



# 1 Look what I can do!

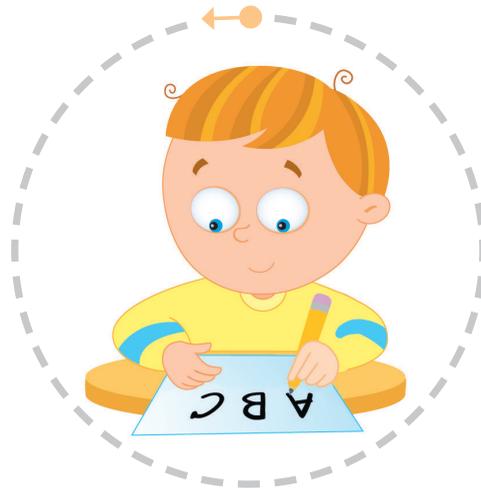
	Lesson 1	Lesson 2	Lesson 3 Story	Lesson 4 Phonics	Lesson 5 All about me!	Review and Assessment
Objectives	<ul style="list-style-type: none"> <li>Describing likes</li> <li>Talking about school activities</li> </ul>	<ul style="list-style-type: none"> <li>Counting backwards from 6 to 1</li> <li>Revising numbers and colours</li> <li><b>Worksheet 1A</b></li> <li>Making a stick puppet</li> <li><b>Extra</b></li> <li>Maths: <i>different</i> and <i>the same</i></li> </ul>	<ul style="list-style-type: none"> <li>Listening to a story and joining in</li> <li>Answering questions about a story</li> <li>Describing physical characteristics and abilities</li> <li>Talking about school and free time activities</li> </ul>	<ul style="list-style-type: none"> <li>Practising the initial sounds <i>c</i>, <i>p</i>, <i>s</i> and <i>t</i></li> </ul>	<ul style="list-style-type: none"> <li>Learning about the importance of sharing</li> <li><b>Worksheet 1B</b></li> <li>Making a headband</li> </ul>	<ul style="list-style-type: none"> <li>Consolidating Unit 1 Vocabulary and Language</li> </ul>
Language	<ul style="list-style-type: none"> <li><i>She's (painting).</i></li> <li><i>I like (painting).</i></li> </ul>	<ul style="list-style-type: none"> <li><i>It's (red).</i></li> </ul>	<ul style="list-style-type: none"> <li><i>(He) has (black) hair.</i></li> <li><i>I can (swim).</i></li> </ul>		<ul style="list-style-type: none"> <li><i>I can share!</i></li> </ul>	
Vocabulary	<ul style="list-style-type: none"> <li><i>colouring, painting, running, singing, writing</i></li> <li><i>blue, green, orange, red, yellow</i></li> </ul>	<ul style="list-style-type: none"> <li><i>numbers 1-6</i></li> <li><i>blue, green, orange, pink, red, yellow</i></li> <li><i>monkey</i></li> </ul>	<ul style="list-style-type: none"> <li><i>boy, girl</i></li> <li><i>amazing, brown eyes, long hair</i></li> <li><i>climb, dance, exercise, jump, pull a face, ride a bike, swim, write</i></li> </ul>	<ul style="list-style-type: none"> <li><i>cat, crayon, paintbrush, pencil, scissors, snake, table, turtle</i></li> </ul>	<ul style="list-style-type: none"> <li><i>rainbow</i></li> <li><i>share</i></li> </ul>	
Key competences						

- ### Resources
- Student's Book 3 with Stickers and Pop-outs
  - Activity Book 3
  - Ollie Stick Puppets
  - Ollie Puppet
  - Teacher's i-solutions 3
  - Teacher's Audio Material 3, CD 1
  - Poster and Poster Pop-outs 3, Unit 1
  - Finger Pointer
  - Flashcards 3, Unit 1
  - Flashcard Cube
  - Story Cards 3, Unit 1
  - Teacher's Book 3, Photocopiable Worksheets
    - pages 43, 57, 251 and 259

- ### Materials
- |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Blu-tack</li> <li>Construction paper</li> <li>Crayons</li> <li>Felt-tip pens</li> <li>Glitter</li> <li>Glue</li> <li>Lolly sticks</li> <li>Objects beginning with <i>c</i>, <i>p</i>, <i>s</i> and <i>t</i></li> </ul> | <ul style="list-style-type: none"> <li>Paper</li> <li>Picture of a rainbow (optional)</li> <li>Plasticine</li> <li>Scissors</li> <li>Stapler</li> <li>Sticky tape</li> <li>White cards</li> </ul> |
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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. Listen and trace. Match.



# 1 Look what I can do!

Name: \_\_\_\_\_



## I like singing

I like singing, singing, singing.

I like singing.

Yes, I do.

I like painting, painting, painting.

I like painting.

Yes, I do.

I like colouring, colouring, colouring.

I like colouring.

Yes, I do.

I like writing, writing, writing.

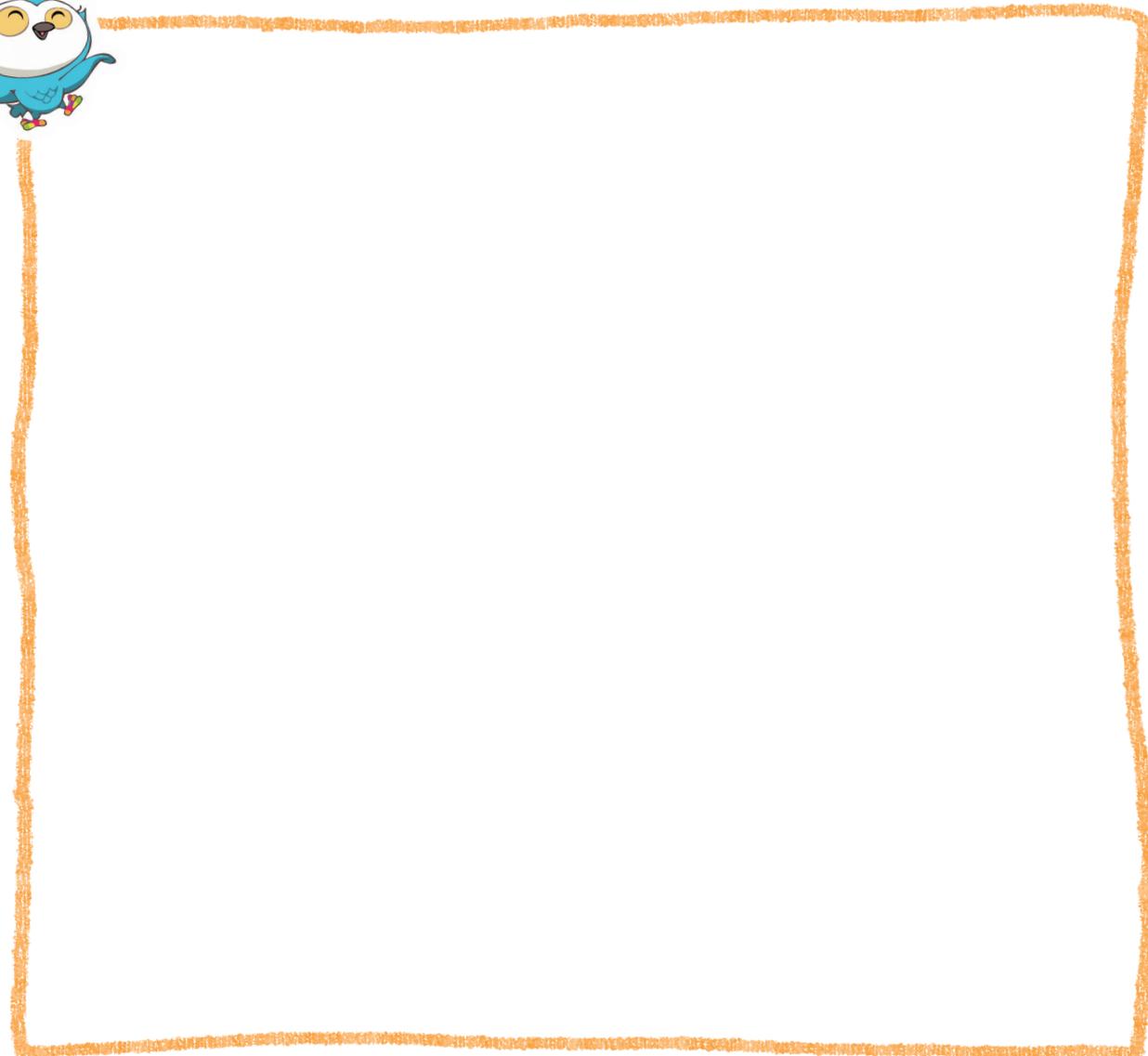
I like writing.

Yes, I do.

I like running, running, running.

I like running.

Yes, I do.



## Lesson 1

### Objectives

Describing likes  
Talking about school activities



### Vocabulary

colouring, painting, running, singing, writing  
blue, green, orange, red, yellow

### Language

She's (painting). I like (painting).

### Resources and Materials

Teacher's i-solutions 3  
Puppet  
Teacher's Audio Material 3, CD 1  
Flashcards 3, Unit 1: colour, paint, run, sing, write  
Poster and Poster Pop-outs 3, Unit 1: colour, paint, run, sing, write; Finger Pointer  
Lolly stick  
Sticky tape  
Blu-Tack  
Student's Book 3  
Crayons

### 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. 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 and make Ollie 'wake up'. 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 **Flashcards** in turn and help the children to name the actions:

**T:** *What's she doing?*

**T/C:** *She's (colouring).*

Display the **Flashcards** in the order of the song (*sing, paint, colour, write, run*). Point to each **Flashcard** and ask the children to mime the actions and call out the words. Play **1.7** *I like singing* and point to the **Flashcards** as they are mentioned in the song. Play **1.7** *I like singing* again and ask the children to join in and mime the actions.

### Poster

Display the Unit 1 **Poster**. Remind the children of the characters' names and talk about the **Poster** with them:

**T:** *Who's this?*

**C:** *Danny.*

**T:** *Where is he?*

**C:** *At school.*

Use the **Finger Pointer** to point to objects in the classroom and revise classroom vocabulary. Ask for five volunteers and give each one a **Poster Pop-out**. Help them to name the actions. Use Blu-Tack to stick them on the **Poster** and give the children instructions where to place them:

**T:** *Lisa likes (singing).*

*Danny likes (running).*

Repeat the procedure until all the volunteers have had a turn. Place the **Poster Pop-out** for *singing* in Danny's bubble and say:

**T:** *Danny likes running.*

**C:** *No! Danny likes singing!*

Repeat the procedure, making 'mistakes' with the remaining **Poster Pop-outs**, and encourage the children to correct you.

### Student's Book

Open the **Student's Book** at page 9. Distribute crayons. Give the children instructions for tracing around each circle according to your indications, or play **1.9** *Unit 1. Lesson 1. Listening*.

**Transcript** **1.9** *Unit 1. Lesson 1. Listening.*

**Boy:** *He is singing. Find your red crayon. Trace a red circle.*

**Girl:** *She is painting. Find your blue crayon. Trace a blue circle.*

**Boy:** *He is colouring. Find your yellow crayon. Trace a yellow circle.*

**Girl:** *He is writing. Find your orange crayon. Trace an orange circle.*

**Boy:** *He is running. Find your green crayon. Trace a green circle.*

When they have finished, ask the children to look at the happy face. Ask individual children questions and encourage them to answer:

**T:** *Do you like (singing)?*

**C:** *Yes, I like (singing).*

Tell the children to draw lines from the actions to the happy face if they like doing the activity. Finally, call on individuals and encourage them to share their ideas.

**C:** *I like (writing). I like (singing).*



### Extra Activity

Open the **Student's Book** at page 10. The children draw and colour a picture of themselves doing their favourite school activity in the frame. Play **1.8** *I like singing (instrumental version)* 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.

Play *Pass the flashcard* (see **Game Bank**, pages 16-17). Ask the children to sit in a circle. Give five children a **Flashcard**. Play **1.8** *I like singing (instrumental version)* and tell the children to pass the **Flashcards** around the circle. Pause the music and ask the children holding **Flashcards** to name the actions depicted. Repeat until all the children have had 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 1 Extra

### Objectives

Describing likes  
Talking about school activities



### Vocabulary

colouring, painting, running, singing, writing

### Language

I like (colouring). (She) likes (colouring).

### Resources and Materials

Teacher's i-solutions 3  
Teacher's Audio Material 3, CD 1  
A large sheet of construction paper  
White cards  
Felt-tip pens  
Finger Pointer  
Poster Pop-outs 3, Unit 1: colour, paint, run, sing, write  
Blu-Tack  
Activity Book 3

### Preparation

Divide the sheet of construction paper into five columns.  
Write the title *My favourite activity* at the top. Cut out pieces of white card (roughly 10cm x 5cm); you will need one per child.

## Let's make a favourite activity chart

Play **1.7** *I like singing* and mime the actions. Play **1.7** *I like singing* again and encourage the children to sing and mime the actions.

Ask the children to sit down and tell them they are going to make a favourite activity chart. Distribute felt-tip pens and give each child a card. Tell the children to write their name on their card and draw a picture of their face. Give help where needed.

Stick the chart on the board and stick a **Poster Pop-out** at the top of each column with Blu-Tack. Invite the children to come to the chart and give each child a piece of Blu-Tack to stick their card on the chart.

**T:** *What's your favourite activity?*

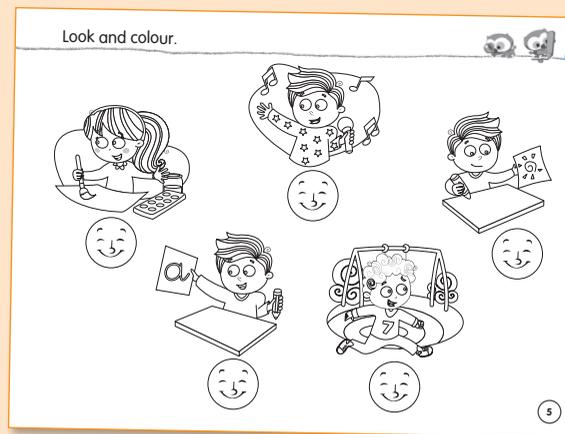
**C:** *I like (colouring).*

The children stick their name cards in the corresponding columns. When they have finished, ask questions about the chart using the **Finger Pointer**.

**T:** *What does (Alex) like doing?*

**C:** *(Alex) likes (colouring).*

## Activity Book



Open the **Activity Book** at page 5. Point to the pictures and invite the children to name the actions:

**T:** *What's she doing?*

**C:** *She's painting.*

Ask individual children if they like doing the activities:

**T:** *(David), do you like painting?*

**C:** *Yes! I like painting!*

Distribute crayons and tell the children to colour the happy faces if they like doing the activity. Finally, call on individual children and encourage them to share their ideas.

If you have extra time, the children can draw and colour a picture of themselves (painting) in the frame on page 6 of the **Activity Book**.

## Let's Play!

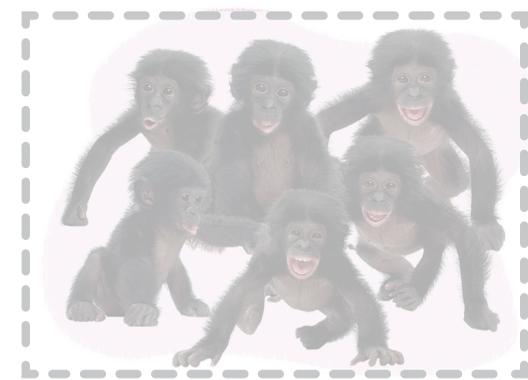
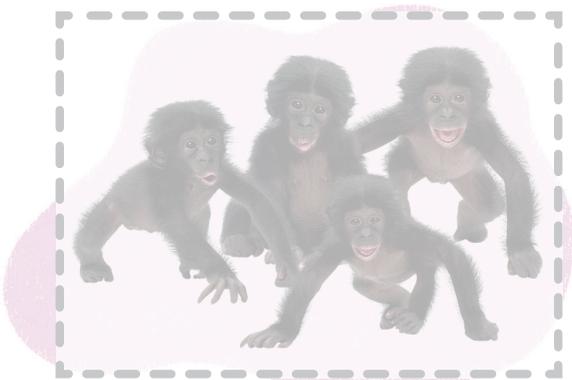
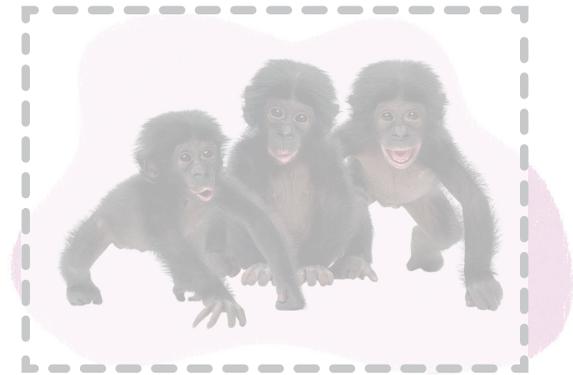
Play a dictation game. Ask the children to stand in a circle. Call out commands for the children to mime.

**T:** *Colour a picture! Run on the spot! Sing a song! Write your name!*

Mime the actions first and encourage the children to copy you. Then give the commands without miming the actions and see if the children can follow. After some practice, give volunteers a chance to call out commands.

If you have extra time, choose a game from the **Game Bank**, pages 16-17. Play **1.8** *I like singing (instrumental version)* while the children play.

Sing. Look and stick. Trace.



# 1 Look what I can do!

Name: \_\_\_\_\_



## Six little monkeys

Six little monkeys jumping on the bed,  
One fell off and bumped his head.  
Mummy called the doctor and the doctor said,  
'No more jumping on the bed!'

Five little monkeys jumping on the bed,  
One fell off and bumped his head.  
Mummy called the doctor and the doctor said,  
'No more jumping on the bed!'

Four little monkeys jumping on the bed,  
One fell off and bumped his head.  
Mummy called the doctor and the doctor said,  
'No more jumping on the bed!'

Three little monkeys jumping on the bed,  
One fell off and bumped his head.  
Mummy called the doctor and the doctor said,  
'No more jumping on the bed!'

Two little monkeys jumping on the bed,  
One fell off and bumped his head.  
Mummy called the doctor and the doctor said,  
'No more jumping on the bed!'

One little monkey jumping on the bed,  
He fell off and bumped his head.  
Mummy called the doctor and the doctor said,  
'No more jumping on the bed!'



## Lesson 2

### Objectives

Counting backwards from 6 to 1  
Revising numbers and colours



### Vocabulary

numbers 1-6  
blue, green, orange, pink, red, yellow  
monkey

### Language

It's (red).

### Resources and Materials

Teacher's i-solutions 3  
Puppet  
Teacher's Audio Material 3, CD 1  
Flashcards 3, Unit 1: numbers 1-6  
Student's Book 3  
Stickers 3, Unit 1  
Crayons

### 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!*

Greet the class with the puppet and 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 **number Flashcards** and practise counting. Start by showing the **Flashcards** in order, then randomly and finally in reverse order. The children call out the numbers.

Tell the children that they are going to listen to a song. Play **1.10** *Six little monkeys*. Hold up the **number Flashcards** as they are mentioned in the song. Play **1.10** *Six Little monkeys* again and ask the children to join in, holding up the corresponding number of fingers for each verse. Invent actions for the rest of the song, for example rubbing your head, using the telephone, and wagging your finger and frowning.

### Student's Book

Open the **Student's Book** at page 11. Distribute the Unit 1 **Stickers**. Ask the children to point to each picture in turn and count the monkeys. The children find the **Stickers** for each number and stick them in the correct places. Show them how to trace over the numbers with their fingers, holding their index finger and thumb together, then distribute crayons. Say:

**T:** *Point to number one. What colour is it?*

**C:** *It's red.*

**T:** *Good. Find your red crayon and trace the number one.*

Follow the same procedure for each number.

## 1 Look what I can do!



### Extra Activity

Open the **Student's Book** at page 12. The children draw and colour a picture of the six little monkeys in the frame. Play **1.11** *Six little monkeys (instrumental version)* 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.

Play **1.10** *Six little monkeys* again. Turn down the volume of the CD for the last line of each verse. The children pretend to be angry doctors and shout out: 'No more jumping on the bed!'

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!*

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

## Lesson 2 Extra

### Objectives

Revising numbers and colours  
Understanding the concepts of *different vs the same*



### Vocabulary

numbers 1-6  
blue, green, orange, pink, red, yellow  
colour, paint, run, sing, write

### Resources and Materials

Teacher's i-solutions 3  
Teacher's Audio Material 3, CD 1  
Flashcards 3, Unit 1: numbers 1-6; colour, paint,  
run, sing, write  
Plasticine  
Photocopiable Worksheet Unit 1 Maths  
(see Teacher's Book page 251)

### Preparation

Prepare one ball of coloured plasticine per child.  
Copy one Photocopiable Worksheet per child.

## Let's make plasticine numbers

Display the **number Flashcards**. Ask the children to shout out the numbers first in order, then at random and finally backwards.

Play **1.10** *Six little monkeys* and mime the actions. Encourage the children to sing and mime the actions.

Divide the children into six groups and give each child a ball of different coloured plasticine. Allow the children time to play with the plasticine and then tell them that they are going to make plasticine numbers. Assign each group a number. Show the children how to roll the plasticine into a sausage shape and make plasticine numbers. Encourage the children to say the number they have made and the colour of plasticine they have used. Repeat the activity, assigning the groups different numbers and colours.

## Maths



Look and circle. Colour.



Hand out the Photocopiable Maths Worksheets. Look at the first group of pictures and ask the children to name the objects. Tell the children to look again.

**T:** Which picture is different?

**C:** The fork.

**T:** That's right. The fork is different because it's not a toy.

Tell the children to cross out the fork and to colour the toys. Repeat for the second group of pictures. The children cross out the elephant and colour the fruit.

## Let's Play!

Show the **action Flashcards** (*colour, paint, run, sing, write*) and invite the children to name the actions learnt previously. Ask the children if they like doing the activities and encourage them to respond.

Play a dictation game. Divide the children into six groups and assign each group a number. Call out commands.

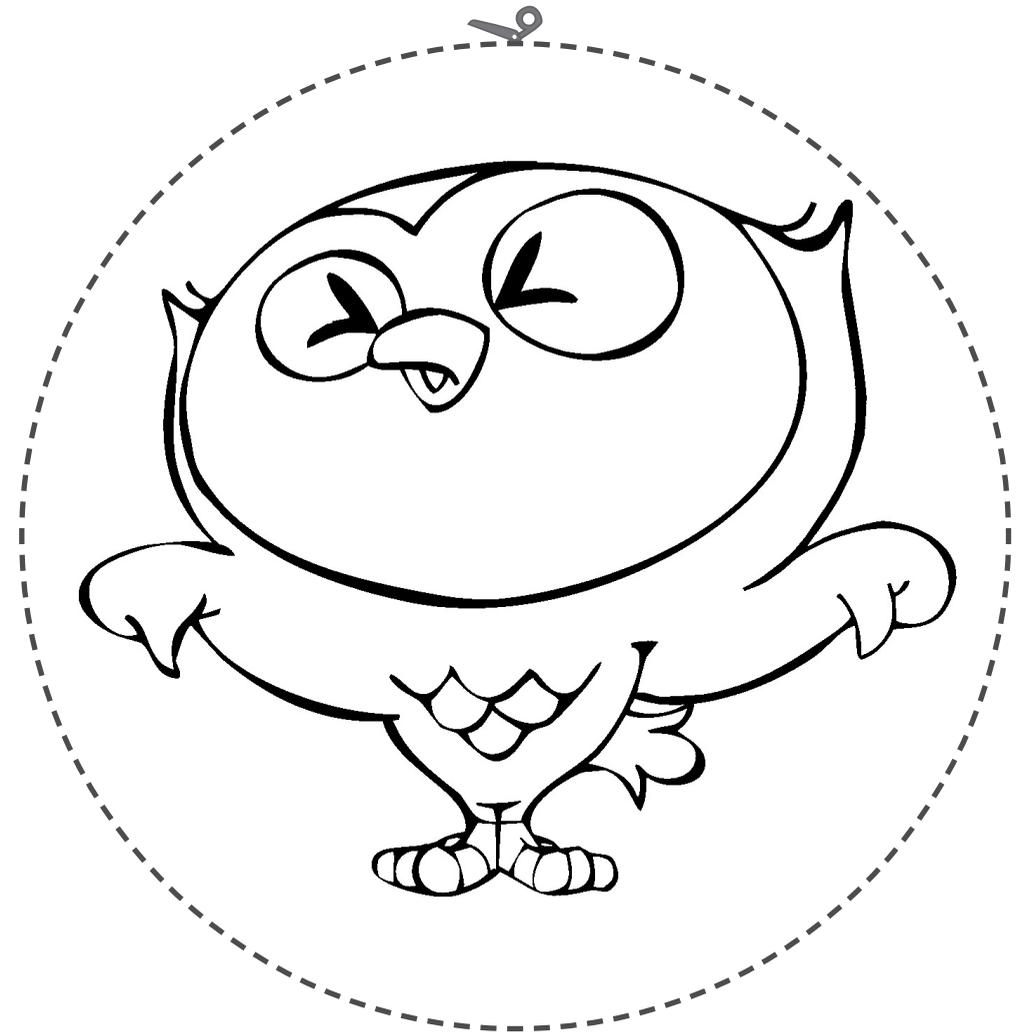
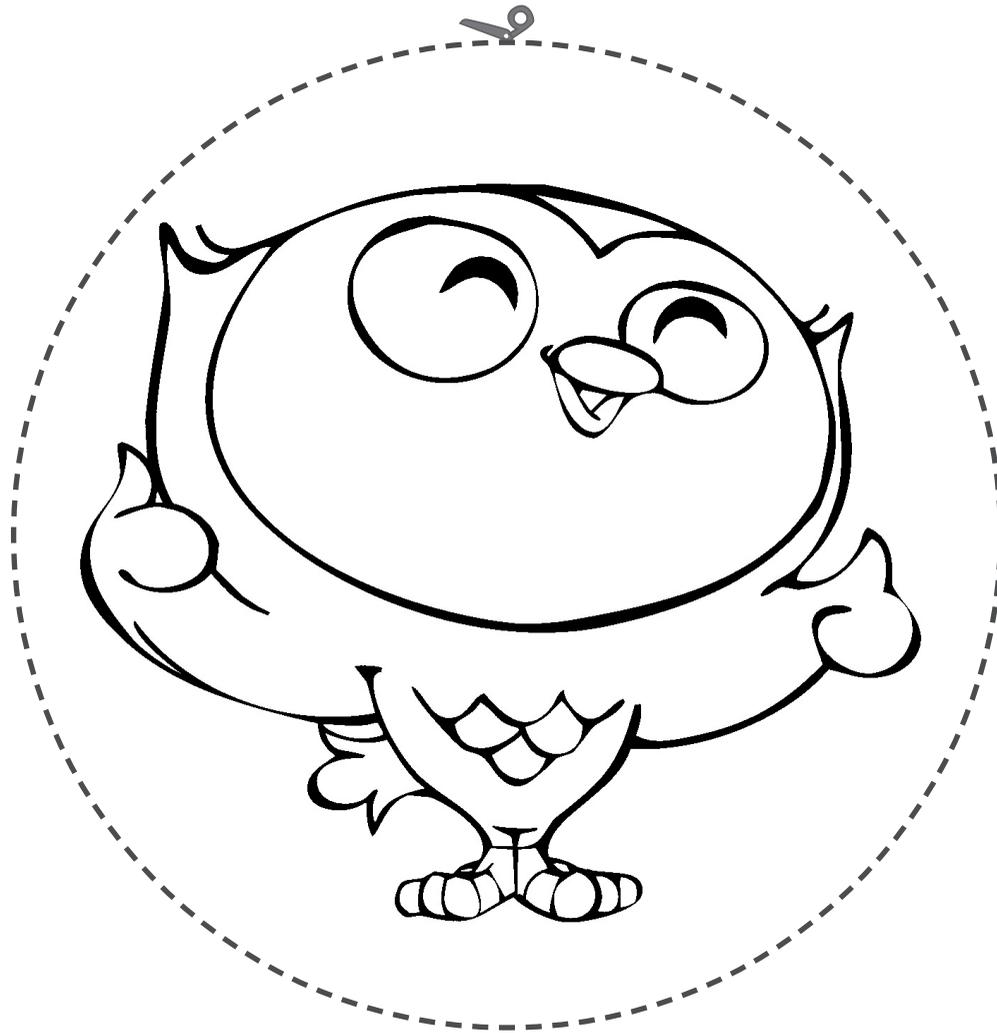
**T:** Group number one, run on the spot! Group number two, sing! Group number three, paint a picture!

Mime the actions at first and encourage the children to copy you. Then give the commands without miming the actions and see if the children can follow.

Hold up the **action Flashcards** one by one and ask the children to mime them. Repeat the game, saying the words without the **Flashcards** for the children to mime.

If you have extra time, choose a game from the **Game Bank**, pages 16-17. Play **1.11** *Six little monkeys (instrumental version)* while the children play.

Let's make a stick puppet.



## Photocopiable Worksheet 1A

### Objectives

Making a stick puppet



### Vocabulary

blue, red, yellow  
numbers 1-6

### Resources and Materials

Teacher's i-solutions 3  
Photocopiable Worksheet 1A  
Crayons  
Puppet  
Scissors  
Glitter (optional)  
Glue  
Sticky tape  
Lolly sticks  
Flashcards 3, Unit 1: numbers 1-6; colour, paint,  
run, sing, write  
Teacher's Audio Material 3, CD 1

### Preparation

Copy one Photocopiable Worksheet per child.  
Write each child's name on a lolly stick.

## Let's make a stick puppet

Tell the children they are going to make Ollie Stick Puppets. Hand out the Photocopiable Worksheets and distribute crayons. Tell the children to colour in the two pictures of Ollie. Show the children the puppet and encourage them to use similar colours for their own puppets.

**T:** *What colour is Ollie's body? That's right, he's blue.  
What colour are his feet?*

If you wish, when the children have coloured their puppets they can decorate them with glitter. When the children have finished, distribute scissors. Tell them to carefully cut out the two circles. Distribute the lolly sticks and glue. Help the children to stick on the lolly stick with sticky tape to one of the circles and to glue the two pictures back to back to make their stick puppet.

**Note:** As the children will be using their Ollie Stick Puppets throughout the course for Review and Assessment purposes, you may wish to laminate the Stick Puppets (before attaching the lolly sticks) to make them more durable.

## Let's Play!

The children can play with their Stick Puppets in various ways:

**1)** Show the children a selection of **Flashcards**. Ask questions. If the answer to the question is 'yes' the children show the 'thumbs up' side of their Stick Puppet. If the answer is 'no' they show the 'thumbs down' side.

**T:** *Is this (number one)? Is this (yellow)? Is this (a dog)?*

**2)** Ask the children questions. If the answer to the question is 'yes' the children show the 'thumbs up' side of their Stick Puppet. If the answer is 'no' they show the 'thumbs down' side.

**T:** *Do you like (singing)? Do you like (running)?*

**3)** Play *Jack-in-the-box* (see **Game Bank**, pages 16-17). Divide the class into two teams and ask a volunteer to come to the front of the class with their Stick Puppet. When the child shows the 'thumbs up' side, Team 1 jumps up and Team 2 sits down. When they show the 'thumbs down' side, Team 2 jumps up and Team 1 sits down. Repeat, inviting different children to lead the game.

Collect the Stick Puppets and store them in the classroom for future lessons.

If you have extra time, choose another game from the **Game Bank**, pages 16-17. Play **1.11** *Six little monkeys (instrumental version)* while the children play.

Point and stick.



# 1 Look what I can do!

Name: \_\_\_\_\_



## I am amazing!

I am amazing! Can you see?  
There is nobody the same as me.  
I have long black hair,  
And big brown eyes.

I can move my body.  
I can exercise.

I can move my legs.  
I can dance around.  
I can jump up high.  
I can touch the ground.

I'm learning new things,  
Every day.  
I am amazing,  
In every way.

## Lesson 3

### Objectives

- Listening to a story and joining in
- Answering questions about a story
- Describing physical characteristics and abilities
- Talking about school and free time activities



### Vocabulary

boy, girl; amazing, brown eyes, long hair; climb, dance, exercise, jump, pull a face, ride a bike, swim, write

### Language

(He) has (black) hair and (green) eyes.  
I can (swim).

### Resources and Materials

- Teacher's i-solutions 3
- Puppet
- Teacher's Audio Material 3, CD 1
- Flashcards 3, Welcome Unit: black hair, blonde hair, brown hair; blue eyes, brown eyes, green eyes
- Finger Pointer
- Poster and Poster Pop-outs 3, Unit 1
- Blu-Tack
- Story Cards 3, Unit 1
- Student's Book 3
- Coloured Stickers
- Flashcards 3, Unit 1: dance, pull a face, ride a bike, run, sing, swim, write

### 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 Welcome Unit **Flashcards** one by one and encourage the children to describe them:

**C:** *(She has long hair.)*

Give the **Finger Pointer** to a volunteer and describe one of the **Flashcards**.

**T:** *He is a boy. He has short black hair and brown eyes.*

The child uses the **Finger Pointer** to point to the corresponding **Flashcard**. Give the **Finger Pointer** to another child and repeat the procedure with the remaining **Flashcards**. Ask for volunteers to come to the front of the class for the rest of the class to describe.

### Poster

Display the Unit 1 **Poster**. Ask questions:

**T:** *Who's this?*

**C:** *Danny.*

**T:** *Is Danny a girl or a boy?*

**C:** *He's a boy.*

Stick individual **Poster Pop-outs** in the bubbles with Blu-Tack. As you place the **Poster Pop-outs**, help the children to name the actions and introduce 'can'. Pay special attention to the sentence stress, making sure that the children emphasise the action verb in positive 'can' sentences. Encourage them to say with you:

**T/C:** *Lisa can SING. Danny can SWIM.*

Ask for volunteers to come to the **Poster**. Repeat the procedure until all the volunteers have had a turn. Ask individual children about their abilities:

**T:** *Lisa can sing. (Lucía), can you swim? (Lucía) can swim too...*

### Story

Play **1.12** *Story: I am amazing*. Show the corresponding **Story Cards** while the children listen to the story and follow along. Display each **Story Card** again and read the text or play the corresponding part of **1.12**. Point to the pictures and ask questions.

**Story Card 1:** *What colour is her hair? (Black) What colour are her eyes? (Brown) Is her hair long or short? (Long)*

**Story Card 2:** *What can she do? (She can move her body/exercise) Do you like exercising? What can you do?*

**Story Card 3:** *What can she do? (She can move her legs/dance around/jump up high/touch the ground) Can you dance?*

**Story Card 4:** *What is she learning to do? (She is learning new things) Are you learning to ride a bike?*



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. Ask the children to look at the pictures.

**T:** *Look at the children. Look what they can do!*

Describe each picture and tell the children to point to them.

**T:** *Point to the girl. She can write. Look at the boy. What can he do?*

**C:** *He can swim.*

Repeat with the remaining pictures: dance, climb up the slide, pull a face, ride a bike. Distribute the **Coloured Stickers**. Tell the children to stick a **Coloured Sticker** on the things that they can do. When they have finished, call on individuals and encourage them to share what they can do.

**C:** *I can swim. I can dance.*

### 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.

Play *Charades* (see **Game Bank**, pages 16-17). Ask the children to sit in a circle. Ask a volunteer to come to the front of the class. Show them a **Flashcard** from the following: *dance, pull a face, ride a bike, run, sing, swim, write*. Do not show the rest of the class. The child mimes the action for the class to guess. Repeat until all of the **Flashcards** have been mimed several times.

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

Reviewing physical characteristics  
Listening to a story and joining in  
Describing abilities



### Vocabulary

climb, dance, exercise, jump, pull a face, ride a bike, run, sing, swim, write

### Resources and Materials

Teacher's i-solutions 3  
Flashcards 3, Unit 1: dance, pull a face, ride a bike, run, sing, swim, write  
Teacher's Audio Material 3, CD 1  
Story Cards 3, Unit 1  
Activity Book 3  
Pop-outs 3, Unit 1  
Crayons  
Glue

## Story

Display the Unit 1 **Flashcards** (*dance, pull a face, ride a bike, run, sing, swim, write*). Play *What's missing?* (see **Game Bank**, pages 16-17).

Tell the children that they are going to listen to the story *I am amazing* again. Show the corresponding **Story Cards** and play **1.12** *Story: I am amazing*.

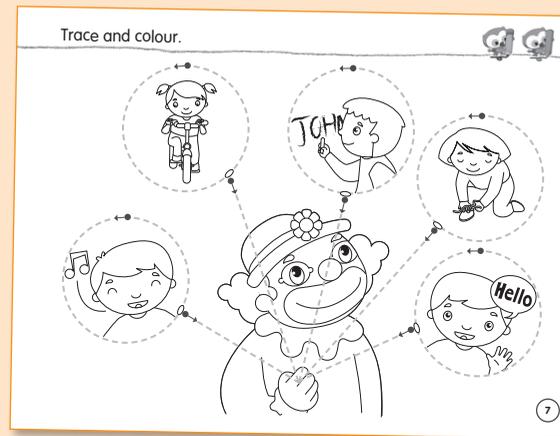
 Alternatively, watch the animated version of the story on the **Teacher's i-solutions**.

Read the story aloud, leaving out key words and encouraging the children to shout them out.

**T:** *I am amazing! Can you see? There is nobody the same as me  
I have long black... (hair).  
And big brown... (eyes).*

Point to the **Story Cards** to help the children fill the gaps.

## Activity Book



Open the **Activity Book** at page 7. Point to the picture and ask the children what they can see. Tell the children to count the balloons. Ask them what the children in the pictures are doing and help with any new vocabulary.

**T:** *What is the girl doing? That's right, she's tying her shoe laces. And what about this boy? He's speaking. He's saying hello. He's speaking English!*

Ask the children questions about the pictures.

**T:** *Can you sing? Can you ride a bike? Can you speak English?*

**C:** *Yes, I can.*

Tell the children to trace over the balloons and strings around the actions that they can do using different coloured crayons. When they have finished, they can colour the clown.

If you have extra time, the children can draw and colour a picture of themselves (riding a bike) in the frame on page 8 of the **Activity Book**.

The children can now consolidate the vocabulary they have learnt in this unit by completing the Picture Dictionary on page 46 of the **Activity Book**. They can also listen to the words on their **Stories and Songs CD**.

## Pop-outs

Distribute the Unit 1 **Pop-outs** and crayons. Ask the children to identify the actions on the cube and colour in the pictures. When they have finished, show them how to pop out the template and fold along the straight lines. Distribute glue and help the children to assemble and glue their cubes.

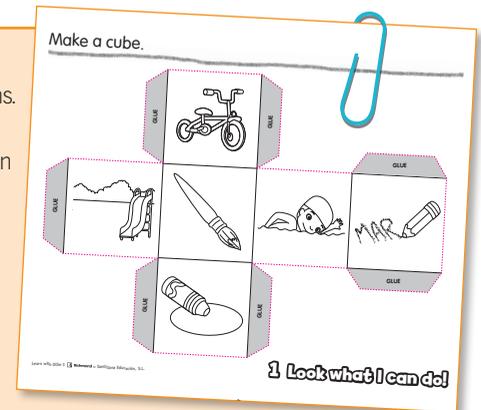
When the children are ready, put them into pairs. The children can play with their cubes in the following ways:

- 1) The children take turns to roll their cubes and say the actions.
- 2) The children take turns to roll their cubes. Their partner says or mimes the action.
- 3) The children take turns to roll their cubes and ask their partner questions.

**C1:** *Can you (swim)?*

**C2:** *Yes, I can.*

The children can take their cubes home to play with.

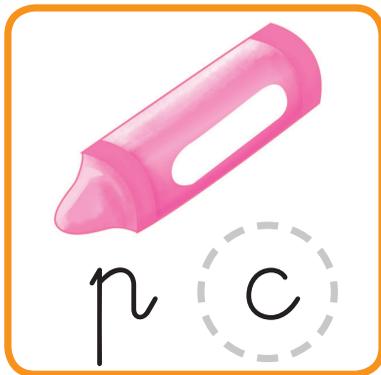
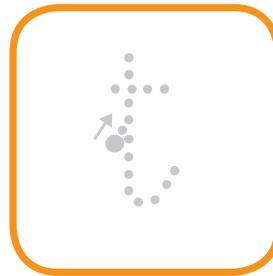
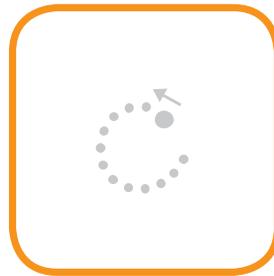


## Let's Play!

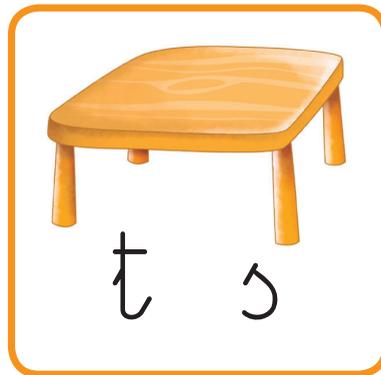
Play *Hot, warm, cold!* (see **Game Bank**, pages 16-17). Ask one child to leave the room or cover their eyes while another volunteer hides an **action Flashcard**. The group helps the child to find the **Flashcard** by chanting the word depicted, louder as they get nearer to it and quieter as they move further away. Repeat the game with different volunteers and **Flashcards**.

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

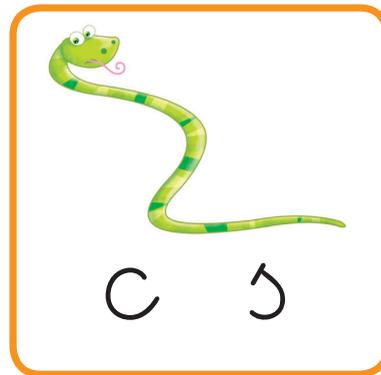
Trace and circle. Listen.



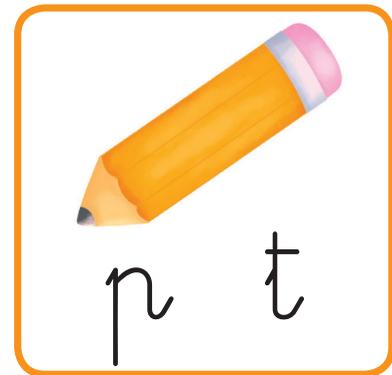
n c



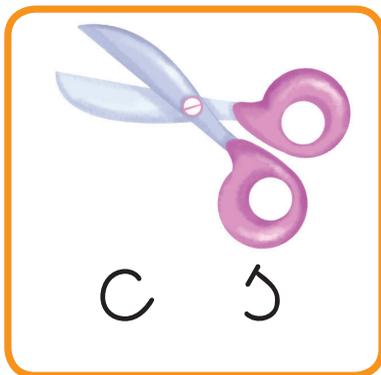
t s



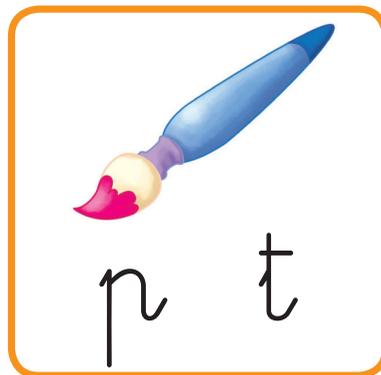
c s



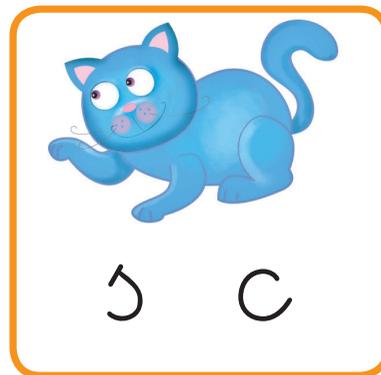
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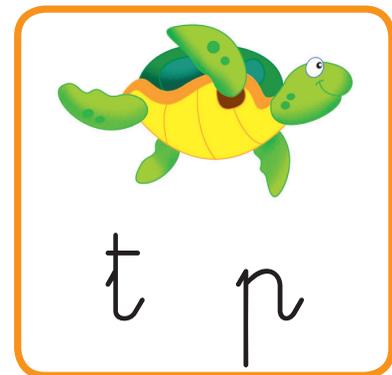
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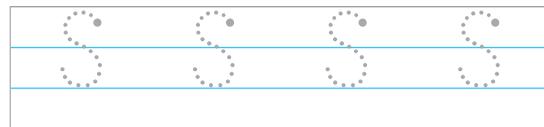
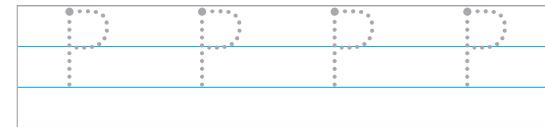
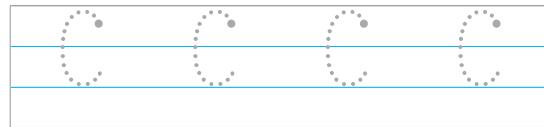
# 1 Look what I can do!

Name: \_\_\_\_\_



## Transcript

- c... c... c... crayon
- t... t... t... table
- s... s... s... snake
- p... p... p... pencil
- s... s... s... scissors
- p... p... p... paintbrush
- c... c... c... cat
- t... t... t... turtle



## Lesson 4

### Objectives

Practising the initial sounds *c*, *p*, *s* and *t*



### Vocabulary

cat, crayon, paintbrush, pencil, scissors, snake, table, turtle

### Resources and Materials

Teacher's i-solutions 3  
Puppet  
Teacher's Audio Material 3, CD 1  
A selection of objects and toys beginning with the letters *c*, *p*, *s* and *t* e.g. car, crayon; paintbrush, pencil; scissors, sticker; teddy, train  
Student's Book 3

### Preparation

Bring or prepare a selection of objects (see above).

### 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 objects and ask the children to name them.

**T:** *What's this?*

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

**T:** *What are these?*

**C:** *They're scissors.*

Continue with the other two sounds. Hold up an object beginning with each initial sound in turn and model the sound, encouraging the children to repeat the sound and the word.

**T/C:** *p-p-p pencil.*

Ask the children to turn around or cover their eyes and play *What's missing?* (see **Game Bank**, pages 16-17) with a selection of the objects. Use the puppet to take an object away and ask the children to identify which object is missing. Change the selection of objects several times, and then ask for volunteers to come forward and take your place to 'hide' an object for the rest of the class to guess.

Display all of the objects again and ask the children to categorise them according to their initial sounds. Say the initial sound and ask the children which objects begin with that sound.

**T:** *c-c-c. What begins with 'c'? That's right! 'c' is for (crayon). (c-c-c crayon).*

Help the children to group together the objects which begin with the same initial sounds and have them repeat the words after you several times.

### Student's Book

Open the **Student's Book** at page 15. Draw the children's attention to the letters at the top of the page and ask them to say the sounds. 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 to make the tracing fun. Trace each letter, first on the board and then in the air, to demonstrate the correct letter formation. Ask the children to copy you, tracing the letters in the air. Finally, tell the children to trace carefully over the letters in the **Student's Book**.

Tell the children to look at the first picture. Write the letters *p* and *c* on the board.

**T:** *What's this? That's right, it's a crayon. Now, look at the letters. p-p-p. c-c-c. Which one is it? c-c-c crayon. Trace the circle around the letter c.*

Play **1.13** *Unit 1. Lesson 4. Phonics*. Alternatively, read out the transcript. Repeat the procedure for each pair of sounds.

When the children have finished, ask them if they can think of more words starting with the sounds 'c', 'p', 's' and 't'.

**Transcript 1.13** *Unit 1. Lesson 4. Phonics.*

*c... c... c... crayon*  
*t... t... t... table*  
*s... s... s... snake*  
*p... p... p... pencil*  
*s... s... s... scissors*  
*p... p... p... paintbrush*  
*c... c... c... cat*  
*t... t... t... turtle*

Play **1.13** *Unit 1. Lesson 4. Phonics* again with pauses. Encourage the children to repeat the sounds and the words.



### Extra Activity

Open the **Student's Book** at page 16. Have the children trace over the letters and write them on the lines. Play **1.8** *I like singing (instrumental version)* 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.

Write the letters *c*, *p*, *s* and *t* on the board again. Tell the children to get into pairs. Call a volunteer to the front of the class and ask them to sit with their back to you. Using your finger, trace a letter *c*, *p*, *s* or *t* on the child's back and ask them to guess the sound. Encourage them to name something beginning with that sound.

**C:** *(It's 'p'. Pencil!)*

The children continue the game in pairs.

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 sounds *c*, *p*, *s* and *t*



## Vocabulary

cat, crayon, paintbrush, pencil, scissors, snake, table, turtle

## Resources and Materials

Teacher's i-solutions 3

Blank paper

Crayons

Scissors

Construction paper (four large sheets)

Glue

Selection of objects and toys beginning with the letters *c*, *p*, *s* and *t* e.g. candle, car, crayon; paintbrush, pencil, plant; scissors, spider, sticker; table, teddy, train

## Preparation

Draw one of the letters *c*, *p*, *s* and *t* at the top of each sheet of construction paper.

Bring or prepare a selection of objects and toys (see above).

## Let's make a sounds poster

Write the letters *c*, *p*, *s* and *t* on the board and ask the children to shout out words in English that begin with those sounds. Distribute blank paper and crayons. Ask the children to draw a picture of something which begins with one of the initial sounds 'c', 'p', 's' or 't'. When the children have finished, distribute scissors and tell them to cut their pictures out.

Call the children to the front of the class. Encourage them to tell the class what they have drawn and to place their drawing on the correct sheet of construction paper. Help them to glue their pictures on the construction paper and display the children's work in the classroom.

## Let's Play!

Display the objects and toys that you have prepared and ask the children to name them. Make 'mistakes' and encourage the children to correct you.

**T:** *What's this?*

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

**T:** *Is this a (pencil)?*

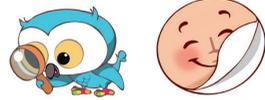
**C:** *No! It's a (sticker)!*

Ask the children to categorise the objects again according to their initial sounds. Say the initial sound and ask the children which objects begin with that sound.

Mix the objects up and play *Odd one out* (see **Game Bank**, pages 16-17). Display a group of objects with the same initial sound and one object with a different initial sound. Ask the children if they can identify the odd one out. Repeat the game with different groups of objects.

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

Look and stick.



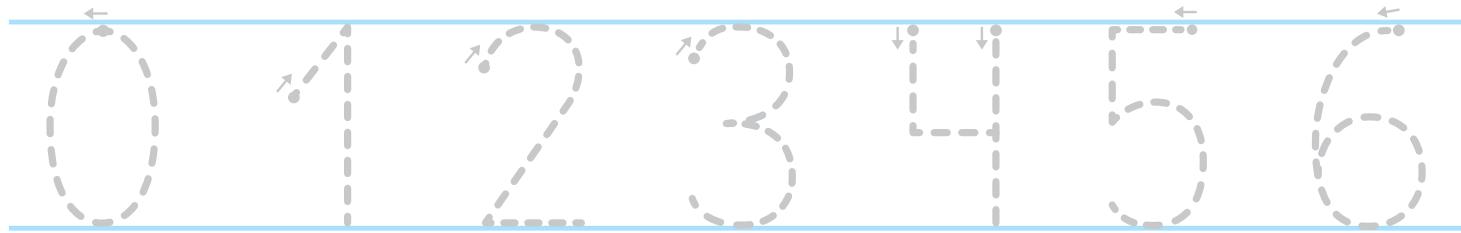
All about me!

I can share



# 1 Look what I can do!

Name: \_\_\_\_\_



## Lesson 5

### Objectives

Learning about the importance of sharing



### Vocabulary

rainbow, share

### Language

I can share!

### Resources and Materials

Teacher's i-solutions 3  
Puppet  
Teacher's Audio Material 3, CD 1  
Crayons  
Blank paper  
A picture of a rainbow (optional)  
All about me! Poster 3, Unit 1  
Finger Pointer  
Student's Book 3  
Happy and Sad Stickers 3, Unit 1

### Preparation

Before the class, prepare boxes or tins of different coloured crayons.

### 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 a crayon and encourage the children to name the object and say what colour it is.

**T:** *What is this? What colour is it?*

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

Move the puppet making him 'whisper' something in your ear.

**T:** *What did you say, Ollie? You have more crayons? Can we have some too? Thank you! Let's all take a crayon!*

Show the box of crayons and invite the children to take one each. As they choose their crayons, encourage the children to say which colour they have chosen and then to sit down. Hand out the blank paper and tell the children to draw a rainbow. Show them a picture or demonstrate by drawing a model, then give them five minutes to work. The children will quickly realise that they cannot draw a picture of a rainbow with only one colour. Encourage them to share the crayons so that they can draw their rainbow. When they have finished, tell the children that today the class will be about sharing. Encourage them to say with you:

**T/C:** *I can share!*

### All about me! Poster

Ask the children to sit in a circle. Display the Unit 1 **All about me! Poster**. Explain that the children in the pictures are sharing. Encourage the children to look at the pictures and respond to your prompts:

**T:** *Look at the poster. What are the children doing? Do you like doing these things? Are they happy?*

Play **1.14** *I can share*. Pause the CD after each section and use the **Finger Pointer** to point to the corresponding picture, encouraging the children to participate.

**Transcript 1.14** *I can share.*

**Girl:** *We are at school. We are painting.  
We like painting. We are sharing the paints.*

**Boy:** *We are at the park. We are playing in the sand.  
We are sharing our toys.*

**Girl:** *We are at home. We are playing with the blocks.  
We are sharing.*

**Boy:** *We are playing a board game. We are playing together.  
We are sharing.*

**Girl:** *We are at the pool. We are thirsty.  
We are sharing a drink of juice.*

**Boy:** *We like playing with the tablet. We are playing together.  
We are sharing.*

**Boy:** *I can share!*

**Girl:** *I can share!*

### Student's Book

Open the **Student's Book** at page 17. Point to each of the pictures. Ask questions and encourage the children to participate.

**T:** *Look at the children. Are they sharing?*

**T/C:** *Yes, they're sharing.*

**T/C:** *No, they're not sharing.*

Hand out the Unit 1 **Happy and Sad Stickers**. Tell the children to stick the **Happy Stickers** on the photos of the children sharing and the **Sad Stickers** on the photos of the children who are not sharing.



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. Tell the children to trace over the numbers. Play **1.18** *I like singing (instrumental version)* 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.

Play *Hot potato*. The children sit in a circle and pass the ball around while you play **1.11** *Six little monkeys (instrumental version)*. When you stop the music, the child holding the ball is 'it' and sits in the centre of the circle for the next round. Tell the children that the faster they share the ball (by passing it on quickly), the more likely it is that they will win.

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 share*



Vocabulary

numbers 1-6  
dance, pull a face, ride a bike, run, sing, swim

Resources and Materials

Teacher's i-solutions 3  
Flashcards 3, Unit 1: dance, pull a face, ride a bike, run, sing, swim; numbers 1-6  
Flashcard Cube  
Teacher's Audio Material 3, CD 1  
Children's own toys

Preparation

Before the class, ask the children to bring in a toy to share.

Let's Play!

Stick the *number Flashcards* on the walls around the classroom. Assign each child a number. The children stand in groups next to the corresponding **Flashcard**. Place the rest of the **Flashcards** (*dance, pull a face, ride a bike, run, sing, swim*) in the **Flashcard Cube**. Name groups in order and roll the cube.

**T:** *Group number one... (swim)!*

The children mime the action. Repeat until all the groups have had a turn. As the children become more confident, stop saying the name of the action. Encourage the children to look at the cube and shout out the actions themselves before they mime.

Let's Share!

Ask the children to show their toys to the class and encourage them to talk about them.

**C:** (*This is my teddy. His name is George.*)

**C:** (*This is my tractor. It's red.*)

When all the children have spoken, ask:

**T:** *Can you share your toys?*

Encourage them to respond.

**C:** *Yes. I can share!*

Divide the class into groups. Tell the children to sit in a circle with their group and put their toys in the middle, then choose another toy to play with.

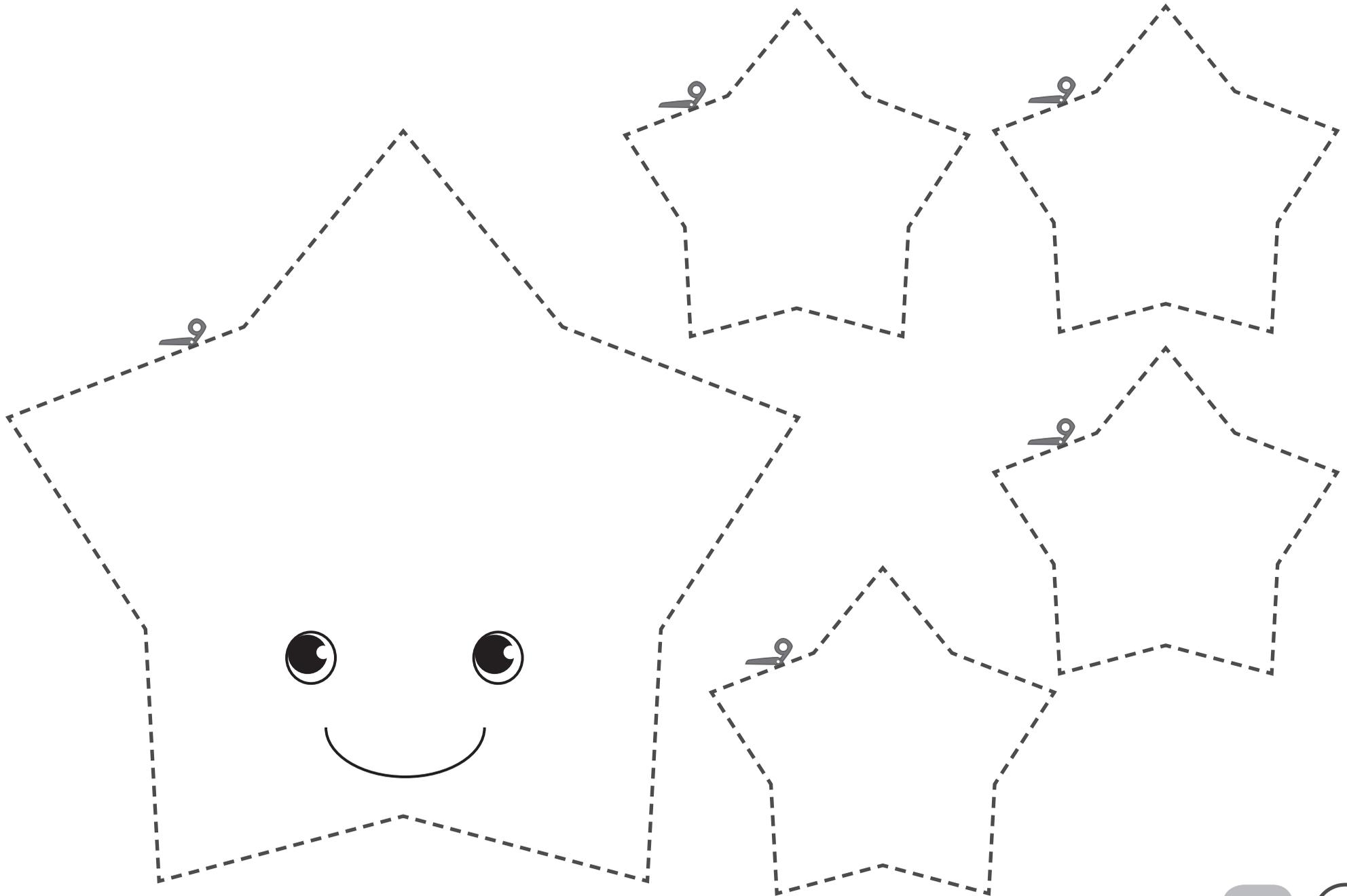
After about five minutes, tell the children to put the toys down, move to the next group and play with those toys. Continue rotating until all of the children have had a chance to play with each group of toys.



Extra Activity

The children draw and colour a picture of themselves sharing something with friends to display in the classroom. Play **1.8** *I like singing (instrumental version)* while the children work. Display the children's work in the classroom under the title 'We can share!'

Let's make a headband.



Photocopiable Worksheet 1B

Objectives

Making a headband



Vocabulary

colour, dance, paint, pull a face, ride a bike, run, sing, swim, write

Resources and Materials

Teacher's i-solutions 3  
 Photocopiable Worksheet 1B  
 Pencils  
 Crayons  
 Glue  
 Glitter  
 Construction paper  
 Scissors  
 Stapler  
 Flashcards 3, Unit 1: colour, dance, paint, pull a face, ride a bike, run, sing, swim, write  
 Puppet

Preparation

Prepare strips of construction paper to be used as headbands. You will need one per child.  
 Copy one Photocopiable Worksheet per child.  
 Make and decorate an example headband (optional).

Let's make a headband

Tell the children that they are going to make a headband. If you have prepared one earlier, show them the finished result. Choose volunteers to distribute pencils and crayons and hand out the Photocopiable Worksheets.

Tell the children to write their names in the space provided in the big star. In the four small stars, they draw pictures of things they can do, such as dance, run, swim and so on. Tell the children to colour their stars in and help them to decorate the borders with glitter and glue.

When they have finished, distribute scissors and the strips of construction paper. Tell the children to carefully cut out all the stars. Help them to glue the big star onto the middle of the strip and to glue two small stars on either side. As they finish, tell the children to come to the front of the class and staple the strips to make headbands.

Encourage the children to talk about the things that they drew on their stars.

**C:** (*I can ride a bike*).

The children can take their headbands home with them.

Let's Play!

Display four of the **Flashcards** on the board and ask the children to identify the actions. Play a memory game. Tell the children to close their eyes and take the **Flashcards** away. The children try and remember which **Flashcards** were displayed. Continue the game, repeating and adding in an extra **Flashcard** each time.

Display the puppet and play *Ollie says* (see **Game Bank**, pages 16-17). Ask the children to stand in a circle. Call out actions from the **Flashcards**.

**T:** *Ollie says... (dance)!*

The children mime the action. If Ollie calls out an action without saying 'Ollie says', the children must not do the action and everyone shouts out 'Ollie didn't say that!'

If you have extra time, choose another 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 3  
 Teacher's Audio Material 3, CD 1  
 Ollie Stick Puppets  
 Finger Pointer  
 Poster and Poster Pop-outs 3, Unit 1  
 Blu-Tack  
 Photocopiable Worksheet Unit 1 Assessment  
 (see Teacher's Book page 259)  
 Crayons

### Preparation

Copy one Photocopiable Worksheet per child.

## Ollie Stick Puppets

Play **1.7** *I like singing* and **1.10** *Six little monkeys*. Encourage the children to sing along and do the actions.

Distribute the Ollie Stick Puppets. Remind the children to be careful and to listen very carefully to what you say. Display the Unit 1 **Poster**. Stick the **Poster Pop-out** for *singing* in Danny's bubble. Use the **Finger Pointer** to point to the **Poster Pop-out** and say:  
**T:** *Danny can sing. Danny likes singing.*

The children show the 'thumbs up' side of their Stick Puppet. Now put the *running* **Poster Pop-out** in Lisa's bubble and say:

**T:** *Lisa can swim. Lisa likes swimming.*

The children show the 'thumbs down' Ollie. Repeat the procedure with the rest of the **Poster Pop-outs**, saying correct sentences or making 'mistakes'. When you make a mistake, encourage the children to correct you.

Give a volunteer the **Finger Pointer**. Describe one of the actions and help them to point to it on the **Poster**. Repeat with different volunteers until you have reviewed all the target vocabulary.

When you have finished the activity, collect and store the Stick Puppets.

## Assessment

Distribute the Photocopiable Worksheets. Describe the pictures and ask the children to point to them.

**T:** *Look, he is swimming. Point to the boy. She is reading. Point to the girl.*

Distribute crayons. Tell the children to find the following colours: blue, green, orange, pink, red and yellow. Ask the children to hold up each colour:

**T:** *Show me your blue crayon. Show me your green crayon...*

Play **1.15** *Unit 1 Assessment*, pausing the CD after each speaker. Alternatively, read out the transcript. The children listen and colour the circles according to the instructions.

**Transcript 1.15** *Unit 1 Assessment. Listen and colour.*

- 1 *I can swim. I like swimming. Find your red crayon. Colour the circle red.*
- 2 *I can read. I like reading. Find your pink crayon. Colour the circle pink.*
- 3 *I can paint. I like painting. Find your yellow crayon. Colour the circle yellow.*
- 4 *I can ride a bike. I like riding my bike. Find your orange crayon. Colour the circle orange.*
- 5 *I can write my name. I like writing. Find your green crayon. Colour the circle green.*
- 6 *I can sing. I like singing. Find your blue crayon. Colour the circle blue.*

Repeat as many times as necessary. When the children have finished, check their answers.

**T:** *Point to the (boy swimming). What colour is the circle?*

**C:** *It's (red)!*

## Let's Play!

Play *I spy*. Say:

**T:** *I spy, with my little eye, something (red).*

The children look around and point at something that colour. Repeat the procedure with all the colours that the children have learnt.

If you have extra time, choose a game from the **Game Bank**, pages 16-17. Play **1.11** *Six little monkeys (instrumental version)* while the children play.