

SMARTY

ENGLISH FOR PRIMARY SCHOOL

Michele Guerrini
Izabella Hearn
Lois May

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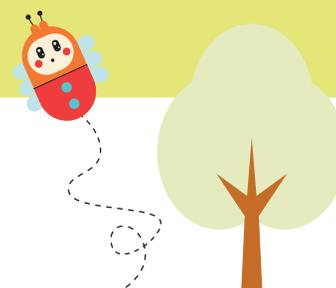
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	Dogs can run fast. Can dogs swim? Yes, they can. / No, they can't.	Pets. Actions: run, fly, swim, jump.	Social and natural science.
			



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Introduction



Smarty is an innovative **seven-level** series for children at primary level. It is **designed to cater for all types of learners** and it respects each individual within the learning process.

The Teacher's Book allows you to tailor the material to the number of class hours you have available.

Key Features

- *Smarty* makes learning English **fun, engaging** and **enjoyable**.
- **Social values** underpin the learning opportunities, for example, accepting that all families are different.
- *Smarty* encourages meaningful language learning through **purposeful interaction**.
- **Craft activities** give learners ownership of their learning.
- Texts reflect **natural language** use and encourage active participation from the learners.
- *Smarty* offers a comprehensive approach to literacy by alternating the unit focus between **fiction-based and content-based introductory texts**.
- Learners experience a variety of fiction types, for example traditional stories and poems.
- *Smarty* **integrates the learning of English with the learning** of content related to curricular subjects like Science, Art and Music.



Methodology

Smarty draws on **three main approaches to learning that have been carefully integrated** within a clearly structured, easy-to-follow, systematic framework:

- experiential learning;
- the Communicative approach;
- Content-and-Language Integrated Learning (CLIL).

***Smarty's* approach ensures that:**

- Learners can understand and use language for everyday functions such as requesting, describing, expressing likes and dislikes.
- The syllabus reflects learners' needs and communicative goals.
- Children use language to learn and develop thinking skills.

Experiential learning

Experiential learning ('learning by doing') is at the heart of *Smarty*. Learners are actively involved in the learning process, which allows them to discover and make sense of the world around them through their personal experience of English. In *Smarty*, the experiential learning cycle **begins with a concrete experience which exposes learners to a text in written and/or spoken form**. The opening of each unit lays the foundation for the theme of the unit. It constitutes a reflective observation stage built around tasks and exercises which encourage students to reflect on the new language. In doing so, they discover for themselves how language works. **At the next stage, abstract conceptualization, learners continue to reflect on and draw conclusions about the new language**. In the active experimentation stage, students use the new language in a variety of ways, gradually moving from controlled to freer activities.

The Communicative approach

The Communicative approach in the language classroom sees the goal of language as communicative competence. This approach is at the heart of *Smarty*. *Smarty* integrates the communicative approach with experiential learning.

It provides opportunities for learners to develop their communicative competence through motivating activities, topics and themes and involves them in authentic use of language.

Smarty's communicative activities:

- have clear social, linguistic and academic objectives;
- encourage the exchange of ideas and information between learners;
- include activities such as information-gap exercises;
- develop opportunities for creativity through acting out, drawing and content-based tasks.

Content-and-Language Integrated Learning (CLIL)

The 4 C's of **CLIL - Content, Communication, Cognition and Culture** - are an integral part of *Smarty*. *Smarty* introduces content in two main ways.

The **fiction-based units** introduce learners to literature, develop cultural awareness and encourage imagination.

The **content-based units** introduce content from subject areas such as Science and Music. They enhance learners' awareness of the world around them. These units develop communication skills and language typical of other curricular subjects.

Eight competences for life-long learning

- Key competences are a combination of knowledge, skills and attitudes.
- They have been naturally interwoven into the series *Smarty*.

Learning to learn

- Working individually or in groups to increase learning efficiency.
- Discovering methods to plan courses of action, set goals and increase learning opportunities, such as using dictionaries.

Competence in linguistic communication

- Developing the capacity for oral and written communication.
- Learning to express and interpret concepts, thoughts, feelings, facts and opinions.

Social competence and citizenship

- Developing understanding of codes of conduct and appropriate behaviour.
- Focusing on the social well-being of oneself and others.

Autonomy and personal initiative

- Learning how to plan, develop and evaluate one's work with confidence and a critical sense.

Mathematical competence

- Using numbers to perform basic operations.
- Understanding the symbols and forms of mathematical reasoning.

Processing information and digital competence

- Finding, obtaining, processing and transmitting data using traditional and modern technologies.

Knowledge and interaction with the physical world

- Applying the scientific method to explain its phenomena.

Cultural and artistic competence

- Appreciating cultural and artistic manifestations from different periods of time and different cultures.



TEACHER'S BOOK

Key Features and organisation

- The Teacher's Book provides teachers with complete lesson plans, including comprehensive teacher's notes, and highlights the objectives, key language and materials in each section.
- It includes suggestions for Extra practice and Extension activities.
- It provides the answers for all the activities in the Learner's Book, including Games and Integrations.
- Photocopiable activities are included at the end of each unit, which can be used for homework, revision or testing. They provide an opportunity for revision and reinforcement of content, for ongoing and continuous learning. The answers are provided on the preceding page.

Step-by-step approach

- The lesson plan for each unit provides a carefully designed framework that is repeated in each section of the unit:

Initial chart

Objectives

- Primary communicative goals and functional language.

Key language

- Predominant vocabulary that will be used throughout each section.

Materials

- Materials the teacher needs to display for the class, for craft work or hands-on experience.

Presentation

- Each section is presented in a meaningful context. Students are encouraged to make inferences and predictions.
- Each activity in the Learner's Book is developed step by step and the answers are provided.

Wrap-up

- Wrap-ups provide closure and follow-up for each section.
- They usually encourage error analysis and reflection on the work done.

Warm-up

- Warm-ups activate students' prior knowledge through fun games and activities.
- The topic and main language of the unit is introduced.

Extension

- The optional Extension activities provide ideas for consolidation.
- Teachers can use them as resources for mixed-ability classes.

Extra practice

- The optional Extra practice provides ideas for enlarging the lesson through fun activities and group project works that encourage creativity.

Key Features and organisation

Smarty

Smarty, the running character, provides continuity within the cycle and introduces content-area vocabulary and grammar.



Icons

- The graphic images next to the activity instructions go hand in hand with the competences mentioned before: linguistic communication, learning to learn, social competence, autonomy and personal initiative, mathematical competence, knowledge and interaction with the physical world, and cultural and artistic competence. Processing information and digital competence.
- The icons help students know what they are expected to do in each activity:



Listen



Read



Draw or colour



Talk or say



Interact with a classmate



Write

UNIT 0

- This introductory unit is a good resource to motivate the children and, from Level 2 onwards, to review basic language.

UNITS 1-6

- Each unit deals with a different theme, language function, vocabulary and grammatical structures.
- Units 1 to 6 are divided in the following sections:

OPENING

- A fictional or factual text introduces the unit theme.
- Child-focused content.
- The prediction stage sets the context and stimulates thinking skills.
- Colourful pages capture attention.
- Simple and short exchanges.
- Activities foster observation and comprehension skills.

SONG

- This section works on vocabulary through songs.
- Songs foster oral skills, create harmony, and facilitate classroom management.
- Illustrations establish a meaningful context.
- Thinking-skills are promoted.

The songs in *Smarty*:

- make language memorable.
- improve rhythm and intonation.
- bring the classroom to life.
- motivate the learners on a short- and long-term basis.
- support language learning through music and dramatisation.





CLIL

- Focuses on the new language and develops communication skills.
- Allows students to engage in key language.
- Learners make their own materials to develop autonomy and a sense of ownership.
- Continues with the unit theme from two different content-area perspectives: science content and content-based projects that foster creative thinking and group work, while developing fine motor skills.



I LIKE

- This page is for children to think about what they liked most about the unit. By doing so, they take ownership of the learning process and the book itself.



ACTIVITIES

- The Activities section reinforces language and provides further opportunity for skills development.



EXTRA ACTIVITIES

- The Extra activities at the end of the book provide optional extra practice for fast-fininishers or students who need reinforcement.



ROUNDUP

- Enables learners to work with text, either written or spoken.
- Learners apply what they have learnt to produce a meaningful text in the unit genre.
- Includes a song related to the unit theme.
- Offers consolidation and self-evaluation activities.



I can

- At this point, students reflect on what they have learnt in the unit and select the answers that are most appropriate for them. It is a very important step for developing self-confidence and a sense of achievement.



GAME & INTEGRATION

- Every two units, there are four pages of Game and Integration.
- The games integrate unit vocabulary, structures and skills.

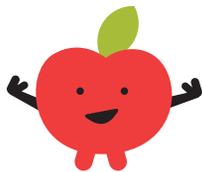
All in all

Smarty is a series designed to walk the children through their English learning journey at schools in an EFL context.

Smarty is a series that intends to assist teachers in their everyday task of aiding the learning of a foreign language.

All the people who were involved in making *Smarty* deeply hope both students and teachers find the series suitable for their needs.

Get ready to enjoy and make the most of *Smarty*!



SMARTY



0 Welcome to school!

Objectives:

- Introducing oneself
- Getting to know the book

Key language:

- Greetings

Priority learning cores

e-sm.com.ar/guidelines_NAP

Pages 4-8.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA

Pages 83-86.

Pages 6 and 7

Warm-up

Introducing ourselves.

- Welcome the children to school. Introduce yourself: *Hello! I'm (your name)!* Ask the students to introduce themselves. Encourage them to say: *Hello! I'm...!*

Introducing Smarty.

- Hold up the Learner's Book, show the cover and introduce Smarty: *This is Smarty.* Tell them that Smarty is going to help them learn English: *Look, he is saying hello.* Encourage the class to say hello back: *Hello, Smarty!*

Presentation

Getting to know their Learner's Book.

- Ask the children to take out their Learner's Book. Ask them to browse through it, and look at different pages and pictures. Encourage the children to look at the colours and the many characters that appear in the book. Help the children find the games and the storybooks.
- Ask them to turn to page 3 of their Learner's Book. Hold up your own copy of the Learner's Book and point to Smarty. *Look, here is Smarty again!* Now ask the children to complete the chart. Help with spelling. Encourage them to ask you your name if they cannot remember it and write it on the board. Hold up your copy, point and read: *This is me.* If you have a small picture of yourself, stick it onto the blank space provided. Now ask the children to draw themselves in the blank space.

- Ask the children to turn to pages 4 and 5. Explain that on those pages they can see everything they will learn throughout the year. *Look at everything we will learn. It's exciting!*
- Ask students to turn to pages 6 and 7 of their Learner's Book. Ask them to look at the picture and tell you what they can see. Say: *This is a school!*
- Hold up your copy and point to the weather box on the top right-hand corner of page 7. Tell students that in this book, we can colour the appropriate weather in each main section of each unit. Ask: *What's the weather like today?* Write the question on the board and answer it: *Is it a sunny day?* Draw a sun on the board. Then, draw a cloudy day and a rainy day, and say: *Or is it a cloudy day? Or a rainy day?* Write the words next to them. Ask the question again and encourage the students to answer *Today is a...day!* Start asking one by one until they understand what the weather is like today. Circle it and ask the students to copy on their books: *Today is a sunny day!* Remember you can do this drill every class before beginning the lesson.

Presenting the lesson vocabulary.

- Point to yourself and say: *Teacher.* Now point to the whole class and say: *Classroom.* Finally, point to two of the children sitting together and say: *Friends.* Write all the words on the board and ask the children to repeat them.

A Look and point.

Ask the students to open their Learner's Book at pages 6 and 7. Encourage the children to look at the different places in the school. Say: *Look at the school and point. Point to the teacher.* Wait for the children to find all the teachers in the picture. Help them if necessary. *Now point to the students.* Encourage the children to recognise all the students that appear on the picture. *Now point to a classroom.* Help them find the classroom. Then, focus the children's attention on children that are on the playground and say: *Point to the group of friends.*

**Objectives:**

- Saying a poem
- Identifying colours

Key language:

- Colours

Materials

- School word cards and flashcards (school, classroom, teacher, friends) . Colour flashcards and word cards (yellow, red, blue)

Warm-up**Matching words and pictures.**

- Show students the school flashcards and elicit each word. Ask students to repeat. Put all the flashcards on the table. Say one of the words and ask a student to find it, stick it on the board and repeat the word with the whole class. Hand out the word cards to four students and ask them to stick the cards under or next to the flashcards on the board.

Presentation**Identifying colours.**

- Show the children the colour flashcards one at a time. Show the yellow one and say: *Yellow*. Do the same for the red and blue flashcards. Now, point to other objects in the classroom that are yellow, red and blue and say: *Yellow, red, blue*.

A Read and say.

Ask the children to open their Learner's Book at page 8. Ask them to identify the place and the people in the picture. *What is this? Classroom*. Point to the teacher. *Who is this? Teacher*. Now point to the students. *Who are they? Students*. Then, focus the students' attention on what is written on the board. *This is a poem about colours*. Read the poem once, and then encourage the children to repeat each line after you. Write the words on the board. Read the poem once again together with the whole class.

Extension**Drawing the poem.**

- Hand out A4 paper and ask the children to copy the poem. Tell them to draw the sun, the rose, the flower and the heart using the three colours they have learnt. Ask questions to stimulate speaking: *What colour is the sun? What colour is the rose?*

Page 9

Presentation**Colouring the appropriate weather.**

- Focus the students' attention on the weather box. Remind them to circle and colour the right weather. *What's the weather like today? Is it rainy? Today is a... day!*

Introducing your best friend.

- Tell the children that you have a best friend. Show them a picture of him or her: *This is my best friend*. Now tell them your friend's name and tell them something about him or her. Then, ask them one by one who their best friend is.

B Draw your best friend.

Invite the students to draw their best friends. Tell them to draw them doing what they like best. Invite the students to the front of the classroom to show their best friends.

C Look and colour.

Focus the students' attention on the picture. *What is this? Classroom*. Ask the children if they notice something missing. Encourage them to answer: *Colours*. Then, invite the students to colour the classroom using the colour code on the right-hand side of the page.

Wrap-up**Game: Colour groups.**

- Divide the class into three groups. Take out the colour word cards and give each group a card. When you say the word "go", each group has to go round the class and find ten objects of the colour indicated in their cards. The group that finishes first is the winner.

Extra practice



Doing a picture dictation.

Hand out sheets of A4 paper and ask the children to take out yellow, red and blue pencils or markers. Show them how to divide the paper into four squares. Give the students a picture dictation. Say: *A teacher in yellow, a student in blue, friends in red and a multicoloured classroom.* Go round the class and ask students questions about their drawings. *What's this? Teacher.* Help the students to pronounce correctly.

Page 10

ACTIVITIES

1 Match.

Ask the children to look at the words on the left-hand side of the page. Read the words and encourage the students to repeat them after you. Then, ask them to look at the pictures on the right-hand side of the page. Ask them: *Where is the teacher?* Once the children have pointed to the picture of the teacher, tell them to draw a line from the word 'teacher' to the picture. Repeat with the rest of the words.

Page 11

2 Complete.

Ask the children if they remember the poem about the colours. Then, tell them to complete each line of the poem with a colour word. Go round the class to monitor the activity and check spelling.

Answers: yellow, red, blue.

3 Read and match.

Tell the children to look at the photograph. Ask them to describe it. *What can you see?* Elicit the words *classroom, friends* and *teacher*. Then, tell the students to match each of the words below to the things and people in the photograph.

Extra practice



Unscrambling words

Write the following words on the board. Make sure you scramble them keeping the initial capitals:

1. Classroom
2. Yellow
3. Student
4. Friends
5. Blue
6. School
7. Teacher
8. Red

Do the first word with the whole class and then ask the students to write them in their notebooks in the correct order.





1 Hello, Smarty!

Objectives:

- Introducing oneself
- Identifying classroom objects

Key language:

- Greetings and introductions
- Classroom objects

Materials:

- Classroom objects, small cards to make name badges, safety pins, a rubber ball

Priority learning cores

e-sm.com.ar/guidelines_NAP

Pages 4-8.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA

Pages 83-86.

Page 12

Warm up

Introducing yourself.

- Wave and say: *Hello, I'm (your name)!* Encourage the class to say hello to you. Repeat this twice. Shake hands with a student and introduce yourself: *Hello, I'm...* Help the student to respond: *Hello! I'm...* Repeat this with as many students as possible.
- Ask different students to stand up, wave their hands and introduce themselves: *Hello, I'm* The rest of the class wave back: *Hello, I'm ...!*

Presentation

Learning vocabulary.

- Lay a book, a pencil, and a pencil case on your table. Point to each item in turn and say the words. Ask the students to repeat.

Setting the context.

- Ask students to open their Learner's Book at page 12. Ask what they think this unit is about. You can ask: *Is this unit about classroom objects? Is this unit about flowers? Is this unit about dogs?*

Page 13

A Look and point.

Invite the students to look at the pictures and point at the classroom objects in them.

Learning vocabulary.

- Show the class a chair, a table and a bag. Point to each item in turn and say the words: *chair, table, bag*. Ask the students to repeat.

B Find and circle.

Ask the students to circle the classroom objects they can find. Help them identify the new vocabulary.

Wrap-up

Game: Hello, I'm... .

- Ask the children to stand by their desks. Introduce yourself and throw the ball to a student: *Hello, I'm ...* Encourage him/her to reply: *Hello, I'm* That student throws the ball to another student and he or she introduces himself/herself. Repeat the activity until every student has participated.

Extension

Making name badges.

- Write the words 'Hello, I'm ...' on the board. Hand out small cards and ask the students to copy the words and complete with their names. Tell the students to decorate their name badges. Collect and store the name badges for further use.

Extra practice

Game: Hello, goodbye.

Ask the children to walk around the class and introduce themselves whenever they meet another student. Then, they say goodbye and wave their hands. Tell them to continue until they have met everyone.





Objectives:

- Singing and acting out a song
- Associating spoken words with pictures
- Understanding instructions
- Identifying and naming classroom objects

Key language:

- Classroom objects
- Colours
- Greetings and introductions

Materials:

- Classroom objects, name badges from the first section, Paper clips, A4 paper, small tokens (six per child)

Warm-up

Introducing yourself.

- Hand out the name badges. Help the students attach their badges to their clothing with a paper clip. Put them into pairs. Ask the children to introduce themselves to their partners: *Hello, I'm I'm from* Help with pronunciation.

Presentation

Learning classroom vocabulary.

- Ask the students to open the Learner's Book at page 14. Explain the class that the boy in activity A is performing magic tricks. Ask the students to describe the picture: *What can you see in the picture?* Hold up a rubber and say: *this is a rubber.* Ask them to repeat the word. Introduce the preposition 'on' by placing the rubber on your table and say: *The rubber is on the table.* Review the colours red, yellow and blue by pointing to objects in the room. Tell the students to repeat the colours.

A Listen and sing.

Tell the students they are going to hear a song about the objects on the boy's table. Point to the motion lines in the illustration and explain that the pencil, the book and the rubber are jumping out of the pencil case onto the chair, and then onto the table.



Book and rubber.

Smarty:

Book and rubber,

Book and rubber

Pencil case,

Pencil case,

Rubber, book and pencil

Rubber, book and pencil

On the chair!

On the chair!

Book and rubber,

Book and rubber

Pencil case,

Pencil case,

Rubber, book and pencil

Rubber, book and pencil

On the table!

On the table!

Play the track again:

- Ask the children to place a book, a pencil, a rubber and a pencil case on their tables. Ask them to raise the appropriate item when it is named.
- Tell them to act out the song.

B Match and say.

Point to items on page 14 and ask the students to identify them: *What's this? A chair. What colour is it? Red.*

Ask the children to take out a red pencil or crayon and draw a line between the chairs: *Point to the red chair. Show me a red pencil. Draw a red line.* Repeat with the other items. Tell the children to draw the lines using the same colours as the items they are matching.

Wrap-up

Game: Guess the item.

- Books closed. Hide a pencil, a rubber, a book or a pencil case behind your back and ask the students to guess the item: *What have I got behind my back? A pencil. Yes / No.* Ask them to guess: *What colour is it? Blue. Yes / No.* When the students have guessed correctly, show them the item.

Extra practice

Game: Where's...?

Ask the children to work in pairs. Tell them to use their coloured pencils. Students A put a pencil on the chair or on the table and ask: *Where's the (red) pencil?* Students B have to say the complete sentence: *The (red) pencil is on the (chair).* Go round the tables and help the children say the full sentence.



C Listen and point.

Ask the children to open the Learner's Book at page 15. Explain that Smarty is performing magic tricks where the book, pencil and rubber jump from the table to the chair. Play Class CD Track 3.



Smarty's magic tricks.

Smarty:
Hello! I'm Smarty!
A blue rubber!
A yellow book!
A red pencil!

Play the track again:

- Ask the students to place a book, a pencil and a rubber on their tables. Ask them to point to each item as it is named by Smarty.
- Play the track again. Pause after each line and encourage them to repeat the words.

Wrap-up

Acting out the commands.

- Tell the children to close their books, stand up and listen to Smarty. When they hear the names of the classroom objects, they should pick up the correct object. Play the track again. Demonstrate the actions and encourage them to join in.

Extra practice

Making bingo cards.

Hand out sheets of A4 paper. Ask the students to follow you as you make a six-square card. Fold the paper lengthwise and then fold in one end of the strip and then the other to make a square. Give the children a picture dictation, explain that they can draw the items in any square they like, but leave two squares blank. Use the following words: *book, pencil, rubber, pencil case, table, chair, blue, red, yellow*. Ask them to draw and colour an item in the remaining two squares. Tell them not to repeat the drawings from the other squares. Make sure that the pictures are different in every square.



Extension

Game: Bingo.

- Explain to the class how to play bingo. Hand out six tokens to each student. Check if the students understand that they have to cover the squares when they hear the words. Explain that when all the squares in one horizontal, vertical or diagonal row are covered, they say: *Bingo*.
- Say the words from the Song section at random slowly twice: *A blue table, a blue table. A red pencil, a red pencil*. Repeat this until a student shouts: *Bingo*. Play the game again and invite a student to help you read out the words.



Objectives:

- Counting to ten
- Associating spoken numbers with the corresponding numerals

Key language:

- Numbers
- Colours
- Classroom objects

Materials:

- Sticky tape; red, blue and yellow crayons, A4 paper, white cards (one per child), small plastic plates, yellow and blue finger paint, paper towels



Warm-up

Making flashcards: matching words and pictures.

- Write the words book, rubber, pencil, pencil case, table and chair on the board. Read the words aloud with the class. Give a sheet of A4 paper to each student. Tell them to choose one object from the board and draw a large picture of it. Ask them to colour and label their object. Collect all the flashcards and hold them up one at a time. Ask the children to identify the different objects: *What's this? Pencil / table / chair*. Invite a student up to the front of the classroom. Hand out a flashcard and a small piece of sticky tape. Tell the student to stick the flashcard next to the corresponding word on the board.

Presentation

Presenting vocabulary in the song.

- Ask the students to open the Learner's Book at page 16. Tell the children that they are going to sing a song about numbers and explain that a kid is a boy or girl.
- Introduce the colour green by pointing to green objects in the classroom: *The pencil is green.* Ask them to repeat chorally: *Green.*

A Listen and sing.

Play Class CD Track 4 once through without pausing: *Listen, please.*



Ten little comet kids.

*Narrator: One little, two little, three little comet kids.
Four little, five little, six little comet kids.
Seven little, eight little, nine little comet kids,
Ten little comet kids!*

Play the track and do one of the following activities each time:

- Ask the children to point to the comet kids and count along with the song: *Listen, point and count.*
- Tell the students to raise the corresponding number of fingers when they hear each number: *Listen and show me!*

Count and write.

- Ask students to complete the activity as you play the track again. Tell them to write numbers on the comets' T-shirts, referring them to the numbers at the top of the page to help them. Make sure they match each comet with the corresponding colour: *What colour is number one? Blue!*

B Look and say.

Explain to the children that the girl in activity B is asking a question and the boy is giving an answer. Read the example aloud and ask the students to repeat chorally. Practise the rising intonation in the question with them.

Divide the class into teams. Team 1 asks the first question: *What colour is number 5?* And Team 2 answers: *Yellow.* If the answer is correct, Team 2 asks the next question.

Wrap-up

Memorising numbers.

- Ask the students to memorise the numbers and colours on page 16. Tell them to close their books and ask them questions about the numbers: *What colour is number 7? Blue.* Continue the activity with all the numbers.

Extra practice



Counting colours.

Collect red, green, blue and yellow pencils from the students. Place the pencils on your table and organise the children in a semi-circle round the table. Ask a student to pick up five yellow pencils: *Give me five yellow pencils, please.* Encourage the rest of the class to count along while the student prepares the set of five. Repeat the activity with different numbers and colours.

Extension

Making the colour green.

- Students work in groups of four. Ask each group to work at one table. Give a piece of white card to each child. Put some yellow and blue finger paint on separate plastic plates and place them in the centre of each table.
- Tell the children to dip their fingertips into the yellow paint and dab it in the top left-hand corner of the card: *Put yellow paint here.* Ask them to use another fingertip and dab blue paint in the top right-hand corner: *Put blue paint here.* Tell the children to dab yellow paint and blue paint in the middle of their cards and mix the paints together: *Mix the yellow and blue paint here.*
- Ask the students to tell you the colour of the paint in the middle of the card: *What colour is this? Green.* Hand out the paper towels. Write the following on the board: *yellow + blue = green.* Tell them to copy the sentence carefully on their cards. Leave the cards to dry.

Warm-up

Revising vocabulary.

- Ask the children to place a pencil, a rubber, a pencil case and a book on their tables and to identify them.

C Listen and draw.

Ask the students to open their Learner's Book at page 17. Explain that Smarty is looking for his things. Ask the students to identify the objects in the bubble: *What is he looking for? A pencil, a rubber, a book and a pencil case.*

Read the following dialogue once without pausing. Then, read it again but pausing after each exchange. Tell the students to point to the object mentioned and draw the missing object in the correct place: *Where is the pencil? On the table. Draw the pencil.*

Dialogue.

Smarty: *Where's my pencil case?*
 Narrator: *On the chair. Your pencil case is on the chair.*
 Smarty: *Where's my book?*
 Narrator: *On the table. Your book is on the table.*
 Smarty: *Where's my rubber?*
 Narrator: *On the chair. Your rubber is on the chair.*
 Smarty: *Where's my pencil?*
 Narrator: *On the table. Your pencil is on the table.*

D Listen and colour.

Ask the students to take out red, blue and yellow crayons. Check that they know the colours: *Show me yellow.*

Play Class CD Track 5 and pause after each instruction. Ask the children to colour the objects according to the instructions: *Listen and colour the objects.* Go round the class and check their work: *What colour is the pencil case? Red.*



Listen and colour.

Smarty
Colour my pencil red.
Colour my rubber blue.
Colour my book yellow.
Colour my pencil case red.

Wrap-up

Memorising the picture.

- Tell them to close their books and ask them questions: *What colour is the rubber? Blue. Where is it? On the chair.*

Extension

Game: What's missing?

Place eight classroom objects on your table and name them: *A red pencil.* Tell the students to close their eyes. Remove one object. Tell the children to open their eyes and ask: *What's missing? A red pencil.* Encourage them to say both the colour and the object. If a student gives the correct answer, replace the object and invite him or her to remove the next one.

Make the game more challenging by removing two or more objects each time.



Objectives:

- Counting objects
- Developing observation skills

Key language:

- Expressing quantity
- Revision: numbers, colours, classroom objects
- Identifying colours

Materials:

- A tray, a tablecloth, classroom objects, A5 paper

Warm-up

Song: Ten little comet kids.

- Play Class CD Track 4. Tell the children to raise the appropriate number of fingers when they hear the numbers: *Listen and show me.*

Presentation

A Find and circle.

Ask the students to open the Learner's Book at page 18. Explain to the children that the pictures are identical except for four differences. Find the differences in the pictures: *How many books can you see in picture 1? Two. How many books can you see in picture 2? Three.* Tell the students to circle the extra book. Repeat the activity with the pencils, rubbers and pencil cases. Practise counting in English: *How many books can you see in pictures 1 and 2? One, two, three, four, five.*

Extension

Asking and answering questions.

- Ask more questions about the pictures: *What colours are the rubbers in picture 2?*

Wrap-up

Revising with the word cards.

- Display different coloured classroom objects on your table. Give half the children the object word cards and the other half the colour word cards. Point to one of the objects on the table. Ask the students to raise their hands if they have either of the words *green* or *pencil*. Tell them to place the words on the table next to the pencil.

Extra practice

Game: What's new? What's missing?



Bring out the tray and tablecloth. Put at least five of each of the items on the tray: pencils, rubbers and books. Give the children some time to count and memorise the objects on the tray. Cover the tray with the tablecloth. Tell the students to close their eyes and either add or remove objects from the tray. Then, ask them to open their eyes. Remove the tablecloth and ask: *What's different? One pencil and two rubbers.* Help the students pronounce the plurals correctly.

Extension

Making song cards.

- Hand out the A5 paper. Explain to the children that they are going to make cards to illustrate the song 'Ten little comet kids'. Suggest that the comets can be flying, dancing, playing, etc. Play Class CD Track 4 and ask the children to illustrate their cards. Continue playing the song as they draw. Put the title of the song on the board: *Ten little comet kids*, and tell them to copy the title of the song onto their cards.
- Help the children make a display with the song cards. Use this display to revise numbers and colours.

Home project

Choosing their favourites.

- Tell the students that they are going to look back through the unit and decide what they liked best about it. Ask them to make three circles. In the first one, tell them to write two of the words they have learnt in the unit. Then, they need to decide which activity they liked best and write down the letter of the activity and the page number in the second circle. In the third one, they have to decide and write down which page was their favourite.

Page 19

I like

Owning their learning.

It is important for students to own their learning. In this section, the children think of what they liked most about the unit or the class. By doing so, they take ownership of the learning process and the book itself.

B Draw.

Invite the student to draw something from their favourite page in the unit. Encourage them to be creative and use lots of colours.

Reflecting on the unit.

Invite different students to think of their favourite words and read the words they have chosen and to name their best activities and favourite pages. Use this activity to provide valuable feedback and to evaluate the use of certain activity types such as songs and games.



I can

Assessing their own learning.

- The purpose of this section is to foster autonomous learners. It encourages children to make a self-assessment of what they learned and take pride in it.
- Invite them to say all the new things they can do after working on this unit. Make them take turns to share with the class. There are no wrong answers here.

Extra practice



Familiarising students with the alphabet.

- Write the letters of the alphabet on the board. Tell the students you are going to sing a song to learn the names of the letters in English.
- Sing the song (or recite as a verse) once, pointing to the corresponding letters on the board as you sing (or say) them.

A, B, C, D, E, F, G

H, I, J, K, L, M, N, O, P,

Q, R, S,

T, U and V,

W, X,

Y and Z,

Now I know my A, B, C,

Now I know my A, B, C!

- Sing the alphabet again and encourage the students to repeat.

4 Draw, colour and write.

Encourage the students to complete the series of items. Ask them to draw the missing object. Then, tell them to colour it and write down the corresponding word.

Extension

Playing Bingo again.

- Use the bingo cards from the Song section. Ask the children to play bingo in pairs. Explain that student A says the words and student B covers the squares with tokens. Then tell them to swap roles. Explain that they can choose to say just the object 'A pencil case!' or the object and its colour 'A green pencil case!'. Use this activity to assess speaking skills.



Note:

On pages 20 and 21 you will find extension exercises for you to photocopy and hand out to the students. These exercises integrate this unit with previous content, for ongoing and continuous learning. You can use them as best suits your class: either as extra practice, or as a mini-test to assess your students.

Answers from page 20:

1. Hello, I'm Smarty! 2. A blue rubber. 3. A yellow book.
4. A red pencil.

Answers from page 21:

1. yellow 2. red 3. blue

Page 20

ACTIVITIES

1 Draw and write.

Ask the students to draw a picture of themselves. Then, tell them to fill in the blanks with their name and the place they are from.

2 Trace and colour.

Tell the students to trace each word carefully: *Trace the words*. Then, ask them to colour the classroom objects.

Page 21

3 Read and match.

Ask the students to match the pictures to their corresponding words in A, B or C.

NAME _____ DATE _____



A WRITE.



1. _____! I'M _____!

2. A _____

3. A _____

4. A _____



NAME _____ DATE _____



A WRITE THE MISSING COLOURS AND SAY THE POEM.

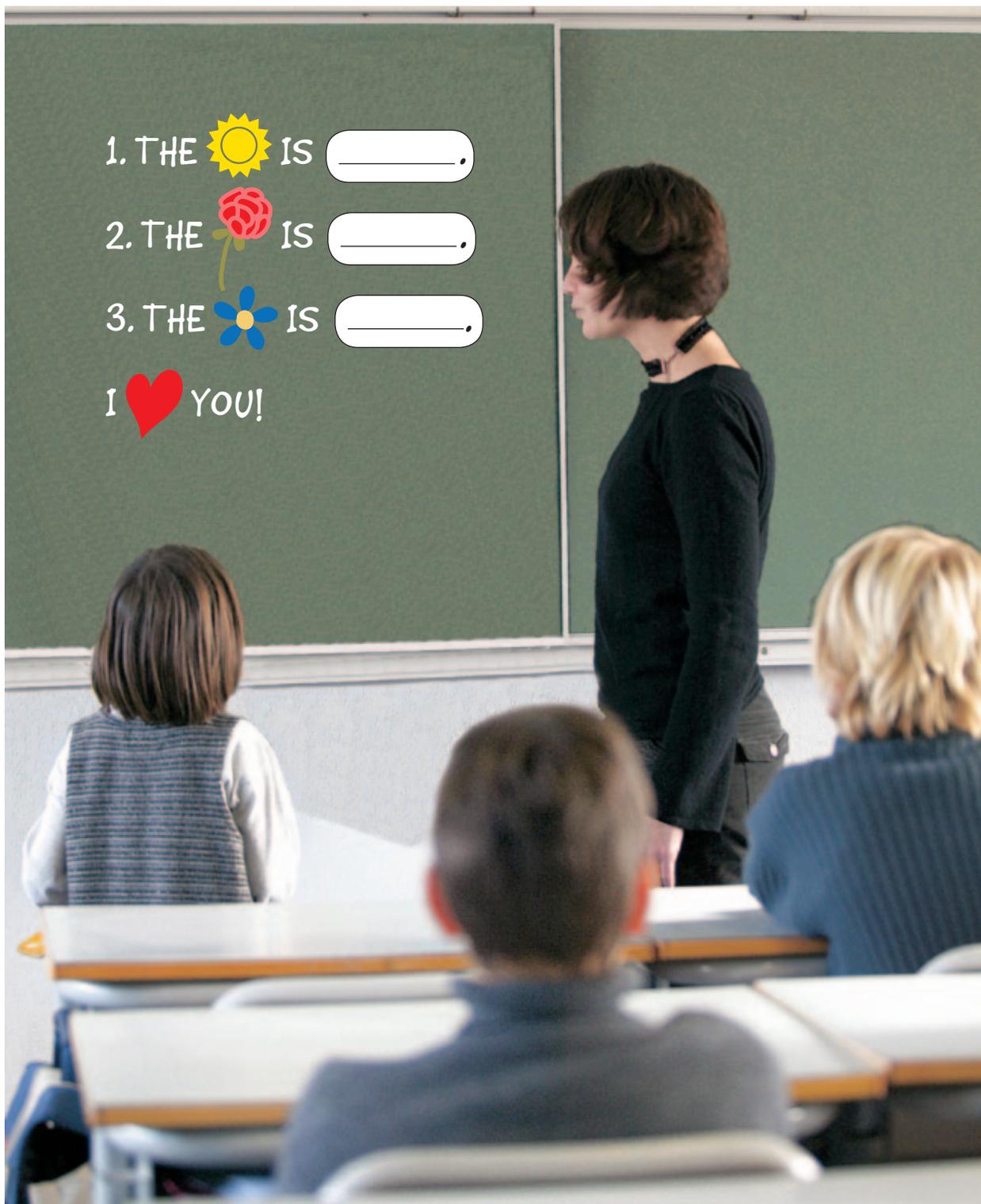


1. THE  IS .

2. THE  IS .

3. THE  IS .

I  YOU!





2 The gingerbread boy

Objectives:

- Recognizing and naming the parts of the body
- Extracting information from a story

Key language:

- Parts of the body
- Colours

Materials:

- Flashcards of parts of the body, coloured pencils, sticky tape, A4 paper.

Priority learning cores

e-sm.com.ar/guidelines_NAP

Pages 4-8.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA

Pages 83-86.

Page 22-23

Warm-up

Revising colours.

- Tell the students that they are going to play a colour game. Say a colour and ask the students to touch something of that colour in the classroom: *Touch blue!* Demonstrate the game by touching something blue and tell the students to repeat the action with other blue objects.

Presentation

Setting the context.

- Tell the children to open their Learner's Book at pages 22 and 23. Ask: *Is this unit about a boat? Is this unit about a house? Or is this unit about a boy?* Wait for the children to reply to the first two questions and let them know the third one is correct.

Presenting new vocabulary.

- Now invite the students to close the books. Draw the outline of a gingerbread boy on the board. Leave enough room around the edges to draw arrows: *This is a gingerbread boy.* Explain to the children that gingerbread is a sweet and spicy biscuit.

- Make Flashcards with the words 'eyes', 'nose', 'mouth', 'hair' and 'legs'. Hold them up one by one and ask the students to repeat the words chorally. Stick the Flashcards around the outline of the gingerbread boy.
- Ask the children to identify the parts of the body: *What is this? A nose.*

Making predictions.

- Ask the children to open their Learner's Book at pages 22 and 23 and tell them to identify the objects that they know: *Is this a table? Point to the gingerbread boy.*

A Listen and read.

Read the title of the story aloud to the class: *The gingerbread boy.* Ask the students to look at the illustrations. Elicit from the children what happens at the beginning, middle and end of the story. Make sure that the children understand that in the illustration a grandma is baking and decorating a gingerbread boy, but the gingerbread boy does not want to be eaten and runs away.

Play Class CD Track 6.



Listen and read.

Woman: Yellow hair.

Gingerbread boy: A nose, please!

Woman: A green nose! Two blue eyes.

Gingerbread boy: I've got legs! Thank you!

Woman: Stop, stop!

Play the track again:

- Ask the children to point to the parts of the face and body in their books as they are named in the story.

B Look and match.

Ask the students to identify the pictures on page 23: *Who's this? Gingerbread boy. What's this? Hair. What colour is the hair? Yellow. What colour are these sweets? Yellow.*

Ask the children to complete the activity in their Learner's Book: *Match the colours and draw a line.* Then, check the exercise: *What colour is his mouth? Red.*



Wrap-up

Dramatising the story.

- Divide the class into two groups and assign the roles of the grandmother and the gingerbread boy to the groups. Hand out sheets of A4 paper to each student. Ask one group to draw the gingerbread boy and the other to draw the grandmother to use them as puppets. Tell them to use coloured pencils. Then, help the children cut out the puppets and show them how to stick each puppet to a pencil or ruler with sticky tape.
- Play Class CD Track 6 once again and pause after each line. Ask the groups to repeat and mime the actions using the puppets they made. Correct rhythm and intonation as needed. Swap roles and repeat the activity so that each group has a chance to use both puppets.

Objectives:

- Recognising and naming parts of the body
- Developing listening skills

Key language:

- Parts of the body
- Showing agreement or disagreement
- Identifying colours

Materials:

- Flashcards of parts of the body, A4 paper.



Warm-up

Revising the story.

- Ask the students to open their Learner's Book at page 22 and point to the first picture of the story. Play Class CD Track 6 and pause it after the first exchange and ask the children to repeat the words. Ask the students to hold up the corresponding story puppet to show comprehension: *Show me Grandma*. Continue the activity until the end of the story.

Presentation

Presenting new vocabulary.

- Books closed. Draw the outline of the gingerbread boy on the board. Tell the children they are going to complete the picture. Hold up the following Flashcards and elicit the words from the students: eyes, nose, mouth, hair and legs.
- Invite a student to stick a Flashcard in the appropriate place around the gingerbread boy. Ask the class to say *Yes* or *No* to show that the Flashcard is correctly placed. Point to the Flashcards and tell the children to repeat the word chorally.
- Place the remaining Flashcards around the outline of the gingerbread boy. Draw arrows from the Flashcards to the corresponding parts of the body. Check understanding: *What's this? A head. What are these? Ears.*

Extra practice

Game: What's missing?

Take out the following Flashcards: eyes, nose, mouth, hair, legs. Ask the students to identify them one by one as you display them on the board. Allow the children time to look at all the cards. Tell them to close their eyes and remove one of the cards. Tell them to open their eyes and to guess which card is missing: *What's missing? The eyes*. Make the game more challenging by removing two cards at a time.



Extension

Illustrating the story.

- Ask the students what they think happens to the gingerbread boy after he runs away. Elicit a number of different ideas from the class. Hand out sheets of A4 paper. Ask the children to illustrate the gingerbread boy after he has run away: *Draw the gingerbread boy*. Tell them to think about where he is, what he is doing and how he feels. Explain that there is no right or wrong answer. Create a display in the room. Write the title 'The Gingerbread Boy' on a piece of paper and stick it at the top of the display.

A Listen and sing.

Ask the students to open their Learner's Book at page 24. Tell them that they are going to hear a song about the parts of the body. Play Class CD Track 7 once without pausing and tell the students to listen and to look at the illustration: *Listen, please!*



Listen and sing.

Narrator:

<i>Head and face,</i>	<i>Eyes and ears,</i>
<i>And arms and legs,</i>	<i>And nose and mouth,</i>
<i>Arms and legs,</i>	<i>Nose and mouth,</i>
<i>Arms and legs,</i>	<i>Nose and mouth,</i>
<i>Head and face,</i>	<i>Eyes and ears,</i>
<i>And arms and legs,</i>	<i>And nose and mouth,</i>
<i>Head, face, arms and legs.</i>	<i>Eyes, ears, nose and mouth.</i>

Play the track again

- Ask the children to look at the illustration and point to the appropriate parts of the face or body: *Listen and point.*
- Tell the students to point to the parts of their own faces and bodies when they hear the words: *Listen and show me!*
- Encourage the students to sing along and point to parts of their own faces and bodies as they do this. Demonstrate the actions and tell them to sing along: *Sing and do the actions.*

B What's missing? Draw and say.

Ask the students to take out red, green, yellow and blue coloured pencils or crayons. Check that they have the correct ones: *Show me green.*

Point to the gingerbread boy. Explain to them that they are going to colour the gingerbread boy. Tell them to listen carefully to your instructions: *Colour his hair yellow.* Continue giving instructions with the following words: *face, eyes, nose, mouth, head, ears, arms, legs, green, red, blue, yellow.* Then, check the exercise: *What colour is his hair? What colour are his arms?*

Wrap-up

Completing the gingerbread boy.

- Tell the students to focus their attention on the outline of the gingerbread boy on the board. Hand out the Flashcards of parts of the body to different students. One by one, ask them to stick their Flashcards around the outline. Do not say if they are right or wrong. Point to a Flashcard and ask the class: *Is this correct? Yes or no?* If any Flashcards are incorrectly placed, invite another student to place them correctly. Continue until all the Flashcards are in the correct place around the outline.

Extension

Making bingo cards.

- Hand out sheets of A4 paper. Make a six-square card. Ask the students to number the corners of each square one to six. Give them a picture dictation of four objects from the previous sections. Explain to the children that they can draw the objects in any square they like. Ask them to fill in the remaining two squares with their own ideas. Tell them not to repeat a part of the body or face that is already on their bingo card. Go round the class and ask the students questions about their drawings: *Is number 5 a nose? What is number 6?* Collect and store the bingo cards for later use.

Extra practice

Recognising a sequence.

Display three Flashcards on the board. Point to each one and elicit the word. Say the words in the same order several times and ask the class to repeat chorally: *nose, eyes, ears.* Remove the Flashcards. Ask the students to say the sequence. Shuffle the Flashcards and play again. Make the activity more challenging by displaying more words.



Presentation

Introducing big and small.

- Books closed. Draw the outline figures of two gingerbread boys on the board; one large and one small. Introduce them: *He's a big gingerbread boy! He's a small gingerbread boy!* Ask the children to repeat chorally. Point to different sized objects around the classroom: *Is it big? Is it small? Yes or no?* Point to parts of your face and body and describe them: *I've got big ears! I've got a small nose.* Ask the students to repeat chorally. Encourage them to describe themselves: *I've got big eyes.*

C Listen and number.

Ask the students to open their Learner's Book at page 25. Point to the gingerbread boy in activity C and describe him: *He's got a big head!* Invite the children to repeat chorally. Point to the remaining four animals and help the students describe them: *Big or small ears? Big ears. Big or small mouth? Small mouth.*

Tell the students that they are going to hear the gingerbread boy and animals describe their faces. Play Class CD Track 8 and pause after the gingerbread boy speaks. Ask the students to identify the gingerbread boy: *Point to the big head.* Continue as the students follow the instruction: *Write number 1.* Repeat the activity with the remaining descriptions.



Listen and number.

TRACK 8

Gingerbread boy: *I've got a big head.*

Narrator: *Write number 1.*

Fox: *I've got big ears.*

Narrator: *Write number 2.*

Rabbit: *I've got a small nose.*

Narrator: *Write number 3.*

Mouse 1: *I've got small ears.*

Narrator: *Write number 4.*

Mouse 2: *I've got a small mouth.*

Narrator: *Write number 5.*

Answers: 1. Gingerbread boy 2. Fox 3. Rabbit 4. Mouse (above)
5. Mouse (below)

D Make picture cards.

Elicit from the class what the children in the picture are doing: *Playing with picture cards.* Tell the students that they are going to make their own picture cards. Give each student nine white cards. Ask them to draw a different part of the body in each card: *face, hair, eyes, nose, mouth, head, ears, arms and legs.* Tell the students to point to each drawing and say the word.

Ask them to write the words underneath the drawing. Write the words on the board for them to copy. Keep the cards on the tables for the Wrap-up activity.

Wrap-up

Game: Snap.

- Put the children into pairs. Ask them to lay their picture cards facedown on the table. Demonstrate the game with one student. Turn over a card and name it: *I've got a face.* Tell the student to turn over his or her card and name it: *I've got arms.* If the pictures match, the student keeps the pair. If the cards do not match, turn them over again. Continue the game until one student has matched three pairs of cards. Ask the children to play the game in pairs. Go round the class and make sure that the students understood the activity. Use this activity to assess speaking skills. Hand out paper clips and ask the children to clip their sets of cards together.

Extra practice

Game: Bingo.

- Give the children the bingo cards they made in the beginning of this section. Elicit from the class how to play bingo. Hand out six tokens to each student. Make sure the children understand that they have to cover the squares when they hear the words. Explain that when all the squares in one horizontal, vertical or diagonal row are covered, they say: *Bingo.* Say the words from the beginning of this unit at random slowly, twice: *A yellow table, a yellow table. A blue pencil, a blue pencil.* Repeat until a student shouts: *Bingo.*





Objectives:

- Identifying the five senses
- Relating each sense to a part of the body
- Developing awareness of human diversity
- Describing people

Key language:

- The senses
- The sexes
- Length

Materials:

- Class CD, Flashcards of parts of the body and Word Cards, sticky tape, A4 paper, story puppets, old magazines featuring people, glue, scissors, poster paper, crayons.

Warm-up

Introducing the theme.

- Explain to the students that in this section they will learn about the five senses and how their senses help them perceive the world around them. You can say: *Look around!* While saying this you can mimic the action pointing to your eyes and your surrounding. Ask the children to repeat after you. Then, copy the poem on the board and ask them to repeat each line after you.

Say the poem:

Look around!

Look around!

What can you see?

Happy faces,

Happy friends,

A beautiful world

for you and me!

Presentation

Matching words and pictures.

- Books closed. Display the following Flashcards on the board: eyes, ears, nose and mouth. Show the students your hand to introduce the word: *This is my hand.* Encourage them to hold up their hands: *Show me your hands.* Show the children the Hands Flashcard and ask them to count the hands: *How many hands can you see?* Stick the Flashcard on the board. Lay the following Word Cards on your table: eyes, ears, nose, mouth, hands. Point to the first Flashcard on the board and elicit the word. Invite a student to come and find the Word Card that matches the Flashcard and stick it to the board. Encourage the rest of the class to say *Yes* or *No*. Continue until the all the Word Cards match the Flashcards.

A Listen and tick (✓).

Ask the students to open the Learner's Book at page 26. Elicit from the class what the children in the photos are doing: *listening to music, stroking a dog, reading a book, eating ice cream and smelling flowers.* Ask the children to look at the first picture. Point to your ears and describe the action: *I hear with my ears.* Ask the students to point to their ears and repeat chorally. Continue the activity with the remaining four pictures: *I see with my eyes. I smell with my nose. I taste with my mouth. I touch with my hands.* Repeat these actions several times.

Play Class CD Track 9 and pause after the first child speaks. The children tick the appropriate box under the picture: *Ears or eyes?* *Tick the box.* Continue playing the track, pausing after each exchange to allow the students time to tick the boxes. Tell the children to complete your sentence so you can check the answers: *I hear with my... ears.*



TRACK 9

Narrator: Number 1.

Boy: *My ears. I hear with my ears.*

Narrator: Number 2.

Boy: *My hands. I touch with my hands.*

Narrator: Number 3.

Girl: *My eyes. I see with my eyes.*

Narrator: Number 4.

Girl: *My mouth. I taste with my mouth.*

Narrator: Number 5.

Girl: *My nose. I smell with my nose.*

Wrap-up

Game: Charades.

- Silently point to your nose and wait for the children to say the word: *Nose*. Sniff and pretend to be smelling something. Elicit the phrase: *I smell with my nose*. Repeat this process with the remaining senses using different actions. Invite the student who guesses correctly to come to the front of the classroom to do the actions.
- Put students into pairs and ask them to do this activity together. One partner does the action while the other guesses the body part and the sense. Then ask them to swap roles.

Extra practice

Game: Correct the phrase.

Hold up the Eyes Flashcard and say the incorrect phrase: *I smell with my eyes*. Wait for the students to spot the mistake and correct you: *I see with my eyes*. Continue the activity until they can correct you easily.



Extension

Drawing one of the five senses.

- Write the following sentences on the board: *I smell with my nose. I hear with my ears. I touch with my hands. I taste with my mouth. I see with my eyes*. Encourage the class to repeat chorally and to point to the corresponding parts of their bodies and faces.
- Ask the students to think about different activities in which they use their senses. Elicit a number of ideas from the class. Hand out sheets of A4 paper to the children. Ask them to draw an activity in which they use one of their five senses: *Draw what you see. Draw what you touch*.
- Ask them to write one of the sentences from the board at the top of their drawings. Invite some students to show their pictures and read their sentences to the class.
- Ask the children to store their pictures in their English notebooks.

Page 27

Warm-up

Revising vocabulary.

- Display pages 22 and 23 in the Learner's Book and hand out the story puppets the children made. Play Class CD Track 6 and ask the children to hold up their story puppets to indicate which character is speaking: *Show me Grandma*. Play the track again and tell the students to repeat the words after each line.

Presentation

Introducing new vocabulary.

- Books closed. Draw stick figures of a boy with short brown hair and a girl with long black hair on the board. Identify each one in turn: *This is a boy. This is a girl*. Ask the children to repeat chorally. Identify boys and girls in the class: *Are you a boy or a girl? Girl. Is Carlos a boy or a girl? Boy. Is Maria a boy? No, she's a girl*. Describe the boy and girl on the board: *He's got short hair. She's got long hair. His hair is brown. Her hair is black*. Hold up the black and brown board markers as you do this. Write the words boy, girl, long, short, brown and black in the correct places around the boy and girl. Leave the pictures on the board.

B Look and guess.

Ask students to open their Learner's Book at page 27. Point to the first picture in activity B and help the students describe the boy: *Is it a boy or a girl? Boy. Long hair or short hair? Short hair*. Repeat the activity with any of the other children. Tell the students that you are going to play a guessing game with them. Ask a child to write a number between one and six on the board. Turn your back to the board, so you cannot see the number. Tell the children to look at their books and find the boy or girl that corresponds with the number on the board. Ask students questions about the picture: *Is it a boy or girl? Long or short hair? Black or brown hair?* Encourage the children to say *Yes* or *No*. Guess the picture.

Extension

Making descriptions

Students work in pairs. Student A describe one of the pictures on the board. Student B describe the other.



G Make a Face Poster.

Point to the materials list in activity C. Ask the students to put these items on their tables and place some magazines in the middle of each table. Divide the class into groups and hand out poster paper to each group. Ask the children to find a picture of a person in the magazine and cut out just the face of that person. Tell them to glue their pictures onto the poster paper and to label the facial features in their pictures. *Long hair. Blue eyes. Small mouth.* Go round the class and offer help with this activity. Write some words on the board to help them. Invite groups to show their posters and describe them to the rest of the class. Display the posters around the class.

Wrap-up

Asking questions about the posters.

- Point to a face on one of the posters and ask questions about it: *Is this a boy or a girl? Is her hair short or long? Are her eyes blue?* Elicit the answers from the students and encourage them to produce full sentences: *It is a boy. He's got short hair.*

Extra practice

Game: Odd one out.



Write the following headings on the board: numbers, colours, classroom objects and parts of the body. Write an example under each heading: three, red, pencil, eyes. Ask the students to call out words for each category and write them under the correct heading. Clear the board and tell the children that they are going to play a game called "Odd one out". Explain that *odd one out* means that one object is different from the rest of the objects in a group. Say four words and the students decide which one is the odd one out: red, blue, table, green. *Table. Correct. A table is not a colour. A table is a classroom object.* Play the game using the other lexical sets.

Extension

Drawing and labelling a picture.

- Hand out sheets of A4 paper. Ask the students to draw and label objects that are short, long, big, small, brown and black. Give examples: *a long pencil, a brown chair.* Invite the children to show and describe their pictures to the class. Then, they file their drawings in their English notebooks.

Objectives:

- Developing listening skills
- Describing people

Key language:

- Expressing feelings
- Describing oneself
- Revision: Parts of the body, the five senses

Materials:

- Small alphabet cards, Flashcards of parts of the body and Word cards, Unit 2 storybook

Warm-up

Revising the alphabet.

- Ask the children to sit in a circle. Give each student a card with a letter of the alphabet on it and tell them to place their cards face up on the floor. Identify the letters by going round the class and asking each student to say his or her letter. Explain that when you call out a letter the student who has it jumps up. Collect the cards by calling out the letters in alphabetical order.

Presentation

Revising parts of the body.

- Hand out the Flashcards and Word cards of parts of the body, one card to each student. Say: *leg.* Ask the students with the correct Flashcard and Word Card to form a pair.

A Look and mark. Yes (✓) or No (X).

Ask the students to open their Learner's Book at page 28. Explain that the gingerbread girl is describing herself. Ask a student to read out the speech bubble and the first description: *I'm a gingerbread girl. I've got a red mouth.* Ask the class to confirm if this is true: *Has she got a red mouth?* Yes. Tell the children to put a tick in the first box. Check with the class: *Does she have a small nose?* Yes.

Answers: A big mouth (✓), big ears (x), black hair (x), a small nose (✓), blue eyes (✓), one arm (x), two legs (✓)

B Listen and sing.

Point to your eyes and say: *I can see with my ...* Encourage the students to complete the sentence: *eyes*. Repeat this with *ears, nose, mouth* and *hands*. Tell the students that they are going to hear a song about the five senses. Explain the word "lucky". Play Class CD Track 10 once through without pausing: *Listen, please!*



I've got two eyes

*I've got two eyes
Lucky, lucky me,
Because I can see, see, see,
I can see with my two eyes!*

*I've got two ears
Lucky, lucky me,
Because I can hear, hear, hear,
I can hear with my two ears!*

*I've got two hands
Lucky, lucky me,
Because I can touch, touch, touch,
I can touch with my two hands!*

*I've got a nose
Lucky, lucky me,
Because I can smell, smell, smell,
I can smell with my little nose!*

*I've got a mouth
Lucky, lucky me,
Because I can taste, taste, taste,
I can taste with my little mouth!*

Play the track again and ask the children to listen and point to the relevant parts of the body when they hear the words: *Listen and point*.

Wrap-up

Game: Memory.

- Display page 28 in the Learner's Book 1. Allow the students a few minutes to memorise the picture while you draw the outline of a gingerbread girl on the board. Close the book and ask the class to describe the gingerbread girl from memory: *Is her hair blue? No. What colour are her eyes? Blue. Has she got a small nose? Yes.* Draw the features on the gingerbread girl. Ask the students to compare the original gingerbread girl with the one on the board and correct any mistakes: *She's got a green nose!*

Extension

Pronouncing h.

- Hold up the following Word Cards and elicit the words: *head, hair*. Ask the children to identify the words physically: *Point to your head*. Pronounce each word clearly, emphasising the initial /h/ and ask them to repeat chorally.

- Invite each student to pronounce the words. Elicit other words that the children have learnt with the same initial sound: *hello, hear, hand*. Write them on the board and practise saying them with the class.

Extra practice

Making a storybook.

Tell the students to turn to pages 91 and 92. Tell them to cut out the storybook and put the pages together in numerical order. Encourage the class to count with you as they identify the pages: *Show me page 1*. Tell the children to write their names in their storybooks on page 2. Ask the children to take them home to tell the story to their families. Then ask them to store the books in their English notebooks.



Page 29

I like

Owning their learning.

- It is important for students to own their learning. In this section, the children think about about what they liked most about the unit or the class. By doing so, they take ownership of the learning process and the book itself.

Draw.

Invite the student to draw something from their favourite page in the unit. Encourage him/her to be creative and use lots of colours.



I can

Assessing their own learning.

- The purpose of this section is to foster autonomous learners. It encourages children to make a self-assessment of what they learned and take pride in it.
- Invite them to say all the new things they can do after working on this unit. Make them take turns to share with the class. There are no wrong answers here.

ACTIVITIES

1 Read and colour.

Ask the children to read what the gingerbread boy says and follow his instructions to colour him. Go round the class and make sure that the children are using the right colours for each part of the gingerbread boy.

2 Read and write.

Tell the students to complete the sentences with the words in the box above. Then, check the exercise with the class: *I've got a big h... , I've got a big m...*

Answers: a. head b. mouth c. ears d. small e. big

Extension

Counting to ten.

- Ask the children to stand in a circle or by their tables. Count to ten aloud with the class. Ask the children to close their eyes. Explain that they need to count silently in their heads while you clap: *Listen and count*. Pick a number between one and ten and clap your hands that number of times. Ask the children to raise their hands when they have the answer. Repeat the activity with another number.

Home project

Choosing their favourites

- Tell the students that they are going to look back through the unit and decide what they liked best about it. Ask them to make three circles. In the first one, tell them to write two or three of the words they have learnt in the unit. Then, they need to decide which activity they liked best and write down the letter of the activity and the page number in the second circle. In the third one, they have to decide and write down which page was their favourite.

Wrap-up

Reflecting on the unit.

- Invite different students to read the words they have chosen and to name their best activities and favourite pages. Use this activity to provide valuable feedback and to evaluate the use of certain activity types such as songs and games.



Note:

On page 31 you will find an extension exercise for you to photocopy and hand out to the students. This exercise integrates this unit with previous content, for ongoing and continuous learning. You can use it as best suits your class: either as extra practice, or as a mini-test to assess your students.

Answers from page 31:

a. Head **b.** A green nose **c.** A red mouth **d.**Ears **e.** Blue eyes **f.** Arms **g.** Legs.



NAME _____ DATE _____



A COLOUR AND WRITE.



a. _____

d. _____

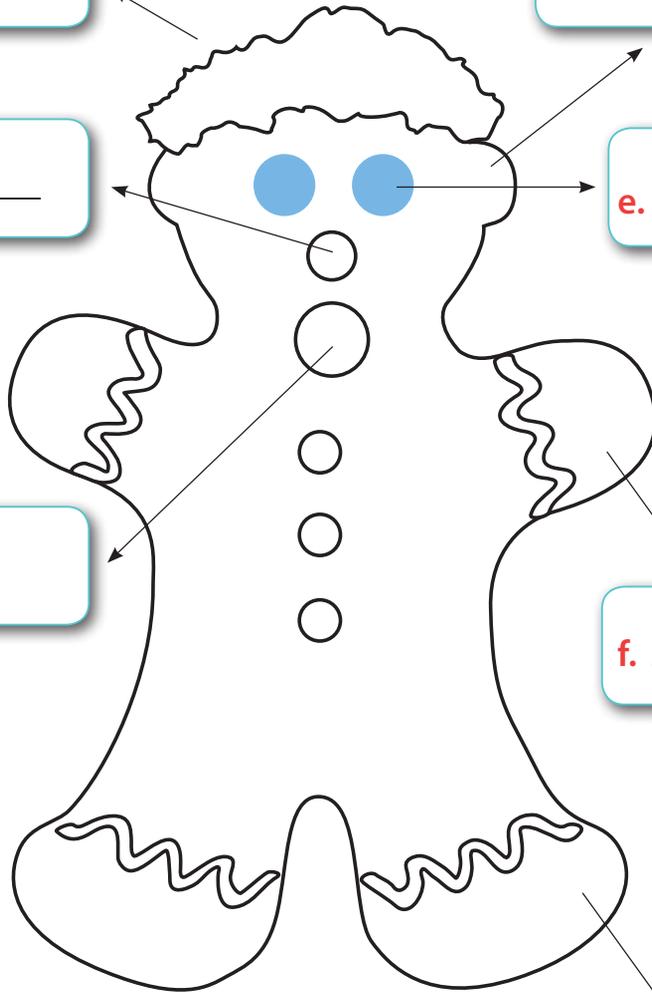
b. A GREEN _____

e. _____

c. A RED _____

f. _____

g. _____



GAME & INTEGRATION UNITS 1 - 2

Pages 32-33

Let's play!

- Students play in pairs and follow the instructions.
- They will need a die and two counters.
- They can resort to their Learner's Book when needed.
- Students throw the die. The one who gets the highest number starts the game.
- As they fall on the different spaces, they have to complete the sentences or do what the space says.
- The winner is the student who first gets to "Finish".
- Walk around to help and monitor.
- Encourage students to listen to each other carefully and do peer correction.
- Keep record of the mistakes you hear to work on them later on.

Page 34

Integration Units 1-2

A Read and draw.

Tell the students to read the description below each empty square and draw it. Check that students have understood the words correctly. When they have finished, go round the class and check their work.

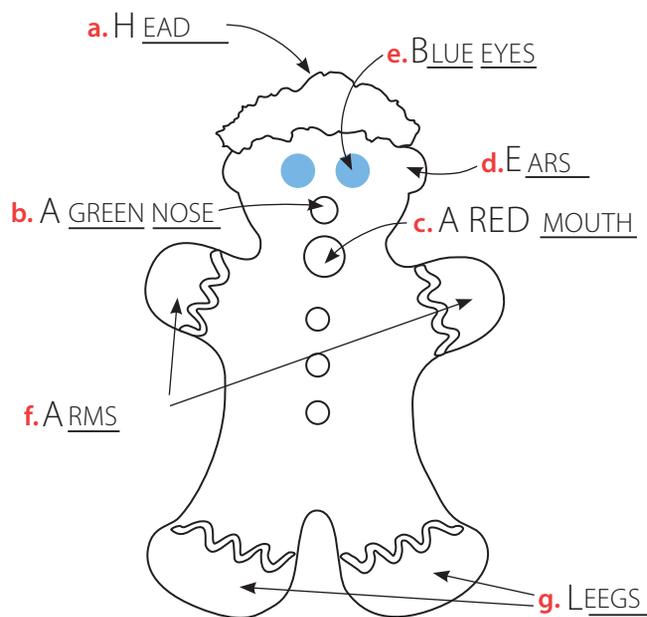


Page 35

B Read and write.

Tell the students to read the words from the box and put them in the right place. Go round the class and check the activity. Then, check the answers with the whole class.

Answers from page 31:





3 My family

Objectives:

- Recognising and naming family members
- Asking and extracting information from a dialogue
- Developing awareness of family groups

Key language:

- Family
- Facial features

Materials:

- Scissors, sticky tape, A4 paper, pencils, crayons.

Priority learning cores

e-sm.com.ar/guidelines_NAP

Pages 4-8.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA

Pages 83-86.

Page 36

Warm-up

Making and presenting family puppets.

- Hand out pencils, crayons and sheets of A4 paper to each student and tell them to draw an imaginary family of 6 members. Ask them to include themselves. Give the children scissors to cut out every member of the family. Demonstrate how to stick the puppets onto rulers or pencils with sticky tape. Take a complete set of family puppets and show the class: *This is me. This is my sister. This is my mummy.* Ask the class to show you their puppets: *Show me daddy. Show me baby brother.*

Presentation

Setting the context.

- Tell the children to open their Learner's Book at pages 36 and 37. Ask what they think this unit is about. You can ask: *Is this unit about the sun? Is this unit about an elephant? Or is this unit about a family?* Wait for the children to reply to the first two questions and let them know the third one is correct.
- Then, identify Emily: *This is Emily. She is going to tell us a story. Who are the people in the pictures?*

A Listen and look.

Tell the students that they are going to hear Emily talk about her family. Play Class CD Track 11.



TRACK 11

Emily: *This is my family.*

My mummy, my baby brother, me!

My daddy.

My sister.

My grandma and my grandpa.

I've got a big family.

Smarty: *Emily has got a big family!*

Play the track again and do one of the following activities each time:

- Ask the students to hold up their family puppets as each family member is named: *Listen and show me.*
- Pause the track after each exchange and encourage the students to repeat the sentence: *Listen and repeat!*

Page 37

B Look and match.

Point to the first picture in activity B and ask the students to describe it: *Who is this? Baby. What colours can you see? White, blue and green.* Ask the students to identify the matching picture on the right: *What colours can you see? Encourage the students to reply with the full sentence: I can see blue.* When the students have identified the matching picture, tell them to draw a line between them. Repeat the activity with the pictures of Emily, daddy and grandma.

Wrap-up

Revising vocabulary.

- Make flashcards of all family members. Take one out and put a piece of paper over it and slowly move the paper down to reveal the flashcards. Encourage the students to call out the correct family member before you have finished revealing the flashcards. Repeat the activity several times with all the family members. Ask the students to repeat the word each time and correct their pronunciation if necessary.

Extension

Drawing family pictures.

- Write the words 'My family' on the board. Draw each person in your family, or display a photo, and write their names underneath. Tell the students about your family: *This is my family. This is me. This is my mummy. Her name is Sara.* Hand out sheets of A4 paper and ask the students to draw a picture of their families. Walk around the class as the students work and encourage them to tell you about their families: *Who is this? What is his name?* Collect the family drawings and store them for later use.

Page 38



Objectives:

- Singing and acting out a song
- Developing listening skills
- Talking about location
- Identifying similarities

Key language:

- Identifying where someone is
- Facial features
- Revision: colours and parts of the body.

Materials:

- Flashcards of parts of the body, family flashcards, classroom objects, coloured card and small white cards.

Warm-up

Game: Draw and run.

- Hold up flashcards to revise parts of the body: *What's this? An arm, a leg.* Write family member words on the board and ask different students to read the words aloud. Put the children into teams and give each team a name, e.g. The Sunny Family, The Happy Family. Hand out marker pens and paper to each team. Describe a family member: *Mummy has got a big nose.* Tell each team to draw the picture and then one student from each team runs to the board and sticks the picture under the correct family member. Give a point to each team for the correct family member and a point for the correct description.

Presentation

Introducing *Where is ...?*

- Place a pencil, a rubber and a book on your table. Point to two of the objects: *There's the pencil. There's the book. Where is the rubber?* Ask the students to point to the rubber. Confirm the answer: *Yes, there's the rubber.* Repeat the activity with different objects.

A Listen and sing.

Ask the students to open their Learner's Book at page 38 and ask them to describe the scene: *Who can you see? Mummy. Point to the brother. Is this a big family? Yes.* Play Class CD Track 12 once through without stopping and ask the students to listen carefully.



Where is the little baby?

*There's daddy, mummy, sister and brother.
Daddy, mummy, sister and brother.
Daddy, mummy, sister and brother.
But where is the little baby?
Where, where, where,
Where is the little baby?
There's grandma, grandpa, sister and brother.
Grandma, grandpa, sister and brother.
Grandma, grandpa, sister and brother.
But where is the little baby?
Where, where, where,
Where is the little baby?*

Play the track again and do one of the following activities each time:

- Ask the students to point to the different family members when they hear the words: *Listen and point.*
- Divide the class into two groups and make them stand facing each other. The groups take turns singing the verses in the song. Point to a group to indicate when they should sing: *Sing along in your groups.*

B What's missing? Draw and say.

Ask: *What's missing? The baby.* Ask the students to draw and colour the baby.

Walk around the class while they are working and check vocabulary: *Who's this? Daddy. Point to grandma.*

Wrap-up

Identifying where someone is.

- Display page 38 and ask: *Where's daddy? There's daddy.* Encourage them to produce the full sentence and help them pronounce the contraction 'there's'.

Page 39

Warm-up

Revising numbers and colours.

- Ask the students to take out their pencil cases and give them instructions: *Show me two blue pencils.* Ask the students to work in pairs and tell them to find other coloured objects in the classroom. Invite pairs to tell the class about their objects: *three black rubbers, one green ruler.* Write the different objects on the board and ask the class to count the objects: *How many rubbers? How many blue objects?*

Presentation

Introducing white.

- Books closed. Display the coloured cards on the board and ask the students to tell you the names of the colours. Introduce the colour *white*: *This is white. Is the board white? Yes. Point to something else that is white.* Ask the children to close their eyes and take one of the coloured cards away. Ask them to open their eyes and guess which colour is missing: *What's missing? Blue.* Repeat the activity several times.

C Listen and say the number.

Ask the students to open their Learner's Book at page 39. Help the students describe the people in the photographs: *Who's this? Mummy. What colour is her hair? Black. Has she got a big nose? No.*



Listen and say the number.

Girl: *My sister's got red hair!*

Narrator: *What number is it?*

Girl: *My grandpa's got blue eyes.*

Narrator: *What number is it?*

Girl: *My baby brother's got a big mouth!*

Narrator: *What number is it?*

Girl: *My mummy's got black hair.*

Narrator: *What number is it?*

Answers: 1. 4 2. 2 3. 3 4. 1

D Make picture cards and talk.

Ask the children to draw seven family members. Then, tell them to describe each family member: *Who's this? Mummy. What colour are mummy's eyes?* Explain that they are going to make their own family picture cards. Give seven white cards to each student and help them glue their pictures onto each card. Ask them to write the name of the family member below the picture. Then, tell the children to work in pairs telling their partners about their families: *This is daddy. He's got red hair!* Go round the class and monitor the activity.

Wrap-up

Describing family members.

- Display a selection of the family picture cards from the previous activity on the board. Write numbers 1 to 7 under the cards. Describe one of the family members and ask the class to guess which one it is: *He's got white hair and blue eyes. Number 4.* Repeat the activity with all the family members. Change the activity by saying the number and asking a student to give the description: *Describe number 5. She's got brown hair and blue eyes.*

Extension

Creating a new family member.

- Explain to the students that they are going to draw a new person in their families. Draw your own new family member on the board and describe him or her: *This is my new family member. This is Sally. She is my sister. She's got blue eyes and black hair.* Ask the students to draw their new family member. Walk around the class as they are working and encourage them to tell you about their new family members: *Who's your new family member? This is Mary. She's my mum. She's got black eyes.*



Objectives:

- Describing facial features
- Developing awareness of different generations within a family unit
- Developing listening skills
- Understanding a graph
- Gathering information

Key language:

- Describing family
- Expressing and understanding quantity
- Sexes
- Plurals

Materials:

- A4 paper, family picture cards from previous section, poster paper, magazines with pictures of people, scissors, glue, crayons.

Presentation

Presenting a family tree.

- Write 'My family' on the board and draw a family tree underneath it. Write the members of your family on the tree: *mummy, daddy, brother, sister*. Tell the class about your family: *In my family there are six people. I've got one sister and two brothers*. Point to each one as you name them. Ask the students about their families: *How many brothers have you got? I've got two brothers*. Help them produce the full sentence and pay particular attention to the contraction *I've got*.

A Listen and number.

Ask the students to open Learner's Book at page 40 and tell them to describe the different families in the pictures: *Who can you see? Mummy, daddy and baby*. Explain that the class is going to hear about the four children's families: *This is Alex, Eva, Anna and Tom. Let's hear about their families*. Play Class CD Track 14 once through and ask the children to listen carefully. Play the track again and pause after the first exchange. Ask the students to point to the appropriate picture. Tell them to write number 1 in the box. Repeat the process with the remaining descriptions.



Listen and number.

TRACK 14

Alex: I'm Alex. I've got a baby sister, and I've got a mother and a father. Which family is it?

Narrator: Write number 1.

Eva: I'm Eva. I've got a mother and one brother. Which family is it?

Narrator: Write number 2.

Anna: I'm Anna. I've got a grandma, a daddy and a sister.

Which family is it?

Narrator: Write number 3.

Tom: I'm Tom. I've got a grandpa and two brothers. Which family is it?

Narrator: Write number 4.

Play the track again and pause after each phrase that includes *I've got*. Ask the students to repeat these phrases and correct their pronunciation where necessary.

Wrap-up

Game: Picture dictation.

- Hand out A4 paper and ask the students to take out their pencils. Give the students a picture dictation about your family: *In my family I've got a daddy. He's got big eyes and black hair*. Give as many dictations as time permits. Check the activity by going around the class or display the drawings on the board.

Extra practice

Demonstrating family generations.



- Take the family picture cards and display the family members on the board: *Place grandpa above mummy and place sister below mummy. Next to the sister, place baby brother*. Hold up the other cards: *grandma, daddy and brother*. Ask a student to put one of the cards in the correct position in the family tree on the board. Ask the students to tell you about each group: *This is grandpa and grandma. This is mummy and daddy. This is sister, brother and baby brother*. Ask the students to tell you why the family members are put in different lines.

Warm-up**Counting boys and girls.**

- Ask a boy in the class to stand up: *Stand on the left side of the classroom.* Do the same with two girls: *Stand on the right side of the classroom.* Get the class to count the boy and girls: *How many girls can you see? Two. How many boys can you see? One.* Ask more boys and girls to join their gender groups. Continue counting with the class as you do this. When all the children are standing, ask the class to count all the boys and girls: *How many boys are there in the class? How many girls are there in the class?* Write the final number on the board: *There are ... boys and ... girls in the class.* Ask the class to repeat the sentence chorally. Practise the plural sounds.

Presentation**Introducing men and women.**

- Draw stick figures of a girl and a boy at separate ends of the board and identify them: *Is this a boy or a girl? Boy. How many boys are there? One.* Write *one boy* and *one girl* underneath the picture. Add more boys and girls to the board and ask the class to count with you. Write the plurals on the board: *three girls.*
- Draw stick figures of two women next to the girls and two men next to the boys: *This is a woman. These are women. This is a man. These are men.* Point to the pictures as the students repeat: *One woman, two women, one man, two men, one girl, two girls, one boy, two boys.*

B Count and complete.

Ask the students to open their Learner's Book at page 41 and ask: *How many boys can you see? Two. How many men can you see? One. How many women and girls? None.* Ask the children to complete the graph using crayons. Help them count the squares in the graph: *How many boys and men altogether? One, two, three.* Then, the students complete the other graphs alone.

C Make a family poster.

Tell the students to identify the materials they need to make the poster: *What do you need? Scissors. What else? Glue.* Divide the class into groups of four and give each group magazines and poster paper. Write the word *Family* on the board and ask the students to copy it on their poster paper.

Tell the students to find pictures of people in the magazines and make a family tree using the pictures. Tell them to think about where each family member should go and label their family trees. Go round the class and encourage each group to tell you about their families: *I've got a big family. This is daddy. He's got brown hair and blue eyes.* Display these posters around the class.

Wrap-up**Practising unit vocabulary.**

- Ask children to stand by the family poster display and ask them questions about the different families: *Who is this? Is this a man or a woman? How many men can you see? Is this a big family? How many people have got brown hair?*

Extra practice**Game: Guess who?**

- Hold up one of the family posters and describe one of the family members: *He is a man. He has white hair and blue eyes.* Ask the children to guess who you are describing. Repeat with other members of the family.

Extension**Counting family members.**

- Divide the class into the same groups of four and make them stand by their posters. Hand out paper to each group. Assign each member of the group a letter: Student A, Student B, Student C and Student D. Give instructions to each student: *Student A: Count the boys. Student B: Count the girls. Student C: Draw a graph. Student D: Write the numbers in the graph.* The students display their graphs on the board and compare: *How many boys are in your poster? Seven.*




Objectives:

- Describing one's family
- Developing writing skills
- Demonstrating love and caring within a family group

Key language:

- Expressing feelings
- Revision: Family members, parts of the body, colours.

Materials:

- Flashcards of parts of the body, family flashcards, word cards, coloured cards: red, blue, yellow, green, black, brown, white, family picture cards, sheet of paper with three hearts (one per child).

Warm-up**Matching words and pictures.**

- Hand out *flashcards* of parts of the body and coloured cards to half the class. Hand out the corresponding *Word Cards* to the other half. Tell the students to stand up and hold up their cards to find their partners: *Find your partner*. Repeat if necessary so that all the students have participated. Read out descriptions of parts of the body and ask all the students holding those cards to come to the front: *Red hair. Brown eyes. Blue legs.*

Presentation**A Read and match.**

Ask the children to open *Learner's Book* at page 42 and tell a student to read out the first sentence and the class to identify the correct picture. Ask the students to match the rest of the sentences to the pictures. Go round the class and tell each student to read the sentences so you can hear their pronunciation.

B Listen and sing.

- Draw a picture of a daddy and a heart on the board and introduce the language: *Daddy loves me*. Put your hand on your heart as you say this. Ask the students which family members love them. Help the students produce the sentences: *Mummy loves me. Daddy loves me.*

- Play Class CD Track 15 once so the students can hear the complete song. Play the track again:
- Hand out the family picture cards from the Song section. Ask the students to hold up the cards as the family members are named in the song: *Listen and show me*.
- Ask the students to put their hands over their hearts each time they hear the word *love* in the song: *Listen and do the actions*.

**Daddy loves me.**

*Daddy loves me, Mummy too.
Daddy and mummy, I love you!*

Chorus:

I love you,

And you love me,

We're a family, hurray! (twice)

Brother loves me, Sister too,

Brother and sister, I love you!

Chorus:

Grandma loves me,

Grandpa too,

Grandma and grandpa, I love you!

Wrap-up**Demonstrating family caring.**

- Hand out the sheets of paper with three hearts on them. The students draw a different family member in each heart. If necessary, go round the class and help the students choose which family members to draw: *Who loves you? Daddy. Does your daddy love you? Yes. Draw your daddy*. Invite the students to talk about their families: *This is my mummy. My mummy loves me. I love my mummy.*

Page 43

I like**Owning their learning.**

It is important for students to own their learning. In this section, the children think about what they liked most about the unit or the class. By doing so, they take ownership of the learning process and the book itself.

C Draw.

Invite the student to draw something from their favourite page in the unit.

I can

Assessing their own learning.

- The purpose of this section is to foster autonomous learners. It encourages children to make a self-assessment of what they learned and take pride in it.
- Invite them to say all the new things they can do after working on this unit. Make them take turns to share with the class. There are no wrong answers here.

Extra practice

Taking your family to the park.

- Draw a park on the board. Include swings, slides and trees in the drawing. Invite different students to come to the board and draw a family member in the park. Ask them about their family member: *Who's this? My sister. She's got long brown hair.*

Extension

Game: I spy.

- Display the flashcards of parts of the body and the family flashcards on the board. Say: *I spy, with my little eye, something beginning with D.* Ask the students to guess the word: *Daddy.* Do this several times and invite the students to come to the front and name a word.

Page 44

ACTIVITIES

1 Match.

Tell the students that the boy holding the photo is showing us his family. Ask the children to match their family members to their tags.

Page 45

2 Look and write.

Ask the students to look at the words and complete Emily's family tree.

3 Read and complete.

Tell the children to read and complete the sentence.
Ask: *Is Emily's family big or small?*

Answer: Emily has got a big family.

Extra practice

Spelling family words.

Books closed. Ask the class how to spell *mummy*. Encourage the children to use the names rather than the sounds of the words. Write the letters on the board as the child spells the word.



Note:

On page 40 and 41 you will find extension exercises for you to photocopy and hand out to the students. These exercises integrate this unit with previous content, for ongoing and continuous learning. You can use them as best suits your class: either as extra practice, or as a mini-test to assess your students.

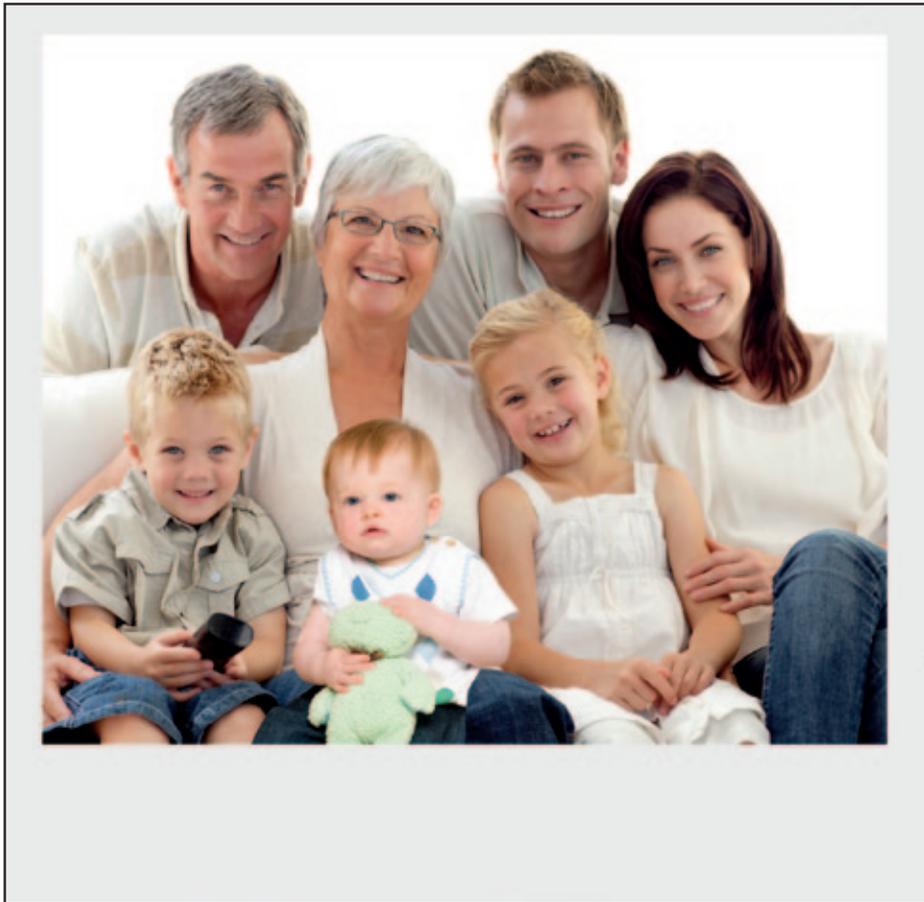
Answers: from page 40: **1.** My grandpa has got grey hair. **2.** My grandma has got grey hair. **3.** My mummy has got blue eyes. **4.** My daddy has got brown eyes. **5.** My sister has got blonde hair. **6.** My brother has got blue eyes. **7.** My baby brother has got red hair.



NAME _____ DATE _____



A LOOK AND DESCRIBE THE FAMILY.

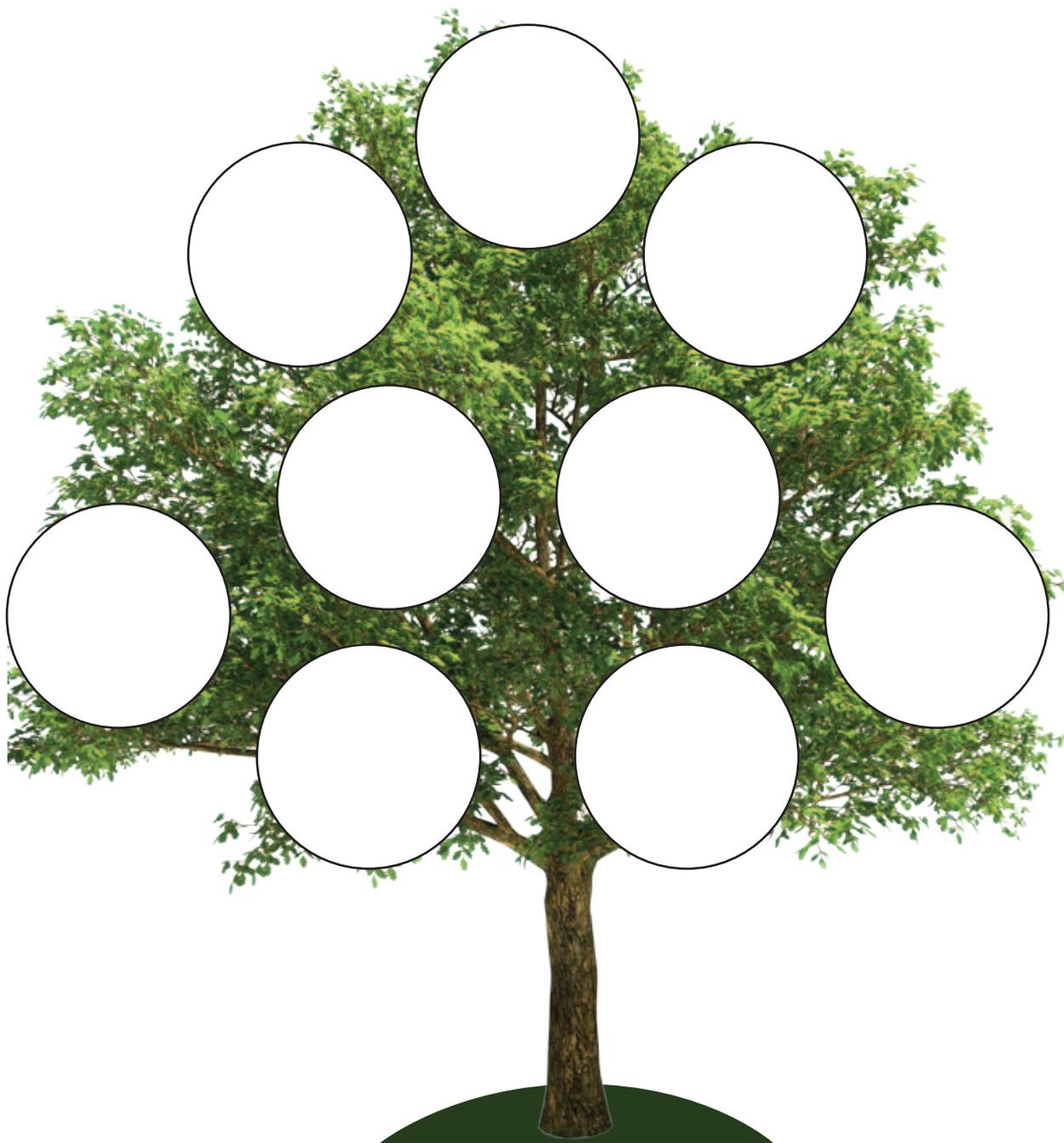


1. MY _____ HAS GOT _____ HAIR.
2. MY _____ HAS GOT _____
3. MY _____ HAS GOT _____
4. MY DADDY HAS GOT _____
5. MY _____ HAS GOT _____
6. MY _____ HAS GOT _____
7. MY _____ BROTHER HAS GOT _____

NAME _____ DATE _____



A DRAW YOUR FAMILY TREE. WRITE THE WORD FOR EACH FAMILY MEMBER.





4 Toys

Objectives:

- Recognising and naming toys
- Describing locations

Key language:

- Prepositions

Materials

- Toy Flashcards, sticky tape, scissors, string, A4 paper.



Priority learning cores

e-sm.com.ar/guidelines_NAP
Pages 4-8.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA
Pages 83-86.

Page 46

Warm-up

Revising classroom objects.

- Draw three tables on the board and number them 1, 2 and 3. Draw two classroom objects on each table: *Which table has got a pencil and a book? Number 3. What's on table number 1? A rubber and a pen.*

Presentation

Setting the context.

- Tell the children to open their Learner's Book at pages 46 and 47. Ask what they think this unit is about: *Is this unit about clothes? Is this unit about food? Is this unit about toys? Who is in the picture? Girl and toys. What toys can you see? Where are the toys? On the bed, under the bed, in the box.*

Introducing *here* and *there*.

- Place a rubber and a book around the room, and keep a pencil near you on the table. Ask: *Where's my pencil? Is it there? No, where is it? Is it here? Yes, it's here!* Point away from you when you say *there* and point close to you when you say *here*.

Presenting unit vocabulary.

- Make toy Flashcards to present the words. Present *in*, *on* and *under*. Take the ball Flashcard and put it on the table: *The ball is on the table*. Put it under the table:

The ball is under the table. Place it in your bag: The ball is in the bag. Emphasize the preposition in each sentence and ask the students to repeat chorally.

A Listen and look.

Ask the students to open Learner's Book at pages 46 and 47. Play Class CD Track 16 and ask the children to listen and look at the illustrations.



Listen and look.

Girl: I can't find my toys!

Girl: Where's my ball?

Teddy: Here. In the box.

Girl: Where's my doll?

Teddy: There. On the bed.

Girl: Where's my robot?

Teddy: Here. Under the bed.

Teddy: I like your bike! Goodbye!

Girl: Don't go!

Play the track again and do one of the following activities:

- Ask the students to point to the toys in their books as they are named in the track: *Listen and point*.
- Pause after each exchange and ask the students to repeat the questions and answer: *Listen and repeat*.

Page 47

B Listen, match and say.

Focus the students' attention on the pictures and help them to identify the toys: *What's this? Bike. Is this a teddy? No, it's a doll!* Play Class CD Track 17 and pause after the first exchange. Ask the students to point to the first picture and identify it: *What is number one? Doll*. Then tell them to match the first picture with the picture of a doll beneath.



Listen, match and say.

Narrator: One – doll.

Number one is a doll.

Two – robot.

Number two is a robot.

Three – ball.

Number three is a ball.

Four – bike.

Number four is a bike.

Five – teddy.

Number five is a teddy.

Wrap-up

Dramatising the story.

- Divide the class into two groups, and assign the roles of the girl and the teddy to each group. Play Class CD Track 16 again and pause after each line. Get each group to repeat the sentence and mime the actions.

Extra practice



Making a balloon toy.

Take a sheet of A4 paper and demonstrate how to make a balloon toy: *Watch me!* Draw a balloon shape on the paper and cut it out. Draw a toy in the balloon. Make a hole at one end and attach the string to the balloon. Show the class: *This is my balloon doll. Let's all make one!* Hand out A4 paper to the students. Monitor carefully as they make their balloon toys. Ask the students to introduce their balloon toys to the class: *This is a ball. This is my balloon ball.*

Page 48



Objectives:

- Singing and acting out a song
- Extending toy vocabulary
- Developing listening skills

Key language:

- Prepositions
- Revision: table, chair, box.

Materials

- Toy Flashcards, A4 paper, a bag and a selection of toys (doll, ball, teddy), white cards (nine per child), paper clips

Warm-up

Revising the story.

- Play Class CD Track 16 and revise the story from the previous lesson. Ask the students to mimic the characters talking.

Presentation

Guessing the toy through touch.

- Ask the students to close their eyes and put one of the toys in a bag. Tell the students to open their eyes. Play some music and pass the bag around the classroom. Make sure that children do not look inside the bag. Stop the music and tell the student holding the bag to guess what is inside by feeling it: *Touch the bag. What's inside?*

A Listen and sing.

Ask the students to open the *Learner's Book* at page 48. Focus the students' attention on the scene and help the students describe the picture: *What toys can you see? Ball. What is in the box? Robot. Where is the doll? On the chair.*

Play Class CD Track 18.



Where are my toys?

Where's my bike?

And where's my doll?

Where's my bike?

Where's my doll?

Where's my bike?

And where's my doll?

Oh, where are they?

Where's my ball?

And where's my teddy?

Where's my ball?

Where's my teddy?

Where's my ball?

And where's my teddy?

Oh, where are they?

Where's my book?

And where's my robot?

Where's my book?

Where's my robot?

Where's my book?

And where's my robot?

Oh, where are they?

Play the track again ask the students to mime the action of looking for something: *Listen and do the actions in turn. Look for the toys!*

B What's missing? Draw and say.

Ask: *What's missing? Robot and ball.* Tell the students to colour the missing parts of the ball and robot. *What colour is the robot? Blue, yellow and red. Show me your blue pencil.*

Wrap-up

Miming the toys.

- Hold up the toy Flashcards one by one and mime something for each picture: cuddling a teddy, riding a bike. Ask the students to name the toy encourage the class to do the actions: *Walk like a robot. Play with a ball. Cuddle your teddy.*

Warm-up

Revising unit vocabulary.

- Draw a toy on the board. As you do this, ask the students questions: *What is it? Is it a robot? Is it a ball?* Ask the students to guess as you draw and confirm the answer when you finish: *Yes, it's a ball.* Make sure you also include *plane, car, train, bike* and *scooter.*

Presentation

C Listen and match.

Ask the students to open *their Learner's Book* at page 49. Ask them to identify the toys: *What's this? Ball. Point to plane.* Tell the students they are going to hear a boy and a girl talking about their toys. Play Class CD Track 19.



Listen and match.

TRACK 19

Boy: *Where's my car? Hey, Teddy, where's my car?*
 Teddy: *It's in the box! Look! It's in the box.*
 Girl: *Where's my scooter? Hey, Teddy, where's my scooter?*
 Teddy: *It's under the bed! Look! It's under the bed.*
 Boy: *Where's my train? Hey, Teddy, where's my train?*
 Teddy: *It's on the bed! Look! It's on the bed.*
 Girl: *Where's my robot? Hey, Teddy, where's my robot?*
 Teddy: *It's on the table! Look! It's on the table.*
 Girl: *Where's my bike? Hey, Teddy, where's my bike?*
 Teddy: *It's under the bed! Look! It's under the bed.*
 Boy: *Where's my plane? Hey, Teddy, where's my plane?*
 Teddy: *It's in the box! Look! It's in the box.*
 Girl: *Where's my ball? Hey, Teddy, where's my ball?*
 Teddy: *It's under the table! Look! It's under the table.*

Play the track again and pause after the first exchange. Ask the students to identify the toy: *Which toy is it? Car. Point to the car. Where is it? It's in the box.* Tell the students to draw a line from one car to the other in the box.

D Make picture cards and talk.

Hand out nine cards to each child and tell them to draw a different toy on each card. Then, the students work in pairs. Tell them to shuffle their cards and place them on their tables face down. Ask them to take turns turning one card over and say what they have got: *I've got a doll.* Explain that if two students turn over the same card, they lay the two cards aside until they have made three pairs. Tell the students to store the cards in their English notebooks.

Wrap-up

Matching words and pictures.

- Write the names of the toys on the board and read the words one by one. Ask the children to repeat chorally.
- Give a toy Flashcard to a student and invite him or her to stick it on the board next to the appropriate word. Tell the rest of the class to say Yes or No.
- Repeat the activity until all the Flashcards are matched with the words on the board.

Extra practice

Drawing in, on and under.



Draw a toy box and a table on the board. Ask a student to draw a toy: *Draw a toy under the table.* Alternatively tell them to stick a *Flashcard* in the appropriate place. Invite other the students to the board to continue the activity. Tell them to put two toys in the box, two under the table and two on the table. Ask the class about each toy: *Where's the train? It's under the table. Is the bike under the table? No, it's in the box.*



Objectives:

- Learning about different materials
- Talking about possession
- Describing objects

Key language:

- Revision: toys, prepositions of location.

Materials

- Picture cards, toy Flashcards, a metal object (e.g. spoon), poster paper, magazines featuring toys, plastic buttons.

Warm-up

Revising vocabulary.

- Hand out the picture cards from the previous lesson. Say the following poem and ask the students to hold up the card as it is named.

Poem:

*I've got a teddy
And I've got a train,
I've got a ball
And I've got a bike.
Come and play, play with me,
Oh, please come out and play!*

Presentation

Presenting metal and wood.

- Hold up the metal object: *This is a spoon.* Ask the students to repeat. Tap the spoon so the students can see you are referring to the material: *It's made of metal.* Point to a wooden object in the classroom: *This is a table.* *It's made of wood.* Tap the spoon and say *metal*, then tap the table and say *wood*.
- Hold up a toy Flashcard, elicit the name and ask the students to identify the material: *What toy is this? Car. Is the car made of wood or metal? Metal.* Repeat the activity with *bike* and *train*.

A Listen and circle.

Ask the students to open their Learner's Book at page 50. Elicit the names of the toys each child is playing with. Ask the students to read and repeat the words: *wood, metal.* Ask them to listen carefully to the children talking about their toys and circle the picture and material as it is named. Play Class CD Track 20 pausing after each sentence. Help them with each question if necessary: *Point to the scooter. Is it made of metal or wood?*



Listen and circle.

*Narrator: Number One.
Girl: I've got a scooter. It's made of metal.
Narrator: Number Two
Girl: I've got a train. It's made of wood.
Narrator: Number Three
Boy: I've got a plane. It's made of wood.
Narrator: Number Four
Girl: I've got a bike. It's made of metal.
Narrator: Number Five
Boy: I've got a car. It's made of metal.*

Extension

Talking about toys.

- Ask the students to come to the front of the classroom to talk about their toy boxes: *This is my toy box. I've got a ball, bike and doll in my toy box.* Encourage the students to tell you about the materials too: *Is your bike made of wood or metal? It's made of wood!*

Wrap-up

Game: True or false.

- Display page 50 in the Learner's Book. Say a sentence about one of the toys and ask the students to tell you if it is true or false: *She's got a scooter! True. The scooter is made of metal. False, it's made of wood!*

Page 51

Warm-up

Practising listening skills.

- Display pages 46 and 47 in Learner's Book and ask the students to identify the characters: *Who's this? Teddy.* Divide the class into two groups and assign a character from the story to each one. Play Class CD Track 16 and pause after each line. Tell a group to repeat the lines from the girl, and the other group to repeat the lines from the teddy. Swap roles.

Presentation

Learning about materials and textures.

- Help the students identify wooden objects. Point to or hold up a wooden object: *This is made of wood. Find something in your pencil case that is made of wood.* Give the students time to do this activity. Walk round the classroom and hold up the objects that the students have selected: *Yes, this pencil is made of wood. No, this rubber is not made of wood.* Take out the buttons. Give some to the students. Encourage them to notice the difference in texture from the wooden or metal objects they found: *Touch the buttons.* Hold up one of the buttons: *This is a button. It's made of plastic.* Ask the students to repeat chorally. Collect the buttons for the wrap-up activity.

B Read and tick. Listen.

Ask the students to open their Learner's Book at page 51. Point to the first picture and ask the children to identify the toy and the material: *What's this? Plane. Is it made of plastic or wood? Wood. Tick the wood box.* Play Class CD Track 21 and ask the students to listen and check their answers.



Listen.

TRACK 21

Number one. <i>It's a plane. It's made of wood.</i>	Number four. <i>It's a chair. It's made of plastic.</i>
Number two. <i>It's a car. It's made of metal.</i>	Number five. <i>It's a table. It's made of wood.</i>
Number three <i>It's a box. It's made of plastic.</i>	Number six. <i>It's a bike. It's made of metal.</i>

Check the activity by asking the students to describe each picture: *The bike is made of metal.* Help them produce full sentences. Ask the students to repeat the sentences chorally.

C Make a favourite toys poster.

The students work in groups of four. Ask them to collect the materials they need. Hand out the magazines and poster paper. Tell the students to look for pictures of their favourite toys in the magazines. Ask them to cut out and glue the pictures to the poster paper. Ask the students to label their posters and put the words on the board to help them. Go round the class and encourage groups to tell you about their posters: *What's this? It's a plane. It's made of wood.* Display the posters around the class.

Wrap-up

Talking about the toy posters.

- Ask the students to look at the toy poster display. Point to a toy in one of the posters and ask questions about it: *What is this? What is it made of?* Ask the students to tell you their favourite toy on the posters: *Which one do you like?* Get each student to choose his or her favourite toy and then ask volunteers to come to the board and write their words.

Extra practice



Drawing metal, wood and plastic toys.

Hand out A5 paper to the students. Tell them to draw three toys; one made of metal, one made of wood and one made of plastic. Go round the class and ask the students about their drawings: *What's this? Bike. What is your bike made of? Metal.*

Page 52

ROUNDUP

Objectives:

- Revising unit vocabulary
- Writing a description of a bedroom

Key language:

- Asking about location
- Revision: toys, prepositions of location.

Materials

- Toy Flashcards and Word Cards, sticky tape, Unit 4 storybook.

Warm-up

Matching words and pictures.

- Hold up the toy Flashcards one by one and elicit the words. Hand them out to the students and hand out the Word Cards to another nine students. Call out a word and ask the students holding the corresponding Flashcard and Word Card to form a pair at the front of the classroom. Repeat the activity so that all the students have participated at least once.

Revising *in, on and under*.

- Take a shoe box and a soft ball and use it to revise prepositions of place. Put the ball in the box: *Look, where's the ball? It's in the box!* Repeat the activity with *under* and *on*. Ask different students to come up to the front and give them instructions: *Put the ball on the box.* Ask the class: *Where is the ball? It's on the box.* Repeat the activity several times.

Presentation

A Read and look.

Ask the students to open their Learner's Book at page 52 and ask them about the picture: *What toys can you see in the bedroom?* Do the first sentence as a class. Ask a student to read the first one: *I'm on my scooter.* Ask the children to point to the boy and the scooter. Ask: *Is he on the scooter, in the scooter or under the scooter?* When the children answer '*On the scooter*', ask them to continue with the other sentences. Go round the tables and check their answers.

B Look and write.

Point to the first word in the box and tell the students to read it: *Car.* Ask them to point to the car and tell you where it is: *Where is the car? On the chair.* Explain that they need to write the word car in the space.

C Listen and sing.

Tell the students they are going to hear a song about the pictures on page 52. Play Class CD Track 22 once through so the students can hear the whole song.



My toys are in my room.

<i>My toys are in my room,</i>	<i>My toys are in my room,</i>
<i>They're in the box,</i>	<i>They're in the box,</i>
<i>And on the bed,</i>	<i>And on the bed,</i>
<i>My toys are in my room,</i>	<i>My toys are in my room,</i>
<i>And they are everywhere!</i>	<i>And they are everywhere!</i>
<i>My scooter's here,</i>	<i>My teddy's here,</i>
<i>My train is there,</i>	<i>My ball is there,</i>
<i>My toys are everywhere!</i>	<i>My toys are everywhere!</i>

Play the track again and do one of the following activities each time:

- Ask the students to point to the toys in the pictures as they are named.
- Ask the students to point close to themselves when they hear the word *here* and point far away from themselves when they hear the word *there*.
- Play the first five lines a few times over and help the students learn the words.

Wrap-up

Game: Run and match.

- Stick the toy Flashcards and Word Cards on the board. Split the class into teams of nine students. Give each team a different coloured pen. Ask each team to form a line in front of the board. Explain that each team member has to match one Flashcard with one Word Card using their marker pen.

Extra practice

Making the storybook.

Tell the students to turn to pages 93 and 94. Show them where to cut the lines of the storybook. Demonstrate how to fold the page and ask them to copy you as you do this. Ask the students to fill in their names in the second page of the book.



Extension

Dramatising the story using the storybook.

- Read out the lines from the story and ask the students to point to the sentences in their storybooks. Divide the class into two groups and assign a character to each group. Play Class CD Track 16. Ask the corresponding group to repeat the sentence. Then swap roles. Tell the class to take their storybooks home and tell the story to their families.

Page 53

I like.

Owning their learning

It is important for students to own their learning. In this section, the children think about what they liked most about the unit or the class. By doing so, they take ownership of the learning process and the book itself.

D Draw.

Invite the students to draw their favourite activity.

I can

Assessing their own learning.

- The purpose of this section is to foster autonomous learners. It encourages children to make a self-assessment of what they learned and take pride in it.
- Invite them to say all the new things they can do after working on this unit. Make them take turns to share with the class. There are no wrong answers here.
- Congratulate your students for everything they learned so far, and tell them there are lots of new exciting things to learn.

Page 54

ACTIVITIES

1 Read and draw the ball.

Tell the children that the girl from the story is looking for her ball. Read the instructions from each square and draw the ball in the appropriate space.

Page 55

2 Read and write.

Read the words from the box with the students and help them identify the pictures. Then, ask the children to write the appropriate word below each toy.

Extra practice

Making bingo cards.

Hand out sheets of A4 paper. Ask the students to follow you as you make a nine-square card. Give the children a picture dictation using the following words: *robot, car, plane, bike, ball, scooter, teddy, doll and train.*



Extension

Playing Bingo!

- Hand out the tokens to the children. *Cover the squares when you hear the words. When three squares in a line are covered, say Bingo!*



Note:

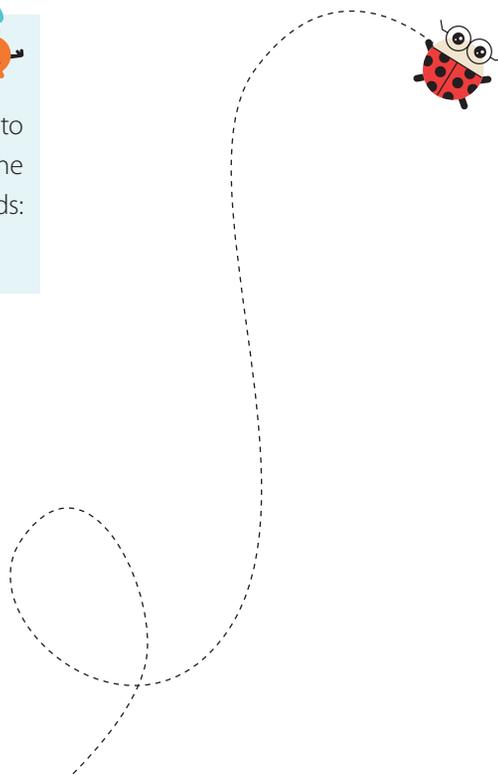
On pages 49 and 50 you will find extension exercises for you to photocopy and hand out to the students. These exercises integrate this unit with previous content, for ongoing and continuous learning. You can use them as best suits your class: either as extra practice, or as a mini-test to assess your students.

Page 49.

Answers: Wood; table, plane, pencil. Metal; bike, car. Plastic; box, chair.

Page 50.

Answers: 1. b 2. a 3. a 4. b 5. b



NAME _____ DATE _____



A MATCH AND WRITE.



WOOD



METAL



PLASTIC



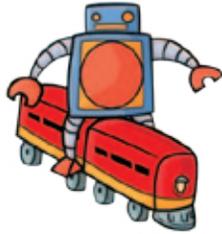
NAME _____ DATE _____



A READ AND TICK (✓).



1.



a. THE ROBOT IS IN THE TRAIN.

b. THE ROBOT IS ON THE TRAIN.

2.



a. THE BALL IS UNDER THE TABLE.

b. THE BALL IS UNDER THE CHAIR.

3.



a. THE TEDDY IS IN THE BOX.

b. THE TEDDY IS UNDER THE BOX.

4.



a. THE DOLL IS ON THE SCOOTER.

b. THE DOLL IS ON THE BIKE.

5.



a. THE CAR IS IN THE CHAIR.

b. THE CAR IS UNDER THE CHAIR.

GAME & INTEGRATION

UNITS 3 - 4

Page 56-57

Let's play!

- Students play in pairs and follow the instructions.
- They will need a die and two counters.
- They can resort to their Learner's Book when needed.
- Students throw the die. The one who gets the highest number starts the game.
- As they fall on the different spaces, they have to complete the sentences or do what the space says.
- The winner is the student who first gets to 'Finish'.
- Walk around to help and monitor.
- Encourage students to listen to each other carefully and do peer correction.
- Keep record of the mistakes you hear to work on them later on.

Page 58

Integration Units 3-4

A Draw your family and write.

Ask students to draw their families in the blank spaces of the picture. Then, tell them to complete the sentences with an appropriate word. When they have finished, go round the class and check their work.

Answers: Students' own answers.

Page 59

B Draw and colour.

Ask the children to think of their favourite toys and draw them in the bedroom. Encourage them to draw them under the bed, on the chair, in the box and on the table.

C Write.

Now, ask students to complete the sentences using their drawings. Go round the class and help students with the words if necessary. Check the exercise by asking different students to read them aloud.

Answers: Students' own answers.





5 Pirate picnic

Objectives:

- Recognising and naming food items
- Extracting information from a story

Key language:

- Food
- Expressing likes and dislikes

Materials

- Food Flashcards, sticky tape, A4 paper.

Priority learning cores

e-sm.com.ar/guidelines_NAP

Pages 4-8.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA

Pages 83-86.

Page 60

Warm-up

Presenting the story vocabulary.

- Draw a large basket on the board: *Let's have a picnic!* Make food Flashcards and display them around the basket: *banana, apple, coconut, ham, chicken*. Present the words one by one and ask the students to repeat chorally. Remove the Flashcards from the board and place them on different walls around the classroom. Name a food and ask the students to point to it and repeat the word.

Presentation

Setting the context.

- Tell the children to open their Learner's Book at pages 60 and 61. *Is this unit about trains and planes? Is this unit about chairs and tables? Is this unit about food?*

Making predictions.

- Now help the students describe: *What food can you see? What colour are the bananas? What is the story about?*

A Listen and look.

Read the title aloud to the class. Help them identify the pirates and the picnic: *Point to the pirates. How many pirates are there? Point to the picnic. What food can you see?* Explain to the class that the pirates have landed on a desert island and are hungry. Play Class CD Track 23.



TRACK 23

Pirate Tom: Let's have a picnic!

Pirate Diana: Look! Bananas!

Pirate Tom: Mmmm. I like bananas.

Pirate Tom: Look! Coconuts!

Pirate Harry: I don't like coconuts!

Pirate Harry: I like chicken!

Pirate Tom: I like ham.

Pirate Tom: I like picnics!

Pirate Diana: Hey, stop! Stop!!!

Play the track again:

- Ask the students to point to the food items on the page as they are named in the story: *Look and point*.
- Tell the students to choose their favourite food items on the page and raise their hands when they hear them named: *What is your favourite food? Listen and raise your hands*.

Page 61

B Listen and number.

Ask the class to identify the five food items: *What's this? Coconut. Point to the ham.* Tell the students that they are going to number the food as they hear them named in the track. Play Class CD Track 24 and pause after the first sentence. Ask the students to identify the ham: *Point to the ham.* Tell them to write number one. Continue playing the CD. *What number is the banana? Two. What is number four? Apple.*



TRACK 24

Narrator: Ham – one. The ham is number one.

Banana – two. The banana is number two.

Coconut – three. The coconut is number three.

Apple – four. The apple is number four.

Chicken – five. The chicken is number five.

Wrap-up

Dramatising the story.

- Divide the class into three groups and assign each group one of the roles of the three pirates; Tom, Diana and Harry. Hand out pencils, crayons and sheets of A4 paper to each student and tell them to draw little puppets of the three characters. Give the children scissors to cut out every member of the family. Demonstrate how to stick the puppets onto rulers or pencils with sticky tape. *Group one, show me pirate Tom. Group two, show me pirate Diana.*
- Play Class CD Track 23.



Objectives:

- Introducing more food vocabulary
- Developing listening skills
- Developing spoken interaction

Key language:

- Food
- Expressing agreement

Materials

- Food Flashcards, sticky tape, A4 paper.

Warm-up

Revising the story.

- Revise the story using the story puppets the children made. Play Class CD Track 23 and ask the students to listen to the story and hold up the corresponding story puppet repeating the words.

Presentation

Learning the song vocabulary.

- Hold up the *egg* Flashcard and present the word. Ask the students to repeat chorally. Hold up the *ham* and *chicken* Flashcards and elicit the words from the class. Draw a big circle on the board and place the *ham*, *egg* and *chicken* Flashcards inside. Tell the class: *I like pizza. I like ham on my pizza, I like chicken on my pizza. I like egg on my pizza.* Ask the class to raise their hands if they like pizza. Ask different students to repeat the phrase: *I like pizza.*

A Listen and sing.

Ask the children to open their Learner's Book at page 62. Focus the students' attention on the scene. Help them to describe the picture: *What can you see? Point to the pizza. Point to the pirates. How many apples are there? What colour are the eggs?*

Tell the students that they are going to hear a song about the food Pirate Harry likes and doesn't like. Ask the students to listen carefully. Play Class CD Track 25 once through so the students can hear the complete song.



Listen and sing.

TRACK 25

*I like chicken,
I like pizza,
Yes, I do!
Yes, I do,*

*I don't like bananas,
I don't like bananas,
No, I don't!
No, I don't.*

B What's missing? Draw and say.

Point to the illustration and ask: *What's missing? Bananas!* Ask the students to identify the colour of the bananas and colour the picture: *Colour the bananas yellow.*

Extension

Drawing vocabulary.

- Draw a picnic on the board with four different food items. Identify foods that you like and foods that you don't like. Describe the picture to the class: *This is my picnic. I like ham, chicken and eggs. I don't like coconuts.*
- Hand out A4 paper. Tell the students to draw their own picnics with foods that they like and don't like. Go round the room while they are working and ask different students to identify the foods they like and the foods they don't. Help them say the sentences: *I like ham. I don't like apples.* Make a wall display.

Page 63

Presentation

Presenting milk and cheese.

- Present the words *milk* and *cheese* to the class by holding up the appropriate Flashcard: *This is milk. This is cheese.* Ask the students to repeat chorally: *Milk. Cheese.* Draw two faces on the board with the mouth missing. Display the *milk* Flashcard on the board. Nod and say: *I like milk.* Draw a big smile on the first face. Ask the students to smile, nod and repeat: *I like milk.* Display the *cheese* Flashcard. Look sad, shake your head and say: *I don't like cheese!* Draw a sad mouth on the second face.

C Draw 😊 or ☹️ and say.

Ask the students to open their Learner's Book at page 63 and identify the food items: *What's this? Milk. Point to the eggs.* Point to the pizza and ask the class: *Do you like pizza?* Elicit individual answers from different students. Tell the class to draw the appropriate mouth on the face next to the pizza. Continue the activity with the rest of the food items. Help to produce the sentences: *I like pizza. I don't like eggs.*

D Make picture cards and talk.

Hand out nine white cards to each student and tell them to draw one food in the centre of each card. Ask them to write the name of the food under each drawing. Take a set of cards and hold one up. Present the language: *Mmm, pizza. I like pizza.* Hold up another card and say: *Oh, ham. I don't like ham.* In pairs. They put their picture cards face down on the table and take turns to turn over a card and say whether they like the food or not.

Wrap-up

Associating words and pictures.

- Display the food Word Cards on the board and read them out one by one. Hand out a Flashcard to a student. Ask him or her to stick it on the board next to the appropriate Word Card. The class says Yes or No.

Extra practice

Doing a food dictation.

Hand out A4 paper. Show the students how to fold them in order to create six squares. Give the students a picture dictation. Tell the students that they can draw the items in any square: *Draw an apple. Draw pizza. Draw an egg. Draw ham. Draw a coconut. Draw milk.* Ask the students to tick the items they like and cross the ones they dislike. Invite the students to present their drawings: *I like pizza. I don't like coconut.*



Page 64



Objectives:

- Differentiating between plants and animals
- Classifying foods
- Counting items in a set

Key language:

- Food sources
- Expressing quantities

Materials

- Food Flashcards, previous picture dictations, poster paper, magazines, scissors, glue, crayons.

Warm-up

Identifying plants and animals as sources of food.

- Distinguish between the concepts of plant and animal. Display the story from the opening lesson and ask the students to point to plants and animals. They can also identify plants and animals in the classroom if possible.

Presentation

Categorising where food comes from.

- Explain that some food comes from plants while other food comes from animals. Draw a plant and an animal on the board.
- Hold up a food Flashcard and ask the students to decide if it comes from a plant or animal: *Do apples come from plants or animals? Plants.* Place the Flashcard under the appropriate drawing.
- Continue the activity for the other Flashcards. Use the Flashcards and pictures on the board to describe where food comes from: *Ham comes from animals.* Ask the students to repeat chorally.

A Match and say.

Ask the students to open their Learner's Book at page 64. Help the students describe the page: *What food can you see? Point to the animals. How many plants can you see?* Show the students how to do the activity by drawing a line from one of the food items to a plant or animal. Tell the students to complete the activity themselves. Have the students tell you where the food comes from: *Bananas come from plants.* Help the students produce the sentences and tell the class to repeat chorally.

Extension

Learning about specific food sources.

- Teach *pig, cow* and *chicken* to the class. Display page 64 and present the words. Ask the children to repeat chorally. Draw the three animals and the corresponding food on the board and ask a student to the front of the classroom to follow the line and identify which food comes from a pig: *Ham comes from a pig.* Do the same for the other animals.

Extra practice



Classifying foods according to their source.

Ask the students to take out their picture dictations from previous lesson. Ask them to classify the foods they have drawn: *Which foods come from plants? Which foods come from animals? Write P or A.* Go through the answers as a class and confirm that pizza comes from both animals and plants.

Page 65

Presentation

Revise counting to ten.

- Count to ten with the class and ask the students to clap along. Ask everybody to close their eyes. Pick a number and clap your hands that number of times. Ask the students to count silently as you do this: *Listen and count the claps.* Tell the students to raise their hands when they know the number. Write the number on the board for everyone to check.

B Listen, count and circle.

Ask the students to open Learner's Book at page 65. Point to Tom and ask: *What food can Tom see?* Play Class CD Track 26 and pause after the first sentence. Ask the students to find and point to the coconuts. Then tell them to circle that number of coconuts. Play the sentence again if necessary. Check understanding: *How many coconuts? Six.* Continue playing the CD and repeat the process for the rest of the food items. Check the activity: *How many red apples did you circle? Three.* Help the students produce the complete sequence: *Six coconuts, two big pizzas, one small pizza, etc...*



Liste, count and circle.

Circle six coconuts.
Circle two big pizzas and one small pizza.
Circle three red apples and four green apples.
Circle three brown eggs and five white eggs.
Circle nine bananas.

G Make a favourite food poster.

Help the students identify the materials they need to make the poster. Ask one student to read the list and tell the rest of the class to point to the items on the page. Divide the class into groups of four. Ask the students to take out their scissors, glue and crayons. Hand out the magazines and poster paper to each group. Tell the students to cut out a photo of their favourite food and glue it to the poster. Each student labels his or her food items on the poster. Go round the class and ask questions: *Do you like ham? Yes, I like ham.* Display the posters around the classroom or in a school corridor.

Wrap-up

Completing number sequences.

- Write three consecutive numbers on the board. Draw a line before the first number and another line after the last number, e.g. *_ 4, 5, 6 _*. Say the numbers aloud: *Four, five, six.* Point to the first line and elicit the number from the class: *Which number is missing? Three.* Do the same for the last line. Ask the students to read the complete sequence. Ask a student to write another sequence.

Extension

Memorising sequences.

- Take out four food Flashcards. Hold them up one by one and elicit the words. Repeat the words in the same order once or twice more. Put the cards down and ask the students to repeat them in the same order. To make the game more challenging, say the word sequence only once or use more Flashcards.

Page 66



Objectives:

- Identifying three main meals

Key language:

- Meals
- Revision: food and expressing likes

Materials

- Food Flashcards, Word Cards, Unit 5 storybook, picture cards, A4 paper.

Warm-up

Revising vocabulary.

- Divide the class into pairs. Hand out one food Flashcard and one food Word card to each pair. Call out a word: *Pizza*. The pair with the corresponding cards hold them up. Repeat the activity and invite a student to choose and say another food.

Presentation

Presenting breakfast, lunch and dinner.

- Draw a rising sun on the board and say: *Good morning! Time for breakfast!* Ask the students to repeat: *Breakfast*. Tell the class what you have for breakfast. Stick the *milk* and *banana* Flashcards on the board: *I have milk and a banana for breakfast.* Ask the class what they have for breakfast. If necessary, teach the words *cereal* and *toast*.
- Present *lunch* in the same way. Draw the sun high in the sky and say: *I'm hungry! Time for lunch!* Ask the students to repeat: *Lunch*. Ask the class what they have for lunch and place the Flashcards on the board.
- Finally, present *dinner* by drawing a moon and stars in the sky and eliciting ideas for dinner. Discuss differences and similarities in meals between cultures.

A Draw, write and say.

Ask the students to open their Learner's Book at page 66. Help them identify breakfast, lunch and dinner from the pictures. Point to the plates underneath the pictures and tell the students to draw the food that Tom likes to eat for breakfast, lunch and dinner: *What does Tom eat for lunch?* Tell the students to choose one item on each plate and complete the sentences.

B Listen and sing.

Tell the students that they are going to hear a song about different foods and different meals. Play Class CD Track 27.



Do you like pizza for breakfast? Do you like chicken for breakfast?
Do you like pizza for breakfast? Do you like chicken for breakfast?
No, no, no, I don't! No, no, no, I don't!
I like pizza for lunch!
I like chicken for dinner!

Play the track again:

- Ask the students to point to breakfast, lunch and dinner on the page as they are named in the song: *Listen and point*.

Wrap-up

Making a storybook.

- Tell the students to turn to pages 95 and 96. Show them where to cut the page to cut out the storybook. Go round the class and ask individual students to read the sentences to you. Tell the students to take their storybooks home and read the story to their families. Then they should store the storybooks in their English notebooks.

Page 67

I like.

Owning their learning.

It is important for students to own their learning. In this section, the children think about what they liked most about the unit or the class. By doing so, they take ownership of the learning process and the book itself.

C Draw.

Invite the student to draw something from their favourite page in the unit.



Assessing their own learning.

- The purpose of this section is to foster autonomous learners. It encourages children to make a self-assessment of what they learned and take pride in it.
- Invite them to say all the new things they can do after working on this unit. Make them take turns to share with the class. There are no wrong answers here.
- Congratulate your students for everything they learned so far, and tell them there are lots of new exciting things to learn.

Extra practice



Game: Guess the food.

Ask the students to take out their picture cards. Check that all the students have a complete set. The students work in pairs: Student A and Student B. Tell Student A to choose one of their cards and set it aside face down. Tell Student B to guess the food: *Is it chicken? No.* Explain that Student B must continue guessing until he or she has guessed correctly.

Extension

Illustrating a story.

- Hand out A4 paper. Ask the students to draw a food item in the centre of the paper. As they are working, write the following on the board: *Do you like...?* Tell the students to copy and complete the question above their picture and write the answer *Yes* or *No* below it.

Page 68

ACTIVITIES

1 Match and write.

Ask the students to match each food to its corresponding origin, animal or plant. Then, ask them to complete the list below.

Answers: Food from plants: coconuts and apples.

Food from animals: eggs, milk, cheese, ham, chicken.

Page 69

2 Draw and write.

Read the words in the box with the children. Explain that they have to draw the food and complete the sentence about their favourite food in each section.

Extra practice



Making bingo cards.

Hand out sheets of A4 paper. Ask the students to follow you as you make a nine-square card. Fold the paper lengthwise three times and then again fold it widthwise three times to make nine squares. Explain to the students that they need to fill in all nine squares of their bingo cards drawing different foods. Give the children a picture dictation: *banana, chicken, ham, apple, coconut, milk, cheese, pizza, eggs.*

Extension

Let's play!

- Hand out the tokens to the students. Remind them that in order to play the game, they have to cover the squares with the tokens when they hear the words. When all the squares in one horizontal, vertical or diagonal row are covered they say: *Bingo.* Read out the food words at random slowly: *Ham, ham.*



Note:

On pages 58 and 59 you will find extension exercises for you to photocopy and hand out to the students. These exercises integrate this unit with previous content, for ongoing and continuous learning.

Answers from page 58: a. coconut b. bananas c. eggs d. ham e. chicken f. apple g. cheese h. pizza



NAME _____ DATE _____



A LOOK AND WRITE.



a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

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NAME _____ DATE _____



A MATCH.





6 Pets and animals

Objectives:

- Recognising and naming animals
- Developing awareness of animal movement

Key language:

- Animals
- Actions

Materials

- A4 paper, sticky tape, animal Flashcards, balloons.

Priority learning cores

e-sm.com.ar/guidelines_NAP

Pages 4-8.

Foreign Language Guidelines of Autonomous City of Buenos Aires

e-sm.com.ar/guidelines_CABA

Pages 83-86.

Page 70

Warm-up

Playing the balloon game.

- Take four balloons and choose four vocabulary categories, e.g. colours, parts of the body, food, toys. Take five pieces of paper for each balloon. Write words for each category on four of the pieces of paper, and leave the fifth one blank, e.g. *chicken, apples, eggs, ham*. Put all five pieces of paper into the same balloon and blow it up. Do the same for the other balloons. Put the four balloons on the floor in the middle of the classroom. Write the four categories on the board.
- Then, divide the class into teams. Tell each team to choose a balloon, burst it and take out the five pieces of paper. Ask each group to decide which category their four words belong to. Tell them to stick the words on the board under the correct category. Tell the students to write a new word or do a drawing related to their category on the blank piece of paper. Keep the papers to use later on.

Presentation

Setting the context.

- Tell the children to open their Learner's Book at pages 70 and 71. *Is this unit about toys? Is this unit about classroom objects or animals?*

Presenting the lesson vocabulary.

- Take out three animal Flashcards. and present the words: *dog, frog, bird*. Ask the students to repeat chorally. Display the Flashcards on the board. Mime an animal and ask the students to point to the correct Flashcard. Mime running and present the word: *Run*. Ask the students to repeat. Point to the Flashcards on the board and ask: *Which animals can run? Dogs*. Repeat the process with *fly* and *jump*. Write the action under an appropriate animal and present the language: *Dogs can run. Frogs can jump. Birds can fly*.

A Listen and look.

Tell the students to listen carefully. Play Class CD Track 28.



Listen and look.

Girl: *Dogs are popular pets.*

Boy: *Birds can fly.*

Boy: *Dogs can run fast.*

Girl: *Frogs are small pets.*

Girl: *Birds are of different colours.*

Boy: *Frogs can jump and swim.*

Play the track again:

- Ask the students to follow the text in their books and point to the appropriate photograph: *Listen and point*.

Page 71

B Listen and number.

Ask the students to identify the animals in the pictures: *What's this? Dog. What colour is the dog? White*. Play Class CD Track 29 and tell the children that they are going to hear each animal describing itself. Ask the students to listen and match an animal on the left to a part of the body on the right.



Listen and number.

Number 1: *My legs are green. I can jump and swim.*

Number 2: *My legs are white. I've got five fingers.*

Number 3: *I've got strong claws, beautiful feathers and I can fly.*

Wrap-up

Game: True or false?

- Say a sentence about one of the animals and ask the students to decide if it is true or false: *Frogs can swim. True. Dogs can fly. False*. When the sentence is false, help them produce a true sentence: *Birds can fly*.

Extension

Doing a picture dictation.

- Hand out A4 paper and give a picture dictation: *Draw two small green frogs, three big black dogs, one blue and yellow bird.* Invite the students to the front of the classroom to talk about their pictures. *How many dogs have you got? What colour is the bird? Are the frogs big or small?*

Page 72



Objectives:

- Singing and acting out a song
- Animal abilities

Key language:

- Expressing belonging
- Movement
- Revision: parts of the body

Materials

- Animal and parts of the body Flashcards and Word Cards, large drawings or prints of a frog, dog and bird, animal drawings from previous lesson, A4 and white cards (seven per child).

Warm up

Game: Animal shape mix up.

- Draw a dog, bird and frog on paper. Cut up the animals, making sure there is an even number of pieces. Mix the pieces up. Tell the students to form a circle around the table. Tell the students to identify the body parts of each animal: *What's this? A leg. Which animal is this one? Bird.*

Presentation

Presenting the song vocabulary.

- Ask the students to open their Learner's Book at page 72. Elicit information: *What animals can you see? What colour is the little dog? Which animal can fly?* Read the words on the page and explain to the students that *little* is similar to *small* and *funny* is something that makes you laugh.

A Listen and sing.

Tell the students that they are going to hear a song about the girl and her animals. Play Class CD Track 30 once so the students can hear the complete song.



Oh, I've got a little dog.

Oh, I've got a little dog,
He's a funny little dog,
His legs are short,
His tail is long,
And he can jump and run!
Oh, I've got a little bird,
She's a funny little bird,
Her tail is green,
Her eyes are small,
And she can fly and fly!
Oh, I've got a little frog,
He's a funny little frog,
His head is big,
His nose is green,
And he can jump and swim!

B What's missing? Draw and say.

Ask about the frog in the picture: *What's missing? Face.* Ask the students to identify the correct colour and tell them to complete the illustration: *What colour is the frog? Green. Colour the face green.*

Page 73

Presentation

Introducing fish and cat.

- Draw a picture of a fish on the board: *This is a fish.* Ask the students to repeat: *Fish.* Do the same with a cat. *Can cats fly? No. Can fish swim? Yes. Which animal can run? Cats.*

C Listen and number.

Ask the students to open their Learner's Book at page 73 and help them describe the pictures: *What's this? Dog. Can the dog fly? No. The dog can swim.* Tell the students to listen and to label the pictures. Play Class CD Track 31 and give the students time to complete the activity.



Listen and number.

Narrator: Number one. Dogs can run.
Write number one.
Narrator: Number two. Birds can fly.
Write number two.
Narrator: Number three. Frogs can jump.
Write number three.
Narrator: Number four. Dogs can swim.
Write number four.
Narrator: Number five. Cats can jump.
Write number five.



D Make picture cards and talk.

Hand out seven cards to each student and tell them to draw an animal on each card. Help the students write the actions on their picture cards: *Show me dog. What can dogs do? Run. Write run under your dog.* Repeat with all the actions: *fly, jump, run, swim.* Ask the students read out the questions and answers.

Tell the students that they are going to play a game like the two girls. Take a set of cards, turn one over and demonstrate the activity: *Can frogs fly? Yes or no?* Get the student who answers to come to the front and to pick another card. Help him or her to produce the question: *Can cats jump? Yes or No?* The students work in pairs. Tell them to turn their cards face down and take turns to turn one card over, make a sentence and ask for confirmation: *Dogs can swim. Yes or no?*

Wrap-up

Game: Memory.

- Give the students a few minutes to memorise page 73. Tell them to close their books and ask questions about the page: *What colour is the frog? How many birds are there? Have the dogs got long or short ears? What can the cat do?*

Extra practice

Miming animals and actions.

Point to individual students and ask them to mime different animals and actions. *Jump like a cat. Jump like a frog. Run fast like a dog. Fly like a bird. Swim like a fish. Swim like a frog.*



Extension

Creating a new animal.

- Divide the class into three groups. Hand out A4 paper to each group. Shuffle the animal body parts used in the warm-up activity. Hand out some of the pieces and glue to each group. Explain to the groups that you want them to invent a new animal. Tell them to stick the body parts together on their sheets of paper and draw in missing body parts if necessary. Ask questions about the animals: *What colour is the animal? How many legs has it got?*
- Ask groups to come to the front and present their new animals: *This is our animal. It's green and blue. It's got three legs and two heads.*

Objectives:

- Writing a description
- Developing awareness of animal rights
- Describing emotions

Key language:

- Animal abilities
- Parts of the body

Materials

- Picture cards, a picture of a family pet, a tray and tablecloth, animal Flashcards, A4 paper, poster paper, magazines with pictures of animals, scissors, glue.

Warm-up

Telling a story.

- Bring in a picture of your pet or draw one on the board. Tell the students a story about your pet.

Presentation

Presenting the lesson vocabulary.

- Draw legs, fins, wings and a tail on the board. Point to them one by one: *These are legs. These are fins.* Ask questions about animals and their body parts: *Have birds got wings? Have fish got legs? Have cats got tails or fins? Which animals have got tails?*
- Ask different students to come to the board to draw a fish with big fins, a small bird with small wings, a big bird with a long tail. Elicit the descriptions: *Long tail. Small wings.*

A Read, look and write.

Ask the children to open their Learner's Book at page 74 and ask different students to read the words at the top of the page. Tell the rest of the class to mime the actions and point to the corresponding pictures. Ask a student to read the first sentence and say which word they think fits the space. The rest of the class say *Yes* or *No*. Tell the class to copy the word into their books. Then, ask the students to complete the other sentences in the same way.

B Look and match.

Read the words aloud and ask the students to repeat chorally. Tell the students to match the words to the correct picture. Monitor closely to help or check their work. Check the answers: *Which animal has got long legs? Frog.*

Extra practice

Game: Memory.

Give the students a few minutes to memorise page 74. *What colour are the birds' wings? What can the dogs do? How many frogs are there? Which animal has got feathers?*



Extension

Discovering animal footprints.

- Make four sets of animal footprints (six for each animal: cat, dog, bird, frog) and stick them around the classroom. Explain to the students that they are explorers and they need to find animal footprints. Show the students one of the animal footprints in the room and help them identify it: *Look at the animal footprints. Is it a big animal or small animal? What colour is it? Can it run or jump? Can you guess what animal it is?*
- Divide the class into groups and assign an animal to each group. Tell the students to find the animal footprints. Ask the children to collect all six of the animal footprints which correspond to their animal. *This is a frog. It is small and green. It can jump.*

Page 75

Presentation

G Read and circle.

Ask the students to open their Learner's Book at page 75. Ask if they think all the animals in the pictures are happy. Ask a student to read the first sentence. *The cat has a good home. Hands up yes. Hands up no.* If there is a difference, discuss the reasons: *Is the cat hot or cold? Has the cat got a bed?*

D Make a pets poster.

Ask the students to take out scissors and glue. Hand out the poster paper and magazines to each group. Tell the children to find pictures of animals that they know and to cut and stick them on their poster papers. Ask the students to label the animals. *This is a cat. It's black and white. Cats can run fast and swim.*

Wrap-up

Developing awareness of ways to help others.

- Tell the students to look at picture 1 on page 75. Help them to identify what the cat needs to be happy: *Is the cat happy? No. Does he need a bed? Yes. Does he need food or clothes? Food. What other things does he need? A friend.* Hand out sheets of paper. Tell the children to draw two things to make the cat happy.

Extra practice

Game: What's new? What's missing?

Place the animals Flashcards on the tray. Give the students time to look at them and count the Flashcards. Cover the tray and either add or remove a Flashcard. Remove the tablecloth and ask the students to guess what's new or what's missing.



Extension

Drawing your pet.

- Hand out sheets of paper. Ask the class to think about the pet that you told them about earlier. Tell them to draw your pet and label its body parts.
- As they do this, write the following sentences on the board: *This is Sam. He can _____ and _____. He's a _____!* Under their pictures, ask the students to copy the sentences and complete them.

Page 76

ROUNDUP

Objectives:

- Consolidating animal vocabulary
- Writing an animal fact sheet

Key language:

- Describing animals
- Revision: parts of the body, animals.

Materials

- Flashcards of parts of the body, food, animals and colours. Cut-up sentences: *Dogs can jump and run. Birds can fly. Frogs can jump. Fish can swim.*

Warm-up

Associating spoken words and pictures.

- Ask the students to stand by the drawings of pets on display from the previous lesson. Tell them to listen carefully to your instructions and point to the picture you describe: *Point to a long leg. Point to a red dog. Point to big ears.* Repeat the activity with other body parts several times.

Presentation

Presenting the lesson vocabulary.

- Write the following categories in a column on the board: Pets, Colour, Body, Abilities, Food. Hand out a selection of Flashcards to different students: colours, parts of the body, food, animals. Tell the students to come to the board and stick the Flashcards in the appropriate categories. Tell the rest of the class to say *Yes* or *No*. Focus the students' attention on the Abilities category. Write the word *run* next to it and invite other ideas from the class. Leave this information on the board for the next activity.

A Read and write.

Ask the students to open their Learner's Book at page 76 and help them to describe what they see: *What are these? What colour are they? How many legs do they have? Do they have long or short legs?* Ask the students to complete the text with the words in the box. When they have finished, read the complete text for the students and then ask the class to read the text together with you.

B Listen and sing.

Tell the students they are going to hear a song about animals. Play Class CD Track 32 once so the students can hear the complete song.



Listen and sing.

Frogs can jump.

*Frogs can jump,
And fish can swim.
Dogs can run,
And birds can fly!
Jump, little frog,
Jump to bed!
Swim, little fish,*

*Swim to bed!
Run, little dog,
Run to bed!
And fly, little bird,
Fly to bed.
Sleep all night,
And sleep tight!*

Play the track again and ask the students to act out the song: *Listen and do the actions.*

Wrap-up

Identifying an owl.

- Draw an owl on the board. Help the students identify the animal: *Is it a bird or a fish? Bird. Does it have wings? Yes. Can it swim or fly? It can fly. What animal is it? Owl.* Hand out paper and ask them to copy your drawing. Then, tell them to colour their owls. Use colour codes to help the class revise the parts of the body: *Show me yellow eyes. Show me brown on the wing.*



Extra practice

Asking and answering questions.

Ask the students to sit in a circle with their owl drawing. Ask the students questions about their owls: *What can your owl do? Has it got feathers or fins? When does it fly, in the morning, in the afternoon or at night?*

Page 77

I like.

Owning their learning

It is important for students to own their learning. In this section, the children think about what they liked most about the unit or the class. By doing so, they take ownership of the learning process and the book itself.

C Draw.

Invite the student to draw something from their favourite page in the unit.



Assessing their own learning.

- The purpose of this section is to foster autonomous learners. It encourages children to make a self-assessment of what they learned and take pride in it.
- Invite them to say all the new things they can do after working on this unit. Make them take turns to share with the class. There are no wrong answers here.
- Congratulate your students for everything they learned so far, and tell them there are lots of new exciting things to learn.

Extra practice



Reflecting on the unit.

Tell the children to write one of the words they have learnt in the unit. Go round the class and ask each student to read their favourite words. Write them on the board and create a score for every word that is repeated by the students. Find out which word is the favourite in the class. Repeat the process for best activity and favourite page.

Extension

Making sentences.

- Divide the class into four groups. Give one of the cut-up sentences to each group. Tell the students they have three minutes to make a sentence from the words. Ask them to raise their hands when they have finished and give a point to every team that makes a correct sentence. Do a choral repetition of each sentence.

Page 78

ACTIVITIES

1 Read and write.

Ask the students to focus their attention on the pictures and elicit descriptions: *What animals can you see? What can the frog do?* Ask the children to complete the exercise by writing the words next to the pictures.

Page 79

2 Match and write.

Tell the students to look at the pictures on the left. Then, ask them to match the animals with their descriptions and to complete the sentences. Go round the class and offer help where necessary. *Frogs can jump and swim.*

3 Draw and write.

Ask the children to draw their favourite pet. Then, tell the children to complete the sentences below.

Extra practice



Making Bingo cards.

Hand out A4 paper. Show the students how to fold them in order to create nine squares. Explain to the students that they need to fill in their bingo cards drawing animals in six of the squares and writing their abilities in the other three. Give the students a picture dictation: *cat, fly, dog, fish, run, bird, frog, owl, jump.*

Extension

Let's play!

- Hand out the tokens to the students. Remind them that in order to play the game, they have to cover the squares with the tokens when they hear the words. When all the squares in one horizontal, vertical or diagonal row are covered they say: *Bingo*. Read out the words at random slowly: *Bird, bird*. When the first game is over, play again and ask the winning student to help you read out the words.



Note:

On pages 66 and 67 you will find extension exercises for you to photocopy and hand out to the students. These exercises integrate this unit with previous content, for ongoing and continuous learning. You can use them as best suits your class: either as extra practice, or as a mini-test to assess your students.

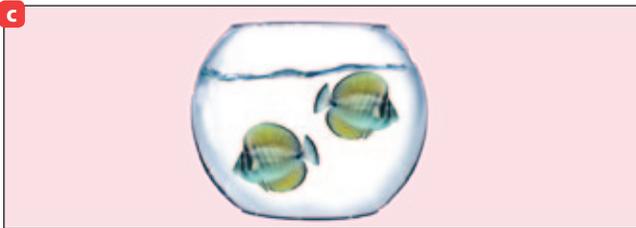
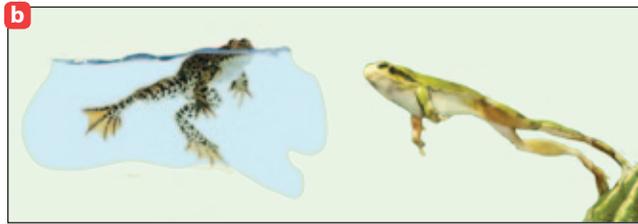
Answers from page 66: **1.** C (fish) **2.** D (dogs/legs/jump) **3.** A (birds/fly)
4. B (frogs/legs/swim)

Answers from page 67: **1.** frog **2.** dog **3.** bird

NAME _____ DATE _____



A MATCH AND WRITE.



1. _____ HAVE GOT FINS AND A TAIL. THEY CAN SWIM..
2. _____ HAVE GOT _____. THEY CAN RUN AND _____.
3. _____ HAVE GOT WINGS. THEY CAN _____.
4. _____ HAVE GOT _____. THEY CAN _____ AND JUMP.

NAME _____ DATE _____



A READ AND COMPLETE .



1. WHO AM I?
MY LEGS ARE GREEN. I CAN JUMP AND SWIM.
YOU ARE A _____ .



2. WHO AM I?
MY LEGS ARE WHITE. I'VE GOT FIVE TOES.
YOU ARE A _____ .



3. WHO AM I?
I'VE GOT STRONG CLAWS, BEAUTIFUL FEATHERS AND I CAN FLY.
YOU ARE A _____ .





GAME & INTEGRATION

UNITS 5 - 6

Pages 80-81

Let's play!

- Students play in pairs and follow the instructions.
- They will need a die and two counters.
- They can resort to their Learner's Book when needed.
- Students throw the die. The one who gets the highest number starts the game.
- As they fall on the different spaces, they have to complete the sentences or do what the space says.
- The winner is the student who first gets to "Finish".
- Walk around to help and monitor.
- Encourage students to listen to each other carefully and do peer correction.
- Keep record of the mistakes you hear to work on them later on.

Page 82

Integration Units 5-6

A Read and write.

Tell the students to read the conversations between the pirates and the parrot. Focus the students' attention on the missing parts of the text and on the missing parts of the picture. Check that the students identify the food items and that they remember how to write the words correctly. When they have finished, go round the class and check their work.

Answers: Apples, bananas, chicken, ham, coconut.

Page 83

B Look and tick (✓).

Tell the students to look at the pictures and identify the animals. Focus the students' attention on the different actions in the pictures. Then, ask them to tick each animal's abilities on the chart. Go round the class and monitor the activity. Then, check the answers with the whole class.

Answers: Dogs can run, jump and swim. Fish can jump and swim.

C Read and tick (✓).

Tell the students to look at the chart. Ask them to read the abilities above and then tick on the appropriate places on the chart.

Answers: I: Students' own answers. My pet: Students' own answers. A baby: Babies can't perform any of those actions.



EXTRA ACTIVITIES

UNIT 0

Page 84

1 Look and colour.

Focus the children's attention on the colour of each number. Then, tell them to colour the picture below using the colour codes.

Answer: It's Smarty!

UNIT 1

Page 85

1 Look and write.

Tell the students to look at the table in the picture. Ask them if they recognize the objects on the table. Then, tell them to write the words using the words from the box.

UNIT 2

Page 86

1 Match.

Focus the children's attention on the words and invite different students to read them aloud. Tell the students to match the words to the parts of the body and the actions.

2 Write.

Read the first sentence aloud: *I smell with my_____?* Make a gesture with your nose as you say it and wait for the children to answer **nose**. Ask the students to complete the other sentences by writing the words in the spaces.

Answers: a. nose b. ears c. eyes d. mouth e. hands.

UNIT 3

Page 87

1 Read and label.

Tell the students to look at the family portrait. Ask whose family it is. Then, tell them to label the different family members.

UNIT 4

Page 88

1 Look and match.

Read the words with the children. Help them identify the pictures, and then tell them to match each toy.

Answers:

Plastic: doll, ball. Metal: robot, bike. Wood: train, plane.

UNIT 5

Page 89

1 Look. Read and write.

Ask the students to identify the food items in the thought bubbles. Point to the first picture and ask: *Does Tom like ham? Yes. Does he like eggs? Yes.* Tell the students to write the words in the appropriate spaces using the words from the box. Continue the activity with Diana and Harry.

Answers: a. ham and eggs. b. chicken and apples. c. coconut and bananas.

UNIT 6

Page 90

1 Look and read. Write.

Tell the children to look at the two animal fact sheets. Complete the first one together with the whole class. Ask the students to identify which pet it is. Then, find the colours of the bird in the box. Ask the children what the bird can do. Now, ask the students to complete the second fact sheet by themselves.

Answers: **Pet**, bird. **Colours**, green and red. **Body**, two small wings, two eyes and a long tail. **Abilities**, fly and run. **Pet**, fish. **Colours**, blue and yellow. **Body**, a mouth, a nose, three fins and a short tail. **Abilities**, swim and jump.



NOTES



A large rectangular area with horizontal blue lines, intended for writing notes.





NOTES



A large rectangular area with horizontal blue lines, intended for writing notes.





NOTES



A large rectangular area with a white background and a thin orange border, containing 20 horizontal blue lines for writing notes.

