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Objectives

Children can greet each other, introduce themselves and ask each other's names.

Vocabulary

Key: hello, meet, name, nice

Language

Key: Hello, I'm... What's your name? Nice to meet you. Nice to meet you too.

Extended: This is...

Materials

Cricket puppet, coloured pencils, wool (in the different colours of students' hair), scissors, glue, drinking straws (2 per child)

Optional: hand mirrors

Preparation

Photocopy page 3 (1 per child).

Warmer

Greet the children. Wave to them and say *Hello*. Encourage students to wave to each other and say *Hello* too. Next, remind the children how to introduce themselves by acting out the following dialog using the Cricket puppet:

T: *Hello, I'm (Miss Renata). What's your name?*

Cricket: *I'm Cricket. Nice to meet you!*

T: *Nice to meet you too!*

Repeat the dialog with the Cricket puppet addressing different children and having them answer him.

Decorate and cut. Make and say.

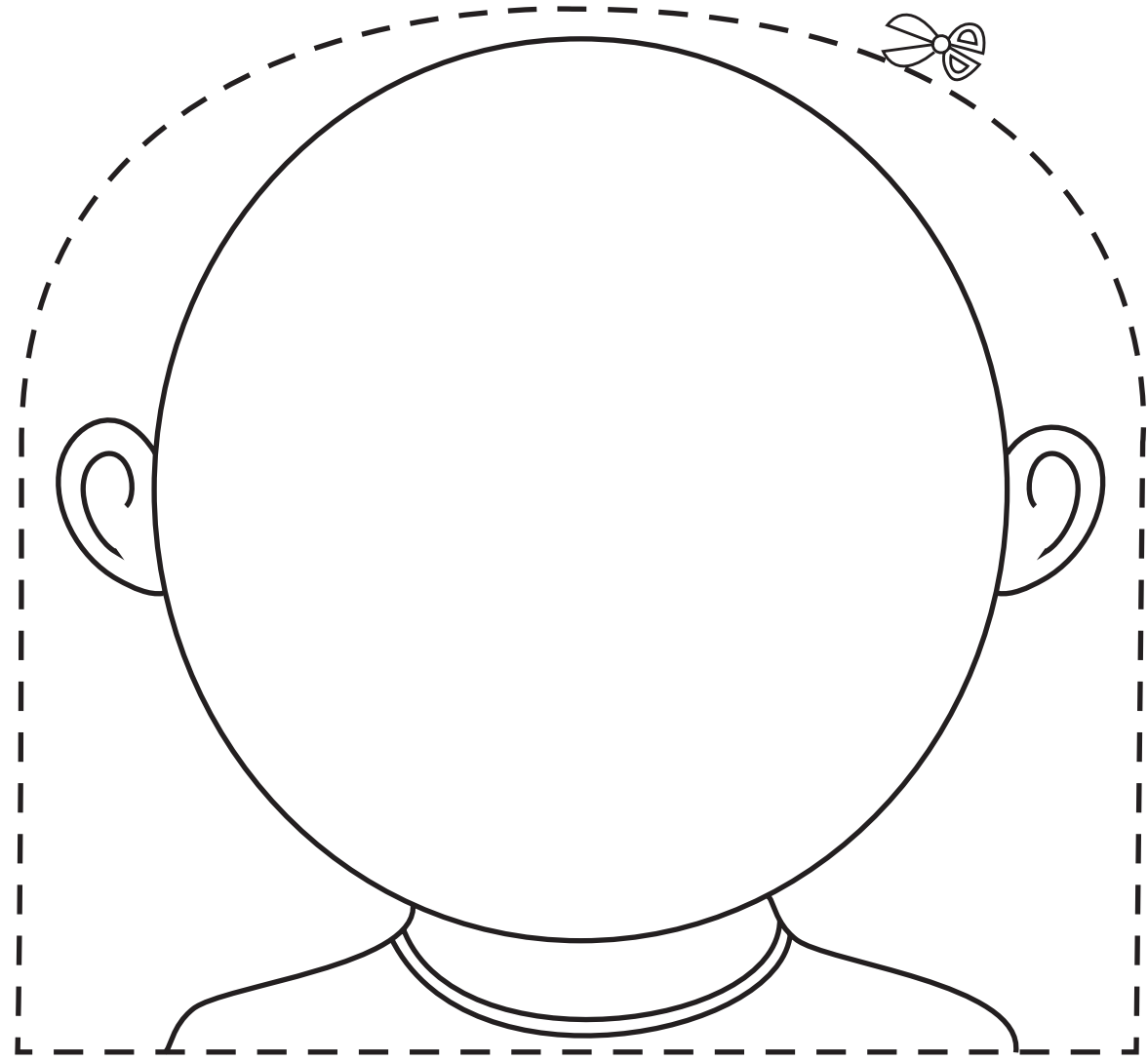
Distribute materials and page 3. Hold up the page and point to the picture. Encourage children to draw their faces on the character's head. Then, have them cut and glue wool for hair. (Children can use a mirror to observe themselves before drawing their faces and gluing their hair.) Encourage the children to cut out the head and glue it onto drinking straws (one on either side of the shoulders) to make a puppet. Form pairs and have the children introduce themselves to each other using their puppets.

Wrap-up

Ask the children to exchange the puppet they made with another student's. Then, have each child introduce his or her partner to the class, holding up the puppet: *This is (Adrian)*. Finally, display the children's puppets around the classroom and have different children stand up, go to a puppet and guess which child it represents: *This is (Veronica)*.

Name: _____

Decorate and cut. Make and say.



Objectives

Children can identify school supplies.
Children can count from 1 to 20.

Vocabulary

Key: book, rubber, glue stick, paintbrush, pencil; numbers 1–20

Language

Key: What's this? It's a...

Extended: How many... are there? Can you find...?

Materials

1 book, 1 rubber, 1 glue stick, 1 paintbrush,
1 pencil; pencils, coloured pencils

Preparation

Photocopy page 5 (1 per child).

Warmer

Put the following school supplies in front of you: a book, a rubber, a glue stick, a paintbrush and a pencil. Hold up each object one by one and review its name with children by asking *What is this?* Have children answer *It's (a book)*. Ask several children to take your place one by one and have them repeat the questions for their classmates to answer.

Count and write. Colour.

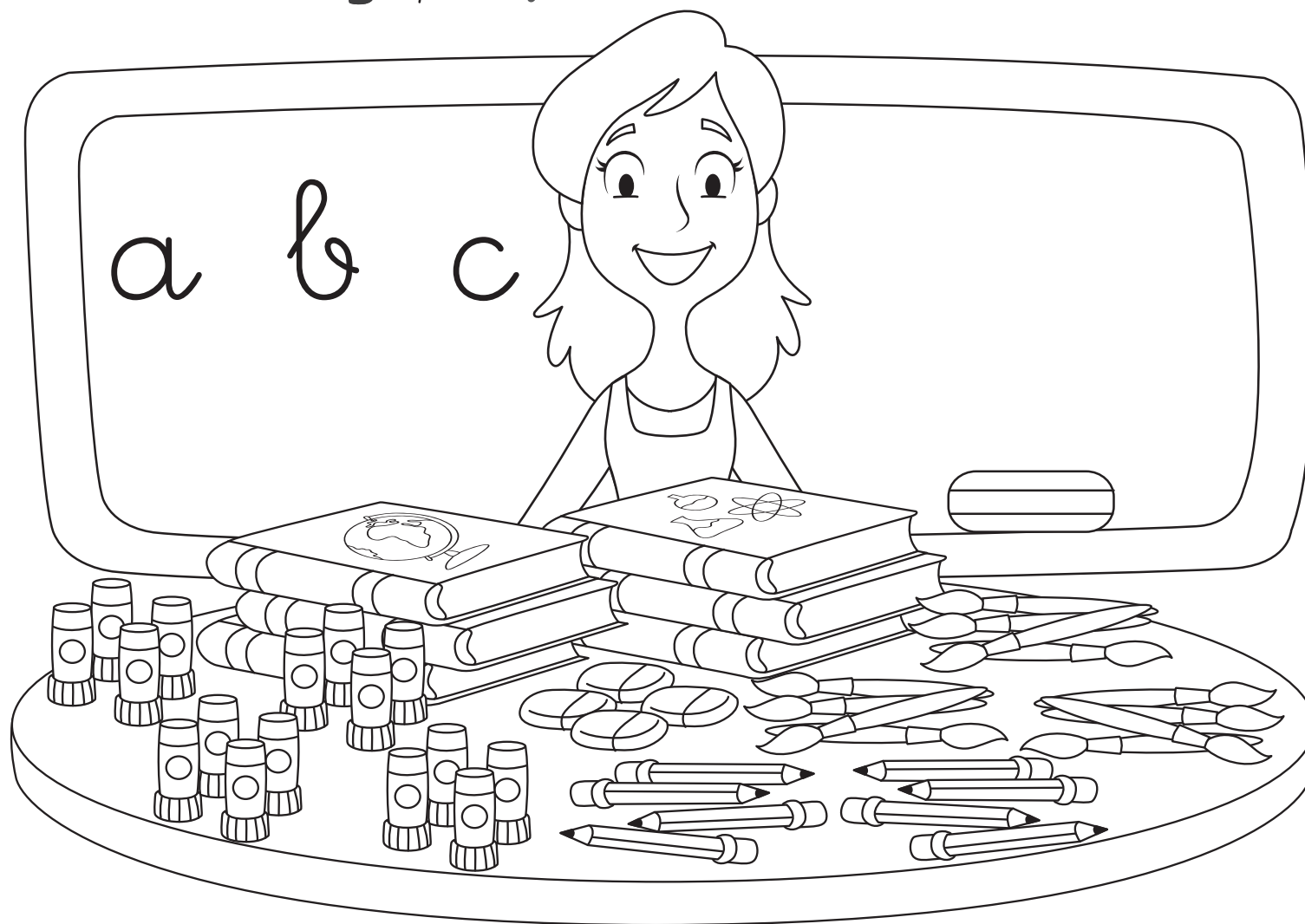
Distribute materials and page 5 (see Preparation). Hold up the page and point to the picture. Have children identify the school supplies. Write ___ *books* on the board. Point to *books* and help children read it from left to right. Encourage them to point to the word on their page and repeat after you. Next, ask *How many books are there?* Count the books aloud with the children and write 6 next to *books* on the board for them to copy. Do the same for the other school supplies. Finally, have children colour the picture.

Wrap-up

Say *Can you find 12 rubbers?* Have a volunteer stand up and point to 12 rubbers in the classroom one by one as the rest of the children count them. Repeat with different school supplies and quantities from 1 to 20.

Name: _____

Count and write. Colour. **1 2 3**  



_____ books

_____ paintbrushes

_____ pencils

_____ rubbers

_____ glue sticks

Objectives

Children can identify family members, actions and rooms in the house.

Vocabulary

Key: *actions:* brushing his/her teeth, drinking coffee, putting on a jumper, sitting on the sofa, washing his/her hands; *family members:* brother, daddy, grandad, mummy, sister; *rooms in the house:* bathroom, bedroom, kitchen, living room

Language

Key: Daddy is washing his hands. He's in the kitchen.

Materials

coloured pencils, scissors, glue, white paper

Preparation

Prepare and print out pictures showing someone doing the following actions: brushing his or her teeth, drinking coffee, putting on a jumper, sitting on the sofa, washing his or her hands. Photocopy page 7 (1 per child).

Warmer

Play a game with the children. Choose a picture (see Preparation). Mime the action on the picture and ask *What am I doing?* Have the children guess and say *You're (putting on a jumper).* Then, repeat with different children taking a picture and miming and their classmates guessing the action. Finally, show the pictures one by one for the children to say what each person is doing.

Colour and cut. Listen and glue.

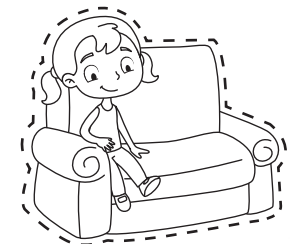
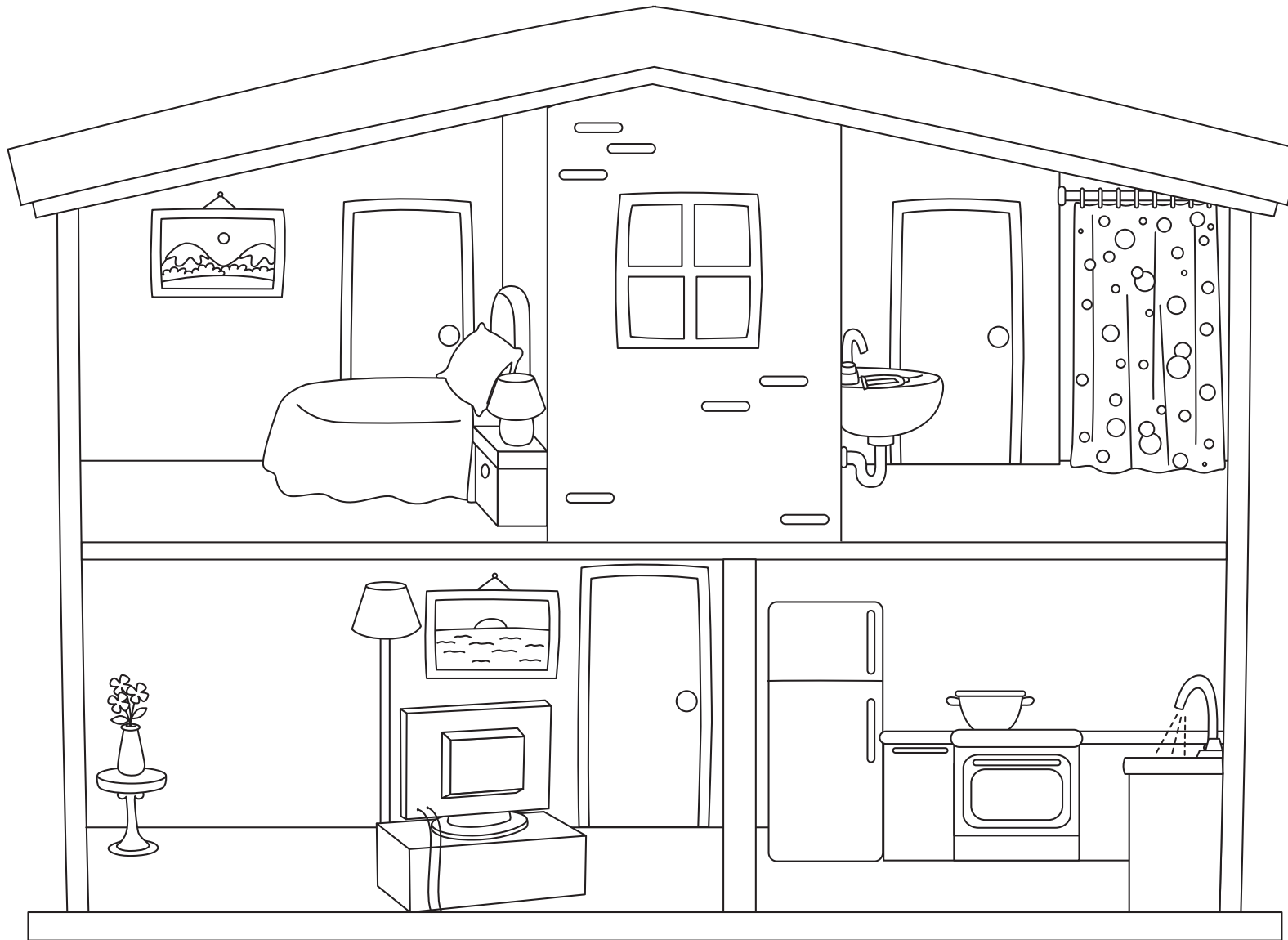
Distribute coloured pencils, scissors, glue and the page 7 (see Preparation). Hold up the activity page and point to the pictures. Have children identify first the family members and then the rooms in the house. Ask the children to colour the pictures. Then, ask them to cut out the family members. Say *Mummy is brushing her teeth. Show me Mummy.* Then, say *She's in the bathroom.* Encourage the children to glue the picture of the mummy in the bathroom. Repeat with *Daddy-kitchen, the sister-living room, the brother-living room, Grandad-bedroom.* Help the children as necessary.

Wrap-up

Distribute white paper. Encourage the children to draw their houses with the members of their families in the different rooms. Display the children's work on the classroom walls.

Name: _____

Colour and cut. Listen and glue.



Objectives

Children can identify food and talk about likes and dislikes.

Vocabulary

Key: sweets, fruit, hamburger, pizza, salad

Extended: other foods you would like to review

Language

Key: Do you like...? Yes. No.

Extended: I like...

Materials

coloured pencils, white paper

Preparation

Bring several items of touchable real food to class (for example, an apple, an orange, a carrot, a carton of milk, etc.) and a non-transparent bag. Photocopy page 9 (1 per child).

Warmer

Put an item of food in a bag (see Preparation). Pass the bag around the class. Have children touch the food (without looking at it) and guess what it is. When all children have guessed, take out the food for children to say what it is. Repeat with the remaining food items.

When children have guessed all the food items, show them one and say *Yum! I like (carrots)*. Show another one and say *Yuck! I don't like (milk)*. Give one of the food items to a child and ask *Do you like (carrots)?* Encourage him or her to answer *Yes* or *No* before he or she passes the food item to another child and asks the same question. Repeat with different food items until all children have participated.

Colour and say. Circle.

Distribute coloured pencils and the page 9 (see Preparation). Hold up the page and point to the pictures. Have the children identify the food items. Ask them to colour the food. Then, help them read the sentences and *Yes/No* by pointing to each word, from left to right. Form pairs and have the children ask each other if they like each food using the prompts. They should circle *Yes* or *No* depending on their partner's answer.

Wrap-up

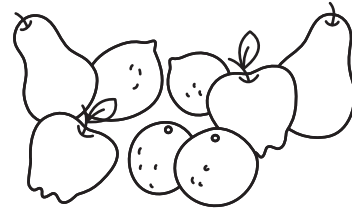
Distribute white paper. Encourage the children to draw their favourite food. Then, have different children show their pictures and tell the class: *I like (chicken)*. Display the children's work on the classroom walls.

Name: _____

Colour and say. Circle.



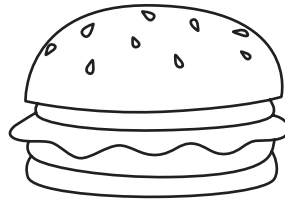
Do you like



?

Yes / No

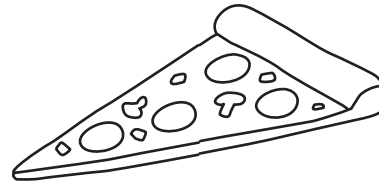
Do you like



?

Yes / No

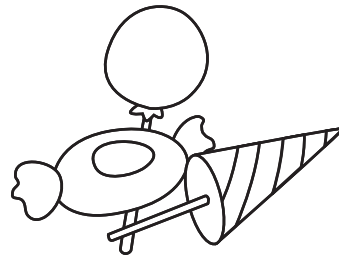
Do you like



?

Yes / No

Do you like



?

Yes / No

Do you like



?

Yes / No

Objectives

Children can identify places in a town.
Children can count from 1 to 40.

Vocabulary

Key: airport, park, restaurant; numbers 1–40

Language

Key: Where is he going? He's going to the park.

Extended: Feet! How many steps?

Materials

chalk, white paper

Preparation

Write numbers 1 to 40 on a piece of poster paper. Photocopy page 11 (1 per child).

Warmer

Take the children out to the playground. Draw a large circle on the floor using chalk (see Materials) and place poster paper with numbers on it in the middle (see Preparation). Stand with the children in a larger circle around the chalk circle and play a game. Count aloud from one to five. At each count, children move one step to their left. When you stop counting, call out *Feet!* When children hear *Feet*, they either put one foot in the chalk circle or they jump into it with both feet. Then, a child you name counts the total number of feet in the circle, and points to the correct number on the paper. Repeat until all children have counted. Then, take the children back to the classroom.

Look and count. Say.

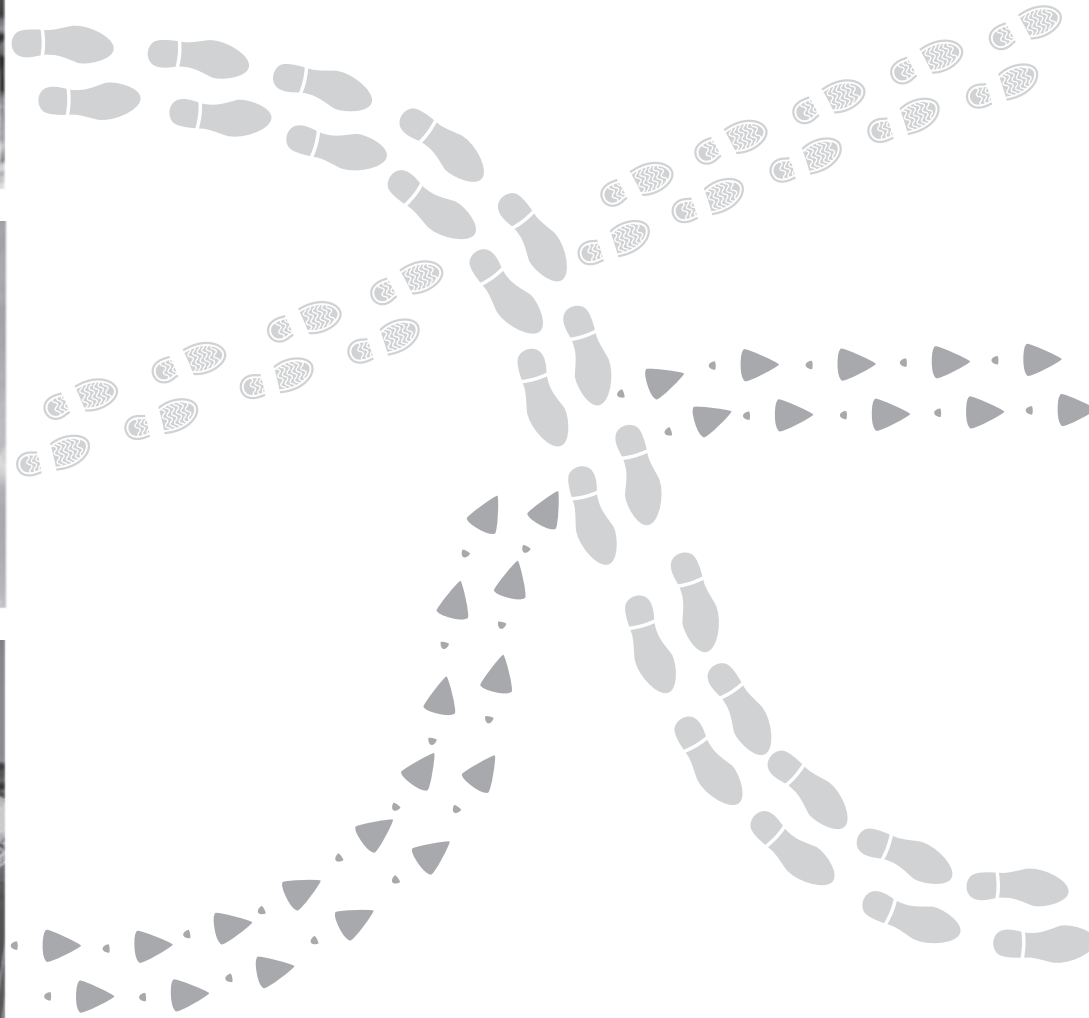
Distribute page 11 (see Preparation). Hold up the activity page and point to the pictures. Have children describe the people and identify the places. Point to the man and ask *Where is he going?* Encourage the children to answer *He's going to the restaurant.* Ask *How many steps?* Have children count the number of steps he needs to take aloud with you. (There are 24.) Repeat with the boy (19 steps) and the woman (28 steps).

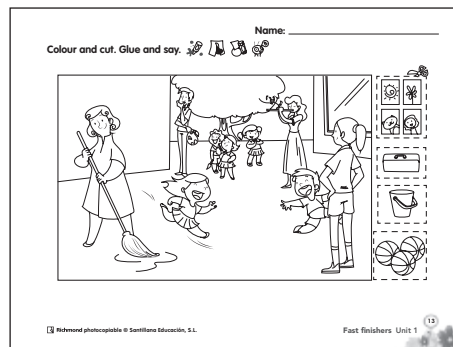
Wrap-up

Distribute white paper. Write a number from 1 to 40 on the board and have the children write it on their paper by creating a sequence of dots using their coloured pencils. The number of dots is the same as the number they are going to write. (For example, 24: students write the number 24 using 24 dots.) Repeat with different numbers.

Name: _____

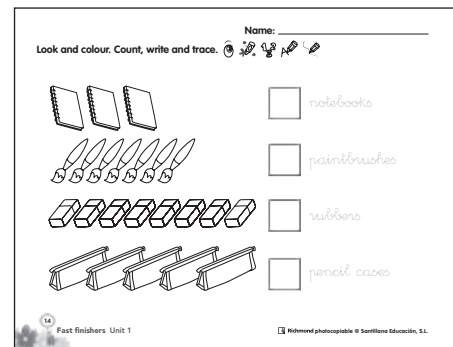
Look and count. Say.  1 2 3 





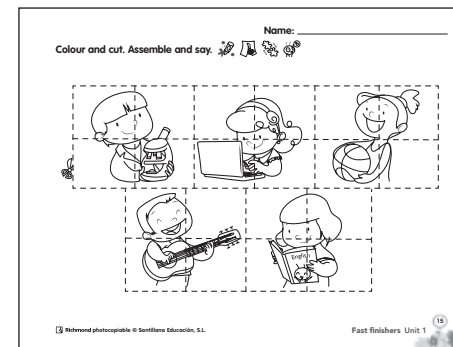
Materials: coloured pencils, scissors, glue

Instructions: Have children colour the objects that belong to the people who work in the school and cut them out. Encourage the children to glue the objects in the corresponding spaces. Have them colour the scene. Have children work in pairs. They should compare their pictures and identify the people's occupations: *She's a PE teacher.*



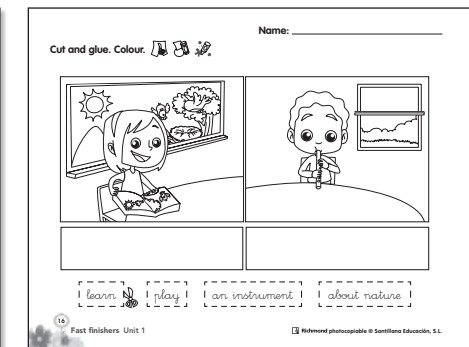
Materials: coloured pencils, pencils

Instructions: Have children follow the sequence and colour the school supplies. Encourage them to count the items. Then have the children write the number of each item in the box and write over each letter to form its name.



Materials: coloured pencils, scissors

Instructions: Encourage the children to colour the pictures and cut them out. Have children mix up and then reassemble their pieces. When they are correctly assembled, have children work in pairs. They should tell each other when they have got each school subject: *We have got English class on Monday and Wednesday.*

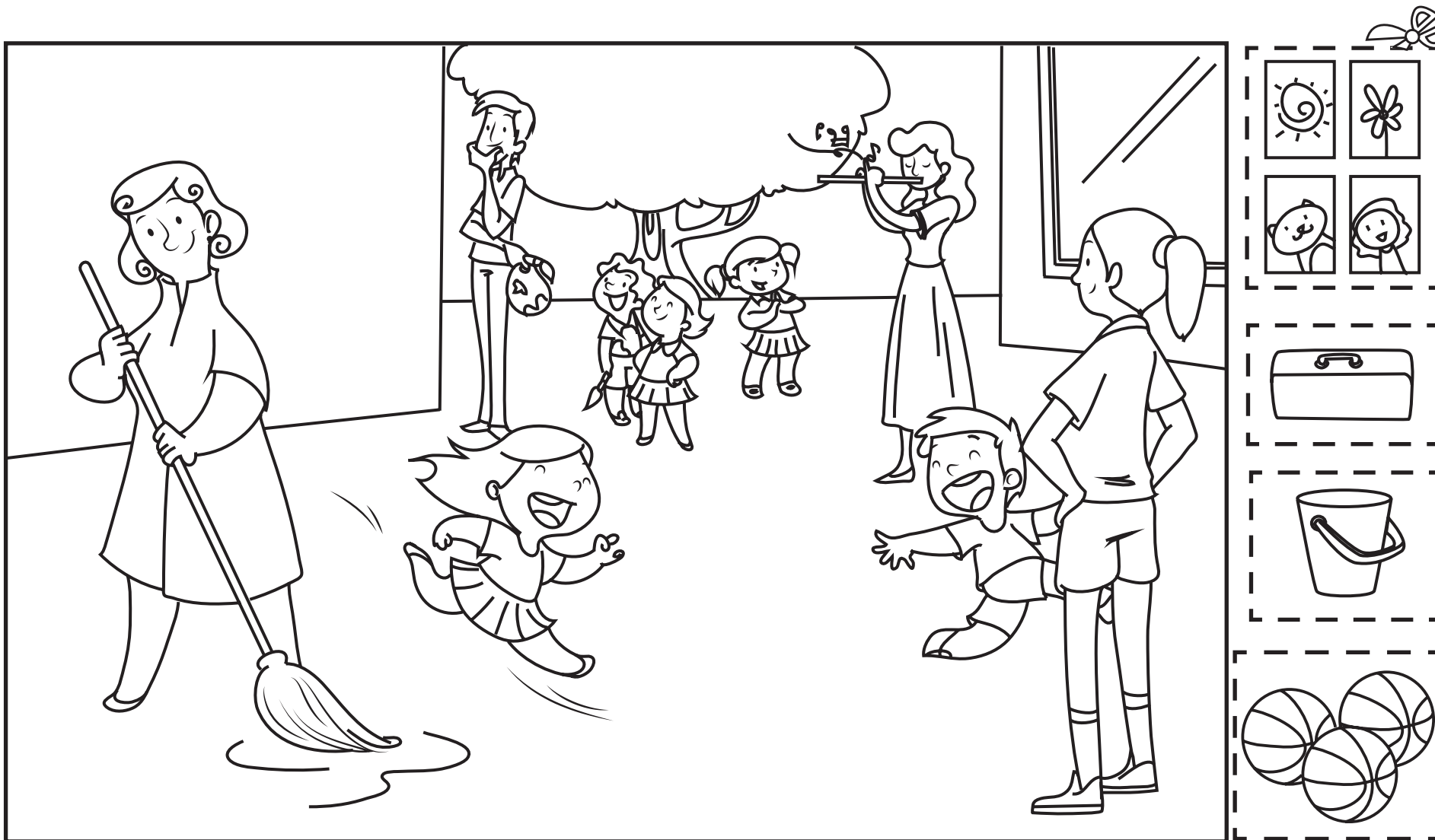


Materials: scissors, glue, coloured pencils

Instructions: Encourage the children to cut out the words. Help them read the words from left to right. Have children assemble the words to form two school activities. Encourage them to glue the complete phrases below the corresponding pictures. Have children colour the pictures.

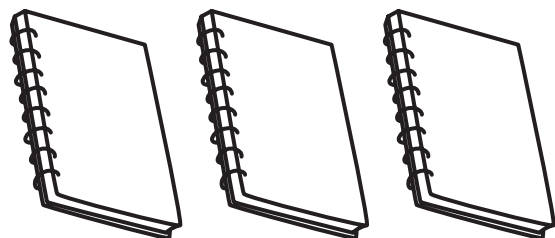
Name: _____

Colour and cut. Glue and say. 

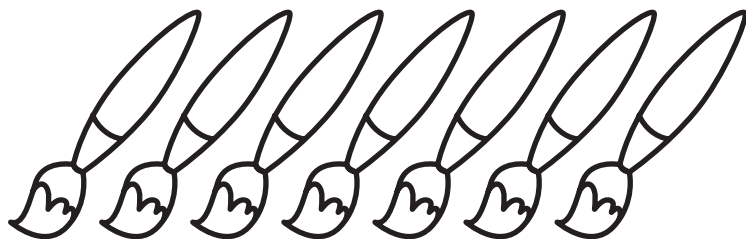


Name: _____

Look and colour. Count, write and trace.



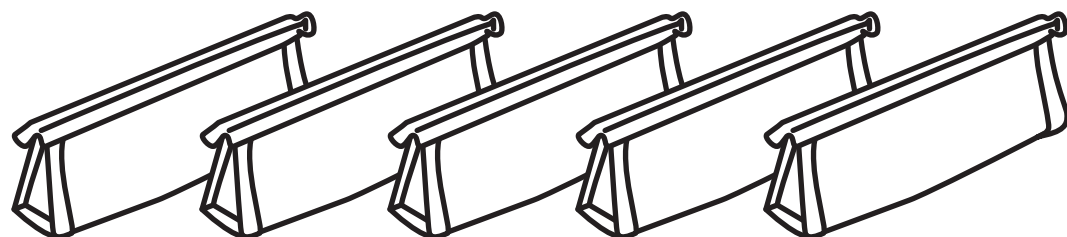
notebooks



paintbrushes



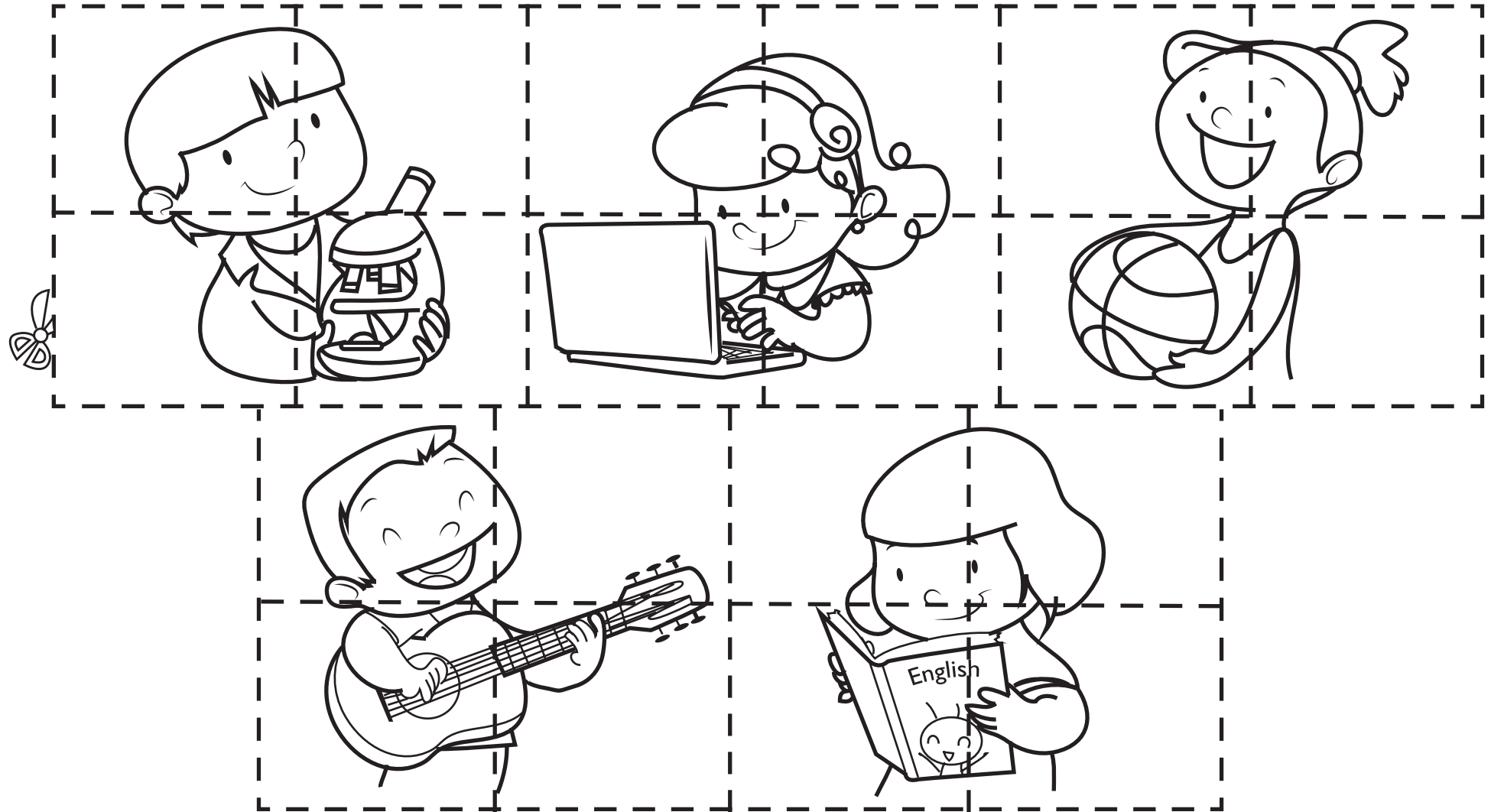
rubbers



pencil cases

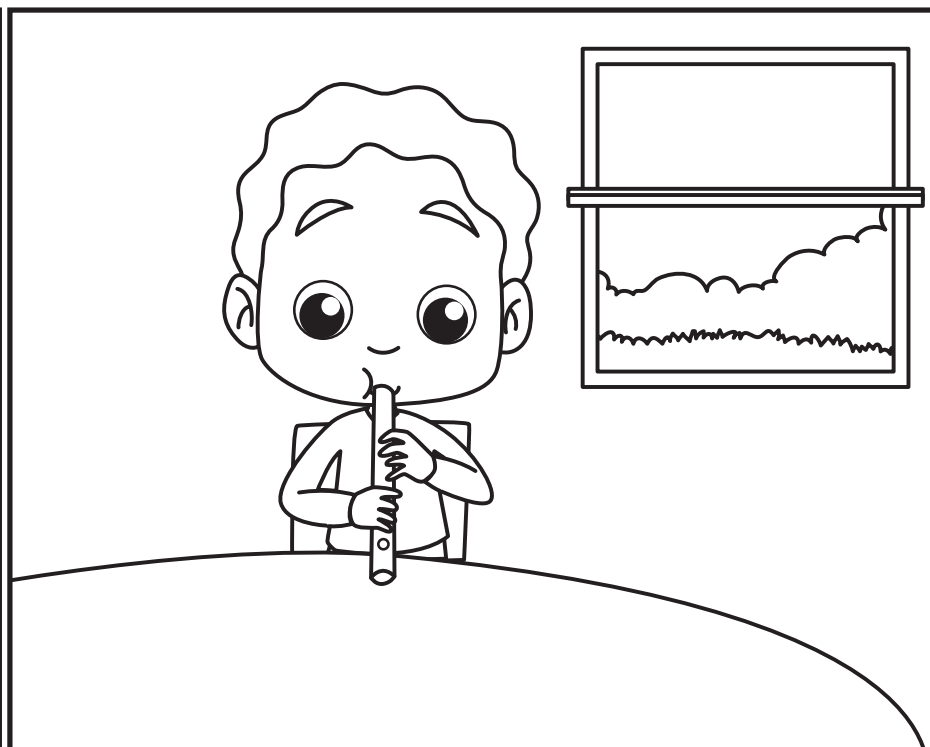
Name: _____

Colour and cut. Assemble and say.



Name: _____

Cut and glue. Colour.   



learn 

play

an instrument

about nature