



Why is school important?

Essential questions	Objectives	Key vocabulary	Key language
<ul style="list-style-type: none"> • Why do I need school supplies? • How do we make friends at school? • Why do we need classroom rules? 	<ul style="list-style-type: none"> • Say their name • Greet and say goodbye • Discriminate between pictures • Distinguish boys from girls • Identify and name school objects and people • Identify and name colours • Count from 1 to 3 • Identify the location of objects • Identify and name feelings • Follow and understand a story • Identify and name shapes • Understand and follow commands • Understand and follow classroom rules • Understand and follow commands • Count up to three objects 	<ul style="list-style-type: none"> • Greetings: <i>Goodbye, hello, hi.</i> • People at school: <i>boy, Cricket, friend, girl, student, teacher</i> • School objects: <i>backpack, board, book, box, chair, crayon, door, floor, glue stick, paper, pencil, poster, scissors, table, window</i> • Colours: <i>blue, red, yellow</i> • Adjectives: <i>closed, happy, open, sad</i> • Prepositions: <i>in, on, under</i> • Shapes: <i>circle, rectangle, square, triangle</i> • Other: <i>colour, hand, name, please, school, thank you</i> • Numbers 1 to 3 	<ul style="list-style-type: none"> • Present Simple <i>be</i> – affirmative, interrogative and short answers: <i>I'm Julian. She's Luisa. I'm a boy. She's a girl. Are you a boy? No, I'm a girl. What's your name? My name is... How are you? Fine, thank you. This is my classroom. This is the door / window. It's closed / open. They are red, yellow and blue. Is it a crayon? Yes, it is. / No, it isn't. This is Emma. They're friends. Is he happy or sad? He's happy. I'm sad. This is a crayon. It's for colouring.</i> • <i>Can</i> – affirmative: <i>I can see a table. I can see one, two, three crayons.</i> • Imperative: <i>Put the crayon in / on / under the... Pick up the crayon. Put away the crayon. Push in your chair. Close your books. Open the window. Raise your hand, please! Stand up. Sit down. Line up. Please pass the pencils.</i>
<p>CLIL</p> <ul style="list-style-type: none"> • Maths 			
<p>Phonics</p> <ul style="list-style-type: none"> • <i>c, s and t</i> 			

Key competences



Teacher's resources



Posters and Poster Pop-outs

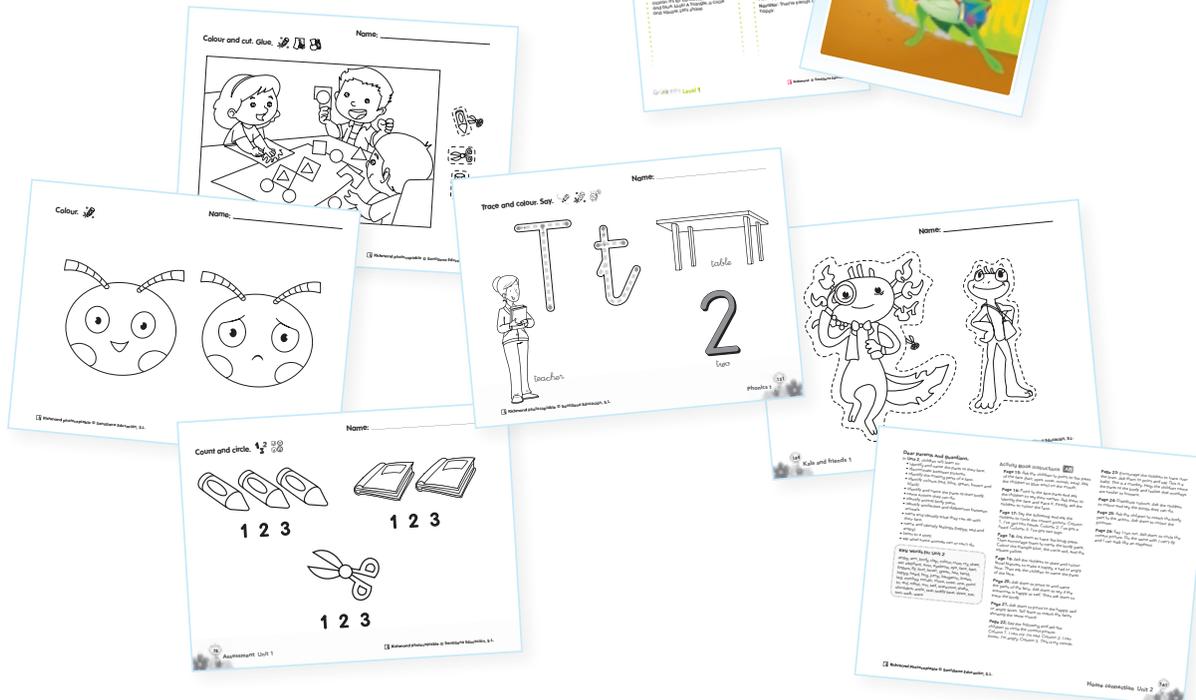
Flashcards



Story Cards



Teacher's Resource Book



Extra Materials

3 large sheets of white construction paper
ball
balloon
beanbag
coloured construction paper
crayons
lively music
old newspaper
paintbrushes

paints
real school objects:
crayons, pencils, glue stick, books, backpack, paper, poster, scissors, empty crayon box
sheets of coloured paper (yellow, blue and red)
sheets of paper
watercolours

Teacher's i-solutions

All teaching and learning material is organised into **step-by-step lesson plans** including:

- Quick lesson guides and tips
- Animated Songs
- Animated Story
- Values video for Kala and Friends series
- Interactive games

Games 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 photocopyable material from the unit.

Objectives

The children can say their name.
The children can greet and say goodbye.
The children can discriminate between pictures.

Vocabulary

Key: boy, cricket, classroom, girl, name, school, student, teacher

Extended: finger, hand

Language

Key: Hello. Goodbye.

Extended: What's your name? My name is...
Point to the...

Materials

Student's Book, Activity Book, Poster and Poster Pop-outs Unit 1, Teacher's Audio CD, balloon, crayons

Warmer

Welcome the children as they arrive. Smile at the class and wave your hand to the children. Say *Hello, my name is...* Encourage the children to wave back to you. Say *Wave your hand and say Hello!* Next, do the activity *Pass the balloon*, on page 15 of the Warmer activities section. Explain to the children that every time they say their name they have to say *Hello, my name is...*, waving their hands. Demonstrate the activity. Be sure to memorise the children's names, as it will help you build confidence and a comfortable class environment.

Engage



Use the **Poster** to present the words *teacher, boy, girl, school* and *classroom*. Point to the teacher and say the word *teacher*. Ask the children to repeat. Point to the boy and say *boy*. Ask the children to repeat. Do the same with *girl*. Get the children to do both choral and individual repetitions.

Sing. Circle the teacher.



Next, distribute **Student's Books** opened at page 3. Ask the children *Who can you see in the picture?* Elicit answers. Then encourage them to point to the teacher in their books. Have them say *teacher*. Do the same with the boy, the girl and Cricket. Encourage the children to point to the other boys and girls in the scene and say the corresponding words. Next, play **Track 1**, *Put your finger on the boy*, sing along and perform the actions with the class. Play the track again and ask the children to perform the actions by themselves.

Track 1

Put your finger on the boy

Put your finger on the (boy), on the (boy).

Put your finger on the (boy), on the (boy).

Put your finger on the (boy).

Put your finger on the (boy).

Put your finger on the (boy), on the (boy).

Finally, draw the children's attention to the circled pictures. Point to the girl and say *Is she a teacher?* Encourage the children to say *No*. Ask *Is she a girl?* Encourage the children to say *Yes*. Show the meaning of *Yes* and *No* by nodding or shaking your head.

Now distribute crayons. Ask the children to point to the picture of the teacher and trace over the circle around the teacher's face. Demonstrate the activity by drawing a big circle on the board. Monitor and provide help as needed. Finally, tell the children to close their books.

Wrap-up



Do the activity *Let's sing*, on page 16 of the Wrap-up activities section. Display the **Poster** and play **Track 1**. Encourage the children to point to the pictures in the Poster.

Extension activity

Do the activity *Goodbye goodbye*, on page 16 of the Wrap-up activities section.

Explore



Ask the children to complete page 3 of the **Activity Book**. Encourage them to say *Hello!* as they wave their right hand. Then tell them to trace around their right hand and paint the traced picture.

Sing. Circle the teacher. 

Unit
1



Unit 1 Why is school important?

Lesson 1

3

Listen, point and repeat.



4

Lesson 2

Unit 1 Why is school important?

Objectives

The children can greet and say their name.
The children can distinguish boys from girls.

Vocabulary

Key: boy, cricket, girl, name

Extended: classroom, school, teacher

Language

Key: Hi. Goodbye. I'm Julian. She's Luisa.

I'm a boy. He's a boy. She's a girl.

Are you a boy? No, I'm a girl.

What's your name? My name is...

How are you? Fine, thank you.

Extended: See you soon. Point to the...

Materials

Student's Book, Activity Book, Teacher's Audio CD, Cricket Puppet, crayons

Warmer

Open the class using the **Cricket Puppet**. Introduce Cricket to the class. Say *This is Cricket* and ask the children to repeat *Cricket*. Say *Hello!* and then *Hi!* Encourage the children to greet Cricket. Ask the children to go around the classroom greeting each other saying *Hi! My name's...* Demonstrate the activity.

Explain

Do the activity *Puppets*, on page 19 of the Language presentation section. Use the **Cricket Puppet** to model *Hello. What's your name? Are you a girl / boy?*

Listen, point and repeat. 2

Distribute **Student's Books** opened at page 4. Point to the picture and ask the children to identify the boys and the girls. Then draw the children's attention to the picture of Cricket. Ask *Who is this?* Encourage the children to say *Cricket*. Tell the children to point to the boy who is speaking (the boy in blue).

T: *Look, this is Julian. He's at school with Cricket. They're in the classroom.*

Continue introducing the rest of the characters (Luisa and Tom). Then play **Track 2** and encourage the children to point to the characters as they are mentioned. Play the track again and ask the children to repeat.

Track 2

Julian: Hello. What's your name?

Cricket: I'm Cricket. What's your name?

Julian: I'm Julian. Cricket, are you a girl?

Cricket: No, I'm a boy. She's a girl.

She's Luisa.

Julian: I'm a boy. He's a boy, too. He's Tom.

Next, ask individual children *Are you a boy? Are you a girl?* and encourage them to answer. Have them work with other the children to introduce each other. Encourage them to point to themselves as they say *I'm (Linda). I'm a girl*. Then have them point to a partner and say, for example, *He's (Tony). He's a boy*. Monitor the activity and make sure they are asking and answering correctly. Provide help as needed. Finally, tell the children to close their books.

Wrap-up 3

Play **Track 3**, *What's your name?*, and do the activity *Sing along*, on page 21 of the Songs and chants activities section. Use the **Cricket Puppet** to act out the song.

Track 3

What's your name?

Children: What's your name?

Cricket: I'm Cricket. I'm Cricket. I'm Cricket.

Children: Hello, Cricket. How are you?

Cricket: Fine, thank you.

Children: Goodbye, Cricket. See you soon.

Explain

Ask the children to complete page 4 of the **Activity Book**. Encourage them to draw and colour a picture of themselves. Tell them to colour the picture of Cricket. Have them say *This is Cricket. He's a boy. I'm (Eduardo). I'm a boy. / I'm a girl.*

Objectives

The children can identify and name school objects.
The children can identify colours.
The children can count from 1 to 3.

Vocabulary

Key: backpack, blue, box, chair, closed, colour, crayon, door, friend, glue stick, open, paper, pencil, poster, red, scissors, table, window, yellow; numbers 1, 2 and 3

Extended: boy, classroom, girl, school

Language

Key: This is my classroom. This is the door / window. It's closed / open. I can see a table, chairs and a friend. I can see one, two, three crayons. They are red, yellow and blue.

Extended: What is this? Point to the...
Where are the boy and the girl? They're at school. They're in the classroom.

Materials

Student's Book, Activity Book, Poster and Poster Pop-outs Unit 1, Teacher's Audio CD, Pop-outs Unit 1 (*backpack, box, chair, crayon, door, glue stick, scissors, table, window*), real school objects: crayons, pencils, glue stick, book, backpack, paper, poster, scissors

Warmer

Do the activity *Mystery bag*, on page 17 of the Vocabulary presentation section. Use the real classroom objects. Then do the activity *What's missing?*, on page 26 of the Games section.

Engage



Display the **Poster**. Ask some questions about the scene. Ask *Where are the boys and the girls?* Encourage the children to answer *They are at school. They are in the classroom.* Continue saying *There are many things in the classroom. Look...* Next, use the Poster to present the following vocabulary: *door, window, table, chairs, box, red, yellow, blue.* Do the activity *Poster and Poster Pop-outs*, on page 17 of the Vocabulary presentation section.

Listen and point. Say.



Distribute **Student's Books** opened at page 5. Point to the scene and say *Look the boy and the girl are in the classroom; they've got different school objects. Let's listen and point to the objects.* Then play **Track 4**. Ask the children to listen to the recording and point to the corresponding pictures in their books.

Track 4

Boy: Hello! This is my classroom. This is the door. It's open. This is the window. It's closed. I can see a table, chairs and a friend. I can see one, two, three crayons. They are red, yellow and blue. I can see a glue stick, scissors, one, two books, one, two pencils, a backpack, paper, a poster and a box.

Next, encourage the children to point to and name each object in the picture. Then help them count and say the number of objects in the picture. Say *How many crayons are there? Let's count.* Count with the children. Say *One, two, three. Three crayons.* Have them show three fingers and write the number 3 on the board. Point to the number and have the children say *Three*. Do the same with the books and the pencils. Continue asking about the colour of the crayons. Ask *What colour are the crayons?* Encourage the children to answer *They're red, yellow and blue.* Finally, tell the children to close their books.

Wrap-up



Make sure the children have their **Pop-outs**. Do the activity *Memory*, on page 24 of the Flashcards and Pop-outs activities section.

Extension activity

Do the activity *Colours*, on page 17 of the Vocabulary presentation section.

Explore



Tell the children to complete page 5 of the **Activity Book**. Ask them to do different actions: colour the picture of the crayon red; draw a book in the space provided; cut out a magazine picture of a pencil and glue it in the space provided, and cut out and glue a magazine picture of a pair of scissors in the space provided.

Listen and point. Say.



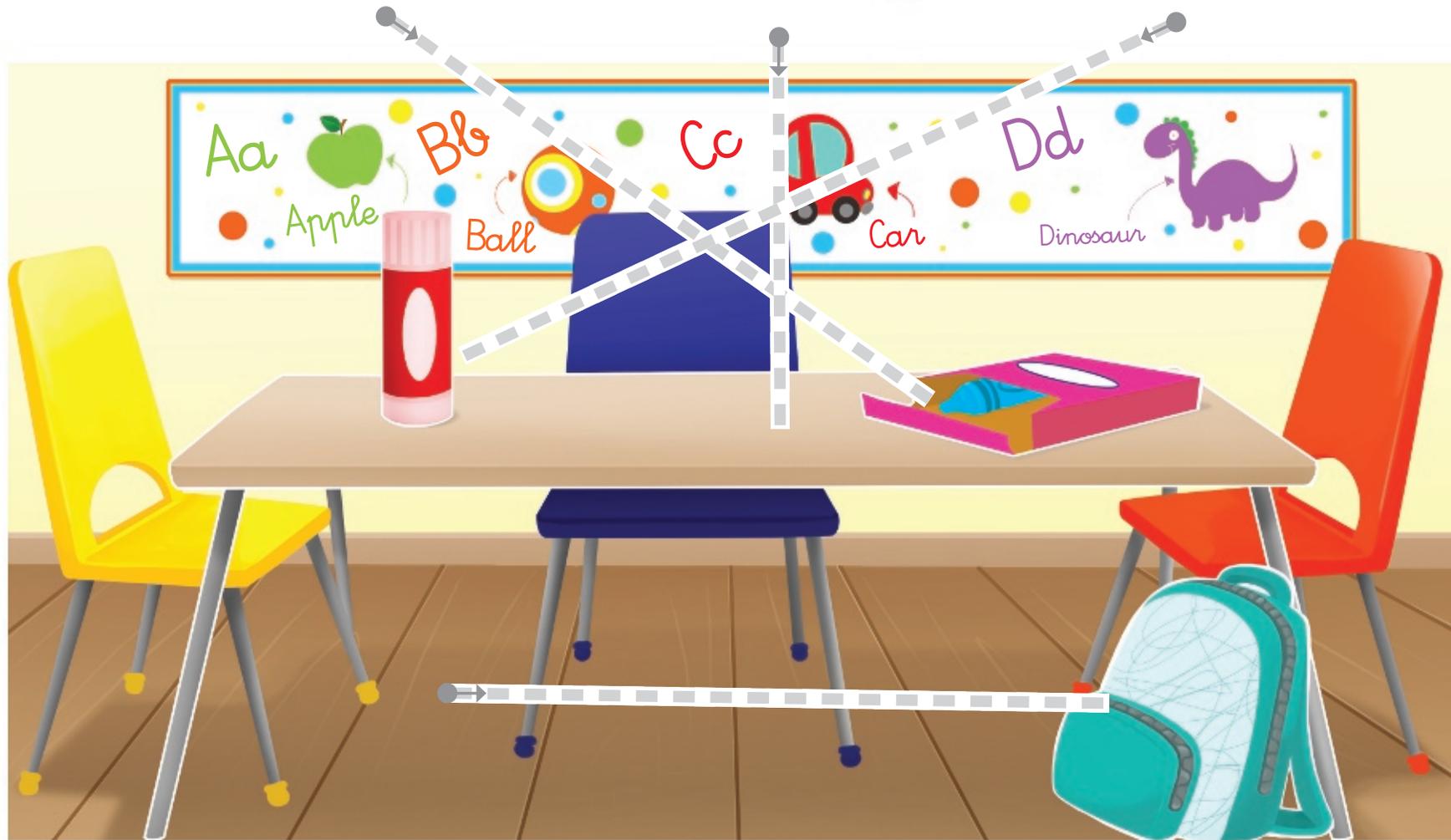
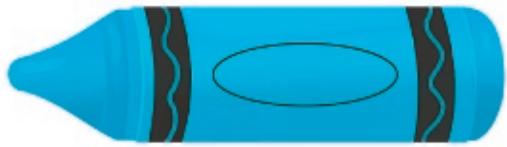
Unit 1 Why is school important?

Lesson 3

5



Listen and point. Trace.



Objectives

The children can identify and name school objects.
The children can identify the location of objects.

Vocabulary

Key: backpack, box, crayon, floor, glue stick, in, on, pencil, table, under

Extended: chair, classroom, poster

Language

Key: Is it a crayon? Yes, it is. / No, it isn't.

Put the crayon in / on / under the box.

Extended: What can you see? Where's the...? It's in / on / under the...

Materials

Student's Book, Activity Book, Poster and Poster Pop-outs Unit 1, Teacher's Audio CD, Flashcards Unit 1 (*backpack, box, chair, crayon, door, floor, glue stick, scissors, table, window*), real school objects: crayons, pencils, glue stick, backpack, empty crayon box

Warmer



Do the activity *Touch the Flashcards*, on page 24 of the Flashcards and Pop-outs activities section. Use the **Flashcards**.

Explain



Display the **Poster**. Present the word *floor*. Point to the floor on the Poster and have the children repeat. Then invite different children to point to the window, the door and the floor on the Poster and in the classroom. Next, display the real school objects on your desk. Hold up a crayon and ask *Is it a crayon?* Encourage the children to say *Yes, it is*. Continue in the same

manner with the rest of the objects. Formulate questions to which the children can answer *Yes, it is* or *No, it isn't*. Next, invite a child to the front. Give him or her commands, for example, say *Put the crayon in the box. Put the pencil on the table. Put the glue stick on the table. Put the backpack under the table*. Demonstrate the activity.

Listen and point. Trace.



Distribute **Student's Books** opened at page 6. Ask the children *What can you see?* Encourage the children to name the school objects. Then play **Track 5** and ask the children to point to the objects as they are mentioned. Play the track again and have them trace over the lines with their fingers to follow the commands.

Track 5

Narrator: *Is it a crayon?*

Boy: *Yes, it is.*

Narrator: *Put the crayon in the box.*

Is it a glue stick?

Girl: *No. It's a pencil.*

Narrator: *Put the pencil on the table.*

Is it a glue stick?

Boy: *Yes, it is.*

Narrator: *Put the glue stick on the table.*

Is it a poster?

Girl: *No. It's a backpack.*

Narrator: *Put the backpack under the table.*

Next, hold up the Student's Book page so that the children can see it clearly. Point to the crayon and ask *Is it a crayon?* Encourage the children to answer. Then trace over the line from the crayon to the box with your finger as you say *Put the crayon in the box*. Tell them to trace over the line, first with their finger, then with a crayon. Do the same with the rest of the objects. Finally, ask the children to close their books.

Wrap-up



Play **Track 6**, *Where's the backpack?* Ask the children to point to the pictures on page 6 of their **Student's Books**. Then do the activity *A cappella*, on page 21 of the Songs and chants activities section.

Track 6

Where's the backpack?

Narrator: *Under the window, on the door?*

Where's the backpack?

Children: *On the floor.*

Narrator: *Where's the crayon?*

Children: *It's in the box.*

Narrator: *Where's the glue stick?*

Children: *It's on the table.*

Narrator: *Where's the backpack?*

Children: *It's under the table.*

Extension activity



Play **Track 6** and display the **Poster**. Encourage everyone to say the chant and then do the activity *Reviewing with the Poster*, on page 18 of the Vocabulary review section.

Explain



Tell the children to complete page 6 of the **Activity Book**. Ask them to trace and colour the pictures. Have them say where the things are (*in the box, on the chair, under the table*). Then tell them to trace the number 1 and help them to count the objects as they say *one glue stick, one crayon, one backpack*, etc.

Objectives

The children can identify and name school objects and people.
The children can identify and name feelings.

Vocabulary

Key: boy, crayon, friend, girl, glue stick, happy, sad, scissors, teacher; colours

Extended: cut, glue

Language

Key: Hello. Hi. This is Emma / Tom. She's a girl. He's a boy. They're friends. Is he / she happy or sad? He's / She's happy / sad. I'm happy / sad.

Extended: What can you see? Is the boy / girl cutting or gluing? Cutting / Gluing. Who is she? She's the teacher.

Materials

Student's Book, Activity Book, Teacher's Audio CD, Flashcards and Pop-outs Unit 1 (backpack, box, chair, crayon, glue stick, happy, sad, scissors, teacher), Flashcard Cube, sheets of paper, watercolours, paintbrushes, ball, crayons

Warmer



Do an activity from *Flashcard Cube*, on page 23 of the Flashcards and Pop-outs activities section. Use six of the **Flashcards** depicting real school objects. Model and drill the words, then put the Flashcards in the **Flashcard Cube**.

Engage



Do the activity *Hold up the Pop-outs*, on page 23 of the Flashcards and Pop-outs

activities section. Use the school objects and the **Flashcards** and **Pop-outs**.

Point to the friends. Colour the crayons.



Distribute **Student's Books** opened at page 7. Draw the children's attention to the picture. Point to it and ask *What can you see? Is the boy cutting or gluing? Is the girl cutting or gluing?* Encourage the children to say the words they know. Now point to the girl and say *This is Emma*. Point to the boy and say *This is Tom*. Point to the teacher and ask *Who is she?* Encourage the children to say *The teacher*. Then introduce the words *happy* and *sad*. Point to your face and make a big smile. Say *Look, I'm happy*. Then point to your face and make a sad face. Say *Look, I'm sad*. Show the **Flashcard** illustrating *happy* and name the feeling again. Say *I'm happy*. Do the same with the Flashcard illustrating *sad*. Encourage the children to say *I'm happy / I'm sad* as they hold up the corresponding **Pop-outs**. Introduce the word *friends* by giving examples. For example, say *Luis and Martin play together. They are friends*. Next, play **Track 7**. Tell the children to listen and point to the friends (Tom and Emma).

Track 7

Narrator: Hello!

Children: Hi!

Narrator: This is Emma. This is Tom. He's a boy. She's a girl. They're friends. Is she happy or sad?

Children: Happy.

Narrator: Is he happy or sad?

Children: Happy.

Narrator: She's the teacher. Is she happy or sad?

Play the track again and encourage them to answer the question *Is she happy or sad?* Next, hold up the Student's Book opened at page 7. Invite a child to stand up and point to the crayons in the scene. Then instruct the children to colour the crayons red, yellow and blue. Finally, tell the children to close their books.

Wrap-up

Distribute the sheets of paper, the paintbrushes and the watercolours. Ask the children to paint a picture of themselves with a friend. Then do the activity *Let's share our work*, on page 16 of the Wrap-up activities section. Finally, display the children's work on the walls.

Extension activity

Do the activity *Ball!*, on page 25 of the Games section. Review the question *Are you happy or sad?* Use the ball.

Explore

AB

Ask the children to complete page 7 of the **Activity Book**. Show them how to trace the heart shape, first with their fingers, then with a crayon. Then tell the children to draw a happy face in the heart. Encourage them to say *I'm happy*.

Point to the friends. Colour the crayons.  



Listen, point and repeat.



Cricket goes to school



8 Lesson 6

Unit 1 Why is school important?

Objectives

The children can follow and understand a story.

The children can identify and name feelings.

Vocabulary

Key: boy, Cricket, girl, happy, sad, school, teacher

Extended: backpack, book, chair, classroom, crayon, poster, table

Language

Key: This is Cricket / the teacher. Hi. Hello.

Are you happy? No, I'm sad. I'm your teacher. What's your name? I'm Cricket.

Extended: Who is he / she? Where are they? Is Cricket happy or sad?

Materials

Student's Book, Activity Book, Teacher's Audio CD, Story Cards Unit 1, scenes 1 and 2, Pop-outs Unit 1 (*happy* and *sad*), Cricket Puppet, Cricket Tales, extra reading activities (in the Teacher's Resource Book), lively music

Warmer



Ask the children to sit in a circle. Distribute the **Pop-outs** at random. Make sure that some the children have the Pop-out depicting *happy* and others have the one depicting *sad*. Play some music. Have the children pass the Pop-outs around the circle. Pause the music. Say *Happy*. *Stand up*. Ask the children holding a happy face to stand up. Repeat with *sad*.

Explain

Hold up the **Cricket Puppet** and encourage the children to identify it.

Ask the children *Who is he?* and encourage them to answer and say hello to Cricket. Explain to the children that you are going to listen to a story about Cricket and his first day at school.



You can also use the **Cricket Tales** pre-reading activity on page 5, before reading.

Listen, point and repeat.



Display the **Story Cards**, scenes 1 and 2, on the board. Then do the activity *Where are they?*, on page 22 of the Reading activities section. Ask questions such as *Is Cricket happy or sad? Is the teacher happy or sad? Is the boy happy or sad? Is the girl happy or sad?* Next, distribute **Student's Books** opened at page 8. Play **Track 8**, *Cricket goes to school* (scenes 1 and 2), and tell the children to point to Cricket and the teacher as they listen.

Track 8

Cricket goes to school (scenes 1 and 2)

Narrator: This is Cricket. Hi, Cricket.

Are you happy?

Cricket: No, I'm sad.

Narrator: Oh, no!

Narrator: This is the teacher.

Miss Lucy: Hello! I'm your teacher.

What's your name?

Cricket: I'm Cricket.

Miss Lucy: I'm Miss Lucy. How are you?

Cricket: I'm sad.

Miss Lucy: Oh, no!

Play the track again and ask the children to listen and repeat Cricket's lines. Stop the recording when necessary. Play the track once more and do the activity *Thoughts and feelings*, on page 22 of the Reading activities section. Finally, ask the children to close their books.



You can also use the **Cricket Tales** while-reading activity, on page 6, to be completed during reading.

Wrap-up



Say true and false statements about the story and encourage the children to answer *Yes* or *No*, accordingly. For example, show the **Story Card** scene 1 and, as you point to the corresponding pictures, say *Cricket is happy*. *Cricket goes to school*. Encourage the children to answer *No* and *Yes*, respectively. Do the same with Story Card scene 2.

Extension activity



Display the **Story Cards**, scenes 1 and 2, on the board. Then do the activity *Vocabulary check*, on page 22 of the Reading activities section. Ask the children to point to the school, the teacher, the classroom, the boy, the girl, the crayon, the table, the backpack, the book and the chair.



Remember, you can find extra reading activities in the **Teacher's Resource Book**.

Explain



Ask the children to complete page 8 of the **Activity Book**. Tell them to count the children and trace the number. Then ask them how the children are feeling. Tell the children to trace the mouths as they say *happy* or *sad*.

Objectives

The children can follow and understand a story.
The children can identify and name colours and shapes.

Vocabulary

Key: boy, circle, Cricket, friend, girl, happy, sad, square, teacher, triangle; colours

Extended: rectangle; numbers

Language

Key: This is Sandy. She's a girl. Look! This is a crayon. It's for colouring. Look! A triangle, a circle and a square. Is he happy or sad? Are you happy or sad? I'm happy. They're friends.

Extended: Hi. Hello. Bye.

Materials

Student's Book, Activity Book, Teacher's Audio CD, Story Cards Unit 1, scenes 1 to 4, Cricket Tales, extra reading activities (in the Teacher's Resource Book), beanbag, sheets of coloured paper (yellow, blue and red), crayons

Preparation

Make large shapes with the sheets of coloured paper. Make a circle, a triangle, a square and a rectangle.

Warmer

Hold up the paper shapes (see Preparation) and name them. Encourage the children to repeat as they draw the shapes in the air with their fingers. Then do the activity *Shapes*, on page 26 of the Games section. Use a beanbag.

Explain



Display the **Story Cards**, scenes 1 and 2, on the board. Play **Track 8** (scenes 1 and 2) and do the activity *What's next?*, on page 22 of the Reading activities section.

Listen and point. Colour.



Distribute **Student's Books** opened at page 9. Play **Track 8** (scenes 3 and 4). Encourage the children to check the predictions they made in the activity *What's next?* (see above). Play the track again and tell the children to point to the pictures as they are mentioned in the recording.

Track 8

Cricket goes to school (scenes 3 and 4)

Narrator: This is Sandy. She's a girl.

Sandy: Hi! What's your name?

Cricket: I'm Cricket. I'm a boy.

Sandy: Hello, Cricket! Look! This is a crayon. It's for colouring, red, yellow and blue. Look!

A triangle, a circle and a square. Let's share!

Narrator: Look at Cricket. Is he happy or sad? Hi, Cricket! Are you sad?

Cricket: No, I'm happy. Look! A triangle, a circle, a square, red, yellow, blue.

This is my friend, Sandy. This is my friend, Tom. This is Miss Lucy. She's the teacher.

I'm happy. Bye!

Narrator: They're friends. Cricket is happy.

Then say *Circle*, and ask the children to point to the circle. Ask *What colour is the circle?* Encourage the children to answer *Yellow*. Then say *Show me your yellow crayon*, and ask the children to colour the circle yellow. Continue in the same way, asking the children to colour the square blue and the triangle red. Finally, tell the children to close their books.



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

Wrap-up



Display the **Story Cards**, scenes 1 to 4, on the board. Do the activity *Act out the story*, on page 22 of the Reading activities section. Finally, say *Cricket is happy now: he's got friends*. Encourage the children to say how they can make friends at school, for example, sharing, smiling and being polite.



You can also use the **Cricket Tales** post-reading activity on page 7, after reading.

Extension activity

Do the activity *All together*, on page 19 of the Language presentation section. Use the paper shapes (see Preparation).



TRB Remember, you can find extra reading activities in the **Teacher's Resource Book**.

Explain



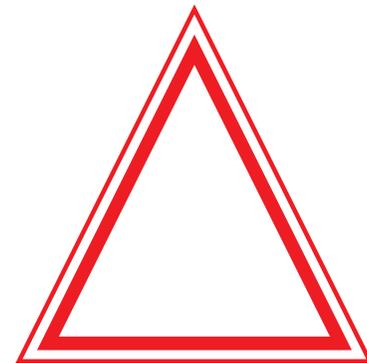
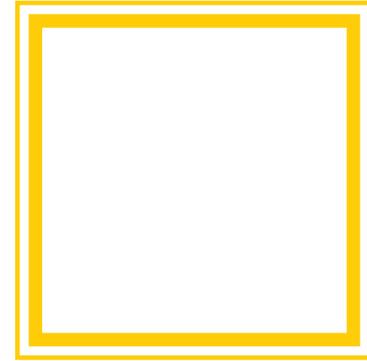
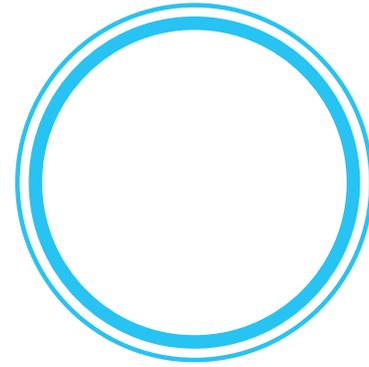
Ask the children to complete page 9 of the **Activity Book**. Have them identify the numbers and trace them using crayons. Then ask them to identify and trace the shapes. Finally, count the number of shapes together.

Listen and point. Colour.    

Cricket goes to school



Listen, point and repeat.



Objectives

The children can identify colours, numbers and shapes.
The children can count from 1 to 3.
The children can say the sounds c and s.
The children can write the letters c and s.

Vocabulary

Key: blue, circle, one, rectangle, red, square, three, triangle, two, yellow
Extended: classroom, closed, crayon

Language

Key: What colour is number...? It's blue. Let's count the colours. I can see three colours, red, yellow and blue. One, two, three.
Extended: Point to number...

Materials

Student's Book, Activity Book, Flashcards and Pop-outs Unit 1 (all), phonics pages 132 to 133 (in the Teacher's Resource Book), 3 large sheets of construction paper

Preparation

Write numbers 1 to 3 on each sheet of construction paper. Photocopy the phonics pages (1 per child).

Warmer



Display the **Flashcards** and review the shapes. Then do the activity *Hold up the Pop-outs*, on page 23 of the Flashcards and Pop-outs activities section. Use the Flashcards and the **Pop-outs**.

Elaborate

To review numbers, do the activity *Count to three*, on page 25 of the Games section. Use the sheets of construction paper (see Preparation).

Listen, point and repeat.

Distribute **Student's Books** opened at page 10. Give the children instructions to point to the numbers. Say *One*. Encourage the children to point to the corresponding number. Speak clearly and slowly. Do the same with the rest of the numbers, the colours and the shapes. Repeat the activity, but this time ask the children to repeat the words as they point to the pictures. Next, ask *What colour is number one? What colour is the circle?* Elicit answers. Continue in the same way with the rest of the numbers and shapes. Ask the children to count the colours. Say *Let's count the colours. One, two, three. I can see three colours, red, yellow and blue.* Encourage the children to repeat. Continue in the same way with the numbers and the shapes. Finally, tell the children to close their books.

Wrap-up



Write the letter c on the board. Say the sound c as you point to the letter. Have the children repeat. Follow the same procedure with the letter s. Then do the activity *The beat*, on page 20 of the Phonics section to teach the sound c, as in *classroom*, and s as in *scissors*. Make sure the children have all their **Pop-outs** for Unit 1. Repeat the procedure with the beginning s sound then do the activity *What's that sound?*, on page 20 of the Phonics section to practise both sounds. Next, distribute the phonics pages (in the **Teacher's Resource Book**; see Preparation). Help the children to do the activities suggested.

Extension activity

Tell the children to go around the classroom or the school. Encourage them to find things that look like or have circles, squares, triangles and rectangles. For example, a clock can be a circle, the table can be a rectangle and a book can be a square.

Evaluate

Ask the children to complete page 10 of the **Activity Book**. Tell them to do the following activities: 1. Colour the circle red. 2. Colour the triangle blue. 3. Colour the square yellow. 4. Colour *happy* yellow. 5. Colour *sad* blue. 6. Circle the friends.

Objectives

The children can understand and follow commands.

Vocabulary

Key: board, book, crayon, door, floor, pencil, scissors, table, window

Extended: classroom; prepositions

Language

Key: Pick up the crayon. Put away the crayon. Push in your chair. Close your books. Close the door. Open the window.

Extended: Are they scissors? What's this? It's a pencil. The crayon is on the floor. The door is open. The window is closed. This is the door.

Materials

Student's Book, Activity Book, Poster and Poster Pop-outs Unit 1, Teacher's Audio CD, Flashcards and Pop-outs Unit 1 (board, door, floor, window), real school objects: books, crayons, pencils, scissors

Warmer

To present and review vocabulary, do the activity *Pass it*, on page 17 of the Vocabulary presentation section. Use the real school objects.

Engage



Display the **Poster**. Do the activity *Reviewing with the Poster*, on page 18 of the Vocabulary review section.

Listen and point. Trace.

Set a scene similar to the one on page 11 in your classroom. Then say *Look! The crayon is...* and encourage the children to reply *On the floor*. Say *Pick up the crayon. Put it away*. Invite a child to perform the corresponding action. Continue in the same way with *Open the window, Close the door, Close the books, Put the scissors / pencil on the table and Push in the chair*. Encourage different children to participate. Next, distribute **Student's Books** opened at page 11. Call the children's attention to the picture and say *Look at the classroom! It's a mess. We need to pick up things and put them away. Let's listen*. Say the following to the children and encourage them to point to the pictures you mention.

T: *Look at the classroom. Is it a crayon? The crayon is on the floor. Are they scissors? The scissors are on the floor. What's this? It's a pencil. It's on the floor. This is the door. The door is open. This is the window. The window is closed. Pick up the crayon. Pick up the scissors. Pick up the pencil. Put away the crayon. Put away the scissors. Put away the pencil. Push in your chair. Close your books. Close the door. Open the window.*

Read the text again and ask the children to trace over the lines with a crayon. Check and provide help as needed. Finally, tell the children to close their books.

Wrap-up



Display the **Flashcards** and present board. Tell the children to repeat as they hold up the corresponding **Pop-outs**. Play **Track 9**, *This is the window*. Do the activity *Follow me!*, on page 21 of the Songs and chants activities section. Use the real school objects.

Track 9

This is the window

This is the window. This is the door.

This is the board. This is the floor.

Point to the window. Point to the door.

Point to the board. Point to the floor.

Open the window. Open the door.

Put the pencil on the board.

Put the crayon on the floor.

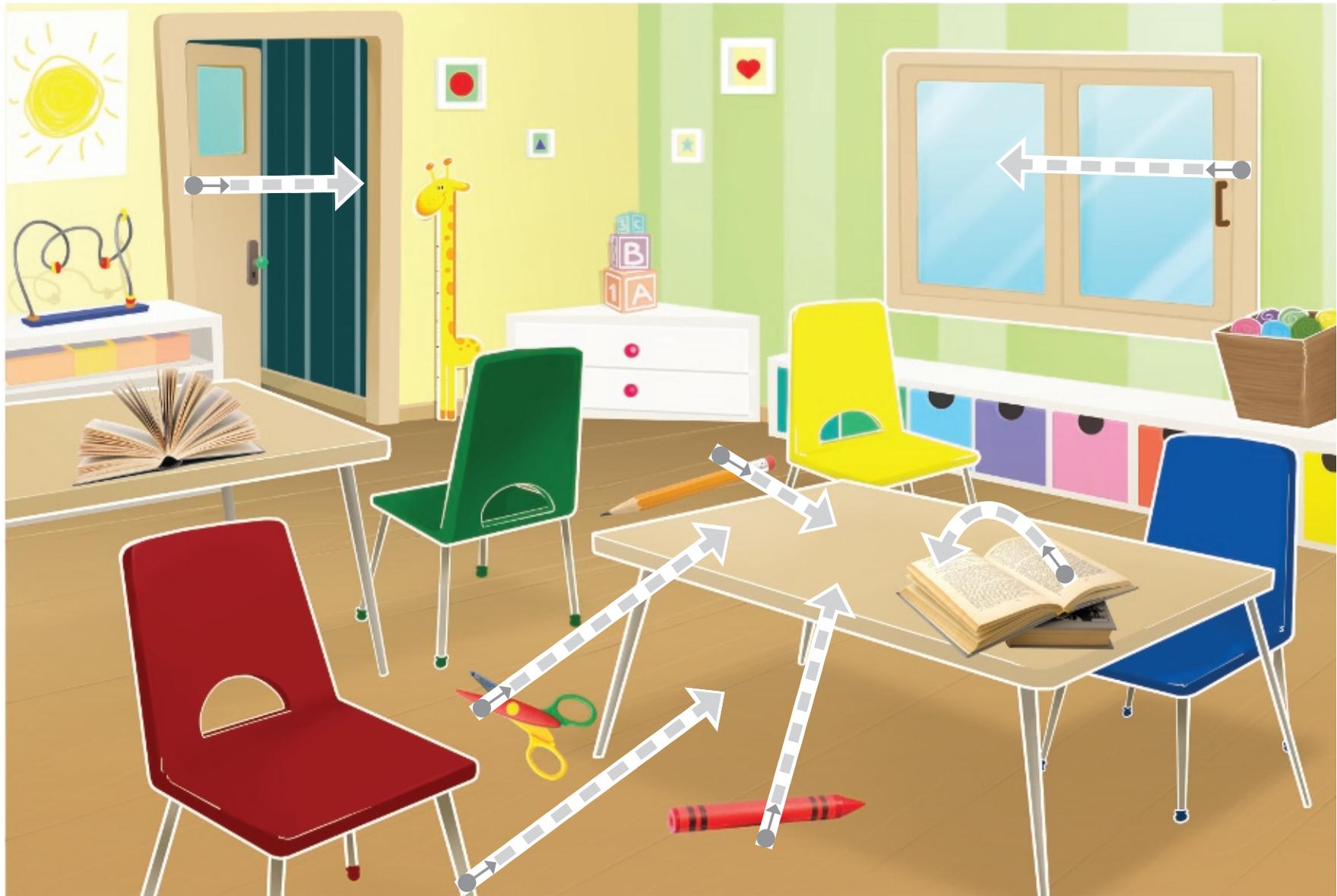
Extension activity

Play **Track 9**, *This is the window*. Encourage the whole class to say the chant and do the activity *Act out the song*, on page 21 of the Songs and chants activities section.

Explore

Ask the children to complete page 11 of the **Activity Book**. Give them a command (*Pick up / Put away / Open / Close the...*). Tell them to draw themselves doing the action.

Listen and point. Trace.



Unit 1 Why is school important?

Lesson 9

11



Listen and point. Point to the teacher.



Objectives

The children can understand and follow classroom rules.

Vocabulary

Key: book, boy, girl, hand, teacher

Extended: classroom, school

Language

Key: Please listen! Raise your hand, please! Stand up. Sit down. Line up. Open your book.

Extended: They are boys and girls. They are at school. Who gives instructions in class?

Materials

Student's Book, Activity Book, Teacher's Audio CD, coloured construction paper, sheets of paper, paints, paintbrushes, old newspaper

Warmer

Do the activity *Stand up, sit down*, on page 15 of the Warmer activities section. Include the following actions: *listen, raise your hand, line up* and *open your book*.

Explain

Do the activity *Colours in a circle*, on page 15 of the Warmer activities section.

Listen and point.

Point to the teacher.

Distribute **Student's Books** opened at page 12. Point to the pictures (except the first) and say *They are boys and girls. They are at school.* Then draw their attention to the first picture and ask *Who is she?* Encourage the children to say *The teacher.* Tell them she is giving instructions to follow in class. Ask *What actions can you see in the pictures?* Elicit answers from the children.

Play **Track 10** and encourage the children to point to the pictures as they are mentioned.

Track 10

Teacher: Please listen!

Raise your hand, please!

Stand up.

Sit down.

Line up.

Open your book.

Next, ask the children *Who gives instructions in class? The boys and girls? The teacher?* Elicit *The teacher.* Ask them to point to the picture of the teacher. Say *The teacher gives instructions. It is important to have classroom rules.* Finally, tell the children to close their books.

Wrap-up

Do the activity *Follow me!*, on page 16 of the Wrap-up activities section. Read the text several times and ask the children to act out the instructions. Praise the children for following the instructions. Notice who can follow the instructions easily or which instructions they need to review. Keep a record of the children's progress in the following classes.

Extension activity

Cover the tables with newspaper. Distribute sheets of paper, paintbrushes and paints and do the activity *Paint a picture*, on page 16 of the Wrap-up activities section.

Explain

Tell the children to complete page 12 of the **Activity Book**. Tell them to trace over the line to match the opposite actions. Encourage them to name the actions: *Open your book, Close your book, Stand up, Sit down, Open the door, Close the door.*

Objectives

The children can understand and follow commands.

Vocabulary

Key: book, box, crayon, door, in, on, pencil, please, thank you, window

Extended: colours

Language

Key: Please pass the crayon / pencils. Thank you. Put the crayon in / on the box. Close the door. Open the window.

Extended: Is it a crayon? Yes, it is. / No, it isn't. What can you see?

Materials

Student's Book, Activity Book, Teacher's Audio CD, Cricket Puppet, backpack with real school objects: crayons, scissors, pencils, glue stick, books

Warmer

Do the activity *Actions!*, on page 18 of the Vocabulary review section. Act out the commands *Please listen, Raise your hand, please, Stand up, Sit down, Line up, and Open your book.*

Explain

Put the school objects inside the backpack, and place it on your desk. Hold up the **Cricket Puppet** and say *Cricket, take an object from the backpack.* Have Cricket take an object and show it to the class. Ask questions to identify the object.

T: *Is it a crayon?*

C: *No, it isn't.*

T: *Is it a red pencil?*

C: *Yes, it is!*

Tell the children to come to the front one at a time and take an object from the bag. Help the class ask questions, and encourage the child to answer.

Listen and point. Colour.



Distribute **Student's Books** opened at page 13. Call the children's attention to the pictures. Ask *What can you see?* Encourage the children to name the school objects. Then say *Look, the children are doing many things with the school objects. What are they doing? Let's see...* Invite a child to the front to perform the actions as you name them. For example, give him or her a crayon and say *Please pass the crayon. Thank you.* Encourage him or her to perform the action. Continue in the same way with the rest of the actions. Next, play **Track 11** and encourage the children to point to the pictures as they are mentioned.

Track 11

Teacher: *Please pass the crayon. Thank you.*

Please pass the pencils. Thank you.

Put the crayon in the box.

Put the pencils on the book.

Close the door. Open the window.

Close the door. Open the window.

Colour the window red.

Point to the last picture and have the children colour the window. Then encourage them to say what command it is. Finally, tell the children to close their books.

Wrap-up

Ask the children to sit in a circle on the floor. Sit with them. Give a command to the child to your left. Say (*Juan*), *pass the crayon, please. Thank you.* Give the child a crayon and encourage him or her to perform the action and say the command to the child next to him or her. Continue until you have practised all of the commands (key language). Encourage the children to say *please* and *thank you* when they give the commands.

Extension activity

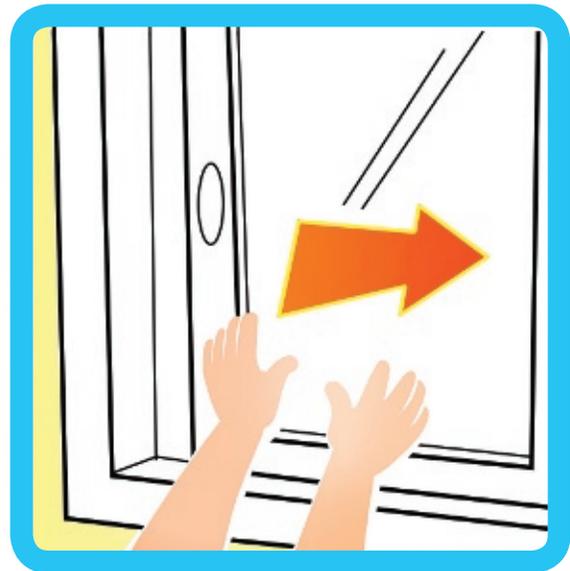
Do the activity *Goodbye goodbye*, on page 16 of the Wrap-up activities section.

Explain

AB

Ask the children to complete page 13 of the **Activity Book**. Give them the following commands: *Put the crayon in the box. Put the pencils on the book.* Ask them to trace the lines to complete the tasks.

Listen and point. Colour.



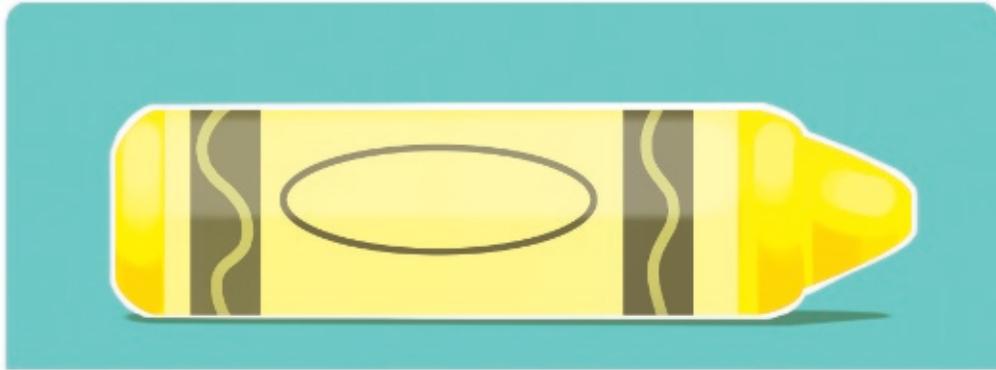
Unit 1 Why is school important?

Lesson 11

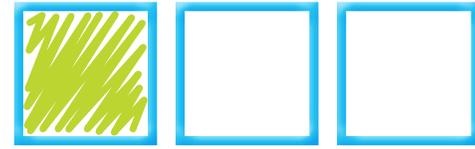
13



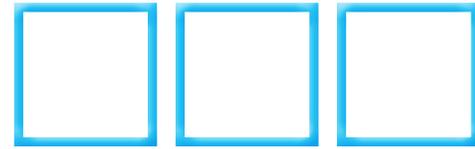
Count and colour. 1 2 3 



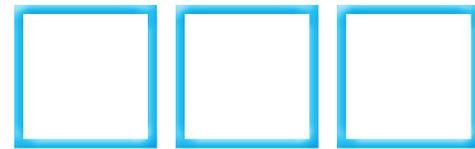
1



2



3



Objectives

The children can count up to three objects.
The children can say the sound t.
The children can write the letter t.

Vocabulary

Key: book, crayon, one, pencil, three, two

Extended: board, door, window

Language

Key: How many crayons / books / pencils are there? One / Two / Three.

Extended: This is a crayon. Let's count!
Show me two boxes.

Materials

Student's Book, Activity Book, Teacher's Audio CD, Poster and Poster Pop-outs Unit 1, crayons, Pop-outs (all), phonics pages 130 to 131, assessment Unit 1 (both in the Teacher's Resource Book)

Preparation

Photocopy the phonics pages (1 per child).
Photocopy the assessment (1 per child).

Warmer

Play **Track 9** (see page 48). Do the activity *Clap!*, on page 21 of the Songs and chants activities section. Tell the children to clap when the words *window*, *door*, *board*, *crayon*, *pencil* and *floor* are mentioned.

Elaborate

Review numbers 1 to 3. Do the activity *Count to three*, on page 25 of the Games section.

Count and colour.

Write numbers 1, 2 and 3 on the board. Distribute **Student's Books** opened at page 14. Draw the children's attention to the first picture. Say *This is a...* Encourage the children to say *Crayon*. Continue by saying *That's right. This is a crayon. How many crayons are there? Let's count.* Count together with the children and tell them to say *One*. Point to the number written on the board and show one finger; have the children do the same. Then ask them to point to the crayon, number one and the coloured square on page 14 as they say *One crayon. One crayon. One crayon.* Continue in the same way with *Two books* and *Three pencils*. Tell the children to colour the corresponding number of squares. Next, tell the children to work in groups of three. Make sure they have their **Pop-outs**. Ask them to show you different numbers of Pop-outs. Say, for example, *Show me two boxes. Show me one circle. Show me three rectangles.* Encourage the children to share their Pop-outs in order to complete the task.

Wrap-up

Write the letter t on the board. Say the sound t as you point to the letter. Ask the children to repeat. Then encourage them to hold up their *table* and *teacher* Pop-outs as they say the words. Next, do the activity *The beat*, on page 20 of the Phonics section. Review the beginning sounds s, c and t. Then distribute the phonics pages (in the **Teacher's Resource Book**; see Preparation). Help the children to do the activities suggested.

Extension activity

Display the **Poster** and do the activity *Crisscross phonics*, on page 20 of the Phonics section.

Evaluate

Tell the children to complete page 14 of the **Activity Book**. First, ask the children to point to the pictures that represent the following commands and then tell the children to circle the correct picture: Column 1. Pass the pencils; Column; 2. Put the crayon on the box; Column 3. Close the window. Then tell them to colour the pencils blue.

Assessment

Check the children's progress. Distribute the assessment (in the **Teacher's Resource Book**; see Preparation). Provide help as necessary (see instructions on the assessment page).



Values

Watch video clip 1 of the Values series, *Kala and friends*, available on the Teacher's i-solutions. You can find the activities to work with the video clip in the **Teacher's Resource Book**.