



Why is school important?

| Essential questions | Objectives | Key vocabulary | Key language |
|---|---|---|--|
| <ul style="list-style-type: none"> • What are the rooms in my school? • Who and what is in my class? • What do I do at school? | <ul style="list-style-type: none"> • Greet each other and say their name • Identify the first sound of their name • Say what people are doing at school • Discriminate between indoor and outdoor activities • Address their classmates politely • Identify and name places at school • Identify and name school supplies • Identify people in their classroom • Follow and understand a story • Identify colours, numbers and shapes • Understand how colours are mixed to make new colours • Say the sound s • Write the letter s • Identify numbers from 1 to 15 • Identify what they do in certain rooms at school | <ul style="list-style-type: none"> • Places at school: <i>classroom, gym, head teacher's office, library, playground, school, Science lab</i> • People at school: <i>boy, friend, girl, student, teacher</i> • School supplies: <i>book, crayon, paintbrush, scissors</i> • School activities: <i>cut, do experiments, draw pictures, paint, play, sing, visit the head teacher</i> • Expressions of place: <i>inside, outside, over here, over there</i> • Other: <i>colour wheel, forget, game, magic cape, name, polite, primary colour, secondary colour, shape</i> • Numbers 1 to 15 • Colours • Shapes | <ul style="list-style-type: none"> • Greetings: <i>Hello! What's your name? My name is Julian. How are you? I'm fine, thank you.</i> • Present Continuous – affirmative and interrogative: <i>What are they doing? They're singing a song. The children are playing in the school.</i> • Present Simple <i>be</i> – affirmative and interrogative: <i>They are inside the classroom. Where's the playground? It's over there. We are in the playground. The classroom is over here. My name is Ricardo. They are my friends. She's a girl. Her name's Karina. This is my book and these are my crayons. Cricket is a student.</i> • Present Simple – affirmative: <i>They've got a paintbrush. Danny practises the numbers at home, but he forgets 12 and 13. Yellow and red make orange. What do you do in the library? We read books in the library.</i> |
| CLIL | | | |
| <ul style="list-style-type: none"> • Art • Maths | | | |
| Phonics | | | |
| <ul style="list-style-type: none"> • s | | | |

Key competences



Teacher's resources



Posters and Poster Pop-outs

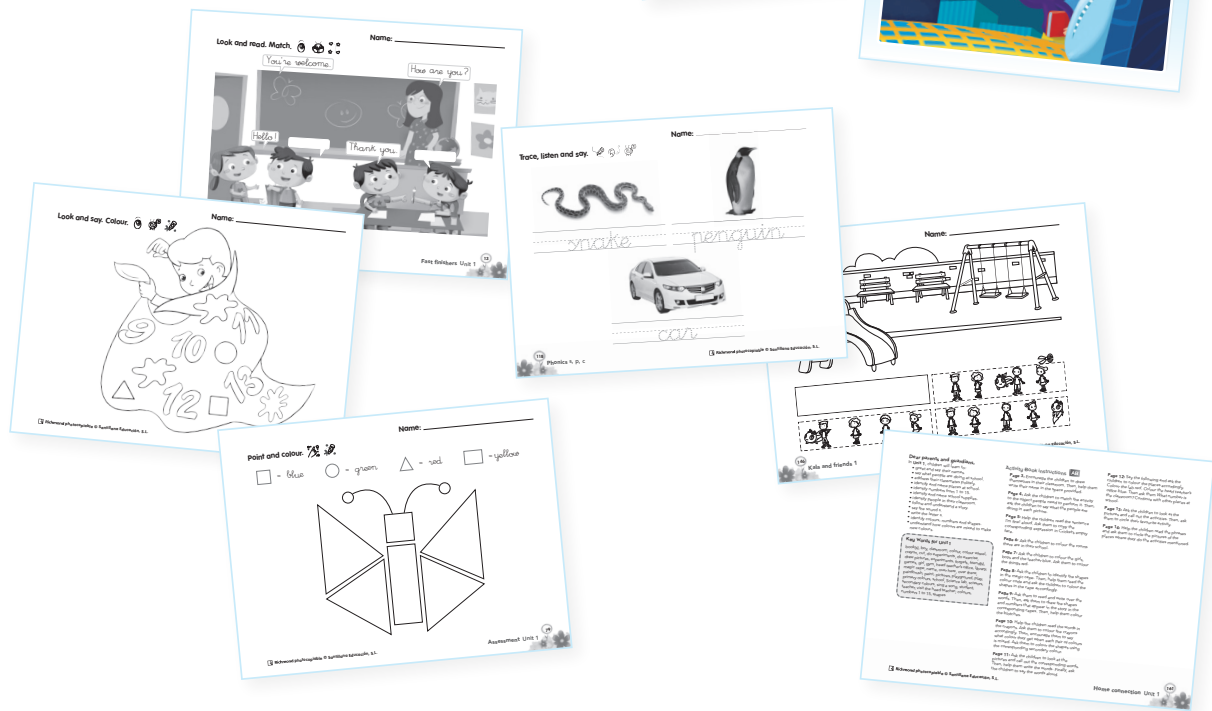
Flashcards



Story Cards



Teacher's Resource Book



Extra Materials

- 15 cards
- beanbag
- big ball
- books
- coloured chalk
- coloured pencils (yellow, red, orange, blue, green, purple)
- construction paper (white, blue, red, yellow, pink, brown, orange, purple)
- crayons
- glitter
- glue

- glue sticks
- marker pens
- music
- paintbrushes
- pencils
- pipe cleaners (2 per child)
- plastic bag
- plastic bottle
- scissors
- sheets of paper
- small ball
- tissue paper (red, yellow, blue)

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 greet each other and say their name.
The children can identify the first sound of their name.

Vocabulary

Key: classroom, friend, name, school, teacher
Extended: boy, girl, play, student

Language

Key: Hello! What's your name? Hello! My name is Julian. How are you? I'm fine, thank you.
Extended: Who is in the picture? Cricket, boys and girls, a teacher. Where is Cricket?

Materials

Student's Book, Activity Book, Poster and Poster Pop-outs Unit 1, Teacher's Audio CD, Cricket Puppet, white construction paper, marker pen, scissors, glitter, glue

Preparation

Draw the first letter of each child's name on the white construction paper and cut them out. Make sure you make big capital letters.

Warmer

Do the activity *Pass the balloon*, on page 15 of the Warmer activities section.

Engage



Display the **Poster**. Say *Look, this is the school. What's this?* Encourage the children to answer *The school*. Then, review the words *school, classroom, boy, girl* and *teacher*. Do the activity *Poster and Poster Pop-outs*, on page 17 of the Vocabulary presentation section.

Listen and point.



Distribute **Student's Books** opened at page 3. Call the children's attention to the picture and ask *Who is in the picture?* Elicit answers. Ask *Where is Cricket?* Encourage the children to answer. Help the children realise that it's the first day of school. Tell them to point to the boy with a blue shirt. Say *Look, this is Julian. He's at school with Cricket*. Introduce the girl with the green blouse and the teacher. Say *Look, this is Luisa. And she's Miss Anna, the teacher*. Ask the children to point to the corresponding pictures. Then, invite them to listen to Cricket's first day at school. Play **Track 1**. Ask the children to listen and point to the people as they are mentioned.

Track 1

Cricket: Hello! What's your name?
Boy: Hello! My name is Julian. This is Luisa, my friend.
Cricket: Hi, Luisa! How are you?
Girl: I'm fine, thank you. What's your name?
Cricket: I'm Cricket. Is she the teacher?
Boy: Yes! This is Miss Anna.
Woman: Hi Cricket, this is your new school. This is your new classroom. These are your new friends.

Review the word *friend* by giving examples. For example, say *Claudia and Mario play together. They are friends*. Next, ask a child *Hi, (Liz)! How are you?* Encourage the child to answer *Fine, thank you*. Repeat the activity with individual children.

Wrap-up



Play **Track 2**, *Cricket's here today*, and do the activity *Cricket sings, too*, on page 21 of the Songs and chants activities section. Use the **Cricket Puppet**.

Track 2

Cricket's here today
Cricket's here today (x2).
Everybody say, 'Hooray!'
Cricket's here today. Hooray!
Julian's here today (x2).
Everybody say, 'Hooray!'
Julian's here today. Hooray!
Luisa's here today (x2).
Everybody say, 'Hooray!'
Luisa's here today. Hooray!
We are good students and we like to play. Hooray!

Extension activity

Call out a child's name, for example, *Linda*. Hold up the letter *L* you wrote on the construction paper (see Preparation). Say *Linda starts with L*, and give Linda her letter. Repeat the same procedure with the rest of the children. Then, distribute glitter and glue. Tell the children to decorate the letter with glitter. When they're finished, call the children by their name and ask them to come to the front of the class and show their artwork.

Explore



Ask the children to complete page 3 of the **Activity Book**. Encourage them to draw themselves in their classroom. Then, help them write their name in the space provided.

Listen and point.  

Unit

1



Unit 1 Why is school important?

Lesson 1

3

Listen and point. Circle the paintbrush.



4 Lesson 2

Unit 1 Why is school important?

Objectives

The children can say what people are doing at school.
The children can discriminate between indoor and outdoor activities.

Vocabulary

Key: classroom, cut, inside, outside, paint, paintbrush, play, scissors, shape, sing
Extended: ball, friend, music, playground, school

Language

Key: What are they doing? They're singing a song. They are inside the classroom. They're painting. They've got a paintbrush.
Extended: Where is Cricket? At school. Cricket is happy at school. What are Cricket and his friends doing at school?

Materials

Student's Book, Activity Book, Teacher's Audio CD, Poster and Poster Pop-outs Unit 1, real objects: scissors, paintbrush, paper shapes (circle, triangle, square), coloured pencils

Preparation

Make paper shapes from coloured construction paper (circle, triangle, square).

Warmer

Review the words *scissors*, *paintbrush* and *shapes*. Do the activity *Pass it*, on page 17 of the Vocabulary presentation section. Use the real objects and paper shapes (see Materials and Preparation).

Explain



Display the **Poster**. Present the language *They're playing / singing / cutting / painting*. Do the activity *Look at the Poster*, on page 19 of the Language presentation activities section.

Listen and point.

Circle the paintbrush.

Distribute **Student's Books** opened at page 4. Ask *Where is Cricket?* Encourage the children to answer *At school*. Say *Cricket is happy at school. What are Cricket and his friends doing at school?* Let's listen. Play **Track 3**. Ask the children to point to the actions as they are mentioned.

Track 3

Cricket: What are they doing?

Julian: They're playing outside the classroom.

Cricket: What are they doing?

Luisa: They're singing a song. They are inside the classroom.

Cricket: What are they doing?

Julian: They're painting. They've got a paintbrush.

Cricket: What are they doing?

Luisa: They're cutting shapes. They've got scissors.

Next, distribute coloured pencils. Point to the scissors and ask *Is this a paintbrush?* Ask the children to answer *No*. Ask *What are these?* Encourage the children to answer *Scissors*. Now point to the paintbrush. Ask *Is this a paintbrush?* Ask the children to answer *Yes*. Say *Show me your red coloured pencil. Circle the paintbrush*. Have the children circle the

paintbrush. Monitor and provide help as needed. Then say *Look, the girl and boy are painting. They've got...* Ask the children to complete the sentence with the word *paintbrushes*.

Wrap-up

Continue working on page 4 of the **Student's Book**. Point to the children singing in the Music class. Explain to the children that this is an activity you do inside (in the classroom). Now point to the children that are playing. Explain to the children that they are playing in the playground, so they are playing outside. Take the children out of the classroom and say *Outside*. Now, go back to the classroom and encourage them to say *Inside*. Next, ask *What are the activities you do inside the classroom? What are the activities you do outside the classroom?* Encourage the children to answer. Finally, ask them to close their books.

Extension activity

Play **Track 2** (see page 32), and do the activity *Sing along*, on page 21 of the Songs and chants activities section. As an extension, you can encourage the children to sing the song a cappella and substitute *Julian* or *Luisa* for their own names.

Explain

Ask the children to complete page 4 of the **Activity Book**. The children match the activity to the object people need to perform it. Then the children say what the people are doing in each picture.

Objectives

The children can address their classmates politely.

Vocabulary

Key: polite

Extended: boy, children, classroom, girl, happy, sad

Language

Key: Hello! How are you? I'm fine, thank you.

Extended: Where are the children?

Materials

Student's Book, Activity Book, Flashcards Unit 1 (cut, paint, play, sing), Cricket Puppet, beanbag, real objects: a book, a crayon, scissors, a pencil, a glue stick; marker pens, sheets of paper

Warmer



Do the activity *Beanbag toss*, on page 15 of the Warmer activities section. Use the **Flashcards**.

Elaborate

Review polite expressions. Make the **Cricket Puppet** have the following conversation with you:

Teacher: Hello, Cricket. How are you?

Cricket: I'm fine, thank you.

Then give Cricket a crayon. Act out the following part of the dialogue:

Cricket: Thank you.

Teacher: You're welcome.

Help the class realise the importance of being polite to have a harmonious environment in the classroom.

Listen, point and repeat.

Distribute **Student's Books** opened at page 5. Draw the children's attention to the pictures. Ask *Where are the children?* Elicit answers. Then hold up the Student's Book page so that the children can see it clearly. Point to the girl and the boy saying hello. Say the following and ask the children to point to the corresponding pictures:

T: Point to the girl. Look, she's saying 'Hello! How are you?' Repeat. (Encourage the children to repeat). Point to the boy. He's saying 'I'm fine, thank you.' (Shake hands and smile to a child). Repeat. (Encourage the children to repeat).

Explain to the children that when someone says hello, you smile to show you are happy to see the person.

Now point to the boy with the blue shirt. Say the following and ask the children to point to the corresponding pictures:

T: Point to the boy. Look, he's saying 'Thank you.' Repeat. (Encourage the children to repeat). Point to the other boy. He's saying 'You're welcome.' Repeat. (Encourage the children to repeat).

Pretend you are borrowing a pencil from a child. Say *Thank you*. Encourage the child to say *You're welcome*. Explain to the children that if someone helps you, you say *Thank you*. If you help someone and they say *Thank you*, you should reply *You're welcome*. Next, ask the children to work in pairs. Encourage them to greet and say to their partner *Thank you* and *You're welcome*. Monitor and provide

help as needed. Finally, ask the children to close their books.

Wrap-up

Do the activity *Puppet time*, on page 16 of the Wrap-up activities section. Review *Hello. How are you? I'm fine, thank you*. Then have the **Cricket Puppet** give the children one of the real objects and ask them to practise *Thank you. You're welcome*.

Extension activity

Distribute marker pens and sheets of paper. Do the activity *Paint a picture*, on page 16 of the Wrap-up activities section.

Evaluate

Ask the children to complete page 5 of the **Activity Book**. Help the children read the sentence *I'm fine!* aloud. Ask them to copy the corresponding expression in Cricket's empty face.

Listen, point and repeat.



Unit 1 Why is school important?

Lesson 3

5



Listen and point. Circle the room where you are.



6

Lesson 4

Unit 1 Why is school important?

Objectives

The children can identify and name places at school.

Vocabulary

Key: classroom, gym, head teacher's office, library, over here, over there, playground, Science lab

Extended: teacher

Language

Key: Where's the playground? It's over there. We are in the playground. The (classroom) is over here.

Extended: Where are they? They're at school. What places are there?

Materials

Student's Book, Activity Book, Teacher's Audio CD, Poster and Poster Pop-outs Unit 1, Flashcards Unit 1 (*classroom, gym, library, playground, Science lab*), coloured pencils, big ball, small ball

Warmer

Review the words *big* and *small*. Do the activity *Facial expressions*, on page 19 of the Language presentation section. Show the children the big ball and say *Look, this ball is big*. Use body language to convey meaning. Do the same with the small ball.

Engage



Display the **Poster**. Present the words *playground, gym, library, classroom, Science lab* and *head teacher's office*. Do the activity *Poster and Poster Pop-outs*, on page 17 of the Vocabulary presentation section.

Listen and point. Circle the room where you are.



Distribute **Student's Books** opened at page 6. Ask *Where are Cricket and the teacher?* Encourage the children to answer *They're at school*. Say *Look, there are many places at school. What places are there? Let's listen*. Play **Track 4**. Ask the children to point to the rooms as they are mentioned.

Track 4

Teacher: Come with me, Cricket. This is the classroom.

Cricket: Where's the playground?

Teacher: It's over there. Look, this is the gym.

Cricket: Where's the library?

Teacher: It's over here.

Cricket: Wow! The gym is big. The library is small.

Teacher: This is the head teacher's office and that is the Science lab.

Next, distribute coloured pencils. Point to the library and say *What's this?* Encourage them to answer *The library*. Ask *Are we in the library now?* Ask the children to answer. Do the same with the rest of the pictures. Ask the children to circle the picture of the place at school where you are at the moment. Then ask the children to say *We are in the (classroom)*. Finally, ask the children to close their books.

Wrap-up



Present the meaning of *over here* and *over there*. Go to the school playground. Describe the location of, for example, your classroom and the head teacher's office. Say *We are in the playground. The (classroom) is over here*. Point to the classroom and ask the children to

do the same. Encourage them to notice that the place you are pointing to is near. Now say *The head teacher's office is over there*. Point to the school office and ask the children to do the same. Encourage them to notice that the place you are pointing to is far. Go back to the classroom. Display the **Flashcards** near to or far away, according to the song lyrics (see below). Then play **Track 5**, *Where's the classroom?* Ask the children to sing as they point to the corresponding Flashcards.

Track 5

Where's the classroom?

Where's the classroom? Over here, over here! Where's the playground? Over there, over there! Where? Where? Over here, over here.

Where? Where? Over there, over there.

Where's the library? Over here, over here.

Where's the gym? Over there, over there.

Where? Where? Over here, over here.

Where? Where? Over there, over there.

Extension activity



Display the **Poster**. Do the activity *Reviewing with the Poster*, on page 18 of the Vocabulary review section. Say *Put the girl in the classroom. Put the children in the Science lab, etc.*

Explore



Ask the children to complete page 6 of the **Activity Book**. Ask the children to colour the rooms that are in their school.

Objectives

The children can identify and name school supplies.
The children can identify people in their classroom.

Vocabulary

Key: book, boy, crayon, friend, girl, paintbrush, teacher

Extended: people, thing

Language

Key: My name is Ricardo. They are my friends. She's a girl. Her name's Karina. This is my book and these are my crayons.

Extended: This is his classroom. There are things and there are people. Who and what is in Ricardo's classroom?

Materials

Student's Book, Activity Book, Teacher's Audio CD, Poster and Poster Pop-outs Unit 1, Cricket Puppet, real objects: paintbrushes, crayons, coloured pencils, glue sticks, scissors and books; ball, music, construction paper, coloured chalk

Warmer

Review vocabulary related to school supplies. Do the activity *Mystery bag*, on page 17 of the Vocabulary presentation section. Use the real objects.

Engage



Display the **Poster**. Review the words *boy*, *girl*, *teacher* and *classroom*. Invite individual children to the front and give them the **Cricket Puppet**. Say *Point to the boy*. Ask the children to point to the corresponding picture and say the word *boy*. Do the same with *girl*, *teacher* and *classroom*.

Listen and point. Circle the girl. 6

Distribute **Student's Books** opened at page 7. Hold up the Student's Book page so that the children can see it clearly. Point to the boy with the green T-shirt. Say *Look, he's Ricardo. This is his classroom. There are things and there are people. Who and what is in Ricardo's classroom? Let's listen*. Play **Track 6**. Ask the children to point to the people and the school supplies as they are mentioned.

Track 6

Ricardo: Hello! My name is Ricardo. They are my friends. She is a girl. Her name is Karina. He is a boy. His name is Mario. This is my teacher, Miss Monica. This is my book and these are my crayons. This is my paintbrush. Tell me about you. What's your name?

Next, distribute coloured pencils. Hold up page 7 of the Student's Book and point to the book. Ask *Is this a girl?* Elicit the answer *No*. Ask *What is it?* Elicit the answer *It's a book*. Point to the girl. Say *She's Karina. Is she a girl?* Elicit the answer *Yes*. Say *Show me your blue pencil. Circle the girl blue*. Monitor and provide help as needed. Check. Encourage the children to answer the question *What's your name?* Finally, ask the children to close their books.

Wrap-up

Do the activity *Bomb!*, on page 25 of the Games section. Ask questions like *What's your name?* or hold up a real object and ask *What is it?* Use the ball and the music.

Extension activity

Distribute coloured chalk and construction paper. Ask the children to draw the things and people in their classroom. Display the children's work on the classroom walls. Do the activity *Let's share our work*, on page 16 of the Wrap-up activities section. Encourage the children to name the people and objects they drew.

Explore

Ask the children to complete page 7 of the **Activity Book**. Ask the children to colour the girls, boys and the teacher blue. Ask them to colour the things red.

Listen and point. Circle the girl.

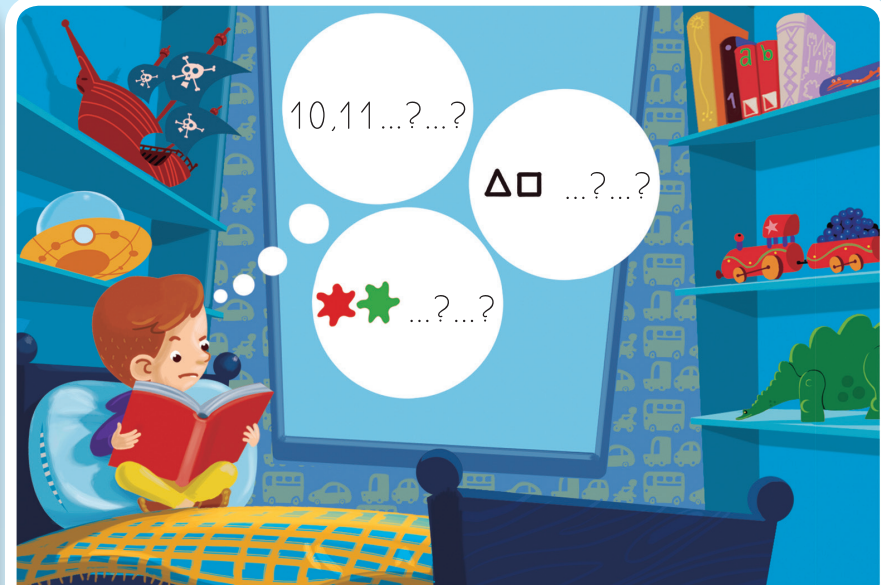


Listen and point. Say the numbers.



The magic cape

It's OK, Danny. You can practise at home.



8

Lesson 6

Unit 1 Why is school important?

Objectives

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

Vocabulary

Key: forget, magic cape, teacher; colours, numbers 1 to 15, shapes

Extended: classroom, Maths class, school, wardrobe

Language

Key: Danny practises the numbers at home, but he forgets 12 and 13. He practises the shapes, but he forgets triangle and rectangle.

Extended: In the story, Danny forgets the numbers. Can you help Danny remember the numbers?

Materials

Student's Book, Activity Book, Teacher's Audio CD, Story Cards Unit 1, scenes 1 to 3, Cricket Tales, extra reading activities (in the Teacher's Resource Book), 15 white cards, marker pen, plastic bag, blue, red, yellow, pink, brown, orange and purple construction paper, scissors

Preparation

Write the numbers 1 to 15 on separate white cards. Make big paper shapes (circles, squares, triangles and rectangles) of coloured construction paper.

Warmer

Review shapes and colours. Do the activity *I spy*, on page 26 of the Games section. Say *I can see something blue*. Encourage the children to call out the blue shapes that you have made from the construction paper.

Unit 1 Why is school important?

Explain

Do the activity *Mystery bag*, on page 17 of the Vocabulary presentation section. Use the number cards and the plastic bag.



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

Listen and point.

Say the numbers.



Display **Story Card** scene 1 on the board. Point to the main character and say *Look, he's Danny*. Tell the children you are going to read a story about Danny and a problem he has in Maths class. Then distribute **Student's Books** opened at page 8. Play **Track 7**, *The magic cape* (scenes 1 to 3), and ask the children to point to the scenes as they are mentioned.

Track 7

The magic cape (scenes 1 to 3)

Narrator: *At school, the teacher asks Danny to count to 15. She also asks him to say the shapes and the colours. But he doesn't know the numbers, he doesn't know the shapes and he doesn't know the colours. 'It's OK, Danny,' says the teacher, 'You can practise at home.'* *Danny practises the numbers at home, but he forgets 12 and 13. He practises the shapes, but he forgets triangle and rectangle. He practises the colours, but he forgets brown and pink. Then, Danny finds a cape in his wardrobe. 'What is this? It's a cape!' The cape has numbers on it. Danny puts on the cape and he can count from 1 to 15. 'Wow, this is a magic cape!' Danny says. He puts the cape back in the wardrobe.*

Next, say *In the story, Danny forgets the numbers. Can you help Danny remember the numbers?* Point to the numbers in Story Card scene 1 and ask the children to call them out. Provide help as necessary. Finally, ask the children to close their books.



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

Wrap-up



Display the **Story Cards**, scenes 1 to 3, on the board. Do the activity *What's next?* on page 22 of the Reading activities section.

Extension activity



Display the **Story Cards**, scenes 1 to 3, on the board. Do the activity *Retell the story*, on page 22 of the Reading activities section. You can also review shapes and colours.



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

Explain

AB

Ask the children to complete page 8 of the **Activity Book**. Ask the children to identify the shapes in the magic cape. Then help them to read the colour code and colour the shapes on the cape accordingly.

Objectives

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

Vocabulary

Key: magic cape; colours; numbers 1 to 15, shapes

Extended: school, teacher, wardrobe

Language

Key: This time the cape has got many colours on it. Danny puts on the cape and he can remember the colours.

Extended: In the story, Danny can say the shapes. Do you know the shapes?

Materials

Student's Book, Activity Book, Teacher's Audio CD, Story Cards Unit 1, scenes 1 to 6, Cricket Tales, extra reading activities (in the Teacher's Resource Book), coloured paper shapes (see page 43), crayons, coloured pencils, glue and glitter, white construction paper, marker pen, scissors

Preparation

Trace the shape of different numbers (1 to 15) on the white construction paper and cut them out. Each child should get one number.

Warmer

Review colours. Place the coloured paper shapes on the floor. Then do the activity *Mix-up*, on page 26 of the Games section.

Explain



Display the **Story Cards**, scenes 1 to 3, on the board. Play **Track 7** (scenes 1 to 3) and do the activity *Retell the story*, on page 22 of the Reading activities section.

Listen and point.

Colour the shapes.



Distribute **Student's Books** opened at page 9. Play **Track 7** (scenes 4 to 6) and ask the children to point to the pictures as they are mentioned in the recording.

Track 7

The magic cape (scenes 4 to 6)

Narrator: Later he opens the wardrobe again. This time the cape has shapes on it. Danny puts on the cape and he can remember the shapes. 'Circle, square, triangle, rectangle. Wow! This is a magic cape!' Danny says. He puts it back in the wardrobe. Then later he looks in the wardrobe again. This time the cape has many colours on it. Danny puts on the cape and he can remember the colours. 'Red, yellow, blue, green, orange, purple, brown, pink, black and white. Wow! This is a magic cape!' Danny says. He puts it back in the wardrobe.

The next morning he goes to school without the magic cape. When the teacher asks Danny to count to 15, he puts on an imaginary cape and counts from 1 to 15. Then he says the shapes. Finally, he says the colours. 'Well done, Danny!' He doesn't need the magic cape after all.

Display the **Story Cards**, scenes 1 to 6, on the board. Play the track again. Point to the shapes in scene 4 and ask the children to call them out. Distribute crayons and ask the children to

colour the shapes. Say *Show me your purple crayon. Colour the circle purple*. Continue in the same way with *square-grey, triangle-yellow and rectangle-black*.



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

Wrap-up



Display the **Story Cards**, scenes 1 to 6, on the board. Do the activity *Act out the story*, on page 22 of the Reading activities section.



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

Extension activity

Distribute coloured pencils, glue, glitter and the construction paper numbers (see Materials and Preparation). Ask the children to identify the number they were given. Instruct them to colour their number and decorate it with glitter. When they are finished, elicit the number they coloured and the colours they used.



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

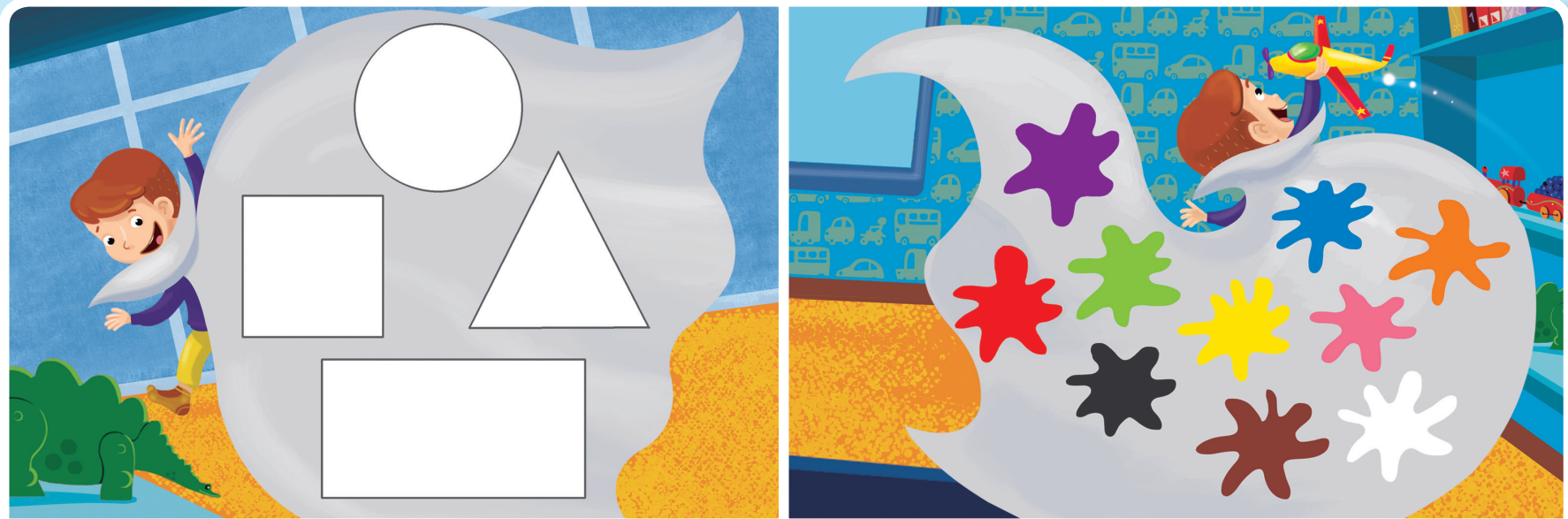
Explain



Ask the children to complete page 9 of the **Activity Book**. Ask them to read and trace over the words. Then ask them to draw the shapes and numbers that appear in the story in the corresponding capes. Finally, help them colour the blotches.

Listen and point. Colour the shapes .   

The magic cape



Unit 1 Why is school important?

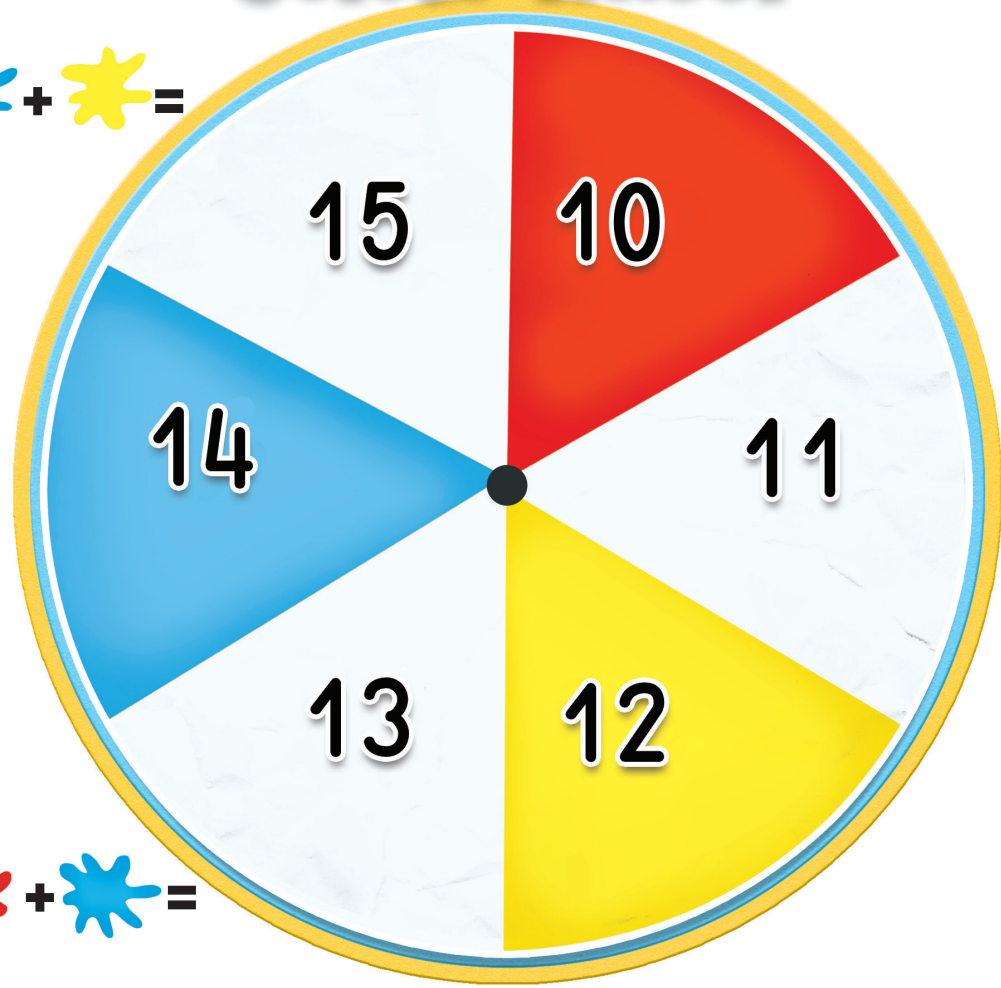
Lesson 7



9



Make a colour wheel. 

Colour Wheel

 +  =



=  + 

 +  =

 +  = 

 +  = 

 +  = 

Objectives

The children can understand how colours are mixed to make new colours.

Vocabulary

Key: colour wheel, primary colours, secondary colours; colours, numbers 10 to 15

Extended: mix, new

Language

Key: Yellow and red make orange. What colour can you see? Green.

Extended: Do you want to know how we can make new colours? Let's do it.

Materials

Student's Book, Activity Book, coloured pencils (yellow, red, orange, blue, green and purple), sheets of white construction paper, red, yellow and blue tissue paper, glue, scissors

Preparation

Cut squares of red, yellow and blue tissue paper. Each child must have a square of each colour.

Warmer

Review the numbers from 10 to 15. Do the activity *Rub out the number*, on page 26 of the Games section.

Elaborate

To review *yellow, red, orange, blue, green and purple*, do the activity *Pass it*, on page 17 of the Vocabulary presentation section. Use the coloured pencils.

Make a colour wheel. **SB**

Distribute **Student's Books** opened at page 10. Call the children's attention to the picture. Ask the children to call out the colours and the numbers. Explain to them that the big circle is a colour wheel. Tell the children that a colour wheel shows how basic colours (or primary colours) can help us get new colours (or secondary colours). Say *Yellow, red and blue are primary colours* (hold up the corresponding coloured pencils), *and you can mix them to make purple, green and orange* (hold up the corresponding coloured pencils). Ask *Do you want to know how we can make new colours? Let's do it*. Tell the children they are going to complete the colour wheel on page 10 to see how you can mix red, blue and yellow in order to get new colours. Distribute coloured pencils and say *Show me the red and the yellow pencils*. Point to the red and yellow colour blotches and then point to the section that should be coloured. Say *Colour the part with the number 11 orange*. Demonstrate the activity on the board, if necessary. Continue in the same way with the rest of the colour wheel. Monitor and provide help as needed. When the children have finished colouring the sections of the colour wheel, encourage them to say what they see in the code below the wheel. For example, encourage the children to say *Yellow and red make orange*. Ask the children to colour the circle accordingly. Do the same with the remaining colour codes. Finally, ask the children to close their books.

Wrap-up

Do the activity *Pass the secret*, on page 26 of the Games section. Ask the children to say *Yellow and red make orange, red and blue make purple and blue and yellow make green*.

Extension activity

Distribute sheets of white construction paper, glue, blue, yellow and red tissue paper squares (see Materials and Preparation). Encourage the children to glue the squares, so they overlap, in order to get the secondary colours (purple, green and orange) as follows: First, ask the children to glue the red paper square onto the sheet of white construction paper. Then, ask the children to glue one corner of the blue square on top of a corner of the red square. Next, have them glue the yellow square on top of both the red and the blue squares. Finally, ask the children to say what colours they can see. Keep the children's work in their portfolio.

Evaluate **AB**

Ask the children to complete page 10 of the **Activity Book**. Help the children to read the words in the crayons. Ask them to colour the crayons accordingly. Then encourage them to say what colour they get when each pair of colours is mixed. Ask them to colour the shapes using the corresponding secondary colour.

Objectives

The children can say the sound s.
The children can write the letter s.

Vocabulary

Key: school, scissors, student

Extended: playing

Language

Key: Cricket is a student. The children are playing in the school. They've got scissors.

Extended: This is the letter s. It makes the sound s. Point to the letter s. Say s.

Materials

Student's Book, Activity Book, Teacher's Audio CD, phonics pages 117-118 and 137-138 (in the Teacher's Resource Book), scissors, big construction paper card, marker pen, crayons, pipe cleaners (2 per child)

Preparation

Write the letter s on the construction paper card. Photocopy the phonics pages (1 per child).

Warmer

Display the scissors, call out the word and ask the children to repeat. Then do the activity *What's that sound?* on page 20 of the Phonics section.

Explain

Do the activity *Mime the letter*, on page 20 of the Phonics section to familiarise the children with the shape. Use the s card (see Preparation) to help them.

Listen and repeat.

Trace and match. 8

Distribute **Student's Books** opened at page 11. Ask *Can you see a pair of scissors?* Elicit answers. Encourage the children to say the word, emphasising the sound s. Then call the children's attention to the word *scissors*. Help them notice that it starts with the letter s. Say *This is the letter s. It makes the sound s. Point to the letter s. Say s.* Encourage them to say the corresponding sound. Help them to realise that both the capital and the small letter sound the same. Then say *Let's listen to other words with s.* Play **Track 8**. Ask the children to listen and point to the corresponding pictures.

Track 8

Narrator: *They've got scissors.*

s, s, s, scissors.

The children are playing in the school.

s, s, s, school.

This boy is a student.

s, s, s, student.

Play the track again and ask the children to repeat, as they point to the pictures. Distribute crayons, say the sound s and ask the children to point to the letters. Next, ask them to write the capital and the small letters, first in the air and then in their books. Point to the word *scissors* and read it out loud with the children. Ask them to point to each letter, from left to right, as they sound it out. Tell them to write over the letter s. Have the children draw a line to match the word with the corresponding picture. Do the same with the rest of the words. Monitor and provide help as needed. Check. Finally, ask the children to close their books.

Wrap-up

Do the activity *The beat*, on page 20 of the Phonics section. Then distribute the phonics pages, from the **Teacher's Resource Book** (see Preparation). Help the children to do the activities suggested.

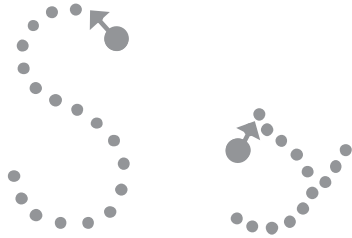
Extension activity

Distribute pipe cleaners. Tell the children to twist the pipe cleaners to make S shapes. Demonstrate the activity and show them how to make a capital and a small S with their pipe cleaners. Finally, ask them to say the sound s.

Explain

Ask the children to complete page 11 of the **Activity Book**. Tell them to look at the pictures and call out the corresponding words. Next, help them trace the words. Finally, ask the children to say the words aloud.

Listen and repeat. Trace and match.



scissors



school



student

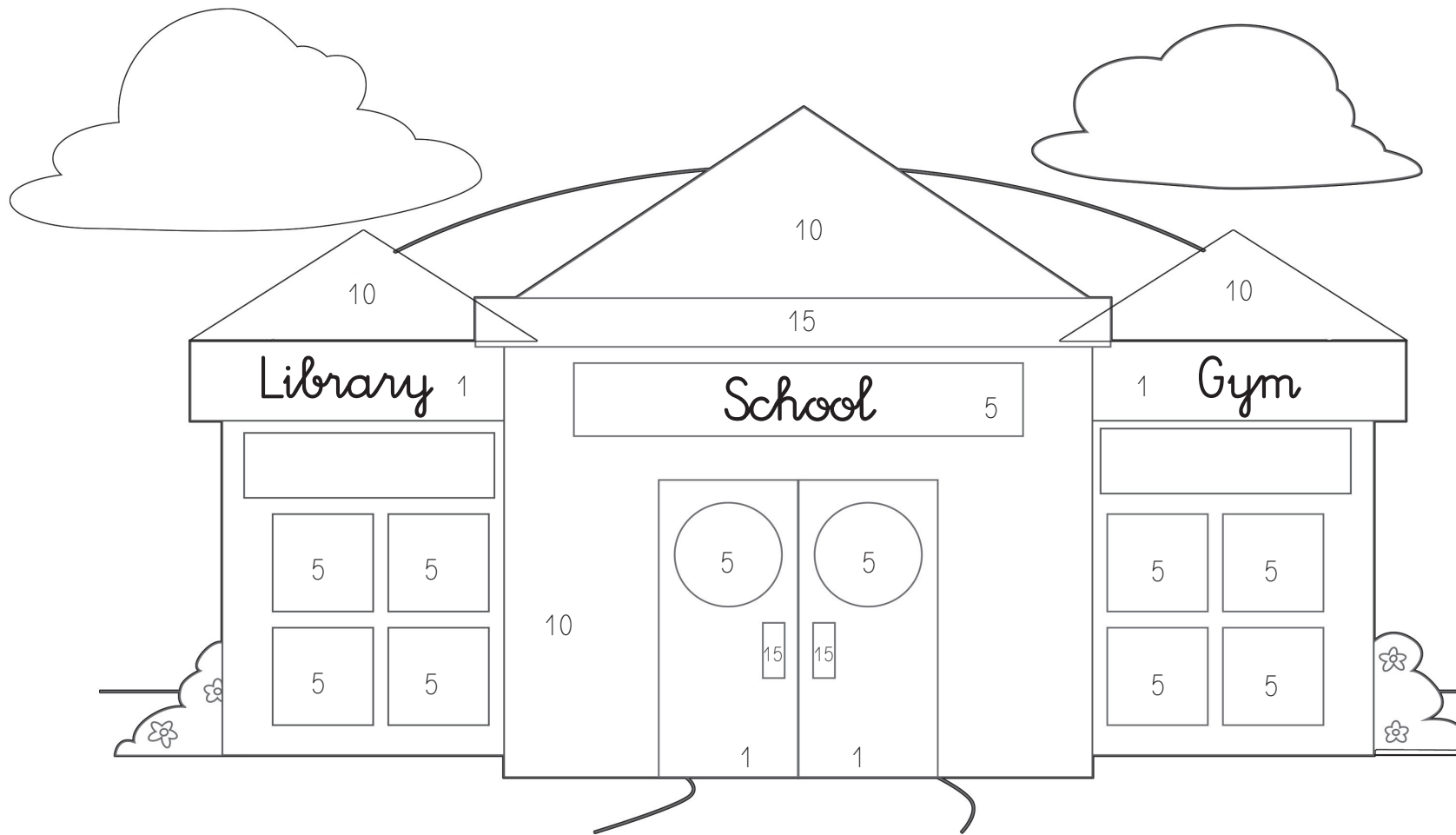
Unit 1 Why is school important?

Lesson 9 Phonics

11



Look and colour. Say.   



Objectives

The children can identify numbers from 1 to 15.

Vocabulary

Key: colours; numbers 1 to 15

Extended: classroom, gym, head teacher's office, library, playground, Science lab; shapes

Language

Key: Find number 1 in the school. What colour is number 1? Red. Colour the parts with the number 1 red.

Extended: What shapes can you see?

Materials

Student's Book, Activity Book, blue, red, yellow and purple big paper shapes (see page 43), beanbag, 1 to 15 number cards (see page 43), plastic bag, marker pen, scissors, crayons

Warmer

Review colours and shapes. Do the activity *Shapes*, on page 26 of the Games section. Use the construction paper shapes and the beanbag.

Elaborate

Review numbers 1 to 10. Do the activity *Rub out the number*, on page 26 of the Games section. Then present numbers 11 to 15. Do the activity *Mystery bag*, on page 17 of the Vocabulary presentation section. Use the number cards and the bag.

Look and colour. Say. **SB**

Distribute **Student's Books** opened at page 12. Ask the children to identify the shapes. Ask *What shapes can you see?* Elicit answers from the children. Then ask the children to identify the colours. Next, call out the numbers 1, 5, 10 and 15 and ask the children to say the corresponding colours. For example, say *Ten* and ask the children to say *Yellow*. Distribute crayons and call the children's attention to the school. Say *Find number 1 in the school. What colour is number 1?* Call the children's attention to the colour code and ask them to answer *Red*. Say *Show me your red crayon. Colour the shapes with the number 1 red.* Monitor and check. Continue in the same way with the rest of the numbers and colours. Monitor and check. Finally, ask the children to close their books.

Wrap-up

Review the numbers 1 to 15. Hold up the corresponding number cards. Call out the numbers and ask the children to repeat. Next, do the activity *Go to the Flashcard* (using the number cards), on page 17 of the Vocabulary presentation section. Review numbers from 5 to 15.

Extension activity

Do the activity *Count to three*, on page 25 of the Games section. Use the number cards.

Evaluate **AB**

Ask the children to complete page 12 of the **Activity Book**. Say the following and ask the children to colour the places accordingly: *Colour the lab red. Colour the head teacher's office blue.* Then ask them *What number is the classroom?* Continue with other places at school.

Objectives

The children can identify what they do in certain rooms at school.

Vocabulary

Key: classroom, do exercise, do experiments, draw pictures, gym, head teacher's office, library, play, playground, read books, school office, Science lab, visit the head teacher

Extended: boy

Language

Key: In the library, I read books. In the gym, I do exercise.

Extended: Where are they? At school / In the library / the gym / the head teacher's office / the playground / the Science lab. What do they do there?

Materials

Student's Book, Activity Book, Poster and Poster Pop-outs Unit 1, Teacher's Audio CD, Flashcards Unit 1 (*classroom, gym, library, playground, Science lab, visit the head teacher*), plastic bottle

Warmer

Review the words *classroom, gym, library, playground* and *Science lab*. Do the activity *Spin the bottle*, on page 15 of the Warmer activities section. Use the **Flashcards** and the plastic bottle.

Engage



Do the activity *Stand up, sit down*, on page 15 of the Warmer activities section. Say *read a book, do exercise, play a game, do experiments* and *draw pictures*. Then present *visit the head teacher*. Hold up the corresponding **Flashcard**. Say *Look, these children are visiting the head teacher*. Say *Visit the head teacher* and ask the children to repeat.

Listen and point. Say.



Distribute **Student's Books** opened at page 13. Call the children's attention to the pictures in the first row and say *Look, here's Cricket* (first picture). *This is his friend, Cal* (second picture). *And this is his other friend, Crissy* (third picture). Encourage the children to say *Cricket, Cal* and *Crissy*. Ask *Where are they?* Ask the children to answer *At school / In the library / the gym / the head teacher's office / the playground / the Science lab / the classroom*. Then ask *What do they do there?* *Let's listen*. Play **Track 9**. Ask the children to point to the pictures as they are mentioned.

Track 9

Cricket: In the library, I read books.

Cal: In the gym, I do exercise.

Crissy: In the school office, I visit the head teacher.

Cal: In the playground, I play a game.

Cricket: In the Science lab, I do experiments.

Crissy: In the classroom, I draw pictures.

Next, hold up the Student's Book page again. Point to the picture of Cricket in the library. Say *In the library, I...* Encourage the children to complete the sentence by saying *read books*. Ask the children to mime the corresponding action as they answer. Do the same with the rest of the pictures and sentences. Monitor and provide help as needed. Check. Finally, ask the children to close their books.

Wrap-up

Do the activity *Charades*, on page 16 of the Wrap-up activities section. Ask the children to act out *read books, do exercise, visit the head teacher, play a game, do experiments* and *draw pictures*.

Extension activity



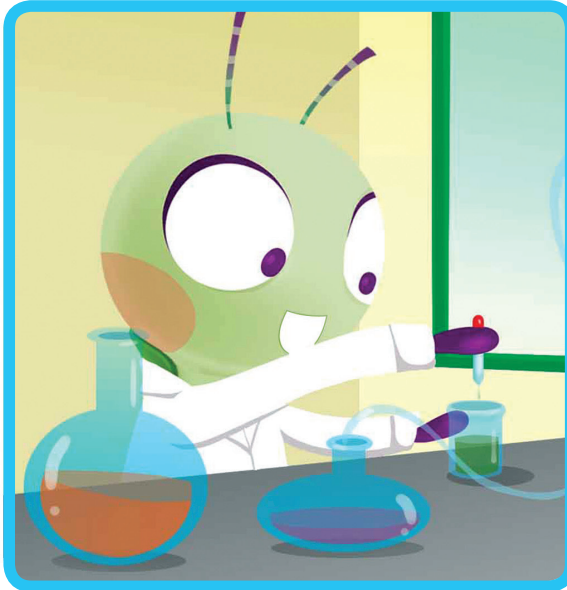
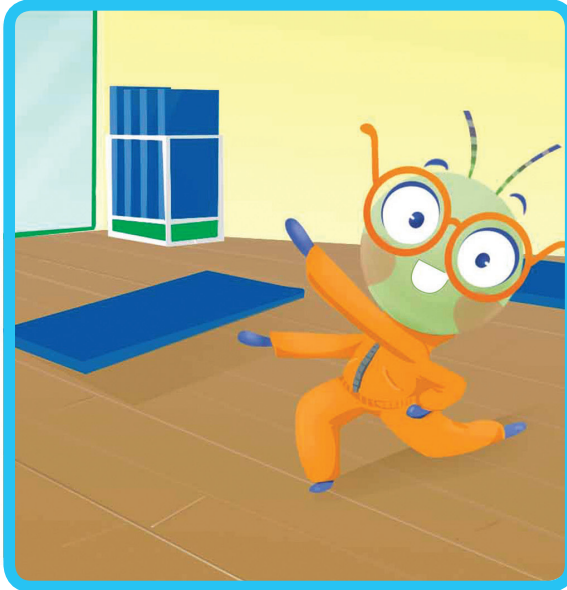
Display the **Poster**. Do the activity *Thumbs up, thumbs down*, on page 19 of the Language review section. Point to the rooms in the school and ask the children to say if what you say is correct or incorrect. For example, point to the head teacher's office and say *This is the gym*. Ask the children to put their thumbs down and say the correct sentence *This is the head teacher's office*.

Explore



Ask the children to complete page 13 of the **Activity Book**. Tell them to look at the pictures and call out the activities. Then ask them to circle their favourite activity.

Listen and point. Say.    



Unit 1 Why is school important?

Lesson 11

13




Listen and read. Match and say.




We  books.



We  pictures.



We  games.



We  experiments.



Objectives

The children can identify what they do in certain rooms at school.

Vocabulary

Key: classroom, do exercise, do experiments, draw pictures, game, library, playground, read books, Science lab

Extended: everyone, gym, head teacher's office, learn, school

Language

Key: What do you do in the library? We read books in the library.

Materials

Student's Book, Activity Book, Teacher's Audio CD, Flashcards Unit 1 (*classroom, do exercise, do experiments, draw pictures, gym, library, playground, Science lab, visit the head teacher*), Pop-outs Unit 1 (*classroom, gym, library, visit the head teacher*), assessment Unit 1 (in the Teacher's Resource Book), coloured pencils, music

Preparation

Photocopy the assessment (1 per child).

Warmer

Do the activity *Stand up, sit down*, on page 15 of the Warmer activities section. Include the actions *read books, do exercise, visit the head teacher, play games, do experiments and draw pictures*.

Explain



Review vocabulary related to rooms at school. Do the activity *Musical pictures*, on page 19 of the Language review section. Use the **Flashcards** and the music.

Listen and read.

Match and say. 10

Distribute **Student's Books** opened at page 14. Say *Look, it's Cricket. What is he doing?* Elicit answers. Play **Track 10**. Ask the children to point to the pictures in the left column as they are mentioned.

Track 10

Narrator: What do you do in the library?

Cricket: We read books in the library.

Narrator: What do you do in the classroom?

Cricket: We draw pictures in the classroom.

Narrator: What do you do in the playground?

Cricket: We play games in the playground.

Narrator: What do you do in the Science lab?

Cricket: We do experiments in the Science lab.

Play the track again. Ask the children to point to the pictures in the right column as they are mentioned. Next, distribute coloured pencils. Point to the first sentence and say *Let's read*. Point to the word *We* as you read it aloud. Point to the picture and prompt the children to call out the activity. Do the same with the word *books*. Then have them read the complete sentence *We read books*. Ask *What do you do in the library?* Encourage the children to answer *We read books in the library*. Ask the children to trace over the line as they say the sentence again. Continue in the same way with the rest of the sentences.

Wrap-up 11

Play **Track 11**, *School is great*. Encourage the children to hold up the corresponding **Pop-outs**.

Track 11

School is great

School is great. School is fun.

We love school. It's for everyone!

I like the library. There are lots of books.

I like the gym. There are things to do.

I like the classroom. I can learn and draw.

I like the office. There are people to meet.

School is great. School is fun.

We love school. It's for everyone!

Extension activity 11

Play **Track 11** again. Do the activity *Follow me!*, on page 21 of the Songs and chants activities section.

Evaluate

Ask the children to complete page 14 of the **Activity Book**. Help the children read the phrases and circle the pictures of the places where they do the activities.

Assessment

Distribute the assessment (in the **Teacher's Resource Book**; see Preparation). Provide help as needed (see instructions on the assessment pages).



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**.