



1 Back to school

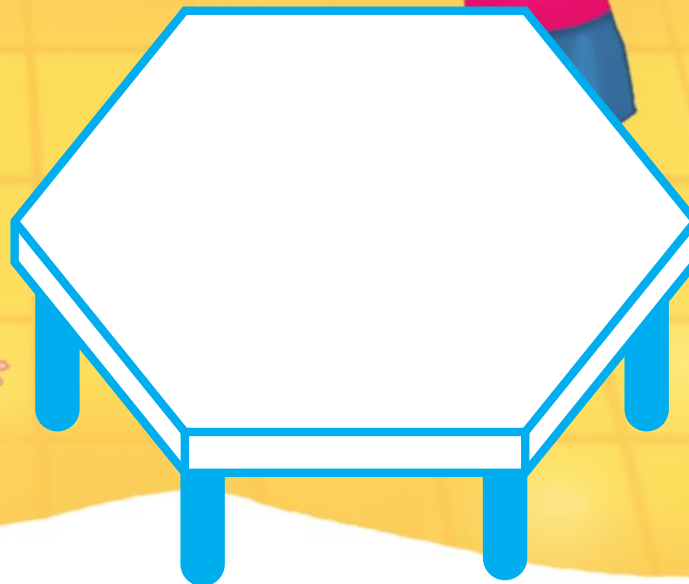
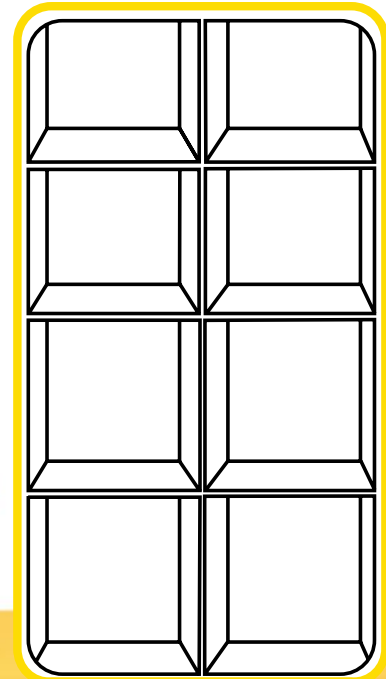
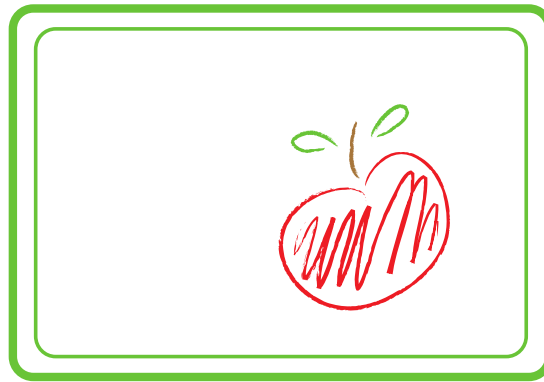
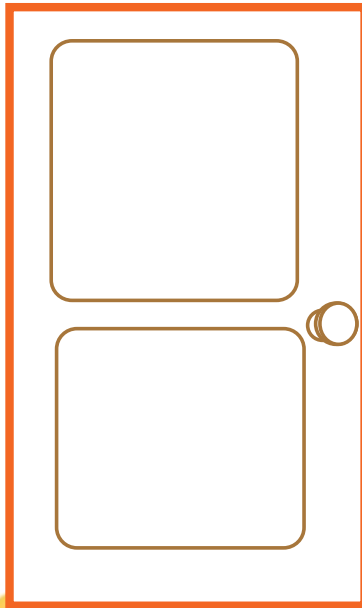
	Lesson 1	Lesson 2	Lesson 3 Story	Lesson 4 Phonics	Lesson 5 All about me!	Review and Assessment
Objectives	<ul style="list-style-type: none"> Recognising and naming school objects 	<ul style="list-style-type: none"> Identifying classroom objects Sequencing Talking about the classroom Making a model classroom <p>Worksheet 1A</p> <p>Extra</p> <ul style="list-style-type: none"> Maths: <i>numbers 1-3</i> 	<ul style="list-style-type: none"> Listening to a story and joining in Answering questions about a story Talking about school activities 	<ul style="list-style-type: none"> Practising the initial sound <i>u</i> 	<ul style="list-style-type: none"> Learning about the importance of following the rules at school <p>Worksheet 1B</p> <ul style="list-style-type: none"> Introducing oneself Describing actions and school objects Making a headband 	<ul style="list-style-type: none"> Consolidating Unit 1 Vocabulary and Language
Language	<ul style="list-style-type: none"> <i>I can see (the door).</i> 	<ul style="list-style-type: none"> <i>I've got a (pencil).</i> 	<ul style="list-style-type: none"> <i>We're going to (draw) and (paint).</i> <i>He's (drawing).</i> 		<ul style="list-style-type: none"> <i>Good (girl). Very good! Me too!!</i> 	
Vocabulary	<ul style="list-style-type: none"> <i>board, chair, door, shelves, table</i> 	<ul style="list-style-type: none"> <i>crayon, glue stick, pencil, scissors</i> 	<ul style="list-style-type: none"> <i>cut, draw, glue, paint</i> <i>glue stick, paints, pencil, scissors</i> <i>school</i> 	<ul style="list-style-type: none"> <i>umbrella, underwear, up</i> 	<ul style="list-style-type: none"> <i>help, school, tidy up</i> 	
Key competences						

- ### Resources
- Student's Book 2 with Stickers and Pop-outs
 - Activity Book 2
 - Ollie Puppet
 - Teacher's i-solutions 2
 - Teacher's Audio Material 2, CD 1
 - Poster and Poster Pop-outs 2, Unit 1
 - Finger Pointer
 - Flashcards 2, Unit 1
 - Flashcard Cube
 - Story Cards 2, Unit 1
 - Teacher's Book 2, Photocopiable Worksheets
 - pages 43, 57, 251 and 259

- ### Materials
- A Ball
 - A blindfold (optional)
 - Blu-Tack
 - Confetti, glitter and sequins
 - Construction paper
 - Crayons
 - Felt-tip pens
 - Glue and/or glue sticks
 - Lolly sticks
 - Realia: classroom objects (e.g. crayons),
 - a colouring page,
 - a child's/paper cocktail umbrella,
 - doll or baby underwear
 - Scissors
 - Shoe boxes
 - Small cardboard tubes
 - A stapler
 - Sticky tape
 - Tissue paper
 - Yogurt pots

- ### 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 colour.



1 Back to school

Name: _____



I can see the table

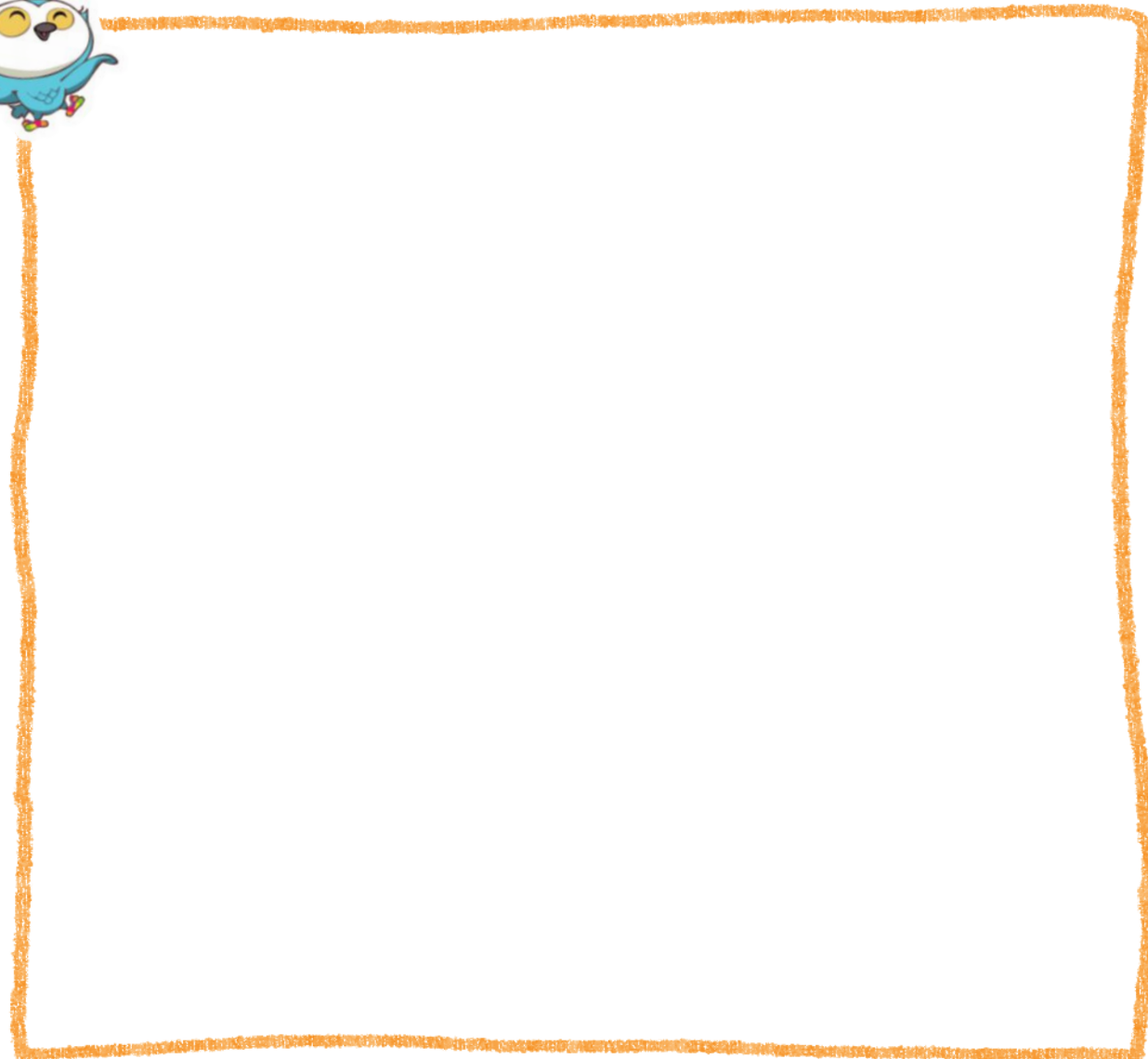
I can see the table,
The table, the table.
I can see the table,
Point, point, point.

I can see the chair,
The chair, the chair.
I can see the chair,
Point, point, point.

I can see the board,
The board, the board.
I can see the board,
Point, point, point.

I can see the shelves,
The shelves, the shelves.
I can see the shelves,
Point, point, point.

I can see the door,
The door, the door.
I can see the door,
Point, point, point.



Lesson 1

Objectives

Recognising and naming school objects



Vocabulary

board, chair, door, shelves, table

Language

I can see (the door).

Resources and Materials

Teacher's i-solutions 2
Puppet
Teacher's Audio Material 2, CD 1
Poster and Poster Pop-outs 2, Unit 1: crayons, pencils, glue stick; Finger Pointer
A lolly stick
Sticky tape
Blu-Tack
Student's Book 2
Blindfold (optional)

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** ready but not displayed. 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!*

When the children finish singing, make Ollie fly around the circle and land on one of the children, then another. Continue naming more children:

T: *Look! Ollie's on Sandra. Now he's on Eric.*

Have Ollie fly to each of the target vocabulary classroom places (board, chair, door, shelves, table) and encourage the children to say with you or repeat:

T/C: *Ollie's on the (board).*

Repeat the game several times. Finally make Ollie fly to the **Poster**:

T: *Look! Ollie's on the poster.*

Poster

Display the Unit 1 **Poster**. Give one of the children the **Finger Pointer** and ask them to point to the **Poster**.

T: *Point to the (table).*

Use all the new vocabulary (board, chair, door, shelves, table). Continue, allowing several children to have a turn with the **Finger Pointer**.

Place the **Poster Pop-outs** of the crayons, pencils and glue stick on the **Poster**. Continue the activity, reviewing the vocabulary and language from the Welcome Unit:

T: *Point to the (blue) crayon.*

T: *Point to the pencil. How many pencils are there?*

C: *One, two, three pencils.*

Look at the **Poster** and make binoculars with your two hands. Go very close to each object as you name it and say:

T: *I can see... (the door).*

Pause before you name each object to give children the opportunity to guess what you are going to say.

Then invite the children to do the same.

C: *I can see (the table).*

Student's Book

Open the **Student's Book** at page 9. Say:

T: *Look at the picture. What can you see?*

C: *I can see (the door).*

Be sure to also include Mary and David, the teacher and the apple.

Play **1.6** *I can see the table*. Tell the children to point at the objects as they hear them.

Play **1.6** *I can see the table* again. If they are able, have them point at the real object in the classroom and then, on the words 'Point, point, point', find the object on the page.

Give the children instructions to colour the page:

T: *Find your (blue crayon). Colour the (table) (blue).*



Extra Activity

Open the **Student's Book** at page 10. The children draw a picture of one or more of the objects from page 9 in the frame.

Play **1.7** *I can see 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.

Sit the children in a circle a little distance apart from each other and choose a volunteer to stand in the middle. Cover their eyes with a blindfold or your hand. Walk around inside the circle with the volunteer, then stop in front of one child. Say:

T: *I can see, I can see...*

Remove the blindfold/your hand from the volunteer's eyes and encourage them to say who they can see:

C: *I can see (Eduardo).*

Continue with more children.

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

Talking about the classroom



Vocabulary

board, chair, door, shelves, table
circle, square, triangle

Language

I can see (the door).

Resources and Materials

Teacher's i-solutions 2
Small cardboard tubes (two for each child)
Crayons
Glue sticks
Teacher's Audio Material 2, CD 1
Flashcards 2, Unit 1: board, chair, door, shelves, table
A ball

Preparation

Make a simple pair of binoculars as an example. Glue two short tubes (e.g. toilet paper rolls) together along one side. Decorate them by drawing different coloured circles, squares and triangles.

Let's make binoculars

Review the classroom vocabulary. Ask the children to point:

T: *Point to the (table).*

Repeat the game, asking them to go to the places.

T: *Go to the (board).*

If the children are able, you can let volunteers give the instructions.

Give out the cardboard tubes and crayons and show the children the binoculars you made. Ask the children to decorate their tubes, encouraging them to draw circles, squares and triangles. As they work, talk to them about the shapes and colours they are using:

T: *Look, (Maria) has got (a red circle). (Antonio) has got (two squares).*

When they have finished, help the children to glue the two tubes together. Show them how to hold the two tubes together while the glue dries by squeezing using a pincer grip (index finger and thumb together). This will help with learning to hold a pencil correctly.

Play **1.6** *I can see the table.* The children sing along as they look through their binoculars.

Let's Play!

Let the children play with their binoculars. Ask them to sit in a circle in pairs with their binoculars and put the **Flashcards** face down in the middle of the circle.

Demonstrate, using one child as a partner. Turn over one **Flashcard**, both look at it with your binoculars, then turn to your partner and name it.

C: *I can see the (door).*

Shake hands or give a high five if you both call out the right word. The teacher continues to turn over cards as the children work in pairs.

Play *Roll the ball*. Roll the ball to one child, look through your binoculars and say:

T: *I can see (Francisco).*

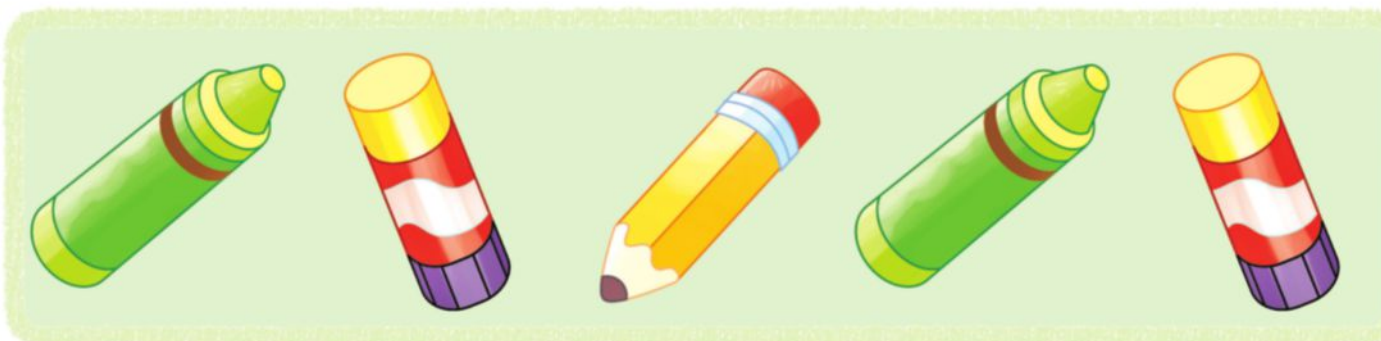
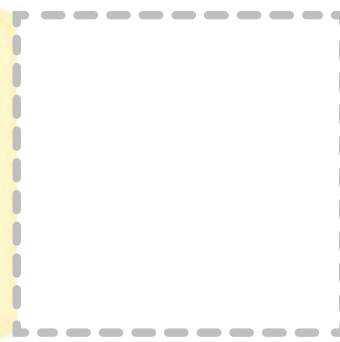
The child rolls the ball to someone else, looks through their binoculars and says the phrase:

C: *I can see (Elena).*

Repeat the game until all the children have had a turn. The children can take their binoculars home to play with.

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

Sing. Look and stick.



1 Back to school

Name: _____



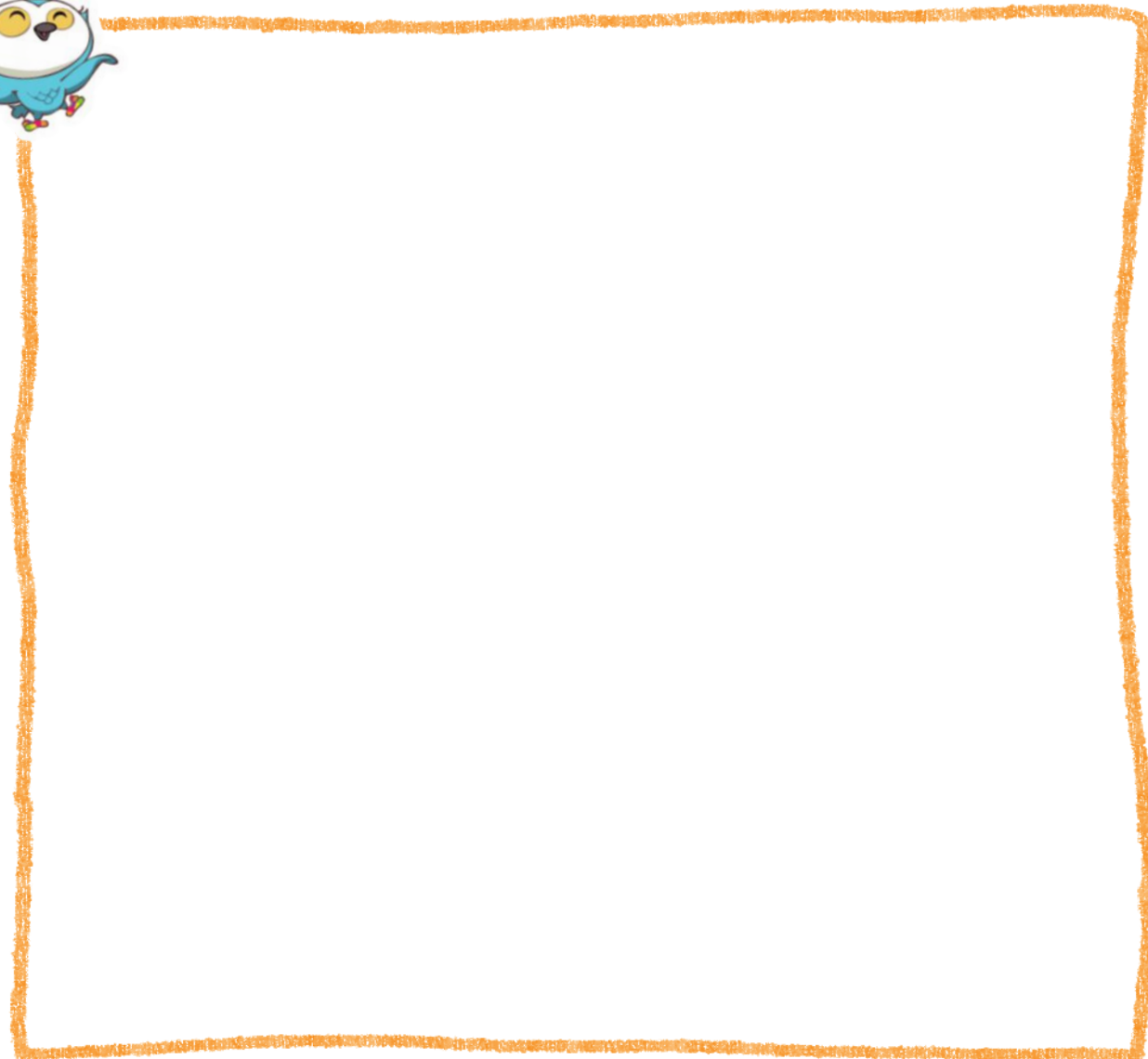
I've got a pencil

Everybody look at me,
Look at me.
I've got a pencil,
Can you see?

Everybody look at me,
Look at me.
I've got a crayon,
Can you see?

Everybody look at me,
Look at me.
I've got a glue stick,
Can you see?

Everybody look at me,
Look at me.
I've got some scissors,
Can you see?



Lesson 2

Objectives

Identifying classroom objects

Sequencing



Vocabulary

crayon, glue stick, pencil, scissors

Language

I've got (a pencil).

Resources and Materials

Teacher's i-solutions 2

Puppet

Teacher's Audio Material 2, CD 1

Realia: a crayon, a glue stick, a pencil, scissors

Poster and Poster Pop-outs 2, Unit 1

Finger Pointer

Blu-Tack

Student's Book 2

Stickers 2, Unit 1

Coloured Stickers

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.

T: *Look. What has Ollie got? Let's see.*

Use the puppet to 'pick up' the items as you mention them and put them in front of you.

T: *Ollie's got a (crayon).*

Continue with the glue stick, the pencil and the scissors. When the items are in front of you, list them:

T: *Look! I've got (some scissors).*

Encourage the children to repeat with you, especially 'some scissors', as this may be new vocabulary.

Play **1.8** *I've got a pencil*, showing the realia to prompt the children to sing the verses with you. Play **1.8** *I've got a pencil* again. The children point and sing along.

Poster

Display the **Poster** and put all the **Poster Pop-outs** in the middle of the circle. Pick up one of the **Poster Pop-outs** and say:

T: *I've got (some scissors).*

Encourage the children to repeat the words. Let the children take turns picking up **Poster Pop-outs** and naming what they've got. Help with any new words:

T: *Look, (Sara's) got (a toilet)!*

The children stick the **Poster Pop-outs** onto the **Poster**.

Student's Book

Take the pencil and crayon **Poster Pop-outs** and fix them on the board in sequence with Blu-Tack. Point to the **Poster Pop-outs** and have the children recite the sequence with you:

T/C: *Pencil, crayon, pencil, crayon, pencil...*

C: *Crayon.*

Wait and see if the children can finish the sequence, then stick the last **Poster Pop-out** on the board to complete the sequence. Continue making sequences using realia if the children need more practice.

Open the **Student's Book** at page 11.

Show the children how to put their finger on the first pencil in the top row and slowly move their finger across the page, reciting the sequence:

T: *Pencil, crayon, pencil, crayon, pencil...*

C: *Pencil, crayon, pencil, crayon, pencil...*

T: *What's next?*

C: *Crayon.*

Give out the Unit 1 **Stickers** and ask:

T: *Have you got a crayon?*

C: *I've got a crayon.*

Show the children how to carefully peel off the **Sticker** of the crayon and stick it in the space. Continue in the same way with the remaining two sequences.



Extra Activity

Open the **Student's Book** at page 12. Distribute the **Coloured Stickers**. The children make a sequence using the **Coloured Stickers** in the frame. Play **1.9** *I've got a pencil (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.

Bring three boys and three girls to the front of the class. Arrange them in a line, saying the sequence as you do so:

T: *Girl, boy, girl, boy...*

The children line up to complete the sequence. Repeat the game with different sequences.

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

Making a crayon holder
Reviewing colours



Vocabulary

crayon, glue stick, pencil, scissors

Language

I've got (two red crayons). I can see (one blue crayon).

Resources and Materials

Teacher's i-solutions 2
Empty yogurt pots (one per child)
Glue
Coloured tissue paper (choose from blue, green, orange, red and yellow)
Sequins
Photocopiable Worksheet Unit 1 Maths (see Teacher's Book page 251)
Crayons
Activity Book 2

Preparation

Tell the children to each bring an empty yogurt pot to class. Make an example crayon holder by decorating your yogurt pot with coloured tissue paper and sequins. Put some crayons inside.
Copy one Photocopiable Worksheet per child.

Let's make a crayon holder

Tell the children to get out their yogurt pots and hand out the glue and tissue paper. Let the children choose which colour tissue paper they would like, and encourage them to say the colour. Demonstrate and help the children tear the tissue paper into small pieces and glue them all over the outside of the pot. Then show them how to glue a ring of sequins around the top and bottom of the pot.

Let's Play!

Ask the children to put some crayons in their pots. (Make sure they don't use too many.) Show them your pot and say:

T: I've got two orange crayons and three green crayons.

Invite them to tell you about their crayons.

C: I've got one red crayon and three blue crayons.

Display three pots and describe the crayons in one. Invite the children to point to it. After a few turns, choose three different pots and ask volunteers to describe one for the others to identify. The children can take their crayon holders away to use at home.

Maths

Trace and match. Colour.

Unit 1 Maths 251

Give out the Photocopiable Maths Worksheets and crayons. Ask the children to look at the first pot of pencils and count with them:

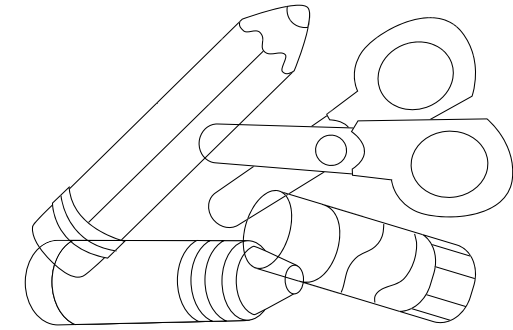
T/C: One... two... three.

Repeat with the other two pots. Ask the children to show you their writing fingers (pincer grip using the first finger and thumb) and tell them to trace over the number one with their fingers. Repeat with numbers two and three. Ensure they are holding their pencils correctly, then tell them to trace over the three numbers.

After they have written the numbers, ask them to draw a line from each number to the corresponding pot and give the children instructions to colour in the three pots.

Activity Book

Look and colour.



Open the **Activity Book** at page 5. Say:

T: I can see a crayon. Point to the crayon.

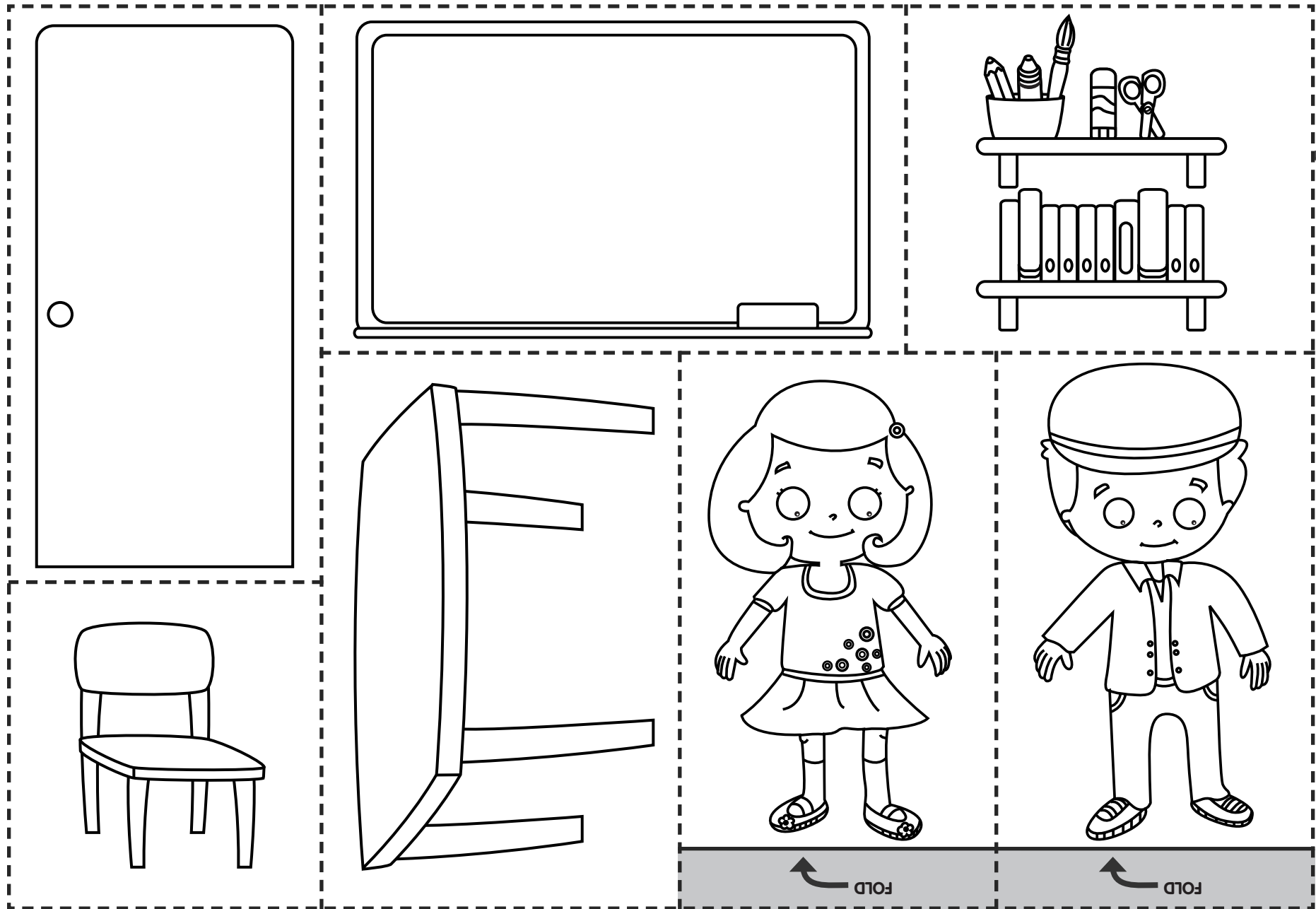
The children point to the crayon. Encourage them to use the target language:

C: I can see a crayon.

Repeat with the other classroom objects. Distribute crayons and allow the children to colour the objects as they wish or give instructions using the colours they have learnt in the previous lesson.

If you have extra time, the children can draw a school object (e.g. a blue pencil) in the frame on page 6 of the **Activity Book**.

Let's make a model classroom.



Photocopiable Worksheet 1A

Objectives

Talking about the classroom
Making a model classroom



Vocabulary

board, chair, door, shelves, table

Language

Go to the (shelves).

Resources and Materials

Teacher's i-solutions 2
Photocopiable Worksheet 1A
Crayons
Scissors
Glue
Shoe boxes (one per child)

Preparation

Ask each child to bring an empty shoe box into class, with their name written on the bottom.
Copy one Photocopiable Worksheet per child.

Let's make a model classroom

Give out the Photocopiable Worksheets and crayons and ask the children to colour each picture neatly, using whichever colours they like. While they are working, encourage the children to talk about what they are doing and give help if necessary. Make sure everyone has their shoebox, then hand out the scissors and glue.

As each child finishes colouring, help them to cut along the dotted lines of the individual pieces. Tell the children to stick the board, chair, door, shelves and table onto the inside walls of the box. When the 'classroom' is complete, they can fold the tabs at the bottom of the characters so that they stand up inside.

The children can play with their 'classroom'. You can then either display them in the classroom, or the children can take them home to play with.

Let's Play!

Review classroom vocabulary with the children. Say places for the children to run to.

T: *Go to the (shelves)!*

If they are able, ask for volunteers to give instructions to the rest of the class:

V: *Go to the (board)!*

Give similar instructions to individuals, groups or to the whole class:

T: *(Boys) go to the (board)! (Mariana), go to the (door)!*

You can extend this by telling them to move in different ways:

T: *Everybody, (hop) to the (table)!*

Continue until the children have reviewed the vocabulary in a variety of ways.

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

Look and point. Match.



1 Back to school

Name: _____



Time for school

It's the first day of school,
For me and for you.
We're on our way to school,
There are lots of things to do!

It's the first day of school,
For me and for you.
We're going to cut and glue,
There are lots of things to do!

It's the first day of school,
For me and for you.
We're going to draw and paint,
There are lots of things to do!

It's time to go home,
For me and for you.
It's time to wave bye-bye,
See you soon!

Lesson 3

Objectives

Listening to a story and joining in
Answering questions about a story
Talking about school activities



Vocabulary

cut, draw, glue, paint; crayon, glue stick, paints,
pencil, school, scissors

Language

We're going to (draw) and (paint).
(He's drawing.)

Resources and Materials

Teacher's i-solutions 2
Puppet
Teacher's Audio Material 2, CD 1
Story Cards 2, Unit 1
Flashcards 2, Unit 1: cut, draw, glue, paint, paints, scissors
Flashcards 2, Welcome Unit: glue stick, pencil
Student's Book 2
Realia: a colouring page, a selection of classroom objects
e.g. crayons, glue sticks, paints, pencils and scissors

Preparation

Bring in a colouring page and have a selection of
classroom objects to hand to demonstrate the
target vocabulary.

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.

T: *Look. What has Ollie got? Let's see.*

Use Ollie to show the **Story Cards** to the children. Say:

T: *Look. It's a story. Let's listen.*

Story 

Display the first **Story Card**, and play the corresponding part of

1.10 *Story: Time for school.*

Repeat the first part of the track, pointing at yourself and the children at the words for 'me' and 'for you' and walking at the words 'we're on our way to school'. Continue with the rest of the **Story Cards** and, after listening, recite or replay the text and mime the actions, encouraging children to join in with you.

Play **1.10** *Story: Time for school* again and help the children to mime actions and say the words.

Help the children to talk about the story:


T: *Look at Story Card 1. What can you see?*

C: *I can see a (boy).*

T: *What's (he) doing?*

C: *(He's painting.)*

Continue asking the same questions about the other **Story Cards**. Finish by asking the children to act out the story in pairs.

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

Student's Book

Display the **Flashcards** of the children (cut, draw, glue, paint) and describe each one. Encourage the children to repeat after you:

T: *Look, (she's cutting).*

C: *(She's cutting).*

Repeat the procedure with the other three **Flashcards**. Next, show the **Flashcards** of the objects (glue stick, paints, pencil, scissors). Repeat the procedure, matching the **Flashcards** of the objects with those of the children:

T: *Look, (she's cutting). (She's) got (some scissors).*

C: *(She's cutting). (She's) got (some scissors).*

Open the **Student's Book** at page 13. Ask the children to look at the first picture.

T: *What's she doing?*

C: *She's gluing.*

T: *What has she got?*

C: *A glue stick.*

Tell the children to draw a line from the girl to the glue stick. Continue describing and matching with the other pictures.

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 teams of four or five, with the classroom objects in front of them. Give each team a name e.g. (Blue) team, (Eduardo's) team, etc. Tell them that they are going to help you finish your work.

Hold up the colouring page and say:

T: *I'm going to colour but I haven't got...*

Pause, and encourage the children to prompt you:

C: *Crayons!*

T: *Right! (Eduardo's) team, bring me some crayons please.*

Continue describing what you are going to do and encourage the children to name the objects that you need. Make sure that all the teams have a turn.

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
Remembering a story
Talking about school activities



Vocabulary

cut, draw, glue, paint; crayon, glue stick, paints, scissors

Language

We're going to (draw) and (paint).
(He's drawing.)

Resources and Materials

Teacher's i-solutions 2
Story Cards 2, Unit 1
Teacher's Audio Material 2, CD 1
Pop-outs 2, Unit 1
Crayons
Glue
Activity Book 2

Story

Divide the class into two teams and tell them to line up, facing the board. Display the **Story Cards** on the board and make sentences about them for the children to identify. The first member of each team runs and touches the correct card, then goes to the back of the line.

T: *The girl is cutting.*

The boy has got a glue stick.


I can see the teacher.

I can see the school.

Ask four children to each hold a **Story Card**. Play **1.10 Story: Time for school**. Encourage the children to join in when they can.

Display the **Story Cards** in the wrong order and ask volunteers to come to the front and put them in the correct order. Let several children try.

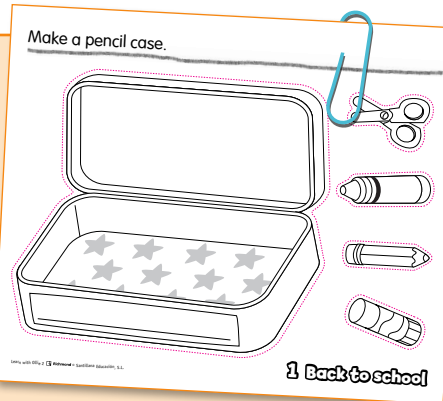
Divide the class into four teams and give each one a **Story Card**. Encourage them to make as many sentences as they can about their **Story Card**.

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

Pop-outs

Hand out the Unit 1 **Pop-outs**, crayons and glue.

Help the children to name the objects in the picture and identify their use:



T: *Look. I'm going to cut. Point to the... scissors.*

Ask about each object several times, then let the children choose the colours they want to use to colour the **Pop-outs**.

When they finish colouring, show them how to pop out the template and ask them to glue the items in the pencil case.

The children can take their **Pop-outs** home to play with.

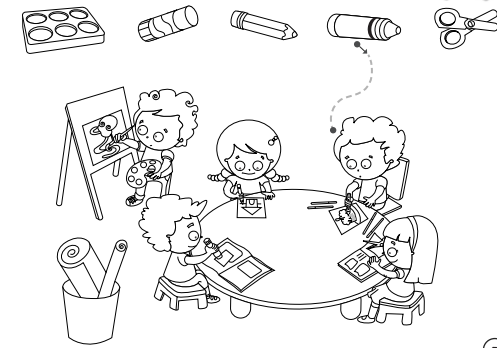
Let's Play!

Play **Charades** (see **Game Bank**, pages 16-17). Show a volunteer an action **Flashcard** and tell them to mime the word for the rest of the class to guess. Repeat the game with different volunteers and **Flashcards**.

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

Activity Book

Look and match. Colour.



Open the **Activity Book** at page 7. Ask the children to look and point to the pictures at the top of the page.

T: *Look. (Some paints). Point to the (paints).*

Continue with the other objects. Next, look at the picture of the classroom. Point to the example and say:

T: *This boy is colouring. He's got a crayon.*

Distribute crayons and tell the children to trace over the line to match the picture of the crayon to the picture of the boy colouring. Repeat with the other objects and children. Monitor and correct the children's work, helping where necessary. When they have finished, the children can colour in the picture.

If you have extra time, the children can draw themselves doing one of the activities in the frame on page 8 of the **Activity Book**.

The children can now find the words in the Picture Dictionary on pages 46 and 47 of the **Activity Book** and listen to them on their **Stories and Songs CD**.

Trace and circle. Listen.



u



u



u u o c u e u

Phonics

15

1 Back to school

Name: _____



Transcript

u... u... u... umbrella

u... u... u... umbrella

u... u... u... underwear

u... u... u... underwear

u... u... u... up

u... u... u... up

Handwriting practice row for lowercase 'u'. It features a set of three horizontal lines (top, middle, bottom) with six dotted lowercase 'u' characters spaced across the lines. Below this row is a blank set of the same three lines for independent practice.

Blank handwriting practice row consisting of three horizontal lines (top, middle, bottom) for independent practice.

Handwriting practice row for uppercase 'U'. It features a set of three horizontal lines (top, middle, bottom) with six dotted uppercase 'U' characters spaced across the lines. Below this row is a blank set of the same three lines for independent practice.

Blank handwriting practice row consisting of three horizontal lines (top, middle, bottom) for independent practice.

Lesson 4

Objectives

Practising the initial sound *u*



Vocabulary

umbrella, underwear
down, up

Resources and Materials

Teacher's i-solutions 2
Puppet
Teacher's Audio Material 2, CD 1
Realia: a child's umbrella (or paper cocktail umbrella),
doll or baby underwear
Student's Book 2
A glue stick

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.

T: *Look. What has Ollie got? Let's see.*

Use the puppet to show the umbrella. Open and close it. Say:

T: *Look, Ollie has got an umbrella. Look. The umbrella is up.
Now the umbrella is down. Up. Down.*

Have the children repeat after you:

T/C: *u-u-u up.*

Give children instructions to say the word again, this time looking up, down, to the right or to the left.

Tell the children to listen carefully to the sounds you make and stand up when they hear the 'u' sound.

T: *o... e... a... i... u... a... e... u... i... o... u...*

Make Ollie 'talk' to you. Say:

T: *Ollie knows another word with that sound.*

Use Ollie to show the doll or baby underwear. Name it and ask the children to repeat, then ask them to say it looking in different directions as they did before.

Student's Book

Write an upper case *U* on the board so children can see what it looks like, then trace it in the air for them to copy you. Encourage them to describe the movement as they trace:

T/C: *Down, round and up.*

In addition to tracing in the air with their fingers, get the children to trace the letter shape using different body parts, such as their chin or elbow. This will help them to remember the letter shape. Ensure that they describe the movement as they do it. Repeat the procedure with the lower case *u*.

Open the **Student's Book** at page 15. Ask the children to show you their writing fingers (first finger and thumb together) and to point at the upper and lower case *u* and the umbrella.

Next, show them how to use their writing fingers to trace over the letters, and say:

T/C: *Down, round and up.*

Tell the children to get their pencils out and demonstrate the correct way to hold the pencil, between the thumb and first finger. Ask them to hold their pencils up in the air and check they are holding them correctly. If you wish, the children could use felt-tip pens as an alternative to pencils for tracing. The option to use different colours can motivate them and make the tracing fun. Tell the children to trace carefully over the letters at the top of the page and then trace over the tracing pattern below.

Tell the children to look at the letters at the bottom of the page and have them circle the letter *u*.

Play **1.11** *Unit 1. Lesson 4. Phonics.* Listen and point to the pictures, and encourage the children to do the same.

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

u... u... u... umbrella

u... u... u... umbrella

u... u... u... underwear

u... u... u... underwear

u... u... u... up

u... u... u... up



Extra Activity

Open the **Student's Book** at page 16. The children trace over the letters, first with their first finger and thumb and then with a pencil. If they are able, the children can also write out the letters on the lines below.

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.

Get the children into teams of up to six and ask them to stand behind each other in a line.

Give the person at the front of each team a glue stick. Tell them they will pass the glue stick over their shoulder to the child behind them, saying 'Up!' The second child then passes the glue stick between their legs, saying 'Down!' Repeat until it reaches the last child in line, who runs to the front and passes the glue stick to the first child again. Continue the game until all the children have returned to their original positions.

Finish the class by asking the children to stand in a circle and trace the letter *u* on each other's backs.

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 *u*



Vocabulary

umbrella
down, up

Resources and Materials

Teacher's i-solutions 2
Umbrella template (see Preparation)
Construction paper
Crayons
Glue
Confetti or glitter

Preparation

Draw a very simple template of an umbrella for the children to trace over. It should be a wide upper case *U* which, when turned over, will look like an umbrella. Draw a scalloped edge, similar to the tracing pattern from Lesson 4 of the Student's Book. The handle should also have a *U* shape at the end. Make one copy for each child on construction paper.
Make one as an example and decorate the umbrella with confetti or glitter.

Let's make an umbrella

Sit in a circle with the children and tell them to put their hands up, then to put their hands down.

T: *Hands up! Hands down!*

Repeat several times, speeding up gradually.

Show the umbrella picture, which you made earlier, to the children, then turn it upside down and point out the handwriting patterns. Ask them to show you how to trace the *U* shape in the air.

Hand out the umbrella templates with the umbrellas positioned upside down, and then distribute crayons. Ask the children to trace first over the big *U* shape of the umbrella, then over the smaller writing pattern. When they have finished, hand out glue and confetti or glitter. The children use glue and confetti or glitter to finish the decoration. If any children finish early, they can draw and colour raindrops on the picture.

You can display the children's 'umbrellas' in the classroom.

Let's Play!

Ask the children to walk around in a circle. Pretend it is raining, and explain they must pretend to put their umbrella up. Mime doing this while walking and have them copy you. Encourage them to say with you:

T/C: *My umbrella is up!*

After a few moments, say:

T: *The rain has stopped!*

Ask the children to repeat with you:

T: *My umbrella is down!*

Stop walking, mime putting your umbrella down and show the children again how to trace the letter *u* on each other's backs. Repeat a few times.

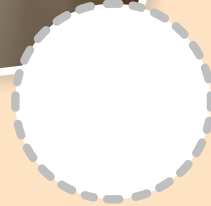
If you have extra time, choose a game from the **Game Bank**, pages 16-17.

Look and stick.



All about me!

I can follow the rules at school



1 Back to school

Name: _____



Lesson 5

Objectives

Learning about the importance of following the rules at school



Vocabulary

help, school, tidy up

Language

Good (girl).
Very good!
Me too!

Resources and Materials

Teacher's i-solutions 2
Puppet
Teacher's Audio Material 2, CD 1
All about me! Poster 2, Unit 1
Finger Pointer
Student's Book 2
Happy and Sad Stickers
Reward Stickers or Coloured Stickers

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. Pretend that Ollie is flying around the room. Say:

T: *Ollie, come and sit down please.*

Have Ollie 'ignore' you and continue flying around.

T: *Look at the children sitting. Sit down Ollie please.*

Encourage the children to tell Ollie how to behave:

C: *Sit down Ollie, please!*

Start to tell the children about today's lesson, but stop to talk to Ollie as he 'misbehaves':

T: *Today we are going to... Ollie! No flying in school.*

T: *Look at the poster, children... Ollie! No jumping on the table in school.*

T: *Let's start... Ollie! No standing on (Eduardo)!*

When Ollie is 'good', display the Unit 1 **All about me! Poster**.

T: *OK. Thank you Ollie. Let's start.*

All about me! Poster

Display the Unit 1 **All about me! Poster**, and tell the class that the children in the pictures are all at school. Point to the first picture with the **Finger Pointer** and play **1.12** *I can follow the rules at school*, pausing the recording after each speaker. Encourage the children to use the target language and mime the actions from each picture.

T: *Look! Good girl! She's eating.*

C: *Very good! Me too!* (Mime eating)

T: *Sssh! They're sleeping. Very good! Me too.*

C: *Very good! Me too!* (Mime sleeping)

Continue until the children have mimed all the good behaviour.

Transcript 1.12 *I can follow the rules at school.*

Girl: *Look, this girl is eating. Mmm yummy!*

Boy: *Sssh! They are sleeping.*

Girl: *These girls are listening to the teacher. Well done!*

Boy: *Look, this boy is washing his hands. He is using soap.*

Girl: *And these boys are tidying up.*

They are putting away the toys.

Boy: *Look at the children! They are putting their hands up.*

Girl: *Yes! I can follow the rules at school.*

Boy: *Me too. I can follow the rules at school!*

Student's Book

Open the **Student's Book** at page 17. Give out four **Happy Stickers** and one **Sad Sticker** to each child.

Ask the children to look at the first picture and tell you what the girl is doing. Ask:

T: *Is that good?*

C: Yes.

T: *Yes. Very good! Give her a happy sticker.*

Check that they have put the **Happy Sticker** in the correct place, and continue asking questions about the other pictures, repeating the procedure.

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. The children trace over the numbers and complete the lines. Play **1.7** *I can see the table (Instrumental)* or **1.9** *I've got a pencil (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. Tell the children that you are looking for good helpers.

When they finish tidying, sit the children in a circle and invite them to give a **Reward** or **Coloured Sticker** to someone who helped tidy the room. Ask one child:

T: *Did you see (Diego) helping? Give him a sticker and say 'Very good!'*

C: *Good (boy). Very good!*

Now ask (Diego) to choose another good helper and give them a sticker. Continue until all the children have stickers.

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 can follow the rules at school*



Vocabulary

board, chair, door, shelves, table, scissors
blue, green, orange, pink, red, yellow

Language

Good (girl)!

Me too!

Resources and Materials

Teacher's i-solutions 2

All about me! Poster 2, Unit 1

Flashcard Cube

Flashcards 2, Unit 1: board, chair, door, shelves,
table, scissors

Let's go for a walk

Display the Unit 1 **All about me! Poster** and ask the children to line up. Call out a colour:

T: *(Blue!)*

The first child in line runs and touches the appropriate colour on the **All about me! Poster**. This is a good opportunity to comment again on what the children in the pictures are doing well. Repeat until all the children have had a turn.

Take the children on a walk around the school. Visit all the different parts of the school (corridors, classrooms, playground, toilets) and encourage the children to look carefully and point out any good behaviour they see. You may have to help them name what they can see:

C: *Sitting.*

T: *Yes, the children are sitting.*

When you return to the classroom, look at the **All about me! Poster** again and guide the children in commenting on and praising the good behaviour that they see:

T: *Look! Good (girl)! She's (eating).*

C: *Good (girl)!*

Continue with all the pictures.

Encourage the children to mime the actions again to show that they can do it too. Point to the pictures at random and help the children to describe them, adding a personal response:

T/C: *They're listening. Me too!*

Call one child to the front and whisper one of the good actions from the **All about me! Poster**. They act it out for the rest of the class to guess. Repeat with different children until all of the actions have been reviewed.

Let's Share!

Put the **Flashcards** in the **Flashcard Cube**. Make sure that these objects are also visible in the classroom. Roll the **Flashcard Cube**. When the cube lands, call out the name of the classroom object which lands on top. The children go to the classroom object.

Next, give the cube to a small group of children (three or four). Let them roll the cube and call out the object that the other children should go to.

Still using the **Flashcard Cube**, send several children to each of the places. Roll the cube. The group standing at the place or object which lands on top is the winner.

Play another game. Ask the children to sit in a circle. Ask a volunteer to stand up and go outside the circle. Walk around the circle clockwise with the volunteer, touching each child lightly on the head and saying:

T/C: *Good (boy)! Good (girl)!*

When the volunteer wishes, they can tap any of the children in the circle and say:

C: *No!*

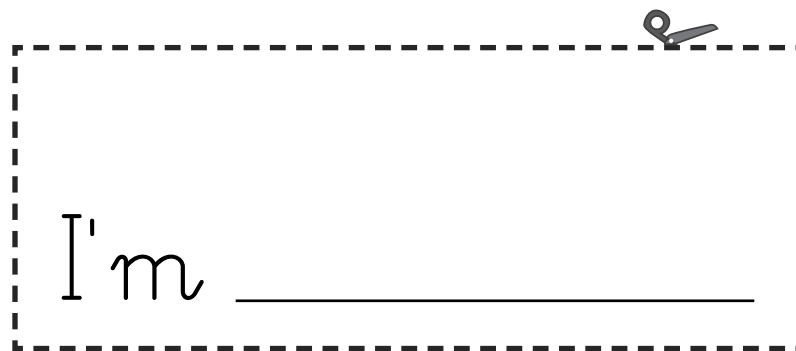
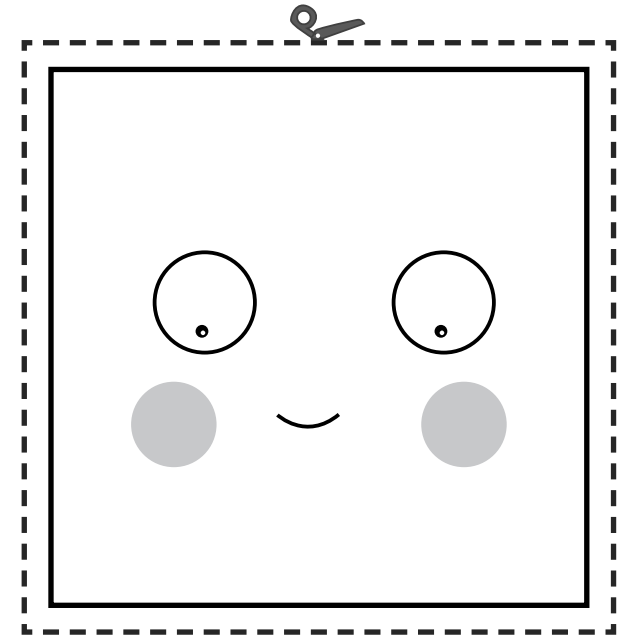
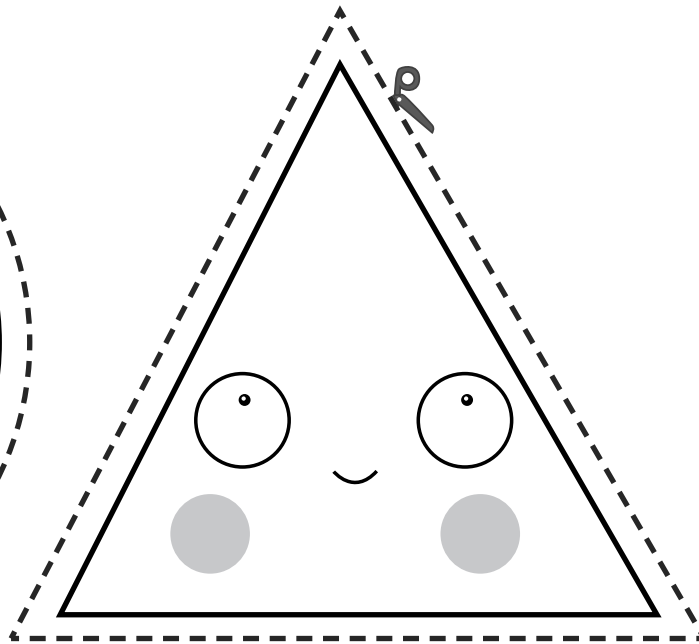
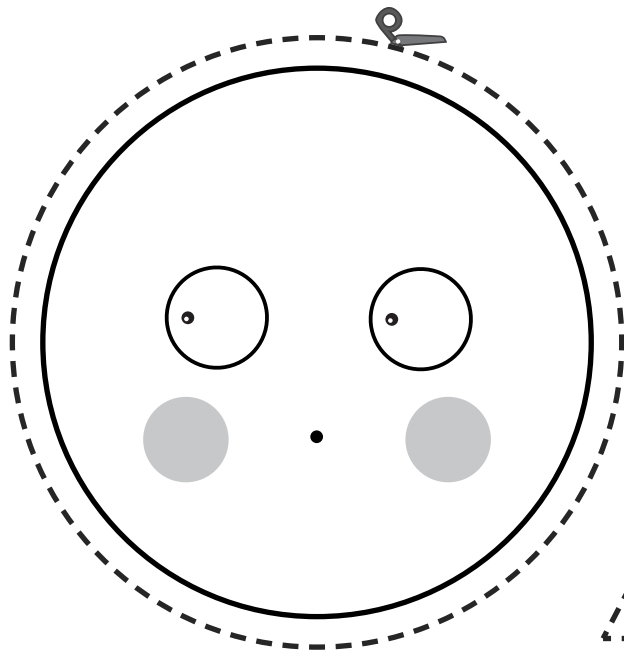
The child they tap stands up and races around the circle anti-clockwise, while the first child races clockwise. Both try to be the first to sit in the empty space. The child who doesn't sit down continues the game, walking clockwise and tapping children gently, saying:

C: *Good (boy)! Good (girl)!*

Continue until all the children have had a turn.

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

Let's make a headband.



Photocopiable Worksheet 1B

Objectives

Introducing oneself
Describing actions and school objects
Making a headband



Vocabulary

circle, square, triangle; crayon, glue stick, pencil, scissors

Language

It's a (blue) (triangle).
Hello. I'm (Mateo).
I've got a (pencil).

Resources and Materials

Teacher's i-solutions 2
Photocopiable Worksheet 1B
Felt-tip pens
Crayons
Construction paper
Scissors
Stapler
Teacher's Audio Material 2, CD 1
Realia: classroom objects (e.g. crayons, glue sticks, pencils)

Preparation

Copy one Photocopiable Worksheet per child.
Write the children's names in pencil in the spaces on the worksheets. (Depending on the ability of the children you may want to write their names in upper case letters.)
Cut strips of construction paper to make the headbands (approx. 50cm long). You will need one per child.
Have a selection of classroom objects to hand.

Let's make a headband

Give out the Photocopiable Worksheets, felt-tip pens and crayons. First, tell the children to complete the name tag. Have the children trace the letters of their name with their writing fingers before tracing over the first letter carefully with a felt-tip pen. Let them continue to complete their name.

Next, tell the children to use crayons to colour the three shapes. Encourage them to say the names of the shapes and the colours they are using:

C: *It's a (blue) (triangle).*

Distribute scissors and tell the children to cut out the name tag and shapes. Give help where needed. Hand out glue and the strips of construction paper, and show them how to stick the name tag onto the middle of the strip of construction paper and the other shapes on the sides. When each headband is complete, staple it to the correct size for the child's head.

While the children work, play **1.2** *Hello! Hello!* to review greetings.

Let the children wear their headbands while they play the next game. At the end of the class, collect and save them for other activities or let the children take them home.

Let's Play!

Sit in a circle with the children, wearing their name headbands. Pass the realia around the circle clockwise and, when you clap, the children holding the objects introduce themselves.

C: *Hello! I'm (Mateo) and I've got (a pencil).*

Repeat the game until all the children have had a turn.

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

Review and Assessment

Objectives

Consolidating Unit 1 Vocabulary and Language



Resources and Materials

Teacher's i-solutions 2
 Poster and Poster Pop-outs 2, Unit 1
 Finger Pointer
 Blu-Tack
 Photocopiable Worksheet Unit 1 Assessment
 (see Teacher's Book page 259)
 Crayons
 Teacher's Audio Material 2, CD 1
 Flashcards 2, Welcome Unit: one, two, three

Preparation

Copy one Photocopiable Worksheet per child.

Poster

Display the Unit 1 **Poster** and point to it using the **Finger Pointer**. Say:

T: *I can see... (the door).*

Pause before you name the object to give the children the opportunity to shout out its name. Give a volunteer the **Finger Pointer** and invite them to come to the **Poster** to repeat the procedure. Let several children have a turn.

Put the **Poster Pop-outs** on the floor in front of the children. Invite them to pick up the **Poster Pop-outs** and say what they've got. Encourage the children to talk about their **Poster Pop-outs**:

C: *I've got (a backpack).*

T: *Look, (Pablo's) got (a backpack). What colour is it?*

C: *(Yellow).*

The children stick the **Poster Pop-outs** onto the **Poster**.

When all the **Poster Pop-outs** are on the **Poster**, take the **Finger Pointer** and point to the **Poster Pop-out** of the scissors. Say:

T: *Look! I can see some... crayons.*

Encourage the children to correct you, and say:

T: *Oh! Silly me! That's not right!*

Continue the game saying correct sentences and making 'mistakes'. Encourage the children to put their thumbs up when you are correct and put their thumbs down and correct you when you make a 'mistake'.

Assessment

Distribute the Photocopiable Worksheets. Draw the children's attention to the pictures and ask questions:

T: *What's this?*

C: *It's a (crayon).*

Distribute crayons and ask the children to get the following colours ready: blue, green, orange, pink and red. Ask the children to hold up each colour:

T: *Show me your (red) crayon. Good. Now show me your (green) crayon...*

Tell the children that they are going to listen and colour the circles under the pictures. Play **1.13 Unit 1 Assessment**, pausing the CD after each speaker. Alternatively, read out the transcript.

Transcript 1.13 *Unit 1. Assessment. Listen and colour.*

- 1** *Point to the crayon. Find your red crayon. Colour the circle red.*
- 2** *Point to the pencil. Find your blue crayon. Colour the circle blue.*
- 3** *Point to the school. Find your pink crayon. Colour the circle pink.*
- 4** *Point to the scissors. Find your orange crayon. Colour the circle orange.*
- 5** *Point to the glue stick. Find your green crayon. Colour the circle green.*

Let's Play!

Sit in a circle with the number **Flashcards** face down in the middle. Tell each child in turn:

T: Find number (two).

Allow them to turn over one **Flashcard**. If it is the right number, say:

T: *Good (girl)!*

If it is the wrong number, say:

T: *That's not right.*

Turn the **Flashcard** back over after each turn. The game will get progressively easier as the children remember where the **Flashcards** are, or you can mix them up from time to time.

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