repeat the same with different numbers of balls up to twenty and always take away only one.
- During: Ask the children what shapes they can see and how many there are of each shape. The children cross out one shape in each row and count the shapes again to complete the subtraction problems.

ANSWERS

15 - 1 = 14; 9 - 1 = 8; 20 - 1 =19; 12 - 1 = 11; 18 - 1= 17

Page 12 (Sequencing number words *one–twenty*)

1 Follow the number words with your finger. 2 Say the numbers. 3 Follow the number words with your pencil.

- Before: Put word flashcards of the numbers from *one* to *twenty* in order on the floor so that they form the shape of a road, and put a basket with some snacks at the end of the road. Tell the children that you are going on a picnic together. In pairs, children walk/hop along the number road until they find the basket at number twenty, while the rest of the children say the numbers out loud. Repeat the same until all the children have walked along the road and found the picnic basket.
- During: The children connect the number words with their fingers first and say them out loud together. Then, they do the same on their own with their pencils.

Page 13 (Counting to 15; Skip counting by 3)

1 Count, trace, and draw. 2 Circle in threes. 3 Say.

- Before: Do the same activity with real food (or balls). For example, put eleven apples in front of the children and count them together. Then, ask a child to help you make groups of three. At the end say *There are two left*. Repeat with 12–15 apples/balls. At the end say how many are left.
- During: The children trace the number words, then count the objects and draw the correct object next to each number word. Then, ask the children to circle the objects in threes. Ask *How many are left?* each time. Point to the groups of circled items as you count in threes: *Three, six, nine, (twelve), (fifteen)*. For each group of objects, ask again *How many are left?*

Page 14 (Taking apart into three sets)

1 Put the same food on each plate. 2 Count. 3 Talk about the picture.

- Before: Do the activity with real objects. Ask three children to sit around a table with, e.g., six apples and three sandwiches in the middle. Then, ask them to share the food so that they all have the same.
- During: The children draw the food on each plate so that each child has the same. Then, ask *How many apples are there on one plate?* (*two*) *How many sandwiches are there on one plate?* (*one*). Point to the food on the plates and ask *Is it different?* (*No.*) *Is it the same?* (*Yes.*)

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UNIT 3 What happens on your birthday?

Primary Areas of Learning

Objectives
To familiarize children with words for birthdays
To revise known words for animals, food, and drinks

Language
New: (birthday) cake(s), present(s), card(s), mask(s), candle(s), game(s)
Recycled: Animals, Food and drink
There's (1) (birthday cake). There are (6) (candles). I have (1) (mask).

Materials
Audio tracks 1.37–1.38, Fifi Puppet, Unit 3 Flashcards, Unit 3 Poster, Unit 3 Picture Cards (Student Book page 119), Literacy Book Unit 3 pages 14–15

Other Areas of Learning

Personal, social, and emotional development
Children interact with each other in a meaningful and social way

Literacy
Literacy Book: Children are introduced to the sound and spelling pattern *ay*, and identify the target sound
Literacy Book: Children listen for and identify the long *a* sound: spelling pattern *ay*

Student Book Lesson 1 page 34

Warmer

- Start the lesson with the *Hello routine* (see page 15).

1 Talk about the picture.

- Use the Poster in the Classroom Resource Pack, or on the Classroom Presentation Tool, and the Fifi puppet to introduce the topic. Ask the children whose birthday it is (It's Sam's birthday). Then, ask *How old is he?* and tell the class to look carefully at the picture to find the answer (He's six.) Talk about the scene and review known words: animals (*rabbit*, *tiger*, *bear*, *penguin*, *duck*, *kitten/cat*), food and drink (*juice*, *cookies*, *sandwich*, *fruit*, *vegetables*, *yogurt*), and any other items the children can name in the picture (colors, *balloon*, *hat*, *train*, *plate*, *cup*, *sofa*, *table*, *door*, *floor*).
- Prompt the children using question forms, e.g., *Is there a (duck)? Are there (sandwiches)? Who has (a pin)?*
  Note: at this stage do not use *How many … ?* questions.
- Use the Flashcards to introduce the new vocabulary: *birthday cake*, *present*, *card*, *mask*, *candle*, *game*.
- Play a game: match the Flashcards to the same items on the Poster.

2 Listen and point. 1•37

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

3 Listen and repeat. 1•38

- Play the recording for the children to listen and repeat the new words. Repeat until they are saying them confidently.

4 What happens on your birthday?

CRITICAL THINKING

- Introduce the Big Question: *What happens on your birthday?* Talk about what the children do on their birthdays. Do they have parties/a special meal/a cake? Prompt them to use sentences, e.g., *I have (a party)*. Ask them if they do the same things as Sam on his birthday.
- Use the picture to prompt discussion of the question: *What games can we play with masks?* Ask the children *How old will you be on your next birthday?*
- Ask *Where's Bird? What can he see?* (Snakes.) Talk about what game Anna and Bird are playing.

UNDERSTANDING THE WORLD

This lesson prompts the children to think about how they celebrate their own birthdays. As a class they compare what they do and what they eat. This helps them to understand differences between people around them and in how families celebrate occasions. This helps them celebrate their differences and recognize their similarities.

Ending the lesson

- Ask the children to cut out the Unit 3 Picture Cards from the back of the Student Book for the next lesson.
- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 1 page 34

1 What's next? Look and draw.

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

Note: Prepare two boxes covered in wrapping paper (with a lid, or with the top left open or a large hole in the top) and bring toy or real party items to the next lesson for the game.

For teaching notes for Literacy Book pages 14–15, go to page 82 of this Teacher's Guide.

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Play with me

Primary Areas of Learning

Objectives

To practice a new structure and birthday words through a game

Language

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

Materials

Audio tracks 1.39–1.40, Fifi Puppet, Unit 3 Poster, Unit 3 Picture Cards, two boxes covered in wrapping paper, party items (presents, candles, cards, etc.), Unit 3 Stickers, Literacy Book Unit 3 page 16

Other Areas of Learning

Physical development

Children develop fine and gross motor skills in a sticker activity and interactive game

Literacy

Literacy Book: Children practice sounding out words and recognizing the spelling pattern *ay*

Student Book Lesson 2 page 35

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Fifi puppet to make sentences about the Poster, e.g., *There's (1) (cake)*. Prompt the children to point to the item(s) and count them.
- Ask the children to take out their Unit 3 Picture Cards. Play a game of *Pairs*. In pairs, the children place their Picture Cards face down on the table and take turns to turn over two cards and find matching pictures. The child with the most pairs of cards is the winner.

1 Point and say.

- Point to the pictures of the birthday items and say the words. Have the children point and join in with you.
- Say one of the colors of the boxes bordering the pictures and encourage the children to say the name of the item. Repeat, getting faster and faster.
- Write the birthday words on the board. Encourage the children to say the words they recognize or can work out.

Ask volunteers to hold up the Picture Cards that match the words. Point out that the pictures in the book all show more than one item so there is a letter *s* at the end of the word.

2 Listen and stick. 1•39

- Introduce the new structure: *How many … are there?* Use real or toy items, or the Picture Cards, demonstrating the question with several children. Encourage the use of plurals.
- Ask the children to turn to the back of their books and find the stickers for this unit. Point and ask *What's this? Are they (cards)?*
- Play the recording, pausing after each exchange for the children to find the correct sticker and the correct place to put it. Make sure all the children have the correct sticker, then have them stick it onto the Student Book page.
- The children can trace the words now or after Activity 3.

3 Listen and play the game. 1•40

- Introduce *How many … are there altogether?* Use Picture Cards or objects to demonstrate adding on. Hold up the Picture Card for *masks* and ask *How many masks are there?* Then, show another Picture Card of the masks or add more examples of the object, and ask *How many are there altogether?*
- Focus on the photo in the Student Book. Explain that the children are playing a counting game. Ask the children to look at the photo while they listen to the recording.
- Play the recording again, one line at a time, for the children to repeat.
- Set up the game. Put different numbers of party items into the two wrapped boxes. Three children come to the front. One asks the questions and the others count the number of items they find in their boxes. Have the rest of the class answer how many items there are altogether. Alternatively, the Picture Cards can be used instead of real party items.

MATHEMATICS

This lesson enables the children to ask and answer a question about quantity: *How many … ?* They respond by counting objects and saying a number answer using the new sentence structure, e.g., *There are 5 candles*. Teaching these functions allows the children to use math in a contextualized and meaningful way.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 2 page 35

1 Draw and write. Say.

- The children complete the party items in the picture by tracing over the gray lines, then write the words. They then ask and answer about how many of each item they can see in the picture.

For teaching notes for Literacy Book page 16, go to page 82 of this Teacher's Guide.

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Read with me

Primary Areas of Learning

Objectives

To read and understand a story

Language

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

There's something shiny here/there.

Recycled: ball, paper, present; Colors

Materials

Audio track 1.41, Fifi Puppet, Unit 3 Flashcards, Unit 3 Word Cards (see the Teacher's Resource Center), Unit 3 Story Animation, Character Cut-outs, props (small paper circles, counters, buttons), Literacy Book Unit 3 page 17

Other Areas of Learning

Expressive arts and design

Children express themselves through a role-play activity

Literacy

Literacy Book: Children practice reading aloud sight words and reviewing words with *ay*

Student Book Lesson 3 page 36

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Flashcards to review the birthday words. Play a game of *What's missing?* (See Ideas Bank page 31.)
- Use the Word Cards (on the Teacher's Resource Center). Stick the Word Cards on the board. Invite children to come to the board and stick the Flashcards next to the correct words.

1 Watch. Talk about the pictures.

- Tell the class that today they are going to watch and listen to another story with Fifi, Benny, and Prickly. Ask the children what games they play at parties. Use the Fifi puppet to say *It's party time!*
- With books closed, watch the animation on the Classroom Presentation Tool.
- Talk about the story using the pictures in the Student Book. Ask the children to say what they can see, who the characters are in each picture, and what they are doing. Elicit the new animals in the story (rabbit, squirrel/chipmunk, badger) and teach the phrase *treasure hunt*.
- Explain the meaning of *There's something …*, *shiny*, *silver*, *beads*, and *necklace*. Demonstrate *here* and *there*.

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

- Play the recording for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to "read" the speech bubbles and follow the text with their fingers.
- Play the story one more time for the children to listen and repeat the lines.
- Invite the children to role-play along with the story audio, on their own, or with the Character Cut-outs. If you like, use props to create the story scene.

LITERACY

This lesson enables the children to listen to, read, and follow a topic-based story. The text contains blends, digraphs and individual sounds that the children are familiar with. It also includes sight words, such as *what's, this,* and *shiny*. Allowing the children to listen as they read helps the children link the sounds and spelling of English words. This develops their reading, writing, listening, and pronunciation skills.

3 Talk about the story.

CRITICAL THINKING

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 3 page 36

1 Read and number in order.

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

2 Color and tell the story.

- The children then color the pictures and use them to tell the story to the class (or a partner).

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

For teaching notes for Literacy Book page 17, go to page 82 of this Teacher's Guide.

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Sing with me

Primary Areas of Learning

Objectives

To practice the new language through a song

Language

Recycled: here, there, treasure hunt, purple, pink, beads

There are (8 purple beads). We have (14 beads) altogether.

Materials

Audio track 1.42, small items of "treasure" (small treats, etc.), Literacy Book Unit 3 page 18

Other Areas of Learning

Mathematics

Children count objects and write numbers to complete sentences from a song

Literacy

Literacy Book: Children review the long *a* sound (spelling *ay*) through a chant

Student Book Lesson 4 page 37

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Point to the Lesson 3 story frames on Student Book page 36 and encourage the children to retell the story. Ask questions to prompt the children, e.g., *Where are the animals? What do they do? What do they find? Who has a present?*
- Play a game of *Bingo!* to review numbers 1–20. Draw a small grid on the board with boxes and ask the children to copy the grid and fill in each box with a number. Call out numbers in random order, and the children cross them off on their grid. The winner is the first child to cross off all his/her numbers.

1 Sing and do. 1•42

- Look at the pictures of Fifi and Prickly on the left. Read the captions below each picture aloud and tell the children to follow the words with their fingers. Play the song through once and tell the children to point to the correct action picture when they hear that word or phrase in the song.
- Demonstrate and practice the actions, focusing on the meaning of *here/there/everywhere* (close by, further away, and all around). Create actions with the class for the rest of the song. Play the song again for the children to sing and act it out.
- Divide the class in three. Everyone sings the first and last verse and each group sings one of the lines from the middle verse.

EXPRESSIVE ARTS AND DESIGN

In this lesson the children are able to sing along to a song and contribute their own ideas for song actions. Music helps to focus the children on the classroom activity, while the fun kinesthetic element will help them to recall the language of the unit in the future.

2 Count and write.

- Look at the main picture together and ask the class what is happening. Ask the children to tell you what color beads they can see (*pink and purple*).
- Read the three sentences below the picture together and have the children count the pink beads, and then the purple beads. Then, they count how many beads they have altogether. They write the numbers in their books.

3 Go on a treasure hunt.

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 4 page 37

1 Read and color.

- The children read the sentences. Then, they count and color the beads according to the sentences. Ask *How many are there in total?*

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Say it with me

Primary Areas of Learning

Objectives

To practice words with the long *a:* spelling *ay*

Language

New: way, fun

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

Materials

Audio track 1.43, colored pens/pencils/crayons, Phonics Letter Cards (optional), Phonics Picture Cards (optional), Literacy Book Unit 3 page 19

Other Areas of Learning

Mathematics

Children complete a color sequencing activity

Literacy

Literacy Book: Children review the long *a* sound (spelling *ay*) through a game

Student Book Lesson 5 page 38

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play the song from Lesson 4. Encourage the children to sing along and do the actions. 1•42

1 Listen and follow. Listen and repeat. 1•43

- Look at the picture together. Ask the children to tell you what they can see. Establish that Fifi, Benny, and Prickly are on a treasure hunt. Teach the words *way* (with the meaning *route*) and *fun*.
- Play the recording and ask the children to follow the words on the page as they listen.
- Play the recording again for the children to listen and repeat the chant, pausing after each line. Focus on the pronunciation of the target sound. Invite the children to say the rhyme without the recording.

Note: If your class has already worked through the Literacy Book, challenge them to listen to the chant with their books closed and identify any words with the target sound. Have them raise their hand as soon as they hear it in a word. Then, have them listen and read the chant and circle the words with the sound.

> **LITERACY**
> This lesson focuses on the phonic sound of the unit, *ay*, at word and sentence level. The children listen to, recognize, and say the words in a rhyming chant. The chant also contains sight words, such as *There's*.

2 Color.

- Ask the children to read the color pattern that the paper circles make in the picture. Have them color the remaining circles the correct colors to repeat the pattern.

Optional activities

Note: Use the Phonics Letter Cards and Picture Cards on the Teacher's Resource Center to practice the target sound.

For further practice of the *ay* sound:

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

For practice in differentiating between long *e* and long *a*:

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 5 page 38

1 Connect the *ay* words. Say.

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

2 Write.

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

> Additional phonics resources can be found on the Teacher's Resource Center. There is also a phonics game included on the Classroom Presentation Tool, launched from a hotspot on the Lesson 5 Student Book page.

For teaching notes for Literacy Book page 19, go to pages 82–83 of this Teacher's Guide.

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Follow me

Primary Areas of Learning

Objectives

To learn the importance of showing you care about your family

Language

New: This is for you. It's beautiful.

Recycled: Happy birthday. Thank you.

Materials

Audio tracks 1.44–1.45, Unit 3 Values Animation, a card/present, folded card stock, tissue paper circles, markers, glue (all optional), Numeracy Book Unit 3 pages 15–16

Other Areas of Learning

Expressive arts and design

Children do a role-play activity and sing a chant

Numeracy

Numeracy Book: Children prepare for addition and subtraction to 10

Numeracy Book: Children do addition to 10

Student Book Lesson 6 page 39

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Say and act out the phonics chant from Lesson 5. 1•43

CRITICAL THINKING

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

1 Listen and follow. Listen and repeat. 1•44

- Focus on the photos. Ask the class to say where the children are and what they think they are doing or saying. Ask *What can you see in the boy's hand? What have the children made? What is on the front?* Ask *Who is the card for? Why? Can you read the words?*
- Play the dialogue. The children listen and follow the text on the page.
- Play the dialogue again for the class to listen and repeat.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson encourages the children to think about the importance of caring for members of their family. Showing that we care for one another makes us all happy and helps to create strong social bonds both in and out of the home. This lesson provides the children with the appropriate functional language they need to show they care.

2 Say and act out.

- Ask the children to act out the dialogue in groups of three. Give them a card or a present to use as a prop.
- Play the recording again for them, then encourage them to say the dialogue themselves. The children can choose other members of their family/carers to give a card/present to.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

3 Listen and chant. 1•45

- Play the chant and use actions or mime to demonstrate the meaning of the words.
- Play the chant again and have the children follow the words on the page with their fingers.
- Play the chant once more and say the words with the children.
- Ask parents to come in for a short session at the end of the day/week so the children can say their chants (and give their cards, if they have made them) to their loved ones.
- Use the chant for birthdays or other special occasion days such as Mother's Day.

4 Watch.

- The children watch the animation on the Classroom Presentation Tool.

Optional activity

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 6 page 39

1 Circle the correct behavior.

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

For teaching notes for Numeracy Book pages 15–16, go to page 83 of this Teacher's Guide.

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Explore with me

Primary Areas of Learning

Objectives

To talk about birthdays and months of the year

Language

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

Recycled: Months of the year; party, yard, birthday cake, candles, sing, winter, spring, summer, fall

I have (a party).

Materials

Audio track 1.46–1.47, Fifi Puppet, Unit 3 CLIL Slideshow, Numeracy Book Unit 3 page 17

Other Areas of Learning

Literacy

Children read and listen to a non-fiction text

Understanding the world

Children learn the months of the year and say when they celebrate their birthdays

Numeracy

Children sequence the months of the year

Numeracy Book: Children identify differences in shape

Student Book Lesson 7 page 40

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask the children what they learned about in the previous lesson (the importance of showing you care about your family). Play the chant from Lesson 6 and encourage the children to join in. 1•45
- Use the Fifi puppet to teach the months of the year in a chant. Ask *What month is it?*

1 Watch.

- Play the slideshow on the Classroom Presentation Tool.

2 Listen and point to the months. Listen and repeat. 1•46

- Play the recording for the class to listen and point to the months in the list.
- Play the recording again, pausing after each month for the class to repeat the words.
- Focus on the colors the months of the year are written in (blue, orange, yellow, green). Ask the children what they think these colors show (the seasons). Review the words *winter*, *spring*, *summer*, *fall*. Talk about which months of the year fall in which season.

3 Listen and follow. Listen and repeat. 1•47

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

4 When's your birthday?

CRITICAL THINKING

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

UNDERSTANDING THE WORLD

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 7 page 40

1 Look, read, and number. Circle what happens on your birthday.

- Read the sentences together and ask the children to write the number of the matching picture next to each one. The first has been done as an example.
- Ask the children to circle the sentences that describe things that happen on their birthdays. Fast finishers can draw a picture of something else that happens on their birthday.

Note: Bring blunt kebab sticks and a variety of chopped-up fruit for the next lesson to make fruit kebabs.

For teaching notes for Numeracy Book page 17, go to page 83 of this Teacher's Guide.

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Think with me

Primary Areas of Learning

Objectives
To practice the new language through a song
To make patterned fruit kebabs

Language
Recycled: Months of the year, Shapes, Food and drink, Colors, Numbers 1–20
There's a (yellow balloon). Letter (A) is on a (yellow) balloon.

Materials
Audio track 1.48, fruit (chopped up), blunt kebab sticks, Numeracy Book Unit 3 page 18

Other Areas of Learning

Physical development
Children develop fine motor skills as they help chop fruit and slide pieces of fruit onto a blunt kebab stick

Expressive arts and design
Children express themselves to music and song

Numeracy
Numeracy Book: Children recognize patterns

Student Book Lesson 8 page 41

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Review the language from the previous lesson by asking the children to look at the photographs again on Student Book page 40 and say how/when each child celebrates.
- Review the months. Then, invite one child to say a month, and have children from the class continue the sequence.

1 Talk about the picture.

- Ask the class who they can see in the big picture and what they are doing. Ask *Where is the family? What are they doing? What food can you see? How many balloons are there altogether?* (They're preparing for a party. There are 20 balloons altogether.)

2 Find the balloons and write.

CRITICAL THINKING

- Ask the children to look at the small pictures on the right. Have the children describe the balloons, e.g., *It's a yellow balloon. It's a star.*
- Look at the main picture again. Tell the children to find the balloons and copy the letters into the boxes. Show them that the yellow star balloon already has a letter A in the box. The letters will spell a month of the year.
- When they have finished, ask *When's Anna's birthday?* and have the children write the month on the line (*August*).

MATHEMATICS

This lesson recycles the language of shapes, colors, and numbers 1–20. The children talk about the shapes and colors of objects in the picture, and count the objects they see. This helps the children use math in a real-life, contextualized context. It also consolidates learning from previous lessons and levels in the *Show and Tell* series.

3 Listen and sing. 1•48

- Ask some of the children *When's your birthday?* and have them answer. Tell them they are going to learn an action song about birthdays.
- Play the song for the class to listen. Demonstrate the actions.
- Play the song again, as many times as you like, for the class to listen and join in singing and doing the actions. Have them shout out their birthday month at the end of the song.

4 Make patterned fruit kebabs.

CRITICAL THINKING

- Talk about the food in the picture. Is it the same kind of food that the children have at parties? Ask them what Sam and May are doing and teach the word *kebab*. Point out that the kebabs are patterned, and ask children to say the pattern and what would come next on Sam's kebab (*banana*).
- Provide the children with different kinds of fruit and blunt kebab sticks. Have them help prepare the fruit, and then make patterned kebabs to eat together. Ask the children to say the patterns on their kebabs before they eat them.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 8 page 41

1 Trace the correct month.

CRITICAL THINKING

- The children read the months in the first two balloons in each row and trace the word for the month that follows in the sequence.
- Fast finishers can complete "Fifi's Challenge". They complete the sentence about themselves, writing which month they celebrate their birthday.

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Show me

Primary Areas of Learning

Objectives

To practice and review the language from the unit

Language

Recycled: Birthday words

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

Materials

Fifi Puppet, Unit 3 Poster, Unit 3 Picture Cards, colored pens/pencils/crayons, Numeracy Book Unit 3 page 19, Unit 3 Transition Worksheet (optional)

Other Areas of Learning

Numeracy

Numeracy Book: Children review *more/fewer*

Student Book Lesson 9 page 42

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Sing the song from Lesson 8 and encourage the children to sing along. 1•48.

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

- Play a game to review the vocabulary of the unit using the unit Poster in the Classroom Resource Pack or on the Classroom Presentation Tool. Have Fifi ask a child *When's your birthday?* The child answers *My birthday is in …* Then, ask the child to point to one thing they do on their birthday using the Poster. They point to an item and say, e.g., *I have (a birthday cake)*.
- Encourage the children to review other words relating to parties (e.g., the party food) and to count the items they see.

CRITICAL THINKING

- Ask the children to open their Student Books. Point to the small pictures on the left of the page. Have the children read the sentences. Tell the children to circle the birthday item that is not the same as on the Poster (the cat mask). Then, they trace the words in the sentences.

2 Play the game.

- Point to the big picture and ask who the children can see and what they are doing. Read the speech bubbles together.
- Have the children take out their Unit 3 Picture Cards to play the game in groups of three. They shuffle their cards together and place them face down on the table. One child turns over two cards. If the two cards show the same birthday item, e.g., candles, the other two children ask *How many (candles) altogether?* The child who turned the cards over counts the item and says *There are (12 candles)*. If they answer correctly, the child keeps the cards. If the cards are not a matching pair or if they count the total incorrectly, they place them face down again. The winner is the child with the most cards at the end of the game.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson encourages the children to work in small groups to play a memory game. This encourages them to be patient, take turns, and listen to one another, fostering polite social interaction.

3 What happens on your birthday?

CRITICAL THINKING

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 9 page 42

1 Trace, find, and color. Draw the missing things.

- The children read the list of things for the birthday and trace the words.
- Then, they look for the objects in the picture and color them. For each one, they say: *There are (3) (red) (cards)*.
- The children say what is missing from the list (4 blue candles) and draw the candles on the cake.

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Show and Tell

Primary Areas of Learning

Objectives

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

Language

Recycled: Birthday words, Months, Numbers

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

Materials

Party items (candles, toy food, cards, presents, masks, etc.), poster paper, circles of paper or paper plates, Numeracy Book Unit 3 page 20, Unit 3 Progress Check (optional), Trimester 1 Progress Check 1 & 2 (optional)

Other Areas of Learning

Personal, social, and emotional development

Children show and tell their work and interact socially to complete the art task

Numeracy

Numeracy Book: Children compare objects and write numbers 9–20

Student Book Lesson 10 Project page 43

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play a game using the vocabulary from this unit and other units. Hide party items around the room. Ask the children to find them. When a child finds an item, they bring it to the front and describe it. Ask if there is anything else they need for a party.
- Then, play a guessing game. Invite children to say what the weather is like when it's their birthday. The rest of the class tries to guess what month their birthday is in.
- Tell the children that they are going to work together on a class project in this lesson, and they will create a poster that will remind them when everyone's birthday is.

1 Draw and write.

- Focus on the pictures on the Student Book page. Point to the photo and ask the children to say what they can see. Read the speech bubble together.
- Point to the smaller pictures on the left and ask what the children are doing. Explain that they are drawing a picture of themselves on paper and sticking it on a birthdays poster.
- Ask the children to line up and then ask them, in turn, to say which month their birthday is in. Write the months of the year on the board. The children say the months as you write.
- Hand out small sheets of paper or small paper plates for the children to draw their own faces on and label them with their names.

2 Make a class birthday poster.

- While the children are working (or before the lesson), you can prepare the poster. Use a large sheet of heavy paper (or a few sheets stuck together to make a rectangle) and divide it into three columns and four rows. Write the names of the months as headings in each section from left to right using thick colored markers. Have fast finishers help you prepare the big poster heading: *Our Birthdays*. Either cut out fat letters or write the heading on a banner to go above the poster.
- When all of the children have finished their pictures, they can take turns to glue their self-portraits under the correct month on the poster.

EXPRESSIVE ARTS AND DESIGN

This lesson enables the children to express themselves artistically as individuals (drawing self-portraits). Working to create a whole-class project helps the children also to see the value in collaboration. It also highlights the connection between life and art in this practical task. The poster can be referred to throughout the year to celebrate all of the children's birthdays.

3 Show and tell.

- Invite volunteers to take turns to come to the front and talk about their birthday, e.g., *My name's (Ben). I'm (six). My birthday is in (June). There are (three) birthdays in (June).*

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 10 Project page 43

1 Make family birthday presents. Write.

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

To assess the children on what they have learned, a Unit Progress Check and Trimester 1 Progress Check 1 & 2 (for Units 1–3) can be found on the Teacher's Resource Center.

For teaching notes for Numeracy Book page 20, go to page 83 of this Teacher's Guide.

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Unit 3 Literacy Book

Note: Additional practice and Phonics Letter Cards and Picture Cards can be found on the Teacher's Resource Center. The audio tracks for the Literacy Book are found on CD3 and the transcripts are on pages 171–173.

Page 14

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

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

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

Other activities

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

Page 15

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

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

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

ANSWERS

1 way 2 hay 4 clay 5 tray

Other activities

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

Page 16

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

1 Read and circle.

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

2 Listen and check. 1•13

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

Other activities

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

Page 17

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

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

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

2 Say the animal.

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

3 Read aloud.

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

Page 18

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

1 Point and say.

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

2 Listen and chant. 1•15

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

Page 19

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

1 Choose six words and write.

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

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2 Play a game.

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

Unit 3 Numeracy Book

Note: See the information about number flashcards on page 47.

Page 15 (Preparing for addition/subtraction to 10)

1 Count the missing steps for the boy. 2 Write the number. 3 Talk about the picture.

- Tell a simple story about a small child taking a flower to his mom for her birthday. Show the first line and say *Let's count the steps – one, two.* Then, ask *How many steps are missing?* and count the missing steps in the first line together and have the children trace the number 8 in the box with their fingers.
- The children continue counting the missing steps and writing the corresponding number in the box (5 and 3).

Page 16 (Addition to 10)

1 Count. 2 Draw to make 10. 3 Write. 4 Say.

- Before: Tell a story about Sara who had her 10th birthday and ten children came along to celebrate. Each brought a present, a cake, a card, and a balloon. So there are ten presents, ten cakes, ten cards, and ten balloons.
- During: Tell the children that some of the items the children brought are missing from the page. Ask them to draw the missing items and complete the addition problems. Have them say the problems when they have finished, e.g., *Five and five is ten*.

ANSWERS

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

Page 17 (Identifying differences in shapes)

1 Color each balloon shape with a different color. 2 Count. 3 Write.

- The children color the balloons (using one color for each different shape). Then, they count the differently-shaped balloons and write the numbers in the boxes.

ANSWERS

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

Page 18 (Recognizing patterns)

1 Say. 2 What's next? 3 Match.

- Point to the objects in the first line and ask the children to say what they are chorally. At the end of the line ask *What's next?* (*candle*) and move your finger to the candle. Do the second line together. Then, ask the children to continue matching the remaining items in each line on their own.

ANSWERS

candle, card, present, mask, balloon

Page 19 (Revision *more/fewer*)

1 Count. 2 Draw fewer. Draw more. 3 Say.

- Before: Place three toys in front of the children and put a box to the right and another one to the left. Then, ask the children to put more toys (i.e., more than three) in the box on the right and count them together. Then, ask them to put fewer toys (i.e., fewer than three) in the box to the left and count them together. Repeat the same process with different numbers of toys between two and ten.
- During: Ask the children to draw fewer objects in the top line and more objects in the bottom line. When they have finished, hold up a book and point and ask *How many (presents) are there? Are there more or fewer here?* Encourage children to answer *There are more/fewer here* and confirm *Yes, there are more/fewer here*.

Page 20 (Comparing numbers; Writing numbers 9–20)

1 Count the squares. 2 Write. 3 Circle the one with more.

- Before: Hold up pairs of stackable building blocks of different sizes, encouraging the children to say which one is bigger (i.e., has more circles on it).
- During: The children count the squares that make up each shape, then write the numbers in the boxes. They then circle the one with more squares in each pair.

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Review 1 Cinderella

Primary Areas of Learning

Objectives
To review the language and structures from Units 1–3
To read and understand a story
To learn about the importance of respecting others

Language
New: cry, o'clock, try on, fit, get married
May I come? (The shoe) is too small. (The shoe) fits Cinderella. There's a party.
Recycled: Vocabulary and structures from Units 1–3

Materials
Audio track 1.49, Units 1–3 Flashcards, dress-up clothes and props for the story (optional)

Other Areas of Learning

Literacy
Children listen to and read a traditional story reviewing language from the course

Expressive arts and design
Children act out a story

Student Book Review 1 pages 44–45

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play *Pick a card* (see Ideas Bank page 32) to review language from Units 1–3. Choose a selection of Flashcards to play with and place them face up on the floor or on the board. Ask questions or make statements to prompt the children to find a card, e.g., *Are you pointing to the . . . ? (Open) the (door). Don't open the (window). I'm hungry – Pass the (rice), please. Do you want some (meat)? I want some (milk) for breakfast/lunch/dinner. There are (three) (presents) at the birthday party. How many (cards) are there?* The first child to raise their hand comes and picks up the correct Flashcard.

1 Talk about the pictures.

- Tell the class that today they are going to listen to a story about a shoe. Ask if they know any stories about a shoe.
- Talk about the story using the pictures in the Student Book. Introduce Cinderella, her sisters, and her friends the mice. Establish what the children already know about the story. Ask them to say what they can see and what the characters are doing. Ask questions to prompt the children, e.g., *Who's this? What's this? What color is the . . . ?*

2 Listen and follow. Listen and repeat. 1•49

- Play the recording for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to "read" the speech bubbles and follow the text with their fingers. Review known words (*breakfast, eggs, kind, prince, living room, fairy*). Teach the phrases *get married* and *The shoe fits*.
- Play the story again, encouraging the children to join in with the songs. Invite them to suggest actions for each line and have them listen, repeat the lines, and do the actions.

3 Talk about the story.

CRITICAL THINKING

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

4 Act it out.

- Assign the main roles and have these children learn some of the speech parts of the story. Other children can be guests at the party and the Prince's servants. Play the story again, turning the volume down for the speech parts of it.
- Provide the children with dress-up clothes and props. Act as the narrator while the children act out the story and sing the songs.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Review 1 pages 44–45

1 Find and circle the differences. Say. Draw. page 44

- The children find and circle the differences between the two pictures. They tell a partner or the class. The children draw in picture 2 to make it the same as picture 1.

1 Write and say. 2 Color for you. page 45

- The children choose the word which is true for them, copy it to complete each sentence, and tell a partner.
- The children color the number of stars they think best represents their progress in Units 1–3.

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UNIT 4 What's in your neighborhood?

Primary Areas of Learning

Objectives
To familiarize children with words for places in a neighborhood
To revise known words for actions, nature, and toys

Language
New: swimming pool, zoo, library, supermarket, coffee shop, park
Recycled: Actions, Nature, Toys
Where's (Sam)? He's/She's at the (swimming pool).

Materials
Audio tracks 1.50–1.51, Fifi Puppet, Unit 4 Flashcards, Unit 4 Poster, Unit 4 Picture Cards (Student Book page 121), Literacy Book Unit 4 pages 20–21

Other Areas of Learning

Literacy
Literacy Book: Children are introduced to the long *oo* sound and spelling pattern *oo*, and identify the target sound
Literacy Book: Children listen for and identify the *oo* sound

Student Book Lesson 1 page 46

Warmer

- Start the lesson with the *Hello routine* (see page 15).

1 Talk about the picture.

- Use the Poster in the Classroom Resource Pack, or on the Classroom Presentation Tool, and the Fifi puppet to introduce the topic. Talk about the scene and review the words the children already know: actions (*swimming*, *walking*, *running*, *drinking*, *reading*, *eating*, *kicking*), nature (*trees*, *flowers*, *pond*, *duck*), toys (*ball*, *teddy bear*, *car*, *kite*), and any other words the children know (*fruit, vegetables, cake, books, window, door, slide, swing*).
- Prompt the children using question forms, e.g., *What's this? Is this a . . . ? Is Mom (eating)?*
- Use the Flashcards to introduce the new vocabulary: *swimming pool*, *zoo*, *library*, *supermarket*, *coffee shop*, *park*.
- Give children the Flashcards. Point to the new items on the Poster and ask *Where's the (zoo)?* The child with the Flashcard that matches either holds it up or comes and sticks it on the board. Encourage the children to repeat the word, either chorally or individually.

2 Listen and point. 1•50

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

3 Listen and repeat. 1•51

- Play the recording for the children to listen and repeat the new words. Repeat until the children are saying the words confidently.

4 What's in your neighborhood?

CRITICAL THINKING

- Introduce the Big Question: *What's in your neighborhood?* Talk about which places in the picture are in the children's town. Do the children live near any of the places in the picture? Point to each place and ask the children to compare it to their neighborhood.
- Use the picture to prompt discussion: Which places do you like/visit? Which places would you like to have in your neighborhood?

UNDERSTANDING THE WORLD

This lesson teaches words for places in a town using a descriptive image. It encourages the children to think about what services and shops they have in their own neighborhood. They can also make comparisons between the neighborhood the characters live in and their own community.

Ending the lesson

- Ask *Where's Bird?* The children find and point to Bird in the picture or on the Poster and say *He's at the zoo*.
- Ask the children to cut out the Unit 4 neighborhood Picture Cards from the back of the Student Book for the next lesson.
- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 1 page 46

1 Match and say.

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

For teaching notes for Literacy Book pages 20–21, go to page 95 of this Teacher's Guide.

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Play with me

Primary Areas of Learning

Objectives

To practice a new structure and neighborhood words through a game

Language

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

Materials

Audio tracks 1.52–1.53, Fifi Puppet, Unit 4 Flashcards, Unit 4 Picture Cards, Unit 4 Stickers, a round object to use as a steering wheel (optional), props to symbolize the neighborhood places, a box, Literacy Book Unit 4 page 22

Other Areas of Learning

Expressive arts and design

Children role-play a bus driver and passengers in a real-life task

Literacy

Literacy Book: Children practice sounding out words and recognizing spelling patterns

Student Book Lesson 2 page 47

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Fifi puppet and the Flashcards to review the neighborhood words. Then, have Fifi hold up a Flashcard. Ask *Where's Fifi?* The children chant the answer: *At the (zoo)!* Continue with the rest of the Flashcards.
- Ask the children to take out their Unit 4 Picture Cards. Play a game of *Snap!* In pairs, the children take turns to place a card face up on the table, say the vocabulary item, and shout *Snap!* when the pictures match. The child with the most pairs of cards is the winner.

1 Point and say.

- Point to the pictures of the neighborhood places and say the words. Have the children point and join in with you.
- Say one of the colors of the boxes bordering the pictures and encourage the children to say the name of the place. Repeat, getting faster and faster.
- Write the neighborhood words on the board. Encourage the children to say the words they recognize or can work out. Ask volunteers to hold up the Picture Cards that match the words.

2 Listen and stick. 1•52

- Introduce the new structure: *Do you want to go to the . . . ? Yes, I do. / No, I don't.* Use the Flashcards, demonstrating the question and answer with the Fifi puppet. Then, hold up the Flashcards and ask questions for the children to answer.
- Ask the children to turn to the back of their books and find the stickers for this unit. Point and ask *What's this? Is it the (park)?*
- Play the recording, pausing after each exchange for the children to find the correct sticker and the correct place to put it. Make sure all the children have the correct sticker, then have them stick it onto the Student Book page.
- The children can trace the words now or after Activity 3.

3 Listen and play the game. 1•53

- Focus on the photo in the Student Book. Explain that the children are playing a travelling game. Ask the children who the children are pretending to be (a bus driver and the passengers). Tell the children to follow the words while they listen to the recording.
- Play the recording again, one line at a time, for the children to repeat.
- Set up the game. Ask the children to help you make signs and put together props for each neighborhood place. Stick the signs around the classroom and put the props for each place in a box. Make a "bus" using classroom chairs, with a round object, such as a paper plate, as a steering wheel.
- One child is the "driver". He/She selects a Flashcard and asks a question: *Do you want to go to the (zoo)?* Another child plays the "passenger" and takes a prop from the box. If the prop doesn't match the Flashcard they answer *No, I don't*. If the prop matches the question, they say *Yes, I do* and get on the bus and drive to the destination. Continue with other drivers/passengers.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson encourages the children to interact in small groups to play a real-life game. They use the new functional language to suggest, and accept or decline an invitation to a place in the neighborhood. This activity encourages them to express themselves in a polite and confident way.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 2 page 47

1 Trace. Complete the questions and say.

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

For teaching notes for Literacy Book page 22, go to page 95 of this Teacher's Guide.

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Read with me

Primary Areas of Learning

Objectives
To read and understand a story

Language
New: ice cream shop, doctor, hurting, stay
I want to go to (the ice cream shop).
Recycled: hot, lake, ears, idea

Materials
Audio track 1.54, Fifi Puppet, Unit 4 Flashcards, Unit 4 Word Cards (see the Teacher's Resource Center), Unit 4 Story Animation, Character Cut-outs, Literacy Book Unit 4 page 23

Other Areas of Learning

Personal, social, and emotional development
Children consider how their behavior affects those around them

Literacy
Literacy Book: Children practice reading aloud sight words and reviewing words with *oo*

Student Book Lesson 3 page 48

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Flashcards to review the neighborhood words. Play a game of *Pick a card* (see Ideas Bank page 32). The children ask and answer *Do you want to go to the . . . ?*
- Use the Word Cards (on the Teacher's Resource Center). Stick the Word Cards on the board. Invite children to come to the board and stick the Flashcards next to the correct words.

1 Watch. Talk about the pictures.

- Tell the class that today they are going to watch and listen to another story with Fifi, Benny, and Prickly. Ask the children *What's the weather like today?* Use the Fifi puppet to say *Well, it's hot today!* Then, ask the children what they do when it's hot.
- With books closed, watch the animation on the Classroom Presentation Tool.
- Talk about the story using the pictures in the Student Book. Ask the children to say what they can see, who the characters are in each picture, and what they are doing. Ask *What's the weather like?*
- Explain the meaning of *the doctor*, and the phrases *You're hurting my ears* and *That's better*.

2 Listen and point. Listen and repeat. 1•54

- Play the recording for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to "read" the speech bubbles and follow the text with their fingers. Focus on the form *want to* and talk about what the various characters want to do.
- Play the story one more time for the children to listen and repeat the lines.
- Invite the children to role-play along with the story audio, on their own, or with the Character Cut-outs. If you like, use props to create the story scene.

LITERACY

This lesson enables the children to listen to, read, and follow a story. The text contains blends, digraphs and individual sounds that the children are familiar with. It also includes sight words, such as *do* and *that's*. Presenting the language in a contextualized way gives it meaning and helps to develop the children's reading and writing in English as they associate different sounds and spelling.

3 Talk about the story.

CRITICAL THINKING

- Ask questions about the story and encourage the children to answer. *Where are the animals? What's Fifi doing in picture 1? Do Benny and Prickly agree on where to go? Is Fifi happy? Why not? How do they solve the problem? Is it a good solution? Are they all happy in the end?*
- Encourage the children to think about the value in the story (thinking about other people). Ask *Are Prickly and Benny thinking about Fifi at the beginning? How do they act in the end? What does Prickly say to Fifi? (We're sorry.)*
- Ask the children: *What can you do at each place mentioned in the story? Are they good ideas for a hot day? Where do you like to go when it's hot?*

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 3 page 48

1 Match and say.

- The children draw lines to match the story characters to the places they want to go, then talk about the characters. They can point to each character and say what they are saying: *I want to go to the ice cream shop*. (Benny) *I want to go to the doctor's.* (Fifi) *I want to go to the lake.* (Prickly)

For teaching notes for Literacy Book page 23, go to page 95 of this Teacher's Guide.

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Sing with me

Primary Areas of Learning

Objectives

To practice the new language through a song

Language

New: water slide

Recycled: swimming pool, lake, ice cream shop

I want to go to (the swimming pool).

Materials

Audio track 1.55, Literacy Book Unit 4 page 24

Other Areas of Learning

Expressive arts and design

Children express themselves through music and song

Literacy

Children read and match sentences to pictures

Literacy Book: Children review the long *oo* sound (spelling *oo*) through a chant

Student Book Lesson 4 page 49

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Point to the Lesson 3 story frames on Student Book page 48 and encourage the children to retell the story. Ask questions to prompt the children, e.g., *Where are the animals? Where does Benny want to go? Why is Fifi angry? What happens at the end of the story?*
- Play a game of *Slow reveal* to review the neighborhood places (see Ideas Bank page 32).

1 Sing and do. 1•55

- Play the song through once. Tell the children to look at the pictures of Benny doing the actions for the song. Read the captions below each picture aloud and encourage the children to sound out the words with you.
- Demonstrate and practice the actions for the first verse. Create actions for the rest of the song. Play the song again for the children to sing and act it out.

PHYSICAL DEVELOPMENT

This lesson enables the children to learn to move around the room in a safe way. They consider the physical space and how their physical movement affects others around them.

2 Read and match.

- Look at the main picture together and ask the class to tell you what they see. Play the song again and have the children point to each picture as they hear it mentioned.
- Read the four sentences together and ask the children to point to the correct pictures.
- The children draw lines to match the sentences to the correct places.

3 Where do you want to go? Draw yourself.

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

Optional activity

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 4 page 49

1 Where do they want to go? Follow and complete the sentences.

- The children follow the paths from the characters to find out where they want to go. They can do this with their fingers or different colored crayons.
- Then, they write the words in the speech bubbles and read them out loud. Show them the initial letters and letter spaces that have been given to help them.

For teaching notes for Literacy Book page 24, go to page 95 of this Teacher's Guide.

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Say it with me

Primary Areas of Learning

Objectives

To practice words with the long *oo*: spelling *oo*

Language

Recycled: school, pool, cool, hot, today, frog, hat, bird, flower, umbrella

Materials

Audio track 1.56, colored pens/pencils/crayons, Phonics Letter Cards (optional), Phonics Picture Cards (optional), Literacy Book Unit 4 page 25

Other Areas of Learning

Expressive arts and design

Children find and match silhouetted shapes to objects and color them

Literacy

Literacy Book: Children review the long *oo* sound (spelling *oo*) through a game

Student Book Lesson 5 page 50

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play the song from Lesson 4. Encourage the children to sing along and do the actions. 1•55

1 Listen and follow. Listen and repeat. 1•56

- Look at the picture together. Ask the children to tell you what they can see. Ask *What's the weather like? Where's Fifi?*
- Play the recording and ask the children to follow the words on the page as they listen.
- Play the recording again for the children to listen and repeat the chant, pausing after each line. Focus on the pronunciation of the target sound. Explain that the *h* in *school* is silent. Write the word on the board and cover the *h* so that the children can blend the s/c/oo/l sounds.
- Invite the children to say the rhyme without the recording.

Note: If your class has already worked through the Literacy Book, challenge them to listen to the chant with their books closed and identify any words with the target sound. Have them raise their hand as soon as they hear the sound in a word. Then, have them listen and read the chant, and circle the words with the sound.

2 Find and color.

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

Optional activities

Note: Use the Phonics Letter Cards and Picture Cards on the Teacher's Resource Center to practice the target sound.

For further focus on the long *oo* sound:

- Write the words of the poem (*I'm*, *not*, *at*, *school*, *in*, *the*, *pool*, *It's*, *hot*, *today*, *but*, *cool*) on separate pieces of paper. Give each word to a different child and have them read their word. Say a sentence and have the children arrange themselves to show it. Start with sentences from the rhyme, e.g., *I'm in the pool*, and then vary, e.g., *It's not hot today*. When the children have made the sentence, have them read their words in order, holding up the piece of paper as they do so. Everyone joins in for the long *oo* words.
- Have the children read other long *oo* words in isolation (*zoo*, *moon*, *spoon*, *hoop*, *food*) and then in short sentences, e.g., *The zoo is next to the pool. Eat the food with a spoon*.

For practice in differentiating between the long *oo* sound and the short *o* sound:

- Read the following words aloud. Ask the children to stand up if they hear the long *oo* sound and sit down if they hear the short *o* sound: *zoo*, *hot*, *cool*, *cot*, *rot*, *root*, *moon*, *mop*.

LITERACY

This lesson develops the children's reading and writing skills, and focuses on the phonic sound of the unit, *oo*, at word and sentence level. The children listen to, recognize, and say the words in a rhyming chant. The chant also contains sight words, such as *today*.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 5 page 50

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

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

2 Read and draw.

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

Additional phonics resources can be found on the Teacher's Resource Center and on the Classroom Presentation Tool.

For teaching notes for Literacy Book page 25, go to pages 95–96 of this Teacher's Guide.

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Follow me

Primary Areas of Learning

Objectives

To learn about being safe on the street

Language

New: Stop and wait. It's safe to cross now. Let's go.

Recycled: Look. It's green/red.

Materials

Audio tracks 1.57–1.58, Unit 4 Flashcards, green and red paper (optional), Unit 4 Values Animation, Numeracy Book Unit 4 pages 21–22

Other Areas of Learning

Expressive arts and design

Children do a role-play activity and express themselves to a musical chant

Numeracy

Numeracy Book: Children learn the concept of *left* and *right*

Numeracy Book: Children practice directions: *left/right*

Student Book Lesson 6 page 51

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Say and act out the phonics chant from Lesson 5. 1•56

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson encourages the children to think about the importance of road safety and how following certain rules keeps ourselves and others safe. This lesson provides the children with the appropriate functional language they need to talk about and understand these rules.

1 Listen and follow. Listen and repeat. 1•57

- Focus on the photos. Ask the class to say where the children are and what they think they are doing or saying. Ask *What do you notice about the crossing lights?*
- Play the dialogue. The children listen and follow the text on the page.
- Play the dialogue again for the class to listen and repeat.

2 Say and act out.

- Ask the children to act out the dialogue in pairs.
- Play the recording again for them, then encourage them to say the dialogue themselves. If you like, the children can create red and green traffic lights to use as props.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

3 Listen and chant. 1•58

- Play the chant and use actions or mime to demonstrate the meaning of the words.
- Play the chant again and have the children follow the words on the page with their fingers.
- Play the chant once more and say the words with the children.

4 Watch.

- The children watch the animation on the Classroom Presentation Tool.

CRITICAL THINKING

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

Optional activity

- Play a game to review the neighborhood words and road safety. Create a road crossing in the classroom (or outside) using two chairs. Prepare two pieces of paper for the crossing signals (red and green). Hold up the neighborhood Flashcards and ask the class to say the words, then invite two children to choose a Flashcard. Stick the Flashcard on the board. Choose a third child to hold up the red or green paper. Invite the first two children to cross the road safely to reach the neighborhood place they chose. If the crossing signal is red they stop and wait. If it is green they cross. Encourage them to use the language they have learned, *Look, it's red/green. Stop and wait. It's safe to cross now. Let's go.*

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 6 page 51

1 Color and match.

- The children color the crossing signals (i.e. they color the standing man red in one of the signals, and the walking man green in the other signal), then draw lines to match them to the correct words and to the correct pictures of the children.

For teaching notes for Numeracy Book pages 21–22, go to page 96 of this Teacher's Guide.

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Explore with me

Primary Areas of Learning

Objectives

To talk about where we can see numbers in our neighborhood

Language

New: Numbers 20–29, street sign, clock

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

Recycled: bus, boat, supermarket

Materials

Audio tracks 1.59–1.60, number flashcards 1–20 (Number Flashcards 1–10 are available in the Classroom Resource Pack, and the class made number flashcards up to 20 in the *Hello* unit), number flashcards 21–29 (make these yourself if you haven't already done so, or quickly make them in class with the children), Unit 4 CLIL Slideshow, Numeracy Book Unit 4 page 23

Other Areas of Learning

Understanding the world

Children consider the use of math in our everyday lives and environment

Numeracy

Numeracy Book: Children read and write numbers in increasing sequences from 1–29

Student Book Lesson 7 page 52

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask the children what they learned about in the previous lesson (how to be safe on the street). Play the chant from Lesson 6 and encourage the children to join in. 1•58
- Review numbers 1–20 by counting with the class and writing the numbers on the board. Hand out the number flashcards 1–20 and have the children stand in order.

1 Watch.

- Introduce numbers 21–29 by counting toys from the toy box up to 29. Make number flashcards for 21–29 if you haven't already or write 20 on the board, then rub off the 0 and write 1, saying *twenty-one*, and so on.
- Play the slideshow on the Classroom Presentation Tool.

2 Listen and point to the numbers. Listen and repeat. 1•59

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

3 Listen and follow. Listen, point, and say. 1•60

- Focus on the photos. Ask the children to tell you what they can about them. Point to each picture in turn and ask which number it shows.
- Play the recording for the class to listen and follow the text on the page using their fingers. Make sure that the children know all the locations/items mentioned, e.g., *street sign*.
- Ask the children to find the number 23 in the photos. Elicit where the number is, saying *I think number 23 is on* … . Establish that it is on a boat, then give children time to look at the rest of the numbers and decide where they think they are, accepting all their ideas.
- Play the recording again, pausing for children to point to the correct picture and say which number they think is in each location.

MATHEMATICS

In this lesson the children think about the presence and use of numbers in their everyday environment. They are required to think critically by looking at small details of pictures and identifying the locations. This cross-curricular focus contextualizes math outside a math specific lesson and makes the children aware that it is essential to know numbers to interact successfully with the world around us.

Optional activity

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 7 page 52

1 Connect the dots. Say.

- Children connect the dots in order from 1–29 to complete the picture of the boat. Encourage them to say each number out loud as they do so.

For teaching notes for Numeracy Book page 23, go to page 96 of this Teacher's Guide.

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Think with me

Primary Areas of Learning

Objectives

To practice the new language through a song

To make a number collage

Language

Recycled: Numbers 20–29, boat, bus, clock, street sign, door, train

Materials

Audio track 1.61, colored pens/pencils/crayons, pieces of paper, Numeracy Book Unit 4 page 24

Other Areas of Learning

Understanding the world

Children match pictures, words, and numbers as they think about the use of math in their everyday lives

Numeracy

Numeracy Book: Children skip count by 5

Student Book Lesson 8 page 53

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Review the language from the previous lesson by asking the children to look at the photographs again on Student Book page 52 and say what numbers they can see and where they are. Talk about where you can see numbers in your neighborhood.
- Write sequences of four or five numbers from 1–29 on the board, with one number missing from each sequence. The children say which number is missing. Play in two teams.

1 Talk about the picture.

- Ask the class who they can see in the big picture and what they are doing. Ask *What are the children doing?* (They're making a collage.) *What numbers can you see? What objects can you see?* Ask the children what you need to make a collage.

2 Match and write. Which numbers are missing?

CRITICAL THINKING

- Ask the children to look at the small pictures on the right. Have the children name the items and then read the words.
- Tell the children to draw a matching line from each picture to the corresponding words.
- Look at the example together. Show them the clock in the main picture and ask them the number it shows, then point to the number in the box next to the word *clock*. Ask the children to find each item in the main picture and write the number in the box.
- Then, ask the children to tell you which numbers (from 20–29) are missing (20, 21, 25, 28).

3 Listen and sing. 1•61

- Play the song and ask the children to listen for the objects mentioned and point to them on the page. Demonstrate the actions.
- Play the song again, as many times as you like, for the class to listen and join in singing the numbers and the *I can see …* lines.

4 Make a number collage.

CRITICAL THINKING

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

EXPRESSIVE ARTS AND DESIGN

In this lesson the children create a number collage. This encourages them to express their understanding and observation of numbers in the environment with a creative art project. Combining empirical study with a creative outcome develops fundamental skills which the children will continue to build on as they progress through their education.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 8 page 53

1 Find the numbers. Circle and say.

CRITICAL THINKING

- The children circle the numbers in the picture, then say where they are, e.g., *I can see a number 20 on a street sign.*
- Fast finishers can complete "Fifi's Challenge". They look at the numbers in the picture and say which number from 20–29 is missing (number 24).

For teaching notes for Numeracy Book page 24, go to page 96 of this Teacher's Guide.

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Show me

Primary Areas of Learning

Objectives

To practice and review the language from the unit

Language

Recycled: Places in a neighborhood

(Grandpa) is at the (coffee shop). Do you want to go to the (park)? Yes, I do. / No, I don't. There's a (library) in my neighborhood.

Materials

Number Cards 20–29 (optional) (see the Teacher's Resource Center), Fifi Puppet, Unit 4 Poster, Unit 4 Flashcards, Unit 4 Picture Cards (optional), Numeracy Book Unit 4 page 25, Unit 4 Transition Worksheet (optional)

Other Areas of Learning

Personal, social, and emotional development

Children interact socially to play a game and to talk about their neighborhood

Numeracy

Numeracy Book: Children do simple addition

Student Book Lesson 9 page 54

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Sing the song from Lesson 8 and encourage the children to sing along. Have the children hold up Number Cards as they sing. 1•61
- Ask children around the class to say what numbers they saw in the last lesson, e.g., *I can see a number 23 on a door*.

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

- Play a game to review the vocabulary of the unit using the unit Poster in the Classroom Resource Pack or on the Classroom Presentation Tool. Have Fifi ask a child *Do you want to go to (the zoo)?* The child answers *Yes, I do* or *No, I don't*. If they answer *yes*, they point to the place on the Poster. If they answer *no*, encourage them to say where they want to go, e.g, *I want to go to (the swimming pool)* and point to this place on the Poster.

CRITICAL THINKING

- Ask the children to open their Student Books. Point to the small pictures on the left of the page. Have the children identify the places and write the words beside each place – they can use the word box to help them. Tell them to cross out a word in the box once they have written it.
- The children then draw lines to match the places to the people as they appear on the Poster, or in the Student Book picture in Lesson 1. Check answers using the Poster, asking *Where's (Mom)? (Mom) is at the (zoo)*.

LITERACY

This lesson asks the children to write the language of the unit next to accompanying pictures, helping the children to recall the language. Writing the words will also help children with spelling and aid their reading development as they consider the sounds, blends, and digraphs used.

2 Play the game.

- Point to the big picture and ask who the children can see and what they are doing. Read the speech bubbles together.
- Invite a child to the front of the class to choose three Flashcards, without showing the rest of the class (keep the Flashcards face down so that nobody can see them). Invite children to the front to ask questions to guess the places the first child chose, e.g., A: *Do you want to go to the (park)?* B: *Yes, I do. / No, I don't*.
- Alternatively, have the children play the game in pairs, using their Picture Cards.

3 What's in your neighborhood?

CRITICAL THINKING

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 9 page 54

1 Write the missing letter and trace.

- Look at the first picture and identify the place. Have the children read Sam's speech bubble and elicit which letter is missing (z). Then, have the children look at May and decide if she wants to go or not. They trace the correct response.
- The children complete the remaining items. Tell them to look at the expression of the characters to decide if they want to go to each place.

For teaching notes for Numeracy Book page 25, go to page 96 of this Teacher's Guide.

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Show and Tell

Primary Areas of Learning

Objectives

To work together to make a model of the neighborhood

Language

Recycled: next to, behind; Places in a neighborhood

There's a (supermarket). It's (next to) the (library). Here's …

Materials

Unit 4 Word Cards, Unit 4 Flashcards, craft materials (boxes, card stock, paper, plastic wrap, lollipop sticks, etc.), paints, colored pens/pencils/crayons, scissors, glue, pictures of places in your neighborhood (optional), Numeracy Book Unit 4 page 26, Unit 4 Progress Check (optional)

Other Areas of Learning

Personal, social, and emotional development

Children work as a group to talk about what they have in their neighborhood, sharing their ideas and listening to those of others

Numeracy

Numeracy Book: Children estimate length and identify *longer* and *shorter*

Student Book Lesson 10 Project page 55

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play a game using the vocabulary from this unit. Stick the Word Cards for the unit on the board. Ask children to come to the front and match the Flashcards to the Word Cards. Then, play *Hangman* with the words.
- Ask children to choose a "place" and mime something that they might do there. The rest of the class guess the place.
- Tell the children that they are going to work together on a class project in this lesson, and they will create a model of their neighborhood.

1 Talk about the pictures.

- Focus on the pictures on the Student Book page. Point to the photo and ask the children to say what they can see. Read the speech bubbles together.
- Point to the smaller pictures on the left and ask what the children are doing. Explain that they are using boxes to make places in their neighborhood and then sticking them together to make a big model of their neighborhood.
- Ask the children what places they can make models of for their neighborhood. Write a list on the board or find pictures of the places to talk about with the class. Assign different buildings/features to different pairs or small groups of children.

2 Make your own neighborhood.

- The children work in small groups or pairs to produce buildings to make their model of the neighborhood. You can create one large class model, or have groups create their own models.
- Provide the materials and help the children make the buildings. You might want to help them make signs for each of the buildings/features, and the background detail of the neighborhood.
- Ask the children where they might see numbers in their neighborhood (on stores, on houses, on signs, on bus stops, etc.) and ask them to add some numbers to their buildings/signs. When the neighborhood is complete, ask children to tell you about the numbers they can see.

UNDERSTANDING THE WORLD

In this lesson the children think about the environment around them, their community, and what features make up their own neighborhood. This helps them to think about the importance of our neighborhood and the people who live in it.

3 Show and tell.

- Invite volunteers to talk about their models and the neighborhood. Encourage them to recycle as much language as possible to talk about the places, where they are, and where they want to go, e.g., *There is/are …*, *Here's a …*, *It's (color), It's (next to) the …*, *I want to go to the …*, etc.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 10 Project page 55

1 Draw yourself in your favorite place in your neighborhood.

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

To assess the children on the unit language, a Unit Progress Check can be found on the Teacher's Resource Center.

For teaching notes for Numeracy Book page 26, go to page 96 of this Teacher's Guide.

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Unit 4 Literacy Book

Note: Additional practice and Phonics Letter Cards and Picture Cards can be found on the Teacher's Resource Center. The audio tracks for the Literacy Book are found on CD3 and the transcripts are on pages 171–173.

Page 20

This lesson introduces the new sound *oo* and is aimed at enabling children to identify it.

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

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

Other activities

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

Page 21

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

1 Look and say.

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

2 Listen and circle the word. 1•17

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

Other activities

- Ask the children to make two circles with their hands (like the letter *o*) and put their hands to their eyes as if they're looking through binoculars. Do the same and say *I can see a … spoon*. If the word you say has the *oo* sound, they repeat: just *spoon* or *I can see a spoon*. If not, they say nothing. Repeat with *moon*, *peach*, *man*, *boot*, *dog*, *stool*, *bat*, *rat*, *seal*, etc.

Page 22

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

1 Say.

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

2 Write the rhyming words.

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

3 Listen and repeat. 1•18

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

Other activities

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

Page 23

This lesson gives the children practice of reading aloud.

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

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

2 Read aloud.

- Encourage the children to read the text. Help them with their pronunciation. Very confident children can act out the story in small groups.

Page 24

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

1 Point and say.

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

2 Listen and chant. 1•20

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

Page 25

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

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1 Choose six words and write.

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

2 Play 'Bingo'.

- Give each child six counters. Tell them that when they hear one of the words they have written, they should cover it with a counter. When they have covered all their words, they shout *Bingo*. The first person to shout *Bingo* is the winner.
- Read the words in random order, keeping a note of the words you have said.

Unit 4 Numeracy Book

Note: See the information about number flashcards on page 47.

Page 21 (*Left/right*)

1 Who's going left? Circle. 2 Who's going right? Color. 3 Talk about the picture.

- Before: **Introduce the concept of left/right.** Put a colored ribbon on each child's right wrist, then show and say *This is your right hand*. Lift the hand without a ribbon and say *And this is your left hand*. Then, do movement games using their right/left hands or directions. For example, ask the children to sit in two rows opposite each other so each child has a partner on the opposite side. Then, ask the children to roll a ball to their partner with their right hand only (the one with the ribbon).
- During: Ask the children to say who is going left and to circle them (the boy and his mom). Then, ask them to color the people who are going right (the girl and her grandma). Say *The boy is going … ?* to elicit *left*. Repeat with *mom*, *grandma*, and *girl* and help the children to repeat the complete sentences, *The mom is going left*, etc.

Page 22 (Practicing directions: *right/left*)

1 If it's going left, color blue. 2 If it's going right, color green. 3 Talk about the picture.

- Before: Give each child a toy bus or a toy car. Alternatively, you can use building blocks and say that they are cars or buses. Tell the children that they are the drivers. Use the instructions *Let's go right/left* to encourage the children to "drive" their cars or buses to the right/left on an imaginary road.
- During: The children color the vehicles that are going left in blue and the ones going right in green. Ask *What's going left?* (*the cars*) *What's going right?* (*the bus*). Help the children to make complete sentences: *The cars are going left. The bus is going right.*

Page 23 (Increasing sequences from 2 to 29)

1 Look. 2 Write the missing numbers. 3 Color.

- Before: Put number Flashcards from 2 to 10 in order on the floor in front of the children. Point to the numbers in increasing order and encourage the children to say the numbers with you. Then, ask them to close their eyes. Remove two of the numbers. The children open their eyes and say the missing numbers. Repeat the same game with a variety of sequences of seven numbers up to 29.
- During: Point to the final gap in the first sequence and ask the children *What number is missing?* (7). The children write the missing numbers in the sequences and complete the rest individually. Fast finishers can color the picture.
- **Differentiate:** To increase the challenge, ask the children to complete increasing sequences of odd or even numbers.

Page 24 (Skip counting by 5)

1 Trace. 2 Count and draw. 3 Circle in fives.

- Before: Place a word card for *twenty-one* on the floor in front of the children and a few pencils. Ask them to count the pencils with you and add more until there are twenty-one. Repeat the same process with numbers up to twenty-five and different small objects.
- During: The children trace the number words. Ask them to say what objects they can see and ask them *How many (pencils) are there?* Ask them to point to each object as they count and then ask *How many are missing to make (twenty-one)?* The children draw the correct number of items to match the words. When they have finished, ask them to circle the objects in groups of five. To practice skip counting, point to the groups of circled items as you count in fives: *Five, ten, fifteen, twenty, (twenty-five)*. For each group of objects, ask *How many are left?*

ANSWERS

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

Page 25 (Addition)

1 Count the squares and write. 2 Trace. 3 Say.

- Before: Place twenty balls or small toys in front of the children and count them together. Then, add six more toys. Encourage children to count them again and say how many toys there are altogether. Repeat the same process by adding between seven and nine more toys.
- During: The children count the squares and write the number to complete the problems. Encourage them to start from twenty and then count on the additional number of squares. They then trace the number words. When they have finished, help them to "read" the sums together as a class: *(Twenty) and (seven) is (twenty-seven)*.

ANSWERS

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

Page 26 (Estimating length; *Longer/shorter*)

1 What's longer: the street or the river? Estimate. 2 Measure. 3 Color the longer one.

- Before: Practice comparing length using two pieces of string of different length. Ask the children which one is longer/shorter. Then, repeat the same with a variety of objects, e.g., with two rulers, two pencils, two scarves, etc.
- During: Ask the children *What's longer: the street or the river?* Ask them to estimate. Then, ask them to measure both using a long piece of string, then color the longer one (the river). Have them work in pairs to measure the river, as it will be tricky to keep the string in place.
- **Differentiate:** Ask fast finishers *Which building is taller?* and encourage them to color the taller one.

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UNIT 5 How do you have fun?

Primary Areas of Learning

Objectives
To familiarize children with words for outdoor activities
To revise known words for nature, family, places, actions

Language
New: dance, run, jump rope, roller skate, ride a bike, ride a scooter
Recycled: Nature, Family, Places, Actions
Can he/she (roller skate)? Who's (running)?

Materials
Audio tracks 1.62–1.63, Fifi Puppet, Unit 5 Flashcards, Unit 5 Poster, Unit 5 Picture Cards (Student Book page 123), Literacy Book Unit 5 pages 26–27

Other Areas of Learning

Physical development
Children learn language to talk about physical activities

Literacy
Literacy Book: Children are introduced to the sound and spelling pattern *y* (as in *fly*), and identify the target sound
Literacy Book: Children listen for and identify the long *i* sound: spelling pattern *y*

Student Book Lesson 1 page 56

Warmer

- Start the lesson with the *Hello routine* (see page 15).

1 Talk about the picture.

- Use the Poster in the Classroom Resource Pack, or on the Classroom Presentation Tool, and the Fifi puppet to introduce the topic. Ask the class *What neighborhood places can you see?* (*park*, *coffee shop*) Talk about the scene and review known words, e.g., for nature (*pond*, *flowers*, *trees*, *bee*, *grass*), family, and actions (*climb*, *kick*, *run*).
- Prompt the children using question forms, e.g., *Who's this? What's this? Is this a … ? Who's (running)?*
- Use the Flashcards to introduce the new vocabulary: *dance*, *run*, *jump rope*, *roller skate*, *ride a bike*, *ride a scooter*. Ask *Can (Sam) … ?*
- Give children the Flashcards. Point to the new items on the Poster and say *I can (ride a scooter)*. The child with the Flashcard that matches either holds it up or comes and sticks it on the board. Encourage the children to repeat the word or phrase, either chorally or individually.

2 Listen and point. 1•62

- Play the recording for the children to listen and point to the people doing the outdoor activities in their books.

3 Listen and repeat. 1•63

- Play the recording for the children to listen and repeat the new words. Repeat until the children are saying the words confidently.

4 How do you have fun?

CRITICAL THINKING

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

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson encourages the children to think about what activities they and their friends and family enjoy doing to have fun and stay healthy. Talking about these activities allows them to hear the opinions of others in their class and learn to listen to them in a respectful way. They also note the similarities and differences between their classmates.

Ending the lesson

- Ask *Where's Bird?* The children find and point to Bird in the picture or on the Poster. Ask the children what activity he's doing (dancing). Then, ask *Can he dance?* and elicit opinions.
- Ask the children to cut out the Unit 5 outdoor activities Picture Cards from the back of the Student Book for the next lesson.
- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 1 page 56

1 Match and say.

- The children match the objects to the children. They then say what each character can do, e.g., *He/She can (roller skate)*. Fast finishers can complete the pictures by drawing in the missing items.

For teaching notes for Literacy Book pages 26–27, go to page 107 of this Teacher's Guide.

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Play with me

Primary Areas of Learning

Objectives

To practice a new structure and outdoor activities words through a game

Language

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

Recycled: We're (riding bikes).

Materials

Audio tracks 1.64–1.65, Fifi Puppet, Unit 5 Poster, Unit 5 Picture Cards, Unit 5 Stickers, Literacy Book Unit 5 page 28

Other Areas of Learning0

Physical development

Children develop their fine motor skills with a sticker activity

Personal, social, and emotional development

Children interact in small groups to play a game

Literacy

Literacy Book: Children practice sounding out words and recognizing the spelling pattern *y*

Student Book Lesson 2 page 57

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Fifi puppet and the Poster to review the outdoor activities vocabulary. Focus on the *-ing* form of the words. Have Fifi hold up a Flashcard and ask *Who's (jumping rope)?* The children chant the answer: *May. May. May's (jumping rope)!* Continue with the rest of the family members.
- Ask the children to take out their Unit 5 Picture Cards. Play a game of *Snap!* In pairs, the children take turns to place a card face up on the table, say the vocabulary item, and shout *Snap!* when the pictures match. Encourage them to use the *-ing* form of the word. The child with the most pairs of cards is the winner.

1 Point and say.

- Point to the pictures of the outdoor activities and say the words with the *-ing* ending. Point this out to the class. Have the children point and join in with you.
- Say one of the colors of the boxes bordering the pictures and encourage the children to say the name of the activity. Repeat, getting faster and faster.
- Write the outdoor activities on the board (with the *-ing* ending). Encourage the children to say the words they recognize or can work out. Ask volunteers to hold up the Picture Cards that match the words.

2 Listen and stick. 1•64

- Introduce the new structure: *Are you . . . ing? Yes, we are. / No, we aren't.* Demonstrate the question and answer with the Fifi puppet and two children. Show the children an activity Flashcard and ask them to mime the activity. Use the puppet to ask the question. When they answer *Yes/No*, model the full answer *Yes, we are. / No, we aren't.* Continue with different pairs and questions, adding on the statement to *No* answers: *No, we're . . . ing*.
- Ask the children to turn to the back of their books and find the stickers for this unit. Point and ask *What's this?*
- Play the recording, pausing after each sentence for the children to find the correct sticker and the correct place to put it. Make sure all the children have the correct sticker, then have them stick it onto the Student Book page.
- The children can trace the words now or after Activity 3.

3 Listen and play the game. 1•65

- Focus on the photo in the Student Book. Explain that the children are playing a game. Ask the children which outdoor activity the children are pretending to do. Accept suggestions but don't confirm the answer. Tell the children to follow the words while they listen to the recording.
- Play the recording again, one line at a time, for the children to repeat.
- Set up the game. Choose two children to act out an activity and one child to guess the activity. Encourage the acting children to use sound effects. Swap the children round so they all take turns to act and guess.

PHYSICAL DEVELOPMENT

This lesson encourages the children to use their bodies and sound effects to mime the outdoor activity words in a game. Encouraging physical movement helps the children to associate the new language with an action, giving meaning to the language and making it more memorable.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 2 page 57

1 Look and complete the sentences.

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

2 Draw yourself and your friend. Read and answer.

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

For teaching notes for Literacy Book page 28, go to page 107 of this Teacher's Guide.

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Read with me

Primary Areas of Learning

Objectives
To read and understand a story

Language
New: silly, try, help me, look out, go fast
I love (flying my kite). I don't like (flying).
Recycled: Outdoor activities
We're (flying kites).

Material
Audio track 1.66, Fifi Puppet, Unit 5 Flashcards, Unit 5 Word Cards (see the Teacher's Resource Center), Unit 5 Story Animation, props: a paper kite, some string (optional), Character Cut-outs, Literacy Book Unit 5 page 29

Other Areas of Learning

Literacy
Children discuss the characters and plot in a story
Literacy Book: Children practice reading aloud words and recognizing the spelling pattern *y*

Physical development
Children consider the importance of personal safety in a story context

Student Book Lesson 3 page 58

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Flashcards to review the outdoor activities. Play a game of *Pick a card* (see Ideas Bank page 32). The children ask and answer *Are you … ?*
- Use the Word Cards (on the Teacher's Resource Center). Stick the Word Cards on the board. Invite children to come to the board and stick the Flashcards next to the correct words.

1 Watch. Talk about the pictures.

- Tell the class that today they are going to watch and listen to another story with Fifi, Benny, and Prickly. Ask the children *Do you like going fast?* Explain the meaning to the children, then use the Fifi puppet to say *I don't like going fast!*
- With books closed, watch the animation on the Classroom Presentation Tool.
- Talk about the story using the pictures in the Student Book. Ask the children to say what they can see, who the characters are in each picture, and what they are doing. Ask *Who likes going fast? Who loves flying a kite?*
- Explain the meaning of *silly* and *try*, and the phrases *Look out!* and *Help me!*

2 Listen and point. Listen and repeat. 1•66

- Play the recording for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to "read" the speech bubbles and follow the text with their fingers.
- Play the story one more time for the children to listen and repeat the lines.
- Invite the children to role-play along with the story audio, on their own, or with the Character Cut-outs. If you like, use props to create the story scene.

LITERACY

This lesson enables the children to listen to, read, and follow a story. The sounds, blends, and digraphs in the story recycle language previously learned. The story also includes useful sight words, such as *love* and *are*. As children listen to the story, they will also note the use of punctuation, such as full stops, commas, and exclamation marks and their effect on pronunciation. These aspects will develop their reading and writing skills.

3 Talk about the story.

CRITICAL THINKING

- Ask questions about the story and encourage the children to answer, e.g., *What's the weather like in the story? What activities are they doing in the story? Why does Fifi think Benny is silly at the beginning of the story? Does Fifi want to ride a scooter? Why not? Why do you think Benny doesn't like flying?*
- Encourage the children to think about the value in the story (being careful). Ask *What do Benny and Prickly do that is silly? How do they feel in picture 4? How do they feel in picture 6? How can they be more careful?*

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 3 page 58

1 Read and match. Say.

- The children draw lines to match the sentences to the pictures. The children read the sentences and point to the picture they have matched.

ANSWERS

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

For teaching notes for Literacy Book page 29, go to page 107 of this Teacher's Guide.

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Sing with me

Primary Areas of Learning

Objectives
To practice the new language through a song

Language
New: go out to play
Recycled: kite, bike, fast, dancing, windy
I love (riding my bike).

Materials
Audio track 1.67, Unit 5 Flashcards (optional), Unit 5 Picture Cards (optional), Unit 5 Word Cards (optional), Literacy Book Unit 5 page 30

Other Areas of Learning

Literacy
Children read and write outdoor activity words to complete song lyrics
Literacy Book: Children review the long *i* sound (spelling *y*) through a chant

Student Book Lesson 4 page 59

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Point to the Lesson 3 story frames on Student Book page 58 and encourage the children to retell the story. Ask questions to prompt the children, e.g., *What does Benny have? What do Fifi and Prickly love doing? What happens to Benny and Prickly? Where is Prickly at the end of the story?*
- Play a game of *Slow reveal* to review the outdoor activities (see Ideas Bank page 32).

1 Sing and do. 1•67

- Play the song through once. Tell the children to look at the pictures of Prickly doing the actions for the song. Read the captions below each picture aloud and encourage the children to sound out the words with you.
- Demonstrate and practice the actions for the first verse. Create actions for the second verse. Play the song again for the children to sing and act it out.
- Divide the class in two and sing the song again. One group sings the first verse, the other sings the second verse. Invent a new verse with *jumping rope*.

EXPRESSIVE ARTS AND DESIGN

In this lesson the children express themselves to music and song in a number of creative ways. They sing and complete lyrics of a song. They can also invent a new verse for the song, giving their singing lessons a new and imaginative element. Using the language in a fun, meaningful, and creative way will give the children confidence to extend their creative output and learn.

2 Look, read, and complete.

- Look at the four pictures of the story characters together. Ask the children to say what each character is doing.
- The children complete the speech bubbles with the words in the box.
- Play a game to practice *I love . . . -ing*. The children take turns to act out one of the four pictures. The class guess who they are, e.g., *You're (Prickly)*. The child acting out says, *Yes! I love (flying my kite)*. Add more activities by using the Poster and child characters.

Optional activity

- Put the unit Flashcards on the board and distribute the corresponding Word Cards to pairs of students to match them to the Flashcards. Do this several times with different children to increase their confidence.
- Ask the children to take out their Picture Cards. Start writing one of the words on the board. Write slowly and encourage the children to sound it out. When the children identify the word, they hold up their matching Picture Card.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 4 page 59

1 What do you love doing? Draw yourself and write.

- Look at the activities on the left and read the labels. Then, look at the example drawing and read the speech bubble.
- The children choose one of the activities on the left that they love doing and draw themselves doing it.
- Then, they complete the speech bubble with the activity. They can use the words supplied or a different activity. Provide help as necessary.
- Have the children show their pictures to the class and read out their speech bubbles.

For teaching notes for Literacy Book page 30, go to page 107 of this Teacher's Guide.

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Say it with me

Primary Areas of Learning

Objectives

To practice words with the long *i*: spelling *y*

Language

New: by, sky, zooming

Recycled: windy, dry, cloud, flying my kite; Shapes

Materials

Audio tracks 1.68–1.69, colored pens/pencils/crayons, Phonics Letter Cards (optional), Phonics Picture Cards (optional), Literacy Book Unit 5 page 31

Other Areas of Learning

Literacy

Children review the sound of the unit in a fun chant

Literacy Book: Children review the long *i* sound (spelling *y*) through a game

Numeracy

Children review shapes and colors in a guided listening activity

Student Book Lesson 5 page 60

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play the song from Lesson 4. Encourage the children to sing along and do the actions. 1•67

1 Listen and follow. Listen and repeat. 1•68

- Look at the picture together. Ask the children to tell you who they can see and what the characters are doing.
- Play the recording and ask the children to follow the words on the page as they listen. Teach *zooming by* (with the meaning of *going past very fast*) and *sky*.
- Play the recording again for the children to listen and repeat the chant, pausing after each line. Focus on the pronunciation of the target sound, *y* in *dry*, *by*, *flying*, *my*, *sky*. Ask the children which other word in the rhyme has the long *i* sound (*kite*) and ask if they can remember how to spell it. Review the long *oo* in *zooming*.
- Invite the children to say the rhyme without the recording.

Note: If your class has already worked through the Literacy Book, challenge them to listen to the chant with their books closed and identify any words with the target sound. Have them raise their hand as soon as they hear the sound in a word. Then, have them listen and read the chant, and circle the words with the sound.

LITERACY

This lesson practices the phonic sound of the unit, long *i*: spelling *y*, at word and sentence level. The children listen, recognize, and say the words in a rhyming chant. The chant also contains sight words, such as *when*. This lesson will develop their reading and writing skills.

2 Listen and color. 1•69

- Tell the children that they are going to listen to a grown-up and a child talking about Fifi's kite. The child is coloring in the kite. Focus on the kite and ask the children what shapes they see (triangles, squares, rectangles).
- Play the first part of the recording and ask which shapes on the kite the child colors first (the triangles). Then, ask *What color are the (triangles)?* (*Orange.*) Ask the children to color the triangles orange in their books.
- Repeat the procedure for the remaining shapes.

Optional activities

Note: Use the Phonics Letter Cards and Picture Cards on the Teacher's Resource Center to practice the target sound.

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 5 page 60

1 Write. 2 Read and draw.

- The children write the words from the box below the correct pictures.
- Then, they read the rhyme and draw a picture to illustrate it.

Additional phonics resources can be found on the Teacher's Resource Center. There is also a phonics game included on the Classroom Presentation Tool, launched from a hotspot on the Lesson 5 Student Book page.

For teaching notes for Literacy Book page 31, go to page 108 of this Teacher's Guide.

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Follow me

Primary Areas of Learning

Objectives

To learn about the importance of taking turns

Language

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

Recycled: Here you are. Thank you.

Materials

Audio tracks 1.70–1.71, props: jump ropes, balls (optional), Unit 5 Values Animation, Numeracy Book Unit 5 pages 27–28

Other Areas of Learning

Expressive arts and design

Children do a role-play activity and say a chant

Numeracy

Numeracy Book: Children review concepts of *same/different*, *left/right*

Numeracy Book: Children learn to take items apart into four sets, preparing for division

Student Book Lesson 6 page 61

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Say and act out the phonics chant from Lesson 5. 1•68

CRITICAL THINKING

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

1 Listen and follow. Listen and repeat. 1•70

- Focus on the photos. Ask *What are they doing?* Ask the class to say where the children are and what they think they are saying.
- Play the dialogue. The children listen and follow the text on the page.
- Play the dialogue again for the class to listen and repeat.
- Ask the class if they think the two children are playing nicely together. Are they polite? Are they happy?

2 Say and act out.

- Ask the children to act out the dialogue in pairs.
- Play the recording again for them, then encourage them to say the dialogue themselves. If you like, the children can use jump ropes or balls as props.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson encourages the children to think about why we need to interact politely and take turns when we play. It provides the children with the appropriate functional language to ask and respond politely when taking turns. This will help the children behave appropriately in class during small group and whole class activities.

3 Listen and chant. 1•71

- Play the chant and use actions or mime to demonstrate the meaning of the words.
- Play the chant again and have the children follow the words on the page with their fingers.
- Play the chant once more and say the words with the children.

4 Watch.

- Children watch the animation on the Classroom Presentation Tool.

CRITICAL THINKING

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 6 page 61

1 Color the correct picture. Draw ☺ or ☹.

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

For teaching notes for Numeracy Book pages 27–28, go to page 108 of this Teacher's Guide.

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Explore with me

Primary Areas of Learning

Objectives

To talk about what you are good at

Language

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

Recycled: ball, catch, throw, kick

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

Materials

Audio track 1.72, Unit 5 CLIL Slideshow, a large ball, a paddle, colored pens/pencils/crayons (optional), Numeracy Book Unit 5 page 29

Other Areas of Learning

Physical development

Children learn language to discuss physical education and sports they play. They also play a kinesthetic whole-class game.

Numeracy

Numeracy Book: Children do addition and subtraction by 1 (to 28)

Student Book Lesson 7 page 62

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask the children what they learned about in the previous lesson (the importance of taking turns). Play the chant from Lesson 6 and encourage the children to join in. 1•71
- Hold up a ball and ask *What's this?* Ask the children what ball games they play. Talk about the different things you can do with a ball to review the verbs *throw*, *catch*, *kick*. Then, introduce the word *paddle* (with a real one if possible) and *hit*.

1 Watch.

- Play the slideshow on the Classroom Presentation Tool.
- Find out what the children know already about the sports by asking *How many people play? Where do they play? What do they use? What do they wear to play this sport? What do you do to get points? Which sports have you tried?*

2 Listen and follow. Listen and repeat. 1•72

- Focus on the photos. Ask the children to tell you what they can about them. Ask them to point to the ball in each picture and say whether it's big or small and what color it is, e.g., *It's big. It's yellow and white*.
- Play the recording for the class to listen and follow the text on the page using their fingers.
- Play the recording again, pausing after each sentence for the class to listen and repeat.
- Check comprehension by asking questions about the children in the pictures, e.g., *What's he/she playing? Is he/she good at (catching/throwing/kicking/hitting) the ball?* Check understanding of the new words by asking which picture shows, e.g., *a net* (2) and have them point to it.

LITERACY

This lesson enables the children to listen to, read, and follow facts in a non-fiction text about physical education and ball games. It contains both new and recycled blends, digraphs, and sight words. This topic-based reading activity helps the children to give the language of the text context and develops their skill in reading for specific information.

3 What are you good at?

CRITICAL THINKING

- Have the children form a circle. Throw a large ball to a child. Say *I'm good at throwing. What are you good at?* The child says *I'm good at … What are you good at?* and throws the ball to another child.
- Tell the children they can use verbs from this lesson (*throwing/catching/kicking/hitting*) or other activities (*running, dancing, flying a kite*). Prompt them to use the *-ing* form.

Optional activity

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

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 7 page 62

1 Match and complete the sentences. Say.

- The children draw lines to match the children to the correct balls for their sport, then complete the sentences with the words in the box. Then, they read their sentences to the class, or to a partner.

For teaching notes for Numeracy Book page 29, go to page 108 of this Teacher's Guide.

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Think with me

Primary Areas of Learning

Objectives
To practice the new language through a song
To find out what activities you are good at

Language
Recycled: ball, net, basketball, soccer, table tennis
He's/She's playing (soccer). I'm good at (playing soccer).

Materials
Audio track 1.73, colored pens/pencils/crayons, a ball for catching, a soccer ball and goal (or box/basket), a basketball and net (or small ball and cup), a table tennis table (optional), paddle, and table tennis ball, Numeracy Book Unit 5 page 30

Other Areas of Learning

Expressive arts and design
Children express themselves to music and song

Numeracy
Numeracy Book: Children practice doubling from 1 to 6

Student Book Lesson 8 page 63

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Review the language from the previous lesson by asking the children to look at the photographs again on Student Book page 62 and describe them. Ask them to say what each of the children in the pictures is good at.
- In pairs, have the children ask their partner *What are you good at?* The children report back to the class with a sentence about their partner, e.g., *Hugo's good at running*.

1 Talk about the picture.

- Ask the class what Sam, May, and Anna are doing in the picture. Encourage the children to say, e.g., *(He's) playing basketball*. Ask *Who's playing table tennis with Anna?*
- Have the children say what equipment they can see in the picture.

2 Write B, S, or T.

- Ask the children to look at the small pictures on the right. Have the children read the labels.
- Ask *What do you need to play soccer?* Show the children that the soccer ball already has a letter *S* next to it, and ask them to write a letter *S* next to the appropriate net in the same color (green). Repeat for the other sports.

3 Listen and sing. 1•73

- Play the song and ask the children to listen for the actions mentioned in the song. Demonstrate the actions.
- Play the song again, as many times as you like, for the class to listen and act it out.

4 Find out what you're good at.

CRITICAL THINKING

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

Note: If possible, set up the activity stations outside. If you do not have access to a soccer goal, basketball net, or table tennis table, use a small ball and a cup for children to throw into, a basket or box to kick a ball into, a paddle to hit a small ball on a table with.

PHYSICAL DEVELOPMENT

This lesson enables the children to talk about different activities and sports, and to find out, through practice, which activities they enjoy and are good at. It also allows the children to talk about how we improve at sports and other activities (with lots of practice), teaching them an important life skill. The focus of this lesson encourages the children to be physically active and encourages self-care.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 8 page 63

1 Draw what you're good at.

CRITICAL THINKING

- Ask the children to think of something they're good at and draw a picture. They can use the ideas in the border to help them. Review or teach the names of any activities they don't know. Encourage the children to show their pictures and say what they're good at.
- Fast finishers can complete "Fifi's Challenge" by writing the activity.

For teaching notes for Numeracy Book page 30, go to page 108 of this Teacher's Guide.

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Show me

Primary Areas of Learning

Objectives

To practice and review the language from the unit

Language

Recycled: Outdoor activities

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

Materials

Fifi Puppet, Unit 5 Poster, Unit 5 Flashcards, Unit 5 Picture Cards, Numeracy Book Unit 5 page 31, Unit 5 Transition Worksheet (optional)

Other Areas of Learning

Numeracy

Numeracy Book: Children practice doubling from 5 to 10

Student Book Lesson 9 page 64

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Sing the song from Lesson 8 and encourage the children to sing along. 1•73

1 Look at the poster. Read and circle.

- Play a game to review the vocabulary of the unit using the unit Poster in the Classroom Resource Pack or on the Classroom Presentation Tool. Mime an activity and ask the children to name it. Have Fifi ask a child *Who's (running)?* The child answers (*Dad*) and points to the person on the Poster.

CRITICAL THINKING

- Ask the children to open their Student Books. Point to the small pictures on the left of the page. Focus on the image of May and read out the two sentences alongside. Ask the children to look and check what she is doing on the Poster (jumping rope). The children circle the correct activity. Repeat the procedure for each character. Encourage the children to read out their completed sentences as a check. For stronger classes, let the children work individually.

2 Play the game.

- Point to the big picture and ask who the children can see and what they are doing. Read the speech bubbles together.
- Divide the class into two groups and have each group sit in an arc on opposite sides of the room. Have one set of Picture Cards, face down, in a pile on the floor or on a chair in front of each group.
- One child from the first arc picks a card from the top of their pile and looks at it without showing it to the rest of the class. The child whispers the activity on the card to the child on their right in their arc. The whisper continues along the line. The last two children in the arc then mime the activity. A child from the other group guesses the mimed activity. Repeat with a child from the other arc.

COMMUNICATION AND LANGUAGE DEVELOPMENT

This lesson enables the children to use the language of the unit in functional sentences to interact with their classmates in a game and speaking task. They use the affirmative, question form, and short answers to describe what children are doing in the present moment. This develops the children's listening and speaking skills. It also develops their pronunciation as they use connected speech.

3 How do you have fun?

CRITICAL THINKING

- Ask the class the Big Question for this unit: *How do you have fun?* Encourage the children to answer using all the language and ideas from the unit. Talk about what games/sports the children like playing/are good at. Ask *Where/When do you play games? Who do you play with? What do you use/wear? How do you score points? Why are you good at … ? Do you practice? Why do you like (this sport/game)? What is your favorite game/sport?*
- Extend the discussion to talk about other sports activities the children would like to try. Encourage them to say why they want to try them.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 9 page 64

1 Look and write the family words.

- Explore the picture together, reading the labels and saying what each person is doing.
- Focus on the gapped sentences and read them together. The children write the family words to complete the sentences.

For teaching notes for Numeracy Book page 31, go to page 108 of this Teacher's Guide.

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Show and Tell

Primary Areas of Learning

Objectives

To work together to make a favorite sports graph

Language

Recycled: Outdoor activities, Numbers

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

Materials

Unit 5 Word Cards, Unit 5 Flashcards, photocopies of the activity equipment (see the Classroom Templates section of the Teacher's Resource Center), scissors, glue, colored pens/pencils/crayons, a large sheet of paper, Numeracy Book Unit 5 page 32, Unit 5 Progress Check (optional)

Other Areas of Learning

Expressive arts and design

Children color pictures and design a wall chart for their classroom graph

Personal, social, and emotional development

Children interact as a class to collect data and discuss the results as a class

Numeracy

Numeracy Book: Children read simple graphs

Student Book Lesson 10 Project page 65

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play a game using the vocabulary from this unit. Stick the Word Cards for the unit on the board. Ask children to come to the front and match the Flashcards to the Word Cards. Then, play *Hangman* with the words.
- Invite a child to come to the front of the class. Whisper an activity or sport to the child and tell them to mime it. The first child to guess the activity (or make a sentence, e.g., *He's playing basketball.*) takes a turn to come to the front.
- Tell the children that they are going to work together on a class project. They will find out what activities their classmates like and show this information in a special way.

1 Color and cut.

- Focus on the pictures on the Student Book page. Point to the photo and ask the children what they can see. Read the speech bubble together. Establish that the children have made a graph of the class's favorite sports activities.
- Point to the smaller pictures on the left and ask how the children are making their graph. (They're coloring pictures of their favorite activity and sticking them onto the graph.)
- Have the class count the number of children in the graph on the Student Book page. Which is their favorite sport?

2 Make a Favorite Sports graph.

- Hold up a copy of the activity equipment cut-out sheet (from the Teacher's Resource Center) and have the children name each activity that is shown.
- Hand out copies to the children. They choose their favorite sport, color the appropriate image, and cut it out.
- While the children are working, prepare the graph. On a large piece of paper write the heading *Our Favorite Sports*. Then, draw the axes of the graph with numbers of children down the left and activity names along the bottom, separated into columns. Ensure the width of the columns will allow the children to stick their pictures. Write the words in pencil. Fast finishers can come and trace over the words in colored felt tips. Put the graph on the wall.
- The children come to the wall and stick their pictures onto the graph. Encourage them to say what their favorite activity is before they stick their symbol onto the graph.

MATHEMATICS

This lesson encourages the children to think about their favorite sports. They then work together to complete a graph displaying opinion data. Learning how we can use a graph to display and interpret information develops a key math skill and the children's understanding of data collection. They also count the results, developing their knowledge of numbers.

3 Show and tell.

- Invite volunteers to take turns to come and point to their picture on the graph and talk about their favorite activity, e.g., *I love (roller skating). It's my favorite sport.* Encourage them to say how many children have this activity as their favorite, e.g., *(Five) children love (roller skating).*

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 10 Project page 65

1 Copy the pattern and decorate your kite.

- The children look at the pattern on the kite and complete the other half of the kite to match. They color the kite, then tell the class what they have drawn and what color their kite is.

To assess the children on the unit language, a Unit Progress Check can be found on the Teacher's Resource Center.

For teaching notes for Numeracy Book page 32, go to page 108 of this Teacher's Guide.

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Unit 5 Literacy Book

Note: The audio tracks for the Literacy Book are found on CD3 and the transcripts are on pages 171–173.

Page 26

This lesson introduces the new sound *y* (as in *fly*) and is aimed at enabling children to identify it.

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

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

Other activities

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

Page 27

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

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

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

ANSWERS

1 fly 2 shy 4 fry 6 dry

Other activities

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

Page 28

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

1 Read.

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

2 Listen and number. 1•23

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

ANSWERS

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

Other activities

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

Page 29

This lesson gives the children practice of reading aloud.

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

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

2 Read aloud.

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

Page 30

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

1 Label the pictures.

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

2 Listen and chant. 1•25

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

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Page 31

This lesson reviews words with the *y* sound (see pages 26–30) through a game.

1 Point and say.

- Divide the board into a large and a small section. Write the following letters in the large section, spaced out around a large *y*: *b*, *c*, *d*, *f*, *h*, *k*, *l*, *m*, *r*, *s*, *t*. Ask a child to throw a beanbag at the board. If it hits a letter, write it in the small section of the board. Repeat with different children.
- Ask the children to keep looking at the letters in the small section. As soon as they can make a word from the letters, they should put their hand up. Write the word in the small section and erase the letters used. For example, if the children collect *s*, *f*, *y*, *k* they can make *sky* – erase *s-k-y* to leave *f*. When children are familiar with the game, you can divide the class into teams and award a point for each word.
- Look at the letter pairs in the book together. Ask for volunteers to say the letter names and sounds for each pair.

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

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

3 Make words from your letters. Write.

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

Unit 5 Numeracy Book

Note: See the note about number flashcards on page 47.

Page 27 (*Same/different, Right/left*)

1 Circle the same. 2 Who's going right? Underline. 3 Talk about the picture.

- Before: Pretend that you are riding a scooter and have children copy you. Give instructions: *Let's go right/left*.
- During: The children circle the silhouette that matches each picture. Then, they underline all the figures that are going right. Point and ask *Who's going right? Is he/she going right/left?* Confirm, saying *Yes, he's/she's going right/left.*

Page 28 (Taking apart into 4 sets)

1 Count the balls and the paddles. 2 Give the children the paddles and the balls to play. 3 Talk about the picture.

- Count the balls and the paddles with the children. Ask them to draw the missing balls and paddles with the players and tables and cross them out from the box as they do so. Then, ask *How many balls are there? (4) How many tables are there? (4) How many children are there (8) How many paddles are there? (9) So, how many paddles are left? (1)*
- **Differentiate**: To increase the challenge ask: What happens if there are seven paddles in the box? (One child has no paddle to play.) What happens if there are eight paddles in the box? (Each child has a paddle, there are no extra ones.)

Page 29 (Addition/subtraction by 1)

1 Estimate. 2 Count. 3 Match.

- Before: Place 25 balls on the floor in a shape (e.g., a square or rectangle) and ask the children to count them with you. Put the same number of balls into a different shape and ask the children to estimate the number of balls before counting them again. Then, take away one ball and ask them how many are there (24). Repeat the same with 28 balls too.
- During: The children draw lines to match the problems, pictures, and number words to the correct numbers. They should estimate the number of squares first, then count them to check their estimate. Help them to notice that some of the squares are placed in blocks of five or ten.

Page 30 (Doubling from 1 to 6)

1 Draw the same number of dots on the second dice. 2 Count and write. 3 Say.

- Before: Practice doubling with objects. For example, put two balls on the floor. Ask the children to put the same number of balls next to them and say *Two and two is four.* Repeat the same with objects up to six.
- During: The children draw the same number of dots on each second dice to double the numbers, and then write the sum of the two dice faces in the box.
- **Differentiate:** To support the children, place the corresponding number Flashcards/Number Cards on the board for them to choose from: 2, 4, 6, 8, 10, and 12.

Page 31 (Doubling from 5 to 10)

1 Count and match. 2 Write. 3 Say.

- First, ask the children to count the shapes and match them to the correct sums. Help them to notice that the shapes are laid out in two rows and that the number in the top row is the same number as the first number in the problems on the left. Then, they write the correct numbers in the boxes.
- **Differentiate**: To support the children you can put the following Number Cards (or flashcards) on the board for them to choose from: 10, 12, 14, 16, 18, 20.

Page 32 (Reading simple graphs)

1 How many children like doing each activity? 2 Write. 3 Talk about the graph.

- Ask the children *How many children like jumping rope?* Count the jump ropes together. Point to the number 4 next to the last rope in the column. Then, point to the number 4 in the box. Ask the children to count how many children do the other activities and write the number in the box. Ask questions about the graph: *Do more children like (flying a kite) than (dancing)?*
- **Differentiate**: To increase the challenge, point to two different columns at a time and help the class to form sentences: *More children like (riding a scooter) than (running).* Finally introduce the concept of *"the most"* by asking *Which activity do children like doing the most?* Raise your hand up high to indicate the highest column on the graph to help them understand the meaning.

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UNIT 6 Which animals live in the wild?

Primary Areas of Learning

Objectives
To familiarize children with words for wild animals
To revise known words for nature and actions

Language
New: elephant(s), giraffe(s), crocodile(s), monkey(s), lion(s), parrot(s), wild
What are they? They're (lions).
Recycled: Nature, Actions
There are (4 lions). The (monkeys) are (jumping).

Materials
Audio tracks 2.01–2.02, Fifi Puppet, Unit 6 Flashcards, Unit 6 Poster, Unit 6 Picture Cards (Student Book page 125), Literacy Book Unit 6 pages 32–33

Literacy
Literacy Book: Children are introduced to the sound and spelling pattern *oa*, and identify the target sound
Literacy Book: Children listen for and identify the long *o* sound: spelling pattern *oa*

Student Book Lesson 1 page 66

Warmer

- Start the lesson with the *Hello routine* (see page 15).

1 Talk about the picture.

- Use the Poster in the Classroom Resource Pack, or on the Classroom Presentation Tool, and the Fifi puppet to introduce the topic. Ask the class *What is the family doing? How do they feel? Are these animals pets?* Talk about the scene and review known words, e.g., for nature (*pond, trees, cloud, grass, animals, birds*) and actions (*climbing, jumping, running, walking, flying, eating*). Prompt the children using question forms, e.g., *What are they? Where are the (zebras)? Are they (running)? Is this a … ? How many (trees) are there?* Have the children count the animals in the picture.
- Use the Flashcards to introduce the new vocabulary: *elephant, giraffe, crocodile, monkey, lion, parrot*.
- Give children the Flashcards. Point to the new items on the Poster and say *They're (giraffes)*. The child with the Flashcard that matches either holds it up or comes and sticks it on the board. Encourage the children to repeat the word, either chorally or individually.

2 Listen and point. 2•01

- Play the recording for the children to listen and point to the wild animals in their books.

3 Listen and repeat. 2•02

- Play the recording for the children to listen and repeat the new words. Repeat until the children are saying the words confidently.

4 Which animals live in the wild?

CRITICAL THINKING

- Introduce the Big Question: *Which animals live in the wild?* Ask *What do you know about the animals? Which wild animals do you like?*
- Use the picture to prompt discussion of where the animals live. Ask *Have you ever seen any of these animals? Where? Where do they live?* Ask the children if they have seen them at the zoo, at a safari park, in the wild, or on television.

UNDERSTANDING THE WORLD

This lesson asks the children to think about what they know about animals and consider which animals we refer to as "wild animals" and where they live. This raises their awareness of the similarities and differences between wild animals and pets. It also helps them understand the environment and geography of where the animals live.

Ending the lesson

- Ask *Where's Bird?* (*On the car.*) Ask the children if they think Bird is happy. Why? Why not? Then, ask how he is similar to or different from the other birds in the picture.
- Ask the children to cut out the Unit 6 wild animals Picture Cards from the back of the Student Book for the.
- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 1 page 66

1 Find and color the animals. 2 Count and write the numbers. Say.

- The children color the animals in the picture, then count the number of each animal and write the numbers in the correct boxes. They then say how many of each animal there are.

ANSWERS

giraffes: 4, lions: 3, crocodiles: 4, parrots: 6, monkeys: 7, elephants: 1

For teaching notes for Literacy Book pages 32–33, go to page 119 of this Teacher's Guide.

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Play with me

Primary Areas of Learning

Objectives
To practice a new structure and wild animals words through a game

Language
New: neck, teeth, long, tail
Do they have (big) (teeth)? Yes, they do. / No, they don't.
Recycled: big, small, nose

Materials
Audio tracks 2.03–2.04, Fifi Puppet, Unit 6 Poster, Unit 6 Flashcards, Unit 6 Picture Cards, Unit 6 Stickers, Literacy Book Unit 6 page 34

Other Areas of Learning

Literacy
Literacy Book: Children practice spelling words and recognizing the spelling pattern *oa*

Student Book Lesson 2 page 67

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Review body parts by asking the children to point to parts of their bodies or to parts of the animals on the Poster. Ask questions to review descriptions, e.g., *Are elephants small/ big?* Introduce the words *long*, and *tail* by asking, e.g., *Are the crocodiles' tails long?*
- Use the Fifi puppet and the Poster to review the language. Have Fifi ask *Which animal has (long legs)?* The children chant the answer *The giraffe has long legs!* and hold up the correct Picture Card. Continue with the rest of the animals.

1 Point and say.

- Point to the pictures of the wild animals and say the words (in the plural form). Have the children point and join in with you.
- Say one of the colors of the boxes bordering the pictures and encourage the children to say the name of the animals. Repeat, getting faster and faster.
- Write the wild animals on the board. Encourage the children to say the words they recognize or can work out. Ask volunteers to hold up the Picture Cards that match the words.

2 Listen and stick. 2•03

- Introduce the new structure: *Do they have (big) (teeth)? Yes, they do. / No, they don't.* Use the Flashcards, demonstrating the question and answer with the Fifi puppet. Then, hold up the Flashcards and ask questions to the class to answer.
- Ask the children to turn to the back of their books and find the stickers for this unit. For each set of animals, point and ask *What are they?*
- Play the recording, pausing after each exchange for the children to find the correct sticker and the correct place to put it. Make sure all the children have the correct sticker, then have them stick it onto the Student Book page.
- The children can trace the words now or after Activity 3.

3 Listen and play the game. 2•04

- Focus on the photo in the Student Book. Ask the children what body part the boy has drawn on the board (*teeth*). Ask them which animal they think it is. Tell the children to listen to the recording to find out. Congratulate them if they guessed the animal correctly.
- Play the recording again, one line at a time, for the children to repeat.
- Set up the game. Choose two or more children to come and draw at the board. Show them a Flashcard so that the other children can't see. The children ask questions with *Do they have … ?* If the answer is "Yes, they do," the children at the board draw that body part. When the animal has been guessed, the children at the board finish their drawings. Say *Look at the (crocodiles). They have (big teeth) …* The child who guessed correctly chooses another child and they both come up to draw. Use other known animals, e.g., rabbits, cats, birds, spiders, fish, mice, bears, tigers, penguins, frogs, ducks, cows, horses, goats, donkeys.

EXPRESSIVE ARTS AND DESIGN

This lesson encourages the children to draw various animal body parts in a fun guessing game. The children are encouraged to express their creativity and to develop their drawing skills. The game also activates the children's critical thinking skills as they eliminate animals using the information about features and identify the correct animal.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 2 page 67

1 Write. 2 Read and answer.

- The children write the animal words from the box under the correct pictures. The children read and answer the questions.

For teaching notes for Literacy Book page 34, go to page 119 of this Teacher's Guide.

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Read with me

Primary Areas of Learning

Objectives
To read and understand a story

Language
New: deer, sparkling, sharp, scary, scared, forest
They aren't (scary). We (don't) have (scary) (eyes). They're (taller) than me.
Recycled: teeth, beautiful; Body parts
They have (long) (legs).

Material
Audio track 2.05, Fifi Puppet, Unit 6 Flashcards, Unit 6 Word Cards (see the Teacher's Resource Center), Unit 6 Story Animation, Character Cut-outs, Literacy Book Unit 6 page 35

Other Areas of Learning

Literacy
Children listen to, read, and follow a story
Literacy Book: Children practice reading aloud and recognizing the spelling pattern *oa*

Expressive arts and design
Children create and use puppets in a drama activity

Student Book Lesson 3 page 68

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Flashcards to review the wild animals. Play a game of *Pick a card* (see Ideas Bank page 32). The children ask and answer *Do they have … ?*
- Use the Word Cards (on the Teacher's Resource Center). Stick the Word Cards on the board. Invite children to come to the board and stick the Flashcards next to the correct words.

1 Watch. Talk about the pictures.

- Tell the class that today they are going to watch and listen to another story with Fifi, Benny, and Prickly. Use the Fifi puppet to mime a scary wild animal (growling and gnashing its teeth). Then, have Fifi ask *Are you scared? Are wild animals scary?* Explain the meaning of *scared* and *scary*.
- With books closed, watch the animation on the Classroom Presentation Tool.
- Talk about the story using the pictures in the Student Book. Ask the children to say what they can see, who the characters are in each picture, and what they are doing. Ask *How does Prickly feel? Are the wild animals scary?*
- Explain the meaning of *deer*, *sharp*, and *sparkling*, and the phrase *They're taller than me*.

2 Listen and point. Listen and repeat. 2•05

- Play the recording for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to "read" the speech bubbles and follow the text with their fingers.
- Play the story one more time for the children to listen and repeat the lines. Focus on the affirmative and negative forms *We have/don't have … .*
- Invite the children to role-play along with the story audio, on their own, or with the Character Cut-outs. If you like, use props to create the story scene.

Note: The common plural is *deer* (no *s*). However, it is also correct to put an *s* on the end of it.

3 Talk about the story.

CRITICAL THINKING

- Ask questions about the story and encourage the children to answer, e.g. *Where are the animals? How does Prickly feel in picture 1? How does Benny feel? What animals does Benny think she is talking about? Why is Prickly scared? Are the deer scary?*
- Encourage the children to think about the difference between how Prickly describes the deer and how they really are. Ask *Why are Prickly's feelings about the deer different from Benny's?* (Because the deer are bigger than Prickly so she's scared, but they are smaller than Benny.)

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

In this lesson the children think about how one of the characters in a story feels. They consider why Prickly feels the way she does, why Benny doesn't feel the same, and how Benny helps Prickly. By learning how the characters deal with things they find scary, the children will see the value of talking to others about the things which scare or worry them.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 3 page 68

1 What happens in the story? Number in order.

- The children number the pictures in the correct order. Encourage confident children to use their pictures to tell the story to the class.

For teaching notes for Literacy Book page 35, go to page 119 of this Teacher's Guide.

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Sing with me

Primary Areas of Learning

Objectives
To practice the new language through a song

Language
New: wavy
Recycled: (sharp) teeth, (cold) eyes, ears
(Crocodiles) have (cold) (eyes).

Materials
Audio track 2.06, Unit 6 Flashcards, Unit 6 Picture Cards, Literacy Book Unit 6 page 36

Other Areas of Learning

Expressive arts and design
Children express themselves to music and song

Literacy
Children write the words for body parts
Literacy Book: Children review the long *o* sound (spelling *oa*) through a chant

Student Book Lesson 4 page 69

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Point to the Lesson 3 story frames on Student Book page 68 and encourage the children to retell the story. Ask questions to prompt the children, e.g., *Where are Benny and Prickly? How does Prickly feel about the deer at first? Do the deer have big teeth? Why is Prickly scared of the deer? How does Prickly feel at the end?*
- Review the wild animals using Flashcards or the children's Picture Cards. Hand out the Flashcards to the children, then play some music while the children pass the Flashcards around the class. Stop the music randomly and ask the children to say short sentences about the animals on the Flashcards they are holding, e.g., *Monkeys have long tails*.

1 Sing and do. 2•06

- Play the song through once. Tell the children to look at the pictures of Fifi doing the actions for the song. Read the captions below each picture aloud and encourage the children to sound out the words with you.
- Demonstrate and practice the actions for the first verse. Create actions for the rest of the song. Play the song again for the children to sing and act it out.
- Divide the class into groups so each group acts out an animal. Encourage the children to act out the animal's behavior and features using their body, face, and voice. Sing the song again.

PHYSICAL DEVELOPMENT

This lesson encourages the children to create and use actions for animals and their body parts in an interactive song. They use their whole bodies, including their face, to create the movements and expressions for the animals. They are encouraged to move around the room in a safe way.

2 Point and say what's missing.

- Look at the three pictures on the right of the page. Ask the children to say what each animal is.
- Ask the children to say which body parts are missing from each animal. Encourage them to describe the missing part as in the song, e.g., *sharp teeth*. Play the song again and have the children listen for how each part is described (*wavy ears*, *cold eyes*). Teach the meaning of *wavy* by using the picture of the ears.

3 Draw and write.

- The children draw the missing body parts on the animals, then write the words for the body parts under the correct animals.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 4 page 69

1 Match and write the animal names.

- Explore the picture of the safari park together. Identify the animals and describe them. Draw lines along the paths to match the animals to the signs.
- The children write the correct animal names to complete the descriptions. Have the children read the sentences.

For teaching notes for Literacy Book page 36, go to pages 119–120 of this Teacher's Guide.

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Say it with me

Primary Areas of Learning

Objectives

To practice words with the long *o*: spelling *oa*

Language

New: rat, foal, toad, bat

Recycled: deer, goat, duck, horse, scary

Materials

Audio track 2.07, colored pens/pencils/crayons, Phonics Letter Cards (optional), Phonics Picture Cards (optional), Literacy Book Unit 6 page 37

Other Areas of Learning

Understanding the world

Children talk about animals that live in the environment around them

Numeracy

Children practice counting: saying numbers and writing numerals

Literacy

Literacy Book: Children review the long *o* sound (spelling *oa*) through a game

Student Book Lesson 5 page 70

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play the song from Lesson 4. Encourage the children to sing along and do the actions. 2•06

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

- Look at the picture together. Ask the children to tell you what animals they can see. Teach the words *foal*, *rat*, *bat*, and *toad*. Ask them what is happening to Prickly, and why.
- Play the recording and ask the children to follow the words on the page as they listen.
- Play the recording again for the children to listen and repeat the chant, pausing after each line. Focus on the pronunciation of the target sound *oa* in *goat*, *foal*, and *toad*. Ask the children to blend these words aloud (*g-oa-t*).
- Invite the children to say the rhyme without the recording.

Note: If your class has already worked through the Literacy Book, challenge them to listen to the chant with their books closed and identify any words with the target sound. Have them raise their hand as soon as they hear the sound in a word. Then, have them listen and read the chant, and circle the words with the sound.

LITERACY

This lesson practices the phonic sound of the unit, long *o*: spelling *oa*, at word and sentence level. The children listen, recognize, and say the words in a rhyming chant. The chant also contains sight words, such as *they* and *aren't*. This lesson will develop their reading and writing skills.

2 Count and write.

- Ask the children to name the animals in the small pictures. Ask them to find those animals in the larger picture and count them. They write the number in the box next to each small picture. Do the first one together as a class as an example.
- Have the children check their answers with a friend, asking *How many (bats) are there? There are …* before you check answers together as a class.

Optional activities

Note: Use the Phonics Letter Cards and Picture Cards on the Teacher's Resource Center to practice the target sound.

- Put the animal words or pictures of the animals on different pieces of paper and give them to the children. Have them line up in the order of the chant: *deer*, *goats*, *ducks*, *rats*, *foals*, *horses*, *toads*, *bats*. Read the chant together with the children holding up their words/pictures. Then, have "rats" and "bats" stay where they are and the other children swap around to make a new chant.
- For further practice of *oa* words: have the children read other *oa* words in isolation (*boat*, *coat*, *road*, *soap*) and then in short sentences, e.g., *There's a toad on the road*.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 5 page 70

1 Color the pictures with the long *o* sound for spelling *oa*.

- The children name the items in the pictures, then color the pictures which represent words with the *oa* sound.

ANSWERS

Colored pictures: toad, goat, boat, coat

2 Look and complete the sentences.

- The children complete the sentences about the pictures with the correct words from the box.

ANSWERS

Picture 1: toad, boat **Picture 2:** goat, coat

Additional phonics resources can be found on the Teacher's Resource Center and on the Classroom Presentation Tool.

For teaching notes for Literacy Book page 37, go to page 120 of this Teacher's Guide.

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Follow me

Primary Areas of Learning

Objectives

To learn about the importance of respecting nature

Language

New: You can look, but don't touch.

Recycled: Look at the (butterfly). It's beautiful.

Materials

Audio tracks 2.08–2.09, Unit 6 Values Animation, Numeracy Book Unit 6 page 33

Other Areas of Learning

Expressive arts and design

Children do a role-play activity and say a chant

Numeracy

Numeracy Book: Children review the concept of symmetry

Student Book Lesson 6 page 71

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Say and act out the phonics chant from Lesson 5. 2•07

1 Listen and follow. Listen and repeat. 2•08

- Focus on the photos. Ask *Where are the children? What are they doing?* Ask the class to tell you what they think the children are saying.
- Play the dialogue. The children listen and follow the text on the page.
- Play the dialogue again for the class to listen and repeat.

CRITICAL THINKING

- Talk about any wildlife the children may see in the schoolyard, in their yard at home, or when they are outside. What animals do they see? Ask the children *Are (butterflies/foxes/chipmunks/hedgehogs/bears etc.) wild animals? What do you do when you see wild animals? Do you try and touch them? Why not?* (You might hurt the animal, it might hurt you.) Ask the children *Can you touch a cat? Can you touch a lion?* Ask them what the difference between the two is.
- Remind the children that it is always best to enjoy nature and wild animals by looking, but not touching or trying to approach wild animals.

2 Say and act out.

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

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson encourages the children to think about how we should treat and look after animals that are wild. Children are encouraged to think about the world around them and understand that by respecting nature and following certain rules we allow creatures to live safely and grow so they will continue to exist in the future.

3 Listen and chant. 2•09

- Play the chant and use actions or mime to demonstrate the meaning of the words.
- Play the chant again and have the children follow the words on the page with their fingers.
- Play the chant once more and say the words with the children.

4 Watch.

- The children watch the animation on the Classroom Presentation Tool.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 6 page 71

1 Trace and match.

- Focus on the two pictures of hands in the center of the page. Ask the children to say which picture means that you can touch something and which picture means that you can't touch something. Read out the sentences under the pictures of the hands.
- The children draw lines to match the pictures to the correct sentences. They then trace the sentences in their books. Encourage the children to talk about the animals (e.g., *It's a lion. You can look, but don't touch. / It's a dog. You can look and touch.*).

ANSWERS

Look and touch: cat, dog, horse

Look, but don't touch: lion, crocodile, giraffe

For teaching notes for Numeracy Book page 33, go to page 120 of this Teacher's Guide.

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Explore with me

Primary Areas of Learning

Objectives
To compare the size of wild animals
To learn numbers 30–100 (in tens)

Language
New: Numbers 30–100, centimeter(s)
This (monkey) is (50) centimeters tall. It's taller/shorter than the (deer).
Recycled: Numbers 1–29, deer, monkey, tiger, penguin

Materials
Audio tracks 2.10–2.11, Unit 6 CLIL Slideshow, number flashcards for 30–100 in tens (made by the teacher), toys and a measuring tape (optional), height chart (optional), Numeracy Book Unit 6 pages 34–35

Other Areas of Learning

Literacy
Children listen to, read, and follow a fact-based text

Understanding the world
Children consider the different sizes of various wild animals in relation to one another

Numeracy
Numeracy Book: Children practice measuring height
Numeracy Book: Children count in tens (30, 40)

Student Book Lesson 7 page 72

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask the children what they learned about in the previous lesson (the importance of respecting nature). Play the chant from Lesson 6 and encourage them to join in. 2•09
- Ask the children to think of big animals (e.g., an elephant) and small ones (e.g., a mouse). Ask the children how big the animals are, to introduce the concept of measurement and units. Talk about the things we can measure, e.g., height and weight. Explain that today the children are going to learn about measuring height, and to do this they need some big numbers.

1 Watch.

- Teach the numbers 30–100 in tens (*thirty*, *forty*, *fifty*, etc.) using the number flashcards you have made.
- Play the slideshow on the Classroom Presentation Tool.

2 Listen and point to the numbers. Listen and repeat. 2•10

- Focus on the number line at the top of the page.
- Play the recording for the children to listen and point to the numbers, then play it again for them to repeat.

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

- If you have brought in toys and a tape measure, set up a height chart with numbers in tens. Choose toys that are measurable in tens. Point to the corresponding number on the height chart as you measure the toys and ask the children to choose the correct number flashcard. Invite the children to help you measure other toys.
- Focus on the photos. Ask *What animals can you see? Are they wild animals? Are they pets? Where are they?*
- Play the recording for the class to listen and follow the text on the page using their fingers.
- Play the recording again, pausing after each sentence for the class to listen and repeat.
- Check comprehension by asking questions, e.g., *Which animal is 60 cm tall? Which animal is shorter than the penguin?* Have the children order the animals from shortest to tallest by writing the words on the board.

Note: Explain to the class that we can abbreviate the measurement *centimeters* to *cm*.

4 Choose two animals and say.

- The children choose two of the animals and make a sentence about them, e.g., *The penguin is shorter than the deer*.
- You can make this a game by dividing the class into two teams. Team A chooses two animals and Team B makes a sentence. If the sentence is correct, they get a point.

MATHEMATICS

This lesson introduces the numbers 30–100 in tens. The children are introduced to the concept of measuring using *centimeters*. They contrast the height of different wild animals. This develops the children's awareness of the use of numbers in the natural world and their relationship with dimension, size, and shape.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 7 page 72

1 Look, read, and write.

- The children use the ruler in the picture to measure how tall each animal is. Show them how to follow the line from the top of the animal across to the rule and read the number. They write the number in the box to complete the sentence.

For teaching notes for Numeracy Book pages 34–35, go to page 120 of this Teacher's Guide.

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Think with me

Primary Areas of Learning

Objectives

To review the numbers 1–29 and learn numbers 30–100 (in ones)

Language

New: meter

Recycled: Numbers 1–100, centimeter(s)

I'm/He's/She's (1 m 10 cm) tall. I'm taller/shorter than (May). The (deer) is shorter/taller than the (zebra).

Materials

Audio track 2.12, a number square (optional), height chart, measuring tape, sticker labels, Numeracy Book Unit 6 page 36

Other Areas of Learning

Expressive arts and design

Children express themselves to music and song

Numeracy

Numeracy Book: Children practice counting in tens (10–100)

Student Book Lesson 8 page 73

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Review numbers in tens by playing *Bingo*. Then, introduce the intermediate numbers, starting with numbers 21–29. Use a number square if you have one.
- Review *taller* and *shorter*. Stand the children in a circle. Put two of the children back to back and ask the class to say who is taller, e.g., *(Amy) is taller than (Ben)*. Then, turn one of the children back to back with the next child in the circle and ask who's shorter. Continue around the circle.

1 Talk about the picture.

- Ask what the characters are doing in the picture (measuring each other). Ask *What animals can you see in the chart?*
- Introduce the unit *a meter* and ask the children if they know how many centimeters make a meter. Explain, using the chart, that with numbers bigger than 100, we can use *meters*, e.g., the number *110* on the chart is *1 m 10 cm*.

Note: Explain that *meters* can be abbreviated to *m*.

2 Write T or S.

CRITICAL THINKING

- Ask the children to look at the small pictures on the right. Have the children read the labels. Then, have them look at each pair of animals and first guess which animal they think is taller/shorter.
- Refer the children to the chart in the big picture to check (for the first four animals). They write *T* in the box for the taller animal and *S* in the box for the shorter one.
- Ask the children to make sentences about each pair of animals, e.g., *The lion is taller than the tiger. / The tiger is shorter than the lion*.

3 Listen and sing. 2•12

- Play the song and ask the children to listen for the animals mentioned in the song.
- Teach actions for the song. The children can do actions for the animals and point to someone taller/shorter than them for the last lines.
- Play the song again, as many times as you like, for the class to listen and act it out, and then join in singing.

4 Measure and compare.

CRITICAL THINKING

- Set up one or more height charts like the ones shown in the picture. Have the children take turns to measure each other and record the measurement.
- Write each child's height in meters and centimeters on a label and stick it on their shirt. Teach them how to say *I'm (1 m 10 cm) tall*. Have them compare themselves to each other, e.g., *I'm taller than Ben. I'm shorter than Amy*. They can also compare themselves to animals.
- Have the children order themselves by height.

UNDERSTANDING THE WORLD

In this lesson the children extend their understanding of measurement and use the units of measurement *centimeters* and *meters* to compare their height to each other and different animals. This develops their knowledge of the world around them and gives them the opportunity to discuss similarities and differences.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 8 page 73

1 Write and say.

CRITICAL THINKING

- The children write the words from the box under the correct pictures. The children then use the pictures to make sentences comparing the animals' height.
- Fast finishers can complete "Fifi's Challenge" by writing the correct animals in the sentences.

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Show me

Primary Areas of Learning

Objectives

To practice and review the language from the unit

Language

Recycled: wild, farm, house; Wild animals, Numbers 1–10

Go to the (wild). Don't go to the (farm).

Materials

Fifi Puppet, Unit 6 Poster, Unit 6 Word Cards, pictures of wild animals, farm animals, and pets (optional), small pieces of paper, Numeracy Book Unit 6 page 37, Unit 6 Transition Worksheet (optional)

Other Areas of Learning

Understanding the world

Children talk about which animals live in the wild and consider their traits

Numeracy

Numeracy Book: Children count body parts and do simple addition

Student Book Lesson 9 page 74

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Sing the song from Lesson 8 and encourage the children to sing along. 2•12
- Brainstorm as many animals as possible with the children. Write them on the board, asking the children to help you spell the words. Sort the words into categories: animals with two legs; with four legs; without legs.

1 Look at the poster. Complete and count.

- Play a game to review the vocabulary of the unit using the unit Poster in the Classroom Resource Pack or on the Classroom Presentation Tool. Have Fifi say *Show me an animal!* Invite children to come up and point to animals on the Poster saying *There's a / There are crocodile(s).*

CRITICAL THINKING

- Ask the children to open their Student Books. Point to the small pictures on the left of the page and ask the children to name the animals.
- The children write the missing letters to complete the words for the animals and trace the words. They then count the animals on the Poster and write the correct numbers in the boxes. Stick the Word Cards on the board to give the children support if necessary.

2 Play the game.

- Point to the big picture and ask who the children can see and what they are doing. Read the speech bubbles.
- Use pictures of wild animals, farm animals, and pets, if you have them, or write animal names on pieces of paper.
- Set up the game. Create zones in the classroom: the wild, a farm, a house. If you have time, the children can draw pictures to make the zones more identifiable/interesting.
- Give pairs of children an animal picture, or an animal name on a piece of paper. Pairs take turns to act out the animal. The rest of the class "sends" the two children to the correct zone, saying *Go to (the wild)*.

PHYSICAL DEVELOPMENT

This lesson encourages the children to act out animals for their classmates to guess the animal. This allows the children to express themselves freely and independently. It also develops their gross motor skills and allows them to move safely, freely, and confidently about the class.

3 Which animals live in the wild?

CRITICAL THINKING

- Ask the class the Big Question for this unit: *Which animals live in the wild?* Encourage the children to name all the wild animals they know. Ask them to make the noise each animal makes and move their body like that animal. Then, ask questions and encourage them to describe the animals, e.g., *Do they have (a long neck)? No, they don't. They're (green/big). They have (sharp teeth). They're (scary/beautiful).*
- Extend the discussion to talk about the animals that went into the wild/to the farm/to the house. Ask *Why is it important for wild animals to have a place to live in the wild? Has anyone seen any animals in the wild? How do we behave around wild animals?*

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 9 page 74

1 Look and complete the sentences. 2 Color.

CRITICAL THINKING

- The children look at the animals and name them. They choose an adjective from the first word pool and a body part from the second to describe each animal. Then, they write the words and read out their sentences. Finally, they color the pictures.

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Show and Tell

Primary Areas of Learning

Objectives

To work in small groups to make animal masks

Language

Recycled: zoo, farm, house, wild; Wild animals, Body parts

We are (tigers). We have (sharp teeth). We live (in the wild).

Materials

Unit 6 Word Cards, Unit 6 Flashcards, photocopies of mask templates (see the Classroom Templates section of the Teacher's Resource Center), colored pens/pencils/crayons, paper plates, colored card stock, paints, string, wool, tissue paper, scissors, glue, hole puncher, Numeracy Book Unit 6 page 38, Unit 6 Progress Check (optional), Trimester 2 Progress Check 1 & 2 (optional)

Other Areas of Learning

Personal, social, and emotional development

Children work in small groups to prepare their show and tell presentations

Numeracy

Numeracy Book: Children sort and categorize animals and do simple addition

Student Book Lesson 10 Project page 75

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play a game using the vocabulary from this unit. Stick the Word Cards for the unit on the board. Ask children to come to the front and match the Flashcards to the Word Cards. Then, play *Hangman* with the words.
- Invite a child to come to the front of the class. Whisper an animal to the child and tell them to mime it for the rest of the class. The first child to guess the correct animal takes a turn to come to the front of the class.
- Tell the children that they are going to work in small groups on a class project about animals in this lesson.

1 Talk about the picture.

- Focus on the pictures on the Student Book page. Point to the photo and ask the children to say what they can see. Read the speech bubbles together. Establish that the children have made animal masks.
- Point to the smaller pictures on the left and ask how the children are making their masks. Explain that they're coloring/painting and cutting out animals and sticking them onto paper plates. Introduce any new words you may want to use for the project (e.g., *mask*, *holes*, *string*, *parade*, etc.).

2 Make animal masks.

- Hand out copies of the animal mask templates to the children and paper plates. Give out craft materials to groups of children.
- The children each choose an animal and cut out the mask from the template. They then stick the mask to the paper plate for added strength, and cut around the mask shape. Go around helping with the cutting where necessary.
- They then color and decorate their masks. They can use paints or colored pens to color the masks, and they can add string or wool for hair, pieces of colored tissue paper for feathers, etc.
- Help the children to assemble the masks by making a hole, using a hole puncher, in each side and attaching string to each hole.

EXPRESSIVE ARTS AND DESIGN

This lesson enables the children to complete an arts and craft project. They may work with a range of artistic materials such as colored tissue paper and paint. This activity gives the children the opportunity to be individual and creative. They also give the animals they create attributes and emotion to show and share with the class.

3 Show and tell.

- The children make an animal parade through the school, wearing their masks.
- Children wearing the same animal masks can be grouped together. When they meet people, they say what animal they are, what they have (physical descriptions), and where they live. Encourage them to be as expressive as possible.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 10 Project page 75

1 Draw and color. Say.

- The children draw symmetrical pictures by drawing the opposite half of each animal. Then, they color their pictures.
- The children play a game in pairs with one child describing an animal for the other to guess.

To assess the children on what they have learned, a Unit Progress Check and Trimester 2 Progress Check 1 & 2 (for Units 4–6) can be found on the Teacher's Resource Center.

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Unit 6 Literacy Book

Note: Additional practice and Phonics Letter Cards and Picture Cards can be found on the Teacher's Resource Center. The audio tracks for the Literacy Book are found on CD3 and the transcripts are on pages 171–173.

Page 32

This lesson introduces the new sound *oa*.

1 Listen and point. Listen and repeat. 1•26

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

Other activities

- Ask the children if they know any other words with this sound, e.g., *soap*, *coat*. Don't worry at this stage if they come up with words with different spelling patterns (e.g., *o_e*) as long as they are identifying the correct sound.
- Write *oa* on the board. Say *goat* and ask the children what sound it begins with (*g*). Write the *g* at the beginning of the word and have them blend the two sounds: *g-oa*. Ask the children what sound it ends with (*t*). Write the *t* at the end of the word and have them blend the three sounds: *g-oa-t*. They can copy the word beneath the picture in their books. Repeat with other words from the page.
- Ask children to identify the rhyming pairs on the page: *goat/boat*, *toad/road*, *foal/goal*.

Page 33

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

1 Look and say.

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

2 Listen and circle the word. 1•27

- Play the recording. The children listen and decide which word they hear from each pair, then circle the correct word.

ANSWERS

1 goal 2 food 3 road 4 coat 5 boot 6 loaf

Other activities

- Ask children to choose one of the *oa* words from the page. They walk around saying their word to other children. When they meet someone saying the same word, they join up into a group. Continue until all the children have found their groups.
- Play a chain game. Say *I have a goat*. Have the children repeat. Then, say *I have a goat and a boat*. Encourage children to think of other *oa* words to add to the sentence, e.g., *I have a goat and a boat and a coat*. Play as a whole class until the children are familiar with the game, then arrange the children in a circle and have each child try to remember the previous child's sentence and add a word. To make it more challenging, include review sounds like *ea* and *oo* as well as *oa* words.

Page 34

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

1 Read.

- The children read out the words on the left.

2 Find and write.

- The children find the matching picture on the right and draw a line to it through the maze. They write the word next to the picture.

3 Listen and check. 1•28

- The children listen and check their answers. Have them repeat the words.

Other activities

- Have four children come to the front. Whisper a word to them, e.g., *toad*, and ask them to make it from Letter Cards. Then, ask for a volunteer from the class to read the word. The rest of the class repeats the word. The volunteer then swaps with one of the children at the front.
- Write a pattern from the lesson on the board, e.g., *oat*. Have the children sound it out, then practice with different initial sounds, e.g., *boat*, *coat*, *goat*.

Page 35

This lesson gives the children practice of reading aloud.

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

- Talk about the first picture with the children. Look at the title together and break the word *cock-roach* into its two syllables, having the children sound each one out separately before putting them together.
- Play the recording for the children to listen and follow the text in their books. Explain the meaning of the text as necessary, e.g., *The leaf floats on the stream*.
- Play the recording again, pausing after each line for the children to repeat.
- Ask children to identify all the *oa* words in the text (*cockroach*, *croak*, *toad*, *float*).
- If you like, you can also ask the children to identify the *ea* words (*eat*, *leaf*, *stream*).

2 Read aloud.

- Encourage the children to read the text. Help them with sight words where necessary and encourage them to sound out the other words.

Page 36

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

1 Listen and chant. 1•30

- Talk about the pictures. Ask the children to guess which pictures are of toads and which are of frogs.
- Play the recording for the children to follow the chant in their books. Use the pictures to explain new language, e.g., *leap*.
- Play the chant again, pausing for the children to repeat.
- Encourage the children to say the chant. Start off slowly, then speed up a little as the children get more confident.

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2 Point and say *frog* or *toad*.

- Ask the children to look again at the pictures and decide which are frogs and which are toads. Have them justify their choices using language from the chant, e.g., *Frogs can leap*.

Page 37

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

1 Choose six words and write.

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

2 Play a game.

- Explain the game: you will say a number 1–6 and the children have to walk around saying the word they wrote in that box. If they find a partner saying the same word, they can both sit down. Say *Number (three): go!* Any children left standing once the others have paired up have to do a forfeit, e.g., ten star jumps. Repeat for all the numbers.

Unit 6 Numeracy Book

Note: See the information about number flashcards on page 47.

Page 33 (Symmetry)

1 Complete. 2 Color. 3 Make your own butterfly.

- Before: Place a straight line (a piece of string or tape) on the floor, and put a building block on the left side. Ask the children to put a building block of the same size and color on the right side so that the right side looks exactly like the left side. Continue in the same way by placing different building blocks in different places on the left side of the line and encouraging the children to make the two sides of the line symmetrical.
- During: The children copy the patterns on the first three butterflies so that the butterflies are symmetrical. They draw their own symmetrical pattern on the fourth butterfly. They then color the butterflies.

Page 34 (Measuring height)

1 Measure and write. 2 Circle the shortest animal. 3 Color the tallest animal.

- Before: Quickly revise *taller/shorter* by asking two children to stand in front of the class and asking *Who is taller? Who is shorter?* Next, ask five children from the class to stand in a line. Ask *Who is the tallest/shortest?* Repeat the same with different groups of children. Finally, ask the class to stand in a line from the shortest to the tallest. Help them compare their heights to each other.
- During: The children measure the animals using the rule on the page and write the height of each animal in the appropriate boxes. They then circle the shortest animal and color the tallest one. Ask *Which animal is the tallest/shortest?* Elicit *The tiger is the tallest animal. The monkey is the shortest animal.*

Page 35 (30, 40; Counting in tens)

1 Color. 2 Count. 3 Circle.

- Before: Place ten and ten balls (or blocks) in front of the children and ask them to estimate how many balls there are. Then, add ten more and ask the children to estimate again and count the balls to check their estimation.
- During: The children color the numbers. They then count and circle the correct number of squares to match each number. Count each group in tens aloud with the children: *Ten*, *twenty*, *thirty*, (*forty*), pointing to each column of ten as you count. Summarize the counting by saying *(Three) tens is (thirty)* but do not expect the children to use the structure at this stage.

Page 36 (Counting in tens, addition in tens)

1 Write. 2 Count. 3 Match.

- Before: Play a shopping game. Make a toy store: place ten different toys on a table and put a price label in front of each toy from 10 to 100. Give each child ten toy coins with the number 10 on. Point to a toy and ask *Who would like to buy this toy? It costs 30. How many coins is 30?* (3) Repeat the same with the rest of the toys.
- During: The children write the numbers in the boxes, then draw lines to match the coins to the numbers. Encourage the children to count in tens to work out the total for each box. Summarize the counting as before by saying *(Two) tens is (twenty)* but do not expect the children to use the structure at this stage.

Page 37 (Counting, addition)

1 Count the body parts. 2 Write the numbers. 3 Color your favorite animal.

- Before: Ask five children to come to the front, and ask the others: *How many eyes/feet/noses do they have together?* Repeat with different numbers of children up to ten.
- During: The children count the body parts for each person or animal, then write the total number for each part in the boxes next to the body words. Finally they choose and color their favorite animal.

ANSWERS

14 eyes, 20 feet, 5 tails

Page 38 (Addition, sorting)

1 Find ten animals with four legs. 2 Color. 3 Find two animals that are not wild. Circle.

- Before: Put a mixture of animal Flashcards on the floor (wild animals, farm animals, pets). Place the Flashcards of a cat and a crocodile at the top. Then, ask the children to select other animals that fit the two groups. Help them to notice that the crocodile is a wild animal, so all the wild animal Flashcards need to be placed next to it, and the cat is a pet, so all the pets need to be placed next to it. Finally, ask them to count how many animals have four legs.
- During: First ask the children to find the ten animals with four legs and color them. Then, ask them to find and circle two animals that are not wild. To familiarize children with the concept of addition, ask *How many crocodile/giraffe legs? Look, four legs and four legs is … eight legs. How many zebra legs? Four legs and four legs and four legs is … ? (12)*

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Review 2 Mouse Deer and Crocodile

Primary Areas of Learning

Objectives
To review the language and structures from Units 4–6
To read and understand a story
To learn about the value of being smart

Language
New: river, race, win, smart, king, know, trick
I'm too small (for lunch). How can I … ?
Recycled: Vocabulary and structures from Units 4–6

Materials
Audio track 2.13, Units 1–6 Flashcards, story props (optional)

Other Areas of Learning

Literacy
Children listen to, read, and follow a traditional story

Expressive arts and design
Children act out a story

Student Book Review 2 pages 76–77

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play *Pick a card* (see Ideas Bank page 32) to review language from Units 4–6. Choose a selection of Flashcards and place them on the board. Ask questions or make statements to prompt the children to find a card, e.g., *Do you want to go to (the zoo)? I want to go to the (swimming pool). Are you (running)? I love (riding a bike). I can (dance). There are (two) elephants. They have (sharp teeth)*. The first child to raise their hand comes and chooses the correct Flashcard. The class can mime the place, activity, or animal.

1 Talk about the pictures.

- Tell the class that they are going to listen to a story about Mouse Deer. Ask the class what animal they think it is.
- Talk about the story using the pictures in the Student Book. Introduce Mouse Deer, Elephant, and Crocodile. Talk about Mouse Deer's size. Is he big? Then, talk about Elephant and Crocodile. The children describe each animal.
- Ask questions to prompt the children, e.g., *Who's this? What's this? What's Mouse Deer doing? How many (monkeys)? Who is Mouse Deer's friend? Is Crocodile scary?*

2 Listen and follow. Listen and repeat. 2•13

- Play the recording for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to "read" the speech bubbles and follow the text with their fingers. Teach *river*, *smart*, *king*, *cross the river*, and *trick*.
- Play the story again, encouraging the children to join in with the songs. Invite them to suggest actions for each line and have them listen, repeat the lines, and do the actions.

3 Talk about the story.

CRITICAL THINKING

- Encourage the children to talk about the story and the value of being smart. Ask *Is Mouse Deer strong? Is it important to be strong? Is it dangerous in the jungle? Why? Is Mouse Deer smart? How? What's the biggest animal in the story? What's the smallest animal in the story? What does Mouse Deer want to eat? What does the crocodile want to eat?*
- Name other animals and ask what each animal eats (help by asking questions, e.g., *Does it eat (fish/fruit/meat)?*).

4 Act it out.

- Assign the main roles to the children and have them learn some of the speech parts of the story. Give some children the role of the monkeys. Other children can make warning noises when the bad crocodile/s appear. Play the story again, turning the volume down for the speech parts of it.
- Provide the children with animal masks and other props. Act as the narrator while the children act out the story and sing the songs.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Review 2 pages 76–77

1 Find and circle the differences. Say. page 76

- The children find the differences between the two pictures and circle them. They tell a partner or the class.

1 Look and write. Complete the sentences and say. 2 Color for you. page 77

- The children choose the word which is true for them, copy it to complete each sentence, and tell a partner.
- The children color the number of stars which they think best represents their progress in Units 4–6.

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UNIT 7 What jobs do people do?

Primary Areas of Learning

Objectives
To familiarize children with words for jobs
To revise known words for animals, clothes, colors

Language
New: chef, police officer, firefighter, nurse, taxi driver, vet
Recycled: Animals, Clothes, Colors
There's a (boy). He's/She's cooking/playing/helping. He's/She's wearing (a hat). He's/She's at the (coffee shop). He's/She's a (chef).

Materials
Audio tracks 2.14–2.15, Fifi Puppet, Unit 7 Flashcards, Unit 7 Poster, Unit 7 Picture Cards (Student Book page 127), Literacy Book Unit 7 pages 38–39

Other Areas of Learning

Literacy
Literacy Book: Children are introduced to and identify the schwa sound: spelling patterns *er* and *or*
Literacy Book: Children listen for and identify *er* and *or* spelling patterns

Student Book Lesson 1 page 78

Warmer

- Start the lesson with the *Hello routine* (see page 15).

1 Talk about the picture.

- Use the Poster in the Classroom Resource Pack, or on the Classroom Presentation Tool, and the Fifi puppet to introduce the topic. Ask the class *Where are the children? Can you see (Anna)? What are they doing?* Establish that the children are in the schoolyard, playing at different jobs. Talk about the scene and review the words the children already know: animals (*elephant, lion, bird*), clothes (*hat, coat, jacket, pants, shoes, sweater, T-shirt*), and colors. Prompt the children using question forms, e.g., *What do you see? What's this? What color is it?*
- Use the Flashcards to introduce the new vocabulary: *chef, police officer, firefighter, nurse, taxi driver, vet*.
- Give children the Flashcards. Point to the new items on the Poster and say *He's (cooking). He's a (chef)*. The child with the Flashcard that matches either holds it up or comes and sticks it on the board. Encourage the children to repeat the word, either chorally or individually.

2 Listen and point. 2•14

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

UNDERSTANDING THE WORLD

In this lesson the children think about the jobs that people in the community do. The jobs presented all play a vital role in keeping people safe, healthy, and educated. This develops the children's awareness of the world of work and how it relates to their everyday lives.

3 Listen and repeat. 2•15

- Play the recording for the children to listen and repeat the new words. Repeat until the children are saying the words confidently.

Optional activity

- Ask the children to take turns to make sentences about the people in the pictures, e.g., *He's/She's (a nurse). He's/She's wearing (a white hat)*. The rest of the class tries to guess the job. Include the review jobs: *teacher, farmer*.

4 What jobs do people do?

CRITICAL THINKING

- Introduce the Big Question: *What jobs do people do?* Encourage the children to name each of the jobs and to talk about where these people work and what people do in each job. What different places can a chef work at? What can a chef cook? What does a taxi driver need?
- Encourage the children to talk about what jobs the people in their families do.

Ending the lesson

- Ask *Where's Bird?* (*With Anna. Under the sheet.*) Ask the children if Bird is at the doctor's or the vet's. Why?
- Ask the children to cut out the Unit 7 jobs Picture Cards from the back of the Student Book for the next lesson.
- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 1 page 78

1 Color and match. Say.

- The children look at the pictures and color the trails of footprints (or draw plain lines) in different colors to match the people to the places where they work. Ask the children to say the names of the jobs.

For teaching notes for Literacy Book pages 38–39, go to page 132 of this Teacher's Guide.

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Play with me

Primary Areas of Learning

Objectives

To practice a new structure and jobs words through a game

Language

New: Is he/she a (police officer)? Yes, he/she is. / No, he/she isn't. He's/She's a (firefighter).

Materials

Audio tracks 2.16–2.17, Fifi Puppet, Unit 7 Poster, Unit 7 Flashcards, Unit 7 Picture Cards, Unit 7 Stickers, Literacy Book Unit 7 page 40

Other Areas of Learning

Literacy

Literacy Book: Children practice sounding out words and recognizing spelling patterns *er* and *or*

Student Book Lesson 2 page 79

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Fifi puppet and the Poster to review the language. Have six children line up at the front. Have Fifi say *I'm a (firefighter) and I love my job*. Then, have Fifi point to another job and the second child says, e.g., *I'm a vet and I love my job*. The rest of the class say *She's a firefighter and he's a vet. They love their jobs*. Continue until all the children in the line have said a job. Provide support if necessary by giving each child in the line the corresponding Flashcard to hold.

1 Point and say.

- Point to the pictures of the jobs and say the words. Have the children point and join in with you.
- Say one of the colors of the boxes bordering the pictures and encourage the children to say the name of the job. Repeat, getting faster and faster.
- Write the jobs on the board. Encourage the children to say the words they recognize or can work out. Ask volunteers to hold up the Picture Cards that match the words.

2 Listen and stick. 2•16

- Introduce the new structure: *Is he/she a (police officer)? Yes, he/she is. / No, he/she isn't. He's/She's a (firefighter)*. Use the Flashcards, demonstrating the question and answer with the Fifi puppet. Then, hold up the Flashcards and ask questions to the class to answer.
- Ask the children to turn to the back of their books and find the stickers for this unit. Point and ask *Is he/she a … ?*
- Play the recording, pausing after each exchange for the children to find the correct sticker and the correct place to put it. Make sure all the children have the correct sticker, then have them stick it onto the Student Book page.
- The children can trace the words now or after Activity 3.

3 Listen and play the game. 2•17

- Focus on the photo in the Student Book and the game the children are playing. Ask the class to follow the words while they listen to the recording.
- Play the recording again, one line at a time, for the children to repeat.
- Set up the game. Write the numbers 1–6 on the board in alternating colors. Then, place a Flashcard below each number, alternating the order of male/female. Have the children name the jobs as you place them. When all the cards are on the board the children can chant the jobs in order.
- Choose two children. One child comes to the board and turns the Flashcards face down. This child then says one of the numbers. The other child tries to remember which job was on that Flashcard by asking the question *Is he/she a … ?* When they guess the correct job, the Flashcard is turned over and two new children can play. Continue until all the cards are face up and everyone has had a turn.

COMMUNICATION AND LANGUAGE DEVELOPMENT

This lesson encourages the children to speak and listen effectively in a communicative game. The game encourages the children to use the target grammar and vocabulary to ask and answer questions.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 2 page 79

1 Write. Ask and answer.

- The children write the words from the box under the correct pictures.
- Then, they ask and answer questions about the jobs using the model at the bottom of the page as an example, e.g., *Is number 5 a vet? Yes, she is.*

ANSWERS

1 taxi driver 2 firefighter 3 nurse
4 chef 5 vet 6 police officer

For teaching notes for Literacy Book page 40, go to page 132 of this Teacher's Guide.

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Read with me

Primary Areas of Learning

Objectives
To read and understand a story

Language
New: horrible, sick, prickles, zookeeper
Are they (doctors)? Yes, they are. / No, they aren't.
Recycled: doctor, hurt, parrot, monkey, tree, sing, ball, zoo

Materials
Audio track 2.18, Fifi Puppet, Unit 7 Flashcards, Unit 7 Word Cards (see the Teacher's Resource Center), Unit 7 Story Animation, Character Cut-outs, props for acting out the story (toy parrots or monkeys) (optional), Literacy Book Unit 7 page 41

Other Areas of Learning

Literacy
Children listen to, read, and follow a story
Literacy Book: Children practice reading aloud and recognizing spelling patterns *er* and *or*

Student Book Lesson 3 page 80

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Flashcards to review the jobs. Play a game of *Picture Bingo* (see Ideas Bank page 31). Have the children use their Picture Cards.
- Use the Word Cards (on the Teacher's Resource Center). Stick the Word Cards on the board. Invite children to come to the board and stick the Flashcards next to the correct words.

1 Watch. Talk about the pictures.

- Tell the class that today they are going to watch and listen to another story with Fifi, Benny, and Prickly. Mime some of the wild animals the children already know, including a monkey and a parrot. Then, use the Fifi puppet to ask *Are you (an elephant)?*, etc. Have the children guess the two animals that are in the story.
- With books closed, watch the animation on the Classroom Presentation Tool.
- Talk about the story using the pictures in the Student Book. Ask the children to say what they can see, who the characters are in each picture, and what they are doing. Ask *What are Fifi and Benny wearing? What are they doing? Why are the parrots and monkeys in the woods?* (*They have escaped from the zoo.*)
- Explain the meaning of *horrible*, *sick*, *prickles*, and *zookeeper*.

2 Listen and point. Listen and repeat. 2•18

- Play the recording for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to "read" the speech bubbles and follow the text with their fingers.
- Play the story one more time for the children to listen and repeat the lines. Focus on the *Are you (doctors)? Yes, we are. / No, we aren't* by getting small groups of children to mime a job from the previous lesson and encouraging the class to guess what their chosen job is.
- Invite the children to role-play along with the story audio, on their own, or with the Character Cut-outs. If you like, use props to create the story scene.

3 Talk about the story.

CRITICAL THINKING

- Ask questions about the story and encourage the children to answer. *Why are the new animals in the woods? Do they live there? Where are they from? Does Benny like the sound the parrots make? Are they loud or quiet? Does he like the monkeys? Does Prickly? What does the monkey think Prickly is? Why does Benny ask if they are doctors? Why are the zookeepers in the woods?*
- Encourage the children to think about what the job of a zookeeper entails. What animals do they look after? How do they look after them? Talk about what animals live in the woods. Remind the children of how we should behave around animals we don't know/wild animals.

UNDERSTANDING THE WORLD

This lesson encourages the children to think about the animals around us. They are also introduced to the job of a zookeeper. Using the characters in the story, the children see the effect that new animals have on Prickly and Benny. They see their different reactions and emotions. Children should be encouraged to express their fear of any animal and to let their parents and carers know.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 3 page 80

1 Read and circle the correct word(s).

- The children look at the pictures and circle the correct options to complete the captions.

ANSWERS

behind; Yes, they are; zookeepers

For teaching notes for Literacy Book page 41, go to page 132 of this Teacher's Guide.

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Sing with me

Primary Areas of Learning

Objectives

To practice the new language through a song

Language

Recycled: vets, firefighters, zookeepers, chefs, police officers; Colors

Are they (vets)? Yes, they are. / No, they aren't.

Materials

Audio track 2.19, Unit 7 Flashcards, Unit 7 Picture Cards, Unit 7 Word Cards, dress-up clothes for different jobs (optional), Literacy Book Unit 7 page 42

Other Areas of Learning

Expressive arts and design

Children express themselves to music and song and complete a guided coloring task

Literacy

Literacy Book: Children review the schwa sound through a chant

Student Book Lesson 4 page 81

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Point to the Lesson 3 story frames on Student Book page 80 and encourage the children to retell the story. Ask questions to prompt the children, e.g., *What are Benny and Fifi wearing at the beginning of the story? What animals do Benny and Fifi see in the woods? Where are the animals from? Who are the people in the woods?*
- Review the jobs using the children's Picture Cards. Say a job and ask the children to hold up the matching Picture Card.
- Stick the Flashcards on the board and distribute the Word Cards. The children stick the Word Cards next to the matching Flashcard. Now write up a job word on the board and encourage the children to sound it out. When the children know the word, they should hold up their corresponding Picture Card.

1 Sing and do. 2•19

- Play the song through once. Tell the children to look at the pictures of Benny and Prickly doing the actions for the song. Read the captions below each picture aloud and encourage the children to sound out the words with you.
- Demonstrate and practice the actions for the first verse. Create actions for the rest of the song. Play the song again for the children to sing and act it out.
- Divide the class into two groups. One group sings the first two lines and the other sings the final line in each verse. Swap roles and sing the song again.

2 Listen again and color. 2•19

- Look at the black and white pictures on the right of the page. Ask the children what clothes the people are wearing.
- Tell the class to listen again to the song and color the uniforms the correct colors for the jobs. Play the song again. If you like, ask the children if they can say from memory what colors the clothes are for each job in the song, then listen and check.

3 Read and complete.

- Read the questions and answers together with the children and model the first answer on the board.
- The children complete the sentences with the correct job.

LITERACY

In this lesson the children practice reading at sentence level (questions and short answers). They practice writing the jobs words, identifying the correct words from pictures to complete written questions and answers.

Optional activity

- Play a game to review the structure *Are they . . . ?* Divide the class into groups. Give each group a jobs Flashcard (and some dress-up clothes to wear) and give them a few minutes to decide how they can act out a scene depicting the job. The groups take turns to act out their jobs. The rest of the class guesses the job, asking *Are they . . . ?*

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 4 page 81

1 Read and color.

- If necessary, remind the children of the song. Look at the picture and ask the children to describe what is happening and what jobs they see.
- Read the sentences from the song together. Ask the children to find and color the people on the page. Which job don't they need to color? (Chefs, as they are already white.)

For teaching notes for Literacy Book page 42, go to page 132 of this Teacher's Guide.

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Say it with me

Primary Areas of Learning

Objectives

To practice words with *-er* and *-or* endings

Language

New: singer, actor, teacher, doctor

Materials

Audio track 2.20, Phonics Letter Cards (optional), Phonics Picture Cards (optional), Literacy Book Unit 7 page 43

Other Areas of Learning

Understanding the world

Children consider the equipment used in a range of jobs

Literacy

Literacy Book: Children review the spelling patterns *-er* and *-or* through a game

Student Book Lesson 5 page 82

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play the song from Lesson 4. Encourage the children to sing along and do the actions. 2•19

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

- Look at the picture together. Ask the children to tell you who they can see and what they are doing. See if they can identify the jobs. Teach the words *teacher*, *doctor*, and *singer*.
- Play the recording and ask the children to follow the words on the page as they listen.
- Play the recording again for the children to listen and repeat the chant, pausing after each line. Focus on the pronunciation of the schwa sound: /ə/. Point out that even though the spelling is different, the sound is the same.
- Ask the children what other jobs they know that end in the same sound (*taxi driver*, *zookeeper*, *farmer*, *police officer*, *firefighter*). Help the children to make a new chant using different jobs. The children can hold up Picture Cards as they say their new chant.

Note: If your class has already worked through the Literacy Book, challenge them to listen to the chant with their books closed and identify any words with the target sound. Have them raise their hand as soon as they hear the sound in a word. Then, have them listen and read the chant, and circle the words with the sound.

> **LITERACY**
> This lesson practices the phonic sound of the unit, *-er* and *-or* endings, at word and sentence level. The children listen, recognize and say the words in a chant. The chant also contains sight words, such as *I'm* and *all*. This lesson will develop the children's reading and writing skills.

2 Match.

- Ask the children to look at the items at the bottom of the page. Have them decide which job each one goes with and draw a matching line to the correct character.

Optional activities

- Practice *-er* words by breaking them down into two parts on the board, e.g., *teach/er*, *sing/er*, *farm/er*. Encourage the children to sound out each part of the word, then sound out the whole word.
- Practice reading other *-er* words that the children know, e.g., *summer*, *winter*, *sister*, *letter*, *number*, *under*, *dinner*, *sticker*. Write the words on the board for the children to read.
- As an extension, you can ask the children to make job words from verbs by adding the *-er* suffix, e.g., *painter*, *writer*, *dancer*, *climber*, *gardener*. Write verbs on the board and ask the children to say the jobs. Complete the jobs words on the board, then ask the children to say which letters each job word ends with.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 5 page 82

1 Look and match.

- The children draw lines to match the first parts of the words to the correct endings, then match the words to the pictures.

2 Draw yourself, trace, and write.

- The children draw a picture of themselves wearing a uniform or doing a job they would like to do. They then trace the correct article (*a/an*) and write the word for their chosen job. Invite children to show their pictures to the class and read out their sentences.

> Additional phonics resources can be found on the Teacher's Resource Center. There is also a phonics game included on the Classroom Presentation Tool, launched from a hotspot on the Lesson 5 Student Book page.

For teaching notes for Literacy Book page 43, go to page 133 of this Teacher's Guide.

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Follow me

Primary Areas of Learning

Objectives

To learn about the importance of helping other people

Language

New: What's wrong? I'm sick. My tummy hurts. How do you feel now? Much better, thanks.

Recycled: nurse

Come on. Let's go …

Materials

Audio tracks 2.21–2.22, Unit 7 Picture Cards, Unit 7 Values Animation, Numeracy Book Unit 7 pages 39–40

Other Areas of Learning

Expressive arts and design

Children do a role-play activity and say a chant

Numeracy

Numeracy Book: Children learn about odd and even numbers, and develop spatial awareness

Numeracy Book: Children follow sequences in tens

Student Book Lesson 6 page 83

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Say and act out the phonics chant from Lesson 5. Encourage the children to say their own version of the chant with different jobs words. 2•20

1 Listen and follow. Listen and repeat. 2•21

- Focus on the photos. Ask *Where are the children? What are they doing? How does the girl on the right feel?* Ask the class to tell you what they think the problem is in the first picture and what the children are saying.
- Play the dialogue. The children listen and follow the text on the page.
- Play the dialogue again for the class to listen and repeat.

CRITICAL THINKING

- Talk about how we can help other people when they don't feel well. What can the nurse do? Ask the children who they tell when they are ill or have a problem (parents, friends, teacher, nurse, doctor). Ask the children if they think the children in the pictures did the right thing. How do they think the girl was feeling in the first picture? How does she feel in the second picture? Do they notice when their friends aren't well?

2 Say and act out.

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

3 Listen and chant. 2•22

- Play the chant and use actions or mime to demonstrate the meaning of the words.
- Play the chant again and have the children follow the words on the page with their fingers.
- Play the chant once more and say the words with the children.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson encourages the children to think about how we should look after those around us when we can see that they feel unwell or need help. They are also encouraged to ask for help and let others know if they are sick. The activities develop the children's awareness of others, as well as their own well-being and their needs. This will help them to form meaningful relationships in the future.

4 Watch.

- The children watch the animation on the Classroom Presentation Tool.

Optional activity

- Ask the children to choose one of their Picture Cards and pretend they have that job. Each child needs to be able to say "I'm a taxi driver", for instance. Once everyone has chosen their card and can say their sentence, ask the children to stand up and walk around the classroom saying their sentence to one another. When they meet someone with the same job, they should call out *Snap!*

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 6 page 83

1 Write the numbers.

- The children look at the big picture, then the small pictures. They decide which small picture shows a way to help each person in the large picture, then write the correct numbers in the boxes.

ANSWERS

(Top row, left to right) 2, 3, 4
(Bottom row, left to right) 1, 5

For teaching notes for Numeracy Book pages 39–40, go to page 133 of this Teacher's Guide.

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Explore with me

Primary Areas of Learning

Objectives

To learn and talk about jobs

Language

New: look after, work, drive, hospital, police/fire station, fire truck, uniform

He/She (works) (in a hospital). Does he/she (work) (in a hospital)? Yes, he/she does. / No, he/she doesn't.

Recycled: wear; Jobs

Materials

Audio track 2.23, Unit 7 Poster, Unit 7 CLIL Slideshow, Unit 7 Flashcards, dress-up clothes for different jobs (optional), Numeracy Book Unit 7 page 41

Other Areas of Learning

Literacy

Children listen to, read, and follow a fact-based text

Numeracy

Numeracy Book: Children count in tens and do addition (50, 60, and 70)

Student Book Lesson 7 page 84

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask the children what they learned about in the previous lesson (the importance of helping others). Play the chant from Lesson 6 and encourage the children to join in. 2•22
- Use the Poster to review jobs and introduce the places where people work, e.g., *hospital*, *police station*, *fire station*, *veterinary clinic*, *restaurant/cafe*. The children already know *school*, *farm*, and *zoo*. Introduce the word *uniform* and talk about what jobs have a uniform.

1 Watch.

- Play the slideshow on the Classroom Presentation Tool.

2 Listen and follow. Listen and repeat. 2•23

- Ask the children to tell you what they can about the photos. Ask *What jobs can you see? What is he/she wearing?*
- Play the recording for the class to listen and follow the text on the page using their fingers.
- Play the recording again, pausing after each sentence for the class to listen and repeat.
- Check comprehension by asking, e.g., *Is she (a firefighter)? Does he work (in a police station)? Does she (drive a fire truck)?*
- Talk about what situations the people in the text help with, and broaden the discussion to include other people who help us.

UNDERSTANDING THE WORLD

This lesson encourages the children to think about the similarities and differences between a range of public sector jobs. This develops the children's awareness of the purpose and importance of these jobs in their communities.

3 Ask questions about these people.

CRITICAL THINKING

- Choose three boys and three girls to come to the front. Give each one a jobs Flashcard to hold (or dress-up clothes to wear).
- Ask a child to secretly choose one of the jobs. Ask the child yes/no questions and have the rest of the class repeat them, e.g., *Is it a boy? Does he work in a hospital? Is he a nurse?* The child answers *Yes* or *No*. The first child to guess the correct child from the line at the front can take a turn to choose a job.
- When the children are familiar with the game, have them think of their own questions. Swap the children at the front so that all children have a chance to ask questions.

Optional activity

- Say *I work in a (hospital). I (help people). I wear (a white coat). Who am I?* The children guess the job. If you have a confident class, the children can take turns to describe a job for the rest of the class to guess. If you prefer, you can continue to describe other jobs for the class. Play as a class, or in two teams, describing jobs to each team in turn and awarding one point for each correct answer.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 7 page 84

1 Circle the correct piece. Complete the sentences.

CRITICAL THINKING

- The children circle the puzzle piece that matches a piece in the picture, and complete the sentences with the words in the box.

ANSWERS

doctor, fire station, zookeeper, zoo

- Fast finishers can write complete "Fifi's Challenge" by writing about the job a person they know does.

For teaching notes for Numeracy Book page 41, go to page 133 of this Teacher's Guide.

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Think with me

Primary Areas of Learning

Objectives
To review jobs and places of work
To make a hospital, a fire station, and a police station

Language
Recycled: vet, firefighter, nurse, police officer, doctor, zookeeper, teacher, hospital, police/fire station, school, zoo
A (police officer) works in a (police station).

Materials
Audio track 2.24, a toy hospital, fire station, and police station (or boxes and paint/plastic bricks), modeling clay, dress-up uniforms (optional), a toy fire truck, ambulance, and police car (optional), Numeracy Book Unit 7 page 42

Other Areas of Learning

Understanding the world
Children consider the locations for different jobs

Numeracy
Numeracy Book: Children do addition in tens and review *the biggest*

Student Book Lesson 8 page 85

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask the children if they can remember which job each of the people did in the previous lesson, where each person works, and what each person does.

1 Talk about the picture.

- Look at the big picture. Ask the class *What are the children doing? (playing). What place can you see? (a fire station). What else can you see? (a fire truck, uniforms, a car)*. Point to Anna and ask *Is she a (nurse)? (No, she's a vet)*. Elicit from the children what a vet does (*A vet looks after animals*).
- Point to the people Sam and May are playing with and ask *Are they (police officers)?* Encourage the class to say the correct job and what this job does (*A firefighter drives a fire truck*).

2 Match.

CRITICAL THINKING

- Ask the children to look at the small pictures on the right. Have the children draw lines to match the person to the place where they work.
- Ask the children to make sentences about each person, e.g., *A (police officer) works in a (police station)*.

3 Listen and sing. 2•24

- Play the song and ask the children to listen for which two jobs are mentioned in the song (*firefighter* and *nurse*).
- Together, work out some actions for *Climbing up the ladder* and *Giving us our medicine* and the rest of the song.
- Play the song again, for the class to do the actions and sing.

4 Make a hospital, a fire station, and a police station.

CRITICAL THINKING

- If you have a toy hospital, fire station, or police station, you can use these. If not, ask the children to build them from plastic bricks or make them by painting boxes. Talk about the features of the buildings, e.g., a fire station needs big doors so the fire trucks can get in.
- Provide figures (and vehicles, if you have them) for each place or make figures from modeling clay. Have the children put the figures in the places and then set up some scenarios to stimulate play, e.g., *There's a fire at the school* or *Maisy is feeling sick*. Encourage the children to role-play the scenarios with the toys and places, providing language support as it is needed. The children can also dress up as the different workers if you have outfits.

PHYSICAL DEVELOPMENT

This lesson enables the children to develop their fine and gross motor skills in a range of activities to review the language. They create their own actions for work activities in a song. They also move and place toys in a kinesthetic learning activity. This develops hand–eye coordination and handling skills.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 8 page 85

1 Choose and color.

CRITICAL THINKING

- Read the jobs at the top of the page together. Ask the children to choose a different color for each job and color in the circle. (Do this stage in class, even if you are sending the activity home for children to complete.)
- The children look at each of the pictures and color each item, using their key, according to who it belongs to.

Note: For the next lesson, collect a prop for each of the jobs, e.g., a stethoscope/bandage/blue coat (vet), a thermometer (nurse), a stuffed wild animal/hat (zookeeper), a toy taxi/taxi driver's hat, a firefighter's hat/boots/hose, a police officer's hat/badge, and a chef's hat/coat/wooden spoons.

For teaching notes for Numeracy Book page 42, go to page 133 of this Teacher's Guide.

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Show me

Primary Areas of Learning

Objectives

To practice and review the language from the unit

Language

Recycled: Jobs

Is he/she a (vet)? Yes, he/she is. / No, he /she isn't.

Materials

Unit 7 Poster, Unit 7 Picture Cards, Unit 7 Word Cards, Unit 7 Flashcards, equipment/props for the six jobs, Numeracy Book Unit 7 page 43, Unit 7 Transition Worksheet (optional)

Other Areas of Learning

Understanding the world

Children relate equipment to jobs and activities

Numeracy

Numeracy Book: Children complete simple addition by adding ten

Student Book Lesson 9 page 86

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Sing the song from Lesson 8 and encourage the children to sing along. 2•24

1 Look at the poster. Look, read, and write.

- Play a game to review the vocabulary of the unit using the unit Poster in the Classroom Resource Pack or on the Classroom Presentation Tool. Invite pairs of children to choose one of their Picture Cards, come up and point to the same job on the Poster, and say *He's/She's a (chef)*.

CRITICAL THINKING

- Ask the children to open their Student Books. Tell them they are going to look for the children on the Poster.
- Read the first question together aloud. Ask a volunteer to come to the Poster and find Anna, then elicit the answer. Now read the answer together in the book. Continue in this way with the other questions in the book and encourage everybody to say the answers before they write. Stick the Word Cards on the board to give the children support if necessary.

2 Play the game.

- Point to the big picture and ask who the children can see and what they are doing. Read the speech bubbles together. Encourage the children to say how they think the game might be played.
- Put the jobs Flashcards around the classroom. Tell the children to sit in a circle and put the equipment/props for the different jobs in the middle of the circle. Each child takes a turn to pick up an item and guess what job it's for. As soon as the child thinks they can identify the job, they ask the question *Is he/she a … ?*, as in the picture. You and the other children should answer the question. The child can then put the item next to the correct Flashcard. Repeat until all the pieces of equipment have been used.
- Alternatively, play some music and when you stop the music, the first child to pick up an item can ask the question.

CRITICAL THINKING

This lesson encourages the children to consider which equipment people in certain jobs use in their everyday work. Children relate the physical objects to the roles. They are asked to handle the objects and think about their function and use. This allows them to use previous knowledge to complete a communicative class game.

3 What jobs do people do?

CRITICAL THINKING

- Ask the class the Big Question for this unit: *What jobs do people do?* Name the jobs and where people do them. What jobs do the children know? What jobs do they like? Why? Can boys and girls do the same jobs? What do people wear to do their jobs? Do they wear a uniform? How does that help?
- Talk about why people choose to do the jobs they do (e.g., vets and zookeepers like animals, chefs like food, etc.). Ask *What other jobs can people do if they want to help people/animals? What jobs would you like to do? Why?*

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 9 page 86

1 Read. Write the answers.

CRITICAL THINKING

- Read the first speech bubble and look at the example answer together. Read the second speech bubble, and answer it together. Have children write the answer. Direct their attention to the word pool.
- Do a mini role play acting out the questions and answers. As an extension, make new questions and answers.

For teaching notes for Numeracy Book page 43, go to page 133 of this Teacher's Guide.

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Show and Tell

Primary Areas of Learning

Objectives

To work in pairs to make a class jobs picture display

Language

Recycled: Jobs, uniform, hospital, school, fire truck, police car

He's/She's a (police officer). He/She wears (a uniform). He/She drives a (police car). He/She works in (a police station).

Materials

Unit 7 Poster, Unit 7 Picture Cards, Unit 7 Word Cards, marker pens, large sheets of white paper, smaller pieces of colored card stock/paper, scissors, glue, Numeracy Book Unit 7 page 44, Unit 7 Progress Check (optional)

Other Areas of Learning

Numeracy

Numeracy Book: Children complete number sequences (forward and backward)

Student Book Lesson 10 Project page 87

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play a game using the jobs Picture Cards and the Poster. Tell the children to look at the Poster for one minute. Cover the Poster and ask questions, e.g., *Who's wearing (a white hat) on the Poster?* The children hold up the correct Picture Card and say the correct job. When you have played a few times, stick the Word Cards on the board. Invite children to come to the front and match one of their Picture Cards to a Word Card.
- Invite a child to come to the front of the class. Whisper a job to the child and tell them to mime it for the rest of the class. The first child to guess the correct job takes a turn to come to the front of the class.
- Encourage the children to talk about which jobs the members of their families do and which the children think are the most exciting. Brainstorm all the jobs the children know in English and write them on the board.

1 Draw around your friend.

- Focus on the pictures on the Student Book page. Point to the photo and ask the children to say what they can see. Read the speech bubble together. Establish that the children have made big pictures of people dressed for their jobs.
- Point to the smaller pictures on the left and ask how the children are making their pictures. Explain that they're drawing around a child and then making clothes for the picture.
- Put the children into small groups. Hand out a large sheet of paper to each group. The children in each group choose a job and select one child to be the model. They draw round the child on the large sheet of paper.

2 Color, cut, and stick.

- The groups draw a uniform onto their outline and color or stick paper clothes/equipment onto the figure. Refer the children to the pictures in the Student Book to help them draw the uniforms, or use real pictures. The children then cut out the figure.
- The children stick their figures onto the classroom wall (you can cover a part of the classroom wall in sheets of colored paper to make a background for the display).

Optional activity

- Have the children write an *I am* … sentence on a piece of card/paper (or a speech bubble cut from a piece of card/paper) and stick them on the wall next to their figures.

3 Show and tell.

- Encourage the children to use the language they have learned in this unit to talk about the jobs display. If possible, show the display to other children or adults and talk about what job each figure does, what they wear, where they work, and what they do.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson enables the children to work collaboratively to create life-size posters of people who do particular jobs. This helps to develop social skills. The children also talk about their final posters as a class and listen to one another in a polite and respectful way. This encourages them to manage their behavior and build relationships with their classmates.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 10 Project page 87

1 Draw and color. 2 Write.

- The children draw and color a uniform and equipment for each person. They then complete the sentences about the pictures. Invite children to show their pictures to the class and read out their completed sentences.

To assess the children on the unit language, a Unit Progress Check can be found on the Teacher's Resource Center.

For teaching notes for Numeracy Book page 44, go to page 133 of this Teacher's Guide.

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Unit 7 Literacy Book

Note: Additional practice and Phonics Letter Cards and Picture Cards can be found on the Teacher's Resource Center. The audio tracks for the Literacy Book are found on CD3 and the transcripts are on pages 171–173.

Page 38

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

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

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

Other activities

- Ask the children if they know any other words with this sound, e.g., *scissors*, *singer*, *doctor*.
- Write the letters *er* on the board. Say *teacher*. Ask the children to identify the other sounds in the word and gradually build it up on the board (*t-ea-ch-er*). Repeat with *actor* and challenge them with *helicopter*!

Page 39

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

1 Listen and circle. Listen and repeat. 1•32

- Ask the children to look at the pictures of the jobs and name any they know. Tell them that they are going to listen to the words and circle any of the jobs that end with the *-er/-or* sound.
- Do the first item together and have the children trace the example circle around the doctor. Play the rest of the recording a couple of times, indicating each picture as the word is said and giving the children time to circle.
- Play the recording again for the children to listen and repeat the words.

ANSWERS

1 doctor 4 firefighter 5 zookeeper 7 taxi driver
8 singer

Other activities

- Use props for the different jobs *-er/-or* jobs, e.g., a helmet for the firefighter, a toy stethoscope for the doctor, etc. Place the props at one end of the room and form the children into two teams. Say a job, e.g., *teacher*. If the job ends in the *-er/-or* sound, the first child from each team races to the prop pile and chooses the correct prop, saying *I'm a teacher*. If not, they say *I'm not a (chef)* and go to the back of the line.

Page 40

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

1 Say.

- The children read the words aloud. Encourage them to sound out the words. You can color-code the sounds on the board to help them.

2 Listen and repeat. 1•33

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

3 Write the words in the boxes.

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

Other activities

- Make other *-er* and *-or* words with Letter Cards and practice sounding them out, e.g., *actor*, *teacher*, *paper*, *scissors*, *brother*.

Page 41

This lesson gives the children practice of reading aloud.

1 Listen and follow. Listen and repeat. 1•34

- Talk about the pictures with the children. Ask where the story is set and have the children name the animals, jobs, and vehicles they can see (*goat*, *cat*, *farmer*, *vet*, *tractor*, *helicopter*). Teach or review the words *farmer* and *stuck* and the functional language phrase *No problem*.
- Play the recording for the children to listen and follow the text in their books.
- Play the recording again, pausing for the children to repeat each line of the text. Ask the children to identify all the *-er* and *-or* words in the text (*summer*, *farmer*, *tractor*, *river*, *helicopter*).
- If you like, you can ask children to identify the *-y* words in the text (*flying*, *my*, *sky*).

2 Read aloud.

- Encourage the children to read the text, checking their pronunciation. Help them with sight words where necessary and encourage them to sound out the other words.

Page 42

This lesson reviews the *-er/-or* sound through a chant.

1 Label the pictures.

- Talk about the pictures. Ask which jobs the children can see and have them say anything else they can about the pictures.
- Ask the children to sound out the words in the box. Have them match the words to the job pictures and write them on the lines below. Decide on an action for each job.

2 Listen and chant. 1•35

- Play the chant for the children to follow in their books.
- Play the chant again for the children to do the actions. Play the chant once more, pausing for the children to repeat the words. Start off by having them join in with just the beginning of each line, i.e. *You can be a (farmer)*, and focus on the pronunciation of the *-er* and *-or* words. Then, encourage the children to join in with more of the words.

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Start off slowly, then speed up a little as they get more confident.

Page 43

This lesson reviews words with the *-er/-or* sound through a game.

1 Choose six words and write.

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

2 Play 'Bingo'.

- Give each child six counters. Tell them that when they hear one of the words they have written in the grid, they should cover it with a counter. When they have covered all their words, they should shout *Bingo*. The first person to shout *Bingo* is the winner. Read the words in random order, keeping a note of the words you have said.

Unit 7 Numeracy Book

Note: See the information about number flashcards on page 47.

Page 39 (Odd and even numbers; Spatial awareness)

1 Help the doctor to find the child. 2 Help the firefighter to find the fire. 3 Write the next number.

- Before: Put large number flashcards on the floor in sequence from 1 to 20. Ask the children to stand in a line, with you at the front. Then, start walking along the numbers, but make sure that you step on the even numbers only (2, 4, 6, etc., up to 20) and have the children follow you, stepping only on the even numbers. Say *These are the* ***even*** *numbers*. Then, repeat the same, but this time stepping on the odd numbers only: 1, 3, 5, etc., up to 19. Say *These are the* ***odd*** *numbers*.
- During: Ask *What's wrong?* Then, say *He's sick/There's a fire. Follow the even/odd numbers.* First ask the children to follow the number maze for the doctor with their fingers and say the even numbers together. Then, they follow the route with their pencil and write the next even number (18). Then, ask the children to help the firefighter find the fire by following the odd numbers with their finger and saying the numbers together. Finally, they follow the odd numbers with a different color pencil and write the next odd number (17).

Page 40 (Following sequences in tens)

1 Connect the dots and say the numbers. 2 What jobs do they have? 3 Color.

- First ask the children to connect the dots in the correct order with their fingers only and saying the numbers together out loud. Then, they do the same with a pencil to complete the pictures. They name the jobs and color the pictures.

Page 41 (Counting and addition in tens)

1 Color. 2 Count. 3 Circle.

- Before: Place four groups of ten balls (or building blocks) in front of the children and ask them to estimate how many there are. Then, add ten more and ask the children to estimate again and count the balls/blocks to check their estimation.
- During: The children color the numbers on the left. They then count and circle the correct number of squares to match each number. Count each group in tens aloud with the children: *Ten, twenty, thirty, forty, fifty, (sixty), (seventy)*, pointing to each column of ten as you count. Summarize the counting by saying *(Five) tens is (fifty)* and encourage the children to say the structure with you.

Page 42 (Addition in tens; *The biggest*)

1 Count and add. 2 Match. 3 Color the biggest number.

- Before: Play a shopping game. Make a toy store: place seven different toys on a table and put a price label in front of each toy from 10 to 70. Give each child ten toy coins (made of cardboard) with the number 10 on. Point to a toy and ask *Who wants to buy this toy? It costs thirty. How many coins is thirty?* (*Three*.) Repeat the same with the rest of the toys.
- During: The children draw lines to match the groups of coins to the numbers in the center. Encourage the children to count in tens to work out the total for each box and to say *(Two) tens is (twenty)*. When they have finished ask *What's the biggest number?* Spread your hands wide to show the meaning of the biggest and encourage them to answer (*seventy*).

Page 43 (Adding 10)

1 Count the squares. 2 Write the numbers. 3 Write the answers and say.

- Before: Place number flashcards from 4 to 21 on the board. Put four balls on the floor in front of the children. Next to these put another ten balls. Ask the children to count both groups of balls and find the corresponding number cards (4 and 10). Then, ask the children to count all the balls and find the correct number card (14). Finally, ask *So, what's four and ten?* (*Fourteen*.) Repeat the same with ten plus different numbers of balls.
- During: The children count the squares and write the numbers in the boxes. They then complete the problems. During the review stage, help them to "read" the sums: *(Four) and ten is (fourteen)*.

ANSWERS

4 + 10 = 14; 11 + 10 = 21; 15 + 10 = 25; 21 + 10 = 31

Page 44 (Sequences – forward and backward)

1 Count. 2 Write the next three numbers. 3 Say.

- Before: Place the same number flashcards on the floor as on the page (or write the numbers on the board) and ask the children to continue the sequence.
- During: The children write the next three numbers to complete each sequence.

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UNIT 8 How do we make music?

Primary Areas of Learning

Objectives
To familiarize children with words for musical instruments
To revise known words for clothes and actions

Language
New: flute, piano, drums, tambourine, shaker, guitar
Recycled: Clothes, Actions
He's/She's wearing a (T-shirt). He's/She's playing the (flute). I'm playing the (guitar).

Materials
Audio tracks 2.25–2.26, Fifi Puppet, Unit 8 Flashcards, Unit 8 Poster, Unit 8 Picture Cards (Student Book page 129), Unit 8 Word Cards (see the Teacher's Resource Center) (optional), Literacy Book Unit 8 pages 44–45

Other Areas of Learning

Literacy
Literacy Book: Children are introduced to and identify the *ou* sound, as in *house*
Literacy Book: Children listen for and identify the *ou* sound

Student Book Lesson 1 page 88

Warmer

- Start the lesson with the *Hello routine* (see page 15).

1 Talk about the picture.

- Use the Poster in the Classroom Resource Pack, or on the Classroom Presentation Tool, and the Fifi puppet to introduce the topic. Ask *Where are the children? What are they doing? Can you see (Sam)?* Establish that the children are putting on a show. Talk about the scene and review known words, e.g., clothes (*T-shirt, pants, sandals, shoes*) and actions. Prompt using questions, e.g., *What's he/she wearing/doing? Is he/she dancing/singing/playing the (drum)?*
- Use the Flashcards to introduce the new vocabulary: *flute, piano, drums, tambourine, shaker, guitar*.
- Give children the Flashcards. Say *He's playing the (guitar).* The child with the Flashcard that matches either holds it up or comes and sticks it on the board. Encourage the children to repeat the word, either chorally or individually.

2 Listen and point. 2•25

- Play the recording for the children to listen and point to the musical instruments in their books.

3 Listen and repeat. 2•26

- Play the recording for the children to listen and repeat the new words. Repeat until the children are saying the words confidently.

EXPRESSIVE ARTS AND DESIGN

This lesson encourages the children to think about the sounds that musical instruments make. They listen and mime the instruments in an interactive and creative activity. This allows them to express themselves in a creative way and consider which sounds and instruments they enjoy.

Optional activities

- Say *I'm playing the (shaker)*. Have the class mime playing the musical instrument and repeat the sentence. When they are confident, invite volunteers to give instructions.
- Stick the Flashcards on the board. Write the letters *sh* on the board and ask the class *Which musical instrument starts with the sound sh?* Point to each Flashcard and say the words until the children identify the word *shaker*. Write the word *shaker* or stick the Word Card on the board next to the Flashcard.

4 How do we make music?

CRITICAL THINKING

- Introduce the Big Question: *How do we make music?* Focus on the picture or things in the classroom. Ask *Which things make sounds?*
- Encourage the children to talk about which instruments they can play, or which instruments people in their families can play.

Ending the lesson

- Ask *Where's Bird?* (*He's on the piano.*) Ask the children *Does he like the sounds the children are making?*
- Ask the children to cut out the Unit 8 musical instruments Picture Cards from the back of the Student Book for the next lesson.
- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 1 page 88

1 Match and trace. Say.

- The children draw lines to match the children to the instruments, then they trace the instrument words.

For teaching notes for Literacy Book pages 44–45, go to page 144 of this Teacher's Guide.

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Play with me

Primary Areas of Learning

Objectives

To practice a new structure and musical instrument words through a game

Language

New: He/She likes to play the (piano).

Materials

Audio tracks 2.27–2.28, Fifi Puppet, Unit 8 Poster, Unit 8 Flashcards, Unit 8 Picture Cards, Unit 8 Stickers, Literacy Book Unit 8 page 46

Other Areas of Learning

Expressive arts and design

Children express themselves to music and song

Literacy

Literacy Book: Children practice sounding out words and recognizing the spelling pattern *ou*

Student Book Lesson 2 page 89

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Fifi puppet to ask questions about the Poster, e.g., *Who's playing the (flute)?*
- Ask the children to take out their Unit 8 Picture Cards. Use the Fifi puppet to start a chant. Have Fifi point to an instrument on the poster and ask *Which instrument is this?* The children chant *It's a piano. A piano!* and hold up the correct Picture Card. Fifi then asks about another instrument and the children add the new word to the chant.

1 Point and say.

- Point to the pictures of the musical instruments and say the words. Have the children point and join in with you.
- Say one of the colors of the boxes bordering the pictures and encourage the children to say the name of the instrument. Repeat, getting faster and faster.
- Write the instruments on the board. Encourage the children to say the words they recognize or can work out. Ask volunteers to hold up the Picture Cards that match the words.

2 Listen and stick. 2•27

- Introduce the new structure: *He/She likes to play the (piano)*. Use the Flashcards, demonstrating sentences with the Fifi puppet (*She likes to play the* . . .). Smile to illustrate the meaning of *like*. Then, hand out the Flashcards to a mix of boys and girls and say sentences. Repeat, handing out the Flashcards to different children. When the children are confident, encourage them to make sentences.
- Ask the children to turn to the back of their books and find the stickers for this unit. Point and ask *What's this?*
- Play the recording, pausing after each exchange for the children to find the correct sticker and the correct place to put it. Make sure all the children have the correct sticker, then have them stick it onto the Student Book page.
- The children can trace the words now or after Activity 3.

3 Listen and play the game. 2•28

- Focus on the photo in the Student Book and the game the children are playing. Read the speech bubble together and ask *Is she playing the (drums)?*
- Play the recording and ask the children to identify the instruments. Play the recording again and ask the children to choose one Picture Card/instrument they like the sound of.
- Ask the children to come to the front of the classroom one by one and mime playing the instrument they chose. Other children guess: *He/She likes to play the guitar*.

4 Listen again and clap. 2•28

CRITICAL THINKING

- Play the recording again, one instrument at a time. The children listen and clap or tap along with the rhythm.
- Make up your own simple rhythms by clapping or tapping and ask the children to repeat. You can ask confident children to make up their own rhythms too.

PHYSICAL DEVELOPMENT

This lesson encourages the children to listen to the different musical instruments and physically mime how they are played. They also listen to a range of rhythms and clap, or tap, the rhythm once heard. This develops motor skills and reflexes.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 2 page 89

1 Write and say.

- The children write the instrument words from the box next to the correct children.
- The children say sentences about the children in the picture, as in the example.

For teaching notes for Literacy Book page 46, go to page 144 of this Teacher's Guide.

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Read with me

Primary Areas of Learning

Objectives
To read and understand a story

Language
New: sleepy
I like to play (fast) music. I like to dance to (loud) music.
Recycled: fast, loud, slow, shout, dance, sing

Materials
Audio track 2.29, Fifi Puppet, Unit 8 Flashcards, Unit 8 Word Cards (see the Teacher's Resource Center), Unit 8 Story Animation, Character Cut-outs, role-play props (recorder, drums, toy guitar) (optional), Literacy Book Unit 8 page 47

Other Areas of Learning

Literacy
Children listen to, read, and follow a story
Literacy Book: Children practice reading aloud and recognizing rhyming words with the sound *ou*

Student Book Lesson 3 page 90

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Fifi puppet or the Flashcards to review the musical instrument words. Have Fifi mime playing an instrument and ask the children to say what she is playing. Alternatively, play music while the children pass the Flashcards around the class. Stop the music, and ask the children to say a sentence about the children holding the Flashcards (e.g., *Emma likes to play the piano.*).
- Use the Word Cards (on the Teacher's Resource Center). Stick the Word Cards on the board. Invite children to come to the board and stick the Flashcards next to the correct words.

1 Watch. Talk about the pictures.

- Tell the class that today they are going to watch and listen to another story with Fifi, Benny, and Prickly. Review the words *fast*, *slow*, and *loud* by saying sentences in each manner. Hold up the Character Cut-outs one at a time and ask the children what kind of music they think each one likes to play or listen to.
- With books closed, watch the animation on the Classroom Presentation Tool.
- Talk about the story using the pictures in the Student Book. Ask the children to say what they can see, who the characters are in each picture, and what they are doing. Ask the children what animals they can see and what kind of music they think the rabbit is playing (slow music). Ask the children *Does Rabbit like to play (slow) music? Does Benny like (slow) music?*
- Check understanding of the word *sleepy*.

2 Listen and point. Listen and repeat. 2•29

- Play the recording for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to "read" the speech bubbles and follow the text with their fingers.
- Play the story one more time for the children to listen and repeat the lines. Focus on the sentence *I like to play (fast) music* by getting small groups of children to mime playing an instrument fast, slow, loud, etc.
- Invite the children to role-play along with the story audio, on their own, or with the Character Cut-outs. If you like, use props to create the story scene.

3 Talk about the story.

CRITICAL THINKING

- Ask questions about the story and encourage the children to answer. *Where are the animals? How does Benny feel when he hears slow music? What instrument is the rabbit/badger/frog playing? What kind of music does the badger like to play? What kind of music does Benny like to dance to?*
- Ask the children *Why don't Prickly and Fifi want Benny to sing and dance?* (Because Benny is very loud and they are embarrassed.) *Why do they change their minds in the end?* (Because Benny is having fun and the other animals think he is cool.) Talk about the meaning of feeling embarrassed and if the children have ever felt this way.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson asks the children to think about differences in taste. They see the characters' different responses to music. Fifi and Prickly like slow music. Rabbit likes to play slow music. Frog likes to play loud music. Benny likes loud music. Raising awareness of different tastes and opinions is an important aspect of social development and teaches the children the importance of respecting one another's opinions.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 3 page 90

1 Look, read, and complete the sentences.

- The children think about what kind of music each animal likes to play in the story, then complete the sentences with the words in the box.

ANSWERS

slow, fast, loud

For teaching notes for Literacy Book page 47, go to page 144 of this Teacher's Guide.

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Sing with me

Primary Areas of Learning

Objectives

To practice the new language through a song

Language

Recycled: loud, fast, slow, quiet, lively, soft

He/She likes to play the (flute). The music is (fast).

Materials

Audio tracks 2.30–2.31, Fifi Puppet, Unit 8 Flashcards, Unit 8 Picture Cards, Unit 8 Word Cards, Unit 8 Poster (optional), two fly swatters (optional), Literacy Book Unit 8 page 48

Other Areas of Learning

Expressive arts and design

Children express themselves to music and song

Literacy

Children read and trace adjectives

Literacy Book: Children review the *ou* sound through a chant

Student Book Lesson 4 page 91

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Point to the Lesson 3 story frames on Student Book page 90 and encourage the children to retell the story. Ask questions to prompt the children, e.g., *Where are Benny, Fifi, and Prickly? What is Rabbit playing? What kind of music does Benny like to dance to? Why don't Fifi and Prickly want Benny to sing? How do the animals feel at the end of the story?*
- Review the musical instruments using the children's Picture Cards. Say an instrument and ask the children to hold up the matching Picture Card.
- Stick the Flashcards on the board and distribute the Word Cards. The children stick the Word Cards next to the matching Flashcard. Now write up an instrument on the board and encourage the children to sound it out. When the children know the word, they should hold up their corresponding Picture Card.

1 Sing and do. 2•30

- Play the song through once. Tell the children to look at the pictures of Benny doing the actions for the song. Read the captions below each picture aloud and encourage the children to sound out the words with you.
- Demonstrate and practice the actions, reviewing the actions *shake*, *move*, *clap*, and *dance*. Create actions for the rest of the song. Play the song again for the children to sing and act it out.
- Divide the class into four groups and have each group sing and act out a verse.

2 Listen and trace the correct word. 2•31

- Look at the pictures on the right and ask the children what they can see. Encourage them to read the two words underneath each picture.
- Look at the first picture and listen to the music. The children trace the correct adjective in each pair.

ANSWERS

1 fast 2 quiet 3 slow 4 fast 5 slow 6 lively

EXPRESSIVE ARTS AND DESIGN

This lesson enables the children to listen to a range of musical instruments and decide which adjective best describes the way they are being played. This encourages the children to categorize music into different descriptions. The children are also able to express their personal preferences in music. This develops their awareness of musical instruments and the variety of sounds they produce.

3 Say the sentences.

- Ask the children to look at the pictures and the traced adjectives and say sentences, e.g., *She likes to play the (flute). The music is (fast). / She likes to play (fast) music*.

Optional activity

- Play a game with the Poster. Choose two children to come and stand on either side of the Poster. Say a sentence describing someone (e.g., *She's playing the flute* or *He has a shaker*) and the children have to try to touch the correct person on the Poster first. The fastest child can pick the next pair of children to play. Using two fly swatters can make this game more fun.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 4 page 91

1 Look and complete the sentences.

- Listen to the song again. The children look at the pictures and identify the instruments Frog, Badger, and Rabbit are playing. They complete the sentences with an adjective using the first letter as a clue. They can then read out the sentences.

ANSWERS

1 loud 2 fast 3 slow

For teaching notes for Literacy Book page 48, go to pages 144–145 of this Teacher's Guide.

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Say it with me

Primary Areas of Learning

Objectives

To practice words with the *ou* sound, as in *mouth*

Language

New: count, mouth, out, loud, shout, sounds

Materials

Audio track 2.32, Phonics Letter Cards (optional), Phonics Picture Cards (optional), Literacy Book Unit 8 page 49

Other Areas of Learning

Mathematics

Children count out a rhythm bringing their awareness to the patterns between music and math

Literacy

Literacy Book: Children review the sound *ou* through a game

Student Book Lesson 5 page 92

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play the song from Lesson 4. Encourage the children to sing along and do the actions. 2•30

1 Listen and follow. Listen and repeat. 2•32

- Look at the picture together. Ask the children to tell you who they can see and what they are doing. Name the instruments.
- Play the recording and ask the children to follow the words on the page as they listen.
- Play the recording again for the children to listen and repeat the chant, pausing after each line. Focus on the pronunciation of the sound *ou* in *count*, *mouth*, *out*, *loud*, and *shout*.
- Play the recording once more and have the children act out the instructions: clap, count on their fingers, open their mouths, etc.

Note: If your class has already worked through the Literacy Book, challenge them to listen to the chant with their books closed and identify any words with the target sound. Have them raise their hand as soon as they hear the sound in a word. Then, have them listen and read the chant, and circle the words with the sound.

LITERACY

This lesson practices the phonic sound of the unit *ou* (as in *mouth*) at word and sentence level. The children listen to, recognize, and say the words in a chant. The chant also contains sight words, such as *your*. This lesson gives the language context and will help the children with spelling, writing, and reading in the future.

2 Draw yourself in the band.

- Show the children the space on the stage and ask them to draw themselves in the band. They should choose an instrument that they like and draw themselves playing it.
- Ask the children to tell you about their pictures using *I like to play the . . . .*

Optional activities

To review the *ou* words from this lesson:

- Write the letters *ou* on the board. Ask a child to choose one of the *ou* words from the chant and come and write the other letters on the board, e.g., *shout*. Have the class read the word together.

For further practice of *ou* words:

- Have children read other *ou* words in isolation (*ground*, *cloud*, *round*, *around*, *crouch*, *house*) and then in short sentences, e.g., *Crouch on the ground. Run around the house*.

To practice listening for the target sound:

- Tell the children that you are going to play an action game. They should only do the actions if they contain the *ou* sound. Ask the children to stand, and have a practice with these actions: *turn around*, *shout*, *jump*, *touch the ground*, *clap*, *count to five*, *touch your head*, *crouch down*. Then, play as a class, with anyone doing the wrong actions or not doing the right ones sitting down until you have a winner.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 5 page 92

1 Look and circle.

- The children look at the pictures and circle the correct words.

ANSWERS

mouse, count, mouth, cloud

2 Look and complete the sentences.

- The children look at the pictures and use the words in the box to complete the sentences.

ANSWERS

house, cloud / mouse, mouth

Additional phonics resources can be found on the Teacher's Resource Center and on the Classroom Presentation Tool.

For teaching notes for Literacy Book page 49, go to page 145 of this Teacher's Guide.

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Follow me

Primary Areas of Learning

Objectives
To learn about the importance of including others

Language
New: What's wrong with (James)? Maybe he's lonely. Come and play with us.
Recycled: You can play the (drums). Okay. Thanks.

Materials
Audio tracks 2.33–2.34, Unit 8 Values Animation, Numeracy Book Unit 8 pages 45–46

Other Areas of Learning

Expressive arts and design
Children do a role-play activity and say a chant

Numeracy
Numeracy Book: Children do simple subtraction
Numeracy Book: Children do addition to 10, matching number words to numerals

Student Book Lesson 6 page 93

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Say and act out the phonics chant from Lesson 5. Encourage the children to act out the instructions. 2•32

1 Listen and follow. Listen and repeat. 2•33

- Focus on the photos. Look at the first photo and ask *Where are the children? What are they doing? Why is the boy alone? How does he feel?* Ask the class to tell you what is different in the second photo. Teach the word *lonely*.
- Play the dialogue. The children listen and follow the text on the page.
- Play the dialogue again for the class to listen and repeat.

CRITICAL THINKING

- Discuss why it's better to include others. Ask *How do you feel when your friends don't include you? How do you feel when you are included?* Ask the children when we can include others (when we are playing a game/making something/playing music/chatting with our friends/having lunch, etc.).

2 Say and act out.

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

3 Listen and chant. 2•34

- Play the chant and use actions or mime to demonstrate the meaning of the words. Explain the meaning of *glad*.
- Play the chant again and have the children follow the words on the page with their fingers.
- Play the chant once more and say the words with the children.
- Use the chant in future lessons whenever a child is feeling left out.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson encourages the children to think about how we should include others and how it feels to be isolated. A discussion in class could extend this to schoolyard activities, where children may sometimes feel left out. The lesson gives them language to communicate these feelings and develops the children's skills in empathy and their ability to form meaningful friendships.

4 Watch.

- The children watch the animation on the Classroom Presentation Tool.

Optional activity

- Practice saying the new chant in different ways, to review the adjectives *loud*, *quiet*, *slow*, and *fast*.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 6 page 93

1 Read and match.

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

For teaching notes for Numeracy Book pages 45–46, go to page 145 of this Teacher's Guide.

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Explore with me

Primary Areas of Learning

Objectives

To learn and talk about how music changes

Language

New: louder, quieter, slower, faster, trumpet, violin

Listen to the (trumpet). The music gets (louder).

Recycled: flute, piano

Materials

Audio tracks 2.35–2.36, Unit 8 Poster, Unit 8 CLIL Slideshow, real or homemade musical instruments (optional), Numeracy Book Unit 8 page 47

Other Areas of Learning

Literacy

Children listen to, read, and follow a fact-based text

Numeracy

Numeracy Book: Children identify similarities and differences

Student Book Lesson 7 page 94

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask the children what they learned about in the previous lesson (the importance of including others). Play the chant from Lesson 6 and encourage the children to join in. 2•34
- Use the Poster to review musical instruments. Ask the children what instruments they can play and what kind of music they like to listen to. Introduce the instruments *trumpet* and *violin*. Mime playing the two instruments.

1 Watch.

- Tell the children that they are going to learn about how music can change volume and speed. Review the words *quiet*, *loud*, *fast*, and *slow*. Sing some songs and ask the children to make them louder, faster, slower, and quieter.
- Play the slideshow on the Classroom Presentation Tool.

2 Listen and follow. Listen and repeat. 2•35

- Focus on the photos. Ask the children to tell you what they can about them. Ask *What instruments can you see?*
- Play the recording for the class to listen and follow the text on the page using their fingers.
- Play the recording again, pausing after each sentence for the class to listen and repeat.
- Talk about how you play the different instruments and which body parts you use (hands and mouth for trumpet and flute, hands for violin, hands and feet for piano).

UNDERSTANDING THE WORLD

In this lesson the children interact with, listen to, and think about a variety of musical instruments and musical extracts. They consider their similarities and differences in terms of the sound they produce, the tempo and dynamics, and what body part they are played with. This develops the children's ability to compare and contrast physical objects.

3 Listen and say what happens to the music. 2•36

CRITICAL THINKING

- Tell the children that they are going to hear some music and should listen for how the music changes.
- Have the children close their eyes. Play the first extract, prompting as necessary, e.g., *Does it get (faster)?*
- Encourage children to clap along to the beat with you, so that they can more easily identify a change in tempo.

ANSWERS

1 The music gets louder. 2 The music gets slower.
3 The music gets quieter. 4 The music gets faster.

Optional activities

- Sing some of the children's favorite songs again, asking the children to make changes during the songs (e.g., getting louder/quieter/faster/slower). Try to ensure that the children can vary the elements of volume and tempo independently, then see if they can combine the two, for example getting faster and quieter at the same time.
- If possible, provide the children with real musical instruments and let them try to make a sound with them. Ask the children to suggest other ways of making music, e.g., using their bodies (hands, mouth), simple shakers (e.g., containers filled with small objects), cups or boxes with rubber bands stretched over them, empty containers that can be hit with pencils or rulers, etc.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 7 page 94

1 Look and write.

- Read the words at the top of the page together. Ask the children to use the words to label the pictures below. Point out that the first one has been done as an example.
- Fast finishers can write the names of the musical instruments next to each picture.

ANSWERS

quieter, louder slower, faster

For teaching notes for Numeracy Book page 47, go to page 145 of this Teacher's Guide.

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Think with me

Primary Areas of Learning

Objectives
To review musical instruments
To practice making music louder/quieter/faster/slower

Language
Recycled: louder, quieter, faster, slower; Musical instruments
Get louder/quieter/faster/slower.

Materials
Audio track 2.37, Unit 8 Picture Cards, Numeracy Book Unit 8 page 48

Other Areas of Learning

Numeracy
Numeracy Book: Children count and add in tens

Student Book Lesson 8 page 95

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask the children if they can remember what instrument each of the children was playing in the previous lesson and what happened to the music each child was playing.
- Review the words for musical instruments. Mime playing an instrument and ask the children to hold up the correct Picture Card and say the word.

1 Talk about the picture.

- Look at the big picture. Ask the class to name the instruments they can see. Ask *What instrument is (Sam) playing?*
- Point to May and ask *Is she playing an instrument?* Explain that May is conducting the children (telling them how to play, e.g., faster or slower, or louder or quieter).

2 Listen and number. Write. 2•37

- Ask the children to look at the small pictures on the right. Have the children name the instruments.
- Play the recording for the children to listen and number the instruments in the order they hear them.
- Children write the name of each instrument on the line beside it.

ANSWERS

1 guitar 2 trumpet 3 violin 4 shaker 5 piano

3 Listen and sing. 2•38

- Play the song and ask the children to listen for which instruments are mentioned in the song.
- Create actions for the song.
- Play the song again, as many times as you like, for the class to listen and act it out.

CRITICAL THINKING

- Establish actions with the children for getting louder, quieter, slower, and faster. Practice singing the song as a whole class while you do the actions to prompt children to change the way they are singing.
- When the children are familiar with the activity, they can work in smaller groups, taking turns to be the conductor.

EXPRESSIVE ARTS AND DESIGN

In this lesson the children listen to extracts of music and match the sounds to musical instruments. This further develops the children's awareness of instruments and the sounds they make.

Optional activity

- Play a game of Simon Says, using instructions like: *Simon says play the (piano). Simon says play it (faster). Play it (slower)*. Remind the children that they should only do the actions if you say *Simon Says* before the instruction.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 8 page 95

1 Count and write.

CRITICAL THINKING

- The children count the instruments in the big picture and write the numbers next to the correct small pictures.
- Fast finishers can complete "Fifi's Challenge. They count the children in the picture and write the number in the box.

ANSWERS

6 trumpets, 2 flutes, 5 violins, 1 piano, 4 shakers, 13 children altogether

Note: For the next lesson, collect a variety of instruments so that, ideally, there is one per child.

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Show me

Primary Areas of Learning

Objectives

To practice and review the language from the unit

Language

Recycled: Musical instruments

He/She likes to play the (piano). This music is (fast).

Materials

Fifi Puppet, Unit 8 Poster, a variety of musical instruments, a blindfold (optional), Numeracy Book Unit 8 page 49, Unit 8 Transition Worksheet (optional)

Other Areas of Learning

Numeracy

Numeracy Book: Children add coins in tens and identify *the biggest*

Student Book Lesson 9 page 96

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Sing the song from Lesson 8 and encourage the children to sing along. 2•38

1 Look at the poster. Read and circle.

- Use the Fifi puppet to talk about the Poster. Ask *Who's this? What's this? What's he/she wearing/playing?* The children take turns to identify the instruments and things on the Poster. Review/consolidate words linked to sounds, music, and adjectives.

CRITICAL THINKING

- Ask the children to open their Student Books.
- Read the first sentence together aloud. Ask a volunteer to come to the Poster and find the piano, then elicit who is playing the piano. Confirm by reading the sentence again (*She likes to play the piano*).
- Ask the children to read the remaining sentences, then circle the picture of the person who plays these instruments in the picture in Lesson 1/the Poster.
- To check answers, say each sentence and invite children to come and point to the correct person on the Poster.

2 Play the game.

- Point to the big picture and ask who the children can see and what they are doing. Read the speech bubble together. Encourage the children to say how they think the game might be played.
- Display the musical instruments you have brought to class. Make sure the children know the names of all the instruments. If you don't have any musical instruments, you can use some of the recordings of instruments from this unit.
- Have one child close his/her eyes or put on a blindfold and another child play an instrument. The child with his/her eyes closed guesses which instrument it is. Encourage the child to say *He/She likes to play the . . .* . If the child guesses correctly, he/she can choose another pair to play.
- Encourage the children to play the music with a different tempo or volume.

3 How do we make music?

CRITICAL THINKING

- Ask the class the Big Question for this unit: *How do we make music?* Talk about music and instruments. Ask *What do we use to make instruments? How can we make music different?* (different instruments, volume, tempo) *Why do we like music? How does it make us feel? What kind of music do you like? Why? Can you play an instrument? What instrument would you like to play?*

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson enables the children to interact in small groups, or as a whole class, to play a guessing game about musical instruments. The children are also encouraged to discuss how different music makes them feel, why they like it, and why sometimes we like different music. This encourages the children to express their opinions while respecting those of others.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 9 page 96

1 Put the words in order and complete the sentences.

- Read the question. The children look at the picture of Anna and read the mixed up words on the right.
- Ask the children to identify the first word (*She*). How do they know? (It has a capital letter.)
- Continue guessing the order of the words. Then, have the children write the correct words in order.

ANSWER

She likes playing the drums.

Note: Prepare the materials for making musical instruments in the next lesson: containers and lids, rice, sand, marbles, dried beans, paper clips, etc.

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Show and Tell

Primary Areas of Learning

Objectives

To make a musical instrument (shakers)

Language

Recycled: Musical instruments, Adjectives

I like to (sing). I like to play my (shaker) (fast).

Materials

Unit 8 Poster, Unit 8 Picture Cards, Unit 8 Word Cards, empty containers with lids (jars, bottles), rice/sand/marbles/dried beans/paper clips to fill containers, colored paper, pens/pencils/crayons, glue, Numeracy Book Unit 8 page 50, Unit 8 Progress Check (optional)

Other Areas of Learning

Personal, social, and emotional development

Children work in small groups to create shakers and show and tell their creations

Numeracy

Numeracy Book: Children learn about the concept of color combinations

Student Book Lesson 10 Project page 97

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play a game using the musical instruments Picture Cards and the Poster. Tell the children to look at the Poster for one minute. Cover the Poster and make sentences, e.g., *He's wearing an (orange) (T-shirt)*. The children hold up the correct Picture Card and say the instrument he's/she's playing. When you have played a few times, stick the Word Cards on the board. Invite children to come to the front and match one of their Picture Cards to a Word Card.
- Invite a child to come to the front of the class. Whisper an instrument and the tempo to the child and tell them to mime it for the rest of the class. The first child to guess the correct instrument takes a turn to come to the front of the class.

1 Talk about the pictures.

- Focus on the pictures on the Student Book page. Point to the photo and ask the children to say what they can see. Read the speech bubbles together. Establish that the children are using shakers to make sounds. Talk about the materials in the photo. What can the class see? (dried beans, rice, paper clips, colored pens). Talk about what other items might be used to make shakers and what the children think they sound like.
- Point to the smaller pictures on the left and ask how the children are making their shakers. Explain that they're decorating containers and filling them with beans.

2 Make shakers.

- Show the children the containers and fillings you have prepared and let them choose the ones they want to use.
- The children use colored pens/pencils/crayons and paper to decorate their containers. Then, they put uncooked rice, beans, paper clips, or other fillings in them.
- You can ask the children to experiment with the different fillings and the amount they put inside, and listen to the different sounds.

EXPRESSIVE ARTS AND DESIGN

This lesson enables the children to design, color, and create a musical shaker that they can then use to create their own music and express themselves to music. They work with different color combinations and a range of materials to create their piece. This develops their artistic and musical abilities and awareness.

3 Show and tell.

- Play the children's favorite songs and have them play their shakers and sing along. Tell the children to play their shakers faster/slower/louder/quieter.
- If possible, record the children playing their shakers to music or let them perform for other classes.
- The children can tell the class/audience how they like to play their shakers.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 10 Project page 97

1 Make your own song. Draw.

- The children choose their favorite instrument and write the name to complete the song. They then draw a picture of themselves playing their favorite instrument.
- Invite confident children to sing their songs to the class.

To assess the children on the unit language, a Unit Progress Check can be found on the Teacher's Resource Center.

For teaching notes for Numeracy Book page 50, go to page 145 of this Teacher's Guide.

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Unit 8 Literacy Book

Note: Additional practice and Phonics Letter Cards and Picture Cards can be found on the Teacher's Resource Center. The audio tracks for the Literacy Book are found on CD3 and the transcripts are on pages 171–173.

Page 44

This lesson introduces the new sound *ou* (as in *mouth*) and is aimed at enabling the children to identify it.

1 Listen and point. Listen and repeat. 1•36

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

Other activities

- Ask the children if they know any other words with this sound, e.g., *loud*. Don't worry at this stage if they come up with words with different spelling patterns (e.g., *ow*), as long as they are identifying the correct sound.
- Write the letters *ou* on the board. Say *shout* and ask the children what sound it begins with (*sh*). Write the *sh* at the beginning of the word and have them blend the two sounds: *sh-ou*. Ask the children what sound the word ends with (*t*). Write the *t* at the end of the word and have them blend the three sounds: *sh-ou-t*. They can copy the word beneath the picture in their books. Repeat with other words from the page.
- Ask children to identify the rhyming pair on the page: *house/mouse*.

Page 45

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

1 Look and say.

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

2 Listen and circle the word. 1•37

- Play the recording. The children listen and decide which word they hear from each pair, then circle the correct pictures.

ANSWERS

1 mouse 2 shut 3 mouth 4 flour 5 loud 6 peach

Other activities

- Ask the children to choose one of the *ou* words from the page. They walk around saying their word to other children. When they meet someone saying the same word, they join up into a group. Continue until all the children have found their groups.
- Teach the children this tongue-twister: *A loud mouse shouts in the house*. Have them repeat it slowly to begin with, focusing on the pronunciation of the *ou* sound. Then, gradually get faster and faster.

Page 46

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

1 Say.

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

2 Write the rhyming words.

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

3 Listen and repeat. 1•38

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

Other activities

- Have four children come to the front. Whisper a word to them, e.g., *loud*, and ask them to make it from Letter Cards. Then, ask for a volunteer from the class to read the word, the rest of the class repeats. The volunteer then swaps with one of the children at the front.

Page 47

This lesson gives the children practice of reading aloud.

1 Listen and follow. Listen and repeat. 1•39

- Talk about the pictures with the children. Ask *What animal do you think lives in the house in the first picture?*
- Introduce the characters: Jay, Mick the mouse, and Grandma.
- Play the recording. The children listen and follow the text in their books. Explain the meaning of the text where necessary.
- Play the recording again, pausing for the children to repeat the text. Ask the children to identify all the *ou* words in the text (*mouse*, *house*, *out*, *flour*, *shouts*).

2 Read aloud.

- Encourage the children to read the text, checking their pronunciation.
- Invite groups of children to act out the story, using a toy mouse.

Page 48

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

1 Listen and chant. 1•40

- Talk about the pictures. Ask the children to identify places, people, and objects in the picture.
- Play the chant for the children to follow in their books. Explain any new language using the pictures.
- Play the chant again, pausing for the children to repeat the words.
- Encourage the children to say the chant. Start off slowly, then speed up a little as the children get more confident.

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2 Point and say.

- Write *monkey*, *duck*, *drum*, and *tractor* on the board. Ask the children to sound out the words and find the objects in the picture. Encourage them to describe where each object is.

Page 49

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

1 Read and do.

- Give the children a minute to look at the words and pictures in the grid. Ask if there are any words that the children can read and have volunteers read them aloud to the class. Have the rest of the class repeat and do the action together. For *run around* you can tailor the action to suit your classroom. For example, children can just run around a table or a chair. Help the children with any words they have trouble reading.

2 Play a game.

- Explain the game to the children: you roll a dice and say the number. They have to say the instruction and do the action. When the children are familiar with the game, they can play in pairs, rolling the dice and reading the instruction for their partner to do. They can check off each action performed. The first child to do all six actions is the winner.

Unit 8 Numeracy Book

Note: See the information about number flashcards on page 47.

Page 45 (Subtraction)

1 Give each child an instrument from the box.
2 How many are in the box now? 3 Write.

- Before: Practice subtraction with real objects. Place ten toys on a table and count them together with the children. Then, call out three children and give each of them one of the toys. Ask the class *How many toys are on the table now?* (*Seven*.) Repeat the same process with different numbers of toys and different numbers of children.
- During: The children draw lines from the instruments to the children in the images. They then write the subtraction in numbers.
- **Differentiate**: To support the class visually, you can ask them to color the instruments, as shown in the example.

Page 46 (Addition to ten)

1 Color. 2 Match the pairs to make 10. 3 Say.

- Before: Give each child ten beads and two boxes. Ask them to put the ten beads into the two boxes in different ways. Encourage them to say the additions, e.g., *Seven beads and three beads is ten beads.*
- During: Point to each item on the page so that children can see, and ask them to say the number. The children color the items (they can use different colors for the number words, numerals, and sets of circles). Then, ask them to find and match the numbers so that each pair of numbers makes ten.

Page 47 (Identifying similarities and differences)

1 Say where the instruments are. 2 Match.

- Before: **Introduce *at the top/bottom* on the board.** Draw a flute at the top and a drum at the bottom of the board, point to the instruments and say where they are. Then, delete them, point to these places and ask *What instrument was at the top/bottom of the board?* Continue the guessing game with other pairs of instruments.
- During: Look at the first image together and ask where each instrument is. Help the children to make sentences using *It's at the top/bottom* and also revising *next to/under/above*. Then, the children match the picture to its identical pair. The children continue matching the pairs individually. To check, point and ask *Is it the same/different?*

Page 48 (Counting and addition in tens)

1 Color. 2 Count. 3 Circle.

- Before: Place five groups of ten balls (or building blocks) in front of the children and ask them to estimate how many there are. Then, add ten more and ask the children to estimate again and count the balls/blocks to check their estimation.
- During: The children color the numbers on the left. They then count and circle the correct number of squares to match each number. Count each group in tens aloud with the children: *Ten, twenty, thirty, … one hundred* pointing to each column of ten as you count. Summarize the counting by saying *(Eight) tens is (eighty)* and encourage the children to say the structure with you.

Page 49 (Adding in tens; *The biggest*)

1 Count. 2 Write. 3 Circle the biggest number.

- Before: Play with paper coins with the children to practice addition. Give each child a coin with 50 and five coins with 10. Use large paper coins on the board to make various additions from these coins and ask the children to do the same with their paper coins. Then, ask them to say the additions. For example, if there is a 50 and a 10 coin, children say *Fifty and ten is sixty.*
- During: Count and add the numbers on the coins together as a class for the first problem. The children then count and complete the additions of the following lines individually. After the review stage, ask *What's the biggest number?* and ask them to circle it (100).

Page 50 (Combinations)

1 Color each shaker in two colors. Choose from red, yellow, blue, and green. 2 Circle your favorite shaker. 3 Say.

- Before: Place four balls in front of the children: a yellow, a red, a blue, and a green one. Ask the children to make different pairs with the colored balls and say *It's (red) and (blue)*.
- During: Ask the children to color each shaker two colors. Ask the children about their shakers, taking the opportunity to revise the ordinal numbers: *(Ana), what color is the (first/second/third/fourth) shaker?* Tell the children to circle their favorite shaker. Finally, ask some children: *What color is your favorite shaker? (It's … and … .)*

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UNIT 9 When do we change our clothes?

Primary Areas of Learning

Objectives
To familiarize children with new words for clothes
To revise known words for clothes and body parts

Language
New: tracksuit, shirt, sneakers, jeans, pajamas, slippers
Recycled: Clothes, Body parts, Colors
He's/She's wearing a (shirt). It's/They're big/small/blue/yellow.

Materials
Audio tracks 2.39–2.40, Fifi Puppet, Unit 9 Flashcards, Unit 9 Poster, Unit 9 Picture Cards (Student Book page 131), Literacy Book Unit 9 pages 50–51

Other Areas of Learning

Literacy
Literacy Book: Children are introduced to and identify the short *oo* sound, as in *foot*
Literacy Book: Children listen for, identify, and write words with the short *oo* sound

Student Book Lesson 1 page 98

Warmer

- Start the lesson with the *Hello routine* (see page 15).

1 Talk about the picture.

- Use the Poster in the Classroom Resource Pack, or on the Classroom Presentation Tool, and the Fifi puppet to introduce the topic. Ask the class *Where are the children? What are they doing? What can you see?* Establish that it's the morning and the children are getting up and getting dressed. Talk about the scene and review the words the children already know: clothes (*T-shirt, sweater, skirt, pants, jacket, coat, shoes, sandals, scarf, hat*), body parts (*arms, legs, head, feet, hands, tummy, eyes*), and colors. Prompt the children using question forms, e.g., *Is May wearing (a dress)? What color are (Sam's shoes)? What clothes can we wear on our (feet)?*
- Use the Flashcards to introduce the new vocabulary: *tracksuit, shirt, sneakers, jeans, pajamas, slippers*.
- Give children the Flashcards. Say *He's wearing (sneakers)*. The child with the Flashcard that matches either holds it up or comes and sticks it on the board. Encourage the children to repeat the word, either chorally or individually.

2 Listen and point. 2•39

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

3 Listen and repeat. 2•40

- Play the recording for the children to listen and repeat the new words. Repeat until the children are saying the words confidently.

4 When do we change our clothes?

CRITICAL THINKING

- Introduce the Big Question: *When do we change our clothes?* Encourage the children to talk about the clothes that the children in the picture are wearing/changing into, and the clothes on the floor. Ask *Who do they belong to?*
- Talk about the clothes that fit and don't fit and the time of day. What time do the children in the class get up and get dressed? What do they wear to bed? Is it the same as what they wear during the day? Use the picture to prompt discussion about other things the children do in the morning (make the bed, have breakfast, brush their teeth).

UNDERSTANDING THE WORLD

This lesson encourages the children to think about the clothes they wear, in what situations they wear them, and their purpose. This develops the children's knowledge of the world around them, and how they interact with objects in their daily lives and their use. It also allows them to compare and contrast what they wear with their classmates.

Ending the lesson

- Ask *Where's Bird?* (*He's in the drawer.*) Ask the children *Why is Bird in the drawer?* (*He's sleeping. It's his bed.*)
- Ask the children to cut out the Unit 9 clothes Picture Cards from the back of the Student Book for the next lesson.
- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 1 page 98

1 Trace. Color and say.

- The children trace over the words, then color the items of clothing in the main picture and say *The (sneakers) (are) (blue).*

For teaching notes for Literacy Book pages 50–51, go to page 156 of this Teacher's Guide.

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Play with me

Primary Areas of Learning

Objectives

To practice a new structure and clothes words through a game

Language

New: Is he/she wearing (blue) (jeans)? Yes, he/she is. / No, he/she isn't.

Materials

Audio tracks 2.41–2.42, Fifi Puppet, Unit 9 Poster, Unit 9 Flashcards, Unit 9 Picture Cards, Unit 9 Stickers, Literacy Book Unit 9 page 52

Other Areas of Learning

Literacy

Literacy Book: Children practice sounding out words and recognizing the spelling pattern *oo*

Student Book Lesson 2 page 99

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask the children to take out their Unit 9 Picture Cards. Use the Fifi puppet to start a chant. Have Fifi point to an item of clothing on the Poster and ask *What's this? What's this?* The children chant *It's a shirt. It's a shirt!* and hold up the correct Picture Card. Fifi then asks about another article of clothing and the children add the new word to the chant.

1 Point and say.

- Point to the pictures of the clothes and say the words. Have the children point and join in with you.
- Say one of the colors of the boxes bordering the pictures and encourage the children to say the name of the item of clothing. Repeat, getting faster and faster.
- Write the clothes words on the board. Encourage the children to say the words they recognize or can work out. Ask volunteers to hold up the Picture Cards that match the words.

2 Listen and stick. 2•41

- Introduce the new structure: *Is he/she wearing (blue) (jeans)? Yes, he/she is. No, he/she isn't.* Use the Flashcards and Poster, demonstrating sentences with the Fifi puppet. Then, hand out the Flashcards to children and ask questions for the class to answer. Repeat, handing out the Flashcards to different children. When the children are confident, encourage them to ask questions. Prompt them to use the article 'a' with *shirt* and *tracksuit*.
- Ask the children to turn to the back of their books and find the stickers for this unit.
- Play the recording, pausing after each exchange for the children to find the correct sticker and the correct place to put it. Make sure all the children have the correct sticker, then have them stick it onto the Student Book page.
- The children can trace the words now or after Activity 3.

3 Listen and play the game. 2•42

- Focus on the photo in the Student Book and the game the children are playing. Read the speech bubbles together and ask the children to describe what the people in the picture numbered 1–3 are wearing.
- Play the recording and ask the children to identify the correct person. Play the recording again and ask the children to repeat the lines.
- Ask three children to come up to the board and draw three men or three women wearing different clothes (including the new vocabulary and recycled clothing vocabulary from previous levels). They number each person on the board.
- Ask another child to come to the front of the class and choose one of the drawings without telling anyone which one he/she has chosen. They write the number of the character on a piece of paper.
- The rest of the children in the class take turns to ask yes/no questions until they guess who it is.
- Repeat the game several times with different drawings.

EXPRESSIVE ARTS AND DESIGN

In this lesson the children use their drawing skills and visual images to consolidate language. They draw and color people in a range of clothes and colors. They then work together to describe the people and match images to descriptions. This activity develops the children's drawing skills and helps them to see its application in learning a language.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 2 page 99

1 Read, complete the sentences, and draw.

- The children complete the questions with the words in the box. They then read the questions and the answers below each one. Then, they use this information and the information in the statements below the drawing frame to draw the correct clothes on the person.

ANSWERS

pajamas, sneakers, tracksuit, shirt

The person should be wearing jeans, a shirt, and sneakers.

For teaching notes for Literacy Book page 52, go to page 156 of this Teacher's Guide.

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Read with me

Primary Areas of Learning

Objectives
To read and understand a story

Language
New: blanket, swap, Super Bear, surprise
My pajamas are too big/small. Take them off.
Recycled: sticks, pajamas
Is she (playing with sticks)? Is he putting on his (pajamas)? Yes, he/she is. No, he/she isn't.

Materials
Audio track 2.43, Fifi Puppet, Unit 9 Poster, Unit 9 Flashcards, Unit 9 Word Cards (see the Teacher's Resource Center), Unit 9 Story Animation, Character Cut-outs, Literacy Book Unit 9 page 53

Other Areas of Learning

Expressive arts and design
Children act out a story

Literacy
Literacy Book: Children practice reading aloud and recognizing words with the sound short *oo*

Student Book Lesson 3 page 100

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Use the Fifi puppet and the Poster or Flashcards to review clothes words. Have Fifi point to a person on the Poster and ask *Is he/she wearing (pajamas)?* Encourage the children to answer *Yes, he/she is* or *No, he/she isn't*. If they answer no, prompt them to say what he/she is wearing.
- Use the Word Cards (on the Teacher's Resource Center). Stick the Word Cards on the board. Invite children to come to the board and stick the Flashcards next to the correct words.

1 Watch. Talk about the pictures.

- Tell the class that today they are going to watch and listen to another story with Fifi, Benny, and Prickly. Use the Fifi puppet to introduce the story. Have Fifi say *This story is about pajamas. What color are they?* Have the children guess but don't reveal the answer yet.
- With books closed, watch the animation on the Classroom Presentation Tool.
- Talk about the story using the pictures in the Student Book. Ask the children to say what they can see, who the characters are in each picture, and what they are doing. Ask the children where the characters are. Ask *Is it daytime or nighttime? How do you know? Is Fifi playing with sticks? What's she doing? What's the problem?* Explain the meaning of the words *blanket, surprise,* and *swap*, and the phrase *My pajamas are too big/small*.

2 Listen and point. Listen and repeat. 2•43

- Play the recording for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to "read" the speech bubbles and follow the text with their fingers.
- Play the story one more time for the children to listen and repeat the lines.
- Invite the children to role-play along with the story audio, on their own, or with the Character Cut-outs. If you like, use props to create the story scene.

3 Talk about the story.

CRITICAL THINKING

- Ask questions about the story and encourage the children to answer. *Where are Fifi, Benny, and Prickly? What does Fifi give Benny and Prickly? How do Benny and Prickly solve the problem with the pajamas? How do the animals feel at the end of the story?*
- Ask the children what they do with their clothes when they are too small for them (give them to a younger brother/sister, give them to charity, etc.). Talk about the value in the story. Ask *Was Benny polite about Fifi's present at first? What should you say when someone gives you a present or does something for you?*

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson encourages the children to think about how to respond when they receive a gift from someone. Through the context of the story the children discuss the ways in which the characters react to Fifi's handmade present and consider if the characters responded politely or showed appreciation. This lesson helps to foster considerate and thoughtful behavior.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 3 page 100

1 Read and circle the correct word(s). Read and color.

- The children look at the pictures, then circle the correct words to complete the sentences. The children then read the sentences again and color the pictures. Invite children to read out their sentences to the class.

For teaching notes for Literacy Book page 53, go to page 156 of this Teacher's Guide.

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Sing with me

Primary Areas of Learning

Objectives
To practice the new language through a song

Language
New: morning, night, glasses
Recycled: jeans, slippers, pajamas, put on, take off
He's/She's (putting on) his/her (jeans).

Materials
Audio track 2.44, Fifi Puppet, Unit 9 Flashcards, Unit 9 Picture Cards, Unit 9 Word Cards, Literacy Book Unit 9 page 54

Other Areas of Learning

Expressive arts and design
Children express themselves to music and song

Literacy
Literacy Book: Children review the short *oo* sound through a chant

Student Book Lesson 4 page 101

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Point to the Lesson 3 story frames on Student Book page 100 and encourage the children to retell the story. Ask questions to prompt the children, e.g., *Where are Benny, Fifi, and Prickly? What is Fifi doing? Does Benny like his pajamas at first? Why not? What is wrong with Prickly's pajamas? What do Benny and Prickly do?*
- Review the language from the story. Have Fifi say dramatically, e.g., *My (tracksuit) is too small/big!* Have the children mime putting on a very, very big tracksuit (the top and the pants). Repeat with other clothes. When the children are confident, invite volunteers to describe clothes.
- Stick the Flashcards on the board and distribute the Word Cards. The children stick the Word Cards next to the matching Flashcard. Now write up a clothes word on the board and encourage the children to sound it out. When the children know the word, they should hold up their corresponding Picture Card.

1 Sing and do. 2•44

- Play the song through once. Tell the children to look at the pictures of Benny doing the actions for the song. Read the captions below each picture aloud and encourage the children to sound out the words with you.
- Demonstrate and practice the actions, reviewing the phrases *putting on* and *taking off*. Create actions for the rest of the song.
- Play the song again for the children to sing and act it out.

2 What are the children doing? Draw and say.

- Look at the children on the Student Book page and the maze. Focus the children's attention on the two pictures at the bottom and read the words together.
- Ask children what they do with their clothes in the morning (*put on*) and at night (*take off*).
- Point to the first boy and ask the children to draw his path through the maze, first with their fingers, and say what he's doing. (*He's putting on his sweater/glasses.*) (Explain the meaning of *glasses*.) Repeat for the other children. Have the children draw the lines with a pencil.
- When the children have finished, point to the pictures and ask, e.g., *Is he putting on his tracksuit?* and have them answer *Yes, he/she is* or *No, he/she isn't*.

ANSWERS

He's putting on his sweater/glasses. She's putting on her jeans. She's taking off her slippers. He's taking off his pajamas.

PHYSICAL DEVELOPMENT

This lesson allows the children to interact physically with the language of the lesson. They play a miming game and create and mime actions in the song, including phrasal verbs and yes/no answers. This encourages creativity and whole body movement in a safe classroom environment. They also use a pencil to draw lines, developing their fine motor skills.

Optional activity

- Slowly draw an item of clothing on the board. Encourage the children to call out guesses about what you are drawing. The first child to guess correctly can take a turn to draw for the rest of the class. Alternatively, play this game in teams, drawing items of clothing for each team in turn.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 4 page 101

1 Read and complete the words.

- The children look at the pictures and decide if it is daytime or nighttime. Look at the morning picture and ask *What's Prickly doing?* (*Getting up.*) *What's Benny doing?* (*Putting on his T-shirt.*) Look at the night picture and ask *What's Prickly doing?* (*Taking off her socks.*) *What's Benny doing?* (*Going to bed.*)
- Read the words in the box together and then read the sentences below. The children use the first letter clues to help them complete the missing words

For teaching notes for Literacy Book page 54, go to pages 156–157 of this Teacher's Guide.

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Say it with me

Primary Areas of Learning

Objectives

To practice words with the short *oo* sound, as in *look*

Language

New: hook, wool

Recycled: pajamas, help, look, on, under, bed, chair, shelf, table; Colors

Materials

Audio tracks 2.45–2.46, colored pens/pencils/crayons, Phonics Letter Cards (optional), Phonics Picture Cards (optional), Literacy Book Unit 9 page 55

Other Areas of Learning

Expressive arts and design

Children listen and complete a guided coloring activity

Literacy

Literacy Book: Children review the sound *oo* through a game

Student Book Lesson 5 page 102

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play the song from Lesson 4. Encourage the children to sing along and do the actions. 2•44

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

- Look at the picture together. Ask the children who they can see and what they are doing. Ask *What's Prickly wearing? Is Benny wearing his pajamas? Is Benny happy?*
- Play the recording and ask the children to follow the words on the page as they listen. Ask the children why Benny isn't happy (*He can't find his pajamas*).
- Play the recording again for the children to listen and repeat the chant, pausing after each line. Focus on the pronunciation of the sound *oo* in *look*, *wool*, and *hook*.

Note: If your class has already worked through the Literacy Book, challenge them to listen to the chant with their books closed and identify any words with the target sound. Have them raise their hand as soon as they hear the sound in a word. Then, have them listen and read the chant, and circle the words with the sound.

2 Listen and color. 2•46

- Look at the picture again and ask the children to find the books. Ask *How many books?* (*Four.*) Elicit the words *shelf*, *chair*, *bed*, *table*, and *bed*.
- Tell the children that they are going to listen to a boy coloring in the picture. Ask them to listen the first time for the colors that are used and to select those pencils or pens.
- Play the recording again and have the children listen for the objects and put a dot of color on the book in that place. Pause the recording as necessary to check that the children have selected the correct book.
- Ask the children to color in the books in their own time. Listen again and ask children to put their hands up when they hear a word with the short *oo* sound (*book*, *foot*).

Optional activities

- Write a selection of short and long *oo* words on the board, e.g., *look*, *boot*, *moon*, *foot*, *zoo*, *food*, *hook*, *pool*, *wool*, *book*. Read them aloud and ask the children to stand up if they hear the short *oo* sound and sit down if they hear the long *oo* sound. Then, have children come to the board and circle the short *oo* words in one color and the long *oo* words in another color. Finally, practice reading the words together.
- Draw a picture of one of the following on the board: *hook*, *wool*, *look*, *book*, *foot*. Have the children say the word, then have a child come and write the word next to the picture.
- You can extend the previous activity by introducing new words: *hood*, *good*, *wood*, *cook*, *woof*. Draw a picture and say the word, then see if children can work out how to spell it.

LITERACY

This lesson practices the phonic sound of the unit, the short *oo*, at word and sentence level. The children listen to, recognize, and say the words in a rhyming chant. The chant also contains sight words, such as *where* and *my*. Suggested optional activities also encourage the children to contrast this sound with the long *oo*, further developing their understanding of the sounds of English.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 5 page 102

1 Color the pictures with the short *oo* sound for spelling *oo*. Write.

- The children say the words for each of the pictures, then color the pictures with the short *oo* sound. They then write the correct word from the box for each picture.

ANSWERS

Colored pictures: wool, book, hook, foot

All pictures: boot, wool, book, balloon, hook, foot

2 Read and draw.

- The children draw a picture to illustrate the sentence.

For teaching notes for Literacy Book page 55, go to page 157 of this Teacher's Guide.

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Follow me

Primary Areas of Learning

Objectives

To learn about the importance of helping at home

Language

New: Put your (clothes) away. Then you can find (them).

Recycled: Where is my (blue shirt)? Is this your (blue shirt)? Yes, it is. Thanks.

Materials

Audio tracks 2.47–2.48, Unit 9 Values Animation, Numeracy Book Unit 9 pages 51–52

Other Areas of Learning

Expressive arts and design

Children express themselves in a role-play activity and a musical chant

Numeracy

Numeracy Book: Children do simple addition and review *more/fewer*

Numeracy Book: Children do simple subtraction, learning the concept *take away*

Student Book Lesson 6 page 103

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Say and act out the phonics chant from Lesson 5. 2•45

CRITICAL THINKING

- Talk about helping at home. Ask the children what they do to help at home and why it is important to do this.

1 Listen and follow. Listen and repeat. 2•47

- Focus on the photos. Ask *Where are the boys? What are they doing? What is the first boy looking for? Why can't he find it?*
- Look at the second photo and ask *What does the boy in the red shirt have? How does the boy in the white T-shirt feel now?*
- Play the dialogue. The children listen and follow the text on the page.
- Play the dialogue again for the class to listen and repeat.

CRITICAL THINKING

- Talk about what happened and extend the discussion. Ask *Why is it important to be neat?* (Because it makes it easier to find things). *Do you put your clothes away? What other things do you put away?* (toys, books, etc.). Look back at the picture of May, Sam, and Anna's bedroom. What do they need to put away? What are the children's bedrooms like at home?

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson encourages the children to look after their personal things so they can find and use them easily. The story and classroom discussion remind the children that tidying up helps our families at home, keeps our rooms and spaces clear, and gives us easy access to our clothes and toys. This develops the children's awareness of others and of their personal responsibilities both at home and in class.

2 Say and act out.

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

3 Listen and chant. 2•48

- Play the chant and use actions or mime to demonstrate the meaning of the words.
- Play the chant again and have the children follow the words on the page with their fingers.
- Play the chant once more and say the words with the children.
- Change a few words in the chant to make it about a classroom (*Leaving things on the floor . . . / Keep your classroom . . .*), then use it in future lessons whenever the children need to clean up the classroom.

4 Watch.

- The children watch the animation on the Classroom Presentation Tool.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 6 page 103

1 Clean up! Match.

- The children draw lines to match the things to the places they should be kept in.

ANSWERS

pencil and paper – desk; shoes, slippers and shirt – closet; jeans and tracksuit top – chest of drawers; sunglasses – dressing table; books – shelf

Note: Bring different dress-up items to the next lesson for the children to look at. If children have their own costumes at home, you could have a dress-up day and invite them to come to school in costume.

For teaching notes for Numeracy Book pages 51–52, go to page 157 of this Teacher's Guide.

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Explore with me

Primary Areas of Learning

Objectives

To talk about stories and costumes

Language

New: costume, cape, superhero, pirate, eye patch, tiara, fairytale, wand

This is (Max)'s favorite costume. Whose (hat) is this? It's (Eliot)'s.

Recycled: scarf, mask

Materials

Audio track 2.49, Unit 9 CLIL Slideshow, dress-up items/costumes (optional), Numeracy Book Unit 9 page 53

Other Areas of Learning

Literacy

Children listen to, read, and follow a fact-based text

Numeracy

Numeracy Book: Children recognize visual patterns

Student Book Lesson 7 page 104

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask the children what they learned about in the previous lesson (the importance of helping at home). Play the chant from Lesson 6 and encourage the children to join in. 2•48
- Review the language from the unit by asking the children to talk about what clothes they wear to school/on the weekend/to go to parties/to go to bed/on vacation.
- Ask the children if they ever wear dress-up clothes/costumes and what they like to dress up as. Show different dress-up items for the children to look at.

1 Watch. Talk about the pictures.

- Ask the children *What's your favorite costume?* Then, talk about why they like this costume. Is it from a movie/a story? What type of movie/story is it?
- Play the slideshow on the Classroom Presentation Tool.
- Talk about the pictures in the Student Book. Ask the children to describe any of the clothes they can see, e.g., *He's wearing a red cape, pajamas, and a red mask*. Teach the new words using the pictures.

2 Listen and follow. Listen and repeat. 2•49

- Play the recording for the class to listen and follow the text on the page using their fingers.
- Play the recording again, pausing after each sentence for the class to listen and repeat.
- Ask which costumes the children would choose to dress up in. Ask *Do you like superhero stories/pirate stories/fairytales?*

EXPRESSIVE ARTS AND DESIGN

This lesson encourages the children to think and talk about different types of stories that they may be familiar with, such as fairytales, adventure stories, etc. They consider the characters they may find in each type of story and the different costumes they might wear. Children personalize the language by talking about what stories they like to read, and listen to their friends' ideas. This develops their knowledge of language, arts, and story genres.

3 Ask and answer: Whose cape is this? It's Max's.

CRITICAL THINKING

- Pick up an item belonging to a child and ask another child *Whose (bag) is this?* Have them answer with the child's name, then model the use of the possessive *'s*: *It's …'s*. Repeat with other items, gradually encouraging the children to join in with the question.
- Collect a few items from children and put them in a bag. Invite children to take turns to take an item from the bag, hold it up to show the class, and ask *Whose (pencil) is this?* The rest of the class tries to answer. The first child to answer correctly takes a turn to take an item from the bag.
- Look back at the pictures in the book and ask *Whose wand is this?* Repeat with, e.g., *cape*, *mask*, *tiara*.

Optional activities

- If the children have brought in their own dress-up clothes, have a costume parade in the class. Invite children to talk about their costumes, e.g., *This is my favorite costume. I have a (cape) and a (mask). I like to read (superhero) stories*.
- Read some of the stories you have talked about and ask which they liked most/who was their favorite character.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 7 page 104

1 Draw.

- Read the sentence together and ask the children to draw their favorite costume in the box. This can be a real costume or they can use their imagination to create one.

2 Read and check (✓).

- Ask the children to think about the kinds of stories they like to read. Read the sentences together and have them check each sentence if it is true for them.

For teaching notes for Numeracy Book page 53, go to page 157 of this Teacher's Guide.

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Think with me

Primary Areas of Learning

Objectives
To think about stories and costumes
To play a game

Language
New: ballet shoe
Recycled: tiara, cape, eye patch, fairytales, pirate stories, superhero stories; Clothes
He's/She's wearing (a mask). He/She likes to read (fairytales). Whose (book) is this? It's (Sam)'s.

Materials
Audio track 2.50, Unit 9 Poster, a large box, a stopwatch (optional), Numeracy Book Unit 9 page 54

Other Areas of Learning

Expressive arts and design
Children express themselves to music and song
Children think about different story genres

Numeracy
Numeracy Book: Children do subtraction taking away to leave 20

Student Book Lesson 8 page 105

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Review the words for clothes and costumes. Have the children look at the Poster or the photos on page 104. Describe one of the children and tell the children to point to the correct picture, e.g., *He's wearing (pajamas). He has (a mask). She's putting on (a shirt).*

1 Talk about the picture.

- Look at the big picture. Ask the children to identify the children and the dress-up items they are wearing in the picture, e.g., *May has a cape. Anna has a tiara.*
- Ask questions and encourage the children to answer using the possessive *'s*. Ask *Whose (hat) is this?* (*It's Sam's.*) Repeat with the mask (*May's*) and the shoe (*Anna's*).

2 Match and say.

CRITICAL THINKING

- Ask the children to look at the small pictures on the right. Have them identify the type of story in each book.
- Ask them to look at the costumes the children are wearing in the big picture again and decide which book each child would like. They draw a line to match the character to the correct book.
- Point to each book in turn and ask *Whose book is this?* The children answer *It's (Sam)'s*.
- Encourage the children to make further sentences, e.g., *Sam likes to read pirate stories*.

3 Listen and sing. 2•50

- Play the song and ask the children to listen for which story characters are mentioned in the song.
- Create actions for the song.
- Play the song again, as many times as you like, for the class to listen and act it out, and then join in with the singing.

4 Play the game.

CRITICAL THINKING

- Ask all the children to take off one of their shoes and put them in a large box. Close your eyes and pull out a shoe at random. Have the children ask *Whose shoe is this?* Look around at the children's remaining shoes and find the matching one, saying *It's (Jack)'s*. The child puts their shoe back on, then takes a turn to pull a shoe out of the box.
- To add a competitive element, you can either use a stopwatch to see who is quickest to find the shoe, or play the game in teams, asking a child from each team to pull a shoe out of the box at the same time and awarding one point to the first child to find the matching shoe.

CRITICAL THINKING

In this lesson the children review the possessive *'s* in a fun and interactive game. They look at a classmate's shoe and decide whose it is based on the color and style of the shoe they are wearing. This develops their critical thinking skill as they use information around them to find a logical answer.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 8 page 105

1 Look and read. Complete the questions and answers.

CRITICAL THINKING

- The children complete the questions with the words in the box, then look at the pictures and write the answers.

ANSWERS

tiara; hat, Jamie's; mask, It's Tom's

For teaching notes for Numeracy Book page 54, go to page 157 of this Teacher's Guide.

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Show me

Primary Areas of Learning

Objectives

To practice and review the language from the unit

Language

Recycled: boy, girl; Clothes

Is he/she wearing (purple) (jeans)? Yes, he/she is. / No, he/she isn't.

Materials

Fifi Puppet, Unit 9 Poster, pieces of paper, colored pens/pencils/crayons, Numeracy Book Unit 9 page 55, Unit 9 Transition Worksheet (optional)

Other Areas of Learning

Expressive arts and design

Children draw and color clothes of their choosing

Numeracy

Numeracy Book: Children do addition and subtraction to 60

Student Book Lesson 9 page 106

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Sing the song from Lesson 8 and encourage the children to sing along. 2•50

1 Look at the poster. Read and write.

- Play a game to review the vocabulary of the unit using the unit Poster in the Classroom Resource Pack or on the Classroom Presentation Tool. Have the Fifi puppet point to an item of clothing on the Poster and say, e.g., *A green sweater*. If the clothing and color match, the children shout *Yes!* If they don't, they say *No!* Check by asking, *Is he/she wearing (a green sweater)? Is it (a pink sweater)?*

CRITICAL THINKING

- Ask the children to open their Student Books. Focus on the activity on the left. Tell the children that they are going to write answers to four questions about the Poster.
- Ask the children *Is Sam wearing a yellow shirt?* and elicit *Yes, he is* or *No, he isn't*. Point to Sam on the Poster to check. The children answer the other questions orally.
- Tell the children to read the questions again and write their answers in their books. Check answers by having children ask and answer the questions in pairs.

2 Play the game.

CRITICAL THINKING

- Point to the big picture and ask who the children can see and what they are doing. Read the speech bubbles together. Encourage the children to say how they think the game might be played.
- Ask all the children to draw a picture of a boy or a girl wearing colorful clothes to describe in the game.
- Put the children into pairs and sit them back to back. Give one child a blank piece of paper. The other child keeps his/her drawing secret. The partner with the blank piece of paper asks questions and draws a picture depending on the answers the partner gives. At the end, they compare their pictures and see how similar they are.
- The children then swap roles and they draw and describe the other picture. Invite pairs of children to talk about how their pictures are the same/different.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

In this lesson the children work in pairs to complete a guided drawing and coloring activity, using their speaking and listening skills. In this, they collaborate to achieve a common goal. This activity develops their confidence in speaking in English and provides a context in which their knowledge of the English language allows them to work in a useful and meaningful way.

3 When do we change our clothes?

CRITICAL THINKING

- Ask the class the Big Question for this unit: *When do we change our clothes?* Talk about the kinds of clothes we wear and the different times we wear them. Talk about how weather affects our clothing choices. Talk about dressing for different occasions/activities and for fun and how that affects our choices.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 9 page 106

1 What are they wearing? Color and complete the sentences.

- The children choose colors they like and color Benny, Fifi, and Prickly's clothes. Then, they complete the sentences. Point out that they need to write, as in the example, *(He's/She's) wearing* + color + clothes.

Note: Bring a wide variety of dress-up items for the next lesson (as in the pictures on Student Book page 107). Ask the children to bring in dress-up items to share and add to the project.

For teaching notes for Numeracy Book page 55, go to page 157 of this Teacher's Guide.

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Show and Tell

Primary Areas of Learning

Objectives

To make dress-up costumes

Language

Recycled: tiara, scarf, cape, king, pirate, princess; Clothes

I'm wearing (a red cape).

Materials

Colored pens/pencils/crayons, dress-up items for story characters, a large box, a (video) camera (optional), Numeracy Book Unit 9 page 56, Unit 9 Progress Check (optional), Trimester 3 Progress Check 1 & 2 (optional)

Other Areas of Learning

Personal, social, and emotional development

Children talk about and listen to others talking about their favorite costumes and characters

Numeracy

Numeracy Book: Children sort items and identify *the same/different*

Student Book Lesson 10 Project page 107

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Collect a few items from children around the class and put them in a bag. Invite the children to take turns to take an item from the bag, hold it up to show the class, and ask *Whose (ruler) is this?* The rest of the class tries to answer, using the possessive *'s* (e.g., *Ana's*). The first child to answer correctly takes a turn to take an item from the bag.
- Hold up the dress-up items that you have brought to class and ask the children to name them. Teach any unknown words. Ask the children what kind of character wears each item and what kind of story each character is from.

1 Talk about the pictures.

- Focus on the pictures on the Student Book page. Point to the photo and ask the children to say what they can see. Read the speech bubble together. Establish that the children are wearing costumes of their favorite story characters. Ask what the children have dressed up as and what they are wearing.
- Point to the smaller pictures on the left and ask what the children are doing. Explain that they're choosing costumes and helping each other dress up.

2 Dress up as your favorite story character.

- Place all the dress-up items in a large box. The children choose items to make a costume for their favorite story character.
- Move around the class as the children put on their costumes. Ask the children to tell you about their costumes, e.g., *What's this? What character are you? What story is this character from?*

Note: Encourage the children to share any dress-up items they have brought and put them in the box.

> EXPRESSIVE ARTS AND DESIGN
>
> In this lesson the children dress up in a range of costumes which may be associated with different types of literature, such as fantasy stories, fairy tales, and pirate or superhero adventures. Dressing up allows them to express themselves freely, talking about the stories they love and allowing the children to get into a character or role. This develops their imagination, creativity, and awareness of different genres of literature.

3 Show and tell.

- Encourage the children to come to the front of the class and talk about their costumes, saying what they are wearing, what color each item is, what character they are dressed up as, and what story their character is from.
- If possible, the children can show their costumes to other children or adults.
- Alternatively, the children can do a fashion show. They talk about their characters and what they are wearing. If possible, film the fashion show (or take lots of photos) so that everyone can watch it together (or talk about the photos and use them to make a classroom display) later.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 10 Project page 107

1 Who is your favorite character? Write. 2 Match and color.

- The children choose one of the costumes. They write the name of the character/story type below the figure. Then, they match the parts of the costume to the figure, drawing lines to the head and body. Finally, they color the costume and figure. If they want to, they can draw the costume onto the figure.

> The course includes an End-of-year Progress Check, found on the Teacher's Resource Center. You can either set this now, after *The Show and Tell Show!* lessons, or after the *It's a Wrap!* lessons.

For teaching notes for Numeracy Book page 56, go to page 157 of this Teacher's Guide.

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Unit 9 Literacy Book

Note: The audio tracks for the Literacy Book are found on CD3 and the transcripts are on pages 171–173.

Page 50

This lesson introduces the new sound (short *oo*) and is aimed at enabling children to identify it.

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

- Write the word *boot* on the board and ask the children to sound it out. Ask them what sound the *oo* makes. Tell them that today they are going to learn another sound that these letters can make.
- Play the recording for the children to listen and point to the letters and pictures.
- Play the recording again for the children to listen and repeat the sound and the words.
- Point to the pictures and ask the children to say the words, first chorally, then individually.

Other activities

- Ask the children if they know any other words with this sound, e.g., *look*. If children suggest words with the long *oo* sound, e.g., *zoo*, focus on the difference. Say *Listen. Zoo* (exaggerating the length of the vowel sound). *Book*.
- Write the letters *oo* on the board. Say *book* and ask the children what sound it begins with (*b*). Write the *b* at the beginning of the word and have them blend the two sounds: *b-oo*. Ask the children what sound the word ends with (*k*). Write the *k* at the end of the word and have them blend the three sounds: *b-oo-k*. They can copy the word beneath the picture in their books. Repeat with other words from the page.
- Ask the children to identify the rhyming pairs on the page: *book/hook*, *wood/hood*.

Page 51

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

1 Listen and join the words with the short *oo* sound. Listen and write. 1•42

- The children listen to the recording. If they hear the short *oo* sound, they join the picture to the letters in the middle of the page. Play the recording as many times as needed.
- Play the recording again. The children listen and, for the words they have joined, choose the word that matches from the box and copy it below the picture.
- Repeat the recording as necessary, and help the children to identify the sounds at the beginnings of the words and match them to the letters.

ANSWERS

1 look 2 woof 4 book 6 cook

Other activities

- Do actions for the different *oo* words on the page, e.g., hand above your eyes for *look*, barking like a dog for *woof*, hands open for *book*, stirring a saucepan for *cook*. Have children watch and tell you which word you're acting out, then have volunteers do actions for the class.

Page 52

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

1 Say.

- The children read the words aloud. Encourage them to sound out the words and decide whether the sound in the middle is a long or short *oo* (use clapping and stretching actions, as in "Other activities" below).

2 Listen and repeat. 1•43

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

3 Write the words in the boxes.

- Ask the children to look at the boxes and read the words (*stool*, *foot*). Ask which has a long *oo* sound and which short. Explain that they should write all the long *oo* words from Activity 1 in the *stool* box, and all the short *oo* words in the *foot* box.
- Fast finishers can add other words they know to the boxes.

ANSWERS

long oo: stool, moon, spoon, hoop
short oo: foot, look, hook, good

Other activities

- Teach the children actions for the long and short *oo* sounds, e.g., pulling their hands apart as though stretching something for long *oo*, and clapping for short *oo*. Say long and short *oo* words and have the children do the appropriate action.
- Write a short *oo* pattern on the board, e.g., *ook*. Have the children sound it out, then practice with different initial sounds, e.g., *book*, *cook*, *look*, *hook*.

Page 53

This lesson gives the children practice of reading aloud.

1 Listen and follow. Listen and repeat. 1•44

- Talk about the pictures with the children. Look at the title together and break the word *Dy-na-man* into its three syllables, having the children sound each one out separately before putting them together. Teach the word *crook*.
- The children listen to the recording and follow the text in their books. Explain the meaning as necessary.
- Play the recording again, pausing for the children to repeat. Ask the children to identify all the short *oo* words in the text (*looking*, *crooks*, *crook*, *good*, *book*).

2 Read aloud.

- Encourage the children to read the text, checking their pronunciation.
- Invite groups of children to act out the story.

Page 54

This lesson reviews the short *oo* sound through a chant.

1 Listen and chant. 1•45

- Talk about the pictures. Ask the children to identify the places, people, and objects in the picture.

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- Play the chant for the children to follow in their books. Explain any new language using the pictures.

2 Find two hoods in the picture.

- Ask the children to look at the picture again and find two people with hoods.

Page 55

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

1 Choose six words and write.

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

2 Play a game.

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

Unit 9 Numeracy Book

Note: See the information about number flashcards on page 47.

Page 51 (Addition; *more/fewer*)

1 Look at pictures 1 and 2. Where are there more clothes? 2 Count and add.

- Before: Place different numbers of socks, T-shirts, and sweaters in front of the children on two tables and invent names of two children who the clothes belong to. Ask *Who has more clothes?* Encourage the children to count and add the clothes on each table.
- During: The children count the clothes for each image and complete the addition in numbers to find out where there are more clothes. Talk about the pictures with them, revising *more/fewer*: *Where are there more (socks)? Where are there fewer (T-shirts)? Where are there more/fewer clothes? Yes, there are more clothes in picture 2.*

Page 52 (Subtraction; *Take away*)

1 Look at picture 1 and then picture 2. How many clothes are there now? 2 Count and write.

- Before: Place different numbers of shoes and jackets (belonging to the children) up to 10 (of each) scattered on the floor. Say *What a mess! Let's count how many shoes there are.* Then, ask a child to help you put some (not all) of the shoes away. Then, ask *How many shoes are there now?* Repeat the same with the jackets until they have put all the shoes and jackets away.
- During: The children count the clothing items and complete the subtractions for each in numbers. Help them to "read" the sums: *(Three) take away (one) is (two).*
- **Differentiate:** Tell the children to cross out the T-shirts in the first picture which are missing in the second picture. Help them to understand that the number of items they have crossed out is the second number in the subtraction (i.e. the number of items which have been put away, or "taken away").

Page 53 (Recognizing patterns)

1 What's next? 2 Draw. 3 Say.

- Look at the first sequence and start naming the items. Ask the children to join in. When you get to the end of the sequence, stop, and encourage the children to continue. Repeat the same with the rest of the sequences.
- Then, the children draw the two pictures to complete each pattern.

ANSWERS

row 1: sneakers, hat; row 2: skirt, jeans; row 3: shorts, hat; row 4: sneakers, sneakers; row 5: skirt, hat

Page 54 (Subtraction; *Take away*)

1 Count the squares. 2 Take away the squares. 3 Write.

- Before: Place 10 + 10 balls (or building blocks), and next to them another four balls in front of the children. Ask *How many are there?* (*Twenty-four.*) Say that you will put four balls/bricks away in the toy box. Ask the children *How many are there now?* Continue practicing subtraction using different numbers of balls/bricks added and taken away from the 20.
- During: The children count the squares and write the numbers to complete the subtraction problems.

ANSWERS

24 - 4 = 20; 27 - 7 = 20; 25 - 5 = 20; 29 - 9 = 20; 22 - 2 = 20

Page 55 (Addition and subtraction up to 60)

1 Color the crayons. 2 Count. 3 Color the picture.

- The children do the problems, then color each item with the crayon that matches the answer.
- **Differentiate**: To support the children, you can do the problems together and ask them to write the answer to the problems on the items before coloring. For example, they write 20 on each shoe for the girl.

Page 56 (Sorting; *Same/different*)

1 Cross out the things that are different. 2 What are they? Say.

- Before: Place three clothing items, a food item, and a toy on the floor. Ask the children to take away two items that are different. Encourage them to work out what these are and to say. Repeat the same with other categories: instruments, toy animals, classroom objects, etc. Then, use Flashcards instead of the real items to play *Odd one out*.
- During: The children cross out two items from each category that are different. Encourage them to say why they crossed them out. (*Because they are different. All the others are the same.*)

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Review 3 Little Lukie

Primary Areas of Learning

Objectives
To review the language and structures from Units 7–9
To read and understand a story
To learn about the value of being brave

Language
New: pancakes, sweet, perfect, gorgeous, noise, angry, bite, butter, safe
Don't eat me for (lunch). Take my (beautiful, blue shirt). I'm the coolest cat.
Recycled: Vocabulary and structures from Units 1–9

Materials
Audio track 2.51, Units 7–9 Flashcards, costumes, masks, and props for the story (optional)

Other Areas of Learning

Literacy
Children listen to and read a traditional fable from another country (India)

Expressive arts and design
Children use drama to express themselves in acting out a fable

Student Book Review 3 pages 108–109

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Play *Pick a card* (see Ideas Bank page 32) to review language from Units 7–9. Choose a selection of Flashcards to play with and place them face up on the floor or on the board. Ask questions or make statements to prompt the children to find a card, e.g., *Is he/she a (chef)? He/She works in a (hospital). He/She likes to play (the guitar). I like to play (the drums). He's/She's wearing (jeans).* The first child to raise their hand comes and picks up the correct Flashcard.

1 Talk about the pictures.

- Tell the class that today they are going to listen to a story from India. Ask if they know anything about India. What do people wear/eat? What animals come from India?
- Talk about the story using the pictures in the Student Book. Introduce Little Lukie, and his mom and dad. Look at the first picture and point to Lukie and ask *What's he wearing? What is Mom doing?* (Sewing). *What is Dad doing?* (Making pancakes). Ask the children what jobs they think Lukie's mom and dad do. Point to the second picture and ask the class what Lukie's mom gives him (new clothes). Point to picture 3 and ask *What's Lukie wearing now?*
- Ask questions, e.g., *Who's/What's this? What color is the … ?*

2 Listen and follow. Listen and repeat. 2•51

- Play the recording for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to "read" the speech bubbles and follow the text with their fingers. Pause to check understanding. Review any known words (*breakfast, lunch, dinner, snack, shirt, pants, slippers, glasses*). Teach the meaning of *butter, sweet to eat, I'm the coolest cat*.
- Play the story again for children to repeat the lines.

3 Talk about the story.

CRITICAL THINKING

- Encourage the children to talk about the story and the value of being brave. Ask *What do the tigers take from Lukie? Are tigers scary? Is Lukie scared? What do the tigers turn into? Why? What does Lukie's dad do with the butter? What do the pancakes look like?*

4 Act it out.

- Assign roles to the children and have them learn some of the speech parts of the story or make noises when their character appears. Play the story again, turning the volume down for the speech parts of it.
- Provide the children with masks, costumes, and other props. Act as the narrator while the children act out the story and sing the songs.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Review 3 pages 108–109

1 Find and circle the differences. Say. page 108

- The children find and circle the differences between the pictures and tell the class or a partner.

1 Read and write. Complete the sentences and say.
2 Color for you. page 109

- The children write the words under the correct headings and complete the sentences below.
- The children color the number of stars that they think best represents their progress in Units 7–9.

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The Show and Tell Show!

Primary Areas of Learning

Objectives
To revise language from the course
To plan and prepare a class show
To practice and perform a show

Language
Recycled: Language from *Hello* unit, Units 1–9

Materials
Audio tracks 2.52–2.53, Fifi Puppet, flashcards for 10–100 in tens (use homemade flashcards, or use the smaller Number Cards from the Teacher's Resource Center), photocopiables from the Teacher's Resource Center (show plan, mask templates, show program, etc.), costumes, props for story, musical instruments, materials for making signs: cardboard, markers, etc.

Other Areas of Learning

Expressive arts and design
Children use their imagination and creativity to make props for a show

Literacy
Children develop their reading and writing skills to prepare for a class show

Personal, social, and emotional development
Children collaborate and support one another to plan and prepare a show

Student Book Lessons 1–4 pages 110–111

Note: In this section, we guide you through creating a review show of highlights from the children's year. This section can be adapted so that it is as simple or as complex as you like. The material can be adapted to suit your class. The most important thing is for as many children to be involved in the different acts as possible.

The amount of time you will need to prepare for *The Show and Tell Show* will vary depending on how elaborate a production you choose to do. If you decide to incorporate lots of props/costumes and several acted-out stories, you may need 4–5 lessons to prepare and rehearse, and one lesson for the performance. For a simpler show in which the children sing a couple of songs and act out one story, you might only need 2 lessons to prepare and 2–3 lessons to practice and perform – although you might want to do the performance after school if you are inviting parents. You might like to consider making a video if a live performance isn't possible.

Warmer

- Explain that the end of the school year is coming and Fifi, Prickly, and Benny are planning a *Show and Tell Show*. Do the children want to do a special show for the end of the year? What about something for the parents? What can they do? (ask for suggestions) What did they do last year?
- Use the Fifi puppet to say *Let's do a show! A Show and Tell Show! We can show everything we've learned!*

1 Listen and follow. Talk about the pictures. 2•52

- Focus on the pictures in the Student Book. Point to Benny, Fifi, and Prickly, and read the speech bubble *Let's think what we can do for our show!*
- Ask the children to say what they can see. Ask questions to prompt them, e.g., *Who's this? What's this? What are they doing? Can you remember this story? Is this a (chant)?* Have the children follow the maze of pictures with their fingers.
- Play the recording, pausing after each element the characters mention. Have the children point to each picture in the maze and trace over the line connecting the pictures. The children say what each picture shows (e.g. a song, a story).

2 Write.

- Point to the number boxes below each picture and explain to the children that they are going to find the same song, story, and chants in their books and write the page numbers in the boxes. Put the children into groups so that they can work together to find the various songs, stories, etc. Play the extracts on the recording again, if you like, to remind the children of the song/story/chant. Pause after each item to allow the children time to look through their books.

1 **Song:** Point to the first picture using the Fifi puppet. Ask *Can you remember this song? Where is it in the book?* Give the children time to look through the book and try and find the matching picture. When the children find the song they write the page number it appears on in the box. Play the complete song (2•30) and have the children join in singing and doing the actions. Ask the children what other songs they liked. Which is their favorite? You can discuss which song(s) they might like to include in their show.

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2 **Story:** Ask the class *Can you remember this story? What happens? What's Prickly wearing? Is Prickly happy?* Have the children find the page with the story and then identify the same picture of Prickly, and read what she says. Read the speech bubble on page 110 and have the children complete it. Listen to the story (2•43) and invite children to act it out. Ask the children which other stories they remember. Which was their favorite? Why? Discuss which story they would like to act out for their show.

3 **Follow me chant:** Ask the children if they can remember the value from the picture (caring about our family). What did they learn? What is Mom saying? Give the children time to look through their books and find the correct page and complete the speech bubble. Then, play the chant (1•45), and say it together. Do the children remember any other values? Which is their favorite?

4 **Say it chant:** Ask the children how many food words they can remember. Make a list. Look at the picture and ask *What does Benny want to eat?* Have the children find the page with the chant and complete the speech bubble. Ask the children what sound they learned in this unit (*ea*). What other sounds have they learned?

5 **Numbers in tens:** Point to the numbers on the elephants and read the numbers in the speech bubble together. Ask the children *What numbers are missing?* Have them complete the numbers. Then, have them look for the page with these numbers in their books. Remind them to look for the elephants!

ANSWERS

1 page 91
2 page 100 My pajamas are too big.
3 page 39 Thank you.
4 page 28 I want meat.
5 page 72 (the missing numbers are 30, 60, 90)

3 Listen and chant. 2•53

- Play the numbers in tens chant for the children to listen and join in. Hand out number flashcards (you can use the Number Cards from the Teacher's Resource Center, or use larger, homemade flashcards) and have the children hold them up as you chant.

4 Make things for the show.

- Focus on the children in the photo in the Student Book. Ask the class what they are doing.
- Explain to the children that they are going to decide what to include in the show: the songs, stories, chants, etc., and then prepare props and rehearse the show. Talk with the class about what acts you will include in the show, who you will perform it to, and when.
- When you have decided what songs, stories, and chants to perform, make props for the show. Try to get as many children involved in different activities as possible/practical. At this stage you will also want to assemble any instruments and costumes you might need. While all children should participate in group singing, chanting etc., those children who are not comfortable in individual roles can take more of leading role in making props, etc. so that each child has a chance to shine.
- As the children work, play music from the year and help the children as necessary.

Note: You might want to make the following: a program for the show, signs (these can simply announce the different sections of the show or they can show key words, alphabet items, and even speech bubbles and names of cast members/roles), or Posters.

See the Teacher's Resource Center for further resources (a Show Plan, templates for masks, signs, and a program).

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson enables the children to work together to decide which artistic activity they would like to do as part of a class performance. They must give their opinions, listen respectfully to those of others, and make choices based on these discussions. This develops their self-confidence and enables them to manage their behavior.

5 Practice.

- Focus on the pictures in the Student Book. Ask the class what the children are doing. Point to the photo and ask the class what the children are wearing and what they are holding. Which story are they performing? Which characters can the children see? Talk about how your show will be similar or different.
- Point to the smaller pictures on the left and ask what the children are doing. Read the sentences beneath each picture together. You can use these lines later in the show.
- Discuss the different things that the children need to practice. Discuss how important it is to speak/sing loudly and clearly so everyone can hear.
- Run through the various acts and practice several times until the children are confident. Use the appropriate level of audio and visual support.

6 Perform.

CRITICAL THINKING

- Remind the children before the show to enjoy the performance. Support the children and prompt them if they forget a line or forget what they need to do.
- Perform the show for parents or another class. Alternatively, make a video of the show and make it available to parents.
- Be generous with your praise, particularly for those who have worked more behind the scenes.
- Discuss the performance with the children. How did it go? What did they like best.
- Reinforce positive feedback to all children.

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It's a Wrap!

Primary Areas of Learning

Objectives
To revise language from the course
To personalize the language from the course

Language
Recycled: Parts of the classroom, Food, Birthday words, Places in a neighborhood, Outdoor activities, Musical instruments, Wild animals, Clothes

Materials
Audio track 2.54, Fifi Puppet, Units 1–9 Flashcards and Word Cards, a party hat, party favors, a wrapped present, party food (optional)

Other Areas of Learning

Communication and language development
Children develop their listening, speaking, and writing skills, as well as their capacity to focus their attention

Student Book Lesson 1 page 112

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Choose a selection of Flashcards and corresponding Word Cards. Place the Flashcards around the room or on different desks where they can clearly be seen. Ask the children to stand up, then say an item on a Flashcard and ask the children to walk to it. Repeat a few times. Hold up a Word Card and stick it on the board. Read the word together and ask the children, e.g., *Who can see a (monkey)?* The children try to find the corresponding Flashcard and be the first to bring it to the front.

1 Listen and find. 2•54

- Use the Fifi puppet to set the scene. Say *Fifi's very excited*. Ask the children if they know why. Bring out and identify different props – a party hat, party favors, a wrapped present. Ask the children what these are for. Tell them to guess what is going to happen.
- Look at the picture and ask the children what they can see. Ask *Who's this? What's this?* Explain to the class that it is someone's birthday. Say *It's Benny's birthday!*
- Play the recording and have the children find and point to the items on the page.
- Play the recording again for the children to repeat.

2 Complete and say.

- Read the words in the box together. Have the children sound out the words.
- The children can work individually or in pairs/small groups to complete the word labels.
- Point to and read the labels.

LITERACY

This lesson reviews the written form of words the children have already encountered. They write letters to complete words, focusing on blends and individual sounds to complete the words. This develops their reading and writing skills.

Activity Book Lesson 1 page 110

1 Write about you.

- Help the children read the questions and answers. They then complete the answers for themselves in each section.
- Invite volunteers to read their answers to the class.

Ending the lesson

- Inspired by Benny's birthday, you might want to have a mini end-of-year party with special treats and lots of fun.
- End the lesson with the *Goodbye routine* (see page 16).

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It's a Wrap!

Primary Areas of Learning

Objectives
To revise language from the course
To personalize the language from the course

Language
Recycled: Food, Actions, Musical instruments, Wild animals
I like (pasta). I'm good at (dancing). I like to play the (drums). My favorite animal is the (lion).

Materials
Fifi Puppet, Units 2, 5, 6, 8 Flashcards and Word Cards, colored pens/pencils/crayons, star stickers (optional)

Other Areas of Learning

Personal, social, and emotional development
Children consider their personal achievements from the beginning to the end of the course

Student Book Lesson 2 page 113

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Tell the children that it is the end of the school year, and they have learned a lot of new things. Ask them what they have learned about food. Have they tried any new foods? Have they had a picnic this year? What food did they eat? Have they eaten healthy food? Have the Fifi puppet tell the class what food she likes, e.g., *I like (pasta) and (fruit)!* Encourage as many children as possible to say what food they like too.
- Then, ask the children what outdoor activities they have done this year. Have they practiced any new activities? Have they got better? What are they good at? Have the Fifi puppet tell them what she is good at, *I'm good at (dancing)!* Encourage as many children as possible to say what they're good at too.
- What musical instruments have they played, learned about, or made this year? How did they play them? Have Fifi say, *I like to play the piano fast!* Finally, ask the children what animals they know about now. *Do they have (big teeth)? Where do they live? Are they scary?* Have Fifi say *My favorite animal is the (elephant)!* Encourage as many children as possible to say what their favorite animal is.

1 Draw yourself and write your name.

- Point to the star in the middle of the page and ask the children to draw and color a picture of themselves (or they could stick a picture). Then, they write their name on the line below.

2 Write about you.

- Point to the star shape and tell the children that they are the "stars"– teach the expression *You're a star!*
- Tell the children to that they are going to write about themselves and all the things that make them a star. Go through each of the sections and read the words. Stick the Flashcards and Word Cards on the board for support. Let the children work individually but help where needed.
- The children show their pages to the rest of the class and say their sentences.

Note: Less confident children can draw pictures instead of writing words.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT
In this lesson the children personalize the language they have learned through the year by talking and writing about themselves: their food preferences, their favorite animals, and things they are good at. This encourages them to express themselves and review their learning in a real-life context.

Activity Book Lesson 2 page 111

1 Write about you.

- Help the children read the questions and answers. They then complete the answers for themselves in each section.
- Invite volunteers to read their answers to the class.

Ending the lesson

- Congratulate the children for their hard work now and throughout the year. Tell them that they are all "stars". If possible give them little star stickers for their pages.
- End the lesson with the *Goodbye routine* (see page 16).

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Class Audio transcripts (Student Book)

This section contains the transcripts for the Class Audio CDs 1 and 2 (apart from the texts and dialogues which are on the Student Book pages).

The transcripts for the Literacy Book recordings (CD3) are on pages 171–173.

Hello unit

1•01

***Hello routine* song: Ready to learn**

Reach up to the sky, *(Stretch arms up above heads)*
Now down to the ground. *(Touch the floor)*
Touch your head, *(Touch head)*
Now cross your arms. *(Touch opposite shoulders)*
Touch your knees, *(Touch knees)*
And cross to your feet. *(Cross hands to touch feet)*
Stretch up high, *(Stretch arms up high)*
And put your thinking cap on. *(Pull imaginary cap on)*
Eyes up, eyes down, *(Look up and down)*
Look left, look right. *(Look left and right)*
Rub your ears – and pull, pull, pull. *(Rub edge of ear and pull lobes)*
Now touch your fingers – tip, tip, tip. *(Touch the tips of fingers on one hand with the fingers on the other)*
Now we're ready,
We're ready to learn.

1•02

Dad: I'm late! Bye, kids. Have a good day at school.
Kids: It's Dad!

Mom: Now the grapes are clean. It's time for school, kids!
Kids: It's Mom!

Grandma: Mmmm, that smells good! You can eat this after school.
Kids: It's Grandma!

May: La la la la – Now where's my red pen? Come here, you bad kitten!
Kids: It's May!

Grandpa: Phew, I'm hot and thirsty. That's better!
Kids: It's Grandpa!

Sam: I'm hungry. Mmm, delicious!
Kids: It's Sam!

Anna: Oh … uh …
Kids: It's Anna!

1•03

May / Grandpa / Grandma / Sam / Mom / Dad / Anna

1•04

Song: Time for school

It's time for school. *(Tap watch/wrist)*
Come, come and play. *(Beckon to others)*
It's time for school. *(Tap watch/wrist)*
It's a new school day. *(Make sun-rising motion with arms)*

Jump, jump, jump, *(Jump)*
Give me five, my friend! *(Make "Give me five" gesture with a partner)*
It's nice to see you all again. *(Wave to the others)*

It's time for school.
Come, come and play.
It's time for school.
It's a new school day.

1•05

Eleven boots. There are eleven boots.
Thirteen frogs. There are thirteen frogs.
Eight erasers. There are eight erasers.
Nine socks. There are nine socks.
Twenty beans. There are twenty beans.
Twelve stars. There are twelve stars.

1•07

Song: All the week

On Monday, we go on the swing.
On Tuesday, we dance and sing.
On Wednesday, we run around the house!

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

On Thursday, we climb and walk.
On Friday, we sit and talk.
On Saturday, we run around the house!

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

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

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

1•08

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

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

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

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

U says "u", V says "v", W says "w", X says "x",
Y says "y", Z says "z". One, two, three … Say the alphabet with me.

1•09
C, K says k, rock
S, W says sw, swim
S, K says sk, skip
S, P says sp, spin
S, T says st, stop
T, R says tr, truck
F, R says fr, frog
D, R says dr, drum
S, L says sl, sled
B, L says bl, black
F, L says fl, flip
S, H says sh, ship
C, H says ch, chop
T, H says th, thin
N, G says ng, sing

1•13
Child 1: Can you see a bath?
Child 2: Yes, I can. It's behind Prickly.

Child 2: Can you see a bus?
Child 1: No, I can't.

Child 1: Can you see a duck?
Child 2: Yes, I can. It's in the bath.

Child 1: Can you see a flag?
Child 2: Yes, I can. It's on the ship on the table.

Child 2: Can you see a fish?
Child 1: No, I can't.

Child 1: Can you see a frog?
Child 2: Yes, I can. It's next to the sofa.

Child 2: Can you see a swing?
Child 1: Yes, I can. It's on the tree.

Unit 1

1•14
Teacher: Where's the blue butterfly?
Sam: It's on the door.
Teacher: Where's the red butterfly?
May: It's on the ceiling.
Teacher: Where's the purple butterfly?
Sam: It's on the light.
Teacher: Where's the pink butterfly?
Sam: It's on the floor.
Teacher: Where's the yellow butterfly?
May: It's on the window.
Teacher: Where's the green butterfly?
Sam: It's on the sink.

1•15
door / ceiling / light / floor / window / sink

1•16
Boy: Are you pointing to the ceiling?
Girl: Yes, I am.
Girl: Are you pointing to the floor?
Boy: No, I'm not.
Boy: Are you pointing to the window?
Girl: No, I'm not.
Girl: Are you pointing to the door?
Boy: Yes, I am.
Boy: Are you pointing to the light?
Girl: Yes, I am.
Girl: Are you pointing to the sink?
Boy: No, I'm not.

1•17
Teacher: Close your eyes.
Girl: Okay. Are you pointing to the light?
Boy: No, I'm not.
Girl: Are you pointing to the floor?
Boy: Yes, I am.
Teacher: Good job! Now choose a new player.

1•19
Song: Dance school
Open the door
And come to my dance school …

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

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

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

Now close the door
And say "Goodbye!"

1•20
Child: Come with me.
Draw the stairs.
Walk up the stairs.
Walk to the door.
Draw the door.
Knock on the door.
Open the door.
Close the door.
Go to the light. Draw the light.
Turn on the light.
Go to the window.
Draw the window.
Go to the sink. Draw the sink.
Wash your hands.
Stand in the middle of the floor … and
Kids: SURPRISE!
Dance and sing!

1•25
Song: When we're at school
When we're at school
There's so much to do.
We play and we learn.
How about you?

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We read stories.
(We read stories, too.)

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

Unit 2

1•26
Dad: Pass the vegetables, please, Anna.
Anna: Here you are.
Dad: Thank you.

Sam: Mmm! This meat is delicious.

Mom: Pass the pasta, please.
Sam: Okay! Here you are.
Mom: Thank you.

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

Sam: Pass the rice, please.
Dad: Here you are, Sam.
Sam: Thanks, Dad.

1•27
meat / vegetables / fruit / pasta / rice / milk

1•28
Child 1: Do you want some fruit?
Child 2: Yes, please.
Child 1: Do you want some vegetables?
Child 2: Yes, please.
Child 1: Do you want some rice?
Child 2: No, thank you.
Child 1: Do you want some milk?
Child 2: Yes, please.
Child 1: Do you want some meat?
Child 2: No, thank you.
Child 1: Do you want some pasta?
Child 2: Yes, please.

1•29
Girl 1: Do you want some fruit?
Girl 2: Erm … No, thank you.
Girl 1: Do you want some fruit?
Boy: Yes, please.
Girl 1: Here you are.
Boy: Thank you.

1•31
Song: My tummy is so rumbly!
Girl: My tummy is so rumbly.
It's nearly time to eat.
I want something yummy,
Some vegetables, pasta, and meat.
It's nearly time to eat, nearly time to eat.

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

1•36
Song: Meal time
Boy: I'm so hungry. What's for breakfast?
Mom: Do you want some cereal?
Boy: Yes, please.
Mom: What about some milk?
Boy: Yes, please.
Mom: And some yogurt, and some fruit?
Boy: Oh yes, yes please.

Girl: I'm so hungry. What's for lunch?
Mom: Do you want a sandwich?
Girl: Yes, please.
Mom: What about some milk?
Girl: Yes, please.
Mom: And some yogurt, and some fruit?
Girl: Oh yes, yes please.

Boy: I'm so hungry. What's for dinner?
Mom: Do you want some pasta?
Boy: Yes, please.
Mom: What about some milk?
Boy: Yes, please.
Mom: And some yogurt, and some fruit?
Boy: Oh yes, yes please.

Unit 3

1•37
Sam: Look, everyone. There's one birthday cake.
Sam: There are six candles on my cake.
May: Look, there are four masks here.
Sam: And I have one mask.
May: Look, Sam! There are twenty cards.
Sam: And I have ten presents.
Anna: And there's one game.

1•38
birthday cake / candle / mask / card / present / game

1•39
Child 1: How many birthday cakes are there?
Child 2: Two.
Child 1: How many candles are there?
Child 2: Six.
Child 1: How many cards are there?
Child 2: Four.
Child 1: How many masks are there?
Child 2: Two.
Child 1: How many presents are there?
Child 2: Three.
Child 1: How many games are there?
Child 2: Two.

1•40
Girl 1: How many presents are there?
Girl 2: There are three in my box.
Boy: There are two in my box.
Girl 1: How many presents altogether?
All: There are five presents.

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1•42

Song: Treasure hunt

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

We'll look here,
We'll look there,
We'll look everywhere!

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

Repeat

1•48

Song: When's your birthday?

Chorus:
When's your birthday?
Tell me now.
When's your birthday?
I'll show you how.

January … Please stand.
February … Clap your hands.
March and April … Stamp your feet.
May and June … Dance to the beat.

(Repeat chorus)

July and August … Jump up and down.
September and October … Turn around.
November … Wiggle your nose.
December … Touch your toes.

(Repeat chorus)

Unit 4

1•50

Child 1: Where's Sam?
Child 2: He's at the swimming pool.
Child 1: Where's May?
Child 2: She's at the library.
Child 1: Where's Grandpa?
Child 2: He's at the coffee shop.
Child 1: Where's Dad?
Child 2: He's at the park.
Child 1: Where's Grandma?
Child 2: She's at the supermarket.
Child 1: Where's Anna?
Child 2: She's at the zoo.

1•51

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

1•52

Boy: Do you want to go to the swimming pool?
Girl: Yes, I do.
Girl: Do you want to go to the supermarket?
Boy: No, I don't.
Boy: Do you want to go to the zoo?
Girl: Yes, I do.
Girl: Do you want to go to the library?
Boy: Yes, I do.
Boy: Do you want to go to the park?
Girl: No, I don't.
Girl: Do you want to go to the coffee shop?
Boy: No, I don't.

1•53

Boy: Do you want to go to the zoo?
Girl: Yes, I do.

1•55

Song: I want to go …

I want to go to a nice cool lake.
I want to swim,
And splash and shake,
In a nice cool lake.
La-la, la-la, la. La-la-la, la-la, la.

Chorus:
If you are feeling low,
Where do you want to go?
La-la, la-la, la. La-la-la, la-la, la.

I want to go to an ice cream shop.
I want to eat ice cream,
It's so very hot.
La-la, la-la, la. La-la-la, la-la, la.

(Repeat chorus)

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

(Repeat chorus)

1•59

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

1•61

Song: Numbers all around us

Numbers all around us, can you see?
Numbers all around us, find them with me.
Twenty, twenty-one, twenty-two …
I can see a number on a bus – can you?
Twenty-three, twenty-four …
I can see a number on a door.
Twenty-five, twenty-six, twenty-seven – hey!
I can see a number on a train.
Twenty-eight, twenty-nine …
I can see a number on a sign.
Numbers all around us, can you see?
Numbers all around us, find them with me.

Unit 5

1•62

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

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1•63
dance / run / jump rope / roller skate / ride a bike / ride a scooter

1•64
Child A: Are you dancing?
Child B: Are you riding a bike?
Child A: Are you riding a scooter?
Child B: Are you roller skating?
Child A: Are you jumping rope?
Child B: Are you running?

1•65
Child 1: Are you riding scooters?
Children 2 and 3: No, we aren't. We're riding bikes.

1•67
Song: When we go out to play
When we go out to play,
We love flying our kites.
Flying our kites, flying our kites,
On a cool and windy day.

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

1•69
Adult: Do you want to color Fifi's kite?
Child: Oh, yes, please. What color?
Adult: Can you see the triangles?
Child: Yes. There are two.
Adult: That's right. Color them red.
Child: Red? Okay. Done.

Adult: How many squares are there?
Child: There are two here and two here. That's four altogether.
Adult: That's right! Four squares. Color them blue … purple … yellow … and green.
Child: One … two … three … four.

Adult: Great. Now the rectangle. Color the rectangle red.
Child: It looks great!
Adult: Yes. Good job!

1•73
Song: Everyone's different
Everyone's different.
What can you do?
I'm good at catching.
How about you?

Everyone's different.
What can you do?
I'm good at throwing.
How about you?

Everyone's different.
What can you do?
I'm good at kicking.
How about you?

Unit 6

2•01
Anna: What are they?
May: They're lions.
Anna: What are they?
Sam: They're elephants.
Anna: What are they?
May: They're giraffes.
Anna: What are they?
Sam: They're crocodiles.
Anna: What are they?
May: They're parrots.
Anna: What are they?
Sam: They're monkeys.

2•02
lion / elephant / giraffe / crocodile / parrot / monkey

2•03
Child A: Do parrots have big teeth?
Child B: No, they don't.
Child B: Do monkeys have long necks?
Child A: No, they don't.
Child A: Do elephants have long noses?
Child B: Yes, they do.
Child B: Do giraffes have long necks?
Child A: Yes, they do.
Child A: Do crocodiles have big teeth?
Child B: Yes, they do.
Child B: Do lions have long noses?
Child A: No, they don't.

2•04
Girl: Do they have big teeth?
Boy: Yes, they do.
Girl: Do they have long tails?
Boy: Yes, they do.
Girl: Do they have big ears?
Boy: No, they don't!
Girl: They're crocodiles!
Boy: Yes.

2•06
Song: Jungle song
Lions are very, very scary.
They have sharp teeth,
And their bodies are hairy.
They growl and hiss,
And make a fuss.
But they're not scarier,
Not scarier than us!
Grrrrrr!

Crocodiles are very, very scary.
They have cold eyes,
And their bodies are scaly.
They snap and hiss,
And make a fuss.
But they're not scarier,
Not scarier than us!
Grrrrrr!

Elephants are very, very scary.
They have long noses,

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And their ears are wavy.
They trumpet and stomp,
And make a fuss.
But they're not scarier,
Not scarier than us!
Grrrrrr!

2•12

Song: I'm growing taller
I'm taller than the monkey.
Can you see?
But that zebra's still
Taller than me!

Chorus:
I'm growing taller.
I'm growing stronger.
My pants are getting shorter,
Or my legs are getting longer.

I'm taller than the penguin.
Yes, it's true!
I'm taller than the deer,
But I'm shorter than you.

(Repeat chorus)

Unit 7

2•14
Child 1: She's helping the doctor. She's a nurse.

Sam: Mmm, yummy pasta!
Child 1: He's cooking pasta. He's a chef.

Child 2: He's in a taxi. He's a taxi driver.

Child 3: She's wearing a yellow hat. She's a firefighter.

Child 4: He's playing with the firefighter. He's a police officer.

Anna: Poor Bird.
Child 5: She's helping Bird. She's a vet.

2•15
chef / police officer / firefighter / nurse / taxi driver / vet

2•16
Child A: Is she a firefighter?
Child B: Yes, she is.
Child B: Is he a police officer?
Child A: No, he isn't. He's a taxi driver.
Child A: Is he a police officer?
Child B: Yes, he is.
Child B: Is she a nurse?
Child A: No, she isn't. She's a vet.
Child A: Is she a nurse?
Child B: Yes, she is.
Child B: Is he a chef?
Child A: Yes, he is.

2•17
Child 1: Number 6!
Child 2: Is he a police officer?
Child 1: No, he isn't.
Child 2: Is he a chef?
Child 1: No, he isn't.
Child 2: Okay, … he's a taxi driver!
Child 1: Yes, that's right!

2•19

Song: We are chefs
We are chefs dressed in white,
Cooking for people day and night.
Yes, yes, oh yes, that's right.

We are firefighters dressed in yellow,
Helping people day and night.
Yes, yes, oh yes, that's right.

We are vets dressed in green,
Helping animals day and night.
Yes, yes, oh yes, that's right.

We are zookeepers dressed in brown,
Helping animals day and night.
Yes, yes, oh yes, that's right.

2•24

Song: People who help us
Chorus:
People who help us every day
We just have one thing to say:
Thank you!

Thank you to the firefighter,
For putting out the fire,
Climbing up the ladder,
Higher and higher.

(Repeat chorus)

Thank you to the nurse,
For helping when we're sick,
Giving us our medicine,
So we get better quick!

(Repeat chorus)

Unit 8

2•25
Sam: I'm playing the guitar.
May: I'm playing the flute.
Girl: I'm playing the tambourine.
Boy: I'm playing the shaker.
Anna: I'm playing the drums.
Teacher: I'm playing the piano.

2•26
drums / guitar / flute / tambourine / shaker / piano

2•27
(sound of drum) She likes to play the drums.
(sound of tambourine) He likes to play the tambourine.
(sound of piano) She likes to play the piano.
(sound of flute) He likes to play the flute.
(sound of guitar) She likes to play the guitar.
(sound of shaker) He likes to play the shaker.

2•28
1 *(sound of piano)* She likes to play the piano.
2 *(sound of drum)*
3 *(sound of shaker)*
4 *(sound of tambourine)*
5 *(sound of flute)*
6 *(sound of guitar)*

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2•30

Song: Dance like a big, big bear

I like to play the drums,
And the music is loud, loud, loud.
Shake your legs.
Move your arms wide out there.
Clap your hands,
And dance like a big, big bear.

I like to play the guitar,
And the music is fast, fast, fast.
Shake your legs.
Move your arms wide out there.
Clap your hands,
And dance like a big, big bear.

I like to play the flute,
And the music is slow, slow, slow.
Shake your legs.
Move your arms wide out there.
Clap your hands,
And dance like a big, big bear.

I like to play the piano,
And the music is soft, soft, soft.
Shake your legs.
Move your arms wide out there.
Clap your hands,
And dance like a big, big bear.

2•31

1 *(sound of someone playing the flute quickly)*
2 *(sound of someone playing the drums quietly)*
3 *(sound of someone playing the guitar slowly)*
4 *(sound of someone playing the tambourine quickly)*
5 *(sound of someone playing the piano slowly)*
6 *(sound of someone playing the shaker in a lively way)*

2•36

1 *(piano music getting louder)*
2 *(violin music getting slower)*
3 *(trumpet music getting quieter)*
4 *(flute music getting faster)*

2•37

(Sounds of solo instruments, one at a time:)
1 *(guitar)*
2 *(trumpet)*
3 *(violin)*
4 *(shaker)*
5 *(piano)*

2•38

Song: We love music

Chorus:
We love music.
We like to sing.
We like to play . . .
Everything!

Play the violin.
Play the trumpet.
Or just sing along with us.
La, la-la, la, la. La. La. la.

(Repeat chorus)

Play the piano.
Play the guitar.
Or just sing along with us.
La, la-la, la, la. La. La. la.

(Repeat chorus)

Unit 9

2•39

May's wearing jeans.
Anna's wearing pajamas.
Sam's wearing a tracksuit.
May's wearing a shirt.
Anna's wearing slippers.
Sam's wearing sneakers.

2•40

jeans / pajamas / a tracksuit / a shirt / slippers / sneakers

2•41

Girl: Is he wearing black jeans?
Boy: No, he isn't. He's wearing blue jeans.
Boy: Is she wearing purple slippers?
Girl: Yes, she is.
Girl: Is he wearing orange sneakers?
Boy: No, he isn't. He's wearing black and white sneakers.
Girl: Is he wearing a red shirt?
Boy: Yes, he is.
Boy: Is she wearing a purple tracksuit?
Girl: No, she isn't. She's wearing an orange tracksuit.
Girl: Is she wearing green pajamas?
Boy: Yes, she is.

2•42

Boy: Is he wearing blue jeans?
Girl: No, he isn't.
Boy: Is he wearing a green tracksuit?
Girl: Yes, he is.
Boy: It's number 1.
Girl: Yes!

2•44

Song: Ding dong

Ding dong, ding dong,
It's time to get up.
Is he putting on his jeans?
Yes, he is.
Is he putting on his shirt?
Yes, he is.
Is he putting on his shoes?
Yes, he is.

And he's taking off his pajamas
That are red and very scratchy,
And make his skin all patchy.
He's taking off his pajamas,
Yes, he is.
Scratch, scratch.

Ding dong, ding dong,
It's time to go to bed.
Is she taking off her tracksuit?
Yes, she is.
Is she taking off her socks?
Yes, she is.

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Is she taking off her sneakers?
Yes, she is.

And she's putting on her pajamas
That are red and very scratchy,
And make her skin all patchy.
She's putting on her pajamas,
Yes, she is.
Scratch, scratch.

2•46
Boy: Can I color the books?
Adult: Sure. How many can you see?
Boy: Er, well there's one on the shelf.
Adult: That's right. Color the book on the shelf red.
Boy: Okay. And there's a book on the table.
Adult: Now color the book on the table blue.
Boy: Blue, right. What now?
Adult: Find Benny. Can you see the book under his bed?
Boy: Yes. Can I color it orange?
Adult: Sure. Color it orange. Now, can you see one more book?
Boy: Erm … yes! There it is! It's under the chair.
Adult: Good boy. Color it yellow.
Boy: Yellow, okay. Finished!
Adult: Good job!

2•50
Song: Do you want a story?
Do you want a story?
Pick up a book.
What's it all about?
Let's take a look.

Pirates in a ship,
Sailing on the sea.
I can be a pirate,
You can sail with me.

Do you want a story?
Pick up a book.
What's it all about?
Let's take a look.

A secret superhero,
In a mask and hood.
I'm a superhero,
Fighting for the good.

The Show and Tell Show!

2•52
Benny: Let's think what we can do for our show!
Fifi: I've got an idea. Let's all sing a song!
All: Yes!
Fifi: My favorite song is …
[extract from Unit 8 song "Dance like a big, big bear", track 2.30]

Benny: And let's all act out a story!
All: Yes!
Benny: My favorite story is …
[extract from Unit 9 story "The Red Pajamas", track 2.43]

Prickly: What can we do now? I know, let's all chant!
All: Yes!
Prickly: My favorite chant is …
[extract from Unit 3 "Caring for your family" chant, track 1.45]

Benny: Let's all say another chant!
All: Yes!
[extract from Unit 2 Phonics chant for "ea", track 1.32]

Fifi: Let's all say numbers now!
All: Yes! 10, 20, 30 …

All: And now let's all say goodbye! Thank you! Hooray!

2•53
Adult: Can you count to twenty? Yes, or no?
Kids: Yes, I can.
Adult: Right, let's go!
Kids: One, two three, four, five, six, seven,
Eight, nine, ten, eleven, twelve!
Thirteen, fourteen, fifteen, sixteen,
Seventeen, eighteen, nineteen, twenty!
Adult: Twenty! Hey! Good job! Wow! Let's sing lots more numbers now.
Kids: Twenty-one, twenty-two, twenty-three, twenty-four,
Knock, knock, knock on the door.
Twenty-five, twenty-six, twenty-seven, twenty-eight,
Watch me, I can roller skate.
Now we're up to twenty-nine.
Splash, splash down a water slide.
Thirty, forty,
Stretch up taller.
Fifty, sixty,
Play the violin.
Seventy, eighty,
Here's a train.
Ninety, a hundred,
Here's a truck.
Adult: A hundred. Hey! Good job! Wow! You know SO many numbers now!
Kids: Hooray! Woo hoo! Good job!

It's a Wrap!

2•54
Child 1: Where's Benny?
Child 2: He's at the coffee shop.

Child 1: Look at the coffee shop.
Child 2: There's a big window.

Child 1: What's on the table?
Child 2: Bread.

Child 1: Look at the parrot in the white hat. Is he a chef?
Child 2: Yes, he is.

Parrot/chef: Happy birthday, Benny! Do you want some cake?
Benny: Yes, please!

Child 1: Look at the monkey. Is he playing the violin?
Child 2: No, he isn't. He's playing the flute.

Fifi: Happy Birthday, Benny! This scooter is for you.
Benny: Oh, thank you! I love riding scooters.

Child 1: Look at Prickly. Is she wearing a cape?
Child 2: Yes, she is.

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Literacy Book transcripts

Unit 1

1•01
C H says *ch*: children, cheese, chair
T C H says *ch*: catch, kitchen, stretch

1•02
1 watch **2** fish **3** fetch **4** switch **5** brush **6** match

1•03
1 fetch **2** switch **3** pitch **4** lunch **5** chick **6** patch
7 bench **8** check

1•04
In A Ditch
1 This is Sam and his friend, Mitch. Sam is in a ditch.
Sam: Please help, Mitch!
2 Mitch gets Dad.
Dad: Where's Sam, Mitch?
3 Mitch and Dad run back to Sam. Dad has a rope.
Dad: Catch the rope, Sam.
4 Dad gets Sam up.
Sam: Thanks, Dad! Thanks, Mitch!

1•05
This is my dog, Patch.
He can run and catch.
He can stand on two legs.
He can sit and scratch.

Patch can swim. Patch can sit.
Patch can fetch a stick.
Patch can stretch. Patch can beg,
And he is very quick.

Unit 2

1•06
E A says *eeee*: peach, leaf, seal, read, beach, meat

1•07
1 peach **2** red **3** beak **4** leak **5** steam **6** lip

1•08

1 peach	beach
2 beak	weak
3 seal	meal
4 read	lead

1•09
At The Beach
1 Mel and Jean are at the beach.
2 They have a picnic lunch.
Mel: It's hot. Let's swim in the sea.
3 Seagulls eat the picnic!
Mel and Jean: Stop!
4 **Jean:** It's okay. We can get a meal and an ice cream!

1•10
Have a seat
And let's eat.
What's for lunch?

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

Waiter: Eat some fish and some peas.
Eat some ice cream.
Girl: Yes, please!

Have a seat
And let's eat.
What's for lunch?

Unit 3

1•11
A Y says *aaaay*: day, pay, say, play, gray, crayon.

1•12
1 way **2** hay **3** tree **4** clay **5** tray **6** sea

1•13
1 play **2** gray **3** say **4** pay **5** sea **6** crayon

1•14
What's This?
1 This animal is big and gray.
2 It eats hay.
3 It can spray.
4 It's running away! What is it?

1•15
I'm an elephant.
I'm big and gray.
This is my trunk,
And this is my tail.

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

Unit 4

1•16
O O says *ooooo*: zoo, pool, school, moon, boot, stool

1•17
1 root
2 hoop
3 bat
4 moon
5 spin
6 stool

1•18

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

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1•19

At The Zoo

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

1•20

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

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

(Repeat chorus)

Unit 5

1•21

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

1•22

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

1•23

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

1•24

My favorite food, by Jack.

This is my favorite food. It's an omelet. Try it!
1 Get a pan, two eggs, cheese, or mushrooms.
2 Crack the eggs. Mix.
3 Ask Mom or Dad to fry the eggs.
4 Add cheese or mushrooms.
5 Eat it up!
6 Clean and dry the pan.

1•25

Mom: I have some eggs.
I have some cheese.
Do you want an omelet?
Girl: Yes, please!

Mom: Crack the eggs.
Mix the eggs.
Fry the eggs.
Now eat up!

Unit 6

1•26

O A says *o*: goat, toad, foal, road, boat, goal

1•27

1 goal **2** food **3** road **4** coat **5** boot **6** loaf

1•28

1 toad **2** boat **3** coat **4** goat

1•29

The Cockroach

1 This is a cockroach. It's on a root.
Toad: Croak.
2 Oh no! There's a toad. Toads eat cockroaches.
3 The cockroach runs away. It jumps on a leaf. The leaf floats on the stream.
4 The leaf stops. A frog eats the cockroach.

1•30

What's that animal on the road?
Is it a frog, or is it a toad?

Frogs are wet. Toads are dry.
Frogs can leap, but they are shy.

Toads can jump, and they can croak,
But the frog is catching the cockroach!

Unit 7

1•31

E R says *er*: teacher, farmer, helicopter
O R says *or*: actor, sailor, alligator

1•32

1 doctor **2** nurse **3** chef **4** firefighter **5** zookeeper
6 vet **7** taxi driver **8** singer

1•33

1 river **2** doctor **3** mirror **4** tractor **5** letter
6 vendor **7** summer **8** winter

1•34

The Flying Goat

1 It's summer. Farmer Tom is in his tractor. There's his goat. It's stuck in the river.
2 Farmer Tom tells the vet.
Farmer Tom: My goat is stuck in the river.
Vet: No problem.
3 What's that in the sky?
Farmer Tom: I think it's a helicopter.
4 The vet lifts the goat. The goat is flying.
Farmer Tom: Thank you!
Goat: Maaa!

1•35

You can be a farmer in a big, red tractor.
You can be a sailor in a big, gray boat.
You can be a doctor, helping sick children.
Or you can be vet, helping a goat.

You can be an actor, playing a hero.
You can be a singer, singing a song.
Or you can be a teacher in a school,
Saying to the children, "Sing along!"

Unit 8

1•36

O U says *ou*: cloud, house, count, mouse, flour, shout

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1•37
1 mouse **2** shut **3** mouth **4** flour **5** loud **6** peach

1•38

1 mouse	house
2 shout	out
3 flour	our
4 loud	cloud

1•39
Where's Mick?
1 This is Jay.
Jay: Mick is my mouse. This is his house.
2 Today, Mick is out of his house.
Jay: Where is he?
3 Grandma is in the kitchen. Mick is in the kitchen, too.
4 Grandma drops the flour and shouts.
Grandma: Jay!

1•40
Chorus:
Where's the mouse?
Where's the mouse?
It's out of its house.
Where's the mouse?

Is it in the toy box,
Or under the rug?
No. It's in the kitchen,
Hiding in a jug!

(Repeat chorus)

Unit 9

1•41
O O says *oo*: book, foot, wood, hook, hood, wool

1•42
1 look **2** woof **3** cloud **4** good **5** rug **6** cook

1•43
1 foot **2** stool **3** look **4** hook **5** moon **6** good
7 spoon **8** hoop

1•44
Dynaman
1 This is Dynaman. He's looking for crooks.
2 There's a crook, Dynaman! He's stealing a bag. Stop him!
3 Dynaman stops the crook and gets the bag. Good job, Dynaman.
Woman: Thank you!
4 **Boy:** Mom, is Dynaman real?
Mom: No, he's just in a book.

1•45
There's a crook in a hood.
Look, here's Dynaman.
He is strong. He is good.
Dynaman, Dynaman.

Get the bag. Get the crook.
Thank you, Dynaman.
Is he just in a book?
Dynaman, Dynaman.

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Wordlist

actor
angry
art room
ballet shoe
basketball
bat
beads
between
birthday cake
bite
blanket
bread
breakfast
butter
butterfly
candle
cape
card
ceiling
centimeter
cereal
chef
classroom
clock
close (the door / your books)
coffee shop
come in
computer room
cool
costume
count
crocodile
cross your legs
cry
dance
dance school
deer
dessert
dinner
doctor
door
drive
drums
eighty
elephant
eye patch
fairytale
fast / faster
fifty
firefighter
fire station
fire truck
fit
foal
floor
flute
forest
forty
fruit
fun
game
get fit
get married
giraffe
glasses
go fast
go out to play
gorgeous
guitar
help me
hit
hook
horrible
hospital
hurting
ice cream shop
jeans
jump rope
king
kitten
knock (on the door)
know
library
light
lion
listen
long
look after
look out
loud / louder
lunch
mask
meat
meter
milk
monkey
morning
mouth
neck
necklace
net
night
ninety
noise
nurse
o'clock
one hundred
open (the door / your books)
out
paddle
paint pictures
pajamas
pancakes
park
parrot
party
pasta
peaches
peas
perfect
piano
pirate
police officer
police station
present
prickles
quiet / quieter
race
rat
read stories
rice
ride a bike
ride a scooter
river
roller skate
run
safe
salad
scared
scary
school
schoolyard
seventy
shaker
sharp
shiny
shirt
shout
sick
silly
singer
silver
sink
sit down
sixty
sky
sleep
sleepy
slippers
slow / slower
smart
sneakers
snore
soccer
sounds
sparkling
stairs
stand (up)
stamp your feet
stay
street sign
stretch
superhero
supermarket
super bear
surprise
swap
sweet
swimming pool
table tennis
tail
take off
tall / taller
tambourine
taxi driver
teacher
teeth
thirty
tiara
tired
toad
tracksuit
treasure hunt
trick
trumpet
try
turn on
try on
twenty
twenty-eight
twenty-five
twenty-four
twenty-nine
twenty-one
twenty-seven
twenty-six
twenty-three
twenty-two
uniform
use computers
vegetables
vet
violin
wand
water slide
way
win
window
wings
wool
work
zoo
zookeeper
zooming

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Flashcard List (Level 3)

Unit 1
1 floor
2 window
3 door
4 ceiling
5 light
6 sink

Unit 2
7 meat
8 vegetables
9 fruit
10 pasta
11 rice
12 milk

Unit 3
13 (birthday) cake
14 present
15 card
16 mask
17 candle
18 game

Unit 4
19 swimming pool
20 zoo
21 library
22 supermarket
23 coffee shop
24 park

Unit 5
25 dance
26 run
27 jump rope
28 roller skate
29 ride a bike
30 ride a scooter

Unit 6
31 elephant
32 giraffe
33 crocodile
34 monkey
35 lion
36 parrot

Unit 7
37 chef
38 police officer
39 firefighter
40 nurse
41 taxi driver
42 vet

Unit 8
43 flute
44 piano
45 drum
46 tambourine
47 shaker
48 guitar

Unit 9
49 tracksuit
50 sneakers
51 jeans
52 shirt
53 pajamas
54 slippers

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