

AWAY WE GO
level 1

TEACHER'S GUIDE



RAEES CALAFATO
WILLIAM COURMACEUL

AWAY WE GO

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ACTIVITIES APPENDIX

ACTIVITIES APPENDIX

Listed below, are a number of activities that can be used to supplement lessons from each unit.

ROLL AND COLOUR/COVER

- **Materials:**

construction paper, dice and coloured pencils.

- **Objectives:**

reviewing numbers and vocabulary

- **Instructions:**

Start by drawing a picture on the board (use a number of things for the picture, from animals to shapes, depending on your target vocabulary). The picture should be made up of several blank sections.

This is a class activity, so make sure you have a large die to play. Have the students take turns throwing the die. Depending on the number they rolled, have them colour in the corresponding number of sections in the picture, e.g. if they roll a two, have them colour in two sections. Alternatively, have them cover the sections with some blu-tack and origami paper. Another option is to write numbers 1-6 in the sections. Have the student roll the dice and colour in the number that they rolled, e.g. if they roll a two, they colour in all the sections with that number.

- **Variation:**

Instead of having the students colour in the different sections of picture, give them coins and buttons to "cover" the sections or numbers in the pictures based on the number they roll, e.g. if they get a two, they can place buttons in any two sections of the picture. If the picture is numbered, they place a button in the section that corresponds to the number they rolled. Another option is to use letters instead of numbers. Here, instead of a die, call out a letter and have them colour in the segment of the picture that contains that letter.

CHARADES

- **Materials:**

none.

- **Objective:**

identifying actions through body language, gestures

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- **Instructions:**

Ask a student to stand at the front of the class. Hand the student a flashcard with a word, image or phrase. The aim of the game is for the student to use actions to describe the word. They cannot speak or spell the word in the air. The class watches the student and tries to guess the word. The first student to say the word wins a point. Next, ask another student to come to the board. Show them another flashcard and have use actions to describe the word. The student with the highest number of points at the end is the winner. For weaker students, mime the target word or phrase yourself and have the students guess the answer.

KIM'S GAME

- **Materials:**

flashcards or toys.

- **Objective:**

practicing memorising vocabulary

- **Instructions:**

Have the students sit in a semi-circle. Place a number of objects or flashcards in front of the students. Give them a few moments to memorise the objects. Tell them to close their eyes. Hide one of the objects. Now, tell the students to open their eyes again. The first student to guess the missing object can hide an object in the next round.

- **Variation:**

If a student guesses correctly, they can keep the flashcard/object. The student with the most objects or flashcards at the end of the game is the winner. The teacher can take away two or three objects at a time (for stronger classes).

TOUCH THE WEATHER

- **Materials:**

flashcards or pictures.

- **Objective:**

practicing speed recall of vocabulary

- **Instructions:**

Put up weather flashcards and pictures around the classroom. Walk around the classroom, touching the weather cards. Say what weather it is, e.g. *It's sunny*. As you touch each card, do a gesture related to the weather card you're touching. As you do this, encourage your students to do the gestures and say the words with you. Next, ask the students to stand up. Shout out a weather word, e.g. *It's rainy!* Direct the students to run over to the correct picture, touch it and do the gesture.

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WORD BASKETBALL

- **Materials:**

ball, basket and flashcards.

- **Objectives:**

reviewing vocabulary

- **Instructions:**

Direct the students to stand around a basket or bin in a semi-circle. Give the student at one end the ball. Next, show them a flashcard (or picture) and ask them a question related to the topic e.g. *What's this?* or *Who's this?* etc. If they answer correctly, they can have a shot at the basket. If the student gets the ball in the basket, they win 2 points. If the student hits the basket without going inside, they win 1 point. Repeat the activity so that each student has had at least two turns at the basket. The student with the most points wins.

SLAM

- **Materials:**

flashcards.

- **Objectives:**

reviewing vocabulary

- **Instructions:**

Direct the students to stand in a line at one end of the class, facing the board. Put 3-4 picture flashcards on the board. Shout out a word and have the students quickly run to the board and touch (or slap) the corresponding flashcard. The one who touches (or slaps) it first gets to keep the flashcard. Now say another word out loud. Have the students touch (or slap) the corresponding flashcard. The student with the most flashcards at the end of the game is the winner. Instead of touching the flashcards, you could also have them grab them. Say a word out loud and the first student to grab the corresponding flashcard gets to keep it.

SIMON SAYS

- **Materials:**

flashcards.

- **Objectives:**

practicing following/giving instructions, reviewing action verbs/body parts

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■ Instructions:

Ask the students to stand up. Use *Simon says* or *Teacher says*. This is a good activity to review vocabulary and action verbs. If you use *Simon says* at the beginning of a sentence, the students should follow your instructions. If you say a sentence without the word *Simon says* (e.g. *Touch your knees!* and not *Simon says, Touch your knees!*), the students shouldn't follow that instruction. If they do, they are eliminated and you can invite them to the front of the class to play the role of the teacher. Model the activity first: for the first few rounds, write the commands on the board before saying them. When writing commands that include *Simon says*, draw a smiley face at the end of the sentence. Encourage the students to do the action. When writing commands without *Simon says*, draw a sad face at the end of the sentence. If a student tries to follow a command without *Simon says*, shake your head and point to the sad face at the end of the sentence. Do the activity on the board several times and then move to saying the commands without writing them on the board.

I SPY

■ Materials:

flashcards.

■ Objectives:

reviewing vocabulary, numbers, grammar and colours

■ Instructions:

You can use this activity to review vocabulary, grammar, numbers and colours. Have the students stand in the center of the classroom. Demo the activity: Say *I spy with my little eye something that begins with B*. Write *B* on the board. Pretend to look around the classroom. Ask them to help you find something beginning with *B*. Pick up a book. Say *B for book!* Now repeat the activity, using another letter (make sure that whatever object or thing you have in mind is easily visible in the classroom; stick pictures or flashcards on the walls and on the board, if necessary). Do a few rounds with the letters written on the board so that the students get comfortable with the game's format. You can adjust the difficulty of the game, depending on the students' level. Use prepositions or colours, instead of letters, e.g. say *I spy with my little eye something under a table* or *I spy with my little eye something that is red*. The students need to guess the object or item by either pointing to it or touching it.

PICTIONARY

■ Materials:

flashcards.

■ Objectives:

associating words and pictures

■ Instructions:

Select a student and show them a picture. Alternatively, whisper a word into their ear (or write it on the board). Ask the student to draw the picture on the board. The first student to guess the picture gets to draw the next picture. This can also be played in teams with a points system. Invite students, one at a time, to play the role of the teacher. You may also choose to do this activity yourself, i.e. draw the picture yourself, and have the students guess the word or phrase.

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SLOW REVEAL

- **Materials:**
flashcards or pictures.

- **Objective:**
reviewing vocabulary

- **Instructions:**
While using flashcards to teach the target language, cover the image with a piece of blank paper. Now, remove it slowly so as to make it more difficult to guess the picture. Get the students to guess the picture as quickly as they can. The student who guesses correctly first wins a point. Now, write down the word for each picture on the board.

RIVER CROSSING

- **Materials:**
flashcards or pictures.

- **Objective:**
reviewing vocabulary, grammar, phrases and numbers

- **Instructions:**
Place three to four flashcards (pictures or words, or a combination of the two) on the floor so that they look like a winding (or looping) river. Make sure that the flashcards are some distance away from each other (so that the students can hop from one flashcard to another). Each of the flashcards is a stepping stone in a river. Students start at one end of the river. Have them line up at one end. Now, they must say what's on the first flashcard out loud in order to hop onto it. They continue hopping from one flashcard to another in this manner. Have them cross the river, one by one. Help them where necessary.

PASS

- **Materials:**
flashcards or pictures.

- **Objective:**
reviewing vocabulary, associating objects with words

- **Instructions:**
Sit down with the students in a circle. Hold up a flashcard or object and say its name, e.g. *Ball!* Now, pass the flashcard or object around the circle. Students have to say *Ball!* as they pass it around the circle. Instead of words, you could also use phrases.

- **Variation:**
You may also use objects to teach vocabulary connected to them in some way, e.g. pass around different types of clothing to practice vocabulary for the seasons, e.g. *hot, cold, winter, summer, etc.*

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THREE'S COMPANY

- **Materials:**
chairs, flashcards/pictures.

- **Objective:**
reviewing vocabulary, practicing following instructions

- **Instructions:**
Arrange the students' chairs in a circle. Remove one chair so that that one student is left standing. Instruct the student without a chair to stand in the middle. Now, give each student who is sitting a flashcard (with a picture, number or word on it). The student in the center does not receive a flashcard. Now call out two different words (or numbers), e.g. *Cat! Rabbit!* if you're reviewing animals). The two students who have those flashcards have to swap places. The student standing in the middle has to try to sit in one of their chairs while they are swapping places. If the student in the middle succeeds, the student left standing has to give their flashcard to the student who took their place. Now, call out two more words (or numbers) and the game continues.

CONCENTRATION

- **Materials:**
flashcards or pictures.

- **Objective:**
practicing speed recall of vocabulary

- **Instructions:**
Do this activity on the board. Stick one set of flashcards on one side of the board, and another set of flashcards on the other side [of the board]. Make sure each flashcard in each set is somehow related to a flashcard from the other set, e.g. they are identical, are connected to a certain theme, e.g. professions and uniforms, words and their corresponding pictures, seasons and associated clothing, etc. Now, have students come to the board, one by one, and draw a line, connecting two matching (or related) flashcards.

BEAN BAG TOSS

- **Materials:**
flashcards, large sheet of construction paper, bean bag, pictures

- **Objectives:**
reviewing vocabulary, numbers, motor skills

- **Instructions:**
Lay out flashcards, pictures, origami paper (to review colours), or tiles with numbers (facing up) on the floor. Have the students take turns tossing a bean bag onto the flashcards, etc., and identify the one it lands on. If they guess correctly, they can keep the card; but if they guess incorrectly, the flashcard stays on the floor. The student with the most cards at the end of the game wins.

ACTIVITIES APPENDIX

LISTEN AND COUNT

- **Materials:**

none

- **Objectives:**

reviewing numbers, motor skills

- **Instructions:**

Clap, stamp your feet, jump or nod your head one, two, three, four or five times. Have the students repeat the action and say the number.

MUSICAL CARDS

- **Materials:**

flashcards

- **Objectives:**

reviewing numbers, vocabulary, motor skills

- **Instructions:**

Instruct the students to walk (or skip or dance) around three to four flashcards (lay these out in a circle; they could be picture, word or number flashcards), while some music is playing. When the music stops, shout out a flashcard and have the students race to step on it (lamine the flashcard, if possible). The first student to step on the flashcard, gets a point. Play a few rounds of the game. The student with the most points at the end of the game wins.

- **Variation:**

Place three to five chairs in an alternating row (like when playing musical chairs). Stick a flashcard on the back of each seat. Play some music and have the students walk around the chairs. When the music stops, the students have to find an empty seat to sit. Instruct them to take their flashcards (located on the back) and to say the word, picture, number or letter on it out loud. The student who is unable to answer correctly loses his/her seat.



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UNIT 1.1 NICE TO MEET YOU!

Page 6 Activity 1: WHAT'S YOUR NAME?

★ Task:

Stick your photo or draw a self-portrait. Stick your name tag.

★ Objectives:

- To learn how to say one's name
- To learn how to introduce oneself

★ Language structure:

- "My name is..."
- "This is me."
- "What's your name?"

★ Warm-up

Prepare flashcards to review the alphabet on the board. Stick the flashcards on the board (use blu-tack) and have the class say each letter out loud as you point to it. Sing "The ABC Song". Now, introduce yourself to the class. Say *Hi, My name is....* Point to yourself and say your name. Chorus *My name is...* with the class. Write the phrase on the board. Use some blu-tack to stick the first letter of your name (use a flashcard) on the board. Say the letter out loud while sticking it on the board, e.g. if your name is Patrick, say *P is for Patrick*. Chorus the phrase three times. Make sure to point to yourself when drilling. Now say *My name is...* Encourage the students to complete the sentence for you. Now, ask a student to come to the board. Ask them *What's your name?* Encourage them to answer, using *My name is...* Ask them which letter their name starts with. Instruct them to point to the relevant flashcard on the board, e.g. if the student's name is Anna, have her point to the letter *A*. Say *A is for Anna* and choral it with the class. Now, have another student come to the board and repeat the activity. Do the activity with several students. Next, stick a picture of yourself on the board. Point to it and then to yourself. Say *This is me!* Write down *This is me!* on the board under your picture. Chorus the phrase three or four times. Now point to the phrase *My name is...* on the board. Say both phrases together, i.e. *This is me. My name is...*, pointing at your picture and at the letter flashcard that represents the first letter in your name. Gesture to yourself with your hands. Now have the students stand up, one at a time, and say the phrase referring to themselves.

★ During the activity

If a student is having difficulty with the first letter, review the alphabet on the board. Instruct the students to voice their name with you. Stress the standard sound the first letter in their name makes.

★ Extension

Have students do the "Alphabet Book" activity. Give them each several sheets of paper so that they can draw one letter of the English alphabet per page. Instruct them to draw a letter (or two) per lesson. These letter pages will then be compiled into a book for them to use during the entire year (and beyond). Encourage them to decorate their letters with glitter, paint and craft material. Use a piece of cord to bind the pages together into book form. They will use this book during future lessons. As they learn new words, encourage them to add the words to their "Alphabet Book".

Page 7 Activity 2: HOW OLD ARE YOU?

★ Task:

Stick the correct number of candles to show your age. Then, stick the sweets along the red line.

★ Objectives:

- To help students use numbers to express age
- To help students count from 1-5

★ Language structure:

- 1-2-3-4-5
- "I am..."
- "How old are you?"

★ Warm-up

Bring some birthday candles and candy to the class. To start off, stick a picture of five stars on the board (or draw them). Have the students count to five, using their fingers. Count along with them. Next, stick a picture of a boy with a birthday cake on the board. Make sure the cake has three candles. Point to the boy and ask the class how old the boy is. Mime a child growing up, using your hands, raising your hand higher and higher to signify the child growing up. Give each student five candles. Have them hold up three candles. Now, draw a cake on the board. Ask a student to come to the front of the class. Ask them *How old are you?* Have them show you the number of candles that corresponds to their age. Instruct them to stick these (using blu-tack) on the cake you drew on the board. Next, give each student a sheet of paper with three red lines on it (make sure each line is of a different length, shortest to longest, and photocopy the sheet for the entire class). Alternatively, do the activity on the board. Give each student a handful of candy. Now, ask the students to place three pieces of candy along the shortest red line. Count the number on your fingers. Next, have the students place four pieces of candy along the second line, and so on. Walk around the class, monitoring the students to make sure they are doing the activity correctly.

★ During the activity

First, have the students count their age on their fingers. Then, have the students stick the corresponding amount of candles on their cake. Make sure the students are correctly sticking the sweets along the red line.

★ Extension

Play "Listen & Count" (see Activities Appendix). Clap, stamp your feet, jump or nod your head one, two, three, four or five times. Have the students repeat the action and say the number. Sing "One Potato, Two Potato".

UNIT 1.2 MY FAMILY

Page 8 Activity 1: MUM AND DAD

★ Task:

Match the animals with their mums and dads.

★ Objectives:

- To teach students family-related vocabulary.

★ Language structure:

- Target vocabulary: mum, dad.
- "Who is it?"

★ Warm-up

Bring a picture of yourself (when younger) and your parents. Alternatively, bring any suitable photo you can find. Stick your picture on the board, using blu-tack. Point to it and say *This is me*. Mime how small you were with your hands. Lower your hand so that it's level with your knees. Chorus *This is me!* three times with the class. Write *ME* under your picture. Now stick a picture of your father next to your picture. Point to it and say *This is Dad*. Mime how big your father is by raising your hand to somewhere above your head. Chorus *Dad* three times, pointing to the relevant picture on the board. Make sure that the students are repeating your hand gestures, while saying *Dad*. Write *DAD* under the picture. Repeat the process to elicit/teach *Mum*. Next, prepare picture flashcards for Fluffy and his parents. Write *ME*, *DAD* and *MUM* on the board. Stick Fluffy's picture above where you wrote *ME*. Now, have a student come to the board. Hand them the flashcard for Fluffy's dad. Have them stick it above where you wrote *DAD*. Point to Fluffy's dad and ask the class *Who is it?* Elicit *Fluffy's dad*. Repeat the steps for Fluffy's mum. Play "Kim's Game" (see Activities Appendix).

★ During the activity

Monitor the students and make sure that they are not confusing the genders. Help them with mistakes. Point to each parent and elicit *mum* or *dad*.

★ Extension

Have the students draw themselves and their parents. Demo the activity for them on the board. Draw a simple picture of yourself on the board. Label it *ME*. Point to it and say *This is me!* Now draw simple pictures of your parents and label them, too. While doing the activity, make sure the students label their parents *MUM* and *DAD*. Help them write the words where necessary (or have them copy them from the board). They can label pictures of themselves *ME*.

Page 9 Activity 2: M IS FOR MUM

★ Task:

Find the letter M then put a sticker on it.

★ Objectives:

- To review and practice letter sounds
- To review vocabulary for family members

★ **Language structure**

- Target vocabulary: mum
- “Who is it?”
- “What is it?”

★ **Warm-up**

Review the alphabet with the students, using flashcards. Make sure to use the associated sound for each letter as you teach the alphabet. Chorus each letter sound four times. Sing “A is for Apple”.

★ **During the activity**

Monitor the students and help them where necessary. Say *M is for Mum*. Use the standard sound for the letter *M*. Chorus it with the class four times. If the students are having difficulty doing the activity, use a flashcard of the letter *M*.

★ **Extension**

Use the “Alphabet Book” from U1.1A1 (Unit 1 Theme 1 Activity 1).

Page 10 Activity 3: D IS FOR DAD

★ **Task:**

Use the stickers to decorate the letter *D*.

★ **Objectives:**

- To review and practice letter sounds
- To review vocabulary for family members

★ **Language structure:**

- Target vocabulary: dad
- “Who is it?”

★ **Warm-up**

Review the warm-up section from U1.2A2.

★ **During the activity**

Monitor the students and help where necessary. Ask them to say the letter and word out loud, e.g. *D is for Dad!*

★ **Extension**

Use the “Alphabet Book” from U1.1A1.

Page 11 Activity 4: HOW MANY CHILDREN ARE THERE?

★ **Task:**

Look at the pictures. Find the pictures that contain two children and mark them with a sticker.

★ **Objectives:**

- To practice counting

★ **Language structure:**

- Target vocabulary: dad, mum, children
- "Who is it?"

★ **Warm-up**

Bring four pictures of parents and their children (make sure the pictures have no more than three children each). Stick the pictures on the board. Point to the parents and elicit/teach *Mum* and *Dad*. Now point to the children in a picture and ask *How many children?* Count the number out loud on your fingers as you point from one child to another. Have the children count the number out loud on their fingers, too. Go through the other pictures in the same way. Now, have the students sit in a semi-circle and put a few more pictures of parents and their children in the center of the circle. Say *Two children!* and have the students touch a picture with two children. Help them with mistakes. Play several rounds of the activity, using numbers 1-3.

★ **During the activity**

Have them count the number of children on their fingers. Pair them up, if possible. If the students are having difficulty doing the activity, use flashcards for numbers and quantities.

★ **Extension**

Sing "Five Little Ducks Went Out One Day". Alternatively, assign each student a number, 1 or 2. Give them a flashcard or badge with the number written on it. Then, write numbers 1 and 2 on two separate sheets of paper and place these at opposite ends of the classroom (or arrange them as you see fit). Play some music and have the students run and skip around the classroom. When the music stops, say either *One!* or *Two!* The students who have the matching number should run to the corresponding sheet. The other students should stay still.

UNIT 1.3 MY BODY

Page 12 Activity 1: MY FACE

★ **Task:**

Put the stickers in the correct place.

★ **Objectives:**

- To help students learn and review vocabulary for parts of the face

★ **Language structure:**

- Target vocabulary: eyes, hair, mouth, nose, face
- "What is it?"

★ **Warm-up**

Teach/elicit the target vocabulary by showing the students where each part is located on the face. Point to your eyes and say *Eyes*. Blink your eyes. Chorus *eyes* three times. Have the students touch their eyes while saying the word. Now hold your nose and give it a wiggle. Say *Nose*. Repeat the process with *hair* and *mouth*. Now, say the name of a part of the face and have the students try to blink, wiggle or shake it, depending on the word. Next, give each student a sheet of paper. First, distribute sheets with a drawing of a circle among the students.

Draw a circle on the board to demo the activity. Now ask them to draw two eyes in the circle. Show the numbers, using your fingers. Then, tell them to draw a mouth, and so on. While they are drawing, walk around the class and help them with mistakes. Comment on how nice their drawings look.

★ **During the activity**

Walk around the classroom and point to various parts of the face and ask the students what they are. Have them say the words out loud.

★ **Extension**

Play "Simon Says" (see Activities Appendix). Practice the target vocabulary from the activity, e.g. *Simon says (Teacher says) "Touch your nose!"*

Page 13 Activity 2: HANDS AND FEET

★ **Task:**

Match the hands and feet to their prints.

★ **Objectives:**

- To help students learn and review vocabulary for parts of the body

★ **Language structure:**

- Target vocabulary: hands, feet
- "What is it?"

★ **Warm-up**

Teach/ elicit the word *hand* by holding up a hand, waving it in front of the class, and saying *Hand*. Have the students hold up a hand and chorus the word. Ask the students how many hands you have. First, wave one hand and elicit *One*. Then, wave both hands. Elicit *Two*. Now point to your feet and repeat the process. Instruct the students to mime your actions, too. Next, have the students sit in a semi-circle and place a large sheet of construction paper in the center. Have children dip their hands in some watercolour paint and then place their hands together on construction paper to make a set of handprints. You could instruct them to write the first letter of their names under their prints (optional). Point to the prints and chorus *hands*. Next, have the students trace their hands on a separate sheet of construction paper. Make cutouts of the tracings. Colour in the cutouts to match the colour of the prints. Distribute the cutouts among the students randomly. Now have them match the colour-coded tracings to the handprints. Monitor them and help with mistakes.

★ **During the activity**

Make sure that they are checking the form and angle of each print. Try to instruct them to visualize the matching parts by using their own hands and feet.

★ **Extension**

Sing "Hokey Pokey". Make sure to do the actions while you sing the song. Have the children follow your lead. Use *hand* and *feet* for the song.

Page 14 Activity 3: THREE HEADS

★ **Task:**

Trace the circles to complete the picture.

★ **Objectives:**

- To help students learn and review vocabulary for parts of the body
- To practice counting
- To learn and review shapes

★ **Language structure:**

- Target vocabulary: head, circle
- "What is it?"

★ **Warm-up**

Review the warm-up section from U1.3A1 to teach/elicit *head*. Next, draw a circle on the board. While drawing it, say *Circle*. Trace the shape in the air with your hands. Have the students do it too. Chorus *Circle*. Next, stick a picture of a monster with three eyes on the board. Point to the monster and ask the students *How many eyes?* Point to your eyes and blink. Then, point to the monster's eyes. Instruct the students to count the number of eyes on their fingers. Count along with them. Next, circle the eyes, counting 1-2-3. Point to the circles you've just drawn and trace a circle in the air. Say *Circle*. Chorus it three times. Now, stick another picture of a monster on the board, this time with two noses. Touch your nose and then the monster's two noses. Ask *How many noses?* Elicit *Two*. Circle the noses. Point to the circles you've just drawn and trace a circle in the air. Say *Circle*. Chorus it three times.

★ **During the activity**

Make sure that the students trace the circles correctly. Have the students count out numbers 1 to 3 as they trace the circles.

★ **Extension**

Play "Create-a-Monster" (See Activities Appendix). Have the students draw the face alone, without including the body. Use construction paper for the activity to create face masks for the students. Have the students colour them in. Use string to tie them.

Page 15 Activity 4: BODY PARTS

★ **Task:**

Look at the pictures. Which pictures contain two body parts? Mark them with a sticker.

★ **Objectives:**

- To learn and review vocabulary for parts of the body
- To practice counting

★ **Language structure:**

- Target vocabulary: nose, eyes, hands, mouth, feet
- "What is it?"

★ **Warm-up**

Review numbers 1 and 2, using flashcards or number blocks. Sing the “Counting 1 to 5” song from PINKFONG (or a similar number song, e.g. “One Two, Buckle My Shoe” or “Ten Little Indians”). Play “Pass” (see Flashcard Activities Appendix). Next, teach/ elicit the target vocabulary, using flashcards. Show each flashcard to the students, enunciating each word and touching the relevant part of your face, e.g. when you show the flashcard with the word *nose*, touch your nose. Instruct the students to mimic you, repeating the word *nose*. Do this for the rest of the target vocabulary. Next, stick a picture of two eyes on the board. Ask the students *How many?* Elicit *Two*. Write 2 under the picture. Do this for the rest of the target vocabulary.

★ **During the activity**

Have the students count each body part on their fingers and say the number out loud.

★ **Extension**

Play “Pictionary” (see Activities Appendix).

UNIT 1.4 MY HOUSE

Page 16 Activity 1: LITTLE PIG, LITTLE PIG, LET ME COME IN!

★ **Task:**

Help the three little pigs to finish building their house. Use the stickers to add two windows and a door.

★ **Objectives:**

- To review vocabulary related to the home

★ **Language structure**

- Target vocabulary: door, window, house
- “Who is it?”
- “What is it?”

★ **Warm-up**

Use picture flashcards to teach/ elicit *Door*, *House* and *Window*. Hold up a picture flashcard and chorus the word three times. Mime opening a door when teaching/ eliciting *Door*. Do the same for *Window*. For *House*, use your hands to trace the shape of a house. Instruct the students to mime along with you. Play “Slow Reveal” (see Flashcard Activities Appendix). Next, have the students stand in the center of the classroom. Say *Door!* and have them run and touch the door. Then, say *Window!* and have them run and touch a window. Prepare sheets of paper containing an outline of a house. Distribute these among the students (alternative, do this activity on the board). Now, ask them to draw two windows on the house. Hold up two fingers when saying that you want them to draw two windows. Monitor their work and help where necessary. Next, ask them to draw a door.

★ **During the activity**

Monitor the students and help where necessary. Point to the windows and doors in the activity and ask the students *What is it?* Elicit *Window* or *Door*. Point to Fluffy in the activity and ask the students *Who is it?* Elicit *Fluffy!*

★ **Extension**

Use some shoeboxes and craft supplies to build cardboard houses with the students. Make sure to make doors and windows for each house. Practice using the target vocabulary while making the houses, e.g. *Let's make three windows!* Alternatively, watch "The Three Little Pigs" (or use an audiobook and mime the scenes) to review the vocabulary.

Page 17 Activity 2: RED, BLUE AND GREEN

★ **Task:**

Trace the triangles to complete the houses.

★ **Objectives:**

- To learn and review colours
- To learn and review shapes
- To review vocabulary related to the home

★ **Language structure**

- Target vocabulary: red, blue, green, triangle
- "What is it?"

★ **Warm-up**

To teach the colours and shape, prepare a bag with different coloured triangles. Cut out triangles, using red, blue and green origami paper. Make enough so that each student can win several of them. Laminate the shapes, if possible. Tell the students to sit in a circle. Trace a circle over the ground while doing this. Next, lay all the shapes in the center of the circle. Pick up a coloured triangle and teach/ elicit the colour and shape, e.g. *Red Triangle*. Chorus it three to four times, passing it around the circle. Do the same with the other triangles. Now, put the bag behind your back and take out a shape, keeping it hidden. Have the students guess the colour of the triangle. Next, show them the triangle. If a student guesses the colour correctly, give them the triangle. If you have a lot of students, divide the class into two groups for the activity.

★ **During the activity**

Make sure they are tracing the triangles, using steady strokes. Have them say the shape and colour.

Finally, point to Fluffy and ask the kids what her name is. Elicit *Fluffy!*

★ **Extension**

Give each student a coloured triangle. Next, have them stand in a circle with you. To start with, model the actions when you give the commands. Say *Red triangle, jump!* Students with a red triangle cutout have to jump. Now, say *Blue triangle, sit!* Students with a blue triangle cutout have to sit. Use a few simple commands like *run, jump, sit*, etc., for the activity.

UNIT 1.5 AUTUMN

Page 18 Activity 1: IT'S MUSHROOM SEASON

★ Task:

Colour the circles to complete the mushroom.

★ Objectives:

- To help students learn how to identify shapes

★ Language structure:

- Target vocabulary: mushroom, circle, hedgehog, leaves
- "What is it?"

★ Warm-up

Bring some toy mushrooms (five in total) to class and hide them before class starts. Next, stick a picture of a mushroom on the board. Point to it and teach/ elicit *Mushroom*. Trace the shape in the air. Chorus it three times. Point to the round coloured patches on the mushroom and ask the students *What's this?* Trace a circle in the air. Elicit *Circle*. Now, tell the students that there are five mushrooms hidden all over the class. Pretend that you are looking for something. Lift up some books to look underneath, for example. Gesture to the students to help you. When you find the first mushroom, hold it up and ask the students what it is. Elicit *Mushroom*. Now have them find the rest of the mushroom. Place a basket on your desk into which they can deposit all the mushrooms. If you don't have toy mushrooms, use pictures. Once you've collected all five mushrooms, ask the students how many mushrooms there are in the basket. Elicit *Five*. Count them on your fingers. Have the students count along with you.

★ During the activity

Monitor the students and help where necessary. Stick some pictures of mushrooms on the board for reference. Ask the students what they see in the picture.

★ Extension

Play "Roll and Colour" (see Activities Appendix). Alternatively, use origami paper (for the cap), paper cups (for the stem), and craft supplies to make mushrooms.

Page 19 Activity 2: GET READY!

★ Task:

Fluffy is going out for a walk. Can you help her to get ready? Put the stickers in the appropriate place.

★ Objectives:

- To help students practice and review vocabulary for autumn clothes

★ Language structure:

- "What is it?"
- "What do we wear?"
- Target vocabulary: raincoat, rain boots, umbrella

★ **Warm-up**

Stick pictures of rainy autumn weather on the board. Make sure it includes people wearing raincoats, boots and carrying umbrellas. Point to the rain in the pictures and ask the students what it is. Elicit *Rain*. Ask them if they know what time of the year it is. Say *Autumn!* Chorus it three times. Point to the target vocabulary in each picture and ask the students *What do we wear in Autumn?* Teach/ elicit *Raincoat* and *Boots*. Mime wearing these as you say them out loud. Point to the umbrella and chorus the word three times. Mime holding an umbrella when you say the word out loud. Have the students mime along with you. Next, draw a picture of a boy standing in the rain on the board. Prepare cardboard cutouts of the target vocabulary. Distribute these among the students. Give them some blu-tack. Point to the picture of the boy and ask the class that they need to help the boy get dressed for autumn. Have them come to the board, one at a time, and stick the cutouts on the boy, e.g. boots on his legs, umbrella on his hand, etc. Help them where necessary. Review the vocabulary from U1.3A3 (i.e. hands and feet), while doing the activity.

★ **During the activity**

Make sure that the students are applying the stickers correctly. Point to each article of clothing and ask the students to say the name out loud.

★ **Extension**

Bring some paper plates and cut these in half to make the tops of umbrellas. Use some drinking straws and curl these to make the letter *J* for the handles. Use glue or tape to stick these on to a sheet of blue origami paper. Use some plastic sheets to cut out rain drops. Use glue to stick the drops around the umbrella. Instruct the students to colour in the umbrella tops.



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UNIT 2.1 HOW'S THE WEATHER?

Page 22 Activity 1: RAIN, RAIN, GO AWAY!

★ **Task:**

Put the stickers inside the circles to decorate the umbrella.

★ **Objectives:**

- To identify different shapes
- To learn vocabulary for weather-related objects

★ **Language structure:**

- "What is it?"
- Target vocabulary: circle, umbrella, rain

★ **Warm-up**

Prepare picture flashcards to teach the words *umbrella* and *rain*. Stick the flashcards on the board and chorus each one three times. Play an audio clip of rain falling and mime using an umbrella. Say *It's rain!* Have the students mime rain falling and chorus *It's rain!* Now, sing "Rain Rain Go Away". Refer to U1.3A3 to review shapes. Prepare some circle cutouts for umbrella tops and have the students colour them in using different colours. Now draw some circles (of identical size) on the board and have the students come, one at a time, and stick their umbrella tops in the circles on the board.

★ **During the activity**

Point to the picture of the umbrella in the activity and ask the students *What is it?* Elicit *Umbrella*.

★ **Extension**

Play "Puddle Jump". Cut some puddle-like shapes, using blue construction paper. Make four puddles (use the puddles to review letters *M*, *D*, *U* and *R*). Use marker to write a letter on each paper puddle. Place the puddles in a loop and use blu-tack or tape to affix these to the ground. Now, play some music and instruct the students to jump from puddle to puddle (make sure these are spaced in a way so that students can easily hop from one puddle to another). The students should stop moving when the music stops. When you stop the music, have the students say the name of the letter they are standing on. Repeat the activity a few times.

Page 23 Activity 2: It's sunny!

★ **Task:**

Trace the circles to complete the picture.

★ **Objectives:**

- To identify different shapes
- To learn vocabulary for weather-related objects and foods

★ Language structure:

- “What is it?”
- “How’s the weather?”
- Target vocabulary: sun, ice cream, bear, sunglasses

★ Warm-up

Prepare picture flashcards to teach the target vocabulary. Put these on the board and chorus each word three times. Refer to the warm-up section from U1.2A3 to review tracing circles. Finally, sing the “Mr. Sun Song”.

★ During the activity

Monitor the students and make sure they are tracing the circles correctly and accurately. Point to each object in the picture and ask the students what it is. Review the target vocabulary in this way.

★ Extension

Play “Pictionary” (see Activities Appendix).

UNIT 2.2 DAILY ROUTINE

Page 24 Activity 1: GOOD MORNING!

★ Task:

Complete the pictures using the stickers provided.

★ Objectives:

- To teach students to talk about activities they do in the morning.

★ Language structure:

- Good morning!
- “I get up.”
- “I have a shower.”
- “I get dressed.”
- “I have breakfast.”
- Target vocabulary: milk, alarm, towel, clothes

★ Warm-up

Prepare pictures of a bedroom (with alarm clock and wardrobe), bathroom and kitchen, as well as a sound clip of an alarm and a running shower. Stick the picture of the bedroom on the board. Now, sit at your desk and pretend to sleep. Ask the class to pretend to sleep, too. Play the alarm sound clip. Pretend to wake up, yawn and look for the alarm clock in the picture. Ask the students to help you find it and shut it off. Have a student come to the board and touch the alarm clock in the picture on the board. When they touch the alarm clock, turn off the sound clip. Say *Very Good!* Now chorus *I get up!* three times. Make sure to mime the action. Now, stick the picture of the bathroom on the board. Pretend that you are taking a bath. Say *I have a shower!* Chorus the phrase three times. Encourage the students to mime taking a shower, too. Play the clip of a running shower. Now, mime shutting off the shower. Turn off the sound clip.

Pretend that you're looking for a towel. Ask the students for help. Have a student come to the board and pretend handing you a towel. Take the towel and say *Thank you!* Repeat these steps (adapting them accordingly to use the target vocabulary) for getting dressed and having breakfast. Play "Simon Says" (see Activities Appendix). Now sing "Here We Go Round The Mulberry Bush". Make sure to mime the actions as you sing the song.

★ **During the activity**

Point to each picture and ask the students what's missing. Mime the action, e.g. using a towel to dry off after a shower.

★ **Extension**

Play "Charades" (see Activities Appendix).

Page 25 Activity 2: GETTING DRESSED

★ **Task:**

Use the code to colour the clothes.

★ **Objectives:**

- To learn and review colours

★ **Language structure**

- "What colour is it?"
- Target vocabulary: red, blue, clothes

★ **Warm-up**

Refer to the warm-up section from U2.2A1 to review the phrase *Getting dressed*. Next put up two pictures of children. Make sure they are wearing something red or blue. Teach/ elicit the colours *red* and *blue* by pointing to relevant pieces of clothing in the pictures. Next, play "Pass" (see Activities Appendix). Draw a red circle on the board and colour it in. Write *1* inside the red circle with black marker. Next, draw a blue circle and write *2* in it. Now draw a cat on the board and write *1* inside the cat with black marker. Point to the cat and ask the students what colour it is. Point to circles *1* and *2*. Elicit *Red!* Have a student come to the board and colour in the cat, using red marker.

★ **During the activity**

Monitor the students and make sure they are keeping inside the borders while colouring.

★ **Extension**

Play "Roll and Colour" (see Activities Appendix).

Page 26 Activity 3: ENJOY YOUR MEAL!

★ **Task:**

Complete the picture by drawing a spoon in the empty box.

★ **Objectives:**

- To learn food-related vocabulary

★ **Language structure:**

- Target vocabulary: spoon, food (**optional:** milk, bread, jam, apple and cereal)
- "What is it?"

★ **Warm-up**

Teach the target vocabulary using flashcards or plastic models. Play "Pass" and then "Kim's Game" (see Activities Appendix). For "Kim's Game", use the board for the activity. Draw a picture of a tray with all the target vocabulary. Instruct the students to close their eyes and then erase one of the objects from the tray. Have the students guess the name of the missing object. Next, have a student come to the board and draw it (or use flashcards).

★ **During the activity**

Make sure to comment on how well they are drawing their spoons. Point to objects in the picture and ask the students if they know what they are. Make sure to elicit *Spoon* and *Food*.

★ **Extension**

Play "River Crossing" (see Activities Appendix).

Page 27 Activity 4: GOOD NIGHT!

★ **Task:**

Trace the stars to complete the picture.

★ **Objectives:**

- To teach students vocabulary related to objects they see in the night sky

★ **Language structure:**

- Target vocabulary: star, night, moon
- "Good night!"

★ **Warm-up**

Teach the target vocabulary, using a picture of the night sky. Stick the picture on board and teach/chorus *Star*, *Night* and *Moon*. Adapt the warm-up activity from U1.2A3 to practice tracing a star on the board.

★ **During the activity**

Point to the objects in the sky in the picture and ask the students what they are. Elicit *Moon* and *Stars*.

★ **Extension**

Sing "Twinkle, Twinkle, Little Star". Make star cutouts, using aluminum sheets and paste these on a black background (construction paper). Use yellow origami paper to cut out a circle. Paste this on the black construction paper for the moon.

UNIT 2.3 AT SCHOOL

Page 28 Activity 1: I AM GOING TO SCHOOL

★ Task:

Can you help Fluffy find her way to school?

★ Objectives:

- To teach students action verbs

★ Language structure:

- Target vocabulary: school
- "Where are you going?"

★ Warm-up

Draw a simple maze on the board with Fluffy at one end and her home at the other end. Make sure to label Fluffy's home, i.e. *HOME*. Alternatively, draw Fluffy's school and label it *SCHOOL*. Now, tell the class that they have to help Fluffy find her way home (to school). Start drawing a line from Fluffy to her home (school). Deliberately draw the line into a few dead ends and ask the students to help you find the right path. Next, sing "This Is The Way We Go to School".

★ During the activity

Monitor the students and make sure they understand that they cannot pass over the felled tree, the river or the fences. If they take a wrong turn, mime having an accident, e.g. pretend you can't swim (if they try to trace over the river), or point out that Fluffy cannot jump over the fences. Ask the students *Where is Fluffy going?* Elicit *She is going to school.*

Page 29 Activity 2: SCHOOL SUPPLIES

★ Task:

Stick circles on the pencils and stars on the scissors.

★ Objectives:

- To learn vocabulary for school stationery

★ Language structure:

- Target vocabulary: pencil(s), scissors
- "What is it?"

★ Warm-up

Teach/ elicit *Pencil* and *Scissors*, using the relevant objects. Make sure that the scissors are plastic. Hold up each object and chorus the word three times. Now, play "Pass" (see Activities Appendix). Next, draw a pencil on the board and ask the students what it is. Elicit *Pencil!* Now, make small circle cutout from a piece of construction paper. Hold up a circle cutout and ask the children what it is. Elicit *Circle*. Using blu-tack, stick the circles on the pencil on the board. Now, draw a scissor and repeat the steps, only this time, make cutouts of stars. Have a student come to the board and stick these on the scissor.

★ **During the activity**

Make sure that they are applying the stickers on the correct objects. Instruct them to apply all the circles first, and then the stars. Have them look at the board to check which sticker goes where.

★ **Extension**

Play "Concentration" (see Activities Appendix).

UNIT 2.4 SPORTS AND LEISURE

Page 30 Activity 1: WHAT SPORT IS IT?

★ **Task:**

Draw a line to connect each child to the equipment they need.

★ **Objectives:**

- To help students learn vocabulary for different sports
- To connect pictures related to the same topic

★ **Language structure:**

- Target vocabulary: ball, goggles, racket, tennis, football, swimming
- "What is it?"

★ **Warm-up**

Stick three pictures on the board, one each for swimming, tennis and football. Make sure each picture has the relevant sports equipment, i.e. a tennis racket, etc. Point to the picture with people playing tennis and ask the students what the people are playing. Teach/ elicit *Tennis*. Point to tennis racket in the picture and say the word. Choral *Tennis* and *Racket* three times each. Repeat these steps for the other two sports activities. Now, play "Kim's Game" (see Activities Appendix). Next, put up pictures of each sport but with the sports equipment missing, e.g. a picture of people playing tennis, but the tennis rackets have been erased from the picture. Stick flashcards for each of the objects missing from the pictures on the board, next to the pictures (in random order). Point to the flashcards and ask the students to guess which pictures they should go in. Have a student come to the board and draw a line from one of the flashcards to its corresponding picture.

★ **During the activity**

Have the students say the name of the sport and the corresponding object out loud, e.g. *Swimming goggles!*

★ **Extension**

Once the students have finished the activity, ask them what sports they like to play. Have them play "Charades" (see Activities Appendix) and guess their favorite sports.

Page 31 Activity 2: T IS FOR TAG

★ **Task:**

Trace the letter to complete the picture.

★ **Objectives:**

- To review letters of the alphabet

★ **Language structure:**

- "What is it?"
- "What letter is it?"

★ **Warm-up**

Review the alphabet with the students by singing "The ABC Song". Next, write the letter *T* on the board. Choral it several times. Prepare a few flashcards with simple objects and things that start with *T*, e.g. tree, toy, top, etc. Hold up a flashcard and teach/ elicit the word; start by saying *T is for...* Chorus each word a few times. Next, play "Slow Reveal" to review the words. Elicit each word using *T is for...* Next, use dots to trace *T* on the board. Point to it and ask the students what it is. Elicit *T!* Have a student come to the board and trace over the dots to complete the letter.

★ **During the activity**

Point to the tree in the picture and have the students say *T is for Tree!* Next, point to the children in the picture and ask the students if they know what game they're playing. Teach/ elicit *Tag*. Say the children are playing tag. Say *T is for Tag*. Chorus the phrase a few times.

★ **Extension**

Have the students update their "Alphabet Book" with vocabulary they have learnt in the lesson. Play a game of tag with the students, if possible.

Page 32 Activity 3: HOW MANY BALLS ARE THERE?

★ **Task:**

Put the stickers in the correct box to show the number of balls. Use the key to help you.

★ **Objectives:**

- To review numbers and quantities

★ **Language structure**

- Target vocabulary: ball, circus
- "How many... are there?"
- "There are...?"

★ **Warm-up**

Review numbers 1-5, using your fingers. Say *One* and draw one circle on the board. Say *Two* and draw two circles on the board. Say *Three* and instruct a student to come to the board and draw three circles. Now, play "Concentration" (see Activities Appendix) on the board. Use numbers 1-3 and a corresponding number of circles for the game.

★ **During the activity**

Ask the students to look at the key if they are having difficulty completing the activity. Point to the number 2 and then ask the students how many balls. Ask them to show you the quantity, counting the number out on their fingers.

★ **Extension**

Sing "Five Little Ducks".

Page 33 Activity 4: I PLAY THE GUITAR

★ **Task:**

Draw a line to connect each child to the instrument they play.

★ **Objectives:**

- To learn vocabulary for musical instruments

★ **Language structure**

- Target vocabulary: violin, flute, guitar
- "What is it?"
- "I play the (name of musical instrument)..."

★ **Warm-up**

Adapt the warm-up section activity from U2.4A1 to teach the target vocabulary. Next, draw silhouettes (cases) for the guitar and violin on the board. Stick flashcards for *violin* and *guitar* on the board next to the silhouettes (in random order). Point to the silhouette for guitar and ask the students what it is. Elicit *Guitar!* Have a student come to the board and draw a line between the flashcard and its corresponding silhouette (case).

★ **During the activity**

Help the students where necessary. Point out that the guitar is bigger than the violin (use your hands to mime size).

★ **Extension**

Play "Slam" (see Activities Appendix). Instead of calling out a word, play the sound each instrument makes.

UNIT 2.5 WINTER

Page 34 Activity 1: MERRY CHRISTMAS!

★ **Task:**

Decorate the picture using the snowflakes.

★ **Objectives:**

- To learn about Christmas

★ **Language structure:**

- Target vocabulary: snowflakes, Christmas, Santa Clause, snow
- "It's snowy"
- "How's the weather?"
- "What is it?"
- "Who is it?"

★ **Warm-up**

Stick pictures of Christmas (make sure there are snowflakes) on the board. Teach the target vocabulary by pointing to the relevant objects in the picture. Next, write *MERRY CHRISTMAS!* on the board, above the picture, and drill chorally. Hold up a flashcard of Santa Claus. Say *Santa Claus!* and pass it to a student. Have them hold up the flashcard and say *Santa Claus!* Now, instruct them to hand the flashcard to another student, and so on.

★ **During the activity**

Elicit *Merry Christmas!* when they've finished the activity. If they are having difficulties with the task, point to the pictures on the board with snowflakes (snow falling).

★ **Extension**

Sing "Jingle Bells". Alternatively, sing "We Wish You a Merry Christmas".

Page 35 Activity 2: GET DRESSED!

★ **Task:**

It's snowing outside! Fluffy is going out for a walk. Can you help her to get ready? Put the stickers in the appropriate place.

★ **Objectives:**

- To help students practice and review vocabulary related to clothes and the seasons

★ **Language structure:**

- Target vocabulary: scarf, gloves, winter hat

★ **Warm-up**

Refer to the warm-up section from U1.5A2 and adapt it to include the target vocabulary. Sing "I'm a Little Snowman".

★ **During the activity**

Make sure that the students are applying the stickers correctly. Point to each article of clothing and ask the students to say the name out loud.

★ **Extension**

Build a craft snowman with the students. You will need two sheets of construction paper (blue and white), black and orange origami paper, crayons, scissors and glue. Cut out three circles from the white construction paper. Glue the circles onto the blue construction paper. Cut out black origami paper buttons and a red origami carrot nose. Glue these onto the snowman. Use the crayons to draw the eyes and mouth. Once you've finished (make to label the picture *WINTER*), put the snowman up on the bulletin board (or wall).



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UNIT 3.1 IN THE CITY

Page 38 Activity 1: THE CITY CENTRE

★ **Task:**

Trace the rectangles and triangles to complete the picture.

★ **Objectives:**

- To identify different shapes
- To learn vocabulary related to objects and places found in a city

★ **Language structure:**

- “What is it?”
- Target vocabulary: rectangle, triangle, house, roof, city

★ **Warm-up**

Adapt the warm-up section from U1.3A3 to include the target vocabulary. Play “Pictionary” (see Activities Appendix). Next, draw a house, using only dots, on the board. Make sure it consists of a rectangle and a triangle. Have a student come to the board and trace the picture to complete it. Point to the house and have the students identify each shape. Elicit *Triangle* and *Rectangle*.

★ **During the activity**

Point to each shape in the activity and elicit the corresponding word for it. Point to picture and ask the children what they think this place is. Elicit *City!*

★ **Extension**

Use empty matchboxes and cardboard boxes to make a city block diorama with the students. Clue the matchboxes onto a sheet of paper. Have the students draw trees and streets on the sheet and have them colour these in. Cut out triangles from cardboard and glue these to the top of the rectangular buildings for the roof. Use paint or origami paper (and glue) to colour the buildings.

Page 39 Activity 2: SKYSCRAPERS

★ **Task:**

Match each building with its shadow.

★ **Objectives:**

- To identify different shapes from their silhouettes

★ **Language structure:**

- “What is it?”
- Target vocabulary: skyscraper

★ **Warm-up**

Review the warm-up section from U2.4A5 and adapt it to include the skyscraper silhouettes. Play "Concentration" (see Activities Appendix) on the board.

★ **During the activity**

Help the students where necessary. Point to the buildings in the activity and mime them being very tall. Ask the students if they know what such tall buildings are called. Teach/elicit *Skyscraper*.

★ **Extension**

Help the children build a mini-replica of a skyscraper using shoeboxes, construction paper, marker, glue and tape.

Page 40 Activity 3: IN THE PARK

★ **Task:**

Help Fluffy find her way to the sandbox

★ **Objectives:**

- To teach students action verbs

★ **Language structure:**

- "Where is she going?"
- Target vocabulary: park

★ **Warm-up**

Review the warm-up section from U2.3A1.

★ **During the activity**

Make sure that the students understand that the presence of fences, rocks, trees and river means that they cannot use those paths. For example, point to the fences and tell the students that the path is blocked. Make an X with your hands, indicating that the path cannot be traversed.

★ **Extension**

Play "Word Basketball" (see Activities Appendix).

Page 41 Activity 4: LONDON BY NIGHT

★ **Task:**

Use the key to colour the picture.

★ **Objectives:**

- To learn and review colours

★ **Language structure**

- "What colour is it?"
- Target vocabulary: red, blue, yellow, hair, lamp

★ **Warm-up**

Refer to the warm-up section from U2.2A2 to review the colours (make sure to include yellow). Next play "Bean Bag Toss" (see Activities Appendix).

★ **During the activity**

Monitor the students and make sure they are keeping inside the borders while colouring. Point to each object and ask the students what colour it is. For example, point to the boy and ask what colour his hair is.

★ **Extension**

Play "I Spy" (see Activities Appendix).

UNIT 3.2 AT THE SHOP

Page 42 Activity 1: AT THE SHOPPING CENTRE

★ **Task:**

Where would you find these items? Complete the picture by putting the stickers in the correct place.

★ **Objectives:**

- To identify foods, clothes and sports equipment in a shop

★ **Language structure:**

- Target vocabulary: ball, boots, bread
- "What is it?"

★ **Warm-up**

Review the letter *B*. Write it on the board and ask the students what letter it is. Elicit *B*. Use flashcards to review the target vocabulary (or bring toy models of each). Play "Pass" (see Activities Appendix). For each word, mime the action, e.g. for *bread*, mime eating it; for *boots* mime wearing them, etc. Encourage the students to mime along with you. Next, stick pictures of the relevant aisles in a hypermarket, i.e. food aisle, clothes section, etc. (make sure the pictures include the target vocabulary). Point to each picture and ask the students if they can spot the target vocabulary. Give them picture flashcards for the target vocabulary. Have them come to the board and stick their flashcards on the appropriate picture.

★ **During the activity**

Point to similar items in each picture if the students are having difficulties. Have them say the name of each object out loud. Ask the students where they think Fluffy is going. Teach/ elicit *Shopping*. Mime walking around with a basket buying things.

★ **Extension**

Play "Kim's Game" (see Activities Appendix).

Page 43 Activity 2: HOW MANY ARE THERE?

★ **Task:**

Count the items of clothing. Shade the box with the corresponding number.

★ **Objectives:**

- To teach students to identify numbers and quantity

★ **Language structure:**

- “How many... are there?”
- “There are...”
- Target vocabulary: t-shirt, dress, hats, caps

★ **Warm-up**

Teach/elicit the target vocabulary, using picture flashcards: play “Pass” (see Activities Appendix). Review numbers 1-5. Sing “Five Little Ducks”. Count together with the students, using your fingers. Next, show the students three fingers and have them call out the number. Write it on the board. Now, have a student come to the front of the class and show a certain number of fingers. Write the number on the board, e.g. write 2 if the student is showing two fingers. Add another random number as well, e.g. 4, so that you now have a pair, where one is the correct answer and the other is the wrong answer. Ask the class how many fingers they see the student holding up. If the student is holding up two fingers, elicit *Two*. Point to the wrong number (e.g. 4) on the board and ask the students *Is this it?* Elicit *No!* Have a student come to the board and circle the correct number from the pair of numbers. Play “Concentration” (see Activities Appendix) on the board.

★ **During the activity**

Have the students count each object out loud.

★ **Extension**

Play “Listen and Count” (see Activities Appendix).

UNIT 3.3 TRANSPORT

Page 44 Activity 1: WHAT IS IT?

★ **Task:**

Stick circles on the cars and squares on the buses.

★ **Objectives:**

- To teach students the names of shapes

★ **Language structure:**

- “What is it?”
- Target vocabulary: car, bus, square, circle

★ **Warm-up**

Review the warm-up section from U2.3A2 and adapt it to include the target vocabulary.

★ **During the activity**

Point to the shapes and ask the students what they're called. Elicit *Square* and *Circle*.

★ **Extension**

Play "River Crossing" (see Activities Appendix). Use all the shapes you've covered so far.

Page 45 Activity 2: B IS FOR BOAT

★ **Task:**

Stick a letter B on each boat.

★ **Objectives:**

- To review letters of the alphabet

★ **Language structure:**

-
- "What is it?"
- Target vocabulary: boat

★ **Warm-up**

Sing "The ABC Song". Refer to the warm-up section from U1.2A2 and adapt it to review the letter *B*. Use picture flashcards (or draw them on the board) to teach/review a few words that start with *B*, e.g. bee, ball and bell. Next, give a student a flashcard with the letter *B*. Draw an apple, a bee and a cat on the board. Ask the student to come to the board and stick the letter *B* on the word that starts with it. Repeat the activity a few times with different pictures and different students.

★ **During the activity**

Make sure the students are using one sticker per picture.

★ **Extension**

Sing "A Bouncy Blue Balloon" (the tune is identical to "If You're Happy And You Know It"). Have the students update their "Alphabet Book".

Page 46 Activity 3: THE WHEELS ON THE BUS

★ **Task:**

Trace the circles to complete the picture

★ **Objectives:**

- To help students learn vocabulary for different types of transport
- To review the shapes of objects

★ **Language structure:**

- “What is it?”
- Target vocabulary: car, bus, motorbike, wheel, circle

★ **Warm-up**

Draw a picture of a wheel on the board. Point to the picture and teach/ elicit *Wheel*. Make a circular motion with your index finger. Next, teach *car*, *bus* and *motorbike*, draw a picture of each object on the board. For *motorbike*, mime riding a motorbike (pretend your hands are on the handle and you’re revving the bike). You could make the *vroom!* sound. When teaching the words *car* and *bus*, make sure to mime driving them, as well. Next, sing “The Wheels on the Bus”. Make sure to mime the wheels going round (use your hands). Encourage the students to mime the action, too. Now, point to the picture of the motorbike on the board. Ask the students how many wheels it has. Elicit *Two!* Have a student come to the board and trace over the wheels with a different coloured marker.

★ **During the activity**

Point to the different modes of transport in the picture and have the students say the corresponding word out loud.

★ **Extension**

Play “Pictionary” (see Activities Appendix). Make sure the students update their “Alphabet Book”.

Page 47 Activity 4: BLACK CAB

★ **Task:**

Put the stickers on the correct letters.

★ **Objectives:**

- To review letters of the alphabet
- To learn vocabulary for different modes of transport

★ **Language structure:**

- “What is it?”
- Target vocabulary: taxi

★ **Warm-up**

Review the alphabet, using the warm-up section from U2.4A3. Adapt it to include the target vocabulary. Play “Concentration” (see Activities Appendix) on the board.

★ **During the activity**

Point to the taxi in the picture and ask the students what it is. Encourage the students to say *T is for Taxi!*

★ **Extension**

Have the students update their “Alphabet Book” with the vocabulary they have learnt in the lesson. Sing a modified version of “The Wheels on the Bus”: substitute the word *bus* with *taxi*.

UNIT 3.4 JOBS

Page 48 Activity 1: WHERE DO THEY WORK?

★ Task:

Where do they work? Put the stickers in the correct place.

★ Objectives:

- To learn vocabulary for professions

★ Language structure

- “Who is it?”
- “Where does he[she] work?”
- Target vocabulary: doctor, chef, kitchen, hospital

★ Warm-up

Stick pictures of a cook in a kitchen and a doctor checking a patient in a hospital. Point to the cook in the kitchen and ask the students *Who is it?* Teach/ elicit *Chef*. Now ask the students where the chef works. Teach/ elicit *Kitchen*. When teaching the word *chef*, make sure to mime cooking something (cutting vegetables and sprinkling salt, for example). Encourage the students to mime along with you. Now, sing “Pat-a-cake”. Mime baking a cake while singing the song. Next, teach *doctor* and *hospital*, using the same steps. For the song, you could use “Doctor Foster” or “Miss Polly Had a Dolly”.

★ During the activity

Make sure that the students are correctly applying the stickers in each picture. Point to the small circular shadows on the ground in each picture so that the students know where each sticker goes. Point to each picture and ask the students where the individual on the sticker works, e.g. point to the chef and ask where they work. Elicit *The chef works in the kitchen*.

★ Extension

Play “Charades” (see Activities Appendix).

Page 49 Activity 2: WHOSE IS IT?

★ Task:

Draw a line to connect each person to the object they need.

★ Objectives:

- To learn vocabulary for professions
- To connect objects with professions

★ Language structure

- “Whose is it?”
- Target vocabulary: singer, teacher, police officer

★ **Warm-up**

Adapt the warm-up section activity from U3.4A1 to teach the target vocabulary (instead of using places, e.g. a picture of a doctor in a hospital, as was done in the U3.4A1, include an object that is normally associated with each profession, e.g. a police officer carrying a baton, or a singer with a microphone). Make sure to mime each profession when teaching the relevant word for it. Now, play "Concentration" (see Activities Appendix) on the board.

★ **During the activity**

Help the students where necessary. Mime each profession, using the objects (microphone, etc.) from the activity. Have the students guess what profession you are.

★ **Extension**

Have the students update their "Alphabet Book" with the vocabulary from U3.4A1 and U3.4A2.

Page 50 Activity 3: V IS FOR VET

★ **Task:**

Trace the Vs to complete the picture.

★ **Objectives:**

- To learn vocabulary for professions
- To review letters of the alphabet

★ **Language structure:**

- "What is it?"
- "Who is it?"
- Target vocabulary: vet

★ **Warm-up**

Draw a picture of a tiger on the board. Make sure it has V-shaped stripes. Point to the tiger and ask the students what it is. Teach/ elicit *Tiger*. Ask the students if they know what sound a tiger makes. Mime being a tiger and roar. Encourage the students to mime along with you. Now write the letter *V* on the board. Point to it and ask the students what it is. Elicit *V*. Ask them if they see any Vs on the tiger. Circle one of the tiger's V-shaped stripes. Now, have a student come to the board and circle all the Vs they can see on the tiger (i.e. its stripes). Point to the tiger and say the tiger isn't feeling well. Mime being sick. Ask the students what the tiger should do. See if any of the students says *Doctor!* Stick a picture of a vet on the board. Point to the picture and teach/ elicit *Vet*. Chorus it a few times. Say *V is for Vet*. Tell the students that a vet is a doctor for animals.

★ **During the activity**

Encourage the students to trace any Vs they find in the picture.

★ **Extension**

Play "Bean Bag Toss" (see Activities Appendix): use four or five letters for the game.

Page 51 Activity 4: FIREFIGHTER

★ Task:

Colour the picture

★ Objectives:

- To learn vocabulary for professions

★ Language structure:

- Target vocabulary: firefighter, fire
- “Who is it?”

★ Warm-up

Adapt the warm-up section from U3.4A1 to teach the target vocabulary.

★ During the activity

Have the students refer to the picture of firefighters on the board to colour the picture.

★ Extension

Play “Word Basketball” (see Activities Appendix). Use all the vocabulary for different professions you’ve covered so far.



UNIT 4

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UNIT 4.1 IN THE COUNTRYSIDE

Page 54 Activity 1: WHAT IS IT?

★ **Task:**

Complete the words using the E and R stickers.

★ **Objectives:**

- To learn vocabulary related to the countryside
- To identify features found in the countryside

★ **Language structure:**

- “What is it?”
- Target vocabulary: river, flower

★ **Warm-up**

Stick pictures of flowers and rivers on the board and teach the target vocabulary by pointing to the pictures and choring both *River* and *Flower*. Make sure to mime the movement a river makes with your hands. Do the same for when you're teaching the word *flower* (mime a flower blossoming, using your hands to simulate the flower petals opening up). Now write these on the board above their pictures. Point to the letters *R* and *E* in each word. Review these by choring them (use both letter names and standard sounds, e.g. *E is for Egg!*). Play a simplified version of “Hangman”: write *_ I V _ _* under *RIVER* and *F L O W _ _* under *FLOWER* on the board. Give the students letter flashcards with *I* and *E*. Have them come to the board, one at a time, and fill in the gaps with the correct letter.

★ **During the activity**

When they've completed the activity, ask them to say each word out loud.

★ **Extension**

Sing “Over the River”.

Page 55 Activity 2: F IS FARM

★ **Task:**

Trace the letter Fs to complete the picture.

★ **Objectives:**

- To review letters of the alphabet
- To learn vocabulary related to the countryside

★ **Language structure:**

- What is it?”
- “Who is it?”
- Target vocabulary: farm, farmer

★ Warm-up

Review the warm-up section from U3.4A3 and adapt it to include the target vocabulary.

★ During the activity

Help the students where necessary. Ask them where they see the letter *F* in the picture. Point to the windows. Ask them what they see. Elicit *F*.

★ Extension

Sing "The Farmer in the Dell". Adapt it to suit the level of your students (e.g. sing one or two stanzas per lesson when review vocabulary related to the countryside).

Page 56 Activity 3: WHAT ANIMALS LIVE ON A FARM?

★ Task:

Cross out the animals that do not belong on a farm. Then, say the names of the animals that do live on a farm.

★ Objectives:

- To teach students the names of animals
- To teach students to identify farm animals

★ Language structure:

- "What is it?"
- "Is it from a farm?"
- Target vocabulary: chicken, lion, hippo, sheep, cow

★ Warm-up

Teach the target vocabulary using pictures on the board. Make the appropriate animal noise when teaching each the name of each animal, e.g. say *Mooo!* when teaching *Cow*. For each animal, ask the students where they think the animal lives. Put up a picture of a farm and a jungle. Draw a line connecting the animals to either the farm or the jungle. Now remove the picture of the jungle and erase the lines. Point to the picture of a hippo on the board and ask the students if it lives on a farm. Elicit *No!* Cross out the hippo. Next, point to the chicken and ask if it lives on a farm. Elicit *Yes!* Sing "Old MacDonald".

★ During the activity

Point to the lion and ask the students if lions live on farms. Elicit *No!*

★ Extension

Play "Pictionary" (see Activities Appendix). Make sure the students update their "Alphabet Book" with the names of animals they have learnt.

Page 57 Activity 4: HOME SWEET HOME!

- ★ **Task:**
Can you help the chicken find her way to the henhouse?
- ★ **Objectives:**
 - To learn and review the names of farm animals
- ★ **Language structure**
 - “What is it?”
 - Target vocabulary: chicken, dog, fox, hay
- ★ **Warm-up**
Play “Slam” (see Activities Appendix) to teach/review the names of animals. Refer to the warm-up section from U2.3A1 and adapt it to include the target vocabulary.
- ★ **During the activity**
Monitor the students and make sure they are tracing a line along the correct path. Point to the dog and the fox in the picture and tell the students what they think the two will do if they see the chicken. Mime eating something. Elicit *Eat the chicken!*
- ★ **Extension**
Play “River Crossing” (see Activities Appendix). Use all the animal vocabulary you have taught so far.

UNIT 4.2 IN THE GREENHOUSE

Page 58 Activity 1: TWO PEAS IN A POD

- ★ **Task:**
Trace the circles to complete the picture.
- ★ **Objectives:**
 - To identify foods
 - To review shapes
- ★ **Language structure:**
 - Target vocabulary: peas, pod, circle
 - “What is it?”
- ★ **Warm-up**
Refer to the warm-up section from U1.3A3 to review shapes and adapt it to teach the target vocabulary.

★ **During the activity**

Point to the peas in the picture and ask the students what they are. Elicit *Peas!*

★ **Extension**

Sing "Peas Porridge Hot".

Page 59 ACTIVITY 2: WHAT COLOUR IS IT?

★ **Task:**

Sort the fruits and vegetables by colour. Use the stickers provided.

★ **Objectives:**

- To teach students vocabulary for fruits and vegetables
- To teach students to describe the colour of some fruits and vegetables

★ **Language structure:**

- "What is it?"
- "What colour is it?"
- Target vocabulary: red, green, apple, pear, tomato, strawberry

★ **Warm-up**

Stick some pictures of red and green fruits and vegetables (refer to the target vocabulary) on the board. Alternatively, bring plastic models of the fruit). Hold up a red apple, for example, and ask the class what it is. Elicit *Apple!* Ask the class what colour it is. Elicit *Red*. Write *RED* on the board (with red marker). Now pick up a green fruit or vegetable (e.g. cucumber). Repeat the steps you used with the apple. Write *GREEN* on the board, after you elicit the colour (green) of the fruit or vegetable. Now, play "I Spy" (see Activities Appendix): place the fruits and vegetables around the classroom. Next, distribute picture flashcards for the red and green fruits and vegetables. Have the students come to the board and stick them under either the *RED* or *GREEN* labels on the board (that you wrote when teaching/eliciting the colours).

★ **During the activity**

Ask the students to say the name of each fruit and vegetable out loud, including the colour, e.g. *Red Apple!*

★ **Extension**

Play "Musical Cards" (see Activities Appendix).

Page 60 Activity 3: P IS FOR POTATO!

★ **Task:**

Look at the words and put a sticker on the letter P.

★ **Objectives:**

- To teach students the names of vegetables and fruits
- To review the letters of the alphabet

★ **Language structure:**

- "What is it?"
- Target vocabulary: pear, potato, pepper

★ **Warm-up**

Review the letter *P* by writing it on the board, asking the students what letter it is, and then eliciting *P*. Write the word *PUPPY* and stick a picture of a puppy on the board. Chorus the word three times, pointing to the picture of the puppy. Ask the students how many *Ps* they see in the word *puppy*. Ask a student to come to the board and circle the *Ps*.

★ **During the activity**

Ask the students to count how many *Ps* in each word. Have them count, using their fingers. For example, ask them *How many Ps in Pepper?* Elicit *Three!*

★ **Extension**

Sing "Peter Piper". Make sure the students update their "Alphabet Book".

Page 61 Activity 4: HOW MANY ARE THERE?

★ **Task:**

Count the fruits and vegetables. Put a sticker with the corresponding number into each box.

★ **Objectives:**

- To review numbers
- To teach students the names of fruits and vegetables

★ **Language structure:**

- "How many are there?"
- "There are..."
- "What is it?"
- Target vocabulary: apple, pears, peppers, potatoes, pumpkins

★ **Warm-up**

Teach/elicit the target vocabulary, using flashcards or pictures. Play "Slow Reveal" (see Activities Appendix). To review numbers 1-6, sing "One, Two, Three, Four". Play "Roll and Colour" (see Activities Appendix): use pictures of fruit, e.g. draw three apples, four bananas, etc. Have the children roll the dice and count out the number on their fingers. Then, have them colour in the corresponding quantity of fruit, e.g. if they roll 3, instruct them to colour the three apples. Refer to the warm-up section from U1.2A4 and adapt it to review quantities.

★ **During the activity**

Point to the different quantities and ask how many. Have them count the number of fruits on their fingers.

★ **Extension**

Play "Bean Bag Toss" (see Activities Appendix).

UNIT 4.3 PETS AND WILD ANIMALS

Page 62 Activity 1: MY PETS

★ **Task:**

Where do they belong? Put the stickers in the correct place.

★ **Objectives:**

- To help students learn vocabulary for pets

★ **Language structure:**

- "What is it?"
- Target vocabulary: dog, bird, fish, pet(s)

★ **Warm-up**

Before class, prepare picture flashcards for the target vocabulary. Teach/ elicit the target vocabulary by playing "Slow Reveal" (see Activities Appendix). Next, put up pictures of a birdcage, fishbowl, and a sandpit. Take the *bird* flashcard and hold it up. Point to the pet homes on the board and ask *Where does the bird sleep?* Mime sleeping. Encourage the students to point to the birdcage. Have a student come to the board and stick the flashcard of the bird on the birdcage. Repeat these steps for the other two animals.

★ **During the activity**

Point to each pet home in the picture and elicit the corresponding name from the target vocabulary, e.g. point to the birdcage and ask the students *Who lives here?* Elicit *Bird!*

★ **Extension**

Have the students draw their favorite animal and its home on a sheet of paper. Have them label their drawing *My Pet*.

Page 63 Activity 2: WHERE DO YOU FIND THESE ANIMALS?

★ **Task:**

Where do you find these animals? On land, in water or both? Draw a line to connect each animal to its habitat.

★ **Objectives:**

- To learn vocabulary for different animals
- To connect animals with their habitats

★ **Language structure:**

- "Where does it live?"
- Target vocabulary: lion, dolphin, crocodile

★ **Warm-up**

Refer to the warm-up section from U4.3A1 and adapt it to include the target vocabulary and their habitats. Play "Concentration" (see Activities Appendix) on the board.

★ **During the activity**

Monitor the students and help where necessary. Point to each animal and ask them what the animal is called.

★ **Extension**

Sing "Down in the Jungle". Adapt the song to include the lion and crocodile.

Page 64 Activity 3: FROM THE BIGGEST TO THE SMALLEST

★ **Task:**

Take your stickers and sort the animals by size (from the biggest to the smallest).

★ **Objectives:**

- To learn the names of animals
- To learn to differentiate between different sizes

★ **Language structure**

- "Which animal is bigger?"
- "Which animal is smaller?"
- Target vocabulary: giraffe, zebra, panda, koala, bigger, smaller

★ **Warm-up**

To teach/review the target vocabulary, use flashcards. Play "Slow Reveal" (see Activities Appendix). Next, draw a few lines to divide the board into four columns. Draw an elephant in the last column on the right. Ask the students what it is. Teach/ elicit *Elephant*. Ask the students how big the elephant is. Have them show you with their hands. Elicit *Very big!* Now draw a man, a small girl, and a baby on the board (not in the columns). Point to the baby and ask the students what it is. Elicit *Baby!* Ask them how small the baby is. Elicit *Very small!* Mime the size with your hands. Now erase the baby and draw it in the last column on the left. The two columns in the middle should be empty. Prepare flashcards with a picture of a man and a small girl. Teach/ elicit *Man* and *girl*, using the pictures on the board. Now, give the flashcards to the students. Point from the elephant to the baby, eliciting *Very big!* and then *Very small!* Now point to the column before the one with the elephant. Ask the students who should go here, someone who is not very big but not small. Have a student come to the board and stick the flashcard with the man in the third column. Now, have another student come to the board and stick the flashcard with the girl in the second column. Point to each picture, going from left to right, and have them say *Very small! Small! Big! Very big!*

★ **During the Activity**

Use your index finger and your thumb to indicate *small* or *big*. For the smaller animals, bring your index finger and thumb closer together, indicating that these animals are smaller. While doing the action, say *Small*. For the larger animals, stretch your index finger and thumb away from each other, indicating how much bigger they are.

★ **Extension**

Make posters with big and small animal cutouts. You will need a sheet of construction paper, glue and paper cutouts of large and small animals. Have the students colour in the cutouts and paste the large animal cutouts on the right side of the sheet of paper. Have them paste the small animal cutouts on the left side. Monitor them while they do the activity.

Page 65 Activity 4: HOW MANY ARE THERE?

- ★ **Task:**
How many animals are there? Cross out the incorrect number.
- ★ **Objectives:**
 - To learn the names of animals
 - To review quantities and numbers
- ★ **Language structure**
 - “How many... are there?”
 - “There are...”
 - Target vocabulary: fish, birds, lions, spiders
- ★ **Warm-up**
Refer to the warm-up section from U3.2A2 and adapt it to include the target vocabulary.
- ★ **During the activity**
Have the students count each object out loud.
- ★ **Extension**
Play “Slam” (See Activities Appendix). Use the target vocabulary from the activity.

UNIT 4.4 SPRING

Page 66 Activity 1: IT'S SPRINGTIME!

- ★ **Task:**
Colour the picture using the key.
- ★ **Objectives:**
 - To review letters of the alphabet
 - To review colours
- ★ **Language structure:**
 - “What colour is it?”
 - Target vocabulary: flower, red, green
- ★ **Warm-up**
Review the colours red and green by sticking sheets of red and green origami paper on the board. Point to each sheet and ask the students what colour it is. Elicit *Red* and *Green*. Ask them if they know what letter each colour's name begins with. Elicit *R* and *G*. Slowly enunciate the name of each colour to help the students. Write *R* on the red sheet of origami paper and *G* on the green sheet. Now, draw an apple on the board and write *R* inside it. Point to the picture and ask the students what colour the apple should be. Elicit *Red!* Have the students come to the board, one at a time, and colour in a part of the apple. Play “Bean Bag Toss” (see Activities Appendix).

★ **During the activity**

Monitor the students. Point to each letter and ask them what colour they see. Elicit *Red* and *Green*, accordingly.

★ **Extension**

Sing "Ring a Ring O' Roses". Alternatively, play "I Spy" (see Activities Appendix).

Page 67 Activity 2: WHAT DO YOU WEAR IN SPRING?

★ **Task:**

Can you help Fluffy get dressed? Choose which clothes you think she needs.

★ **Objectives:**

- To help students practice and review vocabulary related to clothes and the seasons

★ **Language structure:**

- "What do you wear?"
- Target vocabulary: shorts, shirt, shoes, scarf

★ **Warm-up**

Refer to the warm-up section from U1.5A2 and adapt it to include the target vocabulary.

★ **During the activity**

Make sure that the students are applying the stickers correctly. Point to each article of clothing and ask the students to say the name out loud. Once they've finished the activity, ask the students what Fluffy wears in spring. Elicit the target vocabulary, using *She's wearing...*

★ **Extension**

Play "River Crossing" (see Activities Appendix). Use the target vocabulary from the activity. While playing the activity, instruct the students to use *I wear...* when identifying each flashcard along the river.



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UNIT 5.1 OUR PLANET

Page 70 Activity 1: EARTH

★ Task:

Which one is Earth? Circle the appropriate picture and cross out the others.

★ Objectives:

- To learn vocabulary for planets in the solar system
- To help students identify planets

★ Language structure:

- "What is it?"
- Target vocabulary: Earth

★ Warm-up

Stick a picture of the Earth on the board. Ask the children if they know what it is. Teach/ elicit *Earth*. Ask them who lives on Earth. Elicit *We live on Earth!* Gesture to yourself and your surroundings. Now, put up pictures of the moon, Mars and Venus. Point to each planet (or the moon), and ask the students if it's Earth. Elicit *No!* Cross out each planet as the students say *No!* Now point to the picture of the Earth and ask the students if it's Earth. Elicit *Yes!* Draw a circle around the Earth.

★ During the activity

When they've completed the activity, ask them to say the word out loud. Elicit it in the form *This is Earth!*

★ Extension

Help the students make a papier-mâché Earth. Prepare a water-flour mixture, a round balloon and newspaper strips (around 3 cm wide). Help the students dip the newspaper strips in the water-flour mixture (wipe off the excess) and wrap these around the surface of the balloon. Make sure to cover the surface of the balloon at least three times. Wait for it to dry (this might take several hours, so you might have to wait until the following lesson). Alternatively, prepare the globe yourself before the lesson. Next, paint the entire surface of the globe blue, using blue paint. Make cutouts of the continents, and have students color these in. Put up a picture of the Earth on the board so that the students can see where all the continents are located in relation to each other. Help the students glue the continent cutouts in the appropriate location on the globe.

Page 71 Activity 2: S IS FOR SPACE

★ Task:

Trace the Ss to avoid the meteors and reach the ISS. Then, look at the picture carefully and circle each letter S.

★ Objectives:

- To review letters of the alphabet
- To learn vocabulary related to space

★ **Language structure:**

- “What is it?”
- Target vocabulary: Sun, Saturn, spaceship, ISS

★ **Warm-up**

Review the warm-up sections from U3.4A3 and U4.2A3 and adapt them to include the target vocabulary.

★ **During the activity**

Help the students where necessary. Ask them where they see the letter S in the picture. Point to the words. Ask them how many Ss they see. Have them count out the number of Ss.

★ **Extension**

Play “Kim’s Game” (see Activities Appendix).

Page 72 Activity 3: HOW MANY LEAVES ARE THERE?

★ **Task:**

Look at each plant. Count the leaves and circle the number. Cross out the incorrect number.

★ **Objectives:**

- To teach students to identify parts of a plant
- To review quantity and numbers

★ **Language structure:**

- “How many leaves are there?”
- “There are...”
- Target vocabulary: leaves

★ **Warm-up**

Refer to the warm-up section in U4.3A4 and adapt it to include the target vocabulary.

★ **During the activity**

Have them count out the number of leaves on each plant.

★ **Extension**

Play “Roll and Colour” (see Activities Appendix). Alternatively, read “Jack and the Beanstalk” with the students.

Page 73 Activity 4: HAPPY EARTH DAY!

★ **Task:**

Put a cross through the things that are bad for the environment.

★ **Objectives:**

- To identify objects that are bad for the environment.

★ **Language structure**

- “Is this clean?”
- “Is this dirty?”
- Target vocabulary: clean, dirty, good, bad

★ **Warm-up**

Stick two pictures of a park scene (with a pond) on the board. Make sure one picture is of a clean and tidy park, while the other is a park with trash and dirt. Point to the two pictures and ask the students what they see. Elicit *Park*. Ask them which park they like. When they point to the clean park, ask them why they like it. Teach/ elicit *It's clean*. Chorus the phrase three times. Point to the dirty park and teach/ elicit *It's dirty*. Chorus the phrase three times. Now, point to the dirty park and ask the children why they think it's dirty. Have them come up to the board and circle the things they think are dirty in the picture. Help them where necessary.

★ **During the activity**

Point to objects in the picture and ask the students if it's clean or dirty.

★ **Extension**

Play “River Crossing” (see Activities Appendix): use pictures that show clean and dirty objects. When a student steps on the picture, they have to say *Clean!* or *Dirty!*

UNIT 5.2 LANDSCAPES

Page 74 Activity 1: WHERE DO THEY LIVE?

★ **Task:**

Draw a line to connect each animal to its habitat.

★ **Objectives:**

- To learn vocabulary for different animals
- To connect animals with their habitats

★ **Language structure:**

- “Where does it live?”
- Target vocabulary: eagle, squirrel, camel, mountains, desert, forest

★ **Warm-up**

Refer to the warm-up section from U4.3A1 and adapt it to include the animals from target vocabulary and their respective habitats. Play “Concentration” (see Activities Appendix) on the board.

★ **During the activity**

Monitor the students and help them where necessary. Point to the pictures in the activity and ask the students to name the animals and their habitats, e.g. *T: What is it? S: It's a squirrel. T: Where does it live? S: In the forest.*

★ **Extension**

Play “Musical Flashcards” (see Activities Appendix).

Page 75 Activity 2: I IS FOR ISLAND

★ Task:

Trace the Is to complete the picture.

★ Objectives:

- To review letters of the alphabet
- To learn vocabulary related to geographic features

★ Language structure:

- “What is it?”
- Target vocabulary: island, ship, treasure, tree

★ Warm-up

Review the warm-up sections from U3.4A3 and U4.2A3 and adapt them to include the target vocabulary (e.g. draw a picture of a house and a few traceable *Is* inside, on the walls). Point to the house and ask the students how many *Is* they see. Instruct them to come to the board, one at a time, and trace one of the *Is* in the picture.

★ During the activity

Help the students where necessary. Ask them where they see the letter *I* in the picture. Point to the objects ask the students to say the names out loud. Ask them how many *Is* they see. Have them count out the number of *Is*.

★ Extension

Play “River Crossing” (see Activities Appendix). Use letters from the alphabet for the activity.

Page 76 Activity 3: RIDE THE WAVE!

★ Task:

Trace the waves on the ocean. Then, complete the picture using the sticker.

★ Objectives:

- To teach students the vocabulary associated with the sea and oceans

★ Language structure:

- “What is it?”
- Target vocabulary: wave, surfing, island

★ Warm-up

Teach the target vocabulary using pictures of waves and people surfing. Stick the pictures on the board and mime the actions when teaching each word. Encourage the students to mime along with you. For the word *wave*, simulate the movement with your hand, gliding it up and down. Say *Wave* and have the children repeat the word after you, miming the action. Next, mime surfing by pretending you’re balancing on a surfboard. Say *I’m surfing!* Point to the picture on the board. Ask the children if they would like to surf, too. Have them mime surfing and chorus the phrase. Play “Pictionary” (see Activities Appendix). Draw a picture of a wave for the students to guess and trace over.

★ **During the activity**

Make sure that they are *only* tracing along the dotted lines, and not each wave. Point to Fluffy and ask the students what she's doing. Elicit *Fluffy is surfing!*

★ **Extension**

Sing "The Waves on the Sea-Shore".

Page 77 Activity 4: FOREST ANIMALS

★ **Task:**

Put a sticker in each box to show the number of animals.

★ **Objectives:**

- To review numbers and quantity
- To teach students the names of animals

★ **Language structure:**

- "How many are there?"
- "There are..."
- "What is it?"
- Target vocabulary: deer, rabbit, fox, wolf, bear

★ **Warm-up**

Refer to the warm-up section from U3.2A2 and adapt it to include the target vocabulary. Sing "Five Little Monkeys". Replace the word *monkeys* in the song with the target vocabulary. Make sure to encourage the children to jump during the relevant parts of the rhyme.

★ **During the activity**

Have the students count the number of animals out loud. Point to each group of animals and ask the students what they are. Have them name the animals out loud.

★ **Extension**

Play "Slam" (see Activities Appendix). Use the target vocabulary from U5.2A4 and U4.3A4. Alternatively, read "Goldilocks and the Three Bears" with the children.

UNIT 5.3 SUMMER HOLIDAYS

Page 78 Activity 1: AT THE BEACH

★ **Task:**

Use the key to colour the picture.

★ **Objectives:**

- To learn and review colours
- To review letters *R*, *B* and *Y*

★ **Language structure**

- “What colour is it?”
- Target vocabulary: red, blue, yellow, ball, bucket, castle

★ **Warm-up**

Refer to the warm-up section from U2.2A2 to review the colours (make sure to include yellow). Next play “Bean Bag Toss” (see Activities Appendix). Use pictures, toys or LEGO pieces to teach the target vocabulary. Next, play “Kim’s Game” (see Activities Appendix).

★ **During the activity**

Monitor the students and make sure that they’re keeping inside the borders while colouring. Point to the objects and ask the students what they are and what their colour is. Instruct them to say the names and colours of the objects in the activity out loud.

★ **Extension**

Play “Bean Bag Toss” (see Activities Appendix). Use colours for the activity.

Page 79 Activity 2: LET’S PLAY BEACH VOLLEYBALL!

★ **Task:**

The boys are playing against the girls. Stick the boys on the left side and the girls on the right.

★ **Objectives:**

- To learn vocabulary for sports activities

★ **Language structure:**

- “What are they doing?”
- Target vocabulary: boy, girl, left, right

★ **Warm-up**

Bring a round balloon to class (preferably white). Draw stripes on it so that it resembles a volleyball. Stick a picture of people playing volleyball on the board. Point to the picture and ask the students what the people in the picture are doing. Teach/ elicit *Volleyball*. Chorus it three times. Ask the students if they know how to play volleyball. Have the students stand in a semi-circle. Hold the balloon up and tell them you are going to pass them the balloon (using the palm of your hand) and they have to pass it back to you (using their palms). When you hit the balloon over to a student, shout *Volleyball!* Ask the students to do the same. Now, divide the class into boys and girls. Ask the students *Who’s a boy?* Have the boys raise their hands. Repeat the steps with the girls. Instruct the boys to line up on one side and the girls on the other side. Make sure the two sides are facing each other. Have them play a round or two of volleyball. Make sure they are facing each other.

★ **During the activity**

Point to the picture and tell the students that boys are on one side and girls on the other side, like how they played during the warm-up activity. When the students complete the task, ask them what the children in the picture are doing. Elicit *They’re playing volleyball!*

★ **Extension**

Have the students play some volleyball. Use the balloon for the ball. Place a net in the middle of the classroom (or trace a line on the floor and pretend that it’s a net). Divide the students into teams (girls versus boys, or mixed teams). Referee the game and help the students where necessary.

Page 80 Activity 3: LET'S FLY A KITE!

★ **Task:**

Use the stickers to complete the picture. How many kites can you see? What shape is it?

★ **Objectives:**

- To learn vocabulary for objects associated with the beach
- To learn the names of shapes
- To review numbers and quantities

★ **Language structure**

- "What is it?"
- "What shape is it?"
- "How many are there?"
- "There are..."
- Target vocabulary: kite, diamond

★ **Warm-up**

Prepare a kite poster for class. Start the lesson by asking students if they know what a kite is. Show the students your kite poster. Point to it and say *This is a kite*. Chorus the phrase a few times. Play "Pass" (see Activities Appendix). Next, point to the kite and ask the students if they know what shape the kite is. Teach/ elicit *Diamond*. Draw the shape on the board. Now, play "Pictionary" (see Activities Appendix): after drawing the pictures (make sure you draw a few kites), give each student a kite cutout (cardboard or construction paper) and have them come to the board, one at a time, and stick their cutout on a kite. Next, point to the kites on the board and ask the students *How many kites are there?* Have them count the number out loud, using their fingers.

★ **During the Activity**

Help the students where necessary. Make sure they are applying the stickers to their corresponding shapes. Tell the students to pay attention to the size of the kites. Use the words *big* and *small* to get them to compare the sizes. If a sticker is too small for a kite, tell them *It's too small!*

★ **Extension**

Make kites for a summer bulletin board. Hand out sheets of construction paper and draw simple diamond shapes on each sheet. Next, draw some shapes and patterns within the diamonds and have the students colour the kites. Use strips of coloured ribbon for the tails.

Page 81 Activity 4: HOW MANY ARE THERE?

★ **Task:**

Colour the picture that contains 5 objects. Cross out the remaining pictures.

★ **Objectives:**

- To learn the names of objects found at the beach
- To review quantities and numbers

★ **Language structure**

- "How many... are there?"
- "There are..."
- Target vocabulary: shell, bucket, spade, ball, starfish

- ★ **Warm-up**
Refer to the warm-up section from U3.2A2 and adapt it to include the target vocabulary.
- ★ **During the activity**
Have the students count each object out loud. Ask the students to include the name of each object when counting out the number.
- ★ **Extension**
Play “Roll and Colour” (see Activities Appendix).

UNIT 5.4 SUMMER

Page 82 Activity 1: SUMMER SNACK

- ★ **Task:**
Circle the food that we typically eat in summer.
- ★ **Objectives:**
 - To learn the names of food associated with summer
- ★ **Language structure:**
 - “What is it?”
 - “What do we eat in summer?”
 - Target vocabulary: ice cream, pizza, fruit, candy, soup, juice
- ★ **Warm-up**
Draw a picture of the sun on the board. Next, stick a few pictures of a beach scene on the board. Point to the pictures and ask the students what they think the weather is like. Elicit *Hot!* Tell the students that it’s summertime in the pictures. Take a book and mime fanning your face because of the heat. Tell the class you’re hungry and want to eat something because it’s very hot. Stick pictures of the target vocabulary on the board. Teach/review the words by pointing to each pictures and asking the students if they know what the item in the picture is. Next, ask the students what types of food people eat in summertime. Point to the pictures on the board and help the students select some food items. Ask them to come to the board, one at a time, and circle a food that they eat during summertime.
- ★ **During the activity**
Point to each picture they’ve circled and ask them what it is. Elicit the answer in the form / *eat... in summer.*
- ★ **Extension**
Play “Musical Flashcards” (see Activities Appendix).

Page 83 Activity 2: WHAT DO YOU WEAR IN SUMMER?

★ Task:

Fluffy is going for a walk outside. Today, it's very hot. What clothes does she need? Use the stickers to help Fluffy get dressed.

★ Objectives:

- To help students practice and review vocabulary related to clothes and the seasons
- **Language structure:**
- Target vocabulary: t-shirt, shorts, cap

★ Warm-up

Refer to the warm-up section from U1.5A2 and adapt it to include the target vocabulary.

★ During the activity

Make sure that the students are applying the stickers correctly. Point to each article of clothing and ask the students to say the name out loud.

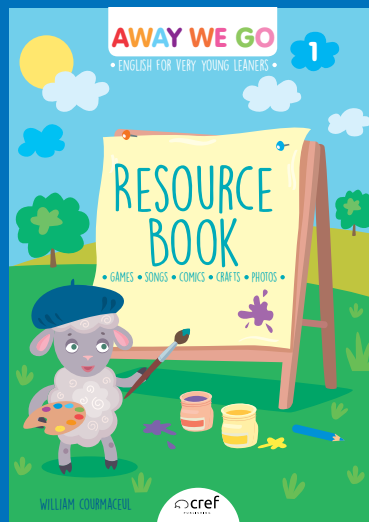
★ Extension

Play "Concentration" (see Activities Appendix): use the target vocabulary from the activity.

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TEACHER'S GUIDE

Ideally, this Teacher's guide should be used along with the AWAY WE GO level 1 activity book, its related resource book and flashcards (available on www.crefpublishing.com).



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