



Why is school important?

Essential questions	Objectives	Key vocabulary	Key language
<ul style="list-style-type: none"> • What school supplies have I got? • What subjects do I study? • What do I learn about? 	<ul style="list-style-type: none"> • Identify people at school • Greet and say goodbye • Identify and name school supplies • Identify colours • Count from 1 to 10 • Identify and name school subjects • Ask for school supplies politely • Identify the days of the week • Identify what they do in certain school subjects • Say what they do in class • Say the sounds <i>s</i>, <i>c</i>, <i>t</i> and <i>p</i> • Write the letters <i>s</i>, <i>c</i>, <i>t</i> and <i>p</i> 	<ul style="list-style-type: none"> • School subjects: <i>Art, English, IT, Maths, Music, PE, Science</i> • School objects: <i>backpack, book, crayon, glue stick, instrument, lunch box, notebook, paintbrush, paper, pen, pencil, pencil case, rubber, scissors</i> • People at school: <i>bus driver, caretaker, classmate, head teacher, porter, teacher</i> • Shapes: <i>circle, rectangle, square</i> • Verbs: <i>paint, play, use</i> • Other: <i>calendar, class, computer, football, forgetful, musical instrument, nature</i> • Colours • Numbers 1 to 10 • Days of the week 	<ul style="list-style-type: none"> • Present Simple <i>be</i> affirmative and short answers: <i>I'm Cricket. He's the Music teacher. This is my school. Is she the PE teacher? Yes, she is. / No, she isn't.</i> • Present Simple <i>have</i> affirmative and short answers: <i>What have you got? I've got white paper and five pink paintbrushes. Have you got another paintbrush? Yes, I have. / No, I haven't. Can I borrow one? Yes, here you are. Have you got Art class on Monday? Yes, we have. / No, we haven't. On Thursday we've got Music class.</i> • Present Simple affirmative, interrogative and short answers: <i>Frida forgets her book. In Science class we learn about nature. Do you like to learn about nature? Yes, I do. / No, I don't.</i>
<p>CLIL</p> <ul style="list-style-type: none"> • Social Science • Maths 			
<p>Phonics</p> <ul style="list-style-type: none"> • <i>s, c, t</i> and <i>p</i> 			

Key competences



Teacher's resources



Posters and Poster Pop-outs

Flashcards



Story Cards



Teacher's Resource Book



Extra Materials

- 11 white cards
- ball
- beanbag
- big beads in different colours
- calendar
- coloured pencils
- construction paper (different colours)
- crayons
- glue sticks
- hat
- hole punch
- marker pens
- rulers
- music
- paintbrushes

- paints
- pieces of origami paper or construction paper (blue, brown, grey, green, orange, pink, purple, red, yellow)
- pipe cleaners
- plastic bag
- real school supplies: backpack, book, crayon, glue stick, lunch box, notebook, paintbrush, paper, pen, pencil, pencil case, rubber, scissors
- sheets of paper (coloured and white)
- string

Teacher's i-solutions

All teaching and learning material 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 identify people at school.
The children can greet and say goodbye.

Vocabulary

Key: Art teacher, bus driver, caretaker, classmate, head teacher, Music teacher, PE teacher, porter

Extended: Art class, friends, Music class, PE class, school, school bus

Language

Key: She's the Art teacher. He's the Music teacher. I'm Cricket. This is my school. This is Cal and Crissy. We are friends!

Extended: Good morning! Hello / Goodbye.

Materials

Student's Book, Activity Book, Poster and Poster Pop-outs Unit 1, Teacher's Audio CD, Flashcards Unit 1 (*bus driver, caretaker, Music class, porter, PE class, school bus*), coloured pencils

Warmer

Sit with the children in a circle. Point to yourself and say your name and a colour you like; for example, *I'm Maria and I like yellow*. Then, ask the children to say their names and the colour they like around the circle.

Engage



Display the **Poster**. Present the words *porter, Music teacher, PE teacher, caretaker* and *bus driver*. Point to the porter and say the word *porter*. Ask the children to repeat. Then, point to the picture of the porter again and say *What does a porter do? A porter watches the school door*. Hold up the *porter Flashcard* to show the children what a porter does.

Now point to the picture of the Music teacher. Say the words *Music teacher* and ask the children to repeat. Then, say *What does a Music teacher do? A Music teacher teaches Music*. Show the children the *Music class Flashcard*. Do the same with the *PE teacher—teaches PE class, caretaker—keeps the school clean* and *bus driver—drives the school bus*.

Listen and point. Trace.

Distribute **Student's Books**. Ask the children to open their books at page 3. Make sure everybody opens their book at the correct page. Ask the children *Can you see Cricket in the picture? Can you see his friends?* Elicit answers. Then, ask *Where are they?* Encourage the children to answer *They are at school*. Say *Yes, they are at school. Who is in Cricket's school? Let's listen*. Play **Track 1**. Encourage the children to point to the people as they are mentioned.

Track 1

Cricket: *Good morning! It's time for school. Off the school bus. Goodbye, bus driver. Hello, porter. Look, she's the Art teacher. He's the Music teacher. He's the PE teacher. She's the caretaker. I'm Cricket. This is my school. This is Cal and Crissy.*
Crissy: *Hi, I'm Crissy. Look, she's the head teacher. This is Cal and he's my classmate. We are friends!*

Distribute coloured pencils. Help the children read the word *school*. Show the children that they read it from left to right. Then, ask them to trace over each letter. Make sure the children hold the pencils correctly. Monitor and provide help as needed. Next, ask the children if these people work in their schools. Finally, tell the children to close their books.

Wrap-up

Play **Track 2**, *Hello, Cricket*, and do the activity **March!** on page 21 of the Songs and chants activities section.

Track 2

Hello, Cricket!

*Hello, Cricket. It's nice to see you again.
Hello, Cricket. I'm happy you're my friend.
Hello, boys. Hello, girls. It's nice to see you again.
Hello, boys. Hello, girls. I'm happy you're my friends.*

Play the track again and do the activity **Act out the song**, also on page 21.

Extension activity

Play **Track 3**, *Goodbye, Cricket!*, and do the activity **Follow me!**, on page 21 of the Songs and chants activities section.

Track 3

Goodbye, Cricket!

*Goodbye, Cricket. Until we meet again.
Goodbye, Cricket. See you soon, my friend.*

Explore

Ask the children to complete page 3 of the **Activity Book**. Ask them to trace the words. Then help the children read and match them with the pictures.

Listen and point. Trace.



Unit 1 Why is school important?

Lesson 1

3

Listen and circle. Say.



Yes No



Yes No



Yes No



Yes No



Yes No

Objectives

The children can greet and say goodbye.
The children can identify the people they can see at school.

Vocabulary

Key: Art teacher, bus driver, caretaker, classmate, head teacher, Music teacher, PE teacher, porter

Extended: Cricket, school

Language

Key: Is she the PE teacher?

Yes, she is. / No, she isn't. Is he the Music teacher? Yes, he is. / No, he isn't.

Extended: She's the Art teacher. He's the PE teacher.

Materials

Student's Book, Activity Book, Poster and Poster Pop-outs Unit 1, Teacher's Audio CD, Cricket Puppet, Flashcards Unit 1 (bus driver, caretaker, classmate, head teacher, Music class, porter), plastic bag

Warmer

Play **Track 2** (see page 32), and do the activity *Cricket sings, too!*, on page 21 of the Songs and chants activities section. Use the **Cricket Puppet**.

Explain

Do the activity *Pass the Flashcard*, on page 24 of the Flashcards and Pop-outs activities section. Then, put the **Flashcards** in the plastic bag and do the activity *Slow motion*, also on page 24.

Listen and circle. Say.

Distribute **Student's Books**. Ask the children to open their books at page 4. Make sure everybody opens their book at the correct page. Hold up the Student's Book page so that the children can see it clearly. Point to the pictures and say *Look, these are the people that Cricket sees at school*. Call the children's attention to the first picture and say *She's the...* Encourage them to complete the sentence by saying *Art teacher*. Do the same with the rest of the pictures. Then, say *Let's see if you know who is in Cricket's school!* Play **Track 4**. Ask the children to point to the people as they are mentioned.

Track 4

Narrator: Is she the PE teacher?

Boy: No, she isn't.

Narrator: Is he the Music teacher?

Boy: Yes, he is.

Narrator: Is he the porter?

Boy: No, he isn't.

Narrator: Is she the caretaker?

Boy: Yes, she is.

Narrator: Is she Cricket's classmate?

Boy: Yes, she is!

Next, play the track again. Stop the recording after each question and encourage the children to answer Yes or No. Help them circle the corresponding word. Finally, ask the children to close their books.

Wrap-up

Display the **Poster**. Do the activity *Thumbs up, thumbs down*, on page 19 of the Language review section. Use the **Cricket Puppet** to point to the pictures of the people and say true or false statements. For example, point to the picture of the bus driver and say *He's the classmate*. Encourage the children to respond.

Extension activity

Put the **Flashcards** in the plastic bag. Do the activity *Flashcard bag*, on page 17 of the Vocabulary presentation section.

Explain

Ask the children to complete page 4 of the **Activity Book**. Encourage them to do the following: 1. Draw a line from the Art teacher to the PE teacher. 2. Circle the caretaker. 3. Colour the porter red. 4. Colour the Music teacher green. 5. Colour the friends blue.

Objectives

The children can identify and name school supplies.

The children can identify colours.

The children can count from 1 to 10.

Vocabulary

Key: backpack, book, crayon, glue stick, lunch box, notebook, paintbrush, paper, pen, pencil, pencil case, rubber, scissors; colours, numbers 1 to 10

Extended: boy, classroom, girl

Language

Key: What have you got? I've got white paper, five pink paintbrushes, seven purple crayons and ten glue sticks.

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

Materials

Student's Book, Activity Book, Cricket Puppet, Poster and Poster Pop-outs Unit 1, Teacher's Audio CD, music, pieces of origami paper (or construction paper) in the following colours: blue, brown, grey, green, orange, pink, purple, red, yellow; real school supplies: backpack, book, crayon, glue stick, lunch box, notebook, paintbrush, paper, pen, pencil, pencil case, rubber, scissors

Warmer

Review numbers 1 to 10. Do the activity *Rub out the number*, on page 25 of the Games section. Next, play some music and have the children walk around the classroom. Stop the music and call out a number from two to ten. The children must get together in groups of the number you called out.

Engage



Review the words *backpack, book, crayon, glue stick, lunch box, pencil and scissors*. Also, present *notebook, paintbrush, paper, pen, pencil case and rubber*. Do the activity *Pass it*, on page 17 of the Vocabulary presentation section. Use the real school supplies. Then, display the **Poster**. Check comprehension by doing the activity *Repeat!*, also on page 17. Use the **Cricket Puppet**.

Listen and point.

Count and say.   5

Distribute **Student's Books**. Ask the children to open their books at page 5. Make sure everybody opens their book at the correct page. Ask some questions about the scene. Ask *Where are the boy and the girl?* Encourage the children to answer *They're in the classroom*. Continue saying *Look, the boy and the girl have got many different school supplies. Let's listen and point to the supplies*. Then, play **Track 5**. Ask the children to listen to the recording and point to the corresponding pictures in their books.

Track 5

Girl: What have you got?

Boy: I've got a yellow lunch box, a red notebook, a blue book, a yellow and black pen, an orange pencil, a brown rubber, a green pencil case, and brown and grey scissors. What have you got?

Girl: I've got white paper, five pink paintbrushes, seven purple crayons and ten glue sticks.

Next, hold up the Student's Book page so that the children can see it clearly. Point to the notebook and say *What's this?* Encourage them to answer *It's a notebook*. Ask *How many notebooks are there?* Ask the children to count the notebooks aloud and say *There is one notebook*. Do the same with the rest of the school supplies. Finally, ask the children to close their books.

Wrap-up

Encourage the children to work in pairs (child A and child B). Have child A show child B what school supplies they've got. Tell child B to ask *What have you got?* and child A to answer *I've got ...*

Extension activity

Play music. Do the activity *Colour game*, on page 25 of the Games section. Use the pieces of origami paper.

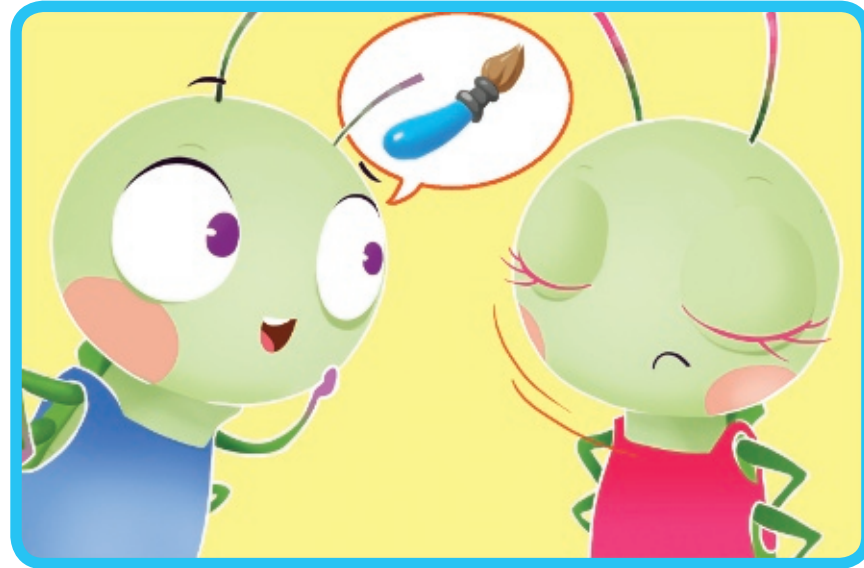
Explore

Ask the children to complete page 5 of the **Activity Book**. Ask them to count the school supplies. Ask them to write the number of coloured pencils.

Listen and point. Count and say.



Listen, point and repeat. Colour the paintbrush.



Objectives

The children can name school supplies.
The children can ask for school supplies politely.

Vocabulary

Key: paintbrush, pencil

Extended: backpack, book, crayon, glue stick, lunch box, notebook, paper, pen, pencil case, rubber, scissors

Language

Key: I've got a pencil. Have you got another paintbrush? Yes, I have. / No, I haven't. Can I borrow one? Yes, here you are.

Extended: What have you got? I've got a crayon. I haven't got a crayon.

Materials

Student's Book, Activity Book, Poster and Poster Pop-outs Unit 1, Teacher's Audio CD, Cricket Puppet, crayons, real school supplies: backpack, book, crayon, glue stick, lunch box, notebook, paintbrush, paper, pen, pencil, pencil case, rubber, scissors

Warmer

Display the **Poster**. Do the activity *Reviewing with the Poster*, on page 18 of the Vocabulary review section. Ask individual children to place the **Poster Pop-outs** of school supplies in different locations in the scene. For example, say *Put the lunch box on the floor*.

Explain

Do the activity *Puppets*, on page 19 of the Language presentation section. Use the **Cricket Puppet** to present language. Display the real school supplies on your desk. Do the following: Invite a child to the front. Give them a crayon.

Then, ask *What have you got?* Encourage them to answer *I've got a crayon*. Say *Oh! I haven't got a crayon. Can I borrow one?* Encourage the child to give the puppet the crayon and say *Yes, here you are*. Have the puppet reply *Thank you*. Repeat the activity with two more children.

Listen, point and repeat.

Colour the paintbrush.

Distribute **Student's Books**. Ask the children to open their books at page 6. Make sure everybody opens their book at the correct page. Ask the children *Who's in the picture?* Encourage them to say *Cricket, Cal and Crissy*. Ask the children to identify the school supplies. Say *Point to the pencil. Point to the paintbrush*. Make sure the children point to the correct pictures. Then, call the children's attention to the first scene. Point to Cricket's pencil and say *Cricket's got a...* Encourage the children to complete the sentence by saying *pencil*. Say *Look, Crissy and Cal are painting* (mime painting). *Can Cricket use a pencil to paint?* Help the children to answer *No*. Then, point to the paintbrush in Cricket's thought bubble and say *He needs a paintbrush to paint! Let's see what Cricket does*. Play **Track 6**. Ask the children to point to the items as they are mentioned.

Track 6

Cricket: *Oh, no! I can't paint the picture! I haven't got a paintbrush!*

Crissy: *What have you got?*

Cricket: *I've got a pencil. Have you got another paintbrush?*

Crissy: *No, I haven't.*

Cricket: *Cal, have you got another paintbrush?*

Cal: *Yes, I have.*

Cricket: *Can I borrow one?*

Cal: *Yes, here you are.*

Cricket: *Thank you.*

Play the track again and stop it after each character speaks. Ask the children to repeat. Next, distribute crayons. Say *Cricket needs a paintbrush*. Point to the pencil in the first scene and ask *Is it a paintbrush?* Elicit answers. Point to the paintbrush in the third scene and ask *Is it a paintbrush?* Elicit answers. Say *Colour it blue*. Monitor and provide help as needed. Finally, ask the children to close their books.

Wrap-up

Encourage the children to work in pairs (child A and child B). Ask child A to borrow a school supply from child B. Tell child A to ask, for example, *Have you got a crayon? Can I borrow one?* Encourage child B to answer *Yes, here you are*. Tell child A to reply *Thank you*.

Extension activity

Review colours pink, purple, brown and grey. Do the activity *I spy*, on page 26 of the Games section.

Explain

Ask the children to complete page 6 of the **Activity Book**. Ask the children to look at the pictures and identify the school supplies. Next, ask them to circle the school supply the children need in each case.

Objectives

The children can identify and name school subjects.
The children can identify the days of the week.

Vocabulary

Key: Art class, English class, IT class, Maths class, Music class, PE class, Science class; days of the week

Extended: calendar, computer, family, school, weekend

Language

Key: Have you got Art class on Monday? Yes, we have. We've got Art class on Monday. Have you got PE class on Monday, too? No, we haven't.

Extended: Look, this is the children's calendar. They use this calendar to organise their school day.

Materials

Student's Book, Activity Book, Teacher's Audio CD, Flashcards Unit 1 (*Art class, computer, IT class, Music class, PE class*), calendar

Warmer



Review the words *Art class* and *PE class*. Present the word *computer*. Hold up the **Flashcards**, call out the corresponding words and ask the children to repeat. Then, do the activity *Flash!*, on page 16 of the Wrap-up activities section.

Engage



Distribute **Student's Books**. Ask the children to open their books at page 7. Make sure everybody opens their book at the correct page. Call the children's attention to the calendar. Say *Look, this is a calendar children use at school*. Point to the pictures of the school subjects and say *They use this calendar to organise their school day*. Look, this is the *Art class*. Now point to the days of the week and say *They can see the days of the week, too! Let's learn the days of the week*. Present the days of the week. Play **Track 7** and point to a calendar as the children listen and sing.

Track 7

The days of the week

Monday, Tuesday, Wednesday, Thursday, Friday (x2).

These are the days of the week.

These are the days I go to school.

Saturday and Sunday, Saturday and Sunday (x2).

These are the days I play.

These are the days I play with my family.

Listen and point. Sing.



Make sure books are opened at page 7. Draw the children's attention to the calendar again. Say *Point to the days of the week*. Play **Track 7** again and ask the children to sing along. Next, point to each day and picture and describe the calendar; say *Look, they've got Art class on Monday. What classes have they got on Tuesday? Let's listen*. Play **Track 8** and ask the children to point to the pictures.

Track 8

Girl: Have you got Art class on Monday?

Boy: Yes, we have. We've got Art class on Monday.

Girl: Have you got PE class on Monday, too?

Boy: No, we haven't. We've got PE class and Maths class on Tuesday. We've got IT class on Wednesday. We've got Music class and English class on Thursday. We've got Science class on Friday.

Girl: Saturday and Sunday are the weekend!

We don't go to school. We play and see our family at the weekend.

Next, name the subjects at random and help the children to call out the day the boy and girl have got that class. Finally, ask the children to close their books.

Wrap-up



Play **Track 7** again and do the activity *Clap!*, on page 21 of the Songs and chants activities section. Ask the children to clap when they hear the days of the week mentioned.

Extension activity

Do the activity *Days of the week march*, on page 17 of the Vocabulary presentation section.

Explore



Ask the children to complete page 7 of the **Activity Book**. Ask the children to trace the words. Say the following and ask them to match the days of the week with the pictures: 1. *We've got IT on Monday*. 2. *We've got Maths on Tuesday*. 3. *We've got Music on Wednesday*. 4. *We've got Art on Thursday*. 5. *We've got PE on Friday*.

Listen and point. Sing.    



We've got Art class on Monday.



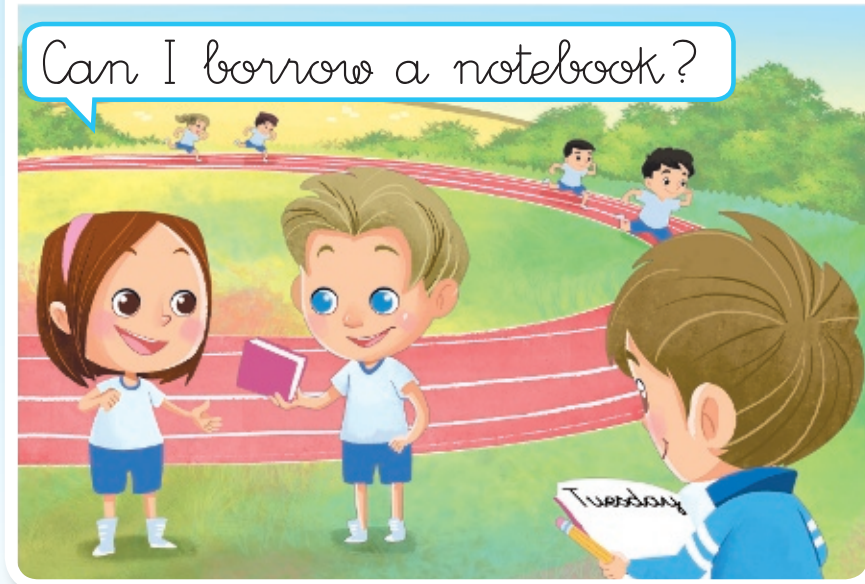
Listen and point. Circle the school supplies.



Forgetful Frida



Can I borrow a notebook?



Objectives

The children can follow and understand a story.
The children can identify the days of the week.
The children can identify school supplies.

Vocabulary

Key: Art class, book, classmate, forgetful, IT class, Music class, paintbrush, pencil; days of the week

Extended: brush, classroom, hair, school

Language

Key: On Monday we've got Art class. Frida forgets to bring her paintbrush. She asks her classmate. Can I borrow a paintbrush? Yes, here you are. Thank you.

Extended: What does Frida forget on Monday?

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), real school supplies: notebook, paintbrush, pencil

Warmer

Review the days of the week. Do the activity *Days of the week game*, on page 25 of the Games section.

Explain



Display the **Story Cards**, scenes 1 to 4, on the board. Then, do the activity *Where are they?*, on page 22 of the Reading activities section. Ask the children to say where the children are (at school / in the classroom) and what class they are taking (Art class).



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

Unit 1 Why is school important?

Listen and point.

Circle the school supplies. 9

Distribute **Student's Books**. Ask the children to open their books at page 8. Make sure everybody opens their book at the correct page. Then, tell the children you are going to read a story about Frida, a girl who is very forgetful. Explain the meaning of *forgetful*, a person who never remembers to do things. Play **Track 9**, *Forgetful Frida* (scenes 1 to 4), and ask the children to point to Frida and the school supplies mentioned.

Track 9

Forgetful Frida (scenes 1 to 4)

Narrator: This is Frida. Frida loves to read, but Frida is very forgetful. She usually forgets to brush her hair.

On Monday we've got Art class. Frida forgets to bring her paintbrush. She asks her classmate...

Frida: Can I borrow a paintbrush?

Girl: Yes, here you are.

Frida: Thank you.

Narrator: On Tuesday we've got PE class. Frida forgets to bring her notebook. She asks her classmate...

Frida: Can I borrow a notebook?

Boy: Yes, here you are.

Frida: Thank you.

Narrator: On Wednesday we've got IT class. Frida forgets her pencil. She asks her classmate...

Frida: Can I borrow a pencil?

Girl: Yes, here you are.

Frida: Thank you.

Play the track again and ask the children to listen and read the dialogues, by pointing to each word from left to right. Demonstrate the activity. Stop the recording when necessary.

Next, ask *What does Frida forget on Monday?* Elicit answers and ask the children to circle the school supplies she forgets from Monday to Wednesday. Monitor and check. 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 9

Do the activity *Act out the story*, on page 22 of the Reading activities section. Encourage the children to use real school supplies. Play **Track 9** (scenes 1 to 4) again, if necessary.

Extension activity

Say false and true statements about the story and encourage the children to say *Yes* or *No*, accordingly. For example, show **Story Card** scene 2 and say, as you point to the corresponding pictures, *Frida's got a paintbrush*. Encourage the children to answer *No*. Do the same with the remaining Story Cards (scenes 1, 3 and 4).



TRB 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**. Ask the children to look at the pictures and help them read the names of the school subjects. Ask them to circle the school subject depicted.

Objectives

The children can follow and understand a story.
The children can identify the days of the week.
The children can identify school supplies.

Vocabulary

Key: Art class, backpack, book, classmate, glue stick, IT class, Music class, notebook, paintbrush, PE class, pencil, Science class; days of the week

Extended: things, week

Language

Key: On Thursday we've got Music class.

Frida forgets her book. Can I borrow a book? Yes, here you are. Thank you.

Extended: And this week she remembers to bring her own things. Has Frida got Art class on Thursday? What does Frida borrow in Science class?

Materials

Student's Book, Activity Book, Teacher's Audio CD, Story Cards Unit 1, scenes 1 to 8, Cricket Tales, extra reading activities (in the Teacher's Resource Book), marker pen, 7 white cards, ball

Preparation

Write the days of the week on the white cards.

Warmer

Hold up the days of the week cards (see Preparation) and call out the days. Ask the children to repeat. Then, do the activity *Beat the clock!*, on page 25 of the Games section.

Explain



Display the **Story Cards**, scenes 1 to 4, on the board. Play **Track 9** (scenes 1 to 4) and do the activity *Who said that?*, on page 22 of the Reading activities section.

Listen and point. Read.

Distribute **Student's Books**. Ask the children to open their books at page 9. Make sure everybody opens their book at the correct page. Play **Track 9** (scenes 5 to 8) and ask the children to point to the pictures as they are mentioned in the recording. Play the track again and encourage the children to point to the school supplies Frida borrows.

Track 9

Forgetful Frida (scenes 5 to 8)

Narrator: On Thursday we've got Music class. Frida forgets her book. She asks her classmate...

Frida: Can I borrow a book?

Boy: Yes, here you are.

Frida: Thank you.

Narrator: On Friday we've got Science class. Frida forgets her glue stick. She asks her classmate...

Frida: Can I borrow a glue stick?

Girl: Yes, here you are.

Frida: Thank you.

Narrator: On Saturday Frida is at home. She opens her backpack.

Frida: Oh, no! I've got my classmates' things!

Narrator: She's got her classmate's paintbrush from Art class, a notebook from PE class, a pencil from IT class, a book from Music class and a glue stick from Science class.

On Monday Frida returns everything.

Frida: Thank you!

Boy and girl: You're welcome.

Narrator: And this week she remembers to bring her own things.

Play the track again and ask the children to listen and read the dialogues, by pointing to each word from left to right. Demonstrate the activity. Stop the recording when necessary.



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

Wrap-up

Display the **Story Cards**, scenes 1 to 8, on the board. Do the activity *Retell the story*, on page 22 of the Reading activities section. Finally, encourage the children to say how they can keep their school supplies in order and in good condition.



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

Extension activity

Do the activity *Bomb!*, on page 25 of the Games section. Ask general questions about the story, such as *Has Frida got Art class on Thursday? What does Frida borrow in Science class?* Allow the children to check the story in their **Student's Book**. Use the ball.



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 the children to trace the words. Then, ask them to colour the things Frida borrows in the story.

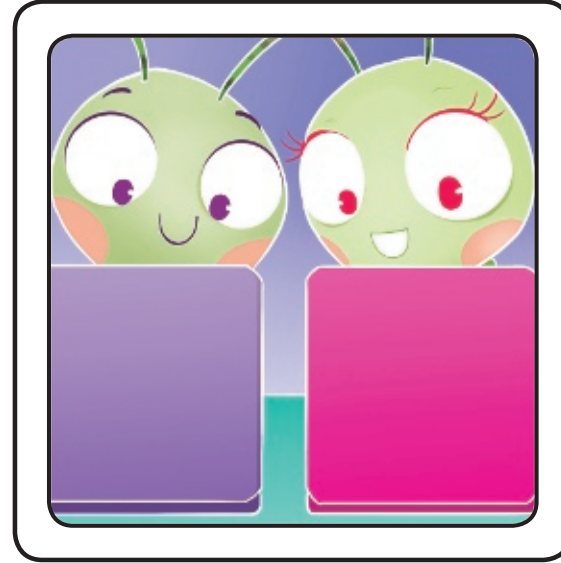
Listen and point. Read.



Forgetful Frida



Listen and point. Colour the activities Cricket likes.



Objectives

The children can say what they do in class.

Vocabulary

Key: computer, musical instrument, nature, paint, use; days of the week, school subjects

Extended: bored, happy, sad

Language

Key: In Science class we learn about nature.

Do you like to learn about nature?

Yes, I do. / No, I don't.

Extended: What subject is this? What do you do in IT class?

Materials

Student's Book, Activity Book, Teacher's Audio CD, Flashcards Unit 1 (Art class, computer, IT class, instruments, Music class, PE class), Cricket Puppet, coloured pencils, paints, sheets of paper, paintbrushes (1 per child)

Warmer

Do the activity *Stand up, sit down*, on page 15 of the Warmer activities section.

Explain



Hold up the **Flashcards**, one by one. Encourage the children to identify the subjects depicted. Ask, for example, *What subject is this? What do you do in IT class?*

Listen and point. Colour the

activities Cricket likes. **SB**  10

Distribute **Student's Books**. Ask the children to open their books at page 10. Make sure everybody opens their book at the correct page. Call the children's attention to the pictures and say *Look, it's Cricket, Cal and Crissy. They are at school. What are they doing?* Help the children say what the characters are doing. Provide help with any necessary vocabulary. Then, draw the children's attention to the first picture and ask *Is Cricket happy or sad?* Encourage the children to answer. Draw the children's attention to the second picture and ask *Is Cal happy or bored?* Elicit answers from the children. Then, say *There are subjects Cricket likes and there are some subjects he doesn't like. Let's listen.* Play **Track 10**. Ask the children to point to the pictures as they are mentioned.

Track 10

Crissy: *In Science class we learn about nature. Do you like to learn about nature, Cricket?*

Cricket: *Yes, I do.*

Cricket: *In Art class we paint. Do you like to paint, Cal?*

Cal: *No, I don't.*

Cricket: *In IT class we use the computer. Do you like to use the computer, Crissy?*

Crissy: *Yes, I do.*

Cal: *In Music class we play instruments.*

Do you like to play instruments, Cricket?

Cricket: *No, I don't.*

Crissy: *In PE class we play sports and do exercise. Do you like to play sports, Cricket?*

Cricket: *No, I don't.*

Cricket: *Yes, I do!*

Play the track again and encourage the children to nod their head when the answer is *Yes* or shake it if the answer is *No*. Next, distribute coloured pencils. Hold up the Student's Book page so that the children can see it clearly. Point to the first picture and ask *Does Cricket like to learn about nature?* Encourage the children to say *Yes*. Continue in the same way with the rest of the pictures. Ask about what Cal and Crissy like. Next, ask the children to colour the frames of the pictures showing the activities Cricket likes. Monitor and provide help as needed. Check. Finally, ask the children to close their books.

Wrap-up



Do the activity *Crazy pass*, on page 16 of the Wrap-up activities section. Use the **Flashcards**. Encourage the children to say if they like the activities or not; for example, ask *Do you like to use the computer, Alberto?* Help the children answer *Yes, I do* or *No, I don't*.

Extension activity

Do the activity *Puppet time*, on page 16 of the Wrap-up activities section. Use the **Cricket Puppet**. Then, distribute paper, paintbrushes and paints and do the activity *Paint a picture*, also on page 16. Encourage the children to draw what they mentioned in the previous activity.

Explain

AB

Ask the children to complete page 10 of the **Activity Book**. Ask the children to trace the words. Then, ask them to match the pictures with the phrases. Finally encourage them to colour the happy or sad face according to what they like or don't like.

Objectives

The children can say the sounds *s*, *c*, *t* and *p*.
The children can write letters *s*, *c*, *t* and *p*.

Vocabulary

Key: crayons, paintbrushes, seven, ten

Extended: numbers 1 to 10

Language

Key: I've got seven crayons and ten paintbrushes.

Extended: Have you got a crayon? Have you got a paintbrush?

Materials

Student's Book, Activity Book, Teacher's Audio CD, Pop-outs Unit 1 (*Art class, bus driver, caretaker, classmate, computer, head teacher, instruments, IT class, Music class, notebook, paintbrush, PE class, pen, porter, school bus*), pages 117 and 118 of Phonics (in the Teacher's Resource Book), a ball, a hat, 4 white cards, marker pen, crayons, pipe cleaners (1 per child), big beads in different colours (10 per child)

Preparation

Write a letter on each white card (*s*, *c*, *t*, and *p*).
Photocopy the phonics pages (1 per child).

Warmer



Do the activity *Alphabet Pop-outs*, on page 23 of the Flashcards and Pop-outs activities section. Review the beginning letters of the **Pop-outs** listed in the Materials section.

Explain

Do the activity *Ball and hat*, on page 20 of the Phonics section to practise the following beginning sounds: *s* as in *seven*, *c* as in *crayon*, *t* as in *ten* and *p* as in *paintbrush*. Use the letter *s*, *c*, *t*, *p* cards (see Preparation).

Listen and repeat.

Trace and write.  

Distribute **Student's Books**. Ask the children to open their books at page 11. Make sure everybody opens their book at the correct page. Ask *What can you see?* and encourage the children to identify the pictures. Then, call out the letters and encourage the children to point to both the capital and the small letters. Ask them *Have you got a crayon? Have you got a paintbrush?* Elicit answers from the children. Then, say *Let's listen to what Cricket has got.* Play **Track 11**. Ask the children to listen to the sounds and point to the corresponding letters and words.

Track 11

Cricket: I've got seven crayons and ten paintbrushes.

s, s, s, seven (x2)

c, c, c, crayon (x2)

t, t, t, ten (x2)

p, p, p, paintbrush (x2)

Play the track again and ask the children to repeat. Distribute crayons. Say the sound *s* and ask the children to point to the letter. Then, ask them to trace the capital and the small letters. Help them continue writing capital and small letters *s*, several times, in the spaces provided. Do the same with the remaining letters. Monitor and provide help as needed. Check. Finally, ask the children to close their books.

Wrap-up

Do the activity *Missing sound*, on page 20 of the Phonics section. Then, distribute the phonics pages (in the **Teacher's Resource Book**; see Materials and Preparation). Help the children do the activities suggested.

Extension activity

Distribute pipe cleaners. Tell the children to thread their pipe cleaner through the beads. Encourage them to count as they place the beads. Monitor and provide any needed assistance. When they are done, assist the children to bend and twist the pipe cleaner to make a bracelet they can wear. Ask them to touch and move the beads to count how many there are.

Explain

Ask the children to complete page 11 of the **Activity Book**. Ask the children to trace the letters and the words. Then, ask them to match the letters with the words and the pictures.

Listen and repeat. Trace and write.



S s seven

7

C c crayon



S

C

s

c

T t ten

10

P p paintbrush



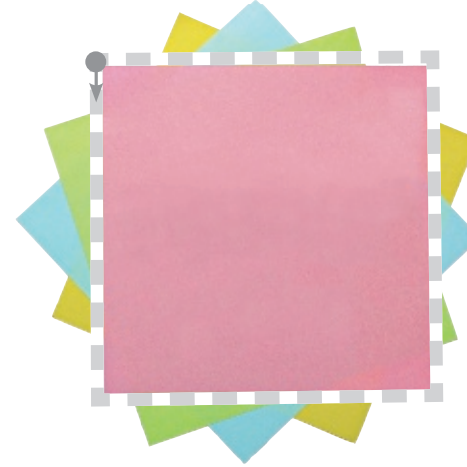
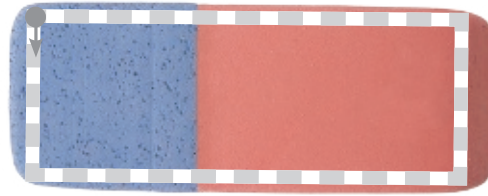
T

P

t

p

Look and trace. Say.



Objectives

The children can identify shapes in school supplies.

Vocabulary

Key: circle, lunch box, notebook, paper, rectangle, rubber, scissors, square

Extended: colours

Language

Key: What shape can you see? A square.

Extended: What's this? It's a notebook.

Materials

Student's Book, Activity Book, sheets of coloured paper, beanbag, coloured pencils, sheets of white paper (1 per child), construction paper in different colours, glue sticks

Preparation

Make large shapes with the sheets of coloured paper. Make a circle, a square and a rectangle. Make small shapes (circles, rectangles, squares) from construction paper (5 to 10 per child).

Warmer

Hold up the large paper shapes (see Preparation) and name them. Ask 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 the beanbag.

Elaborate

Review vocabulary related to shapes. Do the activity *Draw it!*, on page 16 of the Wrap-up activities section.

Look and trace. Say. **SB**

Distribute **Student's Books**. Ask the children to open their books at page 12. Make sure everybody opens their book at the correct page. Ask the children to identify the items. Point to the picture of the notebook and ask *What's this?* Encourage the children to answer *It's a notebook*. Do the same with the rest of the items. Next, explain to the children that we can find shapes everywhere; for example, in school supplies. Then, distribute coloured pencils. Call the children's attention to the notebook again. Point to the shapes formed by the dotted lines in the pictures. Ask *What shape can you see?* Elicit answers from the children. Ask the children to trace over the square on the notebook. Do the same with the scissors (circle), rubber (rectangle), lunch box (rectangle), and paper (square). Monitor and provide help as needed. Check. Finally, ask the children to close their books.

Wrap-up

Take the children to the playground. Ask *What shapes can you see?* Encourage the children to find circles, rectangles and squares in nature, buildings, etc. Ask the children to count the shapes they find.

Extension activity

Distribute glue, sheets of paper and shapes of construction paper (see Materials and Preparation). Ask the children to glue the shapes onto the sheet of paper. Encourage them to make different forms; for example, a car, a house, a plane, etc., using the shapes. Display the children's work on the classroom walls and encourage them to say which shapes they used. Keep their work in their portfolios.

Evaluate **AB**

Ask the children to complete page 12 of the **Activity Book**. Say the following and encourage them to circle the corresponding picture. Column 1. *I haven't got a lunch box.* Column 2. *Have you got another notebook?* Column 3. *He's got a pencil.*

Objectives

The children can identify what they do in certain school subjects.

Vocabulary

Key: computer, football, musical instrument, nature, paint, play, use; days of the week, school subjects

Extended: fun

Language

Key: Cricket, Cal and Crissy have got Science class on Monday. What do you do in Science class, Cricket? I learn about nature.

Extended: What do you do in Science class?

Materials

Student's Book, Activity Book, Teacher's Audio CD, ball, coloured pencils

Warmer

Do the activity *Ball!*, on page 25 of the Games section. Make questions such as *What school subject have you got on (day of the week)? Do you like PE class?* Elicit answers from the children. Use the ball.

Engage

Do the activity *Pass the secret*, on page 26 of the Games section. Say, for example, *I've got IT class on Friday. I've got Music class on Tuesday*, etc.

Listen and point. Trace. 12

Distribute **Student's Books**. Ask the children to open their books at page 13. Make sure everybody opens their book on the correct page. Call the children's attention to the pictures and ask *Who is in the picture?* Encourage the children to answer *Cricket, Cal and Crissy*. Say *Look, they are doing many fun things at school. Let's listen*. Play **Track 12**. Ask the children to point to the pictures as they are mentioned.

Track 12

Narrator: Cricket, Cal and Crissy have got Science class on Monday. What do you do in Science class, Cricket?

Cricket: I learn about nature.

Narrator: They've got Music class on Tuesday. What do you do in Music class, Cal?

Cal: I play a musical instrument.

Narrator: They've got IT class on Wednesday. What do you do in IT class, Crissy?

Crissy: I use the computer.

Narrator: They've got Art class on Thursday. What do you do in Art class, Cricket?

Cricket: I paint.

Narrator: They've got PE class on Friday. What do you do in PE class, Crissy?

Crissy: I play football.

Distribute coloured pencils. Point to the first picture and ask *What do you do in Science class?* Encourage the children to answer *I learn about nature*. Call the children's attention to the first picture and the phrase below it. Point to each word and help the children read the phrase aloud. Then, point to the word *learn*. Help the children trace over the word. Ask them to read the word aloud. Do the same with the rest of the pictures and phrases. Monitor and provide help as needed. Check. Finally, ask the children to close their books.

Wrap-up

Do the activity *Charades*, on page 25 of the Games section. Ask the children to act out *learn about nature, play a musical instrument, use the computer, paint and play football*.

Extension activity 7

Play **Track 7** (see page 40). Ask the children to sing and do the activity *Dance!*, on page 21 of the Songs and chants activities section.

Explore

Ask the children to complete page 13 of the **Activity Book**. Ask them to trace the words and draw what they do in Art and PE.

Listen and point. Trace.



learn about
nature



play a musical
instrument



use the
computer



paint



play football

Listen and point. Make a calendar.



Objectives

The children can identify days of the week and school subjects.

Vocabulary

Key: calendar; days of the week, school subjects

Extended: book, girl

Language

Key: Point to the days of the week. Have you got PE class on Monday?

Extended: Point to the calendar. What's this?

Materials

Student's Book, Activity Book, Flashcards and Pop-outs Unit 1 (all), Teacher's Audio CD, assessment Unit 1 (in the Teacher's Resource Book), sheets of construction paper (1 per child), small ball, marker pens or coloured pencils, rulers (1 per child), construction paper (8 sheets per child), hole punch, string

Preparation

Make 'books' by punching two holes through sheets of construction paper and securing them with string. Each book should have 8 pages (one for the cover and one for each day of the week). Photocopy the assessment (1 per child).

Warmer



Do the activity *Bowling*, on page 23 of the **Flashcards** and **Pop-outs** activities section. Use the small ball.

Elaborate

To review the days of the week, do the activity *Days of the week march*, on page 17 of the Vocabulary presentation section.

Listen and point.

Make a calendar. 13

Distribute **Student's Books**. Ask the children to open their books at page 14. Say *Point to the calendar. What's this?* and ask the children to say *A calendar*.

Remind the children that a calendar is a list that shows the days of the week and the events or activities you do on each day. Play **Track 13**. Ask the children to listen and point to the corresponding pictures.

Track 13

Narrator: *Point to calendar. Point to the days of the week. Point to the school subjects the girl has got each day. Point to IT class. Point to Maths class. Point to English class. Point to PE class.*

Say *Look, she's making her calendar*. Explain to the children that they will make a calendar to show the days of the week and the classes they've got on each day. Tell them they can also mark on the calendar important dates, like a friend's birthday. Distribute sheets of construction paper, marker pens or coloured pencils and rulers. Divide the board into five columns. Write the days of the week in each of the columns. Ask the children to do the same on the construction paper. Ask *Have you got PE class on Monday?*

Continue asking similar questions to elicit the classes they have got on Monday. Ask them to draw pictures that represent those classes. Do the same with the rest of the days of the week. Display the calendars in the classroom.

Wrap-up

Do the activity *Let's share our work*, on page 16 of the Wrap-up activities section.

Extension activity

Give the children their 'book' (see Preparation). Instruct them to write *Days of the week* on the cover and the days of the week one on each page. Then, ask the children to decorate each day of the week by drawing things they do on each day. Ask them to decorate the cover of their book. Keep the children's work in their portfolio.

Evaluate

Ask the children to complete page 14 of the **Activity Book**. Ask them to trace the abbreviations. Then help them match the abbreviation with the day of the week.

Assessment

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