

American English

First Friends

1

Teacher's Book



Susan Iannuzzi

OXFORD

First Friends

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UNIVERSITY PRESS

Level 1 Scope and sequence

Topics & Objectives	Vocabulary	Structure	Values & Everyday English	Songs & Projects	Alphabet
1 Hello (Introductions) <ul style="list-style-type: none"> • Say hello • Introduce yourself to other people 	Baz Jig Pat Tess Numbers 1–5	<i>Hello.</i> <i>What's your name?</i> <i>I'm ...</i>	Being polite <i>How are you?</i> <i>I'm fine, thanks.</i>	Hello, Friends! Pat and Jig, Count To Five A & B song	Aa ant Bb bear
2 My Family (Immediate family members) <ul style="list-style-type: none"> • Ask about people • Identify family members 	brother dad grandma grandpa mom sister	<i>Who's this?</i> <i>It's my (grandma).</i>	Respecting your elders <i>After you.</i> <i>Thank you.</i>	Who's This? C & D song	Cc cloud Dd donut
3 My School (School possessions) <ul style="list-style-type: none"> • Ask about and identify things • Listen to and perform simple actions 	bag book chair crayon pencil table	<i>What's this?</i> <i>It's a (bag).</i> <i>Stand up.</i> <i>Sit down.</i> <i>Quiet, please.</i>	Behaving at school <i>Please open your book.</i> <i>Sorry, (Miss Jackson).</i>	Hello, Children. E & F song	Ee elephant Ff frog
4 Colors <ul style="list-style-type: none"> • Ask about and describe objects by color 	blue green orange purple red yellow	<i>What color is it?</i> <i>It's (red).</i>	Taking turns <i>It's your turn.</i>	What Color Is It? Rainbow Colors G & H song Project: making a rainbow	Gg gift Hh hug
5 My Toys <ul style="list-style-type: none"> • Describe toys by color 	ball car doll jump rope teddy toy box	<i>It's a (red) car.</i>	Sharing with others <i>Here. Have my (teddy bear).</i>	It's a Purple Doll. I, J, & K song	Ii igloo Jj jam Kk kangaroo

Topics & Objectives	Vocabulary	Structure	Values & Everyday English	Songs & Projects	Alphabet
6 My Face <ul style="list-style-type: none"> Identify parts of the face using pronouns 	ears eyes face mouth nose Numbers 6–10	<i>Wash your (face).</i> <i>Dry your (ears).</i> <i>Touch your (ears).</i> <i>Clap.</i>	Keeping clean <i>(Wash) your (face), please.</i> <i>Yes, Mom.</i>	1, 2, 3 L, M, & N song	Ll <i>lemon</i> Mm <i>monkey</i> Nn <i>nest</i>
7 My Clothes <ul style="list-style-type: none"> Identify clothes using pronouns 	cap jacket pants shoes skirt T-shirt	<i>This is my (skirt).</i> <i>These are your (shoes).</i>	Respecting your clothes <i>Put on your smock.</i> <i>Yes, Miss Jackson.</i>	These Are Pants O, P, & Q song Project: decorating a T-shirt	Oo <i>octopus</i> Pp <i>penguin</i> Qq <i>quiet</i>
8 Food <ul style="list-style-type: none"> Ask about and request quantities of food 	banana cookie orange sandwich tomato water	<i>How many (cookies)?</i> <i>(Three) (cookies), please.</i> Plurals	Eating healthily <i>Have a healthy snack.</i>	A Sandwich For You R, S, & T song	Rr <i>rainbow</i> Ss <i>sun</i> Tt <i>tiger</i>
9 On the Farm (Farm animals) <ul style="list-style-type: none"> Ask about and identify animals 	chicken cow duck goat horse pig	<i>Is it a (goat)?</i> <i>Yes, it is</i> <i>No, it isn't.</i>	Respecting nature <i>Don't touch, please</i>	Is it a Duck? Hello, Pig! U, V, & W song Project: making an animal puppet	Uu <i>up</i> Vv <i>violin</i> Ww <i>wave</i>
10 Big and Small (Sizes) <ul style="list-style-type: none"> Ask about and describe things by size 	big long short small thick thin	<i>It's (big).</i> <i>Is it (short)?</i>	Working together <i>Let's do it together.</i> OK	It's Small. X, Y, & Z song Alphabet song	Xx <i>box</i> Yy <i>yo-yo</i> Zz <i>zipper</i>

Introduction

Welcome to the course

First Friends is a three-level course for kindergarten or pre-primary children. It is an engaging introduction to English which uses a range of activities, games, and songs that motivate and help young learners succeed in English.

The course is based on the principle that all children want to learn and can succeed in learning. *First Friends* provides children with useful, age-appropriate vocabulary, basic structures, and the tools to develop solid literacy and numeracy skills. These are presented through entertaining and interesting characters who introduce the children to English through games, songs, and stories.

Objectives

The key objectives of *First Friends* are:

- to develop language skills that will give children a solid foundation in English for their primary education.
- to develop a basic understanding of and ability to use English in meaningful, age-appropriate contexts.
- to foster a positive attitude toward learning English.
- to present the names and sounds of all the English letters so that children become familiar with the English alphabet.
- to promote positive social values applicable to the home and school environment.

Characters

Four lively characters introduce children to the world of English. They also model good behavior.

Baz is a four-year-old boy in his first year of kindergarten. He is good-natured and kind. He does not always do the right thing, but he tries his best. Many of the children will identify with Baz as he tries to learn new things.

Tess is Baz's athletic and fun older sister. She is seven years old. She is eager to guide Baz and is forgiving of his mistakes.

Pat and **Jig** are the children's stuffed animals. They represent the pretend world of the child. When Pat and Jig are with the characters, they are soft plush toys, but when they are on their own, they have their own adventures in an imaginary toy world. Pat is sometimes a little bit naughty, but earnest Jig keeps an eye out for him. Through their stories and adventures, Pat and Jig help develop children's creativity and look at the world in a new way.


In addition to these four main characters, Tess and Baz's younger brother **Adam** is born at the end of Level 1. He is the baby of the family, and both Tess and Baz delight in taking care of him. Baz especially enjoys being the older brother. Towards the end of the second level, Tess's cousin, **Maggie** is introduced. She is quiet and shy. She appears in Level 3, along with Baz's outgoing new friend at school, **Sam**.

Components

Student Book / (SB)

The Student Book is colorful, lively, and easy to use. It is the main course component. It contains vocabulary, stories, songs, games, and chants that will enable children to achieve the course objectives.

Each page of the Student Book corresponds to one lesson. There is a small box at the top of each page that indicates the activities for that page. This helps you to see what each lesson is about. Each instruction in the box corresponds to a section in the teaching notes for that lesson. The information in this box is not intended for the children.

The icon  20 indicates that there is an audio component for that activity, and the number following the icon is the Class Audio CD track number.

Activity Book / (AB)

The Activity Book provides practice of the material introduced in the Student Book. Each Activity Book page follows up on the material presented in the corresponding Student Book page.

The Activity Book is the main pencil and paper practice of the course. The Activity Book develops children's reading, writing, numeracy, language, and fine motor skills through a variety of fun and motivating activities. It also incorporates oral language development as many of the activities include a 'Say' component. The activities are easy-to-do, underscoring the course philosophy that all children want to and can succeed. Thus, the activities may be set up in class and completed at home.

The Activity Book also contains a review lesson for each unit, which consolidates the main literacy, numeracy, and vocabulary content of the unit. It may be done in class as consolidation or as preparation for a progress check. It may also be done at home for review.

At the back of the Activity Book are some extra resources: at Level 1 and 2 there is a Picture Dictionary, cutouts of the course characters, and a page of all the song lyrics; and at Level 3 there is a numbers spread, a writing grid, a craft activity (to consolidate colors), and a page of all the Level 3 song lyrics.

The Level 1 and 2 Picture Dictionary can either be completed after each letter is introduced or used for home study, for example, during vacations.

The Level 1 finger puppets and Level 2 cutout characters can be used where appropriate to act out the dialogues in class. Children can either hold up a finger puppet or a cutout (instead of the Picture Card of the character) or you could make some character badges (by sticking the cutouts onto cardboard and sticking safety pins on the back) which children could wear during role-plays.

The Level 3 numbers spread is used to consolidate numbers 1–20, both numerals and the written form.

The Level 3 writing grid can be used for any extra writing practice the children need, for example, extra practice of any letters they are having difficulty with.

The Level 3 craft activity (making a beach umbrella) consolidates the colors that children have learned throughout the two levels.

The page of song lyrics (all levels) is given as a resource for parents so that they can remind their children of the song lyrics if they wish to (and are able to read English). This can be used at home, in conjunction with the Student Audio CD (see below) to sing and enjoy the songs from the course.

Teacher's Book (TB)

The Teacher's Book is clear and easy-to-use. It provides notes to cover up to eight teaching sessions per week (when all components are utilized fully), but if fewer sessions are available, the material can easily be adapted to fit.

You can see at a glance the objectives and materials needed for each lesson. There is always a suggestion for a warm-up activity, which is followed by notes for the core activities listed in the Student Book and corresponding page of the Activity Book. Most lessons contain an optional activity should you want to give your children more practice or have extra time. Following the six core lessons of the Student Book, there are notes for the Activity Book Review page of each unit.

The TB also contains a wealth of photocopiable material. This consists of progress checks, phonics practice, and (at Level 3) numbers practice. The photocopiable material augments the material in the Student Book and Activity Book. It contains games and other fun activities as well as further pencil and paper practice of key concepts.

In Level 1, there is a one-page vocabulary progress check for each unit, and a one-page alphabet progress check for every two units. See pages 84–98. In addition, there is a two-page mid-year and two-page end-of-year progress check. See pages 99–100.

The alphabet photocopyables can be found on pages 108–111. These practice pages consolidate the letter forms through games and activities.

Page 109 (TB2 only) contains a writing model for the English alphabet, showing the starting points and direction of the pen strokes for each letter.

CDs – Class Audio CD, Student Audio CD

The Class Audio CD at each level contains all the audio material for the course, including all the new vocabulary, dialogues, songs, chants, and stories. The recordings feature only native speakers of English and expose children to accurate and authentic models of presentation. This CD is for use by the teacher in class.

In addition, at each level, there is a Student Audio CD for the children to use at home. This Audio CD is packaged with the Student Book, and contains all the material from the Class CD plus karaoke versions of the songs so that children can enjoy the course material at home and share it with their families.

Picture Cards

Picture Cards are an important teaching tool at the kindergarten level, and they are used in the majority of lessons in *First Friends*. They are used to present new vocabulary, letters, colors, and numbers, to conduct other activities and games, to check answers, and to act out dialogues and songs. The lesson notes give advice on how and when to use them. Each Picture Card is numbered and each lesson specifies which Picture Cards are needed.

Level 1 has 108 Picture Cards:

- 82 Vocabulary Picture Cards with pictures of all new vocabulary
- 26 Alphabet Picture Card with a picture for each letter

Level 1 Picture Card list

1	Baz	43	mouth
2	Tess	44	nose
3	Jig	45	lemon
4	Pat	46	monkey
5	ant	47	nest
6	bear	48	pants
7	mom	49	jacket
8	dad	50	shoes
9	grandma	51	T-shirt
10	grandpa	52	skirt
11	sister	53	cap
12	brother	54	octopus
13	cloud	55	penguin
14	donut	56	quiet
15	crayon	57	banana
16	bag	58	cookie
17	book	59	orange
18	chair	60	sandwich
19	pencil	61	water
20	table	62	tomato
21	elephant	63	rainbow
22	frog	64	sun
23	blue	65	tiger
24	green	66	chicken
25	purple	67	cow
26	yellow	68	duck
27	red	69	goat
28	orange	70	horse
29	gift	71	pig
30	hug	72	up
31	doll	73	violin
32	teddy bear	74	wave
33	car	75	big
34	jump rope	76	small
35	ball	77	thin
36	toy box	78	thick
37	igloo	79	long
38	jam	80	short
39	kangaroo	81	box
40	face	82	yo-yo
41	ears	83	zipper
42	eyes		

Course structure

Each level of *First Friends* consists of 10 units.

Each unit has six core lessons comprised of a Student Book and an Activity Book component. The Activity Book offers an additional page of review practice, which can be combined with photocopiable material to make a lesson.

In addition, most lessons offer an optional activity. The notes for the optional activity are at the end of each lesson in the Teacher's Book. The optional activities provide extra practice and consolidation of what has been taught in the main Student Book / Activity Book lesson. They do not present new language or vocabulary. They can be used if you have extra time or if you feel your children need extra practice on a particular language item.

Topics

First Friends is a topic-based course. Each unit is centered on a different topic. This reduces the cognitive load on children since vocabulary is presented in meaningful groups or word families.

The topics chosen are relevant to kindergarten children and reflect their lives. As a result, they reassure, interest, and motivate the children in the classroom.

The course includes topics such as toys, clothes, food, family, the body, school, feelings, actions, home, furniture, holidays, jobs, and the circus.

Cross-curricular features

The benefits of English instruction can be maximized by linking it with other parts of the curriculum. *First Friends* connects to other curricular areas in many ways. In all levels, children do cross-curricular craft projects which link with nature, social sciences, art, and math. In Level 3, Explore reading texts are introduced which familiarize the children with a range of fun cross-curricular topics through the medium of English.

Creative links are also promoted through the development of musical skills, including awareness of melody, rhythm, and rhyme.

Values and Everyday English

First Friends recognizes that language instruction presents an opportunity to reinforce values such as cooperation, teamwork, health, good nutrition, and respect for others. The photographic values pages present useful, functional language within the context of social values. These lessons model good social behavior in situations that are relevant and familiar to young children. The dialogues, stories, and illustrations also provide opportunities to address such values.

Unit structure

The simple and reliable unit structure makes *First Friends* an ideal course for experienced and novice teachers alike. Novice teachers can build confidence and rest assured that they are developing sound teaching skills while using the material. Similarly, more experienced teachers who are more confident and adept in the classroom can expand upon the solid framework provided.

Each unit has a one-page-per-lesson format, and each page / lesson has a specific role in the unit.

Student Book structure

The first two pages of each unit of the Student Book depict a lively scene involving the course characters. These pages are used to present the target vocabulary and structure in context. They provide two lessons of material.

Lesson 1 is devoted to vocabulary. In Level 1, there are typically six new words for children to produce. Lesson 2 presents the key language structure of the unit in a dialogue format. The dialogue uses the structure in a natural way and is humorous so that children remain engaged as they are exposed to the new language.

The third page of each unit presents a song which reviews, and in some cases extends, the topic vocabulary. The song is accompanied by a critical thinking activity. These fun and colorful activities develop children's problem-solving skills.

Lesson 4 is a story lesson or a craft project. Each story lesson (Units 1, 2, 3, 5, 6, 8, and 10) presents a simple two-frame story that features the course characters or other characters in humorous or thoughtful situations. Each craft lesson (Units 4, 7, and 9) presents simple instructions with pictures in four frames for students to create an art project.

Lesson 5 focuses on values and everyday English. A dialogue using everyday English models good social behavior and is illustrated photographically. Functional language related to the unit topic is presented and practiced here.

The last lesson of the unit focuses on phonics and it provides material for literacy development. In Level 1, the alphabet is focused on.

First Friends is carefully crafted so that children are not overwhelmed by too many new letters or phonics activities at once. There are never more than three new letters presented in any one unit in Level 1.

Activity Book structure

The Activity Book mirrors the transparent structure of the Student Book. The first and second pages reinforce the vocabulary, and where possible, the structure introduced in the unit. Lesson 3 practices any new language introduced in the SB song and reviews the rest of the language used in the song.

Lesson 4 has activities which enable the children to practice the language and concepts of the unit and previous units.

Lesson 5 reviews the language and consolidates the value presented in the SB.

Lesson 6 provides practice of the letters introduced in the SB. The Review page features activities which bring together the language and topic of the unit.

The four skills

First Friends develops the four language skills of speaking, listening, reading, and writing.

Speaking

Children speak in every lesson. Speaking activities represent a wide range of formats, including listen and say, question and answer, role plays, everyday English dialogues, and communicative speaking.

Pronunciation is also addressed through songs and the phonics pages. Attention is given to techniques for pronouncing specific sounds that present problems for speakers of various languages, e.g., *p* and *b*.

First Friends uses the International Phonetics Alphabet for pronunciation models.

Listening

Listening is an important skill for young children, and it is likely that a number of your children will begin to understand with confidence before they are able to speak with confidence.

From the onset of *First Friends*, children's listening skills are developed. Children listen to the dialogues and stories in each unit. The teaching notes always give suggestions for questions to ask your children about what they hear. Children are more likely to pay attention and focus if they know you will ask them about it.

Reading

First Friends teaches reading primarily using the phonics method. See below for an explanation of phonics.

In Level 1, children will:

- learn the left to right progression of English
- learn to recognize the letters of the alphabet in both lower case and capital letter forms
- learn the names of the letters

In Level 2, children will:

- learn the sounds of the letters of the alphabet
- learn to identify the starting sound and letter of words
- learn to read high frequency words through the "Look and say" method

In Level 3, children will:

- learn to read and identify the digraph sounds represented by *th*, *sh*, and *ch*
- learn to blend simple phonic words in families with CVC (consonant – vowel – consonant) patterns
- learn to identify vowels
- learn to read high frequency words (e.g. numbers and additional colors) through the 'Look and say' method
- gain experience in following written text as it is heard

Writing

The writing is very controlled in *First Friends*. A controlled approach to writing helps ensure that children's handwriting is neat and legible. It also helps ensure that children form letters correctly when they print so that they are able to make the transition to cursive handwriting easily. Writing is limited to the letters of the alphabet and simple words.

In Level 1, children will:

- do activities which reinforce the left to right direction of English writing
- do activities which develop fine motor control
- learn the shapes of the lower case and capital forms for all letters of the alphabet

In Level 2, children will:

- practice writing the letters of the alphabet
- learn to write simple words
- further develop their pencil control and fine motor skills

In Level 3, children will:

- continue to develop their pencil control and fine motor skills
- learn to write words to complete simple sentences

Literacy development: phonics and 'Look and Say'

First Friends adopts a phonics approach to literacy development.

The phonics approach is based on letter / sound correspondence. In other words, each letter has a primary sound which enables the reader to decode or read the word. For example, the word *cat* consists of three letters (*c, a, t*) and three sounds (*/k/ /æ/ /t/*). If the reader understands the correspondence of the letters and the sounds, he or she is able to decode or read *cat*. Thus, knowing the letter sounds is extremely important, and is more important than the letter name. However, in many countries, letter names are also important. There are parental and cultural expectations that children should know the names as well as the sounds of the letters. As a result, *First Friends* teaches both the letter name and the letter sound.

In order to make the learning process easier and more enjoyable, *First Friends* uses a phonics song. The phonics song is used for each letter, and it sets the letter name, its sound, and the phonics example words to a memorable tune. Children only need to learn the song melody once so that they can focus on the letters in future.

In Level 3, the phonics instruction is expanded to include word families.

Although the phonics method can provide a solid foundation in decoding words, it does have disadvantages. Some words cannot be decoded simply by blending their constituent sounds, e.g., *blue, one, two, the*, etc. For this reason, *First Friends* also uses the 'Look and Say' method. The 'Look and Say' method is also called the 'Whole Word' method.

In the 'Look and Say' method, children are shown the word and are taught to associate it with its meaning. An example of this in *First Friends* is the teaching of the colors. Children are shown the Picture Card for blue and its written form. They are taught to recognize the word and associate it with its meaning.

Characteristics of young learners

Intellectual development

Kindergarten-age children are beginning to use logic to understand things they have experienced, seen, or heard. This is the perfect time to develop their critical thinking skills. However, they are not able to understand abstract rules or logic. As a result, abstract concepts and grammar are not taught overtly at this stage. Terms such as *singular* or *plural* are not used, and you will not find instructions to give grammar rules in the teaching notes. For example, when plurals are introduced, the notes avoid instructions such as "to change a word from singular to plural, add the letter -s to the end." The concept of plurals is taught using real objects, e.g., pen and pens, and drawing children's attention to the difference in the way the words *pen* and *pens* are said.

Importance of routine

Very young children thrive when they have a routine. A routine offers them security and makes them feel that they understand their world because they know what to expect. It is very helpful to establish a routine with your children. One way *First Friends* Level 1 helps you to do this is through the *Hello* song.

Attention span

Young children have very short attention spans. They focus on here-and-now activities that are lively and fun. Their attention span can be maximized when visual stimulus is present. With this in mind, *First Friends* often recommends that Picture Cards be put up on the board and remain there for support.

In order to keep the children engaged, do not spend too much time on any one activity. It may be beneficial to leave an activity unfinished in order to maintain class attention. You may also find that slowing down the pace or quickening the pace of your lessons will add variety and keep children interested.

Sensory input

Everyone has a different learning style or preferred way of learning. Auditory learners prefer listening to the CD or the teacher. Visual learners prefer looking at pictures. Tactile learners take in new information by touching and doing.

First Friends has a variety of activities that address the learning preferences of all children. There are opportunities to listen to stories and songs on CD, talk about pictures, and act out role plays.

Fine motor skills development

Fine motor skills are still developing in young children. They are just beginning to use their hands and fingers for activities such as writing and drawing. These actions require coordination and control, which most young children typically do not possess. As a result, the handwriting and drawing of young children is often larger than normal or misshaped. It is important to recognize that such characteristics are a normal part of all children's development.

To assist in the development of fine motor skills, *First Friends* includes numerous tracing and drawing opportunities. Activities which require children to trace lines as they reinforce their new language skills are an important part of their coordination. Similarly, coloring activities help children to control their pencils.

It is very important to encourage children in their writing, tracing, copying, and drawing. Do not worry if children are unable to trace, write, draw, or color neatly. These skills will emerge during their primary years.

Affective developmental factors

Not all children will be able to respond to you from the beginning of the year. Some may need a silent period in which they acclimatize to the new experience and absorb the language around them without being required to produce it.

Do not push children to speak if they do not feel comfortable. Some activities involve calling children to the front of the room to sing or act. Choose children who are willing and eager to perform in front of the whole class.

Furthermore, young children flourish with praise. It raises their confidence and gives them positive reinforcement. Therefore, always praise correct responses and avoid harshly criticizing incorrect ones. You may simply say, "That's almost right. Try again."

General teaching procedures

Beginning the lesson

It is very important to establish a routine with children this age. It is strongly suggested that you begin every lesson with the *Hello* song 3. This is an excellent way to signal that it is time for English. It is also a good way to set a fun tone for all, while easing shy children into the lesson.

Introducing language

The teaching notes give suggestions as to how to introduce all new language in each unit. However, you may wish to introduce language in other ways, for example, using real objects, pictures from magazines, or other means.

Teaching phonics activities

The lesson notes contain step-by-step instructions for introducing each letter.

Levels 1 and 2: Letters and sounds

The general procedures are as follows:

- Introduce the letter with a word beginning with that letter using a Picture Card, a real object, etc.
- Write the letter on the board. Point to it and say the letter name, its sound, and the name of the example word.
- Children repeat the word chorally and individually.
- Repeat with the capital letter.
- Tell children that they are going to learn how to write the letter.
- Stand with your back to the class as you use your finger to 'write' the capital form in the air. Write the letter exactly as it is presented in the Student Book (you may also wish to refer to TB page 109).
- Tell children to copy your action and write the capital letter in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case letter.
- Tell children to practice tracing the letters in their books with their fingers.

Level 3: Word families

The general procedures are as follows:

- Introduce the word family with a word from the family using a Picture Card, a real object, etc.
- Ask children to tell you the first sound of the word. Write it on the board.
- Repeat with the second and third sounds of the word.
- Introduce another word from the family. Repeat the procedure.
- Underline the vowel and final consonant in each word to draw children's attention to the similarity.

Teaching critical thinking skills

- Critical thinking allows us to analyze information, make decisions, and solve problems. Thinking is motivated by questions and children ask questions to discover and understand the world around them. By developing children's thinking skills, you are encouraging them to maintain and apply their natural sense of curiosity.
- The *First Friends* critical thinking activities practice categorizing, grouping, recognizing parts of the whole, sequencing, and patterning. When guiding the children through these activities, ask questions to stimulate their thought processes. If possible, use the children's own language to ask open questions. Encourage the children to ask questions themselves and respond enthusiastically. It's very important to create a learning environment in which children are comfortable asking questions. Never criticize a wrong answer. Children will be braver with their answers if they feel it is safe to make mistakes.

Using stories

Pretending and playing are extremely important for young children. Stories encourage and facilitate pretending and playing. They enable children to use their imagination, make sense of the world, and express their feelings and thoughts. Stories also give a natural context for introducing and practicing language. Each unit of *First Friends* includes a dedicated story lesson. In addition, Lesson 2 of every unit uses a short story to present the unit's key structure.

How to teach stories and presentation dialogues

There are step-by-step notes tailored to each story and dialogue. The general procedures are as follows:

- Establish the context for the story or dialogue by asking children questions about the pictures.
- Conduct this part of the lesson in the children's own language. Ask questions which give key information. These questions typically begin with: *Who? Where? What? and Why?*
- Children listen to the story or dialogue as they look at the pictures in their books.
- Children listen again and repeat in chorus.
- Call children to the front of the room to act out the story. Use props, e.g., Picture Cards, real objects, etc. to make it more fun.

Teaching songs and chants

Children enjoy songs, rhythms, and melodies. As a result, these are an effective tool for teaching and practicing language.

In addition to the phonics song, *First Friends* features at least one additional song in all units.

There are step-by-step notes tailored to each song. The general procedures are as follows:

- Establish the context for the song by asking children questions about the pictures.
- Present any new language using real objects, Picture Cards, magazine pictures, drawing on the board, miming, etc.

- Children listen to the song. You may find that it is easier to present the actions as children listen. This often helps children to remember the language more easily.
- Children sing along as they listen again.
- Call children to the front of the room to do the actions and lead the song. Use props, e.g., Picture Cards, to make it more fun.

Doing arts and craft

Arts and crafts are important for young children. They encourage creativity and they also help to develop fine motor skills.

Many teachers are reluctant to do arts and crafts because they feel they are difficult to manage effectively. As a result, *First Friends* includes craft activities that are easy to prepare for and do in the classroom.

The following are general procedures to teach arts and crafts:

- Try the craft activity before class so that you are clear about the materials and the procedures.
- Before class, prepare for the craft activity by cutting out, measuring, or grouping as many of the materials as you can. Cover all work surfaces with paper or plastic.
- During the lesson, give the instructions for each step of the craft activity before you give the materials for that step to the children. This will help children to focus on the instructions before they begin working.
- Don't hesitate to modify the activity to suit your children's needs or the time available in the lesson.

Using the children's own language

The majority of children will enter kindergarten with little or no English. Many of them will be enthusiastic to learn English while others will be reluctant. The children's own language can be an effective tool in the classroom. If possible, use the children's own language to help children establish a context for stories, dialogues, and songs. It is also useful for discussing the values strand concepts.

Do not use the children's own language to translate words or present language.

Assessment

First Friends provides for the continuous assessment of children's language performance in that, in Level 1, each unit has a photocopiable vocabulary progress check, and every two units have a photocopiable alphabet progress check (see TB pages 84–98). In addition, there is a photocopiable mid-year progress check, covering Units 1–5 (TB pages 99–100), and a final progress check, covering Units 6–10 (TB pages 101–102).

Assessment helps you:

- determine children's strengths and weaknesses
- determine what the class has learned and what needs more attention
- monitor and follow the progress of individuals
- monitor the effectiveness of your instruction
- give feedback to children, parents, and other teachers

The Level 1 vocabulary progress checks are designed to prompt speech. The alphabet progress checks are traditional paper and pencil worksheets. You can use the alphabet progress checks in different ways. Children can do them silently on their own, as a more formal assessment, or you may allow children to take them home and work on them over a period of several days. The vocabulary worksheets are designed to be used in the classroom. See notes below on assessment in the classroom.

Regardless of the way you choose to use the progress checks, model the first item of each activity with the class. Use one of the modeling procedures described in the unit notes, e.g., copying an item on the board, etc.

Although the progress checks are a good resource, you can assess your children in other ways as well. You can assess their understanding and ability to speak English. You may also want to assess letter and number understanding orally. There are also Numbers worksheets for extra practice on numbers 1–10 (TB pages 103–107), and Alphabet Cards (pages 108–111). The Alphabet Cards can be used to revise vocabulary, the letters of the alphabet, and to recognize words beginning with those letters.

For example, put children in pairs and give each pair one set of cards to share. Call out a sequence of pictures and/or letters e.g. *donut, b, ant, e, frog, c*. Children lay out their cards in order from left to right, then check their answers.

Another option is to tell children they are going to play a game. Put them in pairs and give each pair one set of cards to share. They match the letters and pictures on their cards, trying to finish as quickly as they can. The first pair to match all of their letter and picture cards correctly wins.

The *First Friends* photocopiable assessment form (see TB page 12) is intended for use in all units. No two *First Friends* classrooms are the same, so the assessment form can be tailored to each teacher's needs.

The lesson objectives are given at the start of the teaching notes for each lesson. Choose the objectives you wish to assess and write them in the box at the bottom of a photocopy of the assessment form.

For example, for Unit 4, Lesson 1, you may decide that the first two lesson objectives (To identify six colors; To recognize English sounds and spoken words) are the ones you would like to assess. Write this information in the box at the bottom of the form. Write the children's names in the first column. (You may find it useful to write the children's names on a photocopy, and then copy this again before filling in any objectives, so that you have a ready-made template for future assessment.)

Each form allows you to assess up to eight objectives. You can either use one form per unit, or copy an extra form if you wish to assess more than eight objectives in any one unit. You may not want to tell the children that they are being assessed as this may cause them to feel anxious.

Assessment at the kindergarten level is informative rather than evaluative. As such, children should not be given grades denoting excellence or poor performance. The following grading system is suggested:

O = OK. The child has met the objective.

E = Emerging. The child has partially met the objective.

N = Not at this time. The child has not met any aspect of the objective.

How to do assessment in the classroom:

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring, drawing, or writing.
- Assess your selected objectives using procedures children are familiar with, e.g., hold up a *blue* Picture Card and ask a child, *What color is this?* The child responds, *It's blue.* Show the child three different color Picture Cards, including blue. Point to the *blue* Picture Card again and ask, *Is it blue?* The child responds, *Yes. It's blue.*
- Vary the procedures slightly so that children do not repeat what the previous child has done. However, be sure that the procedures are consistent, i.e., they all require production, or they all require receptive understanding.
- In the column for each objective next to the child's name, indicate the child's performance.
- On TB page 13 there is a photocopyable achievement certificate to give to pupils at the end of the year, or whenever they have performed well in class.

Child's Name	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8

DATE: _____

CLASS: _____

TEACHER: _____

SCHOOL: _____

Assessment form: Unit _____

Assessment Key
 O = OK. The child has met the objective.
 E = Emerging. The child has partially met the objective.
 N = Not at this time. The child has not met any aspect of the objective.

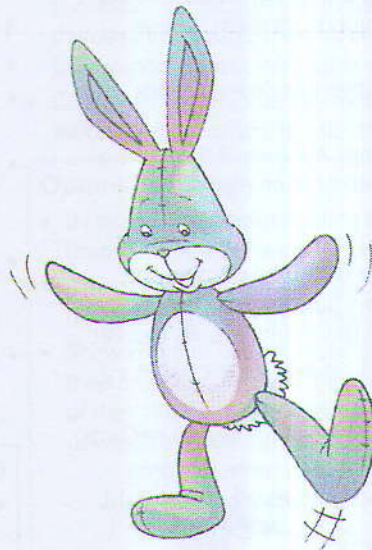
Name	1	2	3	4	5	6	7	8

1 Lesson ___ Objective: _____	5 Lesson ___ Objective: _____
2 Lesson ___ Objective: _____	6 Lesson ___ Objective: _____
3 Lesson ___ Objective: _____	7 Lesson ___ Objective: _____
4 Lesson ___ Objective: _____	8 Lesson ___ Objective: _____

Congratulations!



You are a star ☆ pupil!



School: _____

Signed: _____

Date: _____

1 Hello

Lesson 1 Vocabulary SB and AB

Lesson objectives

- To identify the four main characters.
- To recognize English sounds and spoken words.

Language

Vocabulary: *Baz, Jig, Pat, Tess*

Materials

CD tracks 1–3, Picture Cards 1–4

Optional: copies of Progress Check Vocabulary 1 (TB page 84)

Student Book Unit 1, Lesson 1

Warm-up

- Play the *Stand up and Sit down* game. Motion for children to sit down near you, making sure that there is some space between them. Say *Stand up*, and use your hands to demonstrate the meaning of the instruction. Children stand up. Say *Sit down*, and motion for them all to sit down again.
- Repeat the process until children can do the actions without your visual prompt.
- Talk to children about their toys. Ask them if they have a special toy that they sleep with or often play with.

Listen and say. 1

- Tell children they are going to meet two children and two special toys that they have just been given. Stick the Picture Cards on the board in this order: Tess, Jig, Baz, Pat.
- Point to each Picture Card in turn, and say the name. Repeat.
- Say *Listen*. Play the CD. Children point to the Picture Cards.
- Play the CD again, pausing after each name. Children repeat the words chorally (then individually if you wish).

Transcript 1

Listen and say.
Tess, Jig, Baz, Pat

Listen and find. 2

- Give children their books open to Unit 1, Lessons 1 and 2. Ask some questions about the picture, e.g., *Who can you see? What have Baz and Tess been doing? (opening their presents) What are they doing now? (looking at their new toys) Who does Pat / Jig belong to? (Pat is Baz's toy. Jig is Tess's toy.)*
- Tell children to point to the characters when they hear their names. Say *Listen*, and play the CD, pausing as necessary. Check that children are pointing to the correct character each time.

Transcript 2

Listen and find.
Tess, Jig, Baz, Pat

Sing. 3

- Teach children the *Hello* song.
- Hold up each of the character Picture Cards during the song, and wave to each one individually. Encourage children to do the same.

Transcript 3

Sing.
Hello, hello, hello friends.
Hello, hello, how are you?
I'm fine, I'm fine, I'm fine, thank you!
I'm fine, I'm fine, I'm fine, thank you!
Hello, hello, hello friends.
Hello, hello, hello friends.
Hello, hello, hello friends.
Time to play today!

Activity Book Unit 1, Lesson 1

1 Trace and color. Say 'Hello!'

- Give children their books open to Unit 1, Lesson 1.
- Ask children about the pictures, e.g. *Who can you see?* (Baz and Tess).
- Hold up your book and point to Baz. Direct children's attention to his shirt. Ask if they notice anything about it (there are traceable lines on it).
- Trace the lines on Baz's shirt with your finger. Prompt children to do the same. Repeat with the picture of Tess, tracing the vertical lines on her dress.
- Children can trace the lines with their pencils if appropriate. Encourage them to try to stay on the lines as best they can.

Optional activity

- Hand out copies of Progress Check Vocabulary 1. Say *Baz*, etc. Children point to the character and repeat. Tell them to color the picture and take it home to show to their parents.

Lesson 2 Structure SB and AB

Lesson objectives

- To recognize previously learned vocabulary.
- To introduce language for greeting people and saying your name.

Language

Vocabulary: *Jig, Pat, Baz, Tess*

Structure: *What's your name? I'm...*

Materials

CD tracks 3–4, Picture Cards 1–4

Student Book Unit 1, Lesson 2

Warm-up

- Sing the *Hello* song. 🎵 3 (SB page 14)
- Call several children to the front to lead the class in the song.

Point and say.

- Review the vocabulary from Lesson 1.
- Stick the Picture Cards of the characters on the board. Point to Tess and say *Tess*. Point to Baz. Motion for the class to say *Baz*. Repeat with Jig and Pat.
- Play a game. Point to each character Picture Card very quickly, and encourage children to say the name quickly.
- Give children their books open to Unit 1, Lessons 1 and 2. Say *Point to Pat*. Check that children are pointing to Pat in the picture.
- Repeat with the other characters, encouraging children to say the character names as they point to them.

Listen and say. 🎧 4

- Show children a visual example of introductions. Hold up the Picture Card of Jig at face height and say *Hello, I'm Jig. What's your name?* Take a step to the side and, this time, raise the Picture Card of Baz, saying *Hello, I'm Baz*.
- Tell children to look at the pictures in Unit 1, Lessons 1 and 2. Ask children to say what they think the characters are doing (*Tess and Baz are playing with their toys, pretending to introduce them to each other*). Play the CD once to check the answer.
- Play the CD again, pausing after each line. Children repeat the lines chorally and individually.
- Reinforce children's understanding of the word *and* by pointing to each Picture Card on the board. Say *Tess and Baz and Jig and Pat*. Emphasize the word *and* so that children understand you are adding to a list.

Transcript 🎧 4

Listen and say.

Tess (in a toy rabbit's voice) Hello, I'm Jig.

What's your name?

Baz (in a toy cat's voice) Hello, I'm Baz.

And I'm Pat!

Say and do.

- Walk up to a child. Say *Hello, I'm (name). What's your name?* Prompt the child to respond *Hello, I'm (child's name)*.
- Repeat with another child.
- Call several children to the front. Prompt them to introduce themselves to each other.

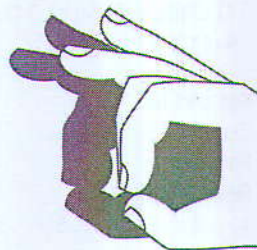
Activity Book Unit 1, Lesson 2

1 Trace. Draw you and say.

- Give children their books open to Unit 1, Lesson 2. Ask them who is in the picture (*Baz*). Ask them to say what they think he is doing (*showing us a picture he has drawn of himself and introducing himself*).
- Show children that they are going to draw a picture of themselves and then introduce themselves to each other.
- Draw the dotted edge of a frame on the board as it appears in the book. Model how to trace this, and then sketch a rough picture of yourself within the frame.
- Tell children to trace the dotted edge of the frame and then draw a picture of themselves inside the outline. Check that children are holding their pencils correctly.
- If some children finish before others, ask them to color their pictures.
- When all children have finished, call a child to the front to show his / her picture and introduce himself / herself to the class. Encourage them to use the language they have just learned. Repeat with other children.
- Call several children to the front. Prompt them to introduce themselves to each other.

Optional activity

- If children need help holding their pencils, reassure them that Jig can help them to write.
- Direct their attention to Jig's long ears. Explain that by making long rabbit ears, they can better hold a pencil.
- Show children how to make the shape of a rabbit with their fingers by putting their first two fingers on the tip of their thumb as they point their ring and little fingers upwards to make Jig's ears.



- Tell children to repeat the action while holding their pencils between their fingers. Help them as necessary.

Lesson 3 Song SB and AB

Lesson objectives

To recognize and write numbers 1–5.

Language

Vocabulary: Numbers 1–5,

Structure: *Count to... clap, hide*

Materials

CD track 5, Picture Cards 1–4

Student Book Unit 1, Lesson 3

Warm-up

- Review the course characters using the Picture Cards.
- Turn the Picture Cards face down on a table. Choose one card and slowly reveal it over the top of a blank card or paper. Children guess the name of the character.
- Repeat with the three other cards.

Listen and sing. 5

- Tell children they are going to learn the numbers in a song. Write the numbers 1 to 5 on the board. Hold up one finger, point to the 1, and say *One*.
- Prompt children to hold up one finger and say *One*. Repeat with the other numbers.
- Say *One* and say *Clap*. Clap once. Prompt children to repeat and clap after you. Say *Two* and say *Clap*. Clap twice. Repeat with the other numbers.
- Play the CD. Tell children to listen to the song. Then play the CD again and pause after each line. Sing the line, and tell children to repeat after you. Tell children to clap according to the numbers.

Transcript 5

Listen and sing.

Pat and Jig	Pat and Jig
Count to 2. 1 ... 2.	Count to 4. 1 ... 2 ... 3 ... 4.
Pat and Jig	Pat and Jig
Clap for you.	Clap some more.
1 (1 clap), 2 (2 claps).	1 (1 clap), 2 (2 claps), 3 (3 claps), 4 (4 claps).
Pat and Jig	
Count to 3. 1 ... 2 ... 3.	Pat and Jig
Pat and Jig	Count to 5.
Clap for me.	Pat and Jig
1 (1 clap), 2 (2 claps), 3 (3 claps).	Ready to hide! 1 ... 2 ... 3 ... 4 ... 5!

Sing and do. 5

- Present the word *hide* by hiding behind a table or a chair. Present the phrase *ready to hide* by showing that you are about to hide.
- Practice a short game of *Hide and Seek* to make sure they understand the game. Tell children *Let's play Hide and Seek*. Tell them to cover their eyes and count to five in English. Then they open their eyes and try to see where you are in the room.

- Call two children to the front. Give one the Picture Card of Pat, and the other the Picture Card of Jig. Tell them to lead the class in singing. Tell them to hold up the Picture Cards as the characters' names are sung.
- Encourage the children holding the Picture Cards to hide them behind their backs while the class counts to five at the end of the song.
- Play the CD while children do the actions. Repeat with other children holding the Picture Cards.

Trace and say.

- Tell children they are going to practice saying the numbers 1–5 in order. Write the numbers on the board in order but at slightly different heights. Draw a dotted line from 1 to 2, and ask children for the next number.
- When you have drawn dotted lines connecting all the numbers up to 5, trace through the numbers from the beginning. Children should call out the numbers as you go.
- Give children their books open to Unit 1, Lesson 3. Ask which numbers they can see (1, 2, 3, 4, 5).
- Encourage children to trace a line through the numbers in the same way as you did on the board. Check that children are tracing correctly.

Activity Book Unit 1, Lesson 3

1 Trace and say. Count.

- Give children their books open to Unit 1, Lesson 3. Ask which numbers they can see (1, 2, 3, 4, 5).
- Tell children they are going to practice forming the number 1. Stand with your back to the class, and write the number 1 in the air. Tell children to do the same.
- Write the number 1 on the board. Pretend to trace it with your finger. Tell children to trace the number 1 in their books with their fingers. They can go on to trace over the lines with their pencils if appropriate. Repeat with the other numbers.
- Tell children to count the number of circles next to each number.

Optional activity

- Write the numbers 1–5 on the board.
- Tell children to hide behind their books. Erase one of the numbers. Ask which number is missing.
- Call a child to the front to write the missing number in the correct place.
- Repeat with other missing numbers and other children supplying the numbers.

Lesson 4 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening skills by following a story.
- To review and consolidate language introduced in the unit.
- To understand the unit language in context.

Language

Vocabulary: Mrs. Ball, Baz

Structure: *Hello, I'm + (name). What's your name?*

Materials

CD track 6, Picture Cards 1–4 and 8

Student Book Unit 1, Lesson 4

Warm-up

- Review the structure from Lesson 2. Walk up to one of the children, and say *Hello, I'm + (your name). What's your name?* Help children to answer *Hello, (your name). I'm + (their name).* Repeat with other children, using the Jig and Pat Picture Cards to vary your own introduction.
- Hold up the *dad* Picture Card. Explain to children that this is Tess and Baz's dad.

Look and listen. 6

- Give children their books open to Unit 1, Lesson 4.
- Tell children that in English, stories go from left to right. Hold up your book, and point to the frames in order.
- Ask children to point to frame 1 in their books. Check they are pointing to the correct frame.
- Talk about the picture. Ask children who they can see (*Baz, his dad, and a woman*). See if they can guess who the woman is (*a teacher*).
- Say *Listen* and play the CD. Let children follow the story in their books, pausing in the middle to tell them to look at the second frame. (Don't ask children to repeat the words.)
- Ask children what they think happens in the story. Explain that this is Baz's first day at school, and he is meeting his teacher (the woman).
- Play the CD again.

Transcript 6

Look and listen. What's your name?

Mrs. Ball Hello. I'm Mrs. Ball. What's your name?

Baz Hello, Mrs. Ball. I'm Baz!

Listen and act. 6

- Tell children they are going to act out the story.
- Ask three children to come to the front of the class and pretend to be Baz, Dad, and Mrs. Ball. Baz can carry a bag.
- Play the first line of the story. 'Mrs Ball' holds out her hands to 'Baz' as if greeting him.
- Play the rest of the story. 'Baz' points to himself and smiles as he introduces himself. Repeat with more groups of three children.

- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt the children to respond.
- Tell the class that they are going to act out the situation. Call a child to the front to play the role of the student while you play the role of the teacher.
- Help children to perform by prompting the lines as necessary.
- Repeat with other children.

Optional activity

- Greet children individually again, saying *Hello, I'm + (your name). What's your name?* Help children to answer *Hello, (your name). I'm + (their name).*
- For more confident classes give children a Jig or Pat Picture Card to use in their own introductions.

Activity Book Unit 1, Lesson 4

1 Match and say. Color.

- Give children their books open to Unit 1, Lesson 4. Ask them to identify the characters in the picture halves.
- Draw a dotted diagonal line going from the upper left to the lower right of the board. Move your finger from top-left to bottom-right along the line.
- Tell children to copy your action and move their fingers along an imaginary line in the air.
- Children practice tracing the lines in their books with their fingers. Check that they are moving their fingers from left to right. Tell them to say each character's name as they trace the line connecting the halves.
- If appropriate, have children trace the line with their pencils and say the character's name as they work.
- When children have finished tracing, tell them to color the pictures. Remind them to stay inside the lines as best they can.

Lesson 5 Values SB and AB

Lesson objectives

To understand everyday language used to greet someone politely.

Language


Everyday English: *How are you? I'm fine, thanks.*

Materials

CD tracks 3 and 7

Student Book Unit 1, Lesson 5

Warm-up 3

- Walk up to a child. Say *Hello*. Encourage the child to respond with *Hello*.
- Repeat with other children.
- Sing the *Hello* song (TB page 14  3).

Listen and point. 7

- Give children their books open to Unit 1, Lesson 5.
- Tell children to look at the picture. Tell them to point to the teacher and the girl.
- Ask children questions about the picture. *Where are the people? (in school) What are they doing? (talking to each other in the hall) Are they happy? (yes).*
- Tell children that it is important to greet people because it is polite. Explain that they are going to listen to a teacher and student greet each other.
- Play the CD. Tell children to listen. Play the CD again, and this time ask children to point to the teacher and girl as each one is speaking.

Transcript 7

Listen and point.

Miss Jackson Hello, Naomi. How are you?

Naomi Hello, Miss Jackson. I'm fine, thanks.

Listen and say. 7

- Play the CD again. Pause after each line, and ask children to repeat it.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt the children to respond.
- Tell the class that they are going to act out the situation. Call a child to the front to play the role of the student while you play the role of the teacher.
- Help children to perform by prompting the lines as necessary.
- Repeat with other children.

Activity Book Unit 1, Lesson 5

1 Trace and say.

- Give children their books open to Unit 1, Lesson 5.
- Ask children questions about the picture. *Are the children at school? (no) Who are they with? (their mothers) Do the children know each other? (yes) How do you know? (They are waving to each other.)*
- Explain that when we are far from someone and it isn't possible to greet him / her with our voice, we can greet them by waving.
- Tell children to trace the dotted lines around the children's waving hands with their fingers. Hold up your book to model the tracing first.
- Children can go on to trace over the lines with their pencils if appropriate.

Optional activity

- Create a greeting circle. Have children stand in a circle with you. Turn to the child to your right and say *Hello. How are you?* Prompt the child to return your greeting and answer *I'm fine, thanks.*
- Prompt the child you have just spoken with to turn to the child on his / her right and repeat the greeting.
- Continue until the child on your left greets you and asks *How are you?*



Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write the letters *Aa* and *Bb*.
- To recognize and say the letter names *a* and *b*.
- To develop fine motor control.

Language

Vocabulary: *ant, bear*

Materials

CD track 8, Picture Cards 1–6 and 8

Student Book Unit 1, Lesson 6

Warm-up

- Tell children they are going to play a game.
- Stick the five character Picture Cards (1–4 and 8) on the board. Tell children to close their eyes. Remove one Picture Card. Children open their eyes and say which character is missing.

Learn the letters.

- Hold up the Picture Card of the ant. Say *ant*. Children repeat the word chorally and individually. Stick the Picture Card on the board.
- Write the letter *a* on the board under the ant. Point to the letter *a* and say the letter name *a*. Tell children that *a* is the first letter of the word *ant*. Say *a, ant*.
- Write the letter *A* next to the lowercase *a* on the board, and repeat the letter-sound connection. Point to *A* and then to *ant* and say *A, ant*.
- Repeat with the letter *b*. For *B*, place the Picture Card for Baz next to the bear Picture Card to show the use of capital letters for names.
- Tell children they are going to learn how to write the letter *Aa*. Give children their books open to Unit 1, Lesson 6. Draw their attention to the caterpillar at the top of the page.
- Tell children to look at the letters *Aa*. Stand with your back to the class as you use your finger to "write" a capital *A* in the air. Tell children to copy your action and write a capital *A* in the air.
- Tell children to practice tracing over the letters in their books with their fingers. Repeat the procedure with the lowercase *a* and the letters *Bb*.

Sing. 8

- Tell children that they are going to sing a song to learn about letters.
- Play the CD. Tell children to listen to the song.
- Play the CD again. Pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and pictures in their books as they sing them.
- Play the CD again, and encourage children to sing the song.

Transcript 8

Sing.

a, a, a; a ant, a ant, a ant; a . . . a, a, a
b, b, b; b bear, b bear, b bear; b . . . b, b, b

Trace and match.

- Copy the letters on the board exactly as they appear in the book. Point to each letter and children say its name.
- Tell children to look at the letters in their books, and have them trace each letter with their finger.
- Explain that they are going to follow the lines to match the capital letter with its small letter.
- Hold up your book. Trace the first line with your finger. Prompt children to do the same.
- Tell children to use their pencils to trace the lines matching the capital and small letters.

Activity Book Unit 1, Lesson 6

1 Trace and write.

- Give children their books open to Unit 1, Lesson 6. Ask *What can you see?* (the letters *Aa, Bb, ant*, and *bear*).
- Explain that children are going to match the small letters to their capital letters and then to the picture of the word that begins with that letter.
- Write the letters on the board in two columns as they appear in the book. Point to each letter, and prompt children to say its name.
- Stick the ant and bear Picture Cards on the board. Prompt children to say *ant* and *bear*.
- Call a child to the front to point to the small *a*, capital *A*, and the ant card. Repeat with another child for *b, B*, and the bear card.
- Hold up your book. Trace the lines for *a, A, ant* with your finger. Prompt children to do the same. Repeat with the lines for *b, B, bear*.
- Tell children to trace the lines with their pencils. Encourage them to stay as close to the line as they can.

Optional activity

- Hold up the ant and bear Picture Cards in turn, and encourage children to say both letter and word.
- Have children line up in a row. Give the first child the ant Picture Card, and help him / her to produce the word.
- The card is then passed to the next child in the row, who says the corresponding letter *a*. The next child in the line says *ant*, and the card continues down the line until it reaches the last child and everyone sits down. Repeat with *b, bear*.

Unit 1 Review AB

Lesson objectives

- To review the course characters.
- To prepare to read by practicing moving the eye from left to right.
- To prepare to read by practicing identifying the same feature.
- To think critically by matching images.

Materials

Picture Cards 1–4

Activity Book Unit 1, Review

Warm-up

- Tell children that they are going to play a game.
- Say the name of a course character, and hold up a character Picture Card at the same time. If the two match, children say *Yes*. If the Picture Card and the name are different, children say *No*.
- Begin the game slowly, giving children several seconds to look at the Picture Card. Repeat the name several times. Gradually increase the speed so that you are flashing the card and saying the name very quickly and only once.

1 Find and circle. Say.

- Give children their books open to the Unit 1 Review lesson.
- Tell children to put their finger on Jig's picture on the left at the beginning of the first row. Tell them to move their finger to the right and name the characters they touch (*Pat, Jig, Tess*).
- Explain why there is a circle around Jig's picture (*because it matches the picture on the left at the beginning of the row*). Tell children to trace the circle with their fingers and then with their pencils.
- Tell children to do the same with the other characters' pictures in each row, saying the names as they touch them. For each set of characters, ask children which they should circle.
- Children complete the activity by circling the correct characters first with their fingers and then with their pencils. Check the answers by asking children to hold up their books or by walking around and looking at their work.

Progress Check 1 Vocabulary 1B

Materials

- Progress Check 1 vocabulary photocopiable sheet (one per child)
- Picture Cards 1–4

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Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.

Progress check

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Talk to each child in the group individually. Hold up the photocopiable sheet and point to the vocabulary items in turn asking, *What's this?* or *Who's this?* Once a child has answered the questions they can start coloring their sheet.

2 My Family

Lesson 1 Vocabulary SB and AB

Lesson objectives

- To identify names for six family members.
- To recognize English sounds and spoken words.
- To prepare to write in English by practising the left to right pencil movement.

Language

Vocabulary: *mom, dad, grandma, grandpa, brother, sister*

Materials

- CD tracks 3, 9–10, Picture Cards 1–4 and 7–12
- Optional:** copies of Progress Check Vocabulary 2 (page 85)

Student Book Unit 2, Lesson 1

Warm-up

- Sing the *Hello* song. 3 (SB page 14)
- Review the four main characters. Hold up the Picture Cards, and let children tell you the names.

Listen and say. 9

- Hold up the dad Picture Card, and ask *Who's this?* Tell children they are going to meet all of Baz's family now.
- Stick the family Picture Cards on the board, in this order: grandma, grandpa, dad, mom, sister, brother. Point to each Picture Card in turn, and say the name. Repeat.
- Say *Listen*. Play the CD. Children point to the Picture Cards.
- Play the CD again, pausing after each name. Children repeat the words chorally (then individually if you wish).

Transcript 9

Listen and say.
grandma, grandpa, dad, mom, sister, brother

Listen and find. 10

- Give children their books open to Unit 2, Lesson 1. Ask some questions about the scene, e.g., *Who can you see? What are they doing?* (hanging up pictures). *Who is in the framed pictures?* (grandma and grandpa).
- Tell children to point to the characters when they hear their names. Say *Listen*, and play the CD, pausing as necessary. Check that children are pointing to the correct character each time.

Transcript 10

Listen and find.
grandma, grandpa, dad, mom, sister, brother

Look and say.

- Point to each of the family Picture Cards, and elicit the correct words from children. Let children answer chorally at first and then individually if you wish.
- Hold up the Student Book open to Unit 2, Lesson 1, and point to the family members in the scene in the same way (this time say *Who's that?* as you point to each character).
- If possible, bring in a picture of your own family, and extend the activity further.

Activity Book Unit 2, Lesson 1

1 Match and say. Color.

- Give children their books open to Unit 2, Lesson 1. Children name the people they can see (it might be easier to begin with the pictures on the right). Show them that the same people are in both sides of the page and are joined by a line.
- Hold up your book, and point to the first silhouette. Prompt children to say who it is (*grandpa*). Ask children to find the matching picture of grandpa on the right.
- Trace the line from the silhouette of grandpa to his picture using your finger. Prompt the children to do the same.
- Children practice tracing the lines in their books with their fingers. Ask children to say the names of the family members as they trace.
- Tell children to trace the lines with their pencils, saying the names as they do so. Monitor that children are tracing the lines correctly.
- When children have finished tracing, ask them to color the pictures on the right of the page. Remind them to stay inside the lines as best they can.

Optional activity

- Hand out copies of Progress Check Vocabulary 2. Say *grandma*, etc. Children point to the character and repeat. Tell them to trace around the picture frames with one finger.

Lesson 2 Structure SB and AB

Lesson objectives

- To review previously learned vocabulary.
- To identify members of the family.
- To develop fine motor control.

Language

Vocabulary: *mom, dad, grandma, grandpa, sister, brother*

Structure: *Who's this? It's my grandma.*

Materials

CD track 11, Picture Cards 7-12

Student Book Unit 2, Lesson 2

Warm-up

- Have children practice greeting one another.
- Have children stand in a circle with you. Turn to the child on your right. Say *Hello, (name). How are you?* Prompt the child to answer *I'm fine, thank you. How are you?* Respond *I'm fine, thanks.*
- Prompt the child to turn to and repeat the greeting to the child on his / her right.
- Continue until everyone has had a go.

Point and say.

- Review the vocabulary from Lesson 1. Stick the Picture Cards of the family on the board.
- Point to grandpa and say *grandpa*. Point to grandma. Motion for the class to say *grandma*. Repeat with the other Picture Cards.
- Play a game. Take the Picture Cards off the board, and quickly flash one of them to the class. Children respond with the correct word.
- Give children their books open to Unit 2, Lessons 1 and 2. Say *Point to grandpa*. Check that children are pointing to the correct part of the picture.
- Repeat with the other characters in the scene.

Listen and say. 11

- Tell children to look at their books. Ask them to say what they think is happening in the scene. (*The family is hanging up pictures of the grandparents.*)
- Play the CD, pausing after each line. Children repeat the lines chorally and individually.
- Reinforce children's understanding of the word *my* by picking up your book and saying *My book*. Emphasize the word *my*, and have children repeat it as they pick up their own book.

Transcript 11

Listen and say.

Dad Who's this?

Tess It's my grandma!

Mom Who's this?

Baz It's my grandpa!

Say and do.

- Stick the Picture Cards of grandpa and grandma on the board.
- Call four children to the front to play the parts of Tess, Baz, mom, and dad.
- Prompt the children to act out the conversation. Remind the children playing mom and dad to point to the correct Picture Cards as they speak.
- Repeat with other children playing the roles. Vary the activity by putting up the Picture Cards of the brother and sister.
- Help children to act out the conversation using the correct vocabulary.

Activity Book Unit 2, Lesson 2

1 Trace and say. Color.

- Give children their books open to Unit 2, Lesson 2. Hold up your book. Point to the first picture. Ask *Who's this?* Children respond *It's Mom*. Repeat with the other pictures.
- Tell children to look at the picture frames. Tell children to first trace them as carefully as they can. Depending on the level of your class, you may wish to have them trace with their fingers before tracing with their pencils.
- When children finish tracing, ask them to color the picture.

Optional activity

- Play a game using photos from magazines. Show children pictures of famous cartoon characters or other characters they know.
- Hold up the photo, and ask *Who's this?* Children respond *It's (name of character)*.
- Make the game more challenging by covering the photo with a sheet of paper to slowly reveal it. See how quickly children can guess who it is.

Lesson 3 Song SB and AB

Lesson objectives

To identify family members.

To think critically by pairing images of the same people.

Language

Vocabulary: *mom, dad, grandma, grandpa, sister, brother*

Structure: *Who's this? It's my ...*

Materials

CD tracks 12, Picture Cards 7-12

Student Book Unit 2, Lesson 3

Warm-up

- Review the words for the family members.
- Hold up the Picture Card of grandpa. Ask *Who's this?* Children respond, *It's Grandpa.*
- Repeat with the Picture Cards of the other family members.

Listen and sing. 12

- Tell children they are going to learn a song about the members of the family. Explain that in this song Baz is singing about his family.
- Put the Picture Cards of mom, dad, grandma, and grandpa on the board.
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Point to the correct Picture Card as children sing.

Transcript 12

Listen and sing.

Who's this? Who's this?

It's my mom. It's my mom!

Who's this? Who's this?

It's my dad. It's my dad!

Who's this? Who's this?

It's my grandma. It's my grandma!

Who's this? Who's this?

It's my grandpa. It's my grandpa!

Sing and do. 12

- Call five children to the front. Give four of them a different Picture Card. Have the other child play the role of the questioner. Tell them to lead the class in singing.
- Be sure to line the children up in the correct order so that the child acting the role of the questioner does not have to guess which verse is next.
- Play the CD while children do the actions. Repeat with five other children.

Think and match.

- Give children their books open to Unit 2, Lesson 3. Hold up your book, and point to the picture of the mom. Ask *Who's this?* Children respond *It's Mom.* Repeat with the other pictures.

- Point to the grandma on the right side of the page, and say as a question *It's Mom?* Elicit *No* from children, and prompt them to say *It's Grandma.*
- Children practice matching the people in their books with their fingers. Check that they are moving their fingers from left to right. Ask children to say who the people are as they match.

Activity Book Unit 2, Lesson 3

1 Trace. Draw your family and say.

- Give children their books open to Unit 2, Lesson 3. Ask them what Baz is holding (his drawing of his family).
- Show children that they are going to draw a picture of their family in the frame below. If possible, sketch a few members of a family on the board as a model for what they need to do.
- Tell children to trace the outline of the frame. Children trace this with their fingers first and then, if appropriate, trace with their pencils.
- Ask children to draw their pictures. Tell them to include their parents, all their siblings, and their grandparents. If children do not have parents, siblings, or grandparents, tell them to draw their caregivers or other important people in their family. Present this vocabulary as necessary.
- Call children to the front to share their pictures of their family. Point to the people in the picture, and ask *Who's this?* Children respond with the information.

Optional activity

- Ask children to sing the song using the pictures that they drew of their family in their Activity Books.
- You may wish to have several children come to the front at the same time so that you can focus on one particular family member for each child during the song.
- Note: You may wish to ask children to bring in photos of their own families so they can talk about them in the next lesson.

Lesson 4 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening skills by following a story.
- To review and consolidate language introduced in the unit.
- To understand the unit language in context.

Language

Vocabulary: *Grandpa, Baz*

Structure: *Who's this? It's my mom.*

Materials

CD track 13, Picture Cards 1–4

Optional: photos of children's family members

Student Book Unit 2, Lesson 4

Warm-up

- Stick the four main character Picture Cards on the board. Point to the Picture Cards at random, and Ask *Who's this?* Children answer *It's Jig*, etc.

Look and listen. 13

- Give children their books open to Unit 2, Lesson 4.
- Remind them that in English, stories go from left to right. Hold up your book, and point to the frames in order.
- Ask children to point to the frames in their books in the correct order.
- Talk about the pictures. Ask children who they can see (*Grandpa, Baz, and his mom*) and what they are doing (*talking on the telephone*).
- Say *Listen* and play the CD. Let children follow the story in their books, pausing in the middle to tell them to look at the second frame. (Don't ask children to repeat the words.)
- Play the CD again.

Transcript 13

Look and listen. *Who's this?*

Grandpa Hello. Hello? *Who's this?*

Baz Hello, Grandpa. It's Baz!

Listen and act. 13

- Tell children they are going to act out the story.
- Ask two children to come to the front of the class and pretend to be Grandpa and Baz. Encourage them to hold hands up to their ears as if they were on the telephone.
- Play the first line of the story ('Grandpa' coming in and answering the telephone). Play the rest of the story ('Baz' smiling and pointing at himself).
- Repeat with more groups of two children.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Tell the class that they are going to act out the situation. Call a child to the front to play the role of Baz while you play the role of Grandpa.
- Help children to perform by prompting the lines as necessary.
- Repeat with other children.

Activity Book Unit 2, Lesson 4

1 Trace and say.

- Draw a curly line from the top of the board to the bottom of the board.
- Move your finger from the top to the bottom of the line. Tell children to copy your action and move their fingers along an imaginary vertical line in the air.
- Repeat the procedure with a wavy line, a straight line, and a zigzag line.
- Give children their books open to Unit 2, Lesson 4. Explain that the characters are talking to each other on the phone, and children are going to trace lines joining the characters who are talking to each other.
- Hold up your book. Point to each character, and ask *Who's this?* Children respond with the name of the character.
- Tell children to put their finger on *Grandpa* and then trace the line from *Grandpa* to the person he is speaking to. Elicit that he is talking to *Baz*.
- Children can then trace the line with their pencils if appropriate.
- Repeat the procedure with the other characters in the top row.
- Check that children are following the correct line by asking who each character is talking to. (*Tess is talking to Grandma. Morn is talking to Dad. Jig is talking to Pat.*)

Optional activity

- If children have brought in photos of family members, ask children to sit in a circle and take turns holding up their photo. Ask *Who's that?* Children answer *It's my mom*, etc.

Lesson 5 Values SB and AB

Lesson objectives

To understand everyday language used to show respect for elders.

Language

Everyday English: *After you. Thank you.*

Materials

CD track 14

Student Book Unit 2, Lesson 5

Warm-up

- Present the word *elders*. Explain that our parents, grandparents, and teachers are our elders. They are older than us.
- If possible, explain that it is important to respect our elders because they have more knowledge and wisdom than we do.

Listen and point. 14

- Give children their books open to Unit 2, Lesson 5.
- Say *Look at the picture*. Point to the grandma. Ask *Who's this?* Children respond *It's Grandma*.
- Say *Grandma is an elder*. Children repeat.

Transcript 14

Listen and point.

Boy After you, Grandma.

Grandma Thank you.

Listen and say. 14

- Ask children questions about the picture. *Where are the boy and his grandma? (by the door) What is the boy doing? (letting his grandma go first).* Demonstrate the scene visually with another child if the meaning is still not clear.
- If possible, tell children that it is important to respect our elders and that one way we can do this is by letting them go first and waiting for them.
- Have children listen to the conversation. Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Say and do.

- Conduct the conversation with the class chorally. Say the first line and prompt children to respond.
- Repeat with other children.
- Tell the class that they are going to act out the situation. Call a child to the front to play the role of the grandma and another to play the role of the child. Help children to perform by prompting the lines as necessary.
- Repeat with other children.
- If possible, ask children what other ways they can show respect for their elders (e.g., *by allowing them to sit down first, to choose their food first, to speak first, to take a seat at by the door of the train or bus, etc.*)

Activity Book Unit 2, Lesson 5

1 Match and say. Color.

- Give children their books open to Unit 2, Lesson 5.
- Ask children which picture shows good behavior (*the second picture*). Ask them to tell you why (*because the boy is waiting for his elder to get on the bus first*).
- Direct children's attention to the two faces at the bottom of the page. Explain that the smiling face is *happy* and the frowning face is *sad*. You may wish to present these words at this stage.
- Hold up your book. Using your finger, trace the line from the first picture to its corresponding face. Tell children to do the same.
- Show children that they should trace the lines from each picture to its corresponding face.
- Tell children to color the picture that shows good behavior.

Optional activity

- Ask children to draw a picture of one of their elders. This could be a parent, grandparent, or teacher.
- Encourage them to draw themselves in the picture respecting their elder. This could be the scene in the Activity Book or a situation that is different.

Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write the letters *Cc* and *Dd*.
- To recognize and say the letter names *c* and *d*.
- To develop fine motor control.

Language

Vocabulary: *cloud, donut*

Materials

CD track 15, Picture Cards 5–6 and 13–14

Optional: copies of Progress Check Alphabet 1 & 2 (page 86)

Student Book Unit 2, Lesson 6

Warm-up

- Put the ant and bear Picture Cards up on the board. Ask children what the words are and what letters to write beneath each one.
- Encourage children to write the shape of the letter in the air before you write it on the board. Do this as a class first or individually if children seem confident.

Learn the letters.

- Hold up the Picture Card of the cloud. Say *cloud*. Children repeat the word chorally and individually. Stick the Picture Card on the board.
- Write the letter *c* on the board under the cloud. Point to the letter *c*, and say the letter name *c*. Tell children that *c* is the first letter for the word *cloud*. Say *c, cloud*.
- Draw the letter *C* next to the lowercase letter. Say *C, cloud*. Prompt children to repeat a few times.
- Repeat with the letter *d* and the Picture Card for *donut*. If time allows, use the Picture Card for *dad* to give children another example.
- Tell children they are going to learn how to write the letter *Cc*. Give children their books open to Unit 2, Lesson 6. Draw their attention to the caterpillar, and elicit the four letters children have learned so far, pointing at each segment of the caterpillar as they do so.
- Tell children to look at the letters *Cc*. Stand with your back to the class as you use your finger to 'write' a capital *C* in the air. Tell children to copy your action and write a capital *C* in the air (repeat with lowercase *c* if you wish).
- Tell children to practice tracing over the letters in their books with their fingers. Repeat the procedure with the letters *Dd*.

Sing. 15

- Tell children that they are going to sing a song to learn about letters.
- Play the CD. Tell children to listen to the song.
- Play the CD again. Pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and pictures in their books as they sing them.
- Play the CD again, and encourage the children to sing the song.

Transcript 15

Sing.

c, c, c; c cloud, c cloud, c cloud; c ...
c, c, c
d, d, d; d donut, d donut, d donut, d ...
d, d, d

Match and trace.

- Copy the letters on the board exactly as they appear in the book. Point to each letter, and children say its name.
- Tell children to look at the letters in their books, and have them find the capital letter that matches the lowercase one on the left.
- Hold up your book. Trace the circle of the first answer *C* with your finger. Prompt children to do the same.
- Tell children to use their pencils to trace the lines of the circle for each letter.

Activity Book Unit 2, Lesson 6

1 Say and circle. Color.

- Give children their books open to Unit 2, Lesson 6. Write the letters *a, b, c*, and *d* on the board. Point to each, and prompt children to say the name of the letter.
- Stick the Picture Card of the cloud on the board. Point to it, and say *It's a . . .* Children say *cloud*.
- Point to the letter *a* and then to the cloud card. Say *a, cloud?* Make a funny face to show that's not right. Repeat with *b* and *d*. Then point to *c*, and say *c, cloud?* Smile and shake your head *yes*.
- Trace a circle around the letter *c* with your finger. Prompt children to do the same. Tell children to trace with their pencils. Repeat the procedure with the donut Picture Card.
- Tell children to color the pictures of the cloud and the donut.

Optional activity

- Hand out copies of Progress Check Alphabet 1 & 2 (page 86).

Unit 2 Review AB

Lesson objectives

- To review the unit vocabulary.
- To think critically by identifying and following a pattern.

Materials

Picture Cards 7–12

Activity Book Unit 2, Review

Warm-up

- Put the Picture Cards of the family members in different places around the room.
- Say *Point to Mom*. Children turn and point to the Picture Card of Mom.
- Repeat with other family members.

1 Say and join.

- Give children their books open to Unit 2, Review lesson.
- Ask children what they see (*pictures of the family*). Show children that there is a pattern in each row and that they have to work it out.
- Tell them to look at the first row of pictures and put their finger on the first picture of Mom. Children say *Mom*. Tell them to move their finger to the next picture and say *Dad*. Children continue until the end of the row.
- Ask children what should come next (*Dad*). Ask them to tell you why (*because the pattern is Mom / Dad / Mom / Dad*). Say this as a class to help emphasize the pattern.
- Tell children to trace the line from the first row of pictures to Dad. Tell them to use their finger first and then their pencil.
- Children complete the activity, saying the name of each person as they work.
- Check answers. Have the class tell you the pattern in each row.

Progress Check 2 Vocabulary TB

Materials

- Progress Check 2 Vocabulary photocopiable sheet (one per child)
- Picture Cards 7–12

Teacher's Book Page 85

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.

Progress check

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Talk to each child in the group individually. Hold up the photocopiable sheet and point to the vocabulary items in turn asking, *What's this?* or *Who's this?* Once a child has answered the questions they can start coloring their sheet.

Progress Check 1 & 2 Alphabet TB

Materials

- Progress Check 1 & 2 Alphabet photocopiable sheet (one per child)
- Picture Cards 5–6, 13–14

Teacher's Book Page 86

Warm-up

- Write the letters from lesson 6 on the board. Point to each letter in turn and ask children to say it.
- Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board. Point to the first letter that you've written on the board and have children say the letter name. Trace a line with your finger from the letter to the corresponding Picture Card and say the word. Repeat for each letter.

Progress check

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Talk to each child in the group individually. Have the child place their finger on the first letter on the photocopiable sheet and say the letter name. They then trace the dotted line to join the letter to the picture and say the corresponding word. Repeat with each letter. Once a child has completed the sheet they can start coloring their sheet.

3 My School

Lesson 1 Vocabulary SB and AB

Lesson objectives

- To identify six classroom objects.
- To recognize English sounds and spoken words.

Language

Vocabulary: bag, book, chair, crayon, pencil, table

Materials

CD tracks 16–17, Picture Cards 1–4 and 15–20
Optional: copies of Progress Check Vocabulary 3 (page 87)

Student Book Unit 3, Lesson 1

Warm-up

- Sing the *Hello* song. 🎧 3.
- Review the characters with the Picture Cards.

Listen and say. 🎧 16

- Tell children they are going to learn the words for six things in the classroom. Stick the Picture Cards on the board, in this order: bag, book, crayon, table, chair, pencil.
- Point to each Picture Card in turn, and say the word. Repeat. Say *Listen*. Play the CD. Children point to the Picture Cards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 🎧 16

Listen and say.
bag, book, crayon, table, chair, pencil

Listen and find. 🎧 17

- Give children their books open to Unit 3, Lesson 1. Ask some questions about the picture, e.g., *Who can you see?* (Baz, Mrs. Ball, some new children) *Where are they?* (in a classroom) *What is Baz going to do?* (sit down)
- Tell children to point to the things in the picture when they hear the words. Say *Listen*, and play the CD, pausing as necessary.

Transcript 🎧 17

Listen and find.
bag, book, crayon, table, chair, pencil

Look and say.

- Point to each of the classroom Picture Cards, and elicit the correct words from children. Let them answer chorally at first and then individually if you wish.
- Use real objects in the classroom for children to identify. Pick up a book, and ask a student *What's this?* Elicit *book*, and then do the same with the remaining five objects. Leave *table* until last, and pretend that it is too heavy to pick up.

Activity Book Unit 3, Lesson 1

1 Trace and say. Color.

- Give children their books open to Unit 3, Lesson 1. Ask them what they can see on the page (*a book, a pencil, a crayon, a bag*).
- Model the activity by drawing a dotted cloud on the board and tracing it with your finger.
- Children practice tracing the objects in their books with their fingers. Ask children to say the words for the objects as they trace.
- If appropriate, have children trace the objects with their pencils, saying the words as they do so.
- When children have finished tracing, ask them to color the pictures. Remind them to stay inside the lines as best they can.

Optional activity

- Hand out copies of Progress Check Vocabulary 3. Tell children to color the six objects in the picture. As they are coloring, monitor individual children, and ask *What's this?* as you point to the six objects. Children answer *It's a (pencil)*.

Lesson 2 Structure SB and AB

Lesson objectives

- To review previously learned vocabulary.
- To ask about and identify things.
- To count from one to five.
- To think critically by grouping objects appropriately.

Language

Vocabulary: *bag, book, chair, crayon, pencil, table*

Structure: *What's this? It's a...*

Language

Vocabulary: *bag, book, chair, crayon, pencil, table*

Materials

CD track 18, Picture Cards 7–12 and 15–20

Student Book Unit 3, Lesson 2

Warm-up

- Review the members of the family and the question *Who's this?*
- Stick the Picture Cards of the family members on the board. Point to each, and ask *Who's this?* Children respond.

Point and say.

- Review the vocabulary from Lesson 1. Stick the Picture Cards of the school vocabulary on the board.
- Point to the bag, and say *It's a bag*. Point to the pencil. Say *It's a...* Motion for the class to say *pencil*. Repeat with the other Picture Cards.
- Continue the activity with real objects. Hold up your book. Say *It's a...* Prompt the children to say *book*. Repeat with the other objects in the classroom.

Listen and say. 18

- Give children their books open to Unit 3, Lessons 1 and 2. Ask children to say what they think the characters are doing (*Mrs. Ball is asking Baz about the bag on the table. The bag is in the shape of a bear.*) Play the CD once to check the answer.
- Play the CD again, pausing after each line. Children repeat the lines chorally and individually.
- Review the phrase *Stand up*. Say *Stand up* to the class. Motion for them to stand as you say the phrase. Say *Sit down*, and motion for them to sit down again.
- Repeat with individual children.
- Present the phrase *very nice* by holding up one of the children's bags. Say *It's a bag. It's very nice*. Smile as you compliment the child's bag.
- Repeat with other objects belonging to different children.

Transcript 18

Listen and say.

Mrs. Ball Please stand up, Baz. What's this?

Baz It's a bag... and it's a bear!

Mrs. Ball Very nice, Baz.

Say and do.

- Call a child to the front to model the conversation with you. You don't need to add the line *it's a bag* or *it's a bear* so that the conversation is more authentic to the actual context.
- Repeat the conversation with another object, such as a pencil or a crayon.
- Call two different children to the front to role-play the conversation. Allow them to select an object such as a chair or a table for their conversation.

Activity Book Unit 3, Lesson 2

1 Say and circle. Color.

- Give children their books open to Unit 3, Lesson 2. Ask children what they can see in each row of pictures (*pencils, crayons, chairs, tables, and books*).
- Model the activity on the board. Draw three pencils in a box on the left side, and count them with the children. Draw two pencils in a box in the middle, then three more in a box on the right. Draw a circle around the right box to indicate the correct answer.
- Direct children's attention to the first group of pencils on the page. Say *Count the pencils*. Children respond *One, two, three, four*.
- Ask children to count the pencils in the second group and the third group.
- Tell children to circle the group of four pencils, following the dotted line in their books.
- Complete the activity together. Encourage children to put their finger on each item as they count so that they can keep track.
- When children finish, they can color the matching group of pencils on the page. Monitor children so that they do not color every object in the activity.

Optional activity

- Play a game to practice *What's this?* and the classroom objects.
- Turn your back and cover a pencil with a piece of cloth so that children can only see its silhouette or shape.
- Face the class. Hold up the hidden pencil, and ask *What's this?* Allow children to respond until someone guesses correctly.
- Repeat with a crayon, a book, and a bag.

Lesson 3 Song SB and AB

Lesson objectives

- To introduce language for classroom instructions.
- To understand and follow classroom instructions.
- To develop fine motor control.
- To think critically by grouping objects.

Language

Vocabulary: *hello, goodbye*

Structure: *Quiet, please. Stand up, please. Sit down, please. Thank you.*

Materials

CD track 19

Student Book Unit 3, Lesson 3

Warm-up

- Play the *Stand up and Sit down* game from TB page 14. Ensure you use your hands to demonstrate the meaning of the instructions.
- Say *Quiet, please* and put your finger on your lips. Children put their finger on their lips, too.
- Give all of these instructions in mixed-up order for children to follow.

Listen and sing. 19

- Tell children they are going to learn a song. Say *Listen to the song*, and play the CD.
- Do the hand gestures as the song is playing to reinforce the meaning.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Tell them to do the gestures as best they can.

Transcript 19

Listen and sing.

Hello, children. Hello, children.

Quiet, please. Quiet, please.

Thank you, Thank you, Thank you!

Thank you, children.

Hello, children. Hello, children.

Stand up, please. Stand up, please.

Thank you, Thank you, Thank you!

Thank you, children.

Sing and do. 19

- Tell the children that they are going to act out the song.
- Review the gestures as necessary.
- Call several children to the front to lead the singing. Remind children to follow the instructions as they sing.
- Sing the song again. Encourage children to sing along and do the gestures.

Think and group.

- Give children their books open to Unit 3, Lesson 3.
- Hold up your book, and point to the pictures of the objects on the table. Point to one of the bags, and ask *What's this?* (It's a bag.) Repeat with the other two bags.

- Take a pencil and show children that they should group the same items by drawing around them.
- Let children do the same with the pencils, crayons, and books in the picture by themselves. Monitor to make sure they are grouping the correct items.

Activity Book Unit 3, Lesson 3

1 Trace, say, and draw. Do.

- Give children their books open to Unit 3, Lesson 3.
- Ask them to look at the first row of pictures and describe what they see. (*The children are talking. The teacher is giving the 'Quiet, please' sign. The child is quiet.*)
- Tell children to trace the lines connecting the pictures, first with their fingers and then with their pencils.
- Ask children if they notice anything different between the first and the third picture. (*There are two children in the first picture, but only the boy is in the third one.*) Tell children to draw a picture of the girl in the third one. Remind them that she is following the teacher's instruction.
- Repeat the steps with the second row of pictures.
- Call children to the front to give the teacher's commands (*Quiet, please. Stand up, please.*).

Optional activity

- Sing the song again. This time children point to the pictures in their Activity Book.
- Add your own verse for the instruction *Sit down, please*.
- Sing the verses at random. Children follow your instructions.

Lesson 4 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening skills by following a story.
- To review and consolidate language introduced in the unit.
- To understand the unit language in context.

Language

Structure: *Quiet, please. Sit down. Thank you.*

Materials

CD tracks 19–20

Student Book Unit 3, Lesson 4

Warm-up 19

- Sing the song from Lesson 3 (Transcript 19) again.

Look and listen. 20

- Give children their books open to Unit 3, Lesson 4.
- Remind children that in English, stories go from left to right. Hold up your book, and point to the frames in order.
- Ask children to point to the frames in their books in the correct order.
- Talk about the pictures. Ask children where they think this is (*a classroom*). Ask them to point to Baz.
- Say *Listen*, and play the CD. Let children follow the story in their books, pausing in the middle to tell them to look at the second frame. (Don't ask children to repeat the words.)
- Ask children what they think happens in the story (*children clean up and sit down at the table*).
- Play the CD again.

Transcript 20

Look and listen. Quiet please!

Mrs. Ball Quiet, please. Sit down.

Mrs. Ball Thank you.

Listen and act. 20

- Tell children they are going to act out the story. Do this as a whole class.
- Play the first line of the story. Children dance around and clap their hands.
- Play the second line. Put your finger on your lips, and gesture with your hands for children to sit down. Children sit down quietly.
- Play the third line. Smile at the children.
- Repeat, asking a volunteer to take the part of the teacher.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond by sitting down. Say the second line and smile.
- Call a child to the front to play the role of the teacher while you join the class as another student.
- Help the child to perform by prompting the lines as necessary.
- Repeat with other children.

Activity Book Unit 3, Lesson 4

1 Match and say. Do.

- Give children their books open to Unit 3, Lesson 4. Tell children to point to the first picture. Ask children to say the command shown in the picture. *What is it?* (clap).
- Repeat with each picture in the first column.
- Show children that they are going to match each picture in the left column with a picture in the right column that shows the same command.
- Ask children to look at the first picture in the left column and say which picture in the right column shows the same action (*the last picture*).
- Tell children to match the pictures by moving their finger from the picture in the left column to the correct picture in the right column. Hold up your book and model the action.
- Tell children to match the pictures by making a line with their pencils. Repeat with the other pictures and commands.
- When children have matched all the pictures, give a command and prompt children to do the action.

Optional activity

- Play the *Stand up and Sit down* game from TB page 14. Ensure you use your hands to demonstrate the meaning of the instructions.
- Incorporate the *Quiet, please* and *Clap* commands into the game after a minute or so.

Lesson 5 Values SB and AB

Lesson objectives

To understand everyday language used to behave properly at school.

Language

Everyday English: *Please open your book. Sorry.*

Materials

CD track 21

Student Book Unit 3, Lesson 5

Warm-up

- Review the classroom commands children know. Say *Stand up*, and motion for children to stand. Say *Sit down*, and motion for them to sit.
- Put your finger to your lips. Prompt children to whisper *Quiet, please*.
- Call a child to the front to play the role of the teacher and give the commands.

Listen and point. 21

- Give children their books open to Unit 3, lesson 5.
- Say *Look at the picture*. Point to the book. Ask *What's this?* Children respond *It's a book*.
- Point to the woman. Ask *Who's this?* Children respond *It's the teacher*.

Transcript 21

Listen and point.

Teacher Please open your book.

Boy Sorry, Miss Jackson.

Listen and say. 21

- Ask children questions about the picture. *Where are the teacher and the boy?* (in school) *How many children are in the picture?* (three) *How many books are open?* (two).
- Tell children that it is important to behave at school. Explain that one way to behave at school is to listen to the teacher.
- Show children that the boy is listening to the teacher. Ask them what she is talking about (*his book*).
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt the children to respond.
- Tell the class that they are going to act out the situation. Call a child to the front to play the role of the teacher and three more to play the roles of the students.
- Have the three children bring their books. Tell two of them to open their books and the third child to leave his / her book closed.
- Help children to perform by prompting the lines as necessary. Remind the child to open the book when the teacher asks.

- Repeat with other children.
- Point out that *Sorry* is the way we apologize. If possible, remind children that it is natural to make mistakes, but that it is important to apologize.

Activity Book Unit 3, Lesson 5

1 Match and say. Color.

- Give children their books open to Unit 3, Lesson 5.
- Ask children which picture shows good behavior for school (*the second picture*). Ask them to tell you why (*because the children are paying attention to the teacher*).
- Direct children's attention to the two faces at the bottom of the page. Elicit that the smiling face is happy and the frowning face is sad.
- Hold up your book. Using your finger, trace the line from the first picture to its corresponding face. Tell children to do the same.
- Show children that they should trace the lines from each picture to its corresponding face.
- Children then color the picture that shows good behavior.

Optional activity

- Ask children to draw a picture of their teacher (homeroom teacher or yourself) and themselves at school. This will show them listening to the teacher.
- Encourage them to think of a situation that is different from those they have seen in their books, for example, paying attention to the teacher when they are walking through the hall, in a line, or when they are riding the school bus, etc.

Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write the letters *Ee* and *Ff*.
- To recognize and say the letter names *e* and *f*.
- To develop fine motor control.

Language

Vocabulary: *elephant, frog*

Materials

CD track 22, Picture Cards 13–14 and 21–22

Student Book Unit 3, Lesson 6

Warm-up

- Put the cloud and donut Picture Cards up on the board. Ask children what the words are and what letters to write beneath each one.
- Encourage children to write the shape of the letter in the air before you write it on the board. Do this as a class first and then individually if children seem confident.

Learn the letters.

- Hold up the Picture Card of the elephant. Say *elephant*. Children repeat the word chorally and individually. Stick the Picture Card on the board.
- Write the letter *e* on the board under the elephant. Point to the letter *e* and say the letter name *e*. Tell children that *e* is the first letter for the word *elephant*. Say *e, elephant*.
- Write the letter *E* next to the lowercase letter on the board. While pointing to it say *E, elephant*. Prompt children to repeat a few times.
- Repeat with the letter *f* and the Picture Card for *frog*.
- Tell children they are going to learn how to write the letter *Ee*. Give children their books open to Unit 3, Lesson 6. Draw their attention to the caterpillar and elicit the letters they can see.
- Tell children to look at the letters *Ee*. Stand with your back to the class as you use your finger to 'write' a capital *E* in the air. Tell children to copy your action and write a capital *E* in the air. Do the same with the lowercase *e*.
- Tell children to practice tracing over the letters in their books with their fingers. Repeat the procedure with the letters *Ff*.

Sing. 22

- Tell children that they are going to sing a song to learn about letters.
- Play the CD. Tell children to listen to the song.
- Play the CD again. Pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and pictures in their books as they sing them.
- Play the CD again, and encourage the children to sing the song.

Transcript 22

Sing.

e, e, e; e elephant, e elephant, e elephant; e ...
e, e, e
f, f, f; f frog, f frog, f frog; f ...
f, f, f

Find and trace.

- Copy the letters on the board exactly as they appear in the book. Point to each letter, and children say its name.
- Tell children to look at the rows of letters in their books, and have them find the letter that is not the same as the rest.
- Hold up your book. Trace the circle of the first answer *d* with your finger. Prompt children to do the same.
- Tell children to use their pencils to trace the lines of the circle for each letter.

Activity Book Unit 3, Lesson 6

1 Say and trace.

- Give children their books open to Unit 3, Lesson 6.
- Ask children which letters should be completed (*e* and *f*).
- Draw a simple writing line on the board. Mark only the starting point for each letter. Write the letters on the board.
- Tell children to practice tracing over the letters in their books with their fingers.

2 Say and circle. Color.

- Tell children to look at the next activity. Ask them to say what they can see in each picture.
- Stick the Picture Card for *elephant* on the board. Ask *What's this?* Children respond *It's an elephant*.
- Write the letters *e* and *f* below it. Point to each letter, and children say its name.
- Ask children what the first letter of *elephant* is (*e*). Tell children to trace the dotted circle around the letter *e*, first with their fingers and then with their pencils. Do the same on the board.
- Repeat with the *frog* card, taking care to copy the lowercase and capital letters for each picture as is indicated in the book.
- When children have finished tracing the lines for each letter, tell them to color the pictures. Remind them to stay inside the lines as best they can.

Optional activity

- Play a short miming game to practice the six letters learned so far.
- Mime the action of an elephant by using your arm as a trunk. Elicit *elephant* from children, and ask what letter it starts with.
- Repeat with actions for *frog, ant, bear, cloud, and donut* (by eating something). Let children who get both letter and word come to the front to do their own mime.

Unit 3 Review AB

Lesson objectives

To review the unit vocabulary.

To think critically by recognizing constituent parts of a whole.

Materials

Picture Cards 15–20

Activity Book Unit 3, Review

Warm-up

- Review the vocabulary for the classroom objects using the Picture Cards and real objects.
- Give a child one of the Picture Cards for a classroom object, and tell him / her to find that object in the classroom and stand next to it with the Picture Card.
- Make sure you have placed items such as crayons, pencils, books, and bags in plain view so that the child is able to do the activity.
- When the child finds the item, he / she says *It's a* (name of object).
- Repeat with other children and different Picture Cards.

1 Find and circle. Say.

- Give children their books open to Unit 3, Review lesson.
- Ask children to name the pictures at the top of the page in order from left to right. As children say each word, put that Picture Card on the board.
- Ask children to look at the picture of the classroom below. Ask them what they can see in the pictures (*a table, a chair, a bag, a book, etc.*).
- Model the activity. Point to the crayon at the top of the page. Ask children to find it in the picture. Tell them to circle it with their fingers and then with their pencils.
- Say *crayon*. Children repeat.
- Children complete the activity. Remind them to say the word and to circle first with their fingers and then with their pencils.

Progress Check 3 Vocabulary TB

Materials

Progress Check 3 Vocabulary photocopiable sheet (one per child)

Picture Cards 15–20

Teacher's Book Page 87

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.

Progress check

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Talk to each child in the group individually. Hold up the photocopiable sheet and point to the vocabulary items in turn asking, *What's this?* or *Who's this?* Once a child has answered the questions they can start coloring their sheet.

4 Colors

Lesson 1 Vocabulary SB and AB

Lesson objectives

To identify six colors.

To recognize English sounds and spoken words.

Language

Vocabulary: *blue, green, purple, yellow, red, orange*

Materials

CD tracks 3, 23–24, Picture Cards 15–20 and 23–28

Optional: copies of Progress Check Vocabulary 4 (page 88)

Student Book Unit 4, Lesson 1

Warm-up

- Sing the *Hello* song. 3.
- Review classroom objects. Hold up or point to real objects, and ask *What's this?* Children answer *It's a (chair), etc.*

Listen and say. 23

- Tell children they are going to learn some color words.
- Stick the Picture Cards up on the board or wall, some distance apart, in this order: blue, green, orange, purple, yellow, red.
- Point to each Picture Card in turn, and say the word. Repeat.
- Say *Listen*. Play the CD. Children point to the Picture Cards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 23

Listen and say.

blue, green, orange, purple, yellow, red

Listen and find. 24

- Give children their books open to Unit 4, Lesson 1. Talk about the picture. Ask some questions, e.g., *Who can you see?* (the students) *Where are they?* (in their classroom) *What are they doing?* (hanging up their bags) *What things can you see?*
- Tell children to point to each bag when they hear its color.
- Say *Listen*, and play the CD, pausing as necessary. Check that children are pointing to the correct bag each time.

Transcript 24

Listen and find.

blue, green, orange, purple, yellow, red

Look and say.

- Point to each of the color Picture Cards, and elicit the correct words. Let children answer chorally at first and then individually if you wish.
- Use real objects in the classroom, and ask children *What color is it?* At this stage, children only need to say *red, orange, etc.*

Optional activity

- Hand out copies of Progress Check Vocabulary 4. Ask children to color the bag as neatly as they can, using red, blue, yellow, green, orange, or purple. Monitor and ask children what color their bag is.

Activity Book Unit 4, Lesson 1

1 Say and color.

- Give children their books open to Unit 4, Lesson 1.
- Explain that each paint area has one of the color words inside it. Reassure children that they are not expected to be able to read all the words immediately.
- Stick the color Picture Cards on the board in the order they appear in the book (blue, green, orange, red, yellow, purple).
- Point to the *blue* Picture Card. Prompt children to say *blue*.
- Write the word *blue* under the Picture Card. Point to the word and then to *color* and say *blue*.
- Direct children's attention to the first letter of *blue* (*b*). Tell them to find the word *blue* in their books.
- Ask children to hold up their books and point to the correct paint area. Check that each child has found the word.
- Ask children to color the paint area blue. Remind them to stay inside the lines as best they can.
- Repeat with the other colors.

Lesson 2 Structure SB and AB

Lesson objectives

- To review classroom object vocabulary.
- To ask about and describe object colors.
- To develop fine motor control.

Language

Vocabulary: *blue, green, purple, yellow, red, orange*

Structure: *What color is it? It's orange.*

Materials

CD track 25, Picture Cards 15–20, 23–28, a large envelope

Student Book Unit 4, Lesson 2

Warm-up

- Place the Picture Card of the table in the envelope. Ask *What's this?* as you slowly reveal the picture.
- The child who guesses first comes to the front and chooses a classroom object Picture Card to put in the envelope.
- Have the child ask *What's this?* as you slowly reveal the picture.
- The child who guesses first comes to the front and chooses another Picture Card to put in the envelope.

Point and say.

- Review the vocabulary from Lesson 1.
- Stick the color Picture Cards on the board. Play a game. Point to each color Picture Card very quickly, and encourage children to say the color quickly.
- Call a child to the front. Say *Point to 'red'*. Help the child to point to the *red* Picture Card.
- Repeat with other children pointing to the other colors.
- Give children their books open to Unit 4, Lessons 1 and 2.
- Ask what they can see hanging in the classroom (*bags*). Ask what colors they are (*blue, green, purple, yellow, red, orange*).

Listen and say. 25

- Tell children to look at the pictures in the book. Ask children to say what they think the characters are doing (*The girl's talking about her bag.*).
- Ask children what color the girl's bag is (*it's orange*). Play the CD once to check the answer.
- Play the CD again, pausing after each line. Children repeat the lines chorally and individually.
- Reinforce children's understanding of *Look at*. Point to a chair. Say *Look at the chair.*
- Say *Look at* (name of child). Encourage the children to look at him / her. Repeat with other children's names.

Transcript 25

Listen and say.

Girl Look at my bag.

Baz What color is it?

Girl It's orange.

Say and do.

- Call two children to the front of the class. Give one of them the Picture Card of the bag. Prompt the other child to play the role of Baz. Help them to act out the conversation.
- Repeat with children bringing their actual bags to the front to act out the conversation. If a child's bag is more than one color, remind them to use *and*, e.g., *It's red and blue.*

Activity Book Unit 4, Lesson 2

1 Look and color.

- Give children their books open to Unit 4, Lesson 2. Say *Point to the bag*. Check that children are pointing to the bag in the picture. Ask children to point to the chairs, the book, and the table.
- Put the Picture Cards for the colors red, blue, yellow, green, and purple on the board. Put them in this order so that they reflect what children see in their books.
- Point to the *red* Picture Card, and ask *What color is it?* Children respond *red*. Write the number *1* and the word *red* next to the color.
- Repeat with the other colors, writing the numbers and words next to each.
- Explain that each color has a number and that they should color the things in the picture according to the numbers.
- Children complete the activity. Remind them to color carefully and stay in the lines as best they can.
- Check children's coloring. Say *Look at the table*. Ask *What color is it?* Children respond *It's yellow*. Repeat with the other items (*book = blue, chair = red, table = yellow, chair = green, bag = purple*).

Optional activity

- Tell children to identify the colors of objects in the room. For example, say *Look at the table. What color is it?* Children respond appropriately.
- Be sure to ask about objects for which children know the colors. If an object has more than one color, encourage children to use *and*.

Lesson 3 Song SB and AB

Lesson objectives

- To review classroom object vocabulary.
- To review colors vocabulary.
- To develop fine motor control.
- To think critically by determining the next item in a pattern.

Language

Vocabulary: *bag, book, chair, pencil, red, green, yellow, blue*

Structure: *What color is it? It's ...*

Materials

CD track 26, Picture Cards 16–19, 23–27

Student Book Unit 4, Lesson 3

Warm-up

- Play a game. Mime writing. Hold up the imaginary pencil, and ask *What's this?* Children respond *It's a pencil*. Hold up the Picture Card for *pencil*.
- Repeat with other mimes: pretend to sit down (*chair*), carry a bag (*bag*), and read (*book*). Confirm each with the appropriate Picture Card.
- Review the colors using the Picture Cards. Stick the color Picture Cards on the board. Point to each, and prompt children to say the color.

Listen and sing. 26

- Tell children they are going to learn a song about things in the classroom and colors.
- Say *Listen to the song*, and play the CD.
- Do the mimes while the song is playing in order to reinforce meaning.
- Play the CD and sing along, pausing after each line for the children to sing the line after you.

Transcript 26

Listen and sing.

It's a bag!	It's a chair!
What color is it?	What color is it?
It's red! Red! Red!	It's yellow! Yellow! Yellow!
It's a book!	It's a pencil!
What color is it?	What color is it?
It's green! Green! Green!	It's blue! Blue! Blue!

Sing and do. 26

- Stick the color Picture Cards around the room.
- Practice the mimes with children. Say a word, for example *chair*, and mime sitting down. Children mime with you.
- Sing the song, and mime the object for the first line of each verse.
- At the end of each verse, point to the appropriate color Picture Card. Encourage children to sing, mime, and point with you.

Think and color.

- Show children an example of the first sequence on the board. Put up different color magnets or pieces of colored paper to show the sequence. Prompt children to guess the color of the next item.
- Give children their books open to Unit 4, Lesson 3. Ask children to tell you what they see (*a book, a pencil, a bag, a chair*).
- Ask *What color is the book?* pointing to the first item. Do the same with the second and third items, and have children guess the final one.
- Tell children to color the book, reminding them to stay inside the lines as best they can.
- Once all the children have successfully finished the first item they can go on to complete the rest of the activity.
- Monitor carefully. Repeat the process on the board if children continue to struggle to complete the other three sequences.

Activity Book Unit 4, Lesson 3

1 Say and join.

- Give children their books open to Unit 4, Lesson 3.
- Ask children what they can see (*pictures of classroom objects*). Explain that there is a pattern in each row and they have to work it out.
- Tell them to look at the first row of pictures and put their finger on the first picture of a chair. Children say *chair*. Tell them to move their finger to the next picture and say *pencil*. Children do the same with the third picture (*chair*).
- Ask children what picture should come next (*pencil*). Ask them to tell you why (*because the pattern is chair / pencil / chair / pencil*). Tell children to trace the line from the first row of pictures to the pencil in the right column.
- Children complete the activity. Check the answers. Have the class tell you the pattern in each row.

Optional activity

- Sing the song again. This time children point to the pictures in their books.
- Make up more verses about objects in the classroom, and expand them to include other known colors, for example, *a purple crayon, an orange table*, etc.

Lesson 4 Project SB and AB

Lesson objectives

- To use English to express the color order of the rainbow.
- To make a rainbow model.
- To develop fine motor control.

Language

Vocabulary: *rainbow, red, orange, yellow, green, blue, purple*

Materials

CD track 27, glue sticks, colored circles of paper: red, orange, yellow, green, blue, purple, string, a completed rainbow to use as a model, Picture Cards 23–28

Student Book Unit 4, Lesson 4

Warm-up

- Review the colors using objects in the room.
- Hold up a crayon. Ask *What color is it?* Children respond *It's (color)*.
- Allow children to play the role of the teacher to choose objects and ask the question *What color is it?*

Make.

- Give children their books open to Unit 4, Lesson 4. Explain that they are going to make something special. Tell them to look at picture 4.
- Present the word *rainbow*. Show children your completed model. Say *It's a rainbow*.
- Ask children to tell you where we can see rainbows (*in the sky*) and when we can see them (*when it's sunny and rainy*).
- Ask children to look carefully at the order of the colors. Point out that the colors of the rainbow are always the same. Ask children to tell you the order of the colors as you point to each one on your completed model.
- Before you give children the materials, review the four pictures in the book, describing each step.
- Tell children to look at picture 1. Ask children to say the things they see.
- Tell children to look at picture 2. Explain that they are going to glue the colored circles, one inside the other. Then give each child the circles of colored paper and glue sticks.
- Tell children to look at picture 3. Explain that they should use the scissors to cut across the middle of the circles in a straight line.
- Help children to put the string through the hole and tie it.

Listen and sing. 27

- Tell children they are going to learn a song about their craft project.
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Tell them to point to the correct colors as they sing.

Transcript 27

Listen and sing.
Red and orange and yellow, too.
Rainbow colors for me and you.
Colors for me
Colors for you
Rainbow colors for me and you.

Green and blue and purple, too.
Rainbow colors for me and you.
Colors for me
Colors for you
Rainbow colors for me and you.

Sing and point. 27

- Call six children to the front, or ask them to stand at different places around the room. Give each child a different Picture Card to hold up.
- The class sings the song and points to the correct Picture Card when that color is mentioned in the song.
- Repeat with other children holding the Picture Cards.

Activity Book Unit 4, Lesson 4

1 Trace and color. Sing. 27

- Give children their books open to Unit 4, Lesson 4.
- Ask children what they see (*a rainbow*).
- Ask children to tell you the correct order of colors for the rainbow. As they say each color, stick its Picture Card on the board in a column.
- Tell children to color the rainbow with the colors in the correct order.
- Children complete the activity.
- Call several children to the front to lead the class in singing the rainbow song. Encourage them to point to the colors on the board as they sing.

Optional activity

- Review the colors of the rainbow. Play a game.
- Give six children the color Picture Cards. Call them to the front to stand in the order of the rainbow.
- Tell the children to stand in the wrong order. The class gives them directions to put themselves in the correct order.
- Vary the game by removing one of the Picture Cards and calling five children to the front to stand in order. The class guesses which color is missing and where it should be inserted.
- Call a child to the front to hold the missing color Picture Card in the correct place.

Lesson 5 Values SB and AB

Lesson objectives

To understand everyday language used to take turns.

Language

Everyday English: *It's your turn now.*

Materials

CD track 28, a toy

Student Book Unit 4, Lesson 5

Warm-up

- Review the words *happy* and *sad* by drawing a smiling face and a frowning face on the board.
- Ask children how they feel when someone doesn't play nicely with them (*sad*). Ask how they feel when their friends play nicely with them (*happy*).

Listen and point. 28

- Give children their books open to Unit 4, Lesson 5.
- Say *Look at the picture*. Point to the jump rope. Ask *What's this?* Children respond *It's a jump rope*.
- Point to the children. Ask *Who are they?* Children respond *They are friends*.

Transcript 28

Listen and point.

Boy It's your turn now.

Girl Thanks.

Listen and say. 28

- Ask children questions about the picture. *Where are the girl and the boy? (outside) What are they doing? (playing) Are they playing nicely? (yes).*
- If possible, tell children that it is important to take turns when they play because this ensures that no one becomes sad.
- Explain that children are going to hear the children taking turns.
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Tell the class that they are going to act out the situation. Call two children to the front to play the role of the friends that are playing. Give one of them a toy to use as a prop.
- Help children to perform by prompting the lines as necessary. Remind the child to hand the toy to the other child after saying the line.
- Repeat with other children.
- If appropriate, ask children what other situations they might find themselves in that require them to take turns (*playing a game at a party, getting food, using scissors or glue at school, etc.*).

Activity Book Unit 4, Lesson 5

1 Match and say. Color.

- Give children their books open to Unit 4, Lesson 5.
- Ask children which picture shows good behavior (*the second picture*). Ask them to tell you why (*because the girl is waiting to take her turn*).
- Direct children's attention to the two faces at the bottom of the page. Elicit that the smiling face is happy and the frowning face is sad.
- Hold up your book. Using your finger, trace the line from the first picture to its corresponding face. Tell children to do the same. Children trace the lines from each picture to its corresponding face.
- Tell children to color the picture that shows good behavior.

Optional activity

- Ask children about games they play with their friends.
- Ask them to draw one of these games, showing their friends and themselves playing and taking turns.
- If they do not wish to draw a game they can choose a situation that is different from those in their books, for example, children taking cookies from a tray, using the water fountain at school, etc.

Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write the letters *Gg* and *Hh*.
- To recognize and say the letter names *g* and *h*.
- To develop fine motor control.

Language

Vocabulary: *gift, hug*

Materials

- CD track 29, Picture Cards 5–6, 13–14, 21–22, and 29–30
- Optional:** copies of Progress Check Alphabet 3 & 4 (page 89)

Student Book Unit 4, Lesson 6

Warm-up

- Put the *ant, bear, cloud, donut, elephant, and frog* Picture Cards up on the board. Ask children what the words are and what letters to write beneath each one.
- Encourage children to write the shape of the letter in the air before you write it on the board. Do this as a class first or individually if children seem confident.

Learn the letters.

- Hold up the Picture Card of the gift. Say *gift*. Children repeat the word chorally and individually. Stick the Picture Card on the board.
- Write the letter *g* on the board under the gift. Point to the letter *g*, and say the letter name *g*. Tell children that *g* is the first letter for the word *gift*. Say *g, gift*.
- Write the letter *G* next to the lowercase letter. Point to it and say *G, gift*. Prompt children to repeat a few times.
- Repeat with the letter *h* and the Picture Card for *hug*. If time allows, use the Picture Card for *green* to give children another example.
- Tell children they are going to learn how to write the letters *Gg*. Give children their books open to Unit 4, Lesson 6. Draw their attention to the caterpillar, and elicit the letters they can see.
- Tell children to look at the letters *Gg*. Stand with your back to the class as you use your finger to 'write' a capital *G* in the air. Tell children to copy your action and write a capital *G* in the air. Do the same for the lowercase *g*.
- Tell children to practice tracing over the letters in their books with their fingers. Repeat the procedure with the letters *Hh*.

Sing. 29

- Tell children that they are going to sing a song to learn about letters.
- Play the CD. Tell children to listen to the song.
- Play the CD again. Pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and pictures in their books as they sing them.
- Play the CD again, and encourage the children to sing the song.

Transcript 29

Listening 29. Sing.

g, g, g; g gift, g gift, g gift; g ...

g, g, g

h, h, h; h hug, h hug, h hug; h ...

h, h, h

Match and trace.

- Copy the letters on the board exactly as they appear in the book. Point to each letter, and children say its name.
- Tell children to look at the letters in their books, and have them find the lowercase letter that matches the capital one on the left.
- Hold up your book. Trace the circle of the first answer *f* with your finger. Prompt children to do the same.
- Tell children to use their pencils to trace the lines of the circle for each letter.

Activity Book Unit 4, Lesson 6

1 Trace and say. Color.

- Give children their books open to Unit 4, Lesson 6. Ask what they can see (the letters *gG, hH*, pictures of *hug* and *gift*).
- Explain that children are going to match the small letters to their capital letters and then to the picture of the word that begins with that letter.
- Write the letters on the board in two columns, as they appear in the book. Point to each letter, and prompt children to say its name.
- Stick the Picture Cards of *hug* and *gift* on the board. Prompt children to say *hug* and *gift*. Call a child to the front to point to the small *g*, capital *G* and the gift. Repeat with another child for *h, H, and the hug*.
- Hold up your book. Trace the lines for *g, G, gift* with your finger. Prompt children to do the same. Repeat with the lines for *h, H, hug*.
- Tell children to trace the lines with their pencils. Encourage them to stay as close to the line as they can.
- When children have finished tracing, tell them to color the pictures. Remind them to stay inside the lines as best they can.

Optional activity

- Hand out copies of Progress Check Alphabet 3 & 4 (page 89).

Unit 4 Review AB

Lesson objectives

- To review the unit vocabulary.
- To develop fine motor control.
- To think critically by setting and following instructions.

Materials

Picture Cards 23–28

Activity Book Unit 4, Review

Warm-up

- Review the colors using Picture Cards. Put the color Picture Cards on the board.
- Call a child to the front, and say *Point to (color)*. The child points to the correct Picture Card. Tell the child to find something in the room that is the same color.
- Repeat with other children and different colors.

1 Choose and color. Say.

- Give children their books open to Unit 4, Review lesson.
- Explain that they have the chance to decide which colors to use in the color key at the top of the page.
- Tell children to choose a different color for each numbered crayon and to color the crayon that color. Point out that they will have to color the items in the picture below according to the colors they assign to each number.
- Give children the opportunity to select their colors and color the crayons.
- Remind them to stay inside the lines as best they can.

2 Look and color.

- Direct children's attention to the activity at the bottom of the page.
- Say *Point to the bag*. Check that children are pointing to the bag. Ask which number is on the bag (1). Explain that children should look at the crayon with the number 1 in it at the top of the page and then color the bag that color.
- Use one of the children's books as an example. Hold up the child's book and point to the first crayon. Ask *What color is it?* Children respond. Explain that the child has to color the bag that color. If children are unsure, repeat the procedure with another child's book.
- Ask children to name the numbered items in the picture and say the number for each (book = 2, book = 3, pencil = 4, crayon = 5, chair = 6).
- Tell children to color their picture according to their color key.
- Monitor children as they color, checking that they are following their individual color key.
- Call several children to the front to present their pictures. Prompt them to point to the numbered items and say *It's a (name of item). It's (color)*.

Progress Check 4 Vocabulary TB

Materials

Progress Check 4 Vocabulary photocopiable sheet (one per child)
Picture Cards 23–28

Teacher's Book Page 88

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.

Progress check

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Tell the children in the group to color the picture. They can use red, blue, yellow, purple, orange, or green. Talk to each child in the group individually. Point to the different colored sections of their sheet and ask *What is it? What color is it?*

Progress Check 3 & 4 Alphabet TB

Materials

Progress Check 3 & 4 Alphabet photocopiable sheet (one per child)
Picture Cards 5–6, 13–14

Teacher's Book Page 89

Warm-up

- Write the letters from lesson 6 on the board. Point to each letter in turn and ask children to say it.
- Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board. Point to the first letter that you've written on the board and have children say the letter name. Trace a line with your finger from the letter to the corresponding Picture Card and say the word. Repeat for each letter.

Progress check

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Talk to each child in the group individually. Have the child place their finger on the first letter on the photocopiable sheet and say the letter name. They then trace the dotted line to join the letter to the picture and say the corresponding word. Repeat with each letter. Once a child has completed the sheet they can start coloring their sheet.

5 My Toys

Lesson 1 Vocabulary SB and AB

Lesson objectives

To identify six toy items.

To recognize English sounds and spoken words.

Language

Vocabulary: ball, car, doll, jump rope, teddy bear, toy box

Materials

CD tracks 3, 30–31, Picture Cards 31–36

Optional: copies of Progress Check Vocabulary 5 (page 90)

Student Book Unit 5, Lesson 1

Warm-up

- Sing the *Hello* song. 🎵 3.
- Review colors. Point to things in the classroom, and ask *What color is it?* Children answer *It's (green), etc.*

Listen and say. 🎧 30

- Tell children they are going to learn some words for toys. Talk to them about their own toys. Stick the Picture Cards on the board in this order: doll, teddy bear, toy box, jump rope, ball, car.
- Point to each Picture Card in turn, and say the word. Repeat.
- Say *Listen*. Play the CD. Children point to the Picture Cards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 🎧 30

Listen and say.

doll, teddy bear, toy box, jump rope, ball, car

Listen and find. 🎧 31

- Give children their books open to Unit 5, Lesson 1. Ask some questions about the picture, e.g., *Who can you see? Where are they? (in a playroom) What things can you see?*
- Tell children to point to each toy when they hear the word.
- Say *Listen*, and play the CD, pausing as necessary. Check that children are pointing to the correct toy each time.

Transcript 🎧 31

Listen and find.

doll, teddy bear, toy box, jump rope, ball, car

Look and say.

- Point to each of the toy Picture Cards, and elicit the correct answers from children. Let children answer chorally at first and then individually if you wish.
- If possible, extend the activity further by picking up one of the Picture Cards and placing it face down on a desk. Draw the object on the board, and let children try to guess the object. Continue until they give the right answer. Repeat the activity with another card.

Activity Book Unit 5, Lesson 1

1 Trace and say. Color.

- Give children their books open to Unit 5, Lesson 1. Ask the children questions about the picture. *What are the children doing? (playing) What toys can you see? (ball, teddy bear, doll, jump rope, car) Where do they keep their toys? (in the toy box).*
- Stick the Picture Cards on the board. Point to each and ask *What's this?* Children respond with the correct word.
- Explain that children are going to trace the toys and the toy box in the picture.
- Model the activity. Say *Point to the ball*. Check that children are pointing to the ball in the picture.
- Trace the outline of the ball on the Picture Card with your finger. Prompt children to do the same in their books, saying *ball* as they trace. Then children trace the ball with their pencils if appropriate.
- Repeat the procedure with the other toys and the toy box.
- When children have finished tracing, tell them to color the toys and the toy box. Remind them to stay inside the lines as best they can.

Optional activity

- Hand out copies of Progress Check Vocabulary 5. Ask children to find the toys. Say *doll*, etc. Children point to the toy and repeat.
- Ask children to color the toys using red, blue, purple, orange, yellow, and green. Monitor, asking individual children *What's this? What color is it?* They answer *It's a ball. It's (red), etc.*

Lesson 2 Structure SB and AB

Lesson objectives

- To recognize previously learned vocabulary.
- To describe toys by color.
- To develop fine motor control.

Language

Vocabulary: *ball, car, doll, jump rope, teddy bear, toy box*

Structure: *It's a (red) (teddy bear).*

Materials

CD track 32, Picture Cards 23–28, 31–36

Student Book Unit 5, Lesson 2

Warm-up

- Review the colors.
- Say *What color is it?* Then flash the color purple very quickly. Children respond *It's purple.*
- Repeat with the Picture Cards of the other colors.

Point and say.

- Review the vocabulary from Lesson 1. Stick the Picture Cards of the toys on the board. Point to the car, and ask *What's this?* Children respond *It's a car.*
- Repeat with the other objects.
- Play a game. Flash the cards for two objects very quickly. Ask children to tell you which objects they saw.
- Give children their books open to Unit 5, Lessons 1 and 2. Say *Point to the teddy bear.* Check that children are pointing to the teddy bear in the picture.
- Repeat with the other toys.

Listen and say. 32

- Tell children to look at the pictures. Ask children to say what they think the characters are doing (*Tess and Baz are playing with a doll and a teddy bear.*).
- Play the CD, pausing after each line. Children repeat the lines chorally and individually.

Transcript 32

Listen and say.

Tess Look, Baz! It's a teddy bear.

Baz It's a red teddy bear!

Tess Yes, and look! It's a doll.

Say and do.

- Call two children to the front to play the parts of Tess and Baz. Give the doll and teddy bear Picture Cards to the child playing Tess. Help the children to say the lines.
- Repeat with other children playing the roles of Tess and Baz.
- Vary the activity by substituting the Picture Cards of the teddy bear and the doll with those for the car and the ball. Children act out the conversation with these Picture Cards, identifying their colors.

Activity Book Unit 5, Lesson 2

1 Draw and color. Say.

- Give children their books open to Unit 5, Lesson 2.
- Ask them who is in the picture (*Baz*). Ask them to say what they think he is doing (*showing us a picture of his toys in his toy box*).
- Write the words *My Toys* on the board. Say each word as you point to it. Do not expect children to read the words yet. Simply expose them to the English text at this point.
- Show that children are going to draw a picture of their favorite toys in their toy box by modeling the activity on the board. Draw or place pictures of some toys in an illustrated box on the board. Describe them to children, e.g., *My ball is blue.*
- Tell children to do the same. Encourage them to draw whatever they wish so that they are doing the activity meaningfully.
- When children have finished drawing, tell them to color their pictures. Remind them to color carefully.
- When all children have finished coloring, call several children to the front to show and describe their pictures. Encourage them to use the language they have just learned to name the toys and their color, for example *My ball is red. My car is green.*, etc.
- Repeat with other children.

Optional activity

- Play a game. Explain that you are going to say a sentence, and the children should say *Yes* if the sentence is true or *No* if the sentence is not true.
- Hold up a red pencil. Say *It's a green pencil.* Children respond *No. It's a red pencil.*
- Hold up a green book. Say *It's a green book.* Children respond *Yes.*
- Make the game more challenging by combining the colors in your statement. For example, hold up a green and yellow book. Say *It's a green and red book.* Children say *No. It's a green and yellow book.*

Lesson 3 Song SB and AB

Lesson objectives

- To talk about toys and their colors.
- To develop fine motor skills.
- To think critically by matching similar visual patterns.

Language

Vocabulary: ball, doll, purple, green, orange, blue

Structure: *It's a ...*

Materials

CD track 33, Picture Cards 23–25, 28, and 31–35

Student Book Unit 5, Lesson 3

Warm-up

- Tell children they are going to play a game. Mime playing with a doll (rocking it in your arms or making it walk) and ask them to guess the toy. Hold up the Picture Card for doll, and say *doll*.
- Repeat with the other toys: mime pushing a toy car along with your hand, throwing a ball, jumping rope, and cuddling a big teddy bear. Confirm answers with the Picture Cards.
- Encourage children to do the mimes with you as you say the words.

Listen and sing. 33

- Tell children they are going to learn a song about toys and colors.
- Stick the color Picture Cards up around the room in this order: purple, green, orange, blue. Say the words as you do so. Children repeat after you.
- Say *Listen to the song*, and play the CD. Point to the color Picture Cards as the song is playing to reinforce the meaning of the colors.
- Play the CD again, and sing along, pausing for children to sing the line after you. For the words *doll* and *ball*, encourage children to mime the actions for these items if possible.

Transcript 33

Listening 33. Listen and sing.

It's a purple doll.
It's a green doll.
It's an orange doll.
It's a blue doll.

It's a purple ball.
It's a green ball.
It's an orange ball.
It's a blue ball.

Sing and do. 33

- Tell children that they are going to act out the song.
- Give each color Picture Card to a different child. Tell them to hold up their Picture Card when they hear their color in the song.
- Play the CD while children sing. Tell the rest of the class to point to the color Picture Card as they sing that color.
- Repeat with other children holding the Picture Cards.

Think and match.

- Give children their books open to Unit 4, Lesson 3. Ask children to tell you what they see in the pictures (*dolls, balls, teddy bears, cars*).
- Draw a ball or doll with polka dots on the left side of the board. Draw two different objects on the right, one under the other. One of the objects should have polka dots, and the other has zigzags. Elicit which is the same, and draw a line to connect the two.
- Hold up your book, and point to the white and purple doll. Ask *What's this?* Children answer *It's a purple doll*. Elicit the equivalent answer about the ball on the right.
- Tell children to trace the first dotted line in their books with their finger from the doll to the ball. Check that they are starting at the top and moving downward.
- Tell children to trace the line with their pencils.
- Continue the exercise for the teddy bear, car, and doll.

Activity Book Unit 5, Lesson 3

1 Match and say. Color.

- Give children their books open to Unit 5, Lesson 3.
- Children name the objects they can see half-of in the left column. Explain that the other half of the object is in the right column.
- Model the activity. Draw the left half of the ball on the top left of the board and the right half of the ball on the lower right of the board. Move your finger in a straight line from the part on the left to the part on the right.
- Children practice tracing the lines and connecting the parts of the toys in their books with their fingers. Check that they are moving their fingers from left to right and joining the correct halves. Ask children to say the words for the toys as they match them.
- If appropriate, tell children to trace the lines with their pencils, saying the words as they do so.
- Ask children to color the pictures halves the same color. Remind them to stay inside the lines as best they can.

Optional activity

- Sing the song again. This time children point to the pictures in their Activity Books.

Lesson 4 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening skills by following a story.
- To review and consolidate language introduced in the unit.
- To understand the unit language in context.

Language

Structure: *What's this? It's a red car.*

Materials

CD track 34, Picture Cards 31–36

Student Book Unit 5, Lesson 4

Warm-up

- Play a game to review the toy words. Stick the toy Picture Cards up around the classroom. Say *Stand up*.
- Say a toy word. Children go and stand next to the correct Picture Card. Repeat several times.

Look and listen. 34

- Give children their books open to Unit 5, Lesson 4.
- Remind children that in English, stories go from left to right. Hold up your book, and point to the frames in order.
- Ask children to point to the frames in their books in the correct order.
- Talk about the pictures. Ask children who they can see (*Pat and Jig*) and what they have (a *present*). Ask them who they think it is for (*Jig is giving the present to Pat*).
- Say *Listen* and play the CD. Let children follow the story in their books. (Don't ask them to repeat it.)
- Ask children what they think happens in the story.
- Play the CD again.

Transcript 34

Look and listen. What's this?

Pat What's this?

Pat It's a red car! Thank you, Jig.

Listen and act. 34

- Tell children they are going to act out the story.
- Ask two children to come to the front of the class and pretend to be Pat and Jig. Children should imagine there is a big present between Pat and Jig.
- Play the first line of the story. 'Pat' points to the present, and then opens it (help the child to mime opening the present). 'Jig' can help.
- Play the rest of the story. 'Pat' points to the present and looks happy and excited, and 'Jig' looks pleased.
- Repeat with more pairs of children.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Tell the class that they are going to act out the situation. Call a child to the front to play the role of Pat while you play the role of Jig.
- Help children to perform by prompting the lines as necessary.
- Repeat with other children.

Activity Book Unit 5, Lesson 4

1 Match and say. Color.

- Give children their books open to Unit 5, Lesson 4. Ask them to describe what they see on the left of the page (*gifts*). Ask them to describe what they see on the right of the page (*toys*).
- Show children they are going to match each wrapped gift to the same toy in the second column.
- Do the first one together. Ask children to point to the first gift. Elicit their ideas about what may be inside.
- Hold up your book, and use your finger to draw a line from the gift-wrapped car to the toy car.
- Children copy your action and move their fingers in the same way in the air.
- Tell children to trace the line with their pencils.
- Ask children to complete the activity on their own. Tell them to say the name of each gift and toy as they match them with their fingers and then with their pencils.
- Check the activity as a class. Ask children to tell you the name of each gift from the top to the bottom (*car, doll, ball, teddy bear, toy box*).

Optional activity

- Before the lesson, wrap some known objects in paper (e.g., a book, a pencil, a toy car, a doll, a ball, a teddy bear). Use red, yellow, blue, purple, orange, and green objects if possible.
- Invite individual children to come to the front of the class and choose a 'present' to open.
- Ask *What's this?* Children answer *It's a (bag)*. If you have objects with the colors above, they could answer *It's a (green) (bag)*, etc.

Lesson 5 Values SB and AB

Lesson objectives

To understand everyday language used to share with others.

Language

Everyday English: *Here. Have my (teddy bear).*

Materials

CD track 35, Picture Cards 31–36

Student Book Unit 5, Lesson 5

Warm-up

- Review the toys using the Picture Cards. Place the Picture Cards around the room.
- Say *Point to the doll*. Children point to the doll. Say *Point to the car*. Children point to the car.
- Repeat with the other Picture Cards.

Listen and point. 35

- Give children their books open to Unit 5, Lesson 5.
- Say *Look at the picture*. Point to the teddy bear. Ask *What's this?* Children respond *It's a teddy bear*.
- Point to the toy box. Ask *What's this?* Children respond *It's a toy box*. Repeat with the picture of the doll.

Transcript 35

Listen and point.

Girl Here. Have my teddy bear.

Boy Thanks.

Listen and say. 35

- Ask children questions about the picture. *Where are the children?* (at home) *What are they doing?* (playing) *How many teddy bears?* (four) *Are they sharing?* (yes).
- Tell children that it is important to share one's toys because it is kind and everyone will be happy.
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Tell the class that they are going to act out the situation. Call two children to the front to act out the roles of the sharing playmates.
- Give the Picture Card of the teddy bear to one of the children. Instruct the child to try and offer it to the other as he / she says the line. Help children to perform by prompting the lines as necessary.
- Repeat with other children.
- Ask children what other things they should share with their classmates or friends (*their books, crayons, etc.*).

- Point out that they should never share things like toothbrushes or combs because that isn't safe. This can be done by bringing in a sample toothbrush and beginning to share. Recoil halfway through, and say *no* to emphasize the point.

Activity Book Unit 5, Lesson 5

1 Match and say. Color.

- Ask children which picture shows the behavior that is a good example of the value of sharing (*the second picture*). Ask them to tell you *why* (*because the boy is offering his crayons to share with the girl*).
- Direct children's attention to the two faces at the bottom of the page. Elicit that the smiling face is happy and the frowning face is sad.
- Hold up your book. Using your finger, trace the line from the first picture to its corresponding face. Tell children to do the same.
- Children then trace the lines from each picture to its corresponding face.
- Tell children to color the picture that shows good behavior.

Optional activity

- Act the conversation using the Picture Cards of the other toys.
- Call two children to the front, and allow them to choose one of the Picture Cards as a prop.
- Repeat with other pairs of children.

Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write the letters *li, Jj*, and *Kk*.
- To recognize and say the letter names *i, j*, and *k*.
- To develop fine motor control.

Language

Vocabulary: *igloo, jam, kangaroo*

Materials

CD tracks 36–37, Picture Cards 29–30 and 37–39

Student Book Unit 5, Lesson 6

Warm-up

- Put the *gift* and *hug* Picture Cards up on the board. Ask children what the words are and what letters to write beneath each one.
- Encourage children to write the shape of the letter in the air before you write it on the board. Do this as a class first and then individually if children seem confident.

Learn the letters.

- Hold up the Picture Card of the igloo. Say *igloo*. Children repeat the word chorally and individually. Stick the Picture Card on the board.
- Write the letter *i* on the board under the igloo. Point to the letter *i*, and say the letter name *i*. Tell children that *i* is the first letter of the word *igloo*. Say *i, igloo*.
- Write the letter *l* next to the lowercase letter. Point to it, and say *l, igloo*. Prompt children to repeat a few times.
- Repeat with the letters *j, k*, and the Picture Cards for *jam* and *kangaroo*. If time allows, show that the capital *J* should be used for *Jig*.
- Tell children they are going to learn how to write the letters *li*. Give children their books open to Unit 5, Lesson 6. Draw their attention to the caterpillar, and elicit the letters they can see.
- Tell children to look at the letters *li*. Stand with your back to the class as you use your finger to 'write' a capital *l* in the air. Tell children to copy your action and write a capital *l* in the air. Repeat for the lowercase *i*.
- Tell children to practice tracing over the letters in their books with their fingers. Repeat the procedure with the letters *Jj* and *Kk*.

Sing. 36

- Tell children they are going to sing a song to learn about letters. Play the CD. Tell children to listen to the song.
- Play the CD again. Pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and pictures in their books as they sing them.
- Play the CD again, and encourage children to sing along.

Transcript 36

Sing

igloo, igloo, igloo; i ... ; i, i, i

jam, jam, jam; j ... ; j, j, j

kangaroo, kangaroo, kangaroo; k ... ; k, k, k

Listen and trace. 37

- Show children the dot-to-dot drawing. Ask them what letters they can see.
- Hold up your book, and say *Point to 'a'*. Once you are sure all the children are pointing to it in the picture, say *b*, and prompt children to move their finger to *b*. Repeat in this way until they reach *k*.
- Say *Listen* and play the CD. Let children move their fingers around the picture as the speaker says the letters (pause the CD if some are losing their place).
- Play the CD again, and have children say the letters along with the narrator as they move their fingers around the picture a second time. Finally, children can complete the picture with their pencils.

Transcript 37

Listen and trace.

a, b, c, d, e, f, g, h, i, j, k

Activity Book Unit 5, Lesson 6

1 Say and trace.

- Give children their books open to Unit 5, Lesson 6. Ask children which letters should be completed (*i, j*, and *k*).
- Draw a simple writing line on the board. Mark only the starting point for each letter. Write the letters on the board.
- Tell children to practice tracing over the letters in their books with their fingers.
- Children trace the letters with their pencils if appropriate.

2 Match and say. Color.

- Direct children's attention to the second activity. Ask children what pictures they can see in the left column (*jam, kangaroo, igloo*).
- Stick the Picture Card for each on the board in a column, as in the book. Point to each in random order, and ask *What's this?* Children respond with the correct word.
- In a column to the right, write the letters *li, Jj*, and *Kk*. Point to each pair of letters, and children say the name.
- Point to the jam. Say *li, jam?* Make a funny face so children know you are not serious. Repeat with *Kk, jam?* Children respond *No!* Say *Jj, jam*. Children respond *Yes!*
- Draw a line from the Picture Card of jam to the letter pair *Jj*.
- Tell children to draw a line from the jam to the *Jj*, first with their fingers and then with their pencils. Repeat the activity with *kangaroo* and *igloo*.
- When children have finished matching, tell them to color the pictures.

Optional activity

- Invite students to stand in a circle and say *a*. Encourage the child to pass the object to the next child and say *b*. Continue in this way until students reach *k*.
- With confident classes, do this in a random order, with you standing in the middle of the circle. Pass the object to a child in the same way. He / she passes it back to you before it goes to the next child anywhere in the circle.

Unit 5 Review AB

Lesson objectives

- To review the unit vocabulary.
- To prepare to read by practising moving the eye from left to right.
- To prepare to read by practising identifying the same feature.
- To think critically by matching like items.

Materials

Picture Cards 31–36

Activity Book Unit 5, Review

Warm-up

- Tell children to draw a picture of their favorite toy of those introduced in this unit.
- Call a child to the front with his / her picture. Use one of the Picture Cards as your toy.
- Hold the Picture Card and the child's picture in your hands. Point to your Picture Card, saying *It's a* (name of toy). Then give the child his / her picture, saying *It's a* (name of toy). *Very nice!* Encourage the child to say *Thank you*.
- Repeat with other Picture Cards and other pairs of children performing up front with their pictures.

1 Find and circle. Say.

- Give children their books open to Unit 5, Review lesson.
- Tell children to put their finger on the picture of the doll on the left at the beginning of the first row. Tell them to move their finger to the right and name the pictures they touch (*teddy bear, doll, car*).
- Explain why there is a circle around the picture of the doll (*because it matches the picture on the left at the beginning of the row*). Tell children to trace the circle with their fingers and then with their pencils.
- Tell children to do the same with the other pictures in each row, saying the names of the object as they touch each picture. For each row, ask children which picture they should circle.
- Children complete the activity by circling the correct pictures first with their fingers and then with their pencils. Check the answers by asking children to hold up their books or by walking around and looking at their work.

Progress Check 5 Vocabulary TB

Materials

Progress Check 5 Vocabulary photocopiable sheet (1/child)
Picture Cards 31–36

Teacher's Book Page 90

Warm-up

- Use Picture Cards to review Lesson 1 vocabulary. Hold up the cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.

Progress check

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Tell the children in the group to color the picture. They can use red, blue, yellow, purple, orange, or green.
- Talk to each child in the group individually. Point to the different colored sections of their sheet and ask *What is it? What color is it?*

Mid-year Progress Check TB

Materials

Mid-year Progress Check photocopiable sheet (1/child)
Picture Cards 1–39

Teacher's Book Pages 99–100

Warm-up

- Review selected Lesson 1 vocabulary from Units 1–5. Hold up Picture Cards randomly and have children say the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.

Progress check

- Divide the class into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Talk to each child in the group individually. Hold up the photocopiable sheet (page 99) and point to the vocabulary items in turn asking *What's this?* or *Who's this?*. Once a child has answered the questions they can start coloring their sheet.
- Write capital letters A–K in a column on the board. Point to each letter in turn and ask children to say it. Add a new column to the right, and repeat the activity with lower case letters a–k.
- Draw a line from each capital letter to the corresponding lower case letter and say the letter. Hand out photocopiable sheets (page 100) to the children. Either ask the children to complete the sheet silently on their own or allow them to take the sheet home to work on.

6 My Face

Lesson 1 Vocabulary SB and AB

Lesson objectives

To identify five parts of the face.

To recognize English sounds and spoken words.

Language

Vocabulary: *face, ears, eyes, mouth, nose*

Materials

CD tracks 3, 38–39, Picture Cards 31–36 and 40–44

Optional: copies of Progress Check Vocabulary 6 (page 91)

Student Book Unit 6, Lesson 1

Warm-up

- Sing the *Hello* song. 🎵 3 (SB page 14)
- Review toys. Hold up the toy Picture Cards, and ask *What's this?* for each one. Children answer *It's a (teddy bear)*, etc.

Listen and say. 🎧 38

- Tell children they are going to learn some face words.
- Stick the Picture Cards on the board in this order: face, mouth, eyes, nose, ears. Point to each Picture Card in turn, and say the word. Repeat.
- Say *Listen*. Play the CD. Children point to the Picture Cards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 🎧 38

Listen and say.

face, mouth, eyes, nose, ears

Listen and find. 🎧 39

- Give children their books open to Unit 6, Lesson 1. Ask some questions about the picture, e.g., *Who can you see?* (Dad and Baz) *Where are they?* (in the bathroom) *What are they doing?* (Baz is washing his face.) *What things can you see?*
- Tell children to point to the face parts in the book when they hear them mentioned on the CD.
- Say *Listen*, and play the CD, pausing as necessary. Check that children are pointing to the correct face part each time.

Transcript 🎧 39

Listen and find.

face, mouth, eyes, nose, ears

Look and say.

- Point to each of the face Picture Cards, and elicit the correct words from children. Let students answer chorally at first and then individually if you wish.

- Hold up Unit 6, Lesson 1, and point to the scene in the same way (this time say *What's this?* as you point to each object).

Activity Book Unit 6, Lesson 1

1 Trace and say. Color.

- Review the parts of the face with the Picture Cards or by pointing to your own face and head.
- Give children their books open to Unit 6, Lesson 1. Ask children who they can see (*Tess*).
- Model the activity by drawing a dotted object on the board and tracing it.
- Children practice tracing the parts of Tess's face with their fingers. Ask children to say the words for the parts of the face as they trace.
- Children can trace Tess's face with their pencils if appropriate, saying the words as they do so.
- When children have finished tracing, ask them to color the picture. Remind them to stay inside the lines as best they can.

Optional activity

- Hand out copies of Progress Check Vocabulary 6. Say *face*. Children point to the face and repeat *face*. They then trace around the head with one finger. Repeat with the other face parts.

Lesson 2 Structure SB and AB

Lesson objectives

- To recognize previously learned vocabulary.
- To follow and express simple instructions.
- To learn about good hygiene habits.

Language

Vocabulary: *ears, eyes, face, mouth, nose*

Structure: *Wash your (face). Dry your (ears).*

Materials

CD tracks 20 and 40, Picture Cards 40–44

Student Book Unit 6, Lesson 2

Warm-up 20

- Review commands children already know by singing the *Quiet, please* song from Unit 3.
- Call several children to the front to lead the class in the song.
- Encourage children to sing the line *Quiet, please* in a soft voice while standing and to follow the instruction for *Sit down* as it is sung.

Point and say.

- Review the vocabulary from Lesson 1. Stick the Picture Cards of the parts of the face on the board. Point to the nose, and ask *What's this?* Children respond *It's a nose.*
- Repeat with the other Picture Cards.
- Play a game. Point to the Picture Card of the mouth. Say *eyes*. Children say *No! A mouth*. Point to the Picture Card of the ears. Say *ears*. Children respond *Yes!*
- Repeat with other Picture Cards.

Listen and say. 40

- Present the verbs *wash* and *dry* using mime. Pretend to wash your face in a basin and then dry it with an imaginary towel.
- Tell children to look at the scene in Unit 6, Lessons 1 and 2. Ask children to say what they think is happening (*Dad is telling Baz to wash his face.*) Play the CD once to check the answer.
- Play the CD again, pausing after each line. Children repeat the lines chorally and individually.

Transcript 40

Listen and say.

Dad Wash your face, Baz.

Baz OK, Dad.

Dad Dry your ears, Baz.

Baz Yes, Dad.

Say and do.

- Call two children to the front to play the parts of Dad and Baz. Tell 'Baz' to mime the actions after 'Dad' gives the command.
- Repeat with other children acting the parts.

- Vary the activity by playing a game with the class. Say *Wash your ears*. Prompt children to pretend to wash their ears.
- Say *Dry your nose*. Prompt children to mime drying their noses with an imaginary towel. Show that drying the nose is different from blowing the nose.

Activity Book Unit 6, Lesson 2

1 Draw and color. Say.

- Give children their books open to Unit 6, Lesson 2. Ask them who is in the picture (*Baz*). Ask them to say what they think he is doing (*looking at his face in the mirror*).
- Explain that children are going to draw a picture of themselves and identify the parts of their face. Model this on the board with a picture/photo of yourself. Point to your eyes and say *my eyes*. Repeat with other parts of the face.
- Tell children to draw a picture of their face inside the mirror. Check that children are holding their pencils correctly.
- If some children finish before others, ask them to color their pictures.
- When all children have finished, call a child to the front to show his / her picture and identify the parts of his / her face. Encourage them to use the language they have just learned by pointing to their picture and saying *my ears*, etc.
- If children wear eyeglasses, introduce the word *glasses*.
- Repeat with other children showing their pictures.

Optional activity

- Review the parts of the face using animals instead of people.
- Hold up the Picture Card of Jig. Call a child to the front. Say *Point to Jig's ears*.
- Repeat with other children pointing to Jig's nose, eyes, mouth, and face. Repeat with the Picture Card of Pat.
- You may wish to use photos of other animals, or ask children to draw pictures of animal faces and present them to the class.

Lesson 3 Song SB and AB

Lesson objectives

- To identify numbers 6–10.
- To count from 1 to 10.
- To recognize and write numbers 6–10.

Language

Vocabulary: numbers 6–10, *face, ears, nose; look, listen, funny*

Materials

CD track 41, Picture Cards 40, 41, 44

Student Book Unit 6, Lesson 3

Warm-up

- Review the numbers from 1 to 5.
- Write a number line on the board with some numbers missing. Ask a child to come up and write the missing numbers.
- Repeat with other children and other missing number combinations.

Listen and sing. 41

- Tell children they are going to learn to count higher in English. Draw six circles on the board. Say *Six. Count 1, 2, 3, 4, 5, 6.*
- Continue adding circles and counting until you reach 10.
- Review the words *face, nose, and ears* using the Picture Cards. Hold up each Picture Card and ask *What's this?* Children respond.
- Tell children they are going to learn a new song with the new numbers.
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line, and tell the children to repeat after you.

Transcript 41

Listen and sing.

1, 2, 3

Three noses.

Look and see!

1, 2, 3, 4, 5, 6, 7

Seven ears.

Listen, listen!

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Ten funny faces.

Count them again!

Sing and do. 41

- Tell children that they are going to act out the song.
- Call three children to the front, and give the face, nose, and ears Picture Cards to them.
- Tell the rest of the class to point to their noses, ears, and face as they sing.
- Sing the song. Play the CD again if necessary.

Trace and say.

- Give children their books open to Unit 6, Lesson 3. Ask which numbers they can see (1–10).
- Write the numbers 1–5 on the board so that they go around the board in a mixed order. Say 1, 2, and move your finger across the board. Elicit the next numbers from children (3, 4, 5), and continue to trace an imaginary line through the numbers.
- Tell children to trace the line from number 1 in their books with their fingers. As a class, continue to trace the line on the page through all of the numbers. Encourage children to say the numbers as they go.
- Children can then do this with a pencil if appropriate. Ensure that children are tracing correctly.

Activity Book Unit 6, Lesson 3

1 Trace and say. Count.

- Give children their books open to Unit 6, Lesson 3.
- Ask which numbers they can see (1–10).
- Tell children to trace the number 6 first with their fingers and then with their pencils.
- Repeat with the other numbers.
- Tell children to count the number of spots next to each number.

Optional activity

- Tell children you are going to play a game. Model the game. Say *Clap six*, and clap six times. Repeat with another number.
- Play the game, giving the command to clap up to ten times.
- Call a child to the front to call the numbers for the class to clap.

Lesson 4 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening skills by following a story.
- To review and consolidate language introduced in the unit.
- To understand the unit language in context.

Language

Structure: *Touch your (ears)! Clap!*

Materials

CD track 42, Picture Cards 40–44

Student Book Unit 6, Lesson 4

Warm-up

- Play a game to review the parts of the face words. Stick the Picture Cards up around the classroom.
- Say *Stand up*. Say a word. Children go and stand next to the appropriate Picture Card.
- Repeat several times.

Look and listen. 42

- Give children their books open to Unit 6, Lesson 4.
- Remind children that in English, stories go from left to right. Hold up your book, and point to the frames in order.
- Ask children to point to the frames in their books in the correct order.
- Talk about the pictures. Ask children who they can see (*Pat and Jig*) and what they have (*a doll*). Ask them what they think is happening in the story (*Pat and Jig are playing the action game, trying to get the doll to join in.*).
- Say *Listen*, and play the CD. Let children follow the story in their books. (Don't ask them to repeat it.)
- Ask children what they think happens in the story.
- Play the CD again.

Transcript 42

Look and listen. Touch your ears!

Jig Touch your ears!

Jig Clap!

Listen and act. 42

- Tell children they are going to act out the story.
- Ask three children to come to the front of the class and pretend to be Pat, Jig, and the doll.
- Play the first line of the story. 'Pat' and 'Jig' touch their ears. The 'doll' is sitting without moving.
- Play the rest of the story. 'Pat' and 'Jig' clap their hands. The 'doll' joins in, clapping her hands, too.
- Repeat with more groups of three children.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and children do nothing. Say the second line, and prompt children to respond by clapping.
- Call a child to the front to play the role of Jig while you join in as one of the members of the class. Help children playing Jig to perform by prompting the lines as necessary.
- Repeat with other children.
- With confident classes, call to the front three children as before so that they can act out the scene in front of the class.

Activity Book Unit 6, Lesson 4

1 Say and circle. Color.

- Give children their books open to Unit 6, Lesson 4.
- Ask what part of the face is in the first row of pictures (*eyes*).
- Model the activity. Copy the first row of pictures on the board. Point to the first picture. Say *Count the eyes*. Children count *one, two, three, four, five, six*. Write the number 6 under the eyes.
- Point to the next set of eyes. Say *Count*. Children respond *one, two, three, four*. Write the number 4 under the eyes.
- Point to the third set of eyes. Say *Count*. Children respond *one, two, three, four, five, six*. Write the number 6 under the eyes.
- Point from one set of six eyes to the other set of six eyes. Say *same*. Point from the first set of six eyes to the set of four eyes. Say *different*.
- Circle the second set of six eyes.
- Tell children to trace the circle in their books, first with their fingers and then with their pencils.
- Tell children to complete the activity. Tell them to count the number of each face part and say it aloud as they work.
- Check the activity by asking children to identify each part of the body in the first column and then elicit the number of the item. Children respond with the correct number.

Optional activity

- Play a short game of *Touch!* Put your hands around your face, and say *Touch your face* to encourage all of the children to touch their faces.
- Do the same with your ears, nose, and mouth (not eyes), encouraging children to say the words as they touch. With confident classes, repeat the activity, but this time mix up the order of the words and increase the speed of the instructions.

Lesson 5 Values SB and AB

Lesson objectives

To understand everyday language used to practice good hygiene.

Language

Everyday English: *Wash your (face), please. Yes, (Mom).*

Materials

CD track 43, Picture Cards 40–44

Student Book Unit 6, Lesson 5

Warm-up

- Review the parts of the face using the Picture Cards.
- Stick the Picture Cards on the board. Point to each, and prompt children to say the word.
- Point to the Picture Cards more quickly, and encourage children to keep up.

Listen and point. 43

- Give children their books open to Unit 6, Lesson 5.
- Say *Look at the picture.* Point to the girl's face. Ask *What's this?* Children respond *It's a face.*
- Point to the woman. Ask *Who's this?* Children respond *It's Mom.*

Transcript 43

Listen and point.

Mom Wash your face, please.

Girl Yes, Mom.

Listen and say. 43

- Ask children questions about the picture. *Where are Mom and the girl? (at home, in the kitchen) What is on the girl's face? (food) What does Mom want her to do? (wash her face)*
- If possible, tell children that it is important to keep clean as part of having good hygiene. Explain that good hygiene not only makes us look better, but it keeps us healthy.
- Show in the book that Mom is saying something to the girl. Ask if they can guess what it is (*Wash your face.*).
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Tell the class that they are going to act out the situation. Call a child to the front to play the role of the mom and another to play the role of the child.
- Draw a simple smiling face on the board. Put some squiggly lines on the cheek to indicate dirt. Prompt the child playing the girl to erase or wash off the dirt from the face using the eraser.
- Help children to perform by prompting the lines as necessary.

- Repeat with other children.
- Ask children what other things they can do to keep clean (*wash their hands, wash their hair, brush their teeth, etc.*).

Activity Book Unit 6, Lesson 5

1 Match and say. Color.

- Give children their books open to Unit 6, Lesson 5.
- Ask children which picture shows good behavior for being clean (*the first picture*). Ask them to tell you why (*because the boy is washing his hands before taking the cookies*).
- Direct children's attention to the two faces at the bottom of the page. Elicit that the smiling face is happy and the frowning face is sad.
- Hold up your book. Using your finger, trace the line from the first picture to its corresponding face. Tell children to do the same.
- Children should then trace the lines from each picture to its corresponding face.
- Tell children to color the picture that shows good behavior.

Optional activity

- Ask children to draw a picture of themselves demonstrating good hygiene.
- Encourage them to think of a situation that is different from those they have seen in their books, for example, brushing their teeth, brushing their hair, etc.

Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write the letters *Ll, Mm, and Nn*.
- To recognize and say the letter names *l, m, and n*.
- To develop fine motor control.

Language

Vocabulary: *lemon, monkey, nest*

Materials

- CD track 44, Picture Cards 7, 37–39 and 45–47
- Optional:** copies of Progress Check Alphabet 5 & 6 (page 92)

Student Book Unit 6, Lesson 6

Warm-up

- Put the *igloo, jam, and kangaroo* Picture Cards up on the board. Ask children what the words are and what letters to write beneath each one.
- Encourage children to write the shape of the letter in the air before you write it on the board. Do this as a class first and then individually if the children seem confident.

Learn the letters.

- Hold up the Picture Card of the lemon. Say *lemon*. Children repeat the word chorally and individually. Stick the Picture Card on the board.
- Write the letter *l* on the board under the lemon. Point to the letter *l* and say the letter name *l*. Tell children that *l* is the first letter for the word *lemon*. Say *l, lemon*.
- Write the letter *L* next to the lowercase letter. Point to it, and say *L, lemon*. Prompt children to repeat a few times.
- Repeat with the letters *m, n*, and the Picture Cards for *monkey* and *nest*. If time allows, connect the letter *m* with the *mom* Picture Card to give children a further example.
- Tell children they are going to learn how to write the letters *Ll*. Give children their books open to Unit 6, Lesson 6. Draw their attention to the caterpillar and elicit the letters they can see.
- Tell children to look at the letters *Ll*. Stand with your back to the class as you use your finger to 'write' a capital *L* in the air. Tell children to copy your action and write a capital *L* in the air. Do the same with the lowercase *l*.
- Tell children to practice tracing over the letters in their books with their fingers. Repeat the procedure with the letters *Mm* and *Nn*.

Sing. 44

- Tell children that they are going to sing a song to learn about letters.
- Play the CD. Tell children to listen to the song.
- Play the CD again. Pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and pictures in their books as they sing them.
- Play the CD again, and encourage children to sing the song.

Transcript 44

Sing.
l, l, l; l lemon, l lemon, l lemon; l ...
l, l, l
m, m, m; m monkey, m monkey, m monkey, m ...
m, m, m
n, n, n; n nest, n nest, n nest; n ...
n, n, n

Trace and match.

- Copy the letters on the board exactly as they appear in the book. Point to each letter, and children say its name.
- Tell children to look at the letters in their books, and have them trace each letter with their finger.
- Explain that children are going to follow the lines to match the capital letter with its small letter.
- Hold up your book. Trace the first line with your finger. Prompt children to do the same.
- Tell children to use their pencils to trace the lines matching the capital and small letters.

Activity Book Unit 6, Lesson 6

1 Say and match.

- Give children their books open to Unit 6, Lesson 6. Ask which letters they can see in the first column (*l, m, n*). Write the letters *l, m, and n* in a column on the board.
- Ask children which letters they can see in the second column (*N, M, L*). Write the letters *N, M, and L* on the board to the right of the first column.
- Point to the *l*. Ask children to tell you which capital letter to join it to (*L*). Draw a line connecting them. Tell children to do the same in their books.
- Repeat with the other two letters.

2 Say and circle. Color.

- Tell children to look at the second activity on the page. Ask children which letters they can see in a column on the right (*l, m, n*).
- Stick the Picture Cards for *lemon, monkey, and nest* on the board in a column. Write the letters *l, m, n* to the right of each Picture Card.
- Model the activity. Point to the lemon. Ask *What's this?* Children respond *It's a lemon*.
- Direct their attention to the letters to the right. Prompt them to tell you which letter is the first letter of *lemon* (*l*). Circle the letter *l*.
- Tell children to circle the *l* with their fingers and then, if appropriate, with their pencils.
- Repeat with the monkey and the nest.
- When children have finished circling the letters, tell them to color the pictures. Remind them to stay inside the lines as best they can.

Optional activity

- Hand out copies of Progress Check Alphabet 5 & 6 (page 92).

Unit 6 Review AB

Lesson objectives

- To review the unit vocabulary.
- To think critically by identifying and following a pattern.

Materials

Picture Cards 40–44

Activity Book Unit 6, Review

Warm-up

- Stick the Picture Cards for the face and parts of the face around the room.
- Say *Point to the face*. Children turn and point to the correct Picture Card. Repeat with other Picture Cards.
- Vary the activity by saying *Point to your face*. Prompt children to point to their face. Repeat with other parts of the face.

1 Say and join.

- Give children their books open to Unit 6, Review lesson.
- Ask children what they see (*pictures of faces and parts of the face*). Show them that there is a pattern in each row and that they have to work it out.
- Tell them to look at the first row of pictures and put their finger on the first picture of the face. Children say *face*. Tell them to move their finger to the next picture and say *face*. Children continue until the end of the row.
- Ask children what should come next (*face*). Ask them to tell you why (*because the pattern is face / face / face / face*). Say this chorally as a class to emphasize the pattern.
- Tell children to trace the line from the first row of pictures to the face in the right column. Tell them to use their finger first and then their pencil.
- Children complete the activity, saying the name of each picture as they work.
- Check answers. Have the class tell you the pattern in each row.

Progress Check 6 Vocabulary TB

Materials

- Progress Check 6 Vocabulary photocopiable sheet (one per child)
- Picture Cards 40–44

Teacher's Book Page 91

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.

Progress check

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Talk to each child in the group individually. Hold up the photocopiable sheet and point to the vocabulary items in turn asking, *What's this?* or *Who's this?* Once a child has answered the questions they can start coloring their sheet.

Progress Check 5 & 6 Alphabet TB

Materials

- Progress Check 5 & 6 Alphabet photocopiable sheet (one per child)
- Picture Cards 37–39, 45–47

Teacher's Book Page 92

Warm-up

- Write the letters from lesson 6 on the board. Point to each letter in turn and ask children to say it.
- Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board. Point to the first letter that you've written on the board and have children say the letter name. Trace a line with your finger from the letter to the corresponding Picture Card and say the word. Repeat for each letter.

Progress check

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Talk to each child in the group individually. Have the child place their finger on the first letter on the photocopiable sheet and say the letter name. They then trace the dotted line to join the letter to the picture and say the corresponding word. Repeat with each letter. Once a child has completed the sheet they can start coloring their sheet.

7 My Clothes

Lesson 1 Vocabulary SB and AB

Lesson objectives

- To identify six clothes items.
- To recognize English sounds and spoken words.

Language

Vocabulary: *cap, jacket, pants, shoes, skirt, T-shirt*

Materials

- CD tracks 3, 45–46, Picture Cards 48–53
- Optional:** copies of Progress Check Vocabulary 7 (page 93)

Student Book Unit 7, Lesson 1

Warm-up

- Sing the *Hello* song. 3.
- Review parts of the face. Say *nose*. Children point to their nose. Repeat with *face, ears, and mouth*.

Listen and say. 45

- Tell children they are going to learn some clothes words. Talk about clothes. Ask them what they are wearing today.
- Stick the Picture Cards some distance apart up on the wall in this order: pants, jacket, shoes, T-shirt, skirt, cap. Point to each Picture Card in turn, and say the word. Repeat.
- Say *Listen*. Play the CD. Children point to the Picture Cards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 45

Listen and say.
pants, jacket, shoes, T-shirt, skirt, cap

Listen and find. 46

- Give children their books open to Unit 7, Lesson 1. Ask some questions about the scene, e.g., *Who can you see?* (Baz, grandma, and Tess) *Where are they?* (in the kitchen) *What are they doing?* (trying on some new clothes for Tess's doll) *What things can you see?*
- Tell children to point to each clothes item in the book when they hear it on the CD. Say *Listen*, and play the CD, pausing as necessary. Check that children are pointing to the correct items.

Transcript 46

Listen and find.
pants, jacket, shoes, T-shirt, skirt, cap

Say and do.

- Point to each of the Picture Cards for clothes, and elicit the correct words from children. Let children answer chorally at first and then individually if you wish.

- Hold up Unit 7, Lesson 1, and point to the clothes in the scene in the same way (this time say *What's this?* as you point to each item).
- If appropriate, extend the activity further by pointing to your own clothes and prompting children to say the answer. Children can then point to their own clothes as they say the words.

Activity Book Unit 7, Lesson 1

1 Look and circle. Say.

- Give children their books open to Unit 7, Lesson 1. Explain that they are going to look at the first item of clothing in each row and find it on the clothesline.
- Ask what clothing item is in the first row of pictures (*skirts*).
- Model the activity. Draw a skirt with stripes on the board. Ask *What's this?* Children respond *It's a skirt*.
- Draw a skirt with polka dots right next to it. Say *It's a skirt. It's different*, emphasizing the stripes and the polka dots.
- Erase the polka dots on the second skirt, and add stripes. Say *same*, emphasizing the stripes on both skirts.
- Tell children to look at the first skirt and then put their finger on the first skirt hanging on the clothesline. Ask *Same?* Prompt children to respond *No*.
- Tell children to put their finger on the next skirt on the clothesline. Ask *Same?* Prompt children to respond *No*.
- Tell children to put their finger on the third skirt on the clothesline. Ask *Same?* Prompt children to respond *Yes*.
- Tell children to circle the third skirt with their fingers and then with their pencils. Prompt them to say *Same* as they circle. Continue with the other rows of clothing.

Optional activity

- Hand out copies of Progress Check Vocabulary 7. Say *pants*. Children point to the pants and repeat. Say *red pants*. Children color the pants red.
- Repeat with the other clothes. While they are working, ask individual children to tell you the items and the colors.

Lesson 2 Structure SB and AB

Lesson objectives

- To recognize previously learned vocabulary.
- To identify clothes using pronouns.

Language

Vocabulary: *cap, jacket, pants, skirt, shoes, T-shirt*

Structure: *This is my (skirt). These are your (shoes)*

Materials

CD track 47, Picture Cards 48–53

Student Book Unit 7, Lesson 2

Warm-up

- Review the language for giving simple commands by playing a quick game.
- Say *Stand up*. Prompt children to stand up. Say *Point to your nose*. Prompt children to point to their noses.
- Gradually increase the speed of the commands so that children have to think and act quickly. Choose commands based on what is available in your room. You may wish to use these commands: *Touch your book. Sit down. Point to your ears. Touch the table*, etc.

Point and say.

- Review the vocabulary from Lesson 1. Stick the Picture Cards of the clothing on the board. Point to the jacket and say *jacket*. Point to the shoes. Motion for the class to say *shoes*.
- Repeat with the other Picture Cards.
- Play a game. Point to each Picture Card very quickly, and encourage children to say the name of the clothing item quickly.
- Give children their books open to Unit 7, Lessons 1 and 2. Say *Point to the skirt*. Check that children are pointing to the skirt in the scene.
- Repeat with the other clothing items.

Listen and say. 47

- Tell children to look at the scene in the book. Ask children to say what they think the characters are doing (*Tess and grandma are playing with a doll. They are dressing it.*) Play the CD once to check the answer.
- Play the CD again, pausing after each line. Children repeat the lines chorally and individually.
- Reinforce the concept of *this* and *these* by holding two books in your left hand and saying *these books*. Pick up one book in your right hand and say *this book*. Raise one hand at a time, and prompt children to say the correct phrase. Be sure to change items and hands as you conduct the drill.

Transcript 47

Listen and say.

Tess (in doll's voice) I'm a doll. This is my skirt.

Grandma Hello, doll. These are your shoes.

Say and do.

- Call two children to the front to act out the conversation. Give the Picture Card of the skirt to the child playing Tess.
- Give the Picture Card of the shoes to the child playing Grandma. Prompt the children to hold out their Picture Cards as they say their lines.
- Repeat with other children playing the roles of Tess and Grandma.
- Replace the Picture Card of the skirt with the Picture Card of the pants. Replace the Picture Card of the shoes with the Picture Card of the jacket.
- Call a child to the front to model a new conversation with you. Say *These are my pants*. Prompt the child to say *This is your jacket*.
- Call two different children to the front to perform the new conversation.

Activity Book Unit 7, Lesson 2

1 Find and circle. Say.

- Give children their books open to Unit 7, Lesson 2. Ask children to name the clothing in the small pictures in the row at the top of the page.
- Explain that children are going to find those clothing items in the large picture below.
- Do the first one as a model. Ask children which clothing items have circles around them (*skirt and T-shirt*). Tell children to trace those circles with their pencils.
- Ask children to find and circle the pants, shoes, cap, and jacket. If some children finish before others, ask them to color their pictures.
- When all children have finished, call a child to the front to point to the things she / he has circled. Encourage the child to say *These are the pants. This is the cap*, etc.

Optional activity

- Have children practice using *This is* and *These are* with other words they know.
- Ask children to hold up the pictures they drew of their faces in the Activity Book in Unit 6.
- Call a child to the front. Ask the child to describe the picture he / she drew, e.g., *These are my eyes. These are my ears. This is my nose*.
- Call different children to the front to describe the pictures of their faces.

Lesson 3 Song 5B and AB

Lesson objectives

To identify clothing.

To think critically by recognizing parts of the whole.

Language

Vocabulary: *pants, shoes, skirt, T-shirt*

Structure: *This is a ... , These are ...*

Materials

CD track 48, Picture Cards 48–53

Student Book Unit 7, Lesson 3

Warm-up

- Review the clothing items using Picture Cards.
- Tell children they are going to play a game. Hold up the Picture Card of the T-shirt. Say *It's a skirt*. Children respond *No. It's a T-shirt*.
- Hold up the Picture Card of the socks. Say *They're shoes*. Children respond *No. They're socks*.
- Repeat with other Picture Cards, identifying some correctly and some incorrectly.

Listen and sing. 48

- Tell children that they are going to learn a song with actions.
- Stick the Picture Cards for *skirt, shoes, pants, and T-shirt* around the room.
- Say *Listen to the song*, and play the CD. Point to the Picture Cards as each item of clothing is mentioned.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you.

Transcript 48

Listen and sing.

These are pants.	This is a skirt.
These are pants.	This is a skirt.
These are pants.	This is a skirt.
And these are shoes.	And this is a T-shirt.
These are shoes.	This is a T-shirt.
These are shoes.	This is a T-shirt.
These are shoes.	This is a T-shirt.
And this is a skirt.	And this is me!

Sing and do. 48

- Give children their books open to Unit 7, Lesson 3. Hold up your book, and point to the dolls. Say *Look. These are dolls*.
- Explain that the dolls are singing the song, and that children are going to pretend to be the dolls.
- Say *Stand up*. Sing the song, using the CD if you wish. Children pretend that they are dolls, and point to the items of clothing they are wearing as they hear the words. Girls can pretend they have a skirt on, while boys pretend to be wearing pants.
- Children should point to themselves for the line *And this is me!*
- Repeat, encouraging children to sing along.

Think, match, and color.

- Give children their books open to Unit 7, Lesson 3.
- Point to the T-shirt the girl doll is wearing. Say *This is a T-shirt. It's a purple T-shirt*. Children repeat.
- Point to the T-shirt below with a ball on it, and ask if it is the same. Prompt children to say *No*. Do the same with the T-shirt with a heart, and elicit *Yes* from the students.
- Ask children *What color is it?* Children respond *It's purple*. Tell them to color it purple.
- Repeat with an item of clothing for the boy doll before allowing children to complete the rest of the activity.
- Monitor and check while children are working. Ask individual children to tell you the words for the clothes and the colors.

Activity Book Unit 7, Lesson 3

1 Draw and color. Say.

- Give children their books open to Unit 7, Lesson 3.
- Ask children what they can see in the large picture (*a boy and a girl*).
- As children identify each item of clothing in the bottom row, stick the Picture Card for that item on the board.
- Explain that they should draw the items of clothing on the boy and girl.
- Help children to begin the activity. Elicit that the children aren't wearing shoes. Tell them to draw shoes on the children.
- Children complete their drawing.
- Tell children to color the clothing items and the clothing on the boy and girl. Remind them to color carefully and stay inside the lines as best they can.
- Call children to the front to describe their work. Prompt them to say the clothing item and its color.

Optional activity

- Ask children to draw themselves in their favorite play clothes. Tell them to color the clothes, too. Call on several children to come to the front to share their pictures with the class.

Lesson 4 Project SB and AB

Lesson objectives

- To use English to talk about patterns and colors.
- To develop fine motor control.

Language

Vocabulary: *T-shirt, red, yellow, blue, purple, paint*

Structure: *It's ..., I can paint.*

Materials

CD track 49, paper cut-outs of T-shirts, paint (red, blue, yellow, purple), four sponges per table, nylon cord or thick string

Student Book Unit 7, Lesson 4

Warm-up

- Review the words for clothing. Point to a child's shoes, and ask *What are these?* Children respond *They are shoes.*
- Ask *What color are (name's) shoes?* Children respond *They're (color).* Repeat with other children's items of clothing.

Make.

- Give children their books open to Unit 7, Lesson 4.
- Explain that they are going to design their own T-shirt. Show children your completed model.
- Tell them to look at picture 4. Explain that you will hang all their T-shirts on a clothesline. Show children the nylon cord or thick string.
- Before you give children the materials, review the four pictures in the book, describing each step.
- Tell children to look at picture 1. Explain that they will use all of these materials. Present the word *paint* by holding up the tubes of paint. Say *Paints. They're paints.* Present the verb *paint* by pretending to paint the wall. Present the word *sponge* by holding up a sponge. Say *Sponge. It's a sponge.*
- Tell children to look at picture 2. Explain that they should use the sponges to paint their T-shirts. Point out that they do not have to use all the colors.
- Tell children to look at picture 3. Explain that they are going to hang their T-shirts on the clothesline to dry.
- Children paint their T-shirts.

Listen and sing. 49

- Tell children they are going to learn a song about their craft project.
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Tell them to point to the colors on their T-shirts as they hear them in the song.

Transcript 49

Listening 49. Listen and sing.
It's red. It's yellow. It's purple. It's blue.
It's my T-shirt!
I can paint! And so can you!

It's orange. It's green. It's yellow. It's blue.

It's my T-shirt!

I can paint! And so can you!

Sing and point. 49

- Run the 'clothesline' from one side of the room to the other, and hang up all the T-shirts. Another option is to stick the line and the T-shirts to a wall.
- Point to one of the T-shirts. Ask *What color is it?* Children respond.
- Tell children they are going to sing the song while they look carefully at the T-shirts. Explain that they should point to a T-shirt that has the colors that are sung.
- Demonstrate by singing the first line of the song and pointing to a shirt that is red, another that is yellow, a third that is purple, and finally one that is blue. Point out that children need not all point to the same T-shirt.
- Children sing and point. You may wish to stop them or say *Freeze!* so that you can check what they are pointing at.

Activity Book Unit 7, Lesson 4

1 Trace and find. Match.

- Give children their books open to Unit 7, Lesson 4. Ask them what clothing items they can see on the page (*T-shirts*).
- Show children that the right column has the same T-shirt as the one that appears in the left column.
- Direct children's attention to the first T-shirt in the left column. Ask them to describe it (*it has squiggles*). Ask children to trace the squiggles with their fingers.
- Ask children to follow the line to the T-shirt in the right column. Elicit that it has the same pattern.
- Children complete the activity. Tell them to trace or complete the lines connecting the shirts that are the same. They should do this with their fingers first and then pencils if appropriate.
- Walk around and check that children are doing the activity correctly.

Optional activity

- While giving back children's T-shirts, pick three different-colored shirts at a time. Children who made them raise their hands in unison.
- Ask one child *What color is your T-shirt?* Prompt them to answer *It's (color)*. Give back the T-shirt, and do the same with the two remaining children.
- Repeat in this way for all of the T-shirts, giving other children the chance to be 'teacher' if time allows.

Lesson 5 Values SB and AB

Lesson objectives

To understand everyday language used to look after your clothes.

Language

Everyday English: *Put on your (smock).*

Materials

CD track 50, a smock

Student Book Unit 7, Lesson 5

Warm-up

- Review the classroom commands children know. Say *Stand up*, and motion for children to stand. Say *Sit down*, and motion for them to sit. Say *Open your books*, and motion for them to open their books.
- Put your finger to your lips. Prompt children to whisper *Quiet, please*.
- Call a child to the front to play the role of the teacher and give the commands.

Listen and point. 50

- Give children their books open to Unit 7, Lesson 5.
- Say *Look at the picture*. Point to the sponge. Ask *What's this?* Children respond *It's a sponge*.
- Point to the paint. Ask *What's this?* Children respond *It's paint*.
- Present the word *smock* by pointing to it in the picture or showing one that you have in your classroom.

Transcript 50

Listen and point.

Teacher Put on your smock.

Boy Yes, Miss Jackson.

Listen and say. 50

- Ask children questions about the picture. *Where are the children?* (at school) *What are they doing?* (They're doing an art project with paints.) *Are paints messy sometimes?* (Yes.)
- If possible, explain to children that it is important to respect their clothing and that having neat clothes is important for having a neat appearance.
- Ask children if they can guess what the teacher says to the boy in the book. (*Put on your smock.*)
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line and ask children to repeat it.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Tell the class that they are going to act out the situation. Call a child to the front to play the role of the teacher and another to play the role of the child.

- If you have a smock available, allow the two children to use it as a prop. If not, encourage the child to mime putting on a smock.
- Help children to perform by prompting the lines as necessary.
- Repeat with other children.
- Ask children what other things they can do to keep their clothing neat (*not wear good clothes for dirty or rough play outside, not crawl on the floor in their clothes, etc.*).

Activity Book Unit 7, Lesson 5

1 Match and say. Color.

- Give children their books open to Unit 7, Lesson 5.
- Ask children which picture shows good behavior (*the second picture*). Ask them to tell you why (*because the girl is hanging her jacket on the hook*).
- Direct children's attention to the two faces at the bottom of the page. Elicit that the smiling face is happy and the frowning face is sad.
- Hold up your book. Using your finger, trace the line from the first picture to its corresponding face. Tell children to do the same.
- Children should then trace the lines from each picture to its corresponding face.
- Tell children to color the picture that shows good behavior.

Optional activity

- Ask children to draw a picture of a child respecting his / her clothes. Sketch a model on the board if necessary.
- Encourage children to think of a situation that is different from those they have seen in their books, for example, using a napkin to cover his / her clothes at the dinner table, etc.

Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write the letters *Oo*, *Pp*, and *Qq*.
- To recognize and say the letter names *o*, *p*, and *q*.
- To develop fine motor control.

Language

Vocabulary: *octopus, penguin, quiet*

Materials

CD track 51, Picture Cards 45–47 and 54–56

Student Book Unit 7, Lesson 6

Warm-up

- Put the *lemon*, *monkey*, and *nest* Picture Cards up on the board. Ask children what the words are and what letters to write beneath each one.
- Encourage children to write the shape of the letter in the air before you write it on the board.

Learn the letters.

- Hold up the Picture Card of the octopus. Say *octopus*. Children repeat the word chorally and individually. Stick the Picture Card on the board.
- Write the letter *o* on the board under the octopus. Point to the letter *o* and say the letter name *o*. Tell children that *o* is the first letter for the word *octopus*. Say *o, octopus*.
- Write the letter *O* next to the lowercase letter. Point to it, and say *O, octopus*. Prompt children to repeat a few times.
- Repeat with the letters *p*, *q*, and the Picture Cards for *penguin* and *quiet*. If time allows, use the Picture Card for *Pat* to give children another example.
- Tell children they are going to learn how to write the letters *Oo*. Give children their books open to Unit 7, Lesson 6. Draw their attention to the caterpillar and elicit the letters they can see. Tell children to look at the letters *Oo*. Stand with your back to the class as you use your finger to 'write' a capital *O* in the air. Tell children to copy your action and write a capital *O* in the air (repeat with lowercase *o* if you wish).
- Tell children to practice tracing over the letters in their books with their fingers. Repeat with the letters *Pp*, *Qq*.

Sing. 51

- Tell children that they are going to sing a song to learn about letters.
- Play the CD. Tell children to listen to the song.
- Play the CD again. Pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and pictures in their books as they sing them.
- Play the CD again, and encourage children to sing the song.

Transcript 51

Listening 51. Sing.

o, o, o; o octopus, o octopus, o octopus; o ... ; o, o, o
p, p, p; p penguin, p penguin, p penguin; p ... ; p, p, p
q, q, q; q quiet, q quiet, q quiet; q ... ; q, q, q

Find and trace.

- Copy the letters on the board exactly as they appear in the book. Point to each letter, and children say its name.
- Tell children to look at the letters in their books, and have them find the letter that is not the same as the rest.
- Draw children's attention to the board. Trace a circle around lowercase *o* with your finger. Prompt children to do the same in their books.
- Tell children to use their pencils to trace the lines of the circle for each letter.

Activity Book Unit 7, Lesson 6

1 Say and trace.

- Give children their books open to Unit 7, Lesson 6. Ask what they can see (*the alphabet, a row of letters*).
- Write the lowercase letters *a* through *q* on the board. Tell children to say each letter's name as you point to it.
- Tell children to say the alphabet again as they point to the letters in their books.
- Draw a simple writing line on the board to write the letters *o*, *p*, and *q*. Mark only the starting point for each letter. Write the letters on the board.
- Tell children to practice tracing over the letters in their books with their fingers.
- Children can then trace the letters with their pencils if appropriate. Check that they are holding their pencils correctly and forming the letters correctly.

2 Match and say. Color.

- Tell children to look at the second activity. Ask what pictures they can see in the left column (*penguin, octopus, the gesture for quiet*).
- Stick the Picture Card for each on the board in a column as in the book. Point to each in random order, and ask *What's this?* Children respond with the correct word.
- In a column to the right of the Picture Cards on the board, write the letters *p*, *o*, and *q*. Point to each letter, and children say its name.
- In a third column, write the letters *O*, *Q*, and *P*. Point to each letter, and children say its name.
- Point to the penguin. Ask children which is the first letter of the word *penguin* (*p*). Draw a line from the penguin to the lowercase *p* in the second column, and then draw another line from the lowercase *p* to the capital *P*.
- Tell children to draw lines in their books in the same way, first with their fingers and then with their pencils. Repeat the procedure with the words *octopus* and *quiet*.
- When children have finished, tell them to color the pictures.

Optional activity

- Invite students to stand in a circle. Pass an object and say *a*. Encourage the child to pass the object to the next child and say *b*. Continue until children reach *q*.
- With confident classes, do this in random order, with you standing in the middle of the circle. Pass the object to a child in the same way. He/She passes it back to you before it goes to the next child anywhere in the circle.

Unit 7 Review AB

Lesson objectives

- To review the unit vocabulary.
- To think critically by identifying and following a pattern.

Materials

Picture Cards 48–53, real clothing items for each of the Picture Cards

Activity Book Unit 7, Review

Warm-up

- Review the vocabulary for clothing using the Picture Cards and clothing that children are wearing.
- Give a child one of the Picture Cards for an item of clothing, and tell him / her to find that clothing item in the classroom and stand next to it with the Picture Card.
- Make sure you have placed items such as a cap and a jacket in plain view so that the child is able to do the activity.
- When the child finds the item, he / she says *It's a* (name of clothing) or *They're* (name of object).
- Repeat with other children and different Picture Cards.

1 Say and join.

- Give children their books open to Unit 7, Review lesson.
- Ask children what they see (*pictures of clothing*). Show them that there is a pattern in each row and that they have to work it out.
- Tell them to look at the first row of pictures and put their finger on the first picture of the shoes. Children say *shoes*. Tell them to move their finger to the next picture and say *skirt*. Children continue until the end of the row.
- Ask children what should come next in the pattern (*skirt*). Ask them to tell you *why* (*because the pattern is shoes / skirt / shoes / skirt*). Say the pattern chorally to help emphasize the pattern.
- Tell children to trace the line from the first row of pictures to the skirt. Tell them to use their finger first and then their pencil.
- Children complete the activity, saying the name of each item of clothing as they work.
- Check answers. Have the class tell you the pattern in each row.

Progress Check 7 Vocabulary 16

Materials

- Progress Check 7 Vocabulary photocopiable sheet (one per child)
- Picture Cards 48–53

Teacher's Book Page 93

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.

Progress check

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Talk to each child in the group individually. Hold up the photocopiable sheet and point to the vocabulary items in turn asking, *What's this?* or *Who's this?* Once a child has answered the questions they can start coloring their sheet.

8 Food

Lesson 1 Vocabulary

SB and AB

Lesson objectives

To identify six food items.

To recognize English sounds and spoken words.

Language

Vocabulary: *banana, cookie, orange, sandwich, tomato, water*

Materials

CD tracks 3, 52–53, Picture Cards 57–62

Optional: real food items; copies of Progress Check Vocabulary 8 (page 94)

Student Book

Unit 8, Lesson 1

Warm-up

- Sing the *Hello* song. 3.
- Review the clothes words. Say a word. Children point to that item if they are wearing it.

Listen and say. 52

- Tell children they are going to learn some food words. Talk about food: What foods do children like best?
- Stick the Picture Cards up on the wall and some distance apart in this order: water, sandwich, banana, cookie, orange, tomato. Point to each Picture Card in turn, and say the word. Repeat.
- Say *Listen*. Play the CD. Children point to the Picture Cards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 52

Listen and say.

water, sandwich, banana, cookie, orange, tomato

Listen and find. 53

- Give children their books open to Unit 8, Lesson 1. Ask some questions about the picture, e.g., *Who can you see?* (Grandad, Grandma, Mom, Dad, Tess, Baz, Jig, Pat) *Where are they?* (in a park) *What are they doing?* (having a picnic) *What things can you see?*
- Tell children to point to each food in the book when they hear it on the CD. Say *Listen*, and play the CD, pausing as necessary. Check that children are pointing to the correct items.

Transcript 53

Listen and find.

water, sandwich, banana, cookie, orange, tomato

Look and say.

- Point to each of the food Picture Cards, and elicit the correct words from children. Let them answer chorally at first and then individually if you wish.
- Hold up Unit 8, Lesson 1, and point to the food items in the scene in the same way (this time ask *What's this?* as you point to each item).
- If appropriate, extend the activity further by pointing to some of your own food items and prompting children to say the words. Alternatively, ask what food children have for lunch (or in their lunchboxes).

Activity Book

Unit 8, Lesson 1

1 Trace and say. Color.

- Give children their books open to Unit 8, Lesson 1. Ask them what they can see in the picture (*cookie, water, tomato, sandwich, banana, orange*).
- Show the lunchbox at the bottom of the page and teach children the word.
- Explain that they are going to help get the food into the lunchbox. Show them that they are going to trace the line connecting food items to the lunchbox.
- Tell children to put their finger on the cookie. Hold up your book, and trace the line from the cookie to the lunchbox with your finger. Tell children to do the same.
- Prompt them to say *cookie* as they trace. Tell children to trace the line from the cookie to the water, saying *water* when they reach it.
- Tell children to trace the lines to the other food items with their fingers as they say the words.
- Once children have 'collected' all the foods, they finish the sentence by saying 'in the lunchbox', e.g., *cookie ... water ... sandwich ... tomato ... banana ... in the lunchbox*.
- Monitor that children are tracing the correct lines.
- When children have finished tracing, tell them to color the pictures. Remind them to stay inside the lines as best they can.

Optional activity

- Hand out copies of Progress Check Vocabulary 8. Say *two sandwiches*. Children point to the appropriate plate and repeat. Repeat with the other plates.
- Children trace around the plates with one finger. While they are working, ask individual children what is on each plate.

Lesson 2 Structure SB and AB

Lesson objectives

- To recognize previously learned vocabulary.
- To ask about and request quantities of food.
- To compare features to find differences.

Language

Vocabulary: *banana, cookie, orange, sandwich, tomato, water*

Structure: *How many (cookies)? (Three) (cookies), please.*

Materials

CD track 54, Picture Cards 57–62, real cookies

Student Book Unit 8, Lesson 2

Warm-up

- Review the numbers 1 to 10. Write a number line with missing numbers on the board (1, —, 3, —, 5, 6, —, —, 9, 10).
- Say *Count from 1 to 10*. Point to each number as the children count.
- Say the missing numbers, but do not write them. Call a child to the front to write the missing numbers.
- Play a game. Say *Listen and clap. Ten!* Prompt children to clap ten times. Repeat with other numbers.

Point and say.

- Review the vocabulary from Lesson 1. Stick the Picture Cards of the food on the board. Point to the water. Say *water*. Point to the sandwich. Motion for the class to say *sandwich*.
- Repeat with the other items.
- Play a game. Point to each food Picture Card very quickly, and encourage children to say the name of the food quickly.
- Give children their books open to Unit 8, Lessons 1 and 2. Say *Point to the cookie*. Check that children are pointing to the cookie.
- Repeat with the other food items.

Listen and say. 54

- Tell children to look at the scene in the book. Ask children to say what they think the characters are doing (*Tess and Baz are getting their food from Mom and Grandma*). Ask children to guess what each character wants (*Tess wants a sandwich, and Baz wants cookies*). Play the CD once to check the answer.
- Play the CD again, pausing after each line. Children repeat the lines chorally and individually.
- Ensure children understand the plural form. Draw a cookie on the board. Say *A cookie. One cookie*. Draw two cookies on the board. Say *Count*. Children say *One, two*. Say *Two cookies*. Children repeat chorally and individually.
- Repeat by drawing a sandwich on the board and having children say *One sandwich*. Then draw another and elicit *Two sandwiches*.

Transcript 54

Listen and say.

Mom How many sandwiches, Tess?

Tess One, please.

Grandma How many cookies, Baz?

Baz Three cookies, please.

Say and do.

- Call a child to the front to play the role of Baz. Play the role of Grandma yourself.
- Present the child playing Baz with a tray of cookies. Ask *How many cookies, Baz?* Encourage the child to answer *one* or *two*. Give the child one or two cookies if this is appropriate.
- Repeat with another child. Make sure that each child gets a cookie.
- If it is not possible to conduct the activity with real cookies, have children draw a cookie on a sheet of paper and use those for the activity.

Activity Book Unit 8, Lesson 2

1 Look and circle. Say.

- Give children their books open to Unit 8, Lesson 2. Ask them to look at the picture. Elicit if the pictures are the same (*No*).
- Emphasize to children how the pictures are different (*There are different numbers of the food items*).
- Ask children to name the food items they can see in the pictures (*cookies, sandwiches, oranges, tomatoes, bananas*).
- Say *Look at picture 1. How many cookies?* Children respond *Three*. Say *Look at picture 2. How many cookies?* Children respond *Four*.
- Tell children to trace the dotted line in picture 2 with their pencils. Ensure all the children have done this before they continue the rest of the activity, circling the objects with different numbers in each picture.
- Allow children time to complete the activity, then check as a class. Say *Look at picture 1. How many sandwiches?* Children respond *Two*. Say *Look at picture 2. How many sandwiches?* Children respond *Three*.
- Go through each food item, checking the number with the class (*picture 1: one banana; picture 2: two bananas; the number of oranges and tomatoes are the same in both pictures*).

Optional activity

- Ask children to count other objects. Hold up four pencils. Ask *How many pencils?* Children respond *Four*.
- Repeat with books, crayons, chairs, and bags. Be sure not to ask children to count higher than they are capable of.

Lesson 3 Song SB and AB

Lesson objectives

- To recognize previously learned vocabulary.
- To think critically by searching and counting.

Language

Vocabulary: *banana, cookie, orange, sandwich, tomato*
Structure: *for you, for me*

Materials

CD tracks 55, Picture Cards 57–62

Student Book Unit 8, Lesson 3

Warm-up

- Review the words for food using Picture Cards. Stick the Picture Cards around the room.
- Say each one in turn. Children go to the card and repeat the word.

Listen and sing. 55

- Draw a simple picture of a sandwich on the board. Ask *How many?* Answer *One. One sandwich.* Children repeat.
- Draw two oranges on the board. Ask *How many?* Answer *Two. Two oranges.* Children repeat.
- Repeat with one tomato, one banana, and one cookie.
- Tell children that they are going to learn a song about food. Say *Listen to the song*, and play the CD. As the song is playing, point to the appropriate food, then to the class and yourself. When you hear *Mmm-mmm*, rub your stomach and smile.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you.

Transcript 55

Listen and sing.

A sandwich for you.	A banana for you.
A sandwich for me.	A banana for me.
Mmm-mmm. Mmm-mmm.	Mmm-mmm. Mmm-mmm.
A cookie for you.	Two oranges for you.
A cookie for me.	Two oranges for me.
Mmm-mmm. Mmm-mmm.	Mmm-mmm. Mmm-mmm.
A tomato for you.	
A tomato for me.	
Mmm-mmm. Mmm-mmm.	

Sing and do. 55

- Sing the song, using the CD if you wish. Children point to the pictures on the board as they hear the words, then rub their stomachs and smile.
- Repeat, encouraging children to sing along.

Count and write.

- Give children their books open to Unit 8, Lesson 3.
- Ask children what foods they can see on the left side of the page (*a cookie, a sandwich, a banana, a tomato*). Then ask which toys they can see in the picture (*a teddy bear, a doll*) and what they are doing (*They're having a picnic*).

- Point to the cookies on the picnic plates. Ask *How many cookies?* Count with children, and elicit *eight cookies*. Direct children's attention to the number box next to the cookie to the left. Prompt children to say *eight cookies*, and trace the number 8 with their pencils.
- Repeat with the other foods, asking *How many?* for the sandwiches (*four*), the bananas (*five*), and the tomatoes (*six*).
- Monitor while children are working. Ask individual children *How many?*, pointing to different foods.

Activity Book Unit 8, Lesson 3

1 Join and say. Color.

- Write the numbers 1–10 on the board in a snaking pattern that makes a circle. Point to each number, and children say it.
- Draw a line connecting the numbers in order from 1 to 10.
- Give children their books open to Unit 8, Lesson 3. Tell them this is a *water bottle*. Children repeat the word.
- Tell them to connect the numbers in order to complete the object. Hold up your book and show them with your finger how to connect numbers 1 and 2.
- When children have finished, hold up one of their completed activities, and show the class. Ask *What's this?* Children respond *It's a water bottle*.
- Tell children to color the picture. Remind them to stay inside the lines as best they can.

Optional activity

- Sing the song again. This time children point to the pictures in the Student Books.
- Say the lines from the song at random. Children listen and point to the appropriate food in their Student Books.

Lesson 4 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening skills by following a story.
- To review and consolidate language introduced in the unit.
- To understand the unit language in context.

Language

Structure: *Four cookies. One cookie and one orange.*

Materials

CD track 56. Picture Cards 57–62, real oranges and cookies

Optional: Picture Cards 14, 45

Student Book Unit 8, Lesson 4

Warm-up

- Review the food words and unit language, using real food if possible. Hold up three bananas, and say *How many?* Children answer *three*. Say *Yes, three. Three bananas.*
- Repeat with cookies, using different numbers.

Look and listen. 56

- Give children their books open to Unit 8, Lesson 4.
- Remind children that in English, stories go from left to right. Hold up your book, and point to the frames in order.
- Ask children to point to the frames in their books in the correct order.
- Talk about the pictures. Ask *Who can you see? Where are they? (in the kitchen) What they are doing? (Mom has just baked some cookies. Baz is looking at them.) Ask How many cookies / oranges?*
- Say *Listen*, and play the CD. Let children follow the story in their books. (Don't ask them to repeat it.)
- Ask children what they think happens in the story. Ask *How many fingers is Baz holding up? (four)* Explain that Baz wants four cookies, but Mom gives him one cookie and one orange because that is healthier.
- Play the CD again.

Transcript 56

Look and listen. Four cookies, please.

Baz Four cookies, please.

Mom One cookie and one orange.

Baz Thank you.

Listen and act. 56

- Tell children they are going to act out the story.
- Ask two children to come to the front of the class and pretend to be Baz and Mom.
- Play the first line of the story. 'Baz' looks at 'Mum' and holds up four fingers.
- Play the rest of the story. 'Mum' pretends to hold out a cookie with one hand and an orange with the other. (You could use a real cookie and orange if you prefer.)
- Repeat with more pairs of children.

- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Tell the class that they are going to act out the situation. Call a child to the front to play the role of Baz while you play the role of Mom.
- Help children to perform by prompting the lines as necessary.
- Repeat with other children.

Activity Book Unit 8, Lesson 4

1 Draw your cookie and say.

- Give children their books open to Unit 8, Lesson 4.
- Ask them what Baz is holding (*his drawing of a cookie*).
- Explain to children that they are going to draw a picture of a cookie they would like to eat.
- Ask children to draw their cookies. Tell them to be creative and think about cookies they have eaten or cookies they have seen. Present any vocabulary children are curious about.
- Call children to the front to share their pictures of their cookie.

Optional activity

- Stick the food Picture Cards from this unit on the walls around the classroom. Add the Picture Cards for *donut* and *lemon*. (Review these words if necessary.)
- Ask children to go and stand next to the food that they like best. Then say words at random. Children go and stand next to the appropriate Picture Card.

Lesson 5 Values SB and AB

Lesson objectives

To understand everyday language used to eat healthily.

Language

Everyday English: *Have a healthy snack.*

Materials

CD track 57, Picture Cards 57–62, real candy

Student Book Unit 8, Lesson 5

Warm-up

- Review the food vocabulary using the Picture Cards.
- Hold up the Picture Card of the cookie. Ask *What's this?* Children respond *It's a cookie.*
- Repeat with the other food items.
- Present the word *candy* using a real piece of candy.
- Explain that the word *snack* refers to something small to eat. It may be helpful, and visually beneficial, to contrast it with the word *meal* by showing children different example photos of both.

Listen and point. 57

- Give children their books open to Unit 8, Lesson 5.
- Say *Look at the picture.* Point to the orange. Ask *What's this?* Children respond *It's an orange.*
- Point to the candy. Ask *What's this?* Children respond *It's candy.*

Transcript 57

Listen and point.

Dad Have a healthy snack.

Girl Thanks, Dad.

Listen and say. 57

- Ask children questions about the picture. *Where are the people?* (at home) *What does the girl want?* (a snack) *What does Dad want her to eat?* (fruit).
- If possible, explain to children that it is important to eat healthily because good nutrition helps us to grow tall and strong, and it also helps us to be smarter and learn more quickly.
- Explain that children are going to hear Dad instruct the girl to do something. Ask if they can guess what it is (*Have a healthy snack.*)
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Tell the class that they are going to act out the situation. Call a child to the front to play the role of the dad and another to play the role of the child.
- Stick the Picture Cards of the orange and the cookie on the board.

- Help children to perform by prompting the lines as necessary. Tell the child playing the dad to point to the Picture Card of the orange on the board.
- Repeat with other children.
- Ask children what other healthy snacks they can eat, e.g., tomatoes or bananas. Ask which snacks they should avoid, e.g., candy, cookies, donuts.

Activity Book Unit 8, Lesson 5

1 Match and say. Color.

- Give children their books open to Unit 8, Lesson 5.
- Ask children which picture shows good behavior for eating healthily (*the second picture*). Ask them to tell you why (*because the boy is eating fruit instead of cookies*).
- Direct children's attention to the two faces at the bottom of the page. Elicit that the smiling face is happy and the frowning face is sad.
- Hold up your book. Using your finger, trace the line from the first picture to its corresponding face. Tell children to do the same.
- Children should then trace the lines from each picture to its corresponding face.
- Tell children to color the picture that shows good behavior.

Optional activity

- Ask children to draw a picture of their favorite healthy snacks.
- Call several children to the front to describe their pictures. Assist with additional vocabulary as necessary.



Lesson 6 Phonics SB and AB

Lesson objectives

- To say, recognize, and write the letters *Rr*, *Ss*, and *Tt*.
- To recognize and say the letter names *r*, *s* and *t*.
- To develop fine motor control.

Language

Vocabulary: *rainbow, sun, tiger*

Materials

CD tracks 58–59, Picture Cards 54–56 and 63–65

Optional: Copies of Progress Check Alphabet 7 & 8 (page 95)

Student Book Unit 8, Lesson 6

Warm-up

- Put the *octopus, penguin, and quiet* Picture Cards up on the board. Ask children what the words are and what letters to write beneath each one.
- Encourage children to write the shape of the letter in the air before you write it on the board. Do this as a class first or individually if children seem confident.

Learn the letters.

- Hold up the Picture Card of the rainbow. Say *rainbow*. Children repeat the word chorally and individually. Stick the Picture Card on the board.
- Write the letter *r* on the board under the rainbow. Point to the letter *r* and say the letter name *r*. Tell children that *r* is the first letter for the word *rainbow*. Say *r, rainbow*.
- Write the letter *R* next to the lowercase letter. Point to it, and say *R, rainbow*. Prompt children to repeat a few times.
- Repeat with the letters *s, t*, and the Picture Cards for *sun* and *tiger*. If time allows, use the Picture Card for *Tess* to give children another example.
- Tell children they are going to learn how to write the letters *Rr*. Give children their books open to Unit 8, Lesson 6. Draw their attention to the caterpillar and elicit and letters they can see.
- Tell children to look at the letters *Rr*. Stand with your back to the class as you use your finger to 'write' a capital *R* in the air. Tell children to copy your action and write a capital *R* in the air. Repeat with lowercase *r*.
- Tell children to practice tracing over the letters in their books with their fingers. Repeat the procedure with the letters *Ss, Tt*.

Sing. 58

- Tell children that they are going to sing a song to learn about letters.
- Play the CD. Tell children to listen to the song.
- Play the CD again. Pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and pictures in their books as they sing them.
- Play the CD again, and encourage children to sing the song.

Transcript 58

Sing.

r, r, r; r rainbow, r rainbow, r rainbow; r ... ; r, r, r
s, s, s; s sun, s sun, s sun; s ... ; s, s, s
t, t, t; t tiger, t tiger, t tiger; t ... ; t, t, t

Listen and trace. 59

- Call children's attention to the dot-to-dot drawing on the page. Ask them what letters they can see.
- Hold up your book, and say *Point to 'a.'* Once you are sure all children are pointing to it in the picture, say *b* and prompt children to move their fingers. Repeat in this way until they reach *t*.
- Say *Listen*, and play the CD. Let children move their fingers around the picture as the speaker says the letters (pause the CD if some are losing their place).
- Play the CD again, and have children say the letters along with the narrator as they move their fingers around the picture a second time. Finally, children can complete the picture with their pencils.

Transcript 59

Listen and trace.

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t

Activity Book Unit 8, Lesson 6

1 Say and match.

- Give children to their books open to Unit 8, Lesson 6. Ask which letters they can see in the first column (*r, s, t*). Write the letters *r, s, and t* in a column on the board.
- Ask children which letters they can see in the second column (*S, T, R*). Write the letters *S, T, and R* on the board next to the first column.
- Point to the *r*. Ask children to tell you which capital letter to match it to (*R*). Draw a line connecting them.
- Tell children to do the same in their books.
- Repeat with the other two letters.

2 Say and circle. Color.

- Tell children to look at the second activity on the page. Ask them which letters they can see on the right (*R, S, T*).
- Stick the Picture Cards for *rainbow, sun, and tiger* on the board in a column. Write the letters *R, S, T* to the right of each Picture Card.
- Model the activity. Point to the rainbow. Ask *What's this?* Children respond *It's a rainbow*.
- Direct their attention to the letters on the right. Prompt them to tell you which letter is the first letter of *rainbow* (*r*). Circle the letter *R*.
- Tell children to circle the *R* with their fingers and then with their pencils. Repeat with *sun* and *tiger*.
- When children have finished circling the letters, tell them to color the pictures. Remind them to stay inside the lines as best they can.

Optional activity

- Hand out copies of Progress Check Alphabet 7 & 8 (page 95).

Unit 8 Review AB

Lesson objectives

- To review the unit vocabulary.
- To think critically by recognizing constituent parts of a whole.

Materials

Picture Cards 57–62, a large envelope or large sheet of paper

Activity Book Unit 8, Review

Warm-up

- Tell children that they are going to play a game.
- Put the Picture Card of the tomato inside a large envelope, or cover it with a large sheet of paper. Hold up the envelope or the hidden Picture Card, and slowly reveal the Picture Card.
- Children watch carefully and say the name of the food as soon as they can identify it.
- Repeat with the other food Picture Cards.

1 Find and circle. Say.

- Give children their books open to Unit 8, Review lesson.
- Ask children to name the small pictures at the top of the page in order from left to right. As children say each word, put that Picture Card on the board.
- Ask children to look at the picture of the lunch table below. Ask them what they can see in the picture (*two children, a banana, a lunch box, a cookie, a sandwich, etc.*).
- Model the activity. Point to the water at the top of the page. Ask children to find it in the picture. Tell them to circle it with their fingers and then with their pencils.
- Say *water*. Children repeat.
- Children complete the activity. Remind them to say the word and to circle first with their fingers and then with their pencils.

Progress Check 8 Vocabulary TB

Materials

Progress Check 8 Vocabulary photocopiable sheet (one per child)
Picture Cards 57–62

Teacher's Book Page 94

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.

Progress check

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Talk to each child in the group individually. Hold up the photocopiable sheet and point to the vocabulary items in turn asking, *What's this?* or *Who's this?* Once a child has answered the questions they can start coloring their sheet.

Progress Check 7 & 8 Alphabet TB

Materials

Progress Check 7 & 8 Alphabet photocopiable sheet (one per child)
Picture Cards 54–56, 63–65

Teacher's Book Page 95

Warm-up

- Write the letters from lesson 6 on the board. Point to each letter in turn and ask children to say it.
- Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board. Point to the first letter that you've written on the board and have children say the letter name. Trace a line with your finger from the letter to the corresponding Picture Card and say the word. Repeat for each letter.

Progress check

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Talk to each child in the group individually. Have the child place their finger on the first letter on the photocopiable sheet and say the letter name. They then trace the dotted line to join the letter to the picture and say the corresponding word. Repeat with each letter. Once a child has completed the sheet they can start coloring their sheet.

9 On the Farm

Lesson 1 Vocabulary SB and AB

Lesson objectives

To identify six farm animals.

To recognize English sounds and spoken words.

Language

Vocabulary: *chicken, cow, duck, goat, horse, pig*

Materials

CD tracks 3, 60–61, Picture Cards 66–71

Optional: photos or pictures of animals; copies of Progress Check Vocabulary 9 (page 96)

Student Book Unit 9, Lesson 1

Warm-up

- Sing the *Hello* song. 🎧 3
- Review the food words from Unit 8. Pantomime drinking a bottle of water. Children guess until they identify that it is water. Repeat with other foods.

Listen and say. 🎧 60

- Tell children they are going to learn some animal words. Talk about animals: what are their favorites?
- Stick the Picture Cards on the board in this order: goat, horse, cow, duck, chicken, pig. Point to each Picture Card in turn, and say the word.
- Say *Listen*. Play the CD. Children point to the Picture Cards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 🎧 60

Listen and say.

goat, horse, cow, duck, chicken, pig

Listen and find. 🎧 61

- Give children their books open to Unit 9, Lesson 1. Ask some questions about the picture, e.g., *Who can you see?* (Tess and Baz) *Where are they?* (at the farm) *What are they doing?* (looking at animals) *What things can you see?*
- Tell children to point to the animals that they hear on the CD. Say *Listen*, and play the CD, pausing as necessary. Check that children are pointing to the correct animals.

Transcript 🎧 61

Listen and find.

goat, horse, cow, duck, chicken, pig

Look and say.

- Point to each of the animal Picture Cards, and elicit the correct words from children. Let them answer chorally at first and then individually if you wish.
- Hold up Unit 9, Lesson 1, and point to the animals in the scene in the same way (this time say *What's this?* as you point to each item).

- If appropriate, extend the activity further by bringing in photos / pictures that feature the animals above. Prompt children to say their names.

Activity Book Unit 9, Lesson 1

1 Match and say. Color.

- Put the Picture Cards for *duck, horse, pig, goat, cow, and chicken* in a column on the board. Point to the duck, and ask *What's this?* Children respond *It's a duck*. Repeat with the other Picture Cards.
- Give children their books open to Unit 9, Lesson 1.
- Tell children to look at the first picture in the left column. Explain that this is a small part of something in the right column. Ask them to find the larger picture in the right column. (*The chicken's legs and feet go with the chicken.*)
- Draw the legs and feet of the chicken on the board to the left of the column of Picture Cards. Draw a line from the part of the chicken to the chicken Picture Card. Tell children to match the part of the chicken to the whole chicken in their books.
- Children complete the activity. As children work, draw the parts of the other animals on the board.
- Check answers by calling children to the board to match the parts to the whole. Prompt the class to say the name of each animal.
- Ask children to color the pictures. Remind them to stay inside the lines as best they can.

Optional activity

- Hand out copies of Progress Check Vocabulary 9. Say *chicken*. Children find and point to the chicken and repeat. Repeat with the other animals. Children can then color the animals.

Lesson 2 Structure SB and AB

Lesson objectives

- To recognize previously learned vocabulary.
- To ask about and identify animals.

Language

Vocabulary: *chicken, cow, duck, goat, horse, pig*

Structure: *Is it a (goat)? Yes, it is. / No, it isn't. It's a (cow)*

Materials

CD track 62, Picture Cards 66–71

Student Book Unit 9, Lesson 2

Warm-up

- Start the lesson by reviewing the animals children have learned in other units.
- Say *It's an animal. What's this?* Then mime being an elephant, using your arm as a trunk. Repeat with *frog* and *kangaroo* by jumping. Repeat with *penguin* by walking with your arms straight at your sides.

Point and say.

- Review the vocabulary from Lesson 1. Stick the Picture Cards of the farm animals on the board. Point to the duck and say *duck*. Point to the goat and motion for the class to say *goat*.
- Repeat with the other animals.
- Play a game. Point to each farm animal Picture Card very quickly, and encourage children to say the name quickly.
- Give children their books open to Unit 9, Lessons 1 and 2. Say *Point to the horse*. Check that children are pointing to the horse in the scene.
- Repeat with the other animals.

Listen and say. 62

- Tell children to look at the scene in the book. Ask children to say what they think the characters are talking about (*Tess and Baz are talking about the animals on the farm.*). Play the CD once to check the answer.
- Play the CD again, pausing after each line. Children repeat the lines chorally and individually.
- Make sure that children are using the correct intonation on the *yes/no* questions by pitching their voices up at the end of the question.

Transcript 62

Listen and say.

Baz Look, Tess! Is it a goat?

Tess No, it isn't.

Baz Is it a cow?

Tess Yes, it is. It's a cow!

Say and do.

- Call a child to the front to act out the dialogue with you. Hold up the cow Picture Card, and ask *Is it a goat?* Prompt the child to respond *No, it isn't*. Ask *Is it a cow?* Prompt the child to say *Yes, it is*.
- Call two children to the front. Give each a different farm animal Picture Card. Explain that they are going to ask each other about the Picture Card in their hands.
- Whisper a prompt to each child so they know which animal they should ask about. You may want to vary the prompts so that there is a mix of *yes* and *no* answers.
- Help children to form the *yes/no* questions as they ask.
- Repeat with other children and other Picture Cards.

Activity Book Unit 9, Lesson 2

1 Draw animals and say.

- Give children their books open to Unit 9, Lesson 2.
- Ask them who is in the picture (*Baz*). Ask them to say what they think he is doing (*showing us a picture he has drawn of a farm*).
- Ask children how they know it is a farm (*There are farm animals, a barn, and a barnyard.*). Ask children which animals are in his picture (*cow, duck, horse*).
- Show children that they are going to draw a picture of a farm with animals and describe it. Model the activity on the board by drawing a large dotted frame and sketching a few animals inside it. Be sure not to include any animals that children have not yet learned.
- Tell children to trace the dotted edge of the frame and then draw a picture of a farm with animals inside the outline.
- Check that children are holding their pencils correctly. If some children finish before others, ask them to color their pictures.
- When all children have finished, direct attention to your board drawing, and give children a model for describing. For example, *It's a horse. It's yellow*, etc. Call a child to the front to show his / her picture and describe it to the class.
- Repeat with other children.

Optional activity

- Practice *yes/no* questions using objects in the room. For example, point to a chair, and ask *Is it a table?* Children respond *No, it isn't*.
- Encourage children to say what the object actually is. For example, *No, it isn't. It's a chair*.

Lesson 3 Song SB and AB

Lesson objectives

- To identify farm animals.
- To develop fine motor control.
- To think critically by matching animals to their sounds and footprints.

Language

Vocabulary: duck, cow, chicken, horse, pig, goat, quack, moo, cluck, neigh, footprint

Structure: *Is it a (cow)? Yes, it's a (cow).*

Materials

CD track 63, Picture Cards 66–71

Student Book Unit 9, Lesson 3

Warm-up

- Review the farm animals using the Picture Cards.
- Place the farm animal Picture Cards around the room. Say *Point to the duck*. Check that children are pointing to the correct Picture Card.
- Repeat with the other animals.
- Call a child to the front to give the command.

Listen and sing. 63

- Make an animal sound, and have children guess the animal. Say *Quack, quack, quack*. Ask *What's the animal?* Children respond *It's a duck*.
- Repeat with *moo* (cow), *cluck* (chicken), and *neigh* (horse).
- Tell children that they are going to learn a song about the animals on the farm.
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you.

Transcript 63

Listen and sing.

Quack, quack, quack, quack.	Cluck, cluck, cluck, cluck.
Quack, quack, quack, quack.	Cluck, cluck, cluck, cluck.
Is it a duck? Is it a duck?	Is it a chicken? Is it a chicken?
Yes, yes, yes! It's a ...	Yes, yes, yes! It's a ...

Moo, moo, moo, moo.	Neigh, neigh, neigh, neigh.
Moo, moo, moo, moo.	Neigh, neigh, neigh, neigh.
Is it a cow? Is it a cow?	Is it a horse? Is it a horse?
Yes, yes, yes! It's a ...	Yes, yes, yes! It's a ...

Sing and do. 63

- Call four children to the front. Distribute the Picture Cards for the duck, the cow, the chicken, and the horse.
- Tell them to hold up their Picture Card when their animal sound is sung.
- Sing the song.
- Repeat with other children at the front.

Think and match.

- Give children their books open to Unit 9, Lesson 3. Ask children which animals they can see (*chicken, horse, duck, cow*).
- Present the word *footprints* by drawing human footprints on the board or miming them. Explain that each animal has a special footprint.
- Show children that they are going to match the footprints to the correct animal. Do the first one together.
- Hold up your book, and point to the duck's footprint. Trace the line with your finger, and then have children do the same with their pencils.
- Tell children to draw lines to match the other footprints.
- Children complete the activity. Monitor as they work, checking that they are drawing the correct lines.

Activity Book Unit 9, Lesson 3

1 Trace and say.

- Give children their books open to Unit 9, Lesson 3. Ask children what they see in the pictures (*farm animals and their homes*).
- Explain that the farm animals need to get to their homes and that children are going to find the way for them.
- Model the activity. Ask children to look at the picture of the empty stable. Ask children which animal they think belongs in this home (*horse*).
- Hold up your book, and use your finger to trace the line from the stable to the horse. Tell children to do the same with their fingers and then with their pencils. Show that they should do it slowly, since the lines are more difficult for this activity.
- With the class, point to each animal home, and elicit which animal lives there.
- Children complete the tracing on their own. Check answers by having children hold up their books.

Optional activity

- Sing the song again, adding verses for the other known animals, for example *oink* for the pig and *maa* for the goat.
- Call children to the front to hold the Picture Cards for these animals and hold them up as the animal noise is sung.
- If you wish, you can extend the verses to include all animals children know, not just farm animals, e.g., tiger, monkey, and frog.

Lesson 4 Project SB and AB

Lesson objectives

- To use English to talk about animal sounds and features.
- To recognize parts of the whole.
- To develop fine motor control.

Language

Vocabulary: pig, time to play, oink, run away, tail, horns

Structure

Who's this? It's Baz.

Materials

CD track 64, glue stick, paper lunch bag, paper cut-outs of pig faces, black crayons, a completed pig model

Student Book Unit 9, Lesson 4

Warm-up

- Review the animals and the sounds they make.
- Say *Quack... quack... quack. Is it a duck?* Children respond *Yes.*
- Say *Moo... moo... moo. Is it a horse?* Children respond *No, it's a cow.*
- Repeat with other animals and sounds.

Make.

- Give children their books open to Unit 9, Lesson 4. Explain that they are going to make something special.
- Show children your completed model. Put the puppet on your hand. Say *Hello, Piggy.* Carry on a simple conversation with your puppet, for example, ask *How are you?* and then respond *I'm fine, thanks, etc.*
- Before you give children the materials, review the four pictures in the book, describing each step.
- Show them picture 1 and explain that these are the materials they will use.
- Tell children to look at picture 2. Then give each child a cut-out of a pig's face and a crayon and ask them to draw the pig's face.
- Tell children to look at picture 3. Explain that they should glue the face to the bag. Show children how to place the bag before they glue. Give each child a bag, and assist with the gluing.
- Tell children to look at picture 4. Show children how to carefully open the bag and put the pig puppets on their hands.

Listen and sing. 64

- Tell children they are going to learn a song about their craft project.
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line, and tell children to repeat after you. Tell children to make their pigs jump or dance for the line *Time to play.* Have them hide the puppets behind their backs for the line *Now run away.*

Transcript 64

Listen and sing.
Hello, pig. Hello, pig.
Time to play. Time to play.
Oink... oink... oink...
Now run away!
Hello, pig. Hello, pig.
Time to play. Time to play.
Oink... oink... oink...
Now-run away!

Sing and point. 64

- Hang the children's puppets around the room, or stick them to the board.
- Point to one of the puppets. Ask *Is it a pig?* Children respond.
- Tell children they are going to sing the song while they look carefully at the puppets. Explain that they should point to the puppets during the song.
- Children sing and point.

Activity Book Unit 9, Lesson 4

1 Draw and say. Color.

- Give children their books open to Unit 9, Lesson 4.
- Ask children to name the animals they can see (*horse, goat, chicken, duck*).
- On the board, draw a horse without a tail or a face. Say *Look at the horse.* Present the word *tail* by drawing it on the horse. Ask children to tell you what is missing (*the horse's tail and face*).
- Ask children to look at the horse in the book. Ask what is missing from that horse (*a tail and a face*).
- Tell children to draw the horse's face and tail.
- Ask children to look at the picture of the goat. Present the word *horns* by using your hands and fingers on the sides of your head to show horns. Elicit that the goat is missing its horns, eyes, and tail. Tell children to complete the goat.
- Repeat with the chicken and the duck, presenting the words *beak, wing, and bill* using gestures and mime.
- Children complete the activity.

Optional activity

- Review the words for parts of the face using Picture Cards 40–44. Play the *Touch!* game by giving instructions with *Touch your...* (remind children of the meaning if necessary).
- Extend the activity to include the other animal parts just learned. Say *You're a goat*, and give instructions such as *Touch your horns. Touch your tail.*, etc. Children touch the appropriate imaginary parts of their body.

Lesson 5 Values SB and AB

Lesson objectives

To understand everyday language used to respect nature.

To respond appropriately to an adult's command.

Language

Everyday English: *Don't touch, please.*

Materials

CD track 65, Picture Card 47

Student Book Unit 9, Lesson 5

Warm-up

- Ask children to tell you how they have already learned to be respectful (*respecting their elders, respecting their teachers*).
- Explain that it is also important to respect nature. Ask children where they go to experience nature (*to the park, to the mountains, to the beach, etc.*).

Listen and point. 65

- Give children their books open to Unit 9, Lesson 5.
- Say *Look at the picture*. Point to the nest. Ask *What's this?* Children respond *It's a nest*.
- Point to the man. Ask *Who's this?* Children respond *It's Dad*.

Transcript 65

Listen and point.

Dad Don't touch, please.

Girl OK, Dad.

Listen and say. 65

- Ask children questions about the picture. *Where are Dad and the girl?* (in the park) *What is the girl doing?* (trying to touch the nest) *Is Dad happy about this?* (No).
- Tell children that it is important to respect nature.
- Explain that the children are going to hear Dad instruct the girl not to do something. Ask if they can guess what it is (Don't touch the nest).
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Tell the class that they are going to act out the situation. Call a child to the front to play the role of Dad and another to play the role of the child.
- Stick the Picture Card of the nest on the board. Instruct the child to try to touch it but not to actually reach it.
- Help children to perform by prompting the lines as necessary.
- Repeat with other children.

- Ask children what other things in nature they should not touch (*wild animals, some plants, etc.*). Ask about other ways they can respect nature (*by being quiet in the woods or forest, by not picking plants or flowers that are for all to enjoy, etc.*).

Activity Book Unit 9, Lesson 5

1 Match and say. Color.

- Give children their books open to Unit 9, Lesson 5.
- Ask children which picture shows the behavior that is a good example of the value of respecting nature (*the second picture*). Ask them to tell you why (*because the children are not disturbing the hen and the chicks*).
- Direct children's attention to the two faces at the bottom of the page. Elicit that the smiling face is happy and the frowning face is sad.
- Hold up your book. Using your finger, trace the line from the first picture to its corresponding face. Tell children to do the same.
- Children should then trace the lines from each picture to its corresponding face.
- Tell children to color the picture that shows good behavior.

Optional activity

- Ask children to draw a picture of their favorite thing in nature, for example, the beach and the sea, the mountains, wild animals, flowers, etc.
- Call children to the front to share their pictures with the class. Encourage them to say how they respect nature. Assist with vocabulary as necessary.

Lesson 6 Phonics SB and AB

Lesson objectives

To say, recognize, and write the letters *Uu, Vv, and Ww*.

To recognize and say the letter names *u, v and w*.

To develop fine motor control.

Language

Vocabulary: *up, violin, wave*

Materials

CD track 66, Picture Cards 63–65 and 72–74

Student Book Unit 9, Lesson 6

Warm-up

- Put the *rainbow, sun, and tiger* Picture Cards up on the board. Ask children what the words are and what letters to write beneath each one.
- Encourage children to write the shape of the letter in the air before you write it on the board.

Learn the letters.

- Hold up the Picture Card of *up*. Say *up*. Children repeat the word chorally and individually. Stick the Picture Card on the board.
- Write the letter *u* on the board under the *up* card. Point to the letter *u* and say the letter name *u*. Tell children that *u* is the first letter for the word *up*. Say *u, up*.
- Write the letter *U* beside the lowercase letter. Point to it, and say *U, up*. Prompt the children to repeat a few times.
- Repeat with the letters *v, w*, and the Picture Cards for *violin* and *wave*.
- Tell children they are going to learn how to write the letters *Uu*. Give children their books open to Unit 9, Lesson 6. Draw their attention to the caterpillar and elicit the letters they can see.
- Tell children to look at the letters *Uu*. Stand with your back to the class as you use your finger to 'write' a capital *U* in the air. Tell children to copy your action and write a capital *U* in the air (repeat with lowercase *u* if you wish).
- Tell children to practice tracing over the letters in their books with their fingers. Repeat the procedure with the letters *Uu, Vv*.

Sing. 66

- Tell children that they are going to sing a song to learn about letters.
- Play the CD. Tell children to listen to the song.
- Play the CD again. Pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and pictures in their books as they sing them.
- Play the CD again, and encourage children to sing the song.

Transcript 66

Sing.

u, u, u; u, up, u, up, u, up; u ... ; u, u, u

v, v, v; v violin, v violin, v violin; v ... ; v, v, v

w, w, w; w wave, w wave, w wave; w ... ; w, w, w

Match and trace.

- Copy the letters on the board exactly as they appear in the book. Point to each letter, and children say its name.
- Tell children to look at the letters in their books, and have them find the capital letter that matches the lower case one on the left.
- Hold up your book. Trace the circle of the first answer *U* with your finger. Prompt children to do the same.
- Tell children to use their pencils to trace the lines of the circle for each letter.

Activity Book Unit 9, Lesson 6

1 Say and trace.

- Give children their books open to Unit 9, Lesson 6. Ask what they can see (*the alphabet, a row of letters*).
- Write the lowercase alphabet on the board, letters *a* through *w*. Tell children to say each letter's name as you point to it.
- Tell children to say the alphabet again as they point to the letters in their books.
- Draw a simple writing line on the board to write the letters *u, v, and w*. Mark only the starting point for each letter. Write the letters on the board.
- Tell children to practice tracing over the letters in their books with their fingers.
- Children can then trace the letters with their pencils if appropriate. Check that they are holding their pencils correctly and forming the letters correctly.

2 Match and say. Color.

- Tell children to look at the second activity. Ask children what pictures they can see in the right column (*wave, violin, up*).
- Stick the Picture Card for each on the board in a column as in the book. Point to each in random order, and ask *What's this?* Children respond with the correct word.
- In a column to the left of Picture Cards, write the letters *W, U, and V*. Point to each letter as children say its name.
- In a column to the far left, write the letters *u, v, and w*. Point to each letter, and children say its name.
- Point to *wave*. Ask children which is the first letter of the word *wave* (*w*). Draw a line from the lowercase *w* in the first column to the capital *W* in the second column, and then draw another line from the capital *W* to the picture in the third column.
- Tell children to draw lines in their books in the same way, first with their fingers and then with their pencils. Repeat the procedure with *up* and *violin*.
- When children have finished joining, tell them to color the pictures. Remind them to stay inside the lines.

Optional activity

- Invite students to stand in a circle. Pass an object and say *a*. Encourage them to pass the object to the next child and say *b*. Continue until students reach *w*.
- With confident classes, do this in random order, with you standing in the middle of the circle. Pass the object to a child in the same way. He/She passes it back to you before it goes to the next child anywhere in the circle.

Unit 9 Review AB

Lesson objectives

- To review the unit vocabulary.
- To think critically by identifying and using a number.

Materials

Picture Cards 66–71

Activity Book Unit 9, Review

Warm-up

- Review the farm animals by playing a game with the Picture Cards.
- Stick the Picture Cards on the board. Tell children that you are going to point to a Picture Card and they should identify the animal and make its sound.
- Point to the duck. Children say *It's a duck. Quack!*
- Vary the game by making the animal sound and having children identify and point to the correct animal.
- Say *Oink!* Children say *It's a pig.* Check that they are pointing to the Picture Card of the pig.

1 Say. Count and color.

- Give children their books open to Unit 9, Review lesson.
- Ask them to tell you the numbers on the left of the page (7, 9, 6, 10, 8).
- Model the activity. Write the number 7 on the board. Ask children to tell you the number (*seven*).
- Draw ten pig faces or smiling faces to the right of the 7. Ask *How many (pigs / faces)?* Children say *Ten*.
- Point to the number 7. Say *Count seven.* Point to the faces, and count *One, two, three, four, five, six, seven.* Circle seven of the faces.
- Ask children to do the activity. Tell them to count and circle the number of objects indicated by the number at the beginning of the row.
- Check that children have circled the correct number of objects.
- When children have finished circling, tell them to color the circled objects. Remind them to stay inside the lines as best they can.

Progress Check 9 Vocabulary TB

Materials

- Progress Check 9 Vocabulary photocopiable sheet (one per child)
- Picture Cards 66–71

Teacher's Book Page 96

Warm-up

- Use the Picture Cards to review Lesson 1 vocabulary. Hold up the Picture Cards randomly and have children tell you the words.
- Stick the Picture Cards to the board and ask children to say the words as you point to the pictures.

Progress check

- Divide the children into small groups. Assess one group at a time. The other groups should do a quiet activity such as coloring or drawing.
- Talk to each child in the group individually. Hold up the photocopiable sheet and point to the vocabulary items in turn asking, *What's this?* or *Who's this?* Once a child has answered the questions they can start coloring their sheet.

10 Big and Small

Lesson 1 Vocabulary SB and AB

Lesson objectives

To learn six words for sizes.

To recognize English sounds and spoken words.

Language

Vocabulary: *big, small, thick, thin, long, short*

Materials

CD tracks 3, 67–68, Picture Cards 75–80

Optional: copies of Progress Check Vocabulary 10 (page 97)

Student Book Unit 10, Lesson 1

Warm-up

- Sing the *Hello* song. 🎧 3.
- Review animals vocabulary from the previous unit.
- Say *It's an animal. What's this?* Then mime being a chicken, using your arms / elbows as wings. Repeat with some of the other animals learned in Unit 9.

Listen and say. 🎧 67

- Tell children they are going to learn some new words. Pick up two objects that are different sizes (e.g., books, toys), and emphasize the difference in size between the two.
- Stick the Picture Cards on the board in this order: big, small, thick, thin, long, short. Point to each Picture Card in turn, and say the word.
- Say *Listen*. Play the CD. Children point to the Picture Cards.
- Play the CD again, pausing after each word. Children repeat the words chorally (then individually if you wish).

Transcript 🎧 67

Listen and say.

big, small, thick, thin, long, short

Listen and find. 🎧 68

- Give children their books open to Unit 10, Lesson 1. Ask some questions about the scene, e.g., *Who can you see?* (Jig and Pat) *Where are they?* (in the kitchen) *What does Jig have?* (a sandwich).
- Tell children to point to the size of the items in the book when they hear it the words on the CD.
- Say *Listen*, and play the CD, pausing as necessary. Check that children are pointing to the correct word each time.

Transcript 🎧 68

Listen and find.

big, small, thick, thin, long, short

Look and say.

- Point to each of the size Picture Cards, and elicit the correct words from children. Let them answer chorally at first and then individually if you wish.
- Hold up Unit 10, Lesson 1, and point to the objects in the scene in the same way (this time ask *What's this?* as you point to each item).
- If possible, extend the activity further by finding different-sized objects in the classroom and encouraging children to say the correct word (at this stage they do not need to produce the words with *It's*).

Activity Book Unit 10, Lesson 1

1 Match and say. Color.

- Stick the following Picture Cards in a column on the board: big, long, and thick. Stick the following Picture Cards in another column to the right of the first: short, thin, and small.
- Point to each Picture Card, and say the adjective. Children repeat.
- Check that children understand by pointing to the Picture Cards in random order. Children say the correct adjective.
- Give children to their books open to Unit 10, Lesson 1. Show them that they are going to match the pictures that are opposites.
- Model the first one. Tell children to put their finger on the first picture. Prompt them to say *big*. Ask which picture in the right column is the opposite of *big* (*small*). Tell them to put their finger on the picture for *small*. Support them by pointing to the Picture Cards for *big* and *small* on the board.
- Tell children to trace the line between the pictures with their fingers and then with their pencils.
- Children complete the activity. Check answers by calling children to the front to match the Picture Cards.
- When children have finished matching, tell them to color the pictures. Remind them to stay inside the lines as best they can.

Optional activity

- Hand out copies of Progress Check Vocabulary 10.

Lesson 2 Structure SB and AB

Lesson objectives

- To ask and answer questions with *Is it a ...?*
- To review and consolidate unit vocabulary.
- To develop fine motor control.
- To sing a song.

Language

Vocabulary: *big, small, thin, thick, long, short*

Structure: *Is it (big)? Yes, it is. It's (long).*

Materials

CD track 69, Picture Cards 28, 57, 60, 75–80

Student Book Unit 10, Lesson 2

Warm-up

- Open the lesson by reviewing the words *orange, sandwich,* and *banana* using Picture Cards.
- Hold up the Picture Card of the banana. Ask *Is it a banana?* Children respond *Yes, it is.*
- Repeat with Picture Cards for *orange* and *sandwich*. If you wish, you may want to ask questions that result in a *no* answer to give children more practice.

Look and say.

- Review the vocabulary from Lesson 1. Stick the Picture Cards of the adjectives on the board. Point to the Picture Card for *big*, and say *big*. Point to the Picture Card for *small*, and motion for the class to say *small*.
- Repeat with the other adjective Picture Cards.
- Play a game. Point to each adjective Picture Card very quickly, and encourage children to say the word quickly.
- Give children their books open to Unit 10, Lessons 1 and 2. Say *Point to short*. Check that children are pointing to the correct picture of the small banana at the bottom of page 59.
- Repeat with the other adjectives.

Listen and say. 69

- Tell children to look at the scene on pages 58 and 59. Ask children to say what they think the characters are doing (*Jig is giving Pat a sandwich that he's just made. It's a surprise because Pat can't see it.*). Play the CD once to check the answer.
- Play the CD again, pausing after each line. Children repeat the lines chorally and individually.
- Reinforce children's understanding of the word *share* by demonstrating sharing something. Pick up two books or crayons, and offer one to a child. Ensure you have more than one object so that the concept is not confused with *giving*.

Transcript 69

Listen and say.

Pat What's that?

Jig Guess!

Pat Is it big?

Jig Yes.

Pat Is it long?

Jig Yes, it is. And it's thick!

Pat Oooo ... is it a sandwich?

Jig Yes! Let's share!

Say and do.

- Call two children to the front to play the roles of Pat and Jig. Give the child playing Jig the Picture Card of the sandwich.
- Help the children to act out the dialogue.
- Repeat with other children playing the roles of Pat and Jig.
- You may wish to shorten the dialogue so that children ask about only one or two adjectives.

Activity Book Unit 10, Lesson 2

1 Match and say.

- Give children their books open to Unit 10, Lesson 2. Children name the things they can see parts of in the left column. Explain that the other part of these things is in the right column.
- Model the activity. Draw the left half of the thick crayon on the top left of the board and the right half of the crayon on the lower right of the board. Move your finger in a straight line to connect the left and right halves of the crayon.
- Children practice matching the parts of the things in their books with their fingers. Check that they are moving their fingers from left to right. Ask children to say the words for the objects as they match.
- Tell children to match the parts of the things with their pencils, saying the words for the things as they do so.
- Ask children to point to each thing and say its name. Ask a question about each thing. For example, for the crayon ask *Is it thin?* Children respond. *No, it isn't.* Prompt them to describe the crayon using the adjective *thick*.

Optional activity

- Play a guessing game. Hold the Picture Card of the small orange behind your back. Say *Guess!*
- Prompt children to ask you *yes / no* questions with the words they know to guess which Picture Card you are holding. For example: *Is it an animal? No, it isn't. Is it food? Yes, it is. Is it long? No, it isn't. Is it small? Yes, it is. Is it red? No, it isn't. Is it yellow? No, it isn't. Is it orange? Yes, it is. Is it an orange? Yes!* Reveal the Picture Card.

Lesson 3 Song SB and AB

Lesson objectives

- To describe the size of objects.
- To develop fine motor control.
- To think critically by grouping according to size.

Language

Vocabulary: *big, long, short, small, thick, thin*

Structure: *Here's a (violin).*

Materials

CD tracks 70, Picture Cards 75–80

Student Book Unit 10, Lesson 3

Warm-up

- Review the adjectives *big, long, short, small, thick, and thin* using the Picture Cards.
- Hold up the Picture Card for *small*. Point to the small orange. Ask *Is it big?* Children respond *No. It's small*.
- Repeat with other Picture Cards.

Listen and sing. 70

- Review the words *banana, tomato, ball, jump rope, and violin* using mime or drawing them on the board. Ask children to think of these objects and describe them using the adjectives they know.
- Present the word *eraser* using a real eraser or miming the act of erasing.
- Tell children that they are going to learn a song with adjectives.
- Play the CD. Tell children to listen to the song.
- Play the CD again, and pause after each line. Sing the line and tell the children to repeat after you.

Transcript 70

Listen and sing.

It's small. It's long. It's brown, too.
It's a violin. Here's some music for you!
It's small. It's long. It's yellow, too.
It's a banana. Here's some food for you!
It's long. It's thin. It's fun, too.
It's a jump rope. Here's a toy for you!

Sing and do. 70

- Give children their books open to Unit 10, Lesson 3.
- Tell children that they are going to listen to the song again and point to the objects they can hear (there is only one).
- Play the CD as children sing along and look for the objects in their books.
- Sing the song out of order. Sing the first line of each verse, and children respond with the second line. Tell them to listen carefully as they look in their books for the item that you are describing.

Think and group.

- Give children their books open to Unit 10, Lesson 3.
- Hold up your book, and point to the pictures. Point to one of the big objects, and ask children *Is it big?* (Yes, it is). Repeat with the other big objects.
- Take a pencil, and show children that they should group the same-size items by drawing around them.
- Let children do the same with the long and small objects by themselves. Monitor to make sure they are grouping the correct items.

Activity Book Unit 10, Lesson 3

1 Trace and say. Color.

- Give children their books open to Unit 10, Lesson 3. Ask them to identify the pictures.
- Show them they are going to trace and color the pictures. Do the first one with the class. Ask *What's this?* Children respond *It's a jump rope*.
- Hold up your book, and trace the dotted line of the jump rope with your finger. Tell children to do the same. Then have them trace with their pencils if possible.
- Tell children to trace the other pictures with their fingers (and then their pencils if possible).
- Hold up your book. Point to the elephant. Ask *What's this?* Children respond *It's an elephant*. Ask *Is it big?* Children respond *Yes, it is*. Check the remainder of the pictures by asking *What's this?* and then a *yes/no* question about the size of the item.
- Children complete the exercise by coloring the pictures. Remind them to stay inside the lines as best they can.

Optional activity

- Give each child a piece of paper. Ask them to draw a food item or an animal that they can describe with the adjectives and colors they know.
- Call children to the front to describe their pictures, for example. *It's small. It's green. It's a frog.* or *It's long. It's thick. It's a sandwich.*

Lesson 4 Story SB and AB

Lesson objectives

- To follow the left to right sequence of English.
- To develop listening skills by following a story.
- To review and consolidate language introduced in the unit.
- To understand the unit language in context.

Language

Structure: *Is it a (sister)? It's your (brother).*

Materials

CD track 71, Picture Cards 15–20, 46, 66–71

Optional: Picture Cards 66–71

Student Book Unit 10, Lesson 4

Warm-up

- Quickly review the classroom objects from Unit 3 using Picture Cards 15–20. Then play a game to revise the structure *Is it a ... ?*
- Hold up a bag, and ask *Is it a bag?* Children answer *yes*. Hold up a pencil and ask *Is it a chair?* Children answer *no*. You could encourage them to add *It's a pencil*.
- Repeat several times.

Look and listen. 71

- Give children their books open to Unit 10, Lesson 4.
- Remind children that in English, stories go from left to right. Hold up your book, and point to the frames in order.
- Ask children to point to the frames in their books in the correct order.
- Talk about the pictures. Ask children who they can see and what Mom has (*a baby!*).
- Say *Listen*, and play the CD. Let children follow the story in their books. (Don't ask them to repeat it.)
- Ask children what they think happens in the story (*Mom has had a baby and is bringing him home to meet the family.*).
- Play the CD again. Discuss new babies with the class: Who has a baby brother or sister? Is anyone's Mom expecting a baby?

Transcript 71

Look and listen. It's your brother!

Tess Is it a sister?

Baz Is it a brother?

Dad It's your brother. It's Adam.

Baz and Tess He's small!

Listen and act. 71

- Tell children they are going to act out the story.
- Ask four children to come to the front of the class and pretend to be Baz, Tess, Mom, and Dad. 'Mom' pretends to be holding a baby.
- Play the first line of the story. When they hear their lines, 'Tess' and 'Baz' point to the baby.
- Play the rest of the story. When they hear their lines, 'Dad' points to the baby, and 'Mom' rocks the baby in her arms.

- Repeat with more groups of four children.
- As children become familiar with the story, they may start to join in with the words. Encourage them to do so if they want to, but allow them to be silent if they prefer.

Activity Book Unit 10, Lesson 4

1 Match and say. Color.

- Stick the Picture Cards of *monkey, chicken, and pig* on the board.
- Point to each Picture Card of the animals, and ask *What's this?* Children respond with the correct answer.
- Give children their books open to Unit 10, Lesson 4.
- Explain that the animals in the first column are all babies, and children have to join them to their families in the second column.
- Ask children to look at the first picture. Ask *Is it a baby?* Children respond *Yes, it is*.
- Ask them to use their fingers to draw a line from the baby to his / her family. Then tell them to draw the line with their pencils if appropriate.
- Tell children to finish drawing the lines, saying the name of the animals as they do so.
- When children have finished, tell them to color the pictures. Remind them to stay inside the lines as best they can.

Optional activity

- Review the farm animal words. Hide one of the Picture Cards behind a piece of paper. Gradually reveal it. When children guess what it is, they say the word. Repeat.

Lesson 5 Values SB and AB

Lesson objectives

To understand everyday language used to work together.

Language

Everyday English: *Let's do it together.*

Materials

CD track 72, Picture Card 60

Student Book Unit 10, Lesson 5

Warm-up

- Remind children of the everyday English they learned to express sharing by calling two children to the front to act.
- Give one child a pencil or a book. Prompt the child to offer it to the second child. Encourage him or her to say *Here. Have my (book).* Encourage the second child to take the object and say *Thank you.*

Listen and point. 72

- Give children their books open to Unit 10, Lesson 5.
- Say *Look at the picture.* Point to the tomato. Ask *What's this?* Children respond *It's a tomato.*
- Present the word *bread.* Point to the bread. Ask *What's this?* Children repeat after you *It's bread.*

Transcript 72

Listen and point.

Boy *Let's do it together.*

Girl *OK.*

Listen and say. 72

- Ask children questions about the picture. *Where are the children?* (in the kitchen) *What are they doing?* (making a sandwich) *Are they doing it alone or together?* (together)
- If possible, explain to children that it is important to work together because by working together, we can often accomplish more than we can when we work alone.
- Explain that children are going to hear two children talking about making a sandwich together.
- Play the CD. Tell children to listen.
- Play the CD again. Pause after each line, and ask children to repeat it.

Say and do.

- Conduct the conversation with the class chorally. Say the first line, and prompt children to respond.
- Tell the class that they are going to act out the situation. Call two children to the front to play the roles of the children in the kitchen.
- Give the first child the Picture Card of the sandwich. Prompt the 'actors' to pass it back and forth to each other as if they are working together. Children should add an imaginary layer to the sandwich each time they receive it.
- Help children to perform by prompting the lines as necessary.
- Repeat with other children.

- Ask children what other activities are often best done working with someone else (e.g., *cleaning up one's toys or table, putting books on the shelf, picking up crayons or colored pencils.*)

Activity Book Unit 10, Lesson 5

1 Match and say. Color.

- Give children their books open to Unit 10, Lesson 5.
- Ask children which picture shows the behavior that is a good example of the value of working together (*the second picture*). Ask them to tell you why (*because neither child is strong enough to carry a box alone, so they can only achieve their goal by working together*).
- Direct children's attention to the two faces at the bottom of the page. Elicit that the smiling face is happy and the frowning face is sad.
- Hold up your book. Using your finger, trace the line from the first picture to its corresponding face. Tell children to do the same.
- Explain that children should trace the lines from each picture to its corresponding face. Tell children to color the picture that shows good behavior.

Optional activity

- Give children a simple yet meaningful task to do together in the classroom, for example, cleaning the board, watering the plants, putting the Picture Cards away, pushing in the chairs.
- Tell them to choose a partner or team. Prompt them to use the everyday English they have learned to get their team started.

Lesson 6 Phonics

SB and AB

Lesson objectives

- To say, recognize, and write the letters Xx, Yy, and Zz
- To recognize and say the letter names x, y, and z.
- To develop fine motor control.

Language

Vocabulary: box, yo-yo, zipper

Materials

- CD tracks 73–74, Picture Cards 72–74 and 81–83
- Optional:** copies of Progress Check Alphabet 9 & 10 (page 98)

Student Book Unit 10, Lesson 6

Warm-up

- Put the *up*, *violin*, and *wave* Picture Cards up on the board. Ask children what the words are and what letters to write beneath each one.
- Encourage children to write the shape of the letter in the air before you write it on the board. Do this as a class first or individually if they seem confident.

Learn the letters.

- Hold up the Picture Card of *box*. Say *box*, ensuring you emphasize the *x* part of the word. Children repeat the word chorally and individually. Stick the Picture Card on the board.
- Write the letter *x* on the board under the box card. Point to the letter *x* and say the letter name *x*. Tell children that *x* is the last letter for the word *box*. Say *x, box*.
- Write the letter *X* next to the lowercase letter. Point to it, and say *X, box*. Prompt children to repeat a few times.
- Repeat with the letters *y, z*, and the Picture Cards for *yo-yo* and *zipper*.
- Tell children they are going to learn how to write the letters *Xx*. Give children their books open to Unit 10, Lesson 6. Draw their attention to the caterpillar and elicit the letters they can see.
- Tell children to look at the letters *Xx*. Stand with your back to the class as you use your finger to 'write' a capital *X* in the air. Tell children to copy your action and write a capital *X* in the air (repeat with lowercase *x* if you wish).
- Tell children to practice tracing over the letters in their books with their fingers. Repeat the procedure with the letters *Yy, Zz*.

Sing. 73

- Tell children that they are going to sing a song to learn about letters.
- Play the CD. Tell children to listen to the song.
- Play the CD again. Pause after each line. Sing the line, and tell children to repeat after you. Tell children to point to the letters and pictures in their books as they sing them.
- Play the CD again, and encourage the children to sing the song.

Transcript 73

Listening 73. Sing.

x, x, x; x box, x box, x box; x ...
x, x, x
y, y, y; y yo-yo, y yo-yo, y yo-yo; y ...
y, y, y
z, z, z; z zipper, z zipper, z zipper; z ...
z, z, z

Listen and trace. 74

- Call children's attention to the dot-to-dot drawing on the page. Ask children what letters they can see.
- Hold up your book, and say *Point to "a."* Once you are sure all children are pointing to it in the picture, say *b*, and prompt children to move their finger. Repeat in this way until they reach *z*.
- Say *Listen*, and play the CD. Let children move their fingers around the picture as the speaker says the letters (pause the CD if some are losing their place.)
- Play the CD again, and have children say the letters along with the narrator as they move their fingers around the picture a second time. Finally, children can complete the picture with their pencils.

Transcript 74

Listen, trace and sing.

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

Activity Book Unit 10, Lesson 6

1 Say and match. Color.

- Give the children their books open to Unit 10, Lesson 6.
- Direct children's attention to the coil of rope top left of the picture, and the box bottom right. Point out that the alphabet starts at the top of the rope with *A*, and ends at the box with *Z*.
- Hold up your book and trace the shape of rope from the top, saying the letter sounds as you go. Ask children to trace the line *i* in their books.
- Call out alphabet letters at random, asking children to point to them in their books.
- Monitor children are pointing to the correct letter.

Optional activity

- Hand out copies of Progress Check Alphabet 9 & 10 (page 98).

Unit 10 Review TB

Lesson objectives

To review the unit vocabulary.

To think critically by comparing features to spot differences.

Materials

Picture Cards 21, 39, 65, 75–80

Activity Book Unit 10, Review

Warm-up

- Review *elephant*, *kangaroo*, and *tiger* using Picture Cards.
- Hold up the *elephant* card. Ask *What's this?* Children respond *It's an elephant*. Repeat with the other animals.
- Review the word *sandwich* using mime. Ask *What's this?*, and then pretend to make a sandwich and eat it.
- Stick adjectives cards on the board. Point to the card for *big*, and children respond *big*. Repeat with other cards.

1 Look and circle. Say.

- Give children their books open to Unit 10. Review the lesson, asking children what they can see in the first picture (*an elephant, a kangaroo, a tiger, sandwiches, a mom*). Repeat with picture two below.
- Model the activity with children. Tell them to look at the first picture. Say *Point to the elephant*. Repeat with *elephant* in the second picture. Ask *Is it the same?* Children respond *No, it isn't*. Ask children to tell you why (*the elephant in the second picture is small*).
- Tell children to trace the circle around the elephant in the second picture, with their fingers and then with pencils.
- Tell children to point to each animal and the sandwiches, and compare them between the pictures. Tell them to circle items that are different in the second picture.
- Check answers as a class. Encourage children to say a sentence if they can. For example, *In picture 1, the tiger is big. In picture 2, the tiger is small.*

Progress Check 10 Vocabulary TB

Materials

Progress Check 10 Vocabulary photocopiable sheet (1/child)

Picture Cards 75–80

Teacher's Book Page 97

Warm-up

- Use Picture Cards to review Lesson 1 vocabulary, as demonstrated for previous Progress Checks.

Progress check

- Divide the class into small groups and assess each one separately. Other groups can quietly color or draw.
- Talk to each child in the group individually as before, using the photocopiable sheet to help assess progress.

Progress Check 9 / 10 Alphabet TB

Materials

Progress Check 9 & 10 Alphabet photocopiable sheet (1/child)

Picture Cards 72–74, 81–83

Teacher's Book Page 98

Warm-up

- Write Units 9 & 10 lesson 6 letters on the board. Point to each letter in turn and ask children to say it. Hold up the Picture Cards randomly and have children say the words.
- Stick the Picture Cards to the board. Point to the first letter that you've written and have children say the letter name. Trace a line with your finger from the letter to the corresponding Picture Card and say the word.
- Repeat for each letter.

Progress check

- Divide the children into small groups. Assess one group at a time. Other groups can quietly color or draw.
- Talk to each child in the group individually. Have him/her place their finger on the first letter on the photocopiable sheet, saying the letter name. They then trace the dotted line to join the letter to the picture and say the corresponding word.
- Repeat with each letter. Once a child has completed the sheet they can start coloring their sheet.

Final Progress Check TB

Materials

Final Progress Check photocopiable sheet (1/child)

Picture Cards 72–74, 81–83

Teacher's Book Pages 101–2

Warm-up

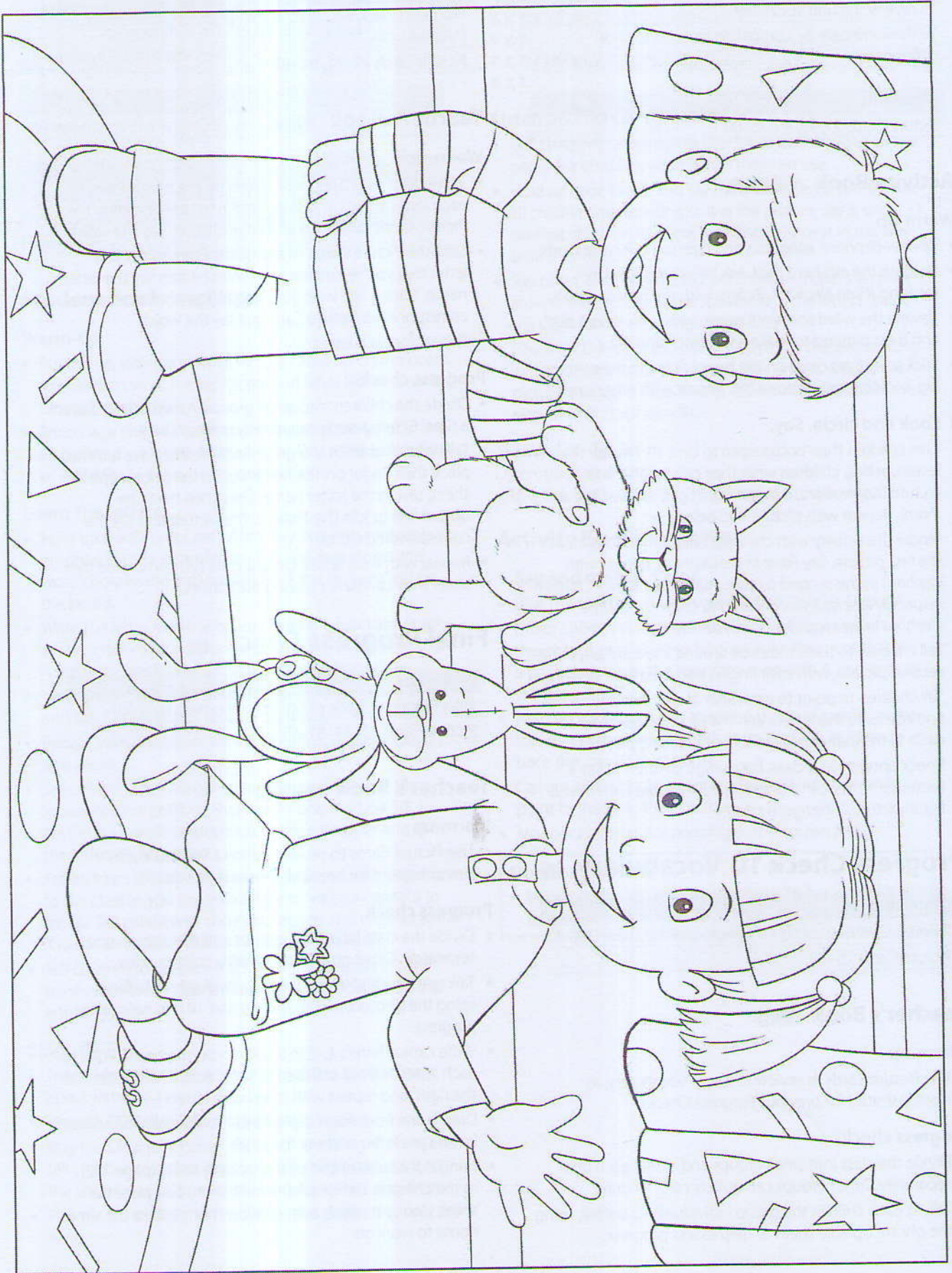
- Use Picture Cards to review Lesson 1 vocabulary, as demonstrated for previous Progress Checks.

Progress check

- Divide the class into small groups and assess each one separately. Other groups can quietly color or draw.
- Talk to each child in the group individually as before, using the photocopiable sheet (page 101) to help assess progress.
- Write capital letters L–Z in a column on the board. Point to each letter and ask children to say it. Add a new column to the right, and repeat with lower case letters l–z.
- Draw a line from each capital letter to the corresponding lower case letter and say the letter.
- Hand out copies of the photocopiable sheet (page 102) to the children. Either ask the children to complete the sheet silently on their own or allow them to take the sheet home to work on.

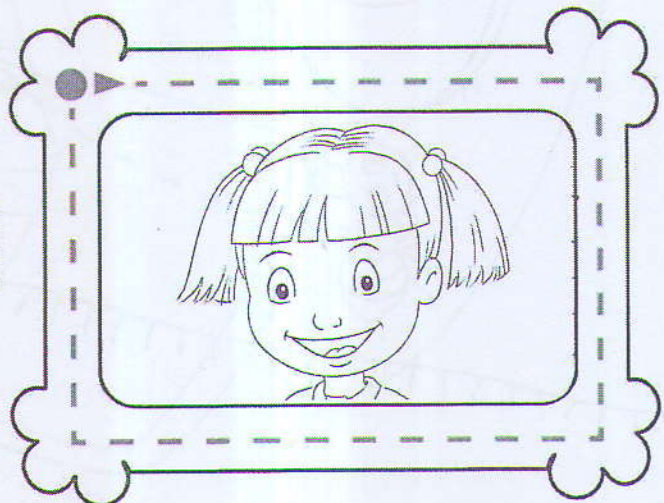
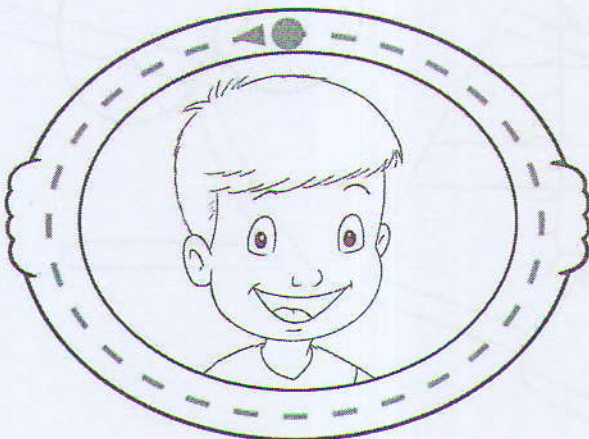
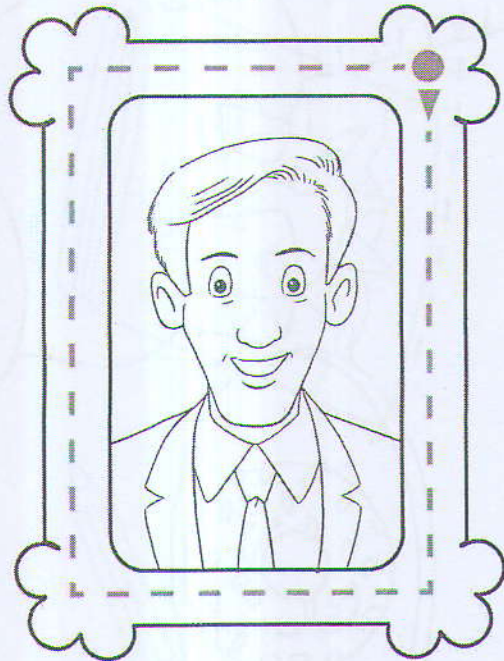
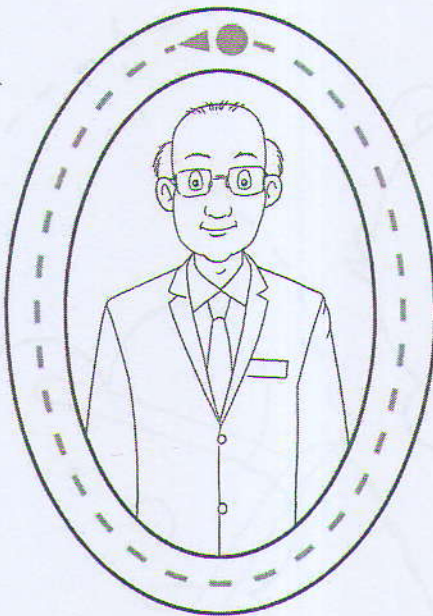
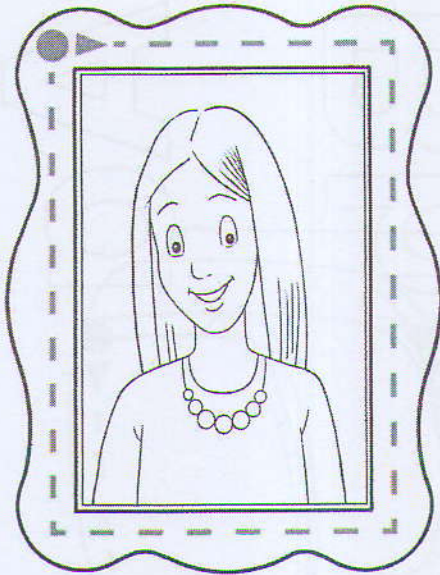
1 Vocabulary

Point and say: *Baz, Jig, Pat, Tess*
Color the picture.



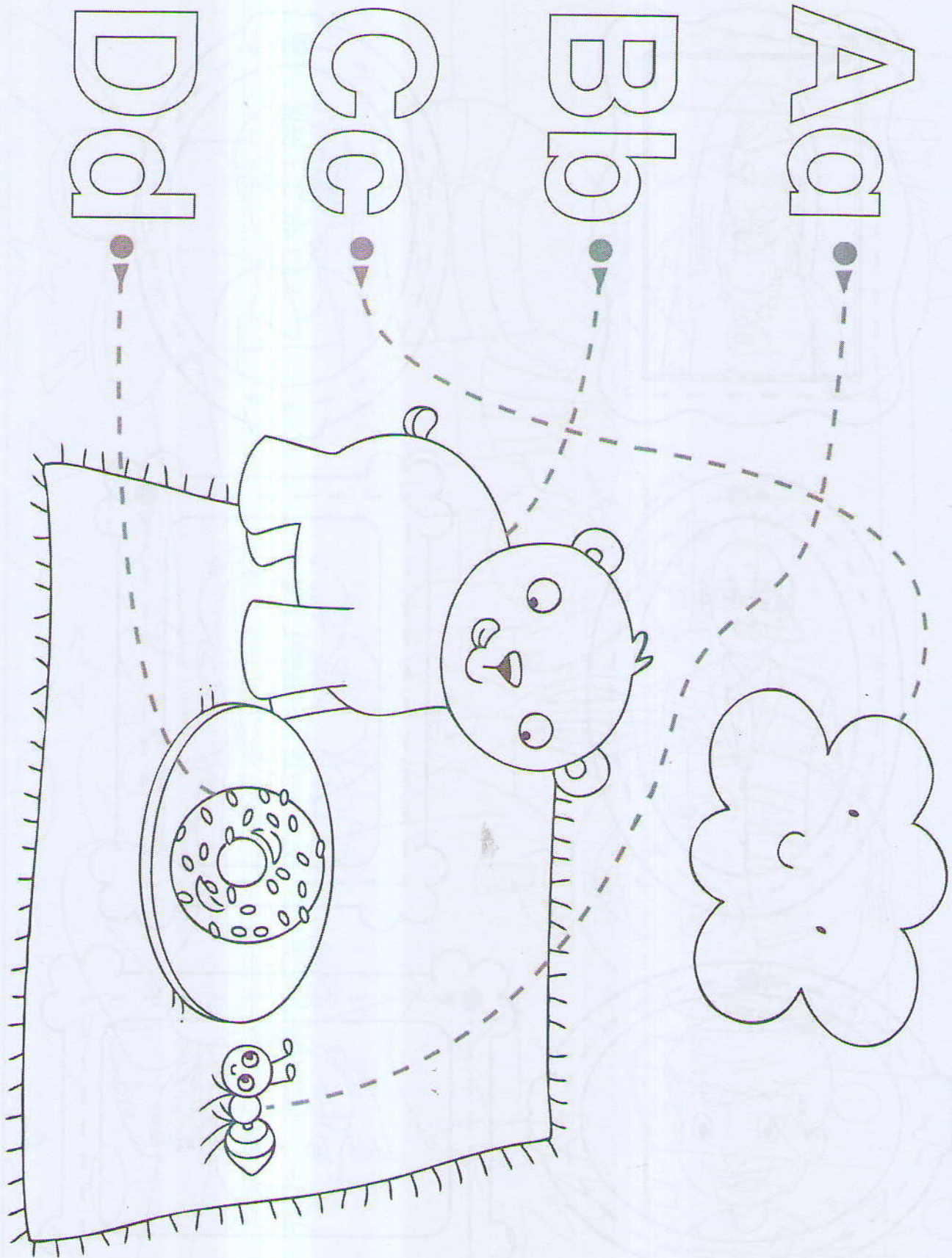
2 Vocabulary

Point and say: *mom, dad, grandma, grandpa, brother, sister*
Trace the picture frames with your finger.
If you like, color the pictures.



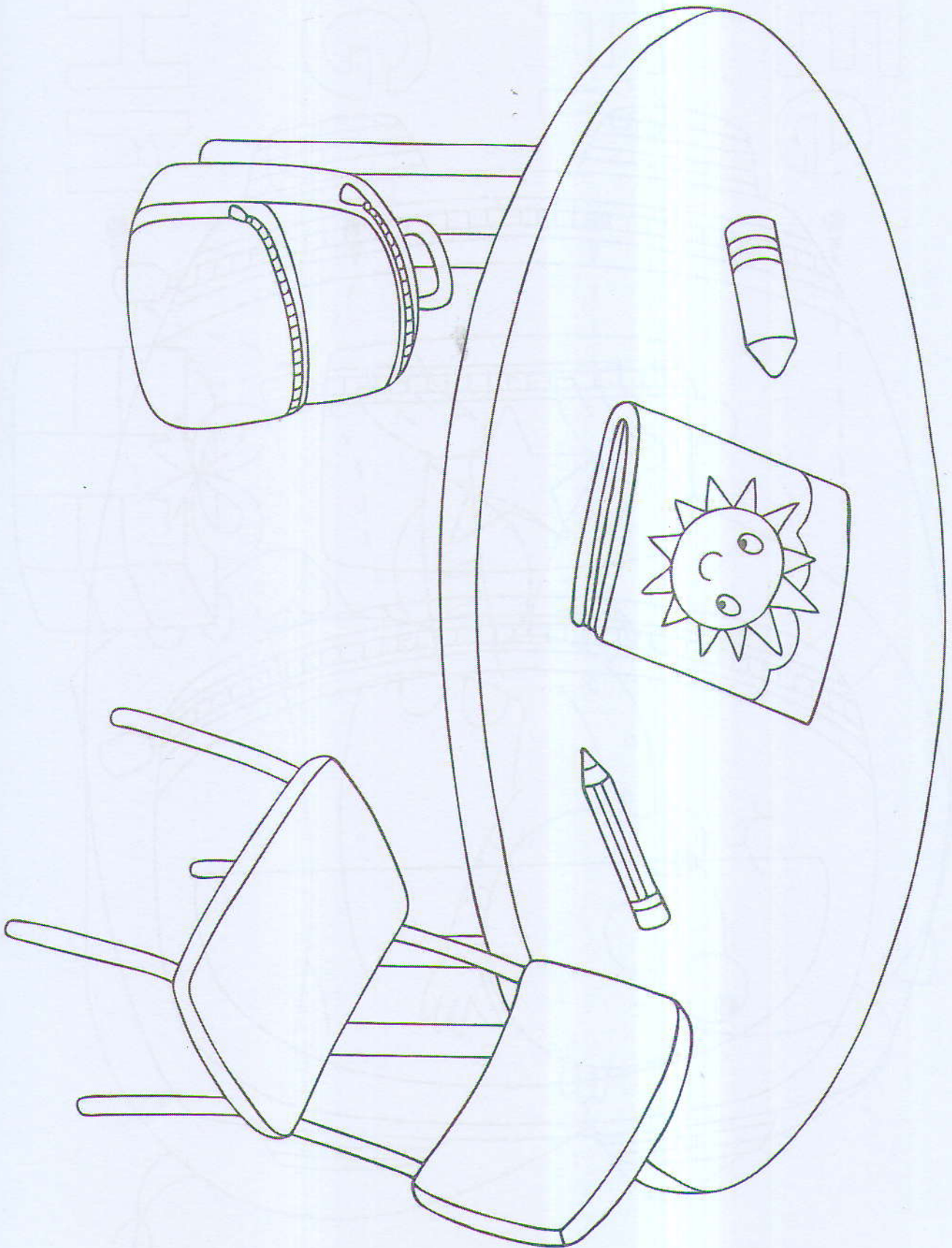
1 + 2 Alphabet

Point and say: Aa, ant, Bb, bear, Cc, cloud, Dd, donut
Trace and color.



3 Vocabulary

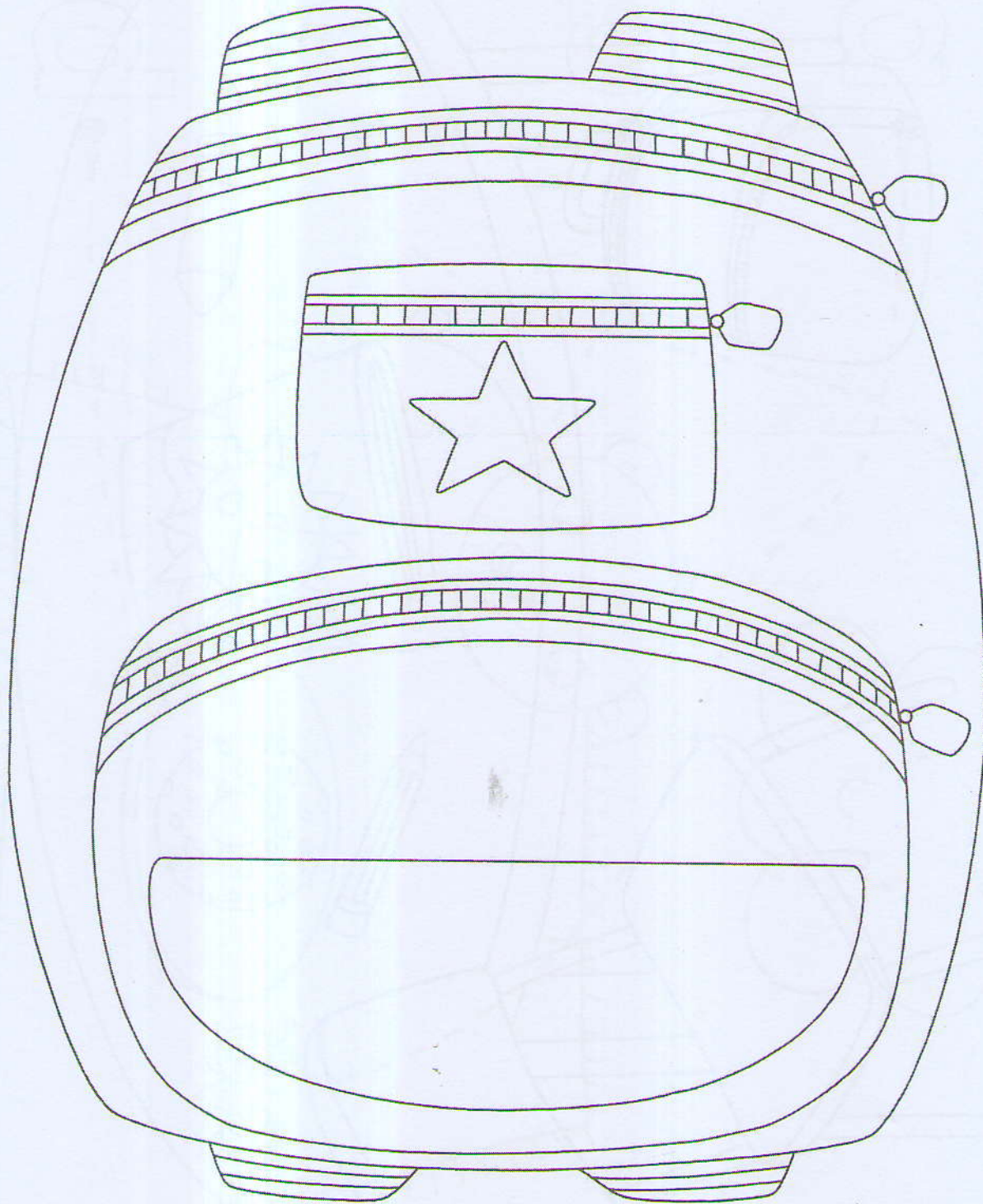
Point and say: *pencil, book, bag, chair, crayon, table*
Color the picture.



4 Vocabulary

Color the bag. Use red, blue, yellow, purple, orange, or green.

Say: *It's (red).*



3 + 4 Alphabet

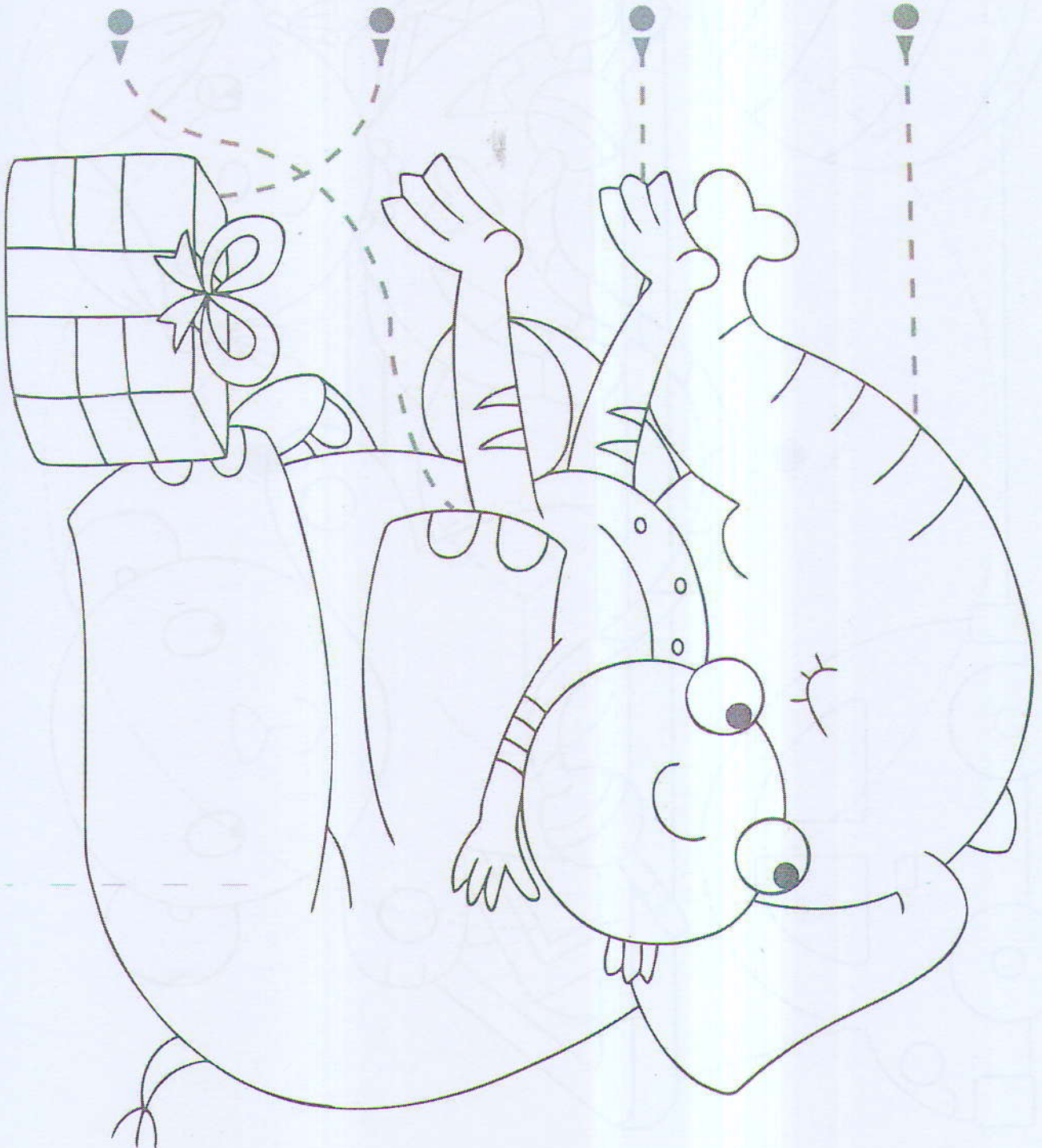
Point and say: Ee, elephant, Ff, frog, Gg, gift, Hh, hug
Trace and color.

H
h

G
g

F
f

E
e

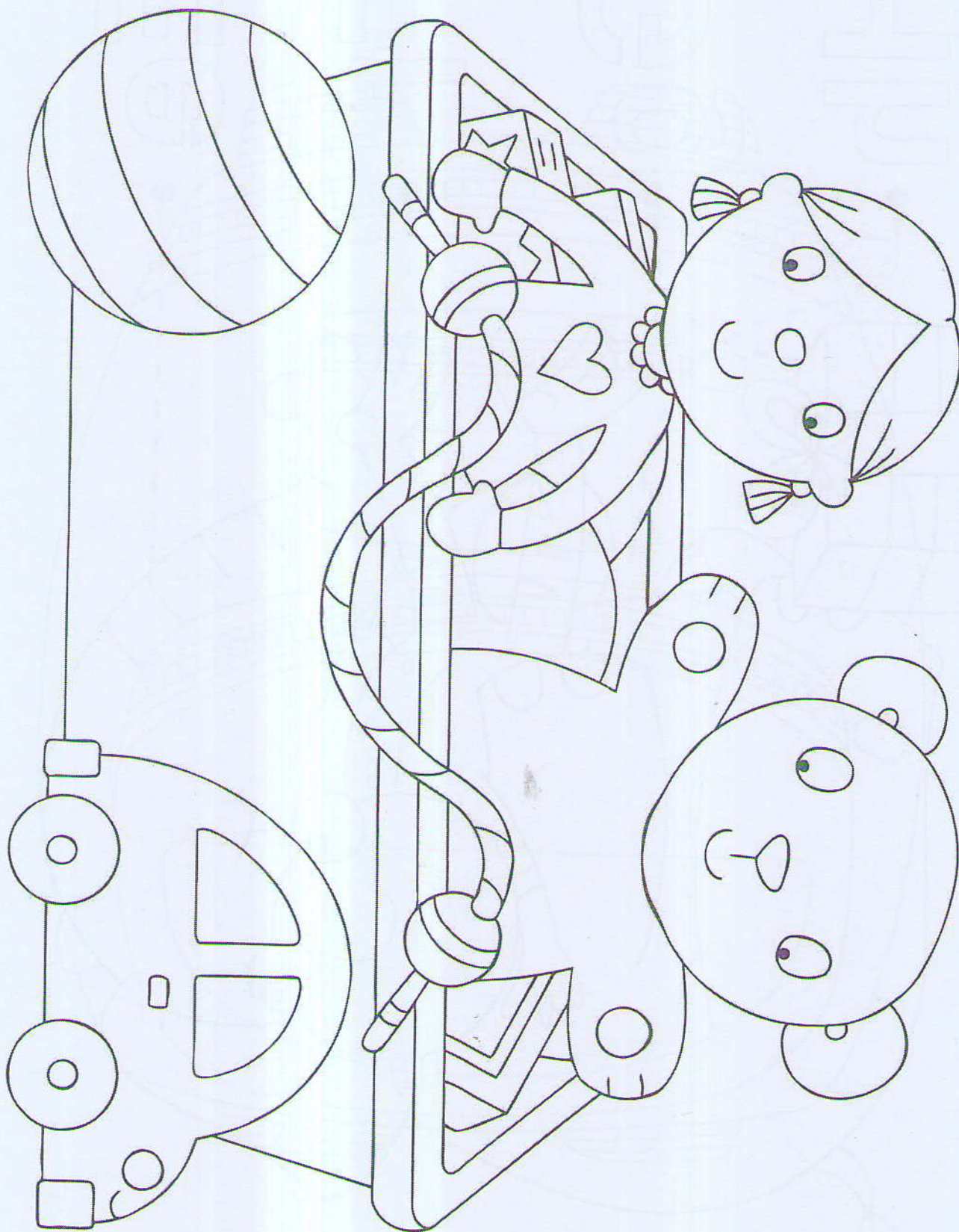


5 Vocabulary

Point and say: *ball, car, doll, teddy bear, jump rope, toy box*

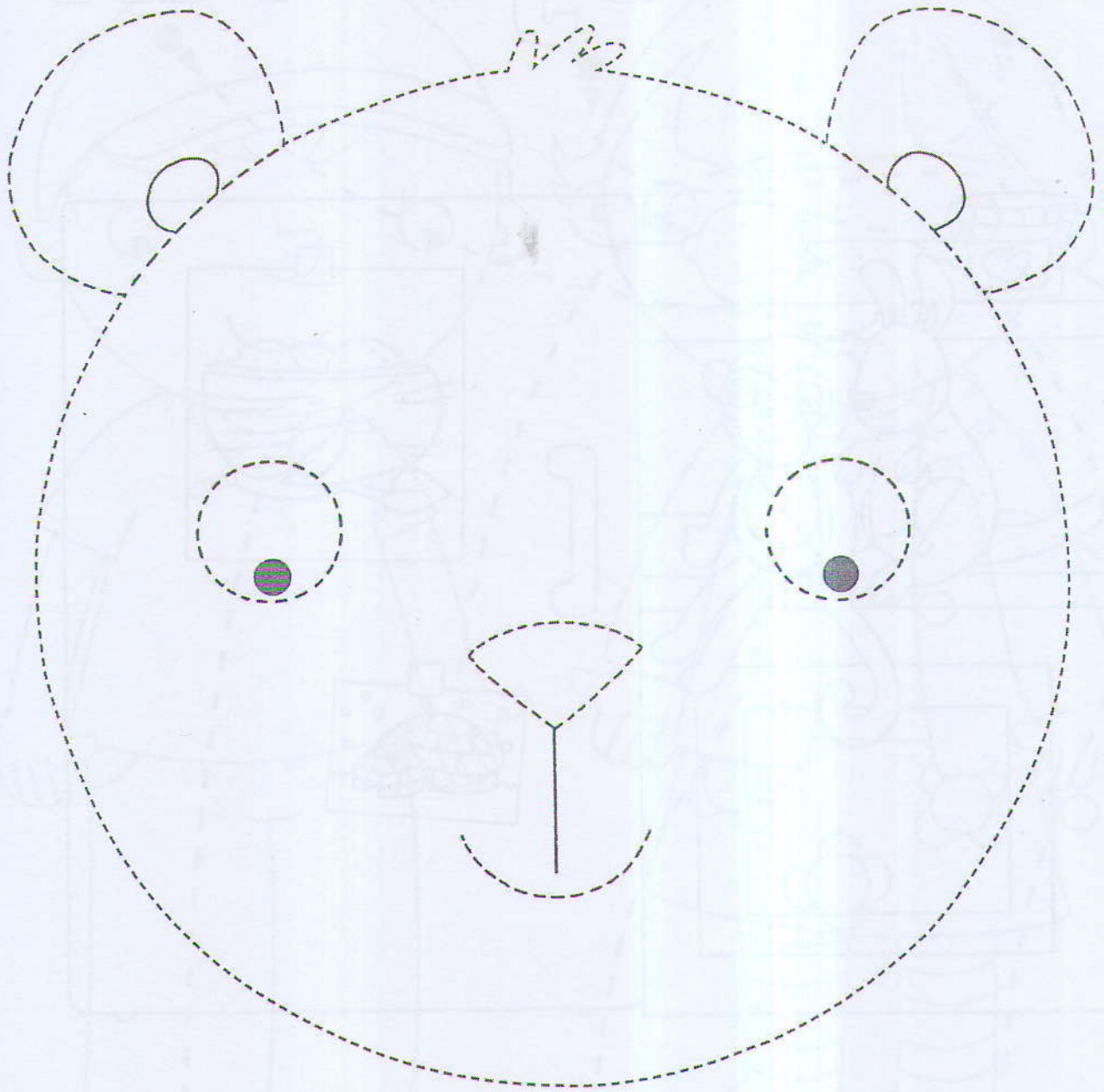
Color the toys. Use red, blue, yellow, purple, orange, or green.

Say: *It's a ball. It's (green).*



6 Vocabulary

Point and say: *ears, eyes, face, mouth, nose*
Trace the lines with your finger.
If you like, color the picture.



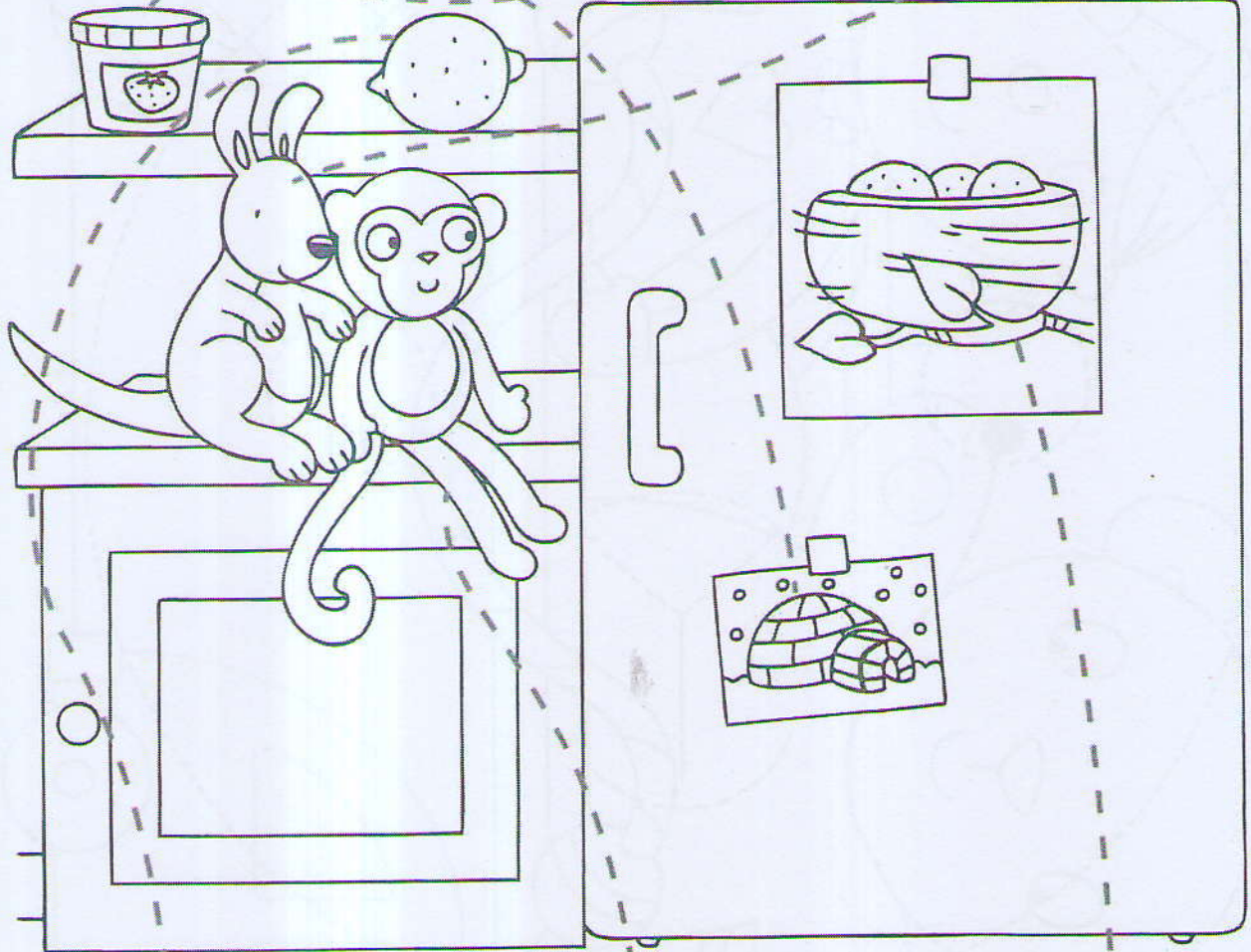
5 + 6 Alphabet

Point and say: *Ii, igloo, Jj, jam, Kk, kangaroo, Ll, lemon, Mm, monkey, Nn, nest*
Trace and color.

Ii

Jj

Kk



Ll

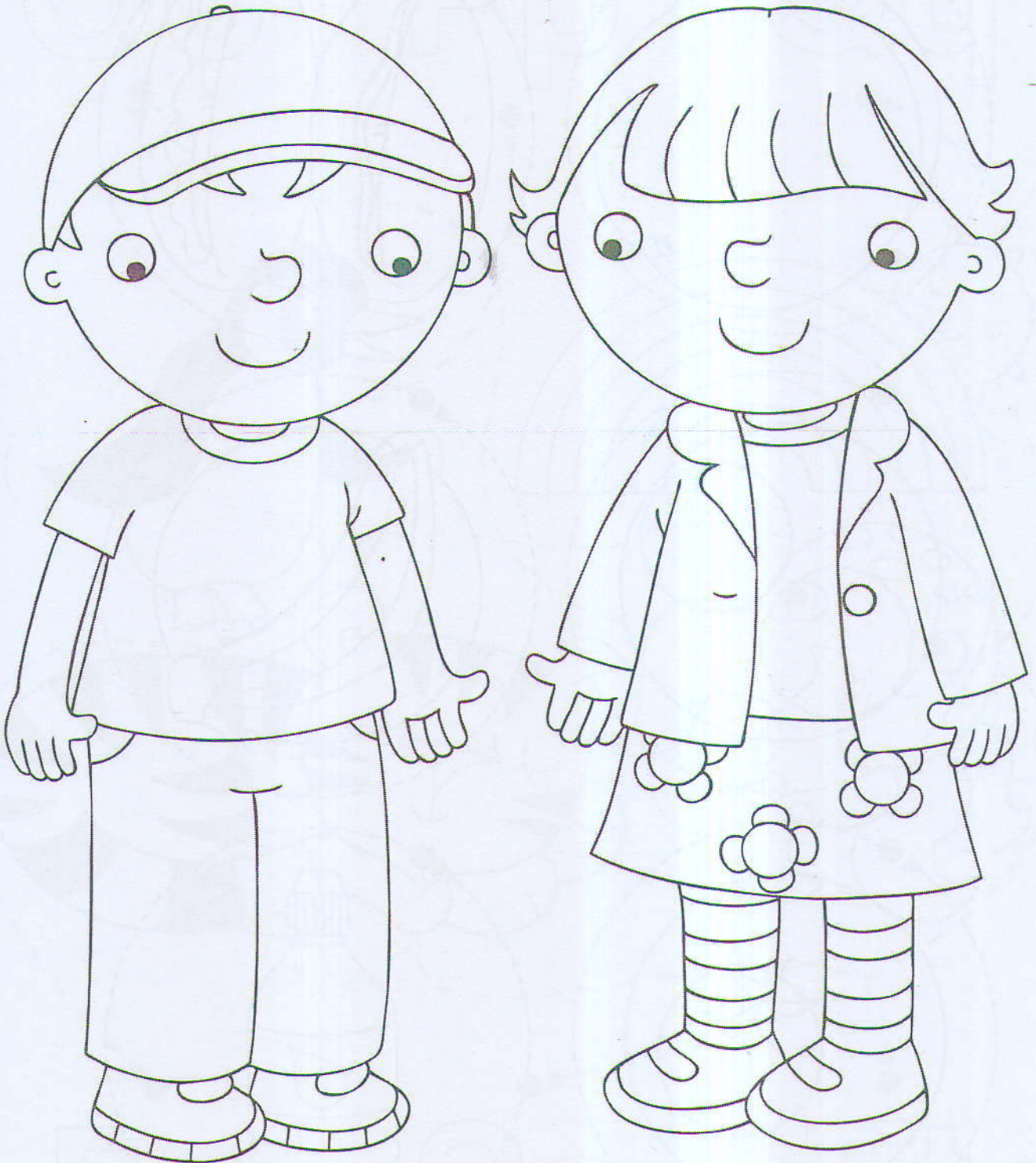
Mm

Nn

7

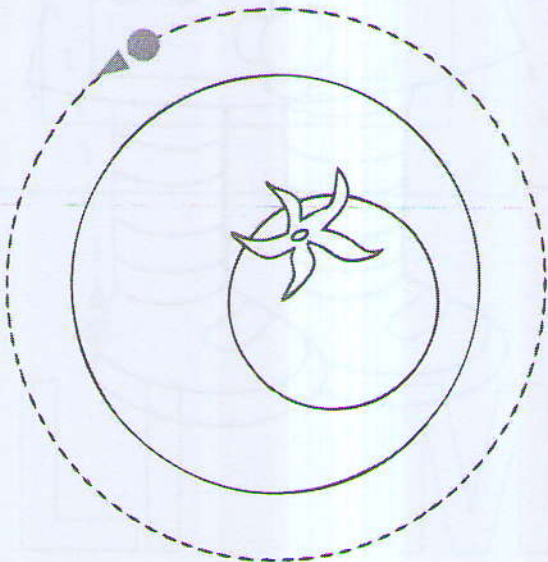
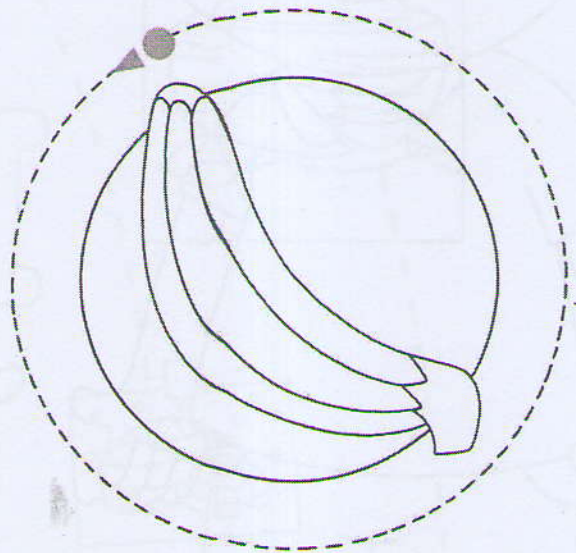
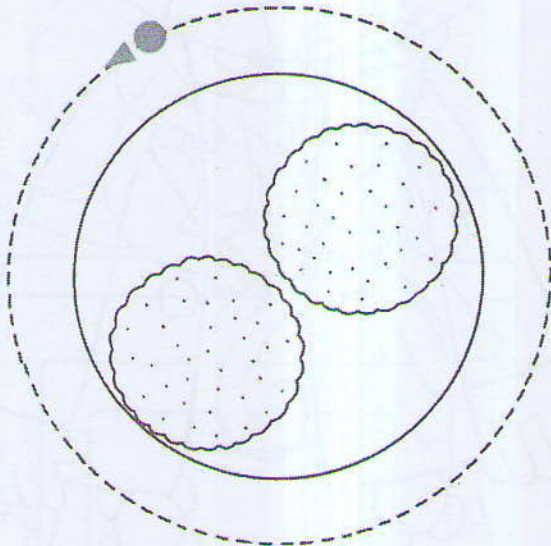
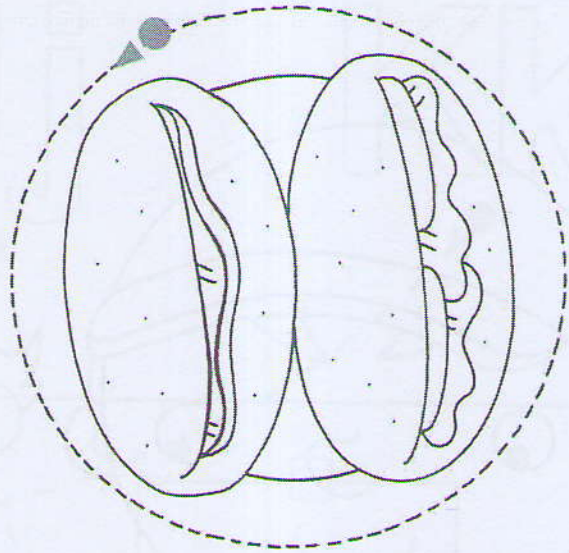
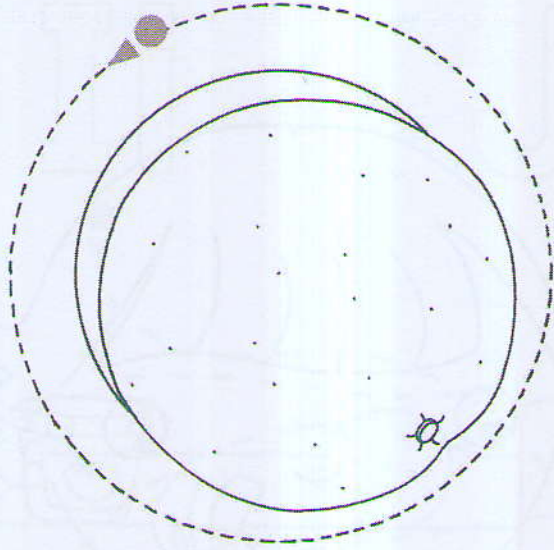
Vocabulary

Point and say: *T-shirt, skirt, pants, shoes, cap, jacket*
Color the clothes.



8 Vocabulary

Point and say: *water, two sandwiches, a tomato, a banana, an orange, two cookies*
Trace the lines with your finger.
If you like, color the food.



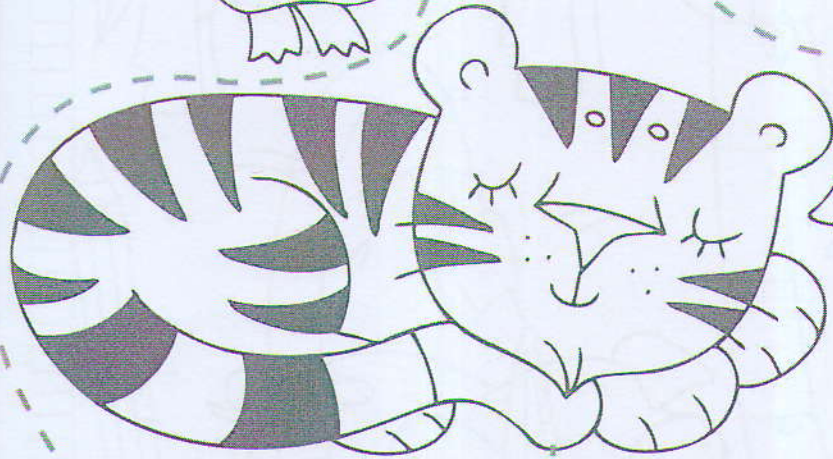
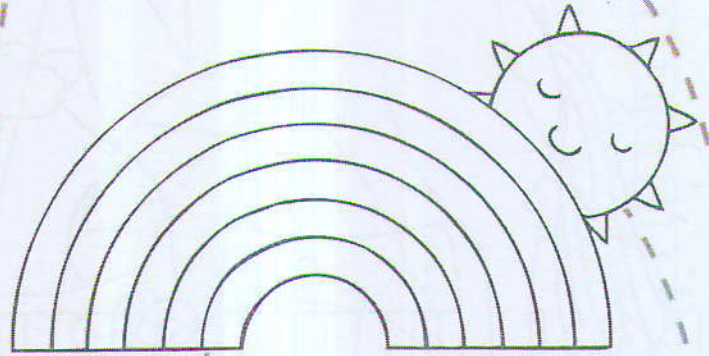
7 + 8 Alphabet

Point and say: Oo, octopus, Pp, penguin, Qq, quiet,
Rr, rainbow, Ss, sun, Tt, tiger
Trace and color.

Oo

Pp

Qq



Rr

Ss

Tt

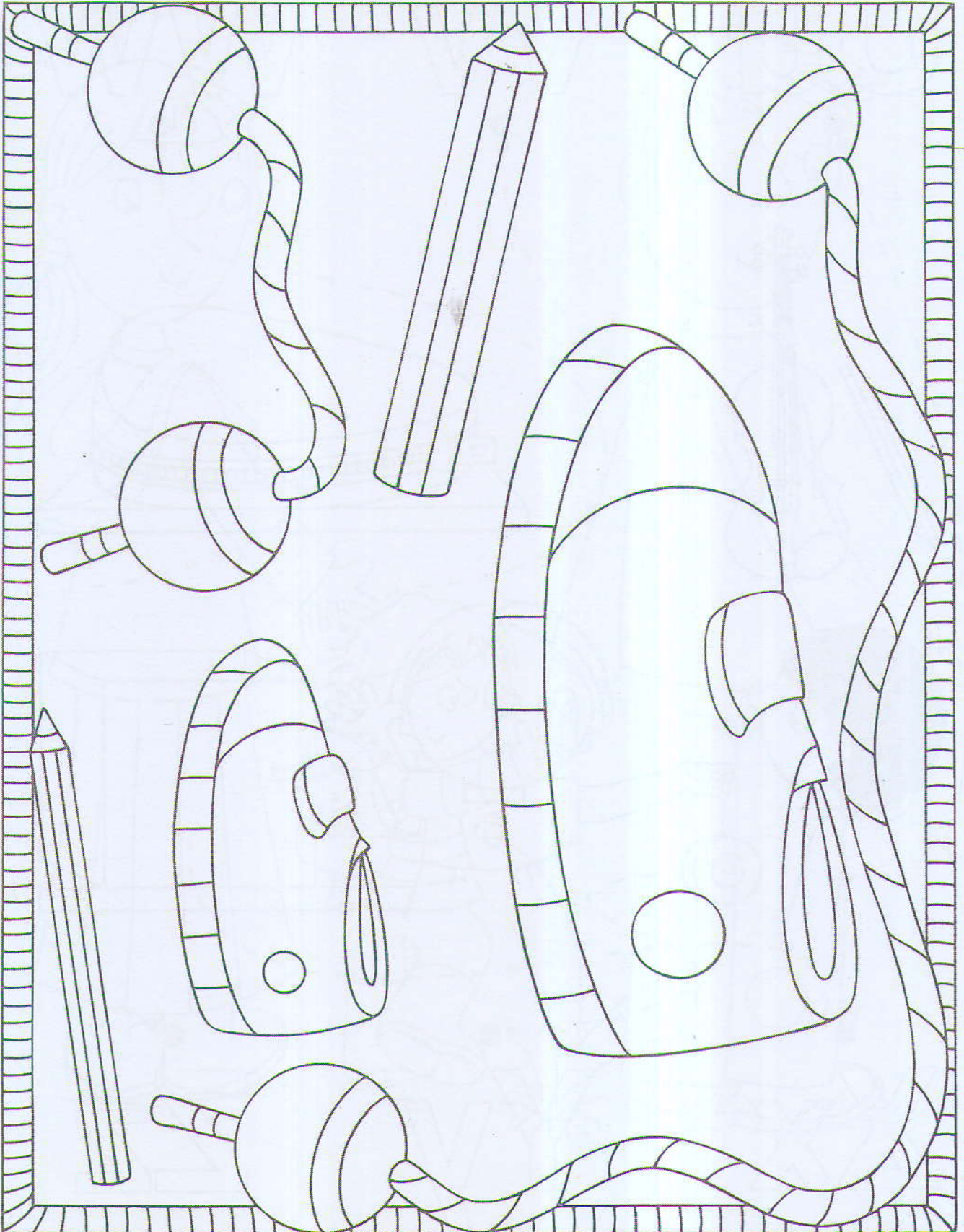
9 Vocabulary

Point and say: *chicken, cow, duck, goat, horse, pig*
Color the picture.



10 Vocabulary

Point and say: *big, long, short, small, thick, thin*
Color the picture.



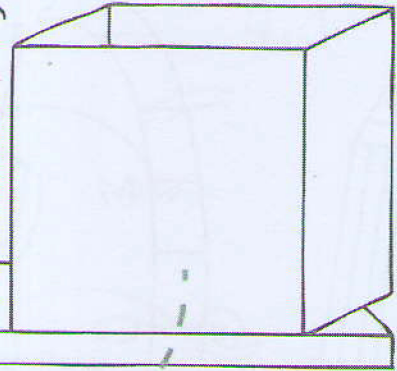
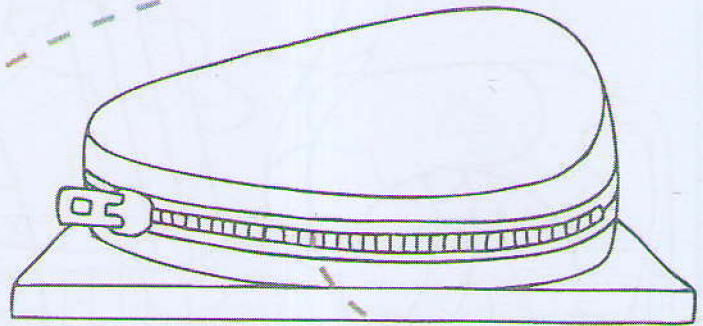
Point and say: Uu, up, Vv, violin, Ww, wave, Xx, box, Yy, yo-yo, Zz, zipper

Trace and color.

Uu

Vv

Ww



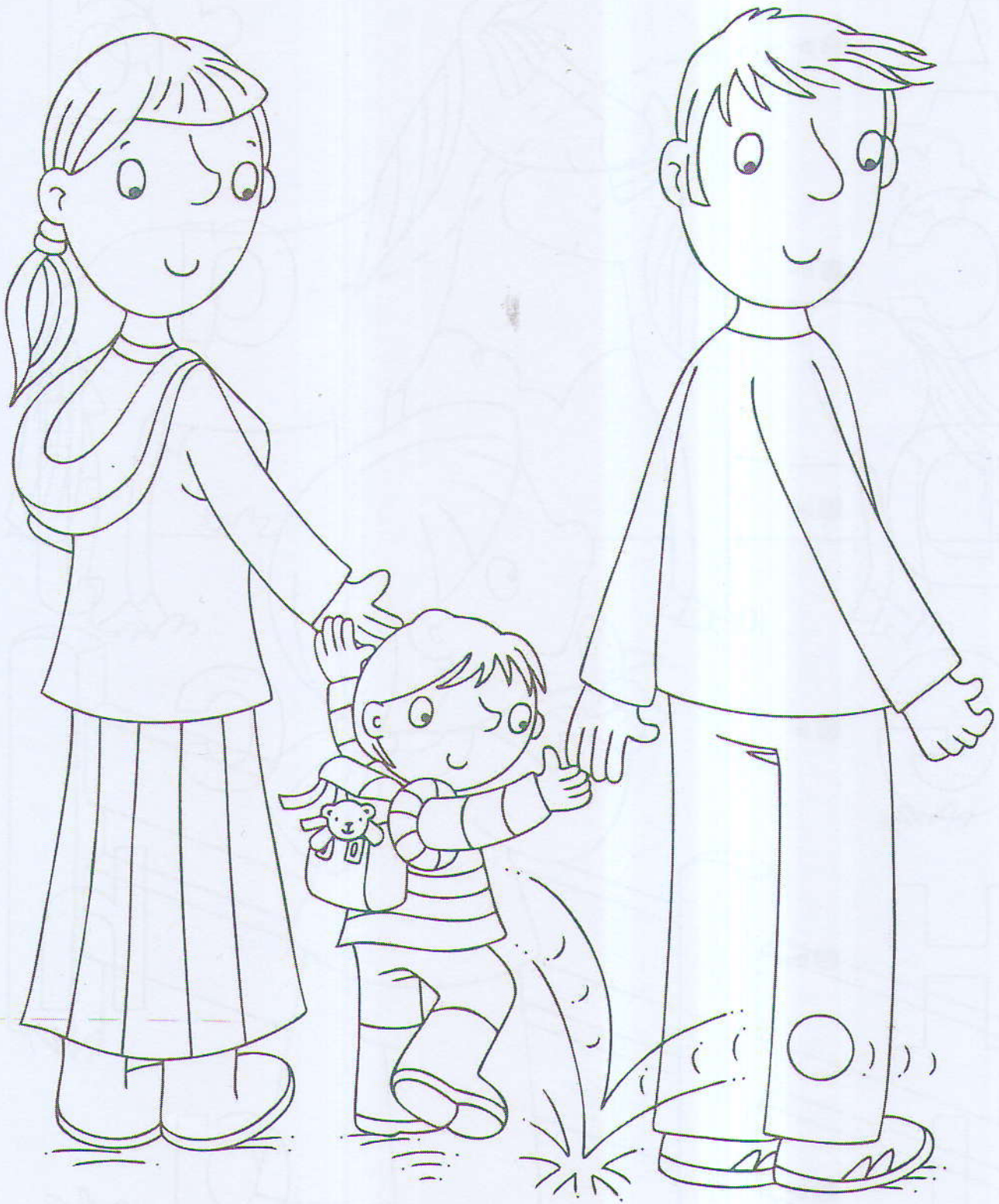
Xx

Yy

Zz

1-5 Mid-Year Progress Check

Point and say: *mom, dad, skirt, bag, teddy bear, ball*
Color the picture.



1-5 Mid-Year Progress Check

Point and say: Aa, Cc, Dd,
Gg, Hh, Jj
Match and draw. Color.

A



d

C



a

D



j

G



c

H



h

J

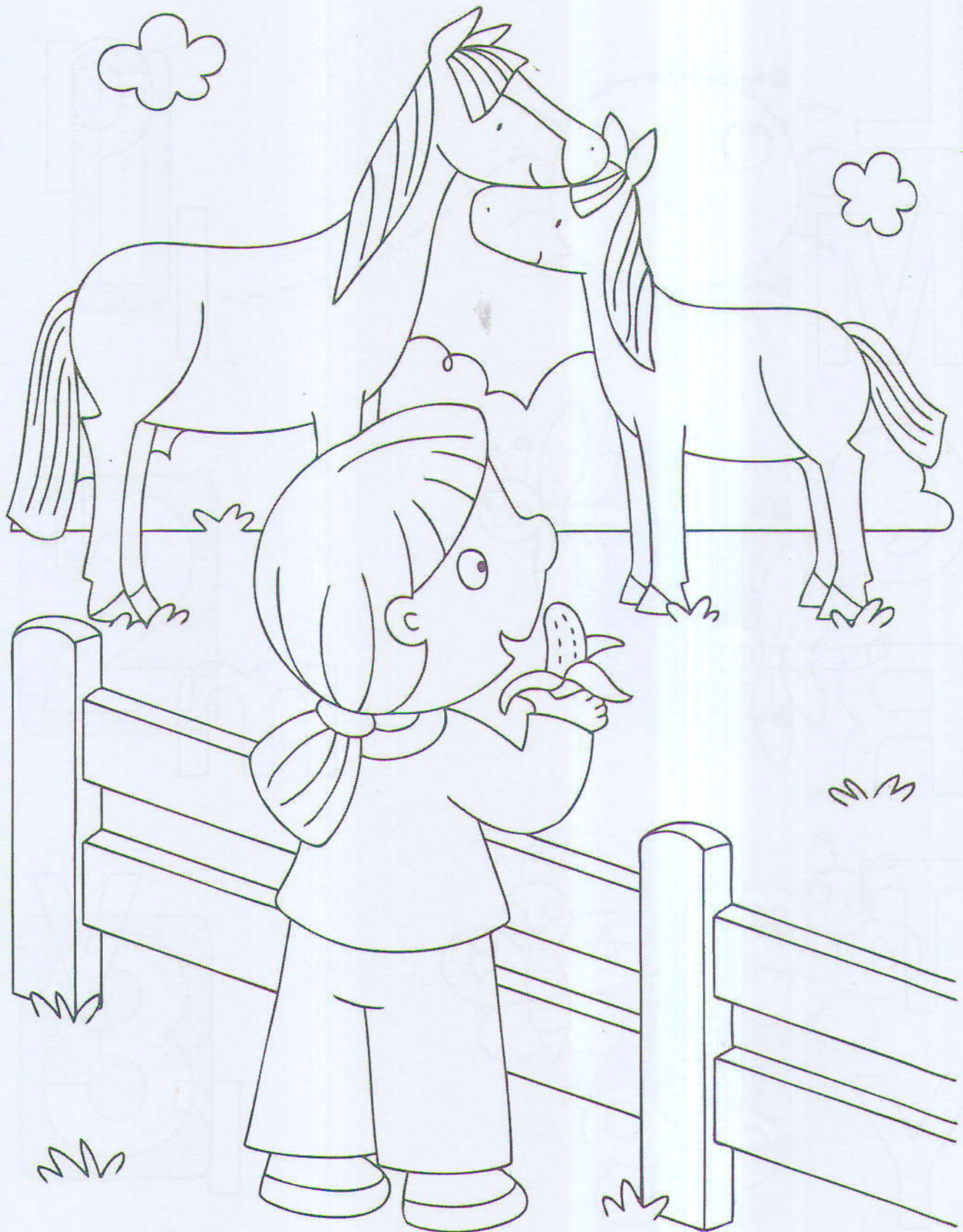


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6-10 Final Progress Check

Point and say: *T-shirt, pants, banana, horse, big, small*

Color the picture.



6-10 Final Progress Check

Point and say: Ll, Mm, Qq, Rr, Tt, Yy
Match and draw. Color.

L



q

M

l

Q

t

R

m

T

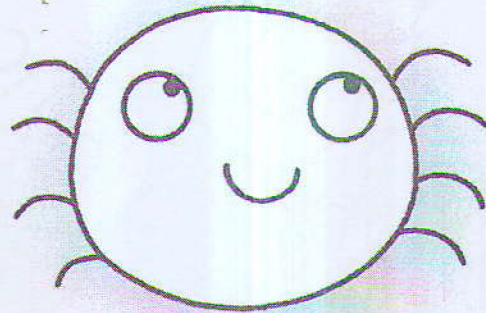
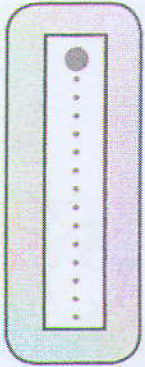
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Y

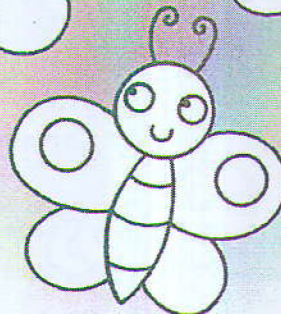
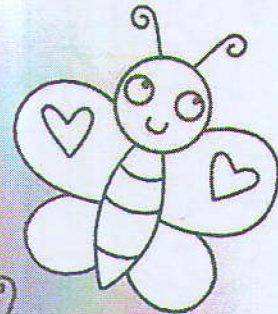
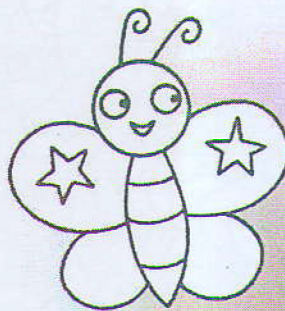
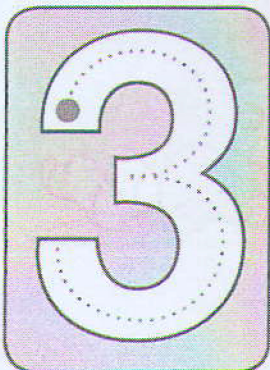
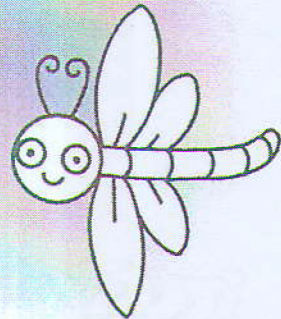
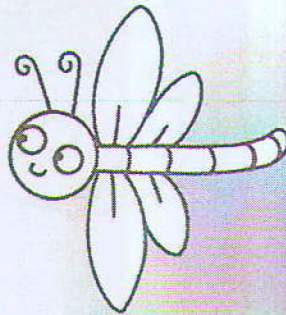
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Numbers

Point and say: *one, two, three*
Trace the numbers with your finger.
Count.
If you like, color the pictures.



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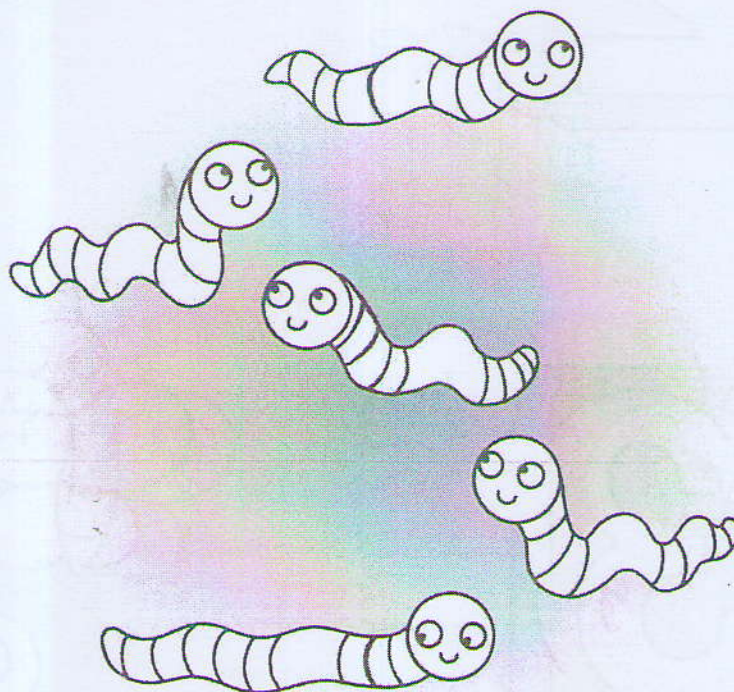
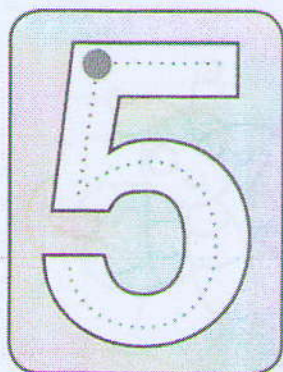
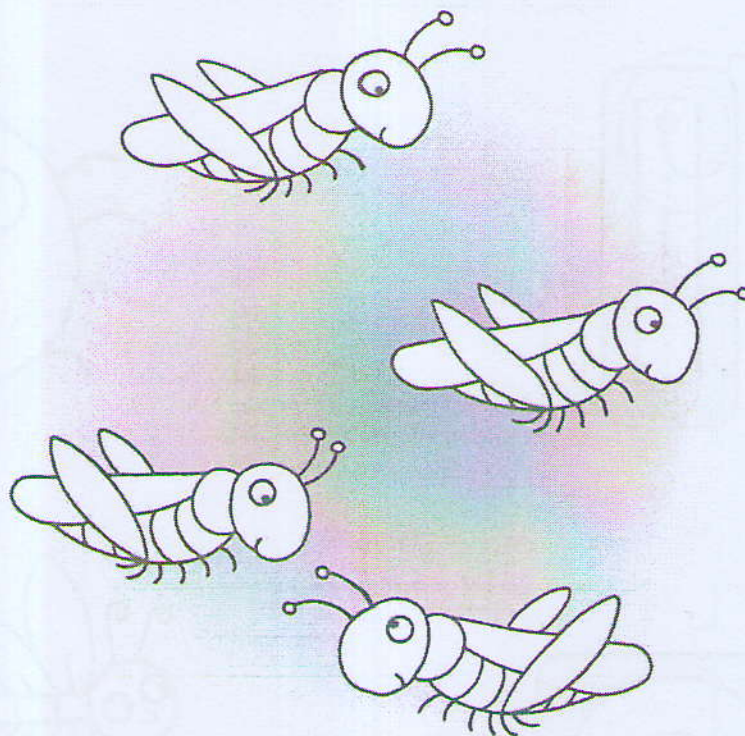
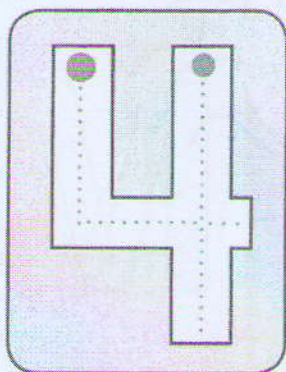
Numbers

Point and say: *four, five*

Trace the numbers with **your** finger.

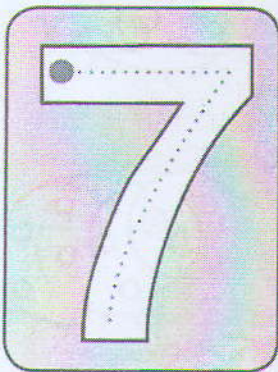
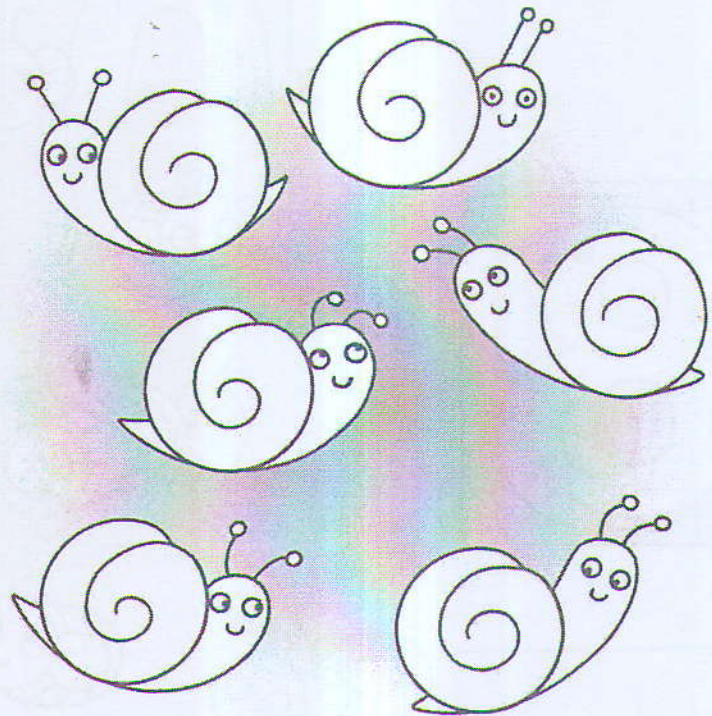
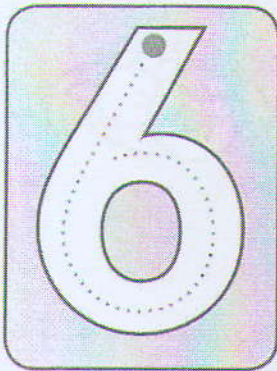
Count.

If you like, color the pictures.



Numbers

Point and say: *six, seven*
Trace the numbers with your finger.
Count.
If you like, color the pictures.



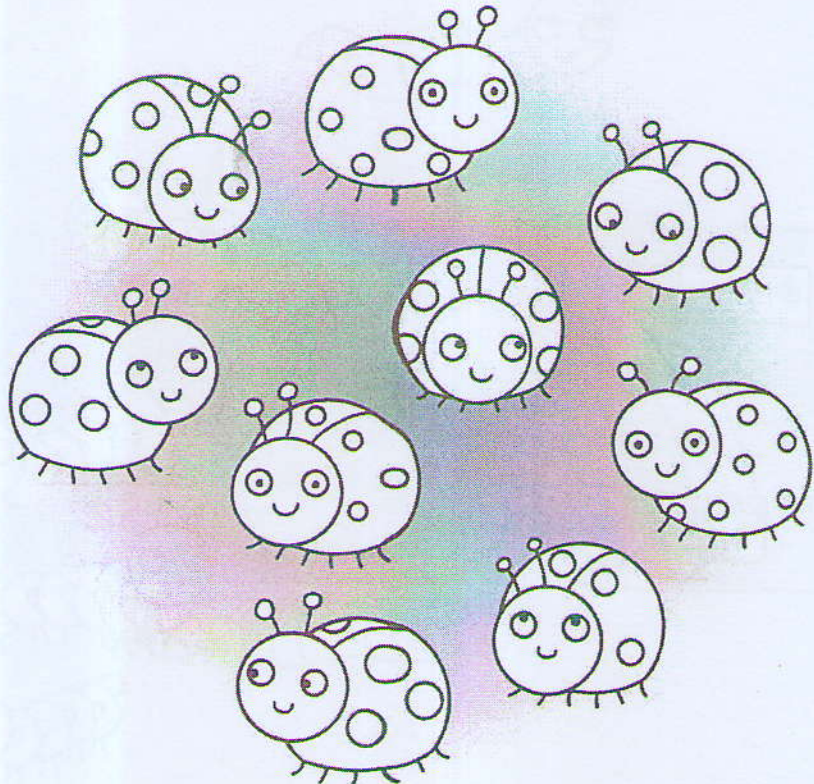
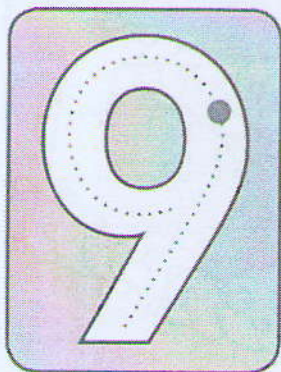
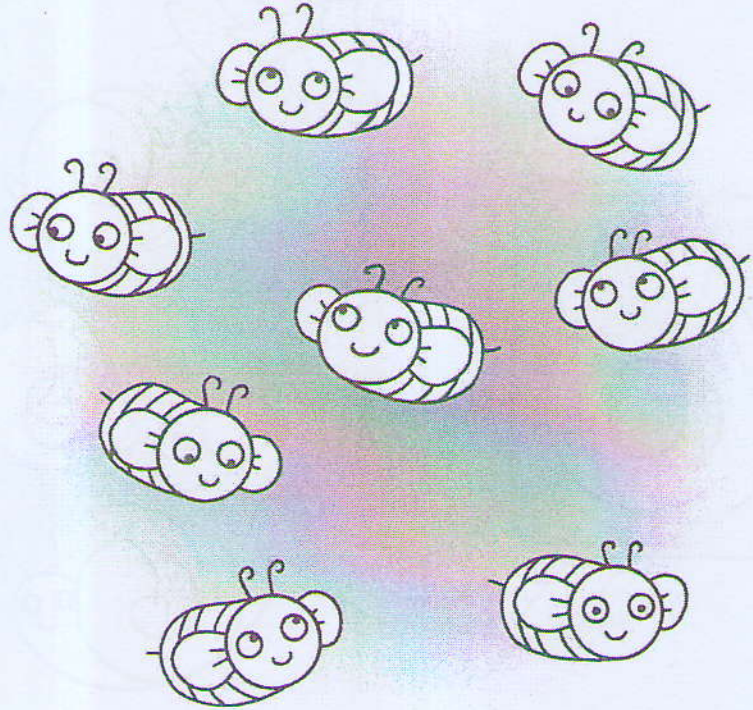
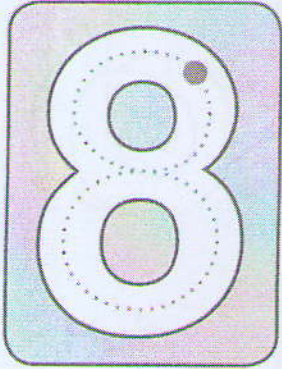
Numbers

Point and say: *eight, nine*

Trace the numbers with your finger.

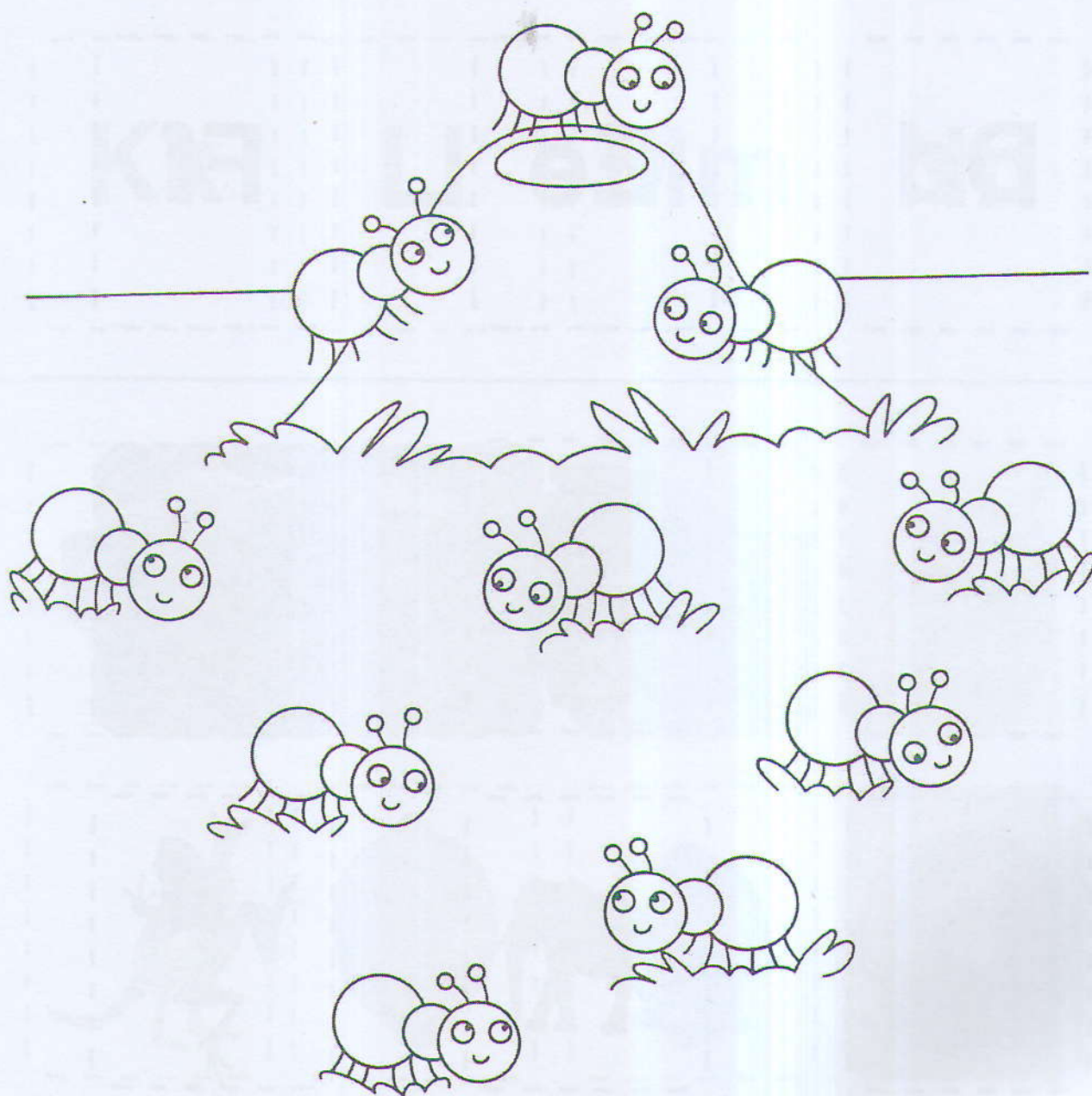
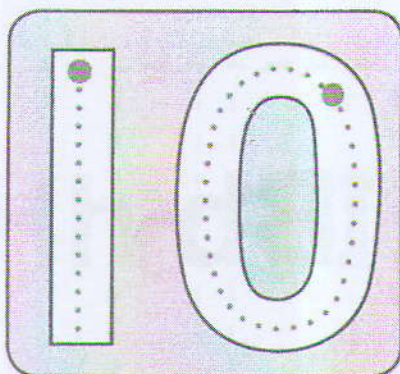
Count.

If you like, color the pictures.



Numbers

Point and say: *ten*
Trace the number with your finger.
Count.
If you like, color the picture.



Alphabet Cards

Aa

Bb

Cc

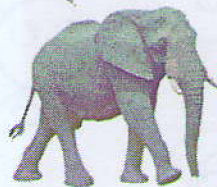
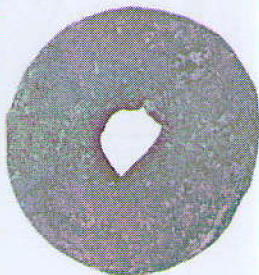
Dd

Ee

Ff



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Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn



Alphabet Cards

Oo

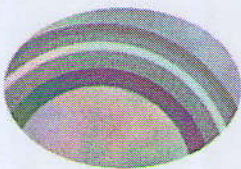
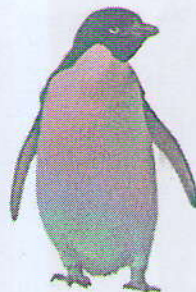
Pp

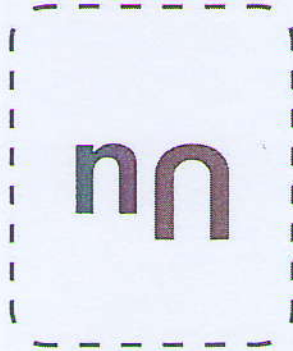
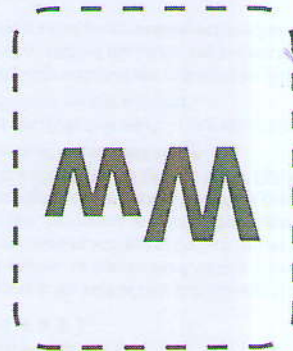
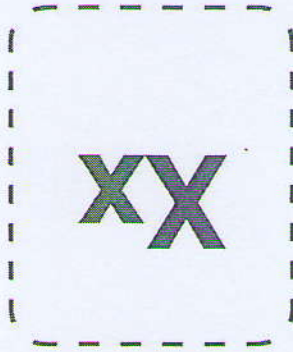
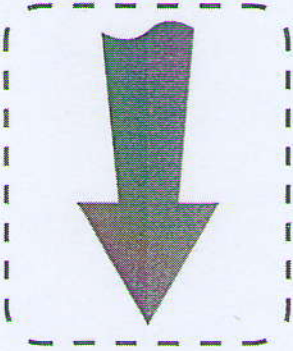
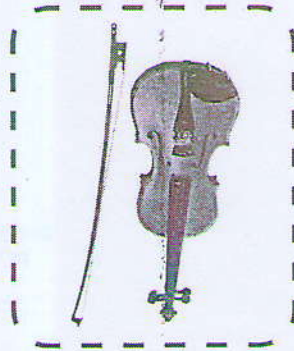
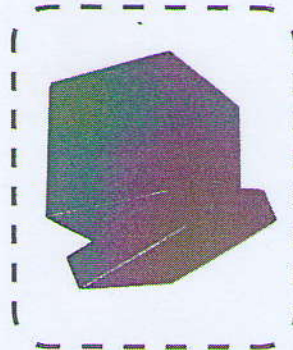
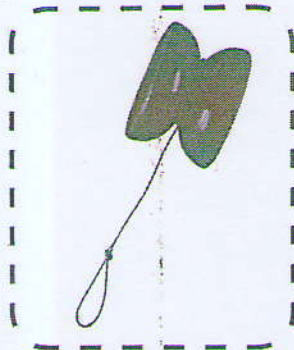
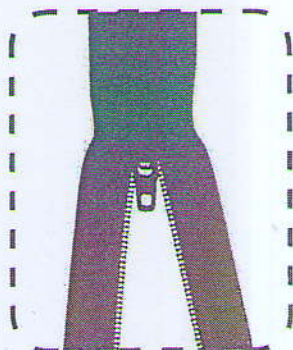
Qq

Rr

Ss

Tt





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ISBN 978-0-19-443352-5



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