

# 1



## My school

### Aims

- To learn about things related to school (parts of the school, playground equipment)
- To learn about emotions
- To practise fine motor skills through hand-eye coordination games, and by pointing to objects, matching, tracing, circling, colouring, using modelling clay, sticking, and using the character cutouts
- To practise gross motor skills through movement games and TPR activities
- To practise listening and pronunciation of key vocabulary and structures by listening and repeating, etc.
- To learn the value of playing together
- To develop cooperation skills
- To practise musical intelligence by understanding rhythm
- To aid sensory development by playing games

### Language

#### Children's language

**Vocabulary:** *classroom, playground, school, school bus, sandbox, seesaw, slide, swing, angry, happy, sad*

**Structures:** *This is a (school). Is this a (school)? Yes, it is. / No, it isn't. / Let's play (on the slide/in the sandbox)! / Where's (Zac)? (On the swing/In the sandbox). / Let's go to the playground. / Let's play on the (swing). / Let me help you. / Thank you! / Let's play together! OK! / He's/She's (happy). / (Grok/Ina) is (happy). / This is my playground. This is a (swing) and this is a (slide). / Where's (Zac)? (On the slide). / He's/She's (happy).*



#### Teacher's language

##### Instructions & questions:

*Hello! I'm Zac! / Hello, Zac! / What's this? / This is a (school). / Is this a school? Yes, it is / Is it a playground? No, it isn't. / What is number one? / Now, circle. / Point to the (slide), please. / Let's play on the slide! / What colour is it? / Find the slide, please. / Now, colour. / Now, watch! / Let's sing! / Where's (Zac)? / Who's this? / Find Ina on the seesaw. / Now, match! / Let's (go to school). / Let me help you! / Listen and point. / Where's the swing? / Find the swing. / Hmm ... this one or this one? / Playing together? Yes or no? / Now, trace. / Look! (He/She)'s (happy). / How is Grok? / Show me the (scissors). / Are you ready? / Let's build! / OK, children. Let's make a playground! / Please find (the school bus). / Find your stickers. / Now, stick!*

##### Polite language & praise:

*Thank you, children. Bye-bye. / Well done. / Yes, well done. / Not quite. Try again. / That's right.*

## Special features

### VALUES

Playing together



### SHOW THE CLASS!

Making a playground



### THINK!

Focusing on detail; matching missing puzzle pieces

### SOCIAL SKILLS

Cooperation, teamwork; relating to others



### SONGS & CHANTS

Routine Chants  
It's Playtime! Song  
Together, together! Song



### CLIL: PSHE

Learning about emotions; empathy; emotional awareness

## Skills

### Communication

#### Listening:

- Listening and repeating
- Listening for detail and pointing/circling / observing / singing songs

#### Speaking:

- Responding to simple questions when discussing a picture
- Role-playing a short exchange
- Building sentences: This is a (school).

#### Body language:

- Miming
- Body movement when acting or doing TPR activities

### Early Literacy

#### Pre-writing skills:

- Circling / Colouring / Tracing
- Identifying and tracing the letter 'x' (optional)

#### Phonics (Optional):

Identifying and producing the /ks/ sound

#### Narrative skills:

Predicting missing words/phrases when looking at pictures and watching videos

# 1 My school



## Language

### Children's language

**New Vocabulary:** *classroom, playground, school, school bus*

**Structure:** *This is a (school).*

### Teacher's language

*Hello! I'm Zac! / Hello, Zac. / What's this? / This is a (school). / Thank you, children. Bye-bye.*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD 1
- Starter level: FCs 12, 14–18, 25–27 (book/crayon, blue/red/yellow/green, one/two/three)
- Level 1: FCs 21–23, 30–31, 51–53, 58–61 (four/five/six, pencil case/rubber, brown/pink/purple, seven/eight/nine/ten)
- Level 2: FCs 1, 3–4, 9–10 (brother/sister/Mummy/Daddy)
- FCs 13–16 (classroom/playground/school/school bus)
- copies of PCs 5–8 (classroom/playground/school/school bus)

### For optional activities

- ZZ 2: copies of PCs 5–8 (classroom/playground/school/school bus)
- ZZ 3: sheets of paper

## Circle Time



### 1 Hello Routine

Ask the children to form a circle. Then, have them sit down. While doing this, play the audio for the *Circle Time Chant*.



### Circle Time Chant

*Make a circle! Stand with me!*

*Make a circle – one, two, three! (clapping to the rhythm)*

Take the Zac puppet out and say in Zac's 'voice': *Hello! I'm Zac!* Say: *Hello, Zac.* The children repeat after you. Go round the circle and in Zac's 'voice', greet each child. Encourage the children to wave to Zac and say *hello* back. Play the *Hello* song. The children listen and sing along.



### Hello Song

*Hello, hello!*

*Hello and how are you?*

*Hello, hello!*

*I'm happy to see you!*

### 2 Vocabulary Revision: Play *Choose & say* (productive skills; memory)

Revise the vocabulary from the previous module. Use the corresponding FCs from the Starter Level as well as Level 1 (see *Teacher's Extended Pack*). Fan them out face down and offer them to a child. The child chooses a card, holds it up and names it. Continue until every child has had a turn and until all the cards have been named.

### 3 Vocabulary Presentation: *Listen & repeat.* (receptive skills; picture-word association)

IWB

Use the IWB to present the new words on p. 8 (see *Introduction*). Alternatively, use the FCs to present the new vocabulary. (see *Introduction*).

FCs 13–16

### 4 Vocabulary Practice: *Listen & say.* [PB p. 8, Ex. 1]

IWB

Bring up p. 8 on the IWB. Point to the items in the picture. Ask individual children to identify them. Play the audio for verification. Repeat until all the children have had a turn. Alternatively, hold up PB p. 8 and follow the same procedure to practise the vocabulary.



### Audio script

*Listen and say.*

*Zac: school bus, school, classroom, playground*



**EXTENSION:** See Zac's Zone activities 1–2

### 5 Vocabulary Consolidation: *Time for School.* (productive skills)

PCs 5–8

Use two or three sets of PCs and shuffle them. Share them out equally among the children. Go around the circle and ask each child to hold up a card and name it. Repeat until all the children have named their cards.

# Lesson 1 New words

## 6 Structure Presentation: *This is a (school)*. (receptive & productive skills)

**FCs**  
13–16 Hold up a FC and ask: *What this?* Say: *This is a (school)*. The children repeat after you. Repeat with the rest of the FCs. Divide the children into pairs. Give one pair a FC. Have the children ask and answer using the structure. Then they pass the FC onto the next pair. Repeat with the rest of the FCs and until all the pairs have had a turn.

## Table Time



Ask the children to go back to their seats using the *Table Time Chant*.



### Table Time Chant

*Go to your table. Go, go, go!*

*Go to your table. Go now, go!* (stamping feet to the beat)

## 7 Consolidation: *Point & say*. [PB p. 8, Ex. 2]

**IWB** Bring up p. 8 on the IWB. Point to the classroom and ask: *What's this?* Elicit: *This is a (classroom)*. Play the audio for verification. The children repeat in chorus. Repeat for the rest of the items. Invite a child to the board. Point to an item and using the same structure, ask the child to name it. Follow the same procedure with the rest of the items. Repeat until all the children have had a turn.

Alternatively, hold up the PB p. 8. Follow the same procedure to present the task. The children take turns pointing to the items in their books and naming them using the structure from the lesson, e.g. *This is a (classroom)*.

← **EXTENSION:** See Zac's Zone activity 3

← **EXTENSION:** Tap on the star on the IWB to access the extra activity.

## 8 Tidy up & Bye-bye

Ask the children to put their books and stationery away. Provide help when necessary. Hold up the Zac puppet and say in Zac's 'voice': *Thank you, children. Bye-bye*. Ask the children to say *goodbye* to Zac. Play the *Bye-bye Chant*. Encourage the children to sing along and wave goodbye.



### Bye-Bye Chant

*Stand up! Let's go!*

*It's time to go! Bye-bye!*

*Stand up! Let's go!*

*Bye-bye, friends, bye-bye!*

## ZAC'S ZONE



### 1 Circle Time Game: Play *The whisper game* (receptive & productive skills)

Whisper a word to the child on your left. S/He whispers it to the next child and so on round the circle until the last child in the circle says the word aloud. Continue the game with the rest of the vocabulary items.

### 2 Circle Time Consolidation: *Match the cards* (observation skills, fine motor skills)

**PCs**  
5–8 Divide the class into pairs and give each pair a set of PCs. Explain the game in L1 if necessary. The first child lays a card down face up. The other child lays a card on top, also face up. If the two cards match, the first child to name the PC aloud keeps the cards. The game continues until one child has all the cards and is the winner.

### 3 Table Time Consolidation: *Draw the word* (productive skills, fine motor skills)

Give a blank piece of paper to each child and have them take out their coloured pencils/crayons. Tell them to choose one of the vocabulary items related to school from the lesson and draw a picture of it. When they have finished, invite each child to stand up and present their picture using the structure from the lesson, e.g. *This is a (school bus)*. Give praise and encouragement for their effort.

### Tip!

*Whenever you praise a child for good work, remember to use the reward stamp either in their books or on a separate reward card.*

# 1 My school



## Language

### Children's language

**Vocabulary Revision from L1:** classroom, playground, school, school bus

**Structures:** *Is this a (school)? Yes, it is. / No, it isn't.*

### Teacher's language

*Is this a school? Yes, it is. / Is it a playground? No, it isn't / What is number one? / Now, circle.*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD 1
- FCs 13–16 (classroom/playground/school/school bus)

### For optional activities

- ZZ 1: FCs 13–16 (classroom/playground/school/school bus)
- ZZ 2: FCs 13–16 (classroom/playground/school/school bus)
- ZZ 3: FCs 13–16 (classroom/playground/school/school bus); copies of PCs 5–8 (classroom/playground/school/school bus) one set per child

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary Revision: *Tell Zac.* (productive skills; picture-word association)



Hold up a FC e.g. *school* and the Zac puppet. Ask in Zac's 'voice': *What's this?* Elicit: *This is a (school).* Repeat with the rest of the FCs. Repeat as many times as you feel necessary.

### 3 Structures Presentation: *'Is this a (school)?' 'Yes, it is./No, it isn't.'* (receptive & productive skills)



Hold up a FC e.g. *school* and ask: *Is this a school?* Say: *Yes, it is.* The children repeat after you. Then ask: *Is it a playground?* Say: *No, it isn't.* The children repeat after you. Explain the structures in L1 if necessary. Repeat with the rest of the FCs.

### 4 Structure Consolidation: *Play Slow reveal* (receptive & productive skills)



Hold up a FC and cover it with a piece of paper. Move the paper down slowly to reveal part of the FC and ask: *Is this a (school)?* The children should respond with short answers using the structures: *Yes, it is./No, it isn't.* Repeat with the rest of the FCs.

➔ **EXTENSION:** See Zac's Zone activities 1–2

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 5 Listening & Fine Motor Skills: *Listen & circle.* [PB p. 9, Ex. 1]



Bring up p. 9 on the IWB. Say: *Look!* and point to the pictures in the thought bubbles. Ask: *Is this a (school)?* Elicit: *Yes, it is./No, it isn't.* Continue with the other pictures. Play the audio and pause after the first exchange. Ask: *What is number one?* Invite a child to come to the board and point to the correct picture e.g. *school*. Say: *Now, circle.* and have the child circle the number 1 under the picture of the school. Resume the audio. Continue with the rest of the pictures and repeat until all the children have had a turn.



Hold up PB p. 9. Follow the same procedure to present the task. Ask the children to take out their pencils. Play the audio using the IWB or CD1. Go round the class and provide help when necessary. Ask individual children to hold up their books and present their answers, e.g. *Number 1 is a school.*



### Audio script

*Listen & circle.*

*Narrator: One*

*Girl: Is this a school? Yes, it is. Number one is a school!*

*Narrator: Two*

*Girl: Is this a playground? No, it isn't. It's a classroom.*

*Number two is a classroom.*



# Lesson 2 Let's chat!

Narrator: Three

Girl: Is this a school bus? Yes, it is. Number three is a school bus!

Narrator: Four

Girl: Is this a classroom? No, it isn't. It's a playground. Number four is a playground.

Narrator: Listen again. (The recording is repeated.)

## 6 Consolidation: Point & say. [PB p. 9, Ex. 2]

**IWB** Bring up p. 9 on the IWB and point to the first picture. Ask: *Is this a school?* Elicit: *No, it isn't.* Point to the picture again and ask: *Is this a playground?* Elicit: *Yes, it is.* Play the audio for verification. Repeat with the rest of the pictures.

**M** Alternatively, hold up PB p. 9. Follow the same procedure to present the task. Point to the pictures and ask questions. Elicit answers from around the class. Divide the children into pairs and have them point to the pictures in their books and ask and answer questions using the structures from the lesson.

**EXTENSION:** See Zac's Zone activity 3

**OPTIONAL:** At this point, the children can do the task on AB p. 6.

## Activity Book (p. 6)

Table Time Activity: Look & match.



**IWB** Bring up AB p. 6 on the IWB. Point to the items with the missing puzzle pieces and say: *Look!* Ask the children to identify the items: *What's this? This is a (school bus).* Then, say: *Find the school bus.* Ask a child to come to the board and point to the puzzle piece that shows part of the school bus. Say: *Now, match!* Help the child do the activity. The audio plays for verification. Repeat with the rest of the items.

**M** Hold up AB p. 6 and follow the same procedure to present the activity. Have the children trace a path matching the puzzle pieces to the pictures with their finger first before using their pencil. Allow the children time to complete the activity. Provide help when necessary.

## 7 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



### 1 Circle Time Consolidation: Run & say (productive skills, gross motor skills)

**FCs** 13-16 Have the children sit in a circle. Give a child a FC. The child stands up, runs around the circle, comes back to their place and shows the FC and says what is on it, e.g. *This is a (school bus).* Repeat until all the children have had a turn.

### 2 Circle Time Consolidation: Guess the flash card (receptive & productive skills, gross motor skills)

**FCs** 13-16 Invite a child to stand in the middle of the circle with their eyes closed. Stand behind the child and show the rest of the class a FC. The child uses the structure from the lesson to find what the FC shows, e.g. *Is it a (school)?* The rest of the children respond: *Yes, it is./ No, it isn't.* When the child guesses correctly, they can choose another child to take their place. Continue until all the children have had a turn.

### 3 Table Time Game: Play Yes or no? (receptive & productive skills)

**PCs** 5-8 Give each child a set of PCs. The children put the PCs face down in front of them. They all pick one of the PCs and look at it. Hold up a FC and say: *This is a (school). Same? Yes or no?* Elicit: *Yes, it is.* from the children who have picked the (school) PC and *No, it isn't.* from the children who have a different PC. The children who have the same FC as you are out. Continue until all the children are out. Repeat as many times as you feel necessary.

# 1

# My school



## Language

### Children's language

**Vocabulary Revision from L1–2:** classroom, playground, school, school bus

**New Vocabulary:** *sandbox, seesaw, slide, swing*

**Structures:** *Let's play (on the slide/in the sandbox)!*

### Teacher's language

*Point to the (slide), please. / Let's play on the slide. / What colour is it? / Find the slide, please. / Now, colour. / Now, watch! / Let's sing!*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD 1
- FCs 13–20 (classroom/playground/school/school bus, sandbox/seesaw/slide/swing)

### For optional activities

- ZZ 2: FCs 17–20 (sandbox/seesaw/slide/swing)
- ZZ 3: copies of PCs 9–12 (sandbox/seesaw/slide/swing) one card per child, character cutouts (Ina, Ani, Zac, Grok, Plok, Dan)

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary Revision & Presentation: *Listen & repeat.* (receptive skills; picture-word association)



Use the IWB to revise the vocabulary from the previous lessons and present the new words on p. 10 (see *Introduction*). Alternatively, use the FCs to revise and present the vocabulary (see *Introduction*).



### 3 Vocabulary Practice: *Listen & say.* [PB p. 10, Ex. 1]



Bring up p. 10 on the IWB. Point to the (sandbox). Ask: *What's this?* Elicit: *This is a (sandbox).* Play the audio for verification. The children listen and repeat. Repeat with the rest of the items. Alternatively, hold up PB p. 10 and follow the same procedure to practise the vocabulary.



### Audio script

*Listen and say.*

*Zac: slide, swing, seesaw, sandbox*



**EXTENSION:** See Zac's Zone activity 1

### 4 Vocabulary Consolidation (receptive & productive skills; picture-word association)



Bring up the Picture Dictionary on the IWB. Ask a child to come to the board and point to an item: *Point to the (slide), please.* Repeat with all the items until all the children have had a turn. Alternatively, lay out the FCs in the centre of the circle, name an item and ask the children to pick the correct card.



### 5 Structure Presentation: *Let's play (on the slide/in the sandbox)!* (receptive & productive skills)



Mime moving down a slide and say: *Let's play on the slide.* Explain in L1 if necessary and have the children repeat after you. Repeat with the other pieces of playground equipment. Point out that we use *in* for the sandbox and *on* for the other equipment. Put the FCs in the middle of the circle. Ask a child to choose a card and make a sentence using the structure. Repeat until all the children have had a turn.



**EXTENSION:** See Zac's Zone activity 2

## Table Time




Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 6 Consolidation: *Look & colour.* [PB p. 10, Ex 2)






Bring up p. 10 on the IWB. Point to the playground equipment on the left and ask: *What's this?* Elicit: *It's a (slide). What colour is it? It's (purple).* Invite a child to come to the board. Point to the picture on the right and say: *Find the slide, please.* The child points to the slide. Then say: *Now, colour.* Have the child colour the slide purple. The audio plays for verification. Repeat with the rest of the items. Use the redo button and repeat until all the children have had a turn.

# Lesson 3 Let's sing!

 Hold up PB p. 10. Have the children take out the coloured pencils they will need for the task. Then follow the same procedure to present the task. Allow the children time to complete the task in their books. Provide help when necessary.

## 7 Song: *Listen & sing.* [PB p. 10, Ex. 3]

  Say: *Now, watch!* Use the IWB to play the animated video of the song.

 Say: *Let's sing!* Go through the song, demonstrating the TPR actions. The children copy your actions. Play the song on CD1 or the IWB. The children repeat the key vocabulary (*underlined in the audio script*) as they carry out the actions.



### It's Playtime! Song

*It's playtime!* (wave your hands back and forth)

*It's playtime!* (wave your hands back and forth)

*Yippee! Yippee!* (raise both hands in the air)

*Let's play on the swing, just you and me!*

(Point to the children and then yourself)

*Let me help you!*

*One, two, three!* (count on your fingers)

*It's playtime!* (wave your hands back and forth)

*It's playtime!* (wave your hands back and forth)

*Yippee! Yippee!* (raise both hands in the air)

*Let's play on the slide, just you and me!* (Point to the children and then yourself)

*Let me help you!*

*One, two, three!* (count on your fingers)

*It's playtime!* (wave your hands back and forth)

*It's playtime!* (wave your hands back and forth)

*Yippee! Yippee!* (raise both hands in the air)

*Let's play on the seesaw, just you and me!* (Point to the children and then yourself)

*Let me help you!*

*One, two, three!* (count on your fingers)

*It's playtime!* (wave your hands back and forth)


*It's playtime!* (wave your hands back and forth)


*Yippee! Yippee!* (raise both hands in the air)

*Let's play in the sandbox, just you and me!* (Point to the children and then yourself)

*Let me help you!*

*One, two, three!* (count on your fingers)

 Alternatively, children open their books on p. 10. Play the song. The children point to the correct item in their books as they sing along and carry out the actions.

 **EXTENSION:** See Zac's Zone activity 3

## 8 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



### 1 Circle Time Game: Play *Noisy charades* (receptive & productive skills, gross motor skills, creative play, body language)

Whisper a word to a child. S/He stands in the middle of the circle and uses different body movements and sounds to act out the word. The rest of the children try to guess the word. The first child to guess correctly takes a turn next. Repeat until all the children have had a turn.

### 2 Circle Time Game: Play *Grab the card* (productive skills, gross motor skills)

**FCs**  
17-20

Divide the class into two teams. Put two chairs with a FC on each in the middle of the circle. Play some music and have one child from each team walk around the chairs. Pause the music and name one of the FCs that is on one of the chairs e.g. *slide*. The child that picks up the correct FC first, says: e.g. *This is a (slide)*. Each correct answer gets a point. Repeat with the rest of the FCs and until all the children have had a turn. The team with the most point wins.

### 3 Table Time Consolidation: *Let's play* (productive skills)

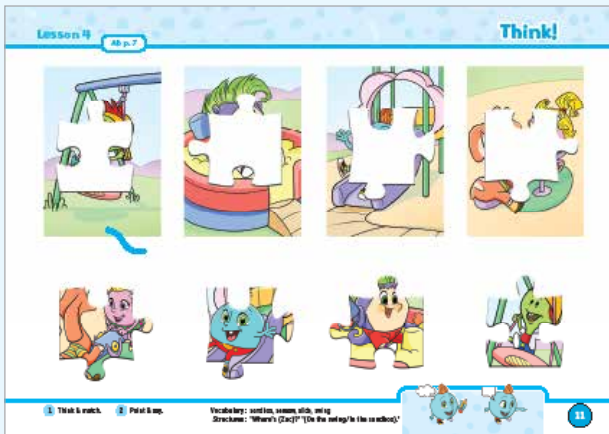
**CUTOUTS**

**PCs**  
9-12

Give each child a PC and a character cutout. Hold up your PC and cutout. Say in your character's 'voice': *Let's play (on the swing)!* Invite a child to make a similar sentence in their character's 'voice' using their PC. The activity continues around the class. Then the children swap PCs and cutouts and play again.



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## Language

### Children's language

**Vocabulary Revision from L3:** sandbox, seesaw, slide, swing

**Structures:** *Where's (Zac)? (On the swing/In the sandbox).*

### Teacher's language

*Where's (Zac)? / Who's this? / Find Ina on the seesaw. / Now, match! /*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- FCs 17–20 (sandbox/seesaw/slide/swing)
- copies of PCs 9–12 (sandbox/seesaw/slide/swing) coloured in and cut in half

### For optional activities

- ZZ 1 & 2: FCs 17–20 (sandbox/seesaw/slide/swing)
- ZZ 3: character cutouts (Ina, Ani, Zac, Grok, Plok, Dan); copies of PCs 9–12 (sandbox/seesaw/slid/swing) one card per child

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary Revision: Play *Quick response* (memory; picture-word association)



Hold up a FC from the previous lesson. Ask the children: *What's this?* (*sandbox*). Repeat with the rest of the FCs increasing speed each time. Play as many times as necessary.

### 3 Structure Presentation: *Where's (Zac)? (On the swing/In the sandbox)*. (receptive & productive skills)



Spread the FCs out in the middle of the circle. Place the Zac puppet next to one of the FCs e.g. *swing*. Ask: *Where's Zac?* Elicit: *He's (on the swing)*. Repeat with the rest of the FCs. Then give the Zac puppet to a child and ask him/her to place it next to one of the FCs. Ask the child to tell you where Zac is: *Where's Zac?* Elicit an answer using the structure, e.g. *He's (in the sandbox)*. Repeat until all the children have had a turn.

← **EXTENSION:** See Zac's Zone activity 1

### 4 Thinking Skills Presentation (thinking skills: focusing on detail; matching missing puzzle pieces)



Prepare copies of the PCs, coloured in and cut in half. Spread the pieces out in the centre of the circle. Invite a child to choose one half of a PC and then find its matching half. Continue with the rest of the PCs and until all the children have had a turn.

← **EXTENSION:** See Zac's Zone activity 2

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 5 Thinking Skills & Fine Motor Skills: *Think & match*. [PB p. 11, Ex. 1]



Bring up p. 11 on the IWB. Point to the first picture in the first row and ask: *What's this?* Elicit: *(This is a) swing*. Continue with the rest of the pictures. Then point to the second row and elicit the characters and where they are. Ask: *Who's this?* Elicit: *Ina*. Ask: *Where's Ina?* Elicit: *She's on the seesaw*. Say: *Find Ina on the seesaw*. Invite a child to come to the board and point to the correct picture. Say: *Now, match!* Help the child do the task. The audio plays for verification. Repeat with the rest of the puzzle pieces until all the children have had a turn.

Hold up PB p.11. Follow the same procedure to present the task. Have the children trace lines matching the puzzle pieces to the pictures with their finger first before using their pencil. Allow the children time to complete the task in their books. Provide help when necessary.

← **EXTENSION:** See Zac's Zone activity 3

## 6 Consolidation: *Point & say.* [PB p. 11, Ex. 2]

**IWB** Bring up p. 11 on the IWB. Point to a character (*Zac*) and ask: *Where's (Zac)?* Elicit: *On the slide.* Play the audio for verification. Invite a child to the board. The child points to a picture and says where the character is. Repeat with the rest of the pictures until all the children have had a turn. Repeat as many times as necessary.

OPTIONAL: Tap on the star on the IWB to access the extra activity.

OPTIONAL: At this point, the children can do the task on AB p. 7.

## Activity Book (p. 7)

TableTime Activity: *Take the children to the playground. Draw lines.*



**IWB** Bring up AB p. 7 on the IWB. Ask the children to identify the characters and the playground equipment. Invite a child to come to the board. Point to Zac and the slide. Say: *Take Zac to the slide.* Help the child do the activity. Continue with the rest of the characters and playground equipment. Use the redo button and repeat the activity until all the children have had a turn.

Hold up AB p. 7. Follow the same procedure to present the activity. Have the children trace the path from each character to the playground equipment with their finger, before using their pencil. Allow the children time to complete the activity. Provide help when necessary. Check the children's work.

## 7 Tidy up & Bye-bye

**CD1** Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



**1** Circle Time Activity: *Play Musical pass the flash card* (productive skills, fine motor skills)

**FCs** 17-20 Give the FCs to different children (one card each). Play some music and have the children pass the FCs around the circle. Pause the music at random intervals. Name a character. Ask a child holding a FC to say where the character is according to the FC they are holding, e.g. *Where's (Plok)?* Elicit: *He's on the (swing).* Repeat with the rest of the FCs. Resume the music and continue the activity until all the children have had a turn.

**2** Circle Time Consolidation Game: *Play Pictionary* (productive skills, fine motor skills)

**FCs** 17-20 Ask a child to come to the front and pick a FC without showing it to the rest of the children. The child whispers the word into your ear. Start drawing and ask the rest of the children to guess and say the word. Once a child guesses correctly s/he comes to the front and chooses the next card for you to draw.

**3** TableTime Consolidation: *Where are the characters?* (receptive & productive skills)

**CUTOUTS** Give a character cutout and one PC to each child. Ask: *Where's (Ani)?* The children with the Ani cutout hold it up. One by one they look at their PCs and answer the question, e.g. *On the (seesaw).* Continue with the rest of the cutouts. Repeat until all the children have had a turn.

**PCs** 9-12

# 1 My school



## Language

### Children's language

**Vocabulary Revision from L1–3:** classroom, playground, school, school bus, sandbox, seesaw, slide, swing

**Characters Revision:** Ani, Grandma, Miss Klop, Ina, Zac, Grok, Plok

**Structures:** *Let's go to the playground.*  
*Let's play (on the swing).*

### Teacher's language

*Let's (go to school).* / *Let me help you!* / *Listen and point.* / *Where's the swing?* / *Find the swing.*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- Module 1 SCs 1–8

### For optional activities

- ZZ 1: copies of PCs 9–12 (sandbox/seesaw/slide/swing), one set per child
- ZZ 2: FCs 17–20 (sandbox/seesaw/slide/swing)
- ZZ 3: copies of WS1 one copy per child

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Dialogue Warm-up: *Picture discussion* [PB pp. 12–13]



Take out the SCs. Play the audio for the *Storytime Chant*. Hold up the first SC and show it to the class. Ask questions about the characters and objects the children are familiar with. Follow the same procedure for the rest of the SCs.



### Storytime Chant

*Come on, children! One, two, three!*  
*It's storytime for you and me!*

Suggested Questions for SCs

#### Story Card 1

Point to each character in turn and ask: *Who's this?* (*Ani/Ina/Zac/Grandma*). Encourage the children to say: *Hello*. Point to the school bus and ask: *What's this?* Elicit: (*This is a school bus*).

#### Story Card 2

Point to the children and say: *Let's go to school!* The children repeat after you.

#### Story Card 3

Point to Miss Klop and ask: *Who's this?* (*Miss Klop*). Point to Ani and the books she is carrying. Say: *Let me help you!* Explain in L1 if necessary. The children repeat after you. Point to Ani and say: *Thank you!* The children repeat in chorus.

#### Story Card 4

Point to Ani and Ina and elicit their names. Point to the classroom and ask: *What's this?* Elicit: *This is a classroom*. Point to the bell and say: *Listen!* Pretend that you are listening to a bell ringing. Then say: *Let's go to the playground!* The children repeat after you.

#### Story Card 5

Point to the playground and ask: *What's this?* Elicit: *This is a playground*. Point to Zac and say: *Let's go on the swing!* The children repeat after you. Point to Grok and say: *Let's go on the slide!* The children repeat after you. Point to Plok and say: *Let me help you, Ani!* The children repeat after you. Point to Ani and say: *Thank you*. The children repeat in chorus.

#### Story Card 6

Point to the seesaw and ask: *What's this?* Elicit: *This is a seesaw*. Point to Plok and say: *Let's go on the seesaw!* The children repeat after you. Point to Zac and say: *Let me help you, Ani!* The children repeat after you. Point to Ani and say: *Thank you!* The children repeat in chorus.

#### Story Card 7

Point to the sandbox and ask: *What's this?* Elicit: *This is a sandbox*. Point to Ina and say: *Let's play in the sandbox!* The children repeat after you. Point to Grok and say: *Let me help you, Ani!* The children repeat after you. Point to Ani and say: *Thank you!* The children repeat in chorus.

#### Story Card 8

Point to the picture and say: *This is fun!* The children repeat after you.

## Tip!

Use L1 after each SC and ask the children what they think the story will be about or what they think will happen next.

### 3 Listening 1: *Listen & look.* [PB p. 12, Ex. 1]

**SCs**  
M1 (1-8)

Hold up SC1. Play the audio for that SC on the IWB or CD1. The children listen and look. Hold up the corresponding SC for each exchange as the audio plays.



#### Audio script

- SC1** Ani: Look, Grandma! This is my school bus!  
Grandma: OK! Bye-bye, children!  
All: Bye, Grandma!
- SC2** Driver: Hello, Ani.  
Ani: Hello!  
Driver: Let me help you!  
Ani: Thank you!
- SC3** Miss Klop: Hello, Ani.  
Ani: Hello!  
Miss Klop: Let me help you!  
Ani: Thank you!
- SC4** Ani: Oh, good! Time to play!  
Ina: Come on, Ani! Let's go to the playground
- SC5** Zac: Let's go on the swing!  
Grok: No, let's go on the slide!  
Plok: Let me help you, Ani.  
Ani: Thank you, Plok!
- SC6** Plok: Let's go on the seesaw now!  
Ina: OK!  
Zac: Let me help you, Ani.  
Ani: Thank you!
- SC7** Ina: Let's all play in the sandbox now!  
Children: Yeah!  
Grok: Let me help you, Ani.  
Ani: Thank you, Grok!
- SC8** Grok: This is fun!  
Ani: I love my school! I love my friends!

### 4 Discussion

**OPTIONAL**

In L1, ask the children which part of the story they liked best and why. Ask questions to elicit the value of the story and explain why it is good to help others and how fun it is to play together in the playground.

← **EXTENSION:** See Zac's Zone activities 1-2

### Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 5 Listening 2: *Listen & point.* [PB p. 12, Ex. 2]

Hold up PB pp. 12-13 and, say: *Listen and point.* Play the audio for the first picture. Pause and point to the picture. Ask the children to do the same. Play the audio for the second picture. The children listen and point. Follow the same procedure for the rest of the pictures in the story. Make sure the children are pointing to the correct picture as they listen.



### 6 Consolidation: *Point to the swing.* [PB p. 12, Ex. 3]

**IWB**

Bring up pp. 12-13 on the IWB. Ask: *Where's the swing?* Point to SC5 and say: *Find the swing.* Invite a child to the board to point to the swing. Tap on the swing to circle it. The audio plays for verification. Repeat until all the children have had a turn.

Hold up PB p. 12-13 and follow the same procedure to present the task. The children take turns pointing to the swing in their books.

← **EXTENSION:** See Zac's Zone activity 3

### 7 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



#### 1 Circle Time Consolidation: *Get a set* (fine motor skills, observation)

**PCs**  
9-12

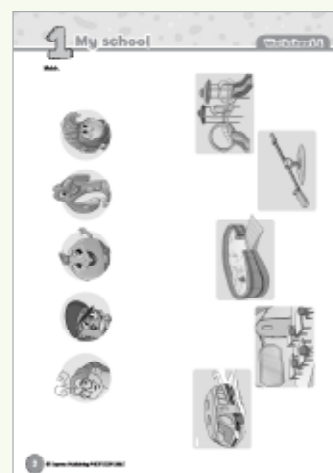
Divide the class into groups (of four) and give each child a set of PCs. Assign each child an item (*slide*) by whispering the word to them. Each child passes one of their cards to the child next to them in the group. The aim is for each child to collect four cards that are the same to make a set. Explain that when they get two or more copies of the same PC, they should keep them and give away the ones that don't match to the next child until they have a set. The first child to get a full set wins.

#### 2 Circle Time Game: *Play Four corners* (productive skills, gross motor skills)

**FCs**  
17-20

Put one FC (*sandbox, seesaw, slide, swing*) in each corner of the classroom. Say: *Let's play on/in the (sandbox/seesaw/slide/swing).* The children run to the correct corner. Demonstrate the game once and then choose a different child each time to choose the corner and say a sentence using the structure from the story. Repeat until all the children have had a turn.

#### 3 Table Time Consolidation: *Match.* (fine motor skills, memory) [Worksheet 1]



**WS1**

Give a copy of WS1 to each child. The children draw lines from the characters to the pictures below, based on where each character helped Ani. Put pp. 12-13 up on the IWB as a visual prompt. Go round the classroom and provide help if necessary.



# 1 My school



## Language

### Children's language

**Vocabulary Revision from L1–3:** classroom, playground, school, school bus, sandbox, seesaw, slide, swing

**Structures:** *Let me help you. Thank you!*

### Teacher's language

*Hmmm ... this one or this one?*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- Module 1 SCs 1–8
- Cutouts (Miss Klop, Plok, Zac, Grok, Ani)

### For optional activities

- ZZ 2: FCs 17–20 (sandbox/seesaw/slide/swing)
- ZZ 3: Module 1 SCs (3, 5–7)

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Dialogue Revision: Play *Story card shuffle* (receptive & productive skills; thinking skills: ordering, memory development)



Put the SCs up on the board and play the audio. Point to the characters as they speak as well as the playground equipment mentioned. Then put the SCs in random order. Say: *Listen!* Play the audio again and pause after the audio for the first SC is heard. Make a thoughtful expression, point to the different SCs and say: *Hmm ... This one or this one?* Keep pointing until the children identify the correct SC. Move it to the first position on the board. Repeat with the rest of the SCs until they are all in the correct order.



### 3 Animation Presentation & Practice: *Watch*. [PB p. 13, Ex. 1]



Say: *Now, watch!* and play the animation on the IWB without any pauses. Then play it again. You can use the second viewing to have the children listen and repeat individual lines from the dialogue.

Play the animation a third time. Pause and ask the children to fill in the word or response that follows, e.g. After Ani says: *Look, Grandma! This is my school bus!* pause for the children to say Grandma's line: *OK. Bye-bye children.* Use gestures and point to items on the screen to give the children clues for what to say.

### 4 Consolidation: Play *Listen to the line!* (receptive skills; memory)



Bring up pp. 12–13 on the IWB. Say: *Listen!* Read out a random line from the audio script, and ask the children: *Who is it?* Point to the characters in the pictures in random order. The children identify the character who says the line, e.g. *Come on, Ani! Let's go to the playground!* – Ina. Repeat with the rest of the characters.

### 5 Dramatic Play: *Act out* [PB p. 13; Offering help and responding]



Put SCs 2–3 & 5–7 on the board. Point to the bus driver in SC2 and say: *Let me help you!* Then point to Ani and say in her 'voice': *Thank you!* Use a gesture to illustrate the meaning e.g. Put your hand on your chest and/or slightly bow your head. The children repeat after you. Repeat for SC3 with Miss Klop and Ani, SC5 with Plok and Ani, SC6 with Zac and Ani and SC7 with Grok and Ani.



## CUTOUTS

Hand out the cutouts for Miss Klop, Plok, Zac, Grok and Ani. Put the children into pairs and assign each child a role (Miss Klop and Ani, Plok and Ani, Zac and Ani, Grok and Ani). In pairs, the children act out the exchanges from SCs 3, 5–7. Then, they swap roles and repeat the activity.

- ← **EXTENSION:** See Zac's Zone activities 1-3
- ← **OPTIONAL:** At this point, the children can do the task on AB p. 8.

## Activity Book (p. 8)

Table Time Activity: **Look & colour.**



- IWB** Bring up AB p. 8 on the IWB. Say: *Look!* Point to the seesaw and ask: *What's this?* Elicit: *(This is a) seesaw.* Point to the coloured picture at the top left and ask: *What colour is it?* Elicit: *Blue.* Invite a child to come to the board. Point to the seesaw. Say: *Now, colour!* Help the child colour the seesaw blue. Repeat with the rest of the items and characters in the picture until all the children have had a turn.
- Hold up AB p. 8. Have the children take out the coloured pencils/crayons they will need for this activity. Then, follow the same procedure to present the activity. Allow the children time to complete the activity. Provide help when necessary. Check the children's work.

### 6 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



### 1 Circle Time Activity: *Let me help you!* (productive skills, gross motor skills)

Divide the children into pairs. Arrange chairs in a line (one chair for every two children). Give each pair a scenario, e.g. one child has hurt his/her leg, one child has hurt his/her arm. Have one child in each pair help the other child to sit on the chair using the structures: *'Let me help you.'* *'Thank you.'* Then have the children swap roles and repeat the activity.

#### Tip!

You can also have the children act out different situations, such as one child holding the door open for the other child, one child helping the other carry their books or something heavy, etc.

### 2 Circle Time Consolidation: *At the playground* (receptive & productive skills, gross motor skills)

**FCs** 17-20 Put the FCs up (*sandbox, seesaw, slide, swing*) in four different parts of the classroom. Divide the class into pairs. Have one child in each pair choose where they want to go, e.g. *Let's play on the swing.* The child leads their partner to the (*swing*) FC. Then the other child chooses where they want to go next, e.g. *Let's play in the sandbox.* Continue the activity until the pairs have each visited each FC at least once.

### 3 Circle Time Consolidation: *Where did the children play?* (memorisation & observation skills)

**SCs** M1 (3, 5-7) Lay the SCs on the floor in the middle of the circle. Ask the children to think about where, in the story, the children played in the playground. Explain to the children that when you ask them the question e.g. (*Ani on the slide?*) they will go and stand by the correct SC. Praise the children that are correct and say: *Well done!* For the children who were incorrect encourage them to try again. Say: *Not quite. Try again.* Repeat the activity with the rest of the characters and playground equipment.

# 1 My school



## Language

### Children's language

**Structures:** *Let's play together! OK!*

### Teacher's language

*Playing together? Yes or no? / Now, trace.*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- a soft ball

### For optional activities

- ZZ 1: copies of PCs 9–12 (sandbox/seesaw/slide/swing)
- ZZ 2: FCs 17–20 (sandbox/seesaw/slide/swing); Zac puppet
- ZZ 3: copies of WS2 one per child

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary Revision: *Find the card.* (productive skills; picture-word association)



Put the playground FCs (*sandbox, seesaw, slide, swing*) up on the board. Say: *Find the (seesaw)*. Ask a child to come to the board, point to the correct FC and say the word. Repeat with the rest of the FCs until all the children have had a turn.

### 3 Structure Presentation: *Let's play together! OK!* (receptive & productive skills)

Say: *Let's play together!* The children repeat after you. Pass/Toss a soft ball to a child. The child catches the ball, says: *OK!* and then says: *Let's play together!* The child passes/tosses the ball to the next child and so on around the circle. Continue until all the children have had a turn.

### 4 Value Presentation & Practice: *Playing together.* (receptive & productive skills)

Have a brief class discussion, in L1 if necessary, about why it is important to play together with other people in a group. Explain that if we include everyone in a group or a team and work together, we can have more fun. Ask the children to stand together in one part of the classroom. Put the Zac puppet in another part of the classroom. Walk to the Zac puppet and say: *Let's play together!* and take the puppet to the group. Put Zac somewhere else and then ask a child to walk to Zac, say: *Let's play together!* and take him to the group. Repeat until all the children have had a turn.

← **EXTENSION:** See Zac's Zone activities 1–2

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 5 Value Consolidation & Fine Motor Skills: *Look & trace.* [PB p. 14, Ex. 1]



Bring up p. 14 on the IWB. In L1, ask the children to describe what is happening in each picture. Elicit how the boy feels. Point to the first picture and say: *Playing together? Yes or no?* Elicit: *No*. Point to the second picture and say: *Playing together? Yes or no?* Elicit: *Yes*. Invite a child to come to the board. Say: *Now, trace!* Point to the ticks and crosses and explain in L1 that a tick means yes and a cross means no. Help the child trace the correct symbol for each picture. When the child traces the tick under the second picture, the audio is heard automatically for verification. Use the redo button and repeat until all the children have had a turn.

Hold up PB p. 14. Follow the same procedure to present the task. Have the children trace the cross and the tick with their finger before using their pencil. Allow the children time to complete the task. Go around the classroom and provide help when necessary.

# Lesson 7 Values

## Playing together



### Tip!

Explain in L1 that it is important to include everyone in activities and make sure no one is left out.

### 6 Song: Listen & sing. [PB p. 14, Ex. 2]

**IWB** Say: *Now, watch!* Use the IWB to play the animated video of the song.

**M** Say: *Let's sing!* Go through the song demonstrating the TPR actions. The children copy your actions. Play the song on CD1 or the IWB. The children repeat the structure and key vocabulary (underlined in the audio script) as they carry out the actions.



### Lets all play together! Song

*Together, together!* (clap hands)

*Let's all play together!*

*Together, together!* (clap hands)

*Let's play on the slide.* (mime sliding)

*Together, together!* (clap hands)

*Let's all play together!*

*Together, together!* (clap hands)

*Let's play on the swing.* (mime swinging)

*Chorus:*

*Come on, friends!* (beckon with your hand)

*Let's all play!* (twist your body back and forth)

*Let's have fun at school today!* (twist your body back and forth)

*Together, together!* (clap hands)

*Let's all play together!*

*Together, together!* (clap hands)

*Let's play on the seesaw.* (mime being on a seesaw)

*Together, together!* (clap hands)

*Let's all play together!*

*Together, together!* (clap hands)

*Let's play in the sandbox.* (mime playing in a sandbox)

*Repeat chorus*

### EXTENSION: See Zac's Zone activity 3

### 7 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE

### 1 Circle Time Game: Play Musical friends (receptive skills, gross motor skills)

**PCs**  
9-12

Hand out one PC to each child, making sure that each one has a PC that matches with another child in the class. Play some music and have the children dance or move around the room. Pause the music and ask the children to find a child with the same PC and say: *Let's play together on the (slide)*. Collect the PCs and hand them out again. Make sure the children get a different PC. Repeat as many times as you feel necessary.

### 2 Circle Time Consolidation: Play Memory game (productive skills, memory)

**FCs**  
17-20

Put the FCs up on the board. Use the Zac puppet. Invite a child to come to the board and whisper in your ear where s/he wants Zac to play. The rest of the class asks questions to find out, e.g. *Is it on the (slide)*? Use the Zac puppet and point to the playground equipment as each is mentioned. The child responds: *Yes, it is./No, it isn't*. The first child that guesses correctly, comes to the board and chooses where Zac will play next. Repeat until all the children have had a turn.

### 3 Table Time Consolidation: Spin & say. (productive skills, fine motor skills) [Worksheet 2]



**WS2**

Divide the children into pairs. Give each pair a copy of WS2. Ask the children to cut out the circle. Elicit the playground equipment. One child says: *Let's play together!* The other child spins a pencil. When the pencil stops, the child makes a sentence using the structure and the playground equipment the pencil is pointing to, e.g. *Let's play (on the swing)*. Then they swap roles and repeat the activity.



# 1 My school



## Language

### Children's language

**New Vocabulary:** *angry, happy, sad*

**Structures:** *He's/She's (happy). / (Grok/Ina) is (happy).*

### Teacher's language

*Look! (He/She)'s (happy). / How is (Grok)?*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD 1
- FCs 21–23 (angry/happy/sad)
- Realia: pictures of happy/angry/sad faces from magazines or the Internet

### For optional activities

- ZZ 1: copies of PCs 13–15 (angry/happy/sad); paper headbands
- ZZ 2: sheets of paper, one per child

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary Revision & Presentation: *Listen & repeat.* (receptive skills; picture-word association)



Use the IWB to revise the vocabulary from the previous lessons and present the new words on p. 15 (see *Introduction*). Alternatively, use the FCs to revise and present the vocabulary (see *Introduction*).



### 3 Vocabulary Practice: *Listen & say.* [PB p. 15, Ex.1]



Bring up p. 15 on the IWB. Point to the star faces. Ask individual children to identify the mood of each star. Play the audio for verification. Repeat until all the children have had a turn. Alternatively, hold up PB p. 15 and follow the same procedure to practise the vocabulary.



### Audio script

*Listen and say.*

*Zac: angry, happy, sad*



**EXTENSION:** See Zac's Zone activity 1

### 4 Structure Presentation: *He's/She's (happy)/(Grok/Ina) is (happy).*



Hold up one of the pictures showing happy, angry or sad faces. Point to the person in the picture and say: *Look! (He/She)'s (happy).* Explain in L1 that we use *he* for boys and *she* for girls. Repeat the sentence again and ask the children to repeat after you. Say with the rest of the pictures. Then hold up the Zac puppet. Pretend Zac is happy and say: *Zac is happy.* The children repeat after you. Repeat for *angry* and *sad*.

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 5 Listening & Fine Motor Skills: *Listen & circle.* [PB p. 15, Ex. 2]



Bring up p. 15 on the IWB. Point to the first row. Ask: *Who's this?* Elicit: *Grok.* Point to each picture in the row and elicit where Grok is. Follow the same procedure for the next two rows. Then point to Grok in the first picture and ask: *How is Grok?* Elicit: *Grok is sad.* Repeat with the rest of the pictures and rows. Play the audio and pause after the first exchange. Ask: *How is Grok?* Elicit: *He's happy.* Invite a child to come to the board and say: *Now, circle!* Help the child to do the task. Resume the audio and repeat with the rest of the items until all the children have had a turn.



Hold up PB p. 15 and follow the same procedure to present the task. Play the audio on CD1 or the IWB. The children circle the correct pictures in their books. Provide help when necessary.

# Lesson 8 CLIL: Maths



## Audio script

Listen and circle.

Boy: Where's Grok?  
 Girl: Look. He's in the classroom.  
 Boy: Ah, yes. He's in the classroom.  
 Girl: He's happy.  
 Boy: Yes, Grok is in the classroom and he's happy.  
 Boy: Where's Ina?  
 Girl: She's in the playground.  
 Boy: Ah, yes. She's in the playground.  
 Girl: Oh dear! She's sad.

Boy: Yes... Ina's in the playground and she's sad.  
 Boy: And where's Dan? Is he on the slide?  
 Girl: No, he's on the swing. Dan is on the swing. And he's angry.  
 Boy: Oh dear... Dan is on the swing and he's angry.  
 Narrator: Listen again. (The recording is repeated).

← **EXTENSION:** See Zac's Zone activity 2

← **EXTENSION:** Tap on the star on the IWB to access the extra activity.

### 6 Consolidation: *Point & say.* [PB p. 15, Ex. 3]

**IWB** Keep up p. 15 on the IWB. Point to Grok in the first picture and ask: *How is Grok?* Elicit: *He's sad. Grok is sad.* Play the audio for verification. Invite a child to come to the board. Point to a picture and ask the child to say how the character feels. Play the audio for verification. Repeat until all the children have had a turn.

Hold up PB p. 15. Follow the same procedure to present the task. The children take turns pointing to the pictures in their books and saying how each character feels using the structure from the lesson.

### 7 VIDEO: *Watch.*

**IWB** Say: *Now, watch!* Play the CLIL video on the IWB. Play the video again. Children answer the questions in the video script.

#### Video script

*Look! The kids are at the playground.*

*Where's Tony?*

*He's on the slide! He's happy!*

*Where's Ann?*

*She's on the swing! She's sad!*

*Where's Peter?*

*He's in the sandbox! He's angry!*

*Happy! Sad! Angry!*

*Look! This is Sam. How is Sam? Happy? Sad? Angry?*

*He is sad!*

*Look! This is Helen. How's Helen? Happy? Sad? Angry?*

*She is happy!*

*Look! This is Mark. How is Mark? Happy? Sad? Angry?*

*He is angry!*

*Happy! Sad! Angry!*

← **OPTIONAL:** At this point, the children can do the task on AB p. 9.

## Activity Book (p. 9)

Table Time Activity: *Circle the odd one out.*



**IWB** Bring up AB p. 9 on the IWB. Point to the first child in the top row. Have the children identify her mood: *How is she?* (*She's happy.*) Repeat for the rest of the children in the row. Ask a child to come to the board and point to the odd one out. Explain in L1 if necessary. Say: *Now, circle!* Help the child do the activity. Repeat with the rest of the items and until all the children have had a turn.

Hold up AB p. 9. Follow the same procedure to present the activity. Allow the children time to circle the correct children in their books. Provide help when necessary. Check the children's work.

### 8 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



### 1 Circle Time Game: *Play Guess the emotion (productive game, gross motor skills, memory)*

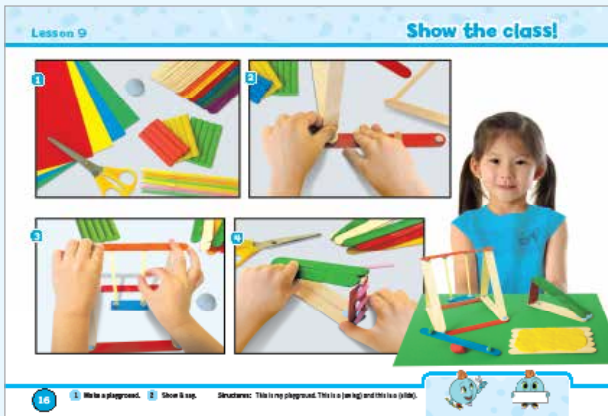
**PCs**  
13-15

Divide the class into pairs. Give one child in each pair a paper headband. Attach a PC to the headband without the child seeing what it is. The other child in the pair mimes the emotion on the headband for them to guess. When they guess correctly, it is the other child's turn to put on the headband and guess the emotion. Repeat as many times as you feel necessary.

### 2 Table Time Consolidation Activity: *Draw a happy/sad/angry face. (fine motor skills, picture-word association)*

Give a sheet of paper to each child. The children draw a face showing one of the emotions (*angry, happy, sad*). Allow the children time to do the task and provide help when necessary. When they have finished ask them to present their drawing to the class.

# 1 My school



## Language

### Children's language

**Vocabulary Revision:** playground, sandbox, seesaw, slide, swing

**Structures:** *This is my playground. This is a (swing) and this is a (slide).*

### Teacher's language

*Show me the (scissors). / Are you ready? / Let's build! / OK, children. Let's make a playground!*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- modelling clay
- coloured card
- coloured and plain tongue depressors/ice lolly sticks
- coloured straws
- sticky tack

### For optional activities

- ZZ 1: copies of PCs 5–12 (classroom/playground/school/school bus/sandbox/seesaw/slide/swing) one card per child; FCs 17–20 (sandbox/seesaw/slide/swing)
- ZZ 2: the model playground from the craft activity

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### Before the lesson:

Prepare a model of the playground in advance.

## Table Time



Ask the children to go to their seats using the *Table Time Chant* from Lesson 1.

### 2 Craftwork: Make a playground. [PB p. 16, Ex. 1]



Hold up your model of the playground and say: *Look at my playground!* Point to the equipment and say: *This is a (swing) and this is a (slide). This is a (seesaw) and this is a (sandbox).*



Hold up PB p. 16 and say: *Now, let's make a playground!* Point to each of the pictures in the step-by-step instructions for the craftwork. Follow the steps to make the craftwork and use L1 if necessary.

## Tip!

*You may wish to show the step-by-step photos on the IWB while carrying out each step.*

### Photo 1: Gathering materials

Give each child some modelling clay, sticky tack, a large piece of coloured card, some coloured and plain tongue depressors/ice lolly sticks and some straws. Have the children gather their own tools (see *Introduction*). Hold them up one by one and say: *Show me the (scissors)*. The children hold up each item and place it on their desks. Ask: *Are you ready?* Elicit: *Yes!*

### Photos 2–4: Making the equipment

#### Building the swing

Hold up the finished playground and point to the equipment. Say: *Let's build!* Show the children how to make the swing frame. Make two triangles out of tongue depressors/ice lolly sticks and stick them together with sticky tack. Then join each of the corners of one triangle to the other using tongue depressors/ice lolly sticks and sticky tack, as seen in Photo 2. Allow the children time to do the building. Go round the class and provide help when necessary. Once they are finished, say: *Let's cut.* Cut a coloured tongue depressor/ice lolly stick and a straw in half. Attach the two pieces of the straw to the piece of tongue depressor with sticky tack. Then attach the other ends of the straws to the swing frame with sticky tack.

#### Building the slide

Attach two coloured and two plain tongue depressors/ice lolly sticks to each other, side by side, with sticky tack. Cut a small rectangle out of card and attach it with sticky tack to either end of the tongue depressors to form a triangular shape. At the opposite end, attach the tongue depressors/ice lolly sticks together with sticky tack so they don't move. Then cut a straw into small pieces and attach them to the card with sticky tack equally spaced to form the steps of the slide. Help the children to make the slide.

# Lesson 9 Show the class!

## Building the seesaw

Roll a ball of modelling clay and put a coloured tongue depressor/ice lolly stick on top making sure the modelling clay is in the middle. Add a small amount of modelling clay to each end to make the handles.

## Building the sandbox

Make the sandbox. Stick five plain tongue depressors to each other side by side to make a square shape. Flatten some yellow modelling clay and press it on top to form the sand.


## Putting it all together

Say: *OK, children. Let's make a playground!* From this point on, hold up each piece and demonstrate what the children need to do, step-by-step, providing help when necessary.

- 1) Attach the base of the swing to a large piece of coloured card with sticky tack.
- 2) Attach the slide to the card with sticky tack.
- 3) Attach the seesaw to the card by pushing the ball of modelling clay onto it.
- 4) Attach the sandbox to the card with sticky tack.

← **EXTENSION:** Tap on the star on the IWB to access the extra activity.

## 3 Presentation Skills: Show & say. [PB p. 16, Ex. 2]

 Hold up your model and say: *This is my playground!* Point to the equipment and say: *This is a (swing) and this is a (slide). This is a (seesaw) and this is a (sandbox).* Then say: *Your turn!* One by one the children stand up and present their playground to the rest of the class using the same structures. Prompt the children when necessary.

## Tip!

You may wish to allow the children to take their craftwork home or display it in the classroom.

## 4 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



### 1 Table Time Activity: Play *See it, say it* (productive skills)

**PCs** 5-12 Give each child a PC. Hold up a FC and say: *What's this?* The children that have the same PC as the FC, hold it up and say: *This is a (slide).* Repeat with the rest of the FCs.  
**FCs** 17-20 Redistribute the PCs and repeat as many times as you feel necessary.

### 2 Table Time Activity: *Compare playgrounds* (receptive & productive skills, observation)

Hold up your playground and show it to a child. Point to the playground equipment and ask questions: *What colour is the swing? (Red). What colour is the slide? (Green)* Then point to a child's playground and ask the same questions: *What colour is the swing? (Green). What colour is the slide? (Blue).* Then tell the children to look at their playground and compare it with the playground of the person sitting next to them by asking and answering questions. Go round the classroom and provide help when necessary.

### 3 Table Time Game: Play *I spy ...* (productive skills)

The children place their model playgrounds in front of them. In pairs, they take turns playing *I spy* using their playgrounds. One child says: *I spy a (blue slide).* The other child finds it, points to it and says: *This is a blue slide.* The pairs play the game as long as you feel necessary. Go round the class and give praise and encouragement.



# 1 My school



## Language

### Children's language

**Vocabulary Revision:** classroom, playground, school, school bus, sandbox, seesaw, slide, swing, angry, happy, sad

**Structures:** *Where's (Zac)? On the (slide). He's/She's (happy).*

### Teacher's language

*Please find (the school bus). / Find your stickers. / Now, stick!*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- FCs 13–23 (classroom/playground/school/school bus/sandbox/seesaw/slide/swing/angry/happy/sad)
- Character cutouts (Zac, Ani, Ina, Grok, Plok, Dan)

### For optional activities

- Class CD2 (Phonics)

To further revise vocabulary, refer to the Picture Dictionary on the IWB or in the Pupil's Book.

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary Revision: *Flash the card.* (productive skills)



Hold up a FC and quickly show (flash) the card to the children. The children try to guess the FC from the quick glimpse and say it aloud. Repeat with the rest of the FCs.

### 3 Structure Revision: *Where's (Zac)? On the (slide). He's/She's (happy).* (productive skills)



Make three piles (one for the character cutouts, one for playground equipment and one for the emotions FCs).

### CUTOUTS

Pick up one character cutout and one card from each pile. Show them to the children. Use the structures and say: *Where's (Ina)? In the (sandbox). She's (sad).* Put the cards back in the piles. Invite a child to pick from each pile and repeat the activity. Repeat until all the children have had a turn.

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 4 Revision: *Point & say.* [PB p. 17, Ex. 1]



Bring up p. 17 on the IWB. Point to Ani and ask: *Where's Ani? (In the sandbox). How is she? (She's happy.)* Play the audio for verification. Repeat for the other characters. Invite individual children to come to the board, point to the characters, and use the structures to say where each one is and how they feel.

Alternatively, hold up PB. p. 17. Follow the same procedure to present the task. The children point to the characters in their books and make sentences about where each one is and how they feel.

### 5 Consolidation & Fine Motor Skills: *Find & stick.* [PB p. 17, Ex. 2]



Bring up p. 17 on the IWB. Point to the circles where the stickers will be placed and elicit the words. Point to the first missing sticker. Ask a child to identify it e.g. *What's this?* Elicit: *This is a school bus.* Say: *Please find the school bus.* while pointing to all the stickers. The child comes to the board and points to the correct sticker. Say: *Look!* Tap on the sticker to drag and drop it into place. Repeat for the rest of the stickers.

Hold up your sticker sheet and say: *Find your stickers.* Hold up PB p. 17. Point to the missing school bus. Elicit the word. Ask the children to find the corresponding sticker. Make sure all the children are pointing to the correct sticker. Say: *Now, stick!* and demonstrate how to remove the sticker and stick it on the page. Repeat for the rest of the stickers.

**EXTENSION:** Tap on the toy ball to play the game on the IWB.

**OPTIONAL:** At this point, the children can do the tasks on AB pp. 10–11.

# Lesson 10 Now I can say ...

## Activity Book (pp. 10–11)

Table Time Activity: *Find six differences. Circle.*



**IWB** Bring up AB p. 10 on the IWB. Point to the pictures and ask questions, e.g. *What's this? (A school bus.) What colour is the school bus? (Yellow.)* Continue until the children notice the first difference, e.g. In the first picture, the school bus is yellow, but in the second picture it's purple. Ask a child to come to the board. Say: *Circle!* Help the child do the activity. Repeat with the rest of the differences.

**Hold up** AB p. 10. Follow the same procedure to present the activity. Allow the children time to complete the activity in their books.

Key

Picture on left	Picture on right
The school bus is yellow.	The school bus is purple.
The school door is blue.	The school door is pink.
The slide is red.	The slide is blue.
The seesaw is blue.	The seesaw is yellow.
There is a classroom.	There isn't a classroom.
There is a spade and a bucket in the sandbox.	The sandbox is empty.

Table Time Activity: *Trace & write.*



**IWB** Bring up AB p. 11 on the IWB. Elicit the objects. Point to the bag and say: /b/, *bag*. The children repeat after you. Point to the letter 'b' and say: *Let's trace*. Show the children how to trace the letter. Say: *Now, write!* Show the children how to write the letter 'b' using the dotted lines. Repeat for the other letters. Have individual children come to the board to do the activity.

**Hold up** AB p. 11. Follow the same procedure to present the activity. The children trace the letters with their finger before using their pencil. Allow them time to complete the activity. Provide help when necessary. Check their work.



## Phonics (Optional) p. 88

**1 Pronunciation Practice: Listen & say.** [PB p. 88, Ex. 1]

**IWB** Bring up p. 88 on the IWB. Say: *Listen!* and play the audio. When the sound /ks/ is heard, pause the audio. The children repeat the sound. Play the audio again and have the children repeat as many times as you feel necessary. Provide help and praise. Alternatively, play the audio (Track 34 CD2).



Audio script

/ks/, /ks/  
/ks/, *sandbox*, /ks/, *sandbox*  
*sandbox*, *sandbox*

**2 Sound Discrimination: Listen for the sound and circle.**

**IWB** Go to the extra activity on the IWB by tapping on the star. Say: *Listen!* and play the audio for the first word (*fox*). Repeat the word and say: *Listen for /ks/. /ks/ – fox. Is it the same? (Yes.)* Repeat for the rest of the words. The children say: *No* when the word does not match the sound. Have the children come to the board and circle the pictures that contain the /ks/ sound. Play the audio for verification. Alternatively, carry out the task by saying the words yourself.

Audio script

*fox, dress, six, glass*

**3 Letter Identification: Trace the letter.** [PB p. 88, Ex. 2]

**IWB** Go back to p. 88 on the IWB. Point to the letter *x*. Say: *Let's trace!* Show the children how to trace the letter. Describe the direction you are following while doing so (*down, stop, down, stop*). The children trace the letter in the air with you. Invite individual children to come and trace the letter on the IWB. Then, ask the children to trace the letter in their books, first with their finger and then with their pencil. Go round the class and provide help when necessary.

**4 Consolidation: Point & say.** [PB p. 88, Ex. 3]

**IWB** Zoom in on the picture on p. 88 on the IWB. Point to the letter *x* and have the children identify it by repeating the sound /ks/. Play the audio for verification. Point to the sandbox and ask the children to identify it. Invite individual children to come to the board, point to the picture and say the word.

**Hold up** PB p. 88. Follow the same procedure to present the task. The children take turns pointing to the picture in their books and saying the word.

**OPTIONAL:** At this point, the children can do the task on AB p. 54.

## 6 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.



## Aims

- To learn about houses (parts of a house, rooms, furniture, appliances and types of dwellings)
- To practise fine motor skills through hand-eye coordination games, and by pointing to objects, drawing, matching, colouring, circling, tracing, sticking, using modelling clay and the character cutouts
- To practise gross motor skills through movement games and TPR activities
- To practise listening and pronunciation of key vocabulary and structures by listening and repeating, etc.
- To learn the value of helping around the house
- To practise musical intelligence by understanding rhythm
- To aid sensory development by playing games

## Language

### Children's language

**Vocabulary:** *bathroom, bedroom, kitchen, living room, armchair, bath, cupboard, TV, castle, igloo, teepee*

**Structures:** *Is the (baby) in the (bedroom)? Yes. / No. / Where's (Daddy)? In the (bathroom). / There's a/an (bath) in the bathroom. It's (purple). / Where's the (armchair)? In the (living room). / Is (she) in the (living room)? Yes, (she) is. / Thank you! You're welcome! / Let me help you, (Mummy)! Thank you! / Is the (igloo) (blue and pink)? Yes, it is. / No, it isn't. / This is my (bedroom). / This is my (bed) and this is my (lamp).*



### Teacher's language

#### Instructions and questions:

*Is the (baby) in the (bedroom)? / Where's the baby? / Where's (Daddy)? / Point to the (armchair). / What colour is the (cupboard)? / Where's the (armchair)? / Is s/he in the (kitchen)? / Hmm ... this one or this one? / Oh dear! / Helping around the house? Yes or no? / Is the (castle) (red and green)? / Your turn. Trace and colour! / Now, let's make a house! / Are you ready? / Now, stick! / Now, cut! / OK, children. Let's make a house! / Please find the armchair.*

#### Polite language & praise:

*Well done!*

## Special features

### VALUES

Helping around the house



### SHOW THE CLASS!

Making a house

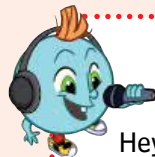


### THINK!

Observation; matching furniture and appliances to the correct rooms; logical reasoning; organising

### SOCIAL SKILLS

Cooperation, teamwork



### SONGS & CHANTS

Routine chants  
Hey! I'm an armchair! Song  
Help, help, help around the house! Song



### CLIL: ART

Tracing and colouring

## Skills

### Communication

#### Listening:

- Listening and repeating
- Listening for detail and repeating/drawing lines/colouring/observing/pointing/singing songs

#### Speaking:

- Responding to simple questions when discussing a picture
- Role-playing a short exchange
- Building sentences: There's a (bath) in the bathroom. It's (purple).

#### Body language:

Body movement when acting or doing TPR activities

### Early Literacy

#### Pre-writing skills:

- Drawing lines/Colouring/Tracing
- Identifying and tracing the letter 'i' (optional)

#### Phonics (Optional):

Identifying and producing initial /i/ sound

#### Narrative skills:

Predicting missing words/phrases when looking at pictures and watching videos



# 2 My house



## Language

### Children's language

**New Vocabulary:** *bathroom, bedroom, kitchen, living room*

**Structures:** *Is the (baby) in the (bedroom)?*  
*Yes. / No.*

### Teacher's language

*Is the (baby) in the (bedroom)? / Where's the baby?*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- FCs 13–27 (classroom/playground/school/school bus/sandbox/seesaw/slide/swing/angry/happy/sad/bathroom/bedroom/kitchen/living room)
- Starter level: FC 21 (baby)

### For optional activities

- ZZ 1: Starter level: FCs 15–18 (blue/red/yellow/green) Level 1: FCs 51–53 (brown/pink/purple) Level 2: FCs 13–27 (classroom/playground/school/school bus/sandbox/seesaw/slide/swing/angry/happy/sad/bathroom/bedroom/kitchen/living room)
- ZZ 2: Starter level: FC 21 (baby); copies of PCs 16–19 (bathroom/bedroom/kitchen/living room) at least eight of each PC.
- ZZ 3: FCs 8, 24–27 (Kit/bathroom/bedroom/kitchen/living room)

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Module 1.

### 2 Vocabulary Revision: Play *Pass the card* (productive skills)



Revise the vocabulary from the previous module. Hand out the FCs to the children. Play a song from the previous module and have the children pass the FCs round the circle. Pause the song and ask the children with a FC to hold it up and name it. Resume the song and continue the game until all the children have had a turn.

### 3 Vocabulary Presentation: *Listen & repeat.* (receptive skills; picture-word association)



Use the IWB to present the new words on p. 18 (see *Introduction*). Alternatively, use the FCs to present the new vocabulary (see *Introduction*).



### 4 Vocabulary Practice: *Listen & say.* [PB p. 18, Ex.1]



Bring up p. 18 on the IWB. Point to the (*rooms*). Ask individual children to identify them. Play the audio for verification. The children listen and repeat. Alternatively, hold up PB p. 18 and follow the same procedure to practise the vocabulary.



### Audio script

*Listen and say.*

Zac: *bathroom, bedroom, kitchen, living room*

← **EXTENSION:** See Zac's Zone activity 1

### 5 Structure Presentation & Practice: *Is the (baby) in the (bedroom)? Yes./No.* (receptive & productive skills)



Spread the FCs out in the middle of the circle. Use the baby FC from the Starter Level (see *Teacher's Extended Pack*). Put the baby FC by a room FC and say: *Is the (baby) in the (bedroom)?* Explain the question in L1 if necessary. The children repeat after you. Elicit: *Yes./No.* Repeat with the rest of the room FCs eliciting both a negative and a positive answer. Then give the baby FC to a child and have them place it on a room FC and use the structure. The rest of the children respond and the child passes the baby FC to the next child. Continue until all the children have had a turn.

← **EXTENSION:** See Zac's Zone activity 2

# Lesson 1 New words

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Module 1.

### 6 Listening & Fine Motor Skills: *Listen & draw lines.*

[PB p. 18, Ex. 2]



Bring up p. 18 on the IWB. Point to the rooms and ask the children to identify them. Say: *Listen!* Play the audio and pause after the first exchange. Ask: *Where's the baby?* Ask a child to come to the board and point to the correct room (*bathroom*). Help the child do the task. Resume the audio and repeat for the *cat*. Use the redo button and repeat until all the children have had a turn.

Hold up PB p. 18. Follow the same procedure to present the task. Say: *Listen & draw a line.* Play the audio on the IWB or CD1. The children listen and draw a line from the baby and the cat to the correct room in their books. Provide help when necessary.



### Audio script

*Listen & draw a line!*

Woman: *Where's the baby? Is the baby in the living room?*

Boy: *No. The baby is in the bathroom.*

Woman: *Where?*

Boy: *In the bathroom. The baby is in the bathroom.*

Woman: *Oh, OK.*

Woman: *Where's the cat? Is the cat in the bedroom?*

Boy: *No. The cat is in the kitchen.*

Woman: *Where?*

Boy: *In the kitchen. The cat is in the kitchen.*

Woman: *OK.*

NARRATOR: *Listen again.* (The recording is repeated.)

### 7 Structure Consolidation: *Point & say.* [PB p. 18, Ex. 3]



Bring up p. 18 on the IWB. Point to the *bathroom*. Ask: *Is the baby in the bathroom?* Elicit: *Yes.* Ask: *Is the cat in the bathroom?* Elicit: *No.* Play the audio for verification. Point to the rest of the rooms and ask similar questions. Elicit answers from individual children around the class. Repeat until all the children have had a turn.

Alternatively, hold up PB p. 18. Put the children into pairs. One child asks questions and the other one replies. Then they swap roles and repeat the task.

EXTENSION: See Zac's Zone activity 3

### 8 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Module 1.

## ZAC'S ZONE



### 1 Circle Time Consolidation: Play *Categories* (receptive & productive skills)

FCs  
13-27

Use the colour FCs from the Starter Level and Level 1 (see *Teacher's Extended Pack*) and the FCs from the previous module and this lesson. Spread out the FCs, in random order, in the centre of the circle. Divide the children into groups. Say: *School!* and ask a group to find all the FCs related to school. The children in the group show the FCs to the rest of the class and name them. Repeat with other groups and the remaining FC categories e.g. colours, numbers, playground equipment, emotions, rooms.

### 2 Circle Time Consolidation: Play *Find the baby* (receptive skills, fine motor skills)

FC  
21

Use the baby FC from the Starter Level (see *Teacher's Extended Pack*). Tell the children to close their eyes.

PCs  
16-19

Put the baby FC in the middle of the circle and cover it completely with (eight) PCs of the same room. Arrange the PCs for the other rooms around it in the same way. The children open their eyes. Point to one pile of PCs and ask: *Is the baby in the (bathroom)?* Elicit: *Yes./No.* Lift up the PCs and show the children that the baby FC is not there. Make sure to ask about the correct room last. When you lift the PCs up to reveal the baby FC, ask: *Where's the baby?* Elicit: *The baby is in the (living room).* The children close their eyes again. Ask a child to hide the baby FC again in the same way. The child asks: e.g. *Is the baby in the (bathroom)?* Repeat the activity until all the children have had a turn.

### 3 Table Time Consolidation Activity: Play *Where's Kit?* (productive skills)

FCs  
8,  
24-27

Put the room FCs up on the board and hold up the Kit FC. Tell the children that Kit is hiding in one of the rooms. Invite a child to the front and whisper one of the rooms in their ear. The children guess which room Kit is in. The children guess one at a time: *Is Kit in the (living room)?* The child at the front answers: *Yes* or *No* until the children guess the correct room. Continue the game until every child has had a turn choosing which room Kit is hiding in.

# 2 My house



## Language

### Children's language

**Vocabulary Revision from L1:** bathroom, bedroom, kitchen, living room

**Structures:** *Where's (Daddy)? In the (bathroom).*

### Teacher's language

*Where's (Daddy)? / Now, match.*

### Extra materials checklist

#### For the lesson

- Zac puppet
- Class CD1
- FCs 10, 24–27 (Daddy/bathroom/bedroom/kitchen/living room)

#### For optional activities

- ZZ 1: FCs 24–27 (bathroom/bedroom/kitchen/living room)
- ZZ 2: copies of PCs 16–19 (bathroom/bedroom/kitchen/living room), character cutouts
- ZZ 3: copies of WS1 one per child, sticky tack

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary Revision: *Remember and say* (productive skills; picture-word association)



Use the IWB to revise the vocabulary from the previous lesson (see *Introduction*). Alternatively, use the FCs or the Picture Dictionary to revise the vocabulary (see *Introduction*).



### 3 Structure Presentation & Practice: *'Where's (Daddy)?' 'In the (bathroom).'*



Put the room FCs up on the board and put the Daddy FC under one of them. Hold up the Zac puppet and ask: *Zac, where's Daddy?* Use the Zac puppet to point to the correct FC and say in Zac's 'voice': *In the (bathroom).* The children repeat after you. Put the Daddy FC under a different room. Invite a child to come to the board. Ask, in Zac's 'voice': *Where's Daddy?* The child points to the FC and says: *In the (bedroom).* Repeat until all the children have had a turn.

← **EXTENSION:** See Zac's Zone activities 1–2

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 4 Thinking Skills & Fine Motor Skills: *Match.* [PB p. 19, Ex. 1]



Bring up p. 19 on the IWB. Point to and elicit the characters. Then point to the rooms and ask the children to identify them. Play the audio for verification. Then point to *Mummy* and ask: *Where's Mummy?* Elicit: *In the living room.* Ask a child to come to the board and point to the correct room (*living room*). Say: *Now, match!* Help the child to do the task. Repeat with the rest of the characters/rooms and until all the children have had a turn.



Hold up PB p. 19. Follow the same procedure to present the task. Have the children trace a line from each character to the correct room with their finger before using their pencil. Allow the children time to complete the task. Provide help when necessary.

### 5 Consolidation: *Point & say.* [PB, p. 19 Ex. 2]



Bring up p. 19 on the IWB. Point to the first picture and say: *Who's this?* Elicit: *(It's) Daddy. Where's Daddy?* Elicit: *In the bathroom.* Play the audio for verification. The children repeat in chorus. Invite a child to come to the board. The child points to a character in a room and uses the structure to say where they are. Play the audio for verification. Repeat until all the children have had a turn.



Hold up PB p. 19. Follow the same procedure to present the task. The children take turns pointing to the characters in their books and saying where each character is, using the structure from the lesson.

# Lesson 2 Let's chat!





- ← EXTENSION: See Zac's Zone activity 3
- ← EXTENSION: Tap on the star on the IWB to access the extra activity.
- ← OPTIONAL: At this point, the children can do the task on AB p. 12.

## Activity Book (p. 12)

TableTime Activity: *Look & match.*



**IWB**  Bring up AB p. 12 on the IWB. Ask the children to identify the animals: *What's this?* (A dog/cat/duck/mouse). Point to the pictures with the missing animal shapes and say: *Find the (dog).* Invite a child to come to the board and point to the picture with the silhouette of the dog. Say: *Now, match!* Help the child do the activity. The audio plays automatically for verification. Repeat with the rest of items.

 Hold up AB p. 12 and follow the same procedure to present the activity. Have the children trace a line from each animal to the correct room with their finger before using their pencil. Allow the children time to complete the activity. Provide help when necessary.

### 6 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE

**1** CircleTime Consolidation Game: Play *Quick touch* (receptive & productive skills, gross motor skills)

**FCs**  
24-27

Put the FCs up on the board. Divide the children into two teams, A and B. Have a child from each team come to the board. Name a room e.g. (*bathroom*). The children quickly touch the FC and repeat the word. The child who touches the FC and says the word first gets a point. The team with the most points wins.

**2** CircleTime Structure Consolidation Game: Play *Location game* (receptive & productive skills, fine motor skills)

**CUTOUTS**

**PCs**  
16-19

Give each child a character cutout. Hold the PCs as you walk round the circle. Ask each child where their character is e.g. *Where's (Zac)?* Hold out the PCs. The child chooses a room PC, looks at it and says: e.g. (*Zac is in the (bedroom).*) Continue round the circle until every child has had a turn.

**3** TableTime Consolidation Activity: Play *Find Zac* (productive skills, fine motor skills)  
[T's p.? Worksheet 1]



**WS1**

Put children in pairs and give one child a copy of WS1. The children cut out the rooms and use sticky tack to stick them in the house in any order they like. Explain to the children that they should not stick the pictures completely as they will need to hide Zac in the rooms. Then they cut out Zac and hide him 'in' one of the rooms while their partner closes their eyes. The children take turns guessing where Zac is hidden by using the structure, e.g. *Is Zac in the (living room)? Yes./No.*



# 2 My house



## Language

### Children's language

**Vocabulary Revision L1-2:** bathroom, bedroom, kitchen, living room

**New Vocabulary:** *armchair, bath, cupboard, TV*

**Structures:** *There's a/an (bath) in the bathroom. It's (purple).*

### Teacher's language

*Point to the (armchair). / What colour is the (cupboard)?*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- Copies of PCs 20-23 (armchair/bath/cupboard/TV)
- FCs 24-31 (bathroom/bedroom/kitchen/living room/armchair/bath/cupboard/TV)
- Sticky tack

### For optional activities

- ZZ 1: a bag; Level 1: FCs 13-16 (bed/chair/lamp/table) Level 2: FCs 24-31 (bathroom/bedroom/kitchen/living room/armchair/bath/cupboard/TV)
- ZZ 2: realia: pictures of rooms with armchair/bath/cupboard/TV in them from magazines or the Internet
- ZZ 3: modelling clay

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary Revision & Presentation: *Listen & repeat.* (receptive skills; picture-word association)



Use the IWB to revise vocabulary from the previous lessons and present the new words on p. 20 (see *Introduction*).



Alternatively, use the FCs to revise and present the vocabulary (see *Introduction*).

### 3 Vocabulary Practice: *Listen & say.* [PB p. 20, Ex. 1]



Bring up p. 20 on the IWB. Point to the items and ask individual children to identify them. Play the audio for verification. The children listen and repeat. Alternatively, hold up PB p. 20 and follow the same procedure to practise the vocabulary.



### Audio script

*Listen and say.*

*Zac: bath, armchair, cupboard, TV*

### 4 Vocabulary Consolidation: (receptive skills; picture-word association)



Bring up p. 20 on the IWB. Ask a child to come to the board and point to an item in the picture. Say: *Point to the (armchair)*. Repeat with the rest of the items until all the children have had a turn. Alternatively, lay out the FCs in the centre of the circle, say an item and ask individual children to pick the correct card.



### 5 Structure Presentation: *There's a/an (bath) in the bathroom. It's (purple).* (receptive & productive skills)



Draw a large square on the board and divide it into 4 equal parts. Put a FC in each square and explain that this is a house and these are rooms. Hold up the PC for the (bath). Say:



*There's a (bath) in the bathroom. It's (purple)*. Put the PC on the corresponding FC with sticky tack. The children repeat after you. Invite a child to the board. Give the child a PC to stick in the correct room and make sentences using the structures, e.g. *There's a (TV) in the living room. It's (blue)*. Repeat until all the children have had a turn.

← **EXTENSION:** See Zac's Zone activities 1-2

## Tip!

- *Colour the PCs in advance so the children have a colour reference when doing the activity.*
- *You may also use the FCs of the items and draw larger squares.*

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.


### 6 Listening: *Listen & colour.* [PB p. 20, Ex. 2]



Bring up p. 20 on the IWB. Point to each item and ask: *What's this?* Elicit: *(It's) an (armchair)*. *Where is it?* Elicit: *(In the living room)*. Repeat with the rest of the items. Then say: *Listen!* Play the audio and pause after

# Lesson 3 Let's sing!

the first exchange. Ask a child to come to the board and point to the cupboard. Ask: *What colour is the cupboard?* Elicit: *Pink*. Say: *Now, colour!* Help the child do the task. Resume the audio and follow the same procedure with the rest of the items. Use the redo button and repeat until all the children have had a turn.

 Hold up PB p. 20. Follow the same procedure to present the task. Play the audio on the IWB or CD1. The children listen and colour. Provide help when necessary. Ask individual children to point to a piece of furniture and present it using the structures from the lesson, e.g. *There's a (cupboard) in the bathroom. It's (pink).*



## Audio script

Woman: *There's a cupboard in the bathroom. It's pink.*

Girl: *Sorry? Where?*

Woman: *In the bathroom.*

Girl: *Oh yes.*

Woman: *There's a pink cupboard in the bathroom.*

Girl: *A pink cupboard... OK.*

Woman: *There's a TV in the living room. It's yellow.*

Girl: *Sorry? Where?*

Woman: *In the living room.*

Girl: *Oh yes.*

Woman: *There's a yellow TV in the living room.*

Girl: *A yellow TV in the living room... OK.*

Woman: *There's an armchair in the living room. It's brown.*

Girl: *Sorry? Where?*

Woman: *In the living room.*

Girl: *Oh yes.*

Woman: *There's a brown armchair in the living room.*

Girl: *A brown armchair in the living room... OK.*

Woman: *There's a bath in the bathroom. It's purple.*

Girl: *Sorry? Where?*

Woman: *In the bathroom.*


Girl: *Oh yes.*


Woman: *There's a purple bath in the bathroom.*

Girl: *A purple bath... OK.*

NARRATOR: *Listen again.* (The recording is repeated.)

## 7 Song: Listen & sing. [PB p. 20, Ex. 3]

 Say: *Now, watch!* Use the IWB to play the animated video of the song.

 Say: *Let's sing!* Go through the song demonstrating the TPR actions. The children copy your actions. Play the song on CD1 or the IWB. The children repeat the key vocabulary (underlined in the audio script) as they listen and carry out the actions.



## Hey! I'm an armchair Song

Hey! I'm an armchair! (Squat down and put your arms on your thighs, with your hands pointing to the floor)

A nice big armchair! (Squat down and put your arms on your thighs, with your hands pointing to the floor)

Come and sit in me!

Hey! I'm a TV! (make a square in the air with your hands)

A nice big TV! (make a square in the air with your hands)

Watch a film on me!

Hey! I'm a cupboard! (put your hands side by side in front of your face and open them outwards like cupboard doors)


A nice big cupboard! (put your hands side by side in front of your face and open them outwards like cupboard doors)

Put your toys in me!

Hey! I'm a bath! (make a big circle in front of you with your arms)

A nice big bath! (make a big circle in front of you with your arms)

Have a bath in me!

 Alternatively, the children open the books on p. 20. Play the song. The children point to the items as they listen, sing along and carry out the actions.

## EXTENSION: See Zac's Zone activity 3

## 8 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



### 1 Circle Time Activity: Play *Lucky dip* (receptive & productive skills, gross & fine motor skills, guessing)

**FCs** 24-31 Put the FCs in a bag. Invite a child to draw a FC from the bag. Ask: *What's this?* Elicit the answer. Repeat with the rest of the FCs. Play the game until all the children have had a turn.

### 2 Circle Time Consolidation: *What's in the house?* (receptive & productive skills)

**REALIA** Hold up the pictures one at a time and ask the children to identify the rooms and the objects. Then, hold up a picture and ask a child to use the structures from the lesson to describe an object, e.g. *There's an (armchair) in the living room. It's (blue).* Repeat until all the children have had a turn.

### Tip!

Make sure that your pictures are of living rooms and bathrooms and include only the items of furniture in each room that feature in lesson 3.

### 3 Table Time Consolidation: *Make furniture* (productive skills, fine motor skills)

Give each child some modelling clay and have them make a model of one of the pieces of furniture from the lesson (*armchair, bath, cupboard, TV*). When they finish, have each child stand up and present their work using the structure, e.g. *It's a (TV). It's (green).*

# 2 My house



## Language

### Children's language

**Vocabulary Revision from Level 1:** bed, chair, lamp, table

**Vocabulary Revision from L1-3:** bathroom, bedroom, kitchen, living room, armchair, bath, cupboard, TV

**Structures:** Where's the (armchair)? In the (living room).

### Teacher's language

Where's the (armchair)?

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- copies of PCs 16–23 (T's p. ?, bathroom/bedroom/kitchen/living room/armchair/bath/cupboard/TV)
- Realia: pictures of kitchen, living room, bathroom, bedroom showing armchair, bath, cupboard, TV, bed, chair, lamp, table from magazines or the Internet

### For optional activities

- ZZ 1: FCs 24–27 (bathroom/bedroom/kitchen/living room); copies of PCs 20–23 (armchair/bath/cupboard/TV)
- ZZ 2: FCs 24–27 (bathroom/bedroom/kitchen/living room); sticky tack; copies of PCs 20–27 (armchair/bath/cupboard/TV/bed/chair/lamp/table)

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary Revision: *Memory game* (receptive & productive skills; memory; fine motor skills; visual perception)



Use three sets of PCs and put them face down in the middle of the circle. Make sure there is an even number of each card. The children take turns to flip over two cards to try and make a match. When a match is made, ask: *What's this?* Elicit the answer and remove the two cards. Continue until all the matches have been made.

← **EXTENSION:** See Zac's Zone activity 1

### 3 Thinking Skills Presentation: *Which room?* (receptive & productive skills; thinking skills: logical thinking, organising)



Pass the pictures out to the children. Ask the children to identify the rooms (*bathroom, bedroom, kitchen, living room*). Revise vocabulary the children might be familiar with from Level 1 (*bed, chair, lamp, table*). Alternatively, present the words and explain the meaning in L1 if necessary. Hold up a picture showing an armchair in a living room and ask: *Where's the armchair?* Elicit: *In the living room*. Have each child hold up their picture and present an item of furniture and where it is.

← **EXTENSION:** See Zac's Zone activity 2

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 4 Thinking Skills Consolidation: *Think & match*. [PB p. 21, Ex. 1]



Bring up p. 21 on the IWB. Point to the rooms and ask the children to identify them. Play the audio for verification. Repeat with the furniture items. Point to the frames around each picture and elicit the colours. Repeat with the objects. Explain, in L1 if necessary, that the colour of the items matches the room we usually find them in. Point to the armchair and ask: *What's this?* Elicit: *Armchair*. Ask: *What colour is it?* Elicit: *Red*. Then ask: *Where's the armchair?* Elicit: *In the living room*. Invite a child to the board and help him/her to do the task. Repeat with the rest of the items until all the children have had a turn. As an extension discuss which pieces of furniture can be found in more than one room e.g. some people have a TV in their bedroom, cupboards can be in the kitchen, bathroom or bedroom, etc.



## ZAC'S ZONE

Hold up PB p.21. Follow the same procedure to present the task. Have the children draw lines matching the furniture items to the correct room with their finger before using their pencil. Allow the children time to complete the task in their books. Provide help when necessary.

**EXTENSION:** See Zac's Zone activity 3

5 **Vocabulary & Structure Consolidation: Point & say.** [PB p. 21, Ex. 2]

Bring up p. 21 on the IWB. Point to the rooms and ask: *Where's the (bed)?* Elicit: *In the (bedroom).* Play the audio for verification. Invite a child to come to the board. Ask: e.g. *Where's the (bed)?* The child points to the (bedroom) and says: *In the (bedroom).* Repeat with the rest of the items and until all the children have had a turn.

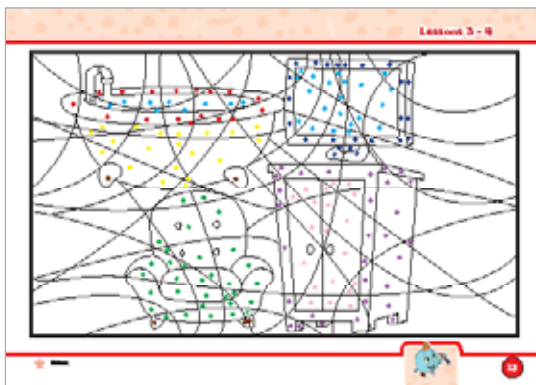
Hold up PB p. 21. Follow the same procedure to present the task. In pairs, the children take turns pointing to the items in their book and asking and answering questions.

**EXTENSION:** Tap on the star on the IWB to access the extra activity.

**OPTIONAL:** At this point, children can do the task on AB p. 13.

## Activity Book (p. 13)

Table Time Activity: *Colour.*



Bring up AB p. 13 on the IWB. Point to the dots and the shapes and elicit the colours. Say: *Let's colour!* Invite a child to come to the board. Point out that each shape has a different colour. Help the child choose a shape and the correct colour to colour it in. Repeat until all the children have had a turn. Then ask: *What's this?* Elicit: *A (green) armchair.*

Hold up AB p. 13. Follow the same procedure to present the activity. Have the children take out the coloured pencils they will need for the task. Allow the children time to complete the activity. Provide help when necessary. Check the children's work.

1 **Circle Time Consolidation Game: Play Find the right room** (receptive & productive skills, gross motor skills)

**FCs** 24-27 Put each room FC in a corner of the classroom. Give each child a furniture PC and say: *Find the right room.*

**PCs** 20-23 Explain in L1 if necessary. Each child goes to the correct room FC, e.g. armchair and TV to the living room/bedroom, bath to the bathroom, cupboard to the bathroom/kitchen, etc. Then ask: *What's in the (living room)?* The children respond according to their PC: e.g. *There's an armchair in the living room.* Then collect the PCs, hand them out again and repeat as many times as you feel necessary.

2 **Circle Time Consolidation: Play Furnish the room** (productive skills)

**FCs** 24-27 Put the room FCs up on the board. Give each child a furniture/object PC. Each child decides which room it belongs in and sticks it on the board under the room FC.

**PCs** 20-27 Accept all reasonable answers. Continue until all the children have had a turn. Play as many times as you feel necessary. Collect the PCs, shuffle them and hand them out again making sure the children get a different card.

3 **Table Time Consolidation Activity: Play Right or wrong?** (receptive & productive skills, listening for detail)

Bring up p. 21 on the IWB. Use the Zac puppet and ask: *Where's the (bath), Zac?* Reply in Zac's 'voice' making a mistake with the location, e.g. *The (bath) is in the (bedroom).* Say: *In the (bedroom)?* Pause and say: *No, Zac! The (bath) is in the (bathroom)!* Encourage the class to repeat after you. Follow the same procedure with the rest of the items. Zac makes mistakes and the children correct him.

6 **Tidy up & Bye-bye**



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.



# 2 My house



## Language

### Children's language

**Vocabulary Revision from L1:** bathroom, bedroom, kitchen, living room

**Structures:** *Is (she) in the (living room)? Yes, (she) is.*

### Teacher's language

*Where's (Daddy)? Is s/he in the (kitchen)?*

### Extra materials checklist

#### For the lesson

- Zac puppet
- Class CD1
- Module 2 SCs 1–8

#### For optional activities

- ZZ 1: Cutouts (Ani, Ina, Zac, Daddy)  
FCs 24, 26–27 (bathroom/kitchen/living room)
- ZZ 2: Module 2 SCs 1–8
- ZZ 3: Module 2 SCs 1–8

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Dialogue Warm-up: *Picture discussion* [PB pp. 22–23]



Take out the SCs. Play the audio for the *Storytime Chant*. Hold up the first SC and show it to the class.



Ask questions about the characters and rooms/objects the children are familiar with. Follow the same procedure for the rest of the SCs.

#### Suggested Questions for SCs

#### Story Card 1

Point to each character in turn and ask: *Who's this? (Zac/Daddy)*. Encourage the children to say: *Hello*. Ask: *Where's Daddy? Is he in the kitchen?* Elicit: *Yes, he is*. Hold up the Zac puppet and say in Zac's 'voice': *Oh dear! Let me help you, Daddy!* Encourage the children to repeat.

#### Story Card 2

Point to Ina and ask: *Who's this?* Elicit: *Ina*. Ask: *Where's Ina? Is she in the living room?* Elicit: *Yes, she is*. Hold up the Zac puppet and say in Zac's 'voice': *Let's help Daddy, Ina!* The children repeat after you.

#### Story Card 3

Point to Ani and ask: *Who's this?* Elicit: *Ani*. Hold up the Zac puppet and ask in Zac's 'voice': *Where's Ani? Is she in the bathroom?* Elicit: *Yes, she is*.

#### Story Card 4

Point to Ani, hold up the Zac puppet and say in Zac's 'voice': *Ani, let's help Daddy!* The children repeat after you.

#### Story Card 5

Point to all the characters, hold up the Zac puppet and say in Zac's 'voice': *We're all here, Daddy!* (Explain in L1 if necessary.) The children repeat in chorus.

#### Story Card 6

Point to Daddy and say in Daddy's 'voice': *Thank you, children!* The children repeat after you. Use the Zac puppet and say in Zac's 'voice': *You're welcome, Daddy.* The children repeat in chorus.

#### Story Card 7

Point to the picture and ask: *Where's Mummy?* Point to Mummy and say in Mummy's 'voice': *I'm here! Good job! Well done!* The children repeat after you.

#### Story Card 8

Point to the ice cream and ask: *What's this?* Elicit: *Ice cream*. Then say in Mummy's 'voice': *Ice cream for you all!* The children repeat after you. Point to Zac and his sisters and say in Zac's 'voice': *Wow! Thank you, Mummy!* The children repeat after you.

## Tip!

Use L1 after each SC and ask the children what they think the story will be about or what they think will happen next.

### 3 Listening 1: *Listen & look*. [PB p. 22, Ex. 1]



Hold up SC1 and play the audio for that SC on the IWB or CD1. The children listen and look. Hold up the corresponding SC for each exchange as the audio plays.



## Audio script

- SC1** Zac: *Oh dear! Let me help you, Daddy.*  
Daddy: *Thank you, Zac! Where's Ina? Is she in the living room?*  
Zac: *Yes, she is.*
- SC2** Zac: *Ina, let's help Daddy.*  
Ina: *Yes, of course! Where is he?*  
Zac: *He's in the kitchen!*
- SC3** Zac: *Where's Ani? Is she in the bathroom?*  
Ina: *Yes, she is! Listen!*
- SC4** Ina: *Ani, let's help Daddy.*  
Ani: *Yes, of course! Where is he?*  
Zac: *He's in the kitchen!*
- SC5** Zac: *We're all here, Daddy!*  
Daddy: *Oh, good. Help me, please!*
- SC6** Daddy: *Thank you, children!*  
All: *You're welcome, Daddy!*  
Zac: *I'm hungry.*
- SC7** Daddy: *OK, let's eat. Sit down, please.*  
Ani: *Where's Mummy?*  
Mummy: *I'm here! Good job! Well done!*
- SC8** Ina: *What's this, Mummy?*  
Mummy: *Ice cream for you all!*  
Zac: *Wow! Thank you, Mummy!*

← **EXTENSION:** See Zac's Zone activities 1–2

## 4 Discussion

**OPTIONAL** In L1, ask the children which part of the story they liked best and why. Ask questions to elicit the value of the story and explain why it is good to help around the house.

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

## 5 Listening 2: Listen & point. [PB p. 22, Ex. 2]

Hold up PB pp. 22–23 and say: *Listen and point.* Play the audio for the first picture. Pause and point to the picture. Ask the children to do the same. Play the audio for the second picture. The children listen and point. Repeat for all the pictures. Make sure the children are pointing to the correct picture as they listen.



## 6 Consolidation: Point to the ice cream. [PB p. 22, Ex. 3]

**IWB** Bring up pp. 22–23 on the IWB. Ask: *Where's the ice cream?* Point to SC8 and say: *Find the ice cream.* Invite a child to the board to point to the ice cream. Tap on the ice cream in the corresponding SC. The audio plays automatically for verification.

Hold up PB pp. 22–23. Follow the same procedure to present the task. The children take turns pointing to the ice cream in their books.

← **EXTENSION:** See Zac's Zone activity 3

## 7 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE

### 1 Circle Time Game: Play *Where's (Daddy)?* (productive skills, memory)

**CUTOUTS** Put the room FCs (*bathroom, kitchen, living room*) up on the board. Give each child a set of character cutouts (Ani, Ina, Zac, Daddy). Ask: *Where's Daddy?* Elicit: *He's in the (kitchen).* The children with the Daddy cutout, come to the board, say the sentence, and stick their cutout under the correct FC. Repeat with the other characters and rooms and until all the children have put their cutouts on the board.

**FCs**  
24,  
26–27

### 2 Circle Time Consolidation Game: Play *Grab the card* (receptive skills, fine & gross motor skills, thinking skills: interpreting information)

**SCs**  
M2 (1–8) Divide the children into two teams, A and B and have them line up in two lines. Put the SCs up on the board. Say a line or an exchange from the story. A child from each team runs to the board and grabs the SC that corresponds to the line or the exchange. The first child to grab the correct card, gets a point for their team. Repeat until all the children have had a turn. The team with the most points wins.

### 3 Table Time Consolidation Activity: Play *Lucky draw* (productive skills, memory)

**SCs**  
M2 (1–8) Write the children's names on pieces of paper and put them in a pile. Put the SCs up on the board. Choose a piece of paper and invite the child whose name is on it to stand up. Say the beginning of a line or an exchange from the story and the child completes it, e.g. SC1. Say: *Oh dear. Let me help you, Daddy.* The child responds: *Thank you, Zac.* Help the children when necessary. Repeat until all the children have had a turn.

# 2 My house



## Language

### Children's language

**Vocabulary Revision from L1–3:** bathroom, bedroom, kitchen, living room

**Structures:** *Thank you! You're welcome!*

### Teacher's language

*Hmm ... This one or this one?*

### Extra materials checklist

#### For the lesson

- Zac puppet
- Class CD1
- Module 2 SCs 1–8
- Cutouts (Daddy, Zac, Ina, Ani)

#### For optional activities

- ZZ 1: a large soft ball
- ZZ 3: copies of PCs 16–27 (bathroom/bedroom/kitchen/living room/armchair/bath/cupboard/TV/bed/chair/lamp/table)

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Dialogue Revision: Play *Story card shuffle* (receptive & productive skills; thinking skills: ordering, memory development)



Put the SCs up on the board and play the audio. Point to the characters as they speak. Then put the SCs in random order. Say: *Listen!* Play the audio again and pause after the audio for the first SC is heard. Make a thoughtful expression, point to the different SCs and say: *Hmm ... This one or this one?* Keep pointing until the children identify the correct SC. Move it to the first position on the board. Repeat with the rest of the SCs until they are all in the correct order.



### 3 Animation Presentation & Practice: *Watch*. [PB p. 23, Ex. 1]



Say: *Now, watch!* and play the animation on the IWB without any pauses. Then play it again. You can use the second viewing to have the children listen and repeat individual lines from the dialogue. Play the animation a third time. Pause and ask the children to fill in the word or response that follows, e.g. After Zac says: *Let me help you, Daddy.* pause for the children to say the next line from Daddy: *Thank you Zac.* Use gestures and point to items to give the children clues for what to say.

### 4 Consolidation: Play *Listen to the line!* (receptive skills; memory)



Bring up pp. 22–23 on the IWB. Say: *Listen!* Read out a random line from the audio script, and ask the children: *Who is it?* Point to the characters in the pictures in random order. The children identify the character who says the line e.g. *Ina, let's help Daddy!* – Zac. Repeat with the rest of the characters.

### 5 Dramatic Play: *Act out* [PB p. 23; Offering and accepting help]



Put SC 6 on the board. Point to Daddy and say: *Thank you!* and use a gesture to illustrate the meaning e.g. put your hand on your chest and/or slightly bow your head. Have the children repeat after you. Then point to the children and say: *You're welcome!* and use a gesture to illustrate the meaning, e.g. smile and nod. Have the children repeat after you.



### CUTOUTS

Hand out the cutouts for Daddy, Zac, Ina and Ani. Go round the class, put the children into pairs and assign each child a role. In pairs, the children act out the exchange. Next, have them swap roles and repeat the task.

← **EXTENSION:** See Zac's Zone activities 1–3

← **OPTIONAL:** At this point, children can do the task on AB p. 14.



## ZAC'S ZONE

### Activity Book (p. 14)

TableTime Activity: *Look & match.*



**IWB** Bring up AB p. 14 on the IWB. Say: *Look!* Point to the pictures and explain in L1 that the picture at the top is the missing part of one of the pictures at the bottom. Tell the children to look for clues in the pictures. e.g. point to Daddy and Ina. Ask a child to come to the board and point to the pictures that match. Say: *Now, match!* Help the child do the activity.

**IWB** Hold up AB p. 14 and follow the same procedure to present the activity. Have the children draw a line matching the pictures with their finger before using their pencil. Allow the children time to complete the activity. Provide help when necessary. Check children's work.

### 1 Circle Time Game: Play *Pass the ball* (receptive & productive skills, gross motor skills)

Give a big soft ball to a child and elicit: *Thank you!* Reply by saying: *You're welcome!* The children pass the ball round the circle and say: *Thank you! / You're welcome!* as appropriate. Continue once round the circle and reverse the direction of the ball so each child practises both structures.

### 2 Circle Time Consolidation: Play *Helping out* (receptive & productive skills)

Divide the class into pairs and assign each pair a task e.g. help each other carry their school bags, put on their coats, tidy a part of the classroom, hold the door open for each other, help carry some books from one part of the classroom to another, etc. Have the children carry out the tasks and practise saying: *Thank you!* and *You're welcome!*

### 3 Circle Time Consolidation: Play *PC pick up* (receptive & productive skills)

**PCs 16-27** Pretend to accidentally drop two sets of PCs in the centre of the circle. Say: *Oh dear.* Have the children, one at a time, pick up a PC, name it and give it back to you. Say: *Thank you* and elicit: *You're welcome* from the child. Continue until all the PCs are collected.

### 6 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.



# 2 My house



## Language

### Children's language

**Structures:** *Let me help you, (Mummy)! Thank you!*

### Teacher's language

*Oh dear! / Well done! / Helping around the house?  
Yes or no?*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- Realia: various toys (teddy bear, doll, toy train, toy car, etc.), classroom items (pen, pencil, book, crayon, school bag, etc)

### For optional activities

- ZZ 1: realia: a dustpan and brush set (1 for every two children), Class CD1
- ZZ 2: wastepaper basket; pieces of coloured paper
- ZZ 3: copies of WS2 one per child

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary & Structure Revision: *Help Zac.* (productive skills)

**REALIA** Place some school items and your bag in the middle of the circle. Hold up the Zac puppet and say in Zac's 'voice': *Help me, please.* Pick up an item and put it in the bag. In Zac's 'voice' say: *Thank you!* Reply: *You're welcome.* Hand the Zac puppet to the child on your left. The child uses the Zac puppet to ask for help, put an item in the bag and reply. The activity continues around the circle until all the children have had a turn. Prompt the children when necessary.

### 3 Value/Structure Presentation & Practice: *Let me help you (Mummy)! Thank you!* (receptive & productive skills; fine & gross motor skills)

**REALIA** Explain, in L1, that housework is not just for mummies and daddies and that we should all help around the house because we live there too. Give the children various classroom objects and toys to scatter around the classroom. Then, put your hand on your mouth, look shocked and say: *Oh dear!* Elicit the structure: *Let me help you, (Miss)! Thank you.* The children help pick up all the objects/toys and put them away. When everything has been put away, say: *Well done!*

← **EXTENSION:** See Zac's Zone activities 1–2

### 4 Value Consolidation: Play *Let's clean the house* (productive skills; gross motor skills)

Divide the class into pairs. One child takes the role of a parent and the other the role of the child. Tell the 'parents' to pretend they are doing some housework e.g. vacuuming, ironing, sweeping, mopping, cleaning windows etc. Then tell the 'children' to help their 'parents'. The children say: *Let me help you.* and the 'parents' say: *Thank you.* Go round the class and ask each pair in L1, about the housework they are doing and say: *Well done!*

# Lesson 7 Values

## Helping around the house



### Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

#### 5 Value Consolidation: *Think & colour.* [PB p. 24, Ex. 1]



Bring up p. 24 on the IWB. Using L1, ask the children to describe what is happening in each picture. Point to the first picture and ask: *Helping around the house? Yes or no?* Elicit: *No!* Point to the second picture and ask: *Helping around the house? Yes or no?* Elicit: *Yes!* Say: *Now, colour!* Point to the ticks under each picture and invite a child to the board. Help the child colour the correct tick. The audio plays automatically for verification. Use the redo button and repeat the activity until all the children have had a turn.

Hold up PB p. 24. Follow the same procedure to present the task. The children trace the correct symbol with their finger, before colouring it in. Allow the children time to complete the task. Provide help when necessary.

#### 6 Song: *Listen & sing.* [PB p. 24, Ex. 2]



Say: *Now, watch!* Use the IWB and play the animated video of the chant.

Say: *Let's sing!* Go through the chant, demonstrating the TPR actions. The children copy your actions. Play the song on CD1 or the IWB. The children repeat the key vocabulary (underlined in the script) as they carry out the actions.



#### Helping around the house! Chant

*Help, help, help around the house!*  
*Swish, swish, swish, swish!* (mime sweeping)  
*Help around the house!*

*Help, help, help around the house!*  
*Fizz, fizz, fizz, fizz!* (mime using spray cleaner)  
*Help around the house!*

*Help, help, help around the house!*  
*Splish, splosh, splish, splosh!* (mime mopping the floor)  
*Help around the house!*

Alternatively, the children open their books on p. 24. Play the chant. The children listen and sing along as they carry out the actions. Every time they hear: *Help around the house!* they point to the second picture on p. 24.

EXTENSION: See Zac's Zone activity 3

#### 7 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE

### 1 Circle Time Consolidation Activity: Play *Clean the house* (productive skills, gross motor skills)



Divide the class into pairs and give each pair a dustpan and brush/broom set. One child takes the brush/broom and the other takes the dustpan. The child with the dustpan says: *Let me help you!* and the child with the brush says: *Thank you.* Play the song (Track 26 CD1) and have the children pretend to sweep and collect rubbish. The pairs swap the dustpan and brush/broom and repeat the structures and activity.

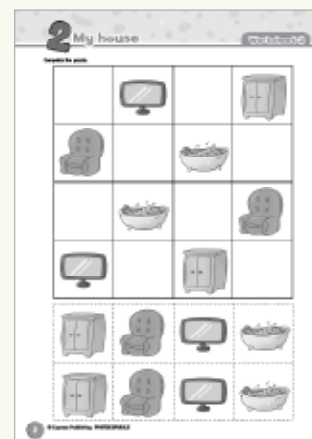
### 2 Circle Time Consolidation Game: Play *Clean up relay race* (receptive & productive skills, gross motor skills)

Divide the class into teams and have them stand in two lines. Assign each team a colour. Put a pile of coloured pieces of paper (*one colour per team*) in front of the first person in each line. At the end of the line put a wastepaper basket. The first child in each team picks up a piece of paper and turns to the child behind them. This child says: *Let me help you.* The first child responds: *Thank you* and passes the paper to him/her. This continues down the line until the last child puts the paper in the wastepaper basket and runs to the front of the line. Continue the game until all the pieces of coloured paper are in the wastepaper basket. The first team to do so wins.

### Tip!

*The team that finishes first can say: Let me help you! to the other team and help them to finish.*

### 3 Table Time Consolidation Activity: Play *Furniture sudoku* (receptive & productive skills, logical thinking, sequencing) [Worksheet 2]



Give each child a copy of WS2. Explain, in L1 if necessary, that they must complete the puzzle so that there is an armchair, a bath, a cupboard and a TV that appear once in every row, column and group of four squares. The children cut out the pictures at the bottom of the page and arrange them on the WS. Give the children time to complete the activity. Provide help when necessary. Check the children's work.

# 2 My house



## Language

### Children's language

**New Vocabulary:** *castle, igloo, teepee*

**Structures:** *Is the (igloo) (blue and pink)?*

*Yes, it is. /No, it isn't.*

### Teacher's language

*Is the (castle) (red and green)? / Your turn! Trace and colour!*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD 1
- Realia: blocks or books
- FCs 32–34 (castle/igloo/teepee)
- PCs 28–30 (castle/igloo/teepee), coloured in

### For optional activities

- ZZ 1: Starter level: FCs 15–18 (blue/red/yellow/green);  
Level 1: FCs 51–53 (brown/pink/purple)
- ZZ 2: copies of WS3 one per child

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary & Structure Revision: *Helping each other.* (receptive & productive skills)



Give every other child in the circle three small blocks or books. Turn to the child next to you and say: *Let me help you.* and help the child stack them. Elicit: *Thank you.* Have each child turn to the child next to them and help them stack the blocks/books using the structures.

### 3 Vocabulary Presentation: *Listen & repeat.* (receptive skills; picture-word association)



Use the IWB to present the new words on p. 25 (see *Introduction*). Alternatively, use the FCs to present the new vocabulary (see *Introduction*).



Explain to the children in L1, that the items are types of traditional homes that people live in.

### 4 Vocabulary Practice: *Listen & say.* [PB p. 25, Ex. 1]



Bring up p. 25 on the IWB. Point to the pictures. Ask individual children to identify the type of dwelling in each picture. Play the audio for verification. Repeat until all the children have had a turn. Alternatively, hold up PB p. 25 and follow the same procedure to practise the vocabulary.



### Audio script

*Listen and say.*

*Zac: igloo, teepee, castle*

### 5 Structure Presentation & Practice: *Is the (igloo) (blue and pink)? Yes, it is. /No, it isn't.* (receptive & productive skills)



Give each child a PC (*already coloured in*). Hold up a PC. Point to the dwelling in the picture and ask: *Is the (castle) (red and green)?* The children repeat after you. Elicit: *Yes, it is. /No, it isn't.* Ask the child on your left to hold up their PC and ask about their dwelling, e.g. *Is the (igloo) (blue and red)?* The rest of the children look and respond: *Yes, it is. /No, it isn't.* Remind the children that they can ask about colours that are not shown in the PCs. Repeat with the rest of the PCs round the circle.

← **EXTENSION:** See Zac's Zone activity 1

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 6 Vocabulary & Structure Consolidation: *Trace & colour.* [PB p. 25, Ex. 2]



Bring up p. 25 on the IWB. Point to the half-completed pictures and ask: *What's this?* Elicit: *It's a (teepee).* Repeat with *igloo* and *castle*. Ask individual children to come to the board. Say: *Let's trace!* Help the children do the task. Then say: *Is the teepee yellow and green?* Elicit: *Yes, it is.* Invite a child to come to the board. Say: *Now, colour.* Help the child colour in the teepee. Repeat with the rest of the items and until all the children have had a turn.

# Lesson 8 CLIL: Art!

Hold up AB p. 25. Say: *Your turn! Trace and colour!* The children trace the lines with their finger first and then colour in the dwellings. Allow them time to complete the task. Provide help when necessary.

← **EXTENSION:** See Zac's Zone activity 2

## 7 Consolidation: *Point & say.* [PB p. 25, Ex. 3]

**IWB** Bring up p. 25 on the IWB. Point to the teepee and ask: *Is the teepee yellow and green?* Elicit: *Yes, it is.* Play the audio for verification. Invite a pair of children to the board. One asks about the colours of a dwelling, e.g. *Is the igloo blue and pink?* and the other answers: *Yes, it is./No, it isn't.* Then they swap roles. Repeat until all the children have had a turn.

Hold up PB p. 25. Follow the same procedure to present the task. Assign pairs. The children point to the dwellings in their books and ask and answer questions using the structure from the lesson.

## 8 VIDEO: *Watch.*

**IWB** Say: *Now, watch!* Use the IWB and play the CLIL video. Play the video again. The children answer the questions in the video script.

### Video script

*Look at my toys!*

*A castle, an igloo and a teepee.*

*Is the castle green and red? No, it isn't. It's yellow and red.*

*Is the igloo blue? Yes, it is.*

*Is the teepee yellow? No, it isn't. It's pink.*

*Let's paint the castle purple. What colours do we need?*

*Red? Blue? Yellow?*

*Red and blue! Well done!*

*A purple castle!*

*Let's paint the teepee orange. What colours do we need?*

*Pink? Yellow? Red?*

*Red and yellow! Well done!*

*An orange teepee!*

*Let's paint the igloo green. What colours do we need?  
Brown? Yellow? Blue?  
Yellow and blue. Well done!  
A green igloo!*

← **EXTENSION:** At this point, children can do the task on AB p. 15.

## Activity Book (p. 15)

**Table Time Activity:** *Draw & colour a castle, an igloo or a teepee.*



**IWB** Bring up AB p. 15 on the IWB. Say: *Look! A castle.* Demonstrate the activity by drawing a castle and colouring it in. Repeat for the rest of the items. Use the redo button and invite children to the board. Help them draw and colour the types of dwellings.

Hold up AB p. 15. Follow the same procedure to present the activity. Then say: *Your turn.* Allow the children time to draw and colour the types of dwellings in their books. Provide help when necessary. Check the children's work.

## 9 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



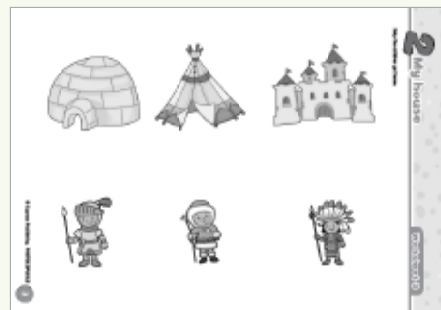
### 1 Circle Time Consolidation Activity: Play *Colour match* (receptive & productive skills, gross motor skills)

Put the colour FCs from the Starter Level and Level 1 up on the board (see *Teacher's Extended Pack*). Use the Zac puppet. Hold up random FCs in pairs (e.g. red and blue, brown and purple, etc). In Zac's 'voice' say: *Is the (igloo green and yellow)?* Elicit: *No, it isn't.* Say: *No, Zac. The (igloo) is (blue and pink).* The children repeat after you. Continue with the Zac puppet, holding up colour pairs of FCs, asking questions about the dwellings and eliciting the correct answers from the children.

### Tip!

You may wish to bring up p. 25 on the IWB to help the children remember the colours of each dwelling.

### 2 Table Time Consolidation Activity [T's p. ?, Worksheet 3]



**WS3** Give a copy of WS3 to each child. They look at the children on the WS and match them to the dwellings. Allow the children time to do the task. Check the children's work.

### Tip!

Explain to the children in L1 that each of the characters are types of people that have lived in the different dwellings throughout history.



# 2 My house



## Language

### Children's language

**Vocabulary Revision:** bathroom, bedroom, kitchen, living room, armchair, bath, cupboard, TV  
**Structures:** This is my (bedroom). This is my (bed) and this is my (lamp).

### Teacher's language

*Now, let's make a house! / Now, stick! / Now, cut! / Now, colour! / OK, children. Let's make a house!*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- a model of the house
- small shoeboxes or other similar small boxes (4 per pair/group)
- modelling clay in different colours
- coloured card
- crayons, scissors, glue, sticky tack
- copies of WS4 one per child

### For optional activities

- ZZ 1: FCs 24–31 (bathroom/bedroom/kitchen/living room/armchair/bath/cupboard/TV); copies of PCs 16–23 (bathroom/bedroom/kitchen/living room/armchair/bath/cupboard/TV)
- ZZ 2: FCs 24–34 (bathroom/bedroom/kitchen/living room/armchair/bath/cupboard/TV/castle/igloo/teepee)
- ZZ 3: the house from the craft activity

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### Before the lesson:

Prepare a model of the house in advance.

## Table Time



Ask the children to go to their seats using the *Table Time* Chant from Lesson 1.

### 2 Craftwork: Make a house. [PB p. 26, Ex. 1]



Hold up the finished model of the house and say: *Look at my house!* Point to the rooms and the furniture and say: *This is my (bedroom). This is my (bed) and this is my (lamp).*

Hold up PB p. 26 and say: *Now, let's make a house!* Point to each of the pictures in the step-by-step instructions for the craftwork. Follow the steps below to make the craftwork and use L1 if necessary.

### NOTE:

As this is a big project, you may divide the children into pairs or groups of four and have each child complete one room each.

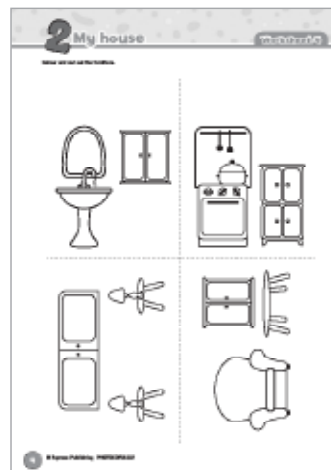
### Tip!

*You may wish to show the step-by-step photos on the IWB while carrying out each step.*

### Photo 1: Gathering materials [Worksheet 4]



Give each child four small shoeboxes or similar small boxes, some different coloured modelling clay, large pieces of coloured card, and a copy of WS4. Then have the children gather their own tools (see *Introduction*). Hold them up one by one and say: *Show me the (scissors)*. The children hold up each item and place it on their desks. Ask: *Are you ready?* Elicit: *Yes!*



# Lesson 9 Show the class!

## Photo 2: Building the house

Hold up the finished house and point to the four boxes (rooms). Hold up the shoeboxes and say: *Now, stick*. Show the children how to stick the shoeboxes together, two on the bottom and two on the top. Then say: *Now, cut!* Show the children how to cut the card to fit inside the boxes and how to glue it. Use different colours for different rooms.

## Photo 3: Colouring/cutting and gluing the templates

Hold up WS4 and point to the furniture. Say: *Now, colour!* The children use any colours they like. Allow the children time to colour the items in. Then say: *Now, cut!* and help the children cut out the furniture. Say: *Now, stick!* The children stick the furniture into the rooms.

## Photo 4: Making the furniture

Point to photo 4 and hold up some modelling clay. Show the children how to make one of the items of furniture. Tell the children they can make a bath, a bed, an armchair, a TV, a table and a cupboard like the ones in the photo but that they can use different colours of modelling clay.


## Photo 5: Putting it all together

Say: *OK, children. Let's make a house!* Demonstrate what children need to do, step-by-step, providing help when necessary.

- 1) Put the bed in the bedroom.
- 2) Put the bath in the bathroom.
- 3) Put the table and the cupboard in the kitchen.
- 4) Put the armchair and the TV in the living room.
- 5) Take a large piece of card, fold it in half and stick it on the top of the house as the roof.

← **EXTENSION:** Tap on the star on the IWB to access the extra activity.

## 3 Presentation Skills: Show & say. [PB p. 26, Ex. 2]

**IWB**  Hold up your finished house and say: *This is my house!* Point to the rooms and the furniture and say: *This is my (kitchen). This is my (cupboard) and this is my (table).* You can also describe the colours of the furniture. e.g. *My cupboard is (blue) and my table is (green).* Then say: *Your turn!* One by one, the children stand up and present their house to the class using the same structures. Prompt the children when necessary.

← **EXTENSION:** See Zac's Zone activities 1-2

## 4 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.

## ZAC'S ZONE



### 1 Table Time Game: Play *Tic, tac, toe* (productive skills, logical thinking, visual skills, taking turns)

**FCs**  
24-31

Draw a 3x3 grid on the board. Invite two children to come to the board. Give one child the FCs and the other the corresponding PCs. The aim is to get either 3 FCs or 3 PCs in a row. One child chooses a box in the grid, sticks their FC or PC in the box and names the item on the card. Repeat with the second child. The children continue sticking cards in the grid and naming them until one child has won (3 FCs or 3 PCs in a row) or there is a draw. Repeat until all the children have had a turn.

**PCs**  
16-23

### 2 Table Time Activity: Play *Find the flash card* (productive skills)

**FCs**  
24-34

Hand out the FCs to different children. Say a word. The child with that FC stands up and repeats the word. Continue until all the FCs have been found. Collect the FCs and hand them out to different children. Play until all the children have had a turn.

### 3 Table Time Activity: Play *My new house* (role play, productive skills)

The children work in pairs. Explain in L1 that the children must pretend to have moved into a new house. Using their model house, they show and describe their new house to their partner. Demonstrate the activity using your model, e.g. *This is my new house. There is a bedroom, a bathroom, a living room and a kitchen. This is the living room. It's blue. There is a green armchair and a blue TV.* etc. Walk round the class giving praise and encouragement. Provide help or prompt the children when necessary.

# 2 My house



## Language

### Children's language

**Vocabulary Revision:** armchair, bath, bathroom, bedroom, cupboard, kitchen, living room, TV

**Structures:** *Where's the (TV)? In the (living room).*

### Teacher's language

*Please find the armchair.*

## Extra materials checklist

### For the lesson

- Zac puppet
- Class CD1
- FCs 24–31 (bathroom/bedroom/kitchen/living room/armchair/bath/cupboard/TV)

### For optional activities

- Class CD2 (Phonics)

To further revise vocabulary, refer to the Picture Dictionary on the IWB or in the Pupil's Book.

## Circle Time



### 1 Hello Routine



Repeat the *Hello* routine as in Lesson 1.

### 2 Vocabulary Revision: Play *Pick a card.* (receptive & productive skills)



Put a pile of FCs face down on your desk. Invite the children, one at a time, to come to your desk and pick a card. They name the item on the card and make a sentence using it, e.g. *armchair/living room – There's an armchair in the living room.* Continue until every child has had a turn.

### 3 Structure Revision: *Where's the (TV)? In the (living room).* Play *Find the furniture* (productive skills)



Put the room FCs on the board. Ask: *Where's the (TV)?* and hold up the (TV) FC. Invite a child to the board and have them point to the correct room and say: *It's in the (living room).* Give the child the FC to put under the living room FC. Continue with the rest of the furniture. Repeat until all the children have had a turn.

## Table Time



Ask the children to go back to their seats using the *Table Time Chant* from Lesson 1.

### 4 Revision: *Point & say.* [PB p. 27, Ex. 1]



Bring up p. 27 on the IWB. Point to the rooms and the furniture. Ask: e.g. *Where's the (TV)?* Elicit: *In the (living room).* Play the audio for verification. Invite individual children to come to the board, point to the furniture/rooms and practise the structures.

Alternatively, hold up PB. p. 27. Follow the same procedure to present the task. Ask questions. The children take turns pointing to the pieces of furniture in their books and saying which room each one is in.

### 5 Consolidation & Fine Motor Skills: *Find & stick.* [PB p. 27, Ex. 2]



Bring up p. 27 on the IWB. Point to the circles where the stickers will be placed and elicit the items. Point to the first missing sticker. Ask a child to identify it e.g. *What's this?* Elicit: *It's an armchair.* Say: *Please find the armchair.* while pointing to all the stickers. Ask a child to come to the board and point to the correct sticker. Say: *Look!* Tap on the sticker to drag and drop it into place. Repeat for the rest of the stickers.

Hold up your sticker sheet and say: *Find your stickers.* Hold up PB p. 27. Point to the first missing sticker. Ask: *What's this? (An armchair.)* Ask the children to find the corresponding sticker. Make sure all the children are pointing to the correct sticker. Say: *Now, stick!* and demonstrate how to remove the sticker and stick it onto the page. Repeat for the other stickers.

➔ **EXTENSION:** Tap on the toy ball to play the game on the IWB.

➔ **OPTIONAL:** At this point, children can do the tasks on AB pp. 16–17.

# Lesson 10 Now I can say ...

## Activity Book (pp. 16-17)

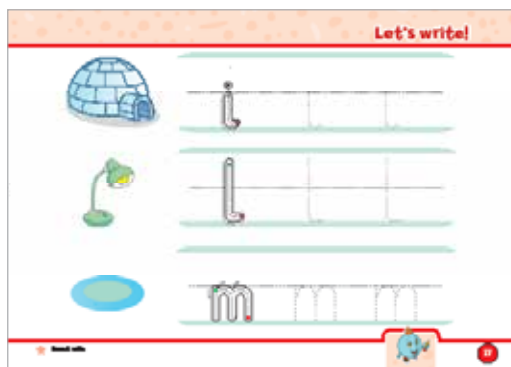
TableTime Activity: *Look & match.*



**IWB** Bring up AB p. 16 on the IWB. Point to the rooms and the puzzle pieces. The children identify them. Point to the puzzle pieces and say: *Match*. Ask a child to come to the board and help him/her do the activity. Repeat with the rest of the pieces until all the children have had a turn.

**IWB** Hold up AB p. 16. Follow the same procedure to present the activity. Have the children trace a line from the puzzle pieces to the correct rooms with their finger before using their pencil. Allow the children time to complete the activity. Provide help when necessary. Check the children's work.

TableTime Activity: *Trace & write.*



**IWB** Bring up AB p. 17 on the IWB. Elicit the objects. Point to the igloo and say: */i/, igloo*. The children repeat after you. Point to the letter 'i' and say: *Let's trace*. Show the children how to trace the outline of the letter. Then say: *Now, write!* Show the children how to write the letter 'i' using the dotted lines for guidance. Ask individual children to come to the board and do the activity. Repeat with the other letters and until all the children have had a turn.

**IWB** Hold up AB p. 17. Follow the same procedure to present the activity. Have the children trace the letters with their finger before using their pencil. Allow the children time to complete the activity in their books. Check their work.



## Phonics (Optional) p. 89

**1 Pronunciation Practice: Listen & say.** [PB p. 89, Ex. 1]

**IWB** Bring up p. 89 on the IWB. Say: *Listen!* and play the audio. When the sound /i/ is heard, pause the audio. The children repeat the sound. Play the audio again and have the children repeat as many times as you feel necessary. Provide help and praise. Alternatively, play the audio (Track 35 CD2).



**Audio script**

/i/, /i/  
/i/, igloo, /i/, igloo, igloo, igloo

**2 Sound Discrimination: Listen for the sound and circle.**

**IWB** Go to the extra activity on the IWB by tapping on the star. Say: *Listen!* and play the audio of the first word (*bee*). Repeat the word and say: *Listen for /i/. /i/ - bee. Is it the same?* Elicit: *No*. Repeat for the rest of the items. The children say: *Yes* when the word matches the sound. Have the children come to the board and circle the pictures that contain the /i/ sound. Play the audio for verification. Alternatively, carry out the task by saying the words yourself.

**Audio script**

*bee, hit, sea, big*

**3 Letter Identification: Trace the letter.** [PB p. 89, Ex. 2]

**IWB** Go back to p. 89 on the IWB. Point to the letter *i*. Say: *Let's trace!* Show the children how to trace the letter. Describe the direction you are following while doing so (*down, down, round, stop, put a dot on top*). The children trace the letter in the air with you. Invite individual children to come and trace the letter on the IWB. Then, ask the children to trace the letter in their books, first with their finger and then with their pencil. Go round the class and provide help when necessary.

**4 Consolidation: Join & say.** [PB p. 89, Ex. 3]

**IWB** Zoom in on the picture on p. 89 on the IWB. Point to the letter *i* and have the children identify it by repeating the sound /i/. Play the audio for verification. Point to the dotted picture of the igloo and ask the children to identify it: *What's this?* *An igloo*. Say: *Look!* and join the dots to complete the picture. Play the audio for verification. Invite individual children to come to the board, join the dots and say the word. Repeat until all the children have had a turn.

**IWB** Hold up p. 89 and say: *Your turn!* Allow the children time to complete the task. Ask: *What's this?* Elicit: *An igloo*. Give the children praise for their effort.

**OPTIONAL:** At this point, the children can do the task on AB p. 55.

## 6 Tidy up & Bye-bye



Repeat the *Tidy up and Bye-bye* routine as in Lesson 1.