

TEACHER'S BOOK



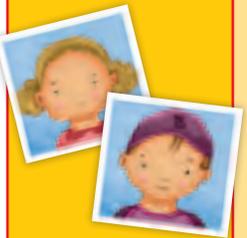
TOY  
BOX

Activity Book

DIANA JONES



# CONTENTS MAP

Unit/Theme	Structures	Functions and Language	Vocabulary	Social Values
<p><b>1</b></p> <p><b>MY SCHOOL</b></p> <p>PAGES 8-10</p> 	<ul style="list-style-type: none"> <li>• Verb to be</li> <li>• Imperative</li> </ul>	<ul style="list-style-type: none"> <li>• Giving personal information: <i>What is your name? Bobby.</i></li> <li>• Greeting and saying goodbye: <i>Hello. Goodbye.</i></li> <li>• Identifying classroom objects: <i>Show me the table. Point to the book.</i></li> <li>• Identifying colours: <i>Is this blue? Yes.</i></li> <li>• Identifying quantity: <i>How many tables? One. Show me one finger.</i></li> <li>• Following commands: <i>Clap one time. Walk. Follow me.</i></li> </ul>	<ul style="list-style-type: none"> <li>• School objects</li> <li>• Number: 1</li> </ul>	Courtesy
<p><b>2</b></p> <p><b>ME</b></p> <p>PAGES 11-13</p> 	<ul style="list-style-type: none"> <li>• Verb to be</li> <li>• Same/ different</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying oneself and others: <i>Who's this? She is Lisa.</i></li> <li>• Giving personal information: <i>Are you a boy? Yes.</i></li> <li>• Following commands: <i>Stand up. Sit down.</i></li> <li>• Identifying colours: <i>What colour is this? Blue.</i></li> <li>• Comparing people: <i>They are the same. They are different.</i></li> <li>• Identifying objects and colours: <i>What's this? A table. What colour is this? Blue.</i></li> <li>• Counting: <i>One, two.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Names</li> <li>• Numbers: 1 and 2</li> </ul>	Respect for others
<p><b>3</b></p> <p><b>MY FAMILY</b></p> <p>PAGES 14-16</p> 	<ul style="list-style-type: none"> <li>• Verb to be</li> <li>• Answers: Yes/No</li> <li>• Wh-questions</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying family members: <i>Is there a sister in your family? Yes. Who is this? Mummy. What is her name? Julia. Is this the daddy? Yes.</i></li> <li>• Describing family members: <i>Is she big or little? Little. Daddy is big. Baby is little.</i></li> <li>• Identifying colours: <i>What colour is the table?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Colours</li> <li>• Adjectives</li> </ul>	Love

Unit/Theme	Structures	Functions and Language	Vocabulary	Social Values
<p><b>4</b></p> <p><b>MY FACE</b></p> <p>PAGES 17-19</p> 	<ul style="list-style-type: none"> <li>• Verb to be</li> <li>• Wh-questions</li> <li>• Imperative</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying parts of the face: <i>Point to your nose. Is this an eye? Yes.</i></li> <li>• Describing parts of the face: <i>What colour is this eye? Brown.</i></li> <li>• Identifying quantity: <i>How many ears in this picture? One. How many eyes? Two.</i></li> <li>• Identifying eye colour: <i>What colour are your eyes? Blue. Are your eyes green or brown? Green.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Parts of the body</li> <li>• Colours</li> <li>• Numbers: 1 and 2</li> </ul>	<p>Awareness of self and others</p>
<p><b>5</b></p> <p><b>MY LUNCH-BOX</b></p> <p>PAGES 20-22</p> 	<ul style="list-style-type: none"> <li>• Verb to be</li> <li>• Wh-questions</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying people: <i>Who's this? The daddy.</i></li> <li>• Identifying and describing foods: <i>What's this? An apple. What colour is it? Red.</i></li> <li>• Describing foods: <i>The banana is yellow.</i></li> <li>• Offering and sharing: <i>Here, Anna, a biscuit. Thanks. You're welcome.</i></li> <li>• Expressing preferences: <i>I love biscuits. Do you love biscuits? Yes.</i></li> <li>• Counting and expressing quantity: <i>How many apples? One, two, three.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Food</li> <li>• Numbers: 1-3</li> </ul>	<p>Developing healthy habits and sharing</p>
<p><b>6</b></p> <p><b>PETS</b></p> <p>PAGES 23-25</p> 	<ul style="list-style-type: none"> <li>• Verb to be</li> <li>• Wh-questions</li> <li>• Have got</li> <li>• Verb: Love</li> <li>• Imperative</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying animals: <i>What's this? A cat?</i></li> <li>• Describing animals: <i>What colour is the fish? It's red. Is the dog big or small? Big.</i></li> <li>• Expressing possession: <i>I've got a pet cat. Have you got a pet? Yes.</i></li> <li>• Identifying location: <i>Where is the dog?</i></li> <li>• Describing preference: <i>I love cats. What's your favourite pet? A dog.</i></li> <li>• Identifying quantity: <i>Count the fish. How many fish? Three.</i></li> <li>• Following instructions: <i>Colour the cat orange.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pets</li> <li>• Colours</li> <li>• Numbers</li> <li>• Adjectives</li> </ul>	<p>Caring for others</p>

Unit/Theme	Structures	Functions and Language	Vocabulary	Social Values
<p><b>7</b></p> <p><b>MY GARDEN</b></p> <p>PAGES 26-28</p>	<ul style="list-style-type: none"> <li>• Verb to be</li> <li>• Wh-questions</li> <li>• Imperative</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying plants and animals: <i>Point to the root. Is this a stem? This is a caterpillar.</i></li> <li>• Describing a plant: <i>Is it big or little? Big. What colour is the stem? Green.</i></li> <li>• Describing a garden: <i>How many red flowers are in your garden? Two.</i></li> <li>• Describing actions: <i>Plant the seed. Water the plant. The plant grows.</i></li> <li>• Identifying quantity: <i>How many bees? One, two.</i></li> <li>• Following directions: <i>Put the caterpillar in the tree.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Parts of a plant</li> <li>• Colours</li> <li>• Numbers: 1-3</li> </ul>	Caring for the environment
<p><b>8</b></p> <p><b>MY TOYS</b></p> <p>PAGES 29-31</p>	<ul style="list-style-type: none"> <li>• Verb to be</li> <li>• Wh-questions</li> <li>• Have got</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying toys: <i>This is a robot. Show me the teddy bear.</i></li> <li>• Describing toys: <i>What colour is the teddy bear? Is it big or little?</i></li> <li>• Describing movements: <i>Bounce the ball. Fly the plane.</i></li> <li>• Identifying location: <i>Where's the teddy bear? He's in the toy box.</i></li> <li>• Following directions: <i>Put the teddy bear under the chair.</i></li> <li>• Expressing possession: <i>Have you got a ball? Yes.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Toys</li> <li>• Numbers: 1-3</li> <li>• Colours</li> <li>• Prepositions</li> <li>• Adjectives</li> </ul>	Sharing
<p><b>9</b></p> <p><b>MY HOME</b></p> <p>PAGES 32-34</p>	<ul style="list-style-type: none"> <li>• Verb to be</li> <li>• There is/ There are...</li> <li>• Wh-questions</li> <li>• Imperative</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying rooms and furniture: <i>There is a kitchen. Point to the kitchen.</i></li> <li>• Identifying family members: <i>Is this the mummy or the daddy? Mummy.</i></li> <li>• Identifying location: <i>Where is the daddy? In the bathroom.</i></li> <li>• Following directions: <i>Put the mummy in the kitchen.</i></li> <li>• Describing rooms: <i>There are two windows. There is a bed and a table.</i></li> <li>• Describing homes: <i>Is it big or little?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Rooms of the house</li> <li>• Furniture</li> <li>• Colours</li> <li>• Numbers: 1-3</li> <li>• Prepositions</li> <li>• Adjectives</li> </ul>	Cooperation
<b>TEMPLATES</b>	PAGES 35-50			
<b>STORIES</b>	PAGES 51-80			

# INTRODUCTION

# TOY BOX

Toy Box is an attractive and engaging activity book for pre-school children. The book takes a holistic approach to language learning which allows children to acquire English naturally through contact with stories and content area topics, while at the same time developing age-appropriate motor and social skills. The theme-based units are linked to different content areas and competences that underpin most pre-school curriculums.

## Aims

The main aims of the book are for children to:

- develop a positive attitude towards English.
- interact meaningfully with others in English.
- develop basic communicative skills with an emphasis on receptive skills.
- recognise the existence of other cultures.

## Language

Language learning spirals from unit to unit. This allows children to recycle previously seen language and structures while consolidating new language.

## Methodology

This course is based on the premise that children are constantly and actively involved in making sense of the world by making it their own. It acknowledges that pre-school children are in the process of learning their first language, which makes learning a new language all that much easier. To this end, Toy Box combines a variety of teaching methods to make learning meaningful and age-appropriate. Story and content-based activities, together with skills development, offer exposure to English in context. TPR (Total Physical Response) activities allow children to show comprehension by responding to orders, commands and instructions that require a non-verbal response. Communicative activities throughout the lessons guide children from controlled to freer practice while encouraging natural communication.

## Stories and content

The stories and content topics have been selected in accordance with preschool curriculum themes. They have been designed to develop pre-reading and communication skills, awareness of numbers, exploration of nature and society and art appreciation.

## Social values

Toy Box gives children the opportunity to explore positive social values, such as generosity, kindness, friendliness and respect. This will enable children to develop a sense of identity and an awareness of others.



## The role of the teacher

The teacher fulfils a variety of roles in the English pre-school classroom. It is the teacher's role as a facilitator to create a comfortable and motivating learning environment that caters to the needs of the children and enhances their learning experience. The teacher is a guide who continuously observes, supports and assesses each student through his or her own learning process, to ensure that each class is a meaningful and successful learning experience.

# ACTIVITY BOOK

## CHILDREN'S RESOURCES

The Activity Book includes nine units: one introductory unit, four story-based units (the even-numbered units) and four content-based units (the odd-numbered units).



### Units

Each Unit offers four lessons, which provide activities that will ensure the pupils learn and consolidate the functions and vocabulary presented in the lessons.

### Icons

Each lesson is linked to a specific field of learning, highlighted by the following icons:



#### Language and communication.

These lessons present the theme and the new language and vocabulary of the unit.



#### Exploration and knowledge of society.

Here students consolidate the new language from the unit and previously seen language, while exploring theme-related content.



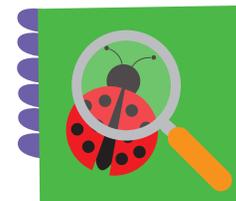
#### Expression and appreciation of art.

A variety of activities including rhymes, songs and chants, as well as different arts and crafts.



#### Mathematical awareness.

Children work with numbers and shapes in a variety of counting, grouping and sequencing activities.



#### Exploration and knowledge of nature.

Here students consolidate the new language from the unit and previously seen language, while exploring theme-related content.

### Cutouts

Attractive Cutouts are used in a variety of activities and games to reinforce vocabulary and functions through communication.



# TEACHER'S BOOK

## TEACHER'S RESOURCES

The Teacher's Book offers step-by-step instructions to integrate all the components in the book.

### Units

Each Unit starts with a unit opener which provides an overview of the objectives of each lesson. Story-based units use the texts in the Stories to expose children to new language in context. The Teacher's Book provides instructions on how to help the children develop early literacy skills such as prediction, picture reading, comprehension and response to stories.

Each lesson includes:

#### Functions box

Examples of the functions and language to be presented and practised in each lesson.

#### Vocabulary box

List of key words for recognition and practice.

#### Materials and Preparation

List of any materials and preparation that will be required for each class.

#### Starter

Offers an introductory routine for beginning each class.

#### Warm-up

Introduces the general topic of the lesson.

#### Presentation and practice

Includes language development activities, where a specific language item or skill is introduced and practised.

#### Wrap-up

Reinforces language and skills.

### Class CD

The Class CD contains the recordings of the songs and rhymes in the Teacher's Book, as well as the Stories. The track numbers for all recordings are referenced in the Teacher's Book, at point of use, along with the corresponding audio scripts. Reviewing songs is an enjoyable and motivating way for children to recycle previously seen vocabulary and language.



### Templates

Photocopiable templates provide additional resources for most units. Instructions for how and when to use them can be found at point of use.

### Stories

The Stories includes colourful, engaging stories including fables, fairy tales, rhymes and non-fiction texts. New vocabulary and language is presented and consolidated within the context of the stories. Attractive and clear illustrations accompany the texts, providing the children with meaningful exposure to language and aiding comprehension.

### Toy Box Time

Offers a variety of hands-on activities for further practice, consolidation and motor skills development.

# UNIT 1 MY SCHOOL

## Lesson 1

### Functions

- Giving personal information: *What is your name? Martin.*
- Greeting and saying goodbye: *Hello. Goodbye.*
- Identifying classroom objects: *Point to the crayons.*

### Vocabulary

- *teacher, book, table, chair, crayon, glue stick, scissors*

- **Materials:** card, markers, safety pins, ball, flashcards of classroom objects, red and blue crayons (1 of each per child)
- **Preparation:** Name tags. Write the name of a child on each tag. Colour each tag red, blue or yellow. Attach a safety pin to each.

**Starter:** Greet the class and introduce yourself: *Hello. My name is (Miss Lisa).* Ask the children to respond Hello back.

## Warm-up

### Song: Good morning, good morning

Play Track 2. Point to yourself and say your name as you sing the song the first time: *My name is (Miss Lisa).* Play the track again and pause after every line. Ask students to repeat each line. Point to different students and encourage them to say their own names as they sing along: *My name is Martin.*

### Track 2: Good morning, good morning

<i>Good Morning, Good Morning</i>	<i>Good morning, good morning.</i>
<i>Good morning, good morning.</i>	<i>How are you? How are you?</i>
<i>How are you? How are you?</i>	<i>My name is... My name is...</i>
<i>My name is... My name is...</i>	<i>What's your name? What's your name?</i>
<i>What's your name? What's your name?</i>	

## Presentation and practice

### Introduce yourself.

Display the name tag of a student. Ask a student to come to the front of the class. Help the child to introduce him or herself. Help the student to put on his or her name tag.

### Game: What is your name?

Tell the children to stand in a circle. Roll the ball to a child and ask the child's name: *What is your name? Maria.* Ask the child to roll the ball back to you.

## Talk time!

Ask students to stand in a circle. Display the flashcards or point to the objects, one at a time and name them: *Table. Chair.* Ask students to repeat the words. Ask students to point: *Point to the teacher. Point to the chair.*

## Look and point.

Show page 3 of the Activity Book and ask the children to open their books at that page. Distribute crayons. Ask students to identify the objects and the people on the page: *Point to the boy. Circle the boy.* Demonstrate the activity by making a circle with your hand.

## Wrap-up

### Song: Goodbye, children.

Invite the children to stand in a circle. Stand in the middle of the circle. Play Track 3 and then play it again pausing after each line. Play the track again and invite students to sing along.

### Track 3: Goodbye, children

*Goodbye, children,  
Goodbye, children,  
Goodbye, children,  
It's time for us to go!*

## Toy Box Time

### Make your puppets!

- **Materials:** Template 1 from page 35 (1 copy per child), crayons, scissors, glue sticks, wool, coloured paper, ice cream sticks (2 per child), tape.
- Distribute the materials. Hold up a pair of scissors and point to the cut-out lines on Template 1. Show them how to cut out the puppets. Tell children to colour the pictures and decorate their puppets using the wool and coloured paper. Help the children to tape the pictures to the ice cream sticks. Greet students and help them respond using the puppets: *Hello, Carlos. My name is...* Invite students to take their puppets home to share with their parents or carers.

## Lesson 2

### Functions

- Greeting and saying goodbye: *Hello. Goodbye.*
- Identifying classroom objects: *Show me the table.*

## Vocabulary

- *school, teacher, book, table, chair, crayon*

- **Materials:** Unit 1 cutouts (Activity Book, page 75), flashcards of classroom objects, crayons, card
- **Preparation:** Use card to draw a picture of a lamb and of a girl. Then, cut them out.

**Starter:** Greet students as they come in. Ask them how they are.

## Warm-up

### Game: What is it?

Ask students to stand in a circle. Display the flashcards of classroom objects facing up in the centre. Ask a student to identify the pictures: *Point to the school*. Continue the activity until all of the students have participated.

## Presentation and practice

### Match the cutouts.

Display the flashcards on the board. Ask students to identify the people and objects: *Point to the teacher*. *Point to the table*. Distribute cutouts. Point to and name the flashcards on the board one by one and ask students to hold up the corresponding cutout: *Show me the boy*.



### Look and match.

Show page 5 of the Activity Book and ask the children to open their books at that page and take out crayons. Ask students to point to the objects on their pages: *Point to the chair*. Ask students to draw the lines to match the pictures: *Point to the teacher*. *Point to the chair*. Draw a line. Continue until students have matched all of the pictures on the page.

## Wrap-up

### Present the song.

Hold up the girl cutout: *This is Mary*. Ask students to repeat her name. Hold up the lamb cutout: *This is a lamb*. *Baa! Baa!* Encourage students to repeat the word and the sounds a lamb makes. Explain that the lamb and Mary are friends. Tell them that the lamb follows Mary when she goes to school.

### Song: Mary had a little lamb.

Play Track 4. Sing the song and move Mary and the

lamb as you do so. Play the track again and pause after each line. Invite the children to repeat each line. Play the track a third time and tell the class to join in. Give Mary and the lamb to the students and encourage them to pass them round.

### Track 4. Mary Had a Little Lamb

*Mary had a little lamb,  
Little lamb, little lamb,  
Mary had a little lamb,  
Its fleece was white as snow.*

*It followed her to school one day,  
School one day, school one day,  
It followed her to school one day,  
Which was against the rule.*

*And everywhere that Mary went,  
Mary went, Mary went,  
And everywhere that Mary went,  
The lamb was sure to go.*

*It made the children laugh and play,  
Laugh and play, laugh and play,  
It made the children laugh and play,  
To see a lamb at school.*

## Lesson 3

### Functions

- Identifying classroom objects: *Show me the table*.
- Identifying colours: *What colour is this? Red. Is this blue? Yes.*

### Vocabulary

- *school, teacher, book, table, chair, crayon, glue stick, scissors, red, blue*

- **Materials:** flashcards of colours (red and blue), blue and red objects, scissors, tape, flashcards of classroom objects

**Starter:** Greet students as they come in. Ask them how they are.

## Warm-up

### Game: Mary says.

Display the following flashcards on the board: table, book and chair. Ask three students to come to the front. Use the Mary cutout to give commands to the children: *Sara, hold up the chair*. *Juan, hold up the book*. Ask other students to come to the front and repeat the activity.

## Presentation and practice

### Game: What colour is it?

Display the red flashcard and ask students to repeat

the word: *Red*. Hold up a red book and ask: *What colour is this? Red*. Continue with a red crayon. Repeat the activity using the blue flashcard and blue classroom objects.

### Name and mark.

Show page 7 of the Activity Book and ask the children to open their books at that page. Ask the children to point to the objects in the picture and identify the colours: *Point to the crayon. Is the crayon blue or red? Red*. Show students a red crayon. Ask students to show you a red crayon. Tell students to mark the red crayon on their pages. Continue with the red chair. Then repeat the procedure with the blue objects. Tell students to mark the object in the picture one by one: *Point to the blue table. Mark the table with a blue crayon*. Demonstrate the action by making a check mark with your hand or on the board.

## Wrap-up

### Match the pictures.

Display the flashcards of classroom objects at the front of the class. Draw a picture of a table on the board and ask students to identify it: *What is this? Table*. Ask a student to come to the front and place the corresponding flashcard below the drawing using tape: *Show me a table*.

## Lesson 4

### Functions

- Identifying classroom objects: *Show me the table*.
- Identifying quantity: *How many tables? One*.
- Following commands: *Clap one time. Walk. Follow me*.

### Vocabulary

- *school, teacher, book, table, chair, crayon, glue stick, scissors*

- **Materials:** flashcards and cutouts of classroom objects, card, scissors, lamb cutout (from Lesson 2), crayons, tape
- **Preparation:** Use card to make a big school. Colour it red and blue.

**Starter:** Greet students as they come in. Ask them how they are.

## Warm-up

### Game: Do it one time.

Give commands to the children: *Clap one time*. Demonstrate the action and encourage the students to copy you. Demonstrate a different action: *Jump one time*.

## Presentation and practice

### Number time!

Write a large number 1 on the board and say: *One. Number one*. Hold up one finger and encourage children to hold up one finger too.



### Colour and circle.

Show page 9 of the Activity Book and ask the children to open their books at that page. Point to the number and ask students to identify it: *Is this one? Yes*. Ask students to identify objects on the page: *Point to the book*. Then help them to count the objects: *How many books? One*. Tell students to circle the single objects in the picture. Ask students to colour the number.

## Wrap-up:

### Game: How many?

Display the following flashcards on the board: teacher, book, table, chair, crayon. Distribute Unit 1 cutouts. Tell students to place their cutouts on their desks in the same order as the flashcards. Point to each flashcard and say: *One book, one chair, one table, etc*. Ask students to hold up the corresponding cutout as you name the objects. Hold up the flashcards one by one and ask: *How many books? One*.

### Toy Box Time

#### Make a memory game!

- **Materials:** Template 2 from page 36 (1 copy per child), crayons, scissors.
- Distribute the materials. Ask the children to identify the objects in Template 2: *How many books are there?* Ask children to colour the cards and then cut them out. Put children into pairs. Tell students to shuffle their cards and place them face down on their tables. Explain that they must take turns to turn over two cards and name the objects. If the cards match, tell them to keep the pair. If the cards do not match, tell them to turn the cards back over. Monitor the activity as the children play the game.

**Lesson 1**

**Functions**

- Identifying oneself and others: *Who's this? She is Lisa.*
- Giving personal information: *Are you a boy? Yes.*
- Following commands: *Stand up. Sit down.*

**Vocabulary**

- *boy, girl, he, she, yes, no*

- **Materials:** magazine pictures of a boy and of a girl

**Starter:** Greet the students as they come in.

**Warm-up**

**Boy or girl.**

Display the Story on page 52. Point to the girl in the picture and say: *This is Lisa. She is a girl.* Point to some of the girls in the classroom and ask: *Are you a girl? Yes.* Point to the boy in the picture and say: *This is Ben. He is a boy.* Point to some of the boys in the classroom and ask: *Are you a boy? Yes.* Point to some of the boys in the classroom and ask: *Are you a girl? No.*

**Story time!**

Hold up the Lisa and Ben story. Point to the cover of the story and say: *This is a story.* Read the title. Point to the girl on the page and ask: *Who's this? She is Lisa.* Get students to repeat. Do the same for the boy: *He is Ben.* Look at the pages of the story and get students to identify the characters: *Who's this? She's Lisa.* Play Track 5. Display the Lisa and Ben story, pages 52 to 59 of the Teacher's Book. Turn the pages as the story is told. Return to page 52 and play the track again. Pause the track after each page and invite students to come up and point to characters and items in the pictures: *Point to the boy.*

**Track 5. Lisa and Ben.**

*Her name is Lisa.  
She is a girl.  
His name is Ben.  
He is a boy.  
They look different.*

*Lisa likes books.  
Ben likes books.  
They both like school!  
They look different.  
But they like the same things!*

**Presentation and practice**

**Look and circle.**

Show page 11 of the Activity Book and ask the children to open their books at that page. Distribute crayons. Get students to identify the girls on the page. Then ask them to point to Lisa from the story. Ask children to circle Lisa. Demonstrate circling by drawing a circle in the air or on the board. Repeat with the boy on the page and Ben.

**Wrap-up**

**Boys and girls.**

Display magazine pictures of a boy and a girl. Point to the pictures and say: *He is a boy. She is a girl.* Invite a boy and a girl to the front of the class. Give each one the respective picture of either a boy or a girl. Point to a boy who is sitting in the classroom and ask: *Is Tomas a boy or a girl? Boy.* Invite that boy to come to the front and stand with the boy holding the picture. Continue until all of the students are sorted into boys and girls.

Give simple commands for students to return to their seats: *Boys, sit down.* Once students are back in their seats, give boys and girls commands: *Boys, stand up. Boys, sit down.* Continue with individual students: *Maria, stand up. Pablo, stand up. Maria, sit down.*

**Toy Box Time**

**Make your puppets!**

- **Materials:** Materials: Template 3 from page 37 (1 copy per student), crayons, scissors, glue sticks, tape, icecream sticks (2 per student).
- Distribute materials. Ask students to identify the pictures and colour them. Show students how to cut out the pictures. Help them tape the sticks to the back. Give commands for students to follow using the puppets: *Show me the boy. Show me the girl.* Encourage students to take their puppets home.

**Lesson 2**

**Functions**

- Identifying oneself and others: *Who's this? She's Lisa. She's a girl.*
- Identifying colours: *What colour is this? Blue.*

## Vocabulary

- boy, girl, he, she, red, blue

- **Materials:** flashcards (red and blue), red and blue crayons.

**Starter:** Greet students as they come in. Ask them if they are a boy or a girl.

## Warm-up

### Song: I'm a boy, I'm a girl.

Play Track 6. Sing the song and point to boys and girls at the appropriate time in the song. Play the track again. Pause after each line and have students repeat. Play the track a third time and invite students to join in. Tell the girls and boys to stand up when they are mentioned in the song.

### Track 6. I'm a Girl, I'm a Boy

Boy or girl,	Boy or girl,
Boy or girl.	Boy or girl.
Look at me,	Look at me,
Look at me,	Look at me,
I'm a girl, I'm a girl.	I'm a boy, I'm a boy.
What are you?	What are you?
What are you?	What are you?

## Presentation and practice

### Look and find.

Display the blue flashcard and get students to identify the colour. Get students to show you blue things in the classroom: *Show me blue.* Repeat with the red flashcard. Display the Lisa and Ben story. Point to red and blue things on the page and get students to identify the colours: *What colour is this?* Invite students to come up and point to red and blue things on the pages of the story: *Show me blue.*

### Look and circle.

Show page 13 of the Activity Book and ask the children to open their books at that page. Display the page and point to the children on the page and get students to identify the boys and girls: *Is this a boy? Is this a girl?* Get students to identify Lisa: *Is Lisa a girl? Yes.* Hold up a blue crayon and get students to do the same: *Show me the blue crayon.* Get students to circle the girls on the page

with a blue crayon. Continue with Ben and get students to circle the boys on the page with the red crayon.

## Wrap-up

### What colour is this?

Invite a child to the front of the class. Show the child the blue flashcard and get him or her to identify the colour: *What colour is this? Blue.* Get the student to find something in the classroom that is the same colour. Repeat the activity with the red flashcard. Give commands to the children using the different colours: *Boys, show me red. Girls, show me blue.*



## Lesson 3

### Functions

- Identifying oneself and others: *Who is this? This is Lisa. She's a girl.*
- Identifying things that are the same: *They are the same. They are different.*

### Vocabulary

- boy, girl, red, blue, book, pencil, crayon, chair, book, table, same, different

- **Materials:** red and blue crayons

**Starter:** Greet students as they come in. Ask them their name and if they are a boy or a girl.

## Warm-up

### Story time!

Display the Lisa and Ben story. Play Track 5 and point to the characters as the class listens to the story. Point to Lisa and ask: *Is Lisa a boy or a girl?* Tell the class they are different. Display Lisa and Ben, pages 56 and 57. Read the text and point to the books on the pages. Tell the class they are the same: *Ben and Lisa like books. They are the same.*

## Presentation and practice

### Talk time!

Ask students to put their chairs in a circle. Hold up two books. *This is a book. This is a book. They're the same.*

Then hold up two things that are different and say: *This is a book. This is a pencil. They are different.* Place classroom objects in a pile. Choose one item and say: *This is a red crayon.* Say: *Show me something that's the same.* Repeat with different objects.



### Name and mark ✓.

Distribute red and blue crayons. Show page 15 of the Activity Book and ask the children to open their books at that page. Point to all of the objects on the page and ask students to identify them and their colours: *Is this a chair? Is it blue or red?* Name the following items and get students to mark them with a ✓: book, glue stick, crayons.

## Wrap-up

### Show me red!

Give each student a red or blue classroom object. Point to a student and get him or her to identify the colour of his or her object: *Is your crayon blue or red? Blue.* Hold up the blue flashcard. Ask all the students with a blue object to hold up their objects: *Show me blue.* Repeat the activity with the red flashcard.

### Toy Box Time

#### Make a boy or girl picture.

- Materials: Template 4 from page 38 (1 copy per child), paper, crayons, scissors, glue, yarn, glitter.
- Distribute materials. Get students to identify the pictures. Tell the girls to colour the picture of the girl and the boys to colour the picture of the boy. Encourage students to decorate their figures with yarn and glitter. Walk around the class and ask students about their drawings: *Is this a boy or a girl? What's his name?* Encourage students to take their drawings home to share with their family.



## Lesson 4

### Functions

- Exchanging personal information: *I'm a boy. I'm a girl.*
- Identifying objects and colours: *What's this? A table. What colour is this? Blue.*
- Counting: *One, two.*

### Vocabulary

- *boy, girl, he, she, red, blue, tables*

- **Materials:** Unit 2 cutouts, crayons, classroom objects (two of each object).

**Starter:** Greet students as they come in.

## Warm-up

### I'm a boy, clap, clap.

Ask all the children to stand up. Sing the song below and invite the children to join in and clap their hands to the rhythm. Walk around the class and tap a student on the head. Encourage that student to say if they are a boy or girl: *I'm a boy.* Repeat the song until several students have participated.

Song:

*I'm a boy  
Clap, clap, (slow)  
Clap, clap, clap (fast)  
I'm a girl*

## Presentation and practice

### One, two.

Ask students to remove the Unit 2 cutouts. Say: *Hold up one boy. Hold up one girl.* Invite a girl and a boy to the front of the class. Point to each and say: *One boy. One girl.* Invite another boy and another girl to the front. Count the girls out loud: *One, two.* Put your hands on the heads of both girls and say: *Two girls. How many girls? Two girls.* Repeat with two boys.



### Look and circle.

Show page 17 of the Activity Book and ask the children to open their books at that page. Point to the number 2. Tell students to colour the number. Then, ask students to circle two tables.

## Wrap-up

### Boys and girls.

Ask students to form a circle in a boy-girl pattern. Encourage students to say one boy or one girl as you walk around the circle tapping each child on the shoulder. Encourage students to reinforce the pattern by clapping as you say *one boy* and stomping their feet as you say *one girl*. Repeat the pattern with two boys and two girls.

## UNIT 3 MY FAMILY

### Lesson 1

#### Functions

- Identifying family members: *Who is this? This is mummy. Is this daddy? Yes.*

#### Vocabulary

- mummy, daddy, sister, brother, baby, family*

- Materials:** family flashcards or magazine pictures, Unit 3 cutouts

**Starter:** Greet the students as they come in.

### Warm-up

#### Talk time!

Display the flashcards one at a time and name them. Get students to repeat the words. Ask the students to sit in a circle. Place the flashcards in the centre face up. Ask students to point to a picture: *Point to the mummy. Point to the sister.* Repeat the activity until all the family members have been identified several times.

### Presentation and practice

#### Board time!

Make a family tree on the board with the flashcards. Say: *This is a family.* Ask some students to the front: *Show me the mummy.* Continue with the remaining family members.

#### Song: I love my mummy.

Play Track 7 and sing along. Play the track again and pause after each line. Invite students to repeat each line. Play the track once more and encourage students to sing along.

#### Track 7. I love my mummy

<i>I love my mummy,</i>	<i>I love my mummy,</i>
<i>I love my mummy,</i>	<i>I love my mummy,</i>
<i>Very much,</i>	<i>Very much,</i>
<i>Very much,</i>	<i>Very much,</i>
<i>My mummy says she loves me,</i>	<i>My mummy says she loves me,</i>
<i>My mummy says she loves me,</i>	<i>My mummy says she loves me,</i>
<i>Very much,</i>	<i>Very much,</i>
<i>Very much.</i>	<i>Very much.</i>

### Look and circle.

Show page 19 of the Activity Book and ask the children to open their books at that page. Identify the family members: *Who's this? The daddy. Point to the brother.* Name the family members one at a time and get students to circle them in their books. *Brother. Circle the brother.* Get students to repeat the words: *Mummy. Daddy.*

### Wrap-up

#### Game: Who is missing?

Help the children remove the cutouts from page 79 of their Activity Book. Display three flashcards on the board: *mummy, daddy, brother.* Name the family members and get students to repeat. Tell students to place the same three cutouts on their desks in the same order. Ask students to close their eyes. Remove one of the flashcards. Tell students to open their eyes and to hold up the cutout of the family member that is missing: *Who is missing? The mummy. Show me the mummy.* Repeat the activity with the other flashcards. Collect and store cutouts for further use.

### Toy Box Time

#### Make your puppets!

- Materials:** Template 5 from page 39 (1 copy per child), crayons, scissors, ice cream sticks (2 per child), tape.
- Distribute the materials. Tell children to colour the pictures of the mummy and the daddy and cut them out. Help children tape the ice cream sticks to the pictures. Ask students questions and help them reply using the puppets: *What's the daddy's name? Arturo. Hello, Arturo. My name is Patty.* Tell the children to take their puppets home and show them to their families.

### Lesson 2

#### Functions

- Identifying family members: *Who is this? This is the mummy. Is this the daddy? Yes.*
- Describing family members: *Is she big or little? Little.*
- Following commands: *Clap. Hop.*

#### Vocabulary

- mummy, daddy, sister, brother, baby, family*

- **Materials:** family flashcards, puppet of lamb from Unit 1

**Starter:** Greet students as they come in.

## Warm-up

Play Track 7 and sing along. Play the track again and encourage students to repeat. Sing the song again without the CD and change mummy for another family member: *I love my daddy*. Invite students to join in.

### Track 7: I love my mummy

## Presentation and practice

### Are you little or big?

Hold up the puppet of the lamb from Unit 1 and have it ask you: *Are you little or big? Big*. Make your body as big as you can by spreading your arms and your legs as you say the word "big". Get students to make themselves as big as they can and tell them to repeat the word. Look at the lamb and ask: *Are you little or big? Little*. Make your body as little as possible by crouching down into a small ball as you say the word "little". Tell students to make themselves as little as they can and encourage them to repeat the word. Stick the family flashcards on the board and point to the family members. Get students to identify the size of each person as you point to them: *Is the baby little or big? Little*. *Is the mummy little or big? Big*. Encourage students to demonstrate little or big using their bodies as they identify the size of people in the pictures.



### Look and match.

Show page 21 of the Activity Book and ask the children to open their books at that page and take out crayons. Point to the mummy in the family picture in the centre of the page: *Is this daddy or mummy? Mummy*. Ask students to identify the other family members. Point to the little picture of the mummy, and get students to point to the little picture of the mummy on their pages. Ask students to draw a line from the mummy in the little picture to the mummy in the family picture: *Match mummy to mummy*. Repeat the activity with daddy, brother and sister.

## Wrap-up

### Game: Who is it?

Place the flashcards face down. Invite a student to come to the front and choose a flashcard. Tell him or

her to show the flashcard to the rest of the class but do not look at it yourself. Ask questions to guess the family member: *Is it a girl? No. Is he little or big? Little. Is it the brother? Yes*. Repeat the game until most of the students have picked a card.



## Lesson 3

### Functions

- Identifying family members: *Is there a sister in your family? Yes. What is her name? Her name is Julia*.
- Describing family members: *Is she big or little? Big*.

### Vocabulary

- *mummy, daddy, sister, brother, baby, grandma, grandpa, family*

- **Materials:** family flashcards (including grandma and grandpa), Unit 3 cutouts
- **Preparation:** Bring photos of your family and ask students to bring photos of their families from home.

**Starter:** Greet students as they come in. Ask them to mention a family member.

## Warm-up

### This is my family!

Display all the family flashcards. Point to and identify the grandparents: *Who's this? It's grandpa. This is grandma*. Ask the students questions: *Is there a daddy in this family? Is there a brother in this family? Is he big or little?* Get students to identify the different family members in their families: *Is there a baby in your family?*

## Presentation and practice

### Make family groups.

Invite four students to the front of the class. Give each of them a flashcard. Identify the group as a family: *This is a family. Who is in this family?* Point to the students and help the class identify them: *mummy, daddy, brother, sister, baby, grandpa, grandma*. Be sensitive to different kinds of families and to how the children's families are made up. Repeat the activity until several different kinds of family groups have been created.



## Look and colour.

Show page 23 of the Activity Book and ask the children to open their books at that page. Point to the first picture and get students to identify the family members. *Is there a daddy in this picture? Yes. Point to the grandma.* Repeat the activity with the other pictures on the page. Tell students to put their family photos next to the pictures on the page. Get students to colour the frame of the picture that they like best. Go round the class and help students identify the similarities: *Is there a sister in this picture? Is there a sister in your family photo?*

## Wrap-up

### Talk time!

Invite a student to the front to show his or her family photo. Help the student describe the family members in the photo: *Who's this? Daddy. What's his name? Juan. Is he big or little? Big.* Get the rest of the class to identify the family members in the photo: *Is there a daddy in the photo? Yes. Is there a sister in the photo? No.* Invite other students to show their photos and repeat the activity.

## Toy Box Time

### My family and me!

- **Materials:** Template 6 from page 40 (1 copy per child), red and blue crayons, stars.
- Distribute the materials. Tell the children to circle the mummy and the daddy with red, to mark ✓ the brother with blue, and to mark ✓ sisters with red. Tell students to glue a star onto the family members that correspond with their families. Ask students to share their family pictures with the class. Help them to identify the family members in their pictures. Tell the children to take their sheet home and show their parents or carers.



## Lesson 4

### Functions

- Identifying family members: *Who is this? Mummy. Is this the daddy? Yes.*
- Describing family members: *Daddy is big. Baby is little.*
- Identifying colours: *What colour is the table?*

### Vocabulary

- *mummy, daddy, sister, brother, baby, family*

- **Materials:** family flashcards

**Starter:** Greet students as they come in. Ask them to mention a family member.

## Warm-up

### Board time!

Display the family flashcards on the board. Point to the daddy and say: *Daddy is big.* Get students to stand up and demonstrate being big: *Make yourself big like daddy.* Point to the baby and say: *Baby is little. Make yourself little like baby.* Demonstrate the action to help them. Repeat the activity with other members of the family.

## Presentation and practice

### Show me something big.

Point to a table and ask: *Is the table big or little? Big.* Hold up a crayon and ask: *Is the crayon big or little? Little.* Ask a student to identify an object in the classroom that is big: *Show me something big.* Ask a different student to show you something little in the classroom. Repeat the activity several times with different students.



### Find and mark ✓.

Show page 25 of the Activity Book and ask the children to open their books at that page. Get students to name the people and objects in the picture: *Point to the big chair. Point to the little chair.* Tell students to mark ✓ the big items.

## Wrap-up

### Song: Now big, now little.

Play Track 8. Make yourself as big or as little as you can as the words are named in the song. Play the track again, line by line, and get students to repeat. Play the track once more and encourage students to sing along making the 'big' and 'little' movements.

### Track 8. Now big, now little

*Now big, now little.  
I'm stretching very big,  
And now I'm very little.  
Now big, now little.*

## UNIT 4 MY FACE

### Lesson 1

#### Functions

- Identifying parts of the face: *Point to your nose. Is this an eye? Yes.*
- Identifying quantity: *How many eyes? Two.*

#### Vocabulary

- face, eyes, nose, mouth, ears*

- Materials:** crayons, face flashcards (eyes, ears, nose, mouth, face)

**Starter:** Greet the students as they come in. Ask them if they are a boy or a girl.

### Warm-up

#### This is a nose!

Draw a face on the board. Point to the different parts of the face: *This is his nose. These are his eyes.* Point to your nose and eyes and identify them: *This is my nose. These are my eyes.* Get students to identify their noses and eyes: *Point to your nose. Point to your eyes.* Continue with mouth and ears.

### Presentation and practice

#### Story time!

Display the Koko the Clown story, page 60 of the Teacher's Book. Point to the clown and introduce her: *This is Koko. She is a clown.* Point to the title of the story and read it aloud. Picture read the story, identifying the parts of the face on each page: eyes, nose, mouth, ears. Read the story aloud. Stop and ask questions about the parts of the face to check comprehension: *Is this her nose or her mouth? Count the parts of the face: How many eyes? Two.*

#### Look and circle.

Show page 27 of the Activity Book and ask the children to open their books at that page. Hold up the ear flashcard and get students to identify it: *Is this an eye or an ear?* Tell them to point to different parts of the girl's face on their pages: *Point to the girl's ear.* Repeat the activity with the eyes, nose and mouth. Get students to circle the parts of the girl's face: *Circle the ears. Circle the eyes.* Continue with the nose and mouth.

### Wrap-up

#### Song: How many eyes?

Play Track 9 and sing along. Play the track again, line by line, and get students to repeat. Get students to point to the parts of the face as they repeat the lines. Play the track once more and get students to join in and clap as you say the numbers.

#### Track 9. How many eyes?

<i>How many eyes?</i>	<i>How many mouths?</i>
<i>One, two.</i>	<i>One mouth.</i>
<i>How many ears?</i>	<i>And just one nose!</i>
<i>One, two.</i>	

#### Toy Box Time

##### Make a clown picture!

- Materials:** Template 7 from page 41 (1 copy per child), crayons, glitter, cotton balls, yarn, coloured strips of paper.
- Distribute materials. Tell the children to colour the clown and the hat. Get them to decorate the picture using glitter, cotton balls, yarn and coloured strips. Ask each student to think of a name for his or her clown. Walk around the class and ask students questions about their clowns: *What's his name? Pipo. What colour is his mouth? Red.* Write the name of the clown at the top of the page: *Pipo the clown.*

### Lesson 2

#### Functions

- Identifying parts of the face: *What are these? Eyes.*
- Describing the face: *What colour is this eye? Brown.*
- Identifying quantity: *How many ears in this picture? One.*

#### Vocabulary

- face, hair, eyes, nose, mouth, ears, brown, black, one, two*

- Materials:** crayons (black and brown per student)

**Starter:** Ask students to call out a part of their face.

### Warm-up

#### Make a face.

Draw a large oval on the board. Ask students to identify the different parts of a face as you draw them inside the oval: *Are these ears or eyes? Eyes.*

Draw the eyes, ears, nose and mouth. Invite a student to the front and get him or her to face the class so they cannot see the board. Point to a part of the face on the board. Ask the class to name the part of the face: *What's this? Mouth.* Ask the student to identify his or her mouth: *Point to your mouth.* Invite other students to the front and repeat.

## Presentation and practice



### Draw and colour.

Show page 29 of the Activity Book and ask the children to open their books at that page and take out crayons. Point to the drawing of the girl in the corner of the page. Get students to point to and name the parts of the face with you: *This are her eyes. Point to the eyes.* Use both pictures on the page to get students to identify what is missing: *Point to the nose.* Ask students to draw the nose and the mouth. Ask students to identify the different colours of the face: *What colour are the eyes? Black.* Point to the hair and say: *The hair is brown.* Tell students to colour the hair brown and the eyes black.

## Wrap-up

### Song: This is my face!

Play Track 10 and sing along. Play the track again, line by line, and get students to repeat. Play the track once more and get students to join in the song. Encourage them to point to the different parts of their faces as they sing along.

### Track 10. This Is My Face!

*These are my eyes, eyes, eyes.*  
*This is my nose.*  
*This is my nose, nose, nose.*  
*This is my mouth.*  
*This is my mouth, mouth, mouth.*  
*These are my ears.*  
*These are my ears, ears, ears.*  
*This is my face!*



## Lesson 3

### Functions

- Identifying eye colour: *What colour are your eyes? Blue. Are your eyes green or brown? Green.*

### Vocabulary

- face, eyes, nose, mouth, ears, brown, green, blue, red*

- Materials:** face flashcards (face, eyes, nose, mouth, ears), colour flashcards (blue, brown, green, red), Unit 4 cutouts, small mirror, crayons (brown, green, blue)

**Starter:** Greet the students and ask them to call out and touch a part of their face.

## Warm-up

### Match the cutouts!

Distribute Unit 4 cutouts. Display the flashcards one by one and get students to hold up the matching cutouts. Hold up the flashcards one by one and tell students to name them: *What is this? Mouth.* Name a part of the face and get students to show you the corresponding cutout: *Show me the ear.* Hold up the same flashcard to check students are holding up the correct cutout.

## Presentation and practice

### Say the colour.

Display the Koko the Clown story. *Who's this? Koko the clown.* Point to the picture of Koko and help students identify the different colours. *What colour is this eye? Brown.* Hold up the brown flashcard. Continue with other parts of her face. Hold up the green flashcard and name the colour: *This is green.* Get students to repeat. Point to Koko's jumpsuit and get students to identify the colour: *Is this green? Yes.* Ask students to identify green things in the classroom.



### Look and colour.

Draw two big eyes on the board. Walk around the class and let individual students look closely at your eyes. Get them to say what colour they are: *What colour are my eyes?* Look in the mirror and confirm their answers: *My eyes are (brown).* Colour the eyes on the board accordingly.

Show page 31 of the Activity Book and ask the children to open their books at that page. Distribute the brown, green and blue crayons. Name each colour and get students to hold up the corresponding crayon: *Show me the green crayon.* Hold up the corresponding flashcard to confirm their answers. Get one student to look in the mirror and say what colour his or her eyes are: *What colour are your eyes? Are they brown or blue? (Blue.)* Use the brown, blue and green

flashcards to help students reply. Then get the student to colour the eyes on his or her page: *Show me the blue crayon. Colour the eyes blue.* Write the student's name on his or her page. Repeat with each student in the class.

## Wrap-up

### Listen and do.

Give commands to students with different eye colours: *Blues eyes, stand up. Green eyes, jump. Brown eyes, hop.*

## 123 Lesson 4

### Functions

- Identifying parts of the face: *Point to your nose. Is this an eye? No.*
- Describing parts of the face: *What colour is his nose? Red.*
- Identifying quantity: *How many eyes? Two.*

### Vocabulary

- *face, eyes, nose, mouth, ears, brown, red, green, blue, one, two*

- **Materials:** crayons, face flashcards, number flashcards (1 and 2), index cards.
- **Preparation:** Draw one colour dot and two colour dots on different index cards (1 of each per student).

**Starter:** Greet the students and ask them to call out and touch a part of their face.

## Warm-up

### Game: Stand up, sit down.

Invite two students to the front of the class. Give one student the number 1 flashcard and the other the number 2 flashcard. Help students to identify the numbers. Ask the student holding the number 1 to stand on the right side of the class. Ask the student holding the number 2 to stand on the left side of the class. Divide the class into the left and right hand sides. Play Track 11. When the number 1 is mentioned, get that student to hold up the flashcard. Instruct all the students on the right side of the room to stand up, and then sit down. When the number 2 is mentioned, get the students on the left side of the class to stand up and then

sit down. Play the track again and repeat the activity, inviting different students to the front of the class.

### Track 11. How many eyes?

*How many eyes?*

*One, two.*

*How many ears?*

*One, two.*

*How many mouths?*

*One mouth.*

*And just one nose!*

## Presentation and practice

### Count and mark.

Show page 33 of the Activity Book and ask the children to open their books at that page. Hand out the crayons. Get students to identify the boy and the parts of his face: *Point to the boy. Point to his eyes.* Get students to tell you how many he has of each: *How many noses? One.* Hold up the corresponding number flashcard when the students answer. Draw two squares on the board. Write 1 in one of the squares, and 2 in the other square. Display page 33 of the Activity Book. Point to the different parts of the face on the right-hand side of the page. Count the parts of the face along with the class. Get students to mark the correct number. Demonstrate the action using your squares on the board.

## Wrap-up

### Look and show.

Hand out the number cards with the coloured dots. Hold up different face flashcards. Ask students to say how many there are on a face: *How many noses? One.* Tell students to hold up the corresponding number card. Continue, reviewing the different parts of the face.

### Toy Box Time

#### Make a portrait!

- **Materials:** Copies of Template 8 from page 42 of this book (1 per student and 1 extra), crayons, lipstick.
- **Preparation:** Take the extra copy of Template 8 and make a sample portrait of your face. Add wool for hair.
- Show your self-portrait and point to each part of your face as you name it: *This is my nose.* Distribute copies of Template 8 and crayons. Ask students to draw and colour their eyes, nose and mouth. Tell students to take their portraits home to share with their parents or carers.

## UNIT 5 MY LUNCH BOX

### Lesson 1

#### Functions

- Identifying foods: *What's this? A banana. Is this an orange or an apple? Apple.*
- Describing foods: *The banana is yellow.*

#### Vocabulary

- apple, banana, orange, sandwich, yogurt, juice, lunch box, red, yellow.*

- Materials:** a picture of a lunch box, Unit 5 cutouts (apple, orange, banana), crayons, scissors, tape, 3 baskets or boxes.

**Starter:** Greet the children as they come in. Ask them how they are.

### Warm-up

#### Presenting the lunch box.

Show the picture of the lunch box and say: *This a lunchbox.* Hold up the Activity Book at page 39 and help the children identify the lunch box: *Is this a lunchbox? Yes.* Stick the picture of the lunchbox on the board. Display and name each food and drink cutout. Tell the students to repeat the words and stick each item around the lunch box on the board.

### Presentation and practice

#### The banana is yellow.

Display the apple cutout and ask the children to identify it: *What's this? An apple. What colour is it? Red.* Present the banana and orange cutouts and use them to present the colours orange and yellow: *What's this? Banana. The banana is yellow.* Tell the students to point to different items in the classroom that are yellow and orange.

#### Baskets of fruit.

Place the three baskets or boxes at the front of the class. Attach one of the fruit cutouts to each basket. Invite the students to come up and put something of the same colour in each basket: *Is the banana yellow? Yes.* Put something yellow in the basket. Continue with the apple basket and the orange basket.

### Look and circle.

Show page 35 of the Activity Book and ask the children to open their books at that page. Distribute crayons. Name the food items on the page and ask the students to point to them. Tell the students to mark the items that go in a lunchbox: *Do bananas go in a lunchbox? Yes. Mark the banana.*

### Wrap-up

#### Listen and do.

Distribute the apple, orange and banana cutouts but give just one cutout to each student. Give commands for the children to follow according to their colour or fruit: *Apples, stand up. Yellows, hop.* Tell the students to exchange cutouts and give more commands.

### Toy Box Time

#### Make a love sign!

- Materials:** Food flashcards, copies of Template 9 from page 43 (1 per student and 1 extra), crayons, card (1 per student), glue stick, ice cream stick, tape.
- Preparation:** Glue Template 9 to a piece of card. Make a sample love sign.
- Distribute Templates and crayons. Tell students to colour the hearts. Help them tape the stick to the back. Hold up a flashcard and tell the class you love that food: *I love apples!* Hold up your sample love sign. Ask the class if they love apples and tell them to hold up their signs to respond.

### Lesson 2

#### Functions

- Identifying foods and drinks: *Is this a food or a drink? Food.*
- Offering and sharing: *Here, a biscuit. Thanks. You're welcome.*

#### Vocabulary

- carrot, sandwich, biscuit, orange juice, milk.*

- Materials:** Unit 5 cutouts, crayons (brown, red, green, yellow, orange, blue), paper or plastic plates and cups (1 set per student).

**Starter:** Greet the children as they come in. Ask them what their name is.

## Warm-up

### Song: We'll be eating.

Distribute the Unit 5 Cutouts. Ask the students to identify each item and hold up the corresponding cutout: *Is this a banana or an apple? Apple.* Play Track 13 and hold up the corresponding cutouts: banana, orange juice, milk. Mime eating and drinking using the cutouts.

### Track 13: We'll be eating

- We'll be eating from our lunchbox very soon.  
We'll be eating from our lunchbox very soon.  
We'll be eating from our lunchbox,  
We'll be eating from our lunchbox,  
We'll be eating from our lunchbox very soon!*
- We'll be eating a banana very soon...*
  - We'll be drinking orange juice very soon...*
  - We'll be drinking some fresh milk very soon...*

## Presentation and practice

### Food and drinks.

Distribute the plastic or paper plates and cups. Tell the students to sort their food and drinks cutouts by putting the food cutouts on the plate and the drinks cutouts in the cup.



### Look and circle.

Show page 37 of the Activity Book and ask the children to open their books at that page. Ask the students to identify the boy: *Is this a boy or a girl? A boy.* Ask the students to identify the food and the drinks on the page: *Point to the milk. Is it a food or a drink? Drink.* Ask the students to hold up their red crayons: *Show me your red crayon.* Tell them to circle the food with the red crayon: *What's this? Banana. Is it a food or a drink? Food. Circle it red.* Continue the activity until all the food is circled red and all the drinks are circled blue.

## Wrap-up

### Pack your lunch.

Draw a lunchbox on the board and introduce it: *This is my lunchbox. Repeat. Lunchbox.* Distribute paper. Tell the students to draw a lunchbox on their papers: *Draw your lunchbox.* Name the different food items and tell the students to hold up the corresponding cutouts. Ask them to pack a lunch: *Put food in your lunchbox.* Encourage the students to share their lunches. Model the conversation: *Here, an orange. Thanks. You are welcome.*

## Toy Box Time

### Food and drink Bingo

- Materials:** 1 copy of Template 10 per student, 9 buttons per student.
- Ask the children to colour the circles with different colours and place the cutouts on the empty boxes.
- Call out the names of the food, drinks and colours at random. Ask them to put a button on the corresponding space. The first one to complete a line calls out Bingo!



## Lesson 3

### Functions

- Identifying foods: *What's this? A sandwich.*
- Expressing preferences: *I love biscuits. Do you love biscuits? Yes.*
- Asking for things: *Give me the sandwich, please.*

### Vocabulary

- Sandwich, green, biscuit, carrot.*

- Materials:** Unit 5 cutouts, crayons, paper, stapler, scissors.
- Preparation:** Paper lunchboxes: per student, fold a sheet of paper in half and staple the sides shut. Cut a strip of paper and staple it to each side of the lunchbox as a handle.

**Starter:** Greet the students as they come in. Say *Hello* and tell them to say hello back.

## Warm-up

### I love biscuits.

Bring a puppet to the class. Introduce it to the class and act out his response: *This is Bobby, everybody. Hi, Bobby. How are you today? Fine, thanks.* Show Bobby a biscuit and act out his response: *Look Bobby, a biscuit. Mmm, I love biscuits. Mmmm, me too. I love biscuits.*

Ask the class if they love biscuits: *Do you love biscuits? Yes.* Repeat the activity with the milk, juice and sandwich cutouts.

## Presentation and practice

### Make a lunch box.

Distribute the paper lunch boxes and crayons. Tell the students to decorate their lunch boxes as they wish.

Tell them to keep their cutouts in their lunch boxes. Collect the students' lunch boxes and store them for later use.



### Look and match.

Show page 39 of the Activity Book and ask the children to open their books at that page. Name the different items on the page and tell the students to point to them: *Point to the lunchbox.* Tell the children to circle the foods they love: *Do you love carrots? Yes. Circle the carrots.* Tell the class to pack their lunchboxes with foods they love: *Draw a line from the food and drinks to the lunchbox.*

## Wrap-up

### Pack your lunchbox.

Distribute the students' paper lunch boxes and tell them to empty their lunch boxes. Divide the class into pairs. Ask the children to ask their partner for different food items. Model the language and tell them to repeat: *Give me a sandwich, please. Thank you.* Walk around the class and help the children that are having problems.



## Lesson 4

### Functions

- Identifying and describing foods: *What's this? An apple. What colour is it? Red.*
- Counting and expressing quantity: *How many apples? One, two, three. Are there three? Yes.*

### Vocabulary

- apple, sandwich, banana, orange, green, biscuit, juice, carrot, milk, lunchbox, three*

- Materials:** Red card, green card, scissors, tape (to make 4 apples), real food (oranges, apples, carrots and bananas, 1 per student), non-transparent bag, crayons (red, green, yellow, orange).
- Preparation:** Draw 4 apples on the red card, 2 apples on the green card and cut them out. Wash the food and put it in the bag (apples, bananas, carrots, oranges).

**Starter:** Greet the students as they come in. Ask them how they are.

## Warm-up

### Feel and say.

Display the bag of food. Tell the students you have brought them something for their lunch. Invite each student to come up and put his or her hand in the bag and take an item. Before they take it out, ask them to guess what it is: *What is it? An apple.* Tell the student to take it out and show the class. Ask the class to identify the food and its colour: *Is it an apple? Yes. What colour is it? Red.* Give the student the item and elicit his or her response: *Here, take the apple. Thank you. You are welcome.* Continue until all of the children have participated.

## Presentation and practice

### Counting: One, two, three

Draw an apple tree on the board and stick the red apples on the tree. Point to an apple and ask the students to identify it: *What's this? An apple. What colour is it? Red.* Leave only three apples on the tree. Count the apples with the class: *Let's count the apples. One, two, three. How many red apples? Three.* Display two green apples and tell the students to count: *How many green apples? Two.* Hold up different numbers of red or green apples and tell the students to count them. Stick all of the apples on the tree and leave for the Wrap up activity.



### Colour, count and circle.

Show page 41 the Activity Book and ask the children to open their books at that page. Help the students identify the number 3 and tell them to colour it: *Point to the number three. Colour the three.* Ask the students to count the different foods on the page: *How many carrots? One, two. How many bananas? One, two, three.* Distribute crayons and ask the students to circle the foods that are grouped in three: *Circle the bananas.* Ask them questions about the page: *How many biscuits? Three. How many carrots? Two.*

## Wrap-up

### Listen and do.

Ask individual students to bring you different numbers of apples: *(Juan), bring me two green apples. (Ana), bring me one red apple.* Continue until there are no more apples on the tree. Replace the apples and start over until all of the students have had a chance to participate.

## Lesson 1

### Functions

- Identifying animals: *What's this? A cat?*
- Describing animals: *What colour is the fish? It's red. Is the dog big or small?*
- Expressing possession: *I've got a pet cat. Have you got a pet? Yes.*

### Vocabulary

- *Dog, fish, cat, rabbit, bird, puppy, kitten.*

• **Materials:** Unit 6 cutouts.

• **Preparation:** Pet flashcards (bird, cat, dog, fish, rabbit).

**Starter:** Greet the children with a puppet or a teddy bear as they come in.

### Warm-up

#### Introduce pets.

Display the flashcards one by one. Name each animal and ask the students to repeat: *This is a cat. Cat. Is this a dog or a bird? Bird.*

### Presentation and practice

Display the story at page 68. Point to the title of the story and read it. *This is the title. The Pet Parade.* Invite a student to come up and point to the title: *Show me the title of the story.*

Picture read the story by pointing to the animals on each page and identifying them: *Is this a dog? Yes. Is this a fish or a rabbit? Rabbit.*

Play Track 15 and turn the pages of the story. Play the track again and pause after each page. Ask questions to check comprehension: *What colour is the dog? Is it big or little?*

#### Track 15: The Pet Parade

*Come and see the pet parade!  
All my friends are there.  
Lucy has a great big dog.  
It has long white hair.  
Jimmy has two little cats.  
They are sleeping on a bed.*

*Susan's fish swim in a bowl.  
They are yellow, blue and red.  
Anna's rabbit hops so fast!  
It is yellow. It likes grass.  
Billy's bird can fly so high.  
Oh look! It is in the tree.*

#### Look and circle.

Show page 43 of the Activity Book and ask the children to open their books at that page. Help the children identify the different pets from the story: *Lucy has got a dog. Point to the dog. Jimmy has got cats. Point to the cats.* Name the following pets and tell the students to circle them: *Circle the fish. Circle the bird. Circle the rabbit.*

### Wrap-up

#### Rhyme: My puppy

Display puppy and kitten flashcards and introduce them: *This is a puppy.* Explain to the students a puppy is a baby dog and a kitten is a baby cat.

Play Track 16 and hold up the corresponding flashcards.

#### Track 16: My puppy

*I like to pet my puppy,  
He's got such nice soft fur,  
And if I do not pull his tail,  
He won't say "Grrrrr!"*

*I like to pet my kitten,  
She's got such nice soft fur.  
And if I do not pull her tail,  
She won't say "Meowerrr!"*

### Toy Box Time

#### Make a pet puppet!

- **Materials:** Materials: Copies of Template 11 from page 45 (1 copy per student), card (1/2 sheet per student), scissors, crayons, glue sticks, ice cream sticks, tape.
- **Preparation:** Cut out the cat and dog pictures on each copy of Template 11.
- Distribute crayons, card, glue sticks, and ice-cream sticks. Show the students the dog and the cat pictures. Ask them to identify the animals: *What's this? A cat.*
- Invite each student to choose a pet and colour it. Then, show them how to glue their animals on the card and tape the ice-cream stick to the back of their pets.
- Afterwards, tell the students to name their pets.
- Walk around the class and ask the children about their pets: *Have you got a dog? Yes. What's its name? Fifi.* Write the students' names on the back of their pet puppets.

## Lesson 2

### Functions

- Identifying animals: *What's this? It's a dog.*
- Describing animals: *What colour is the fish? It's red.*

## Vocabulary

- Dog, fish, cat, rabbit, bird, pink.

- **Materials:** Unit 6 cutouts, crayons, one copy of Template 11 from page 45, card (1/2 sheet), glue stick, ice-cream stick, tape.
- **Preparation:** Dog puppet: Colour the dog on Template 11 brown with pink ears and nose. Cut it out and glue it onto card. Tape an ice-cream stick on the back.

**Starter:** Greet the children as they come in. Ask them to tell you the name of an animal.

## Warm-up

### Listen and show.

Distribute Unit 6 cutouts. Name the pets and tell the students to hold up the corresponding cutouts: *Show me the dog.* Make animal sounds and/or movements and ask the children to guess the animal: *Meow. What is it? A cat.* *Show me the cat.*

## Presentation and practice

### Describe the dog puppet.

Display the Dog puppet. Ask the children to identify it and its colour: *What is it? A dog. What colour is the dog? It's brown.* Point to the dog's ears and nose and describe them: *He's got pink ears and a pink nose.* Ask the children to point to other pink things in the classroom.



### Look and match.

Show page 45 of the Activity Book and ask the children to open their books at that page. Tell the class that all of the children in the parade have lost their pets. Name the children, from left to right, and tell the students to point to them: *Anna, Lucy, Billy and Susan.* Display The Pet Parade story at pages 68 to 73 and help the students identify the children and their pets: *Is this Anna? Yes. What pet has Anna got? A rabbit. What colour is the rabbit? Yellow.* Tell the students to draw a line from Anna to the rabbit on their pages. Continue with the other animals: *Lucy-the dog, Billy-the bird and Susan-the fish.*

## Wrap-up

### Name the pet.

Ask the students to sit in their chairs in a circle and sit with them. Display the pet flashcards and ask them to identify and describe the animals: *What's this? A bird. What colour is it? Black.*



## Lesson 3

### Functions

- Describing animals: *What colour is the dog? It's brown. Can dogs run? Yes.*
- Describing preference: *I love cats. What's your favourite pet? A dog.*

### Vocabulary

- Dog, fish, cat, rabbit, bird, run, sleep, swim, fly, hop.

- **Materials:** Unit 6 cutouts, pet flashcards, crayons, CD with marching music.
- **Preparation:** Cat puppet: Colour the cat on Template 11. Cut it out and glue it onto card. Tape an ice-cream stick on the back.

**Starter:** Greet the children with the dog puppet as they come in. Ask them to say a name of an animal.

## Warm-up

### Favourite pets.

Display the animal flashcards and tell the children what your favourite pet is. Point to the corresponding animal: *I love cats. My favourite pet is a cat.* Then, ask a student: *What's your favourite pet? A dog.* Find out if the student has a dog and ask questions about it: *Have you got a dog? Yes. What colour is it? What's its name?* Continue with several students.

## Presentation and practice

### I'm a little kitten.

Play Track 17 and hold up the Cat puppet. Tell the students this song is about a baby cat. Purr when the song says: *purr.* Make the puppet hop when indicated in the song. Play the track again and tell the students to repeat keywords: *kitten, furry, friend, worry, hop and stop...*

### Track 17: I'm a little kitten

*I'm a little kitten  
Soft and furry.  
I am your friend.  
So do not worry.  
Right up on your lap I like to hop.  
I'll purr and purr and never stop.*

## The Pet Parade

Display The Pet Parade story, pages 68 to 73. Point to each of the animals and demonstrate the movements. Cats sleep. Birds fly. Fish swim. Rabbits hop. Tell the students to copy the actions on each page. Check comprehension by demonstrating the movements: *Do dogs run? Yes. Do dogs fly? No.*



### Look and match.

Show page 47 of the Activity Book and ask the children to open their books at that page. Tell the students to identify the pets on the page: *Point to the rabbit.* Then, tell them to colour their favourite pet. Ask individual students about their animals: *What's this? What colour is it?*

## Wrap-up

### Give a pet parade.

Tell each student to choose a pet cutout. Give directions for the children to follow: *Rabbits, hop. Birds, fly. Fish, swim. Cats, sleep. Dogs, run.* Ask the students to line up. Play marching music and tell them to move around the classroom, doing their animal movements and making the animal sounds.

### Toy Box Time

#### Animal concentration!

- **Materials:** Copies of Template 12 from page 46 (1 per student), crayons, scissors.
- **Preparation:** Pet cards: Cut out a set of cards from Template 12 per student.
- Give each student a set of pet cards and crayons. Tell the students to name the pets and colour them.
- Organise the class into pairs. Show the students how to mix their cards together. Tell them to lay the cards face down on their tables. Tell one student in each pair to turn over two cards. If they match. Tell that student to keep the cards. If not, tell that student to turn the cards back over. Collect and store the Pet cards for further use.



## Lesson 4

### Functions

- Identifying animals: *What's this? It's a dog.*
- Identifying quantity: *Count the fish. How many fish? Three.*

### Vocabulary

- *Dog, fish, cat, rabbit, bird, white, black.*

- **Materials:** One coloured copy of Template 11 (black dog and white cat).

**Starter:** Greet the students with the Cat puppet as they come in. Ask them to tell you what their favourite pet is.

## Warm-up

### Song: I've got a dog, I've got a cat

Display the Dog and Cat pictures. *This is a cat. It's white.* Tell the students to show you white things in the classroom. Do the same with the dog picture: *This is a dog. It's black.* Play Track 18 and hold up the corresponding animal for each verse. Store the pictures for further use.

### Track 18: I've got a dog, I've got a cat

*I've got a dog*

*A big black dog*

*I walk him and feed him*

*And take him to the vet.*

*Have you got a pet?*

*I've got a cat*

*A small white cat*

*I love her and stroke her*

*And take her to the vet.*

*Have you got a pet?*

## Presentation and practice

### Review the story.

Display The Pet Parade once again to review the story. Count the animals on each page: *How many fish? One, two, three.* Ask the children to show you the corresponding number of fingers.



### Count and match.

Show page 49 of the Activity Book and ask the children to open their books at that page. Tell the students to identify each type of animal and their colours: *Point to the dog. What colour is it? Brown.* Then, tell them to identify the numbers on the page: *Point to the number two.* Ask the students to count the animals and match them to the corresponding numbers.

## Wrap-up

### Song!

Play the different songs from Unit 6 (Tracks 15 to 18) and ask the children to pick their favourite. Tell them to raise their hands if they like the song. Play the chosen favourite track and ask the children to sing along.

## UNIT 7 MY GARDEN

### Lesson 1

#### Functions

- Identifying parts of a plant: *Point to the root. Is this a stem?*
- Describing a plant: *Is it big or little? Big. What colour is the stem? Green.*

#### Vocabulary

- seed, root, plant, leaf, flower, stem, soil, garden*

- Materials:** Unit 7 cutouts, crayons.

**Starter:** Greet the children as they come in and ask them names of colours.

### Warm-up

#### Walk around the school.

Walk around the school with the class. Point out the different plant life that grows in or around the school: trees, grass, flowers, plants, bushes, etc. Name the different plant life and ask the students to repeat. Ask questions about the different plant life: *Is the flower big or little? Is the grass green or blue?*

### Presentation and practice

#### My garden.

Display the unit cutouts from page 85 of the Activity Book. Stick them all on the board and tell the class that these are parts of a garden. Point to different items and tell the students to identify them: *What's this? A flower? Yes.* Now tell the class that this is the garden of your friend Richard: *This is Richard's garden.* Tell the children to listen to a story about Richard. Play Track 19 and point to the items as they are mentioned.

#### Track 19: My garden

*Richard plants a garden.  
He puts the seeds in the soil.  
The seed grows.  
The plant has got one leaf.  
Richard waters the plant.  
The plant grows taller.  
The sun helps the plant grow.  
The plant is grown. It's a sunflower!*

### Look and match.

Show page 51 of the Activity Book and ask the children to open their books at that page. Point to the different parts of the plant. Name them and tell the children to point to them on their pages: *These are roots. Point to the roots. This is the stem. Point to the stem.* Tell the children to match each of the parts of the plant to the plant in the middle of the page: *Point to the flower. Match the flower to the flower.* Walk around the class and make sure the children are following your directions.

### Wrap-up

#### Act it out.

Demonstrate how to act out the different stages of a plant growing. Ask the children to follow your actions:

*Plant the seeds* (mime planting a seed). *You are all little seeds* (sit on the floor holding your knees tightly). *The little seeds are growing* (slowly rise to a kneeling position). *Now you have got one leaf* (stretch out one arm as if it were a leaf). *You are growing bigger* (stand up). *Now the plant has got two leaves* (stretch out both arms). *Now the plant is big, you are a big sunflower* (stand up and form a circle with your arms).

### Toy Box Time

#### Flower puzzle!

- Materials:** Copies of Template 13 from page 47 (1 per student and 1 extra), scissors, crayons, glue sticks, A4 card (1 per student and 1 extra), paper.
- Preparation:** Cut out the flower pieces from each copy of Template 13 and clip each set together.
- Make a sample of the puzzle and glue it onto card. Show the children your flower puzzle. Ask them to put the pieces of their puzzle together to form a plant. Tell the children to glue their puzzle pieces onto the card and colour their flowers. Walk around the class and ask the children about their flowers: *Is this the stem? What colour is it?*

### Lesson 2

#### Functions

- Identifying parts of a plant: *What's this? A flower. Is this a stem or a leaf? Stem.*
- Describing a plant: *Is the flower big or little? Big.*
- Describing a garden: *How many red flowers are in your garden? Two.*

## Vocabulary

- *flower, leaves, stem, bees, ants, big, little*

- **Materials:** Flashcards (flower, sun, bees, ants), coloured paper, scissors.
- **Preparation:** Draw big and little flowers on different coloured paper. Cut them out (1 per student).

**Starter:** Greet the children as they come in. Ask them what their name is.

## Warm-up

### Paper flowers

Distribute the paper flowers. Call out the different types of flowers and tell the children to hold them up: *Show me blue flowers. Show me little flowers.* Give different flowers commands to follow: *Red flowers, jump. Yellow flowers, run on the spot. Big flowers, hop. Little flowers, stand up.*

## Presentation and practice

### Big or little?

Display the following flashcards (bees, ants, flowers and sun). Present the words and ask the children to repeat. Ask them to identify the size of each item: *Is the sun big or little? Big. Are the ants big or little? Little.* Tell the children to point to big and little things in the classroom.



### Name and colour.

Show page 53 of the Activity Book and ask the children to open their books at that page. Help the children identify the items on the page: *Is this a flower? Yes. Point to the stem. Point to the leaves.* Give them directions for colouring the flower and the bee: *Colour the bee yellow. Colour the flower orange. Colour the leaves green. Colour the stem green.*

## Wrap-up

### Flower garden

Distribute the paper flowers. Divide the class into groups of five and get each group to stand in different parts of the classroom. Tell the class that each group is a flower garden. Tell each group to hold up their flowers. Go round the class and ask them to describe their gardens: *How many big flowers in this garden? Three. How many red flowers? Two.*

## Toy Box Time

### Make a bee puppet!

- **Materials:** Copies of Template 14 from page 48, yellow crayons, scissors, ice cream sticks, tape.
- Ask them to identify the bee: *Is this an ant or a bee? A bee.* Ask the children what colour bees are and get them to colour their bees yellow. Help them cut out their bees. Tape a stick to the back of each student's bee and write their names.



## Lesson 3

### Functions

- Identifying plants: *Is this a plant? Yes/No. What is this? A flower.*
- Describing actions: *Plant the seed. Water the plant. The plant grows.*

### Vocabulary

- *seed, plant, leaf, flower, bee, ant, soil, water, sun*

- **Materials:** Unit 7 cutouts

**Starter:** Greet the students as they come in. Ask them if they are big or little.

## Warm-up

### Look and count.

Draw a flower on the board and ask the children to identify it: *What is this? A flower.* Draw three leaves on the flower and tell the children to count them: *How many leaves? One, two, three. Three leaves.* Draw a bee and ask the children to identify it: *Is this a bee or an ant? Bee.* Draw another bee and tell them to count the bees: *How many bees? One, two.* Continue drawing flowers, leaves and bees.

## Presentation and practice

### Song: This is the way I plant a seed.

Display the unit cutouts and stick them to the board. Play Track 20 and in each verse point to the soil (when it says I plant a seed), the watering can (I water the plant), and the plant with the flower. Play the track again and tell the children to repeat each line and mime the actions: *planting the seed, watering the plant, the plant growing.*

## Track 20: This is the way I plant a seed

*This is the way I plant a seed,  
Plant a seed, plant a seed.  
This is the way I plant a seed,  
So happy in my garden.  
This is the way I water my plant,  
Water my plant, water my plant.  
This is the way I water my plant,  
So happy in my garden.*



### Look and trace.

Show page 55 of the Activity Book and ask the children to open their books at that page. Name the different items on the page and tell the children to point to them. Ask the class what a plant needs to grow. Tell them to point to the soil, the sun and the water. *A plant needs soil. Point to the soil.* Tell pupils to follow the maze and draw a line to the sun, the soil and the water.

## Wrap-up

### What do plants need?

Draw a seed on the board. Get the class to identify it: *Is this a seed or a plant? Seed.* Tell the class that you want the seed to grow to a plant. Describe what a seed needs to grow and put the corresponding cutouts on the board as you do so: *We need soil. We need water. We need the sun.* Draw a big sun on the board. Repeat the description again and circle the pictures on the board as you do so. Explain or demonstrate with your body that these things help the seed to grow into a big plant.



## Lesson 4

### Functions

- Identifying animals and plants: *What is this? A tree. This is a caterpillar.*
- Identifying quantity: *How many bees? One, two.*
- Following directions: *Put the caterpillar in the tree.*

### Vocabulary

- *bee, bird, caterpillar, tree, leaf, flower*

- **Materials:** 3 copies of Template 15 from page 49, scissors, crayons.
- **Preparation:** Picture cutouts. Colour and cut out the bees, birds, and caterpillars.

**Starter:** Greet the students as they come in. Ask them to tell you names of animals.

## Warm-up

### Create a scene.

Draw the sun, a tree and a flower with a big leaf on the board and ask the children to identify them. Display one caterpillar cutout from Template 15. Identify it and stick it on the tree: *This is a caterpillar. It lives in the tree.* Do the same for the bird and the bee. Name the different items on the board and tell the children to come up and point to them: *Point to the sun. Point to the bee.*

## Presentation and practice

### Song: I'm a caterpillar.

Play Track 21 and point to the pictures on the board. Play the track again, line by line, and tell the children to repeat. Play the track a third time and ask them to join in and point to the corresponding animal on the board.

### Track 32: I'm a caterpillar.

*I'm a caterpillar.  
I'm in a tree.  
I'm eating a leaf.  
I'm hungry as can be.  
I'm a little bee.  
I'm in a flower.*

*I'm eating all the nectar.  
Hour by hour.  
I'm a baby bird.  
I'm in a tree.  
I'm singing on a branch.  
Come listen to me.*



### Look and colour.

Show page 57 of the Activity Book and ask the children to open their books at that page. Distribute crayons. Ask them to identify and count the items on the page: *Point to the leaves. How many leaves? One, two, three.* Tell the children to colour the pictures. Go round the class and ask individuals to count the items on the page.

## Wrap-up

### Listen and stick.

Remove the picture cutouts from the board, but leave the drawings that you did. Invite groups of three students to come up to the front. Hand them the cutout pictures from Template 15. Give them directions for illustrating the scene on the board: *Put two bees on the flower. Put three birds in the tree. Put one caterpillar on the leaf.* Count the animals in the picture with the class: *How many caterpillars? One.* Invite other groups to the front and start over. Continue until all of the children have participated.

## Lesson 1

### Functions

- Identifying toys: *This is a robot. Show me the teddy bear.*
- Describing toys: *What colour is the teddy bear? Is it big or little?*

### Vocabulary

- ball, robot, aeroplane, action figure, boat, teddy bear, fire truck, toy box, school bus, car, blocks

- Materials:** Unit 8 cutouts, toys flashcards, box, wrapping paper, tape.
- Preparation:** Wrap the box to look like a toy box. Place the toys flashcards inside.

**Starter:** Greet the children as they come in. Ask them to tell you what their name is.

## Warm-up

### Show and tell.

Display the toy box and tell the children what it is: *This is a toy box.* Take the flashcards out of the box, one at a time, and name them. Ask them to repeat: *This is a robot. Repeat. Robot.* Display each of the flashcards on the board.

Point to each toy flashcard and tell the children to identify it: *Is this a robot? Yes.* Invite individual students to put toys back in the toy box: *Juan, put the teddy bear in the toy box.*

## Presentation and practice

### Picture read.

Display the story at page 74. Point to the title of the story and read it: *This is the title. Jeremy and The Toys.* Invite a student to come up and point to the title: *Show me the title of the story.* Point to the boy and help the children guess the boy's name: *Who's this? Is this Jeremy? Yes.* Picture read the story and ask the children to identify the toys on each page: *Is this a ball? Yes. Is this a robot or a teddy bear? Robot.*

### Story time!

Display the story from pages 74 to 80. Play Track 33 and turn the pages of the story. Read the story, page by page and

ask questions to check comprehension: *What colour is the teddy bear? Is it big or little?*

### Track 22: Jeremy and the toys

*Jeremy is looking at his toys. He doesn't know what to play.*

*'Who will bounce the ball?' he asks. 'I will,' says the robot. Jeremy and the robot bounce the ball.*

*'Who will fly the aeroplane?' he asks. 'I will,' says the action figure. Jeremy helps the action figure fly up high.*

*'Who will row the boat?' Jeremy asks. 'I will,' says the teddy bear. They row on the blue, blue sea.*

*'Who will drive the truck?' he asks. The toys are too tired to play.*

*So Jeremy lies down on his bed. He takes a nap.*

*All the toys go to sleep in their toy box.*



### Look and mark.

Show page 59 of the Activity Book and ask the children to open their books at that page. Tell the children to take out their cutouts and put them all facing upwards. Display the story and name the different toys that are in the story. Ask the children to identify them on their pages. Tell them to turn over the cutout that you name: *Point to the robot. Turn over the robot.* Continue until all the toys from the story have been turned over. Now tell them to mark on the page the remaining toys that are not in the story: *Point to the school bus. Is the school bus in the story? No. Mark the school bus.*

## Wrap-up

### What's missing?

Display five toy flashcards on the board. Ask the children to identify the toys: *What's this? A robot.* Tell them to close their eyes. Remove one of the flashcards. Tell the children to open their eyes and identify the missing toy: *What's missing? The car.* Continue with different sets of flashcards.



## Lesson 2

### Functions

- Identifying toys: *What this? An aeroplane.*
- Describing toys: *Is the bear brown? Yes.*
- Describing movements: *Bounce the ball. Fly the plane.*

### Vocabulary

- ball, robot, aeroplane, action figure, boat, teddy bear, fire truck, toy box, school bus, car, blocks

- **Materials:** aeroplane flashcard, Unit 8 cutouts, crayons.

**Starter:** Greet the children as they come in. Ask them to name a toy.

## Warm-up

### Song: I'm a pilot

Display the aeroplane flashcard and ask the children to identify it: *What's this? An aeroplane.* Pretend to be a plane flying by spreading out your arms. Tell them to copy your actions: *Fly like a plane.* Play Track 23 and fly the aeroplane flashcard around as you listen to the song. Play the track again, line by line, and tell the children to repeat. Play the track a third time and invite them to join in and do the actions.

### Track 23: I'm a pilot

<i>I'm a pilot.</i>	<i>I'm a pilot.</i>
<i>I fly a plane.</i>	<i>I fly a plane.</i>
<i>I fly round the world,</i>	<i>I fly round the world,</i>
<i>And back again.</i>	<i>And back again.</i>
<i>I'm an astronaut.</i>	<i>I'm an astronaut.</i>
<i>I fly into space,</i>	<i>I fly into space,</i>
<i>I fly to the moon,</i>	<i>I fly to the moon,</i>
<i>And fly back to base.</i>	<i>And fly back to base.</i>

## Presentation and practice

### Act out the story.

Display Jeremy and The Toys at page 74. Point to the toys that Jeremy plays with and ask the children to mime the actions: *Point to the ball. Bounce the ball.* Continue with aeroplane-fly, boat-row, and truck-drive.



### Match and colour.

Show page 61 of the Activity Book and ask the children to open their books at that page. Distribute crayons. Ask the children to identify the toys on the left: *What's this? Boat.* Point to the outline of the boat and ask: *Is this a truck or a boat? Boat.* Tell the children to match the boat to the outline. Continue with the truck and the ball. Invite the children to colour in the pictures however they wish. Walk around the class and ask individual students to describe their toys: *What colour is your boat? Yellow.*

## Wrap-up

### Follow the leader.

Invite the children to stand in a line behind you. Walk around the class with the children following you. Call out

an action and mime it. Tell them to follow your actions: *Fly like a plane. Bounce the ball.* Invite different students to be the leader.

## Toy Box Time

### Toy concentration!

- **Materials:** Copies of Template 16 from page 50, crayons, scissors.
- **Preparation:** Cut Template 16 into cards (1 set per student).
- Tell the children to colour the cards however they wish. Walk around the class and ask them questions about their toys: *What's this? What colour is it?* Organise the class into pairs. Show the children how to mix their cards together. Tell them to lay the cards face down on their tables. One student in each pair turns two cards over. If the cards are the same, that student keeps the cards. If they are different, he or she turns the cards back over. Tell them to play the game until all cards have been turned over.



## Lesson 3

### Functions

- Identifying toys: *Show me the ball.*
- Identifying location: *Where's the teddy bear? He's in the toy box.*
- Following directions: *Put the teddy bear under the chair.*

### Vocabulary

- *ball, robot, aeroplane, action figure, boat, teddy bear, fire truck, toy box, school bus, car, blocks*

- **Materials:** Unit 8 cutouts, toy boxes from Lesson 1.
- **Preparation:** Put real toys in your toy box.

**Starter:** Greet the students as they come in. Tell them to name a toy.

## Warm-up

### Play with me!

Ask the children to stand in a circle. Display the toy box in the centre of the circle. Take out a toy and invite different students to come and play: *Juan, come bounce the ball with me. Anna, Come drive the truck with me.*

David, Come fly the plane with me. Ask the children to put the toys away: Paula, put the ball in the toy box.

## Presentation and practice

### Listen and do.

Distribute the Unit 8 cutouts. Ask the children to identify the toys and put them on their tables: *Show me the truck.* Give them directions for placing the toys in different places: *Put the action figure under your chair. Put the ball on the chair.* Tell the children to put the toys away: *Put the toys in your toy box.*



### Look and mark.

Show page 63 of the Activity Book and ask the children to open their books at that page. Ask the children to identify the toys in the picture: *Point to the teddy bear.* Help them identify where the toys are: *Is the bear on the chair? Yes. Is the box under the aeroplane? Yes.* Give them directions for marking the teddy bear and the truck: *What is on the chair? Teddy bear. Mark the teddy bear. Where is the truck? Under the ball. Mark the truck.*

## Wrap-up

### Rhyme: Teddy bear, teddy bear

Play Track 24 and demonstrate the actions in the rhyme. Play the rhyme again, line by line, and invite the children to do the actions and repeat key words. Play the track a third time and encourage the children to join in.

### Track 24: Teddy bear, teddy bear

*Teddy Bear, Teddy Bear, turn around.*  
*Teddy Bear, Teddy Bear, touch the ground.*  
*Teddy Bear, Teddy Bear, show your shoes.*  
*Teddy Bear, Teddy Bear, that will do.*  
*Teddy Bear, Teddy Bear, go upstairs.*  
*Teddy Bear, Teddy Bear, say your prayers.*  
*Teddy Bear, Teddy Bear, switch off the light.*  
*Teddy Bear, Teddy Bear, say goodnight.*



## Lesson 4

### Functions

- Identifying toys: *What's that? A ball.*
- Expressing possession: *Have you got a ball? Yes.*
- Describing toys: *What color is your ball? It is yellow.*

### Vocabulary

- ball, robot, aeroplane, action figure, boat, teddy bear, fire truck, toy box, school bus, car, blocks

- **Materials:** toys flashcards, students' real toys from home, a teddy bear.

**Starter:** Greet the students as they come in. Ask them to name a toy.

## Warm-up

### Rhyme: Teddy bear, teddy bear

Show the children your teddy bear. Play Track 24 and review the rhyme. Use a teddy bear to do the actions. Play the track again and invite the students to join in.

## Presentation and practice

### Jeremy's toys

Display Jeremy and The Toys. Read the story with the class. Hold up the flashcards and ask the children to tell you which toys Jeremy has: *Has Jeremy got an action figure? Yes. Has Jeremy got a school bus? No.* Invite the students to come up and look at the pages of the story to check: *Show me the action figure. Show me the school bus. It's not there!*



### Name and circle.

Show page 65 of the Activity Book and ask the children to open their books at that page. Name the different toys and ask the children to identify them: *Point to the doll.* Ask individual students if they have got different toys at home: *Juan, have you got an action figure?* Tell them to mark the toys they have got at home. Walk around the class and ask individual children about their toys.

## Wrap-up

### Show and tell.

Tell the children to sit in their chairs in a circle with the real toys they brought from home. If some children haven't got a toy, lend them one from your toy box. Tell each student to show his or her toy and identify it: *What's that? A ball.* Ask them questions about their toys: *Is it big or little? What colour is it?* Now invite the children to share their toys with their classmates and play with each other.

## UNIT 9 MY HOME

### Lesson 1

#### Functions

- Identifying rooms and furniture: *There is a kitchen. Point to the kitchen.*
- Identifying family members: *Is this the mummy or the daddy? Mummy.*
- Identifying location: *Where is the daddy? In the bathroom.*
- Following directions: *Put the mummy in the kitchen.*

#### Vocabulary

- *mummy, daddy, brother, sister, baby, dog, house, kitchen, bedroom, bathroom, living room*

- **Materials:** Unit 3 cutouts, family flashcards

**Starter:** Greet the children as they come in. Ask them how they are and how different members of their families are.

### Warm-up

#### Game: Where is the little baby?

Hand out Unit 3 cutouts. Display the family flashcards and ask the children to identify the family members: *Is this the daddy or the mummy?* Tell them to hold up the corresponding cutout: *Show me the daddy.* Mix up the flashcards and place them face down on the table. Ask a child to come to the front. Get him or her to guess which flashcard is the baby card and turn it over: *Where's the little baby? Turn over the card.* Ask the child to identify the family member on the card: *Is this the baby? Who is it?* If the child turns over the baby flashcard, mix the cards up again and start over. If not, continue playing the game.

### Presentation and practice

#### Talk time.

Draw the interior of a house on the board. Make sure to include a bathroom, a bedroom, a kitchen and a living room. Point to the house and introduce it: *This is a house.* Ask the children questions about the house: *Is the house big or little? How many rooms are there?* Point to the different rooms in the house, name them and ask them to repeat: *There is a kitchen. Repeat kitchen.*

Name the different rooms of the house and invite the children to come up and point to the corresponding drawing on the board. Ask individual students to come to the board with the Unit 3 cutouts. Tell them to put different family members in the rooms of the house: *Put the baby in the bedroom. Put the daddy in the kitchen.*



#### Find and colour.

Show page 67 of the Activity Book and ask the children to open their books at that page. Name the different rooms of the house and tell the children to point to them on their pages: *Point to the bedroom.* Give them directions for colouring the frames around the rooms on their pages: *Colour the bedroom yellow. Colour the bathroom green. Colour the living room blue. Colour the kitchen red.* Walk around the class and check the children are colouring the frames correctly.

### Wrap-up

#### Where's the daddy?

Distribute Unit 3 cutouts. Tell the children to put different family member cutouts in the rooms on page 67 of the Activity Book: *Put the sister in the bedroom. Put the daddy in the kitchen.* Ask the children to tell you where the family members are: *Is the daddy in the bathroom? No. Where's the daddy? In the kitchen.*



### Lesson 2

#### Functions

- Identifying furniture: *What's this? A table.*
- Identifying location: *Where does the bed go? In the bedroom.*

#### Vocabulary

- *house, kitchen, bedroom, bathroom, living room, chair, table, bed, sofa*

- **Materials:** home flashcards (bedroom, kitchen, living room, bathroom), crayons, Unit 9 cutouts and a teddy bear.

**Starter:** Greet the children as they come in. Ask them about their families: *Have you got a brother? Have you got a sister?*

## Warm-up

### Go to the kitchen.

Display the flashcards of rooms of the house and elicit the names of the rooms: *Is this the kitchen or the bathroom? Kitchen.* Place each flashcard in a different part of the classroom. Tell individual students to go to the different rooms: *Pablo, go to the kitchen. Juan, go to the bathroom.* Continue until all of the children are grouped in the different rooms. Ask each group where they are: *Where are you? In the bathroom.*

## Presentation and practice

### Song: Where's my bear?

Hold up the following flashcards and ask the children to identify them: shelf, sofa, table, chair, bed. Display the flashcards on the board. Hold up the teddy bear. Play Track 26 and act out the song by placing the bear next to the corresponding flashcards. Play the track again and tell the children to repeat key lines: *He's on the chair. He's on the table.* Play the track a third time and encourage them to join in.

### Track 26: Where's my bear?

<i>Where's my bear?</i>	<i>Oh where, oh where,</i>
<i>He's on the chair.</i>	<i>Where's my bear?</i>
<i>He isn't on the chair.</i>	<i>He's on the shelf.</i>
<i>Oh, where, oh where,</i>	<i>He isn't on the shelf.</i>
<i>Where's my bear?</i>	<i>And he isn't on the sofa.</i>
<i>He's on the table.</i>	<i>And he isn't on the table.</i>
<i>He isn't on the table.</i>	<i>And he isn't on the chair.</i>
<i>And he isn't on the chair.</i>	<i>Oh where, oh where,</i>
<i>Oh, where, oh where,</i>	<i>Where's my bear?</i>
<i>Where's my bear?</i>	<i>He's on the bed.</i>
<i>He's on the sofa.</i>	<i>Yes, he's on the bed.</i>
<i>He isn't on the sofa.</i>	<i>Yeah, oh yeah, oh yeah.</i>
<i>And he isn't on the table.</i>	<i>There's my bear!</i>
<i>And he isn't on the chair.</i>	



### Look and match.

Show page 69 of the Activity Book and ask the children to open their books at that page. Name the items on the page and ask the children to identify them: *Point to the table.* Tell the children that the boy is looking for his teddy bear.

Get them to identify where the teddy bear is: *Point to the chair. Is the teddy bear on the chair? No. Is the teddy bear on the bed? Yes.* Tell the children to draw a line from the boy to the teddy bear. Ask where the bear is: *Where's the bear? On the bed.*

## Wrap-up

### Help the movers.

Draw a house with four rooms on the board. Divide the class into groups. Invite one group to the front. Tell the children that they are the movers. Give the children the Unit 9 cutouts and tell them to put the furniture in the house. Once the house is furnished, ask each group about the house: *Where is the sofa? In the living room.* Repeat the activity with the other groups.



## Lesson 3

### Functions

- Describing rooms: *There are two windows. There is a bed and a table.*
- Describing homes: *Is it big or little?*

### Vocabulary

- *house, kitchen, bedroom, bathroom, living room, cooker, fridge, bed, bathtub, sofa, window*

**Starter:** Greet the students as they come in. Say Hello and tell them to say it back to you.

## Warm-up

### Rhyme: This is my house.

Play Track 25 and hold up the corresponding cutouts. Play the track again, line by line, and ask the children to repeat. Play the track once more and invite the children to join in.

### Track 25: This is my house

<i>This is my house.</i>	<i>There's a table</i>
<i>It's got windows</i>	<i>And a chair</i>
<i>And a door.</i>	<i>And a bed for me,</i>
<i>Please come in</i>	<i>And in the living-room</i>
<i>And see some more.</i>	<i>There's a big TV.</i>

## Presentation and practice

### My room.

Draw a big house on the board and divide it into four rooms. Point to one of the rooms and present it to the class: *This is my bedroom.* Describe what is inside your room and draw the furniture as you do so: *There are two windows. There is a bed and a table.* Continue until the room is complete. Do the same with the other rooms in the house.



### Draw and colour.

Show page 71 of the Activity Book and ask the children to open their books at that page. Distribute crayons. Tell the children to draw their own bedrooms. Get them to colour the items in their rooms. Walk around the class and ask the children questions about their rooms: *Is there a bed in your room? How many windows are there? What colour is your table?*

## Wrap-up

### Show and tell.

Invite individual students to come up and describe their rooms: *There is a bed. There is a window.* Ask children questions about their rooms to help them: *Is there a TV? What colour is the bed?*



## Lesson 4

### Functions

- Identifying rooms and furniture: *What's this? A cooker. Where does the cooker go? In the kitchen.*
- Describing homes: *How many windows in your room? What colour is your table?*

### Vocabulary

- house, kitchen, bedroom, bathroom, living room, cooker, fridge, bed, bathtub, sofa, window, door*

- Materials:** Unit 9 cutouts, teddy bear and furniture flashcards.

**Starter:** Greet the students as they come in. Ask questions about their bedrooms: *Have you got a toy box?*

## Warm-up

### Song: Where's my bear?

Hold up the following flashcards and ask the children to identify them: shelf, sofa, table, chair, bed. Display the flashcards on the board. Hold up the teddy bear. Play Track 26 and act out the song by placing the bear next to the corresponding flashcards. Play the track again and invite the children to repeat key lines: *He's on the chair. He's on the table.* Play the track a third time and encourage them to join in.

### Track 26: Where's my bear? (Lesson 2)

## Presentation and practice

### Help the movers.

Draw the interior of a house on the board. Lay the cutouts on your desk. Ask individual students to come up and tell another student where to put each piece of furniture: *Show me the bathtub. Put the bathtub in the bathroom.* Continue until each student has had a chance to participate at least once.



### Look and match.

Show page 73 the Activity Book and ask the children to open their books at that page. Name the different pieces of furniture and ask the children to identify them on their pages: *Point to the bed.* Get the children to identify the rooms of the house: *Is this the bedroom or the living room? Living room.* Tell the children to match the furniture to the room: *Point to the cooker. Does it go in the kitchen? Yes.* Draw a line from the cooker to the kitchen.

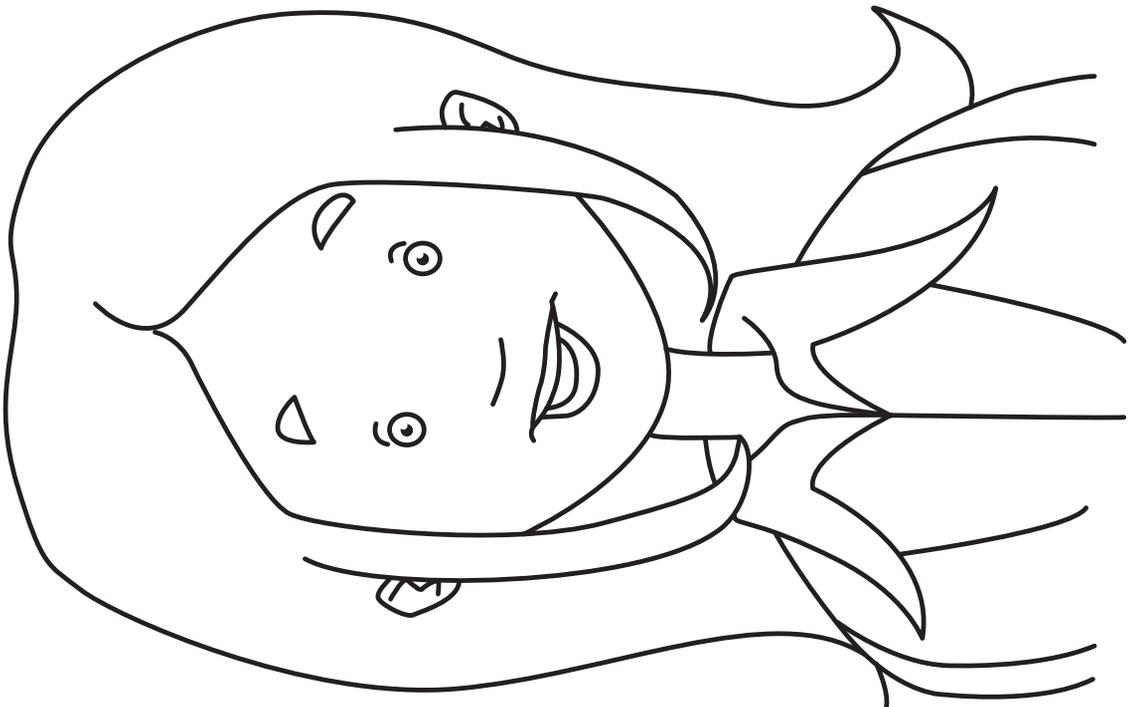
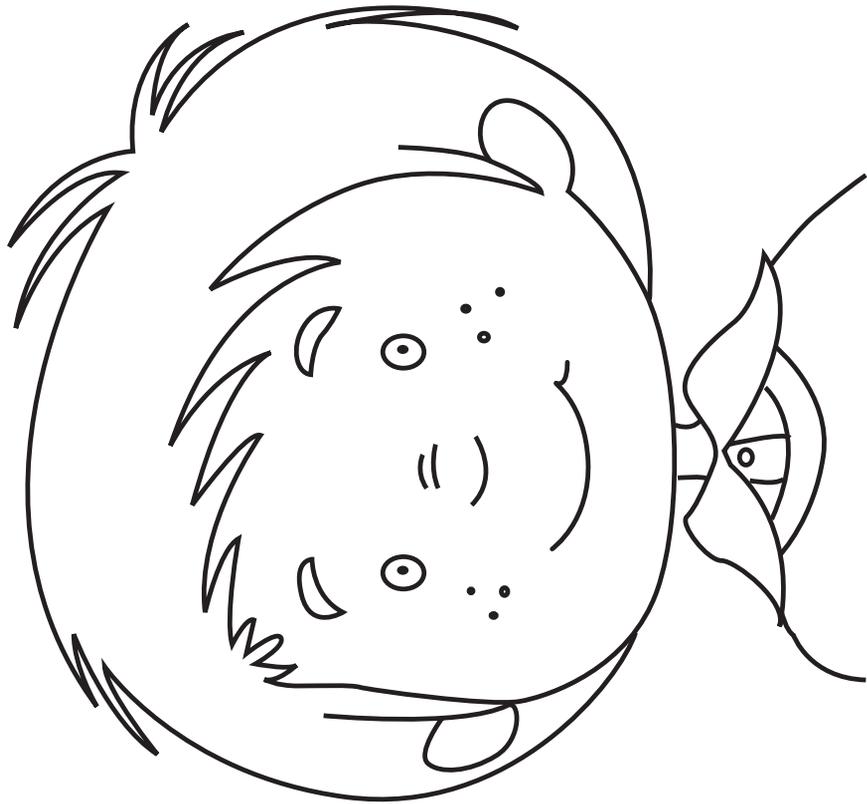
## Wrap-up

Distribute Unit 9 cutouts. Ask the children to identify other items that go in each room in the house: *In my kitchen, I have got a fridge.* Tell them to look at the rooms on page 73 and place their cutouts in the correct room on their pages. Go round the class and ask the children questions about their pages: *What is in your kitchen? Table.*

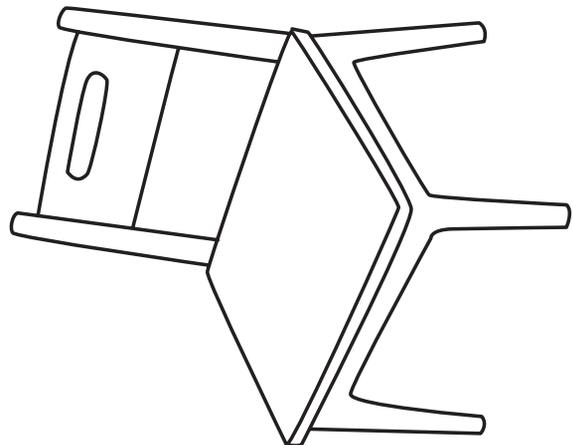
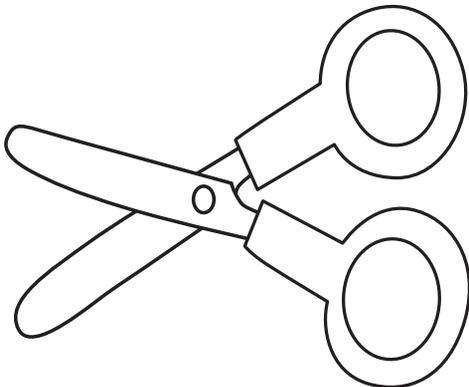
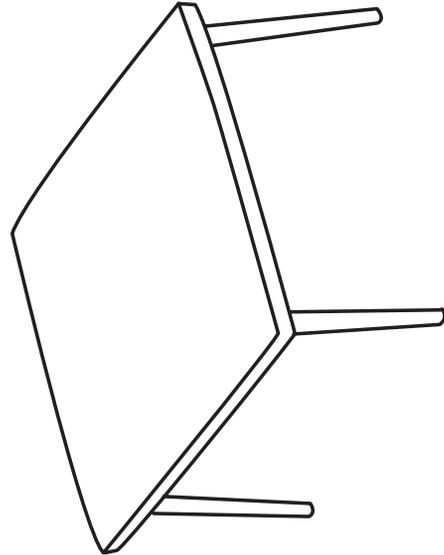
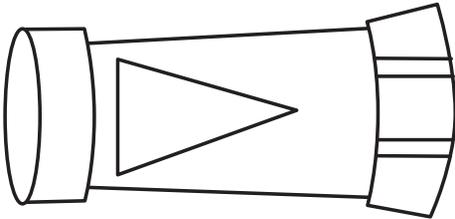
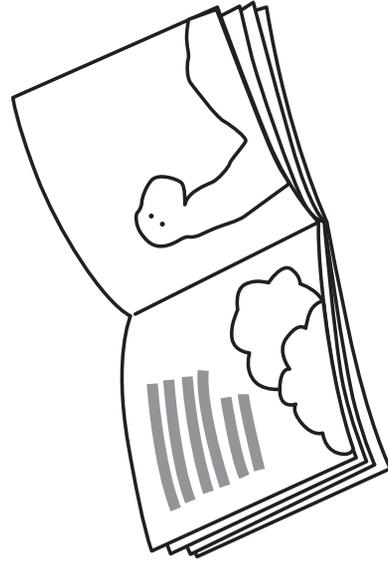
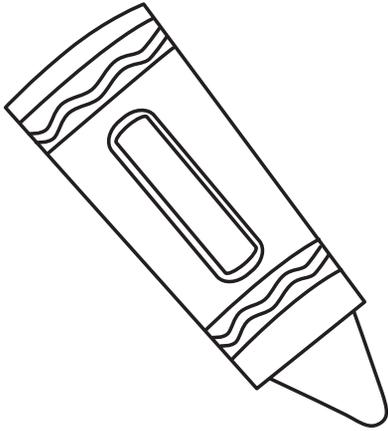
### Toy Box Time

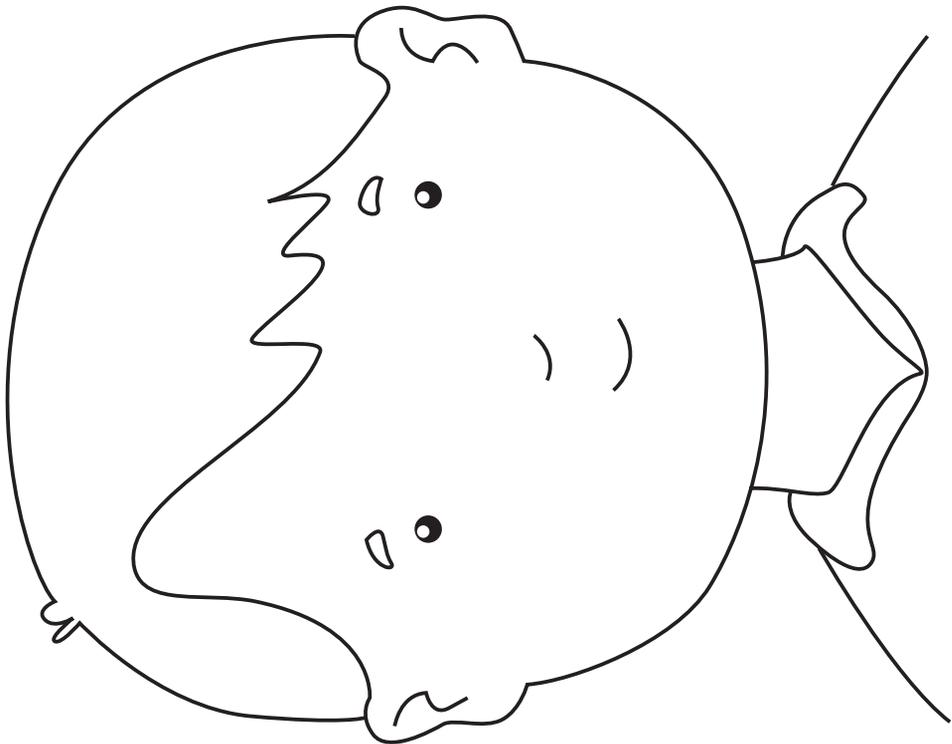
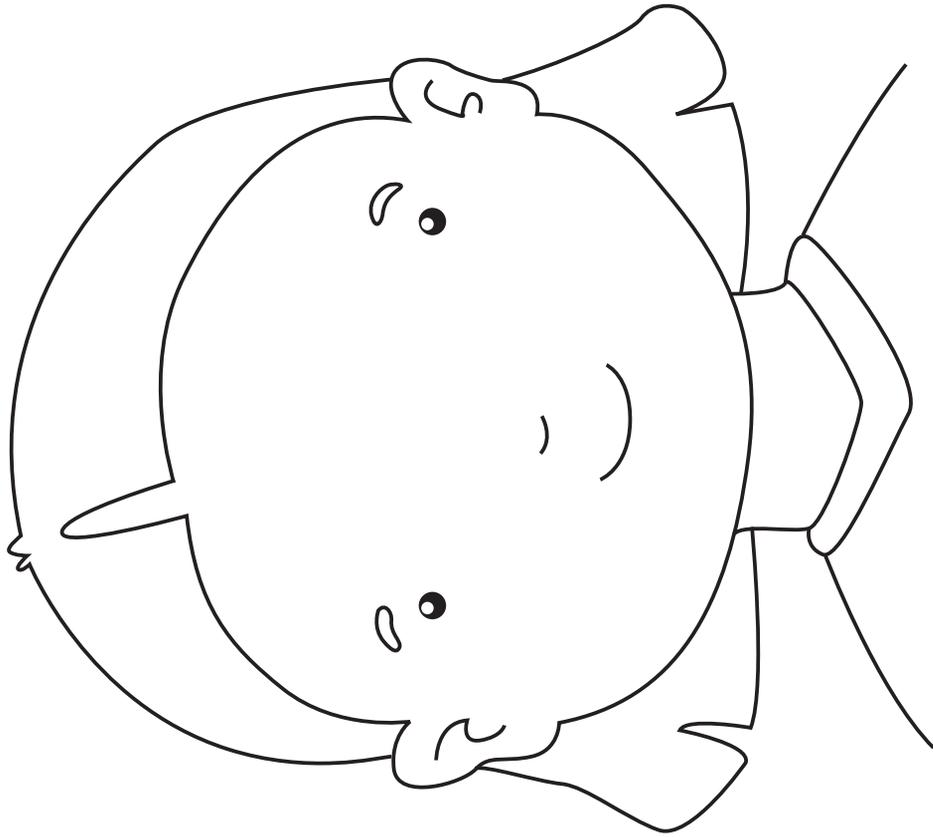
#### Build a room!

- Materials:** Shoe boxes (1 per child), finger paints, modelling dough, toothpicks, tape, home decoration magazines, scissors.
- Ask the children to paint the inside of their boxes with finger paints. Tell them to decide what room to make and to look for pictures of furniture in the magazines. Help them cut out the pictures. Show the children how to tape a toothpick to the back of each picture and stick each picture into a small piece of modelling dough to put the pictures standing up in their rooms. Ask them to stack their boxes to make houses with different rooms. Display houses in the classroom.

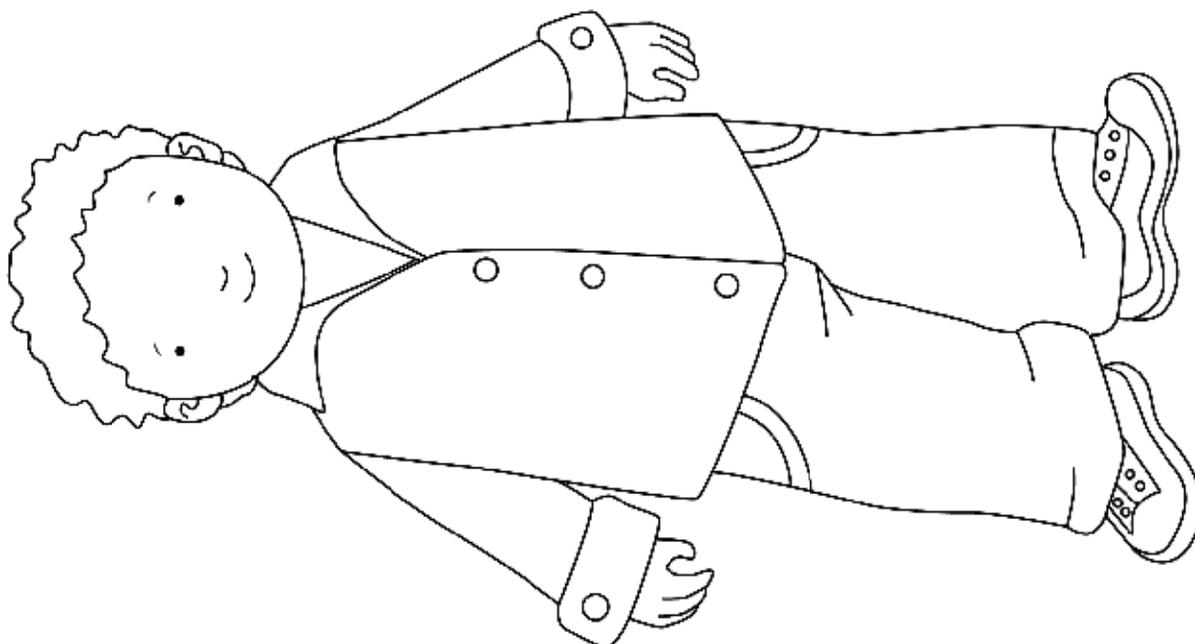
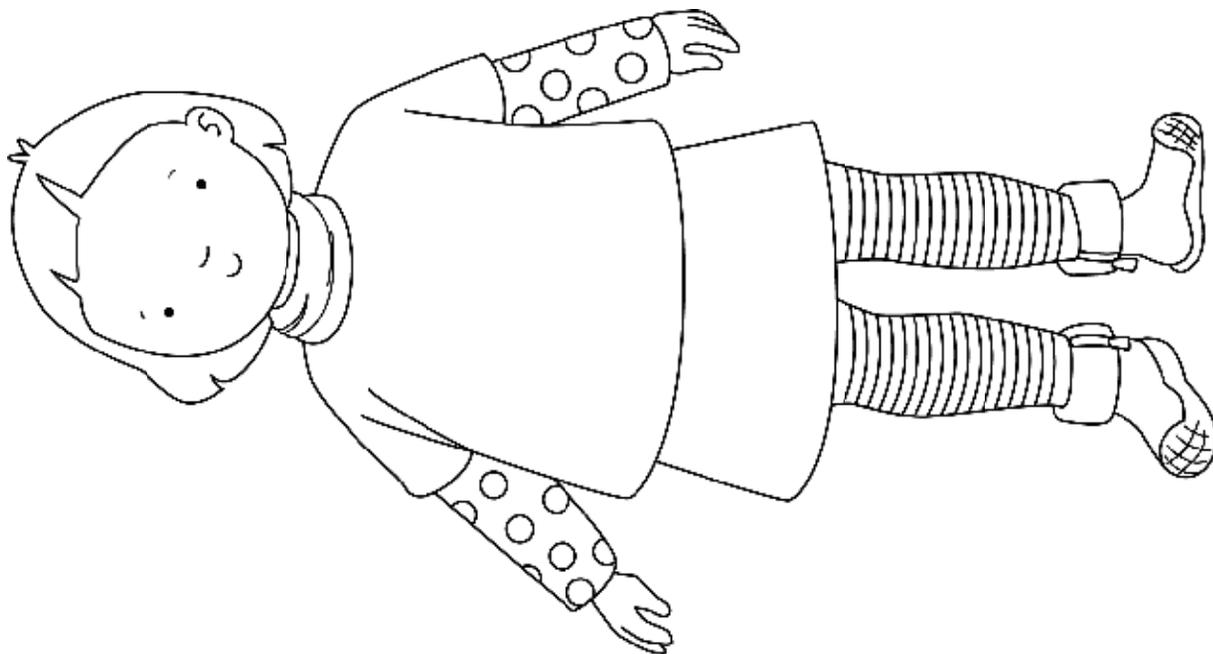


TEMPLATE 2

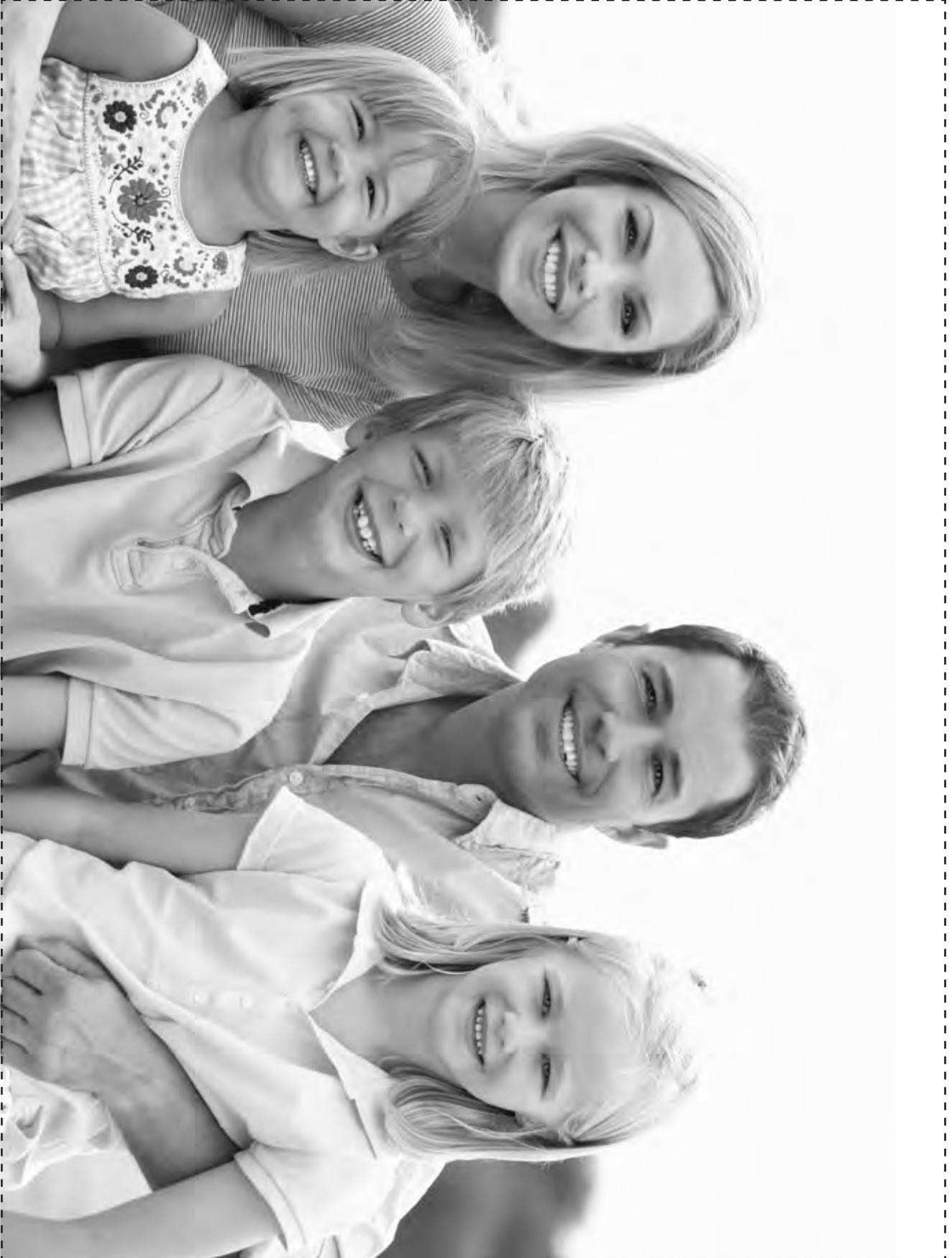


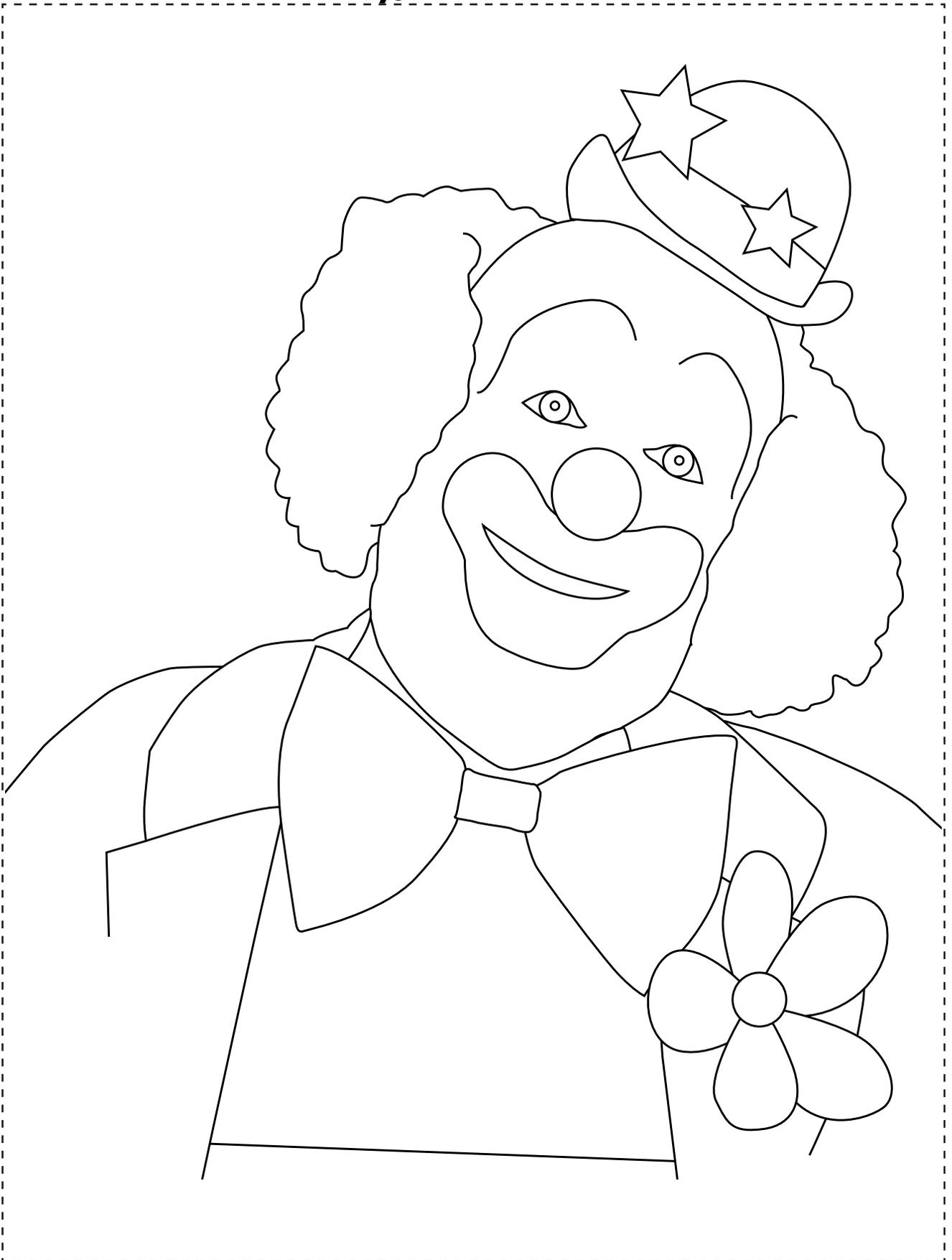


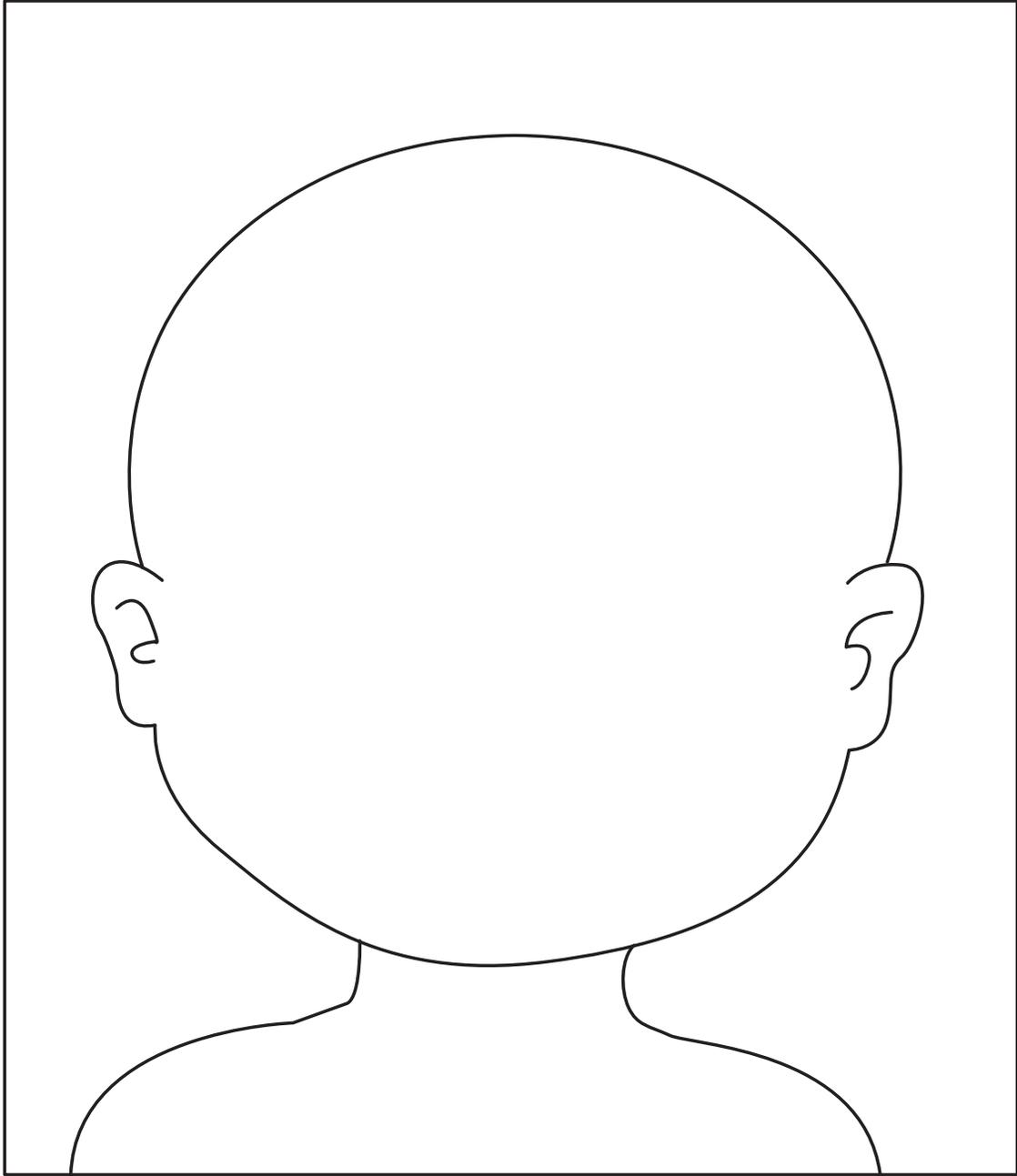
TEMPLATE 4





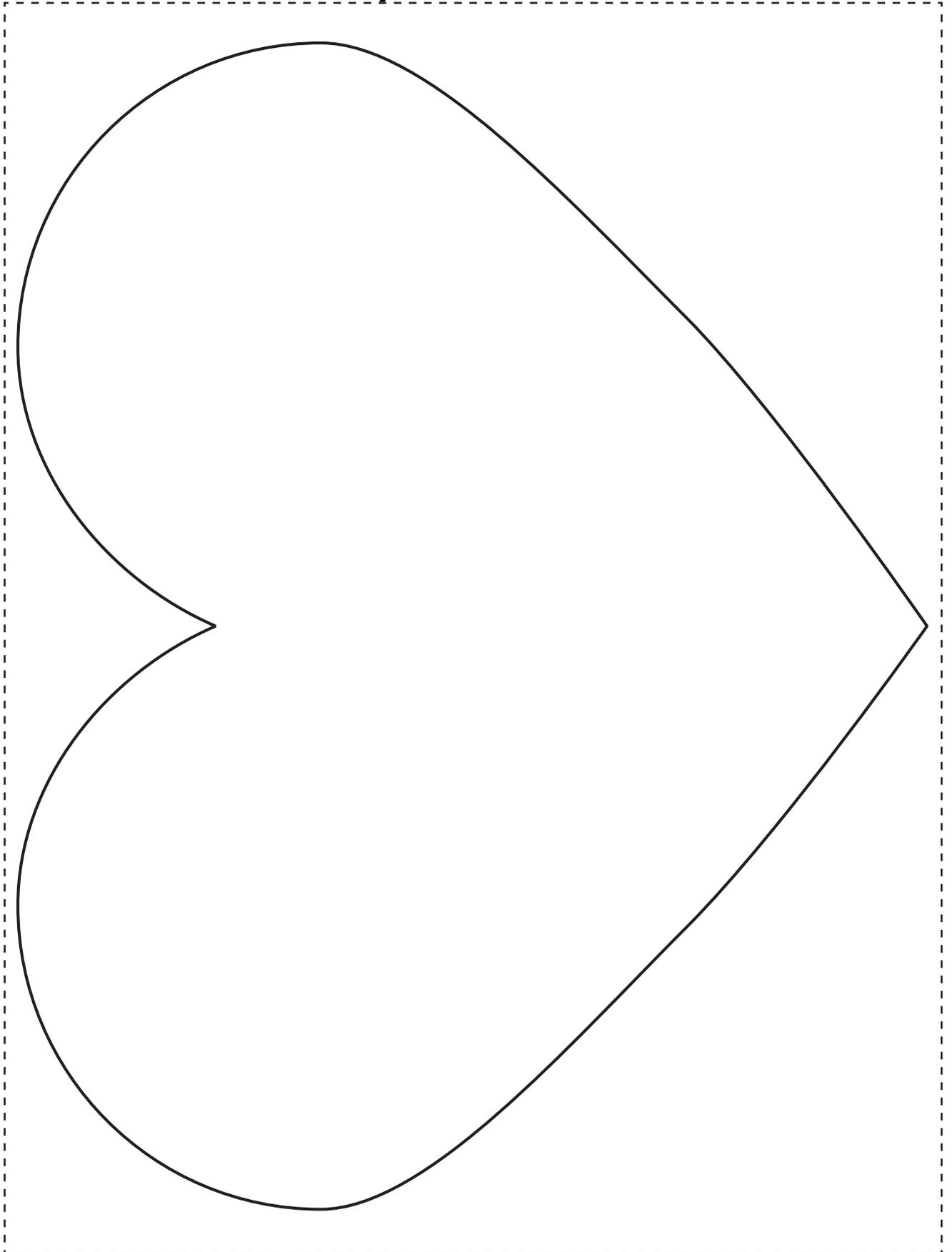






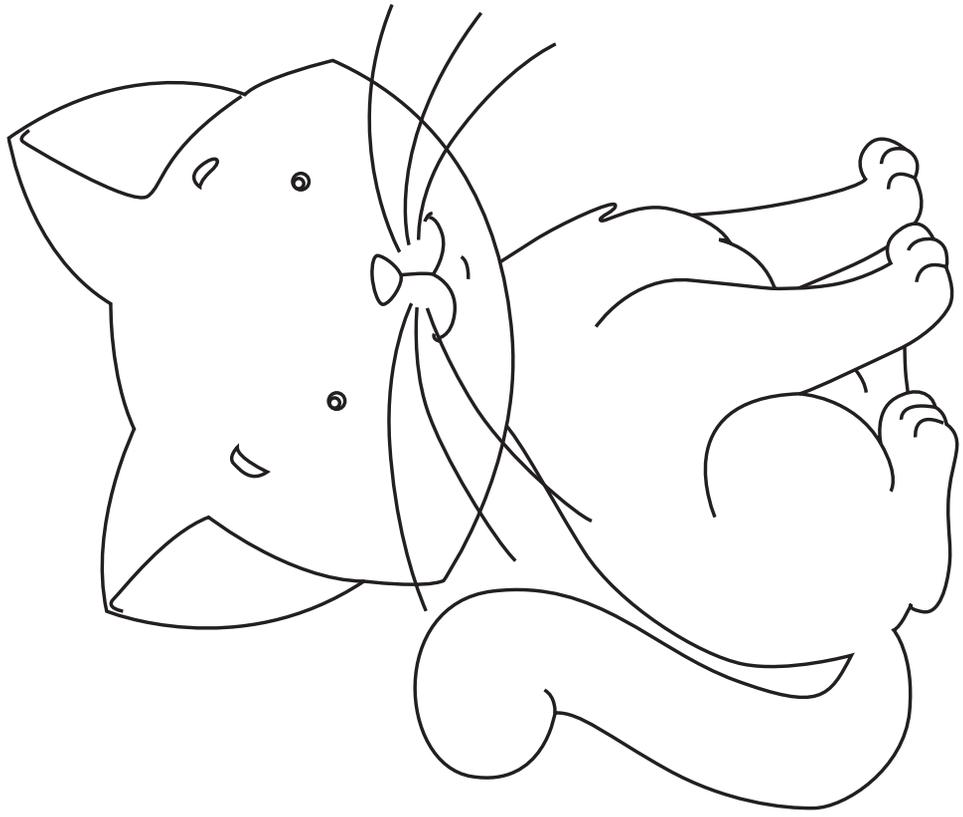
Me



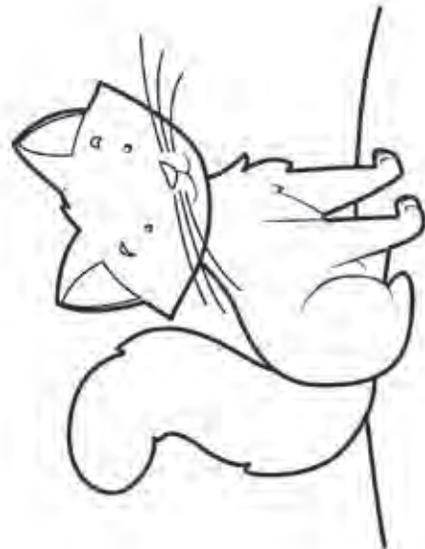
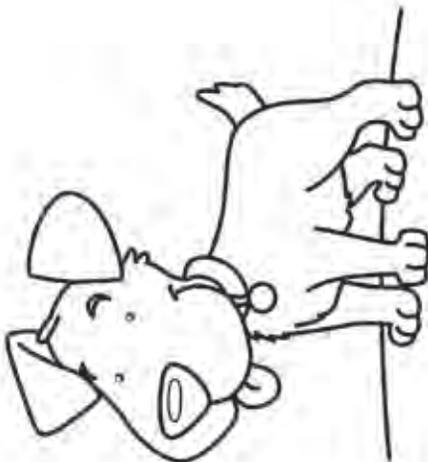
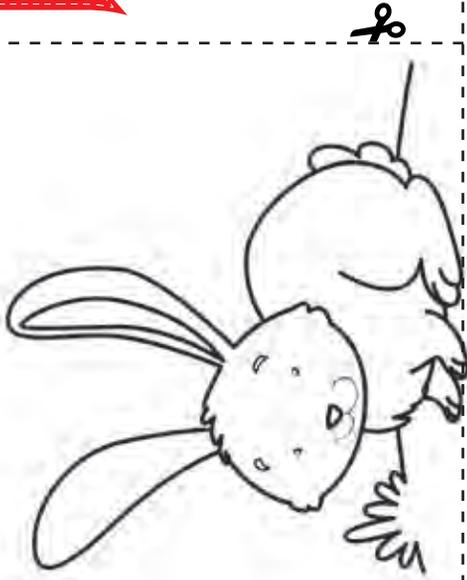


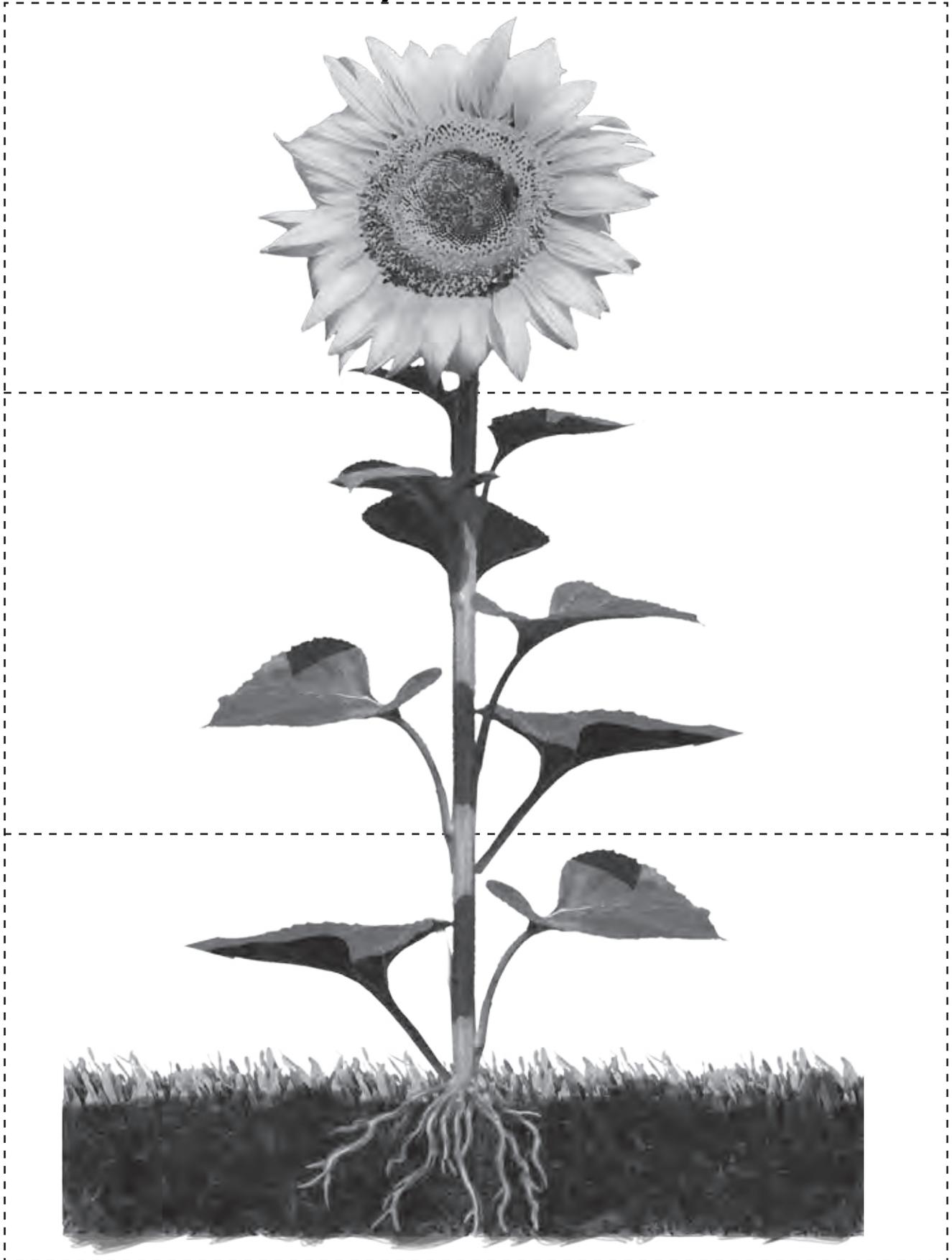


B I N G O

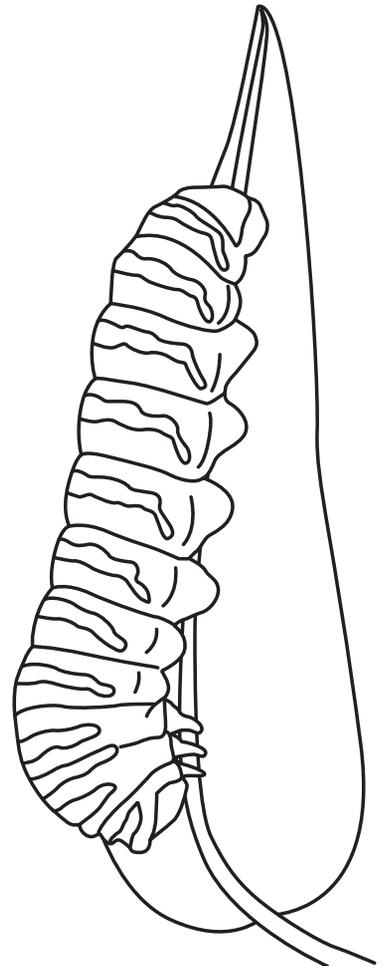
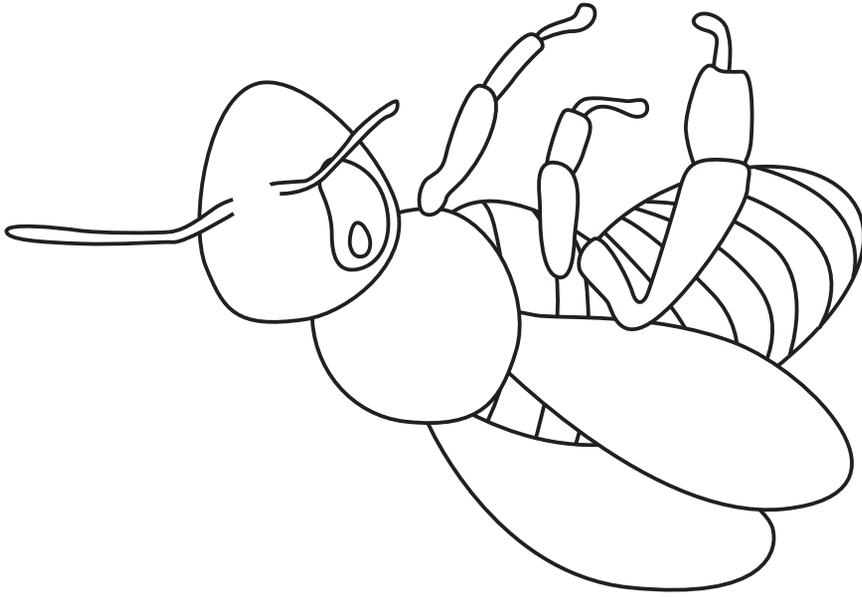



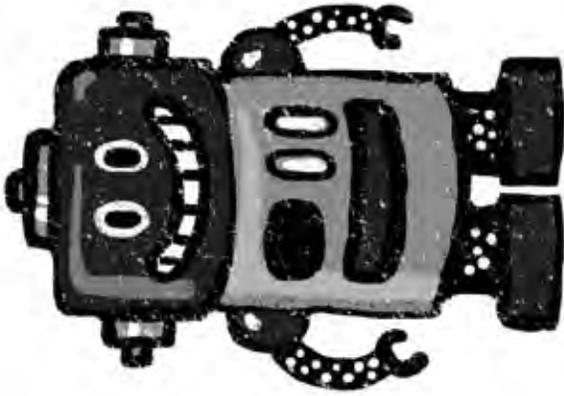
TEMPLATE 12











# STORIES

by DIANA JONES



# Lisa and Ben

By Diana Jones



© ediciones sm s.a. Prohibida su fotocopia. Ley 11.723



Her name is Lisa.  
She is a girl.



His name is Ben.  
He is a boy.



They look different.



© ediciones sm s.a. Prohibida su fotocopia. Ley 11.723

Lisa likes books.

A colorful illustration of a young boy with dark hair, rosy cheeks, and a purple shirt, sitting on a wooden floor and reading a large open book with a red cover and blue pages. In the background, there is a green chalkboard with a yellow sticky note pinned to it. The word 'apple' is written in white on a red rectangular sign on the chalkboard.

apple

Ben likes books.



© ediciones sm, S.A. Prohibida su fotocopia. Ley 11.723

They both like school!

flower

bee



© ediciones sm s.a. Prohibida su fotocopia. Ley 11.723

They look different.  
But they like the same things!

# Koko the Clown

By Diana Jones



© ediciones sony y prohibida su fotocopia Ley 17.723



Karla is getting ready for work.  
She is a clown.



© ediciones sm S.A. Prohibida su fotocopia. Ley 17.333

She paints her face white.  
She paints her nose red.





She puts on two funny ears.



© ediciones smt s.a. todas las ilustraciones

She draws a big red mouth.



Now she is Koko the Clown!



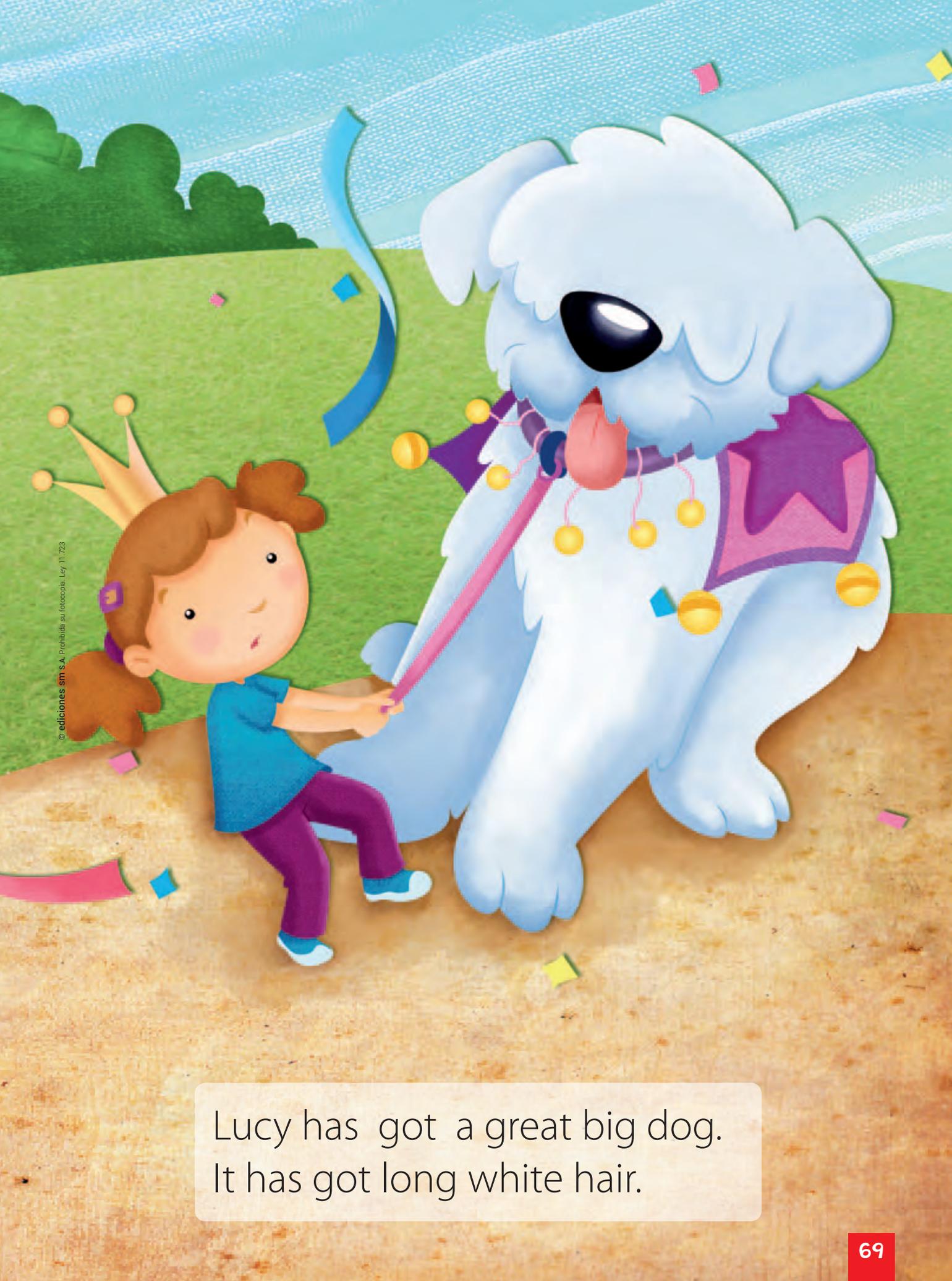
Now she is ready for work.

# The Pet Parade

By Diana Jones



Come and see the pet parade!  
All my friends are there.



© ediciones sm s.a. Prohibida su fotocopia. Ley 11.723

Lucy has got a great big dog.  
It has got long white hair.



© ediciones sm s.a. Prohibida su fotocopia. Ley 11.723

Jimmy has got two little cats.  
They are sleeping on a bed.



Susan's fish swim in a bowl.  
They are yellow, blue, and red.



© ediciones sm s.a. Prohibida su fotocopia. Ley 11.723

Anna's rabbit hops so fast!  
It is yellow. It likes grass.



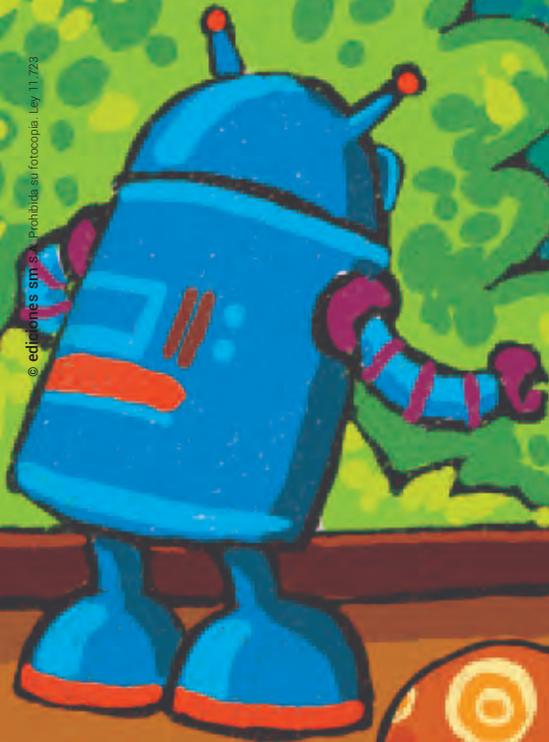
Billy's bird can fly so high.  
Oh look! It's in the tree!

# Jeremy and the Toys

By Diana Jones



Jeremy is looking at his toys  
He doesn't know what to play.



"Who will bounce the ball?" he asks.  
"I will," says the robot.  
Jeremy and the robot bounce the ball.



© ediciones san s.a. Prohibida su fotocopia. Ley 11.723

“Who will fly the aeroplane?” he asks.  
“I will,” says the action figure.  
Jeremy helps the action figure fly up high.



© ediciones sm s. a. de ediciones fotocopia Ley 11.723

“Who will row the boat?” Jeremy asks.  
“I will,” says the teddy bear.  
They row on the blue, blue sea.



© ediciones sm s.a. prohibida su reproducción. Ley 17.332

“Who will drive the truck?” he asks.  
The toys are too tired to play.



© ediciones sm s.a. Prohibida su fotocopia. Ley 11.723

So Jeremy lies down on his bed.  
He takes a nap.



© ediciones sm s.a. Prohibida su fotocopia. Ley 11.723

All the toys go to sleep in their toy box.