



Lesson 2

2 Sing *The colour song*; then colour the handprints and trace over the words.

CLIL Objective: Recognising primary and secondary colours.

3

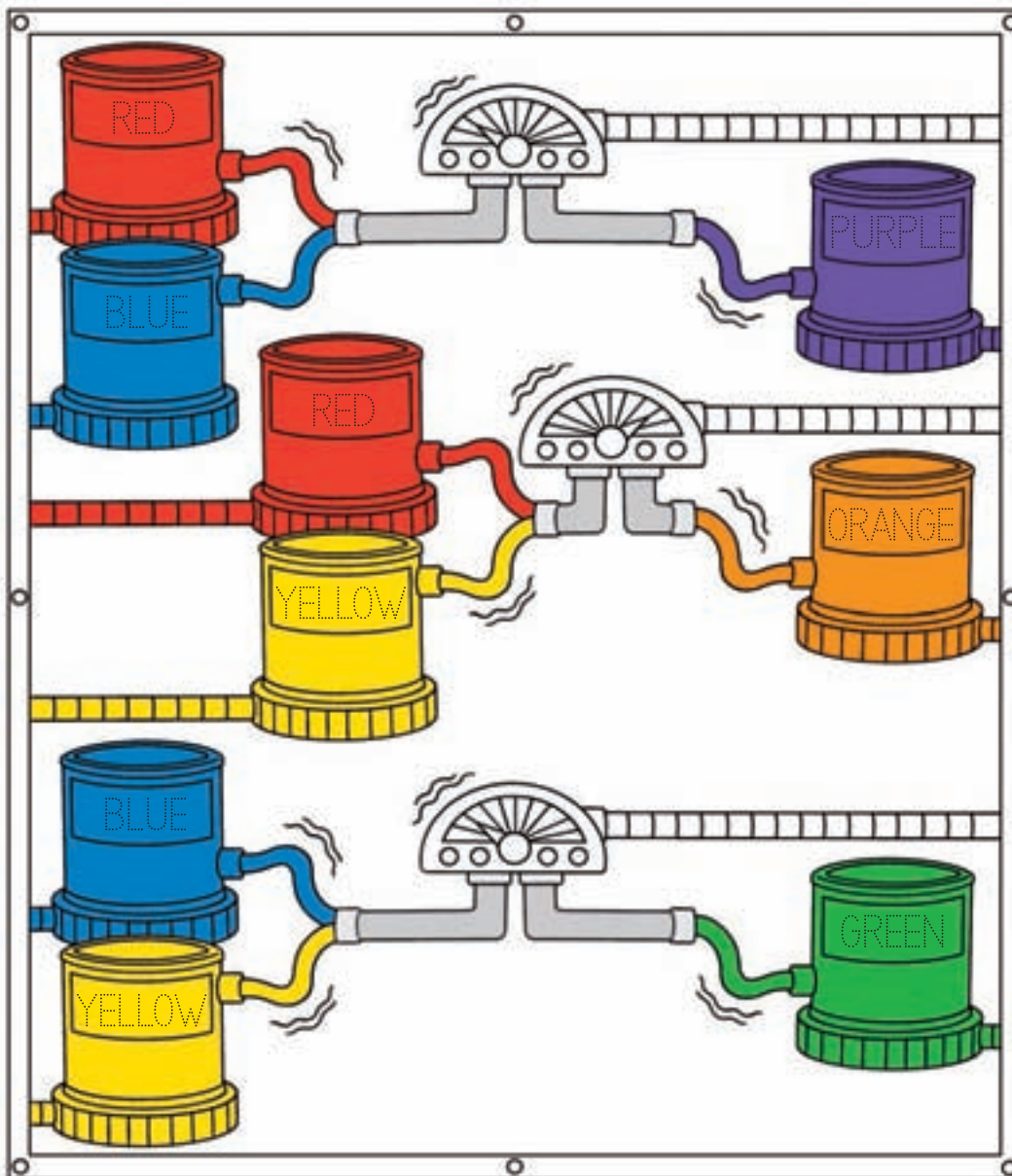


Children learn basic techniques for mixing primary colours.



Remind the children that they should not paint the walls as the characters in the book do, unless an adult gives them permission to do so.

3



Lesson 2

3 Trace over the words and colour the picture.

3



The children can experiment with techniques for mixing colours.



Activity Book

Page 3, Activity 3

Say: *Open your Activity Books at page 3. Look at Activity 3.*

Use the colour flashcards to remind children of the colours and write the words on the board.

Ask volunteers to read out the colours in the Activity Book. Then, the children trace over the words.

Tell the children to colour the paint pots and the lines of paint that come in and out of the machine that is mixing the colours.

Collect the children's books and correct their work.

Optional activity

Materials: white paper, paintbrushes (1 per child), pots of paint: red, yellow and blue.

Make a large rainbow display with the children's handprints in each colour. The children can mix the primary colours to make the secondary colours.

Transcript



Track 1.3 The colour song

Children, children, jumping up and down.

Children, children, running all around.

Yellow paint, red paint, blue paint, on the wall.

Yellow paint, red paint, blue paint, on the wall.

Children, children, jumping up and down.

Children, children, running all around.

Orange paint, purple paint, green paint, on the floor.

Orange paint, purple paint, green paint, on the floor.

Let's play!

Pass it on

Tell the children to sit down on the floor in three rows.

The children in the first row say to the children who are sitting behind them in the second row: *My name is (Laura). What's your name?*

Each child says his/her name and asks the question. On getting to the last row, the children stand up and ask the children in the first row to say their names and ask the question. Repeat several times.

CLIL Objective

Recognising classroom instructions.

Curricular link: Maths; Music

Language Objectives

Vocabulary: *stand up, sit down, clap your hands, stamp your feet*

Structures: *Be quiet, please!*

Resources: CD

INSTRUCTIONS

Presentation

Say: *Today we are going to learn some instructions.*

Say: *Stand up!* Indicate to the children to stand up. Then

say: *Sit down!* Indicate to the children to sit down. Say:

Clap your hands! Demonstrate and ask them to copy you.

Then say: *Stamp your feet!* Demonstrate and ask them to

copy you. Then say: *Shhh! Be quiet, please!* Tell the

children to say *Shh!* and to put their fingers on their lips.

Play **Track 1.4**. Children listen to the song and join in with the actions.

Play **Track 1.4** again. Children join in by singing and doing the actions.

Work with the book

Student's Book, page 4, Activity 3

Say: *Open your books at page 4. Look at Activity 3.*

Play **Track 1.5**. Stop after each line and ask a volunteer to point to the corresponding picture in the book. Repeat with the other lines.

Play **Track 1.5**. Children listen and number the pictures.

Check the activity. Point to the pictures and ask the children to call out the numbers.

Transcripts



Track 1.4 The action song

See page 29.



Track 1.5 Activity

See page 29.

Optional Activity Book exercises

See page 29.

Practice

Play *Faster, faster!*

Call out the instructions from this unit getting faster each time. The last child to do the action is out and has to sit down. Repeat until there are only five children left. They are the winners.

Collect the children's books and correct their work.

3



Lesson 3

3 Listen, do the actions and sing *The action song*. Listen and write the numbers.
CLIL Objective: Recognising classroom instructions.

4

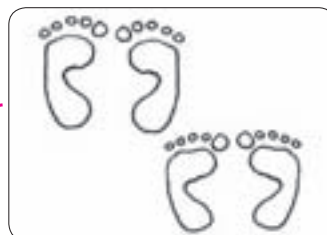
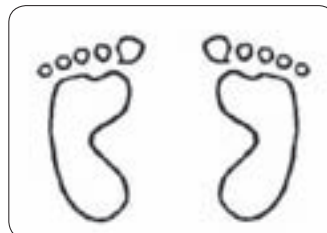
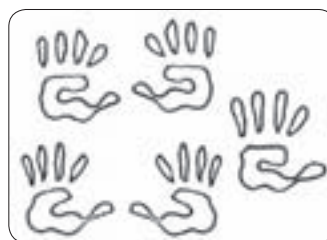


Explain to the children that when they do an exercise like this, they have to keep quiet and listen very carefully to the recording in order to hear everything clearly.



In this activity, children are given an opportunity to order pictures by writing the numbers from 1 to 5.

4



Lesson 3

4 Trace over the numbers and match them with the pictures; then colour the pictures.

4



Children associate the numbers from 1 to 5 with the corresponding quantities.



Explain to the children that the pictures are of handprints and footprints. Remind the children that the handprints have our fingerprints, which are all unique.

Activity Book

Page 4, Activity 4

Say: *Open your Activity Books at page 4. Look at Activity 4.*

Tell the children to count out loud the number of handprints and footprints in the boxes.

The children trace over the numbers and match them to the corresponding pictures. Tell the children to colour the handprints and footprints.



Let's play!

Colours

Assign a colour to each child. Then, give instructions for each colour. For example, T: *Yellow, stamp your feet; Blue, clap your hands.* Repeat, assigning a different colour to each child.

Transcripts



Track 1.4 The action song

Stand up, sit down, clap your hands,

One, two, three. (3 claps)

Stand up, sit down, clap your hands and stamp your feet,

One, two, three, four. (4 stamps on the floor)

Stand up, sit down, clap your hands and stamp your feet,

One, two, three, four, five. (3 claps, 2 stamps on the floor)

And now be quiet, please!

Shhh!



Track 1.5 Activity

1 *Stand up!*

2 *Sit down!*

3 *Clap your hands!*

4 *Stamp your feet!*

5 *Be quiet, please!*

CLIL Objective

Recognising equipment we need for school.

Curricular link: Social Science

Language Objectives

Vocabulary: school bag, pencil case, book

Structures: Come on! Hurry up! Ready! Oh, no! My (school bag)!

Resources: CD; poster (side A); poster pop-outs (school bag, pencil case, books); flashcards (book, pencil, pencil case, school bag)

READY FOR SCHOOL**Presentation**

Say: *Today we are going to talk about going to school.* Show the children the poster (side A). Point to the pictures of Flo and ask: *What's her name? Can you remember?* Point to Flo's mother and introduce her to the children. T: *This is Flo's mum.* Describe the general situation and ask closed questions about the picture. T: *Is Flo at home? Is Flo going to school?* Hold up the poster pop-outs and name the objects.

T: *Look. This is a (school bag).* Explain that these three objects are needed for school. T: *You need a (pencil case) for school. It's important.*

Point to Flo in the first picture and ask about the three school objects.

T: *Where's Flo's (school bag)?* The children guess the answers.

Play **Track 1.6** and place the corresponding pop-outs as they are named.

Point to the characters as they are speaking and add gestures to clarify meaning. Take off the pop-outs. Ask three volunteers to come to the front. Play **Track 1.6** again. The children place the pop-outs in the correct place. Repeat the exercise with three other children. Play **Track 1.6** again, but this time encourage the children to join in.

Work with the book**Student's Book, page 5, Activity 1**

Say: *Open your books at page 5. Can you see Flo?*

Play **Track 1.6** again and the children match each picture with the corresponding pictures below.

Play **Track 1.6** again.

Correct the activity with the class.

T: *What's the first thing Flo forgets?* (Hold up your index finger). SS: *(Her) school bag.* T: *Good! And what's the second thing?* (Hold up two fingers). SS: *(Her) pencil case.* T: *Good! And what's the third thing?* (Hold up three fingers). SS: *(Her) books.* T: *Yes, that's right, her school books!*

Hold up the four flashcards (book, pencil, pencil case, school bag). Tell the children to hold up or point to their own corresponding object and ask a volunteer to name it. Repeat the activity with the other flashcards until all the children have had a turn.

Transcript**Track 1.6 Activity**

See page 33.

Optional Activity Book exercises

See page 33.

Practice

Remind the children briefly of the context. Read the following passage out loud and clarify meaning with gestures and tone of voice.

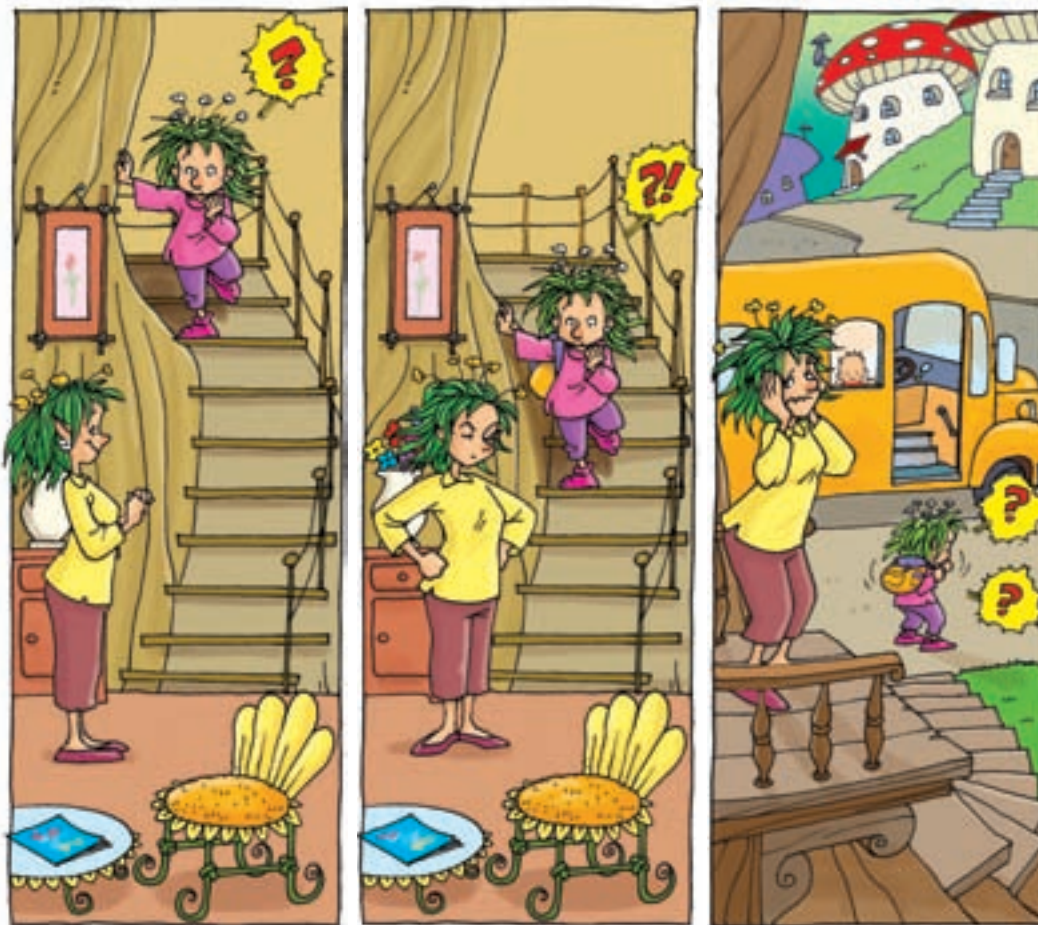
Flo goes to school. But she forgets everything. She forgets her school bag. And her Mum says "Come on, Flo! Hurry up!" She forgets her pencil case. And her Mum says "Come on, Flo! Hurry up!" And she forgets her books. And her Mum says "Come on, Flo! Hurry up!" She forgets everything. Oh, Flo!

Encourage the children to join in and to act out the instructions. Point to the poster again and ask the children to relate the objects illustrated on the poster to their own corresponding objects.

Say: *Show me your school bag. Show me your pencil case. Show me your English book.*

Collect the children's books and correct their work.

1



Lesson 1

1 Listen and match the pictures.

CLIL Objective: Recognising equipment we need for school.

5



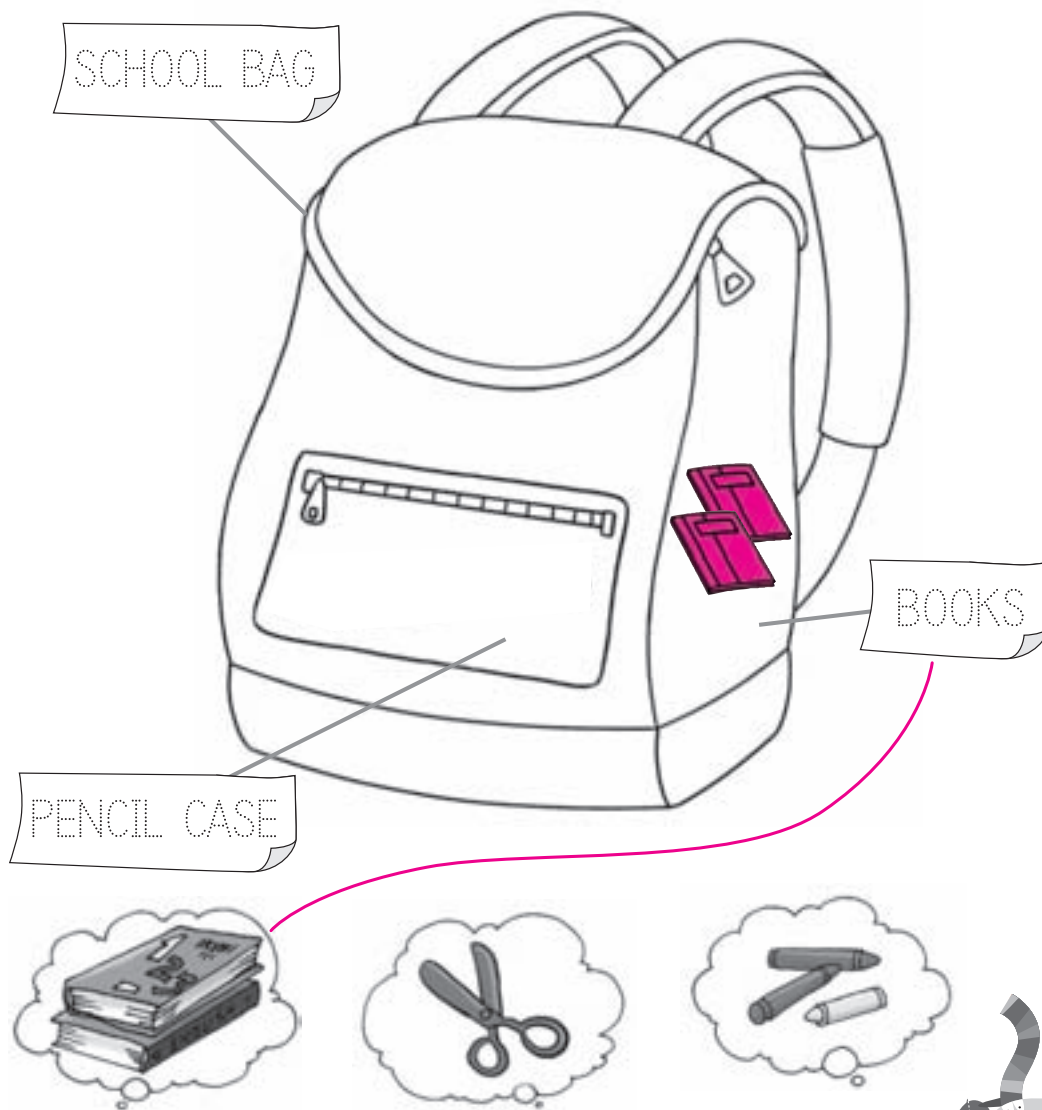
Remind children that they should listen carefully. They should also try to relate the pictures on the page to the words on the audio CD in order to complete the exercise.



Explain that Flo is being responsible by remembering to get her things ready for school all by herself; although you could point out that it's always better to prepare your bag the day before.

1

Flo's school bag



Lesson 1

1 Trace over the words. Circle and draw the missing object; then colour the picture.

5



Children need to focus on tracing over the words, and trying to join the dots in order to write the words legibly. This will help them improve their writing skills.



Children colour the school bag with the colours of their choice. Afterwards, they can name the colours.

Activity Book

Page 5, Activity 1

Say: *Open your Activity Books at page 5. Look at Activity 1.*

Tell the children to trace over the words and to circle the object that is missing from Flo's school bag. Afterwards, the children draw the object in the school bag and colour it.

Ask the children about their pictures. Say: *What colour is your (pencil case)?*

SS: *(Blue).*

Let's play!

Puppet game

Mistake

Ask one of the children to use the puppet to point to a flashcard or an object, deliberately naming the object incorrectly. Another child corrects the puppet and names the object correctly. Make sure that everyone gets a turn holding the puppet.

Resources

Multi-ROM

Unit 1, Song

Transcript



Track 1.6 Activity

Mum: *Time for school, Flo.*

Flo: *Ready!*

Mum: *Come on!*

Flo: *Oh no! My school bag!*

Mum: *Hurry up, Flo!*

Flo: *Ready!*

Mum: *Come on!*

Flo: *Oh no! My pencil case!*

Mum: *Hurry up, Flo!*

Flo: *Ready!*

Mum: *Come on!*

Flo: *Oh no! My books!*

Mum: *Hurry up, Flo!*

Flo: *Ready!*

Mum: *Are you sure, Flo?*

Flo: *Yes, Mum.*

Mum: *Come on, let's go. Here we are Flo.*

Goodbye. See you later.

Flo: *Bye, Mum!*

Dealing with difficulties

Children come to class at the start of their primary education with a range of different educational experiences. At one extreme there may be children who are entering a formal school environment for the first time. At the very least, some of the children in the group are new to the school and new to each other. These differences are noticeable in the English language class where the amount of English that children have been exposed to, whether at school or with friends and family, can vary greatly.

To ensure that all the children participate in the class, it is important to modify the level of response that you expect from each child. Children who are new to English can take part with the whole group, repeating the sentences from the story and the songs, and can demonstrate their understanding with physical response. More confident children can be encouraged to answer simple Yes/No questions, and other types of guided response. Children who feel comfortable and familiar with English should be encouraged right from the start to act out the stories and to use the language they are learning, even if that means making mistakes from time to time.

CLIL Objective

Recognising tools we use in the classroom.

Curricular link: Maths

Language Objectives

Vocabulary: *book, crayons, glue, pencil, pencil case, rubber, school bag, scissors, sharpener*

Structures: *Here's my...*

Resources: CD

Preparation: Fill a pencil case with the following objects: pencil, rubber, sharpener, glue, scissors and a box of crayons. Place it in a school bag, together with a copy of the Student's Book.

CLASSROOM EQUIPMENT

Presentation

Say: *Today we are going to learn about things we use at school.*

Hold up the school bag and say: *What's this?* Remind the children of the word. Ask a volunteer to put his/her hand in the school bag and to pull something out. Ask: *What's that?*

Ask volunteers to put their hands inside the pencil case and to pull something out. Each time ask the children to name the object. Supply the words as they need them. Ask volunteers to put their hand in the bag and to pull something out. Each time, ask the children to name the objects. Supply the words as they need them.

Say: *Let's learn a song.* Play **Track 1.7**. Take the pencil case out of the school bag and take the objects out of this one by one as they are named in the song. Play **Track 1.7** again. The children join in with the key language.

Work with the book

Student's Book, page 6, Activity 2

The children open the Student's Book at page 6 and look at the picture. Ask: *What can you see in the picture?* The children call out the words they see. The children listen to the song again and number the objects in the order they hear them. Play **Track 1.7** again. Correct the activity. Say: *What's number 1?* SS: *School bag!*

Student's Book, page 6, Activity 3

The children look at the pictures in Activity 3. Point to one of the pictures and say: *Mmm. Here's a problem! What do I need?*

Prompt the children by asking questions such as: *Do I need a rubber?* Continue until someone says the correct answer: Repeat the process with the other three pictures. The children match the pictures in their books.

Transcript



Track 1.7 The school bag song

See page 37.

Optional Activity Book exercises

See page 37.

Practice

Continuous assessment

Children can name the objects they need for school.

Ask the children if they can remember the objects that they need to bring to English class. Ask a volunteer to name an object. SS: *School bag*. The rest of the class hold the object up and name it. Encourage them to answer: *Here's my (school bag)*.

Continue until all the essential objects have been named (*school bag, pencil case, rubber, sharpener, pencil, crayons, scissors, glue and books*). Remind them of any words they forget. Each time a child does not hold up an object, say: *Where's your (rubber)? Bring a (rubber) to class.*

2



3



Lesson 2

2 Sing *The school bag song* and number the pictures.

3 What do you need? Match the pictures.

CLIL Objective: Recognising tools we use in the classroom.

6

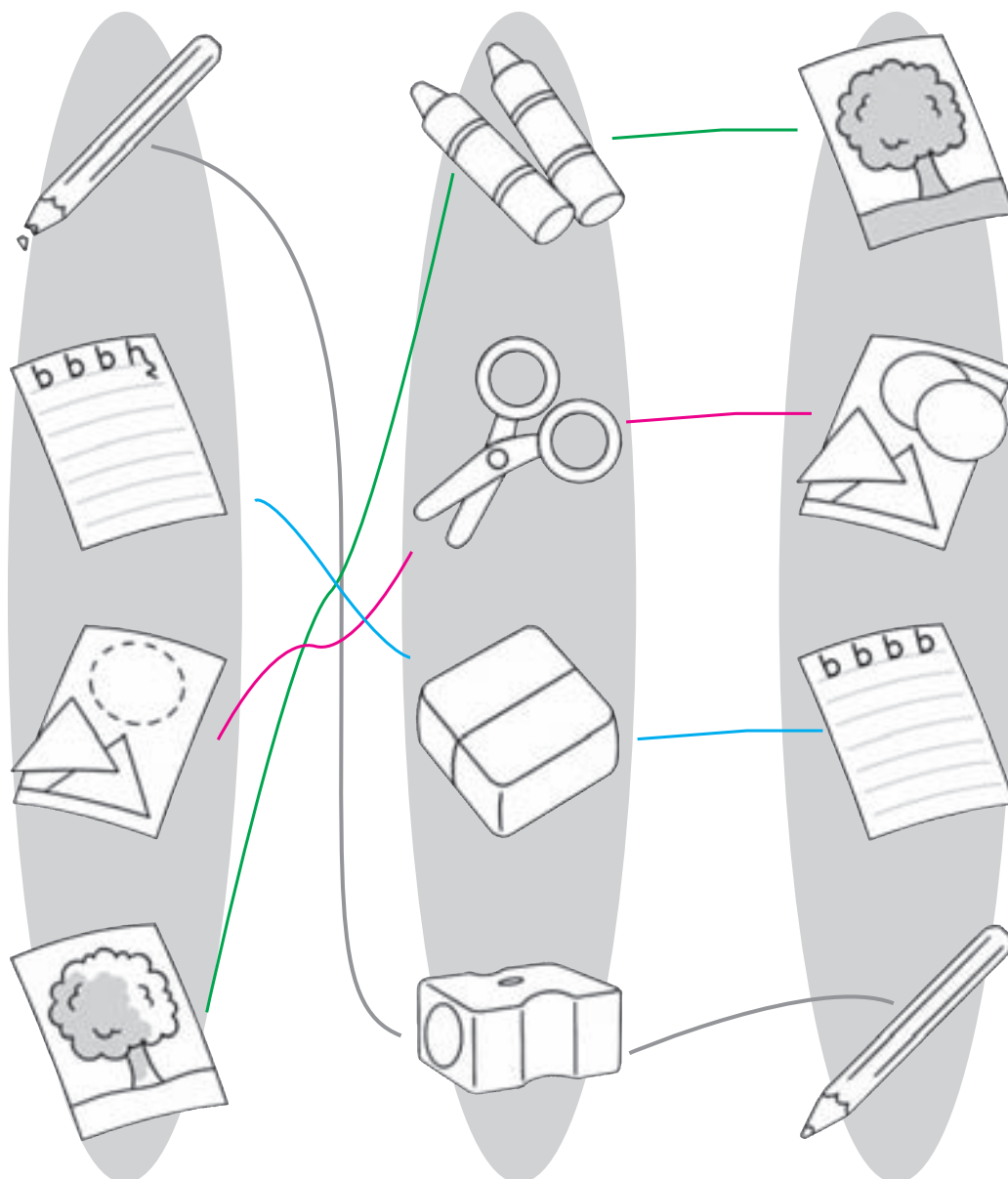


This activity gives children a chance to revise the numbers from 1 to 10 in English. They also get additional practice writing the numbers.



Children recognise essential school objects, they learn what they are used for and they learn about the importance of bringing them to school.

2



Lesson 2

2 Match the pictures.

6



Help children see what the problems are with the pictures on the left. Encourage them to think which object from the central column is necessary to solve the problem.



This exercise provides an opportunity to discuss ideas of companionship and of lending things. Remind children that they should always say “please” and “thank you”, and they should look after things they have borrowed and return them.

Activity Book

Page 6, Activity 2

Say: *Open your Activity Books at page 6. Look at Activity 2.*

Point to the pictures in the central column and ask: *What's that?* SS: (Crayons).

Point to the pictures in the column on the left one by one and ask: *What do we need here?*

SS: A (sharpener).

Tell the children to connect the pictures in the three columns.

Transcript



Track 1.7 *The school bag song*

Here's my school bag. Hold it high.

Here's my pencil case. What's inside?

My crayons, my pencil, and my glue.

My scissors, my rubber, and my sharpener, too.

Shake my school bag! Have a look!

Oh, I forgot! And here's my book!

Let's play!

Hidden drawing

Hide a flashcard behind a book and start showing it bit by bit. Encourage the children to identify and name the object. The child who names it correctly takes on the role of teacher and gets to hide the next flashcard. Repeat the activity several times with different flashcards.

Resources

Multi-ROM

Unit 1, *Activity 1*

DVD

Unit 1, *The school bag song*

CLIL Objectives

Counting; recognising number series and numerical relationships.

Curricular link: Maths

Language Objectives

Vocabulary: numbers 1-10; *book, crayon, pencil, rubber, sharpener*

Language structures: *How many ... are there?*

Resources: poster (side A)

Materials: crayons (2 per child)

COUNTING CLASSROOM EQUIPMENT

Presentation

Say: *Today we are going to learn how to count in English.* Point to the numbers on the poster (side A). Count each group of pencils out loud. Repeat and encourage the children to join in. Hand out two crayons to each child. Ask the children to hold up and count their crayons. SS: *One, two.* Ask five children to come to the front and to stand in a line, holding a crayon in each hand. Ask them to raise their crayon when you tap them on the shoulder (right shoulder for right hand, left shoulder for left hand). Walk along the line tapping their shoulders one by one and saying: *One! Two!... Ten!* as they raise each crayon. Repeat and encourage the children to call out the numbers together or individually. Repeat the activity again, starting with all ten crayons raised and count backwards from ten to one. Ask two children to stand up and hold up their crayons. Ask: *How many crayons have (Juan) and (María) got all together?* Show them how to count as you point to the crayons: *One, two, three and four.* Ask other children to stand up and repeat the process counting up to eight and then up to ten. Tell the children to sit down again. Point to two children, tell them to stand up and ask them: *How many pencils have they got all together?* SS: *Four.* Explain that we can show this in a sum, and write $2 + 2 = 4$ on the board. Repeat the process of adding twos, writing the answers on the board.

Work with the book

Student's Book, page 7, Activity 4

Say: *Open your books at page 7. Look at Activity 4.*

The children count the objects on each table in the picture and write the numbers. Correct the activity, asking: *How many pencils are there on table number 1?*

Student's Book, page 7, Activity 5

The children look at the pictures in Activity 5. Say: *There are five pencils on table number 1 and five pencils on table number 2. How many pencils are there all together?* Show the total by using your fingers from both hands. Show the children how to add up. Repeat the activity with the other objects. The children complete the sums in Activity 5. Correct the activity. Write the sums on the board and ask a few volunteers to come up to the board to write the totals.

Optional Activity Book exercises

See page 41.

Practice


Continuous assessment

Children can recognise numbers 1 to 10.


Write three numbers on the board. Tell the children to use classroom equipment to represent these numbers. For example, if you have the numbers 3, 2 and 1 on the board, the children could show you 3 pencils, 2 rubbers and 1 book. Explain that each number must be represented by objects that are all the same. Go around the class checking their answers.


Collect the children's books and correct their work.


4
1
2
3
4
5





1


5



3



5



1




2


5



4


3



3

6
7
8
9
10


5




10



7



8




4

Lesson 3

4 Count and write the numbers.

5 Write how many objects.

CLIL Objective: Counting.



7

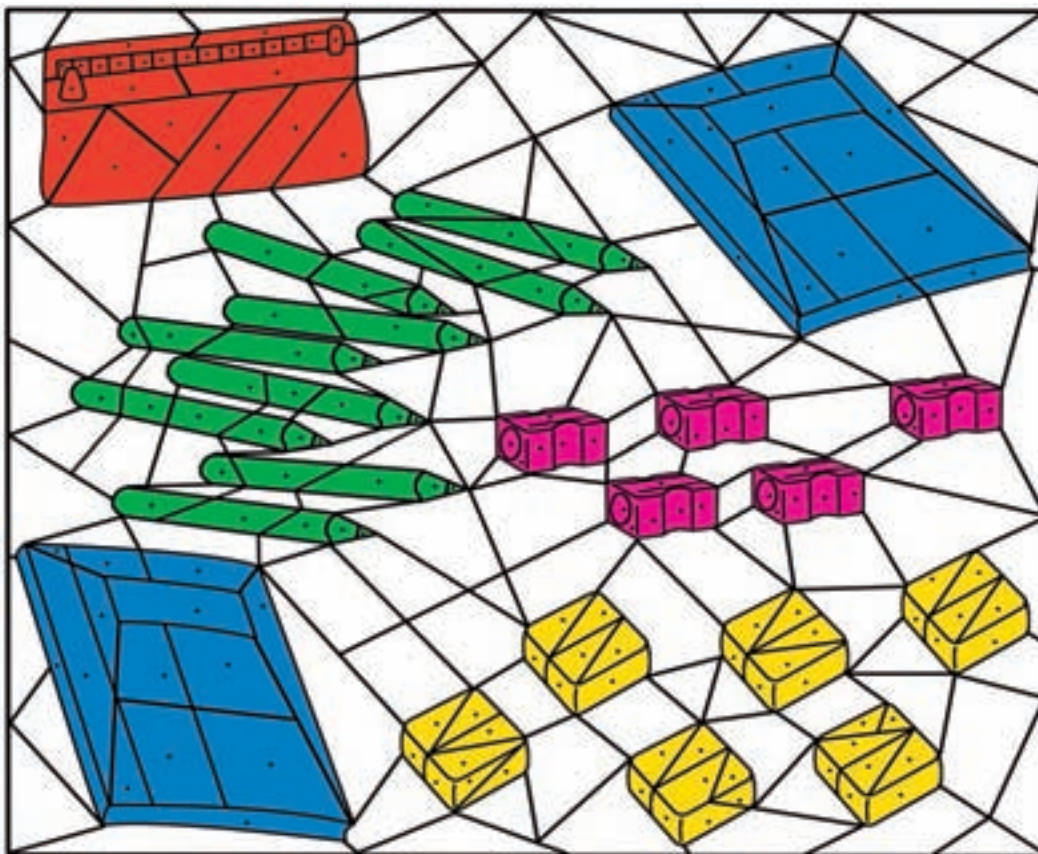


In this exercise, children practise pronouncing, recognising and writing numbers from 1 to 10. They relate a group of objects to the written number. They choose an appropriate technique to calculate the total.

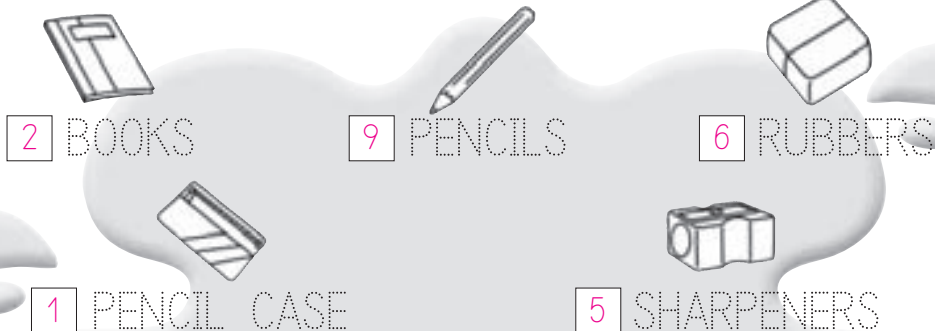


Observe the children as they are working, above all, the methods they use to calculate the total. Are they counting in silence? Are they using their fingers? Which language are they doing it in? Are they counting in ones or in groups of numbers?

3



4



Lesson 3

3 Colour in the dotted parts of the picture.

4 Count the objects and write the numbers; then trace over the words.

7



For this exercise, children count the objects and assign a number to each group of objects in order to reach a total. They also practise writing the numbers correctly.



Children need to find where to colour in. Later, they associate the images with the corresponding pieces of school equipment.

Activity Book

Page 7, Activity 3

Say: *Open your Activity Books at page 7. Look at Activity 3.*

The children use a crayon to colour the parts of the picture marked with dots. Ask: *What can you see in the picture? How many (books) can you see?*

Page 7, Activity 4

Say: *Now look at Activity 4. What can you see?*

The children count the objects in the picture from Activity 3 and write the corresponding numbers in the correct boxes. Then, they trace over the words.



Let's play!

Find the object

Hide various objects in the classroom (books, coloured pens, scissors, etc.). Divide the class into two teams. Ask a child from each team to come up to the board. These children are the team captains and make a note of the points that their team wins.

Call out the name of an object. For example: *A red pencil*. The child who finds it first, gets a point for their team. Continue playing until all the hidden objects have been found.



Resources

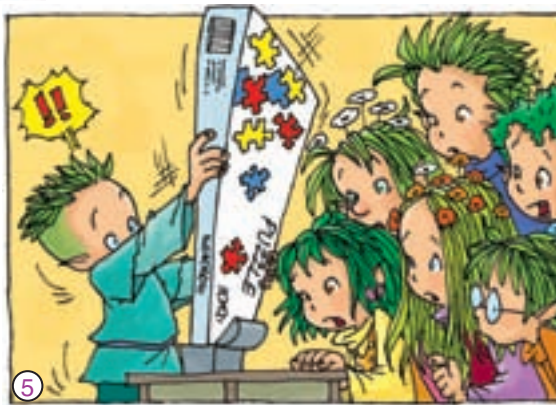
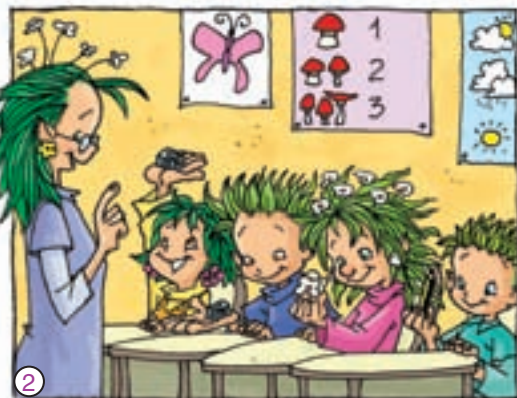
Teacher's Resource Book

Extension worksheet 1, page 23

Multi-ROM

Unit 1, Activity 2

6 Smiley's special pencil case



Lesson 4

6 Listen to the story.

CLIL Objective: Literacy: sequencing events in a story.

8



This story is about the different emotions children experience on the first day of school. It's also about classmates and their sense of generosity. Use this opportunity to discuss the topic with the children.



Remind children to pay attention when they are listening to the story. If they don't, they may lose the thread of the story.

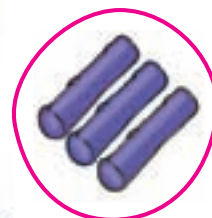
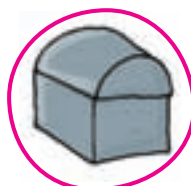
Phonics



Lesson 5

7 Listen and circle the pictures.
CLIL Objective: Literacy: phonics.

7



9



Children should try to pronounce the sounds and the words without worrying about making a mistake. The more they practise pronunciation, the better they'll be.



In this unit, a text is acted out for the first time. Hopefully, this will create an interest in drama and acting.

CLIL Objective

Literacy: sequencing events in a story.

Curricular links: Literacy; Social Science

Language Objectives

Story language: *my + (school object); It's my favourite... What's this? special, car, pretty, big; Take them out. Hold them up. Show me. Don't go!*

Join-in language: *Wow! picture, puzzle, purple plasticine, pig*

Resources: CD; poster (side B); poster pop-outs (picture, puzzle, plasticine, pig)

Story: SMILEY'S SPECIAL PENCIL CASE

Presentation



Say: *It's story time!*

Show the children the poster (side B). Ask questions to help them predict the story. T: *Is this Flo's house? Is this Flo's classroom?*

Point to the characters and ask the children to name them.

T: *What's her name?* SS: *Flo*. Point to the woman at the window and say: *This is Smiley's mum*. Point to the teacher and say: *This is the teacher*.

Point to Flo's pencil case. Say: *Wow! This is a very special pencil case*. Repeat with Stretch's and Dotty's pencil cases. Point to Smiley's pencil case. Ask: *Is this pencil case special?*

Say: *Let's listen to the story*.

Play **Track 1.8**. Enact the story using the *pop-outs* and the poster. As the pop-out objects are named pretend to be pulling them from Smiley's pencil case. Point to the characters as they speak. Add mime and facial gestures to support meaning.

Ask four children to come to the poster and give them each a pop-out. Play **Track 1.8** again. The children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book

Student's Book, pages 8 and 9, Activity 6

Say: *Open your books at pages 8 and 9.*

Play **Track 1.8** again. The children look at the pictures. Stop the recording at random and ask the children to supply the next line.

Show the children the pop-outs. Ask: *What's this? Was it in Smiley's pencil case?*

Ask the children about the order that the objects were pulled from the pencil case. Hold up a pop-out and say: *First the (pig). Is that right?* SS: *No! The picture*.

Transcript



Track 1.8

Story: Smiley's special pencil case

See page 47.

Optional Activity Book exercises

See page 47.

Presenting the story

Divide the class into groups of four. Assign a child to be Smiley in each group. The other children in each group are the children at Smiley's table.

Play **Track 1.8**. The children raise a hand when they hear their part of the story.

Play **Track 1.8** again. The children join in with their lines. Encourage them to add facial gestures and to use suitable expressions.

CLIL Objective

Literacy: phonics *p* (pencil case, picture, puzzle, plasticine, pencil, pig)

Curricular link: Literacy (phonics)

Resources: CD; poster (side B); poster pop-outs (picture, puzzle, plasticine, pig)

PHONICS

Retell the story



Show the children the poster and ask: *Do you remember the story?*

You can also use the story cards. The children can order them as they hear the story.

Ask questions about the pictures to help the children remember the story. Ask: *What's the boy's name? Where is he? Is his pencil case big? Is it pretty? Is it special? What's in his pencil case?*

Play **Track 1.8**. The children listen to the story.

Play **Track 1.8** again. The children join in with the list of objects named by the children at Smiley's table.

Work with the book



Student's Book, page 9, Activity 7

Clap your hands to ensure that the children are watching you. Write the letter *p* several times on the board. Point to each letter as you say: *p p p pencil*. Repeat several times. Articulate the /p/ sound very clearly by pushing the sound out quite forcefully through closed lips. The children repeat: *p p p pencil*.

Repeat with the objects from Smiley's pencil case.

The children look at Activity 7, on page 9.

Play **Track 1.9**. The children listen and point to the pictures in the right-hand column.

Play **Track 1.9** again. The children listen and repeat the key sounds and words.

The children circle the pictures with /p/ as an initial sound.

Ask for volunteers to list the items beginning with /p/.

Ask the children if they can think of any more words in English that begin with the sound /p/.

Transcripts



Track 1.8

Story: Smiley's special pencil case

See page 47.



Track 1.9 Phonics

See page 49.

Optional Activity Book exercises

See page 47.

Act out the story



Divide the class into groups of four. Assign a character to each child in each group. Listen to the story again (**Track 1.8**). The children join in with their lines.

Ask groups to come to the front the classroom in order to act out the story. Use the recording when necessary.

Collect the children's books and correct their work.

5



PIG 4



CRAYONS

Model answer



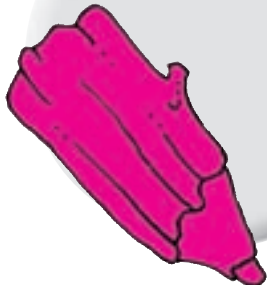
PUZZLE 2



PICTURE 1



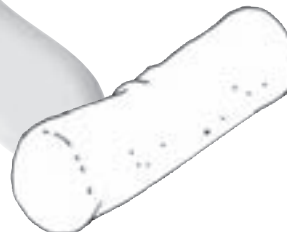
SCISSORS



PENCIL



SHARPENER



PLASTICINE 3

Lesson 4

5 Colour the objects you need for school; then number the pictures and trace over the words.

8



For this exercise, children practise writing numbers. They also put a series of objects in order according to the order in which they appear in the story.



Remind children of the importance of having all the necessary equipment to hand when writing. They should think about this before starting the task.

Activity Book

Page 8, Activity 5

Say: *Open your Activity Books at page 8. Look at Activity 5.*

Ask the children questions about the pictures. Say: *Do you need a (pig) for school?* SS: *No!*

The children colour the objects they need. Use the poster pop-outs and tell the children to place them on the board in the order in which Smiley takes them out of the pencil case. Tell the children to number the pictures in the correct order, writing the number in the corresponding box. The children trace over the words.

Let's play!

Memory

Tell the children that they are going to play a game in pairs. Hand out eight pairs of key vocabulary pop-outs (*book, crayons, glue, pencil, pencil case, rubber, school bag, scissors*) to each pair and tell them to place them face down on the floor. Tell them that they have to turn over the two pop-outs. They do this in turns. If the children get two matching pop-outs, they keep them. If they do not match any pop-outs pairs, they turn them over and put them back in the same place. They continue until they have formed all the pairs of pop-outs. When the children have finished the game, they need to put the pop-outs in an envelope. Then, they will be able to find them next time they want to play.

Resources

Multi-ROM

Unit 1, *Story*

Transcript



Track 1.8

Story: Smiley's special pencil case

Picture 1

Narrator: *It's Smiley's first day at school.*

Smiley: *Don't go, Mum!*

Mum: *Look, Smiley! This is for you. It's a very special pencil case. Just wait and see.*

Picture 2

Teacher: *Take out your pencils, rubbers and sharpeners. Hold them up and show me!*

Picture 3

Flo: *Look at my pencil case! It's very big!*

Dotty: *And my pencil case is very pretty!*

Stretch: *And my pencil case is a car!*

Smiley: *Well, my pencil case is very special. Just wait and see.*

Picture 4

Smiley: *Oh! What's this? It's my favourite picture!*

Children: *Wow! A picture!*

Picture 5

Smiley: *Oh, what's this? It's my favourite puzzle!*

Children: *Wow! A picture and a puzzle!*

Picture 6

Smiley: *Oh, what's this? It's my favourite purple plasticine!*

Children: *Wow! A picture and a puzzle, and purple plasticine!*

Picture 7

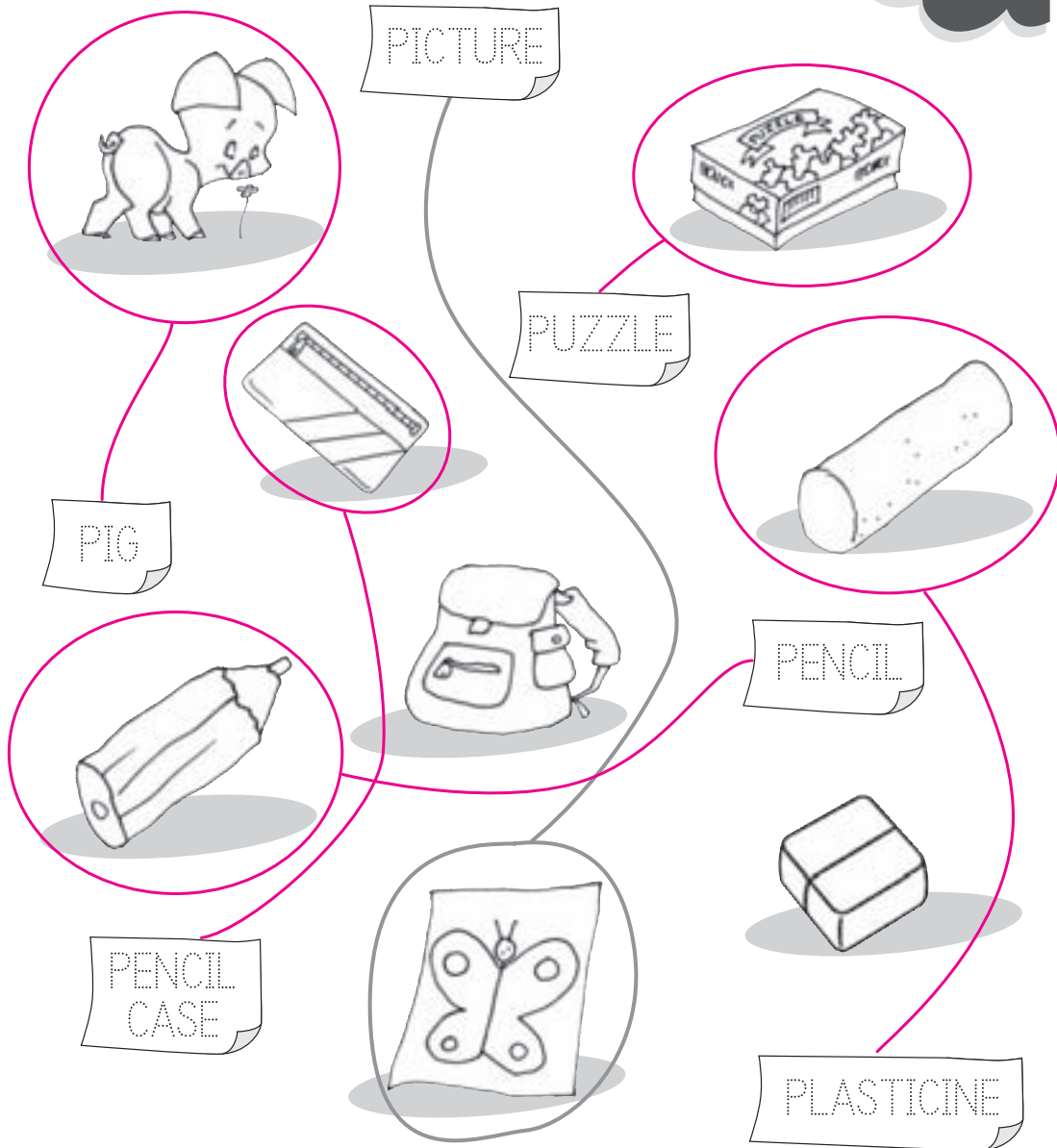
Smiley: *And what's this! Look! It's my pet pig! He's called Percy. Say hello, Percy!*

Children: *Wow! A picture and a puzzle, and purple plasticine, and a pig!*

Picture 8

Smiley: *My pencil case isn't big and it isn't pretty, but it is very special!*

6



Lesson 5

6 Circle the objects that begin with *p*; then match the pictures with the words and trace.

9



Remind children that they write the words by tracing over the dotted letters. They should be very careful when writing. Tell them that presentation is an important aspect of work.



Remind children of the importance of understanding an activity well and of thinking about it before actually attempting it. When they have finished the exercise, they should check over it carefully.

Activity Book

Page 9, Activity 6

Say: *Open your Activity Books at page 9. Look at Activity 6.*

Write the letter *p* on the board. Call out the names of the objects. The children stand up when they hear a word that begins with *p*.

The children circle the pictures that begin with the letter *p*.

The children match the pictures to the text and trace over the words.

Transcript



Track 1.9 Phonics

p p p p pencil case

p p p p picture

p p p p puzzle

p p p p plasticine

p p p p pencil

p p p p pig

Let's play!

Tongue twister!

The children make a little purple pig with the plasticine. Then, they try to say the tongue twister: *purple, plasticine pig*, repeating it faster and faster.

Resources

Teacher's Resource Book

Ready to read worksheet, page 53

Multi-ROM

Unit 1, *Phonics*

CLIL Objective

Recognising the composition of shapes.

Curricular link: Maths

Language Objectives

Vocabulary: triangle, circle, square, small, medium-sized, big

Structures: How many lines are there in a (circle)?

Resources: CD; poster (side A); student pop-outs (squares, triangles, circles)

SHAPES

Presentation



Say: *Today we are going to learn about shapes. Make the shape of a circle and then a triangle with your hands. Point to the circle on the poster (side A). With your finger, trace a line round and round in the air to form a circle. Say: This is a circle. It's got one line. It goes round and round.* Point to the triangle. Trace the three lines in the air (make sure you stop at the end of each line to mark the separate lines). Say: *This is a triangle. It's got three lines. One, two and three.* Point to the square. Trace the four lines in the air (make sure you stop at the end of each line to mark the separate lines). Say: *This is a square. It's got four lines. One, two, three and four.*

Ask volunteers to come to the poster and trace the lines.

Say: Let's learn a song about shapes.

Play **Track 1.10** and do the actions.

Play **Track 1.10** again. The children copy the actions.

Work with the book



Student's Book, page 10, Activity 8

Say: *Open your books at page 10. Look at the shapes.*

Play **Track 1.10** again. The children listen and use their fingers to trace the lines on the page.

The children look at the shapes. Ask: *How many lines has a (circle) got?*

Say: *Find the pop-outs for Unit 1.*

The children classify the shapes into circles, triangles and squares. They make three piles on their tables.

The children classify the shapes according to size.

Then the children classify the shapes according to colour.

Finally, ask individual children to hold up a shape and say what it is. (Each child can say as much as they feel confident saying: *A circle. / A yellow circle. / A big, yellow circle.*)

Student's Book, page 10, Activity 9

The children choose the correct shapes and stick them in their books.

Transcript



Track 1.10 The shape song

See page 53.

Optional Activity Book exercises

See page 53.

Practice

Tell the children that they are going to look for shapes around the classroom (circle, square, triangle). Give them an example. Point to the window and say: *A square!* Play **Track 1.10** again. The children join in with the actions and words. Stop the recording after the second verse and ask them to look for circles in the classroom. Then say:

Let's count the circles.

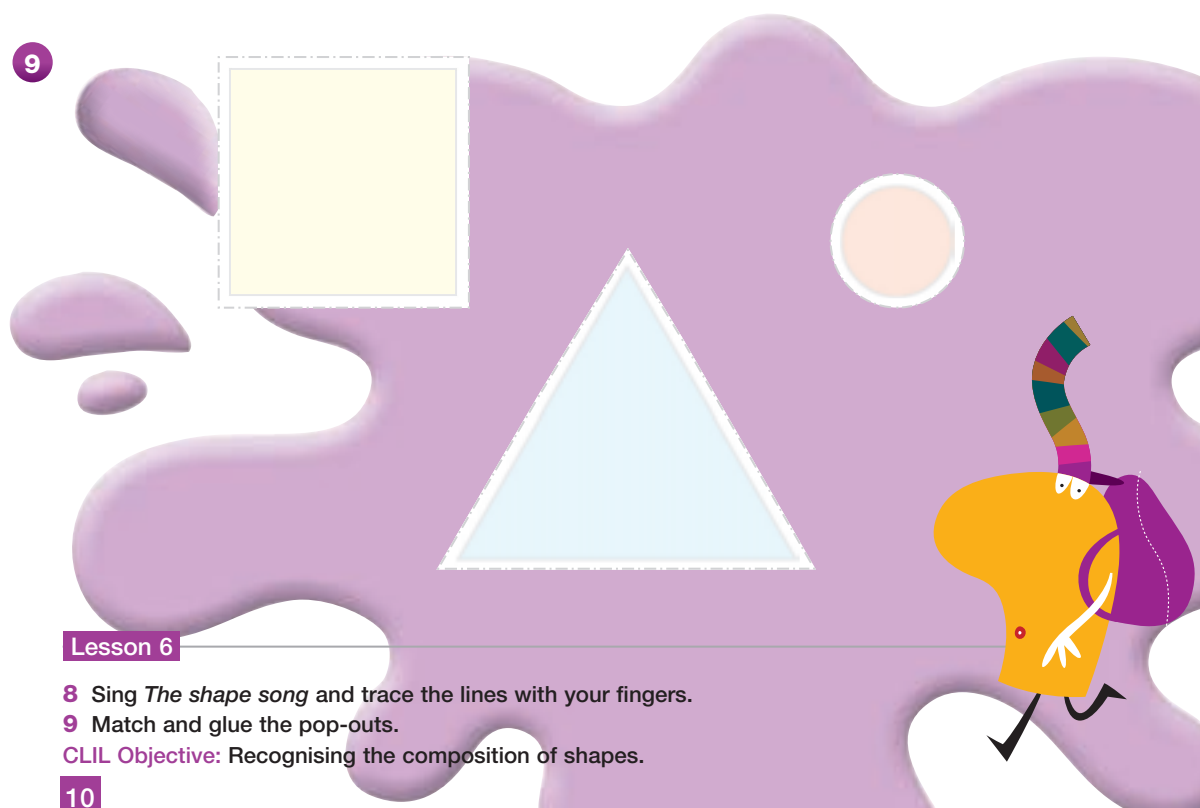
Repeat with the next verse. Look for and count the triangles in the classroom.

Do the same with the last verse, but this time refer to the squares.

8



9



Lesson 6

8 Sing *The shape song* and trace the lines with your fingers.

9 Match and glue the pop-outs.

CLIL Objective: Recognising the composition of shapes.

10

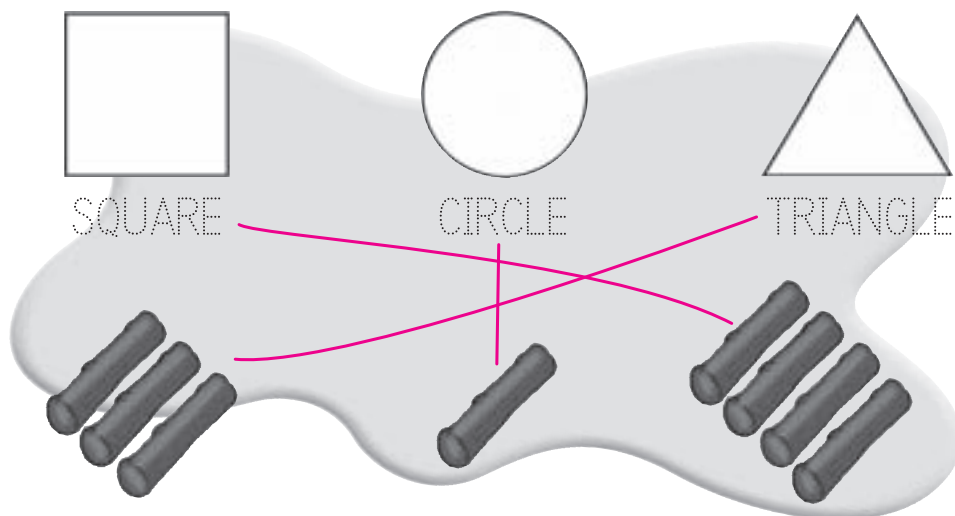


In this exercise, children recognise and name the basic shapes. The exercise also gives them the opportunity to classify the shapes into three categories: shape, size and colour.

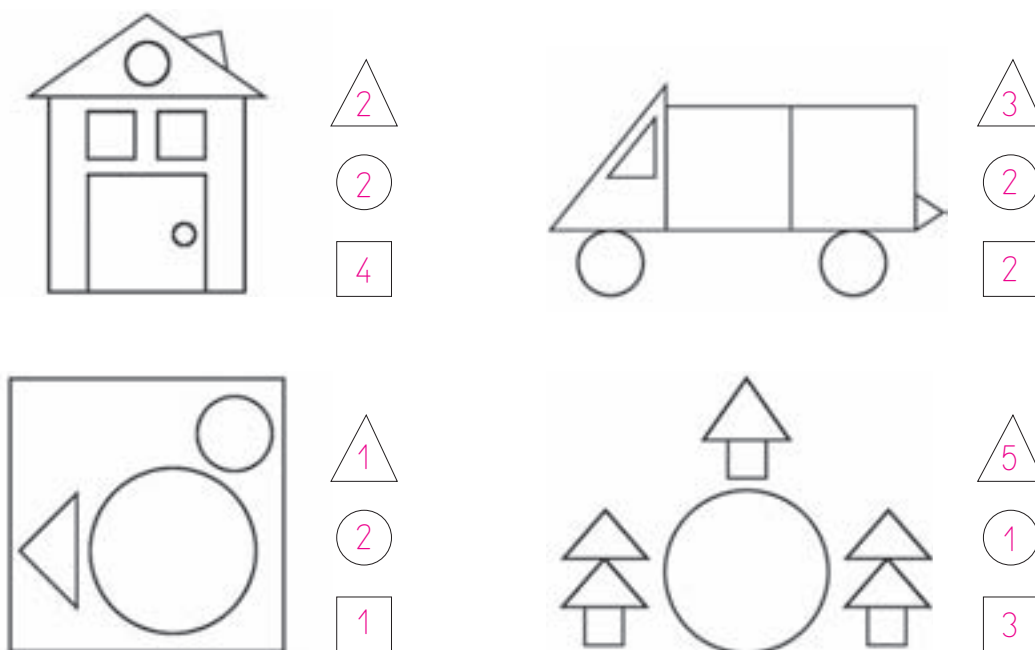


Remind children to think carefully before sticking the student's pop-outs. Tell them to make sure they stick them in the correct place. Once placed, they are difficult to take off the page.

7



8



Lesson 6

7 Match the shapes with the plasticine; then trace over the words.

8 Count the shapes and write the numbers.

10



Draw children's attention to the characteristics of the three shapes. Tell them to count the lines in each shape.



Ask the children if they can think of any objects that are formed by the various shapes. When the children have chosen a few, tell them to name the objects and to draw them.

Activity Book

Page 10, Activity 7

Say: *Open your Activity Books at page 10. Look at Activity 7.*

Point to the first shape and ask: *What shape is it? How many lines can you see?*

Repeat the activity with the other shapes.

The children match the shapes with the pieces of plasticine and trace over the words.

Page 10, Activity 8

Say: *Now look at Activity 8.*

The children count the shapes in each picture and write the numbers in the key. Point to the first picture and ask: *How many (circles) can you see?* Repeat with *square* and *triangle*.

Repeat with the other pictures.

Transcript



Track 1.10 The shape song

Everybody clap your hands.

One, two, three. (Clap as you sing the numbers)

Everybody clap your hands. (Clap to the rhythm)

Make a shape with me. (Point to yourself)

Make a circle with your hands. (Draw a circle in the air)

One, two, three. (Clap to the rhythm)

Make a circle with your hands. (Draw a circle in the air)

Make a shape with me. (Point to yourself)

Make a triangle with your hands. (Draw a triangle in the air)

One, two, three. (Clap as you sing the numbers)

Make a triangle with your hands. (Draw a triangle in the air)

Make a shape with me. (Point to yourself)

Make a square with your hands. (Draw a square in the air)

One, two, three. (Clap as you sing the numbers)

Make a square with your hands. (Draw a square in the air)

Make a shape with me. (Point to yourself)

Let's play!

Charades

Mime an action or a word (one that the children have learnt). The children try to guess the word. The child who guesses correctly, acts out the following word or action. Repeat a number of times.

Resources

Teacher's Resource Book

Extension 2 worksheet, page 24

Multi-ROM

Unit 1, Activity 3

CLIL Objective

Making plasticine prints and observing shape.

Curricular link: Art; Maths

Language Objectives

Vocabulary: *glue, pencil, rubber, scissors, sharpener*

Structures: *That's a (rubber).*

Materials: plasticine, rolling pins (or plastic bottles), classroom equipment as mentioned above in the vocabulary

BUSY HANDS: SHAPE PRINTS

Present the project

Say: *Today we are going to make something.*

Give each child a large piece of plasticine. Say: *Look! We can make shapes with plasticine.* Make a triangular shape and show the class. Ask the children to make shapes, to hold them up and to tell the other children what they have made.

Say: *Look we can also make shapes in plasticine.*

Using a table for support, roll out a lump of plasticine until it is flat. Explain your actions. Say: *Look. This is a lump of (purple) plasticine. First roll it out with the rolling pin. Make it flat.*

Take a pencil and push the end into the plasticine to make several small circles. Call some children to the front and ask them to identify the shape.

Tell the children to keep the shapes they've made with the plasticine for later.

Work with the book

Student's Book, page 11, Activity 10

The children look at page 11 of their Student's Books.

Read the title of the project out loud: *Shape prints.*

Point to the pictures of the materials and say: *This is what we need.* Ask the children to identify the pictures.

Point to the stages one by one. In order to clarify meaning, explain how to do it by using the materials you have brought to class.

Hand out the materials.

The children make the plasticine prints.

Student's Book, page 11, Activity 11

Say: *Now look at Activity 11.*

Say: *These are shape prints. What shapes can you see?*

The children name the different shapes.

The children talk in pairs about the shape prints they have made: *In my shape prints, I've got a (square)...*

Optional Activity Book exercises

See page 57.

Display the project

Continuous assessment

Children can identify basic shapes (circle, triangle, square) in classroom objects.

Collect the finished shape prints and display them on a table.

Encourage the children to come to the front and look at each other's work.

Point to different shape prints and ask: *What's that? What shapes are there?*



10 Shape prints



11

IN MY SHAPE PRINTS,
I'VE GOT A SQUARE...



Lesson 7

10 Make shape prints.

11 Talk about your shape prints.

CLIL Objective: Making plasticine prints and observing shapes.

11




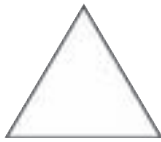
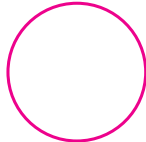
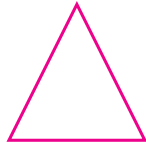




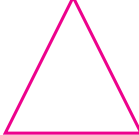
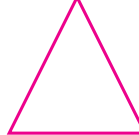




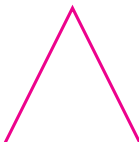





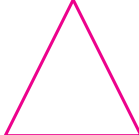
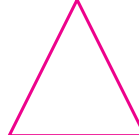


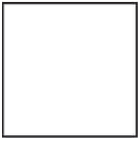

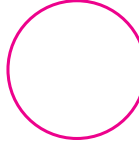
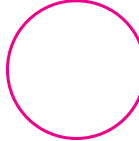


Children can recognise and name the shapes found in objects that are familiar to them.



This activity provides children with an opportunity to work with plasticine. Show them how to use the rolling pin in order to get the required size and thickness.

9

Lesson 7

9 Complete the shape sequences.



11



This activity provides children with an opportunity to work with sequences formed by shapes. Afterwards, the children can invent their own sequences, changing the size and colour of the shapes if they want.

Activity Book

Page 11, Activity 9

Say: *Open your Activity Books at page 11. Look at Activity 9.*

Ask volunteers to name the shapes in each row. The children complete the sequences.

Ask different volunteers to name the shapes in the completed sequences.



Let's play!

Surprise bag

Put some objects in a bag without the children seeing what they are. Ask a volunteer to come to the front in order to feel one of the objects in the bag without looking. The child has to guess what the object is. Repeat the activity with other volunteers.



Resources

Teacher's Resource Book

Ready to write worksheet, page 95

Sparks DVD

Unit 1, *Real Kids*

Teacher's Resource Book

Unit 1, *DVD worksheet, page 9*

Objective

Assessment.

Curricular link: Social Science

Language objectives: All the vocabulary from Unit 1.

Resources: CD; flashcards (*book, crayons, glue, pencil, pencil case, rubber, school bag, sharpener, scissors*); stickers (*crayons, glue, pencil, pencil case rubber, scissors*)

BUSY MINDS

Let's remember!

Say: *Today we are going to remember all the work we have done in Unit 1.*

Say: *Do you remember the song we sang about classroom equipment? What was it about?*

Prompt them by holding up the flashcards of the school equipment.

Ask: *What's this?*

Say: *Shall we sing the song again?*

Play **Track 1.7** again. The children join in with actions and words.

Work with the book

Student's Book, page 12, Activity 12

The children open their Student's Book at page 12. Show them the stickers in the middle of the Student's Book. The children find and place the stickers for Unit 1. Then, they trace over the words. Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 12, Activity 13

Point to the picture of the butterfly. Ask: *What do we need to colour in the picture?* Repeat the process for the other pictures.

The children look at the pictures below with the numbers. Then, they match the pictures at the bottom with the pictures at the top, writing the corresponding number next to each picture.

Walk around checking and correcting as they work.

Optional Activity Book exercises

See page 61.

Round up

Mime the following actions: *cutting something out, writing, colouring in, gluing something down, rubbing out a mistake, sharpening a pencil.*

After each action ask the class: *What do I need?*

Encourage the children to answer out loud and to bring you the correct object.

Repeat the activity in a chain. The children take turns miming one of the actions. The next child must show the tool that is required and name it. Ensure all the children respond.

Collect the children's books and correct their work.



Busy minds

12



PENCIL



RUBBER



SCISSORS



GLUE



CRAYONS



PENCIL CASE

13



1



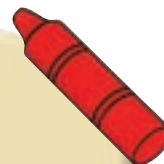
2



3



4



4



1



2



3

Lesson 8

12 Find the stickers and trace over the words.

13 Number the pictures.

Objective: Assessment.

12



Remind children to be careful when placing the stickers. Also, tell them that after tracing over the words, they should check them carefully. This is an important habit to develop.

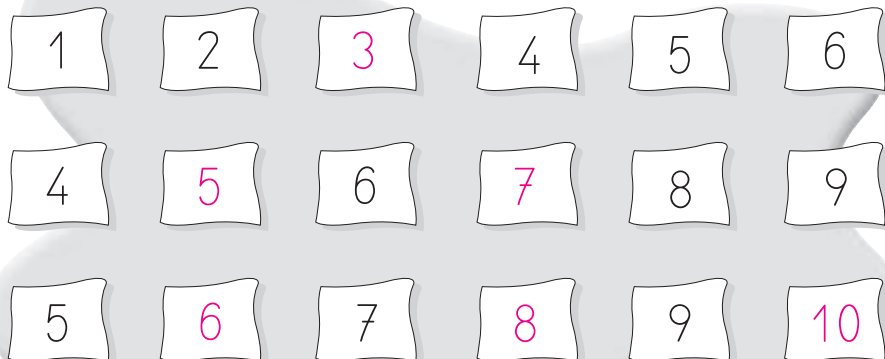


For the first time, children have to find the correct stickers and put them in the right place. Show them how to find the stickers and how to trace over the words they have to write.



Busy minds

10



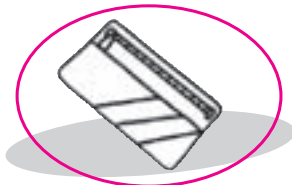
11



PIG



PICTURE



PENCIL CASE



PENCIL

Lesson 8

10 Complete the sequences.

11 Circle the objects that begin with *p*; then find and write the words.

12



Tell the children to look at the number sequences carefully, drawing on their existing knowledge of Maths to guess what the missing numbers are.



Help children find the words they need. Remind them to write within the guidelines. If they are in any doubt, they can always ask you for help.

Activity Book

Page 12, Activity 10

Say: *Open your Activity Books at page 12. Look at Activity 10.*

Tell the children to complete the sequences. Ask volunteers to read each of the sequences.

Page 12, Activity 11

Say: *Now look at Activity 11.*

Ask the children to identify the objects in the picture. The children circle the objects that begin with the letter *p*.

The children write the objects that begin with the letter *p*. They can look through the pages of the unit to look for words.



Let's play!

Songs

Use the stick puppets to sing any songs the children have learnt from previous lessons. Encourage the whole class to participate.

Transcript



Track 1.11 Unit 1 Test. Activity 1

Listen and colour the shapes.

Colour the triangle blue.

Colour the square red.

Colour the circle yellow.

ASSESSMENT CRITERIA

CLIL Objective

Children can recognise the tools or objects that they need for school, and can identify the ones which are most appropriate for each task.

Language Objectives

Children can describe classroom objects and ask questions about them. Children can use the numbers from 1 to 10. Children can identify basic shapes.

Resources

Teacher's Resource Book

Unit 1 Test, page 69 y 70



See Transcript **Track 1.11**

Multi-ROM

Unit 1, Activity 4



CLIL Objective

Identify boys and girls.

Curricular link: Maths; Science

Language Objectives

Vocabulary: *boy, girl, children; up, down;* numbers 1-10

Structures: *stand up, sit down*

Resources: CD; poster (side A); poster pop-outs (Flo, Stretch, Smiley, Dotty) flashcards (*girl, boy*)

MOVE YOUR BODY!**Presentation**

Show the children the poster. Also show them the poster pop-outs. Say: *The children are playing in the playground. They are playing on see-saws.*

Use the pop-outs to identify the different characters.

Hold up the pop-out of Flo. Say: *Who's this?* SS: *Flo!*

Show the flashcards of the *boy* and the *girl* and ask: *Is Flo a girl or a boy?*

Remind the children about the characters Stretch and Smiley, and introduce them to Dotty. Ask: *Is (Stretch) a girl or a boy?*

Play **Track 1.12** and place the characters on the see-saws on the poster.

Point to Flo and Dotty, and repeat the key verses from the rhyme: *Girls up*. Repeat with the class: *Boys down*.

Ask two children to come to the front of the board and give each one two *pop-outs*: Flo and Stretch to one of them and Smiley and Dotty to the other one.

Play **Track 1.12** again. Stop after *Girls up*. The children put Flo and Dotty in the right place on the poster.

Play **Track 1.12** again. Stop after *Boys down*. The children put Stretch and Smiley in the right place on the poster.

Repeat the exercise with two other children. The rest of the class join in with the instructions.

Say: *Girls! Stand up! Sit down!* The class join in.

Play **Track 1.12** again. The children do the actions.

Work with the book**Student's Book, page 13, Activity 1**

Say: *Open your books at page 13. Look at Activity 1.* Play **Track 1.12**. Stop after the first verse. The children look at the picture and tick the correct picture for the chant. Then, play the second verse and tick the correct picture. Correct the activity. Say the first line of the chant. Hold up your book and ask the children to say which picture it refers to. Repeat with the second line of the chant.

Student's Book, page 13, Activity 2

Point to the first picture in Activity 1. Ask: *How many boys are in the playground?* Repeat with *girls* and *children*. The children look at Activity 2. They count how many boys and girls there are and write the answer in the box.

Transcript**Track 1.12 Chant**

See page 65.

Optional Activity Book exercises

See page 65.

Practice

Ask the children to form groups.

Say: *Make groups with two girls and three boys.* Ask: *How many boys are there?* SS: *Three*. Ask: *How many girls are there?* SS: *Two*. Write the sum on the board. Ask: *How many children are there?* SS: *Five*.

Repeat the procedure with other number combinations, but ensure that the maximum total number is never more than ten.

Collect the children's books and correct their work.

Move your body!

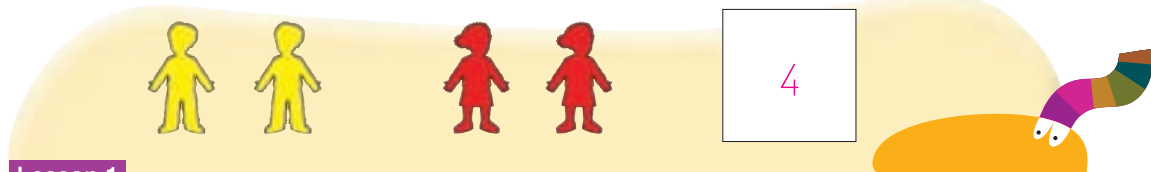
2

The human body

1



2



Lesson 1

- 1 Listen and tick two pictures.
 - 2 Count and write how many children.
- CLIL Objective: Identifying boys and girls.



13



This exercise gives children an opportunity to add up two simple numbers and to calculate the total.



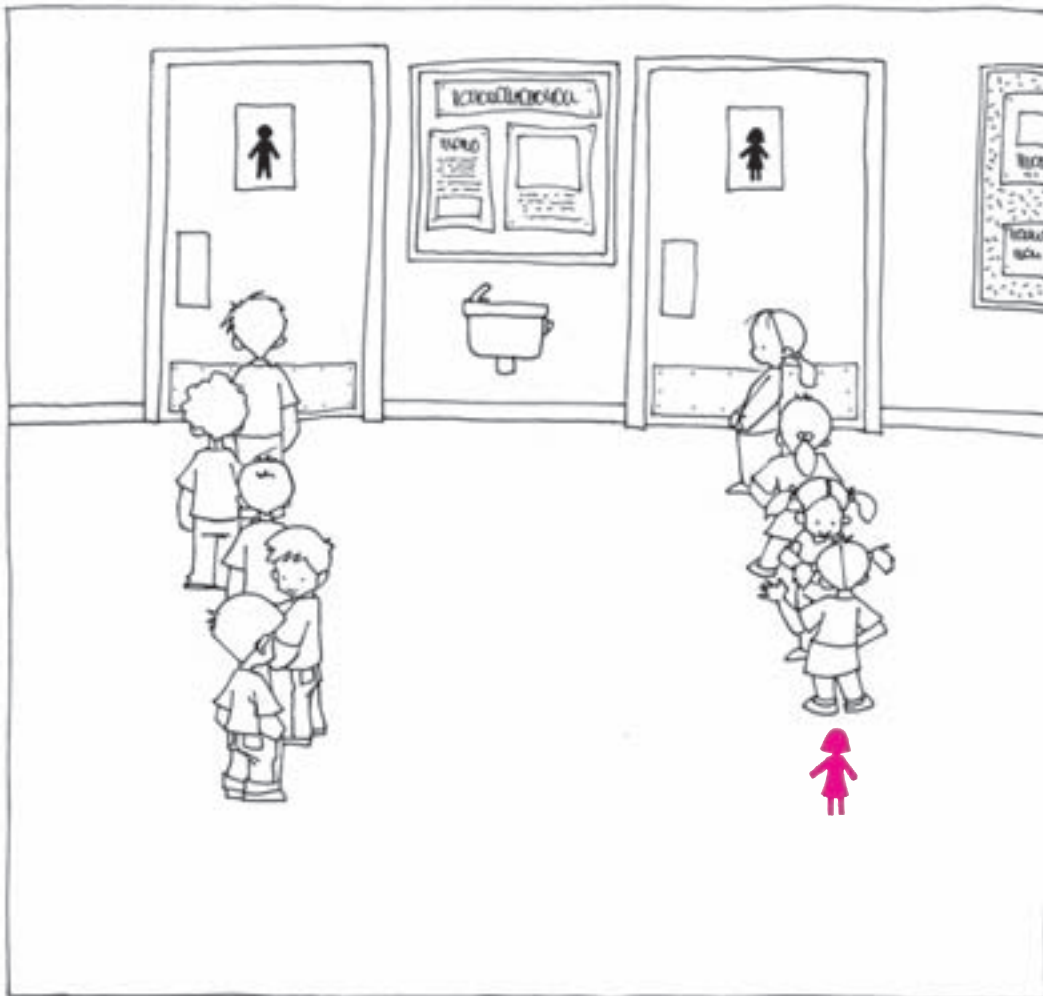
It's important that children look carefully at all the pictures before deciding which one is being described. Remind them to think carefully before they choose the answer.

Move your body!

2

Model answer

1



Lesson 1

- 1 Draw yourself in one of the lines; then count the boys and girls and write the numbers. Trace over the words.

13



For this exercise, children practise counting up to 10 and adding up two groups of numbers that add up to 10 in total.



Remind children that before drawing they should look carefully at the page and the space available. This way, they can work out how much space they have to draw themselves.

Activity Book

Page 13, Activity 1

Say: *Open your Activity Books at page 13. Look at Activity 1.*

Point to the children and say: *Are you a (girl)?*

Tell the children to draw themselves in the correct column.

Tell the children to count the boys and girls in each column (including themselves) and to write the correct number in the box. Ask the children how many boys and girls there are. Ask the children how many boys and girls there are in total. The children trace over the words.

Transcript



Track 1.12 Chant

Boys, stand up! Girls, sit down!

Girls up, boys down, in the playground.

¡Let's play!

Puppet game

New Words

Use the puppet to introduce new vocabulary or new structures. Take advantage of the opportunity to practise the pronunciation of the new words.

Resources

Multi-ROM

Unit 2, Song

CLIL Objective

Identify parts of the face and recognise right from left.

Curricular link: Science; Maths; Music

Language Objectives

Vocabulary: *hair, ears, eyes, mouth, nose; face*

Structure: *What colour is/are...?*

Resources: CD, poster (side A); poster pop-outs (*ears, eyes, mouth, nose*), flashcards (*hair, ears, mouth, nose, eyes*)

Materials: dice (1 for each group of 4)

SYMMETRY IN THE FACE

Presentation

Say: *Today we are going to learn about parts of the face. Touch your hair, ears, nose, mouth and eyes.*

Point to the face on the poster. Hold up the poster pop-outs and say: *Let's make a face.*

Ask a child to come to the board and give them a pop-out related to the face. Say: *Here's the (nose). Put the (nose) on the face.*

Repeat with the other parts of the face and with different children.

Ask a group of children to come to the board and give them different parts of the face. Say: *Give me the (nose).*

Play **Track 1.13**. Sing the song and put the pop-outs on the poster as the parts of the face are mentioned.

Play **Track 1.13** again. Ask the children to listen and point to the parts of the face.

Ask a volunteer to come to the front of the class and to point to the correct part of the face. The rest of the children sing the song.

Work with the book

Student's Book, page 14, Activity 3

Play **Track 1.13** again. Ask the children to listen to the song and to point to the correct part of the characters' faces. At the same time, hold up the corresponding flashcards.

Call out parts of the face and ask the children to say the corresponding number below: T: (*Nose*). SS: (*four*).

Student's Book, page 14, Activity 4

Say: *We are going to play a game.*

Use the poster (side A). Point to the blank face and hold up the poster pop-outs of the parts of the face. Explain that each pop-out is represented by a number on the dice. Throw the dice, hold it up and call out the number. Ask the children to come to the board and place the pop-outs. Pay special attention to the difference between the left and right ear and eye.

Say: *Open your books at page 14.*

The children play the game again, but this time they draw the parts of the face in their books.

Transcript



Track 1.13 The face song

See page 69.

Optional Activity Book exercises

See page 69.

Practice

Point to the eyes and say: *What colour are my eyes?*

Discuss the possible eye colours with the children (*blue, green, brown, black*).

Point to your hair and say: *What colour is my hair?* Discuss the possible hair colours with the children (*blonde, red, brown, black*). Explain that we don't say *yellow hair*, but *blonde hair*.

Say: (*Blue*) eyes! Stand up! The children with blue eyes stand up. Tell the children to look at the characters from their Student's Book and ask: *What colour is (Flo's) hair? What colour are (Flo's) eyes?*

Collect the children's books and correct their work.

3



1

2

3

4

5

4



Lesson 2

3 Sing *The face song*; then point to the parts of the face.

4 Throw a dice and draw the parts of the face.

CLIL Objective: Identifying parts of the face and recognising left and right.

14

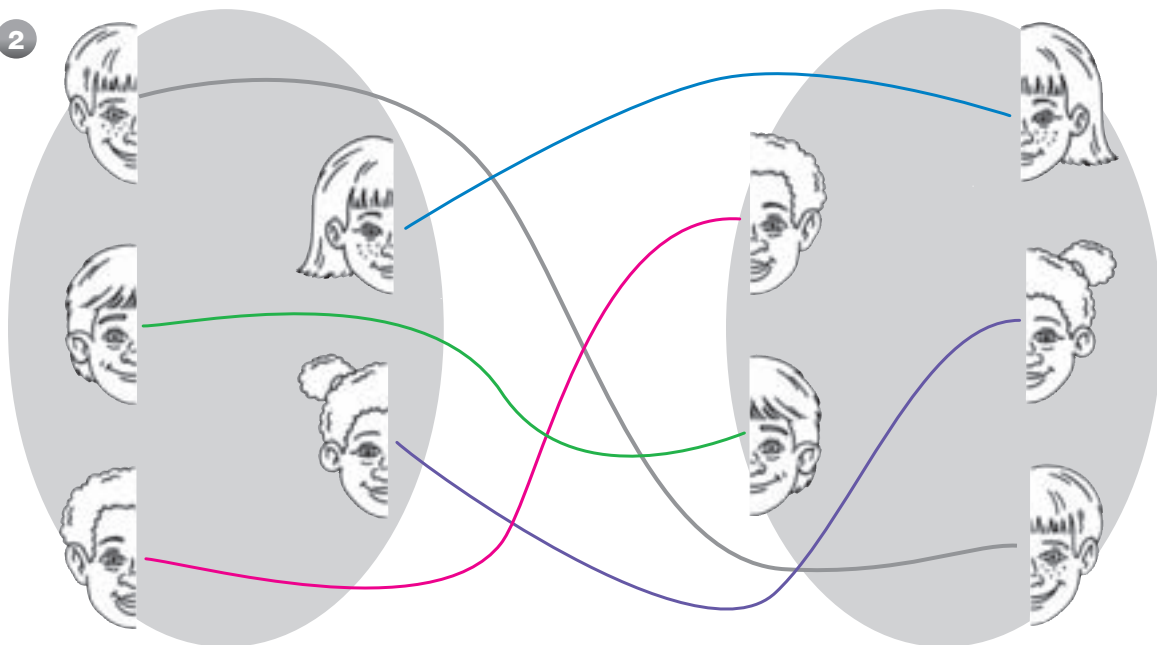


Children practise using dice and become more familiar with the characteristics of the dice: the six sides and the dots that represent the numbers.

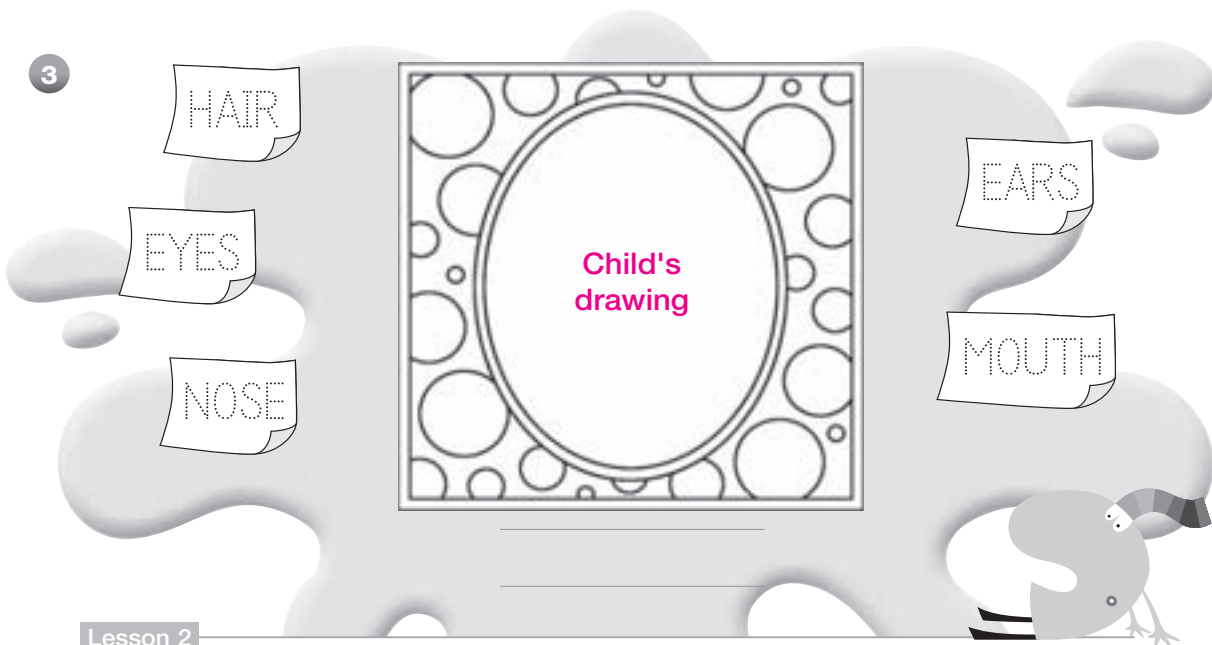


Children learn how to identify the parts of the face and how to distinguish right from left.

2



3



Lesson 2

2 Match the halves of the faces.

3 Draw your face and write your name; then trace over the words and match them with your drawing.

14



Children take note of the symmetry of the face, using logic and reasoning to interpret the information and find a solution to the activity.



This activity is good for making children aware of aspects of their personal appearance and individuality, and learning about respecting others.

Activity Book

Page 14, Activity 2

Say: *Open your Activity Books at page 14. Look at Activity 2.*
Tell the children to match the two halves of the faces.

Page 14, Activity 3

Say: *Now look at Activity 3.*
Tell the children to draw their own face in the frame and to write their names below the picture. Children trace over the words and match the parts of the face.

Transcript



Track 1.13 *The face song*

*Hair and ears,
Mouth and nose,
And two bright eyes to look about.*

*Hair and ears,
Mouth and nose,
And two bright eyes to look about.*

Let's play!

What is it?

Ask a volunteer to come forward and give him/her a flashcard. Tell him/her to mime the word. The rest of the class has to guess the word on the flashcard. The child who guesses correctly mimes the word on the following card. Continue playing until all the children have had a turn.

Resources

Multi-ROM

Unit 2, Activity 1

CLIL Objective

Identifying limbs and laterality.

Curricular link: Music; Social Science

Language Objectives

Vocabulary: head, body, arm, hand, leg, foot, left, right

Structures: Shake your body. Wave your (right hand). Stamp your (left foot)

Resources: CD; poster (side A)

Materials: crayons (green, yellow, red, orange, blue)

BODY PARTS, LEFT AND RIGHT

Presentation

Continuous assessment

Children can recognise the parts of the face.

Review parts of the face. Point to your (nose) and ask: *What's this?*

Present the concepts of left and right using the parts of your face.

Stand with your back to the class and point to your left ear.

Ask: *What's this?* SS: *Ear!* T: *Good! It's my left ear.*

Repeat the procedure with your right ear.

Still with your back to the class, indicate left with your hand and say: *Left*. Do the same with right. Repeat several times, encouraging the children to join in.

Say: *Point to your (left) (ear)*. Make sure the children are pointing to the correct ear.

Use the poster (side A). Point to the photo of the child seen from the back and point to his left hand. Say: *This is his left hand*. Point to the picture of the child seen from the front and point to his left hand. Say: *This is his left hand*.

Make sure the children understand the difference between left and right when people are facing you and when they have their back to you.

Ask a volunteer to come to the poster, point to one of the pictures and say: *Point to his left hand*. Repeat with other children.

Play **Track 1.14**. Do the actions.

Play **Track 1.14** again. The children do the actions.

Work with the book

Student's Book, page 15, Activity 5

Say: *Open your books at page 15. Look at Activity 5.*

Tell the children to look at the picture at the top of the page. Ask the children to identify the characters in the picture.

Say: *We're going to listen to The body song again.*

Play **Track 1.14** again. Stop after *Wave your left hand and dance with me!* and say: *Point to the picture*. Repeat with the other lines and pictures.

Play **Track 1.14** again. The children sing and do the actions.

Student's Book, page 15, Activity 6

Say: *Now look at Activity 6.*

Tell the children to look at the picture of the puppet. Ask them to point to the puppet's left hand, left foot, right hand and right foot.

Play **Track 1.15**. The children listen and colour the puppet.

Transcripts



Track 1.14 The body song

See page 73.



Track 1.15 Activity

See page 73.

Optional Activity Book exercises

See page 73.

Practice

Point to the picture on the poster of the X-rays and identify left and right.

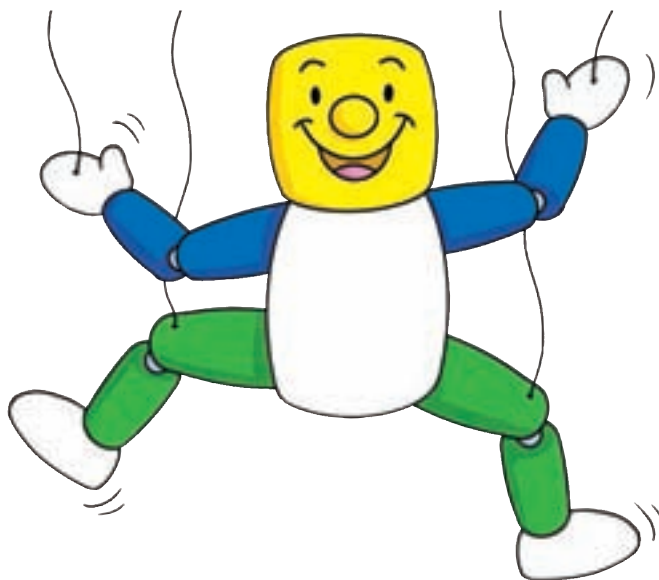
Ask a volunteer to come to the poster and place their hand over the correct X-ray. Repeat with other volunteers. Ask the children to hold up the hand they write with. Ask them which hand it is. SS: *Left/right*.

Collect the children's books and correct their work.

5



6



Lesson 3

5 Sing *The body song* and do the actions.

6 Listen and colour the puppet.

CLIL Objective: Identifying body parts and recognising left and right.

15



Encourage the children to participate by singing and doing the actions in the song. This will help them enjoy the experience.




Children identify parts of the body and name them.

4

KEY

LEFT 

RIGHT 



RIGHT ARM



LEFT LEG



RIGHT FOOT



RIGHT HAND



LEFT ARM



RIGHT LEG



LEFT FOOT



LEFT HAND

Lesson 3

4 Choose colours for the key; then use the key to colour the X-rays. Trace over and write the words.

15



Remind children that they should write within the guidelines and that they should always take care when doing writing activities.



For this activity, children identify parts of the body presented as X-rays.

Activity Book

Page 15, Activity 4

Say: *Open your Activity Books at page 15. Look at Activity 4.*

Hold up your left hand and ask: *Is this left or right?*
Do the same with your right hand.

Tell the children to choose a colour to represent left and a different colour to represent right. They create a colour key to explain this. They use the key to colour the X-rays.

They trace over the words and complete the labels.

Let's play!

Hot or cold

Hold up a key vocabulary pop-out. Ask a volunteer to come to the front and to close their eyes. Hide the pop-out somewhere in the class. Tell the child to open their eyes and to look for the pop-out. The rest of the children say *hot* if the child is close to the object or moving towards it; and *cold* if they are going away from the object or if they are far from it. When the child finds the key vocabulary pop-out, they must name it in English. Continue playing using different volunteers and pop-outs.

Transcripts



Track 1.14 The body song

*Shake your body, one, two, three,
Shake your body and dance with me!*

*Wave your right hand, one two three,
Wave your right hand and dance with me!
Wave your left hand, one, two, three,
Wave your left hand and dance with me!*

*Stamp your right foot, one, two, three,
Stamp your right foot and dance with me!
Stamp your left foot, one, two, three,
Stamp your left foot and dance with me!*



Track 1.15 Activity

*Look at the puppet. It needs some more colours!
Colour the body orange.
Colour the left foot blue.
Colour the right foot red.
Colour the left hand green.
Colour the right hand yellow.*

Resources

Teacher's Resource Book

Extension worksheet 1, page 25

Multi-ROM

Unit 2, Activity 3

Sparks DVD

Unit 2, The body song

7 Dotty's doll



Lesson 4

7 Listen to the story.

CLIL Objective: Literacy: observing character development.

16



Stories offer good opportunities to develop ideas of companionship and mutual respect. Remind children of the way that Flo helps Dotty, especially when Dotty is sad.



Dotty demonstrates an important personal characteristic: perseverance.



8



Lesson 5

8 Listen and circle the pictures. Use the same colour for the same sounds.

CLIL Objective: Literacy: phonics.

17



Children should try to say the sounds and words confidently and without worrying about making a mistake. The more they practise, the better they'll be.



Encourage children to think about Dotty and Flo's feelings. This will help them understand the story.

CLIL Objective

Literacy: observing character development.

Curricular link: Literacy

Language Objectives

Story language: *head, body, arms, hands, legs, feet; Listen carefully! It's all wrong! Poor Dotty! It's perfect!*

Join-in language: *Wow! picture, puzzle, purple plasticine, pig*

Resources: CD; poster (side B); poster pop-outs (parts of the doll's body)

Story: DOTTY'S DOLL

Presentation

Say: *It's story time!*

Show the children the poster. Say: *Dotty is making a doll.*

Hold up the poster pop-outs of parts of the doll's body.

Ask: *What's this? Is this the (left) (foot)?*

Say: Let's listen to the story.

Play **Track 1.16**. Enact the story using the pop-outs and the poster. Hold up the pop-outs as they are named and place them on the poster. Add mime and facial gestures to support meaning.

Ask 5 children to come to the poster and give them each two pop-outs. Play **Track 1.16** again. The children enact the story using the pop-outs. Encourage all the children to join in.

Work with the book

Student's Book, pages 16 and 17, Activity 7

Say: *Open your books at pages 16 and 17.*

Play **Track 1.16** again. The children look at the pictures.

Stop the recording at random and ask the children to supply the next line.

Show the children the poster pop-outs. Ask: *What's this?* Each time the children hear the rhyme (*Put the head on the body. Put the feet on the legs...*), they join in, patting the parts of their own body as they do so.

Transcript



Track 1.16 Story: Dotty's doll

See page 79.

Optional Activity Book exercises

See page 79.

Practice

Divide the class into pairs. In each pair, assign a child to be Dotty and another to be Flo.

Play **Track 1.16**. The children raise a hand when they hear their part of the story.

Play **Track 1.16** again. The children join in with their lines.

Encourage them to add facial gestures by modelling suitable expressions.

CLIL Objective

Literacy: phonics /d/ (doll, Dotty, door) and /p/ (pencil, pig, puzzle)

Curricular link: Literacy (phonics)

Resources: CD; poster (side B); poster pop-outs (parts of the doll's body); story cards

The children circle the pictures with /d/ as an initial sound in one colour and with /p/ as an initial sound in another colour.

Ask for volunteers to list the items starting with /d/.

Ask for volunteers to list the items starting with /p/.

Ask the children if they can think of any more words in English that start with /d/ or /p/.

PHONICS

Retell the story



Show the children the poster and ask: *Do you remember the story?*

Ask questions about the poster pop-outs to help the children remember the story. You can also use the story cards, and ask the children to order the cards according to the order that they appear in the story.

Ask: *Are these the (hands)?* SS: No. T: *What are they?* SS: *(Feet).*

Play **Track 1.16**. The children listen to the story.

Play **Track 1.16** again. The children join in with: *Put the head on the body. Put the feet on the legs and the legs on the body. Put the hands on the arms and the arms on the body.*

Work with the book



Student's Book, page 17, Activity 8

Clap your hands to ensure that the children are watching you.

Write the letter *d* several times on the board.

Point to each letter as you say: *d d d d Dotty*. Repeat several times. Articulate the /d/ sound very clearly by placing your tongue behind your teeth and half opening your mouth. Ensure the children realise that this sound in English is made using the tongue.

The children repeat. *d d d d Dotty*.

Repeat with the items from the activity that begin with *d* (*doll, Dotty, door*).

Write the letter *p* several times on the board.

Point to each letter as you say: *p p p p pencil*. Repeat several times. Articulate the /p/ sound very clearly by pushing your lips together and pushing out the air in order to open them and form the sound.

The children repeat. *p p p p pencil*.

Repeat with the items from the activity that begin with /p/ (*pencil, pig, puzzle*) that they have learnt in Unit 1.

The children look at Activity 8 on page 17.

Play **Track 1.17**. The children listen and point to the pictures in the right-hand column.

Play **Track 1.17** again. The children listen and repeat the key sounds and words.

Transcript



Track 1.17 Phonics

See page 81.

Optional Activity Book exercises

See page 81.

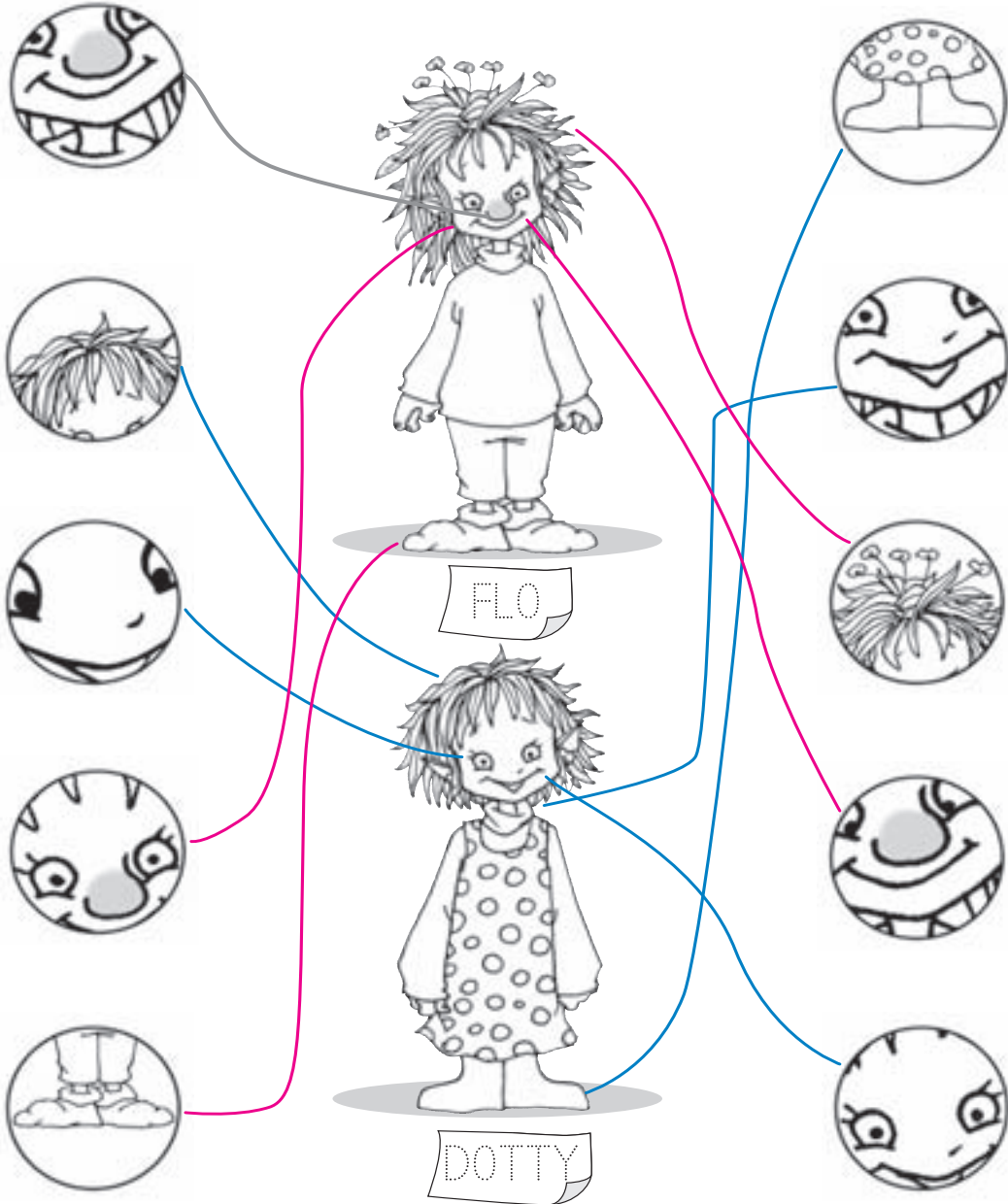
Practice

Divide the class into groups of two. Assign a character to each child

Play **Track 1.16** again. The children join in with their lines. Ask groups to come to the front of the classroom and act out the story. Use the recording when necessary.

Collect the children's books and correct their work.

5



Lesson 4

5 Trace over the words; then match the body parts with the characters.

16



This activity provides an opportunity to remind children that we are all special. Everyone has individual characteristics and we should respect one another.



Remind children of the importance of thinking carefully and observing things well before drawing the lines. They should pay attention to the two characters' facial features.

Activity Book

Page 16, Activity 5

Say: Open your Activity Books at page 16. Look at Activity 5.

Tell the children to call out the names of the characters. The children trace over the words. Point to the first picture and ask: *Is this Flo's or Dotty's (nose)?* Repeat with the other pictures.

The children match the parts of the body to the characters.

Let's play!

Join

Choose a few flashcards with their corresponding word cards. Place the flashcards on the board, and put the words in a bag. Ask a child to come forward and to take a word out of the bag. He/She must read the word out loud and match it to its corresponding flashcard. Continue playing until all the flashcards and words have been matched.

Resources

Multi-ROM

Unit 2, Story
Unit 2, Activity 2

Transcript



Track 1.16 Story: Dotty's doll

Picture 1

Narrator: Dotty is making a doll. Flo is helping her.

Flo: It's very easy, Dotty. Now, listen carefully.

Put the head on the body.

Put the feet on the legs and the legs on the body.

Put the hands on the arms and the arms on the body.

Dotty: Easy! That's easy!

Picture 2

Dotty: Put the head on the body.

Put the feet on the arms and the arms on the body.

Put the hands on the legs and the legs on the body.

Finished! Finished!

Picture 3

Flo: No! No, Dotty! That's all wrong. Now, listen again.

Put the head on the body.

Put the feet on the legs and the legs on the body.

Put the hands on the arms and the arms on the body.

Dotty: Right! Easy! That's easy!

Picture 4

Dotty: Put the head on the body.

Put the legs on the feet and the feet on the body.

Put the arms on the hands and the hands on the body.

Picture 5

Flo: No! No, Dotty! That's all wrong. Now, listen again.

Put the head on the body.

Put the feet on the legs and the legs on the body.

Put the hands on the arms and the arms on the body.

Dotty: Oh! That's easy. That's easy...

Picture 6

Dotty: Put the head on the feet... No, that's wrong.

Put the body on the arms. No, no!

Oh! It's impossible! What can I do?

Picture 7

Flo: Poor Dotty! She needs some help.

Doo-dippy-doo, doo-dippy-day,

Let's help Dotty make a doll today!

All together now. One, two, three!

Children: Put the head on the body.

Put the feet on the legs and the legs on the body.

Put the hands on the arms and the arms on the body.

Picture 8

Dotty: Wow! Look at my doll! Look at my doll!

Flo: Fantastic, Dotty! It's perfect. It's perfect

6



DOTTY



PENCIL



PUZZLE



PLASTICINE



DOOR



PENCIL CASE



DOLL



PICTURE

Lesson 5

6 Write *d* or *p* to complete the words.

17



This exercise provides children with an opportunity to focus on letter formation with respect to the lines: the letter *d* with lines going up, and the letter *p* with the lines going down.



Children should take care when tracing over the dotted letters, thinking carefully about the presentation of their written work.

Activity Book

Page 17, Activity 6

Say: *Open your Activity Books at page 17. Look at Activity 6.*

Tell the children to identify the objects in the pictures. Each time, ask them: *Is that a ddd sound or a ppp sound?*

Write the letters on the board and practise the sounds with the children. The children complete the words with a *d* or *p* and trace over the words.

Transcript



Track 1.17 Phonics

d d d d doll
d d d d Dotty
d d d d door
p p p p pencil
p p p p pig
p p p p puzzle

Let's play!

Sound Posters

On a piece of continuous paper, write the letters of the sounds that the children have been studying. Tell the children to draw objects that start with those sounds, and to stick them next to the corresponding letters. They can also stick photos of classmates whose names begin with those sounds.

Variation: The children can prepare a mural of sounds on a piece of card individually.

Resources

Teacher's Resource Book

Unit 2, *Ready to read worksheet*, page 54

Multi-ROM

Unit 2, *Phonics*

CLIL Objective

Relating body parts to movement.

Curricular link: Music; Social Science

Language Objectives

Vocabulary: *arms, hands, legs, feet*

Structures: imperatives (*clap, stamp, stand up, sit down, open your book, colour*)

Resources: CD

Transcript



Track 1.18 Activity

See page 85.

Optional Activity Book exercises

See page 85.

BODY PARTS AND MOVEMENT

Presentation

Do the actions for *clap, stand up, sit down, stamp, open your book, colour*. Practise the actions with the children. Do the actions again and ask the children to join in. Each time do the action and say: (Clap!) *What part of your body are you using? Your hands and your arms, or your legs and your feet?* Repeat with the other actions. Play **Track 1.18**. Tell the children to listen and to do the actions.

Work with the book

Student's Book, page 18, Activity 9

Say: *Open your books at page 18*. Look at Activity 9.

Play **Track 1.18**. The children listen and number the actions.

Play **Track 1.18** again. Stop after each instruction and ask a volunteer to hold up their book and to point to the correct picture.

Check the activity. Call out numbers and ask the children to do the corresponding action.

Student's Book, page 18, Activity 10

Call out the numbers from Activity 9. Then ask a volunteer to say the instruction: *Clap!* Point to the first picture and ask a volunteer to read out the instruction. Then, ask: *Which body parts is the child using?*

The children colour the corresponding parts of the body.

Repeat for all the instructions and pictures.

The children colour the parts of the body used for each of the actions in Activity 9.

Practice

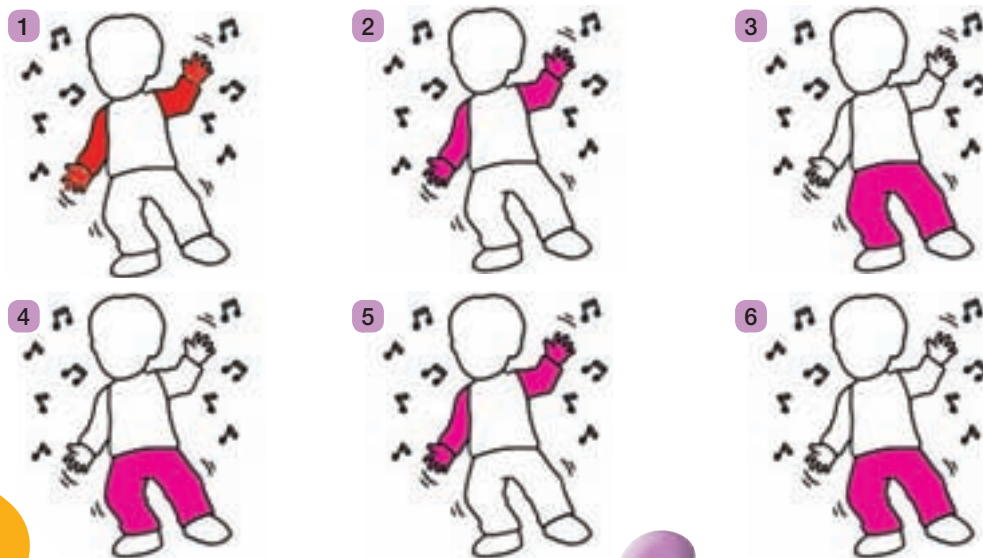
Play *Simon says*. Explain that when you say *Stamp!* the children must not move. They should only do the action when you say *Simon says Stamp!* Play the game. The children who respond incorrectly to the instruction are out. Stop the game when there are five children left. They are the winners. Ask for a volunteer to call out the actions. Repeat with different children.

Collect the children's books and correct their work.

9



10



Lesson 6

9 Listen and number the actions.

10 Colour the body parts for each action above.

CLIL Objective: Relating body parts to movement.

18



Children need to pay special attention to the instructions on the recording and should look at the pictures in order to complete the activity.



For this activity, children need to extract information from one exercise, and interpret this information graphically in another.

7



4



9



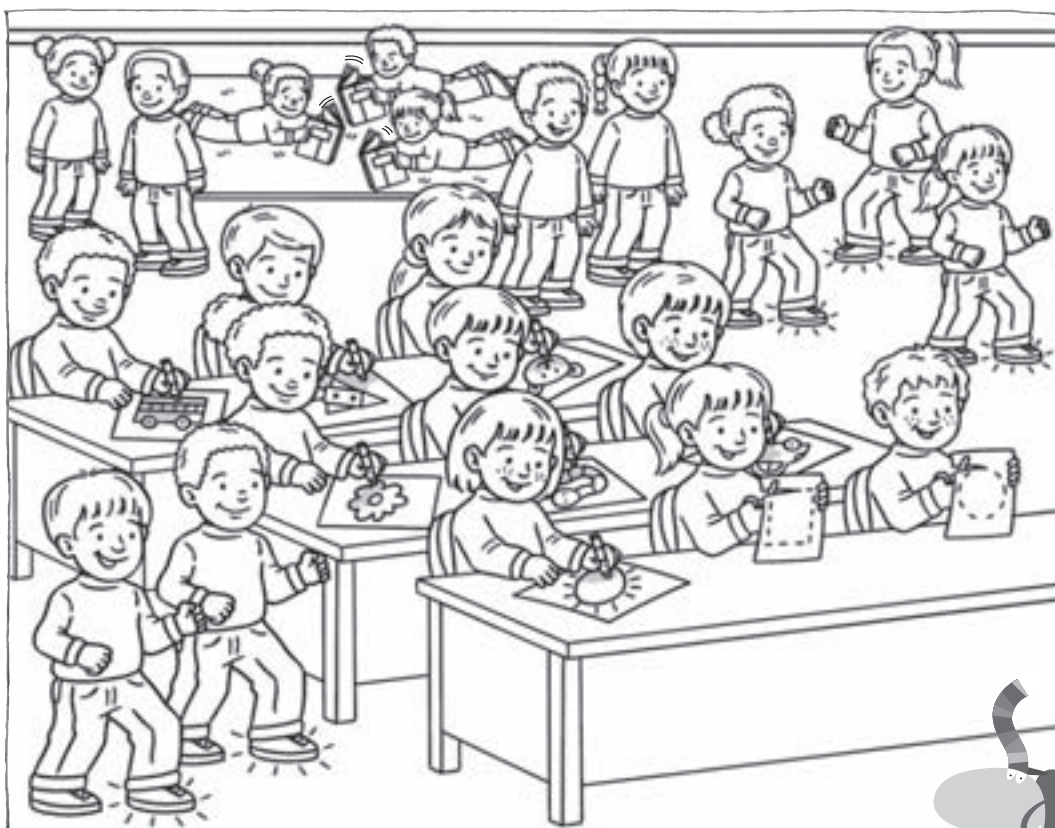
7



5



3



Lesson 6

7 Count the children doing the actions and write the numbers.

18



This activity will give children an opportunity to revise the numbers from 1 to 10 by counting the elements in the picture and writing the numbers.



The children have to interpret a picture and extract information from it.

Activity Book

Page 18, Activity 7

Say: *Open your Activity Books at page 18. Look at Activity 7.*

Point to the pictures of the children in the top part of the page. Ask the children to name the actions: *stand up, sit down, colour, stamp your feet, open your book.*

The children count the actions in the picture and write the number in the box next to the action in the top part of the page.

Transcript



Track 1.18 Activity

- 1 *Clap.*
- 2 *Colour the picture.*
- 3 *Stand up.*
- 4 *Stamp.*
- 5 *Open your book.*
- 6 *Sit.*

Let's play!

Bingo

Hand out three key vocabulary pop-outs to each child. Tell them to place the pop-outs face up on the table. Tell them that when one of the pop-outs they have is named, they have to put the pop-out face down. The first child who manages to place all their pop-outs face down says BINGO! and is the winner.

Resources

Teacher's Resource Book

Unit 2, *Ready to write worksheet*, page 96
Extension 2 worksheet, page 26

CLIL Objective

Making a puppet and recognising left and right.

Curricular link: Music and Art

Project: Make a puppet

Language Objectives

Vocabulary: *head, body, arms, hands, legs, feet; move*

Resources: CD; student's pop-outs (parts of the puppet's body)

Materials: small split pins

Preparation: Make a puppet to show the class.

BUSY HANDS: MAKE A PUPPET

Present the project

Say: *Today we are going to make something. We are going to make a puppet.*

Hold up the puppet you have already made and show it to the class.

Remind the children of left and right by moving the arms and legs of the puppet and naming the body parts, say:

Look! This is the puppet's (left) (hand).

Work with the book

Student's Book, page 19, Activity 11

Say: *Open your Student's Book at page 19.*

Read the title of the project out loud: *Make a puppet.*

Point to the pictures of the materials and say: *This is what we need.* Ask the children to identify the pictures.

Point to the stages one by one and explain how to do it.

Clarify meaning by using the materials you have brought to class.

Hand out the materials.

Follow the stages to make the puppet and get the children to copy each stage.

Prepare the *student's pop-outs*.

Join the *pop-outs* using the split pins. Say: *First the (head). Next the (left arm)...*

Student's Book, page 19, Activity 12

Continuous assessment

Children can distinguish between left and right.

Say: *Now look at Activity 12.*

The children take turns giving each other instructions to move different parts of their puppets' bodies: *Move the left hand!*

Play **Track 1.14** again and sing *The body song* (see page 73).

The children move the corresponding parts of the puppets as they hear the actions.

Optional Activity Book exercises

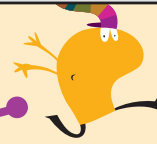
See page 89.

Display the project

Ask the children questions about their puppets (name, colour of hair/eyes).

The children hang their puppets on a clothes' line.

The children to come to the front and look at each other's work.



11 Make a puppet



12



Lesson 7

11 Make a puppet with the pop-outs.

12 Play with the puppet; then listen to *The body song* and move your puppet.

CLIL Objective: Making a puppet and recognising left and right.

19

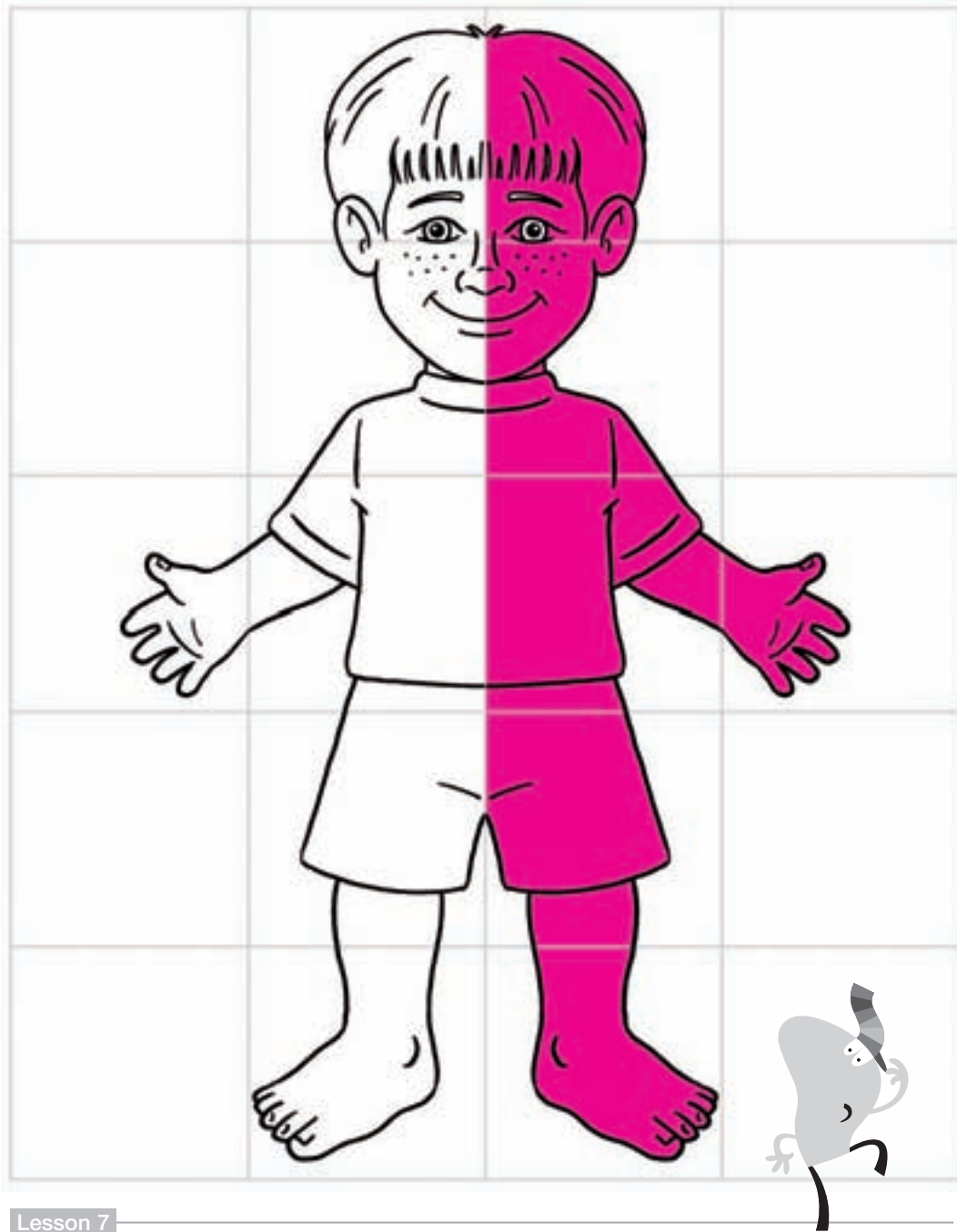


This activity provides children with an opportunity to demonstrate their ability to make and use a puppet. Children draw on their creativity and imagination whilst playing with it.



Children have to follow a series of picture instructions in order to make their puppet correctly.

8



Lesson 7

8 Complete the picture.

19



For this activity, children need to think about the symmetry of the human body and calculate the size of the picture, using the grid squares as a guide.



This activity provides children with an opportunity to identify and plan what they are going to draw by looking carefully at the space available for the picture.

Activity Book

Page 19, Activity 8

Say: *Open your Activity Books at page 19. Look at Activity 8.*

The children complete the picture, using the grid squares to help them. They draw one side of the body and make sure the picture is symmetrical.



Let's play!

Pass it on

Ask the children to sit on the floor in three rows. The first child in each row turns to the child behind him/her and gives an instruction: *Clap your hands!* This child carries out the instruction and, in turn, gives the child behind him/her another instruction. The child at the end of the row gets up and comes to the front of the row. Repeat the activity various times.



Resources

Sparks DVD

Unit 2, *Real kids*

Teacher's Resource Book

Unit 2, *DVD worksheet*, page 10

Objective

Assessment

Curricular link: Science

Language Objectives

All the language from Unit 2

Resources: flashcards (*head, body, arms, hands, legs, feet, hair, ears, eyes, mouth, nose*); stickers (*head, body, arms, hands, legs, feet*)

Optional Activity Book exercises

See page 93.

BUSY MINDS

Let's remember!

Say: *Today we are going to remember all the work we have done in Unit 2.*

Say: *Do you remember The face song?* Play **Track 1.13** (see page 69) again and ask the children to join in. Prompt them by pointing to the different parts of your face.

Say: *Do you remember The body song?* Play **Track 1.14** (see page 73). Sing the song and either do the actions or ask the children to use their puppets from Lesson 7.

Hold up the flashcards and ask the children to identify the body parts and left and right.

Ask: *What's this? / What are these?* SS: (*Legs*)! Say: *That's right! Touch your (left) (leg)!* Practise with all the parts of the body.

Work with the book

Student's Book, page 20, Activity 13

The children open their books at page 20.

Show the children the stickers in the middle of the Student's Book. The children find and place the stickers for Unit 2. Then they trace over the words.

Check the activity by asking the children to name the stickers they have placed.

Student's Book, page 20, Activity 14

Point to the pictures and say: *Let's think about the actions and colour in the body parts.*

Point to the first picture and ask a child to identify the action with the instruction: *Stamp your feet!*

Then ask: *What parts of his body is he using? His hands and his arms, or his legs and his feet?*

Repeat with the other pictures.

The children colour in the body parts.

Walk around checking and correcting as they work.

Round up

Draw a robot on the board. Ask volunteers to come to the board and to tell you the body parts. Encourage the children to use left and right with arms, hands, legs, feet, eyes and ears.

Point to the first child in row 1 and say: *Put up your right hand!* S1 puts up his/her hand and then gives instructions to the next child. Continue in a chain around the classroom.

Then say: *Put up your left hand!* S1 puts up his/her hand and then gives instructions to the next child.

Continue with *sit down, stand up, clap, stamp, open your book*, etc.

Collect the children's books and correct their work.



Busy minds

13



HEAD



BODY



ARMS



HANDS



LEGS



FEET

14



KEY



Lesson 8

13 Find the stickers and trace over the words.

14 Colour the body parts for each action.

Objective: Assessment.

20



Children have to find the necessary stickers and stick them in the correct place.

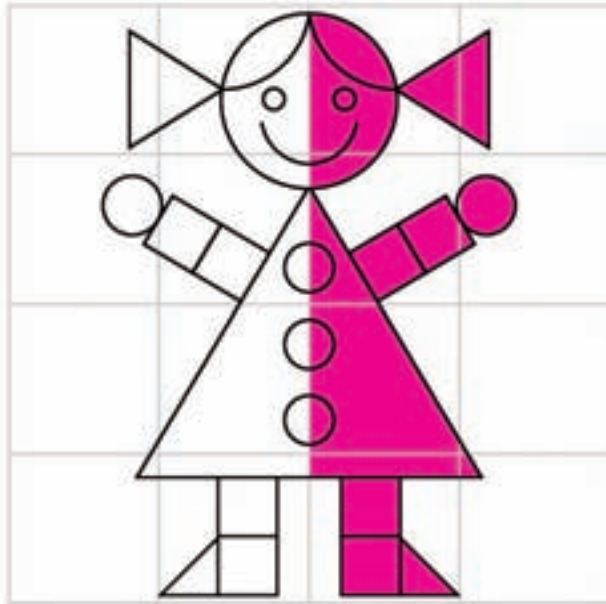


Remind children that they should take care when writing over the dotted letters, and that they should hold the pencil correctly. Also, remind them of the importance of the overall presentation of their work.



Busy minds

9



8

SQUARE

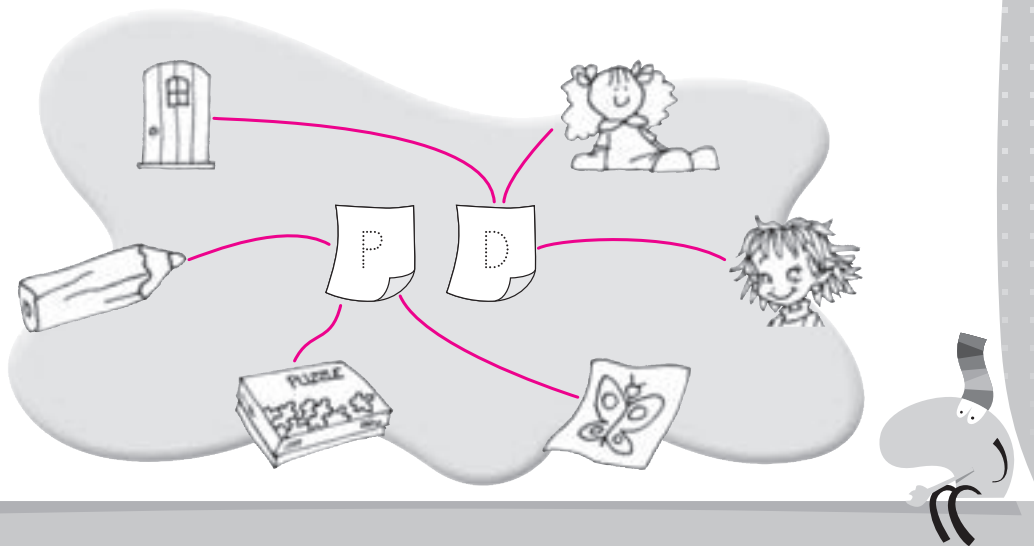
5

TRIANGLE

8

CIRCLE

10



Lesson 8

- 9 Complete the picture, count the shapes and write the numbers; then trace over the words.
10 Trace over the letters; then match the pictures with the letters.

20



This activity gives children an opportunity to think about the symmetry of the human body. It also acts as a revision of basic shapes.



Remind children that they have to think about the exercise before drawing the lines. They should also draw the lines carefully so their work is neat and tidy.

Activity Book

Page 20, Activity 9

Say: *Open your Activity Books at page 12. Look at Activity 9.*

Tell the children to count the doll's shapes and to write the number in the key. The children trace over the words.

Page 20, Activity 10

Say: *Look at Activity 10.*

The children trace over the letters. Tell the children to look at the pictures and to name the objects that begin with *p*. Repeat the process with the letter *d*.

The children match the pictures to the letters.

Transcript



Track 1.19. Unit 2 Test. Activity 1

Listen and number the pictures.

One. Clap your hands.

Two. Stamp your feet.

Three. Shake your head.

Four. Wave your hand.

ASSESSMENT CRITERIA

CLIL objective

Children can recognise parts of the human body and the face. They can also distinguish between a boy and a girl, and right and left.

Let's play!

Stop

Ask a volunteer to be 'it' and to turn his/her back to the rest of the class. Tell the children to start passing an object around the class, for example: a red pencil. Tell 'it' that at some point he/she should say: *STOP!*

'It' then has three guesses to find the object. Then, another child has a turn. Play the game a number of times, giving other children a chance to be 'it'.

Resources

Teacher's Resource Book

Unit 2, *Test Activity*, page 71 and 72



See transcript **Track 1.19**

Multi-ROM

Unit 2, *Activity 4*

CLIL Objective

Relating clothes to weather.

Curricular link: Science

Language Objectives

Vocabulary: *coat, hat, wellies*

Structures: *Put your (hat) on*

Resources: CD; poster (side A); poster pop-outs (*coat, hat, wellies*); Flo stick puppet

WHAT'S THE WEATHER LIKE?**Presentation**

Show the children the poster. Point to the first picture, inside the house. Point to the window and say: *Look, it's raining.* Put the stick puppet of Flo inside. Point to the window and say: *Look! Flo is inside, because it's raining...* Point to the window in your classroom and ask: *Is it raining?*

Ask three children to come to the board and hand each one a pop-out with the names of the clothes.

Play **Track 1.20**. Stop each time after Mum says: *Put your... on.* The children use the correct pop-out to dress Flo each time.

Put Flo outside the house. Ask: *Is it raining, now?* SS: *No!* Say: *No, it's sunny now.*

Ask another three children to come to the poster.

Play **Track 1.20** again. The children take off the pop-outs to undress Flo as they listen to the last line of **Track 1.20**.

***Note on word order:** Both *Put your (coat) on* and *Put on your (coat)* are acceptable.

Work with the book**Student's Book, page 21, Activity 1**

Say: *Open your books at page 21.*

Play **Track 1.20**. The children listen and draw the clothes next to Flo.

Check the activity. Hold up your book, point to the empty frame next to picture 1 and ask: *What did you draw here?* Repeat with the other pictures.

Transcript

Track 1.20 Activity

See page 97.

Optional Activity Book exercises

See page 97.

Practice**Continuous assessment**

Children can differentiate between *put on* and *take off*.

Play a miming game. Say: *Put your hat on! Put your wellies on! Put your coat on! Take your hat off! Take your wellies off! Take your coat off!* The children mime the actions.

Collect the children's books and correct their work.

What's the weather like?

3

The Universe

1



Picture of wellies

Picture of coat



Picture of hat



Lesson 1

1 Listen and draw Flo's clothes.

CLIL Objective: Relating clothes to weather.



21



Children have to listen and interpret the information from the CD in order to do the activity.

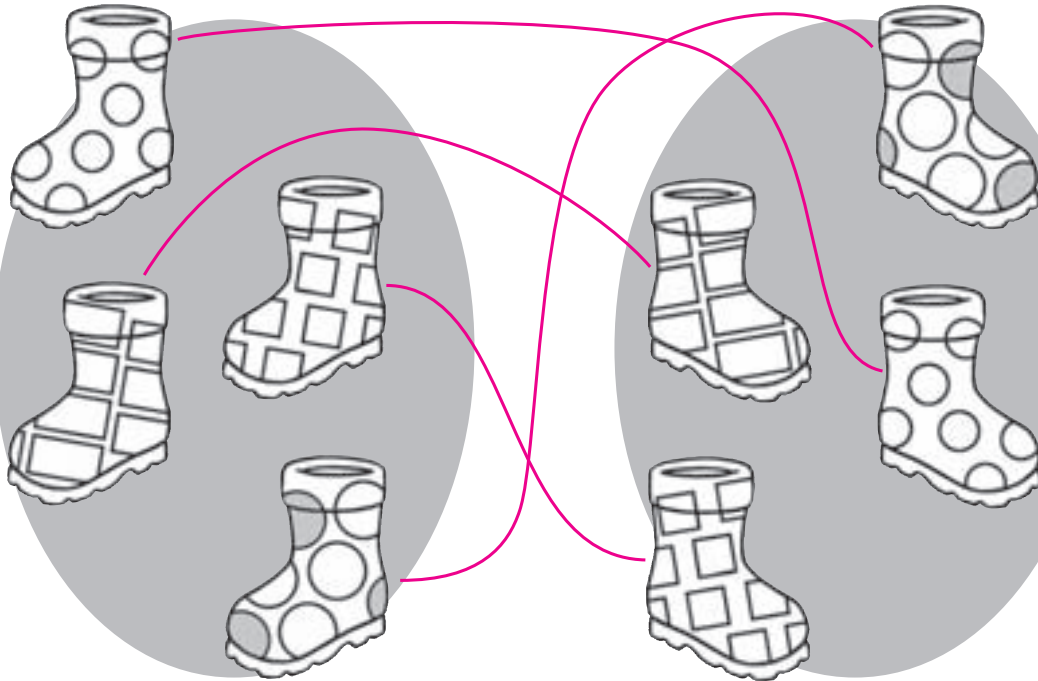


Remind children of the importance of protecting themselves with adequate clothing when it is raining. They should always ask an adult for advice on what to wear.

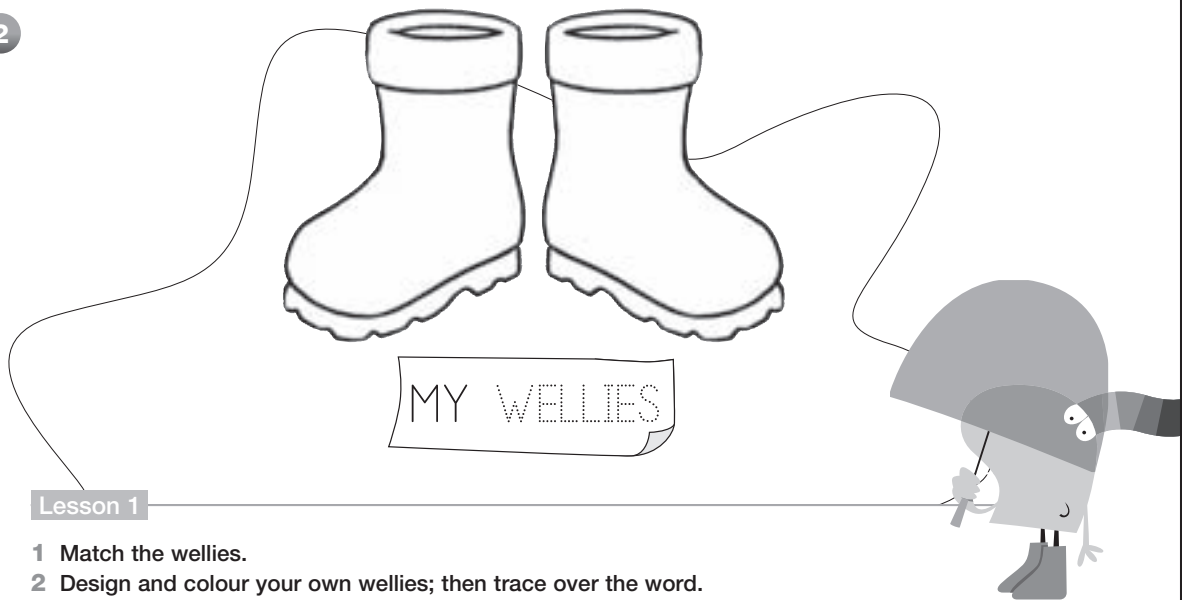
What's the weather like?

3

1



2



Lesson 1

- 1 Match the wellies.
- 2 Design and colour your own wellies; then trace over the word.

21



Children have to look carefully at the shapes on the wellington boots in order to find the matching pairs.



This activity gives children a chance to demonstrate their sense of creativity by using their artistic ability to decorate the boots.

Activity Book

Page 21, Activity 1

Say: Open your Activity Books at page 21. Look at Activity 1.

The children match the pairs of wellington boots.

Page 21, Activity 2

Say: Now look at Activity 2.

The children decorate and colour the wellington boots. Then, they trace over the word.

Let's play!

Who says?

Play this game in small groups. Make four groups and give a stick puppet to each group. This game is similar to Simon says..., but in this case, the children use the name of the stick puppet. For example, (Flo) says, "Sit down". The children in each group takes turns to hold the stick puppet.

Resources

Multi-ROM

Unit 3, Song

Transcript



Track 1.20 Activity

Flo: Mum! I'm going outside to play.

Mum: It's raining. Put your wellies on.

Flo: OK. Bye, Mum!

Mum: Wait! It's raining! Put your coat on.

Flo: OK. Bye, Mum!

Mum: Wait! It's raining! Put your hat on.

Flo: OK. Bye, Mum!

Flo: Phew! It isn't raining now. It's sunny.

Mum: Take your wellies off! Take your coat off! Take your hat off!

CLIL Objective

Recognising the effects of the weather.

Curricular link: Science

Language Objectives

Vocabulary: *weather (sunny, windy, raining, snowing)*

Structures: *What's the weather like today?*

It's (raining). It isn't (sunny).

Resources: CD; poster (side A), flashcards (*sunny, raining, snowing, windy*)

Transcripts



Track 1.21 Activity

See page 101.



Track 1.22 Activity

See page 101.

Optional Activity Book exercises

See page 101.

WEATHER CONDITIONS AND NOISES

Presentation



Say: *Today we are going to learn about the weather.*

Point to the pictures at the bottom of the poster and say:

Look! It's sunny. It's windy. It's snowing. It's raining.

Explain to the children that they are going to listen to some sounds and associate them with the weather conditions.

Play **Track 1.21**. Stop after the first sound and ask: *What's the weather like? Is it raining? No!* Ask a volunteer to come to the board in order to point to the correct picture. Repeat with the other pictures and sounds.

Work with the book



Student's Book, page 22, Activity 2

Say: *Open your books at page 22.*

Hold up your book and point to the first picture. Ask:

What's the weather like? It's sunny! Repeat with the other pictures.

Play **Track 1.22**. Tell the children to listen and join in as much as possible.

Play **Track 1.22** again. The children listen and number the pictures in the right order.

Check the activity by showing the flashcards in the same order as they appear in the recording.

Ask: *What's the weather like today?* The children answer using the rhyme from the recording.

Practice



Point to the pictures on side A of the poster and ask the children to mime with you. Mime the movements which go with the weather conditions. For example, shiver and blow on your hands, cover your head from the rain, mime being blown by the wind, wipe your hand across your brow and mime being hot.

Ask the children to take it in turns to mime for the rest of the class and ask: *What's the weather like today?* The other children respond with the rhyme: *It's (sunny)! It's (sunny)! It's (sunny) today!*

Collect the children's books and correct their work.

2



3



4



2



1

Lesson 2

2 Listen and number the pictures.

CLIL Objective: Recognising the effects of the weather.

22



Children see how the weather can affect a landscape.



Children interpret the sounds and relate them to the different types of weather.

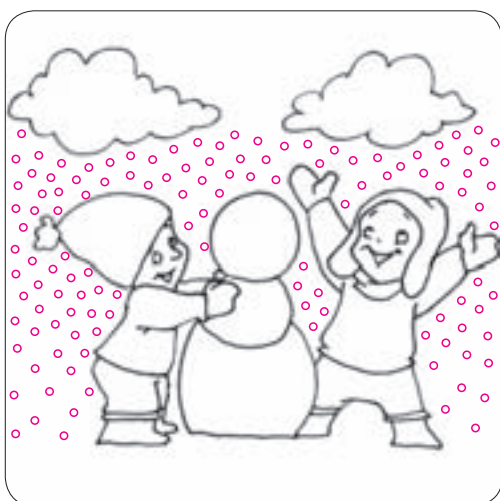
3



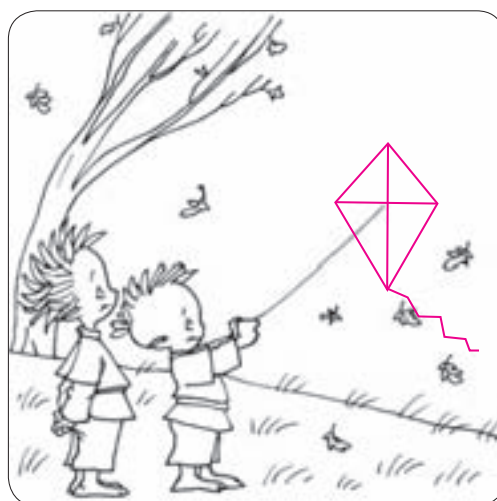
IT'S RAINING.



IT'S SUNNY.



IT'S SNOWING.

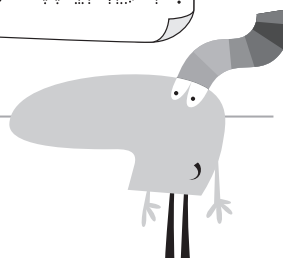


IT'S WINDY.

Lesson 2

3 Complete the pictures and trace over the words.

22



Children relate the activities that can be done in different types of weather.



Remind children that it is healthy to play outside, but that they should always be with an adult.

Activity Book

Page 22, Activity 3

Say: *Open your Activity Books at page 22. Look at Activity 3.*

Tell the children to look at the pictures. Point to the first picture and read the sentence. Say: *But where's the rain?* Tell the children to complete the picture. Do the same with the other pictures (*Where is the sun ...?*). The children trace over the words.

Let's play!

Odd one out

Place five flashcards on the board: four of the flashcards from the same semantic field, and one other flashcard from a different semantic field. Tell the children to identify the flashcard that does not belong to the main group. Repeat the game with other flashcards.

Transcript



Track 1.21 Activity

- 1 (birds singing, insects)
- 2 (rain, thunder)
- 3 (wind, door banging)
- 4 (footsteps in the snow)



Track 1.22 Activity

1

Narrator: *What's the weather like today?*

Flo: *It's snowing! It's snowing! It's snowing today!*

2

Narrator: *What's the weather like today?*

Flo: *It's windy! It's windy! It's windy today!*

3

Narrator: *What's the weather like today?*

Flo: *It's sunny! It's sunny! It's sunny today!*

4

Narrator: *What's the weather like today?*

Flo: *It's raining! It's raining! It's raining today!*

Resources

Multi-ROM

Unit 3, Activity 3

CLIL Objective

Connecting the weather and activities.

Curricular link: Science; Music

Language Objectives

Vocabulary: *inside, outside*

Structures: *What's the weather like today? Come outside/inside to play.*

Resources: CD; poster (side A); student's pop-outs 1 (*kite, snowman, board game, skipping*), flashcards (*sunny, raining, snowing, windy*)

Transcript



Track 1.23 *The weather song*

See page 105.

Optional Activity Book exercises

See page 105.

WEATHER AND ACTIVITIES

Presentation



Point to the pictures at the bottom of side A of the poster. Ask: *What's the weather like today? It's (sunny)!* Repeat for the other pictures.

Say: *Let's sing a song about the weather.*

Play **Track 1.23**. Point to the pictures as they are mentioned in the song.

Put the weather flashcards in different places around the classroom. Ask four children to go to the corresponding flashcards as the children hear them on **Track 1.23**.

Play **Track 1.23** again. The children sing the song and point to the flashcards.

Work with the book



Student's Book, page 23, Activity 3

Say: *Open your books at page 23. Look at Activity 3.*

Tell the children to find their student's pop-outs 1 for Unit 3. Ask them to identify the characters in the pop-outs.

Play **Track 1.23** again. Stop after the first verse and ask: *Which picture is it?* (picture 4). Tell the children to find the pop-out for picture 4. Repeat with the other verses and pop-outs.

The children glue their pop-outs in place.

Practice

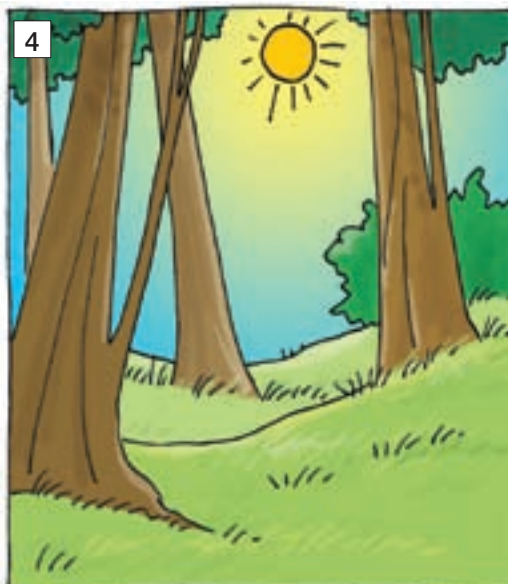
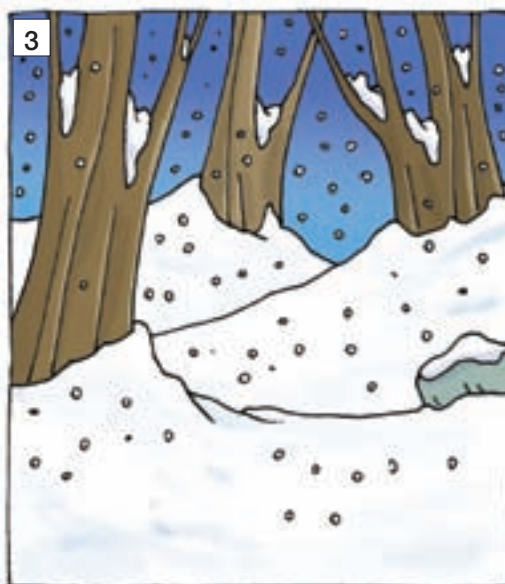
Continuous assessment

Children can name and distinguish four different types of weather.

Draw a chalk line on the floor, dividing the class in two halves. Write the word *outside* on one half and *inside* on the other half, and remind the children of their meaning. Tell the children to ask you: *What's the weather like today?* Give different answers (*It's raining*, etc.). The children run to one side or the other depending on the weather. Use the flashcards as a guide.

Collect the children's books and correct their work.

3



Lesson 3

3 Sing *The weather song*; then glue the pop-outs in your book.
CLIL Objective: Connecting the weather and activities.

23



Children identify different types of weather and see the effects the weather has on us and the landscape.



Children are given an opportunity to sing along to the song and to enjoy singing.

4



1 IT'S SNOWING. FLO AND SMILEY ARE

Drawing
of
snowman



2 IT'S SUNNY. STRETCH AND DOTTY ARE

Drawing
of
skipping
rope



3 IT'S WINDY. STRETCH AND FLO ARE

Drawing
of kite



4 IT'S RAINING. SMILEY AND DOTTY ARE

Drawing
of board
game

Lesson 3

4 Draw pictures to complete the picture sentences; then read them out loud.

23



Remind children that it is good to play together and to invite other children to join in. They should always make sure that no one is left out.



It is healthy to play outside, weather permitting, but children should always be close to an adult and should never go out without letting their parents know.

Activity Book

Page 23, Activity 4

Say: Open your Activity Books at page 23. Look at Activity 4.

Draw a snowman, a kite, a board game and a skipping rope on the board. Elicit the following words: *inside* and *outside*. The children draw the objects that correspond to each sentence. Read out the sentences. *It's snowing. Flo and Smiley are (outside).*



Let's play!

Charades

Mime a word or an action. The children have to guess what the word or action is. The child who guesses correctly, can mime the following word or action. Repeat several times.

Transcript



Track 1.23 The weather song

*It's sunny outside. It's sunny today.
Come on, Flo! Come outside to play.
It's windy outside. It's windy today.
Come on, Flo! Come outside to play.
It's snowing outside. It's snowing today.
Come on, Flo! Come outside to play.
It's raining outside. It's raining today.
Come on, everyone! Come inside to play.*

Resources

Teacher's Resource Book

Extension worksheet 1, page 27

Sparks DVD

Unit 3, *The weather song*



4 Wellies in the snow



Lesson 4

4 Listen to the story.

CLIL Objective: Literacy: predicting events in a story.

24



The characters from the story show that they are capable of laughing at themselves and they do not get upset when someone else corrects them. Explain that this is a healthy attitude to have.



In order to facilitate understanding, children should listen carefully to the story and keep as quiet as possible.

Phonics

5



6



7



8



Lesson 5

5 Listen and circle the pictures. Use the same colour for the same sounds.

CLIL Objective: Literacy: phonics.

25



Remind children that it is important to pay careful attention to the pronunciation of words by the teacher and the speakers on the audio CD. This will help them differentiate between the sounds and gain confidence.



Explain the importance of cooperating and working in a team in order to act out the story.

CLIL Objective

Literacy: predicting events in a story.

Curricular link: Literacy; Science

Language Objectives

Story language: *footprint, snow monster, wellies, snow, forest, follow*

Join-in language: *Round and round the rock I/we go, walking in wellies in the snow*

Resources: CD; poster (side B); poster pop-outs (Stretch, Smiley, Flo, two sets of Stretch's footprints, one set of Smiley's footprints, thought bubble with snow monster)

Transcript



Track 1.24

Story: Wellies in the snow

See page 111.

Optional Activity Book exercises

See page 111.

Story: WELLIES IN THE SNOW

Presentation



Say: *It's story time!*

Show the children the poster. Ask: *What's the weather like today? It's snowing.* Hold up the poster pop-outs of Stretch, Smiley and Flo? Ask questions: *Has (Stretch) got (wellies) on? Has (Flo) got a (hat) on?*

Say: *Let's listen to the story.*

Play **Track 1.24**. Act out the story using the pop-outs and the poster. Hold up the pop-outs as they are named and place them on the poster. Each time the characters mention walking in the snow, place a set of footprints on the snow. Add mime and facial gestures to support meaning.

Ask four children to come to the poster and give them each a pop-out. Play **Track 1.24** again. Children act out the story using the pop-outs.

Encourage all the children to join in.

Work with the book



Student's Book, pages 24 and 25, Activity 4

Say: *Open your books at pages 24 and 25.*

Play **Track 1.24** again. Children look at the pictures.

Stop the recording at random and ask the children to supply the next line.

Show the children the poster pop-outs. Ask: *Who's this? What's this?*

Each time the children hear the rhyme (*Round and round the rock I go...*) they stand up and walk around their desks.

Develop the story



Divide the class into groups of three. Assign a child to be Stretch in each group, another to be Smiley, and another to be Flo.

Play **Track 1.24**. Children raise a hand when they hear their part of the story.

Play **Track 1.24** again. Children join in with their lines. Encourage them to add facial gestures by modelling suitable expressions.

CLIL Objective

Literacy: phonics /r/ (rain, rock, run) y /w/ (wind, wellies, walk)

Curricular link: Literacy

Join-in language: Round and round the rock I/we go, walking in wellies in the snow

Resources: CD; poster (side B); poster pop-outs (Stretch, Smiley, Flo, footprints, snow monster thought bubble)

PHONICS

Retell the story

Show the children the poster and ask: *Do you remember the story?*

Ask questions about the poster pop-outs to help children recall the story. You can also use the story cards and ask children to order the story cards according to the story.

Ask: *Are these the monster's footprints?* SS: No. T: *Whose footprints are they?* SS: Stretch and Smiley's.

Play **Track 1.24**. Children listen to the story.

Play **Track 1.24** again. Children join in with: *Round and round the rock I go, walking in wellies in the snow.*

Work with the book

Student's Book, page 25, Activity 5

Clap your hands to ensure that children are watching you. Write the letter *r* several times on the board. Point to each letter as you say: *r r r r rain*. Repeat several times. Articulate the /r/ sound very clearly. Ensure the children realise that this sound in English is not made using the tongue.

Children repeat: *r r r r rain*.

Repeat with the items from the activity that begin with *r* (*rain, rock, run*).

Write the letter *w* several times on the board.

Point to each letter as you say: *w w w w wind*. Repeat several times. Articulate the /w/ sound very clearly by pushing your lips together and outwards and opening them to form the sound. It is important that the children realise that this sound in English is not made from the back of the throat.

Children repeat: *w w w w wind*.

Repeat with the items from the activity that begin with *w* (*wellies, wind, walk*)

Children look at Activity 5 on page 25.

Play **Track 1.25**. Children listen and point to the pictures in the right-hand column.

Play **Track 1.25** again. Children listen and repeat the key

sounds and words.

Children circle the pictures with /r/ as an initial sound in one colour and with /w/ as an initial sound in another colour.

Ask for volunteers to list the items starting with /r/.

Ask for volunteers to list the items starting with /w/.

Ask the children if they can think of any more words in English that start with /r/ or /w/.

Transcript



Track 1.25 Phonics

See page 113.

Optional Activity Book exercises

See page 113.

Act out the story

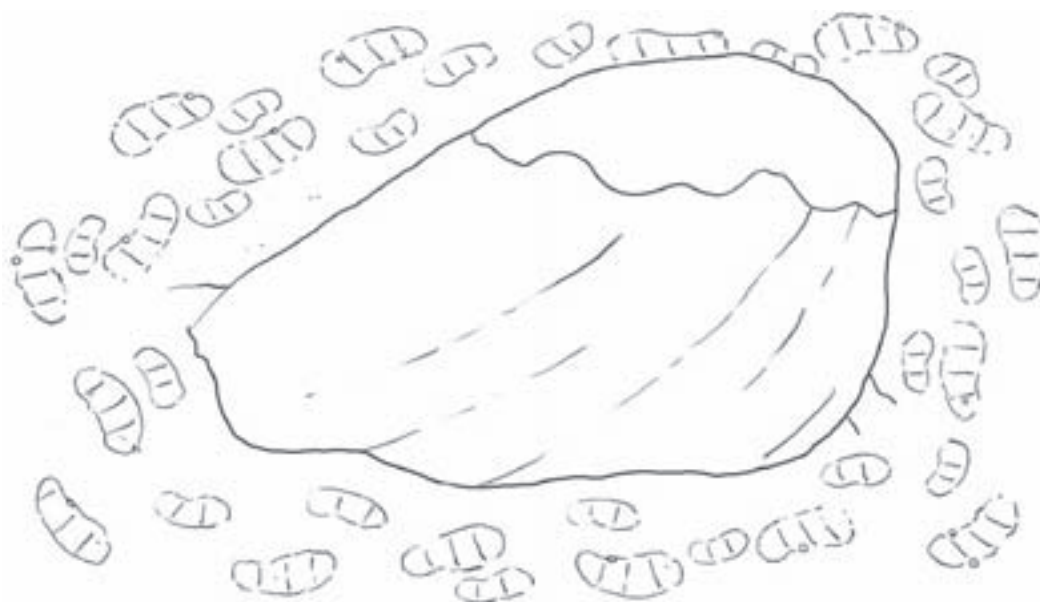
Divide the class into groups of three. Assign a character to each child.

Play **Track 1.24** again. Children join in with their lines.

Ask groups to come to the front of the classroom and act out the story. Use the recording when necessary.

Collect the children's books and correct their work.

5



Lesson 4

5 Whose footprints are they? Tick the correct pictures and colour the footprints.

24



Children have to interpret information in the story in order to find the solution to the activity.



This activity gives children a chance to think about the characteristics of snow and the things you can do with it.

Activity Book

Page 24, Activity 5

Say: *Open your Activity Books at page 24. Look at Activity 5.*

Point to the pictures of the footprints and ask: *Are they Flo's footprints?* SS: *No!* *Are they the monster's footprints?* SS: *No!* *Are they Stretch and Smiley's footprints?* SS: *Yes!*

The children tick the boxes next to Smiley and Stretch. Then, they colour the footprints the same colour as Smiley and Stretch's wellington boots in the story.

Let's play!

It's mine

Tell the children to choose a key vocabulary pop-out. Call out the name of one of the pop-outs. Tell the children who have this pop-out to stand up, to show it and to name it. Continue playing until all the children's pop-outs have been called out.

Resources

Multi-ROM

Unit 3, *Story*

Teacher's Resource Book

Unit 3, *DVD worksheet*, page 11

Sparks DVD

Unit 3, *Real kids*

Transcript



Track 1.24

Story: *Wellies in the snow*

Picture 1

Narrator: *It's snowing today. Stretch is going for a walk.*

Stretch: *I love walking in my wellies in the snow!*

Picture 2

Stretch: *Look! A footprint! It's a snow monster!*

Picture 3

Stretch: *I'm going to follow the snow monster!*

Round and round the rock I go, walking in wellies in the snow.

Picture 4

Stretch: *Hello, Smiley! Look at that footprint! It's a snow monster! I'm following it.*

Smiley: *Can I come too?*

Stretch: *OK.*

Picture 5

S&S: *Round and round the rock we go, walking in wellies in the snow.*

Picture 6

Stretch: *Oh, no! Now there are two snow monsters!*

Smiley: *I'm scared!*

Picture 7

Stretch: *Run, Flo! There are snow monsters in the forest.*

Smiley: *Look at the footprints!*

Picture 8

Flo: *Those are your footprints, you silly things! There aren't any snow monsters in the forest!*

S&S: *Oh!*

6



7



Lesson 5

6 Colour the things that begin with *r* or *w*. Use two colours.

7 Cut out letters from a magazine and glue them inside the frame.

25



The children have to find letters in magazines and newspapers. They can find these in headlines, adverts or in the text.



Explain the importance of cutting and sticking things carefully in order to create a neat piece of work.

Activity Book

Page 25, Activity 6

Say: *Open your Activity Books at page 25. Look at Activity 6.*

Write the letters *r* and *w* on the board.

Tell the children to choose a colour for each letter. The children colour all the objects whose names start with *r* in one colour and all the objects whose names start with *w* in another colour.

Page 25, Activity 7

Material: magazines.

Say: *Now look at Activity 7.*

Hand out the magazines. Tell the children to find the letters *r* and *w* in the text and to cut them out and to stick them in the frame.

Transcript



Track 1.25 Phonics

r r r r rain
r r r r rock
r r r r run
w w w w wind
w w w w wellies
w w w w walk

Let's play!

Names

Pronounce a sound out loud. Tell the children to call out names that start with that sound. Repeat several times with different sounds.

Resources

Multi-ROM

Unit 3, *Phonics*

Teacher's Resource Book

Unit 3, *Ready to read worksheet*, page 55

CLIL Objective

Associating weather conditions with clothes.

Curricular link: Science

Language Objectives

Vocabulary: *coat, hat, wellies, scarf, gloves, sunny, windy, raining, snowing*

Structures: *I'm hot. I'm cold. Take off your (coat)*

Resources: CD; poster (side A); poster pop-outs (*coat, hat, wellies, scarf, gloves*); student's pop-outs 2 (*coat, hat, wellies, scarf, gloves*); Flo stick puppet, flashcards (*coat, hat, wellies, scarf, gloves*)

WEATHER AND CLOTHES

Presentation



Point to side A of the poster. Use the pop-outs to dress and undress the stick puppet of Flo. Start by putting all Flo's outdoor clothes on (*coat, hat, wellies, scarf, gloves*). Name the items as you dress Flo.

Play **Track 1.26**. Remove the clothes as you hear them mentioned. Then dress Flo again as you hear the clothes mentioned on the CD.

Ask five children to come to the poster. Give each one a cut-out and tell them to undress and dress Flo.

Play **Track 1.26** again. The children join in with *I'm hot/cold* and undress and dress Flo as they hear the clothes mentioned. The rest of the class join in with the instructions *Take off/Put on your (coat), Flo!*

Work with the book

Student's Book, page 26, Activity 6

Say: *Open your books at page 26. Look at the picture on the left. Is it (raining)?* SS: *No, it isn't.* T: *Look at the picture on the right. Is it snowing?* SS: *Yes, it is.*

Use gestures to explain *I'm hot/cold*.

Tell the children to find pop-outs 2 for Unit 3. Hold up the flashcards one at a time and ask them to name the objects: *coat, hat, wellies, scarf, gloves*

Hold up your book and say: *Brrr! I'm cold. Which picture is it? Picture 2*

The children dress the boy using the pop-outs.

The children trace over the words *hot* and *cold*.

Transcript



Track 1.26 Activity

See page 117.

Optional Activity Book exercises

See page 117.

Practice

Continuous assessment

Children can differentiate between hot and cold and can name five items of clothing for cold weather.

Divide the class into five groups. Give each group a poster flashcard.

Say: *Phew! I'm hot!* Point to group 1 and ask them to tell you what to do: G1: *Take off your (hat), (Ana)!* Mime taking off your hat. Then say: *I'm still hot!* Point to another group and repeat until all the groups have spoken. Then start again with group 1 and say: *Brrr! Now, I'm cold!* G1: *Put on your (hat), (Ana).* And so on.

Collect the children's books and correct their work.

6



Lesson 6

6 Look at the weather and use the pop-outs to dress the boy; then trace over the words.

CLIL Objective: Associating weather conditions with clothes.

26

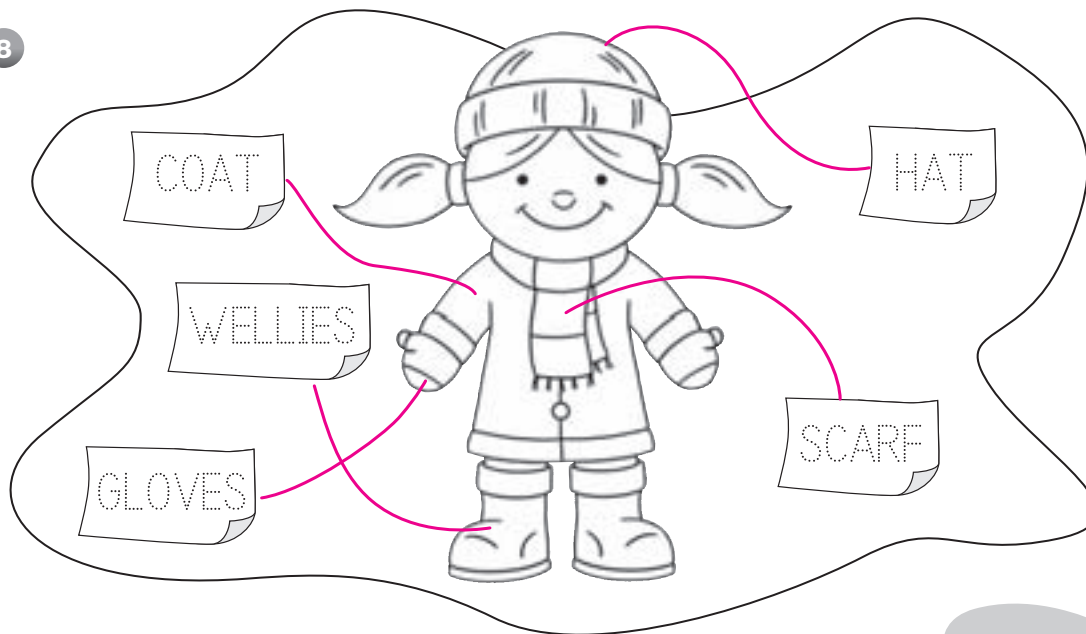


Remind children of the importance of dressing with the appropriate clothing according to the type of weather.



Children recognise the differences between hot and cold and what measures are required in order to protect yourself from these climatic extremes.

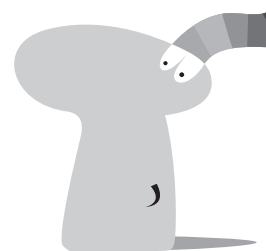
8



9



I'M HOT.



I'M COLD.



Lesson 6

8 Trace over the words and match them with the picture.

9 Use *hot* and *cold* to complete the sentences.

26



Remind children that it is best to think about the answers carefully before drawing the lines or tracing over the words.

Activity Book

Page 26, Activity 8

Say: *Open your Activity Books at page 26. Look at Activity 8.*

Tell the children to trace over the words and to match them with the pictures of the clothing.

Page 26, Activity 9

Say: *Now look at Activity 9.*

Hold up the book, point to the picture of the boy and ask: *Is he hot or cold?* SS: *Hot!* Repeat with the other picture. The children complete the sentence with *hot* or *cold*.

Let's play!

Pictionary

Divide the class into groups of six. Choose flashcards of words from this unit or previous ones. Put the flashcards in a bag. Ask a child from one of the groups to take out a flashcard and to draw a picture of it on the board. This child's group has to guess the word within a minute. If the group guesses correctly, they get two points. If they do not guess correctly, the other group can guess the word. Continue playing until all the flashcards have been taken out of the bag.

Transcript



Track 1.26 Activity

Flo: *Phew! I'm hot!*

Children: *Take off your coat, Flo! Take off your coat.*

Flo: *I'm still hot!*

Children: *Take off your hat, Flo! Take off your hat.*

Flo: *I'm still hot!*

Children: *Take off your wellies, Flo! Take off your wellies.*

Flo: *I'm still hot!*

Children: *Take off your scarf, Flo! Take off your scarf.*

Flo: *I'm still hot!*

Children: *Take off your gloves, Flo! Take off your gloves.*

Flo: *Brr, now I'm cold!*

Children: *Put on your coat, Flo! Put on your coat.*

Flo: *I'm still cold!*

Children: *Put on your hat, Flo! Put on your hat.*

Flo: *I'm still cold!*

Children: *Put on your wellies, Flo! Put on your wellies.*

Flo: *I'm still cold!*

Children: *Put on your scarf, Flo! Put on your scarf.*

Flo: *I'm still cold!*

Children: *Put on your gloves, Flo! Put on your gloves.*

Flo: *That's better! Now, I'm just right!*

Resources

Teacher's Resource Book

Extension worksheet 2, page 28

Multi-ROM

Unit 3, Activity 1

CLIL Objective

Making windmills and recognising that the wind moves objects.

Project: Make a windmill.

Curricular link: Art; Science

Language Objectives

Vocabulary: *windmill*

Structures: *Is it windy? Yes, it is. / No, it isn't.*

Material: card, crayons, drawing pins, a pencil, scissors, a stapler

Preparation: Make a windmill to show the class.

BUSY HANDS: A WINDMILL

Present the project

Say: *Today we are going to make something. We are going to make a windmill.*

Hold up the windmill you have already made and show it to the class.

Say: *It isn't windy now. Look at the windmill.*

Then blow on the side of the windmill to make the blades turn and say: *It's windy now. Look at the windmill. It turns.*

Do a quick experiment. Tell the children to place the following objects on their tables: a small piece of paper, a pencil, a rubber and a book. Tell them to blow on the objects. Which ones move?

Work with the book

Student's Book, page 27, Activity 7

Children look at page 27 of their Student's Books.

Read the title of the project out loud: *Make a windmill.*

Point to the pictures of the materials and say: *This is what we need.* Ask children to identify the pictures.

Point to the stages one by one and explain using the materials you have brought to class to clarify meaning.

Hand out the materials, except for the drawing pins.

Follow the stages to make the windmill and get the children to copy each stage. Colour each side of the card a different colour.

Draw diagonal lines across the card.

Cut half way along the lines towards the centre of the card.

Bring four points to the centre and staple them.

Help the children to stick the windmill onto the pencil using a drawing pin.

Student's Book, page 27, Activity 8

Say: *Now look at Activity 8.*

Say: *Play with a friend.* Take the children outside. Tell them to walk around the playground and to watch their windmills. They ask one another: *Is it windy?*

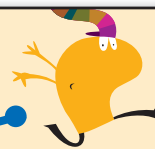
Optional Activity Book exercises

See page 121.

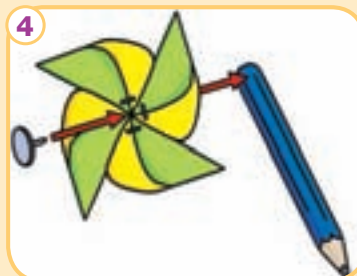
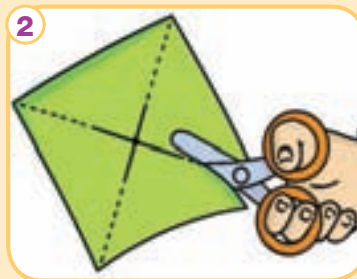
Display the project

Collect the finished windmills and display them on a table. Encourage children to come to the front in order to look at each other's work.

Ask the children to identify their own windmills by the colours: *My windmill is (blue) and (green).*



7 Make a windmill



8

IS IT WINDY?



Lesson 7

7 Make a windmill.

8 Play with a friend. *Is it windy?*

CLIL Objective: Making windmills and recognising that the wind moves objects.

27



The children can decorate their windmills as they like, using their imagination and creativity. They have to be very careful when cutting the card.



Explain that wind is a natural force and that it can move things and can be useful to humans. For example, it is often used to generate electricity.