



1 My school

	Lesson 1	Lesson 2	Lesson 3 Story	Lesson 4 Phonics	Lesson 5 All about me!
Objectives	<ul style="list-style-type: none"> Naming classroom objects 	<ul style="list-style-type: none"> Reviewing classroom objects Identifying things that are the same <p>Worksheet 1A</p> <ul style="list-style-type: none"> Reviewing classroom objects Finding matching pairs <p>Extra</p> <ul style="list-style-type: none"> Maths: <i>the same</i> 	<ul style="list-style-type: none"> Listening to a story Responding to a story 	<ul style="list-style-type: none"> Practising the initial sound s 	<ul style="list-style-type: none"> Learning about keeping the classroom tidy <p>Worksheet 1B</p> <ul style="list-style-type: none"> Tidying up the classroom Making a medal
Language	<ul style="list-style-type: none"> Point to the (table). 	<ul style="list-style-type: none"> Put your finger on the (table). 	<ul style="list-style-type: none"> Look inside. 		<ul style="list-style-type: none"> Good (girl)! We keep our classroom tidy.
Vocabulary	<ul style="list-style-type: none"> book, chair, crayon, table 	<ul style="list-style-type: none"> book, chair, crayon, table 	<ul style="list-style-type: none"> backpack, book, chair, crayon, glue stick, pencil, table 	<ul style="list-style-type: none"> school, scissors, snake 	<ul style="list-style-type: none"> put away (the toys), tidy up
Key competences					

Resources

- Student's Book 1 with Stickers and Pop-outs
- Ollie Puppet
- Teacher's i-solutions 1
- Teacher's Audio Material 1, CD 1
- Poster and Poster Pop-outs 1, Unit 1
- Finger Pointer
- Flashcards 1, Unit 1
- Flashcard Cube
- Story Cards 1, Unit 1
- Teacher's Book 1, Photocopiable Worksheets
 - pages 43, 57 and 251

Materials

- | | |
|--|--|
| <ul style="list-style-type: none"> A beanbag Blu-Tack Construction paper Crayons Crepe paper Decorating materials: stars, glitter, felt-tip pens, etc. Drinking straws Finger paints Glue / glue sticks A hole punch Lolly sticks | <ul style="list-style-type: none"> Paper piercers Pipe cleaners Plasticine Realia: glue sticks, scissors, crayons, pencils, (picture) book, colouring book, chair, (small) backpack, toy snakes Ribbon Scissors Sticky tape Tissue paper or newspaper A wastepaper basket |
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Teacher's i-solutions

- All teaching and learning materials are organised into **step-by-step lesson plans** including:
- **Quick lesson guides and tips**
 - **Animated Songs**
 - **Animated Story**
 - **Values video** for the **All about me!** lesson
 - **Interactive games**
- Game Generator** to create your own **interactive games** for **consolidation, revision** or just for **fun**. **My worksheets** section to edit or create your own **personalised worksheets** using any of the photocopiable material from the unit.

Sing. Point and stick.



1 My school

NAME: _____



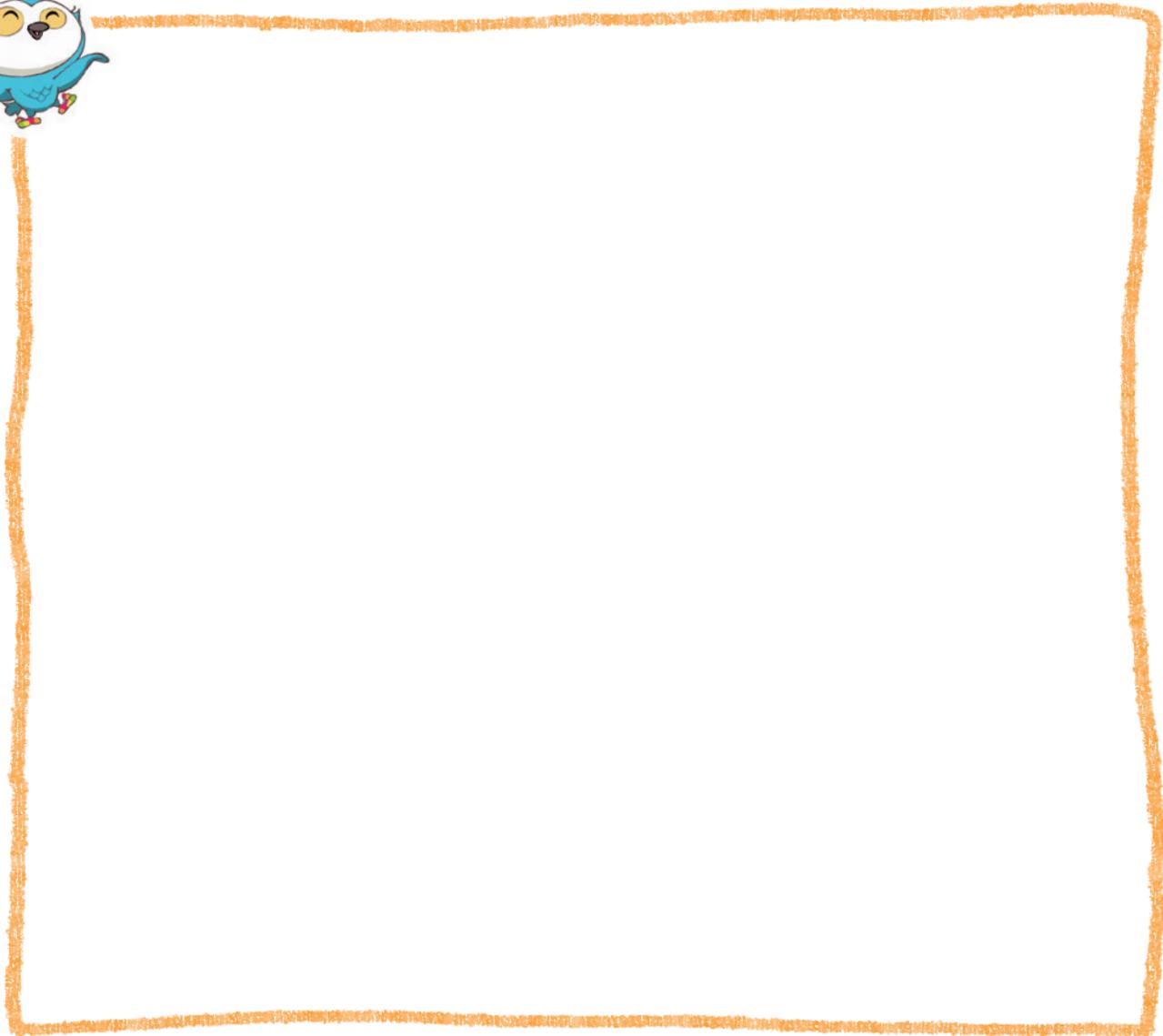
Point to the table

Point to the table,
The table, the table.
Point to the table,
Point, point, point.

Point to the chair,
The chair, the chair.
Point to the chair,
Point, point, point.

Point to the crayon,
The crayon, the crayon.
Point to the crayon,
Point, point, point.

Point to the book,
The book, the book.
Point to the book,
Point, point, point.



Lesson 1

Objectives

Naming classroom objects



Vocabulary

book, chair, crayon, table

Language

Point to the (table).

Resources and Materials

Teacher's i-solutions 1

Puppet

Teacher's Audio Material 1, CD 1

Realia: a glue stick, a picture book, some scissors,
a crayon, a colouring book

Student's Book 1

Stickers 1, Unit 1

Flashcards 1, Unit 1: book, chair, crayon, table

A beanbag

Preparation

Have an empty chair next to you. Have the realia nearby where the children can see it clearly.

Wake up Ollie and say 'Hello' 

Ask the children to sit in a circle. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: *One, two, three... Wake up, Ollie!*

Move the puppet to make Ollie 'wake up' and sing **1.1** *Hello, Ollie!* Tell the children to look at Ollie. Make the puppet 'whisper' in your ear, and then say:

T: *Ollie wants to sit down.*

Pretend that Ollie is trying to sit in inappropriate places, for example, on your shoulder, on various children's heads, etc. Each time, encourage the children to repeat with you:

T/C: *No, Ollie! Not on (me)!*
No, Ollie! Not on (Rocio)!

Continue taking Ollie all around the classroom, encouraging as many children as possible to join in. Hide Ollie behind your back, go over to the empty chair and whisper to the children:

T: *Where can Ollie sit?*

When they see the chair, say:

T: *Yes, that's right! Point to the chair.*

Encourage the children to point to the chair and show Ollie where to sit. Make Ollie fly to the chair and sit him down, then have him 'whisper' to you again, and say:

T: *Ollie wants to colour.*

Have Ollie pick up the glue stick, the scissors and the picture book. Each time, encourage the children to repeat with you:

T/C: *No Ollie, not (the book)!*

Hide Ollie behind your back again and ask the children to point to the correct object, the crayon.

Repeat the procedure, this time making Ollie try to colour in inappropriate places (on the table, on the children, on the board) before having the children point to the colouring book.

Play **1.6** *Point to the table*. Point to the corresponding items in the classroom and encourage the children to sing along and join in.

Student's Book

Open the **Student's Book** at page 9. Encourage the children to point to Annie and Timmy and to greet them:

T/C: *Hello, Annie. Hello, Timmy.*

Play **1.6** *Point to the table* and encourage the children to point to the objects on the page while they sing. Give out the Unit 1 **Stickers** and play the first verse again. Show the children how to carefully peel off the table **Sticker** and put it in the appropriate place on the page. Continue with the remaining **Stickers**.



Extra Activity

Open the **Student's Book** at page 10. Let the children draw a picture using different coloured crayons in the frame. Play **1.7** *Point to the table (Instrumental)* while the children work.

Tidy-up and say 'Bye-bye' 

Play **1.4** *The tidy up song*. Call on volunteers to collect the materials and put them away. Encourage the children to tidy up and join in with the song.

Ask the children to sit in a circle and have the **Flashcards** face up in the middle. Throw a beanbag to one of the children and ask them to throw it onto a **Flashcard**. Ask another child to pick up the **Flashcard** and take it to the real object. When they bring the **Flashcard** back, ask the class to name it. Continue until all children have had a turn to either throw the beanbag or take a **Flashcard**.

Display the puppet. Tell the class that Ollie is tired and he is going back to sleep. Sing **1.5** *Bye-bye Ollie!*

T: *Sssh, everyone! Ollie is tired. Bye-bye, Ollie! See you next time!*

C: *Bye-bye, Ollie! See you next time! Ssssh!*

Lesson 1 Extra

Objectives

Naming classroom objects
Following simple instructions



Vocabulary

book, chair, crayon, table

Language

Go to the (chair).

Resources and Materials

Teacher's i-solutions 1
Flashcards 1, Unit 1: book, chair, crayon, table
Plasticine
Teacher's Audio Material 1, CD 1

Let's make plasticine objects

Display the four **Flashcards** around the room and give the children instructions to go to them:

T: *Go to the (chair).*

When the children are confident with the vocabulary, you can vary the activity by giving instructions just to the boys, the girls, or small groups, pairs or individuals:

T: *(Boys) go to the (book).*
(Rocío, Isabella and Juan), go to the (crayon).

Give out plasticine and let the children soften and shape it as they like for a while. Then ask them if they can make a plasticine crayon. If necessary, demonstrate and help. When everyone is ready, play the third verse of **1.6** *Point to the table* and sing along, encouraging the children to point to the crayons they have made.

Roll up the plasticine again and ask the children to make a book. Demonstrate and help them with the shaping if necessary. Now that they can make cylinders and flat pieces, they will be able to make tables and chairs. Play **1.7** *Point to the table (Instrumental)* while they work.

When the children have had a go at making each of the objects, get them to roll up their plasticine and choose one object to make to display in the classroom.

Let's Play!

Divide the children into four groups and assign each group a **Flashcard**. Tell the children that you are going to give them instructions, and that they must follow the instructions only for their group:

T: *Books, (stand up). Chairs, (sit down).*
Crayons, (stand up). Tables, (sit down).

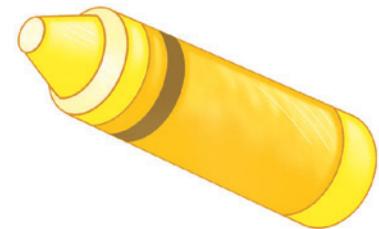
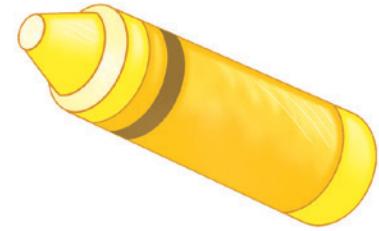
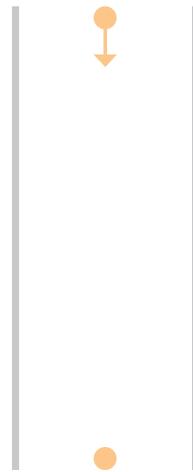
After a while you can add more instructions:

T: *Books, (say hello). Chairs, (say bye-bye).*

If the children are able, you can ask volunteers to take your place and give the instructions.

If you have extra time, choose a game from the **Game Bank**, pages 16-17.

Sing. Point and trace.



1 My school

NAME: _____



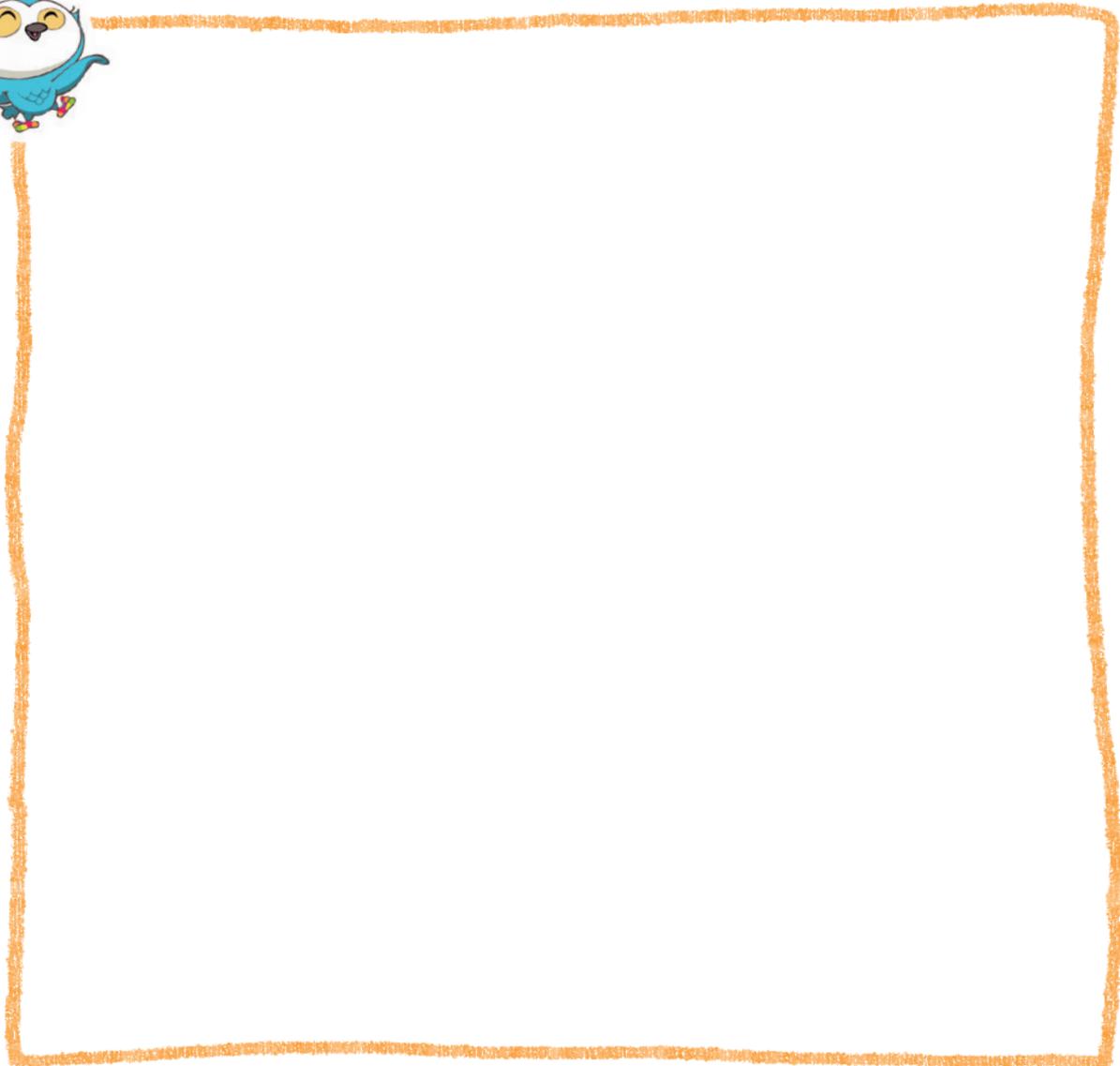
Put your finger on the table

Put your finger on the table,
On the table, on the table.
Put your finger on the table,
Everyone.

Put your finger on the chair,
On the chair, on the chair.
Put your finger on the chair,
Everyone.

Put your finger on the book,
On the book, on the book.
Put your finger on the book,
Everyone.

Put your finger on the crayon,
On the crayon, on the crayon.
Put your finger on the crayon,
Everyone.



Lesson 2

Objectives

Reviewing classroom objects
Identifying things that are the same



Vocabulary

book, chair, crayon, table

Language

Put your finger on the (table).
The same.

Resources and Materials

Teacher's i-solutions 1
Puppet
Teacher's Audio Material 1, CD 1
Poster and Poster Pop-outs 1, Unit 1: Finger Pointer;
book, chair, crayon, table
A lolly stick
Sticky tape
Student's Book 1
Crayons
Flashcards 1, Unit 1: book, chair, crayon, table
Blu-Tack

Preparation

Prepare the Finger Pointer Poster Pop-out. Attach it to a lolly stick using sticky tape, and laminate it if you wish.

Wake up Ollie and say 'Hello' 

Ask the children to sit in a circle. Have the Unit 1 **Poster** on display near the children. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: *One, two, three... Wake up, Ollie!*

Sing **1.1** *Hello, Ollie!* Tell the children to look at Ollie. Make Ollie look at each of the children and greet them.

T/O: *Hello, (Arturo)! Hello, (Mariana)!*

Then have Ollie 'whisper' in your ear and say:

T: *Ollie says 'Where are Annie and Timmy?'*

Encourage the children to point to the Unit 1 **Poster** and take them over to it.

Poster

Use Ollie to point to Annie and encourage the children to greet her:

T/C: *Hello, Annie! How are you?*

Continue with Timmy and the teacher, encouraging the children to join in. Show the children the **Finger Pointer Poster Pop-out**. Hold up the **Finger Pointer** and hold up your finger so they can see that they are the same:

T: *The same.*

Then use the **Finger Pointer** to point to Annie and Timmy. Offer it to some of the children to name objects on the **Poster**. See if they can find all the unit vocabulary on the **Poster** and also on the little poster on the classroom wall. If they find something on the little poster, point out that it is 'the same' as on the big one. Encourage them to name (in English) any other items they know. If any of the children are reluctant to speak, let them join in by pointing while the others speak.

Play **1.8** *Put your finger on the table* and use the **Finger Pointer** to point to the objects on the **Poster**.

Student's Book

Open the **Student's Book** at page 11. Play **1.8** *Put your finger on the table* again, pointing with one finger to the object at the top of the page and with one finger to the object at the bottom of the page as you sing.

Show the children how to make 'writing fingers' by pressing the first finger and thumb together in a pincer grip. Ask them to trace a line with their fingers from the table at the top to the same picture at the bottom. Tell the children to pick up a crayon or pencil using the pincer grip that they have just practised. Check they are holding their crayon or pencil correctly, then ask them to trace a line between the tables again, starting at the arrow. Continue with the remaining objects to complete the page.



Extra Activity

Open the **Student's Book** at page 12. The children use thick coloured crayons to draw vertical lines in the frame. Play **1.9** *Put your finger on the table (Instrumental)* while the children work.

Tidy-up and say 'Bye-bye' 

Play **1.4** *The tidy up song*. Call on volunteers to collect the materials and put them away. Encourage the children to tidy up and join in with the song.

Put the children into four teams and ask them to line up. Stick the four **Poster Pop-outs** on the board and give each team one of the matching **Flashcards**. The first member of each team runs to the board, matches the two images, then races back to hand the **Flashcard** over to the next member of their team. Continue until all the children have had a turn. As they match the images, encourage the children to call out:

C: *The same!*

Display the puppet. Tell the class that Ollie is tired and he is going back to sleep. Sing **1.5** *Bye-bye Ollie!*

T: *Sssh, everyone! Ollie is tired. Bye-bye, Ollie! See you next time!*

C: *Bye-bye, Ollie! See you next time! Ssssh!*

Lesson 2 Extra

Objectives

Reviewing classroom objects
Identifying things that are the same



Vocabulary

point
book, chair, crayon, table

Language

Point (up).
Point to (the teacher).
The same.

Resources and Materials

Teacher's i-solutions 1
Teacher's Audio Material 1, CD 1
Finger Pointer
Construction paper (yellow or gold)
Glue
Decorating materials: e.g. Coloured Stickers, stars, glitter, sequins
Yellow crepe paper strips
Lolly sticks or drinking straws
Sticky tape
Photocopiable Worksheet Unit 1 Maths
(see Teacher's Book page 251)
Flashcards 1, Unit 1: book, chair, crayon, table

Preparation

Cut a star (about 12cm in diameter) from the construction paper (you will need one per child). Cut the crepe paper into strips to make streamers (you will need about three per child). Decorate a star for yourself to show the children (see instructions opposite).
Copy one Photocopiable Worksheet per child.

Let's make a star pointer

Teach the children a pointing rhyme. Use the **Finger Pointer** to demonstrate the actions as you say the rhyme with them:

T/C: *Point up, point down, point all around.
Point to the teacher and then sit down.*

Encourage the children to join in as much as possible with the rhyme and the actions.

Show the children the star pointer you made and tell them that they are going to make one too. Give out the construction paper, stars, glue and decorating materials, and then tell the children to decorate their stars. While they are working, hand out the strips of crepe paper, then when they are ready, show the children how to stick crepe paper streamers onto the back of the star. Finally, help each child to use sticky tape to attach the straw or lolly stick to the back of their star.

When they have finished, repeat the rhyme. The children use their star pointers to do the actions.

Repeat the rhyme several times, substituting the word 'teacher' for different children's names and the classroom objects the children have learnt (book, chair, crayon and table).

After the lesson, display the star pointers in a vase or jar and keep them to use in future lessons.

Let's Play!

Play **1.6** *Point to the table* and let the children use their star pointers as they listen and sing along.

Play *What's missing?* (see **Game Bank**, pages 16-17). Ask the children to sit in a circle and tell them you are going to do some magic with your star. Put the four **Flashcards** face up in the middle and ask the children to turn around and face the other way. Quickly turn over one of the **Flashcards** and say:

T: *Abacadabra!*

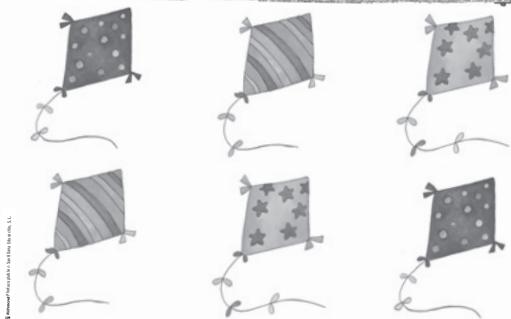
Tell the children to turn around again and see if they can name the hidden card.

If you have extra time, choose another game from the **Game Bank**, pages 16-17.

Maths



Point and match.



Unit 1 Maths 251

Give out the Photocopiable Maths Worksheets. Ask the children to look at the kites on the page. Ask the children to look at the first kite, then point to the other kites in turn, asking:

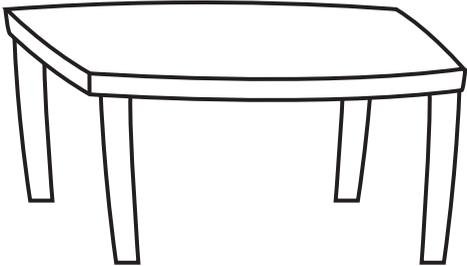
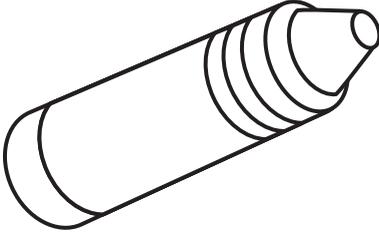
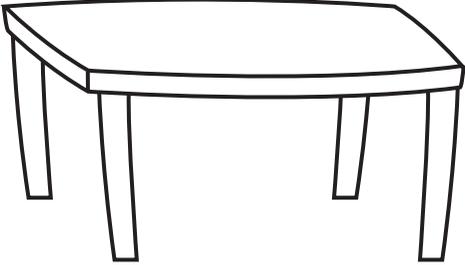
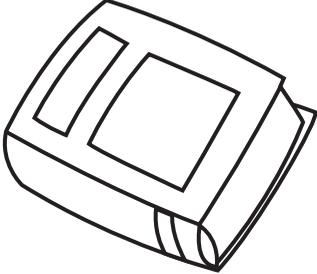
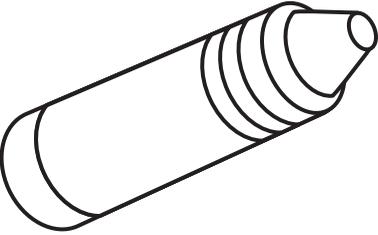
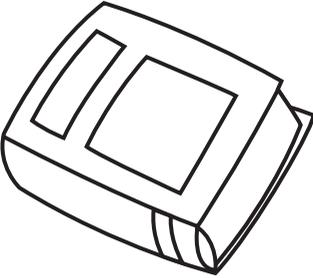
T: *Is it the same?*

Encourage the children to respond. When you reach the identical kite, encourage them to say:

C: *The same!*

The children match the identical kites with a crayon. Repeat the procedure with the remaining two kites.

Let's find the pairs.

Photocopiable Worksheet 1A

Objectives

Reviewing classroom objects
Finding matching pairs



Vocabulary

book, chair, crayon, table

Language

(Table) and (table). The same.

Resources and Materials

Teacher's i-solutions 1
Photocopiable Worksheet 1A
Paper piercers or scissors
Glue sticks
Crayons
Teacher's Audio Material 1, CD 1

Preparation

Copy one Photocopiable Worksheet per child.

Let's find the pairs

Ask the children to look at the board, and start to draw a sketch of a book, chair, crayon or table. Start slowly and encourage the children to guess what it is. Continue until the children have guessed all four objects. Let some of the children come forward to the board and have a go at drawing one of the objects for the rest of the class to guess.

Give out the Photocopiable Worksheets and show the children how to pierce or cut along the dotted lines to separate the objects on the right. Hand out the glue sticks and show them how to glue each object next to the matching one. Encourage the children to say with you:

T/C: (Table) and (table). The same.

When they have finished, the children can decorate their pictures by drawing coloured spots on the objects with crayons.

Let's Play!

Play *Musical chairs* (see **Game Bank**, pages 16-17). Make a line of chairs back to back in the middle of the classroom. Play **1.7** *Point to the table (Instrumental)* or **1.9** *Put your finger on the table (Instrumental)* while the children dance around the chairs. When you stop the music the children sit down on a chair. After a few turns, you can start to remove chairs one by one and the children who do not manage to sit on a chair can clap in time to the music and encourage their friends.

If you have extra time, choose another game from the **Game Bank**, pages 16-17.

Look and point. Paint.



1 My school

NAME: _____



Inside my backpack

Look inside my backpack,
What do you see?
A pencil for you,
And a pencil for me.

Look inside my backpack,
What do you see?
A crayon for you,
And a crayon for me.

Look inside my backpack,
What do you see?
A glue stick for you,
And a glue stick for me.

We've got our school things,
It's a lovely day.
It's time for school,
Hip hip hurray!

Lesson 3

Objectives

Listening to a story
Responding to a story



Vocabulary

backpack, book, chair, crayon, glue stick, pencil, table

Language

Look inside.

Resources and Materials

Teacher's i-solutions 1
Puppet
Teacher's Audio Material 1, CD 1
Realia: a small backpack for Ollie containing two pencils,
two glue sticks and two crayons
Story Cards 1, Unit 1
Student's Book 1
Finger paints
Poster and Poster Pop-outs 1, Unit 1
Blu-Tack
Flashcards 1, Unit 1: backpack, book, crayon,
glue stick, pencil

Wake up Ollie and say 'Hello' 

Ask the children to sit in a circle. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: *One, two, three... Wake up, Ollie!*

Sing **1.1** *Hello, Ollie!* Tell the children to look at Ollie. Make Ollie 'whisper' to you and say:

T: *What's that Ollie? Look inside the backpack?*

Pretend that Ollie is taking you over to the children's backpacks (if they have them), or your own bag. Make Ollie look inside one, and say:

T: *No, Ollie! Not (Susana's) backpack!*

Continue with several children's backpacks and encourage the children to repeat with you:

T/C: *No, Ollie! Not (Eduardo's) backpack.*

Have Ollie find his own backpack and say:

T: *Let's look inside Ollie's backpack.*

Show the backpack to the children and let them look inside.

Story 

Play **1.10** *Story: Inside my backpack* and act out the story with Ollie and his backpack. (You don't need to show the **Story Cards** yet as the children will understand the story.) For the first three verses, take out the objects mentioned and give one to Ollie and keep one for yourself. When you reach the fourth verse, put the backpack on Ollie and make him 'march to school'.

Display the four **Story Cards** and play **1.10** *Story: Inside my backpack* again, pointing to the relevant parts of the **Story Cards**. Encourage the children to join in if they are able.

 Alternatively, watch the animated version of the story on the **Teacher's i-solutions**.

Student's Book

Open the **Student's Book** at page 13. Review the vocabulary by giving the children instructions:

T: *Put your finger on the (school).
Point to the (book).*

Ask the children to trace a line from the children to the school, using their fingers. Name the pictures on the page and encourage the children to repeat with you:

T/C: *Boy, girl, backpack, book...*

Give out the finger paints and tell the children to paint the dots with their fingers, starting at the boy and girl and ending at the school.

Poster

Display the Unit 1 **Poster** and stick the **Poster Pop-outs** on the board next to it. Use the **Finger Pointer** to point to the **Poster Pop-outs** in turn and ask the children to name them. Give a volunteer the **Finger Pointer** and whisper the name of one of the **Poster Pop-outs** to them. The child points to the correct one. Ask the class to name it, then call up another child to use the **Finger**

Pointer to point to the same object on the **Poster**. Repeat several times with different children.

Next, choose a volunteer to stand up and turn around, facing away from the board. Use the **Finger Pointer** to point to one of the **Poster Pop-outs**, and then ask the class to name the object together:

C: *(Chair!)*

Now ask the volunteer to come to the board and use the **Finger Pointer** to identify the matching object on the **Poster**. If they choose the correct object, encourage the class to say with you:

T/C: *The same!*

Tidy-up and say 'Bye-bye' 

Play **1.4** *The tidy up song*. Call on volunteers to collect the materials and put them away. Encourage the children to tidy up and join in with the song.

Display the **Flashcards** around the room and tell children to go to them:

T: *Go to the (backpack).*

Repeat until the children have practised all the vocabulary.

Display the puppet. Tell the class that Ollie is tired and he is going back to sleep. Sing **1.5** *Bye-bye Ollie!*

T: *Sssh, everyone! Ollie is tired. Bye-bye, Ollie! See you next time!*

C: *Bye-bye, Ollie! See you next time! Ssssh!*

Lesson 3 Extra

Objectives

Listening to a story and joining in
Acting out a story



Vocabulary

backpack, book, chair, crayon, glue stick, pencil, table

Language

(Book) and (book). The same.

Resources and Materials

Teacher's i-solutions 1
Teacher's Audio Material 1, CD 1
Realia: an empty backpack, crayons, glue sticks, pencils
Story Cards 1, Unit 1
Pop-outs 1, Unit 1
Crayons

Story 

Ask the children to sit in a circle and show them the realia. You will need the backpack, two crayons, two glue sticks and two pencils. Open the backpack and invite six volunteers to come forward and put the objects inside. Encourage them to name them as they do so.

C: A (glue stick).

Tell the children that they are going to listen to the story about the backpack again. Show the corresponding **Story Cards** and play **1.10** *Story: Inside my backpack*.

 Alternatively, watch the animated version of the story on the **Teacher's i-solutions**.

Call on two children and ask them to each take out a pencil from the backpack. Say the words from the story as you do so, and encourage them to join in if they are able:

T/C: A pencil for you, and a pencil for me.

Repeat the procedure with the glue sticks and crayons. Then tell the children to put the objects back in the backpack and ask one child to pick up the backpack and 'march to school'. Repeat with the rest of the class:

T/C: It's time for school, hip, hip, hurray!

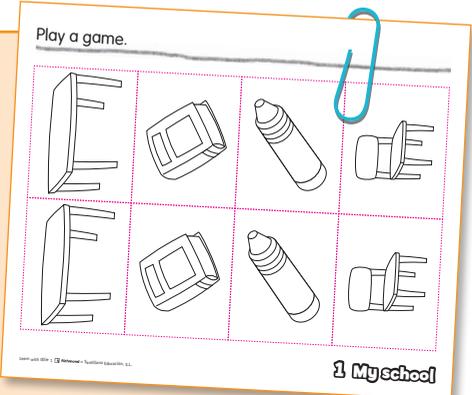
Pop-outs

Hand out the Unit 1 **Pop-outs** and crayons. Help the children to name the objects in the pictures and ask them to colour them.

When they are ready, show the children how to carefully pop out the pieces and play a game. The children turn the pieces over face down and mix them up, then they try to turn over two pictures which are the same. When they succeed, encourage them to say:

T/C: (Book) and (book). The same.

Have the children repeat the procedure until they find all the pairs. If you wish, you can tell the children to turn all the cards back over and play again.



Let's Play!

Fill the backpack with glue sticks, pencils and crayons, making sure there is one object for each child. Ask the children to sit in a circle and show them the backpack. Pass the backpack around the circle in a clockwise direction and recite with the children:

T/C: Look inside my backpack, what can you see?
Look inside my backpack, what can you see?

When you finish the phrase, the child holding the backpack looks inside and takes out an object for the class to name. Put the object in the middle of the circle and continue chanting and passing the bag until all the children have had a turn.

If you have extra time, choose a game from the **Game Bank**, pages 16-17.

Look and paint. Listen.



1 My school



Transcript

s... s... s... snake

s... s... s... snake

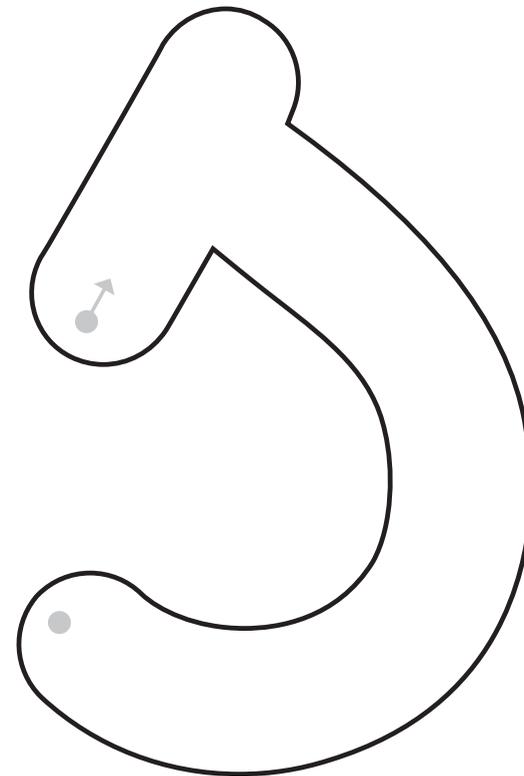
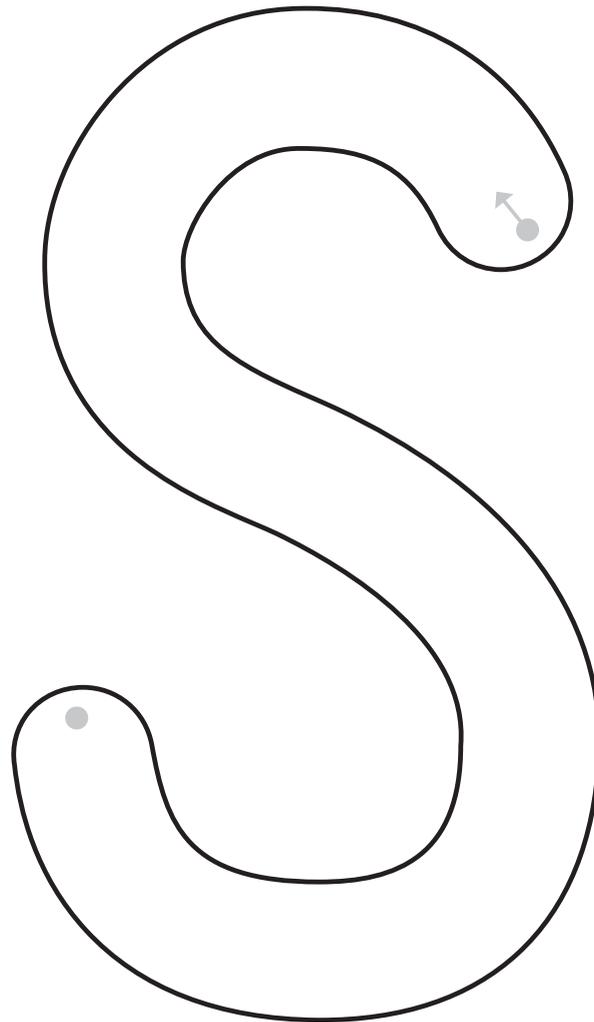
s... s... s... school

s... s... s... school

s... s... s... scissors

s... s... s... scissors

NAME: _____



Lesson 4

Objectives

Practising the initial sound s



Vocabulary

school, scissors, snake

Resources and Materials

Teacher's i-solutions 1
Puppet
Teacher's Audio Material 1, CD 1
Toy snakes
Student's Book 1
Finger paints

Preparation

Hide the toy snakes around the classroom.

Wake up Ollie and say 'Hello' 

Ask the children to sit in a circle. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: *One, two, three... Wake up, Ollie!*

Sing **1.1** *Hello, Ollie!* Tell the children to look at Ollie. Make Ollie 'whisper' to you and 'hide' behind your back. Say:

T: *Ollie's scared. He says there are snakes in the school!*

Move your arm like a snake and hiss to demonstrate, then send the children to look around the classroom to find the snakes:

T: *Can you see any snakes in the school?*

As they bring each snake to you, do the arm movement and repeat together:

T/C: *s-s-s snake.*

When the children have collected all the snakes, say:

T: *Look Ollie. The snakes are not real!*

Show a toy snake to Ollie and let the children pass them around.

Draw a hollow upper case letter S on the board and add a snake's tongue and two eyes. Trace it with your writing fingers (pincer grip with your first finger and thumb), saying the 's' sound. Show the children how to make the pincer grip, and then trace the shape in the air for them to copy. Encourage them to say the sound as they do so. Continue, using different body parts to trace the shape in the air, such as elbows, feet, shoulders and nose. This will help the children to remember the letter shape.

Student's Book

Open the **Student's Book** at page 15. Point to each picture and say the name, emphasising the initial sound. Encourage the children to do the same. Say the sound again as you point to the letters. Then ask the children to trace a line from the school to the scissors using their writing fingers.

Give out finger paints and play **1.11** *Unit 1. Lesson 4. Phonics.* Then tell the children to paint a line from the school to the scissors.

Transcript 1.11 *Unit 1. Lesson 4. Phonics.*

s... s... s... snake

s... s... s... snake

s... s... s... school

s... s... s... school

s... s... s... scissors

s... s... s... scissors



Extra Activity

Open the **Student's Book** at page 16. The children paint dots inside the outlines of the letters with finger paints, following the direction of the arrow.

Tidy-up and say 'Bye-bye' 

Play **1.4** *The tidy up song.* Call on volunteers to collect the materials and put them away. Encourage the children to tidy up and join in with the song.

Ask the children to sit in a circle and teach them actions for the three words from the lesson.

'Snake': the children slide along the floor like snakes. 'Scissors': the children mime cutting with their first and middle fingers. 'School': the children sit down cross-legged. Say the three words at random, emphasising the initial sound each time:

T: *s-s-s (snake)!*

Encourage the children to do the corresponding actions. After several rounds, mime the actions and encourage the children to say the words while they do the actions.

Display the puppet. Tell the class that Ollie is tired and he is going back to sleep. Sing **1.5** *Bye-bye Ollie!*

T: *Sssh, everyone! Ollie is tired. Bye-bye, Ollie! See you next time!*

C: *Bye-bye, Ollie! See you next time! Ssssh!*

Lesson 4 Extra

Objectives

Practising the initial sound s



Vocabulary

school, scissors, snake

Resources and Materials

Teacher's i-solutions 1

Pipe cleaners

A4 coloured construction paper

Decorating materials: crayons, felt-tip pens,

Coloured Stickers, glitter, glue

Teacher's Audio Material 1, CD 1

Preparation

Using a thick marker pen, draw a large, hollow, upper case letter S onto a piece of A4 paper. Draw two eyes and a tongue to turn it into a snake. Copy the template onto A4 coloured construction paper (you will need one copy per child).

Let's make a stripy snake

Draw an upper case S shape on the board and invite several children to come to the board and try to copy it.

Ask the children to stand in a line and let them practise tracing the letter on each other's backs, and then repeat with them tracing the letter on each other's hands. Next, distribute the pipe cleaners and ask the children to bend them into an S shape. Give the children time to play with them, then tell them to put the pipe cleaners to one side.

Give out the templates and tell the children that they are going to make a snake. Draw the picture from the template on the board and show the children how to draw stripes across the snake's body. Hand out the decorating materials and give the children time to decorate their snakes. When they have finished, you can display the stripy snake pictures in the classroom or allow the children to take them home.

Let's Play!

Play **1.7** *Point to the table (Instrumental)* and ask the children to walk or dance around in a circle. Pause the music and say words from the unit which have the initial 's' sound, emphasising the sound each time. When you say a word which has a different initial sound, tell the children to call out 'Stop!' and sit down:

T: s-s-s snake. s-s-s school. s-s-s scissors. b-b-b book.

C: Stop!

Continue, starting the music again.

If you have extra time, choose a game from the **Game Bank**, pages 16-17.

Look, point and stick.



All about me!

I keep my classroom tidy



1 My school

NAME: _____

Lesson 5

Objectives

Learning about keeping the classroom tidy



Vocabulary

tidy up
put away (the toys)

Language

Good (girl)!
We keep our classroom tidy.

Resources and Materials

Teacher's i-solutions 1
Puppet
Teacher's Audio Material 1, CD 1
All about me! Poster 1, Unit 1
Finger Pointer
Student's Book 1
Happy Stickers (three per child)

Preparation

The classroom needs to be untidy for this lesson, with several toys, pencils, backpacks, books and rubbish all lying around near where you will wake up Ollie.

Wake up Ollie and say 'Hello'



Ask the children to sit in a circle. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: One, two, three... Wake up, Ollie!

Sing **1.1** *Hello, Ollie!* Tell the children to look at Ollie. Have Ollie 'fly' around and look at the messy classroom. Say:

T: Look at the classroom!

Make Ollie fly to each of the 'untidy' places you have prepared. Encourage the children to name the objects with you:

T/C: A (pencil)!

Ask Ollie to help tidy up:

T: Ollie, can you put away the toys?

As Ollie tidies away the toys, tell the children:

T: Ollie can put away the toys.

Repeat the procedure, and this time name two or three children and ask them to put away the pencils:

T: (Ana) and (Gerardo) can you put away the (pencils)?

Then say to the class:

T: (Ana) and (Gerardo) can put away the (pencils).

Continue the procedure with the rest of the objects and different children until the classroom is tidy.

Encourage the children to repeat with you:

T/C: We keep our classroom tidy.

All about me! Poster

Display the Unit 1 **All about me! Poster** and let the children look at it. Point out the picture of the tidy classroom at the bottom, and compare it to your tidy classroom.

T: They keep their classroom tidy and we keep our classroom tidy.

Use the **Finger Pointer** to point to the **All about me! Poster** and play **1.12** *I keep my classroom tidy*.

Transcript 1.12 *I keep my classroom tidy.*

Girl: I tidy up. I put away the toys.

Boy: I tidy up. I put away the pencils.

Children: We put away our backpacks and our coats.

Girl: I put away the books.

Children: We keep our classroom tidy.

Boy: I put rubbish in the bin.

Children: I keep my classroom tidy!

If the children are able, you can make phrases and let them use the **Finger Pointer** to point to pictures on the **All about me! Poster**:

T: Point to the girl (putting away books). Point to the (backpack).

Student's Book

Open the **Student's Book** at page 17. Look at each picture in turn and say:

T: Good (girl)! She's (putting away her coat).

Encourage the children to point to the picture and then repeat with you:

T/C: Good (girl)!

Give out the **Happy Stickers** and let the children stick one under each picture.



Now watch the All about me! video on the **Teacher's i-solutions** to consolidate what the children have learnt in this lesson.



Extra Activity

Open the **Student's Book** at page 18. Give out crayons and show the children how to draw vertical lines starting at the arrow. Play **1.9** *Put your finger on the table (Instrumental)* while the children work.

Tidy-up and say 'Bye-bye'



Play **1.4** *The tidy up song*. Call on volunteers to collect the materials and put them away. Encourage the children to tidy up and join in with the song.

Display the puppet. Tell the class that Ollie is tired and he is going back to sleep. Sing **1.5** *Bye-bye Ollie!*

T: Sssh, everyone! Ollie is tired. Bye-bye, Ollie! See you next time!

C: Bye-bye, Ollie! See you next time! Ssssh!

Lesson 5 Extra

Objectives

General revision

Value: *I keep my classroom tidy*



Vocabulary

backpack, book, chair, crayon, glue stick, pencil, table bin, rubbish

Language

Sit down.

Stand up.

Go to (the chair).

Resources and Materials

Teacher's i-solutions 1

Teacher's Audio Material 1, CD 1

Flashcards 1, Unit 1: backpack, book, chair, crayon, glue stick, pencil

Flashcard Cube

Realia: a backpack, a book, a crayon, a glue stick, a pencil

Tissue paper or newspaper

A waste paper basket

Preparation

Have some items out of place in the classroom for the children to tidy up.

Roll the tissue paper or newspaper into balls. You will need at least one paper ball per child.

Let's tidy up!

Start by sending individual children to do some small jobs in the classroom.

T: *(Lucas) can you put away the (pencils)?*

(Rodrigo) can you put away the (toys)?

Comment on what the children are doing and praise them to help the rest of the class notice what needs doing.

T: *Good (boy), (Rodrigo)!*

Continue, encouraging as many children as possible to participate.

Let's Play!

Show the children the **Flashcard Cube** and the six **Flashcards**.

Encourage the children to name the **Flashcards** and let them help you to put them in the cube.

Next, show the children the classroom objects (realia) and display them around the classroom, placing each one on a chair. Review the vocabulary by pointing to each in turn and naming it with the children. Make sure to also revise 'chair'. Put the children into five groups, and then assign each group a classroom object. As you assign the children their groups, they should go and stand next to the corresponding item.

T: *(Juan) go to the (glue stick).*

When all the children are in their groups, roll the **Flashcard Cube**. Show the children which picture is on top and give that group an instruction:

T: *(Backpacks), stand up.*

Continue rolling and giving instructions:

T: *(Pencils), sit down. (Crayons), go to the (backpacks).*

(Books) shout ('hurray!').

When the **Flashcard Cube** shows the chair **Flashcard** on top, everyone must go and sit on their chair, wait while you slowly count to three, and then return to their groups. Repeat the game several times.

Clear a space in the classroom and ask the children to stand in a circle. Play **1.6** *Point to the table* and **1.8** *Put your finger on the table*. Encourage the children to dance and sing along. If you wish, you can place the classroom objects in the middle of the circle and the children can point to the corresponding classroom items as they are mentioned in **1.6** *Point to the table*.

While they are dancing, hide the paper balls all around the classroom. Then tell the children to sit in a circle and put the empty waste paper basket in the middle.

Ask the children what goes in the bin and help them to answer 'rubbish' or 'paper'. Ask the children if they can see any rubbish in the classroom. Demonstrate by going to find one of the balls of paper.

Choose one of the children and tell them to go and find some rubbish. Repeat until all the children have found a ball of paper, and help by guiding them if necessary.

When they are ready, the children can take turns trying to throw the rubbish in the bin. Ask them to stand in a circle with the bin in the middle. Let each child have one throw, then continue around the circle to the next child. Go around the circle and repeat until all the children have thrown their ball of paper in the bin (or at least had several attempts).

If you have extra time, choose a game from the **Game Bank**, pages 16-17.

Let's make a medal.



Photocopiable Worksheet 1B

Objectives

Tidying up the classroom
Making a medal



Vocabulary

tidy up, put away (the toys)

Language

Good (boy)!

Resources and Materials

Teacher's i-solutions 1
Teacher's Audio Material 1, CD 1
Photocopiable Worksheet 1B
A4 construction paper
Yellow finger paint
Glue
Coloured tissue paper
A hole punch
Some ribbon

Preparation

Have some items out of place in the classroom for children to tidy up.

Copy the Photocopiable Worksheet onto construction paper and cut out the medals (you will need one per child).

Cut the tissue paper into 5cm x 5cm squares. Use as many different colours as possible.

Cut the ribbon into 80cm lengths (one per child).

Let's make a medal

Ask individual children to tidy up the classroom:

T: *(Felipe) can you put away the (crayons), please?*
Good (boy)!

Tell the children that they are very good at tidying up, and that they are going to make themselves a medal. Give out the medals and finger paint and tell the children to paint the star. When they have finished, hand out the tissue paper and glue. You can either let the children choose the colours they want, or give each child lots of different colours. Show them how to scrunch the tissue paper up into balls. Once they have made enough small paper balls, show the children how to glue them around the edge of their medal to make a border.

When the children have finished, punch a hole in the top of each child's medal and thread each one onto a piece of ribbon. Finally, tie the medals around the children's necks so that they can wear them. The children can take their medals home to play with.

Let's Play!

Ask the children to sit in a circle and give instructions to two children at a time:

T: *(Joshua) stand up. (Maria) stand up. Change places. Sit down.*

Make sure everyone has a turn. If the game is difficult for your class, begin by having them sitting in a circle of chairs, so that it's easier for them to find the right place. From time to time call out:

T: *Everybody, change places.*

Everybody (including you) should move to a different place.

If you have extra time, choose a game from the **Game Bank**, pages 16-17.