nglish for

You and Me

Teacher's Book 1

Naomi Simmons

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Level 1 Scope and Sequence

Unit	Topic	Structure	Letters and sounds	Number work	Words		Songs, chants and poems After sessors 3 and 6 in each unit: Jojo Says You're the Star of the Week (liong)
l.	Me	I'm + name Point to + name Stand upl Sit down! What colour? How are you? I'm fine, thank you.	Aa apple Bb boy ball bird	1 pircle line Skills: • Matching 1 to 1 • Visual discrimination of shapes • Fine motor and spatial skills	Jojo Lucy Tom Miss Miles hello Good merning boy girt monkey	teacher red blue green yellow Yes No happy	Lucy, Lucy, Jojo (sang) Helio, helio! (charth Andy has an apple (charth) Colour song (song) Happy, happy! (song) A boy and a bol! (sang)
2	My classroom	What's this? It's a Point to a Two crayans	Ce cat cake Dd dog door dinosaur	2,3 square Skills: • identifying same and different. • Understanding and antiapating shape sequences • Matching numbers to picture sets	classroom pencil crayon book bag board chair	toble door window black white goodbye	Book, book (chant) Count with mel (song) Cat and a cake (chant) A dog and a dinosaur (chant) A, b, c, a (song)
3	My body	my/your I have 2 hands How many?	Ee egg elephant Ff linger tish tour	4, 5 rectangle triangle Shills: • Matching characteristics of picture sets • Preparing for addition; adding 1 more to a picture set • Identifying missing items	legs orms eyes ears nose mouth	hand finger tall head big little	Head, leg, hand, tail (chant) Shake your headf (song) Eddie the elephant (song) Head, shoulders, knees and toes (song) Four fish (song)
4	My family	This is my dad. These are my cousins. Dad has a How old are you?	goat gote girl Hh hand hat horse	1-5 Skins: • counting and distinguishing 1 – 5 objects from a set containing more • Following a number maze • Understanding characteristics of shapes • Addition using a number line	dad mum sister brother grand/ma	grandpa cousin aunt uncle	Family song (song) This little monkey (soem) A gost ond a gate (shanf) Five little monkeys (song) A horse in a har (chant) My brother has a dog (song)
5	At the zoo	This is a tiger It's big. Look at the snoke. It's long. It has big ears.	ti ink Jj jug julce Kk kongarsa kite Ward recagnifon: one, two, three, tour, five	6,7 Skills: Picture additions Matching number words to numbers and picture sets	big little long tall fast strong giraffe	elephant anake tion tiger bear camel zoo	The snokes at the zoo (song) Big and little (song) Ink in my pen (song) Che little lion (song) A kite and a kangaraa (song) Elephant (poem)

Unit	Topic	Structure	Letters and sounds	Number work	Words		Songs, chants and poems After lessons 3 and 5 in each unit. Jaja Says You're the Stor of the Week (song)
6	My things	He/She has a This is my This is you! What's in my bag/bax? Turn around! Touch the ground!	LI Iollipop Ion Mm monster monkey Nn nurse nose	8.9 Skills: Picture additions Sequencing numbers on a number line understanding value (bigger numbers)	teddy bear doll puzzle toy car toy train skipping rope puppet	monster scored loy video pen forest bed in	Lucy has a teddy bear (song) Toys (chant) Look at the tion (song) What's in my bag? (song) The nurse and the nose (chant) Baby bear (poem)
7	My	I have a green shirt. I have blue trousers. Get dressed, Jojo! Put on your shoes!	Octopus orange Pp parrot pizzo Oq queen quit Word recognition red, blue, green, black yellow, white	10 concept of 0 Skills: • identifying the next number in a sequence • dot to dot puzzle 0 - 10 • sequencing numbers to 10	shirt jockel dress jumper T-shirl trousers socks	shoes orange grey brown pink	Jumper, trousers, dress, dress (chant) Look at me (sang) The orange octopus (chant) The parrot has a pizza (chant) 1, 2, 3, 4, 5 (sang) The queen and the quilt (chant)
ð	Food	Hike banarias. I don't like Please. Thank you.	Rir robot Ss sand socks Tt train teday	1 – 10 Skills: • More complex shape sequences • Symbols used in addition sums: +, = • picture additions using symbols: + and = • following a number/ colour key	fruit apple banana corrots sandwiches water cucumber tomata sweets biscuits lunch bax		Apple, biscuit, sandwish, banana (chant) I like apples (sang) Pabat and Rabbit (song) What do you have in your lunch box? (sang) Where are my socks? (chant) Two teddies on a train (sang) Look at Grandma (song)
q	My school	We read books. We speak English We colour pictures. I smell with my I see with my I hear with my	Uu umbretig uncle VV van violin Ww water window Word recognition six, seven, eight, nine, ten	1 – 10 Skills: • picture additions and their relationship to sums line • matching number sets	classroom read speak colour write sing play draw	smell see eat hear English run break time	We read books at school (song) The uncle and the umbrello (chant) I smell with my nose (song) The Violin (song) Flowers at the window (chant) Break time (chant)
10	It's the weekend	I can swim. I can't ride a bike. I can throw the ball. Can you catch the ball? Yes./ No.	Xx box fox ex Yy yegurt ye-yo Zz zebro 200	T = 10 Skills: • more complex visual discrimination of shapes • Ordering number sets, smallest first • addition to 10 using a number line.	ride climb swim throw cutch	kick hit bike tree football	I ride my bike (song) I can do anything (poem) Cx and a fax in a box (chant) I can catch the big, red, ball (sang) Yellow ya-ya (sang) Happy, happy! (sang)

Introduction

You and Me! is a two-level course for children learning. English in the kindergarten classroom. It is a fresh, fun and dynamic introduction to English for kindergarten children and uses a range of classroom strategies and materials that we know work well with young learners.

The course aims to develop the children's competence in English, along with key numeracy and literacy skills, in preparation for primary education. This is achieved through the fun and entertaining characters they meet, the games they play, the songs they sing and the stories they hear.

Have fun with You and Me!

Noomi Simmons

Objectives

The key objectives of You and Me are these:

- To develop confidence in understanding and using English in contexts that are meaningful to the children's lives.
- To develop a positive attitude to the English language and associate language learning with fun.
- To develop skills that will benefit the children throughout the curriculum and prepare them for the challenges of their primary education.

Children's components

Pupil's Book

The Pupit's Book is colourful, fun and motivating for your children, it contains stories, songs, chants and games all designed to achieve the objectives above.

Each lesson has a lesson box that summarises the main octivities and language objectives. You can see at a glance what each lesson is about. This section is not for the children and is not to be used as an alternative to the lesson plans in this book (see *Teacher's Book*, page 19ff).

There is a star shape at the bottom of each Pupit's Book page on which the children can stick a star when they have finished a session (see Special leatures, page 16 and Sticker time! in the lesson notes). This will make them feet that they have worked hard, and will build their confidence and enthusiasm (see Praise, page 17).

Activity Book

The Activity Book practises what the children have been learning in the Pupil's Book, Each Activity Book session follows on from the corresponding Pupil's Book session.

The Activity Book is the focus for reading and writing practice. The activities are fun games and puzzles which are motivating for young learners. They are designed to help the children develop both pre-writing and writing skills. The activities also encourage speech. Far example, Match then say.

Every lesson includes a very simple homework activity. These are optional. The children can do them at home and should not need much help from their parents.

Numbers Book (optional)

The Numbers Book makes number work fun, it is like a children's puzzle book. The children count and match join the number dats, trace and write numbers, complete pictures and play number games.

At the end of Level 1, the children will be able to

- draw numbers
- count objects to 10
- · corry out picture additions
- match number groups
- · read number words to ten
- identify sequences and shapes
- work with concepts such as bigger and smaller same and different.

At Level 2 this is extended to:

- oddition using the 'counting on' method
- oddition to 20
- rumber bonds
- subtraction
- · telling the time (hours)
- more complex sequencing
- counting to 100.

Teacher's components

Teacher's Book

The Teacher's Book provides very simple step-by-step plans for each lesson in the book. The core activities cover the eight teaching sessions per week. However, they can be used easily if more or less teaching time is provided. Every session starts with a Warm-up activity and ends with a Hamework activity.

Extension and additional activities which you can use of your own discretion (see Course structure, below).

Thers are 18 photocopiable templates on pages 239 to 255 to support art and craft activities, games, letter and number writing practice (see Writing, page 11) and assessment (see Assessment page 17).

Cassettes/CDs

The cassettes/CDs contains recordings at all the engage taught in the course. They include all the sames, new vocabulary, dialogues and receptive evening activities as well as all the songs and chants.

The recordings feature native-speaking adults and contained and expose your class to authentic and natural pronunciation. They will also hear great sound effects with help to bring the material to life and add to the cossroom fun.

Flashcards

The Approards are used to introduce new words, letters and numbers and are also used extensively in games and one activities. Details of these are in the lesson notes.

THE flashcards for Level 1

- T Vocabulary flashcards with pictures of all me new vocabulary
- St. Phonics floshcards with pictures of the phonics words on one side (see Phonics activities, page 12) and the corresponding letter on the other side, in both upper and lower cases
- 11 Number flashcards (from 0 to 10) with the soft on one side and the number word on the other side
- E Colour flashcards with the colour on one side and the colour word on the other side

114 flashcaras for Level 2

- 55 Vocabulary flashcards with pictures of all the new vacabulary on one side and the corresponding word on the other side
- 30 Phonics flashcards with pictures of the phonics words on one side (see Phonics activities, page 13) and the corresponding word the other side
- 29 Number flashcards with the digit on one side and the number word on the other side

Posters

Each level of You and Me has 20 posters for you to use during the lessons. Détails about how and when to use them are in the lesson notes. There is also a poster of Jojo at each level, for use in the classroom.

Course structure

Each level of **You and Me** is divided into ten units to be taught over a two-week period. Each unit is about a different topic.

Each unit offers six Pupil's Book sessions, six Activity Book sessions and four Numbers Book sessions (optional). You can atternate these so that an Activity Book session follows the corresponding Pupil's Book session. However, you may prefer to combine the sessions so that both the Pupil's Book and the Activity Book are used together. These activities are the core activities which make sure the children progress through the course and achieve the objectives stated at the beginning of this introduction.

Every unit offers an additional 18 activities per unit. This section is called *Here's more!* and follows the Activity Book session notes for each lesson. These activities relate to both the Pupil's Book and the Activity Book sessions. They are optional and you do not have to use them to mave through and finish the course. They provide extra practice and consolidation of what has been taught in the core activities. They do not teach anything new, but can be used:

- if extra teaching time is available
- if the class needs extra practice of any language item and you want to motivate them with something new.

They provide you with a wider choice of activities, so please use them when you need them.

Topics

You and Me is a topic-based course. Each unit is arranged around a different topic. We know that children find it easier to learn when words are arranged into groups from the same word families. Topics also provide a meaningful way of breaking the material up into units.

The topics reflect the world of kindergarten children. They are relevant to their lives and provide a familiar context for learning English. The topics will interest the children and motivate them. They also provide a natural context to present language regularly used by native-speaking children.

Characters

Lucy and Tom Lucy and Tom are brother and sister. They are in Level 1, too Your children learn English with their help and through experiencing their world. They are fun and bright and your students will enjoy identifying with them and sharing their experiences.

Jojo is a lovely but cheeky soft-toy monkey who belongs to Lucy and Tom. They have to teach him about the human world and how to speak English. He is taken to kindergarten, to the zoo and on lots of adventures with them.

Jojo will delight your students by doing funny things such as writing with this feet and putting his clothes on the wrong parts of his body, e.g. he puts his socks on his ears! He is easily confused and will need your chitdren's help to understand and learn a lot of things.

Jajo provides the students with a meaningful context in which to learn the language, as each new word and language item needs to be explained to him. Soft lays are very real to young children and give them support and comfort. We know that children often find it easier to express themselves with the aid of a soft lay. Jajo helps children feel more confident and creates a relaxed and fun learning environment. We also know that humour helps to break down fear and tension, and Jajo's funny tricks will help to engage even the shipest of pupils (see Introducing new words and structures, page 12).

Percy In Level 2, Joja, Tom and Lucy meet a parrol called Percy, who they introduce to school life. Being a parrot. Percy likes to repeat everything he hears, sometimes with funny consequences. As well as being a fun, new character, Percy provides a new context for the repetition of the key language of the lesson.

Cross-curricular features

You and Me provides an integrated programme of English language, phonics, numeracy, art and music. Within the topics, other parts of the curriculum are covered.

 The children team to identify parts of the body and the senses.

- They learn about different jobs people do: about places; about means of transport and when we use them; about alimate and the natural world inatualing the products different animals give us; and about different foods and when we got them.
- They develop musical skills, including awareness of rhythm, melody and rhyme; and creative skills in drama, art and craft work.
- Physical development is promoted through music and mime activities and movement games.

Much of this can be extended with school trips and project work in the mother tangue.

In addition, You and Me is concerned with the wider development of the children. They are taught to.

- develop social skills of cooperation and sharing
- identify their own feelings and empathise with the feelings of others
- value the importance of Iriendship, legally and mutual help
- · think about a healthy lifestyle and identify healthy food
- develop awareness of time, sequences and dally routines
- develop problem-solving and analytical skills

These skills positively affect learning and development throughout the curriculum.

The four language skills

The You and Me curriculum focuses on the four language skills of reading, writing, speaking and listening.

Reading

You and Me teaches children how to read using prioritis reading methods:

In Level 1, the children will:

- learn to read both small and capital letters of the whole alphabet, identified by sound
- · learn the names of the letters
- learn to identify words by their starting letters
- Learn to read some simple high frequency words.

in Level 2 the children will:

- · learn to identify vowels
 - learn to blend vowels with consonants to form simple three letter words
 - Learn to read digraphs th, sh and ch.

Some phonics pages (see Phonics activities, page 13) - Pupil's Book 1 include the lyrics to simple chants and sonar or the words of simple stories. The children do no read these. They are printed to help the children understand that words form sentences and are read from ish to right. They will also be encouraged to identify the applied letters at the beginning of these sentences and at the pagarring of any names.

You and Me teaches the children to recognise a number all high frequency words using the Look and say method.

- In Level 1 these are number and colour words.
- In Level 2, reading is extended to key words, phrases and sentences that they already know orally. There are also simple reading passages in the Pupil's Book

Writing

roung children develop fine motor skills at different speeds. Some will be able to form letters quickly and acs white others will find it more challenging, in You and Me writing skills are taught at the children's own sace. Please praise all their attempts, even if the early storts only vaguely resemble the shape or letter being concreted.

. Eval 1, we begin with pre-writing skills to help the stop penal control and activities to promote left to mile progression. Fine motor skills are also promated tolouring and simple drawing activities. Writing is Bught as part of the phonics lesson too, so that children mediate Letters with their corresponding sounds (see Phonics activities page 12).

The children are also introduced to letter writing through the sense of touch. They are encouraged to feel the where and the sequence of strokes with their fingers. using the books, the board and other textured surfaces such as sand letters (see the Lesson nates). Before among the letters on paper, they practise writing the letters an each other's backs, in the air and on sand 15ee Lesson notes).

E and of Level 1, the children will be able to all the letters of the alphabet, in both small and form. They stort with tracing the letters and then all to write them themselves. There is an empty and foll additional letter and number writing practice (see Temporals A on page 239 of this Teacher's Book).

#I Live 2 writing is extended to tracing, then copying full phrases and sentences. By the end of Level 2, will be producing free but controlled writing of all The language in the course.

Listening

_ all exercises build children's confidence in their to understand. They will enjoy listening and sound to what they hear.

Here are some ways to help the children with listening comprehension:

- Prepare the children by explaining the context of the listening using some mother tongue if necessary. E.g. tell them it's a story about a cat who tikes cakes, or a song about Lucy, Tom and Jojo at school etc.
- Before playing the recording, discuss the pictures using some mother tongue if necessary.

Right from the beginning of Level 1, the children will learn to develop essential listening skills. Listening skills are developed through different types of listening activity.

- Receptive listening activities the children listen and extract key words they know in order to infer meaning.
- Listening and responding to instructions in English.
- Story presentations
- Songs and chants

The cassettes/CDs pravide a model for every language item covered in the book.

Speaking

New words and new language structures are introduced separately in You and Me. This makes it easier for the children.

New words introduce new words using tlashcords, posters, pictures in the books and real objects (see Introducing new words and structures, page 12). Do not translate words into the mother tongue.

New structures Young children have the abilliu to learn and use many language structures naturally through repetition and practice. You and Me introduces language through motivating dialogues and stories. The children do not need to be aware of grammor or require any explanation of how the structures work. The contexts and art work will make this clear to them.

in You and Me, the specking of new language is approached chorally first as a whole class activity. This then progresses to group repetition and then to individual work, usually in groups at the front of the class (see How to introduce stories and dialogues, page 14).

Pronunciation Many of the chants locus on the correct pronunciation of English sounds. While correct pronunciation will be developed throughout the course. this will be a particular focus within the phonics lessons (see Phonics activities, page 12).

How young children learn

Teaching kindergarten is a very rewarding experience and also a big responsibility. You will be helping young children (earn skills that will affect them throughout their education and beyond. This is why it is essential that the kindergarten experience is a positive and happy one.

Very young children can learn easily and quickly. especially if they are motivated and interested in what they are learning. It is important to keep the classroom. environment as relaxed as possible, and to make sure that activities are enjoyable and fun-

Mony kindergarten children cannot concentrate for long periods of time. They can quickly become hagety. and bared. Here are same ways to make sure that the children stay interested and mativaled in your lasson:

- Change activities regularly. Lessons need o balance between active and quiot activities so that the children do not become over-excited or under-
- A quiet activity should be followed by an active one, fallowed by a quieter one again
- Bear in mind that the children's behaviour can be affected by extreme weather, fest vals or friedness; so please adopt the material to their needs on that day.

We also need to remember that children learn in many. different ways. Same are audio learners and learn best. from hearing things. Others are visual (earners and team bast from seeing things. Others are kindesthetic learners. and learn best through movement. We need to use a combination of teaching and learning methods as not only do learning styles very from child to child, but the same child can learn in different ways at different times.

The activity types in You and Me take into consideration. how young children learn and the importance of making. their tearning as interesting and varied as possible.

Multi-sensory learning We know that children team best when all their senses are activated: sight. sound, smell, touch and laste. You and Me activates the children's senses in many different was

- Sight fun and interesting artwork and pholographs that the children will want to look at in detail and ening using.
- Sound the stories, songs and chants are told and. sung by native speakers, both adults and children. The class will hear a range of different voices which wil, engage them in the listening activities. The slones feature fun sound effects and the songs and chants use tunes that the children will enjoy listening to and Jeorning.
- Touch the children are encouraged to 'feet' the formation of letters by tracing letters are each other's packs and hands with their fingers. We also suggest

the use of send letters and sandpits to practise letter. and number formation. Where possible, you can make use of real objects, which the children can feel and identifu.

Smell and taste - you could make use of the children's lunch boxes for them to smell and guess. the foods or bring in truit or other objects and incorporate them into the games.

Activity types

Introducing new words and structures

How to introduce new words and structures

- Use Jojo (a soft toy or the poster) to introduce. new language items. Display your Jojo poster in the classroom, or hold up your soil toy, and lab to Joya as you would to any other member of the
- 2 Explain to the class that Jajo doesn't know about. eig, colours, and that they are going to leach. him, Engaurage the children to speak to Jöjö and speak to him yourself.
- Show Jojo flashoards of the new words, one. at a time, or point to objects on the poster. For each new word ask Joju What's this? Joja will not reply, so say to the class Help Jojo! Say the word and ask the class to repeat.
- 4 Use the recording Encourage the class to say the words to Jojo, as if they were teaching him.
- Invite individuals to the front to help Jojo. Hold. up a Rushourd and ask Jojo. What's this? The child puts his/har ear to Jojo's mouth, imagines. that Jojo is saying the onswer and then tells the class. Ask the class is Joyo right? If the child is wrong, if will be Jop's mistake rother than their awn and the child won't feet embarrossed. The child can then correct Jojo and tell him the correct answer.

See the Teaching notes for fun activities to practise and review words and language.

Phonics activities

- Sound-letter relationships are more effectively learning through dedicated phonics lessants. There are two phonics lessons per unit throughout You and Me.
- Phonemic awareness also supports pronunciation. Each phonics tesson includes a simple and memorable song or chant, as well as exciting art wark to bring each letter and sound to life.

 To help you with the pronunciation of the letter sounds introduced in You and Me, the lesson notes in the Teacher's Book use symbols based on the International Phonetic Alphabet. There is a pronunciation guide at the end of this Introduction.

How to introduce letters and sounds

- Write the letter, e.g. a, on the board and say, for example, It says /æ/. Repeat the sound a number of times. The children point to the letter and repeat the sound.
- 2 Show the letter flashcard to Jajo and ask him What sound is this? Then say to the class Jajo doesn't know. Help Jajo! The class then tell Jajo the letter sound.
- Draw a large dat at the starting point of the letter on the board. Demonstrate with your finger how to form the letter.
- 4 Invite volunteers to the front to trace the letters on the board with their fingers. Ask the rest of the class to say the sound.
- 5 Tell the children to look at the letter in their Pupil's Books. Ask them to trace the letter with their finger, starting at the dot and going in the direction of the arrows. They can do this a few times, again saying the letter sound as they do so.
- 6 Ask the children to stand up and write the letter in the air. Encourage them to say the letter sound.
- 7 Play games to distinguish the new letter from ones previously learnt (see the lesson notes).

How to teach letter blends in Level 2

Midway through Level 2, children will start to learn that letter sounds can be combined to form simple words. At this stage, they will be blending conscnants and vowels to form three-letter words.

- Use your Jojo's word machine poster. Tell the class that Jojo needs their help to read some words.
- 2 Attach a phonics picture cord of the word the children will build up, for example, bed. Ask the children to tell Jojo what the word is.
- 3 Hold up two letter cards, one of which is b and the other another letter they know. Ask them to identify the beginning sound and point to the correct letter Attach it to the poster.
- 4 Now hold up a vowel letter card, e.g. a, and ask the class to make the corresponding sound. Place it next to the letter b and ask the class to say the blend, ba. Ask Is this right? Is the word bad? (exaggerate the vowel sound if necessary).

Elicit that a is not the correct letter. Repect with the letter e, helping the children to form the blend be. Elicit that e is the correct vowel in bed and attach the letter to the poster, next to b. Continue this procedure with the final consonant, d.

5 Ask the class to sound out the complete word for Jojo, b-e-d, bed?

How to introduce phonics words.

- 1 Introduce the new words orally, using your phonics floshoards with the help of Jojo (see Introducing new words and structures, page 12).
- 2 Hold up the flashcard and say, e.g. c cat. The class repeats, pointing to the picture of the cat in their books.
- Repeat this procedure with the remaining flashcards for the target letter.
- 4 Play the recording. The children listen and repeat, while pointing to the correct picture. Repeat this.
- 5 Play games to distinguish the new phonics words from ones previously learned (see the lesson notes).

Word recognition activities

- It is important that the children learn to sight read key words. While you may like to draw attention to the first letters, it is important to point out that we will not sound out these words.
- In Level 2, the children will read simple sentences that include words they have learnt to read previously, e.g. This is a table. I like cake. They then progress to read simple reading passages in the Pupil's Book pages.
- The 'Look and say' words are printed on the reverse of the picture flashcards and all language for reading is indicated at the beginning of the lesson nates.

How to teach word recognition

- Introduce the new words one at a time. When the children are reading them competently, add the additional words, again, one at a time.
- 2 Use Jojo to teach word recognition. Say Jojo cannot read. Let's help Jojo read. Hold up the flashcards and say the words. The class repeats.
- 3 Write the new words on the board. Say to Joja Read the word. Jojo Jojo doesn't respond as he cannot read it.

- 4 Say Help Joja! Say the word! Call volunteers to the front to show Jojo the correct picture card and then match if to the word on the board.
- 5 See the lesson notes for games to practise word recognition, for example, Musical words. Run and touch, Find and match, What's this? etc.

Stories

 Children love stories. Young children find it very easy to enter into the world of a story. Stories encourage children to use their imagination, and they break down barriers to learning. Stories also provide a natural context for introducing language. Every unit of You and Me includes at least two stories or funny dialogues.

How to introduce stories and dialogues.

- 1 Explain the context for the story or dialogue by talking about the topic with the class. Encourage them to look at the pictures (using the poster or the Pupil's Book) and talk about them. Ask them to guess what they think will happen in the story, using the picture clues. You may wish to use a little mather longue at his point if necessary.
- 2 The children listen to the story or diologuit and respond to it receptively. This could be by pointing to the corresponding pictures or by corruing out actions.
- 3 The class is then asked to repeat the key sentences charally, using actions. This is the least frightening way for young children to start speaking new language.
- 4 Invite children to the front to act out the stories.
- 5 Divide the class so that each group is given a character from the story. Repeat the recording, pausing for the children to repeat the correct parts. Encourage them to act out what they are souring.

Songs, poems and chants

- Rhythm and melody are very effective in helping children remember language. Most of us will still remember the songs and poems that we learnt at school. The repetition of the language and the verses builds confidence in correct and effortless pronunciation, too.
- We all know that children enjoy music, singing and chanting. When combined with actions, these activities not only become a fun and exciting way to tearn language, but are also an instant way to energise a class and prevent the children from becoming pored or restless.

Songs, poems and chants are therefore a very important feature of You and Me. Most lessons contain either a song, a poem or a chant. There are also some dedicated music lessons, in which a more challenging song is learnt. Many at the songs and chants have been written for the course, specifically to reinforce and extend the language of the unit. Others are well-known traditional songs and poems (nursery rhymes). Your students will enjoy singing many of the same songs as native English-speaking children of the same age.

How to teach songs

- 1 Explain the context for the song. Tell the children to look at the pictures in their Pupil's Book and ask them about what they can see and what they think the song is about.
- Play the recording to familiarise the children will the song, especially its metody and rhythm.
- 3 Play the song again. Pause after each line and explain the meaning by pointing to the corresponding platures and by performing actions.
- 4 Repeat. This time ask the class to repeat each line, performing the actions as they do so.
- 5 Ask the class to sing the whole song with the recording, performing actions as they do so.
- 6 Divide the class into two or more groups and aing the song using actions, with each group singing its own lines.
- 7 Young children love repetition, so sing familiar songs regularly, especially when your class needs energising. Don't expect the children to memorise the whole song in the first tesson. This will take time.

How to teach chants

The most important thing to remember with chants is that the language is practised through rhythm.

- Explain the context in the same way as you would for songs (see above).
- Play the recording to lamiliarise the children with the rhythm of the chant.
- 3 Play the chart again. Pause after each line and explain the meaning by pointing to the corresponding pictures and by performing actions.
- 4 Play the chart ogain and clop the rhythm with the class.
- 5 Ask the class to chant along with the recording clapping the rhythm as they do so.
- 6 Vary the way the class tops out the rhythro. They can stamp their feet, top the desk, use percussion instruments or even click their flaguers.

Actions and TPR

- We know that young children need to be active and have problems sitting still for long periods of time.
 Action work, also known as TPA (Total Physical Response), helps to channel this energy and to refocus the children's attention.
- TPR activities also help to reinforce meaning and are very motivating and fun for young children. We have already said that many children learn best through movement (kinaesthetic learners). TPR helps children to learn new language for this reason.
- The TPR activities in You and Me can be carried out at the children's tables without classroom disruption.
 They are often receptive activities. The children listen and show that they have understood by performing an action. Even the shyest of children will feel successful and confident with these activities.

How to use TPR

- 1 Introduce no more than two actions at one time and demonstrate each one. Repeat. Then ask the class to do the actions with you. Say Now do the actions.
- When the class can do these actions confidently, introduce one more. Continue adding one more until the children can do all the actions.
- 3 Invite volunteers to the front to demonstrate the actions. If possible, ask the children to hold a chamater puppet.
- 4 Give the commands in a different order. This children listen and do the correct actions.
- 5 Divide the class into groups and give each group a colour name. Then say, e.g. Greens, sit down! Reds, point to your nase! You can also do this with boys and girls, e.g. Boys, put your hands up! Girls, touch your ears!

See the Lesson nates for TPR activities.

Receptive and productive activities

- In a receptive activity the children are exposed to the language, but are not expected to produce it. In the Pupil's Book, all receptive activities have the rubric: Listen. Show you understand. Receptive activities help children to develop the confidence to listen and extract meaning without understanding every word.
- In a productive activity the children use the language themselves, either by speaking or writing.
- In You and Me, all language is first practised receptively through listening and doing, e.g. pointing.
 The children also learn to understand a large number of commands that they are not expected to repeat.

How to leach receptive listening.

- 1 Play the recording. Point to the pictures and use mime as they listen. As the activity is for receptive exposure, do not ask the children to repeat the text or expect them to understand every word.
- 2 The children listen quietly to the recording.
- 3 Repeat. This time pause after each sentence for the children to point to the correct pictures in their book. Say Listen and point. Demonstrate.
- Repeat, encouraging the children to mime the actions described.

Art and craft work

- Children love making things and take great pride in the finished result. Therefore, every unit of You and Me includes very simple art and craft activities that involve the minimum of materials and teacher preparation/clean-up.
- Children of this age develop fine motor skills at different times and speeds, so each child needs to work at his or her own level and pace. It is important for the children to feel that the end result is their own, so offer help only where it is needed and please avoir the temptation of taking the project away and doing it yourself.
- A list of materials needed is included at the beginning of the lesson nates. To reduce preparation time, templates for art and craft activities can be found in the photocopioble section at the end of this Teacher's Book.

How to do art and craft in the classroom

- 1 Make sure that all the materials the children will need are easily available on their desks and that surfaces are covered to avoid things getting dirty. You may wish to tape plastic sheets (or dustbin liners) to the tables. Encourage the children to wear aprons, where possible, to protect their clothing.
- Show the children a finished item so that they
 can see what they are going to be making.
- 3 Activities can be done in groups or individually Demonstrate stawly and clearly what the children are expected to do. Make an item of your own along with the children, step by step, as they are working.
- 4 Encourage the children to personalise their work by choosing the colours and designs. This way every child's item will be slightly different and therefore feel more special.

- Offer lots of praise and encouragement, remembering the children will be working of their own level.
- Display their work around the classroom and encourage them to leet pride in their achievement and creativity. Individual work can be sent home.

Stick puppets and masks

- Puppets and masks break down barriers and can help to reduce anxiety. Many shiper children find it easier to talk 'through' a puppet. They can imagine it is the puppet talking, rather than them.
 - Puppets and masks also help children to imagine that they really are the characters and to act accordingly, e.g. when holding a Joja puppet, they can copy his actions as well as his speech.

How to use puppets

- Make a set of character puppets to keep and use with the class (see Template B, page 240). Put the puppets at the front.
- 2 When you invite volunteers to the front, give them a pupper to correspond to their role in the story or dialogue.

Find Robbie activities

- Jojo has a pet rabbit called Robbie who is too young to go to school, but doesn't want to be away from Jojo. Robbie manages to sneak into many of the scenes and can be found hiding in many of the pictures. The children may see his face peeping out from behind a tree, or his ears sticking out from behind the school bass.
 - The children will enjoy looking for Robbie. It is motivating and fun and helps to develop their observational skills. It also helps the children to focus in on the detail of the pictures used during the lessons.

How to use Find Robbie!

- 1 After the children have opened their books, explain that Robbie is hiding in the picture, ask Where's Robbie?
- 2 Give the children a few seconds to soon the picture and find him. Invite children to the front of the class to point to Flobble on the poster. Ask all the children to point to him in their books.
- 3 You can tell the children where he is and encourage them to listen and point, e.g. Look! Robbie is under the table! Robbie is behind he idoor, etc.

4 Add comments such as Naughty Robbiel He can't go to schoot!

Special features

Rewards and error correction

Children who feel successful are motivated learners and worlt to continue learning and developing their skills. This is why it is important that every child is a winner with **You and Me**.

Star stickers Provide each child with a star sticker of the end of each lesson. The children can then enjoy sticking their star onto a special place at the bottom of the page (see Sticker time in the lesson notes). Reward stickers are extremely motivating for young children and mean so much to them. They will also be able to see their progress through the book as the pages they have 'done' will contain stars.

Star of the week There is a photocopiable Star of the week certificate on page 256 of this Teacher's Book. Four or more children should receive a certificate each week far progress, trying hard or especially good behaviour.

The certificates should not only be used to reward stranger students. Weaker students who have tried especially hard can also be rewarded in this way. They can also motivate children with more challenging behaviour who have behaved well during the week.

Please try to make sure that every pupil receives a Star of the week certificate at some point during each semester. Parents will also feel pride when their child gets a certificate.

Ritualise giving out the certificate by calling the children to the front of the class to be congratulated by their classmates. Sing the song, Jojo says, you're the star of the week (for Level 1 — see Lesson notes) or You are the star of the week today! (for Level 2) to honour the successful children.

How to use the certificates

- Using your Jojo soft toy or poster, say It's star of the week time!
- Call the children who will receive certificates to the front.
- Say Jojo's stars of the week are ... (say each child's name).
- 6 Sing the song Jajo says you're the star of the week with the whole class. At the end of each verse, say the name of each child and encourage the children to do the same, while pointing to the child, e.g. Well done, Leila!

- 5 When each child's name has been sung, at the end of the final verse quickly say the name of all the children (eceiving awards, white pointing to each in turn (using your Jajo toy if possible), e.g. Well done, Lella, Jason, Ruby and Simon!
- 6 Ask the class to applaud the stars of the week. Say Everyone clap! The stars of the week can then take a bow.
- 7 Give the children their certificates or use your soft toy so that Joja is giving them. Say Well dane! You're a star!

Error correction It is very important to create a relaxed learning environment for your children. This means that the correction of their mistakes needs to be done as gently as possible.

If children leel they have got it wrong, they will quickly lose confidence and be worried about speaking in the future. Remind them that it is better to have a try and get it wrong than not to try at all.

It is normal to make pronunciation mistakes when learning new words. Use lots of fact when correcting pronunciation so that the children do not lose confidence with speaking.

How to correct errors

- 1 If a child makes a mistake, say Very good try! and then prompt him or her or give a clue to the correct answer. Do not tell them that their answer is wrong. You can say Good try. Try again.
- 2 Model the correct answer for them to hear. This is particularly important with pronunciation problems.

Praise Children learn best when they feel good about themselves, so offer late of praise and encouragement for any achievement, no matter how small. Remember that all children are different, so if a shy child valunteers to come to the front, this is a major achievement for him or her and needs to be recognised. Strong, confident children need to understand that you will not always ask them for the answer.

How to offer praise

- You can say.
 Well done! Good bay/girl! Fantastia! You're a star! Good wark!
- You can also ask the class to applicat the good work of their classmates. Say, Good work!
 Everyone clap!
- The child who has done well can also be called to the front to take a bow.

Assessment

It is important for there to be an ongoing assessment at children's progress throughout their education. The scaner any problems are identified, the scaner action can be taken before problems get bigger, leaving a child feeling frustrated and losing confidence.

As class teacher, you will know your children's strengths and weaknesses. The photocopioble assessment sheets on pages 251 to 255 of this Teacher's Book provide you with a tool to help you give each child learning goals and to monitor each child's progress in achieving them. There is one for every two units. The learning goals for the two units are listed at the bottom of each sheet, 1 to 10

How to carry out assessments

It is important that the children should not be aware that they are being assessed, there are no winners or losers, good children or bad children. The assessments are to help you match your teaching to the needs of individual students. Use your assessment sheets discreetly.

- Write the children's names on the assessment sheet.
- 2 Divide the class into small groups and work with one group at a time while the rest of the class is accupied with a quiet activity, such as calcuring or drawing.
- Look at the learning goals on the assessment sheet (1 to 10).
 - NB You may wish to focus on letter and words in one session, and on number work in another.
- 4 Use your flashcards or posters and ask individual children to point to target words or letters. Then try to elicit the target language. Point and ask What's this? What letter is this? What number is this? etc.
 - NB Vary the sequence of questions/instructions so that the children do not simply repeat what the last child has said. It is also often a good idea to start by asking a stronger child in each group.
- 5 The columns next to the names correspond to the ten learning goots, e.g. 1 is Greet people, etc. Here is a guide to what to write in the columns:
 - P = can produce the language easily.
 - P? = the child has difficulty producing the language, e.g. he can name two calours but not four.
 - R = the child can point to the correct picture, but can't say it, i.e. the language is still receptive.
 - R? = the child-can point to some of the words, but not all of them.

- X = the child is unable to produce the language or understand it receptively
- 6 Praise all their attempts, just as you would any other activity (see How to offer praise, page 17).

NB Good assessment results should not be rewarded with Star of the week certificates. Children learn at different rates and in different ways and no child should feel like a failure if they do not meet their learning goals. It is important that every child feels successful.

Tips for remedial action

- 1 If more than a third of the class are failing to meet one or more of the learning goals, go back and do some of the Here's more! activities with the whole class to reinforce these items before moving on.
- 2 Do some group work with a smaller number of children who are struggling with a learning goal. Again, make use of the Here's more! activities so that the material feels fresh and new to the children. You could choose a time when the rest of the class are doing a colouring or drawing activity. Following one or more of these sessions, you may wish to reassess the children using the assessment sheets.
- 3 Move children who are consistently failing to meet the learning goals to the front of the class and/or separate them from other children who may be distracting them. Give these children extra praise for trying hard. Ask them to participate often and check that they are concentrating in all the activities.

Pronunciation guide

Sounds in Level 1

121	apple	ļ	101	nose
161	ball		101	octopus
141	cat		101	pizza
/d/	dog		/kw/	queen
/e/	egg		1:1	robbit
111	fish	:	Ist	sock
/g/	goat	1	111	teddy
/11/	hat		111	uncle
111	insect		141	van
/ ds /	Jug		1 11	window
121	kite		1 ks /	fox
11.1	tion		111	yellow
/m/	monkey	;	121	200

Sounds in Level 2

Level 2 thoroughly reviews all the individual sounds learnt in Level 1. There is special focus on vowel sounds $-\sqrt{act}$, \sqrt{ct} , \sqrt{ct} , \sqrt{ct} , \sqrt{ct} , \sqrt{ct} , \sqrt{ct} as well as an vowel-consonant blends using the known sounds.

Vowel-consonant blends:

/ aet / cot	/ m / tin
/ æd / dad	/ og / dog
/ æn / v an	/ot/ pot
/ ed / bed	/ oks / fox
/ cg / leg	/an/ bun
/ en / hen	/ ag / mug
/ ig / fig	/ Am / mum

Finally, three new sounds – all digraphs – are introduced in Level 2:

111	sheep
/tj/	chick
101	thumb



By the end of Unit 1 the children will be able to:

- identify and name the main characters
- greet people using Hello and introduce themselves using I'm.
- identify and name four colours (red. green, pellow, blue)
- respond to simple instructions (Stand up! Sit down! Point to Colour)
- say and understand Yes and No.
- identity and write the letters A and a, and B and b and understand their corresponding sounds
- identify words beginning with Aa and Bo
- understand that capital letters are used at the beginning of names and sentences
- understand left to right progression
- identify and draw a shape (circle)
- identify and write the number 7

Lesson | Pupil's Book session pages 4 and 5



New words: Hello. Stand up! Sit down! Tom. Lucy, Jojo, Miss Miles

New grammar: Point to ...

Classroom language: Good morning, class. Open your books. Close your books. Look! Who's this? Put your hand up! Good boy/girl! Good work! It's song time! Come to the front! Listen and look! Colour the picture.

Materials: Jojo soft tou or Jojo poster, Poster 1, Template B, crayons

Vocabulary flashcards: Jojo, Lucy, Tom, Miss Miles

Warm-up

- Sau Good morning, class. Gesture for the class to sit down Say Sit down!
- Introduce the class to Jojo using your Jojo soft toy or the poster. Say Hello, Jojo. Encourage the class to reply using Hello, Jojo.
- Soy Open your books. Hold up the correct page for the children to see.
- Display Poster 1. Talk about the picture. Ask Where are the children? Can Jojo speak English? Who can help him? What can you see in the picture?

Introduce the new words: Tom, Lucy, Jojo, Miss Miles

 Introduce the characters Tom, Lucy, Jojo, Miss Miles using your flashcards and your Jojo soft toy or poster (see how to introduce new words, page 12).

1. A Listen and repeat.

- Ask the children to look carefully at Poster 1. Say Look! as you point to each person on the poster.
- Play the recording. Pause after each name for the children to point to the correct person in their books.
- Repeat. This time ask the class to repeat each name. while pointing to the correct person.
- Hold up each flashcard in turn and ask Wha's this? Elicit the character name from the whole class and then from individuals. Say Put your hand up!

Tapescript (CD1 Track 1/Cossette 1.1)

Tom. Lucy. Jojo, Miss Miles

2. Point and say.

- Stick the four character flashcards on the board.
- Play the recording. Pause after each sentence for the class to point to the correct flashcard.
- Repeat the recording and ask individuals to come to the front and point to the correct flashcard. Sau Come to the front, while indicating with your hand. Demonstrate the meaning of Point to ... by demonstrating with your finger.
- Praise the children using Good boy! and Good girl! If you prefer to praise the work, rather than the child, say Good work!

Tapescript (CD1 Track 2/Cassette 1.1)

Point to Jojo.

Point to Miss Miles.

Point to Tom. Point to Lucy.

3. Song: Lucy, Lucy, Jojo

- Say It's song time!
- Teach and sing the song (see How to teach songs, page 14).

Topescript (CD1 Track 3/Cassette 1.1)

Lucy, Lucy,

Jojo. (repeat)

Miss Miles,

Tom. (repeat)

(repeat all)

4. Listen, Show you understand.

The children don't need to understand every word of the receptive listening activities and don't need to repeat them (see How to teach receptive listening, page 15).

- Say Listen and look. Point to your ear to explain the meaning of Listen and your eye to explain Look.
- The children listen quietly to the recording.
- Play the recording again. This time pause after each sentence for them to point to the correct pictures in their book. Say Listen and point. Demonstrate with the

Tapescript (CD1 Track 4/cassette 1.1)

Lucy, Tom and Jojo are at school. They are happy Good morning," says Miss Miles. Miss Miles is a teacher.

'Hello, I'm Lucy,' says Lucy.

I'm Tom,' says Tom,

Miss Miles points to Jojo, 'Hello,' she says.

'Hello, Miss Miles,' says Jojo. 'I'm Jojo, I'm a monkey."

5. Game: Stand up, Jojo!

- Invite four children to the front and give each one a character flashcard, either Lucy, Tom, Jojo or Miss Miles. Ask the children to sit down.
- Say Stand up, Jojal Encourage the child with the Jojo flashcard to stand up. Continue with the remaining characters.
- Then say Sit down Jojo. The child with the Jojo flashcard sits down. Continue with the remaining characters. Repeat with other groups of children.

Option: Play the game as a whole class activity.

- Point to each child and give him or her a character name.
- Say Stand up, Tom. All the children who are Tom. stand up. Continue with the other character names. randomly choosing between Stand up and Sit down

- Say Good work, class. It's sticker time!
- Tell the children that they have worked well, so they can stick a star in the space at the bottom of page 4. Give them a sticker and show them where to stick it.

Lesson ! • Activity Book session page 6



Warm-up -

 Sing Lucy, Lucy, Jojo a few times (CD1 Track 3/ Cossette 1.1).

1. Colour. Soy the names.

- Say Open your books. Hold up the correct page for the children to see.
- Ask the class to look carefully at the picture. Say Point: to Jojo! Encourage the children to point.
- Repeat with Lucy and Tom.
- Hotel up some crayons and say Colour the picture!
- Demonstrate what you want the class to do.
- Encourage the children to colour the picture as corefully as possible.
- Move around the class offering praise as they work and asking Individuals Who's this? Elicit the correct character names.

Homework

Give each child a copy of Template B, on page 109, to colour

Here's more!

- 1. Sing and do the actions.
 - Give each child a character name: Lucy, Tom, Joja or Miss Miles.
 - Soy Lucy, put your hand up! Continue with the other characters.
 - Play and sing the song, Lucy, Lucy, Jajo. The children must put their hands up when they hear their character name.
 - Repeat. This time ask the children to stand up and then sit down when they sing their name.

Game: Clap the name!

- Say a character name followed by two claps with your hands
- Repeat mnt ask the class to clap with you, maintaining the rhythm, e.g.

Jája

(clap. clap)

Jajo

(clap. clap)

 After a few times, point to a child and encourage, them to say another character name, while keeping the rhuthm going, e.g.

Ling

(clap, clap)

Lucy

(clap, clap)

 Then point to another child and encourage him/her to say another character name, while keeping the rhythm going. Continue in this way.

Game: Who's this?

- Attach a character flashcard to the board.
- Cover it with a piece of paper or cord.
- Stowty move the paper up so that the class can see the character's feet. Ask Who's this?
- The class try to guess the identity of the character.
- Continue to move the paper up slowly until the character is revealed. Stop regularly to ask Who's this?

Lesson 2 • Pupit's Book session pages 4 and 5



New words: Good marning,

teacher

New grammer: I'm ...

Claseroom language:

Where's Robble?
Draw a line! Louder!
Go back to your seat.
Put it in the bin. Come
to the trant. Paint to Robble.
Put your coals here.
Put your bags here.

Open/Close your books. Review: Hello, Jojo,

Tom, Lucy, Miss Miles. Good morning. Slt down! Stand up!

Materials: Poster 1, card, scissors, glue, tollipap sticks or drinking straws, Template B, one name card for each child (their own name on it)

Vocabulary flashcards: Jojo, Tom, Lucy, Miss Miles

Warm-up

- As the children come into the classroom indicate for them to put their coats and bogs in the correct place.
 Say Put your coats here. Put your bags here.
- Say Good marning, class Encourage individual children to reply using Good marning.
- Repeat Good marning, class. This time ask the whole class to say Good marning.
- Play: Stand up, Joja (see Lesson 1).
- Display Poster 1. Point to the small picture of Rabbie.
 The Rabbit.
- Say Open your books. Show the children the correct
 page. Exptain that Robbie is Jojo's pet rabbit and is
 loo young for school. But he wants to go and is hiding
 in the picture (see How to use Find Robbie, page 16).
 Ask Where's Robbie? The children find Robbie in their
 books. Invite volunteers to the front to point to him.
 Say Come to the troot. Point to Robbie.

Introduce the new language: Hello, I'm ...

- Point to yourself, wave and say Hello. I'm Miss/Mrs/ Mr (your name).
- Encourage the class to respond with Hello, Miss/Miss/ Mr (your name).
- Point to yourself and say I'm a teacher. Point to the
 poster on the board and say Point to the teacher. The
 children point to Miss Miles. Invite volunteers to the
 front to point to the teacher.

1. O Listen and repeat. Then point,

- Play the recording. Pause after each sentence for the class to point to the correct person in their books.
- Hold up two character flashcards, Miss Miles and one other Ptay the recording again. Pause after the first sentence. The children point to the correct flashcard.
- Continue in this way with the rest of the recording, changing the flashcards each time.
- Repeat This time ask the class to repeat the sentences, while pointing to the correct liashourd.

- Encourage them to speak loudly and clearly. Say
 Louder! Speak louder and raise your hands to indicate
 the meaning.
- Divide the class into four groups and give each group a character name. Hold up a character liashcard.
 The corresponding group responds with Hello, I'm reharacter name).

Topescript (CD1 Track 5/Cossette 1.1)

Hello. I'm Miss Miles. I'm a teacher.

Hella, I'm Joja,

Hello, Em Lucu.

Hello, I'm Tom.

2. Chant: Hello, hello

- Teach and practise the chant (see How to teach chants, page 14).
- Encourage them to chant foundly. Say Louder, please.

Tapescript (CD1 Track 6/Cassette 1.1)

Hella, hella,

I'm Tom.

Hello, Tom.

Hello, Tom.

Hello, hello,

Em Lucy.

Helio, Lucy.

Helio, Lucy.

Hello, hollo,

Im Joja.

Hello, Joja,

Hello, Jojo

3. 🕥 say

- Invite four children to the front. Say Come to the front.
 Give each child a character flashoard.
- Each child takes a turn to say Helto. I'm (character name). Encourage the whole class to respond Helto, icharacter name).
- Say Go back to your seats. Point to their seats and demonstrate what you want them to do

4, 🕥 Gama; Hella, I'm ...

- Say Hello, I'm Miss/Mrs/Mr (your name).
- Point to a chitd. Indicate for the child to stand up and encourage them to say Hello, I'm (their name). The child then points to another child who stands up and says Hello. I'm (their name).
- When everyone has introduced themselves and is standing, point to a child and say Sit down, (child's name). The child sits down, paints to another child and says Sit down. (child's name). Continue until all the children are seated.

5. A Make: Character stick puppets (Template 8)

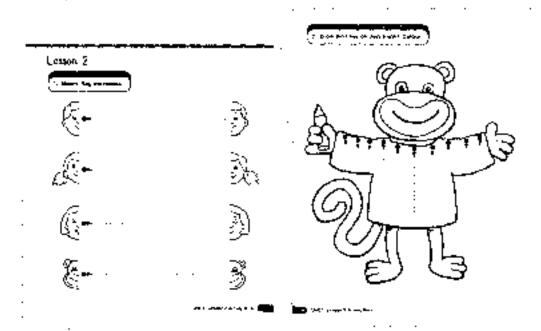
- See How to use puppers page 16 and How to do art and craft, page 15
- Show the children linished stox puppets of the characters.
- Use Template B (page 240). Ask the children to colour the pictures, if they have not already done so for homework.
- Stick them onto card and cut out the character shapes.
 Then stick them onto tollipop sticks or drinking straws.
- Encourage tidiness in the classroom. Point to the dustbin, demonstrate and say Put if in the bin.

NB This activity may take longer than the available classroom time. You may wish to use an Art Room session to do this activity.

STEKER-TIME

- Suy Good work, class, It's sticker time!
- Telt the children that they have worken well, so they
 can stick a star in the space at the bottom of page 5.
- Say Close your books. Demonstrate what you want the children to do.

Lesson 2 • Activity Book session pages 7 and 8



Warm-up

- Repeat the chant Hello, hello (CD1 Track & Cassette 1,1) a few times.
- Tell the children to hold up their stick puppers as they chant.

1. Motch, Say the names.

- Draw a line on the board and put a doi at the start.
- Say Draw a time and trace the time with your finger from teft to right.
- Invite three volunteers to the front to trace the line from left to right with their fingers.
- Say Open your books. Hold up the correct page for the children to see.
- Point to the first picture and ask Who's this?
 Elleit Tom. Say Hello, Tom.
- Say Drow a line. The class draws a line from one halt of Tom's face to the other, corefully from left to right. Continue with the remaining pictures.

2. Draw the lines on Jojo's shirt. Colour.

- Draw vertical lines on the board and demonstrate tracing from top to bottom with your linger. Invite three volunteers to the board to frace the lines
- Say Draw the lines. The class draws the lines on Jojo's T-shirt to complete the picture.

Homework:

Ask the children to draw their own picture of Jojo. This is a creative activity. Do not expect accuracy.

Here's more!

- Chant with real names.
 - Invite four volunteers to the front.
 - Repeat the Hello, hello chant with the whole class.
 - This time, ask the class to chant the real names of the four votanteers.

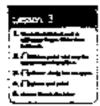
Reading real names.

- Give each child a card with his or her name on it.
- Ask them to look at it carefully. They do not need to identify the individual letters.
- Collect five cords and tog them out on your table.
- Invite the five individuals to the front to identify and take their name cord. Proise them, say Good work!
- Continue in this way.

3. Art: Draw a self portrait

- Give each child a piece of white paper. Say Draw you! The children draw pictures of themselves.
 They can also colour them if there is time.
- Invite individual children to the front. Ask them to hold up their pictures and introduce themselves using Hello, I'm (name)
- Display their pictures. Point to the pictures and ask the class. Who's this? The children have to guess the identity of the child from his/her self pointait.

Lesson 3 • Pupil's Book session page 6







New words: letter name b, Andy, opple

Closuroom language:

It says fall. It begins with a.

Write it in the cirl Write the letter! Runt Apple begins with a. Say the words. Listen and point. Come to the front: Go back to your seats. Open/Close your books.

Moterials: stick puppets or character flashcards, Jajo' soft tog or poster, strong paper or card, give, sand

Phonics flagheard: apple

Warm-up

- Soy Good marning, class. Elicit Good marning, Missi-Mrs/Mr (your name).
- Say Stand up! Sing Helfo, hello (CD1 Track 6/ Cassette 1.1). Use the stick puppers or character flashcards.

Introduce letters

- Using your Joje soft toy or poster, ask the class to find and point to any English latters they can see in the classroom.
- Use some mother longue if necessary so that the children understand what letters are for (making words, helping us read).

Introduce the letters A and a

- Write the letters A and a on the board. Use your
 Jojo soft toy or poster and the phonics flashcard to
 introduce the letter name, sound and the sequence
 for writing the letter (see How to introduce letters and
 sounds, page 13).
- Invite any children whose names begin with A to the front. Write their names on the board and ask them to trace over the beginning letter with their lingers.

Trace the letters A and a with your finger. Write them in the air.

- Say Open your books. Show the class the correct page.
- Invite a group of volunteers to the front to trace over the telters on the board. Say Como to the front! The class makes the sound /a/ as they do so. Then say Go back to your seals.
- Ask the class to trace the letters in their books with their lingers, starting at the dot and going in the direction of the arrows, making the sound /x/.
- Say Write the tetters A and a in the air. Demonstrate
 this to the class first and ask them to say the sound
 fast as they write.
- Point to the capital letter first and then the little letter on the board so that they know which they are drawing.

Listen, point and say the words beginning with a.

- Teach the word apple using Jojo and the phonics flashcard (see How to introduce the phonics words, page 13).
- Soy Apple begins with a. Letter a says \(\sigma \)/.
- Play the first part of the recording. Say Listen and point. The children listen and point to the pictures in their books.
- Ptay the recording again. Ask the children to repeal
 the words. Say Say the words. Point to your mouth to
 demonstrate the meaning.
- Play the second part of the recording. The children listen and point to the correct picture. Hold up the flashcords.

Tapescript (CD1 Track 7/Cassette 1.1)

Letter a

/w/, he/, he/ **- apple** /w/, he/, he/ **- apple**

/w/ – applę, /w/ – apple

3. (1) Chant: Andy has an apple

- Point to the boy and say Hella, I'm Andy The children need to know that Andy is the boy's name.
- Teach and practise the chant (see How to teach chants, page 14).

Topescript (CD1 Track &/Cassette 1.1)

Andy has an apple.

het, het, het

Andy has an apple.

1001, 1001, 1001

(repeat att x2)

4. 🚺 Listen and polyt.

 Tall the children to look at the written words of the chant. Remember that you are not going to teach the class to read the words. They will learn to recognise the letters A and a in the words and sentences (see How to leach chants, page 14).

- Write the words of the chant on the board.
- Point out the empired letter A at the beginning of Andy's name and at the beginning of the sentences
- Play the chant (CD1 Track &/Cossette 1.1) again.
 Point to the words as they chant, demonstrating how words are read from left to right.

5. Game: Touch the letter

- Write large letters A and a on the board.
- Invite four children to front and ask them to stand at a distance from the board.
- Call out words already learnt, e.g. stand, sit, coat, bag.
 Among them include a word beginning with a, e.g.
 Andy, apple.
- When they hear a word beginning with a, the
 children come to the front to tauch the correct letter.
 Make sure they touch A when you say Andy.
 Continue a number of times, then invite different
 children to the front.

STEKER TIME

- Say Good work, class. It's sticker time! The children stack a star in the space of the bottom of the page.
- Say Close your books. Demonstrate what you want the children to do.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates
 to the stars of the week (see How to use the
 certificates, page 16).
- Sing Jojo says you're the star of the week.

Tapescript (CD1 Track 9/Cassette 1.1)

Jajá says.

You're the star of the week!

The star of the week.

The stor of the week!

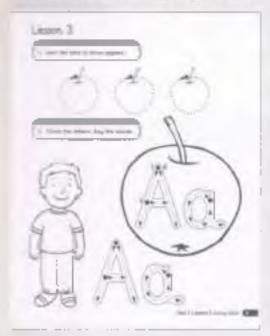
Jojo says.

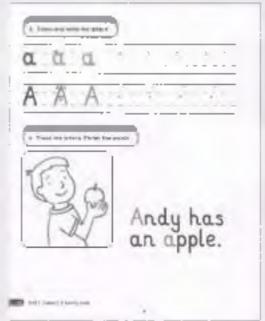
You're the stor of the week!

Well done (child's name)!

 Repeat for each child and insert his/her name after Well dane ...!

Lesson 3 - Activity Book session pages 9 and 10





Warm-up

- Chant Andy has an apple (CD1 Track 8/Cossette 1.1) to review letter a.
 - 1. Join the dots to draw apples.
- Draw an apple with a dotted outline and direction arrow on the board.
- Demonstrate tracing the outline in the direction of the arrow.
- Ask the children to trace the apple in their books in the same way, first with their fingers and then drawing with pencils.
 - 2. Trace the letters, Say the words.
- Ask the class to trace the letters with their fingers.
- Then ask them to trace the letters with coloured croyons, starting at the dot and using the correct sequence of strokes.
- Ask them to point to the pictures and say the words.
 - 3. Trace and write the letters.
- Ask the class to practise tracing, then writing the letters A and a on the grids.
- Do not expect too much occuracy.

4. Trace the letters. Finish the words.

- The children complete the words with A and a.
- Point out the capital A at the beginning of Andy.
 Remind them that this is because it is a name. Do not expect the children to name any other letters.

Homework

 Ask the children to colour the letters A and a on page 9 of their Activity Books.

Here's more!

- 1. Chant and mime (see How to use TPR, page 15).
 - Repeat the chant (CD1 Track 8/Cassette 1.1). Ask the children to mime eating an apple. A child holds up the Aa flashcard when the sound is made.

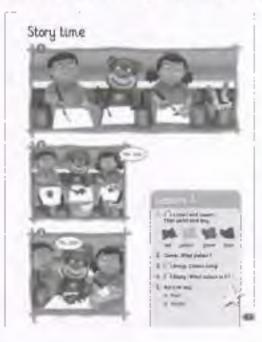
2. Make: Sand letters A and a

- Write large letters A and a on the sheets of paper or card. Give one to each child.
- The children trace the letters with a glue stick.
- Ask the children to carefully pour sand over the glue and then shake away the sand. The sand will stick to the letters. Leave to dry.
- The children practise tracing the sand letters with their fingers (see Multi-sensory learning, page 12).

3. Game: Feel the letters

 Invite a child to the front. Write A then a on his/ her back. You and the child say /w/. Repeat with different children.

Lesson 4 • Pupil's Book session page 7



New words: blue, red, green, yellow; yes, no

New grammar: How are you? I'm fine, thank you.

Classroom language:

Colour it ..., What colour is it? You are ..., Draw the line, Point to ..., Is it ...? Open your books. Close your books. It's break time. Stand in line! Put on your coats.

Materials: Poster 2, Jojo puppet or poster, character stick puppets, coloured crayons or paints (blue, red, green, yellow), a sheet of paper for each child divided into four sections

Colour flashcards: red, blue, green, yellow

Warm-up

- Repeat the chant, Andy has an apple (CD1 Trock 8/Cassette 1.1).
- Display Poster 2. Say Open your books. Show the children the correct page.
- Let your Jojo whisper in your ear. Tell the class that Jojo says that Robbie the rabbit is hiding in the picture. Ask Where's Robbie? (see How to use Find Robbie, page 16.) The children find Robbie in their books. Invite volunteers to the front to point to him. Say Come to the front. Point to Robbie.
- Talk about the pictures with the class using the poster.
 Ask What are they doing? What are Tom and Lucy teaching Jojo? What does Jojo do? Is it good or bad?

Introduce the new words: blue, red, green, yellow

 Use your Jojo soft toy or poster and the pictures on the poster to introduce the new words (see How to introduce new words and structures, page 12).

Listen and repeat. Then point and say.

- Play the recording. Pause after each word to give the children time to point to the corresponding colour on the poster.
- Play the recording again. Pause for the children to repeat the words, while pointing to the correct colour in their books.
- Point to a colour on the poster and ask Jojo What colour is it? Encourage the class to call out the colour word to help Jojo.

Tapescript (CD1 Track 10/Cassette 1.1)

red

yellow

green

blue

2. Game: What colour?

- Point to blue, green, red and yellow objects around the classroom and ask What colour is #7 They can be items of clothing, bags, etc. If you have a Joja soft togcarry Joja around the room and use him to point to the objects.
- Respond to the children's answers using Yes, No.

3. Song: Colour song

- Say It's song time! Attach the colour flashcards to the board.
- Teach and sing the song with the class (see How to teach songs, page 14).
- Ask the children to point to the correct flashcard as they sing.

Tapescript (CD1 Track 11/Cassette 1.1)

Red, yellow green and blue.

Hello, Jojo, How are you?

Red, yellow green and blue.

Hello, friends, I'm fine, thank you.

(repeat all)

4. Story: What colour is it?

- See How to introduce stories and dialogues, page 14.
- After the children have listened to and repeated the story, point to the poster and ask a few comprehension questions, e.g. Who's this? What colour is it? Is it blue/red/yellow/green?

Tapescript (CD1 Track 12/Cassette 1.1)

Picture 1

Lucy Jojo. Blue, red, green, yellow.

Picture 2

Tom What colour is it?

Joso Blue? Lucy No, Jojo. Joso Red?

Lucy Yes, Jojo.

Picture 3

Tam No, Jojo!

5. Act and say.

- Invite a child to the front and give him/her a Jojo stick puppet. Say You're Joja. Hello, Jojo.
- Put different coloured crayons or paints on your table.
- Point to a colour and ask What colour is it? The child says the colour. Respond using Yes/No, Jojo.
- Repeat with another child. This time the whole class says Yes, Jojo or No, Jojo.

STICKER TIME

- Say Good work, class, It's sticker time! The children stick a star in the space at the bottom of the page.
- If it is break time after the class, say It's break time!
 Get your coats (if appropriate). If you line your class up to go outside, say Stand in line!

Lesson 4 . Activity Book session page 11



Warm-up

- Sing the Colour song (CD1 Trock 11/Cossette 1.1)
 ogen.
- Ask the class to point to classroom objects in the corresponding colours as they sing.
- Repeat the chant Andy has an apple (CD1 Track B/Cossette 1.1).

1. Help Andy to get the apple.

- Soy Open your books. Hold up the correct page for the children to see.
- Explain that Andy wants his apple.
- Draw diagonal lines on the board. Invite a group of volunteers to the front to trace over them with their fingers, moving from left to right.
- Repeat with a curved line.
- Say Draw the lines. The children draw over the lines in their books from left to right.

Listen and colour. Point and say the colours.

- Show the children the colouring picture in their books.
- Point to the people and ask Wha's this?
- · Say Point to Tom. Point to Tom's apple. Check that

- the class is pointing to the correct apple. Then say Colour it blue. Tell the children to put a blue dot in the apple.
- Continue with the remaining apples. Say Point to Lucy. Point to Lucy's apple. Colour it red. Point to Miss Miles. Point to Miss Miles' apple. Colour it green. Point to Jojo. Point to Jojo's apple. Colour it yellow. Each time the children put in the correct colour dat.
- Give the children time to finish colouring the applies.
 Walk around the room praising the children, pointing to the applies and asking What colour is it?

Homework

Ask the children to colour the pictures.

Here's more!

1. Sing and do.

- Repeat the Colour song. Ask the children to hold up the correct coloured crayons as they sing.
- Invite three children to the front and give them stick puppets of Jojo, Lucy and Tom.
- The class sings the song again, while the three children do actions (Jojo points to himself when he says his name and then they all shake hands at the end as a greeting). The other children continue to hold up the correct coloured crayon.
- Divide the class into four groups, one for each colour. Sing the song again, with each group singing its colour word very loudly.

2. Game: Touch the colour

- Make large colour marks on the board (red, yellow green, blue). Invite four children to the front.
- Call out a colour word. The children come to the board to louch the correct colour.
- Repeat with other children.

3. Make: Colour collage

- Give each child a sheet of paper divided into four sections for red, yellow, green and blue.
- Ask the children to look for classroom objects in each colour and to draw and colour them in the correct section.
- Give the children some receptive exposure to classroom objects, e.g. if a girl draws a red bag say, Yes. It's red. Good girl. It's a red bag.

Option: You might prefer to do this activity in pairs or small groups.

Lesson 5 • Pupil's Book session page 8



New words: girl, boy, monkey, happy

Classroom language: red, yellow, green, blue; Point to ... Stand up, Sit down. Hello, I'm ...

Classroom language: It's song time! Do the actions.
Listen and sing. Listen and clap. Are you a boy? What
colour is it? Open/Close your book. Listen and point.
Come to the front. Go back to your seats. Sing.
Materials: Template A, Jojo soft toy or poster,
Colour flashcards: red, yellow, green, blue

Warm-up

- Sing Colour song (CD1 Track 11/Cassestte 1.1) a few times. Ask the children to hold up coloured crayons as they sing.
 Say Sing!
- Use your Jojo soft toy or poster. Invite individual children to the front to introduce themselves to Jojo. Each child says Hello, I'm (name). Imitate Jojo saying Hello, (name) back to the children.
- Say Open your book. Hold up your own book and show the children the correct page. Talk about the picture with the class. Ask Where are the children? What are they doing? Are they happy?

Introduce the new words: girl, boy, monkey, happy

 Use your Jojo soft toy or poster to teach the new words (see How to Introduce new words and structures, page 12).

1. Listen. Show you understand.

- The children don't need to understand every word of the receptive listening activities and don't need to repeat them (see How to teach receptive listening, page 15).
- Say Listen and look. Point to your ear to explain the meaning of Listen and your eye to explain Look.
- The children listen quietly to the recording.
- Play the recording again. This time pause after each sentence for them to point to the correct pictures in their book. Say Listen and point. Demonstrate what you want the children to do.

Tapescript (CD1 Track 13/Cassette 1.1)

Look at the picture. Can you see Tom and Lucy? Can
you see Jojo? Point to the teacher. Yes. It's Miss
Miles:

The children stand up. They sing a song, They clap their hands. They are happy. Tom is a happy boy. Lucy is a happy girl. Jojo is a happy monkey.

2. Song: Happy, happy!

- Say It's song time!
- Teach and sing the song with the class (see How to teach songs, page 0).
- This is a fun and motivating classroom song. Do not expect the children to understand every word. Explain the meaning by performing actions where possible.
- Say Listen and sing. Sing the song a few times, with everyone clapping after Happy! Happy! Say Listen and clap! Demonstrate.

Tapescript (CD1 Track 14/Cassette 1.1)

Happy! (clap, clap)

Happy! (clop, clop)

A happy class for you and me.

Happy! (clap, clap)

Happy! (clop, clap)

Happy as can be.

Singing songs together.

Having lots of fun.

Sipging songs together.

Having lots of fun.

(repeat verses 1 and 2)

Sing and do the actions.

- Teach actions for the song (see How to use TPR, page 15).
- Use these actions:

A happy class – pointing around the class

for you - point to another child

and me - point to yourself

happy as can be - opening arms gesture to whole class, smile

singing songs together - hands to represent opening mouths

having lot's of fun - jumping in air

- Demonstrate the actions from the front as the children sing. Then say Do the actions! and repeat the song, encouraging the children to do the actions with you.
- Make sure they have big smiles on their faces when they sing Happy! Happy!

4. O Listen and repeat.

- Invite a boy and girl to the front. Say Come to the front. Stand them near to your Jojo soft toy or poster.
- Play the first part of the recording and point to the children or monkey. Say Sit down. The children go back to their seats. If you have a single sex group, use the character flashcards of Lucy, Tom and Jojo.
- Play the recording again. The children repeat.
- Tell the children to look at the picture in their books. Play the second part of the recording.
 The children point to children of the correct sex and Jojo in their books.
- Repeat, with the children pointing to children in the class and the poster or soft toy of Jojo.

Tapescript (CD1 Track 15/Cassette 1.1)

boy

girl

monkey

Point to a boy.

Point to a girl.

Point to a monkey.

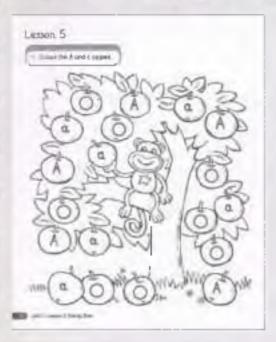
5. Game: Stand up, boys!

- Say Stand up, boys! The boys stand up.
- Say Stand up, girls! The girls stand up.
- Then say Sit down, girls/boys.
- If a child gets it wrong, ask Are you a boy? to elicit. Yes/No.
- Tell a few children that they are Jojo. Continue giving random commands using Sit down/Stand up girls/ bous/monkeys.

STICKER TIME

- Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.
- Say Close your books. Demanstrate only if necessary

Lesson 5 - Activity Book session page 12



Warm-up

- Sing Happy, happy! (CD1 Track 14/Cassette 1.1) a few times. Encourage the class to do the actions as they sing.
- Drow large letters A and a on the board. Ask the class to drow the letters in the air, while saying the sound /xe/.

1. Colour the A and a apples.

- Say Open your books. Hold up the correct page for the children to see.
- Talk about the picture with the class. Explain that Jojo only likes apples that have got the letters A and a in.
- Ask them to look carefully at each apple, and to colour the ones that contain the letters A and a.
- Move around the class as they are working to offer praise and encouragement.

Homework

- Give each child a copy of Template A (page 239).
 Before photocopying, put a capital A and a little a on alternate lines as guides for the children to copy.
- Ask them to practise writing the letters A and a on the lines. They can then illustrate the sheet by drawing pictures of apples.

Here's more!

1. Game: Guess the colour

- Put the colour flashcards face-down on your table.
 Hold up a card but don't let the children see what colour it is. Ask What colour is it? Put your hand up!
- When a child guesses the colour, turn the card round. Say Yes or No. If the child is correct, invite them to the front.
- Put the card back on the table face-down, and hold up another.
- Continue, with the children trying to remember the position of the colour cords they have seen.
- After each child's guess, ask the class Is it red?
 Elicit Yes or No before showing it to the class.
- End the game when you have five or more children at the front. Ask the class to congratulate them.
 Say Well done! Clap everyone!

2. Colour sequence game.

- Stick the colour flashcards on the board in this order: red, green, yellow, blue. Point to each one for the children to learn the sequence.
- Point to a child and then point to the red flashcard.
 Elicit red.
- Paint to another child. The child says the next colour in the sequence; green.
- Continue in this way getting faster and faster, as the children try to stay alert and remember the sequence.

3. Game: Point to a boy

- Invite a child to the front and blindfold him or her.
- Say Point to a boy! The child tries to point to a boy.
- Ask the class Is (child's name) a boy? Elicit Yes or No.
- Ask the child who was pointed at Are you a boy?
 Elicit Yes or No.
- Continue with other children, varying between boy and girl.

Lesson 6 • Pupil's Book session page 9



New words: letter name b; ball, bird

Review: letter a: apple, boy; Point to a ...

Classroom language: Bird begins with b. It

says /b/. Write the letters. Look and draw the lines. Draw the letters B and b in the air. Come to the front. Go back to your

seats. Listen and point. Say the words. Tidy up!

Put it in the bin. Be quiet, please,

Materials: Jojo soft toy or poster, a piece of strong paper for each child, glue, dry rice or beans, pasta, rolled up tissue

paper, pieces of material

Phonics flashcards: apple, bird, ball

Warm-up

- Sing Happy, happy! (CD1 Track 14/Cassette 1.1) a few times. Encourage the children to do the actions as they sing.
- If the children start to talk among themselves, say Be quiet, please.

Introduce the letters B and b

- Write the letters B and b on the board. Use your Jojo soft toy or poster and the flashcard to introduce the letter name, its sound and how to form it (see How to introduce letters and sounds, page 13).
- Hold up flashcords of the letters A and a, and B and b and say Paint to a. Point to b.
- Invite any children whose names begin with B to the front. Say Come to the front! Write their names on the board and ask them to trace over the beginning letter with their fingers. Explain that names begin with a big letter. Say Go back to your seats.

Trace the letters B and b with your finger. Write them in the air.

- Say Open your books. Hold up the correct page.
- Write the letters B and b on the board. Invite a group of volunteers to the front to trace over the letters. The class makes the sound /b/ as they do so.
- Ask the class to trace the letters in their books with their fingers, making the sound /b/.
- Say Write the letters B and b in the air. Demonstrate this to the class first and ask them to say the sound /b/ as they write.
- Point to the capital letter first and then the little letter on the board so that they know which they are writing.

Listen, point and say the words beginning with b.

- Teach the words bird, bay and ball using Jojo and, your flashcards (see How to introduce phonics words, page 13). For bay point to a bay in the class.
- Say Bird begins with b. Letter b says /b/, Repeal with the other b phonics words.
- Play the first part of the recording. The children listen and point to the pictures in their books. Say Listen and point. Then ask the children to repeat the words. Say Sau the words.
- Play the second part of the recording. The children listen and point to the correct picture. Hold up the liashcords.

Tapescript (CD1 Track 16/Cassette 1.1)

Letter b

(IV, A), /b/

b/-bou

As - ball

(b) - bird

Point to a boy.

Point to a ball.

Point to a bird.

3. Song: A boy and a ball

- Tolk about the pictures and what is happening. Elicit the words boy, ball and bird.
- Teach the phonics song and sing it a number of times uses How to teach songs, page 14).

Topescript (CD1 Track 17/Cassette 1.1)

A boy and a ball.

A boy and a ball.

Here is a bird.

Bang" goes the ball!

(repeat all)

4. Game: Listen and point

- Put the phonics flashcards for the words beginning
 a and b in different parts of the room.
- Call out the words at random. The children repeat and point to the correct flashcard.
- Move the flashcards around and play the game again.

5. Make: Collage: Letters B and b.

- See How to do art and craft, page 15. Give each child a piece of strong paper.
- Help each child to write large letters B and b on the paper.
- The children now stick objects onto the lines to make a collage. Use dry rice, pasta, rolled up tissue paper, pieces of material, etc.
- Encourage the children to stick the objects onto the letters in the same sequence that they would write them.
- Encourage tidiness in the classroom, Say Tidy up!
 Put it in the bin.
- When the collage is dry, encourage the children to touch their letters in the correct sequence for writing and to feel their texture (see Multi-sensory learning, page 12).
- If possible, display the children's work.

Option: You might prefer to do this activity in pairs or small groups.

NB This activity may take longer than the available classroom time. You may wish to use an Art Room session to do it.

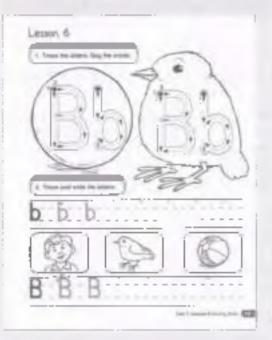
STICKER TIME

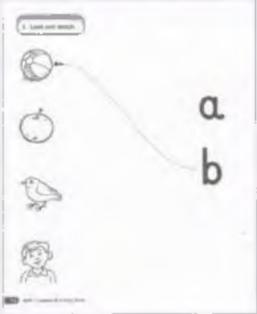
- Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.
- Sau Close your books.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (CD1 Track 9/Cassette 1.1).
- Repeat for each child and insert his/her name.

Lesson 6 Activity Book session pages 13 and 14





Warm-up

- Write the letters B and b on the board. Sing A boy and a ball (CD1 Track 17/Cassette 1.1) a few times.
 - 1. Trace the letters. Say the words.
- Ask the class to trace the letters B and b with their fingers.
- They can practise tracing over the letters a number of times, using different coloured crayons.
- Ask them to point to the pictures and say the words.
 - 2. Trace and write the letters.
- Ask the class to practise tracing, then writing the letters b and B on the grids. Say Write the letters.
 - 3. Look and match.
- Point to each picture and ask the children to name the object.
- Point to the first picture. Say b ball. Ball begins with b. Ask the children to draw a line from the ball to the letter b.

- Point to the second picture. Say Apple begins with ...
 Elicit 'a'. Say Draw a line.
- Continue with the remaining pictures.

Homework

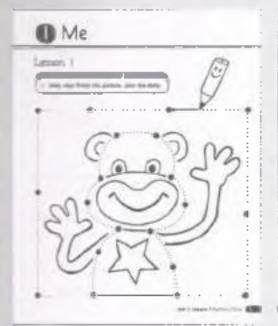
 The children can colour the pictures on Activity Book page 14.

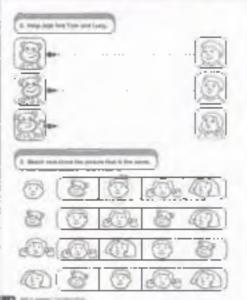
Here's more!

- 1. Game: Clap or stamp
 - Say the phonics words beginning with a or b at random. Ask the children to clap if they hear a word beginning with a. Ask them to stamp their feet if they hear a word beginning with b.
- Sing and do the actions.
 - Sing A boy and a ball with actions (see How to teach TPR, page 15).
 - A boy and a ball mime holding a ball.

 Here is a bird with other hand they mime a bird arriving and bursting the ball.
 - Encourage them to shout out Bang!
 - Invite two children to the front, one boy and one girl. Ask the boy to mime holding a ball. The girl mimes flying towards the boy and bursting the ball.
- 3. Game: Guess the letter
 - Invite three children to the front.
 - Draw either the letter a or b on a child's back.
 The child feels the letter and guesses which it is.
 - · Repeat with other children.

Lesson | Numbers Book session pages 5 and 6





Aims: To:

- develop fine motor skills
- develop familiarity with the characters
- develop visual discrimination skills
- match objects using horizontal strokes in a left to right progression.

Warm-up

- Sing Lucy, Lucy, Jojo (CD1 Track 3/Cossette 1.1)
- Invite four children to the front to hold the stick suppers. The class points to the characters as they sing.

1. Help Jojo finish his picture. Join the dots.

- Sou Open your books. Hold up the correct page for the children to see.
- Ask the children to draw over the dotted lines carefully to complete the picture of Jojo. Encourage them to draw as close to the lines as possible.
- Move around the class as they are working to offer proise and encouragement. Ask Who's this?
 Excit Jojo.
- NO Remember that young children develop fine motor NOS or different times.

2. Help Jojo find Tom and Lucy.

 Explain that Jojo wants his friends. Ask the class to trace the lines from Jojo to Tom and then to Lucy, drawing from left to right.

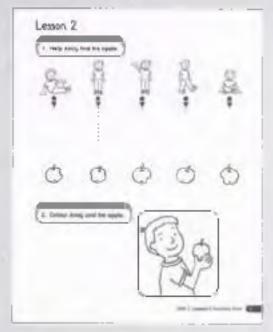
3. Match and circle the picture that is the same.

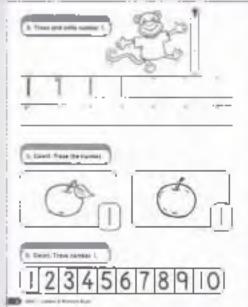
- For each line, point to the first picture and ask Who's this? Elicit the name.
- Ask the children to look at the other pictures on the line and tell them to circle the picture that is the same.
- Continue with the remaining pictures.

Homework

Ask the children to colour the picture of Jojo on page 5.

Lesson 2 Numbers Book session pages 7 and 8





Aims: To:

- match objects using horizontal strokes, top to bottom
- · develop fine motor skills
- recognise and write the number 1
- count 1 object
- find number 1 on a number tine.

Warm-up

- Chant Andy has an apple (CD1 Track 8/Cassette 1.1) with the class to remind them of the character.
 - 1. Help Andy find his apple.
- Say Open your books. Hold up the correct page for the children to see.
- Ask the class to draw vertical lines, top to bottom to help Andy find his apple. Demonstrate how to do this on the board first.
 - 2. Colour Andy and the apple
- Ask What's this? Elicit Andy, apple.
- Say Colour Andy and the apple.
 - 3. Trace and write number 1.
- Write a large number 1 on the board. Invite individual children to the front to trace it with their fingers, moving top to bottom.
- Hold up one finger and say One. The class repeats.
- Point to Jojo's T-shirt. Ask What number is it?
 Elicit One.

 Ask the class to trace, then write the numbers in their book, starting with the dot and drawing from top to bottom.

4. Count. Trace the number.

- Point to the picture of the apple and ask How many?
 Hold up one finger and point to the number 1 on the board. Elicit One.
- Ask the class to trace the number 1. Repeat with the next picture.

5. Count. Trace number 1.

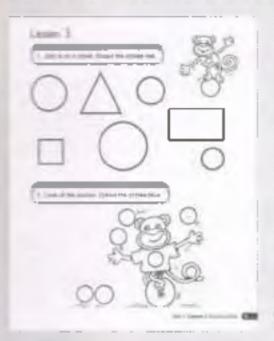
- Point to the number line and tell the children to look at it
- Count to ten with the class. It does not matter if they
 do not know these numbers yet, as this will help them
 become familiar with the words.
- Ask them to find number 1 and to trace it.

Homework

Give each child a copy of Template A for more practice in writing the number 1.

Then ask them to draw one apple on the back of the writing sheet.

Lesson 3 Numbers Book session pages 9 and 10





Alms: To:

- identify and name a shape (circle)
- develop fine motor colouring skills
- visually discriminate shapes
- develop a relationship between colour and shape
- match, with left to right progression, straight and curved lines.

Warm-up

- Sing Colour song (CD1 Track 11/Cassette 1.1) to review the colours used in this lesson.
- Invite four children to the front to hold the colour ficencords. The class points to the correct flashcard as mey sing.

1. Jojo is an a circle. Colour the circles red.

- Soy Open your books. Hold up the correct page for the children to see.
- Draw a circle on the board. Use your Jojo soft toy or poster to teach the word circle (see How to introduce rew words and structures, page 12).
- Decide at least two of each shape.
- group of volunteers to the front to point to the cross. Do not name the other shapes at this stage.
 The class Is he/she right?
- Some coloured crayons. Say Point to red.
- As the class to find the circles in their book and to solve them red.

2. Look at the picture. Colour the circles blue.

- Ask the children to find the circles in the picture. Hold up the page, point to a circle and say Look! A circle.
- Invite volunteers to the front to point to other circles in your book.
- They do not need to name the other objects in the picture. However, you may wish to mention the words for exposure only.
- · Ask the class to colour all the circles in the picture blue.

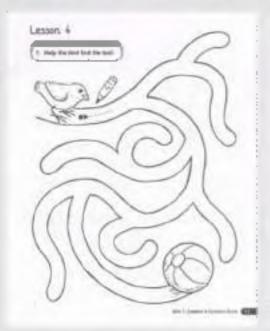
3. Help Jojo, Tom and Lucy bounce the balls.

- Explain that Jojo is playing ball with his friends.
- Ask the class to trace the movement of the ball from left to right, following the dotted lines.
- Some children may find it difficult to trace accurately.
 Offer praise and encouragement for all their attempts.

Homework

Ask the class to colour the pictures of Jojo and his friends in activity 3. Then ask them to draw over the datted lines again, using a different coloured drayon.

Lesson 4 Numbers Book session pages 11 and 12





Aims: To:

- develop visual discrimination skills to match like with like
- develop visual and spatial skills to work out how to get through a maze
- see cause and effect of an action.

Warm-up

Sing Happy, happy! (CD1 Track 14/Cassette 1.1).

1. Help the bird find the ball.

- Say Open your books. Hold up the correct page for the children to see.
- Point to the bird and then the ball. Ask What's this?
- Talk about the picture. Elicit that the bird wants to get to the ball. Ask if they can guess why he wants to get to the ball – to burst it. Say Bang! and make gestures to show what the bird will do.
- Ask them to trace their way through the maze to help the bird find the ball.
- When they have done this, ask the class to hold up their pages and shout, Bang!

2. Match the pictures that are the same.

- Point to the pictures and ask What's this?
- Ask the class to draw lines to match the pictures that are the same. Say Draw a line.

Homework

Ask the children to match the pictures that are the same by colouring them the same colour.

2 My classroom

Lesson | Pupil's Book session pages 10 and 11

Story time | 1 | Share and comment of the story of the s

By the end of Unit 2 the children will be able to:

- identify and name classroom objects, using It's a.
- . identity and name two more colours (black, white)
- recognise the plural form with s
- understand story sequences
- respond to more teacher language. What's this?
 How many? Wha's this?
- Identify and write the letters C and c, and D and d and understand their corresponding sounds
- identify words beginning with a and a
- understand that capital letters are used at the beginning at names and sentences
- identify and write the numbers 1, 2, 3 and be able to count objects up to 3
- develop visual discrimination skills
- identify and write a shape (square)

New words: pencil, crayon, bag, book

New grammar: It's a ...

Review: Helio, Goodbye, Point to ..., 1 m ...

Classroom language: What's this? Where's Robbie? It's song time! It's story time! Listen and point! Clap, everyone! Put your hands up! It's game time!

Jojo says ..., I didn't say ..., Is it a ...?

Materials: character , puppets, Jojo soft tay or poster, Poster 3

Vocabulary flashcards: book. crayon, bag, pencil

Warm-up

- Chant Hello, hello (CD1 Track 6/Cassette 1.1) with the mass.
- Invite four volunteers to the front to hold the character puopets. Ask the children to hold up the correct puopet as each character's name is mentioned.
- Display Poster 3, Talk about it. Ask Where is Jojo?
 What things can you see in Jojo's classroom? What mings can you see in your classroom?
- Ass Where's Robbie?

Introduce the new words: pencil, crayon, bag, book

 impact the new words, using your Jojo soft toy or scalar and your flashcards (see How to introduce new words and structures, page 12).

Contact in the state of the sta

- Say Open your books. Hold up the correct page.
- Play the recording. Pause after each word for the class to repeat and point to the items in the pictures.
 Then point to the items on the poster for them to check that they have understood.
- Repeat. This time invite individuals to the front to point to the items on the poster.
- Hold up real classroom objects and ask What's this?
 Eliat answers from the whole class, then individuals.
 Sau Put your hands up!

Tapescript (CD1 Track 18/Cassette 1.1) book, crayon, bag, pencil

Unit 2: Lesson 1 Teocher's Book

2. A Listen and do.

- Review Point to ..., Say Point to Tom. The children point to Tom in the book. Repeat with the other characters.
- Play the recording. Say Listen and point. Pause after each sentence for the children to point to the correct picture in their books.

Tapescript (CD1 Track 19/Cassette 1.1)

Point to a crayon.

Point to a book.

Point to a pencil.

Point to a bag.

Point to Lucy.

Point to Tom.

Paint to Jojo.

3. Chant: Book, book, book

- See How to teach chants, page 14.
- Encourage the class to clap the rhythm as they chant.
 Say Clap, everyone!

Topescript (CD1 Track 20/Cassette 1.1)

Book, book.

Book, book, book.

Bag, bag,

Bag, bag, bag.

Crayon, crayon.

Pencil, pencil.

4. Story: It's a book

- Say It's story time! (See How to introduce stories and dialogues, page 14).
- After the children have listened to and repeated the story, point to the poster and ask a few comprehension questions, e.g. Who's this? What's this? Is it a ...? Elicit Yes or No.

Tapescript (CD1 Track 21/Cassette 1.1)

Picture 1

Lucy Jojo. It's a book.

Picture 2

Josa It's a book.

Picture 3

Tom It's a pencil.

Picture 4

Joso It's a pencil.

Picture 5

Lucy It's a crayon.

Joso It's a crayon.

Picture 6

Tom It's a bag. Joso It's a bag.

Lucy You're funny, Jojo!

5. Game: Jojo says ...

- Say It's game time! Hold your Jojo soft toy or point to your Jojo poster as you say the commands.
- Explain to the children that they should only carry out the command if you say Jojo says first. If you don't say Jojo says, they should not do anything.
- Ask the class to stand. Say Jojo says, point to a crayon. The children point to a crayon on their tables. Continue with Jojo says, point to a pencil. The class point to a pencil. Then say Point to a bag. The class should not point to a bag as you have not said Jojo says. If they do, remind them, shaking your head and say I didn't say Jojo says. Then continue.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson | Activity Book session page 15



Warm-up

- Repeat the chant Book, book, book (CD1 Tracck 20/ Cassette 1.1) to review the new words.
- Play Jojo says
 - Join the dots. Circle the picture that is the same.
- Say Open your books. Hold up the correct page for the children to see.
- Tell the children to look at the first dot-to-dot picture.
 Ask them to join the dots carefully and name the abject. Elicit book
- Now ask the children to look at the other pictures in the row and to find and point to another book.
- Now ask the children to draw a circle around the matching picture.
- Continue in this way with the remaining pictures.

2. Point and say the words.

 Ask the children to point to the pictures and name the objects.

Homework

Ask the children to colour the pictures on the Activity Book page. Ask them to say the English words as they do so:

Here's more!

- 1. Chant and do the actions.
 - Make sure that each child has got a book, a bag, a crayan and a pencil on their table.
 - Repeat the chant. This time ask the class to hold up the correct item as they say the words.

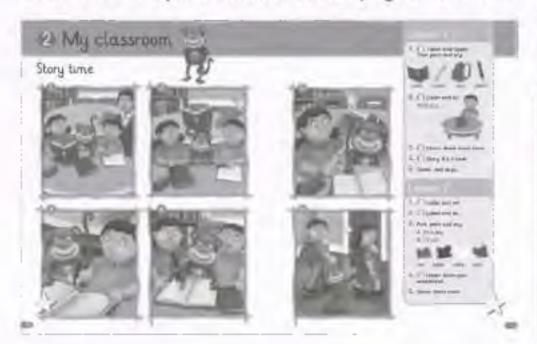
2. Game: Run and touch

- Display Poster 3 on the board or stick up the flashcards from this lesson.
- Invite two teams of five children to the front and stand them in two lines in front of the board. The child at the front of the line calls out a word and runs to the back of the line. The child behind must run to the board and touch the correct picture. He/She then calls out another word for the next child in the line and then runs to the back of the line. Continue until all the children have touched a picture on the board. The first team to finish is the winner.
- The first time you play this, the children can use the words alone. Then add Point to a ... to make it more challenging.
- Repeat with two teams made up from the remaining children in the class.

3. Draw and say.

- Ask the children to draw and colour a picture of a book, a crayon, a bag and a pencil. When they have finished drawing, invite individual children to the front and ask them to hold up their pictures. Say Point to a book, What colour is it?
- Ask about all the objects.

Lesson 2 . Pupil's Book session pages 10 and 11



New words: black, white
New grammar: What's this?
It's a
Review: It's a ..., pencil,
crayon, bag, book; red, blue,
green, yellow, Point to a ...
Classroom language:
Where's Robbie?
What colour is it? What's
this? You're (+ name), Listen

Listen and colour.

Materials: Poster 3
character puppets, a book, a crayon, a pencil, a bag

Vocabulary flashcards:

and act! Listen and say!

book, crayon, bag, penall, black, while

Warm-up

- Review It's a + the classroom words the children know. Put the flashcards behind your back. Hold up one at a time and elicit the word each time. You can also point to real classroom objects.
- Sing Happy, happy! (CD1 Track 14/Cossette 1.1).
- Charit Book, book, book (CD1 Track 20/Cassette 1.1).

1. O Listen and act.

- Say Open your books. Hold up the correct page for the children to see.
- Invite three volunteers to the front to be Lucy, Tom and Joja. Give them character puppets. Say You're Joja. You're Lucy, You're Tom. Give each child one of the classroom objects: a book, a pencil, a crayon or a bag.
- Play the recording of the story again (CD1 Track 21/Cossette 1.1). The children act what they hear, Say Listen and act! For example, Lucy holds up a book, Jaja mimes holding it with his fact, etc.
- Repeat. This time ask the class to repeal each line while the children are acting at the front. Say Listen and say. Point to your ear and your mouth.
- Divide the class into three groups to be Lucy, Tom or Jojo. Repeat the story, with each group saying its corresponding lines and acting out what they hear. Say Listen and act.

2. Listen and do.

- Display Poster 3.
- Review the colour words using real objects or the flashcards. Hold up each one and ask What colour is it?
- Teach the words white and black, using Joja and your flashcards (see How to introduce new words and structures, page 12).
- Play the recording. Pause after each sentence for the children to point to the object on the poster and then in their books. Ask them to repeat the sentence with It's + colour.

Tapescript (CD1 Track 22/Cassette 1.1)

Point to the pencil. It's black. Point to the book. It's blue. Point to the crayon, It's white. Point to the bag. It's green.

3. Find, point and say.

- Tell the children to look at the poster. Paint to the pencil. The class says the colour It's black.
- Continue with the remaining objects. The class say the colours.
- Now say It's green. The class says the name of the object that is this colour. Elicit It's a bag.
- Continue with the remaining objects.

4. Listen. Show you understand.

- This is a receptive activity to expose the children to English and help them to pick out familiar words. The children don't need to understand all the words and don't need to repeat them (see How to teach receptive listening, page 15).
- The children listen quietly to the recording.
- Play the recording again. Pause after each sentence for the children to point to the correct objects, people or colours. Demonstrate using the poster.

Topescript (CD1 Track 23/Cassette 1.1)

Tom and Lucy and Jojo are at school. Jojo points to a book. It's a blue book.

'What's this?' says Joja.

"It's a book," says Tom.

Then Jojo points to a pencil. 'What's this? It's black, 'says Jojo.

'It's a pencil,' says Lucy.

Lucy and Tom are laughing. Jojo is a funny

mankey. He does funny things.

'And what's this?' says Jojo. He points to his green bag.

'It's a bag,' says Tom.

'Goodbye, Jojo,' say Tom and Lucy.

5. Game: Word chain

- Stick the flashcards of the classroom objects on the board in a sequence, e.g. bag, back, pencil, crayon.
- Say It's a bag. Starting from one end of the classroom, each child says a word following the order on the board and using It's a..., So, the first child will say after you It's a book. The second child will say It's a pencil, etc. Continue round the room until you get back to the beginning.
- Make the game more challenging. You start by saying the first object in the sequence. Then call out the name of a child at random. The child must say the next word in the sequence correctly. Continue calling out names at random. As they don't know when they will be called, they must all concentrate very carefully.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 2 - Activity Book session page 16



Warm-up

- Stick the colour flashcards on the board.
- Sing The colour song (CD1 Track 11/Cassette 1.1). Encourage the children to point to the correct flashcards as they sing.
- Play Word chain again.

Listen and colour.

- Soy Open your books. Hold up the correct page for the children to see.
- Tell the children to look at the picture in their books.
 Point to the objects and ask the class to name them.
- Read the text below. Pause after each sentence for the class to repeat.

It's a bag. It's black.

It's a pencil. It's blue

It's a book. It's green

It's a crayon. It's red.

- Repeat. This time ask the class to hold up the correct coloured crayon as they say the colour words.
- Repeat. This time ask the class to colour the objects the correct colours.

2. Point and say.

 When the children have finished, point to the coloured objects and say It's red. It's a The children complete the sentences.

Homework

Ask the children to find red, black, white and blue things at home. They can draw and colour them. Talk about the pictures in the next class.

Here's more!

1. Game: Guess the word

- Put the flashcards for all the nouns the children know, including the phonics words, into a bag.
- Invite two children to the front of the class. The children choose two cards each. They hold up the cards and say what the objects are using It's a...
- Shuffle the four flashcards the children have chosen and place them face down on your table.
 The children take turns to point to a card and guess what it is by saying It's a.... If the child guesses correctly, he or she can keep the card and sit down. The other flashcards go back in the bag.
- Continue to call pairs of children to the front until all the cards have been wan.

2. Game: Colour clapping

- Ask the children to stand up, Say Stand up! Clap three times and call out a colour. The children repeat the colour word and point to an object in the room of that colour.
- Continue in this way, saying different colour words

Option: Make the game more challenging. If you do not clap three times before saying a colour word, the children should not point to an object.

3. Art: My classroom

- Give each child a blank piece of a paper. Ask them to draw a bag, a book, a pencil and a crayon.
- Ask them to colour their pictures.
- Move around the class, asking What's this?
 What colour is it?
- Display the children's work.

Lesson 3 • Pupils Book session page 12



New words: board, chair, table, door, window; numbers 2, 3

New grammar: What's this? plural s (two pencils)

Review: It's a ...; pencil, crayon, bag, book;

number 1

Classroom language: I can see ... Listen and point. Point to number 2. Who is it? Listen and

count. How many?

Materials: Poster 4, Jojo soft toy or poster.

Number flashcards: 1, 2, 3

Warm-up

ì

- Play Colour clapping (see Here's more! Lesson 2). Play with the classroom objects the children already know instead of colours.
- Display Poster 4. Talk about it with the class. Ask What are they learning about? What can you see?
- Say Where's Robbie? (see How to use Find Robbie. page 16).

Introduce the new words: board, chair, table, door, window

- Teach the new words, using Jojo and the small pictures on the poster (see How to introduce new words and structures, page 12).
- Review the classroom words already learnt. Point to real objects in the classroom and ask What's this?

1. Listen and repeat. Then point and sau.

- Say Open your books. Hold up the correct page for the children to see.
- Play the recording. Pause after each question and answer for the children to point to the objects in their books. Demonstrate with the poster.
- Repeat. This time ask the class to repeat as they point. to the correct object.
- Repeat. This time ask them to point to real objects in the classroom.

Tapescript (CD1 Track 24/Cassette 1.1)

What's this? It's a board.

What's this? It's a table

What's this? It's a chair.

What's this? It's a window.

What's this? It's a door.

2. A Listen and repeat.

- Write the numbers 1, 2, 3 on the board. Introduce the number words using Jojo and your number flashcords (see How to introduce new words and structures, page 13).
- Play the recording. Hold up the correct number of the mentioned objects to show the meaning.
- Play the recording again. The children repeat the words. Ask them to hold up the correct number of fingers.
- Repeat. This time ask them to hold up the correct number of the mentioned objects.

Tapescript (CD1 Track 25)

One, one.

One pencil.

One.

Two, two.

Two books.

Two.

· Three, three.

Three crayons.

Three.

3. Song. Count with me

- Say It's song time! Teach and sing the song (see How to teach songs, page 14).
- Ask the class to point to the numbers on the board and the classroom objects as they sing.

Tapescript (CD1 Track 26)

1, 2, 3,

Count with me.

1, 2, 3,

Count with me.

I can see one door.

I can see two tables.

I can see three chairs.

1.2.3.

Count with me.

Find 3 crayons. Find | book. Find 2 pencils.

- Tell the children to look at the picture in their books.
 Say Point to number one. Point to number two, Point to number three, Demonstrate with the poster.
- Hold up two pencils. Say Two pencils. The class repeats. Continue with one to three of other known classroom objects.
- Now say Two pencils. Who is it? The children look at the picture in the book. Elicit the answer Miss Miles. Continue with Three crayons. Who is it? (Lucy). One book. Who is it? (Tom).

3. Game. Clap the number

- Call out a number between 1 and 3. The class clops that number of times.
- Continue to call out numbers, maintaining a rhythm.
- Now dap a number between 1 and 3. Say Listen and count. The class calls out the number. Repeat, getting faster and faster.

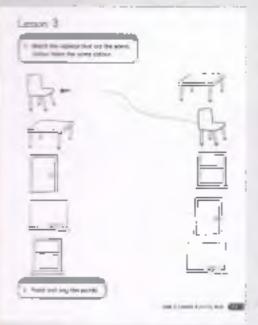
STICKER TIME

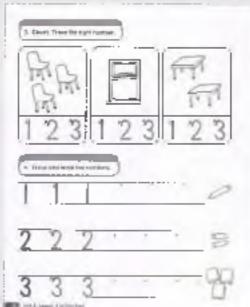
 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (CD1 Track 9/Cassette 1.1).
- Repeat for each child and insert his/her name.

Lesson 3 . Activity Book session pages 17 and 18





Warm-up

- Sing Count with mel (CD1 Track 26/Cassette 1.1).
 - Match the objects that are the same. Colour them the same colour.
- Ask the children to match the objects that are the same by drawing a line from one to the other.
 Say Draw a line.
- Ask pupils to colour matching pictures with the same colour, e.g. chairs blue, doors red, etc. This can be finished for homework.
 - 2. Point and say the words.
- Point to the objects and ask What's this? Elicit answers with It's a
 - 3. Count. Trace the right number.
- Write numbers 1, 2, 3 on the board.
- Tell the children to lock at the first picture in their books. Say Count the chairs. Ask How many? Elicit the answer Three.
- Ask them to trace the number 3 in their books.
- Continue with the remaining pictures.

4. Trace and write the numbers.

 Ask the class to count the objects and then practise tracing and writing the numbers 1, 2, 3.

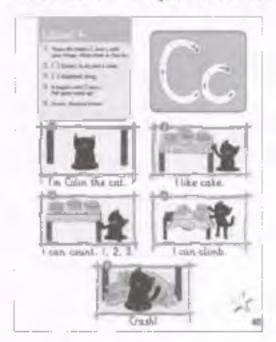
Homework

Ask the children to finish colouring the matching objects on Activity Book page 17 the same colour.

Here's more!

- 1. Tap and count.
 - Invite two children to the front. Ask one child to top 1, 2 or 3 times on the back of the other child.
 This child feels and counts the tops and says the number (see Multi-sensory learning, page 12).
- 2. Guess the object.
 - Put one of each classroom object on your table.
 - Invite a volunteer to the front. Blindfold the child.
 Help the child to touch one of the objects. Ask
 What's this? The child guesses using It's a
 - Ask the class Is he/she right? Elicit Yes or No.
- Draw, ask and answer.
 - Ask the class to choose a classroom object and to draw it on a large piece of paper.
 - Invite a child to the front. The child holds up his or her picture. The class has to guess what it is by saying It's a The first child to guess correctly comes to the front to show his or her picture.

Lesson 4 . Pupil's Book session page 13



New words: letter name c; cal, cake

Review: pencil, crayon, bag, book; letters a, b; apple, bay, ball, bird

Classroom language:

Help (+ name). Say the sound. Write the letter in the air. Say the name. Listen and sing. Listen and point. Put your hand up! Come to the front.

Go back to your seats.

Materials: Jojo soft toy or poster, lively music, Template A. ball.

Phonics flashcards: apple, bird, ball, oat, cake

Warm-up

- Sing Count with me (CD1 Track 26/Cassette 1.1). The -class points to the classroom objects.
- Review the letters and sounds already learnt. Chant Andy has an apple (CD1 Track 8/Cassette 1.1). Sing A boy and a ball (CD1 Track 17/Cassette 1.1).

Review the letters and sounds Aa and Bb

- Using Jojo and your phonics flashcards, hold up the letters a and b. Ask the children to say each sound (/æ/, /b/). Then put them behind your back, shuffle them and hold up different cards. The children say the correct sound. Say Say the sound.
- Repeat. This time, ask them to say the letter name.
 Say Say the name.
- Write large letters A and a and B and b on the board.
 Show the children the phonics flashcards from Unit 1.
 As the children say each word, ask them to point to the correct beginning letter.

Introduce the letters C and c

- Write large letters C and c on the board. Teach the name, sound and sequence for writing the letter (see How to introduce letters and sounds, page 13).
- Invite any children whose names begin with C to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers.
 Remind them that names begin with a big letter.
 - Trace the letters C and c with your finger. Write them in the air.
- Say Open your books. Hold up the correct page for the children to see.
- Say Write the letters C and c in the air. Demonstrate
 this to them first and ask them to say the sound /k/ as
 they write. Ask them to do this with the capital letter
 first and then the little letter. Point to each one on the
 board so that they know which they are writing.
- Tell the children to lock at the letters C and c in their books. Ask them to trace the big and little letters with their finger, storting at the dot and going in the direction of the arrows.
- Repeat this a few times, while soying the sound /k/.

2. Chant: A cat and a cake

- Use Jajo and your phonics flashcards to teach the words cat and cake (see How to introduce phonics words, page 13). Teach climb by mime or climbing onte a chair.
- Sau Cat begins with c. Letter Cc saus /k/. Repeat with cake and climb.
- Teach the chant (see How to teach chants, page 14).

Tapescript (CD1 Track 27/Cassette 1.1)

Letter c

N. M. M.

/k/, /k/, cat

/W. /k/. /k/

W. Ikl. cake

/kl, /kl, /kl

NJ. IkJ. climb.

3. Alphabet story

- The children do not need to learn all the words in this story. The aim is for them to understand the sequence of events and identify words beginning with the letter c.
- Tell the children to look at the pictures in their book. Point to the cat and the cake. Ask What's this? to elicit It's a cat. It's a cake. Talk about what is happening.
- Play the recording. Pause after each line to point to. the picture. Use mime to explain meaning.

Tapescript (CD1 Track 28/Cassette 1.1)

I'm Colin the cat. - hands on head like cat's ears

I like cake, - ticking fingers

I can count. 1, 2, 3. - holding up 3 fingers

I can climb. - mime climbing a ladder

Crash! - crouching down

- Play the recording again. This time ask the children to mime each line they hear.
- Repeat. Ask the children to call out the word Crash!

4. It begins with C and c. Put your hand up!

- Play the phonics story again. Ask the children to put their hand up every time they hear a word beginning with /k/. Pause after each word to give them the chance to decide if it starts with /k/ or not.
- Write words to the story on the board. Ask the children to look at them. Remember that they do not need to read the words. Play the recording again, pointing to each word on the board in turn.

This shows how we read from left to right and how letters form words.

- Point out the capital C in Colin's name and at the beginning of Crash.
- Invite a group of volunteers to the front to point to words beginning with /k/ on the board.

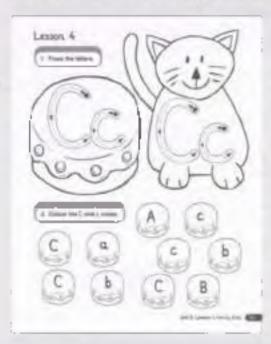
5. Game: Musical letters

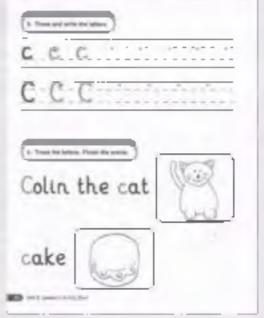
- Stand the children in a circle. If this is not possible, you can play this game with the children standing at their tables.
- Play any lively music. The children pass a ball from one to another. Stop the music. Say a letter name, either a, b or c. The child holding the ball says a word beginning with that letter. If the child is unable to say a word, do not exclude him or her. Instead, say to the rest of the class Help (child's name). Another child then helps. Continue the game.
- Stop the music regularly, making sure that every child has the chance to say a phonics word.

Option: If the children struggle with this, it is easier to sou the letter sound rather than the letter name.

Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 4 • Activity Book session pages 19 and 20





Warm-up

Repeat the chant A cat and the cake (CD1 Track 27).

1. Trace the letters.

- Point to the cake. Elicit and say /k/ cake. The class repeats. Do the same with Coun the cat.
- Now ask the children to trace the capital letter C in the cake and cat with their fingers, starting with the dot.
- Now ask them to trace the capital letter C with a coloured crayon. Repeat with the little c

2. Colour the C and c cakes.

 Ask the children to colour the cakes that contain the letters c and C.

Trace and write the letters.

 Ask the children to practise tracing and writing the letters c and C. Tell them to start at the dot.

4. Trace the letters. Finish the words.

 Ask them to complete the words, using the letters C and c. Point out the capital C at the beginning of Colin.

Homework

Give each child a copy of Template A. Before photocopying, write a capital C and little letter c on atternate lines. The children practise writing the letters at home. Ask them to draw a cat and a cake on the back.

Here's more!

1. Game: Letter in the air

- Hold up a phonics flashcard for a, b or c showing the children the picture. The class says the word.
- Now the whole class writes the beginning letter of the word in the air, using the correct strokes.

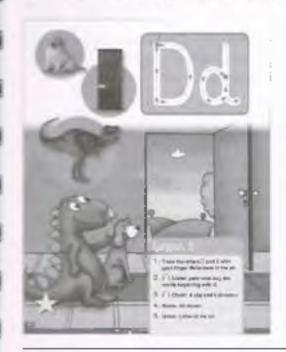
2. Game: Hidden cards

- Place the phonics flashcards for a, b and c in different parts of the classroom.
- Point to a child and say one of the phonics words, e.g. apple. The child finds the correct card, collects it and gives it to you. Continue with the remaining cards.

3. Sand tray letters.

- Take the children to a sand pit if you have one.
 If not, put sand into a tray.
- The children practise writing the letters A, a, B, b, C, c in the sand with their fingers.

Lesson 5 • Pupil's Book session page 14



New words: letter name d; dog, dinosaur

Review: cat, cake, apple, boy, ball, bird; What's this?

It's a... Sit down! Stand up!

Classroom language: Chant and do. Listen. Clap. Write the letters in the air. Say the sound. Say the letter. Dog begins with /U/ What letter? What's this? Stand up. Sit down. Say the sound. Does apple begin with a? Come to the front. Go back to your seats.

Materials: Jojo soft toy or poster

Phonics flashcards: apple, bird, ball, cat, cake,

dog, dinosaur

Warm-up

- Play What's this? Divide the class into two teams. Hold up a phonics flashcard (a-c) and cover it with a piece of paper. Very, very slowly reveal the picture. Say What's this? The first team to guess correctly wins a point.
- Repeat one of the phonics songs or chants.

Introduce the letters D and d

- Write the letters D and d on the board.
- Use Jojo to introduce the new letter name and sound see How to introduce letters and sounds, page 12),
- Invite any children whose names begin with D to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers. Remind them that names begin with a big letter.

1. Trace the letters D and d with your finger. Write them in the air.

- Say Open your books. Hold up the correct page for the children to see.
- Invite children to the board to trace the letters with their fingers.
- Tell the children to look at the letters D and d in their books. Ask them to trace the letters with their finger, starting at the dot and going in the direction of the arrows.
- Say Write the letters D and d in the air. Demonstrate this to them first and ask them to say the sound /d/ as they write. Ask them to do this with the capital letter first and then the little letter. Point to each one on the board so that they know which they are writing.

Listen, point and say the words beginning with d.

- Teach the phonics words, using Joje and your phonics flashcards (see How to introduce phonics words, page 13). They will already be familiar with door from Lesson 3.
- Play the recording. The children point to the correct llashcard and repeat the word they hear.
- Ask them to make the sound of a dog barking, a dinesaur roaring and a door opening. This will reinforce the meaning and is fun, too.

Tapescript (CD1 Track 29/Cassette 1.1)

Letter d

Id/, Id/, Id/ - dog

ld/, /d/, /d/ - door

/d/, /d/, /d/ - dinosaur

/d/ - dinosaur

/d/ - door

|d| - dog

3. Chant: A dog and a dinosaur

- Tell the children to look at the picture at the bottom of the page. Elicit as many words from individuals as you can.
- Teach the chant. Encourage the class to clap or stamp the rhythm as they chant (see How to teach chants, page 14).
- Say Chant and do! (see How to do TPR, page 15).
 The children can mime opening a door.

Tapescript (CD1 Track 30/Cassette 1.1)

/d/./d/./d/.

Open the door!

/d/, /d/, /d/

Open the door!

A dog and a dinosaur

At the door

4. Game: Sit down!

- Write the letters A, a, B, b, C, c and D, d on the board
- Invite eight children to the front. Say Come to the front.
- Give a phonics flashoard to each child (from Unit 1 and Unit 2).
- Point to one of the letters on the board. Ask the whole class to say the sound of the letter. Say Say the sound.
- Ask all the children with phonics flashcards beginning with that letter to sit down on the floor. Say Sit down!
- Ask the rest of the class to check that the correct children have sat down. Point to the card of a seated child and ask, e.g. Does apple begin with /æ/? Elicit Yes or No.
- Say to the seated children Stand up! Continue with the remaining letters. Say Go back to your seats.
- You may need to play this game in two rounds so that all the children have a chance to play.

Option: You could also include the cards for black, blue, board, book (letter b) crayon (letter c) and door (letter d).

5. Game: Letter in the air

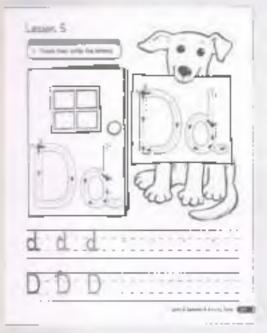
- Hold up a phonics flashcard, picture facing the class.
 Ask What's this? The class says the word.
- Now the whole class writes the beginning letter of the word in the air, using correct strokes. Say Write the little letter in the air. Demonstrate to the class.
- Hold up another card and repeat the game. As the children improve, increase the speed of the game.

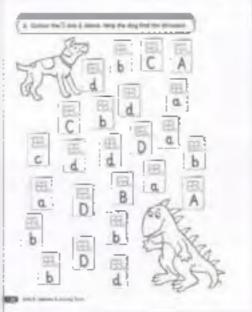
Option: Play the game with capital letters. Say Draw the big letter in the air.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the battom of the page.

Lesson 5 . Activity Book session pages 21 and 22





Warm-up

- Repeat the chant A dog and a dinosaur (CD1 Track 30/Cassette 1.1).
 - 1. Trace then write the letters.
- Asik What's this? to elicit It's a dog.
- Point to the letters D and d inside the door and elicit the sound /d/. Ask the children to trace the letters with their lingers and then a crayon, starting at the dot.
- · Repeat with the letters inside the dog.
- Ask the children to practise tracing and writing the letters D and d on the grid. Tell them to start at the dot.
 - Colour the D and d doors. Help the dog find the dinosaur.
- Ask the children to colour the doors that contain the letters D and d. This will help the dog find the dinesaur.

Option: Ask the children to draw lines to connect the appropriate and find the route this way.

Homework

Write letters D and d on Template A. Phatocopy one for each child. The children copy the letters at home for practise. Ask them to draw a dog, a door and a dinosaur on the back.

Here's more!

- 1. Game: What's this?
 - Divide the class into two teams. Hold up a phonics flashcard, picture facing the class and cover it with a piece of paper. Very, very slowly reveal the picture. Ask What's this? The first team to guess correctly, using It's a ... wins a point.
- 2. Game: Guess the letter
 - Write a large letter in the air, in front of the class.
 Ask What letter is it? Repeat the action until a child guesses the letter correctly.
 NB Make sure you turn your back on the children so that you write the letter the right way round.
- 3. Game: Run and touch
 - Attach the phonics picture flashcards /ie/ to /d/ to the board.
 - Invite five children to the front and stand them in a line in front of the board.
 - Call out a letter name. The first child at the front runs and touches a picture beginning with that letter. The child sits down again.
 - Continue until all are sitting down. Repeat with different children.

Lesson 6 . Pupil's Book session page 15



New words: Goodbye.

Classroom language: You're... Listen and act. It's story time! Listen and say. Listen and point. Come to the front. Go back to your seats. Where's letter a? Find it!

Materials: character stick puppets, Template C

Phonics flashcards: cat. doa

Warm-up

- Repeat the chont A dog and a dinosaur (CD1 Track 30/Cassette 1.1).
- Encourage the class to mime opening doors in rhythm as they chant.

1. Story: What's this?

- Say Open your books. Hold up the correct page for the children to see.
- Say It's story time! Encourage the children to name as many things in the story as they can in English. You may wish to talk about the story.
- Play the recording right through. Encourage the children to follow the sequence of pictures. Pause to allow the children to point to the corresponding pictures.
- Play the recording again. This time pause for the class to repeat. They do not need to repeat the final line, Naughty dog.

Tapescript (CD1 Track 31/Cassette 1.1)

Picture 1

Joso Lucy What's this? Lucy Jojo It's a cat.

Picture 2

Jose Hello, cat. I'm Jojo.

CAT meow

Picture 3

Joso What's this?
Tow It's a dog.
Dos woof

Picture 4

Joso Goodbye, cat.
CAT meaw
Joso Goodbye, dog.
Dog wool
Tow Naughty dog!

2. Listen and act.

- Invite five children to the front to be Jojo, Tom, Lucy, the cat and the dog. Give them stick puppets and the dog and cat phonics flashcards. Say You're Jojo, etc.
- Play the recording again. The children act out the dialogue, while the rest of the class repeats the words Say Listen and act. Demonstrate the actions, e.g. straking the cat, cat shaking in fear, dog chasing cal, waving goodbye.
- Encourage the children to make noises for the dag and the cat.
- Divide the class into five groups, one for each character and the cat and dog. The children now act out the story as a whole class activity.

3. Find the hidden letters.

- Write the letters a, b, c, d on the board.
- Teil the class that these letters are hidden in the pictures in their books.
- Ask the class to look at their books and to try to find the letter a. Say Where's letter a? Find it!
- Continue with the remaining letters.

4. Song: A, b, c, d

- The song reviews letter names a to d. Teach and sing the song (see How to teach songs page 14).
- Stick the letter flashcards Aa to Dd and the phonics flashcards of apple, ball, cat and dog around the room.
- Ask the class to point to the correct cards as they sing the song.

Tapescript (CD1 Track 32/Cassette 1.1)

a, b, c, d

a. b. c. d

a for apple.

b for ball.

c for cat

and d for dog

a. b. c. d

a, b, c, d

5. Game: Bingo (Template C)

- Give each child a Bingo grid (Template C, page 241).
- Ask them to colour all the squares of their Bingo grids, using red, yellow, green, blue, black, or leaving white.
- Give each child a set of counters or small stones.
- Call out a colour. The children cover the squares of that colour.
- Continue. The first child to cover a row is the winner.

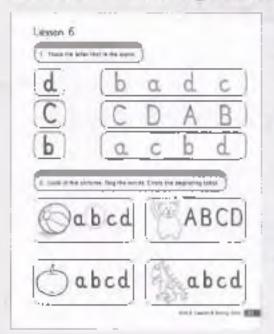
STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (CD1 Track 9/Cassette 1.1).
- Repeat for each child and insert his/her name.

Lesson 6 • Activity Book session page 23



Warm-up

- Sing Count with me! (CD1 Track 26/Cassette 1.1).
- Encourage them to point to the objects as they sing.

1. Trace the letter that is the same.

- · Point to the first letter in the box and elicit the sound /d/.
- Now ask the children to point to the other letter d on the same line.
- Move around the room to check that they are pointing to the correct letter. Ask them to trace the matching letter.
- Continue with the remaining letters.

Look at the pictures. Say the words. Circle the beginning letter.

- Point to each picture and ask What's this?
 Elicit It's a
- Point to the picture of the ball. Elicit the beginning sound /b/.
- Ask the class to point to the letter b under the picture and to draw a circle around it.
- Continue in this way with the remaining pictures.

Homework

Ask the children to draw a picture of their classroom,

Here's more!

1. Game: Guess the letter

- Invite a child to the front. Say Close your eyes.
- Write a letter (Aa to Da) on the board. Guide the children's finger along the letter to trace it in it's correct sequence. The child guesses what it is.
- Continue with other children.

2. Game: Letter in the air

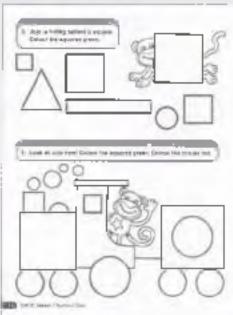
- Hold up a phonics flashcard showing the children the picture. The class says the word
- Now the whole class writes the beginning letter of the word in the air, using the correct strokes.

3. Art: Make a classroom picture

- Ask the children to draw, colour and cut out pictures of the classroom objects they have learnt in this unit. They can also include pictures of themselves and Jojo, Tom and Lucy.
- Help the children to stick the pictures onto a large piece of paper to make a picture of a classroom. They can then stick the pictures of themselves anto a chair, Items such as books and pencils can be stuck onto the tables.
- Add text labels, e.g. table, board, bag, etc.
- Talk about the picture with the children using What's this? It's a

Lesson | Numbers Book session pages 13 and 14





Aims: To:

- develop visual discrimination skills
- identify missing elements
- develop fine motor skills
- identify and name a shape: (square)
- distinguish between a square and a circle
- establish a relationship between shape and colour.

Warm-up

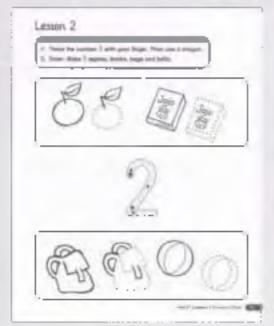
- Repeat the chant Book, book, book (CD1 Track 20/ Cassette 1.1).
- Ask the children to hold up the correct objects as mey chant.
- Sing Colour song (CD1 Track 11/Cassette 1.1).
 - 1. Joja is drawing. Help him to finish the pictures.
- Say Open your books. Hold up the correct page for me children to see.
- Explain that Jojo is copying pictures, but he hasn't finished them.
- Foirs to the first picture and draw it on the board. Ask What's this? Elicit Ball.
- Now ask them to look at the second picture. Rub out the lines on the picture on the board. Replace them with dotted lines.
- Invite two children to the front to join the dots and grow in the lines.
- Ask the children to draw the lines on the ball in their banks.
- Continue in this way with the remaining pictures.

- 2. Jojo is hiding behind a square. Colour the squares green.
- Ask Where's Jojo? The class points to Jojo. Say Look. Jojo. A square!
- Draw a square on the board and teach the word square using your Jojo soft toy or poster (see How to introduce new words and structures, page 12).
- Draw a number of squares and circles. Say Point to a square or Point to a circle. Invite individual children to the front to touch the correct shape.
- Ask the class to colour the squares green.
 - Look at Jajo now! Colour the squares green. Colour the circles red.
- Ask Where's Jojo? Teach the word train.
- Ask the children to point to the squares and circles. Say Point to the squares/circles.
- Ask them to colour all the squares green and all the circles red.

Homework

Ask the children to draw pictures of squares. They can copy the squares on page 14 of the Numbers Book.

Lesson 2 . Numbers Book session pages 15 and 16





Aims: To:

- recognise and write number 2
- count objects up to 2
- develop fine motor tracing skills
- distinguish between 1 and 2 objects and match to the corresponding number
- write number 2 on a number line.

Warm-up

- Sing Count with me (CD1 Track 26/Cossette 1.1).
- Ask the children to hold up the correct number of fingers as they sing.
- Draw large numbers 1 and 2 on the board. Invite children to the front to rub them out with their fingers, following the correct sequence of strokes.

Trace the number 2 with your finger. Then use a crayon.

- Ask the children to point to the number 2 in their book.
- Ask them to trace the number with their fingers, starting at the dot. Repeat a number of times.
- They can then trace the number with coloured crayons.

2. Draw. Make 2 apples, books, bags and balls.

- Tell the children to look at the objects on the page. Ask them to draw and make two of each object by tracing the dotted lines.
- When they have finished, point to the objects and ask How many apples? to elicit Two apples. Continue in this way to elicit Two books. Two bags. Two balls.

3. Trace and write number 2.

- Ask the class to trace the number 2s with their pendils or crayons. Remind them to start at the dots.
- Now ask them to practise writing the number 2 on their own.

4. Count and match.

- Ask the children to trace the numbers 1 and 2.
- Now ask them to count the objects in each picture and to draw a line to match them to the correct numbers.

5. Write number 2.

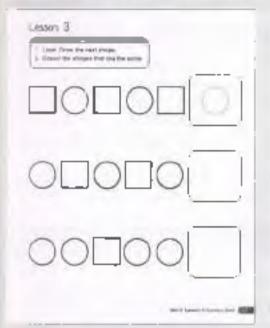
- Count to 10 for the class, pointing to each number or the number line.
- Ask them to write a number 2 in the correct space on the number line.

Homework

Give each child a copy of Template A for more practice in writing number 2. Before photocopying, write number 2 on the lines for them to copy.

Ask them to draw two of any objects on the back.

Lesson 3 Numbers Book session pages 17 and 18





Aims: To:

- recognise and distinguish shapes: circle and square 1
- · recognise and continue a sequence
- draw simple shapes
- identify and write number 3
- count objects to 3.

Warm-up

- Do some Number clapping. Say Stand up!
- Call out a number, either 1 or 2. The class claps the correct number of times.
- Continue getting faster and faster. Any child who makes a mistake sits down.
- You can vary this activity by asking the class to stamp their feet or hold up the correct number of hands.
- Invite volunteers to the front to call out the numbers:

Look, Draw the next shape.

- This activity helps the children to develop an awareness of sequences, essential in number work.
- Draw the first sequence on the board.
- Point to each shape. The class says either square or circle. When you get to the end, ask What next? Elicit the next shape, circle. Ask them to trace the circle in their book.
- Continue with the remaining shape sequences.

Colour the shapes that are the same.

- Point to the first sequence. Say Colour the squares blue. Colour the circles yellow.
- Vary the colours for each sequence.

Trace number 3.

- Ask the children to point to the number 3 in their book.
- Now ask them to trace the number with their fingers. starting at the dot. Repeat a number of times.
- Ask them to trace the number with coloured crayons a number of times.

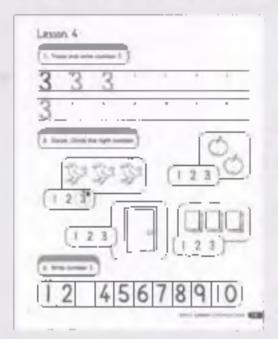
4. Count and match the groups of 3.

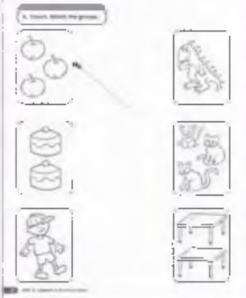
- Point to the first set and ask How many books? Count the books with the class. Elicit Three. Ask them. to draw a line from the picture group to the number 3. Say Draw a line.
- Continue with the remaining objects. Make sure theu only motch the groups of three objects.

Homework

The children can colour the pictures on page 18. Ask them to colour groups containing one object red, two objects blue and three objects green.

Lesson 4 Numbers Book session pages 19 and 20





Alms: To:

- · write the number 3
- count objects to 3 and match to the corresponding number
- write number 3 on a number line
- match picture sets by counting.

Warm-up

- Write the numbers 1, 2, 3 on the board.
- Sing Count with me (CD1 Track 26/Cassette 1.1). The children point to the numbers they hear.
- Ask them to write the numbers 1, 2 and 3 in the air as they sing.

1. Trace and write number 3.

- Ask the class to trace number 3 with their pencils or crayons. Remind them to start at the dat.
- They then write the number 3 on their own.

Count. Circle the right number.

- Tell the children to look at the first picture. Ask How many? Encourage the children to count out loud.
- Ask the children to identify the correct number and to draw a circle around it. Demonstrate on the board. Say Draw a circle.
- Continue in this way with the remaining pictures and numbers.

3. Write number 3.

- Count to 10 for the class, pointing to each number on the number line.
- Ask them to write a number 3 in the correct space on the number line.

4. Count. Match the groups.

- Ask the class to count the objects in the first picture.
 Ask How many apples? Elicit Three.
- Repeat with the picture of the cats. Say Look! Three dogs. Three cats! Draw a line!
- Continue with the remaining sets. You can say How many cakes? Two cakes and two what? Two dinosaurs? No. Two tables? Yes.

Homework

Give each child a copy of Template A for more practice in writing the number 3. Before photocopying, write the number 3 on the lines for the children to copy.

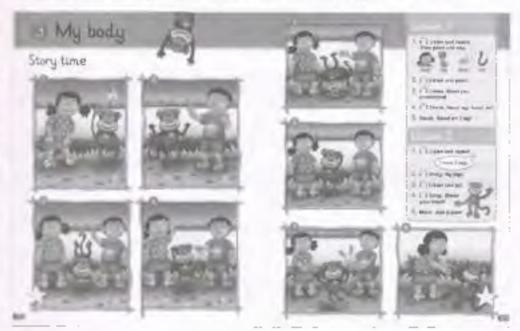
Ask the children to draw three of any objects on the back. Alternatively, they could out and stick three pictures from magazines or newspapers onto a sheet of paper.

My body

By the end of Unit 3 the children will be able to:

- Identify and name parts of their bodu.
- talk about their body using I have ...
- understand and use my and your
- respond to instructions Touch your Point to your Count the ..
- identify and write the letters E. e and F, f and understand their corresponding sounds
- identify words beginning with e and f
- identify and write the numbers 4 and 5 and be able to count objects up to $5\,$
- identify and draw two more shapes; rectangle

esson | Pupil's Book session pages 16 and 17



New words: head, leg,

hand, tall

New grammar: This is mu ...

Review: What's this? It's a ... Point to Stand up! Sit down! Put your hand up!

Classroom language: What are these? Stand on one leg. Stand on two leas. Put one hand up. Put two hands up. Who's this? What's missing? Where's the tail? There it is! Draw a line. Match Joja to the tail. Look! Is this a tail?

Materials: Poster 5, Jojo soft tou or poster

Vocabulary flashcards: legs, head, hand, tail

Warm-up

- Sing Happy, happy! (CD1 Track 14/Cossette 1.1).
- Display Poster 5. Ask Where's Robbie? (see How to use Find Robbie, page 16).
- Tolk about the poster. Ask What are Lucy and Tom teaching Jojo? What does Jojo do? Why are the children laughing? You can also talk about what parts of the body are used for,

Introduce the new words: head, leg. hand, tail

 Introduce the new words, using your Jojo soft toy or poster and your flashcards (see How to introduce new wards and structures, page 12).

1. Listen and repeat. Then point and say.

- Soy Open your books. Hold up the correct page.
- Ask the children to look carefully at the picture. Say Look! as you point to each part of the body on the poster.
- Play the recording. Pause after each word for the children to point to the correct part of the body in their books. Demonstrate with the poster.
- Play the recording again. Ask the class to repeat and point to the correct part.
- Play the recording again. Invite volunteers to point to the items on the poster. Ask the class Is he/she right?
- Using your Jojo soft toy or poster, point to parts of his body and ask What's this?

Tapescript (CD1 Track 33/Cassette 1.1)

head

leg

hand

tail

This is my head.

This is mu leg.

This is my hand.

This is my tail.

2. A Listen and point.

- Ask the class to stand. Say Stand up!
- Play the recording. The children point to the parts of their body. Demonstrate in front of the class.

Tapescript (CD1 Track 34/Cassette 1.1)

Point to your legs.

Point to your hand.

Point to your head.

3. A Listen. Show you understand.

- This is a receptive activity to expose the children to English and help them pick out familiar words (see How to teach receptive listening, page 15). Do not ask the children to repeat the words.
- The children listen quietly to the recording.
- Repeat. This time pause after each sentence for the children to point to the correct pictures in their book. Demonstrate with the poster.

Tapescript (CD1 Track 35/Cassette 1.1)

Jojo is at school with Lucy and Tom. Lucy points to her legs. 'My legs,' she says.

Then Jojo points to his legs. He counts his legs, one, two. I have two legs, says Jojo.

Tom puts his hands up. 'My hands, Jojo,' he says. Jojo stands on his hands. 'Hands!' he says. The children laugh.

Then Tom points to Jojo's head. 'This is your head,' says Tom.

Then Joja stands on his head. The children laugh. 'You funny monkey,' says Tom.

Then Joja points to his tail. 'What's this?' he asks.

'It's your tail,' says Lucy.

Then Jojo does a clever thing. He stands on his tall, "You clever monkey," say Tom and Lucy, Everyone claps.

4. Chant: Head, leg, hand, tail

- Teach the chant (see How to teach chants, page 14).
- Encourage the children to clap the rhythm as they chant.

Tapescript (CD1 Track 36/Cassette 1.1)

Head, head,

head, head, head.

Leg. leg.

leg, leg, leg.

Hand, hand,

hand, hand, hand.

Tail, tail,

tail, tail, tail,

5. Game: Stand on one leg!

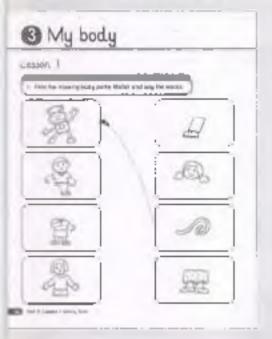
- Give commands, e.g. Stand up! Sit down! Put your hand up! Put your hand down!
- Say Stand on one leg! Demonstrate the action. Then Stand on two legs! Continue with Put one hand up! Put two hands up!

Option: Ask the children to stand on one leg and put one hand up at the same time.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

esson | Activity Book session page 24



Warm-up

- Display your Jojo poster.
- Repeat the chant Head, leg, hand, tall (CD1 Trock 36/ Cassette 1.1) a few times to review the body words.
- Ask the class to point to the correct parts of Jojo's body as they chant.
 - 1. Find the mising body parts. Match and say the words.
- Say Open your books. Hold up the correct page for the children to see.
- Point to the picture of Jojo and ask Who's this? Then say, Look! What's missing? Look. No tail!
- Point to the body part pictures on the right and ask Where's the tail? Point to each picture in turn and ask is this a tail? Elicit No! It's a leg.
- Continue in this way until the children correctly identify the tail. Say Yes. This is a tail.
- Now say Draw a line. The children draw a line to match Jojo to the tail. You can say Match Jojo to the tall.
- Continue in this way with the remaining pictures.

Homework

Ask the children to colour the pictures. Ask them to colour the matching body parts the same colour.

Here's more!

1. Chant and do the actions.

 Play the chant again. This time the children move the corresponding body part. For the word tall, ask the children to wave their arm behind them like a tail.

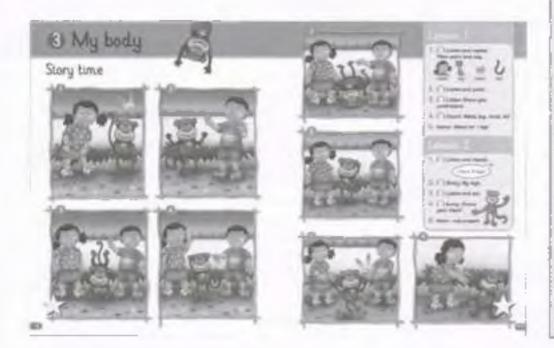
2. Word chain.

- Stick the body part flashcards on the board in a sequence, e.g. leg, hand, tail, head.
- Sau This is my leg, and point to your leg. Starting. from one end of the classroom, each child says a sentence following the order on the board and using This is my So, the first child will say after you This is my hand. The second child will say This. is mu tail, etc. Continue round the room until you get back to the beginning.
- Make the game more challenging. You start by souing the first body part in the sequence. Then call out the name of a child at random. The child must say the next word in the sequence correctly. Continue calling out names at random.

3. Look, copy and say

- Shake your head and say head. The children copy your action and repeat the word.
- Continue in this way with your legs and hands.

Lesson 2 • Pupil's Book session pages 16 and 17



New word: lingers

New grammar: my/your,

I have two hands.

Review: What's this? Hello. I'm ... numbers 1, 2, 3; table, chair, door, bag.

window, book, board

Classroom language: Listen and act. It's story time. Listen and say: You're Shake your Touch your.... What number is it? Are these + body part? What

are these? Point to your Show me your hands. What

number is it?

Materials: Poster 5, character puppets, Template D, crayons, scissors, string Vocabulary flashcards: legs, head, hand, tail

Warm-up

Repeat the chant, Head, leg, hand, tail (CD1
Track 36/Cassette 1.1). Ask the children to point to the
corresponding parts of their body as they chant.

Introduce the new grammar

- Hold up two hands. Say I have two hands.
- Say Count them. Count the hands with the class One, two.
- Ask the class to hold up their hands. Say Show me your hands. Ask the class to repeat after you I have two hands.
- Point to your head and say I have one head.
- Ask the class to point to their heads and repeat after you I have one head.

Clisten and repeat.

- Play the first part of the recording. Pause after each sentence for the children to follow the instructions.
 Demonstrate the actions.
- Play the second part of the recording. Ask the children to repeat the sentences, while following the instructions.

Tapescript (CD1 Track 37/Cassette 1.1)

Point to your head. Put up your hands. Point to your legs.

I have one head.

I have two hands.

I have two legs.

2. Story: My legs

- Display Poster 5.
- Say It's stary time! Ask the children to name as many trings in the pictures as they can in English. Point to body parts on the poster and ask What's this?
- After the children have listened to and repeated the story, point to the poster and ask questions, e.g. What is this? What are these? Are these (body part)?
 Eliait Yes or No.

Tapescript (CD1 Track 38/Cassette 1.1)

Picture 1

Lucy My legs. Jojo, point to your legs.

Jose I have two legs.

Lucy Yes, Jojo.

Picture 2

Tom My hands. Point to your hands, Jojo,

Picture 3

Joso I have two hands

Picture 4

Lucy Look, Jojo. This is my head.

Toм And this is your head.

Picture 5

Jose I have one head.

Picture 6

Jose And what's this?

Lucy It's your tail.

Jose My tail?

Tow Yes, Jolo, Your tail.

Picture 7

Jose I have one tail.

Tow Clever mankey, Jojo!

Picture 8

Josa Owl Lucy Poor Joio.

3. A Listen and act.

- Invite valunteers to the front to be Lucy, Tom and Jojo, Give them character puppets. Say You're Lucy. You're Jojo. You're Tom.
- Jojo will need a tail. Roll up a piece of clothing and tuck it into the back of the child's trousers or skirt.

- Demonstrate the actions to the children by pointing to the correct parts of your body (see How to use TPR, page 15)
- Play the story again. The children act what they hear, by pointing to the correct parts of their and Jojo's body.
- Repeat. Ask the class to repeat each line, while the volunteers are acting at the front. Say Listen and act.

4. Song: Shake your head!

- Teach and sing the song (see How to teach songs, page 14).
- Demonstrate the actions shake and touch. Teach the word fingers by holding up and wiggling your fingers.
- Encourage the class to do the actions as they sing.

Tapescript (CD1 Track 39/Cassette 1.1)

Shake your head, head, head,

Now shake your hands, hands, hands,

Shake your fingers.

Now shake your legs, legs, legs.

(repeat)

Touch your head, head, head.

Now touch your hands, hands, hands.

Touch your fingers.

Now touch your legs, legs, legs.

(repeat)

5. Make: Jojo puppet (Template D)

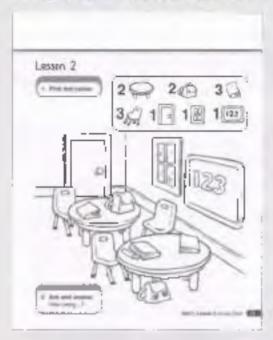
- Give each child a copy of Template D. The children colour in Joja (see How to do art and craft, page 15).
- Help them to cut out each section. Make holes in the indicated spaces with a hole punch.
- The children thread string or fosteners through the holes to attach the body parts together. Help them to tie the knots.
- Call out body parts. The children use their puppets to move the correct parts.

NB This activity may take longer than the available classroom time. You may wish to use an Art Room session to do this activity.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 2 - Activity Book session pages 25 and 26





Warm-up

- Sing Count with me (CD1 Track 26/Cassette 1.1) to revise classroom objects and the numbers 1, 2, 3.
 - 1. Find the colour.
- In the book, point to the number 2 next to the table in the box. Ask What number is it? Then point to the picture of the table. Ask What's this? Elicit It's a table.
- Tell the children to look at the colouring picture.
 Say Find two tables. Then say Count the tables.
- Continue with the remaining pictures.
- Now say Colour two tables: Colour three chairs, etc.
 - 2. Ask and answer.
- Ask How many books? How many tables? etc.
 - Join the dots. Say the words.
- Ask the children to carefully trace the dotted body parts. As they are working, move around the room, point to their work and ask What's this? What are these? Elicit the words tail, head, legs and hands.

Homework

Ask the children to draw a picture of their whole body.

As a follow up next lesson, ask them to talk about the pictures, saying e.g. I have two leas. I have one head, etc.

Here's more!

- Act the story (whole class activity).
 - Act the story as a whole class activity. Divide the class so that they are standing in groups of three.
 Each child in a group is either Jojo, Lucy or Tom.
 - Play the story. Pouse for the children to repeat their corresponding lines.
 - Play the story again. This time the children act out the story as they speak.
- 2. Sing with the Jojo body puppet.
 - Play the song Shake your head! with the Jojo body puppets. As the parts are all moveable, the children can make their puppets do all the actions.
 - Invite children to the front to demonstrate with their puppets.
- Sing the song in groups.
 - Divide the class into four groups: head, legs, fingers, hands.
 - Sing the song again. This time each group sings the line about its part of the body. The rest of the class shakes/touches that part of the body.

Lesson 3 • Pupil's Book session page 18



New words: letter name e; egg, elephant, big, little

Review: Letters a-d, phonics words /æ/-/d/, This is my What's this? It's a

Classroom language: It begins with e. Cat doesn't begin with d. What begins with e? Put your hand up! This is big E. This is little e. Trace the big/little Ee. Trace it with your finger/a crayon. What letter? Where's little e? Match big E and little e. Draw a line.

Materials: Jojo soft toy or poster, a paper/card out out egg for each child, paints, felt tips or crayons, Template A, ball Phonics flashcards: apple, bird, ball, cat, cake, dog, dinosaur, egg, elephant

Warm-up

 Repect the chant A dog and a dinosaur (CD1 Track 30/Cossette 1.1)

Review the letters and sounds Aa to Dd

- Play Musical letters. Stand the children in a circle. If this is not possible, you can play this game with the children standing at their tables.
- Play any lively music. The children pass a ball from one to another. Stop the music. Say a letter name, either a; b, c or a. The child holding the ball says a word beginning with that letter.
- Continue the game. Stop the music regularly, making sure that every child has the chance to say a phonics word.

Introduce the letters E and e

- Draw large letters E and e on the board. Point to the big E and say This is big E. Point to the lower case e and say This is little e. Teach the name, sound and sequence for drawing the letters (see How to introduce letters and sounds, page 13).
- Invite any children whose names begin with E to the front, Write their names on the board and ask them to trace over the beginning letter with their fingers.
 Remind them that names begin with a big letter.

1. Trace the letters E and e with your finger. Write them in the air.

- Write the letters E and e on the board, invite a group, of volunteers to the front to trace over the letters. Say Trace the big E and then Trace the little e. The class makes the sound /e/ as they do so.
- Say Write the letters E and e in the air. Demonstrate.
 Ask them to say the sound /e/ as they write. Ask them to do this with the big letter first and then the little letter. Point to each one on the board so that they know which they are writing.
- Ask the children to trace the big and little letters in their books with their finger, starting at the dot and going in the direction of the arrows.

Listen, point and say the words beginning with e.

 Teach the words egg and elephant using Jojo and your phonics flashcards (see How to introduce phonics words, page 13).

- Play the recording. Say Listen and point. The children listen and point to the pictures in their books.
- Play the recording again. Ask the children to repeat the words. Say Say the words.

Tapescript (CD1 Track 40/Cassette 1.1) Letter e

lel, lel, lel, elephant

/c/, /c/, /c/, egg

/e/, /e/, /e/, elephant

/e/, /e/, /e/, egg

3. Song: Eddie the elephant

- Talk about the pictures and what is happening. Elicit the words elephant and egg.
- Teach the song and sing it a number of times (see How to teach songs, page 14).
- Tell the children to look at the words in their book.
 Write the words on the board. Remember that they do not need to read the words. Play the song again, pointing to each word on the board in turn.
- Invite a group of volunteers to the front to point to Words beginning with E and e on the board. Ask the rest of the class Is he/she right?
- Paint out the big E in Eddie's name.

Tapescript (CD1 Track 41/Cassette 1.1)

Eddie the elephant.

le1, le1, le1

Eddie the elephant.

/e/, /e/, /e/

Look at the elephant on the egg, Look at elephant on the egg.

(repeat all)

Oh, no!

4. Game: Mystery words

- Write the letters Aa to Ee on the board. Point to each letter and elicit Big A, little a. Continue with each letter.
- Put the phonics flashcards for these letters into a box.
 Take a card out, and show the back to the class so that you can see the picture. Cover the letter with your hand.
- Say, e.g. It begins with d.
- The children try to guess the word by calling out words beginning with d. Say Put your hand up!
- The child who guesses correctly comes to the front and attaches the flashcard to the board, under the correct letter.

5. Art: Painted eggs

- (See How to do art and craft, page 15). Give each child a card or paper egg. Ask What's this? Elicit It's an egg.
- Ask the class to write or paint the letters E and e on the egg and then to decorate it. Encourage them to be creative and inventive.
- When the eggs are dry. Have an egg display at the front of the class.

NB: This activity may take longer than the available classroom time. You may wish to use an Art Room session to do this activity.

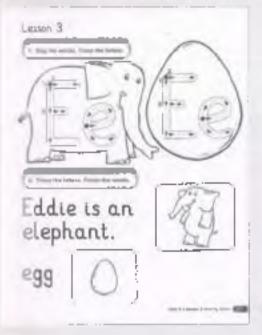
STICKER TIME

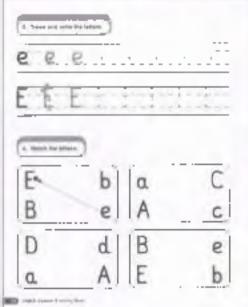
 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Joja says you're the star of the week (CD1 Track 9/Cossette 1.1).
- Repeat for each child and insert his/her name.

Lesson 3 • Activity Book session pages 27 and 28





Warm-up

Sing Eddie the elephant (CD1 Track 41/Cossette 1.1).

1. Say the words. Trace the letters.

- Point to Eddie and elicit /e/ elephant. The class repeats. Do the same with the egg.
- Ask the children to trace the letters E and e with their fingers, and then a coloured crayon starting at the dot.
 Soy Trace the big E. Trace the little e.

2. Trace the letters. Finish the words.

Ask the children to complete the words with E and e.

3. Trace and write the letters.

 Ask the children to practise tracing and then writing the letters e and E. Tell them to start at the dot.

4. Motch the letters.

- Write the letters from the first box on the board.
- Point to E. Ask What letter? Elicit Big E. Ask Where's little e? Ask volunteers to the front to point to it.
- Now say Braw a line, Match big E and little e.
- Continue with the remaining letters.

Homework

Write E and e on Template A. The children practise writing the letters then draw an elephant and on egg.

Here's more!

1. Make: Collage: Letters E and e

- Give each child or group a piece of strong paper.
- Help them to drow very large letters E and e.
- The children stick objects onto the lines. Use dry rice, pasto, rolled up tissue paper, etc.
- When the collage is dry, the children touch their letters in the correct sequence (see Multi-sensory learning, page 12).

2. Sing and do the actions.

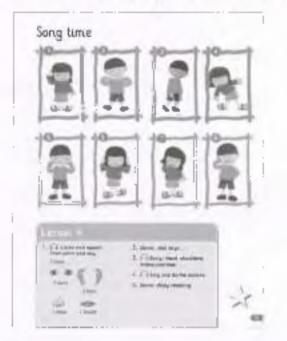
Sing Eddie the Elephant with actions:
 Eddie the elephant – arm before face as a trunk
 Look at the elephant on the egg – mime holding an egg

Oh, no! - mime sitting on the egg and breaking it

3. Game: Letter in the air

- Show a phonics flashcard. The class says the word.
- Now the whole class writes the beginning letter of the word in the air, using the correct strokes.
- Hold up another card and repeat the game.

Lesson 4 • Pupil's Book session page 19



New words: eyes, ears, mouth, nose, shoulders, knees, toes Review: head, legs, hands, tait, my/your Point to I'm What's this? I have a It's a animals: cat, dog, monkey, bird, elephant, dinosaur

Classroom language:

What are these? How many eyes do you have? It's game time! Joja says I didn't say Joja says Stand up! Shake your ... Touch your Help Joja. Whose ears? Match them Colour them.

Materials: Jojo soft toy or poster, Poster 6

Warm-up

- Sing Shake your head! (CD1 Track 39/Cassette 1.1).
 This will review the ports of the body already learnt.
- Encourage the children to do the actions as they sing.
- Display Poster 6.
- Talk about the pictures with the class. Point to the poster and ask What are the children doing? Why are they pointing to parts of their body? (They're singing a body song).

Introduce the new words: eyes, ears, mouth, nose

 Use your Jojo soft toy or poster to teach the new words (see How to introduce new words and structures, page 12).

Listen and repeat. Then point and say.

- Soy Open your books, Show the children the correct page.
- Play the recording. Pause after each word to point to the corresponding body part on the poster.
- Play the recording again. Pause for the children to repeat the words, while pointing to the correct body. port in their books.
- Point to a body part on the poster and ask Jojo What is it? Encourage the class to call out the body part to help Jojo.

Topescript (CD1 Track 42/Cassette 1.1)

I have two eyes.

I have two ears.

I have one nose.

I have one mouth.

2. Game: Jojo says ...

- Say It's game time! Hold your Jojo soft toy or point to your Jojo poster as you say the commands.
- Explain to the children that they should only carry out the command if you say Jojo says first. If you don't say Joja says, they should not do anything.
- Ask the class to stand. Say Jojo says, point to your nose. The children point to their noses. Continue with Jojo says, point to your head. The children point to their heads. Then say Point to your legs. The class should not point to their legs as you have not said Jojo says. If they do, remind them, shaking your head and say I didn't say Jojo says. Then continue.
- Recycle the commands from Lesson 2 with the new words, e.g. Shake your ... and Touch your

Song: Head, shoulders, knees and toes

- Soy It's song time!
- This is a popular traditional song. Explain to the children that all English children sing and love this song.
- The children will be singing the words shoulders, knees and toes. However, they do not need to practise and learn these words, unless you want them to do so.
- Play the recording. Pause after each word for the children to point to the correct picture in their book (see How to teach songs, page 14).

Tapescript (CD1 Track 43/Cassette 1.1)

Head, shoulders, knees and toes Knees and toes. Head, shoulders, knees and toes Knees and toes.

And eyes and ears
And mouth and nose.
Head, shoulders, knees and toes
Knees and toes

(repeat all)

4. Sing and do the actions.

- Say Stand up!
- Teach the children actions for the song (see How to teach TPR, page 15). Play the song (CD1 Track 43/Cassette 1.1) again and tell the children to point to the part of the body they are singing. They will need to move quickly to do this.
- Invite a group of volunteers to the front to demonstrate and perform to the rest of the class.

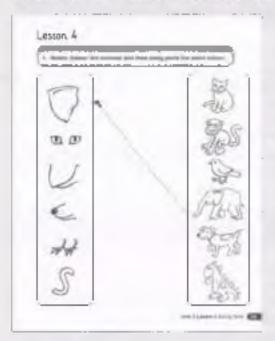
5. Game: Body clapping

- Tap your head to a steady rhythm. The children watch you carefully and then copy the action. They say head, head, head to the rhythm of your tapping.
- Change to tapping your legs. The children have to quickly notice the change and copy it. Now they say leg, leg, leg.
- Continue with other parts of the body.
- You can invite volunteers to the front to lead the game.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 4 . Activity Book session page 29



Warm-up

- Display Poster 6.
- Sing Head, shoulders, knees and toes (CD1
 Track 43/Cassette 1.1). This will review the body
 words. Encourage the children to touch the correct
 parts of their bodies as they sing.
 - Match. Colour the animals and their body parts the same colour.
- Tell the children to look at the pictures in their book.
 Point to each animal in turn and ask What's this? to alicit It's a
- Point to the ears and ask What are these? Eticit Ears.
- Then point to the animals and ask Whose ears? Point to each onimal in turn and ask Yes? No?
- The children match by colouring the ears and the animal the same colour.
- Continue with the remaining body parts.

Homework

Ask the class to draw lines to match each body part to the correct animal.

Here's more!

- 1. Play Jojo says with the body puppets.
 - Now that the children know more body words, you can play more games with the body puppets you made in Lesson 2.
 - Try Jojo says. The children make their puppets point to the correct body parts.
 - You could also sing Head, shoulders, knees and toes, with the body puppets doing the actions.

2. Game: Help Jojo

- Using your Jojo soft toy or poster, Jojo points to his legs and says My legs. The class node and says Yes, Jojo, Your legs.
- Then Jojo holds up his hands and says My eyes.
 Point to Jojo's hands and say Jojo says, my eyes.
 Yes or no? Elicit No. The children shake their heads.
- Sau Help Jojo! The class says No. Jojo. Your hands.
- Continue with the other body parts.

3. Art: My body

- Give each child a large piece of paper.
- Ask them to draw a picture of themse(ves (whole body). Tell them to colour it.
- Move around the class as they are working. Point to the body parts and ask What's this? What are these? What colour is it? How many ... do you have?
- When they have finished, invite individuals to the front to talk about their pictures. They can say, I'm (name). I have one head. I have two eyes, etc.

Lesson 5 • Pupil's Book session page 20



New words: numbers 4, 5

Review: numbers 1, 2, 3; finger, dog, mankey, cat, hand. eyes, legs, tail, ear; pencil, crayon, book; I have ...

Classroom language: How many? Point to number four. What are these? Count them! Is he/she right? Feel the number. What number is it?

Materials: Jojo soft toy or poster, Template A

Number flashcards: 1-5

Warm-up

 Sing Head, shoulders, knees and toes (CD1 Track) 43/Cossette 1.1) to review parts of the body.

Review numbers 1, 2, 3

- Write large numbers 1, 2, 3 on the board.
- Sing Count with me (CD1 Track 26/Cassette 1.1).
- Ask the children to point to the numbers as they sing.

1. Listen and repeat.

- Teach the word finger. The children will already be familiar with the word from the classroom language Write the letter/number with your finger.
- Write the numbers 4, 5 on the board. Introduce the numbers using Jojo and your number flashcards (see How to introduce new words and structures, page 12).
- Play the recording. Hold up the correct number of fingers to show the meaning.
- Play the recording again. This time the class repeats the words. Ask them to point to the numbers on the board as they do so.
- Repect again. This time ask the children to hold up the correct number of fingers.

Tapescript (CD1 Track 44/Cassette 1.1)

four

lour

four fingers

four

tivo

five

five fingers

tive

2. Listen and point. Count and say.

- Say Open your books. Hold up the correct page for the children to see.
- Ask the children to look at their books and tell you what they can see.
- Say Point to number four. The children point to the number in their book. Then point to the eyes and ask What are these? Elicit Eyes, Ask How many eyes? Count them with the class.
- Repeat with the number 5 and the five fingers.
- Point to each of the remaining pictures. Ask questions about the animals and their body parts using What's this? and What are these?
- Play the recording. Pause after each sentence for the children to point and count together.

Tapescript (CD1 Track 45/Cassette 1.1)

Point to the dog. How many legs? Countl

Point to the rabbit, Point to the ears. How many ears? Count!

Point to the hand. How many fingers? Count!

Point to the cat. How many tails? Count!

3. A Listen. Show you understand.

- This is a possive activity to expose the children to English and help them pick out familiar words (see How to teach receptive listening, page 15). Do not ask the children to repeat the words.
- The children listen quietly to the recording.
- Repeat. This time pause after each sentence for them to point to the correct picture in their book.

Tapescript (CD1 Track 46/Cassette 1.1)

Look at the animals in your book. What can you see? Can you see a cat? Count the ears.

One, two. Two ears.

How many cats? Yes, one cat.

And can you see the dog? How many legs?

One, Two, three, four. Four legs.

The dog has four legs.

And where's the rabbit? Can you see its nose?

How many noses can you see? The rabbit has one nose,

4. Game: How many fingers?

- Invite a child to the front, Blindfold him or her.
- Hold up between one and five fingers on your hand.
 Ask the child to feel your hand and count the fingers using touch only. Ask How many fingers?
- The child says the number, e.g. Three.
- Naw show your hand to the class. Ask Is she/he right?
 Count the lingers! Count with the class.
- Continue with other children (see Multi-sensory learning, page 12).

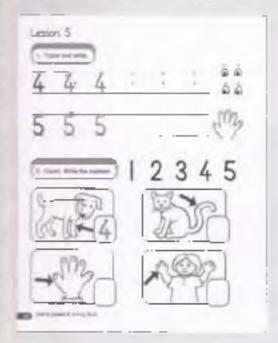
5. Art: Number frieze

- (See How to do art and craft, page 15). Give each child a large sheet of paper divided into four sections. Ask them to write a number, 2, 3, 4 or 5 in each section.
- Now ask the children to draw the correct number of any classroom objects they know in the corresponding section.
- Move around the room as they are working. Ask What are these? Elicit, e.g. My crayons. My book. Ask How many? to elicit the number.
- Invite volunteers to the front to present their pictures to the class and talk about the objects.
- Ask them to colour their pictures until the end of class.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 5 . Activity Book session page 30



Warm-up

- Write large numbers 1, 2, 3, 4, 5 on the board.
- Sing Count with me (CD1 Track 26/Cassette 1.1).
- Ask the children to point to the numbers as theu sing.

Trace and write.

Ask the class to count the body parts and then proctise tracing and writing the numbers 4 and 5.

2. Count. Write the number.

- Point to the numbers 1 to 5 in turn and ask What number is it?
- Point to the first picture. Ask How many legs? Sau Count them. Count with the class. The children write the number 4 in the box.
- Continue in this way with the remaining pictures.

Homework

Ask the children to colour the pictures.

You can also give them Template A for extra practice in -nling the numbers 4 and 5.

Here's more!

1. Game: Clap the number

- Call out a number between 1 and 5. The class claps that number of times.
- Continue to call out numbers, maintaining a rhythm.
- Now clap between one and five times. Say Listen and count. The children call out the number. Repeat, getting faster and faster.

2. Game: Tap and count

- Invite two children to the front. Ask one child to top one, two or three times on the back of the other child. This child feels and counts the taps and saus the number (see Multi-sensory learning, page 12).
- Continue with different pairs of children.

3. Game: Feel the numbers

- Invite a child to the front. Write a number between 1 and 5 on his or her back. The child has to guess the number. If they can't guess, write it in the air for the class to guess.
- Invite three more children to the front to join the first. Ask the first child to write a number on one of the children. That child has to guess. Continue with each child, until they have all had a number written on their backs and had a turn at writing.
- Repeat with different groups of children.
- Ask the children to practise writing numbers with their fingers on the polms of their own hands (see Multi-sensory learning, page 12).

Lesson 6 • Pupil's Book session page 21



New words: letter name I; fish

Review: finger, four; phonics words /æ/ – /e/; What's this?

It's a ... big/little

Classroom language: Trace the big/little letter with your finger Write it in the air! What does it begin with? What letter? Point to the big/little f. Write big/little f. What sound? What begins with f? What does finger begin with?

Materials: Jojo soft toy or poster, sand, glue, card, Template A

Phonics flashcards: a-e, finger, fish

Warm-up

- Sing Head, shoulders, knees and toes (CD1 Track A3/Cassette 1.1).
- Sing Eddie the elephant (CD1 Track 41/Cassette 1.1).

Review the letters A, a to E, e

- Write letters A, a to E, e on the board. Put the phonics flashcards picture-up on your table.
- Invite a child to the front to take a flashcard from your table. The child shows the class the card. The class sous the word.
- The child goes to the correct letter on the board and touches it.
- Continue with different children and the remaining cards.

Introduce the letters F and f

- Write large letters F and f on the board. Use your
 Jojo soft toy or poster to teach the name, sound and
 sequence for writing the letter (see How to leach letters
 and sounds, page 13). Say This is the big F. This is the
 little f.
- Invite any children whose names begin with F to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers. Remind them that names begin with a big letter.

1. Trace the letters F and f with your finger. Write them in the air.

- Say Open your books. Hold up the correct page for the children to see.
- Say Write the letters F and f in the air. Demonstrate
 this to them first and ask them to say the sound /f/ as
 they write. Ask them to do this with the capital letter
 first and then the little letter. Point to each one on the
 board so that they know which they are writing.
- Tell the children to look at the letters F and I in their books. Ask them to trace the big and little letters with their finger, starting at the dot and going in the direction of the arrows.
- Repeat this a few times, while saying the sound /t/.

Listen, point and say the words beginning with f.

- Teach the word fish. Revise finger and four using Jojo and your phonics flashcards (see How to introduce phonics words, page 13).
- Play the first part of the recording. Say Listen and point. The children listen and point to the pictures in their books.
- Play the recording again. Ask the children to repeat the words. Say Say the words. Point to your mouth to demonstrate the meaning.

 Play the second part of the recording. The children listen and point to the correct picture. Hold up the flashcards.

Tapescript (CD1 Track 47/Cassette 1.1)

Letter I

AV. N/. /t/ - fish

AV, AV, AV - finger

10. 1/. 1/- four

Point to a fish.

Point to a finger.

Point to number four.

3. Song: Four fish

- Talk about the picture at the bottom of the page. Elicit the words fish, four and finger.
- Teach the phonics song and sing it a number of times (see How to teach songs, page 14).

Tapescript (CD1 Track 48)

Four fish, four fish,

AU, AV, AV.

Four fish, four fish,

Al. N. El.

Point with your finger,

A/, A/, A/.

Point with your finger,

Mr. A/. A/.

(repeat all)

4. Game: Feel the letters

- Invite a child to the front. Write a little letter a to f on his or her back. The child has to guess the letter. If the child cannot guess, write the letter in the air for the class to guess (see Multi-sensory learning, page 12).
- Invite three more children to the front to join the first. Ask the first child to write a little letter on one of the children. That child then has to guess in the same way. Continue with each child until they have all had a letter written on their back.
- Repeat with different groups of children.

5. Make: Sand letters F and f

- Write large letters F and f on the sheets of paper or card. Give one to each child.
- The children use a glue stick to trace the letter and make a sticky surface.
- Ask the children to pour sand carefully over the glue and then shake it away. The sand will stick to the letter.
- Write the children's names at the bottom of the sheet.
 This will help them to recognise their names in written form.
- Leave to dry.
- The children then practise tracing the sand letters with their fingers (see Multi-sensory learning, page 12).

NB: This activity may take longer than the available classroom time. You may wish to use an Art Room session to do this activity.

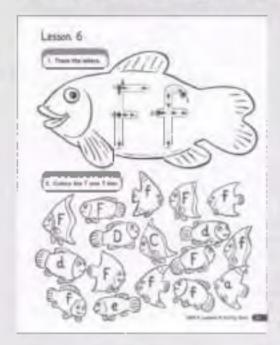
STICKER TIME

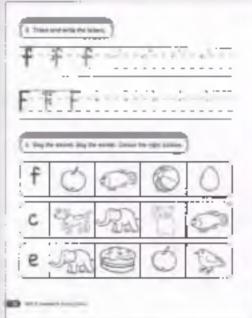
 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (CD1 Track 9/Cossette 1.1).
- Repeat for each child and insert his or her name.

Lesson 6 Activity Book session pages 31 and 32





Warm-up

- Sing Four fish (CD1 Track 48/Cossette 1.1) a few times.
 - 1. Trace the letters.
- Point to the fish and elicit fish, big F, little f.
- Ask the children to trace F/I with their fingers, then a coloured crayon starting with the dot and following the correct sequence. Say Trace the big/little F.
 - 2. Colour the F and f fish.
- Ask the children to look carefully at each fish and colour those that contain the letters F and I.
 - Trace and write the letters.
- The children practise tracing and writing f and F, starting at the dot. Say Write little f. Write big F.
 - Say the sound. Say the words. Colour the right picture.
- Point to the first letter. Ask What letter? Elicit I. Ask What sound? Elicit the sound If/.

- Ask What begins with /f/? Point to each picture and ask What's this? What does ... begin with? When an object begins with f, say Colour it.
- Continue with the remaining letters.

Homework

Write F and f on Template A. The children practise writing the letters then draw a fish, 4 and fingers on the back.

Here's more!

- 1. Game: Guess the letter
 - Put sand letters or letter collages of all the letters from Units 1, 2 and 3 on the table.
 - Invite a child to the front. Blindfold the child. Then guide the child's finger along a letter to trace it in its correct sequence. The child guesses the letter.
 - Continue with other children.
- 2. Sing and do the actions.
 - Sing Four fish with actions (see How to teach TPR page 15). They can wiggle like a fish swimming in the water and point with their finger.
 - Divide the class into two groups: fish and fingers.
 Sing the song again. Each group does its actions.
- 3. Game: What's this?
 - Use all the phonics flashcards learnt so far. Put the class in two teams. Hold up a flashcard and cover the picture with a piece of paper. Very slawly reveal the picture. Ask What's this? The first team to guess correctly, using It's a ..., wins a point.

My family

By the and of Unit 4 the children will be able to

- name members a family, main, dad, brother, sister, grandma, grandpa, aunt, unale, cousin
- say what people have using My dad has a
- say their age and respond to the question How old
- identify and write the letters $G,\,g,\,\mathrm{and}\,H,\,\hbar$ and understand their corresponding sounds
- identify words beginning with g, and hand understand the use of capital and small letters
- identify and write the numbers 1-5 and be able to count objects up to 5
- add with number lines and picture sums

Lesson | Pupil's Book session pages 22 and 23



New words: mum, dad, brother, sister, grandma, grandpa

New grammar: This is my It's

Review: parts of the body. happy

Classroom language: Is this mum? Where's ...? Draw the lines. Where's Robbie? Who's this?

Moterials: Poster 7, Joja soft toy or poster, character puppets

Vocabulary flashcards: mum, dad, brother, sister, grandma, grandpa

Warm-up

- Sing Head, shoulders, knees and toes (CD1 Track 43/Cossette 1.1).
- Display Poster 7. Ask Where's Robbie? (See How to use Find Robbie, page 16).
- Talk about the picture using the poster. Point to the people and ask Who's this? What is he/she doing? Where are theu?

Introduce the new words: mum, dad, brother, sister, grandma, grandpa

- Introduce the new words, using your Jojo soft toy or poster and your flashcards (see How to introduce new words and structures, page 12).
- Ask the children to tell you about members of their families.

1. () Listen and repeat. Then point and sau.

Say Open your books. Hold up the correct page for the children to see.

- Play the recording. Pause after each word to give the children time to point to the person on the poster.
- Play the recording again. Pause for the children to repeat the words, while pointing to the correct person in their books.
- Point to a person on the paster and ask Jojo Who's this? Encourage the class to call out the person to help Jojo.

Tapescript (CD1 Track 49/Cassette 1.1) mum, dad, brother, sister, grandma, grandpa

2. Find and say.

- Hold up the flashcard for mum. Ask Who's this? The class says mum.
- Invite a volunteer to the front of the class to match the card with the picture of mum on the poster. Ask the rest of the class Is ha/she right?
- Continue with the remaining family flashcards.
- Use your floshcards of Tom and Lucy or stick puppets.
 Point to a family member and ask Who's this? Let the puppet answer This is my dad.
- Invite volunteers to the front to use the puppet to answer using This is my.....
- Continue with the remaining family.

3. A Listen, Show you understand.

See How to teach receptive listening, page 15.

Tapescript (CD1 Track 50/Cossette 1.1)

Jajo is meeting Tom's family. Tom points to his dad. Then he points to his mum. 'This is my dad. And this is my mum,' he says.

"Hello, Jojo," say Mum and Dad.

'Thank you,' says Jojo.

Dad is eating an apple. He gives an apple to Jojo. Thank you, 'says Joja.

Then Tom points to his grandma and his grandpa. Grandpa has a cake. Grandpa gives a cake to Jojo,

Then Tom points to his big brother. 'This is my brother,' he says.

'Helio,' saus the brother. 'Let's plau!'

So Jojo plays ball with Tom, Lucy and the big brother. He is very happy.

4. Song: Family song

- Stick the family flashcards on the board.
- Teach the song (see How to teach songs, page 14).
- Encourage the children to point to the correct flashcard as they sing.

Topescript (CD1 Track 51/Cassette 1.1)

Mum, dad and brother too. This is my lamily. How are you?

Grandma, grandpa and sister too. This is my family. How are you?

(repeat all)

5. Game: Where's my mum?

- Put the family flashcards in different parts of the classroom.
- Use your Tom puppet or floshcard. Mime crying. Ask Is Tom happy? Elicit No. Say He's sad. He can't find his mum. Using the Tom puppet or card ask Where's my mum?
- Go to the dad floshcard and ask Is this Mum?
 Elicit No.
- Ask Where's Mum? The class points to the correct card.
- Take Tom to his mum and allow him to cuddle the card. Make him look happy. Ask Is Tom happy now? Elicit Yes.
- Continue with the remaining cards.
- Invite volunteers to the front to hold the puppet and help Tom find the rest of his family.

STICKER TIME

 Soy Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

esson. | Activity Book session page 33



Warm-up

- Sing Family song (CD1 Track 51/Cassette 1.1). This will review family words.
- Play Where's my mum? (see Pupit's Book session).

1. Join the dots. Who's this? Say the words.

- This activity helps to develop fine motor control as well as reinforcing family words.
- Point to the first picture. Say Draw the lines. The children trace over the dotted lines to complete the picture.
- Now ask Who's this? Elicit Murn.
- Continue in this way with the remaining pictures.

Homework

Ask the children to draw a picture of their mum. This is a tree creative activity. Do not expect accuracy. As a lallow-up next lesson, ask the children about their pictures and encourage them to say This is my mum.

Here's more!

1. Game: Who's this?

- Divide the class into two teams. Choose a familu flashcard. Do not let the children see it. Cover it with a piece of paper.
- Very, very slowly reveal the picture. Ask Who's this? The first team to guess correctly using This is ... wins
- Continue with other family members.

2. Game: Word chain

- Stick the family flashcards on the board in a sequence, e.g. mum, dad, brother, sister, grandma, grandoa.
- Say This is my mum. Starting from one end of the classroom, each child says a sentence following the order on the board and using This is my So, the first child will say after you This is my dad. The second child will say This is my brother, etc. Continue round the room until you get back to the beginning.
- Make the game more challenging. You start bu saying the first person in the sequence. Then call out the name of a child at random. The child must say the next sentence in the sequence correctly. Continue calling out names at random. As they don't know when they will be called, they must all concentrate very carefully.

3. Sing and do.

- Divide the class into six groups, one for each member of the family. Give each group one family flashcard.
- Repeat the Family song. This time ask the correct family members to stand up as their name is mentioned
- Invite six volunteers to the front to demonstrate the activity.

Lesson 2 • Pupil's Book session pages 22 and 23



New grammar; Grandpa has a cake. Jojo has an apple.

Review: mum, dad, brother, sister, grandma, grandpa; What's this? Who's this? Yes. No; ball, book, apple, crayon, pencil, cake, fish, bag

Classroom language: What does Grandma have? Trace the line with your finger.

Materials: Poster 7, drawing paper and crayons, Tom and Jojo puppets

Vocabulary flashcards: mum, dad, brother, sister, grandma, grandpa, book, crayon, pencil

Phonics flashcards: ball, apple, cake

Warm-up

- Display Poster 7.
- Sing Family song (CD1 Track 51/Cassette 1.1). Ask the children to point to the correct family member on the poster as they sing.
- Review the words ball, baok, apple, crayon, pencil and cake using flashcards or real objects. Ask What's this? to elicit It's a
- Hold up two flashcards of the above words. Say, e.g. Paint to the cake. Continue with the other objects.

1. A Listen and repeat.

- Ask the children to draw a little face on one of their lingers. Tell them to imagine it is Tom, Say You're Tom, Hello Tom. Elicit Hello, Miss/Mrs/Mr (your name).
- Play the recording. Pause after each question for the class to point to the correct person in their book with their finger.
- Play Tom's answer. Pause for the class to repeat.
 They do not need to repeat the question.
- Invite volunteers to the front to be Tom and Jojo.
 They can repeat the questions and answers.

Tapescript (CD1 Track 52/Cassette 1.2)

Joia Who's this? Tow It's my mum.

Joso	Who's this?
Tom	It's my dad.
Joso	Who's this?
Том	It's my sister.
Joso	Who's this?
Tow	It's my brother.
Joso	Who's this?
Ton	It's my grandma.
Jose	Who's this?
Tow	It's my grandpa.

2. A Listen, point and say.

- Hold up the flashcard for book. The class says book.
- Then say Grandma has a book. Point to Grandma and her book on the poster. The class repeats.
- Say Book, Who is it? The class points to Grandma and says Grandma. With your Tom stick puppet say It's my grandma.
- Continue with the remaining items: ball, apple, crayon, pencil, cake.
- Play the recording. Pause after each sentence for the class to repeat.
- Play the recording again. Asking them to point to the correct person and object in their book.

Topescript (CD1 Track 53/Cassette 1.2)

My grandma has a book.

My brother has a ball.

My sister has a crayon.

My mum has a pencil.

My dad has an apple.

My grandpa has a cake.

3. Game: Who has it?

- Stick the family flashcards on the board vertically, top to bottom.
- Now stick the rest of the flashcards on the board. Point to Dad and ask What does Dad have?
- Trace the line from Dad to the correct flashcard with your finger. Euclt Dad has an apple. Draw a line from Dad to the apple.
- Continue with the remaining people and objects. Invite volunteers to the front to trace over the lines with their fingers to discover what each person has.

4. Poem: This little monkey

Teach and practise the poem (see Songs, poems and chants, page 14).

Tapescript (CD1 Track 54/Cassette 1.2)

This little monkey has an apple.

This little monkey has a bag.

This little monkey has a crayon.

This little monkey has a ball.

And this little monkey goes ...

wee, wee, wee,

all the way to school.

5. Art: My family

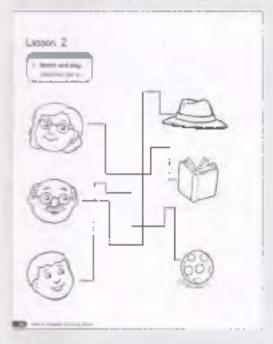
- Give each child a piece of paper. Ask the children to draw their own families. Accuracy does not matter, as long as each child can clearly identify his/her family members.
- If you have time, ask them to colour and decorate their pictures.
- Move around the class as they are working to affer praise and encouragement. Ask Who's this? about the different family members.

NB This activity may take longer than the available classroom time. You may wish to use an Art Room session to do this activity.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 2 Activity Book session page 34



Warm-up

- Repeat the poem This little mankey (CD1 Track 54/ Cassette 1.2).
- Play Who has it? (see Pupit's Book session). This will prepare the children for the activity below.

1. Match and say.

- Point to the first picture and ask Who's this? Elicit Grandma.
- Ask the children to trace the line from the picture of grandma with their linger. It will take them to the picture of the book. When they are sure they are right, they can use a crayon.
- When they have finished, ask What does Grandma have? Elicit A book.
- Say Grandma has a book. The class repeats.
- Continue in this way with the remaining family members and their objects. Tell the children to use a different colour for each person.

Homework

Ask the class to colour the people and their objects the same colour.

Here's more!

1. Poem with finger movements.

- The poem is great fun with finger movements (see How to use TPR, page 15).
- Hold up your hand. Each of the five mankeys is ane of the fingers. Say the first line of the paem white pointing to the thumb. Say the second line pointing to the index finger. When you get to the fifth line, point to your little finger. When you say 'Wee, wee, wee all the way to school,' make walking movements with your fingers from the little finger down your arm to tickle yourself under the arm.
- Teach the children the movements and say the poem with them.

2. Art: My family

- Invite individual children to the front to show the family pictures they drew in the Student's Book session. Encourage them to talk about the people in the pictures, using This is my
- Congratulate the children for doing this as it takes courage to speak in front of the class. Say Everyone clap! Well done!

3. Game: Guess what they have

- Hold up the dad flashcard. Then hold up one of the object flashcards, but don't let the children see the picture. Ask What does Dad have?
- The children call out guesses, e.g. Dad has a book. Dad has a cake. Answer Yes or No. The first child to guess correctly comes to the front to collect the object card.
- · Continue with the remaining family and object cards.
- Now play the game by inviting volunteers to the front to hold the object card. The child tooks at the card but doesn't show it to the class. The child saus Yes or No to the class's guesses.

Lesson 3 . Pupil's Book session page 24



New words: letter name g; goat, gate

Review: girl, goodbue; Open the ... This mankey has a Point to your Touch your ... : head, nose, mouth,

legs, arms, eyes, fingers

Classroom language: What animal is it? Say the sound, Say the name. Gaby has a letter g. Is it a big G or a little g? Trace the letter. Write a big/little Gg. Point to letter g.

Is Gaby a boy or a girl? Is Gaby naughty?

Materials: Jojo soft toy, Template A Phonics flashcards: a-f. goat, gate

Warm-up

- Repeat the poem This little monkey (CD1 Track 54) Cassette 1.2). Ask the class to do the finger actions.
- Choose one phonics chant and one song.

Review the letters and sounds a to f

- Using Jojo and your phonics flashcards a to I, hold up pairs of letters. Ask the children to say each sound. Sou Sau the sound.
- Then put them behind your back, shuffle them and hold them up again. Call out the letter sounds at random. The children repeat and point to the correct cords.
- Repeat. This time ask them to say the letter name. Sou Say the name.
- Draw large letters A, a to F, for the board. Show the children the pictures on the phonics flashcards. As the children soy each word, ask them to point to the correct letter on the board.

Introduce the letters G and g

- Write large letters G and g on the board. Teach the name, sound and sequence for writing the letter (see How to introduce letters and sounds, page 13).
- lawle only children whose names begin with G to the front. Write their names on the board and ask them to bace over the beginning letter with their fingers. Remand them that names begin with a big letter.

1. Trace the letters G and g with your finger. Write them in the air.

- Say Open your books. Hold up the correct page for the children to see.
- Soy Write letter g in the air. Demonstrate this to them first and ask them to say the sound /g/ as they write. Ask them to do this with the capital letter first and then the little letter. Point to each one on the board so that they know which they are writing.
- Tell the children to look at the letters G and g in their books. Ask them to trace the big and little letters with their finger, starting at the dot and going in the direction of the arrows.
- Repeat this a few times while saying the sound /g/.

2. Chant: A goat and a gate

- Use Joja and your phonics flashcards to teach the words goat and gate. Review goodbye and girl. You can wave and pretend to leave the room for goodbye and point to a girl in the room for airl (see How to introduce phonics words, page 13).
- Teach the chant (see How to teach chants, page 14).

Topescript (CD1 Track 55/Cassette 1.2)

Letter g

(g), (g), (g)

/y/, /w/, goat:

101.101.101

/y/,/y/, gate

/g/,/g/,/g/

121,121,121

Goodbye, goat.

3. Alphabet story

- The children do not need to learn all the words in this story. The aim is for them to understand the sequence of events and identify words beginning with the letters G and g.
- Tell the children to look at the pictures in their book.
 Point to the goat. Ask What's this? to elicit It's a goat.
 Introduce the goat's name. Say This is Gaby. Hello,
 Gaby! Elicit the other objects using What's this? You may like to talk about what happens.
- Play the recording. Pause after each line to point to the picture. Use mime to explain meaning.

Tapescript (CD1 Track 56/Cassette 1.2)

This is Gaby the goat. - hands on head like goat's homs

Gaby is a girl goat. – wiggle in a girlish way
This is a gate. – hands out to form a gate shape
Gaby opens the gate. – mime opening a gate
Goodbye, Gaby! – mime running away on the spot
Come here. Naughty goat!

- Repeat. This time ask the children to mime each line they hear.
- After the children have listened to and repeated the story, ask a few comprehension questions, e.g. Who's this? What animal is it? What's this? Is Gaby a boy or a girl? Is Gaby naughty?

4. It begins with G and q. Clap!

- Play the phonics story again (CD1 Track 55/Cassette 1.2). Ask the children to clap every time they hear a word beginning with /g/. Pause after each word to give them the chance to decide if it starts with /g/ or not.
- Tell the children to look at the words for the story in their book. Write them on the board. Remember that they do not need to read the words. Play the recording again, pointing to each word in turn.
- Invite a group of volunteers to the front to point to words beginning with g on the board. Ask the rest of the class Is he/she right?
- Point out the capital G in Gaby's name and at the beginning of the sentence Goodbye, Gaby.

5. Game: Listen and do the actions

- Say Goat. It begins with g. Touch your nose.
 Demonstrate. The children point to their noses.
- Call out phonics words at random. When they hear a word beginning with g, they touch their noses.
- Continue with other parts of the body.
- Make the game more challenging by asking the children to remember two instructions. It begins with g, Touch your head. It begins with a, touch your legs.
 Write the two letters you have chosen on the board to act as a prompt.

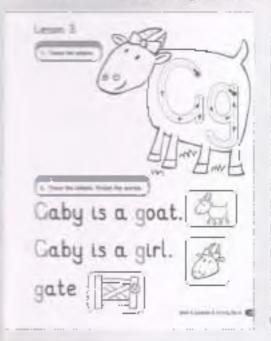
STICKER TIME

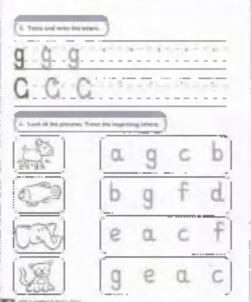
 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (CD1 Track 9/Cassette 1.1).
- Repeat for each child and insert his or her name.

Lesson 3 - Activity Book session pages 35 and 36





Warm-up

- Play the story, Gaby the goat (CD1 Track 56/Cossette) 1.2) The children repeat the words and do the actions.
 - 1. Troce the letters.
- Point to the letters in Gaby. Ask Is it a big G or a little g7 Ask the children to trace the letters.
- Do the same with gate.
 - 2. Trace the letters. Finish the words.
- The children complete the words with G and g.
 - Trace and write the letters.
- Ask the children to practise tracing and writing the letters G and g. Tell them to start at the dat.
 - 4. Look at the pictures. Trace the beginning letters.
- Point to the first picture. Ask What's this? What does goat begin with? Elicit the letter name and sound.
- Then say Point to letter g. The children point to the correct letter and trace it.
- Continue with the remaining pictures.

Homework

Write big and little letters G and g on Temptate A. The children practise writing the letters at home. Ask them to draw a goat, a girl and a gate on the back.

Here's more!

- 1. Game: Touch the letter
 - Write letters A, a to G, g on the board. Invite seven children to the front.
 - Say a phonics word to each child. The child goes to the board and tauches the correct letter.
 - The class can help by calling out the correct beginning sound, e.g. /h/.
 - Repeat with the remaining children in the class.
- 2. Game: Letter in the air
 - Hold up a phonics flashcard showing the children the picture. The class sous the word.
 - Now the whole class writes the beginning letter of the word in the oir, using the correct strokes.
- 3. Sand tray letters
 - Take the children to a sand pit if you have one. If not, put sand into a tray.
 - The children practise writing the letters G and g in the sand with their fingers.

Lesson 4 Pupil's Book session page 25



New words: cousin, aunt, uncle

New grammar: How old are you? I'm (+ age).

Review: numbers 1-5, Who's this? This is my Hello. boy, girl. face. I'm (name). I have happy

Classroom language:

How old is the boy/girl/mankey? Listen and say. How many ...? Count them. Draw a circle. This is you. This is your face. Draw your face/hair.

Materials: Jojo soft toy or poster

Number flashcards: 1-5

Warm-up

- Sing Family song a few times (CD1 Track 51/Cassette 1.1).
- Play the game How many fingers? (Unit 3, Lesson 5) to review numbers 1 to 5.
- Say Open your books. Show the class the correct page. Talk about the picture with the children. Ask Who are these mankeys? What are they doing?

Introduce the new words: cousin, aunt, uncle

 Introduce the new words using your Jojo soft toy or poster (see How to introduce new words and structures, page 12).

1. \(\hat{\chi}\) Listen and point.

- Play the recording. Pause after each sentence for the class to point to the pictures.
- Play the recording again. This time ask the class to repeat. Say Listen and say.

Topescript (CD1 Track 57/Cassette 1.2)

Joso I have five cousins.
Tou They're hoppy.
Joso This is my aunt.
Aunt Hello.

Joso And this is my uncle.

UNCLE Hello.
Tom and Lucy Hello.

Unit 4: Lesson 4 Teacher's Book

2. Look and count.

- Tell the children to look at the picture again. Ask How many cousins? Say Count them! Count with the class out loud.
- Repeat with How many aunts? How many uncles?
 How many boys? How many girls?

Introduce the new grammar

 Introduce the new grammar using your Jojo soft toy or poster (see How to introduce new words and structures, page 13). Attach an age badge to Jojo and ask him How ald are you? He can reply using I'm (+ the age on the badge).

3. A Listen and say.

- Tell the children to look at the age badges on the little monkeys.
- Point to each number and ask What number is it?
- Play the recording. Pause after each age for the children to point to the correct mankey.
- Repeat. Pause after each question and ask the children to say the answer white pointing to the correct mankey.
- Point to the monkeys and ask How old is this monkey? Elicit the number only, e.g. Four.

Topescript (CD1 Track 58/Cassette 1.2)

Little monkey. How old are you? Tow

MOUREY I'm two.

Lucy Little monkey. How old are you?

MONKEY I'm three.

ودوق Cousin. How old are you?

MCHKEY I'm four.

How old are you? Tow

I'm one. MONKEY

Lucy How old are you?

I'm five. MONKEY LUCY I'm five, too! Tow And I'm five.

4. Game: How old are you?

- Invite five children to the front. Give each one a number card from 1 to 5 and ask them to hold them up to show the class.
- Ask each one in turn How old are you? Each child responds using I'm (+ the number on the card).
- Say This boy is (+ number). The children point to the correct boy. Repeat with the remaining boys and girls.

5. Song: Five little monkeys

- Explain that the little monkeys like hiding and that this is their favourite song.
- Teach the song (see How to teach songs, page 14).
- Encourage them to make monkey gestures when they say, ow, ow, ow.

Tapescript (CD1 Track 59/Cassette 1.2)

Five little monkeys

Having fun.

See them plau

And see them run.

Hear them sau.

OW, DW, OW, OW.

Only faur little mankeys now.

Four little monkeys

Having fun.

See them play

And see them run.

Hear them say,

ow. ow. ow. ow.

Only three little monkeys now.

(repeat the verses using three and two)

One little monkey

Having fun.

See him play

And see him run.

Hear him say.

ow, ow. ow. ow.

No little monkeys now.

No little mankeys

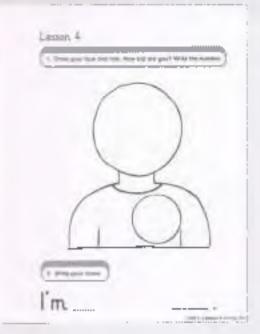
Having fun.

Goodbye monkeys,

Run, run, run.

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 4 - Activity Book session page 37



Warm-up

- Sing Five little mankeys (CD1 Track 59/Cassette 1.2).
 This will review numbers 1 to 5.
- Play How old are you? (CD1 Track 58/Cassette 1.2).
 This will prepare the children for the Activity Book activities.

Draw your face and hair. How old are you? Write the number.

- Point to the picture in the book and say This is your lace. Demonstrate by pointing to a child's face.
- Ask the children to draw their own faces and hair to complete the picture. Say Draw your face, Draw your hair.
- Demonstrate on the board. Draw a circle for the face.
 Then complete it with your own face and hair (or one at the children's if you prefer).
- When the children have linished, draw large numbers 1 to 5 on the board.
- Ask the children How old are you? Elicit answers with I'm...
- Point to the badge in the picture and say Write the number. How old are you? The children write their age on the badge.

2. Write your name.

- Tell the children to write their name in the sentence.
- Invite individual children to the front to show their work to the class. Each child points to the picture and the sentence underneath and says I'm (name). I'm (age).

Homework

Ask the children to colour the picture.

Here's more!

1. Art: Make age badges

- Give each child a piece of paper. Help them to draw a large circle on it. Say Draw a circle. Say How old are you? Ask the class to write their age. Write numbers on the board for them to copy.
- Now ask them to decorate their age badges.
- Move around the class as they are warking, asking individuals How old are you? to elicit I'm (age) (see How to do art and craft, page 15).

2. Sing and do the actions

- Invite five children to the front. Say You are mankeys.
- Sing Five little monkeys again with the class. At the end of each verse, one of the monkeys goes back to his/her seat, leaving the correct number of monkeys. Encourage the children at the front to make mankey movements.
- · Repeat with other children.

3. Chain game: Age

- Point to each child and give them a number between 1 and 5.
- Using your Jojo soft toy or poster, Jojo points to himself and says I'm four, Jojo then points to a child in the class and asks How old are you?
- The child stands and answers using I'm (+ their number). The child then points to another child in the class and asks How old are you?
- This child stands and says I'm (+ their number) and then points to another child in the class.
- Continue until the whole class is standing.

Lesson 5 Pupil's Book session page 26



New words: letter name h; hat, horse

Review: hand, phonics words and letters A. a-G. g. phonics words /kc/ - /c/

Classroom language: big/little h, It begins with h.

Does it begin with h? Write it in the air. Listen and do the actions. Write it on his/her back. What letter? Touch the letter.
The horse has a letter h. Is it a big H? Trace the letter.

Write the big/little Hh.

Materials: Jojo soft toy or poster, Template E. give. scissors.

Template A

Phonics flashcards; a-g, hat, horse

Vocabulary flashcard: hand

Varm-up

Sing Five little monkeys (CD1 Track 59/Cossette 1.2). Choose two or more phonics chants or songs to help to review letters and sounds.

leview the letters and sounds a to g

Write letters A. a to G, g on the board.

Put the phonics flashcards a to g pictures on your table. Invite a child to the front to take a phonics flashcard. The child shows the class the picture on the card. The class saus the word.

Then the child goes to the correct letter on the board and touches it.

Continue with different children and the remaining cards.

ttroduce the letters H, h

Write large letters H and h on the board. Teach the name, sound and sequence for writing the letters (see How to introduce letters and sounds, page 13).

Invite any children whose names begin with H to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers. Remind them that names begin with a big letter.

Trace the letters H and h with your finger. Write them in the air.

- Say Open your books. Hold up the correct page for the children to see.
- Say Write the letters in the air. Demonstrate this to them first and ask them to say the sound /lu/ as they write. Ask them to do this with the capital letter first and then the little letter. Point to each one on the board so that they know which they are writing.
- Tell the children to look at the letters H and h in their books. Ask them to trace the big and little letters with their finger, starting at the dot and going in the direction of the arrows.
- Repeat this a few times, while saying the sound /h/.

2. Listen, point and say the words beginning with h.

- Teach the words hat and horse using your flashcards.
 Revise hand, which was taught in Unit 3 by holding up your hand or using the hand vocabulary flashcard (see How to introduce phanics words, page 13).
- Play the first part of the recording. Say Listen and point. The children listen and point to the pictures in their books.

- Play the recording again. Ask the children to repeat the words. Say Say the words. Point to your mouth to demonstrate the meaning.
- Play the second part of the recording. The children listen and point to the correct picture. Hold up the tioshcards.

Topescript (CD1 Track 60/Cassette 1.2)

Letter h

/h/, /h/, /h/ – harse, horse, horse /h/, /h/, /h/ – hand, hand, hand /h/, /h/, /h/ – hat, hat, hat

Point to a horse. Point to a hand. Point to a hat.

3. Chant: A horse in a hat

- Talk about the picture at the bottom of the page.
 Elicit the words horse and hat.
- Teach the phonics chart and repeat it a number of times (see How to teach chants, page 14).

Tapescript (CD1 Track 61/Cassette 1.2)

A horse in a hat Clap your hands!

dut. Av. Av. Av. Av. Av. Av. Av.

A horse in a hat Clap your hands!

AV, AV, AV, AV, AV, AV, AV,

4. Game: Tap and touch!

- Draw large letters H and h on the board.
- Top each child on the shoulder. As you do so say any phonics word they know.
- If you say a word beginning with h, the child you touch on the shoulder gets up and touches the letters on the board.
- Make the game more challenging by drawing other letters on the board. Include H and h and others that you think the children need to review.
- If you say a word beginning with any one of these letters, the child you touch on the shoulder gets up and touches the correct letters on the board.

5. Cut and stick (Template E).

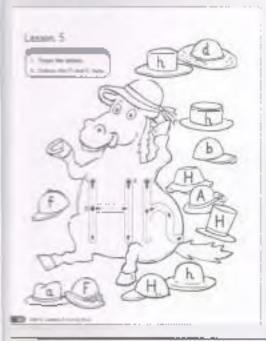
- Give each child a copy of Template E.
- Ask them to cut out the broken squares. Say Cut out the pictures.
- Give each child a sheet of paper.
- Ask them to stick each letter next to the object that begins with that letter. Say Stick the pictures.
- If you have time, you can ask the children to colour the pictures.

NB You may prefer to do this activity in groups as the children may need help.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 5 - Activity Book session pages 38 and 39





Warm-up

- Repeat the chant A horse in a hat (CD1 Track 61/ Cossette 1.2).
 - 1. Trace the letters.
- The children trace the letters in the horse, starting at the dot and using the correct sequence of strokes.
 - 2. Colour the H and h hats.
- The children colour the H and h hats.
 - 3. Trace and write the letters.
- Ask the children to trace and write the letters H and h.
 Say Draw big H. Then draw little h.
 - Look at the animals. Say and write the beginning letters.
- Point to the elephant. Ask What's this? What does elephant begin with? Elicit the letter name and sound /e/
- Ask the children to write the letter e in their books, under the picture. Continue in the same way.

Homework

Write big and little letters H and h on Template A. The children practise writing the letters at home.

Ask them to draw a horse and a hat on the back.

Here's more!

- 1. Chant with actions.
 - Teach the following actions: a horse – gallaping action in a hat – putting a hat on claps his hands – clapping
- 2. Game: Guess the letter
 - Ask the children to write H and h on their hands with their fingers.
 - Invite pairs of children to the front to demonstrate this.
 - Then play Guess the letter. Draw a letter on a child's back. The child guesses which it is.
 Continue with other children or put the children into small groups to play.
- 3. Game: Listen and dol
 - Say Horse. It begins with h. Write little h. Demonstrate. The children write in the air.
 - Call out phonics words. When they hear a word beginning with h, they write the little h in the oir.
 - Continue with other commands and letter sounds.

Lesson 6 Pupil's Book session page 27



Review: My mum has a ... ball, cake, horse, dog, cat, pencil, crayon, book, bag, crayon, red, yellow, green, blue, black, numbers 1-5

Classroom language; Who has a ...? Susie doesn't have a crayon. Draw a red line. What colour is it? Trace the line with your finger. Hold up a red crayon! Colour number 1 red.

Materials: Template A

Warm-up

 Sing Family song (CD1 Trock 51/Cossette 1.1) to review family words.

1. \(\hat{\text{Listen.}}\) Listen. Show you understand.

- The children don't need to understand every word of the receptive listening activities (see How to teach receptive listening, page 15).
- The children listen quietly to the recording.
- Repeat. This time pause after each sentence for them to point to the correct pictures in their books. Say Listen and point. Demonstrate.

Tapescript (CD1 Track 62/Cassette 1.2)

Here is a family.

Can you see the brother? He has a dog. He likes dogs.

Can you see the sister? She has a cat. It's a black car.

Who has a cake? It's a yellow cake. Yes. Mum has a cake.

Who has a horse? It's a white horse. Yes, The uncle has a horse.

Can you see the goat? It's a naughty goat. The aunt has the goat. Point to the aunt.

Now point to the ball. What colour is it? Yes, it's black and white. Who has it? The cousin has the ball. What a happy family.

2. Song: My brother has a dog

- Play the recording. Pause after each verse for the children to point to the correct picture in their book.
- · Teach the phonics song and sing it a number of times.

Tapescript (CD1 Track 63/Cassette 1.2)

My brother has a dog.
My brother has a dog.
woof, woof,
woof, woof
My brother has a dog.
woof, woof, woof, woof, woof, woof,

My sister has a cat.
My sister has a cat.
miao, miao,
miao, miao
My sister has a cat.
miao, miao

My mum has a cake.
My mum has a cake.
yum, yum,
yum, yum
My mum has a cake.
yum, yum, yum,

My uncle has a horse.

My uncle has a horse.

neigh, neigh,

neigh, neigh

My unde has a horse.

neigh, neigh, neigh, neigh, neigh

My ount has a goat.

My ount has a goat.

bleat, bleat,

bleat, bleat

My aunt has a goat.

bleat, bleat, bleat, bleat, bleat

My cousin has a ball.

My cousin has a ball.

bounce, bounce,

bounce, bounce

My cousin has a ball.

bounce, bounce, bounce, bounce, bounce

3. Sing and do the actions.

Teach the children actions for the song.

My brother has a dog – mime begging like a dog

My sister has a cat – hands up like a cat's paws

My mum has a cake – mime putting food in mouth

My uncle has a horse – mime riding a horse

My aunt has a goat – hands on head like horns

My cousin has a ball – mime bouncing a ball

- Invite six volunteers to the front to do the actions while the rest of the class sings.
- Sing the song again with all the children doing the actions.

4. A Listen and point.

- Play the recording. Pouse after each question for the children to point to the correct picture.
- Repeat. This time ask the class to call out the family member who has the object.

Tapescript (CD1 Track 64/Cassette 1.2)

Who has a cat?

Who has a horse?

Who has a ball?

Who has a dog?

Who has a goat?

Who has a cake?

5. Game: Who has a pencil?

- Invite four children to the front. Give each one a classroom item they know (book, bag, crayon, pencil).
- Ask the class Who has a pencil? Say Put your hands up! Elicit the answer (Name) has a pencil.
- The child who answers correctly comes to the front, takes the pencil from the child and stays there. The other child goes back to his/her seat.
- Continue to ask about the objects in this way until.
 every child has answered correctly and had a turn at the front.
- If a child answers incorrectly, say No. (Name) doesn't have a crayon. Try again.

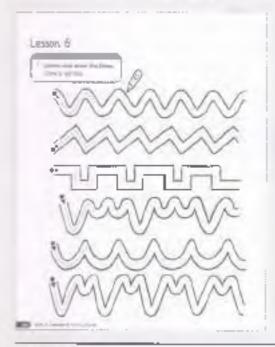
STICKER TIME

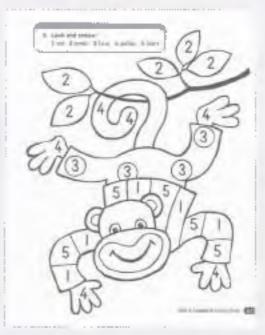
Say Good work, class, It's sticker time! The children stick a stor in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (CD1 Track 9/Cassette 1.1).
- Repeat for each child and Insert his or her name.

Lesson 6 Activity Book session pages 40 and 41





Warm-up

 Sing My brother has a dag (CD1 Track 63/Cossette 1.2) a few times. Encourage the children to do the actions.

1. Listen and draw the lines.

- Point to the first shape. Say Trace the line with your finger. Demonstrate. Make sure that the children trace from left to right.
- Then say Hold up a red crayon. Draw a red line.
 The children carefully draw a line to follow the route, drawing from left to right.
- Continue in this way with the remaining shapes. Ask the children to use a different coloured crayon for each line.

2. Look and colour.

- Draw large numbers 1 to 5 on the board. Next to each number, make a mark in the following colours.
 1 (red), 2 (green), 3 (blue), 4 (yellow), 5 (black)
- Say Colour number 1 red. The children colour all the number 1 parts red.
- Continue in this way with the remaining numbers and colours.

Homework

Write numbers 1 to 5 on Template A on alternate lines. Give a copy to each child. The children practise writing the numbers.

Here's more!

1. Photo collage.

Ask the children to bring in photos of their families.
 Make a large classroom display of the photos.
 Encourage the children to tell the class about their photo, e.g. I have two sisters. I have one brother.

2. Game: Pass the ball

- Stand the children in a circle or play with the children standing at their tables.
- Play music. The children pass a ball from one to another. Stop the music. The child holding the ball says I'm (Name). I'm (age).
- Play the music again. The children continue to pass the ball to each other. Stop the music regularly making sure that every child has the chance to say his or her name and age.

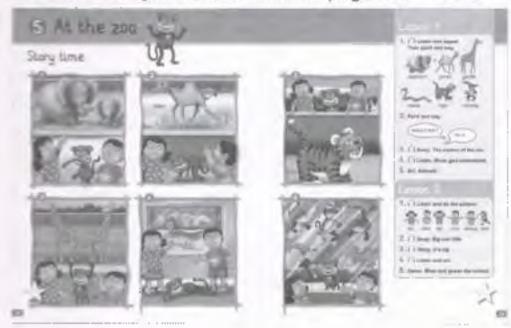
3. Game: Jojo says ...

 Use this game to review classroom objects and parts of the body (see notes on page 42).

5 At the zoo

- name eight zoo animals (lian, tiger, elephant, snake, girafte, monkey, bear, camel)
- describe things using It's (+ adjective) (big, little, bill lang, strong, last)
- understand that adjectives come before nouns (II has hig ears: A little lion, etc.)
- identify and write the letters Ii, Ji and Kik and understand their corresponding sounds
- identify words beginning with Ii. J/ and Kir and understand the use of capital and small letters
- Identify and write the numbers 6 and 7 and be able to abount objects up to 7
- . Identity and read number wards to live.

Lesson | Pupil's Book session pages 28 and 29



New words: carnel, giraffe, snake, liger, zoo

Review: What's this?

It's a.... This is a.... elephant, monkeu: numbers 1−6

Classroom language:

Come to the front! Draw an animal. Show your picture. Listen and point. Be a tiger! Read the word. Draw the number in the air. What number is It?

Materials: Poster 8, Jojo saft toy or poster, drawing paper and crayons

Vocabulary flashcards: elephant, tiger, giraffe, camel, snake

Warm-up

- Sing My brother has a dog (CD1 Track 63/Cassette 1.2). Encourage the class to do the actions as they sing.
- Display Poster 8. Ask Where's Robbie? (see How to use Find Robbie, page 16).
- Talk about the pictures on the poster. Ask Where are Jojo, Lucy and Tom? What can you see? What is Jojo doing?

Introduce the new words: elephant, camel, giraffe, snake, tiger, monkey

 Introduce the new words, using your Jojo soft toy or poster and your flashcards (see How to introduce new wards and structures, page 12).

NB The children will already be familiar with elephant, as this was a phonics word for the letter e.

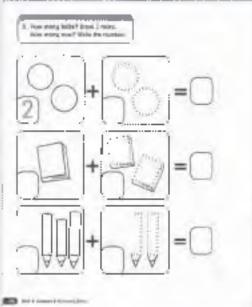
Listen and repeat. Then point and say.

- Play the recording. Pause after each word to give the children time to point to the corresponding animal on the poster.
- Play the recording again. Pause for the children to repeat the words, white pointing to the correct animal in their books.
- Point to an animal on the poster and ask Jojo What's this? Encourage the class to call out the animal to help Jajo.

Tapescript (CD1 Track 65/Cassette 1.2) elephant, camei, giraffe, snake, tiger, monkey

Lesson 4 Numbers Book session pages 35 and 36





Aims: To:

- identify number sets to 5
- do picture additions to 5
- introduce simple sums
- practise writing numbers to 5.

Warm-up

Sing Five little monkeys (CD1 Track 59/Cassette 1.2).

1. Circle the groups of 4.

- Tell the children to only draw a circle around the groups that contain four objects.
- Point to the first picture. Ask What are these? Elicit fish. Ask How many fish? Count them! Count the fish with the class. Elicit the answer Four. Say Draw a circle? Is it four? Elicit Yes. The children draw a circle.
- Continue in this way with the remaining pictures.

2. Circle the groups of 5.

Now the children only draw a circle around the pictures that contain five objects.

Do the first picture group with the whole class. Then encourage them to work alone, counting out loud and drawing circles around the correct pictures.

Move around the class as they are working to offer encouragement and to check their work. If you see a mistake, say *Count them!* Count with the child until he or she carrectly identifies the number of objects.

As you move around the class, point to the objects on the page and ask What are these? How many ...?

How many balls? Draw 2 more. How many now? Write the number.

- This activity develops the use of picture addition.
- Point to the first picture. Ask How many balls? Count them with the class. Elicit Two. Ask them to write number 2 in the box below the picture.
- Point to the next picture and say Draw two more. The children trace two more balls. Again, ask them to write number 2 below the picture.
- Now ask How many balls all together? Count the first two balls (1, 2) and then go straight on to count the next two balls (3, 4). Ask the children to write the answer 4 in the box.
- Continue in this way with the remaining picture additions.
- When you have finished, reinforce the sums by pointing to the numbers and saying Look! Two balls and two more balls make four balls all logether

Homework

Write numbers 1 to 5 on Template A at the beginning of each line. Photocopy and give each child a copy. Ask them to practise writing the numbers 1 to 5 on each line.

2. Point and say.

- Say Point to aian (animal). The class points the correct animal in their book.
- Using your flashcards ask What's this? Elicit It's alan (animal). The whole class answers.
- Repeat, asking individuals to answer. The child can then come to the front and match the flashcard to the same animal on the poster.

3. Song: The snakes at the zoo

- Teach the song and sing it a number of times with the class (see How to teach songs, page 14).
- Hold up the correct flashcard for each verse.

Tapescript (CD1 Track 66/Cassette 1.2)

The snakes at the zoo say,

The snakes at the zoo say.

555, 558, 558,

All day long.

The tigers at the 200 say.

roar, roar, roar, roar, roar, roar, roar, roar, roar, loar,

The tigers at the zoo say.

roar, roar, roar,

All day long.

The monkeys at the zoo say,

och, och, och, och, och, och, och, och,

The monkeys at the zoo say,

ooh, ooh, ooh,

All day long.

The elephants at the zoo say,

anh, anh, ahh, ahh, ahh, ahh, ahh, ahh,

The elephants at the zoo say,

ahh, ahh, ahli,

All day lang.

4. Listen. Show you understand.

- The children don't need to understand every word of the receptive listening activities and don't need to repeat them (see How to teach receptive listening, page 15).
- The children listen quietly to the recording.
- Repeat. This time pause after each sentence for them to point to the correct pictures in their book. Say Listen and point. Demonstrate what you want the children to do using the poster.

Tapescript (CD1 Track 67/Cassette 1.2)

Lucy, Tom and Jojo are at the zoo. They can see lots of animals. They see two elephants. Lucy points to the big elephant. 'It's very big,' says Jojo. 'It has big ears. It has a long nose.' Jojo likes the elephant.

Then Tom points to a camel. It's fast,' says Jojo.

Tom points to a giraffe. It has a long neck. It's tall,'

says Jojo.

Lucy points to a snake. It's long, says Jojo. He likes the snake.

Then they hear a roart What is it? It's a tiger. It's strong! Lucu and Tom are scared. Jojo is scared, too.

Then Jojo points to a monkey. It's a little mankey. Jojo is a big monkey. Jojo and the little mankey shake hands. They are triends.

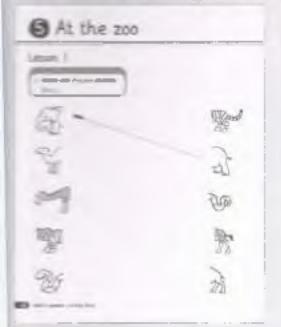
5. Art: Animals

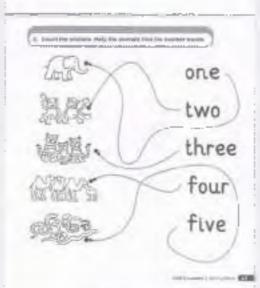
- Stick the animal flashcards on the board. Give each child a sheet of paper. Ask the children to draw an animal. Give them five minutes to complete the drawing.
- Move around the class as they are drawing to offer praise and encouragement. Ask What's this?
- Encourage them to focus on the animal's key characteristics, e.g. a long trunk on an elephant.
- Invite groups of five children to the front, with their drawings. Encourage them to ask What's this? The class looks at the picture and answers with It's a

STICKER-TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson | Activity Book session pages 42 and 43





Warm-up

- Sing The snakes at the zoo (CD1 Track 66/Cossette 1.2) to review zoo animals.
 - 1. Match and say the animals.
- Point to the front half of each animal and ask What's this? Elicit It's a/an (animal).
- Ask the children to identify the rear section of each animal and to draw a line to match the animal halves.

Introduce number words one to five

- Introduce the number words using your flashcards. (see How to introduce new words and structures, page 12).
- Show the children the number one flashcard and write the word on the board. Say One. The class repeats.
- Say to Jojo Read the word, Jojo. Jojo cannot read it.
- Say Help Jojol Write number one in the air. The class writes number 1 in the air.
- Continue in this way with the written words two to five.
 - Count the animals. Help the animals find the number words.
- Point to the elephant. Ask What's this? Elicit It's an elephant. Then ask How manu? Count! Elicit One.
- Ask the children to follow the maze from the elephant with a pencil or crayon until they reach one.

Point to the word. Ask What number is it? Elicit One.
 Continue with the remaining pictures.

Homework

Ask the children to the colour the animals.

Here's more!

- 1. Song with actions.
 - Teach actions to accompany the song snakes – hands together and wiggle tigers – hands like claws and mime roaring mankeys – beat sides of chest with fists elephants – arm in front of nose like trunk
- 2. Game: Guess the animal
 - Show an animal flashcard and ask What's this?
 Say Be a/an (animal)! The class does the action for the animal. Demonstrate.
 - Invite six volunteers to the front. Give each one on animal flashcard. They take turns to mime the animal. Ask What's this? The class guesses.
- 3. Game: Word chain
 - Stick four zoo animal flashcards on the board in a sequence, e.g. camel, girafie, monkey, snake.
 - Say This is a camet. Starting from one end of the
 classroom, each child says a sentence following
 the order on the board and using This is a So,
 the first child will say ofter you This is a giraffe. The
 second child will say This is a mankey, etc. Continue
 round the room until you get back to the beginning.

Lesson 2 . Pupil's Book session pages 28 and 29



New words: fast, strong, tall, long

New structures: It's (+ adjective)

Review: elephant, camel, giraffe, snake, tiger, monkey, big, little, yes, no

Classroom language: It's story time. Listen and repeat. Do the actions. Yes or No? Draw it! It isn't tall. It isn't big. What animal is it? Is it big/ little/long/strong? Is Jojo a mankey?

Materials: Poster 8, character puppets

Vocabulary flashcards: elephant, giraffe, tiger, carnet.

Phonics flashcards: monkey, snake

Number flashcards: 1-5

Warm-up

- Sing The snakes at the zoc (CD1 Track 66/Cossette 1.2) a few times to remind the children of the animal words they learnt in Pupil's Book Lesson 1.
- Encourage the children to do animal actions as they sing. Also encourage them to make the animal sounds.

Introduce the new words: big, little, tall, long, strong, fast

- Note that big and little are not strictly new, as they
 have been learnt to refer to big and little letters. Here
 they will see the words in a new context.
- Use hand actions to show the meanings of the words. big – arms open wide, as if holding a big object little – bring hands close together, as if holding a little object tall – arms above head long – arms autstretched at sides. strong – flex your arm muscles fast – run on the spot

1. Listen and do the actions.

Teach the actions (see How to leach TPR, page 15).

- Play the recording. The children listen and repeat.
- Play the recording again. This time the children do the actions as they repeat.

Tapescript (CD1 Track 68/Cassette 1.2) big, little, tail, long, strong, fast

2. Song: Big and little

 Teach and sing the song (see How to teach songs, page 14).

Tapescript (CD1 Track 69/Cassette 1.2)
Big and little,
Tall and long,
Look at the animals
Fast and strong.

Monkey and camel At the zoo. Snake: giraffe and tiger too.

Big and little, Tall and long, Look at the animals Fast and strong.

(repeat all)

Unit 5: Lesson 2 Teacher's Book

3. Story: It's big

- See How to introduce stories and dialogues, page 14.
- Display Poster 8. Say It's story time!
- After the children have listened to and repeated the story, use the poster and ask a few comprehension questions, e.g. What animal is it? What colour is it? Is it big/long/tall/little? Is Jojo a monkey?

Tapescript (CD1 Track 70/Cassette 1.2)

Picture 1

Lucy This is an elephant.

Joso It's big.

Picture 2

Tow This is a camel.

Jour It's fast.

Picture 3

Lucy This is a giraffe.

Joso It's tall.

Picture 4

Tom This is a snake.

Jour It's long.

Picture 5

Lucy This is a tiger.

Jose It's strong.

Picture 6

Tom This is a monkey.

Jose A monkey? I'm a monkey.

Tow Yes.
Joso It's little!

Tow Yes. It's a little monkey.

You're a big monkey.

4. A Listen and act.

- Invite six children to the front to be animals. Give each one an animal flashcard.
- Invite three more children to the front to be Lucy, Tom and Joja. Give them character puppets. Say You're Lucy, You're Joja. You're Torn.
- Play the story again (CD1 Track 70/Cassette 1.2). The child with the elephant card acts being an elephant.
 The child with the Lucy puppet points to it. The child with the Jojo puppet then copies the elephant.
- Continue in this way with the rest of the story.
- While the children at the front are acting, the rest of the class repeats the story.

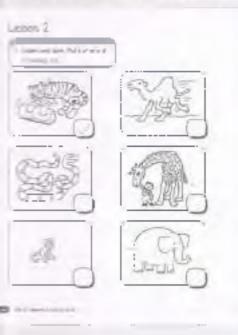
5. Game: Mime and guess the animal

- Invite a volunteer to the front and whisper tiger to him or her, so that the rest of the class cannot hear.
- The child acts being a tiger, making a tiger noise.
- Ask What is (child's name)? Put your hands up.
- The children guess the animal. Answer Yes or No.
- When a child guesses correctly, call him or her to the front and whisper another animal.
- Continue in this way until as many children as possible have had a chance to mime being an animal.

STICKER-TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

esson 2 - Activity Book session page 44



Warm-up

Sing Big and little (CD1 Track 69/Cassette 1.2) to remind the children of the adjectives they learnt in the Pupil's Book.

Listen and look. Put a or a x.

- Draw a large \(\sigma \) and \(\sigma \) on the board. Point to the \(\sigma \) and say \(Yes. \) Point to the \(\sigma \) and say \(Na. \)
- Point to each animal picture and ask What's this? Elicit It's a (+ animal).
- Explain to the class that you are going to say some things that are true and some things that are not true.
- Point to the picture of the tiger, Say, It's strong. Yes or no? Elicit Yes, Say Yes, it's strong.
- Point to the Vand X on the board. Say Point to yes.

 The children point to the tick V. Say Draw it. The children draw a tick in the box.
- Continue in this way using the statements below. If the answer is No. ask the children to draw a cross (X).

Point to the tiger. It's strong.

Point to the camel. It's long.

Point to the snake. It's tall.

Point to the monkey. It's little.

Point to the elephant. It's fast.

Homework

Ask the children to colour the pictures.

Here's more!

Song with actions.

Repeat Big and little (CD1 Track 69/Cassette 1.2).
 This time ask the children to do actions for the adjectives as they sing (see How to teach TPR, page 15).

Big and little – hands wide apart and then close together

Tall and long - arms high in the air, then stretched out in front

Look at the animals – any animal action they wish Fast and strong – run on the spot then flex arm muscles

Monkey and came! – mime the animals snake, giraffe – mime the animals and tiger too – mime the animal

2. Game: What animal is it?

- Stick the animal flashcards on the board.
- Say It's big. What animal is it? Point to it. The class points to the big animal (the elephant). Elicit the animal name from the whole class.
- Continue with the remaining adjectives (big, little, long, tall, fast, strong) and animals.
- Now ask individual children. The child stands up, mimes the animal and says the animal word.
 If the child is correct, give him or her the flashcard.
- Continue until every child has had a turn.

3. Art: Adjective frieze

- Divide the class into six groups and give each group an adjective word (big, little, fast, strong, long, short).
- Ask each group to draw pictures of things that match the adjective. Cut out and stick the pictures onto a very large sheet of paper.
- Display the frieze on the classroom wall. Talk about it using It's (+ adjective).

esson 3 • Pupil's Book session page 30



New words: letter names I and J; Ink, Jug. juice

Review: letters A, a-H, h; phonics words /æ/-/h/; What's this? It's a

Classroom language: Clap your hands. Jump! It begins with i. Put your hands up! This is big/little Jj. Trace the big/little Jj. Trace it with your fingeria crayon. What letter? Where's a little i?

Materials: Jojo soft tou or poster; Template A

Phonics flashcards: a-h, ink, jug, juice

noite

u may prefer to introduce the letters I and I, and J and ver two classroom sessions. If so, introduce I and I in a first session and do the Warm-up and activity followed Activity Book activities 1 and 2. In the next session, reduce J and J, and complete the remaining Pupil's lock and Activity Book activities. Make use of Here's prefer at your discretion.

farm-up

Repeat the song, Big and little (CD1 Track 69/ Cossette 1.2).

eview letters and sounds a to h

Write any four letters previously learnt on the board.

Call out phonics words beginning with these letters.

The children point to the correct letter on the board.

stroduce the letters I and i

Write the letters I and I on the board. Point to the capital I and say This big I. Point to the little I and say This is little I.

Use Joja to introduce the new letter name and sound (See How to introduce letters and sounds, page 13).

Point to the dot on the little letter i. Remind the children to write the dot only after they have written the line from top to bottom: Invite any children whose names begin with I to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers. Remind them that names begin with a big letter.

1. Trace the letters | and L with your finger. Listen and say the words.

- Invite volunteers to the front to trace over the letters
 and L. Say Trace the big I and then Trace the little L.

 The class makes the sound A/as they do so.
- Ask the class to trace the letters in their books with their fingers, making the sound A/.
- Ask the children to write the letters in the air. Say
 Write the letter L in the air. Ask them to do this with the
 big letter first and then the little letter.
- Teach the word ink. Explain that ink is found inside a pen. Hold up a pen and ask What's in a pen? Elicit ink.
- Play the recording. The children listen and point to the pictures in their books. Then ask the children to repeat the words. Hold up the flashcards.

Tapescript (CD1 Track 71/Cassette 1.2)

Letter i says N, N, N

N.N.N-ink

M. M. M-Ink

Letter i says N. kl. kl

Introduce the letters J and j.

- Introduce the letters J and J in the same way as the letters I and I.
- Ask What does Jojo begin with? Elicit, J. Write the word Jojo on the board. Point out the capital letter J at the beginning of the name.
- Invite any children whose names begin with J to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers. Remind them that names begin with a big letter.

Trace the letters J and j and say the words.

- Ask the children to trace the letters J and j in their books with their fingers, white saying the sound /dy.
- Teach the words jug and juice using your phonics flashcards, (see How to introduce phonics words, page 13).
- Play the recording. The children listen and point to the pictures in their books. Then ask the children to repeat the words.

Tapescript (CD1 Track 72/Cassette 1.2)

Letter J

lay, lay, lay

jug. jug. jug

/ds/, /ds/, /ds/.

Juice, Juice, Juice

3. Game: Jump!

- Teach the word Jump. Demonstrate by jumping in the air. Ask. What does jump begin with?
- Tell the children to jump when they hear a word beginning with J. Say Jump! The class jumps in the air.
- Say phonics words the children have learnt so far. When they hear a word beginning with f the children jump in the air.

4. A Listen. Show you understand.

See How to teach receptive listening, page 15.

Tapescript (CD1 Track 73/Cassette 1.2)

Point to the pen. What's in the pen? Yes. Ink is in the pen. We write with ink.

Now point to the jug. What's in the jug? There is juice in the jug. We drink juice.

What begins with the letter I? Yes, ink begins with I, And what begins with j? Well done! Juice and jug begin with J.

5. Song: Ink in my pen

 Teach and sing the song (see How to teach songs, page 14).

Tapescript (CD1 Track 74/Cassette 1.2)

ink, ink, ink

Ink in my pen.

What's in my pen?

ink, ink, ink

juice, juice, juice

Juice in the jug.

What's in the jug?

juice, juice, juice

Ink begins with i

N. W. N

Juice begins with j

/dv./dv./dv

ink, ink, ink

Ink in my pen.

What's in my pen?

ink, ink, ink

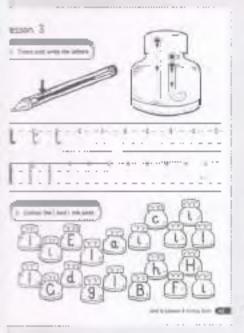
STICKER TIME

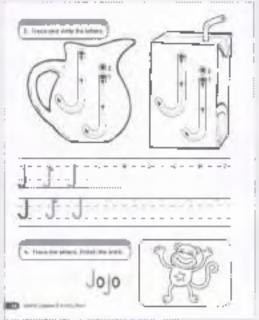
 Say Good work, class, It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week and sing the song.
- Repeat for each child and insert his or her name.

ison 3 . Activity Book session pages 45 and 46





irm-up

ling Ink in my pen (CD1 Track 74/Cassette 1.2).

. Trace and write the letters.

The children trace the letters with a coloured crayon. Say Trace the big/little I with your crayon. They can to this a number of times with different colours.

Ask the children to practise tracing and then writing he letters I and i. Remind them to draw the dot on the little / after they have drawn the line.

2. Colour the | and t ink pots.

Ask the class to colour the ink pots with the letters I.i.

Trace and write the letters.

Teach J and J in the same way as I and J.

4. Trace the letters. Finish the word.

Tell the children to write the letters to complete Jojo's name. Point out the big letter J at the beginning.

Homework

Give the children Template A to practise writing the letters II and J/

Here's more!

1. Game: Mystery words

- Write the letters A, a to J, / on the board.
- Put the phonics flashcards into a box.
- Take a card out and look at the picture. Say It begins with (+ the letter).
- The children guess the word. Say Put your hand up!
- The child who guesses correctly sticks the cord under the correct letter.

2. Make: Collage: Letters I and I and J and J.

- Give each child or group two pieces of strong paper.
- Help each child to write large letters I, i and J, j.
- The children now stick objects onto the lines.
- When the collage is dry, the children touch their letters in the correct sequences.

Sing and do the actions.

· Teach actions for the song.

Each time the words ink and pen are said – mime writing with a pen

Each time the word *fuice* is said – mime taking a drink

Each time the words jug is said – use arm to make jug handle

Lesson 4 · Pupil's Book session page 31



New words: numbers 6, 7; bear, lion

Review: numbers 1-5; elephant, camel, giraffe, snake, tiger, mankey; What's this? It's a ...

Classroom language:

How many? Point to number 7. What are these? Count them! Is he/she right? Listen! Feel the number. What are these? What number is it? How many birds? Draw a line. Match!

Materials: Jojo puppet or poster, paper plates, wool (yellow and orange) or strips of yellow or orange paper, cotton wool, crayons, glue, scissors, Template A

Vocabulary flashcard: bear Phonics flashcard: lian Number flashcards: 1-7

Warm-up

Sing The snakes at the zoo (CD1 Track 66/Cossette 1.2).

Review numbers 1 to 5

- Write large numbers 1 to 5 on the board, or display your number flashcards.
- Sing Count with me (CO1 Track 26/Cassette 1.1). Ask the children to point to the numbers as they sing.

1. A Listen and repeat.

- Write the numbers 6 and 7 on the board. Introduce the number words using Jojo and your flashcards (see How to introduce new words and structures, page 12).
- Play the recording. Hold up the correct number of lingers to show the meaning.
- Play the recording again. The class repeats and points to the numbers on the board.
- Repeat again. The children hold up the correct number of fingers.

Tapescript (CD1 Track 75/Cossette 1.2)

six, six six lingers six

seven, seven seven fingers seven

Unit 5: Lesson 4 Teacher's Book

Introduce the new words: 6, 7, bear, lion

 Introduce the new words, using your Jojo soft toy or poster and your flashcards (see How to introduce new words and structures, page 12).

2. A Listen and count. How many?

- Hold up your book and point to the bears. Ask What are these? Elicit Bears. Repeat with the lions.
- Say Point to number 6. The children point to the number in their book. Repeat with number seven.
- Play the recording. Pause after each sentence for the children to point to each animal in turn as they are counted.
- Repeat. This time ask the children to repeat the numbers, and the animals.

Tapescript (CD1 Track 76/Cassette 1.2)

Listen. What are these? Bears. How many bears? Count them one, two, three, four, five, six Six bears!

Listen. What are these? Lions. How many lions? Count them: one, two, three, four, five, six, seven Seven lions!

3. Make: Lion mask

- See How to do art and craft, page 15. Give each child a paper plate or a paper circle. This will be the lion's head.
- Mark on each plate where the eyes will be. They need to be in the correct position for the children to see through. Cut out the eyes of the mask.
- The children draw and colour the face of the lion.
- Ask them to glue the wool, cotton wool or paper strips all around the plate to form the ion's mone.
- Cut ears from oard and glue them to the top of the paper plate.

Optional: Attach elastic or string to secure the mask to le children's heads.

IB This activity may take longer than the available lassroom time. You may wish to use an Art Room. ession to do this activity.

4. Song: One little lion

- Teach and sing the song (see How to teach songs, page 14)
- Ask the children to wear their tion masks and hold up the correct number of fingers as they sing.

Tapescript (CD1 Track 77/Cassette 1.2)

One little lion at the zoo. Eating, running, playing too. Little lion has so much fun. He calls another little lion to come.

Two little lions at the zoo. Eating, running, playing too. Little lian has so much fun. He calls another little lion to come.

Three little lions at the zoo. Eating, running, playing too. Little lian has so much fun. He calls another little lion to come.

Four little ilons at the zoo. Eating, running, playing too. Little lion has so much fun. He calls another little lion to come.

Five little lions at the zoo. Eating, running, playing too. Little lion has so much fun. He calls another little lion to come.

Six little lions at the zoo. Eating, running, playing too. Little lion has so much fun. He cails another little lion to come.

Seven little lions at the zoo. Eating, running, playing too. Little lion has so much fun. No more little lions to come!

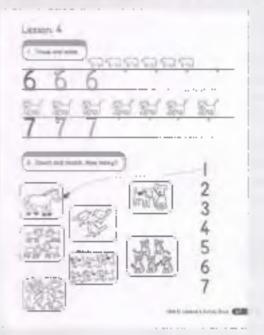
5. Sing and act.

- If possible, stand the children in a circle. Invite one child into the middle and ask him or her to wear the lian mask and make lian actions and sounds.
- Play the song again (CD1 Track 77/Cassette 1.2). The children hold hands and walk around the lion, while singing the song.
- When they sing He calls another little lion to come, the child in the middle chooses another child to join him or her in the middle. You now have two lions in the middle.
- Continue in this way until you have seven lions in the middle.
- Repeat so that every child has the chance to be a lion. in the middle.

Option: If you do not have space for the children to stand in a circle, do this activity from the children's tables, invite a child to the front to be a lion. This child then chooses another to the front to be the second lion. Continue with the song until you have seven lions at the front.

Soy Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 4 · Activity Book session page 47



Warm-up

- Sing One little lion (CD1 Track 77/Cossette 1.2) to remind the children of the numbers 1 to 7.
- Encourage them to hold up the correct number of fingers as they sing. They can wear their lion masks as they sing, if you still have them available.

1. Trace and write.

Ask the children to count the animals and then practise tracing and writing the numbers 6 and 7. You could give them a writing sheet for additional practice (Temptate A).

2. Count and match. How many?

Point to the numbers 1 to 7 in turn and ask What number is it?

Point to the first picture. Ask How many horses? Say Count them. Count with the class.

Ask the children to draw a line to match the picture to the correct number. Say Draw a line. Match.

Continue in this way with the remaining pictures.

Homework

Ask the children to draw a picture of a zoo.

This is a free creative activity so encourage them to express themselves freely. Do not expect accuracy. In the next lesson ask the children to name the animals in their picture.

Here's more!

1. Top and count.

- Invite two children to the front. Ask one child to top between one and seven times on the back of the other who counts the taps and says the number (see Multi-sensory learning, page 12).
- Demonstrate with a volunteer.
- Continue with different pairs of children.

2. Game: Feel the numbers

- Invite volunteers to the front.
- Write a number between 1 and 7 on a child's back.
 Ask What number is it? The child feels the number and guesses which it is.
- · Continue with other children.
- Ask the children to practise writing numbers with their fingers on the palms of their own hands (see Multi-sensory learning, page 12).

3. Number writing practise.

- Give each child a copy of Template A.
- Ask them to practise writing number 6 on the first few lines.
- Then ask them to practise writing number 7 on the remaining lines.
- Finally ask them to draw six and seven of any objects they like on the back.

esson 5 • Pupil's Book session page 32



New words: letter name k; kangaroa, kite

Review: letters A, a-J, J, phonics words /ic/-/ds/.

This is.... Katy has a Goodbye.

Classroom language: Clap your hands. Stamp your feet. It begins with I. Insect doesn't begin with J. What begins with J? What does insect begin with? Put your hand up! This is big/little J. Trace the big/little j. Trace It with your finger/a crayon. What letter? Where's little I? Katy has a letter k. Is It a big/little K? What does she have? What animal is it? Be a kangaroo! Jump!

Materials: Jojo puppet or poster, Template A, ball

Phonics flashcards: a-j, kangaroo, kite

larm-up

Sing One little lion (CD1 Track 77/Cassette 1.2). Ask the class to hold up the correct number of fingers.

Choose one phonics chant and one phonics song pireody learnt.

eview the letters and sounds a to j

Using Jojo and your phonics flashcards, hold up pairs of letters. Ask the children to say each sound. Say Say the sound:

Put the flashcards behind your book, shuffle them and hold pairs up again. Call out the letter sounds. The children repeat and point to the correct cards.

Repeat. This time ask them to say the letter name. Say Say the name.

Write large letters A, a to J, / on the board. Show the collaren the pictures on the phonics flashcards. As the children say each word, ask them to point to the correct letter on the board.

Introduce the letters K and k

- Write large letters K and k on the board. Teach the name, sound and sequence for writing the letters. Explain that this letter has the same sound as the letter c (see How to introduce letters and sounds, page 13).
- Invite any children whose names begin with K to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers.
 Remind them that names begin with a big letter.

Trace the letters K and k with your finger. Write them in the air.

- Say Open your books. Hold up the correct page for the children to see.
- Say Write the letters in the air. Demonstrate and ask them to say the sound /k/ as they write. Ask them to do this with the capital letter first and then the little letter. Point to each one on the board so they know which one they are writing.
- Tell the children to look at the letters K and k in their books. Ask them to trace the big and little letters with their finger, starting at the dat and going in the direction of the arrows.
- Repeat this a few times, while saying the sound /k/.

2. Chant: A kite and a kangaroo

- Use Jojo and your flashcards to teach the words kite and kangaroo (see How to introduce phonics words, page 13).
- Teach and practise the chant. Ask the children to point to the correct pictures as they chant.

Topescript (CD1 Track 78/Cassette 1.2)

Letter K

10,761,761

NO. /k/. kite.

N Milk

IV. /V., kangaroo

00.10.16

/w/. /k/. kite.

W. M. M.

/kd. /kd. kangaroa

3. Alphabet story

- Teil the children to look at the pictures in their book. Point to the kite. Ask What's this? and elicit It's a kite. Repeat with the kangaroo. Point to the story pictures. Say This is Katy. Hello, Katy! Elicit other known words, such as bird, using What's this? You may like to talk about what is happening in the pictures.
- Play the recording. Pause after each line to point to the picture. Use mime to explain meaning.

Tapescript (CD1 Track 79/Cassette 1.2)

This is Katy the kangaroo —jump like a kangaroo Katy has a kite. —mime holding string and looking up at kite

On na! — hands make snapping action to represent bird's beak

Goodbye, kite! - mime kite flying away

- Repeat. This time ask the children to mime each line they hear (see *How to use TPR*, page 15).
- Ask a few comprehension questions, e.g. Who's this? What animal is It? What does she have?

4. Game: Be a kangaroo

- Soy Stand up, class.
- Mime being a kangaroo by jumping up and down.
 Say I'm a kangaroo. Ask What does kangaroo begin with? Elicit Letter k. Ask What does letter k say? Elicit the sound /k/.
- Say Be a kangarool Jump! The children jump up and down like a kangaroo.
- Play the story again. Ask the children to mime being a kangaroo every time they hear a word beginning with k. Pause after each word to give them the chance to decide if it starts with k or not. Ask Does it begin with k? Be a kangaroo! if a child jumps at the wrong time, ask Does it begin with k? No. Try again.
- Tell the children to look at the story words in their books. Write them on the board. Remember that they do not have to read the words. Play the recording again, pointing to each word in turn. This shows how we read from left to right and how letters form words.
- Invite volunteers to the front to point to words beginning with &
- Repeat the game, Be a kangarao, while pointing to each word in turn on the board.

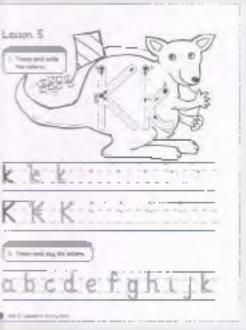
5. Game: Musical letters

- Stand the children in a circle. If this is not possible, you can play this game with the children standing at their lables.
- Play any lively music. The children pass a ball from one to another. Stop the music. Say a letter name, a to k. The child holding the ball says a word beginning with that letter. If the child is unable to say a word, do not exclude him or her. Instead say to the rest of the class Help (child's name). Another child then helps. Continue the game.
- Play the music again. The children continue to pass the ball on to each other. Stop the music regularly, making sure that every child has the chance to say a phonics word.

STICKER TIME

 Say Good work, class. It's sticker lime! The children stick a star in the space at the bottom of the page.

esson 5 • Activity Book session pages 48 and 49





Varm-up

Play the story (CD1 Track 79/Cassette 1.2). Encourage the children to act as they listen and repeat.

Trace and write the letters.

Ask the children to trace the letters K and k, starting at the dot and using the correct sequence of strokes.

Ask the children to practise tracing and writing the letters K and k. Tell them to start at the dot, Say Draw, little k. Then Draw big K.

2. Trace and say the letters.

Draw little letters a to k on the board. Point to each letter and ask What letter is it?

Ask the children to trace each letter.

Trace the letters. Finish the words.

Now ask them to complete the words, using the letters K and k.

Point out the big K at the beginning of Katy and remind them that this is because it is a name.

4. Look and trace the beginning letters.

- Point to the first picture. Ask What does ink begin with? Elicit the letter name and sound.
- · Say Point to letter i. The children trace it.

Homework

Give each child a copy of Template A for extra practice in writing the letters K and k.

Here's more!

1. Sand tray letters.

- Take the children to a sand pit if you have one. If not, put sand into a tray.
- The children write the letters K and k, in the sand with their fingers.
- Continue with other letters they have learnt.

2. Game: Touch the letter

- Draw letters A, a to K, k on the board. Invite seven children to the front.
- Say a phonics word to each child. They go to the board and touch the correct letter.
- The class can help by calling out the correct beginning sound, e.g. /b/.

3. Game: Letter in the air

 Hold up a phonics flashcard. The class says the word and draws the beginning letter in the air.

Lesson 6 • Pupil's Book session page 33



New word: neck

Review: It's (+ fast, strong, tall, long, big, little): elephant, monkey, giraffe, apple, boy, ball, dog, cat, egg, fish, four, goat, horse, ears, tail, jug, juice, girl, kite, red, yellow, green, blue, black

Classroom language: Look at the picture. What begins with a? What else begins with a? Find it! Listen and sing. Listen and point. What animal is it? What are these? What's this? Are you right? Put your hands up! What letter? Colour the letter red.

Materials: Poster 9, Template F, Template A, sliced bread, jam, raisins, carrots, cucumber, Template C

Vocabulary flashcards: elephant, giraffe, bear

Phonics flashcard: monkey

Warm-up

- Sing Big and little (CD1 Trock 69/Cossette 1.2) to review adjectives.
- Sing Head, shoulders, knees and toes (CD1 Track 43/Cossette 1.1) to review parts of the body.

Listen and look. Guess the animal.

- This activity familiarises the children with adjective order and also reviews has, body parts and zoo animals.
- Stick the elephant, giraffe, bear and monkey floshcards on the board.
- Say It's big. What animal is it? Elicit. It's an elephant.
 Continue with It's tall. What animal is it? (a giraffe) and It's little. What animal is it? (a monkey).
- Review body parts. Point to the pictures of the animals and ask about the body parts. Point to an animal's nose, neck, legs, ears. Ask What's this? or What are these?
- Play the first part of the recording. The children listen.
- Play the recording again. The class answers the question What animal is it? based on the description.
 Point to the part of the animal's body being described.
- Then ploy the second part of the recording so that the children can check the answers.

Tapescript (CD1 Track 80/Cassette 1.2)

It has big ears. What animal is it?

It has a long neck. What animal is it?

It has a long tall. What animal is it?

It has little ears: What animal is it?

Now the answers.

An elephant has big ears.

A giraffe has a long neck.

A monkey has a long tail.

A bear has little ears.

2. Poem: Elephant

 Teach the children the poem. Ask the class to repeat it a number of times.

Tapescript (CD1 Track 81 Cassette 1.2)

An elephant goes like this and that,

He's very big and very fat.

He has two fingers.

He has two toes

And he has ...

A very long nose!

Unit 5: Lesson 6 Teocher's Book

3. A Listen. Show you understand.

- Display Poster 9.
- The children don't need to understand every word of the receptive listening activities and don't need to repeat them (see *How to teach receptive listening*, page 15).
- Say Listen and look, Point to your ear to explain the meaning of Listen and your eye to explain Look.
- The children listen quietly to the recording.
- Say Open your books. Hold up the correct page for the children to see.
- Play the recording again. This time pause after each sentence for them to point to the correct pictures in their books. Say Listen and point. Demonstrate with the poster.

Topescript (CD1 Track 82 Cossette 1.2)

Helio class. I'm Jojo. Look at the picture. Can you see me? I'm wearing a hat. I can see animals. How many animals can you see? Let's count them: a dog, that's one; a cat, that's two. Look, fish! That's three. A goat, that's four; a horse, that's five; and me. I'm a monkey, so that's six. Six animals.

4. Look and say.

- Point to the first letter, a. Write it on the board.
- Say Look at the picture. What begins with a? The children look carefully at the picture in their books to find things beginning with the letter.
- Elicit answers from individuals. Say Put your hands up/ Invite the child to the front to point to the correct object or animal. Elicit the answer Apple.
- Continue in this way with the remaining letters.
- When there is more than one object beginning with the letter, say Something else begins with (letter name). Find it!

Answers

- a apple
- b boy, ball
- c bat
- d-dog
- e eggs
- t four, fish, finger
- g goat, girl
- h horse, hal
- -ink
- I Jug. Juice
- h Alle

5. Game: Animal Jigsaw (Template F)

- · Give each child a copy of Template F.
- Each animal is divided into three sections: head, bady and rear. Help the children to cut out the cards for each animal. Then cut each card into three parts.
- Ask the children to scatter the parts on their tables.
- Tell the children to put the parts back together. Say Do the jigsaw (note that they will learn jigsaw in Unit 6, su this is useful exposure to the word.) Demonstrate how to put an animal back together.
- As they are working, move around the class asking What animal is it? Also point to the animal's body parts and ask What's this? What are these?
- You could then ask the children to stick the completed jigsaw onto a piece of paper and colour It. Alternatively, the children can keep the pieces in an envelope so that they can play with them another day.

Option: You could ask the children to do this activity in pairs.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (CD1 Track 9/Cossette 1.1).
- Repeat for each child and insert his or her name.

Lesson 6 - Activity Book session page 50



Warm-up

- Listen to the elephant poem again (CD1 Track 81/ Cossette 1.2).
- Find things that begin with each sound. Colour the matching letters and things the same colour.
- Point to letter a. Ask What letter is it? Elicit a.
- Say Colour the letter a red. The class colours the letter red.
- Now say Look at the picture. What begins with a? Elicit apple. Say Colour them red.
- Continue with the letter b. Choose another colour, e.g. blue. The children colour the letter b blue and then the objects that begin with b.
- Continue in this way with the remaining letters.

Answers

a - apple	g - goat, gate, gi	ć
b - ball, bou	h - hat horse	

$$\epsilon - \epsilon gg(s)$$
 $k - kite$

1 + lish

Homework

 The children can practise writing the letters A, a to K, k on Temptate A. Write letters A, a to K, k at the beginning of the page.

Here's more!

- 1. Game: Letter bingo! (Template C)
 - Write little letters a to k on the board.
 - · Give each child a Bingo grid (Template C).
 - Ask them to write a letter in each square of their Bingo grid choosing from the letters on the board.
 - Give each child a set of counters or small stones.
 - Call out letter names. The children cover the squares that contain the letters. The first child to cover a row wins.

2. Art: Zoo frieze

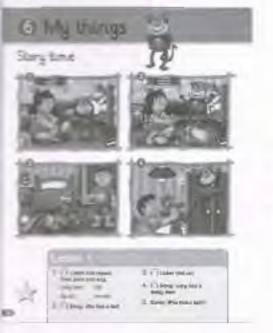
- · Divide the class into small groups.
- Give each group the name of a zoo animal: tiger, lion, monkey, snake, bear, giraffe, elephant, camel.
- Ask each group to draw and paint pictures of their animal. Help the children to cut them out.
- Stick a very large sheet of paper on the wall. Draw a zoo scene. Ask the children to help you draw fields and cages.
- Stick the cut out animals onto the zoo.
- Talk about the frieze. Ask What are these? What's this? What has big ears? etc.

3. Cooking: Animal face sandwiches

- Ask the children to make their own zoo animal sandwiches for snack time.
- Give each child a slice of bread. Allow them to use whatever you can find to make the animal faces. Raisins can be eyes and noses. Slices of carrot can be fur and half a slice of cucumber can be a mouth.

6 My things

Lesson 1 * Pupil's Book session



- name tags and possessions (ball, kits, teaty bear, doll, puzzle, lay car, lay train, skipping rope, pupper, monster, video, bed, book, cupboard)
- . talk about boys and girls using He and She
- talk about the things people have, using He/She has a ...
- understand and respond to What's in my bag/cupboard?
- identify and write the letters L and L M and m, and N and N, and understand their corresponding sounds
- Identify words beginning with L and I, M and In. and N and In. and understand the use of capital and small letters
- sequence the events in a popular English fairly story, Goldlocks and the three bears
- Identify and write the numbers 8 and 9 and count known objects up to 9
- sequence numbers on a number line from 1–9
- identify the biggest number using picture groups and numbers

New words: feddy bear, car, monster, toy, scared

New grammar: he, she, He/She has a ball. Review: ball, has (Lucu has a tedau bear.)

Classroom language: Choose one! Hold up the card!

Who has a ball? What toy is it?

Materials: ball

Vocabulary flashcards: (toy) car

Phonics flashcards: ball, teddy, monster

Warm-up

- Sing My brother has a dog (CD1 Track 63/Cassette 1.2). Encaurage the children to do the actions.
- Tell the children to look at the picture story in their books. Ask Where's Robble? (See How to use Find Robble, page 16).
- Talk about the pictures in the Pupil's Book, using some mother tongue if necessary. Ask What are Lucy and Tom showing Jojo? Do you have these things?

Introduce the new words: teddy bear, car, monster, toy, scared

 Introduce the new words, using Jojo and the flashcards (See How to Introduce new words and structures, page 12). If possible, bring real toys to the lesson. Review the word ball. The children learnt this in-Unit 1.

Listen and repeat. Then point and say.

- Play the recording. Pause after each word for the children to point to the correct toy in the picture.
- Repeat. This time ask the class to repeat each word, while pointing to the correct toy on the page.

Tapescript (CD1 Track 83/Cassette 1.2) teddy bear, ball, toy car, manster

Introduce the new grammar: he, she

- Give a ball to a girl in the class. Say She has a ball.
 Emphasise she. Repeat with another girl.
- Now give it to a boy and say He has a hall. Emphasise the word he. Repeat with other boys.
- Now give the ball randomly to boys and girls. Elicit either He has a ball. or She has a ball.

2. Story: She has a ball

- See How to introduce stories and dialogues, page 14.
- After the children have listened to and repeated the story, ask a few comprehension questions, e.g. Who's this? What's toy is it? Is it a (+ object)? Who has a (+ object)?

Tapescript (CD1 Track 84/Cassette 1.2)

Picture 1

NARRATOR: Lucy has a teddy bear. - show Jojo

a teddu

Hella, teddy. I'm Joja. - point to himself/ Joso

herself

Hello! hello! HELLO! - getting frustrated

Jojo. It's a toy! - point at toy, shake head

Picture 2

Lucy

NARRATOR She has a ball. - show Jojo a ball

Lucy Clever mankey, Joja. - clap

Picture 3

NARRATOR Tom has a toy car. - show Jojo a toy car

Jose-Gol Gol - try to make car go

TOM Jojo! It's a toy. - shake head and laugh

Picture 4

NARRATOR He has a monster. - show Jojo a monster

Joso: Ahhh! It's scary! - shake in fear Toss Jojo. It's a toy. It isn't a real monster!

- shake head and laugh

3. Listen and act.

- invite three children to the front and give each one a character flashcard.
- Demonstrate the actions (see Tapescript). Play the story again. Pause after each line for the class to repeat. The children at the front act using toys or flashcards.
- Act the story as a whole class activity.

4. Song: Lucy has a teddy bear

- Teach and sing the song.
- Ask the class to point to the toys or the flashcards.

Tapescript (CD1 Track 85/Cassette 1.2)

Toys, toys, toys, toys, toys, toys, toys,

Lucy has a teddy bear, A teddy bear, a teddy bear.

Lucy has a teddy bear.

Come and plaul

She has a bouncing ball,

A bouncing ball, a bouncing ball.

She has a bouncing ball.

Come and plaul

(chorus)

Tom has a toy car,

A toy car, a toy car:

Tom has a toy car.

Come and play!

He has a scary monster,

Scary monster, scary monster.

He has a scary monster.

Come and plau!

(chorus) Toys!

Game: Who has a ball?

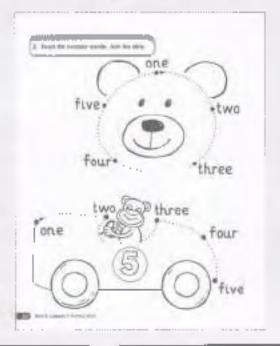
- Invite four volunteers to the front. Put the tou flashcards face down on your table. Ask each child to choose and hold up a card. Say Choose one!
- Ask Who has a ball? Point! Elicit (child's name) has a
- Continue in this way with the remaining toy flashcards.

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

esson. | * Activity Book session pages 51 and 52

6 My things





Varm-up

Sing Lucy has a teddy bear. (CD1 Track 85).

Look, join the dots and say.

Tell the children to look at the pictures of the toys. Say Point to the leddy bear, Jain the dots. Trace It! Continue in this way with the remaining toys. Asik Who has a toy car? Elicit Tom has a toy car. Ask the question about each tou.

Read the number words. Join the dots.

Write the number words one to five on the board or display the number word flashcards. Point to each word and ask What word is it?

invite volunteers to the front to write the correct number (in digit form) below each word.

Tell the children to look at the picture of the teddy bear in their book. Ask What's this? Elicit It's a teddy bear.

Say Point to the word one. Say one. The children point to the number word on the teddy picture. Continue with two. Say Join the dots.

Continue in the same way with the car picture.

Homework

Ask the children to colour the pictures.

Here's more!

1. Sing and do the actions.

 Repeat the song. Ask the children to do actions as they sing (see How to teach TPR, page 15). Lucy has a teddy bear - mime cuddling a teddy bear

She has a bouncing ball - mime bouncing a ball Tom has a tou train-mime circular movements with orms to show train movement

He has a scary monster - wave arms in air like scary monster

3. Game: Word chain

- Stick four tou flashcards to the board in a sequence, e.g. ball, car, monster, teddy bear.
- Say Lucy has a ball. Starting from one end of the classroom, each child says a sentence following the order on the board and using either Lucy has a ..., or Tom has a They will need to remember from the story whether Lucy or Tom has each toy

3. Game: Guess the toy

- Invite a child to the front. Ask him/her to mime one of the toys (see Activity 1, obove).
- The class has to guess the toy. Repeat with other children and the other tous.

Lesson 2 . Pupil's Book session page 35



New words: toy train, puppet, puzzle, skipping rope, doll

Review: feddy bear, monster, ball, toy car, kite, boy, girl; He/

She has a toy train, yes, no

Classroom language: What toy is it? What else? Who has a toy train? Is he/she right? Draw your toys. Write your name.

Who has this doll? Put your hands up!

Materials: Poster 10, paper, crayons, glue

Vocabulary flashcards: puppet, puzzie, skipping rope, doll.

(toy) car

Phonics flashcards: (toy) train, teddy, ball, monster

Warm-up

 Sing Lucy has a teddy bear (CD1 Trock 84/Cossette 1.2).

Introduce the new words: toy train, puppet, puzzle, skipping rope, doll

- Display Poster 10.
- Introduce the new words, using your Jojo soft toy or poster and the flashcards (see How to introduce new words and structures, page 12).
- If possible, bring real toys to the class.

Clisten and repeat. Then point and say.

- Play the recording. Pause after each toy for the children to point to the correct toy on the poster.
- Repeat. This time ask the class to repeat each toy, while pointing to the correct toy in the Pupil's Book.

Tapescript (CD1 Track 86/Cassette 1.2)

toy train puppet puzzle skipping rope doll Hold up each flashcard, or real toy if you have them, in turn and using your Jojo soft toy or poster ask What's this? Elicit the toy from the whole class and then from individuals. Say Put your hands up! and encourage the children who want to answer to do so.

2. Chant: Toys

 Teach the children the chant (see How to teach chants, page 14).

Tapescript (CD1 Track 87/Cassette 1.2)

toy train

ahoo, choo, choo

toy car

broom, broom, broom

skipping rope

skip, skip, skip

doll, doll,

cry, cry, cry

puppet, puppet

jump, jump, jump

monster ROAR!

3. A Listen. Show you understand.

Hemember that this is a receptive activity to expose children to English and help them to pick out familiar words (see *How to teach receptive listening*, page 15). They do not have to repeat anything.

The children listen quietly to the recording.

Repeat. Pause after each sentence for the children to point to the correct objects in their books. Demonstrate with the poster.

Topescript (CD1 Track 88/Cassette 1.2)

Lucy and Tom have lots of toys.

Can you see Tom? He's playing with a toy train.

Choo, choo,' he says. And he's playing with a toy car.

Broom,' goes the car. Tom has a puppet. Point to the puppet. And he has a ball. It's a big ball. And he has a monster. It's scary. Tom likes the monster.

Can you see Lucy? She has lots of toys, too. Lucy is playing with a doll. It's a baby doll. And she's playing with a teddy bear, Lucy has a puzzle and a kite. Point to the puzzle. Point to the kite. Lucy likes skipping. Point to the skipping rope.

Lucy and Tom love toys.

4. Point and say.

This activity practises he and she with all the lous words.

Hold up a toys flashcard or point to a toy on the poster. Ask What toy is it? Elicit It's a (+ toy).

Ask Who has a toy train? The children took at the main picture in their books. Elicit Tom has a toy train.

Invite a volunteer to the front to point to Tom with the toy train on the poster. Say He has a toy train. Then ask What else?

Elicit the other things Tom has, using He has a

inswers

te has a tou train/tou car/puppet/ball/monster.

Continue with Lucy. Elicit answers with She has a ____.

nswers

the has a doll/teddy/puzzle/skipping rope/kite.

5. Art: Toy collage

- . Display the toys flashcards on the board.
- Ask the children to draw a picture of their own toys and to colour them. Say Draw your toys. Colour the picture! Write each child's name at the bottom of their picture to personalise it and help them to recognise the written form of their names.
- · Cut out the pictures, including the names.
- Stick them onto a large sheet of paper to make a big toy collage.
- Talk about the collage with the class. Point to a picture and ask Who has this doll? Ask the children to put their hands up to guess who drew the picture. Elicit answers using (child's name) has a doll, etc. Point to the child they guess and ask Is he/she right? Elicit Yes or No.
- Continue with all the pictures.

NB This activity may take longer than the available classroom time. You may wish to use a dedicated Art Room session to do this activity.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 2 - Activity Book session page 53



Warm-up

Repeat the Toys chant (CD1 Track 87/Cassette 1.2).

1. Listen and match.

- Tell the children to look at the pictures of the children in their books. Say Point to the girl. She's a girl.
 Emphasise the word she. Say Point to the boy. He's a bou.
- Say She has a skipping rope. Bay or girl? Elicit Girl.
 Say Yes, the girl has a skipping rope. She has a skipping rope. Ask the children to draw a line from the girl to the skipping rope. Say Match. Draw a line.
- Continue with these sentences. Encourage the children to listen for the words he or she.

He has an puppet.

She has a doll.

She has a puzzle.

He has a toy train.

He has a teddy bear.

2. Game: He or she

- Point to a boy. Say He's a boy. The boy stands up and points to another child and says either He's a boy or She's a girl. This child stands up and then points to another.
- Continue until the whole class is standing.

Homework

The children colour the children and the toys. Encourage them to colour all the girl's toys one colour and all the boy's another to make two groups.

Here's more!

1. Chant and do the actions.

- Teach actions to accompany the chant toy train choo chao chao – move arms in circle to show train movement
 - toy car broom, broom, broom mime turning a steering wheel.
 - skipping rope skip, skip, skip mime skipping with a skipping rope
 - doll cry, cry, cry mime rocking a boby puppet jump, jump, jump – action of moving a puppet up and down
 - monster ROAR! mime making monster noises

2. Game: Guess the toy

- Invite a volunteer to the front. Show him or her a tou flashcard.
- Ask the child to mime the object (see Activity 1, Chant and do the actions). The class guesses the object using He/She has a The child responds with Yes or No.
- When a child guesses correctly, he or she comes to the front and takes a turn.

3. Game: Say and touch

- · Put the tous flashcards on the board.
- Invite eight children to the front and stand them in a line in front of the board. The child at the front of the line says a sentence with It's a (+ tay), and runs to the back of the line. The child behind goes to the board and touches the correct picture. He/She then calls out another sentence with It's a (+ tay), for the next child in the line and then runs to the back of the line. Continue until all of the children have touched a picture.

Lesson 3 - Pupil's Book session page 36



New words: letter names I and m, tollipap

Review: Letters a-k, phonics words /ic/-/k/, It has a ...; green. black, red, yellow

Classroom language: What toy is it? Clap your hands. Stamp your feet. It begins with m. Lollipop doesn't begin with m. What begins with 1? Put your hand up! This is big/little I. Trace the big/little I. Trace it with your finger/a crayon. What letter is it? Where's little m? Lucy is a name.

Materials: Template C, Template A

Vocabulary flashcard: Lucy

Phonics flashcards: a-k, lollipop, lion, monkey, monster

Warm-up

- Repeat the chant (CD1 Track 87/Cossette 1.2).
 - Choose two phonics chants or songs learnt previously.

Review letters and sounds a to k

- Write four letters previously learnt on the board.
 - Call out phonics words beginning with these letters.

 The children point to the correct letter on the board.
- Play Hear and touch the letter. Invite four children to the front and tell them to stand two metres in front of the board.
- Call out a phonics words beginning with one of the letters. The children go to the board and touch the beginning letter.
- Repeat with different letters and different children.

Introduce the letters L and I

- Write the letters L and I on the board. Point to the capital L and say This big L. Point to the little I and say This is little I.
- Use Jojo to introduce the new letter name and sound (see How to introduce letters and sounds, page 13).
- Hold up the floshcard of Lucy. Ask What letter does Lucy begin with? Elicit I.
- Write the word Lucy on the board. Point out the capital letter L at the beginning of the name. Say Big L. Lucy is a name.

 Invite any children whose names begin with L to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers.

Trace the letters L and I with your finger. Say the words.

- Invite volunteers to the front to trace over the letters L and I. Say Trace the big L. Trace the little I.
- The class makes the sound /1/ as they do so.
- Ask the children to write the letters in the air. Say Write big L in the air. Write little l in the air.
- Ask the class to trace the letters in their books with their fingers, making the sound /1 /.
- Teach the word lallipop, using Jojo and your flashcard.
 Mime licking a lallipop and ask the class to do the same. Ask What letter does lallipop begin with?
- Play the recarding. The children listen and point to the pictures in their books.
- Then play the recording again and ask the children to repeat the sounds and words.

Option:

You may prefer to introduce the letters L and I, and M and m over two classroom sessions. Introduce L and I in the first session and do the Warm-up activity and activities 1 and 2, followed by Activity Book activities 1 and 2. Then introduce M and m and complete the remaining activities.

Topescript (CD2 Track 1/Cassette 2.1)

(1), (1), (1), (1) (1), (1), (1) (is for follipap (1), (1), (1)

2. Game: Bingo (Template C)

- Write small tetters a to I on the board.
- Give each child a Bingo grid (Template C). Ask them to write a letter in each square.
- Give each child a set of counters or small stones.
- Call out a letter name. The children cover any square that contains that letter.
- Continue to call out letter names. The first child to complete a row is the winner. They call out Bingol.

Introduce the letters M and m

Introduce the letters M and m in the same way as L and L.

Trace the letters M and m with your finger. Say the words.

- Invite volunteers to the front to trace over the letters M and m. Say Trace the big M. Trace the little m.
- The class makes the sound /m/ as they do so.
- Ask the children to write the letters in the air.
 Say Write big M in the air. Write little m in the air.
- Ask the class to trace the letters in their books with their fingers, making the sound /m/.
- Tell the children to look at the pictures in their books. Elicit the words monkey and monster. Ask What letter does mankey begin with? Elicit m.
- Play the recording. The children listen and point to the pictures in their books.
- The children repeat the sounds and words.

Tapescript (CD2 Track 2/Cassette 2.1)

m is for mankey /m/, /m/, /m/ m is for mankey /m/, /m/, /m/ m is for monster /m/, /m/, /m/ m is for monster /m/, /m/, /m/

4. Listen. Show you understand.

See How to teach receptive listening on page 15.
 Tapescript (CD2 Track 3/Cassette 2.1)

Look at the pictures.

Point to the lion. This lion has a lollipop. The lion likes the lollipop. It licks the lollipop. The lollipop is red and yellow.

Can you see the mankey? The mankey has a toy. What toy is it? Yes, you are right. It's a monster toy. It's scary.

5. Song: Look at the lion

 Teach and sing the song (see How to leach songs, page 14.)

Tapescript (CD2 Track 4/Cassette 2.1)

Look at the lion with a tollipop, lick, lick, lick Lick the tollipop. Look at the monkey with a monster toy. ah, ah, ah

STICKER TIME

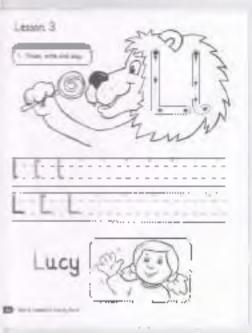
Goes the monster loy.

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (CD1 Trock 9/Cassette 1.1).
- Repeat for each child and insert his or her name.

Lesson 3 - Activity Book session pages 54 and 55





Narm-up

Sing Look at the lion (CD2 Track 4/Cassette 2.1).

1. Trace, write and say.

Point to the lion, elicit and say I. Lion. The class repeats. Do the same with the Iollipop.

Now ask the children to trace L and I starting with the dot. Say Trace the big L. Trace the little L. They can do this with their fingers and with different colours.

Ask the children to practise tracing then writing L and L. Children complete the name. Point out the big letter L.

2. Trace, write and say.

Teach letters M and m as for L and L

3. Look and write the beginning letter.

Point to the Jion, Ask What's this? Elicit It's a lion, Ask What does lion begin with? Elicit I. Pupils write letter I. Repeat with the other pictures.

lomework

we sach child a copy of Template A for extra practice writing letters L and I, and M and m. Ask them to draw clures of objects that begin with these letters on the back.

Here's more!

1. Collage: Letters L and I, and M and m

- Give each child two pieces of strong paper.
- Help each child to write large letters L and L and M and m on the paper.
- The children stick objects anto the line to make a letter collage. Use dry rice, posta, rolled up tissue , paper, pieces of material, etc.
- When the collage is dry, encourage the children to touch their letters in the correct sequence for writing and to feet their texture (see Multi-sensory learning, page 12).

2. Game: Point to your legs

- Say It begins with I, Point to your legs! It begins with m. Point to your mouth. Demonstrate.
- Say phonics words beginning with the letters I and m. The children identify the beginning sound and do the correct action.
- Now play Look at the lion again (CD2 Track 4/ Cassette 2.1). Pause after each word beginning with I or m for the children to do the correct action.

3. Game: Pass the ball

- Ask the children to stand in a circle or at their tables.
- Play same music. The children pass a ball from one to another. Stop the music. Say It begins with I. The child holding the ball says a phonics word beginning with I.
- Continue using any known letters.

Lesson 4 * Pupil's Book session page 37



New words: box; video; numbers 8, 9

New grammar: What's in your bag/box? my/your

Review: bag, skipping rope, book, pencil, crayon, teddy bear, apple, lollipop, toy, giraffe, etephant, snake, lion, liger, camel, bear, He/she has a . . .

Classroom language: Say it! Say it again! How many?

Point to number 8. What are these? Count them! Is he/she
right? Listen! Feel the number. What are these? What number
is it? How many videos? Draw a line. Match! Put your hand
up. What animal is it?

Materials: Template A

Vocabulary flashcards: video, pen

Number flashcards: 1-8

Warm-up

- Repeat the Toys chant (CD1 Track 87/Cassette 1.2).
 This will energise the class and review the toys words.
- Encourage them to do the actions as they chant.

Review numbers 1 to 7

- Write numbers 1 to 7 on the board.
- Sing One Little Lion (CD1 Track 77/Cossette 1.2).
 Encourage the children to point to the correct number on the board as they sing.
- Point to each table and ask How many boys/girls at this table?

1. A Listen and repeat.

- Write the numbers 8 and 9 on the board. Introduce the numbers using Jojo and your number flashcards (see How to introduce new words and structures, page 13).
- Play the recording. Hold up the correct number of lingers to show the meaning.
- Play the recording again. This time the class repeats the words. Ask them to point to the numbers on the board as they do so.

- Repeat again. This time ask the children to hold up the correct number of fingers. It is quite difficult to hold up eight or nine fingers. Demonstrate an easy way to do this by folding in their thumbs.
- Ask the children to practise writing the numbers in the air, using the correct sequence of strokes.

Tapescript (CD2 Track 5/Cassette 2.1)

eight, eight, eight Show me eight fingerst Good! Say it, Eight! Say it again, Eight!

nine, nine, nine Show me nine fingers! Good! Say it, Nine! Say it again, Nine!

Introduce the new words: box, video

 Introduce the new words using Jojo and the flashcards (see How to introduce new words and structures, page 13).

2. A Listen and count. How many?

- Tall the children to look at the picture of the videos. Point to the videos and ask What are these? Elicit Videos. Repeat with the pens.
- Say Point to number 8. The children point to the number in their book. Repeat with number 9.
 - Play the recording. Pause after each sentence for the children to point to the pictures in their books.
- As the objects are being counted, ask the children to point to each one in turn.
- Play the recording again. This time ask the children to say the numbers as the objects are counted.

Tapescript (CD2 Track 6/Cassette 2.1)

Look at the videos. Point to the videos.

Count them.

one, two, three, four, five, six, seven, eight

How many videos?

Eight videos.

Now count them again.

one, two, three, four, five, six, seven, eight

Very good!

Naw point to the pens.

Let's count them.

one, two, three, four, five, six, seven, eight, nine

How many pens?

Yes, nine pens. Good work!

Now count them again.

ane, Iwa, three, four, five, six, seven, eight, nine.

Very good!

Introduce my and your

- Pick up your bog and point to yourself. Say This is my bag. Then point to a child's bog and say to him/her This is your bag. Emphasise the words my and your.
- Repeat with parts of the body.

3. A Listen, point and repeat.

- Tell the children to look at the pictures in their books.
- Play the recording. The children point to the objects they heat.
- Repeat. The children repeat the words and point.
- Now ask How many things in the bag? Count! Count the objects with the children. There are eight.
- Then ask How many toy animais in the box? Elicit the answer. There are nine.

Tapescript (CD2 Track 7/Cassette 2.1)

NARRATOR What's in your toy box?

Boy My toy zoo animals! My giraffe, my

elephant, my snake, my monkey. my lion, my camel, my bear, my

kangaroo, my tiger.

NARRATOR What's in your bag?

GIRL What's in my bag? My skipping

rope, my book, my pencil, my crayons, my teddy bear, my apple,

my tollipop and my video.

4. Song: What's in my bag?

 Teach and sing the song (see How to teach songs, page 14). If possible, put the mentioned objects into a bag and take them out as the class sings.

Tapescript (CD2 Track 8/Cassette 2.1)

What's in my bag?

Come and see.

Things for you

And things for me.

An apple, a pen,

A story book.

Crayons, a pencil,

Come and look.

What's in my bag?

Come and see.

Things for you

And things for me.

(repeat)

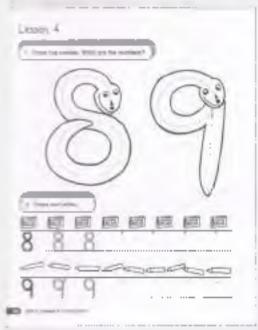
5. Game: Feel and guess

- Without the class seeing, put an object from the song into a bag or box.
- Invite a volunteer to the front. Ask the child to close his/her eyes or use a blindfold.
- Ask What's in my bag? The child guesses by feeling in the bag. If he/she guesses incorrectly, say Good try/ Then invite another child to feel and guess.
- Continue with other objects and children.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 4 - Activity Book session page 56



Warm-up

- Sing What's in my bag? (CD2 Track 8/Cossette 2.1) a number of times to energise the class.
- Sing One little lion (CD1 Track 77/Cassette 1.2) to review numbers 1 to 7.

1. Trace the snakes. What are the numbers?

- Say Open your books. Hold up the correct page for the children to see.
- The number 8 is very difficult for young children to write and will take time and practice to master.
- Tell the children to look at their books. Ask What animal is it? to elicit It's a snake. Say Point to number 8.
- Ask the children to imagine they are wiggly snakes and to write number 8 in the air with their finger. Say You're a snake. Write number 8.
- Ask the children to trace the number 8 in their books with their finger a few times, starting at the snoke's head. They can then trace the number with a crayon.
- Repeat this procedure with number 9.

2. Trace and write.

 Ask the class to count the videos and the pens and then to practise tracing and writing the numbers 8 and 9.

Homework

Give each child a copy of Template A for extra practice in writing numbers \mathcal{S} and \mathcal{G} .

Ask them to draw or stick pictures of eight and nine objects on the back.

Here's more!

- 1. Sing and do the actions.
 - Ask the children to put the following items into their school bags: a pen, a book, crayons, a pencil, an apple (if available).
 - Sing What's in my bag? Ask the class to take out each object as they sing it. If they do not have real apples, they can mime taking out an apple and then taking a bite from it.

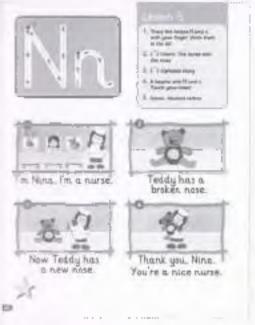
2. Art: My toy box

- Give each child a sheet of paper, Ask them to draw a large toy box on the paper (help them it necessary). This can simply be a large square shape.
- Ask them to draw their toys in the toy box. Say Draw your toys in the box.
- Move ground the class as they are drawing. Ask What's this? Elicit answers with This is my
- Invite children to the front to talk about their pictures to the class. Ask What's in your box?
 Elicit answers with This is my

3. Game: Feel the numbers

- Invite a child to the front. Write a number between 1 and 9 on his ar her back. The child has to guess the number. If they can't guess, write the number in the air for the class to guess.
- Invite three more children to the front to join the first. The first child writes a number on one of the children. That child has to guess. Continue until each child has had a number written on their backs and had a turn at writing.
- · Repeat with different groups of children.

Lesson 5 • Pupil's Book session page 38



New words: letter name n, nurse, nice, broken, new Review: letters Ag-Mm phonics words Ag/-/m/. This is Katy has a Goodbye.

Classroom language: Help Peter. Say the sound. Say the name. Nurse begins with n. Does it begin with n? It doesn't begin with /w/. Good try! Nina has a letter N. Is it a big N or a little n? Trace the letter. Write big/little n. Point to letter /n/. Match big F and little f. Where's big/little !?

Materials: Template A

Phonics flashcards: a-m. nose, nurse

Warm-up

- Sing What's in my bag? (CD2 Track 8/Cossette 2.1) to energise the class.
- Choose one phonics chant and one phonics song already learnt.

Review the letters and sounds a to m

- Using Joio and your phonics flashcards, hold up. pairs of letters at random. Ask the children to say the sounds. Then put them behind your back, shuffle them and hold up again.
- Continue holding up pairs. Call out the letter sounds. The children repeat and point to the correct cards. Say Say the sound.
- Repeat. This time ask them to say the letter name. Sou Say the name.

Introduce the letters N and n

- Write large letters N and n on the board. Teach the name, sound and sequence for writing the letters (see How to introduce letters and sounds, page 13).
- Invite any children whose names begin with N to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers. Remind them that names begin with a big letter.
 - 1. Trace the letters N and n with your finger. Write them in the air.
- Say Open your books. Show the children the correct poge.
- Say Write letter n in the air. Ask them to say the sound. /ii/as they write. Ask them to write the capital and little letters. Point to each one on the board. Tell the children to look at the letters N and n in their books. Ask them to trace the big and little letters with their finger, starting at the dot and going in the direction of the arrows.
- Repeat this a few times, while souing the sound /n/.

2. Chant: The nurse and the nose

- Use Jojo and your flashcards to review the word nose and teach the word nurse (see How to introduce phonics words, page 13).
- Teach the chant (see How to teach chants, page 14).

Tapescript (CD2 Track 9/Cassette 2.1)

N says hu hu, hu, hu nurse, nurse, nurse hu, hu, hu

N says /n/ /n/, /n/, /n/ nose, nose, nose /n/, /n/

3. Alphabet story

- Explain the meaning of broken, new and nice. Note that these words are for exposure only. The children do not need to learn them. The aim is for them to understand the sequence of events and identify words beginning with the letter n.
- Tell the children to look at the pictures in their book. Point to the nurse. Ask Who's this? to elicit She's a nurse. Introduce the nurse's name. Say This is Nina. Hello, Nina! Elicit other objects using What's this? You may like to talk about what happens in the mother tongue.
- Play the recording, Pause after each line to give the children time to point to the pictures. Use mime to explain meaning.
- Play the recording again. This time ask the children to mime each line they hear.

Tapescript (CD2 Track 10/Cassette 2.1)

Nava I'm Nina. I'm a nurse. - mime checking

temperature

Teddy has a broken nose. - honds on

noses, mime pulling nose off

Now leddy has a new nase. - mime

sticking nose back on

Tenay Thank you, Nina. / You're a nice nurse.

- taking a bow with pride

4. It begins with N and n. Touch your nose!

- Play the story again. Ask the children to touch their noses every time they hear a word beginning with /ii/.
 Say It begins with /ii/. Touch your nose.
- Pause after each word to give them the chance to decide if it begins with /u/ or not. Say Does it begin with /u/? If a child touches his or her nose at the wrong time, ask Does it begin with /u/? No. Try again.
- Tell the children to look at the story words in their book. Write them on the board. Remember that they don't have to read the words.
- Play the recording again, pointing to each word on the board. This shows how we read from left to right and how letters form words.
- Invite volunteers to the front to point to words beginning with n.
- Point out the capital N in Nina's name and at the beginning of the sentence Now Teddy ... Also point out the capital letters at the beginning of the other sentences.

5. Game: Musical letters

- Tell the children to stand in a circle. If this is not possible, you can play this game with the children * standing at their tables.
- Play any tivety music. The children pass a ball from one to another. Stop the music. Say It begins with n.
 The child holding the ball says a word beginning with n. If the child is unable to say a word, do not exclude him or her. Instead say to the rest of the class Help (+ child's name). Another child then helps.
- Continue the game without drowing attention to the child's mistake. Use all the letters the children have learnt up to now. Stop the music regularly, making sure that every child has the chance to say a phonics word.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

esson 5 - Activity Book session pages 57 and 58





Warm-up

- Repeat the story of Nina the nurse (CD2 Track 10/ Cossette 2.1).
- 1. Trace the letters. Then help Teddy find his nose.
- Ask the children to trace then write the letters N and n with their fingers and coloured crayons, starting with the dot. Soy Trace the big N. Trace the little n. They can do this a number of times with different colours.
- Ask them to follow the lines from teddy very carefully to find the way to the correct nose.
- 2. Trace and write the letters. Finish the words.
- Ask the children to practise tracing and then writing the letters N and n.
- Now ask them to complete the words with N and n.
- Match the big and little letters.

Write the letters from the first box on the board. Point to the first letter and ask What letter is it? Elicit Big F. Then ask Where's little 1? Invite valunteers to the front to point to it.

Now say Draw a line. Match big F and little f.

Repeat with the other letters.

Homework

Give each child a copy of Template A for extra practice in writing the letters N and n.

Ask them to draw pictures of things that begin with n.

Here's more!

- Sand tray letters.
 - Take the children to a sand pit if you have one. If not, put sand into a treu.
 - The children practise writing the letters N and n in the sand with their fingers (see Multi-sensory learning. page 12).
- 2. Game: Letter in the air
 - Hold up a phonics flashcard. The class says the word.
 - Now the whole class writes the beginning latter of the word in the air, using the correct strakes. Hold up another card and repeat.
 - As the children improve, increase the speed of the game.
- 3. Game: Run and touch
 - Write letters a to n on the board.
 - Invite seven children to the front and tell them to stand in a line in front of the board.
 - Say a phonics word to each child. The child runs to the board and touches the correct letter.

Lesson 6 * Pupil's Book session page 39



New words; baby, bed, forest, middle-sized, sleep

Review: big, little, baby, he/she, bear, girl, hair, door,

chair, Runi

Classroom language: Touch the ground! Turn around! It's story time! Point to the ... I didn't say Jojo saus! Listen and point. Act. Listen and do. What picture? Write the number, Point to the picture. Write number 2. Match the words and numbers. Draw a line.

Materials: Poster 11, Template G, paint, string/elastic

Warm-up

Sing Big and little (CD1 Track 69/Cossette 1.2).

Introduce the new words: forest, door, bed, baby

- Display Poster 11.
- Introduce the new words using your Jojo soft toy. and the poster (see How to introduce new words and structures, page 12).
- Also review the words bear, door, big, little, chair, run.
- Explain middle-sized. Draw three circles on the board. one big, one middle-sized and one little. Point to each and say big, middle-sized and little. Now say Point to the big circle. Repeat for little and middle-sized.

1. Listen and repeat. Then point and say.

- Play the recording. Pause after each sentence for the children to point to the correct picture.
- Play the recording again. The children repeat and point. Tapescript (CD2 Track 11/Cassette 2.1)

Girl. Point to the girl.

Bears: Point to the big bear.

Point to the middle-sized bear.

Point to the little bear.

Forest. Point to the forest.

Baby. Point to the baby bear.

Chair. Point to the chair.

Bed. Point to the bed.

Door. Point to the door.

2. Story: Goldilacks and the three bears

- Explain, using mother tongue if necessary, that this is a very popular English story.
- Point to Goldilocks and teach her name. Say This is Goldilocks, Sau Hello, Goldilocks!
- Encourage the children to follow the sequence of pictures. You may wish to encourage the children to talk about the story in their own language
- Encourage the children to name as many things in the pictures as they can in English.
- Play the recording. Pause to allow the children point to the corresponding pictures.
- Play the recording again. This time encourage them to repeat the words and make the sound effects.
- After the children have listened to the story again, ask a few comprehension questions, e.g. Who's this? Is Goldilocks a boy or a girl? What colour is her hair? Is the dad bear big? Where are the bears? Who has a chair/bed?

Unit 6: Lesson 6 Teacher's Book

Topescript (CD2 Track 12)

Picture 1

This is Goldilocks.

She is a little girl. She has yellow hair.

Picture 2

Look. Three bears.

The dad is a big bear. The mum is a middle-sized bear

This bear is little. He's a baby bear.

The bears are in the forest.

Picture 3

Goldilocks opens the door. She goes in.

Picture 4

Baby bear has a chair. It's little. Goldilocks sits down, Croshi

Picture 5

Baby bear has a bed. Goldilocks sleeps.

Picture 6

Here are the three bears. Run. Goldilocks. Run!

3. Make: Bear masks (Template G)

- Give each child (or small group) a copy of Template G.
- Ask the children to paint their masks.
- Alternatively, they can stick screwed brown tissue paper on them.
- Help the children to cut out their bears. They will need extra help with the eyes.
- Thread string or elastic through the side holes and knot.
- The children can wear their masks and pretend to be bears.

4. A Listen and act.

- invite four children to the front to be the three bears and Goldlocks. Say You're the dad, etc. The bear characters can wear their bear masks.
- Play the story again. The children act out the story, while the rest of the class repeats the words and makes the sound effects. Say Listen and act. Demonstrate the actions, e.g. falling off the broken chair, going to sleep, surprise on finding Goldilacks, Goldilacks running away.

 Divide the class into groups, one group for each character. The groups act out their part as a whole class activity.

5. Poem: Baby bear

- Teach the poem and say it with the class a number of times. Demonstrate the actions.
- Say Put on your bear masks. The children wear their masks as they say the poem.
- Encourage them to do the actions as they speak.

Tapescript (CD2 Track 13/Cossette 2.1)

Baby bear, Baby bear

Touch the ground.

Baby bear, Baby bear

Turn around.

Baby bear, Baby bear

Touch your nose.

Baby bear, Baby bear

Touch your toes.

Baby bear, Baby bear

Go to bed.

Baby bear, Baby bear

Rest your head.

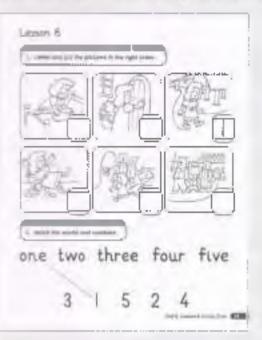
STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say, It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (Unit 1, Lesson 1, CD1 Track 9/Cossette 1,1).
- Repeat for each child and insert his or her name.

Lesson 6 - Activity Book session page 59



Warm-up

 Repeat the Baby Bear poem (CD2 Track 13/Cassette 2.1) a number of times.

1. Listen and put the pictures in the right order.

- Write numbers 1 to 6 on the board.
- Tell the children to look at the pictures. Elicit as much language from them as possible.
- Play CD2 Track 12/Cassette 2.1.
- Repeat. Pouse after the text for the first picture. Ask What picture is it?
- The children look carefully at the pictures and decide which one matches what they heard. Say Point to the picture! Write number 1.
- Repeat in this way with the remaining pictures, pausing for the children to find and point to the correct picture and then write the number. Tell them to look at the numbers on the board to help them form the numbers correctly.

2. Match the words and numbers.

- · Point to each word and ask What word is it?
- Ask the children to match the number words with the digits. Say Draw a line, Match the words and numbers.

Homework

Ask the children to colour the pictures:

Here's more!

1. Game: Guess the letter

- Invite a child to the front. Say Close your eyes.
- Write a letter on the board. Guide the child's finger along the letter to trace it in it's correct sequence.
 The child guesses what it is.
- · Continue with other children.

2. Game: Jojo says

- Explain that the children should only carry out the command if you say Jojo says first. If you don't say Jojo says, they should not do anything.
- Ask the class to stand. Say Jojo says, point to the door. The children point to the door. Continue with Jojo says, touch the ground. The children touch the ground. Then say Turn around. The class shouldnot turn around as you have not said Jojo says. If they do, remind them, shaking your head and say I didn't say Jojo says. Then continue.
- Include commands such as Point to your ears.
 Touch your nose, etc., as well as Stand up! Sit down! Stand on one lea! Put one hand up, etc.

3. Art: Goldilocks frieze

- Give each child (or pair) an object to make for the collage: mum bear, dad bear, baby bear, Goldilocks, trees, the house, the bed, the chair.
- Help them to draw the objects on a sheet of paper.
- Ask them to colour the pictures and decorate them with screwed up tissue paper and woot.
- Help them cut out their pictures.
- Stick the objects anto a very large sheet of paper to create a Goldilocks frieze.
- · Display it in the classroom.
- Talk about the story with the class, while pointing at their pictures.

My clothes

The end of Unit 9 the children will be able to:

- and of clothing (shirt, jacket, dress, jumper, trousers, socks, shoes, T-shirt)
- three more colours (pink, brown, greut
- I what they have, using I have ...
- is about getting dressed, using Put on your
- by and write the letters O and o, P and p, and Q and q, and understand their corresponding secunds
- words beginning with ρ and ρ and q, and understand the use of capital and little letters.
- by a very popular English song: 1, 2, 3, 4, 5 and develop understanding of cause and effect
- u, write and understand the concept of zero (0).
- By and write number 10 and be able to count known objects to ten
- e colour words (red, blue, green, black, yellaw, white)
- recensioned the symbols used in addition sums. + and =

esson | Pupil's Book session pages 40 and 41



New words: jumper, trousers, dress, skirt, shirt,

Review: He/She has a ball, puzzle, book, video mum, dad, brother, sister, grandma, grandpa

Classroom language: Who has a ...? What are these? It's game time! Jojo says ... I didn't say Jojo says. Stand up! Sit down! Point to your ... - Touch your ... Help Jojo. Put your hands up! Draw a line!

Materials: Poster 12

Vocabulary flashcards: jumper, shirt, T-shirt, skirt, doll, book, puzzle, video

Phonics flashcard: ball

Warm-up

- Sing Lucy has a leddy bear (CD1 Trock 85/Cossette
- Display Poster 12. Ask Where's Robbie? (see How to. use Find Robbie, page 16).
- Talk about the picture on the poster using some mather torigue if necessary. Ask What clothes do Lucy and Tom have? What about Jojo? Ask the children to talk about what they are wearing. . .

Introduce the new words: jumper, trousers, dress, skirt, shirt, T-shirt

- Introduce the new words, using Jojo and the flashcards (see How to introduce new words and structures, page 12).
- Invite children to the front who are wearing these. items and point to their clothing as you say the words.

Listen and repeat. Then point and say.

- Ask the children to look carefully at the poster.
- Play the recording. Pause after each clothing item for the children to point to the correct one on the poster.
- Repeat. This time ask the class to repeat each item of clothing. After each one, invite a child to the front to point to the correct item on the poster.

Tapescript (CD2 Track 14/Cassette 2.1)

Jumper

trousers

dress

skirt

shirt

-

T-shirt

Chant: Jumper, trousers, dress, dress

 Teach and say the chant with the class a number of times. Encourage them to clap the rhythm as they chant (see How to teach chants, page 14).

Tapescript (CD2 Track 15/Cassette 2.1)

Jumper trousers,

dress, dress.

Jumper, trausers,

dress.

shirt and T-shirt,

jumper, trousers, dress.

(repeat all)

3. Listen. Show you understand.

See How to leach receptive listening, page 15.

Tapescript (CD2 Track 16/Cassette 2.1)

Here is the family.

Tom has a T-shirt. It's orange, And he has a ball. Lucy has a dress. It's pink. She has a doll. Who has a video? Dad has a video. He has a shirt. It's grey. And he has black trousers.

And who has a book? Mum has a book. She has a skirt and a shirt.

Who has a blue skirt? Grandma has a blue skirt and an orange shirt.

And who has brown trousers and a yellow jumper? It's Grandpa.

And who has a puzzle? Jojo has a puzzle.

4. Say and match.

- Hold up the flashcard of the doll (Unit 6 flashcards).
 Ask Who has a doll? Elicit the answer Lucy has a doll.
 The child who answers correctly comes to the front, takes the card and matches it to the picture of Lucy on the poster.
- Continue in this way with the other objects. Here are some questions you can ask:

Who has a doll? (Lucy has a doll.)

Who has a bail? (Tom has a ball.)

Who has a puzzle? (Jojo has a puzzle.)

Who has a book? (Mum has a book.)

Who has a video? (Dad has a video.)

5. Game: Word chain

 Stick four clothes flashcards to the board in a sequence, e.g.: shirt, T-shirt, dress, jumper. Do not include trausers as this is a plural word.

- Say It's a shirt, and point to the shirt. Starting from one end of the classroom, each child says a sentence following the order on the board and using It's a
- Repeat, using the flashcords in a different sequence and calling out children's names at random.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

My clothes



arm-up

Repeat the chant Jumper, trausers, dress, dress (CD2 Track 15/Cossette 2.1).

1. Listen and match. Then point and say.

Tell the children to look at the pictures in their book. Point to each person in the picture and ask Who's this? Elicii It's Lucy, etc.

Then point to the items of clothing and ask What's this? or What are these?

Say the first sentence Lucy has a dress. Pause for the children to point to the correct item of clothing.

Repeat. Pause for the children to repeat the sentence.

Say Draw a line. Match. The children Draw a line to match the person to his or her clothing.

Continue in this way with the remaining sentences.

Tom has a T-shirt.

Grandpa has a jumper.

Mum has a shirt.

Dad has trousers.

Grandma has a skirt.

When you have finished, point to the picture of each person and ask Who has a ...? Elicit answers, e.g. Lucy has a dress, etc.

2. Word chain with has.

- Attach four clothes flashcards to the board in a sequence, e.g. jumper, T-shirt, dress, skirt.
- Say Grandpa has a jumper. Starting from one end of the classroom, each chiid says a sentence following the order on the board, using the same structure as you. They will need to remember who has each item of clothing in the Activity Book picture. So the first child after you will say Tom has a T-shirt, and so an.

Homework

Ask the children to colour each person and his or her clothing the same colour to match them.

Here's more!

1. Chant and do the actions.

- Invite six children to the front. Give each one a clothing floshcard.
- Repeat the chant (CD2 Track 15/Cassette 2.1).
 When each item of clothing is said, the child with that card holds up the flashcard. The rest of the class points to the correct child. Continue with other children.

2. Art: Clothing collage

- Using old magazines or clothing catalogues, ask the children to choose and cut out items of clothing.
- Ask them to stick the cut out clothing onto a sheet of paper to make a nice design. You could ask them to group each clothing type together so that you have a sheet for skirts, trousers, T-shirts, etc.
- White they are working, move around the class. Ask What's this? What are these? What colour is it?

3. Game: Jojo says ...

- Explain that the children should only carry out the command if you say Jojo says first. If you don't say Jojo says, they should not do anything.
- Invite two boys and two girls to the front. Choose one girl wearing a skirt and one girl wearing a dress if possible. If possible, one boy should be wearing a shirt and the other a jumper.
- Ask the class to stand. Say Jojo says, point to a shirt.
 The children point to the boy wearing the shirt. Continue with Jojo says point to a dress. The children point to the dress. Then say Point to trousers. The children should not point to the trousers as you have not said Jojo says if they do, remind them, shaking your head and say I didn't say Jojo says. Then continue.

Lesson 2 . Pupil's Book session pages 40 and 41



New words: pink, brown, orange, grey

New grammar: I have a white shirt.

Review: I have ...; red, blue, green, yellaw, black, while; grandma, grandpa, mum, dad, brother, sister; yes, no

Classroom language:

What colour is it? Well done.
Everyone clap, Listen and say.
Point to something orange, I
see something green. What's
green? Who is it? Read the
word, Jojo. What word is it?
Find the word 'red'. Draw a
blue line.

Materials: Poster 12 Template C

Vocabulary flashcards: jumper, skirt, shirt, T-shirt

Colour flashcards: red, blue, green, yellow, black, white

Warm-up

 Repeat the chant, Jumper, trousers, dress, dress (CD2, Track 15/Cassette 2.1).

Introduce the new words: orange, brown, pink, grey

- Review the colour words already learnt using your flashcards: blue, black, white, green, red, yellow.
- Display Poster 12.
- Introduce the new words, using your Jojo soft toy or poster and the picture strip on Poster 12.
- Point to coloured objects in the classroom and ask What colour is it?

Listen and repeat. Then point and say.

Play the recording. Pause after each word for the class to repeat. Then ask individual children to point to an item of clothing on the poster in the colour. Say Point to something orange. Remember that sometimes there may be more than one item of clothing in the same colour.

Unit 7: Lesson 2 Teacher's Book

- Play the recording again. Invite volunteers to the front to point to the correct coloured clothing on the poster.
- Using your Jojo soft toy or poster, point to the items of clothing and ask What colour is it?

Tapescript (CD2 Track 17/Cassette 2.1)

pink

brown

orange

grey

2. Game: I see something green!

- Paint to objects around the classroom and ask What colour is it? They can be items of clothing, bags, etc.
- Look around the room and identify something that is green. Say I see something green. Point to your eye as you say this. Point around the room to clarify the meaning and ask What's green?
- The children try to guess the green object. Answer Yes or No.
- When a child guesses correctly, ask him or her to stand. Say Well done. Everyone clap.
- Continue using other objects and different colours.

Review I have ...

- Point to your shirt/skirt/dress and say I have a shirt.
 Emphasise that you are talking about yourself. Repeat with other items of clothing that you are wearing.
- Using your Joja soft toy or poster, imitate Joja talking about his clothes using I have

3. . Listen, point and say. Who is it?

- Say Open your books. Hold up the correct page for the children to see.
- Tell the children to look at the poster and the picture in their books.
- Play the recording. Pause after each question. The children look carefully at the picture in their book and decide who they think is talking.
- Ask Who is it? Elicit the answer from the children using It's Ask them to point to the correct person in their books or on the poster.
- Repeat. This time ask the children to repeat the sentences. They do not need to repeat the questions.

Tapescript (CD2 Track 18/Cassette 2.1)

Lucy I have a pink dress.

NARRATOR Who is it?

Tom I have an orange T-shirt.

NARRATOR Who is it?

Muu I have a brown skirt.

NARRATOR Who is it?

GRANDPA I have brown trousers.

NARRATOR Who is it?

D_{AD} I have a grey shirt.

NARRATOR Who is it?

GRANDMA I have a blue skirt.

NARRATOR Who is It?

4. Song: Look at me!

· Teach and sing the song.

Tapescript (CD2 Track 19/Cassette 2.1)

Look at me!

I have a shirt,

Have a shirt,

Have a shirt.

Look at me!

I have a shirt.

A very nice shirt.

Look at met

I have a jumper,

Have a jumper,

Have a jumper.

Look at me!

I have a jumper,

A very nice jumper.

Look at me!

I have a skirt,

Have a skirt,

Have a skirt.

Look at mel

I have a skirt.

A very nice skirt.

Look at me!

I have a T-shirt,

Have a T-shirt.

Have a T-shirt.

Look at me!

I have a T-shirt,

A very nice T-shirt.

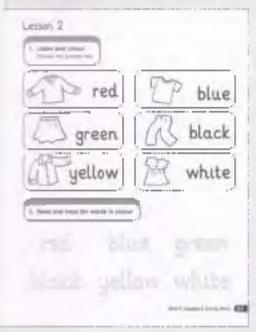
Point and say.

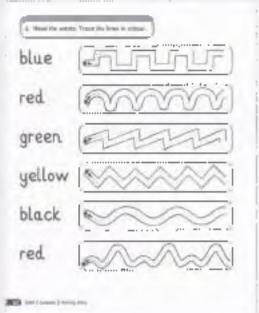
- Invite four volunteers to the front.
- Ask them to point to each item of their clothing and say I have (+ colour + item of clothing), e.g. I have a white shirt.
- Continue in this way.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 2 - Activity Book session pages 61 and 62





Warm-up

 Sing the song Look at me! (CD2 Trock 19/Cossette 2.1).

Introduce the colour words

- Make coloured marks on the board in red, blue, green, black, yellow and white.
- Show the children the flashcard with the word red on it. Say Point to the colour red. Stick the word red on the board next to the colour. Continue in this way.

1. Listen and colour.

- Tell the children to look at the words next to the pictures in their books. Say Find the word red.
- Point to the picture and ask What's this? Say Calour the jumper red.
- Continue in this way with the remaining colour words.

2. Read and trace the words in colour.

- Say Colour the word red. The children trace the word in their books with a red crayon.
- Continue in this way with the remaining words.

3. Read the words. Trace the lines in colour.

Point to the first word. Ask What word is it? Elicit Blue.
 Say Draw a blue line. The children draw between the lines. Continue in this way.

Homework

The children draw a picture of their favourite clothes:

Here's more!

- Sing and do the actions.
 - Invite four children to the front, two boys and two girls. Give each one a clothes flashcard. Make sure a girl has the skirt flashcard.
 - Sing Look at me! again. The class points to the correct child as they sing.

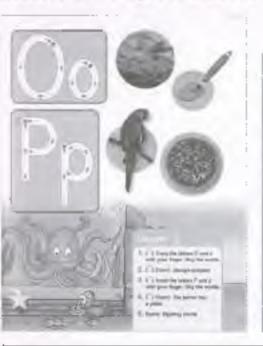
2. Game: Bingo (Template C)

- Give each child a Bingo grid.
- Ask them to colour the squares using orange, brown, grey, pink, green, blue, black, red, yellow, white.
- Give each child a set of counters or small stones.
- Say a colour. The children cover the square in that colour. The first child to cover a row is the winner.

3. Game: I have. He has.

Point to yourself and say I have a (+ clothes item).
 Point to a child and say He/She has a (+ clothes item).
 This child then stands up, points to him/herself and says I have a (+ clothes) item and then points to another child. Continue in this way.

Lesson 3 - Pupil's Book session page 42



New words: Letter names o and p; octopus, parrot, pizza

Review: orange, phonics words /le/-/n/, nose, eyes

Classroom language: Show the card. What word is it? Flun to the letter. Trace the big/little o. Make the sound /o/. What does octopus begin with? Point to the picture. What colour is it? Point to the ears. What are they? Trace the big/little o with your finger/crayon, Find another letter o. Colour the letter. What letter is it?

Materials: Template A

Phonics flashcards: a-n, octopus, orange, parrot, pizza

option

four may prefer to introduce the letters O and σ , and P and ρ over two classroom sessions. Introduce O and σ in the first session and do the Warm-up and activities 1 and 1, followed by Activity Book activities 1, 2 and 3. Then aboduce P and ρ and complete the remaining activities.

Narm-up

- Repeat the song Look at mel (CD2 Track 19/Cossette 2.1)
- Choose two phonics chants or songs learns previously.

Revise letters and sounds a to n

- Place the phonics flashcards a to n, picture side showing, in different parts of the classroom. Write the letters A, a to N, n on the board.
- Point to a letter on the board, Say Find the word. The children look around the room and point to the correct pard. The class says the word.
- Continue with the remaining letters and words.

ntroduce the letters O and o

Write the letters O and a on the board. Teach the name and sound (see How to introduce letters and sounds, page 13).

Invite any children whose names begin with O to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers. Remind them that names begin with a big letter.

Trace the letters 0 and a with your finger. Say the words.

- Invite volunteers to the front to trace over the letters
 O and o. Say Trace the big O. Trace the little o.
- The class makes the sound /n/ as they do so.
- Ask the children to write the letters in the air. Say Write big O in the air. Write little o in the air.
- Ask the class to trace the letters in their books with their fingers, making the sound /n/.
- Teach the word octopus, using Jojo and your flashcord. Wiggle your tingers like an octopus's legs and encourage the class to do the same. Ask What letter does octopus begin with? Elicit a.
- Hold up the orange flashcard and ask What colour is It? Elicit Orange. Emphasise the /w/ sound at the beginning of orange. Ask What letter does orange begin with? Elicit o.
- Play the recording. The children listen and point to the pictures in their books.
- Then play the recording again and ask the children to repeat the sounds and words.

Tapescript (CD2 Track 20/Cassette 2.1)

Letter o

/e/, /e/, octopus

/tv/, /tv/ orange

/tv/, /tv/, octopus

Inl. Inl. orange

2. Chant: Orange octopus

- Talk about the picture of the octopus at the bottom of the page. Ask What's this? Elicit It's an octopus. Ask What colour is it? Elicit It's orange. Ask How many legs does it have? Elicit It has eight legs.
- Teach the phonics chant and repeat it a few times.

Tapescript (CD2 Track 21/Cassette 2.1)

Octopus, octopus, orange octopus |al, |al, |al, |al, |al, |al, |al, |al

(repeat twice)

Introduce the letters P and p

Introduce the letters P and p in the same way that you introduced O and o.

Trace the letters P and p with your finger. Say the words.

- Invite valunteers to the front to trace over the letters P and p. Soy Trace the big P. Trace the little p. The class makes the sound /p/ as they do so.
- Ask the children to write the letters in the air. Say Write big P in the air. Write little p in the air.
- Ask the class to trace the letters in their books with their fingers, making the sound /p/.
- Teach the words pizza and parrot, using Jojo and your flashcards, Ask What letter does pizza/parrot begin with? Elicit p.
- Play the recording. The children listen and point to the pictures in their books.
- Play the recording again for the children to repeat the words and follow the instructions.

Tapescript (CD2 Track 22/Cassette 2.1)

parrot

pizza

parrot

pizza

Point to the parrot.

Point to the pizza.

Point to the octopus.

Point to the colour orange.

4. Chant: The parrot has a pizza

- Talk about the picture of the parrot and the pizza at the bottom of the page. Ask What's this?
- Teach the phonics chant and repeat it a few times.
 Encourage the children to write the little letter ρ in the air as they chant.

Tapescript (CD2 Track 23/Cassette 2.1)

The parrot has a pizza.

/p/, /p/, /p/

The parrot has a pizza.

/p/,/p/,/p/

(repeat)

5. Game: Mystery words

- Write the big and little letters up to p on the board.
- Point to each letter in turn. Eliot Big A, little a. etc.
- Put the phonics flashcards for these letters into a box.
- Take a card out of the box and show the back of the card to the class so that you can see the picture but the children cannot. Say It begins with d.
- The children try to guess the word by calling out words beginning with d. Say Put your hand up!
- If a child guesses a word that doesn't begin with a say Good try. But cat doesn't begin with d. Cat begins with c. What begins with a?
- The child who guesses correctly comes to the front and attaches the picture card to the board under the correct letter.

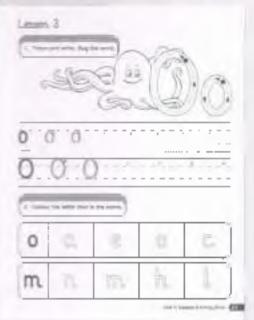
STICKER TIME

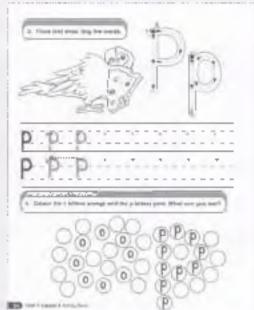
Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (CD1 Track 9/Cassette 1.1).
- Repeat for each child and insert his or her name.

Lesson 3 - Activity Book session pages 63 and 64





Warm-up

- Repeat the chants Orange octopus and The Parrot has a pizza. (CD2 Tracks 21 and 23/Cassette 2.1).
- 1. Trace and write. Say the word.
- Point to the actopus. Elicit and say a, actopus. The class repeats. Point to the big O. Ask What is it? Elicit Big letter O. Point to the litte a. Ask What is it? Elicit Little letter a.
- Ask the children to trace the big and little letters with their fingers and then a crayon, storting with the dol.
- Ask the children to trace and then write the letters.
 - Colour the letter that is the same.
- Point to the first letter and ask What letter is it?
- Soy Find another letter o. The children identify the matching letter. Soy Colour the letter.
- Continue in this way with the remaining letters.
- 3. Trace and write. Say the words.
- Ask the children to trace then write the letters P and p.

- 4. Colour the o letters orange and the p letters pink. What can you see?
- Say Colour the a letters arange. Colour the p letters pink.
- Point to the colour patterns. Ask What letters are they?

Homework

Give each child a copy of Template A for extra practice in writing the letters O and o, and P and p.

Here's more!

- 1. Chant and do the actions.
 - Teach actions for the two chants, octopus – wiggle fingers like tentacles parrot – flap arms like wings pizza – mime eating a pizza
- 2. Game: Feel the letters
 - Write a little letter between a and n on a child's book. Ask What letter? The child feels the letter and guesses which it is. Continue with other children.
- 3. Make: Sand letters O and o, and P and p
 - Give each child two sheets of strong paper or card.
 Write large letters O and o, and P and p on each sheet, or help them to do this themselves.
 - The children use a glue slick to trace the letters. They
 pour sand over the glue and then shake it away.

esson 4 • Pupil's Book session page 43



New word: number 10

Review: numbers 1-9; finger
Classroom language: It's
song time! Show me ten
fingers! Which finger? What
number is it? Say it! Say it

number is it? Say it! Say it again! Close your eyes! Count the fingers? Write the number. Sing! Sing and act. Where's number one? Put the numbers in order

Materials: Template A

Number flashcards: 1-10

/arm-up

Write numbers 1 to 7 on the board.

Sing the song One little lion (CD1 Track 77/Cassette 1.2). Encourage the children to point to the correct number on the board as they sing.

eview numbers 1 to 9

Add numbers 8 and 9 to the numbers on the board. Play Count around the class.

Point to a child. The child says one. Quickly point to another child. The child says two. Point to another. He/She says three.

Continue. After nine, start at one again.

Speed up to make the game more challenging. The children need to stay alert as they don't know when they will be called on to say the next number.

1. Listen and repeat.

Write the number 10 on the board, next to the number 9 on the number line. Introduce the number 10 using Jojo and your number flashcards (see How to introduce new words and structures, page 12).

Play the recording. Hold up ten fingers to show the meaning.

Play the recording again. This time the class repeats the words. Ask them to point to the numbers on the board as they count.

Init 7: Lesson 4 Teacher's Book

 Ask them to practise writing number 10 in the air, using the correct sequence of strokes.

Tapescript (CD2 Track 24/Cassette 2.1)

ten

ten

pn

Show me ten fingers!

Good!

Say it, ten!

Say it again, tent

Count to ten with Jojo.

Jouo one, two, three, four, five, six, seven, eight, nine, ten

2. Top and count.

- Invite two children to the front. Ask one child to top between one and ten times on the back of the other child who counts the taps and says the number (see Multi-sensory learning, page 12).
- Demonstrate with a volunteer if necessary.
- Continue to call different volunteers to the front.

3. Song: 1, 2, 3, 4, 5

 This is a popular traditional children's song practising numbers 1 to 10. You can tell the class that English

- Soy Open your books. Show the correct page.
- Tell the children to look at the pictures.
- Foint to the first picture and elicit the numbers. Ask What number is it?
- Point to the second picture. Teach the word fish. Elicit, using the mather tongue if necessary, that the boy is catching a fish.
- Point to the third picture and elicit the numbers 6 to 10.
- Point to the fourth picture. Elicit, using the mother tongue if necessary, that the boy is throwing the fish book into the water.
- Point to the fifth picture. Point to the linger and ask.
 What's this? Elicit It's a linger. Elicit that the fish bit the bou's linger.
- Point to the final picture. Ask the children Which finger? Elicit Little finger. Ask them to hold up the little finger on their right hand.
- Now that they have the gist of the story, teach the song and sing it a number of times with the class (see How to teach songs, page 14).

Tapescript (CD2 Track 25/Cassette 2.1)

1.23,4,5

I caught a fish alive!

6.7.8.9.10

Then I let It go again.

I let the fish go

Because It bit my finger so.

Which finger dld it bite?

This little finger on the right.

(repeat all)

4. Sing and act.

Teach actions for the song.

- 1, 2, 3, 4, 5 the children hold up the correct number of fingers for each number they sing (one hand only)
- I caught a fish alive mime holding a fishing rod and pulling in a heavy fish
- 7, 8, 9, 10 the children hold up the correct number of fingers for each number they sing (both hands)
- Then I let it go again mime throwing a wiggly fish back into the water

I let the fish go - waving goodbye to fish

Because it bit my linger so - mime biting little finger on right hand

Which finger did it bite? - top head to indicate a question

This little finger on the right - hold the finger

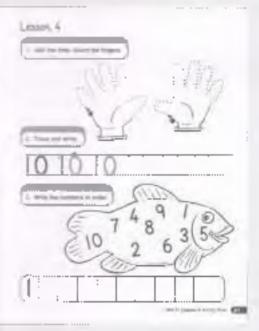
- Invite a group of volunteers to the front to do the actions while the rest of the class sings.
- Sing the song with actions as a whole class activity.

5. Game: Number lines

- Hold up the number flashcards 1 to 10.
- Say Close your eyes.
- Place each number flashcard in different parts of the room.
- Tell the children to open their eyes. Ask Where's number one? Put your hands up! The children look around the room and try to find the number ! flashcard. Ask the first child to put his or her hand up to point to the card. Say Point to number one. If the child is correct, he or she collects the card and stands at the front.
- Continue in this way with the remaining numbers up to 10.
- You will now have ten children in the front, each one holding a number flashcard. Move them around so that their numbers are shuffled up.
- Now ask the children to hold up their flashcards and stand in the correct order, from 1 to 10. Indicate this by counting with the class. Say Put the numbers in order.
- Ask the rest of the class to put their hands up if anyone is standing in the wrong place.
- Ask the children to sit down. Say Sit down!
- Invite ten different children to the front. Give them each a flashcard and ask them to stand in the correct order.
- Make sure every child has a turn.

STICKER TIME

Lesson 4 - Activity Book session page 65



Warm-up

Sing 1, 2, 3, 4, 5 (CD2 Trock 25/Cossette 2.1).

1. Join the dots, Count the fingers.

Ask the children to count the fingers in the picture.

Say Count the lingers. Then ask them to trace the ten
fingers carefully, counting them as they do so.

Say Trace the lingers.

2. Trace and write.

Ask the class to practise tracing, then writing the numbers

3. Write the numbers in order.

- Point to the numbers randomly and ask What number is it?
- Count to 10 with the class. Ask them to point to the correct number in their books as they count.
- Ask them to complete the number line by putting the numbers in the right order, starting from 1. Say Put the numbers in order. Write the numbers,
- When they have finished, invite volunteers to the front to write numbers 1 to 10 on the board in the correct order.

Homework

Write dotted numbers from 1 to 10 on Template A.
 Give a copy to each child for them to trace the numbers.

Here's more!

1. Game: Feel the numbers

- Invite individual children to the front.
- Write a number between 1 and 10 on the child's back, Ask What number is it? The child feels the number and guesses which it is.
- Continue with other children.
- Then ask them to practise writing numbers with their fingers on the polms of their own hands (see Multi-sensory learning, page 12).

2. Practise writing the numbers.

- Give each child a copy of Template A.
- Ask them to practise writing number 10 on the first few lines.
- Ask them to draw ten of any object they like.

3. Craft: Number collage.

- Write numbers 1 to 10 on the board.
- Give each child a large sheet of paper. Ask them to write the numbers 1 to 10, leaving a space between each number.
- Put a selection of small objects that can be stuck to the sheet of paper on each table, e.g. dried beans' or pasta.
- Ask the children to stick the correct number of objects next to each number. Ask them to try to make a nice design as they do so.
- Ask them to decorate the collages with paints or crayons.
- Write their names at the bottom of the sheets of paper so that they can identify their work.

Option

You might prefer the children to do this activity in pairs or small groups.

esson 5 . Pupil's Book session page 44



New words: socks, shoes, jacket

New grammar: Put on your

Review: jumper, trousers, dress, skirt, shirt, T-shirt

feet, hands; I have a ... He/She has a ...

Classroom language: Get dressed! You're Lucy. Act the story. Where are the socks? Are they on his feet?

Say the letters in order. What letter is next?

Materials: Poster 13, shoes, socks, jacket.

Template H, scissors

/arm-up

Repeat the chant Jumper, trousers, dress, dress from Lesson 1 (CD2 Trock 15/Cossette 2.1) to review clothes words.

Sing Look at me! from Lesson 2 (CD2 Trock 19/ Cossatte 2.1) to energise the class, review the structure I have and reinforce glothes words.

Display Poster 13. Ask Where's Robbie? (see How to use Find Robbie, page 16).

troduce the new words: socks, sket, shoes

introduce the new words, using your Jojo soft toy or poster and the real objects (see *How to introduce new* words and structures, page 12).

Invite children wearing these items to the front and point to their clothing.

1. A Listen and repeat. Then point and say.

Lisk the children to look carefully at the poster. Say sook! as you point to each clothing item on the poster. "Lay the recording. Pause after each clothing item for the children to point to the correct item in the picture. Lay the recording again. This time ask the class to

lay the recording again. This time ask the class to speat each clothing item, while pointing to the correct lathing item on the page. Use Jojo to point to the clothing items in the picture, or ones the children are wearing, and ask What's this? Elicit the clothing item from the whole class and then from individuals. Say Put your hands up! and encourage the children who want to answer to do so.

Tip: Remember to use What are these? when you are asking about two socks or two shoes.

Tapescript (CD2 Track 26/Cossette 2.1)

Jacket, jacket

Point to the jacket.

Socks, socks

Point to the socks

Shoes, shoes

Point to the shoes.

2. Story: Get dressed, Jojo

- Say It's story time!
- Point to each picture on the poster and elicit what is hoppening. Ask What's this? or What are these? about the clothes.
- Point to the parts of the body and elicit them.
 Encourage the children to name as many words as they can in English.
- Say Open your books. Hold up the correct page for the children to see.

- Encourage the children to follow the sequence of pictures. You may wish to encourage them to talk about the story in their own language.
- Play the recording right through. Pause to allow the children to point to the corresponding pictures.
- Play the recording again. Pause after each line for the shildren to repeat each sentence, while pointing to the correct picture in their books or on the poster.
- Ask comprehension questions, e.g. Where are the socks/shoes? Are they on his feet/hands? Elicit Yes or No.

Topescript (CD2 Track 27/Cassette 2.1)

Picture 1

Lucy Get dressed, Jojo.
Tom Put on your socks.

Picture 2

Tow Not on your ears, Joja!

Lucy On your feet

Picture 3

Jour They're on my feet now.

Lucy Good monkey.

Picture 4

Tom Put on your shoes.

Picture 5

Lucy Not on your hands, Jojo.

Tow On your feet!

Picture 6

Joso They're on my feet now.

Tow Good mankey.

Picture 7

Tow Put on your jacket.

Picture 8

Tom AND Lucy Oh, Joja! You are a funny mankey!

3. Listen. Show you understand.

See How to teach receptive listening, page 15.

Tapescript (CD2 Track 28/Cassette 2.1)

Joja is a very funny monkey. He does funny things. He puts his socks on his ears. Socks don't go on ears. They go on your feet.

Then he puts his shoes on his hands. That's lunny. Shoes don't go on hands. They go on your feet too.

Then he puts on his jacket backwards. Tom and Lucy need to help Jojo get dressed.

4. Art: Dress Jojo

- · Give each child a copy of Template H.
- Halp them to cut out the Jojo shape and the items of clothing.
- As they are working, move around the class and ask about the items of clothing. Ask What's this? and What are these?
- Using your Jojo soft toy or poster say Jojo, put on your shoes. Demonstrate how to put the shoes onto Jojo by placing the shape onto Jojo's feet.
- Give the children time to put the shoes onto Jojo.
- Repeat with the other items of clothing. Say Put on your (+ item of clothing).

NB This activity may take longer than the available classroom time. You may wish to use a dedicated Art Room session to do this activity.

5. A Listen and act.

- Invite three children to the front to be Jojo, Lucy, and Tom. Say You're Lucy Tom Jojo. Give them the character puppets or flashcards.
- Play the story again. The children act out the dialogue while the rest of the class repeats the words. Say Listen and act.
- Point to the pictures in the book and demonstrate Jojo's actions. Jojo can mime putting socks on his ears. Have some clean socks available for this purpose. The children will love this!
- Divide the class into three groups, one for each character. The children now act out the story as a whole class activity.

STICKER TIME

esson 5 - Activity Book session page 66



Varm-up

Repeat Look at met (CD2 Track 19/Cassette 2.1) to energise the class. Sing additional verses using the words jacket, sacks, shoes to practise these new words.

1. Follow the letters. Help Jojo find Lucy!.

This activity introduces the children to the idea of alphabetical order.

Write the letters a to p on the board in alphabetical order. Point to each letter and ask What letter is it? to elicit the letter names. Repeat.

Rub out three letters. Again ask the children to say the letters in alphabetical order. Say Say the letters in order. When they reach a rubbed out letter, ask What letter is next?

Write in the letters as they remember them correctly.

Tell the children to look at the maze in their books. Explain that Jojo cannot find Lucy.

Ask the children to say the letters in alphabetical order again, this time pointing to the correct letters in the maze. Say Say the letters in order.

Repeat so that the children are sure of the correct route.

Now ask the children to colour the maze to show the correct route from Jojo to Lucy.

Homework

In class, ask the children to write the letters a to p in scattered places over a sheet a paper.

For homework, ask them to join the letters in alphabetical order to make a pattern.

Here's more!

1. Game: Jojo says ...

- Say It's game time! Hold your Jojo soft toy or point to your Jojo poster as you say the commands.
- Explain that the children should only carry out the command if you say Jojo says first. If you don't say Jojo says, they should not do cnything.
- Ask the class to stand. Say Jojo says, put on your jacket. The children mime putting on a jacket. Continue with Jojo says, put on your jumper. The children mime putting on a jumper. Then say Put on your sacks. The class should not put on their sacks as you have not said Jojo says. If they do, remind them, shaking your head and say I didn't say Jojo says.
- Then continue, using all the clothing words they have learnt in this unit.

2. Game: Guess the clothes

- Demonstrate the game first. Mlme putting on an item of clothing.
- The children have to guess what it is. Elicit the clothes words.
- The first child to answer correctly comes to the front and mimes putting on another item of clothing.
- Continue until everyone who wants to has had a turn.

3. Say and do.

 Repeat the poem Baby bear from Unit 6, Lesson 6 (CD2 Track 13/Cassette 2.1). Encourage the children to do the actions as they say the poem out loud.

Lesson 6 . Pupil's Book session page 45



New words: letter name q; queen, duck, quitt

Review: nose; letters a-p, phonics words /e/-/p/

Teddy has a I'm... .

Classroom language: Be quiet! Help Peter, Say the sound. Say the name. Queen begins with q. Does it begin with q? It doesn't begin with q. Good try! Quilt has a letter q. Is it a big Q or a little q? Trace the letter. Write big/little Qq. Point to letter q. Trace/write the letter q with your finger/crayon. Circle letter q. What does queen begin with?

Materials: Template A

Phonics flashcards: a-p, queen, quilt

Warm-up

- Repeat the song 1, 2, 3, 4, 5 (CD2 Track 25/Cassette 2.1) to energise the class and review numbers to 10.
- Choose one phonics chant and one phonics song already learnt.

Review the letters and sounds a to p

- Using Jojo and your phonics flashcards, hold up pairs
 of letters. Ask the children to say each letter sound.
 Say Say the sound. Then put them behind your back,
 shuffle them and hold them up again. Continue with
 different pairs.
- Call out one of the letter sounds you are holding up.
 The children repeat and point to the correct flashcard.
- Repeat. This time ask them to say the letter name.
 Say the name.
- Put the phonics flashcards a to p face up on your table. Take one of the cards and hold it up with the picture facing the children. Say What letter does it begin with? Put your hand up. Put the card back on the table, letter side up.
- When a child says the correct letter, ask him or her to come to the front to take the correct flashcard.

Introduce the letters Q and q

- Write large letters Q and q on the board. Teach the name, sound and sequence for writing the letter (see How to introduce letters and sounds, page 13).
 - Trace the letters Q and q with your finger. Write them in the air.
- Teach the children how to form the letters by asking them to write them in the air.
- Say Open your books. Hold up the correct page for the children to see.
- Say Say the sound/kw/. Tell the children to look at the letters Q and q in their books. Ask them to trace the big and little letters with their finger, starting at the dot and going in the direction of the arrows.
- Repeat this a few times, while saying the sound /kw/.
- Say Write a big letter Q in the air. Write a little letter q in the air. Demonstrate.

2. Chant: The queen and the quilt

Use Joja and your flashcards to teach the words. Introduce queen and quilt (see How to introduce phanics words, page 13).

Teach the chant (see How to teach chants, page 14).

Tapescript (CD2 Track 29/Cassette 2.1)

n.w/, /kw/, /kw/ queen, queen, queen /kw/, /kw/, /kw/ queen, queen, queen

ikw/, /kw/, /kw/ quilt, quilt, quilt /kw/, /kw/, /kw/ quilt, quilt, quilt

Letter q says /kw/, /kw/, /kw/ Letter q says /kw/, /kw/, /kw/

3. Alphabet story

Tell the children to look at the pictures in their books. Teach the word duck. Point to the duck. Ask What's this? to elicit It's a duck. Then ask What does a duck say? Elicit Quack, quack.

Point to the queen, Ask Who's this?

The class will probably be familiar with the expression Be quiet! If not, teach it by putting your finger to your lips and soying Shirt, be quiet!

You may need to explain using mother tongue that quits have feathers in them and that this is why the duck is worried at the end of the story.

Play the recording. Pause after each line to paint to the matching picture. Use mime to explain meaning.

Repeat. Ask the children to mime each line.

Tapescript (CD2 Track 30/Cassette 2.1)

This is a duck.

It says, 'Quack, guack,'

This is the queen.

She says, 'Be quiet!'

Quack, guock.

"Be quiet!"

Quack, quack."

Be quiet!

Or I will get your feathers

And make a quilt!"

4. It begins with q. Shout /kw/.

- Play the story again. Ask the children to call out /kw/ every time they hear a word beginning with q. Say It begins with q. Say /kw/.
- Pouse after each word to give the children the chance to decide if it starts with q or not. Say Does it begin with q? If a child shouts out /kw/ at the wrong time, ask Does it begin with q? No. Try again.
- Tell the children to look at the words in their book.
 Remember that they are not required to read the words.
- Play the recarding again, pointing to each word on the page in turn.
- Invite volunteers to the front to point to words beginning with the letters Q and q.

5. Game: Write the letter in the air

- Hold up a phonics flashcard. Show the children the picture. The class says the word.
- Now the whole class writes the beginning letter of the word in the air, using the correct strokes. Say Write the little letter in the air.
- Now hold up another flashcard and repeat the game.
- As the children improve, increase the speed of the game.
- Repeat. This time say Write the big letter in the air.

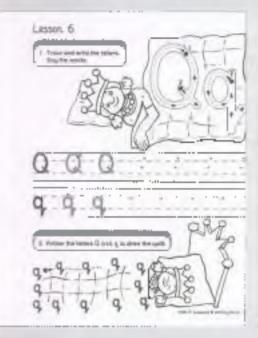
STICKER TIME

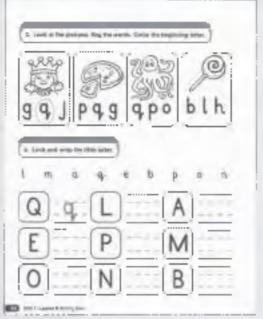
 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (CD1 Track 9/Cassette 1.1).
- Repeat for each child and insert his or her name.

Lesson 6 - Activity Book session pages 67 and 68





Warm-up

- Act Alphabet story (CD2 Track 30/Cassette 2.1).
 - 1. Trace and write the letters. Say the words.
- Point to the queen, elicit and say q, queen. Ask Big Q or little q? Repeat with quitt.
- Ask the children to trace the big and little letter q with their fingers and then a crayon, starting with the dot.
- The children trace and then write the letters.
 - 2. Follow the letters Q and q to draw the quilt
- The children join Q and q to complete the picture.
 - Look at the pictures. Say the words. Circle the beginning letter.
- Point to the first picture and ask What's this? What letter does gueen begin with? Elicit a.
- Say Point to letter q. Say Circle letter q.
 - 4. Look and write the little letter.
- · Ask the children to write the matching little letter.

Homework

Use Template A to give practice in writing Q and q.

Here's more!

- 1. Game: Musical letters
 - The children stand in a circle or stand at their tables.
 - Play any lively music. The children pass a ball from one to another. Stop the music, Say It begins with (+ letter name). The child holding the ball says a phonics word beginning with that letter. If the child is unable to say a word, say to the rest of the class Help (+ child's name). Another child then helps.
 - Stop the music regularly, making sure that every child has the chance to say a phonics word.
- 2. Sand tray letters.
 - Take the children to a sand pit or put sand in a tray.
 - The children practise writing the letters Q and q in the sand with their fingers.
 - · Now ask them to write other letters in the sand.
- 3. Game: What's this?
 - Divide the class into two teams. Hold up a phonics flashcard and cover it with a piece of paper. Very, very slowly reveal the picture. Ask What's this?
 - The first team to guess using It's a ... wins a point.
 - Award another point to the team that can identify the beginning letter or sound.

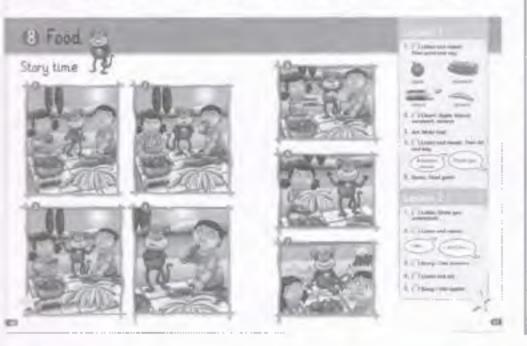
Unit 7: Lesson 6 Teacher's Book

8 Food

By the end of Unit 8 the children will be able to

- nume lood items (fruit, applie banana, canots, sandwich water sweets, biscuit, cucumber, tomalo, kill/pap, cake)
- . talk about what they like and dislike using I like __/ I don't like
- talk about what they and others have in their functiones, reviewing I have and He/She has
- identify and write the letters R and r, S and s and T and understand their corresponding sounds
- ideality words beginning with A and r. S and s. and T and t and understand the use of big and little letters
- enjoy a popular traditional story. Little Red Riding Hood and develop understanding of course, effect and the sequencing of events.

Lesson I - Pupil's Book session pages 46 and 47



New words: banana, biscuits, sandwiches; please, thank uou

Review: I have a.... He/She has a....; apple, cake, egg. pizza, lollipop; red, yellow, green, blue, black, white

Classroom language: Cut out the food. What do you have? What does he/she have? Colour the number ones red.

Materials: Poster 14, Template I, crayons, scissors, Template A

Vocabulary flashcards: banana, sandwich, biscuit

Phonics flashcards: apple. cake, pizza, egg, tollipop

Warm-up

- Sing Look at me! (CD2 Trock 19/Cossette 2.1)
- Display Poster 14, Ask Where's Robbie? (see How to use Find Robbie, page 16).
- Talk about the pictures on the poster, using some mother tongue if necessary. Ask What are they doing? What food can you see? Do they like the food?
- You can also ask the children to talk about what food they like and dislike.

Introduce the new words: banana, sandwich(es), biscuit

 Introduce the new words using your Jojo soft toy or poster and your flashcards (see How to introduce new words and structures, page 12). Review the word apple.

Listen and repeat. Then point and say.

- Play the recording. Pause after each word for the class to repeat. Ask them to point to the correct food on the poster as they do so.
- Play the recording again. Pause after each word for volunteers to come to the front to point to the food on the poster. The rest of the class repeats the word.
- Using your Jojo soft toy or poster, point to the food on the poster and ask What's this? and What are these?
 NB: Remember to use What are these? for the plural words biscuits and bananas. Obviously you will use What's this? If you refer to an individual biscuit or banana. The children do not need to produce the word these at this stage.

Unit 8: Lesson 1 Teacher's Book

Tapescript (CD2 Track 31)

apple sandwich sandwiches

biscuit banana

2. Chant: Apple, biscuit, sandwich, banana

 Teach and say the chant with the class a number of times. Encourage them to clap the rhythm as they chant (see How to teach chants, page 14).

Tapescript (CD2 Track 32/Cassette 2.1)

Apple, biscuit, sandwich, banana

Apple, biscuit, sandwich, banana

Apple, biscult, sandwich, banana

Apple, biscuit, sandwich, banana

Yum, yum, yum, yum, yum!

(repeat x 2)

3. Art: Make food (Template I)

- Use the food flashcards to review cake, egg, banana, biscuit, apple, pizza, sandwich and tollipop.
- Give each child a copy of Template I. Point to each food and ask What's this?
- Ask them to colour the food items. Say Colour the pictures.
- Move around the class as they are working, asking What's this? What colour is it? etc.
- Help the children to cut out the food. Say Cut out the food.

Option

Stick the food pictures onto card.

4. A Listen and repeat. Then do and

- Teach the words Please and Thank you. Hand a cut out food item (from Activity 4) to your Jojo soft toy or poster. Make him say Thank you. Repeat with other items. The class repeats Thank you.
- Now make Jajo point to a banana longingly. Say to Jajo. Say Please. Make Jojo say Please. Give him the banana. Make him say Thank you.

- Play the recording. The children repeat.
- Ask the children to put their cut out food from Activity 3 on their tables.
- Play the recording again. This time ask the children to do actions. When they say One apple, please, they point to the apple. Then they take it and mime eating it. Then they say Thank you.
- · Continue with all the remaining food.

Tapescript (CD2 Track 33 Cassette 2.1)

please, please

thank you, thank you

Boy One apple, please.

Man One apple, Boy Thank you

GIRL One banana, please.

MAN One banana
GIRL Thank you.

Boy One cake, please.

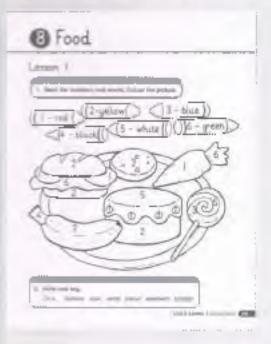
Man One cake. Boy Thank you.

5. Game: Food game

- Display a number of cut out food items on your table (see Activity 3).
- Ask a child to come to the front to ask you for a food item. Elicit One biscuit, please.
- If the child asks you correctly, give him or her the food item. Elicit Thank you. The child takes the item and returns to his or her seat.
- Continue until all the food items have been taken.
- Call a boy and a girl to the front, with their food items.
 Ask What do you have? Elicit answers from the children using I have a
- Ask What does he/she have? Say Put your hands up!
 Elicit answers from the class using He/She has a ...
- Call more children to the front, both boys and girls so that both he and she get thoroughly reviewed and practised.

STICKER TIME

Lesson I . Activity Book session page 69



Warm-up

- Repeat the chant Apple, biscult, sandwich, banana (CD2 Trock 32/Cossette 2.1).
- Review colour words using your flashcards (see Unit 7. Lesson 2).

1. Read the numbers and words. Colour the picture.

- Tell the children to look at the words and numbers. inside the croyons. Point to number 1 and ask What number is it?
- Point to the word red and ask What word is it? Golour number one red. The children colour these sections red.
- Continue in this way.

2. Point and say.

The children identify the food items. Point to each picture and ask What's this? Elicit It's a (+ food item). You can also ask What colour is it?

Homework

Copy the colouring key from page 69 anto Template A. Draw six simple apple shapes and write a number (1 to 6) in each one. The children follow the key and colour the apples.

Here's more!

1. Chant and do the actions.

- Invite four children to the front. Give each one a food floshcard: apple, banana, biscuit, sandwich.
- Repeat the chant (CD2 Track 32/Cossette 2.1). As each food is mentioned the child with the correct flashcard jumps. The class points to that child,
- Divide the class into four groups: apples. sandwiches, bananas, biscuits.
- Repeat the chant. The children in each group call out the correct food.
- Repeat. This time ask the children to hold up the correct food item, using their cut out foods made in Activity 4.

2. Game: Food shop

- Divide the class into groups of four. Ask each group to set up their shop, using the cut out foods made in Activity 4.
- One child stays with the shop. The remaining children move around the class to 'buy' food from the other shops.
- Encourage them to use Please and Thank you.
- Ask them to go bock to their seats. Ask each child What do you have? Elicit answers such as I have three bananas, etc.

3. Game: Guess the food

- Say It's game time! Hold your Jojo soft toy or point to the paster and mime peeling a banana. Ask What food is it? Elicit It's a banana.
- Continue mirring eating different foods. The children guess the food.

banana - mime peeling it before biting it apple - mime holding a round object before biting it sandwich - mime holding bigger and longer object before biting it

biscuit - mime picking up a small object and putting it in mouth

Iollipop - mime licking it

cake - mime cutting a slice and then biting it Juice - mime pouring it into glass and then drinking it. Or, mime holding a carton and sucking it through a straw.

Invite volunteers to the front to mime eating the different foods.

Lesson 2 . Pupil's Book session pages 46 and 47



New grammar: I like
I don't like

Review: apple, banana, biscuit, sandwich; yes, no

Classroom language:

Guess the food. What do I like? Listen and say. Come to the front! Touch the picture. Who likes bananas? What tood is this?

Materials: Poster 14

Vocabulary flashcards:

banana, biscuit

Phonics flashcards: apple, sandwich, cake, juice, egg,

lollipop

Warm-up

- Repeat the chant Apple, biscuit, sandwich, banana (CD2 Track 32/Cassette 2.1).
- Play Guess the food from Here's morel, Lesson 1

1. N Listen, Show you understand.

- Display Poster 14.
- See How to teach receptive listening, page 15.

Tapescript (CD2 Track 34/Cassette 2.1)

Look at the food. Can you see an apple? It's red. Lucy. has an apple.

Can you see the sandwich? It's long. Tom has a sandwich. Point to it.

Can you see the biscuits? They're brown. Do you like biscuits?

Can you see the barranas? They're long and yellow How many barranas can you see? Let's count them. One, two, three, four, five, six, seven, eight, nine, ten. Yes, there are ten barranas. Who has the barranas? Yes, Joja has the barranas.

Introduce I like I don't like

 Put the food floshcards on your table or use the cut out foods made in Lesson 1.

- Hold up the apple. Smile, lick your lips and pat your stomach. Say I like apples. Ask the children to repeat.
- Continue with one or two other food items.
- Hold up the lottipop. Look disgusted. Put your hand in front of your mouth and step away from the lottipop. Say I don't like lottipops. Emphasise the word don't. The class repeats.
- Continue with other food items.

2. Listen and repeat.

- Draw two large faces on the board. One is a smiling face. The other is a sad face.
- Play the recording. Pause after each sentence for the children to point to the correct face on the board.
 They point to the happy face if the sentence begins with I like ... They point to the sad face if the sentence begins I don't like
- Play the recording again. Ask the children to repeat the sentences while pointing to the correct face on the board.

Topescript (CD2 Track 35/Cassette 2.1)

I like apples.

I like tollipops.

I don't like biscuits.

I like coke.

I don't like sandwiches.

I don't like bananas.

I like juice.

Story: I like bananas

Using the poster, point to each picture and elicit what is happening. Ask What's this? or What are these? about the food items. Encourage the children to name as many words as they can in English.

Play the recording right through. Pause to allow the children to point to the corresponding pictures.

Play the recording again. Pause after each line for the children to repeat each sentence, while painting to the correct picture in their books.

After the children have listened to and repeated the story, ask a few comprehension questions, e.g. What tood is this? Who likes apples/sandwiches/biscuits? How many bananas?

Tapescript (CD2 Track 36/Cassette 2.1)

Picture 1

Jaio

Tom

Lucy An apple for you. - offer an apple I don't like apples. - hold up hand,

shake head

Picture 2

I like apples. Mmm. Thank you, Lucy.

mime eating apple

Picture 3

A sandwich for you. - offer a sandwich Litev Jose

1 don't like sandwiches. - hold up

hand, shake head

Picture 4

Tou

Lucy

TOM

Joso

LUCY

TOM

Jose

Thank you. I like sandwiches. – mime

eating sandwiches

Picture 5

Biscuits for you? - offer Tom a biscuit

Thank you. I like biscuits. - mime

eating biscuit

I don't like biscuits. - hold up hand,

shake head

Picture 6

Bananas? - offer bananas

one, Iwa, three, four, five, six, seven,

eight, nine, ten bananas. - count

bananas

Picture 7

Mmm. I like bananas! - mime eotina

all bananas

TOM AND LUCY Oh, Jojol - laugh

4. A Listen and act.

- Invite three children to the front and give each one a character stick puppet. Say You're Joja. Hella, Joja. You're Lucy. Hello, Lucy, etc.
- If you have real food, you can use it. If not, use the food flashcards or cut outs from Lesson 1. Note that they will need ten bananas.
- Play the story again. Pause after each line for the class to repeat. The children at the front then act what they hear (see How to use TPR, page 15). Demonstrate.
- While the children at the front are acting, the rest of the class repeats the story.
- Act the story as a whole class activity. Divide the class into three groups and give each one the role of Lucy. Tom or Jojo. Pause after each line for the groups to act, while the rest of the class repeats the words.

5. Song: I like apples

Teach and sing the song a number of times (see How to teach songs, page 14).

Tapescript (CD2 Track 37/Cassette 2.1)

I like apples,

Yes, yes, yes. (repeat these two lines twice)

I tike them.

Yes, yes, yes.

I don't like biscuits,

No, no, no. (repeat these two lines twice)

I don't like them.

No, no, no.

I like bananas.

Yes, yes, yes. (repeat these two lines twice)

I like them,

Yes, yes, yes.

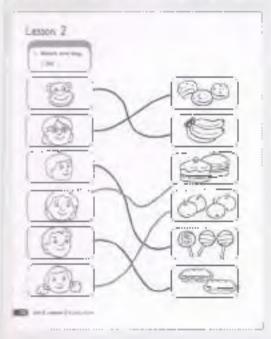
I don't like cakes,

(repeat these two lines twice) No. no. no.

I don't like them,

No, no, no.

Lesson 2 . Activity Book session pages 70 and 71





Warm-up

Sing I like apples (CD2 Track 37/Cassette 2.1).

1. Match and say.

- Using your Jojo flashcard or poster, ask Jojo. What
 do you like? Ask the children to follow the line from
 Jojo with a coloured crayon to find out what Jojo likes.
 Say Trace the line with a crayon. Ask Jojo What do
 you like? Elicit I like bananas.
- Continue in this way with the remaining characters.

2. Listen and draw O or O. Then say.

- Draw large happy and sad faces on the board. Point to and say I like. The class repeats. Point to and say I don't like. The class repeats.
- Point to the first picture. Say I'm Lucy. I like apples.
- The children draw a happy face under Lucy.
- The children point to the correct picture and say I like or I don't like for each character.
- Continue in this way with the following sentences:
 I'm Joja. I don't like biscuits. / I like bananas.
 I'm Torn. I like sandwiches.
 I'm Lucy. I don't like lollipops.
 I'm Torn. I don't like cakes.

3. Now point and say about you.

 Ask the children to say correct sentences for themselves, e.g. I'm (name). I like apples.

Homework

Ask the children to colour the pictures.

Here's more!

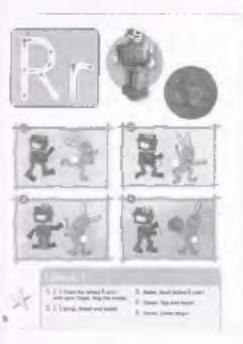
1. Sing and do the actions.

- Divide the class into two groups. One sings I like ... The other sings I don't like.
- Repeat the song. The children singing I like rub their stomachs and look very happy. The children singing I don't like look unhappy and put their hands out to reject the food.
- If possible, ask them to hold up the correct cut out food item (Lesson 1, Activity 4).

2. Art: Like and don't like

- Give each child (or group) a sheet of paper, folded in two. Help the children to draw a happy face on the top of one side and a sad face on the other.
- Ask them to draw foods they like and don't like in the correct sections.
- Move around the class as they are working. Ask about the food they are drawing.
- Invite volunteers to the front to talk about their pictures using I like ... and I dan't like ...

Lesson 3 . Pupil's Book session page 48



New words: letter name r, rabbit, robot, fun

Review: red, robot, grey, run, play; letters a-q

Classroom language: Bingo! Listen and run! Write the letter in the air! Trace the letters R and r. What does red begin with? Soy the sound I/. What colour is the robot? Make sand letters. Touch the letters. Touch your (+ items of clothing). Trace the big/little Rr with your finger/crayon. What sound? What does letter! say?

Materials: card, sand, glue, red paint (optional), Template C, Template A

Phonics flashcards: a-q, rabbit, robot

Varm-up

Sing I like apples (CD2 Track 37/Cassette 2.1) to energise the class.

Choose one phonics chant and one phonics song already learnt.

leview the letters and sounds a to q

Plau Touch the letter!

Write four letters on the board.

invite four children to stand in front of the board. Say a phonics word to the first child. The child goes to the board and touches the correct letter.

Change the letters and repeat with different children. The rest of the class can help by calling out the correct beginning sound, e.g. /h/.

stroduce the letters R and r

Write large letters R and r on the board. Teach the name, sound and sequence for writing the letters (see How to introduce letters and sounds, page 13).

Invite any children whose names begin with A to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers. Remind them that names begin with a big letter.

Trace the letters R and r with your finger. Say the words.

- Invite volunteers to the front to trace over the letters R
 and r. Say Trace the big R. Trace the little r.
- The class makes the sound /r/ as they do so.
- Ask the children to write the letters in the air. Say Write big R in the air. Write little r in the air.
- Ask the class to trace the letters in their books with their fingers, making the sound /r/.
- Teach the word rabbit using Jojo and your flashcard.
 Ask What letter does rabbit begin with? Elicit r. Teach the word rabat in the same way.
- Play the recording. The children listen and point to the pictures in their books.
- Then play the recording again. The children repeat and follow the instructions.

Tapescript (CD2 Track 38/Cassette 2.1)

(d, /d, /d) rabbit, rabbit, rabbit Letter r says (d, /d/, /d/

iti, iti, iti robot, robot, robot Letter r says iti, iti, iti

Point to the robot. Point to the rabbit.

2. Song: Robot and rabbit

- Tell the children to look at the pictures in their books.
- Point to the rabbit. Ask What's this? to elicit It's a rabbit. Repeat with the robot. Then ask What colour is the robot? Elicit the answer Red. Ask What letter does red begin with? Elicit the answer r. Ask What colour is the rabbit? Elicit the answer grey.
- Play the recording. Pause after each line to point to the picture. Use mime to explain meaning.
- Teach the song and sing it a number of times (see How to leach sories, page 14).

Tapescript (CD2 Track 39/Cassette 2.1)

Robot and rabbit Run, run, run.

Robot and rabbit have Fun, fun, fun.

Robot is red. And robbit is grey.

Robot and rabbit like to Play, play, play

3. Make: Sand letters R and r

- Give each child a sheet of strong paper or card.
 Write large letters R and r on each sheet, or help the children to do this themselves.
- The children use a glue stick to trace the letters and make a sticky surface.
- Ask the children to carefully pour sand over the glue and then shake away the sand. The sand will stick to the letters.
- You can ask the children to paint over the letters with rad paint.
- The children then practise tracing the sand letters with their fingers, using the correct sequence of strokes (see Multi-sensory learning, page 12).

4. Game: Tap and touch

- Write a large letter r on the board.
- Move around the room topping each child on the shoulder and saying any phonics word previously learnt.
- If you say a word beginning with r, the child gets up, goes to the board and touches the letter.
- Make the game more challenging by writing three letters on the board. Include r and others that you think the children will benefit from reviewing.
- When the child you top hears a word beginning with any of these letters he/she goes to the board and touches the correct letter.

5. Game: Letter bingo (Templace C)

- Choose nine letters already learnt and write the little letters on the board. Include letter r.
- · Give each child a Bingo grid (Template C).
- Ask them to write a little letter from the board in each square of their Bingo grids. Say Write nine letters.
- Give each child a set of counters or small stones.
- Gall out a letter name. The children cover any square that contains that letter.
- Continue to call out letter names. The first child to complete a row is the winner. Tell him or her to call out Bingal
- Check that the winner has covered his or her grid correctly.
- The winning child comes to front and shows the class the winning line. Ask him or her to say the letters in the line. Elicit I have (+ letter names).

STICKER TIME

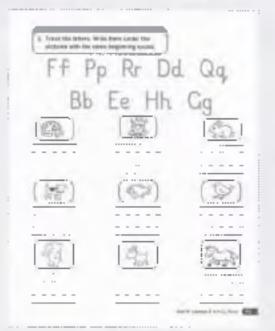
 Say Good work, class, It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Soy It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (CD1 Track 9/Cassette 1.1).
- Repeat for each child and insert his or her name.

esson 3 - Activity Book session pages 72 and 73





Varm-up

Sing Robot and rabbit with the class (CD2 Track 39/ Cassette 2.1).

Trace then write the letters. Complete and say the words. Then colour.

Point to the rabbit and the robot. Point to the letters and ask What letter is it?

Ask the children to trace letters R and r with their lingers and then a crayon, starting with the dot. Say Trace the big R. Trace the little r.

Ask the children to practise tracing and then writing the letters R and r.

Ask them to point to r in the words.

Now ask them to complete the words, using r.

Ask the children to colour the pictures correctly.

Trace the letters. Write them under the pictures with the same beginning sound.

Point to each letter and ask What letter is it? Elicit the letter name. Then ask What sound is it? What does letter I say? Elicit the sound.

Ask the children to trace each letter.

Point to the first picture. Ask What's this? Elicit It's a pizza. Ask What letter does pizza begin with? Elicit p. Say Point to letter p. The children point to the letters.

- Now say Write the letters. The children write the correct big and little letters under the picture.
- Continue in this way with the remaining pictures and letters.

Homework

Give each child a copy of Template A for extra practice in writing letters R and r.

Here's more!

1. Chant and do the actions.

Teach the following actions for Robot and rabbit:
 Robot and rabbit run – running on the spot
 Robot and rabbit have fun – jump up and down and clap

Robot is red – point to something red Robot is grey – point to something grey Robot and rabbit like to play – mime bouncing a ball

Sing and do the actions as a whole class activity.

2. Game: Guess the letter

 Put the children into pairs. Ask them to practise writing the letters R and r, on each other's backs with their fingers.

3. Game: Run!

- Mime running on the spot. Say Run begins with It.
- Call out phonics words. When the children hear a word beginning with r, they run on the spat.

Lesson 4 . Pupil's Book session page 49



New words: carrot, cucumber, tomato, sweets, water, lunch box

Review; juice, sandwich, biscuit, banana, apple, cake, follipop; I have.... He/She has... I like.... I don't like.... What colour is it? Colour words

Classroom language: What does he/she have? What else? Come to the front. Take a flashcard. Match it with the poster. Match the pictures. Draw a line. Guess What's in your lunch box? Open your lunch box. Draw what's in your lunch box.

Materials: Poster 15, children's lunch boxes or bogs

Vocabulary flashcards: biscuit, banana

Phonics floshcords: Juice, sandwich, apple, cake,

Iallipop

Warm-up

- Sing I like apples (CD2 Track 37/Cassette 2.1) a number of times to review I like/don't like as well as the food words already learnt.
- Display Poster 15.
- Talk about the pictures on the poster, using some mother tongue if necessary. Ask What do the children have? What food is in their lunch boxes? You can also ask the children to talk about what they have in their own lunch boxes.

Introduce the new words: carrot, tomato, sweets, cucumber, water, lunch box

- Review the words juice, sandwich, biscuit, banana, apple, cake, lollipop using your flashcards.
- Introduce the new words, using your Jojo soft toy or poster and the picture strip on the poster (see How to introduce new words and structures, page 12).
- If you can, use real food items to reinforce the new words.

Listen and repeat. Then point and say.

- Play the first part of the recording. Pause after each food for the children to point to the correct food in their books or on the poster.
- Repeat. This time ask the class to repeat each food.
- Play the second part of the recording. The children point to the correct food and identify the colour.
- Hold up each flashcard, or real food item if you have them, in turn and using your Jojo soft toy or poster ask What's this? What colour is it? Elicit the food and the colour from the whole class and then from individuals. Say Put your hands up!

Tapescript (CD2 Track 40/Cassette 2.1)

carrot tomato sweets cucumber

water tunch box

Point to the carrot. What colour is it? Point to the lomato. What colour is it? Point to the sweets. What colour are theu?

2. Listen. Show you understand.

See How to feach receptive listening, page 15.

Tapescript (CD2 Track 41/Cassette 2.1)

KRTE Hello. I'm Kate. Can you see my lunch box?
It's yellow: I have some juice. I like juice. I have something that's long and orange. What is it? Yes. It's a carrot. I have a sandwich. I have something that's long and green. What is it? Yes. It's a cucumber. I have something I don't like. It's long and yellow. It's a banana. I don't like bananas.

Ben Hello, I'm Ben. I have a blue lunch box. I have water. I have a red tomato. I have sweets. I have a sandwich and I have an apple. I like all the tood in my lunch box. What's in your lunch box?

3. Look at the picture. Point and say.

- Tell the children to look at the picture strip on the poster.
- Tell the children to look at the main picture in their books again.
- Ask What does the boy have? Put your hands up.
 Choose a valunteer to come to the front to point to the correct picture on the poster picture strip and say, e.g. He has a tomato. The child then points to the tomato in the main picture on the poster.
- Continue with another item the boy has. Ask What else? What does he have?
- Then ask What does the girl have?
- Ask about the boy and girl randomly so that the children have plenty of opportunities to practise He has and She has

4. Song: What do you have in your lunch box?

 Teach and sing the song a number of times (see How to feach songs, page 14).

Tapescript (CD2 Track 42/Cassette 2.1)

What do you have? What do you have? In your lunch box, What do you have? Lovely cucumber For me to eat. Sandwich and biscuit Oh, what a treat!

(chorus)

Lovely banana For me to eat. Juice and an apple – Oh, what a treat!

(charus)

(repeat all)

5. Game: My lunch box

NB This activity and the corresponding Activity Book activity should be carried out immediately before snack time, when the lunch boxes are still full. They can then go on to eat the food immediately afterwards. Some children may have bags instead of lunch boxes. They know the word bag, so sau, e.g. Open your lunch bag, etc.

- Invite a child to the front and ask him or her to open his or her lunch box and remove the contents.
- Ask What does he/she have? Elicit the answer using He/She has (+ Items).
- Ask the class What do you like? Put your hands up.
 The children tell you which foods in the lunch box they like. Elicit answers with I like Ask a few children, including the owner of the lunch box.
- Invite a child to the front to hold the Jojo puppet or flashcard. Say You're Jojo. Ask What don't you like, Jojo? The child looks at the contents of the lunch box and says what he or she supposes Jojo would not like. Elicit answers with I don't like

Option

- Demonstrate this with you being Jojo first.
- Now ask the rest of the class What don't you like? and elicit answers with I don't like. If the children do not wish to offer their personal opinion, ask them to pretend they are Jojo, Say You're Jojo.

STICKER TIME

Lesson 4 . Activity Book session page 74



Warm-up

 Sing What do you have in your lunch box? (CD2 Trock 42/Cassette 2.1).

1. Look, match and say.

- Tell the children to look at the pictures on the left of the page. Point to each one and ask What's this? to elicit It's a (+ word).
- Tell them to look at the silhouette pictures. Point to the first picture and ask them to guess what it is. Ask What's this? Guess. When they have guessed correctly, ask them to Draw a line to match the picture to the silhouette. Say Match the pictures. Draw a line.
- Continue in this way with the remaining pictures.

2. Drow.

- Say Open your lunch boxes. Ask the children to name the items in their boxes. Ask What's in your lunch box?
 Elicit answers with I have
- Ask the children to drow the contents of their lunch bases in the frame. Do not expect too much accuracy with the drawing.

Homework

Ask the children to draw a picture of the foods they like.

Here's more!

1. Game: Guess the food

- Invite a volunteer to the front. Blindfold him or her.
- Take a food item from the child's lunch box.
 NB For reasons of hygiene, only include food from the child's own lunch box.
- Ask the child to smell it and guess what it is.
 Say Smell it. Touch the child's nose so that they understand. Ask What is it? Ask the whole class is he/she right? (see Multi-sensory learning, page 12).
- If the food is hygienically wrapped, you could ask the child to feet the food and guess what it is. Say Touch it. What is it? Again ask the class Is he/she right?
- Invite more volunteers to the front and continue with other food items from their lunch boxes.

2. Sing and do the actions.

 Teach actions for the song What do you have in your lunch box?

What do you have in your lunch box — mime opening their lunch box, or holding up their real ones

Cucumbers and carrots — mime holding a cucumber in one hand and a carrot in the other.

They lift the correct hand as they sing the words:

For me to eat — mime putting the tood in their mouths

A sandwich and a biscuit — mime holding a sandwich in one hand and a biscuit in the other

What a treat — jump in the air with joy

Continue, with remaining food items mentioned.

3. Game: Word chain

- Divide the class into two groups. One group likes the things. The other group doesn't like the things. Explain this by pointing to each group and saying I like and I don't like.
- Put four food flashcards on the board in a sequence, for example: banana, apple, cake, lollipap.
- Say I like bananas. Then point to a child. The child uses the second word in the sequence. Depending on which group he or she is in, eliait either I like apples or I don't like apples.
- Put different food flashcords on the board, or change the sequence. Swap groups so that the I like group now says I dan't like.

Lesson 5 • Pupil's Book session page 50



New words: letter names s and t

Review: sand, sacks, train, teddy, two, letters a-r, phonics words /x/-/r/, He/She has a ... I have a He/She has a ...

Classroom language: Show the card. What word is it?

Trace the big/little Ss. Make the sound /s/. What letter does train begin with? Point to the picture. What colour is it? Point to the ears. What are they?

Materials: dry rice, pasta, tissue paper, pieces of material, glue

Phonics flashcards: q-r, sand, socks

Option

You may prefer to introduce the letters S and s and T and t over two classroom sessions. Introduce S and s in the first session and do the Warm-up and Activities 1 and 2, followed by Activity Book Activities 1, 2 and 3, in the next session, Introduce T and t and complete the remaining activities.

Warm-up

- Sing What do you have in your lunch box? (CD2 Track 42/Cossette 2.1) to energise the class.
- Choose two phonics chants or songs learnt previously.

Review letters and sounds a to r

- Place the flashcards a to r in different parts of the classroom, pictures showing.
- Say a phonics word. Invite a volunteer to find the correct flashcard in the classroom and to bring it to you.
- Continue with remaining cards.

Introduce the letters S and s

 Write the letters S and s on the board. Teach the name and sound. (see How to introduce letters and sounds, page 13). Invite any children whose names begin with S to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers.
 Remind them that names begin with a big letter.

Trace the letters S and s with your finger. Say the words.

- Invite volunteers to the front to trace over the letters S
 and s. Say Trace the big S. Trace the little s.
- The class makes the sound /s/ as they do so.
- Ask the children to write the letters in the air. Say Write big S in the air. Write little s in the air.
- Say Open your books. Hold up the correct page for the children to see.
- Ask the class to trace the letters in their books with their fingers, making the sound /s/.
- Review sacks and sand using your flashcards.
 Ask What letter does sand begin with? Emphasise the /s/ sound.
- Play the recording. The children listen and point to the pictures in their books. Say Point to the picture.
- Then play the recording again and ask the children to repeat the sounds and words, and follow the instructions.

Tapescript (CD2 Track 43/Cassette 2.2)

Letter ssays /V, /V/, /V/

N. A. sand

W. W. socks

W. W. sand

AV AV SOCKS

Point to the sand.

Point to the socks.

Sau sand.

Sau socks.

2. Chant: Where are my socks?

- Talk about the picture at the bottom left of the page.

 Ask What's this? to elicit It's sand. Ask Where are the socks? to elicit In the sand.
 - Teach the chant (see How to teach chants, page 14).

Tapescript (CD2 Track 44/Cassette 2.2)

Where are my socks? /s/, /s/, /s/

Where are my socks? /s/, /s/, /s/

My socks are in the sand! /s/, /s/, /s/

My socks are in the sand! /v/, /v/, /v/

Dh. hol

ntroduce the letters T and t

introduce the letters T and I in the same way that you introduced S and s

Trace the letters T and t with your finger. Say the words.

Invite volunteers to the front to trace over the letters T and t. Say Trace the big T. Trace the little t.

The class makes the sound // as they do so.

Ask the children to write the letters in the air. Soy Write big T in the air. Write little t in the air.

Ask the class to trace the letters in their books with their tingers, making the sound /tr.

Point to the phonics pictures. Review the words train and teddy bear. Both these words were tought in Unit 6. Emphasise the beginning sound /t/.

Play the recording. The children listen and point to the pictures in their books. Then play the recording again and ask the children to repeat the sounds and words, and follow the instructions.

Tapescript (CD2 Track 45/Cassette 2.2)

Letter t says N, N, N

N, N, train

N.N.N.

N. N. teddy

M, N, N

Point to the train.

Point to the teddy.

Say train.

Say teddy.

4. Song: Two teddies on a train

- Talk about the picture of the teddies at the bottom of the page. Ask What are these? to elicit They're teddies and What's this? to elicit It's a train (or It's a toy train).
- Teach the song (see How to teach songs, page 14).

Tapescript (CD2 Track 46/Cassette 2.2)

Two teddies on a train

N.N.N.N

Two teddies on a train.

N. N. N. N

Two toy teddies

And one toy train.

Two toy teddies

And one toy train.

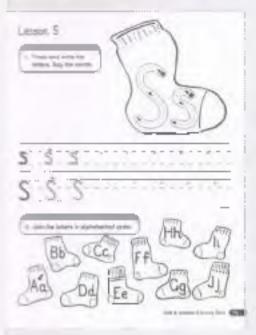
(repeat all)

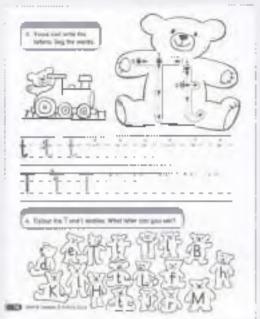
5. Game: Pass the ball

- The children stand in a circle. If this is not possible, you can ploy with the children standing at their tables.
- Play lively music. The children poss a ball from one to another. Stop the music. Say It begins with r. The child with the ball says a word beginning with r.
- Repeat for the letters s and t.
- Continue the game with the other letters the children have learnt. Stop the music regularly making sure that every child has the chance to say a phonics word.

STICKER TIME

esson 5 - Activity Book session pages 75 and 76





Varm-up

Repeat the charit and the song (CD2 Tracks 44 and 46/Cassette 2.2).

1. Trace and write the letters. Say the words.

Point to the sock, elicit and say Big S, little s, sock. The class repeats.

Ask the children to trace the big S and little s with their lingers and then a crayon.

The children trace and write S and s.

2. Join the letters in alphabetical order.

Write big and little letters a to / on the board.

- Ask the children to say the letter names.
- Now ask them to join the socks in alphabetical order.

3. Trace and write the letters. Say the words.

Ask the children to trace and then write letters T and t.

Colour the T and t teddies. What letter can you see?

The class colour the T and t. teddles. Ask What letter is it?

Homework

Give each child a copy of Template A for extra practice in writing letters S and s, and T and t.

Here's more!

1. Game: Mystery words

- Write big and little letters from a to I on the board.
- Put the phonics flashcards into a bax. Take a card out and show the letter side, Sau, e.g. It begins with p.
- The class try to guess the word Say Put your hand up!
- The child who guesses comes to the front and attaches the picture under the correct letter on the board.

2. Chant and do.

Teach actions (see How to teach TPR, page 15).
Where are my socks?—look around the room
My socks are in the sand!—point, look surprised
Two teadles on a train—wave
t, t, t—move arms like a train
Two tay teadles—hold up two fingers
And one toy train—hold up one linger

3. Collage: letters S and s, and T and t.

- Give each child or group two pieces of strong paper.
- Help each child to write large letters S, s, and T, t.
- The children stick objects onto the letters.
- Encourage the children to touch their letters in the correct sequence.

Lesson 6 . Pupil's Book session page 51



New word: wolf

Review: little, girl, cake, grandma, big, long, eyes, ears, nose, mouth, tail, feet; happy, skirt; I/You have ... I like ... I don't like ...

Classroom language: Listen and act. You're the wolf. Make Little Red Riding Hood. Colour the pictures. Cut out the pictures. Stick the pictures. Hold up your wolf puppets. What picture? Point to the picture! Write number one. What next?

Materials: Poster 16, Template J, cardboard rolls or card, scissors, adhesive tape, crayons

Warm-up

1. Listen, point and say.

- Sing Two teddies on a train (CD2 Track 46/Cassette 2.2).
- Display Poster 16.
- Explain that this is a popular children's story. All. English children know this story and love it. They may already be familiar with the story. If so, elicit as much as possible about the story from the children, using some mother tongue if necessary.
- Tell the children to look at the poster. Use the pictures to teach the word wolf.
- Play the recording. Pouse after each sentence for the class to follow the instruction or answer the question. They do not need to repeat what they hear.
- Play the recording again. Invite volunteers to the front. to paint to the objects on the poster.

Tapescript (CD2 Track 47/Cassette 2.2)

Point to the girl. Point to the jacket. What colour is the jacket? Well done: It's red.

What does she have? Yes. She has cakes. How many cakes? One, two, three, lour cakes, Point to the well. What colour is the wolf? Well done. He's grey. Is the girl happu?

Point to Grandma. Is she happy?

Look at the wolf. Point to the ears. Point to the eyes. Point to the nose.

Point to the mouth.

2. Story: Little Red Riding Hood

- Point to the girl and teach her name. Say This is Little Red Riding Hood. Hello, Little Red Riding Hood.
- Review body parts ears, eyes, mouth, nose by pointing to your body. Say Point to your
- Play the recording right through. Pause to allow the children to point to the corresponding pictures in their books. Demonstrate with the poster.
- Repeat, Pause after each line for the class to repeat.
- Ask a few comprehension questions, e.g. Wha's this? What does Little Red Riding Hood have? Who are they for? Who likes cakes? Who has big eyes/long ears/a big mouth? Is it grandma? Who is it?

Unit 8: Lesson 6 Teacher's Book

Tapescript (CD2 Track 48/Cassette 2.2)

Picture 1

Rep Riping Hoop 1'm Little Red Riding Hood.

I have cakes. They're for my grandma. – walk with cakes

Picture 2

Rep Ribing Hoop I don't like this walf. - walf

growts: RRH scared

Picture 3

Wolf Hello, Grandma, I'm Little Red

Riding Hood. I have cakes for you. - look at Grandma hungrily.

GRANDMA Come in. I like cakes. - wolf

puts her in cupboard

Picture 4

Worr Helio Little Red Riding Hood.

RED RIDING HOOD You have big eyes, - point to

eyes

You have long ears! - point to

ears

Picture 5

Rep Riping Hoop You have a long nose. - point

to nose

You have a big mouth! - point

to mouth

Picture 6

Ribing Hoop You're not my grandma.

You're the wolf - wolf chases

her

Picture 7

RED RIDING HOOD Go away, wolf, Go away! - wolf

runs away

3. Make: Puppets (Template J)

Give each child a copy of Template J. Say Make Little Red Riding Hood.

Give each child two cardboard rolls or cut strips from card and make cylinders.

Point to each part of Little Red Riding Hood and ask What's this? Elicit head, arms, feet, skirt, cakes.

Sou Golour the pictures.

Say Cut out the pictures. Help where necessary. Help them stick the parts onto the cardboard roll to complete the pupper. Say Stick the pictures.

Repeat with the wolf. Elicit the words tail, legs, head, nose, eyes, ears, mouth, feet.

You could divide the class into two groups. Ask one group to make the wolf and the other group to make Little Red Riding Hood.

4. Listen and act.

- Invite three children to the front to be Little Red Riding Hood, the wolf and Grandma. Say You're the walf, etc.
 Ask them to hold their puppets. For Grandma, use a piece of material for her shawl or bed cover.
- Play the story again. The children act out the dialogue (see Tapescript). The rest of the class repeats the words. Sau Listen and act.
- Divide the class into groups, one for each character.
 The children act out the story as a whole class.

5. Song: Look at Grandma

Teach the song. Say Hold up your puppets.

Tapescript (CD2 Track 49/Cassette 2.2)

Look at Grandma, she has long ears.

Look at Grandma, she has long ears.

Long ears! Long ears!

Look at Grandma, she has long ears.

Look at Grandma, she has big eyes.

Look at Grandma, she has big eyes.

Big eyes! Big eyes!

Look at Grandma, she has big eyes.

It isn't Grandma, it's the wolf! It isn't Grandma, it's the wolf! Help, help! Help, help! It isn't Grandma, it's the wolf!

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates page 16).
- Sing Jojo says you're the star of the week (CD1 Trock 9/Cassette 1.1).
- Repeat for each child and insert his or her name.

Lesson 6 - Activity Book session page 77



Warm-up

- Sing Look at Grandma (CD2 Track 49/Cassette 2.2).
 - Listen and put the pictures in the right order. Write the numbers.
- Write numbers 1 to 7 on the board.
- Tell the children to look at the pictures in their books.
 Elicit as much language from them as possible.
- Play the recording of the story (CD2 Track 48/ Cassette 2.2).
- Play the recording again. Pause and ask What picture is it?
- Give the children time to look carefully at the pictures and decide which one matches what they heard. Say Point to the picture! Then say Write number one.
- Repeat with the remaining parts of the story.
- Tell the children to use the numbers on the board to help them write the numbers correctly.

2. Write the missing numbers on the train.

- Write number 1 on the board. Ask What's next? Elicit
 Two. Invite a volunteer to the front to write number 2.
 Ask What's next? to elicit Three. Continue to 10.
- Tell the children to look at the number train in their books. Ask them to write the missing numbers.
 Say Write the numbers.

Unit 8: Lesson 6 Teacher's Book

Homework

Ask the children to colour the pictures.

Here's more!

- 1. Game: Jojo says ...
 - Explain that the children should only carry out the command if you say Jojo says first. If you don't say Jojo says, they should not do anything.
 - Ask the class to stand. Say Jojo says, I like apples. The children mime eating an apple. Continue with Jojo says, I like water. The class mimes drinking. Then say I like biscuits. The class should not mime eating a biscuit as you have not said Jojo says. If they do so, remind them, shoking your head, I didn't say Jojo says. Then continue with other foods.

2. Game: Guess the letter

- Write big and little letters a to f on the board.
- Invite a child to the front. Blindfold the child. Then guide the child's finger along the letter to trace it in its correct sequence. The child feels the letter and guesses which it is.
- Continue with other children, using all the letters learnt.

3. Art: Little Red Riding Hood frieze

- Divide the class into small groups.
- Give each group an object to make for the sollage: girl, wolf, grandma, cakes, bed, house, etc.
- Help them to draw the objects on a sheet of paper.
- Ask them to decorate the pictures with screwed up tissue paper or point.
- Help them cut out the objects.
- Stick the objects onto a very large sheet of paper to create a Little Red Riding Hood frieze.
- Display the Little Red Riding Hood frieze.
- Talk about the story with the class, while pointing at the objects.

9 My school

By the end of Unit 9 the children will be able to:

- words to fall, about school activities (We read books. We speak English. We colour pictures.
 we wise letters. We play. We draw. We sing.)
- and action words to talk about the senses (I small with my note. I hear with my ears, I see with my eyes.)
- country and write the letters U and u, V and v, and W and w and understand their corresponding sounds.
- dentity words beginning with U and u. V and v. and W and w and understand the use of capital and small letters.
- comply and read number words from swito ten (six seven eight nine ten)
- understand and anticipate action sequences
- Important and solve picture additions using + and = (Number Back)

Lesson | Pupil's Book session pages 52 and 53



New words: classroom

Review: I have He/She has Classroom words from Units 1 and 2; Clathes words from Unit 7

Classroom language:

What does he/she have? What clothes does he/she have? What do you have? Listen and repeat. Draw your classroom. Match the numbers and words. Stand in order.

Materials: Poster 17, paper, crayons or paint

Vocabulary flashcards: book, crayon, pen, pencil, skirt, shirt

/arm-up

Sing Lucy has a teddy bear (CD1 Track 84/Cossette 1.2).

Display Poster 17. Ask Where's Robbie? (see How to use Find Robbie, page 16).

Talk about the picture on the poster. Ask Where are the children? Talk about what the children are doing and what they have.

Listen and repeat. Then point and say.

- Teach the word classroom. Point to the classroom around you and tell your Jojo soft toy or poster This is my classroom. Ask the class to repeat.
- Review the words book, crayon, pen, pencil, board, skirt, shirt, using your flashcards and pointing to real objects.
- Play the recording. Pause after each sentence for the class to repeat. Ask them to point to the correct objects in their books as they do so. Demonstrate with the poster.

Topescript (CD2 Track 50/Cassette 2.2)

Tom This is my classroom. I have a book.

Bov I have a grayon.

I have a pen.

I have a pencil.

Miss Miles I'm a teacher. I have a blue skirt. I have

a white shirt. This is the board.

2. Point, ask and answer.

- Tell the children to look at the picture in their books again.
- Point to Lucy's book on the poster. Ask What does she have? Elicit from an individual. She has a book. The class then say the answer together.
- Point to Tom's crayon on the poster. Ask What does he have? Elicit He has a crayon. Check the correct use of he and she.
- Continue to point to pictures of the children and ask What does he/she have? to elicit He/she has

3. Game: Word chain

- Stick four flashcards of classroom items to the board in a sequence, e.g. bag, pencil, crayon, book.
- Soy I have a bag and point to the bag or hold up a real one. Starting from one end of the classroom, each child says a sentence following the order on the board and using I have a ..., So, the first child will say after you I have a pencil. The second child will say I have a crayon, etc. Continue round the room until you get back to the beginning.
- Repeat, using the flashcards in a different sequence and calling children's names randomly.
- You can also repeat the activity using clothes flashcards. Encourage the children to use I have a (+ caldur + clothes word).

4. C Listen. Show you understand.

- See How to teach receptive listening, page 15.
- Mime the actions for the words read, colour, draw, write and talk. Encourage the children to do the same.
 This will familiarise them with these words, which they will work with in Lesson 2. Use the poster.

Tapescript (CD2 Track 51/Cassette 2.2)

This is our classroom. We do lots at things in our classroom.

We read. Can you see our books?
We colour. Can you see our crayons?
We draw. Can you see our pencils?
We write. Can you see our pens?

And we talk. Point to your mouth. We talk with our mouths.

5. Art: My classroom

- Give each child a sheet of paper. Ask them to draw what they can see in their classroom. Say Draw your classroom. This is a creative activity so encourage free expression. Do not expect accuracy.
- Walk around the class as they are working. Ask about their pictures. Ask What's this? Is this a boy or a girl? What does he/she have?
- Invite volunteers to the front to talk about their pictures and what they have in their classroom.

NB This activity may take longer than the available classroom time. You may wish to use a dedicated Art Room session to do this activity.

STICKER TIME

Lesson | - Activity Book session page 78

My school	
Lasson I	
C feel or consist does	
three o	
four o	CH
two P	
one 🖘	[83]
five o	
three 🐭	
	7.00 2 02004

Warm-up

Sing Look at Grandma (CD2 Track 49/Cossette 2.2).

1. Read and draw the objects.

- Tell the children to look at the page. Point to the pencil and ask What's this? Elicit It's a pencil. Sau Draw.
- Point to the word and ask What word is it? Elicit Three.

 Point to the apple and ask What's this? Elicit It's an apple. Say Draw three apples. The class repeats.
- The children complete the three apples.
- Continue in this way with the remaining pictures.
- Encourage the children to work as independently as possible.

4B Do not expect occurate pictures. What matters nore is that you can clearly see the correct number of each object, demonstrating that the child has read and inderstood the number word correctly.

Homework

Divide a sheet of paper into two columns. In the left olumn write numbers 1 to 5. In the right comumn write number words one to five in a random order.

live each child a copy. The children match the numbers in the left with the words on the right.

Here's more!

1. Game: Jojo says ...

- Explain to the children that they should only carry out the command if you say Jojo says first. If you don't say Jojo says, they should not do anything.
- Ask the class to stand. Say Jojo says, point to a crayon. The children point to a crayon on their tables. Continue with Jojo says, point to a pencil. The children point to a pencil. Then say Point to a bag. The class should not point to a bag as you have not said Jojo says. If they do, remind them, shaking your head I didn't say Jojo says. Then continue.

2. Game: Pass the card

NB This game is best played in a circle, but can also be played very successfully at the children's tables.

- You will need a known object flashcard for every child in your class. Choose any from Units 1 to 8.
- Give each child a flashcard. Play music. The children pass their cards from one to another. Say Pass the cards. Stop the music. Say Stop!
- Ask What do you have? The children look at their flashcards and answer with I have a
- Play the music again. The children start to pass on their cards. Continue in this way.

3. Game: Look and clap!

- Show the children a number word flashcard from one to five.
- Ask the children to read the word aloud and then along the correct number of times.
- Continue with all the cards.

Option

You can ask them to stamp their feet the correct number of times.

Lesson | Activity Book session page 78

esn !	1
than a	i to also also
three	19719
four o	CK
two 9	
one 🖘	183
five o	
three	1

Warm-up

Sing Look at Grandma (CD2 Track 49/Cassette 2.2).

Read and draw the objects.

- Tell the children to look at the page. Point to the pencil and ask What's this? Elicit It's a pencil. Sau Draw.
- Point to the word and ask What word is it? Elicit Three. Point to the apple and ask What's this? Elicit It's an apple. Say Draw three apples. The class repeats.
- The children complete the three apples.
- Continue in this way with the remaining pictures.
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3. Game: Look and clap!

- Show the children a number word flashcard from one to five.
- Ask the children to read the word aloud and then clap the correct number of times.
- Continue with all the cards.

Option

You can ask them to stamp their feet the correct number of times.

Lesson 2 • Pupil's Book session pages 52 and 53



New words: we, read, colour, draw, write, speak, school, English, picture, letters

New grammar: We read books. We speak English. We

Review: books

Classroom language:

We jump! We are happy. It's game time. Jojo says, Read I didn't say Jojo says. What do we read/speak/draw/ colour/write? What do we do at school?

Materials: Poster 17

Vocabulary flashcards: read, colour, speak, draw,

Number flushcords: 6-10

Warm-up

 Play the recording for Lesson 1, Activity 4 (CD2 Track 51/Cassette 2.2). Pause after each sentence for the children to mime the actions and point to the correct objects in their books.

Introduce the new words: we read, colour, draw, write, speak

- Introduce we. Invite two children to the front. Point to yourself and the children and say We jump!
 Emphasise We. All three of you jump. Repeat with clap.
- Introduce the new words (see How to introduce new words and structures, page 12).
- Encourage the class to mime doing each word.

Clisten and repeat. Then point and say.

- Display Poster 17.
- Play the recording. Pouse after each sentence for the class to repeat. Ask them to point to the correct group of children in their books. Demonstrate with the poster.

Tapescript (CD2 Track 52/Cassette 2.2)

We read. We colour. We write, We draw. We speak.

2. Game: Jojo says ...

- Play Jojo says to practise the new words.
- Say It's game time! Hold your Jojo soft toy or point to your Jojo poster as you say the commands.
- Explain to the children that they should only carry out the command if you say Joja says first. If you don't say Joja says, they should not do anything.
- Ask the class to stand, Say Jojo says, read. The
 children mime reading. Continue with Jojo says,
 speak. The children mime speaking (or really speak).
 Then say Draw! The children should not mime drawing
 as you have not said Jojo says, If they do, remind
 them, shaking your head I didn't say Jojo says. Then
 continue.

3. A Listen and say.

- Ask What do we read? Hold up a book and say We read books. The class repeats, while miming the action.
- Hold up a pencil. Ask What do we draw? Elicit We draw pictures from the class. The class repeats the sentence, while mirring the actions.
- Continue in this way with the remaining questions on the recording.

Unit 9: Lesson 2 Teacher's Book

Play the recording for the children to listen and answer the questions. Pause after each question for the children to answer, then play the answer for the children to repeat.

NB The questions on the recording are for receptive understanding. The children only need to produce and repeat the answers.

Tapescript (CD2 Track 53/Cassette 2.2)

Miss Miles What do we read? Jojo We read books

Miss Miles What do we draw? Joso We draw pictures.

Miss Miles What do we speak? Joso We speak English,

Miss Miles What do we colour? Joso We colour pictures.

Miss Miles What do we write? Joso We write letters.

4. Song: We read books at school

Teach and sing the song a number of times (see How to teach songs, page 14.)

Tapescript (CD2 Track 54/Cassette 2.2)

We read books, We read books, We read books at school.

We love school, We love school, We read books at school.

We draw pictures, We draw pictures, We draw pictures at school.

We love school, We love school, We draw pictures at school.

We write letters, We write letters, We write letters at school. We love school, We love school, We write letters at school.

We speak English, We speak English, We speak English at school.

We love school, We love school, We speak English at school. We speak English at school.

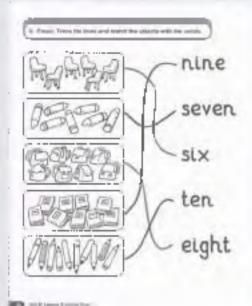
5. Game: Mime and guess

- Demonstrate the game first. Mime reading a book.
 Ask What do we do at school? The children have to
 guess what you are doing. Elicit the answer We read
 books at school. Say Yes (or No if the children are
 wrong).
- The first child to answer correctly comes to the front and mimes another action.
- Continue until everyone who wants to has had a turn.

STICKER TIME

Lesson 2 - Activity Book session pages 79 and 80





Warm-up

- Sing We read books at school (CD2 Track 54/Cassette 2.2).
 - Look at the pictures. Which picture is next?
- Point to the first sequence, Ask What do we do at school? Elicit We read. We colour. We read. We colour.
- Ask What next? Elicit the answer We read.
- The children draw a line to the next picture.
- Continue in this way.

ntroduce number words six to ten

Write numbers 6 to 10 on the board.

Show the children the number six word flashcard and write the word on the board.

Ask Jojo What word is it? Say to the class Help Jojo! Elicit Six. Invite a volunteer to the front to attach the card under the correct number on the board.

Continue in this way with seven to ten.

Count. Trace the lines and match the objects with the words.

Point to the chairs. Ask What are these? How many chairs? Count them!

sit 9: Lesson 2 Teocher's Book

- Ask the children to follow the maze, using a pencil or crayon until they reach a word.
- Point to the word. Ask What word is it?
- · Continue in this way.

Homework

Ask the children to colour the pictures.

Here's more!

- 1. Sing and do the actions.
 - Divide the class into two groups.
 - One group sings the song We read books at school. The other group mimes all the actions.
 - Change roles and sing the song again.

2. Art: Classroom action collage

- Divide the class into four groups. Give each group a large sheet of strong paper.
- Give each child in the group a different action to draw. Say, e.g. We read books at school. The children draw children reading books.
- Help the children to cut out the pictures and stick them onto the large sheet of paper.

3. Game: Look, guess and say

- Divide the class into two teams. Hold up a Unit 9 action word flashcard and cover it with a piece of paper. Very, very slowly reveal the picture. Ask What do we do at school?
- The first team to guess correctly using We ... at school wins a point.

Lesson 3 - Pupil's Book session page 54







This is Uncle Unwin."



The umbrella goes up, up, up



Uncle Unwin has an umbrella



Uncle Unwin goes up, up, up. Goodbyel

New words: letter name u; umbrella, up

Review: uncle, letters a-t, phonics words /se/-/u/.

Classroom language: Listen and run! Write the letter in the air! Trace the letter u. What letter does uncle begin with? Say the sound / i./. Make sand letters. Touch the letters. Trace the big/little Uu with your finger/crayon. What letter/ sound is it? What does letter u say? Who's this? Help Uncle Unwin find his friends.

Materials: card, glue, sand, Template A

Phonics flashcards: a-t, umbrella, Uncle Unwin

Narm-up

- Sing We read books at school (CD2 Track 54/Cassette 2.2) to energise the class.
- Choose one phonics chant and one phonics song already learnt.

Review the letters and sounds a to t

Play Mystery words.

Write the letters A, a to T, t on the board.

Point to each letter and elicit Big A. little a. Continue with each letter.

Put the phonics flashcards a to t into a box. Take a cord out, and show the back to the class so that you can see the picture but the class cannot. Say, e.g. It begins with d.

The class tries to guess the word by colling out words beginning with d. Say Put your hand up!

If the child guesses a word that doesn't begin with d say Good try. But fish doesn't begin with d. Fish begins with f. What begins with d?

troduce the letters U and u

Write large letters *U* and *u* on the board. Teach the name, sound and sequence for writing the letter (see *How to introduce letters and sounds*, page 13).

 Invite any children whose names begin with U to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers.
 Remind them that names begin with a big letter.

Trace the letters U and u with your finger. Write them in the air.

- Invite volunteers to the front to trace over the letters U and u. Say Trace the big U. Trace the little u. The class makes the sound /k/as they do so.
- Ask the children to write the letters in the air. Say Write big U in the air. Write little U in the air.
- Say Open your books. Hold up the correct page for the children to see.
- Ask the class to trace the letters in their books with their fingers, making the sound /s/.

2. Chant: The uncle and the umbrella

 Teach the words umbrella and up and review the word uncle from Unit 4. Use your flashcards (see Flaw to introduce phanics words, page 13). Teach the uncle's name, Uncle Unwin. Teach and demonstrate the meaning of the word up.

- Play the recording, Pause after each word or sentence for the children to point to the correct picture.
- Play the recording again. This time ask them to repeat what they hear

Tapescript (CD2 Track 55/Cassette 2.2)

Oak take that

uncle, uncle, uncle,

Letteru

SOUS /N. /N. /N.

Sel hotelast

umbrella, umbrella, umbrella,

Letter U

Sous/N./A/./A/.

W. W. Lat

ир, ир. ир.

Letter u

Sous /N. IN. IN.

3. Alphabet story

- Tell the children to look at the pictures in their book.

 The aim of the activity is for the children to understand the sequence of events and identify words beginning with the letter u.
- Point to the uncle, Ask Who's this? Elicit the name Uncle Unwin. Point to the umbrella and ask What's this? to elicit Umbrella.
- Ask What letter does umbrella begin with? Elicit the answer u. Repeat the question for uncle and up.
- Play the recording. Pause after each line to point to the picture. Use mime to explain meaning.
- Ploy the recording again, pausing after each line for the children to repeat. Say Listen and say.
- Tell the children to look at the words in their book.

 Write them on the board. Remember that they are not required to read the words.
- Play the recording again, pointing to each word in turn. This shows how we read from left to right and now letters form words.
- Invite a group of volunteers to the front to point to words beginning with u. Ask the rest of the class Is he/she right?

Tapescript (CD2 Track 56/Cassette 2.2)

This is Uncle Unwin.

Uncle Unwin has an umbrella.

The umbrella goes up, up. up.

Uncle Unwin goes up, up, up.

Goodbyel

Unit 9: Lesson 3 Teacher's Book

4. Game: Musical letters

- The children stand in a circle or stand at their tables.
- Play any lively music. The children pass a ball from one to another. Stop the music. Say It begins with (+ (etter name). The child holding the ball says a word beginning with that letter. If the child is unable to say a word, do not exclude him or her. Instead say to the rest of the class Help (+ child's name). Another child then helps. Continue the game.
- Stop the music regularly, making sure that every child has the chance to say a phonics word.

5. Make: Sand letters U and u

- Give each child a sheet of strong paper or card. Write large letters U and u on the sheet, or help them to do this themselves.
- The children use a glue stick to trace the letters and make a sticky surface.
- Ask the children to carefully pour sand over the glue and then shake away the excess.
- Write the children's names at the bottom of the sheets of paper so that they can identify their work.
- Leave to dry.
- The children then practise tracing the sand letters with their fingers, using the correct sequence of strakes.
 Say Feet the letters, (see Multi-sensory learning, page 12).

STICKER TIME

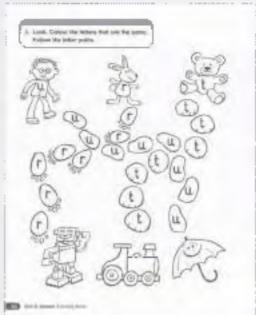
 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Soy It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (CD1 Trock 9/Cossette 1.1)
- Repeat for each child and insert his or her name.

Lesson 3 - Activity Book session pages 81 and 82





Warm-up

- Play Alphabet story (CD2 Track 56/Cassette 2.2).
 - Trace and write the letters. Finish and say the words.
 - Point to Uncle Unwin and his umbrella. Elicit /k/, Uncle Unwin. /k/, umbrella. The class repeats.
- Point to the letters U and u and ask What letter is it? Elicit Letter u.
- Now ask the children to trace the big and little letters U and u with their fingers then a crayon starting with the dat. Say Trace the big U. Trace the little u.

The children trace and then write the letters.

Now ask them to complete the words.

Point out the big letter U at the beginning of the name.

Look. Colour the letters that are the same. Follow the letter paths.

Point to Uncle Unwin and ask Who's this? What letter do Unale and Unwin begin with? Elicit Letter U.

Say Colour the letter u blue.

The children colour the footprints containing the letter u blue.

Continue in this way. Ask them to colour the letter r red, and the letter r green.

Homework

Give each child a copy of Template A for extra practice in writing letters U and u.

Here's more!

- 1. Sand tray letters.
 - Take the children to a sand pit if you have one. If not, put sand into a tray.
 - The children practise drawing the letters U and u in the sand with their fingers.
- 2. Listen to the story. Do the actions.
 - Teach actions to the story.

This is Uncle Unwin – stond up straight
Uncle Unwin has an umbrella – mime holding
on umbrella

The umbrella goes up, up, up – lift your orm in the air to show umbrella going up

Uncle Unwin goes up, up, up - jump Goodbuel - wave

Listen and jump.

- Write the letters U and u on the board.
- Say three phonics words, e.g. cat, fish, umbrella.
 When you say a word beginning with u, the children jump in the air.
- Continue with the other groups of phonics words.

Lesson 4 . Pupil's Book session page 55

Song time





New words: smell_eat, hear, see

New grammar: I smell with my nose. I eat with my mouth. I hear with my ears. I see with my eyes.

Review: nose, mouth, ears, eyes

Classroom language:

What do you do with your ears/mouth/eyes/nose? What does lion begin with? What else begins with 1? Point to it. Lallipop begins with 1. Colour the picture. Draw a circle.

Warm-up

- Sing We read books at school (CD2 Track 54/Cassette 2.2).
- Talk about the pictures in the Pupil's Book, using some mother tongue if necessary. Encourage them to talk about their senses. Ask What do you do with your ears/mouth/eyes/nose?
- Bring in real objects for the children to smell, see, hear and eat, and talk about which sense they are using (see Multi-sensory.learning, page 12).

NB ear is not strictly a sense, the correct one being taste.

Ear is easier for them to understand.

Introduce the new words: smell, eat, hear, see

- Review the words nose, mouth, ears and eyes. Point to parts of the body. Say Point to your (+ body part).
- Introduce the new words, using your Jojo soft toy or poster (see How to introduce new words and structures, page 12).

Listen and repeat. Then point and say.

 Play the recording. Pause after each word for the class to repeat. Ask them to point to the correct picture in their books as they do so. Play the recording again. Ask the children to repeat the words.

Tapescript (CD2 Track 57/Cassette 2.2)

smell

eat

hear

500

2. Listen. Show you understand.

- See How to teach receptive listening, page 15.
- Mime the actions for the words eat, smell, hear and see. Encourage the children to do the same.

Tapescript (CD2 Track 58/Cassette 2.2)

The teacher says, 'What do you do with your nose, Simon?'

Simon says, 'I smell with my nose. I like bananas.'
Then Simon points to his eyes. 'I see with my

eyes, he says:

The teacher is happy with Simon. 'Good boy,' says the teacher.

Katy points to her ears. 'I hear with my ears,' she says 'I like music.'

Then Katy points to her mouth. I eat with my mouth, she says. I like lollipops. The teacher laughs.

Unit 9: Lesson 4 Teacher's Book

3. N Listen, say and do.

Play the recording. Pause after each sentence for the children to do the action or answer the question.

The children do not need to repeat the questions. courage them to repeat the answers.

Tapescript (CD2 Track 59/Cassette 2.2)

Miss Miles Point to your nose.

What do you do with your nose?

I smell with my nose. Joug

Miss Miles Point to your eyes.

What do you do with your eyes?

I see with mu eyes. Join

Miss Miles Point to your ears.

Jose

Jojo

What do you do with your ears?

I hear with my ears.

Point to your mouth. Miss Miles

What do you do with your mouth?

I eat with my mouth. Jose

Miss Miles You are a clever monkey, Jojo.

Well done.

Thank you, Miss Miles.

Song: I smell with my nose

Teach and sing the song a number of times (see How to teach songs, page 14).

Tapescript (CD2 Track 60/Cassette 2.2)

I smell, smell, smell With my nose, nose, nose. (repeat)

sniff, sniff, sniff snitt, snitt, snitt I smell, smell, smell With my nose, nose, nose,

I eat, eat, eat With my mouth, mouth, mouth. (repeat)

цит, цит, цит yum, yum, yum I eat, eat, eat With my mouth, mouth, mouth.

I hear, hear, hear With my ears, ears, ears, (repeat)

ring, ring, ring ring, ring, ring I hear, hear, hear With my ears, ears, ears.

I see, see, see with my eyes, eyes, eyes. (repeat)

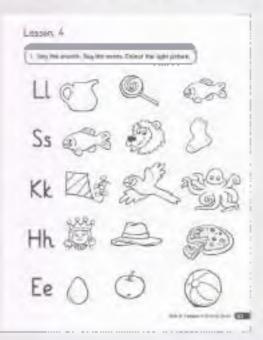
look, look, look, look, look, look I see, see, see With my eyes, eyes, eyes,

Games: Senses

- Invite four children to the front. Say a senses word to each child: smell, eat, hear, see.
- Invite four more children to the front. Say a body part word to each child: ears, eyes, mouth, nose.
- Say Match. Hold hands. The child who was told ears finds and holds hands with the child who was told hear. The child who was told nose finds the child who was told smell. The child who was told eyes finds the child who was told see. The child who was told mouth finds the child who was told eat.
- When the children are holding hands with the correct partner, elicit full sentences from the rest of the class. Point to the pair nose/smell and elicit I smell with my nose. Continue in this way with the remaining pairs.

Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 4 - Activity Book session page 83



Warm-up

- Sing I small with my nose (CD2 Track 60).
 - Say the sounds. Say the words. Colour the right picture.
- Point to the first letter. Ask What letter is it? Elicit I.
 Ask What sound does the letter I say? Elicit II.
- Point to the remaining pictures in the row. Ask What begins with /1/? Point to it.
- Elicit the answer Lollipop. Say Yes. Lollipop begins with /U.
- Say Colour the picture. The children colour the picture of the follipop.
- Continue in this way with the remaining pictures.

Option

Instead of colouring, you could ask the children to draw a circle around the picture that has the same beginning sound. Say *Draw a circle*.

Homework

Ask the children to write the letters and draw the matching pictures.

Here's more!

1. Sing and do the actions.

- Teach actions to accompany the song.
 I smell with my nase point to your nose and make sniffing noises
 I sat with my mouth point to your mouth
 - I eat with my mouth point to your mouth
 I hear with my ears point to your ears
 I see with my eyes point to your eyes
- Divide the class into four groups. Give each group a sense.
- Sing the song again. Each group does the actions for its sense while the rest of the class sings.
- Invite four volunteers to the front to demonstrate.

2. Art: Senses collage

- In groups or as a whole class, create a collage that will engage the senses.
- Stick on objects that smell, such as coffee or spices.
- Stick on objects that make a noise when touched, such as rolled up paper.
- Stick on objects that are nice to see.
- You can also include pictures of things the children like to eat.
- Talk about the collage with the class. Use this as an apportunity to revise I like ... and I don't like ... (see Multi-sensory learning, page 12).

3. Game: Change seats!

- If possible, seat the children in a circle.
- Point to each child and say a senses word or a body part word: smell, eat, hear, see, mouth, ears, eyes, nose.
- Call out a matching pair, e.g. smell-nose. The children who have these words stand up, run around the circle and sit in each other's places.
- Continue until every child has had a chance to run ground the circle.

Option

If you can't seat the children in a circle, play this game at their desks. You can ask the children to run to the front and then to each other's seat.

Lesson 5 . Pupil's Book session page 56



New words: letter names v and w, van, violin

Review: water, window, letters A, a-U, u; phonics words /æ/-/ //

Classroom language: Show the card! Fun to the letter. Listen and run! Write the letter in the air! Trace the big/little Vv. What letter does violin begin with? Say the sound /v/, What does the boy have? Cut out the pictures. Stick the pictures. Trace the big/little Ww with your finger/crayon. What sound is it? What does letter v say? Find another letter v

Materials: Template K, Template A

Phonics flashcards: a-u, van, violin, water, window

Option

four may prefer to introduce the letters V and v, and W and W over two classroom sessions. Introduce V and v is the first session and do the Warm-up and Activities 1 and 2, followed by Activity Back Activities 1 and 2. Then stroduce W and W and complete the remaining activities.

Varm-up

- Sing I smell with my nose (CD2 Track 60/Cassette 2.2) to energise the class.
- Chaose two phonics chants or songs learns previously.

Revise letters and sounds a to u

Write the letters A. a to U.u on the board.

Put all the phonics flashcards from a to u picture faceup on your table.

Invite a child to the front to take a phonics flashcard. The child shows the class the card. Say Show the card. The class says the word.

Then the child goes to the board and touches the correct letter. Say Touch the letter!

Continue with the remaining cards.

Introduce the letters V and v

- Write the letters V and v on the board. Teach the name and sound (see How to introduce letters and sounds page 13).
- Invite any children whose names begin with V to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers.
 Remind them that names begin with a big letter.

1. Trace the letters V and V with your finger. Say the words.

- Invite volunteers to the front to trace over the letters.
 V and v. Say Trace the big V. Trace the little v.
- Ask the children to write the letters in the air. Say Write big V in the air. Write little v in the air.
- Ask the class to trace the letters in their books with their fingers, making the sound \(\lambda\text{/. Say Say}\) the sound.
- Teach the words violin and van using Joja and your flashcards, Mirne playing a violin and mirne driving a van to reinforce the meaning. Encourage the children to do the same.
- Play the recording. The children listen and point to the pictures in their books, Say Point to the picture.
- Play the recording again. Ask the children to repeat the words. Say Say the words.

Tapescript (CD2 Track 61)/Cossette 2.2

Letter V

Letter v

ALAC violin

N/. AV. vialin

AV, AV, van

N. A. van

2. Song: The violin

- Talk about the picture of the van and violin at the battom of the page. Point to the van and ask What's this? Ask What does the boy have? Elicit He has a violin. Ask What letter does violin begin with? Elicit Letter v.
- Teach the phonics song and repeat it a number of times (see *How to teach songs*, page 14). Encourage the children to clap the rhythm.

Topescript (CD2 Track 62/Cassette 2.2)

A boy in a van has a violin.

V/. /V/. /v/ goes the violin.

(repeat verse)

NI, MI, NI, NI, NI, NI NI, NI, NI, NI, NI, NI, NI

(repeat verse)

Introduce the letters W and w

Introduce the letters W and w in the same way that you introduced V and v.

Trace the letters W and w with your finger. Say the words.

- and w. Say Trace the big W. Trace the little w.
- Ask the children to write the letters in the air. Say Write big W in the air. Write little w in the air.
- Ask the class to trace the letters in their books with their fingers, making the sound /w/ Say Say the sound.
- Point to the pictures. Elicit the words water and window. Both have been learnt previously. Ask What letter does window begin with? Elicit Letter w. Repeat the question for water.

- Play the recording. The children listen and point to the pictures in their books. Say Point to the picture.
- Play the recording again. Ask the children to repeat the words. Say Say the words.

Tapescript (CD2 Track 63/Cassette 2.2)

Letter w.

Letter w

Iwl. Iwl. hul

water, water, water

Port, Int. twi

window, window, window

4. Chant: Flowers at the window

 Teach the phonics chant and repeat it a number of times (see How to teach chants, page 14). Encourage the children to write the letter w in the air as they chant.

Tapescript (CD2 Track 64/Cassette 2.2)

Flowers at the window

AW1, /W1, /W1.

Flowers like water

/w/. /w/. /w/

5. Cut, stick and match (Template K).

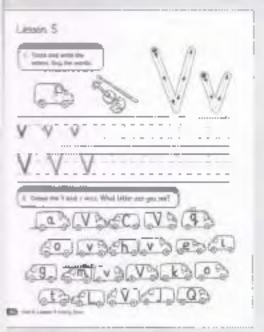
- Give each child a copy of Template K.
- Ask the children to cut out the squares containing the letters and the objects. Say Cut out the pictures.
- Give each child a sheet of paper.
- Ask them to stick each letter next to the object that begins with the same letter. Say Stick the pictures.
- If you have time, you can ask the children to colour the pictures.

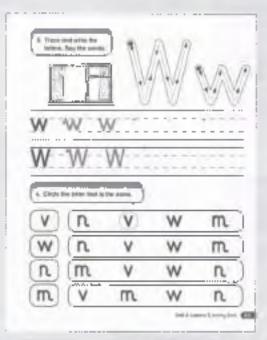
NB You may prefer to do this activity in groups as the children may need help.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 5 • Activity Book session pages 84 and 85





Warm-up

- Sing The violin (CD2 Trock 62/Cossette 2.2).
 - 1. Trace and write the letters. Say the words.

Point to the pictures. Elicit the words. Ask What letter does van/window begin with? Elicit Letter v/w.

The children trace the letters v and V.

The children trace and then write the letters.

Colour the V and v vans. What letter can you see?

Ask the children to colour the vans V and v vans.

When they have finished, ask What letter is it? Elicit v.

Trace and write the letters. Say the words.

Point to the window and elicit the word. Then ask What letter does window begin with? Elicit Letter w. Ask the children to trace the letters.

4. Circle the letter that is the same.

Point to the first letter and ask What letter is it? Say Find another letter v. Say Circle the letter. Continue in this way with the remaining letters.

Homework

Use Template A for extra practice in writing letters V, v and W, w.

Here's more!

- 1. Game: What's this?
- Put the class in two teams. Cover and hold up a phonics flashcard. Slowly reveal it. Ask What's this?
- The first team using It's a ... correctly wins a point.
 Ask What letter does ... begin with? for an extra point.
- 2. Sing, chant and do.

Teach actions:

A boy in a van - mime driving a van

... has a violin - mime playing a violin

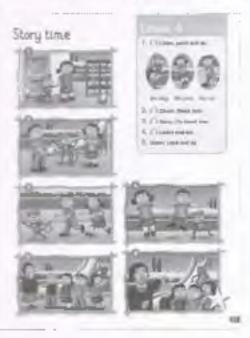
v, v, v - make violin sounds

water - wiggle your fingers to look like falling water

... on a window - point to the classroom window

- 3. Collage: Letters V and v, W and w
- Give each child two pieces of strong paper. Help the children write large letters V, v and W, w on them.
- The children now stick objects onto the letters in the same sequence that they would write them.
- They touch the letters in the correct writing sequence.

esson 6 . Pupil's Book session page 57



New words: play, run, jump, break time, Stand in line.

New grammar: We play/run/sing

Review: I like Where's; ...? we, help, read, colour, draw,

write, speak

Classroom language: Do you like break time? What do we do at break time? It's story time. Is Jojo a good mankey? Where's Jojo? Are Lucy and Tom good children? Who likes break time? What do we do at school? Find the picture.

Materials: Poster 18

Warm-up

- Sing I smell with my nose (CD2 Track 60/Cassette 2:2) a number of times to energise the class and review the language structure.
- Display Poster 18.
- Ask the children to talk about the pictures and what is nappening, using some mother tangue if necessary. Ask Da you like break time? What do you do at break time?

1. \(\begin{aligned}\) Listen, point and do.

- Teach the words break time, play, run, Stand in line using Joja and the poster. Mime actions to show the meanings.
- Say Open your book. Open your own book to show the children the correct page.
- Play the recording. Pause after each sentence for the class to point to the correct pictures in their books.
- Play the recording again. Invite volunteers to the front to point to the actions on the poster. Ask the rest of the class to mime the actions.

Tapescript (CD2 Track 65/Cassette 2.2)

We play.

We run.

We jump.

We stand in line.

Where's Jojo?

2. Chant: Break time

Teach the chant (see How to teach chants, page 14).

Tapescript (CD2 Track 66/Cassette 2.2)

Break time, break time,

We like break time.

We play.

We jump.

We run.

Break time is fun!

(repeat all)

3. Story: It's break time

- Say It's stary time!
- Using your poster, elicit as much language in English as possible about the story. Ask What do we do at break time? Elicit We run. We play. We stand in line.
- Encourage the children to follow the sequence of pictures.
- Play the recording right through. Pause to allow the children to point to the corresponding pictures on the poster or in their books.
- Play the recording again. Pause after each line for the children to repeat.

Unit 9: Lesson 6 Teacher's Book

Point to the poster. Ask a few comprehension questions, e.g. Is Jojo a good monkey? Where's Jojo? Are Lucy and Tom good children? Who likes break time?

Topescript (CD2 Track 67/Cassette 2.2)

Picture 1

It's break time, Jojo. LUCY

Picture 2

Toxi

orop

Total

Lucy

LICY

Jose

At break time, we play.

This is fun!

Picture 3

We run!

Help!

Javo

Picture 4

We jump!

Javo I like break time.

Picture 5

Stand in line. Miss Miles

We stand in line, Joja.

Joio

Picture 6 Miss Miles

Where's Jojo? Jojo, stand in line.

You're a naughty mankey.

Sorru, Miss Miles.

Listen and act.

invite four children to the front to be Jojo, Lucy, Tomand Miss Miles. Say You're Lucy etc. Ask them to hold character puppets or flashcards.

Play the story again. The children act out the dialogue, while the rest of the class repeats the words. Say Listen and act. Point to the pictures in the books and demonstrate the actions, for example running on he spot, arms in the air, standing in line, etc.

Divide the class into groups, one for each character. The children now act out the story as a whole plass.

5. Game: Look and do

- Invite a volunteer to the front. Whisper an activity to the child. Choose from: We play, We jump. We run. We read books. We draw pictures. We speak English. We colour pictures. We write letters.
- The child mimes the action. Ask What do we do at school? The class looks at the mime and tries to auess the action. The first child to guess correctly can come to the front to mime the next action.
- Say Well done! Go back to your seat to the first child,
- Continue until as many children as possible have had a chance to mime.

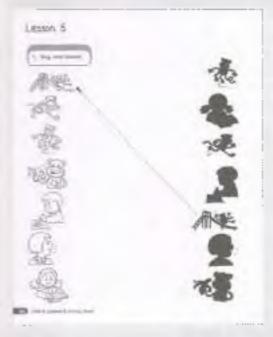
This game can also be played in teams. Give a point for each correct guess.

Sau Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Jojo says you're the star of the week (CD1 Track 9/Cassette 1.1).
- Repeat for each child and insert his or her name.

Lesson 6 . Activity Book session page 86



Warm-up

 Repeat the chant Break time (CD2 Track 66/Cassette 2.2) a number of times to energise the class and review the action words for break time activities.

1. Say and match.

- Point to the first picture, Ask What do we do at break time? Elicit We play.
- Tall the children to look at the silhouette pictures on the right. Say Find this picture. The children study the picture carefully and point to the correct silhouette picture.
- Soy Match the pictures. Draw a line. The children draw a line to match the picture with its silhouette.
- Continue in this way with the remaining pictures.

Homework

Ask the children to draw a picture of themselves and their friends at break time. They can draw themselves doing activities they like. This is a creative activity so encourage free expression. Do not expect accuracy. As a follow up, talk about the pictures at the next class.

Here's more!

1. Chant and do the actions.

- Teach actions to accompany the chant.
 We like break time arms in air
 We play arms outstretched
 We jump jump
 We run run on spot
 Break time is fun! arms in air
- You can divide the class into groups and give each group an action. The rest of the class charits as each group performs its action.

2. Game: Jojo says ...

- Use this game to practise all the action words from this unit. Say It's game time! Hold your Jojo soft toy or point to your Jojo poster as you say the commands.
- Explain to the children that they should only carry out the command if you say Joja says. If you don't say Joja says, they should not do anything.
- Ask the class to stand. Say Jojo says, run! The
 children mime running on the spot. Continue with Jajo
 says, read books. The class mimes reading. Then say
 Jump! The class should not jump as you have not said
 Jojo says. If they do, remind them, shaking your head,
 I didn't say Jojo says. Then continue.

3. Art: Break time frieze

- Divide the class into groups. Give each group a large sheet of paper.
- The children draw pictures of break time activities.
- Walk around the class as they are working to offer proise and help. Encourage them to use English to describe the activities. Ask What do we do at break time?
- If possible, display their friezes.

10 It's the weekend!

By the end of Unit 10 the children will be able to:

- use action words for weekend activities (ride a tike, climb, swim, play football)
- tells about what they can and can't do (I can ride a bike, I can't swim.)
- & about ball game activities (I can throw/catch/kick/hit the ball.)
- identify and write the letters X and x. Y and y and Z and z, and understand their corresponding sounds
- dentity words beginning with Y and y and Z and z and words ending with x
- order numbers from smallest to biggest (Number Book)

_esson | • Pupil's Book session pages 58 and 59



New words: ride, swim, climb, tree, blke, football, weekend

Review: we run, jump, play read, speak, colour, write

Classroom language:

Walk! Stop! What do you do? Colour the number sixes uellaw. What word/colour is it? What number is next

Materials: Poster 19. Template A, Template L. counters, dice

Vocabulary flashcards: riding, climbing, swimming, playing football

Varm-up

Repeat the charit Break time (CD2 Track 66/Cossette

Display Poster 19. Ask Where's Robbie? (see How to use Find Robbie, page 16).

Talk about the poster, using some mother tongue. Ask the children what they do at the weekends.

stroduce the new words: bike, tree, potball, ride, swim, climb

Mime actions to show the meaning of the words: swim - move hands as if doing breast stroke climb - mime climbing a ladder ride bike - mime pedalling action with hands play football - mime kicking a ball

1. (Listen and repeat. Then point and say.

- Play the recording. Pause after each sentence for the class to repeat. Ask them to point to the correct objects in the picture as they do so.
- Play the recording again. Invite volunteers to the front to point to the objects on the poster.
- Repeat. Encourage the class to mime the actions. before they repeat the sentences. Hold up the flashcards as they do so.

Tapescript (CD2 Track 68/Cassette 2.2)

It's the weekend! I have a bike, I ride mu bike, I swim. I play football. Point to the tree. I climb trees.

2. Song: I ride my bike

Teach and sing the song a number of times.

Tapescript (CD2 Track 69/Cassette 2.2)

I ride my bike

And I climb a tree.

Fun for you

And fun for me.

Swim, swim, swim.

Flun, run, run,

And we have

Fun. fun, fun.

I ride my bike

And I climb a tree.

Fun for you.

And fun for me

Swim, swim, swim.

Hun, run, run.

And we have

Fun, fun, fun,

3. Listen. Show you understand.

See How to teach receptive listening, page 15.

Tapescript (CD2 Track 70/Cassette 2.2)

Tom, Lucy and Jojo are in a park. Tom can ride a bike. 'Look at me,' says Tom.

Then Jojo tries to ride a bike. He can't. Jojo can't ride a bike.

Then they swim in the pool. Tom and Lucy can swim. 'Look at us swim,' they say.

Then Jojo tries to swim. He can't. Jojo can't swim. Lucy. Tom and Jojo play football. Oh, not The ball is in a tree. Tom and Lucy con't climb the tree, It's very

But Jojo can climb the tree. 'Here is your ball,' he says.

4. Game: Musical actions

- Say Stand up! Play any lively music. Say Walk! The children walk around the room.
- Stop the music and say Stop! The children stop. Now say Ride a bike! The children mime riding a bike.
- Play the music again. The children walk around the room. Stop the music and say Stop! Climb a tree!
- Continue in this way, choosing from the action words already learnt (swim, play football, jump. run. Touch the ground! Turn around! Point to/Touch...).
- You can include the school activities (read, speak, colour, write).

Play: Actions board game (Template L)

- Divide the class into groups. Give each group a copy of Template L.
- Give each child a coloured counter or small stone to mark his/her place. Each group will also need a die.
- Hold up the template. Point to each picture in turn and ask What do you do? Elicit the following answers: I swim. I climb trees. I ride my bike. I read (books). I write (letters). I draw (pictures). I colour (pictures), I stand up. I sit down. I get dressed. I put on my shoes. I put on my shirt. I put on my jacket. I eat (with my mouth). I smell (with my nose). I see (with my eyes). I touch my head. I touch my toes. I play football.
- The children take turns to throw the dice and move on the indicated number of squares. They look at the picture and say the correct sentence. If the child cannot say the sentence, he or she must miss a go, Help the children so that this is unlikely to happen. The first child to reach the finish is the winner.

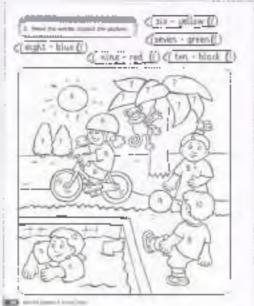
NB Groups could take turns to play (with teacher/ assistant supervision) while the rest of the class are carrying out a quiet activity.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

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Warm-up

- Sing I ride my bike (CD2 Track 69/Cassette 2.2).
- Write number words six to ten on the board. Invite five children to the front. Say a number from six to ten to each child. The child touches the correct number word on the board. Repeat with other children.

1. Read. Join the dots, one to five and six to ten.

Write numbers 1 to 10 on the board. Under each, write the number words one to fen.

Tell the children to look at the first picture. Ask What's this? to elicit It's a bike. NB The children complete the dot-to-dots in two parts: one to five then six to ten.

Say Point to the word, one. The children point to one in their books. Ask What number is next? Elicit Two. Say Point to the word, two. Say Join the dots.

Repeat with six to ten, then do the second picture.

Read the words. Colour the picture.

Review the colour words. Write them on the board. Invite volunteers to underline the words with the correct colour. Ask What word is it? What colour is it? Point to the crayons. Write six on the board. Ask What word is it? Sou Point to the word six.

Point to yellow. Ask What word is it? What colour? Elicit Yellow. Soy Colour number sixes yellow. Continue in this way with the other colours.

Homework

Use Template A for practice in writing numbers 1 to 10.

Here's more!

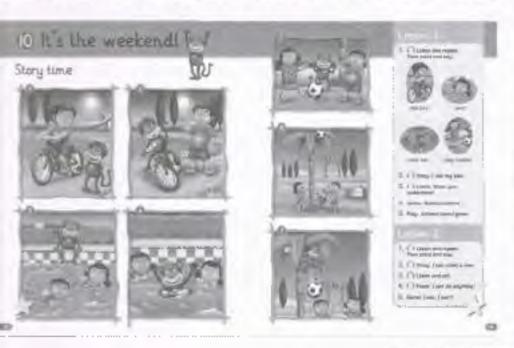
- Sing and do the actions.
- Sing I ride my bike. Teach the actions: ride bike – make pedalling action with hands climb tree – arm and foot actions of climbing swim – arm actions of doing breast stroke run – running on spot
- 2. Game: What do you do at the weekend?
- Divide the class into two teams.
- Put the actions flashcards into a box or bag.
- Invite a child from one team to the front to choose a card. The child shows it to the rest of his/her team.
- Ask What do you do at the weekend? The group acts out the action on the card.
- The second team guesses the activity for a point.
- Continue, alternating teams, until all the cards are used.

Option Use the flashcards reading, speaking, colouring, drawing, writing and ask What do you do at school?

3. Art: Park collage

- Put the class in groups, Give each group an action: play football, jump, run, swim, ride bike, climb.
- The children draw people doing the actions, or cut pictures from magazines or newspapers.
- Stick the pictures onto paper to make a park collage.

Lesson 2 • Pupil's Book session pages 58 and 59



New grammar: can and can't

Review: play football, ride blke, swim, climb free, jump, ball

Classroom language: Can Tom ride a bike? Can Jojo ride a bike? Can Jojo swim? What can Jojo do? What can Tom/Lucy do? Yes or No? You're Lucy/Tom/Jojo. Listen and act. Take a card. Do the actions. Can ar can't? Point to the picture.

Materials: Poster 19

Vocabulary flashcards: riding, climbing, swimming, playing football, reading, speaking, colouring, drawing, writing

Warm-up

 Sing I ride my bike (CD2 Track 69/Cassette 2.2) a number of times to energise the class and set the context of weekend activities.

Introduce the structure: can, can't

- Mime riding a bike and show the riding flashcard.
 Smile with confidence. Say I can ride a bike.
- Now mime wobbling and then falling off your bike. Shake your head, Say I' can't ride a bike.
- Jump in the air. Say I can jump!
- Mime trying to jump, but your feet are stuck to the ground. Shake your head. Soy I can't jump.

Listen and repeat. Then point and say.

- Display Poster 19.
- Play the recording. Pause after each sentence for the class to repeat. Ask them to point to the correct picture on the paster as they do so.
- Play the recording again, invite volunteers to the front to point to the correct pictures on the poster.
- Repeat. This time pause after each sentence and ask Yes or No? If the sentence contains can the children say Yes! If the sentence contains can't they say No!

Tapescript (CD2 Track 71/Cassette 2.2)

I can ride a bike. I can't ride a bike.

I can swim.
I can't swim.

I can climb a tree.
I can't climb a tree.

2. Story: I can climb a tree

- Say It's story time! Open your books.
- Play the recording right through. Pause to allow the children to point to the corresponding pictures.
- Play the recording again. Pause after each line for the children to repeat each sentence, while pointing to the correct picture in their books.
- After the children have listened to and repeated the story, ask a few comprehension questions, e.g. Can Tom ride a bike? Can Joja ride a bike? Can Joja swim? Elicit Yes or No. Then ask What can Joja da? What can Tom/Lucy do?

Tapescript (CD2 Track 72/Cassette 2.2)

Picture 1

Tom Look, Jojo. I can ride a bike.

Picture 2

I can't ride a bike. Joso

Picture 3

Lucy We can swim. Can you?

Picture 4

Joso No. 1 can't swim.

Picture 5

Tost. We can play football. Jose We like football.

Picture 6

TOM My ball is in the tree. It's a tall tree.

We can't climb the tree. Lucy

Picture 7

Java I can climb it. Here's the ball.

Toss Thank you, Jojo.

Lucy You're a helpful monkey.

3. Listen and act.

- Invite three children to the front to be Jojo, Lucy and Tom. Say You're Lucy/Tom/Jojo. Give them character masks or flashcards if possible.
- Play the story again. The children act out the dialogue, while the rest of the class repeats the words, Say Listen and act. They can mime riding a bike, falling off a bike, swimming, splashing in water, playing football and climbing a tree.
- Divide the class into groups, one for each character. The children now act out the story as a whole class activity.

4. Poem: I can do anything!

Teach and say the poem a number of times (see Songs, poems and chants, page 14).

Tapescript (CD2 Track 73)

I can swim.

I can jump

Up in the air

Then land with a bump!

I can play.

I can sing.

I can do

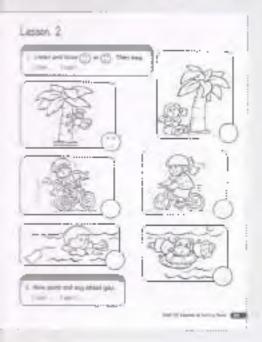
Anuthing!

5. Game: I can, I can't

- Attach the action flashcards to the board or put them in a box: playing football, swimming, riding, climbing, reading, speaking, colouring, drawing, writing,
- Draw a smiley face on the board and say I can. The class repeats. Draw a sad face and say I can't. The class repeats.
- Divide the class into two groups, A and B.
- Ask a child from A to choose an action flashcard. Say Take a card. He/She shows it to the group.
- Point to either the smiley face or the sad face. Group A says the correct sentence, e.g. If the swimming card is chosen and you point to the smiley foce, group A says I can swim. If you point to the sad face, they say I can't swim.
- Now ask a child from B to choose a card and continue the activity in the same way.

Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 2 - Activity Book session page 89



Warm-up

Repeat the poem I can do anything (CD2 Track 73/ Cossette 2.2).

1. Listen and draw ① or ② . Then say.

- Draw a large (and (a) on the board. Point to the smiley face and say I can. Point to the sad face and say I can't. Ask the class to repeat.
- Foint to the pictures in the book. Say the first sentence.

 I can climb a tree. Ask Can or can't? Point to the smiley face and the sad face as you ask. Elicit Can.

 The children point to the smiley face.
- Say Draw it. The children draw a smiley face in the box under the picture.
- Continue in this way with the remaining pictures, using the sentences below. If the sentence contains can, the children draw a in the box. If the sentence contains can't, they draw a in the box.

NB It is easy to confuse can and can't. Can is pronounced as it looks, but can't is different. The letters as in can't are pronounced like car.

can climb a tree.

can't climb a tree.

can't ride a bike.

can ride a bike.

can swim.

pan't swim.

2. Now point and say about you.

 Ask the children to say the correct sentence for each activity for themselves, e.g. I can climb a free. I can't swim. etc.

Homework

Ask the children to draw a picture of themselves and their friends at a park. Ask them to draw themselves doing activities they like.

Here's more!

1. Say the poem and do the actions.

· Soy the poem with actions.

I can swim - mime swimming
I can eat - mime putting food in mouth
I can touch my head - touch your head
I can touch my feet - touch your feet

I can play - mime kicking a ball. I can sing - sing 'La, la, la'

I can do anything - jump in air, arms up!

2. Game: Word chain with can/cant

- Attach four action flashcards to the board in a sequence, e.g.: riding, swimming, playing football, climbing. Under each card draw a smiley or a sad face.
- The children say sentences with can or can't following the sequence of cards.

3. Game: Pass the ball

- Play any lively music. The children pass a ball from one to another. Stop the music. Say Can! The child holding the ball says a sentence with I can, e.g. I can jump.
- Sometimes say Can! and sometimes say Can't!
 The child with the ball says a sentence that begins with I can ... or I can't

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New words: letter name x, ox, fox

Review: letters A, a - W, w; box; phonics words /a:/-/w/

Classroom language: Say the sound/name. What does it begin with? Put your hand up! Write big/little Xx in the air. Box ends with x. What ends in x? What else ends with x? Does it end with x? Try again. What animal are you? Put the fox in the box.

Materials: Template A

Phonics flashcards: a-w, fox, ox

arm-up

Sing I ride my bike (CD2 Track 69/Cassette 2.2). Chapse one phonics chart and one phonics song.

eview the letters and sounds a to w

Using Jojo and your phonics flashcards, hold up pairs of letters. Ask the children to say each sound. Say Say the sound. Then put them behind your back, shuffle them and hold them up again. Call out letter sounds. The children repeat and point to the correct

Repeat. This time ask them to say the letter name. Say Say the name.

Put the flashcards a to w on your table with the letters tabe up. Choose a card and show the children the picture. Put it back on your table. Ask What letter does It begin with? Put your hand up! As the children sou the letter name, ask them to come to the front to take the correct flashcard.

troduce the letters X and x

We are introducing the letter x at the end of words. is is because there are no words in English that begin h the letter x.

Write large letters X and x on the board. Teach the name, sound and sequence for writing the letter (see How to introduce letters and sounds, page 13).

1. Trace the letters X and x with your finger. Write them in the air.

- Teach the children how to write the letters by asking them to write them in the oir. Say Say the sound As/.
- Say Open your books. Show the children the correct page. Tell the children to look at the letters X and x. Ask them to trace the big and little letters with their finger, starting at the dot and going in the direction of the arrows.
- Repeat this a few times, while saying the sound /ks/.

Introduce the new words: box, fox, ox

- Introduce/review the new words, using Jojo and your flashcards. For box, hold up a real box (see How to introduce new words and structures, page 12).
- Write the words on the board and point to the letter. x at the end of the words. Say the words again, emphasising the /ks/ sound.
- Say Box ends with x. Fox ends with x. What else ends with x? Elicit.ox.

2. Chant: Ox and a fox in a box

- Show a real box and display the flashcards: fax, ax and letter x
- Teach the chant Encourage the children to point to the correct card as they chant.

Topescript (CD2 Track 74)

Letter x. letter x

Acol. Acol. Acs/ letter x

New Ask Ask Fox, lox, fox

A. A.V. A. Box, box, box

NEW ASY ASY OX, OX, OX

(repeat first two lines)

3. Alphabet story

- Tell the children to look at the pictures. Ask What ends In K? Elicit the answers ox, fox and box. Tell the children to point to the correct pictures.
- Introduce the fox's name. Say This is Max. Hello, Max! Ask What letter does Max end with? Say Max again, emphasising the iks! sound at the end. Elicit the answer Letter x.
- Play the recording. Pause after each line to give the children time to point to the picture. Use mime to explain meaning.

I'm a fox - mime stroking whiskers

This is a box - hands form square box shape

He's an ax - shoulders up, head down, arms in front We are a lox and an ox in a box - hugging self, as it to fit in a box

Play the recording again. This time the children mime.

Tapescript (CD2 Track 75/Cassette 2.2)

Fox My name is Max. I'm a fox. This is a box.

This is my friend. He's an ox.

Ox Hello.

Fax We like this box.

Fox and Ox We're a fox and an ox in a box!

4. It ends with x. Make an X!

Show the children how to make an X shape with their lingers. They do this by crossing the index fingers of both hands. Say Make an XI

- Ptay the story again. Ask the children to make an X with their fingers every time they hear a word ending with x. Say It ends with x. Make an X.
- Pause after each word to give the children time to decide if it ends with x or not. Ask Does it end with x?
 If a child makes an X shape at the wrong time, ask Does it end with x? No. Try again.
- Tell the children to look at the words in their book.
 Write them on the board. Remember that they are not required to read the words. Play the recording again and point to each word in turn on the board.
- Point out the big M in Max's name. Say It's a big M.
 Why? Shrug your shoulders to suggest the meaning of Why? Elicit that it is because Max is a name.

5. Game: Musical animals

- Play any lively music. The children walk around the room. If this is not possible, ask them to dance on the spot. Stop the music. Say You're a fox. The children mime being foxes.
- Play the music again. Each time you stop the music, ask the children to mime being a different animal.
 Encourage them to make sound effects each time.
 Point to the flashcards if necessary.

NB animals learnt in Level 1 are: bird, cat, dog, elephant, tish, goat, horse, kangaroo, giraffe, snake, lion, tiger, bear, carnel, octopus, parrot, monkey, rabbit, lox, ox. It would be very useful to display floshcords of these animals.

- Play again. This time when you stop the music, say It begins with r. What animal are you? The children call out Rabbit and mime being rabbits.
- Continue in this way with other animals. Don't forget to say It ends with x for ox and fox.

STICKER TIME

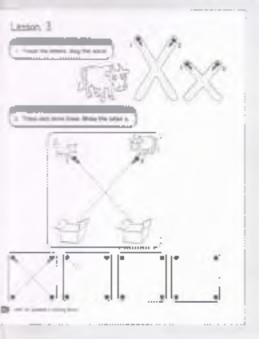
 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

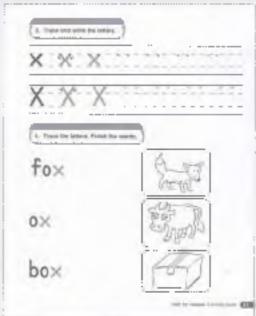
STAR OF THE WEEK TIME!

 Say It's star of the week time! Give certificates to the stars of the week (see How to use the certificates, page 16) and sing the song (CD1 Track 9/Cossette 1.1).

Unit 10: Lesson 3 Teacher's Book

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Varm-up

Repeat the Alphabet story (CD2 Track 75/Cassette 2.2).

1. Trace the letters. Say the word.

Point to the picture. Elicit the word ex.

Ask What letter comes at the end of ox? Elicit Letter x. The children practice writing big X and little x, starting at the dats and following the correct sequence.

2. Trace and draw lines. Make the letter x.

Say Point to the fox. Then Put the fox in the box. The children trace the line to put the fox in the box.

Repeat with the ox. The children will form a letter X. Say What letter is it? Elicit Letter x.

Ask the children to proctise writing the letter x below.

3. Trace and write the letters.

The children trace and then write letters X and x.

4. Trace the letters. Finish the words.

Ask the children to point to the letter x in the words. Say Fox ends with letter x. Repeat for each word. Ask them to complete the words with x to help them see how x is the ending letter of complete words.

Homework

Use Template A for practice in writing letters X and x.

Here's more!

1. Chant and do the actions.

Teach actions to accompany the chant.
 Letter x - make X shape with index fingers
 x, x, x - wiggle

fox - mime stroking whiskers

ox - shoulders up, head down, arms in front

box - arms wide, as if holding a big box

2. Sand tray letters

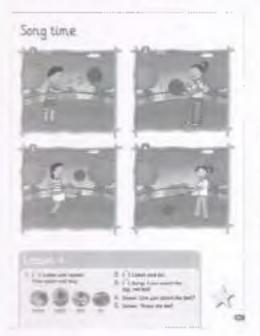
- Take the children to a sand pit or put sand into a trau.
- The children practise writing the letters X and x in the sand with their fingers.

3. Game: Letter in the air

- Hold up a phonics flashcard. The class says the word.
- Now the whole class writes the beginning letter of the word in the air, using the correct strokes. Say either Write the little letter or Write the big letter.

NB in the case of x, they write the end letter.

esson. 4 . Pupil's Book session page 61



New words: throw, catch, kick, hit

New grammar: Simon can/can't throw the ball. Throw the ball to Peter.

Review: I can .../can'l, play football, jump, swim, ride bike, climb, read, write, colour, speak

Classroom language: Listen and say. Let's play ball games. Can you catch the ball? Kick the ball to me.

Materials: big ball (red, If possible)

/arm-up

Repeat the poem I can do anything (CD2 Track 73/ Cassette 2.2) to review pan/can't.

Sing I ride my bike from Lesson 1 (CD2 Track 69/ Cassette 2.2) to energise the class and review words for outdoor activities.

Say Open your books. Hold up the correct page.

Talk about the pictures in the Pupit's Book, using some mather langue if necessary. Elicit that it is a song about ball games. Ask what ball games they like.

ntroduce the new words: throw, catch, ick, hit

If possible, use a real ball to introduce these words. Introduce the new words, using your Jojo soft toy

or poster (see How to introduce new words and structures, page 12).

Encourage the class to mime actions for each word.

Clisten and repeat. Then point and say.

Play the recording. Pause after each word or sentence for the class to repeat and point to the picture.

Play the recording again. This time ask the children to say the sentences. Say Listen and say.

Tapescript (CD2 Track 76/Cassette 2.2)

Throw, throw, throw,

Throw the ball.

Catch, catch, catch,

Catch the ball.

Kick, kick, kick,

Kick the ball.

Hit, hit, hit,

Hit the ball.

2. Listen and do.

Teach actions for the new words.
 catch – mime catching a ball.
 throw – mime throwing a ball.
 kick – mime kicking a ball.

hit – mime hitting a ball with a bat

- Call out the action words. The children do the correct action each time.
- Invite four volunteers to the front. Give each one a ball game activity: catch, kick, throw, hit.
- Play the recording from Activity 1. The children at the front do their action when they hear it. The rest of the class repeat the words and sentences, while pointing to the correct child at the front.

Unit 10: Lesson 4 Teacher's Book

3. Song: I can catch the big, red

Teach and sing the song a number of times (see How to teach songs, page 14).

Tapescript (CD2 Track 77/Cassette 2.2)

I can throw the big, red ball. The big, red ball, The big, red ball. I can throw the big, red ball. Throw, throw, throw,

I can catch the big, red ball. The big, red ball, The big. red ball. I can catch the big, red ball. Catch, catch, catch.

(chorus) We like ball games very much, Very much, very much. We like ball games very much. Do you like them too?

I can kick the big, red ball. The big red ball. The big, red ball. I can kick the big, red ball. Klek, kiek, kiek.

I can hit the big, red ball. The big, red ball, The big, red ball. I can hit the big, red ball, Hit, hit, hit,

(chorus)

(repeat verse 1)

4. Game: Can you catch the ball?

- You will need a big soft ball for this activity. An inflatable one is ideal so that it doesn't damage anything in the classroom.
- Invite four volunteers to the front. Ask the first child Can you catch the ball, Simon? Throw the ball, Simonwill either catch it or not catch it. The child then answers Yes or No. Do not embarrass any child who connot cotch the ball. Say Good try! Well done!
- Elicit from the class either Simon can catch the ball or Simon can't catch the ball. Use the child's real name.
- Continue with the remaining children at the front.
- Invite more volunteers to the front until every child who wishes to has had a turn.

5. Game: Throw the ball

- If possible, seat the class in a circle. If this is not possible, you can also play this game at the children's tobles.
- Hold an imaginary ball. Say Jane. Kick the ball to me. Jane mimes kicking the ball to you. Use the children's real names.
- Mime catching the ball. Say I can catch the ball.
- Point to another child. Say Peter. Throw the ball to me. Peter mimes throwing the ball to you. Again mime catching the ball. Say I can catch the ball.
- Repeat with another child and Hit the ball to me.
- Now that the children are familiar with the game, ask them to throw/kick/hit the ball to other children in the class, e.g. Katu, throw the ball to Michael. Michael then says I can catch the ball.
- Continue until every child has had a turn.

 Sau Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

Lesson 4 · Activity Book session page 92



Warm-up

- Sing I can catch the big, red ball (GD2 Track 77/ Cassette 2.2). This will energise the class and also review can/can't and action words for ball games.
- Mime different ball game activities. The children guess using I can

1. Match and say.

- Point to the first picture. Say I can throw the ball. Ask the children to repeat.
- Say Find another one. The children look carefully at the pictures to find another one at a child throwing a ball. Say Point to the picture. Again elicit I can throw the ball.
- Say Draw a line. Match the pictures.
- Continue in this way with the remaining pictures.

Homework

Ask the children to colour the pictures making the same action the same colour so that they match.

Here's more!

1. Sing and do the actions.

Teach actions to accompany the song.
 I can throw a big, red ball – mime throwing a ball.
 I can catch a big, red, ball – mime catching a ball.
 We like ball games very much – arms in air, as if cheering.

I can kick - mime kicking ball
I can hit - mime hitting ball with bat
We like ball games - arms in air, as it cheering

2. Make a ball, then play.

- Divide the class into pairs or small groups. Give each pair or group a sheet of paper. Ask them to crumple it up to make a ball.
- Say Play ball games! The children take turns to throw, catch, kick and hit the ball to each other, soying I can

Option

Play this game in the playground with real balls.

3. Game: Charades

- Invite a child to the front. Whisper an activity to him or her. It can be a classroom activity, a weekend activity or a ball game activity.
- Tell the class what type of activity it is. Say e.g. At the weekend. The child mimes the activity.
- The class tries to guess what it is. Say Put your hands up! The first child to guess correctly comes to the front.
- Continue with each child who comes to the front.
 Give as many children as possible a turn.

esson 5 • Pupil's Book session page 62



New words: letter names y and z, yogurt, yo-yo, zebra

Review: letters A, a-X, x; phonics words /\(\text{ic/-Ass/; It has a ... green, black, red, uellow\)

Classroom language: What toy is It? Clap your hands. Stamp your feet. It begins with m. Lollipap doesn't begin with y. What begins with z? Put your hand up! This is big/little y. Trace the big/small z. Trace it with your finger/a crayon. What letter is it? Where's little y?

Materials: Template A; strong paper or card, glue, sand Phonics flashcards: a-x, yogurt, yo-yo, zebra, zoo

tion

may prefer to introduce the letters Y and y and Z z over two classroom sessions. Introduce Y and y a first session and do the Warm-up and Activities 1 2 followed by Activity Book Activities 1 and 2. Then, duce Z and z and complete the remaining activities.

rm-up

Tepeat the chant I can catch the big, red, ball CD2 Track 77/Cassette 2.2).

vise letters and sounds a to x

Vrite four letters previously learnt on the board.

all out phonics words beginning with these letters (or naing with x). The children point to the correct letter in the board.

lay Touch the letter. Invite four children to stand in ont of the board in a line.

all out phonics words already learnt. The children ome to the board to touch the beginning letter, epeat with different letters and different children.

Introduce the letters Y and y

- Write the latters Y and y on the board. Point to the big Y and say This is big Y. Point to the little y and say This is little y.
- Use Jojo to introduce the new letter name and sound (see How to introduce letters and sounds; page 13).
- Invite any children whose names begin with Y to the trant. Write their names on the board and ask them to trace over the beginning letter with their fingers. Remind them that names begin with a big letter.

Trace the letters Y and y with your finger. Say the words.

- Ask the children to write the letters in the air. Say Write big Y in the air. Write little y in the air.
- Ask the class to trace the letters in their books with their fingers, making the sound /j/.
- Teach the words yo-yo and yogurt. Mime playing with a yo-yo and eating a pot of yogurt. Show real objects if possible. Ask What letter does yo-yo begin with? Elicit y. Repeat the question for yogurt.
- Play the recording. The children listen and point to the pictures in their books. Then ask the children to point and repeat.

Tapescript (CD2 Track 78/Cossette 2.2)

Lettery, lettery, ///./// says lettery.

ya-ya, ya-ya ya-ya, ya-ya

yogurt, yogurt yogurt, yogurt

Lettery, lettery, /V, /V, /I/ says lettery.

2. Game: Listen and jump

- Write the letters Y and y on the board.
- Say three phonics words, e.g. dog, yo-yo, goat. If you say a word beginning with y, the children jump.
- Continue using other letters.

Introduce the letters Z and z

Introduce the letters Z and z in the same way as Y and y.

Trace the letters Z and z with your finger. Say the words.

- Ask the children to write the letters in the air. Say Write big Z in the air. Write little z in the air.
- Ask the class to trace the letters in their books with their fingers, making the sound /z/.
- Point to the pictures. Elicit the word zoo (taught in Unit-5) and teach the word zebra. Ask What letter does zebra/zoo begin with? Elicit z.
- Play the recording. The children listen and point to the pictures in their books. Then ask the children to paint and repeat.

Tapescript (CD2 Track 79/Cassette 2.2)

z is for zobra

14.14.14

z is for zebra

121.121.121

z is for zoo

121.121.121

2 is for zoo

2 10 101 200

121.121.121

4. Song: Yellow yo-yo

- Teach and sing the song a number of times (see How to teach songs, page 14).
- Ask What letter does yellow begin with? Elicit Letter y.
- Encourage the children to mime playing with a yo-yo os they sing (hand opening and closing, with flicking movement).

Tapescript (CD2 Track 80/Cassette 2.2)

Yo-yo, ye-ye Yo-yo, ye-yo It's a yellow yo-yo. Look at that!

Zoo, zoo, zoo, zoo Zoo, zoo, zoo, zoo Zebra at the zoo. Look at that!

Yo-yo, yo-yo Zoo, zoo, zoo, zoo Zebra has a yo-yo Look at that!

5. Make: Sand letters Y and y, Z and z

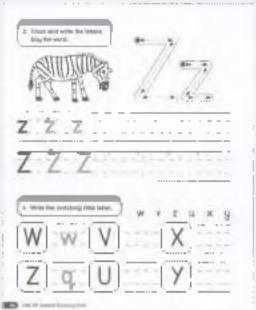
- Give each child or group two sheets of strong paper or card. Write large letters Y and y, and Z and z on each sheet, or help them to do this themselves.
- The children use a glue stick to trace the letters and make a sticky surface.
- Ask the children to pour sand carefully over the glue and then shake it away.
- The children then practise tracing the sand letters with their fingers, using the correct sequence of strokes.

STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

esson 5 · Activity Book session pages 93 and 94





Varm-up

Sing Yellow yo-yo (CD2 Track 80/Cassette 2.2).

Trace and write the letters. Say the words.

Point to the pictures. Elicit the words. Ask What letter does yo-yo/yogurt begin with? Elicit Letter y. Point to the letters Y and y and ask What letter is it? Elicit y. Ask the children to trace the letters.

The children trace then write letters Y and u.

Colour the Y and y yo-yos yellow. What letter can you see?

Ask the children to colour the yo-yos that contain the letters Y and y. Say Colour the yo-yos yellow.

Tell them to look at the shape of the up-ups. Ask What Jetter is it? Elicit Little y.

Trace and write the letters. Say the word.

Do this activity in the same way as Activity 1.

Write the matching little letter.

Write the big letter W on the board. Ask What letter is 17 Then say Write tittle w in the air.

mylte volunteers to the front to write it on the board.

- The class write little w in their books, next to big W.
- Continue with the remaining letters.

Homework

Use Template A for writing letters Y, y, and Z, z.

Here's more!

1. Game: Feel the letters

 Write a little letter on a child's back. The child guesses which it is. Continue with the other children.

2. Sing and do the actions

 Teach actions for Yellow up-up (CD2 Track 80/ Cassette 2.2):

Yo-yo - mime playing with a yo-yo Look at that! - point to your eye Zebra at the zoo - mime galloping like a zebra Look at that! - point to your eye Ya-ya, ya-ya - mime playing with a ya-ya Zebra has a yo-yo - pointing in surprise

3. Game: What's this?

Divide the class into two teams. Hold up a phonics flashcard picture and cover it with a piece of paper. Slowly reveal the picture for the class to guess.

esson 6 . Pupil's Book session page 63



Language focus: review

Review: letters a-z; phonics words /æ/-/z/; has, have: like/don't like; colours; lang

Classroom language: Look at the picture. What begins with 12 Wheet plan begins with 12 Find III Light and sing

with I? What else begins with I? Find it! Listen and sing. Listen and point. What animal is it? What are these? What's this? Are you right? Put your hands up! What letter? Colour the letter red. What letter is it? Say the letters in order. What letter is next?

Materials: Poster 20, Template C

Varm-up

Sing Big and little (CD2 Trock 69/Cossette 2.2) and Head, shoulders, knees and toes (CD1 Track 43/ Cossette 1.1).

1. \(\int\) Listen and point. What is it?

- Display Poster 20.
- Play the recording. The children listen.
- Repeat. Pause after each sentence for the children to point to the correct item in their books. Where there is a question, pause for the children to answer it.
- Play the recording again and invite volunteers to the front to point to the poster.
- Use the poster and elicit as much language in English as possible from the children.

Tapescript (CD2 Track 81/Cassette 2.2)

This little girl is a gueen.

This boy has a follipop.

Find a nurse.

Point to the rabbit.

This animal is orange. It has eight legs. What is it? This animal is orange and yellow, It says Roart What is it?

This is a long animal. It says Sssss, What is it? This animal is black and white, What is it? Can you see a lunch box? Point to the sandwiches. Point to the yogurt, Point to the juice, This girl has a yellow toy. What is It?

Answers

The octopus is orange. It has eight legs.
The lion is orange and yellow. It says Roarl
The snake is long. It says Sss.
The zebra is black and white.
Lucy has a yellow yo-yo.

2. Listen. Show you understand.

- See How to teach receptive listening, page 15.
- At the end of the activity, encourage the children to talk about the animals in the picture they like and don't like. Elicit I like (+ animal) and I don't like (+ animal).

Tapescript (CD2 Track 82/Cassette 2.2)

Hello, I'm Jojo, Today I'm at the zoo, I like zoos.

Can you see me? I have a violin. Lots of my friends are here.

Can you see Robbie the Rabbit? He's hiding somewhere.

What animals are my friends? Well, I like parrots and I like zebras, I like snakes. I don't like lions and I don't like tigers. They're scary.

What animals do you like?

3. Look and find. Then point and say.

Point to the first letter i at the bottom of the page.
Write it on the board.

Say Look at the picture. What begins with 12 The children look carefully at the picture in their book to find things beginning with the letter.

Elicit answers from individuals. Say Put your hands up! invite a child to the front to point to the correct object or animal on the poster. Elicit the answer, e.g. Lion.

Say Something else begins with t. Find it! Continue in this way with the remaining letters.

Don't forget to sou What ends with x?

ition

u could divide the class into teams and give points for ding the most words beginning with the letters.

iswers

tion, fallipop, Lucy, lunch box

- monkey, mouth
- nurse, nose
- octopus, orange, orange juice
- parrot
- queen
- Robbie, rabbit, red
- snake, sandwich, socks

tiger, tomato, trausers, Tam, tail, lou, T-shirt

- umbrella
- Vialin
- water, white
- box
- yellow, yo-ya, yogurt
- zebra, zoa

4. Game: Bingo! (Template C)

Write little letters a to z on the board.

Give each child a Bingo grid (Template C). Ask them to choose and write a little letter in each square of their Bingo grids. Give each child a set of counters or small stones.

Call out a letter name. The children cover any square that contains that letter.

Continue to call out letter names. The first child to complete a row is the winner. Tell them to call out Bingo!

5. Song: Happy, happy!

- This is the last Pupil's Book activity of Level 1. The children will be singing Happy, happy! again to make them feel good about themselves, English and their experience of Level 1.
- Review the words of the song, line by line. Explain the meaning by performing actions where possible.
- Sing the song a number of times, with everyone clapping after Happy! Happy! Say Listen and clap!

Tapescript (CD2 Track 83/Cassette 2.2)

Happyl (clap, clap)

Happyl (clap, clap)

A happy class for you and me.

Happy! (clap, clap)

Happy! (clap, clap)

Happy as can be.

Singing songs together.

Having lots of fun.

Singing songs together.

Having lots of fun.

Happy! (clap, clap)

Happyl (clap, clap)

A happy class for you and me.

Happyl (clap, clap)

Happy! (clap, clap)

Happy as can be.

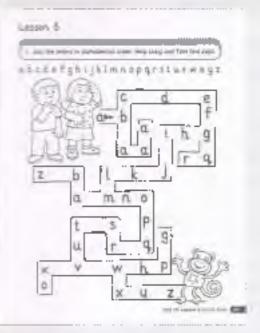
STICKER TIME

 Say Good work, class. It's sticker time! The children stick a star in the space at the bottom of the page.

STAR OF THE WEEK TIME!

- Say It's star of the week time! Give your certificates to the stars of the week (see How to use the certificates, page 16).
- Sing Joja says you're the star of the week (CD1 Track 9/Cassette 1.1).
- Repeat for each child and insert his or her name.

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Warm-up

 Sing the song Happy, happy! (CD2 Track 83/Cassette 2.2) to motivate the class.

Join the letters in alphabetical order. Help Lucy and Tom find Jojo.

- This activity gives further exposure to the idea of alphabetical order.
- Write the letters a to z on the board in alphabetical order. Point to each letter and ask the children to say the letter names. Ask What letter is it? Repeat.
- Pub out three letters. Again ask the children to say the letters in alphabetical order, trying to remember the currect sequence. Say Say the letters in order. When the children come to a space, ask What letter is next? Write in the letters as they remember them correctly.
- Fell the children to look at the maze in their books. Explain that Lucy and Tom cannot find Jojo.
- Ask the children to say the letters in alphabetical order again, this time pointing to the correct letters in the maze. Say Say the letters in order.
- Repeat to be sure of the correct route.
- Now ask the children to colour the maze to show the correct route from Lucy and Tom to Jojo.

Homework

Ask the children to colour the alphabet maze at home.

Here's more!

1. Sing and do the actions

- Teach actions for the song.

 a happy class pointing around the class for you point to another child and me point to self happy as can be opening arms gesture to whole class singing songs together hands to represent opening mouths having lot's of fun jumping in air
- Demonstrate the actions as the children sing. Then sou Do the actions!
- Make sure they have big smiles on their foces when they sing, Happy! Happy!

2. Art: Alphabet frieze

- Say the alphabet around the class so that each child has one letter of the alphabet.
- If you have fewer children than letters of the alphabet, some children can have more than one letter.

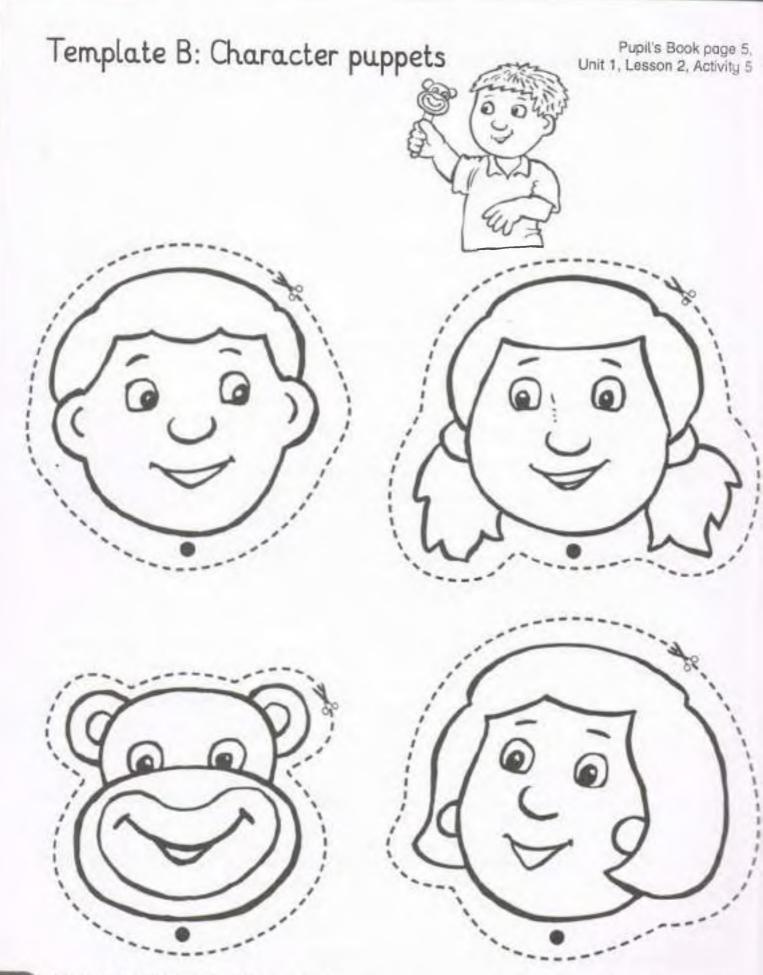
NB You may prefer to do this activity in pairs, giving . each pair two or more letters.

- Give each child or pair two sheets of paper.
- Help the children to write their letters on the first piece of paper. Encourage them to decorate and colour it.
- Ask them to draw objects beginning with that letter on the second sheet of paper.
- Display the alphabet frieze in the classroom. Place the letters, in alphabetical order on a wall. Stick the corresponding pictures below.

3. Cooking: Animal face sandwiches

- Ask the children to make their own zoo animal sandwiches for snack time.
- Give each child a slice of bread. Allow them to use jam, peanut butter, raisins and chocolate drops (or any ingredients you can find) to make the animal faces. Raisins can be eyes and noses, Slices of carrot can be fur and half a slice of cucumber can be a mouth.
- Encourage the children to be creative.

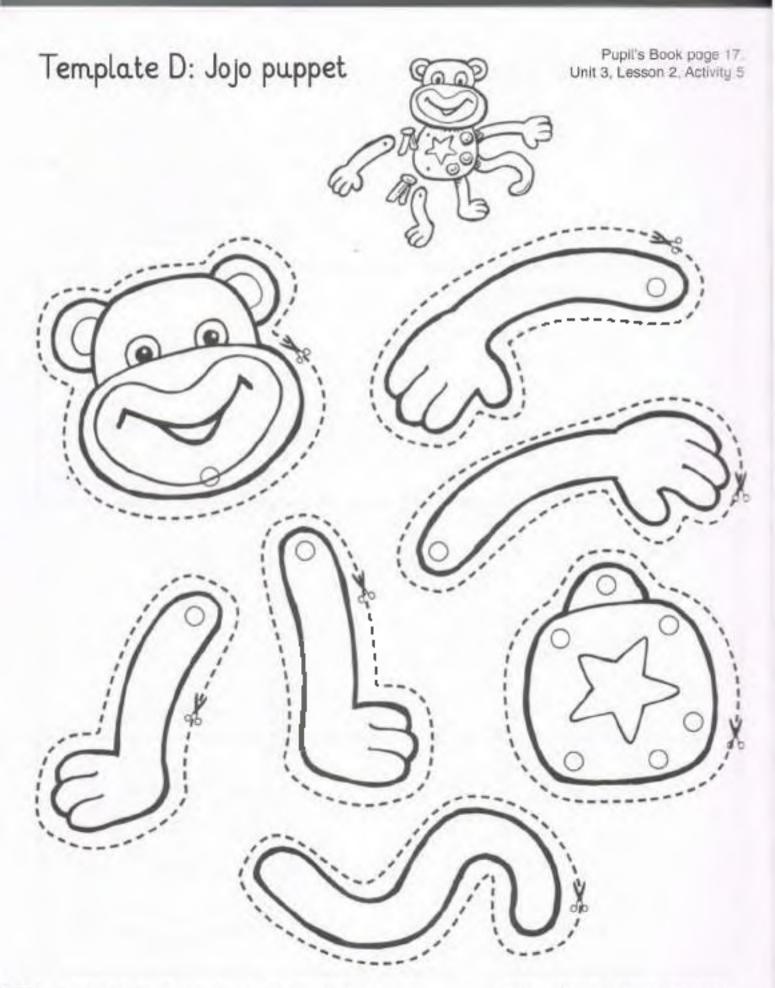
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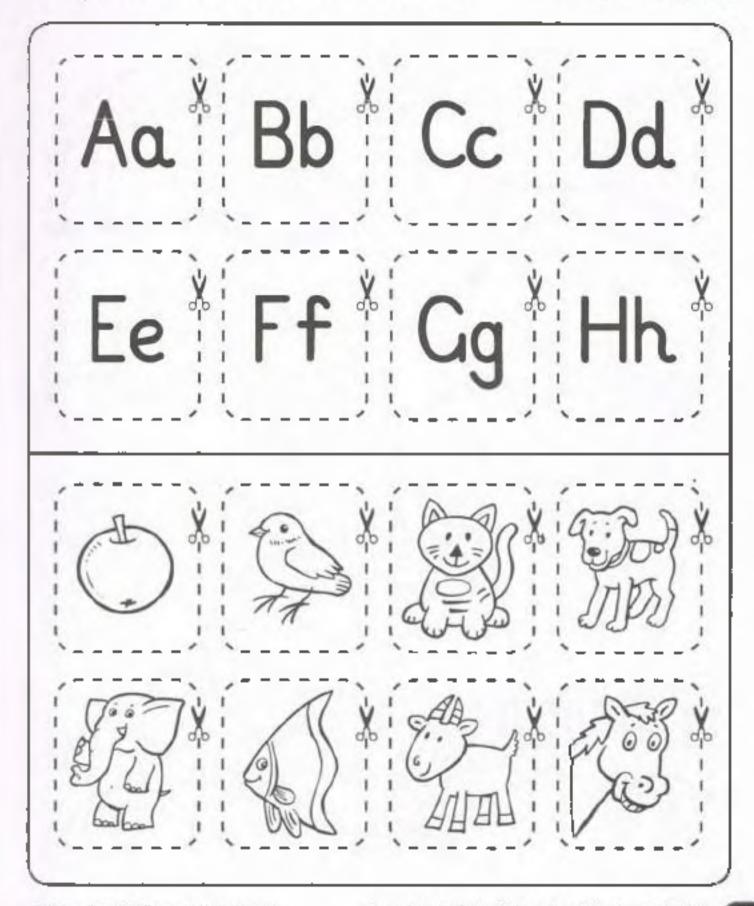


Template C: Bingo



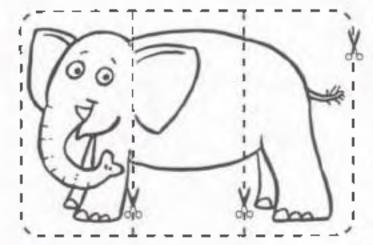
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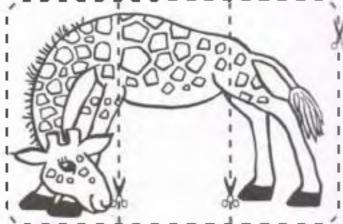


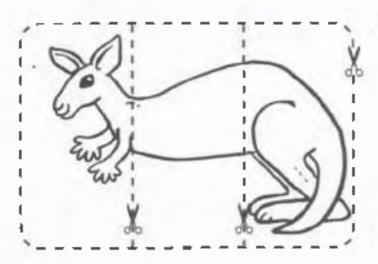


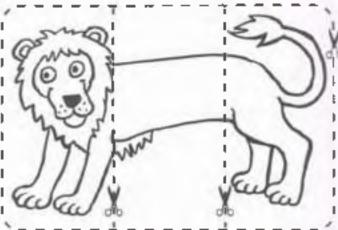
Template F: Animal jigsaw

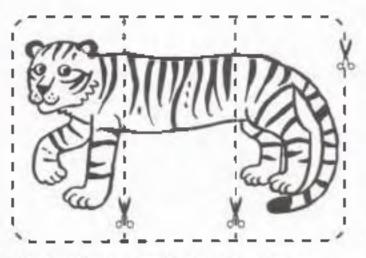
Pupit's Book page 33, Unit 5, Lesson 6, Activity 5

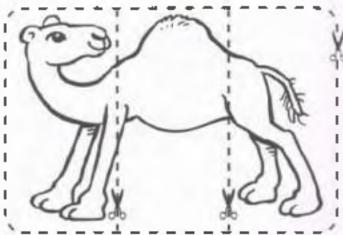










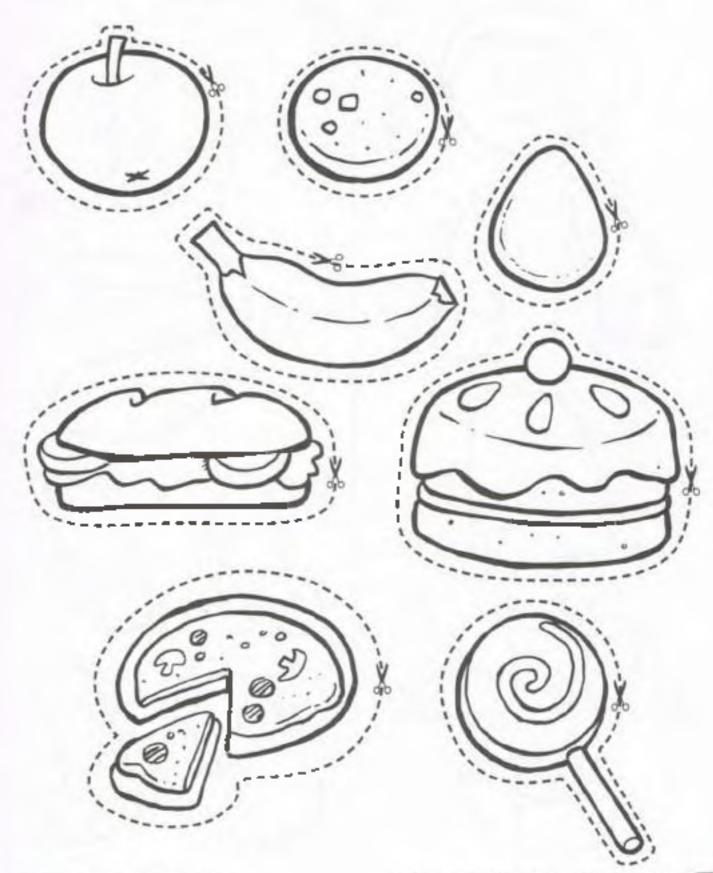




Template H: Dress Jojo

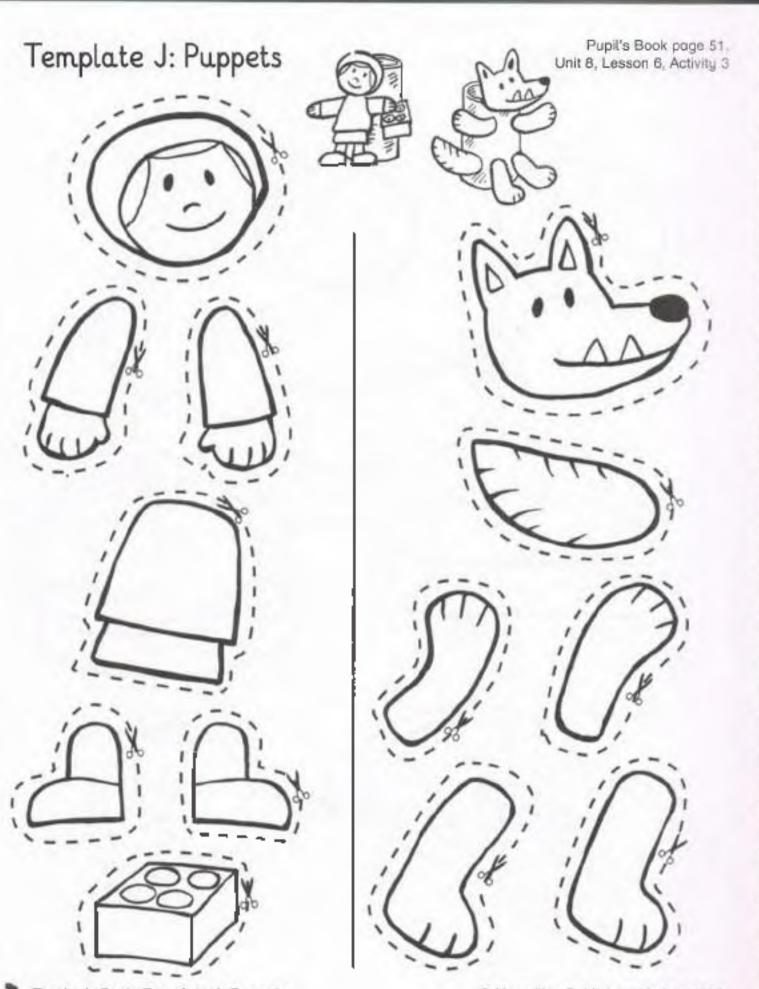
Pupit's Book page 44, Unit 7, Lesson 5, Activity 4

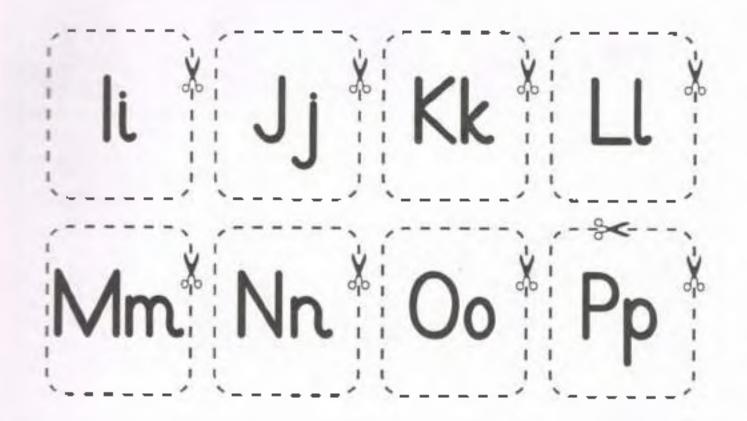


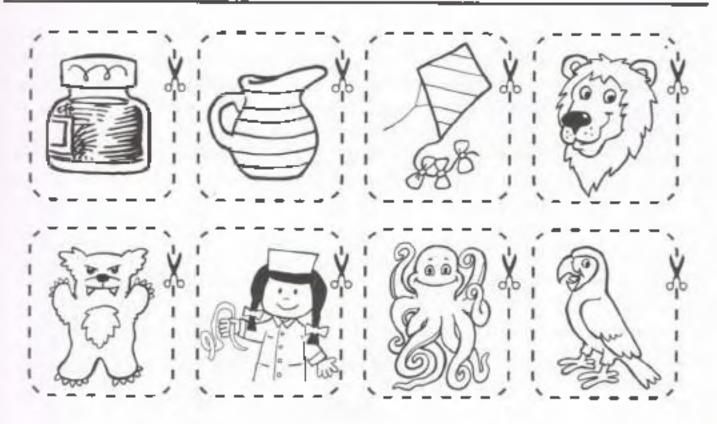


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Template I: Make food Teacher's Book 24







Template L: Actions board game

Pupil's Book page 59, Unit 10, Lesson 1, Activity 5



Assessment sheet: Units I and 2

P - can produce the language

R = can understand the language

X = cannot produce or understand

P? = portially produces the language

R? = porticity understands the language

Name	1	2	3	4	5	6	7	8	9	10
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- Greet people with Hello and introduce themselves using I'm
- Identify and name four colours (red, green, yellow, blue).
- 3 Respond to simple instructions (Stand up! Sit down! Point to ... Colour ...).
- Identify and name letters A and a. Say two words beginning
- Identify and name letters B and b. Say two words beginning with b.
- Identify and name four classroom objects.
- 7 Identify and name letters C and c. Say two words beginning with a.
- 8 Identify and name letters D and d. Identify two words beginning with d.
- 9 Identify and name numbers 1, 2, 3.
- 10 Count objects to 3.

Assessment sheet: Units 3 and 4

P = can produce the language

R = can understand the language

X = connet produce or understand

P? = partially produces the language

R? = partially understands the language

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- Identify and name four parts of the body.
- 2 Talk about their body using I have
- 3 Identify and name letters D and d. Say two words beginning with d.
- 4 Identify and name letters E and e. Say two words beginning with e.
- 5 Identify and name numbers 4 and 5.

- 6 Count objects to 5.
- 7 Name four members of a family.
- 8 Respond to How old are you?
- 9 identify and name letters F and f. Say two words beginning with f.
- 10 Identify and name letters G and g. Say two words beginning with g.

Assessment sheet: Units 5 and 6

P = can produce the language

R = can understand the language

X = cannot produce or understand

P? = partially produces the language

R? = partially understands the language

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- 1 identity and name four zoo animals.
- 2 identify and name letters I and i. Say two words that begin with i.
- 3 Identify and name letters J and J. Say two words that begin with J.
- 4 Identify and name letters K and k. Say two words that begin with k.
- Read the words: one, two, three, four, five.

- 6 Name four toys.
- 7 Identify and name letters L and I. Say two words that begin with L.
- 8 Identify and name letters M and m. Say two words that begin with m.
- 9 Identify and name letters N and n. Say two words that begin with n.
- 10 Identify and name numbers 6, 7, 8, 9 and count objects to 9.

Assessment sheet: Units 7 and 8

P = can produce the language

R = can understand the language

X = connot produce or understand

P? = partially produces the language

R? = partially understands the language

Name	1	2	3	4	5	6	7	8	9	10
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- Identify and name four items of clothing.
- 2 Identify and name letters O and a. Say two words that begin with a.
- 3 Identify and name letters P and p. Say two words that begin with p.
- 4 Identify and name letters Q and q. Say two words that begin with q.
- 5 Read the words: red, blue, green, black, yellow, white.
- 6 Identify and name numbers 0 and 10, and count objects to 10.
- 7 Identify and name four food items.
- 8 Identify and name letters R and r. Say two words that begin with r.
- 9 Identify and name letters S and s. Say two words that begin with s.
- 10 Identify and name letters T and t. Say two words that begin with t.

Assessment sheet: Units 9 and 10

P = can produce the language

R = can understand the language

X = connat produce or understand

P? = partially produces the language

R? = partially understands the language

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- Understand and name four actions words for school activities.
- 2 Identify and name letters U and u. Say two words that begin with u.
- 3 Identify and name letters V and v. Say two words that begin with v.
- 4 Identify and name letters W and w. Say two words that begin with w.
- 5 Read the words: six, seven, eight, nine, ten.

- 6 Understand and produce four action words for weekend activities.
- 7 Tell you something they can do and something they can't do.
- 8 Identify and name letters X and x. Say two words that end with x
- 9 Identify and name letters Y and y. Say two words that begin with y.
- Identify and name letters Z and z. Say two words that begin with z.

Assessment sheet: Units 9 and 10 Teacher's Book

STAR OF THE WEEK TIME!

Jojo says that _____

is the Star of the Week!

Good work!