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SYLLABUS

Unit	Language	Concepts	Colours	Numbers	Shapes
Routines	Weather: sunny, cloudy, windy, raining/rainy, snowing/snowy, hot/cold.		red, blue, green, yellow	1-4	circle, triangle, square, rectangle
Welcome Unit The Magic Forest	Greenman, Sam, Nico, Rabbit, Hedgehog, Frog, Stella; Hello, I'm (Sam). What's your name?				
Unit 1 Let's Draw!	teacher, table, chair, book, crayon, pencil; What's this? It's a (pencil). It's red.	happy/sad	red		circle
Unit 2 Let's Play!	ball, teddy, doll, train, bike, car; There's one (blue) (train). Here you are. / Thank you.	fast/slow	blue	1	
Autumn Fun! (Review 1)	classroom and toys vocabulary				
Unit 3 The Big Monster	eye, ear, mouth, nose, hair, face; I can see one (big) (face). I can see two (big) (ears). It's got one (big) (mouth). It's got two (big) (eyes).	big/small	green	2	
Unit 4 My Family	mummy, daddy, brother, sister, baby, friend; Who is it? It's (Sam's) brother. They look (the same). They've got (big) (eyes).	same/different	yellow	3	triangle
Winter Fun! (Review 2)	face and family vocabulary				
Unit 5 Where's My Bird?	turtle, fish, bird, hamster, cat, dog; Can you see your (bird)? It's (on) the (table). The (cat) is (under) the (chair).	on/under		4	square
Unit 6 Let's Tidy Up!	sandwich, cake, pasta, apple, banana, milk; I like (milk). I don't like (pasta). Let's (eat).	tidy/messy			rectangle
Spring Fun! (Review 3)	pets and food vocabulary				
Festivals	Halloween: cat, monster, pumpkin. Christmas: Christmas, tree, toy. Easter Carnival: Easter egg, bunny, chocolate Green Day: forest, flower, beautiful				
Summer Fun! (Review 4)	course vocabulary				

Emotions	Value	Phonics	Big Book
			Sam's family is moving to the house next to Nico, and her dog discovers a secret gate in the garden that leads to the Magic Forest...! In this story your child will learn about introductions and the names of the main characters in the stories.
<i>sad/happy</i>	<i>creativity</i>	<i>s (Stella)</i>	Greenman is sad because the forest is covered with tree leaves. Then Sam has a wonderful idea... They can play a game and use the leaves to make a beautiful picture! In this story, the children will learn about being happy and sad and the value of creativity, while they review the unit vocabulary and structures.
<i>excited</i>	<i>fun</i>	<i>g (Greenman, green) b (book, blue)</i>	The children share their toys with Greenman and their forest friends, and Rabbit falls in love with his new blue teddy bear! In this story, the children learn about being excited and the value of fun, while they review the unit vocabulary and structures.
<i>fear</i>	<i>imagination</i>	<i>n (Nico, nose) m (mouth)</i>	It's a windy day in the forest and Frog is very scared about a big face on the water! Luckily, Greenman is there to show him that it's only his reflection and remind him that <i>It's windy!</i> In this story, the children learn about being afraid and the value of imagination, while they review the unit vocabulary and structures.
<i>curiosity</i>	<i>family</i>	<i>f (frog) u (umbrella)</i>	Greenman is very curious about Sam's family and the fact that they all look alike. He shows Nico his own family, where they all look different! In this story, the children learn about curiosity and the value of family, while they review the unit vocabulary and structures.
<i>worried/ relieved</i>	<i>helping</i>	<i>d (dog) c, k (cat, kitten)</i>	Nico is worried because he's lost his pet bird and his pet turtle. With Greenman and Sam's help they eventually find them in the forest, to everyone's relief! In this story, the children learn about the emotions of worry and relief, and the value of helping each other, while they review the unit vocabulary and structures.
<i>regret</i>	<i>being tidy</i>	<i>p (pasta)</i>	Sam, Nico, Greenman and the forest animals are in the forest having a summer picnic. Sam and Nico are making a bit of a mess and Greenman reminds them <i>Let's tidy up!</i> In this story, the children learn about recognising when you have done something wrong, and the value of being tidy, while they review the unit vocabulary and structures.
		<i>h (hedgehog), a (ant) r (rabbit, red) e (egg) t (tree)</i>	

Unit 2. Let's Play!

Lesson 1

Lesson objective

To introduce main vocabulary for the unit (toys).

Language

New: ball, teddy, train, doll, car, bike, blue

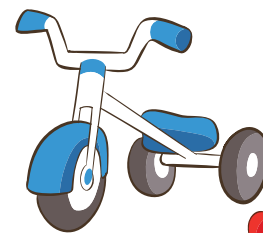
Review: red, weather

Receptive: Let's (sing, colour), What do we see? Look

Materials

Routine Board, Greenman Puppet, Big Book Story Unit 2, PB page 21, Flashcards Units 1 and 2, CD1, crayons (blue and red for each child), pencils, Greenman Stamp. Optional: PB page 22, one blank paper for each pupil

2 Let's Play!



Name _____

21

Starting the lesson

- Follow the description on page 11.

Routines

- Hello song: CD1.02, Weather song: CD1.03, Colours song: CD1.04, Shapes song: CD1.05, Happy Birthday song: CD1.07

Active time

Warmer

Do an extra review of the vocabulary from Unit 1. Hold up each flashcard for pupils to identify as a group.

Review the colour red, and present the colour blue with the Routine Board. Ask pupils to look for and point to other blue objects in the classroom.

Pass the cards.

Introduce the unit vocabulary by holding up each flashcard and saying the word. Pupils repeat the word. Pass each flashcard around the circle so that each pupil looks at the picture and says the word before moving on to the next flashcard.

At this point, you may wish to use the audio of the unit vocabulary to listen and repeat as a class.



ball, teddy, doll, train, bike, car

My toys song: Sing and point.

Say the Stand up transition chant (see page 12). Place the flashcards for the unit spread out or on the board so everyone can see them. Say *Let's sing a song*. Play the *My toys* song once through. Then sing the song line by line, pointing to the flashcard for each vocabulary word, and have pupils point and repeat the lines after you. Do this twice. Next, play the audio track again and model the actions for the pupils to copy. Repeat the audio track several times until pupils are doing most of the actions and singing some of the words.



My toys, my toys. Let's play! (Point to yourself/ motion with your hand for someone to come along.)

Lots of toys. Hooray! (Raise your arm in a cheer.)

A ball, a ball. Let's play! (Pretend to bounce a ball.)

A ball, a ball. Hooray! (Bounce a ball/Raise your arm in a cheer.)

Repeat with:

teddy (Hug a teddy.)

doll (Rock a doll like a baby.)

train (Blow a train whistle.)

bike (Pedal a bike.)

car (Drive a car.)

► Story time

Say the chant *It's story time, story time, open the Big Book and look inside* and motion opening a book. Open the Big Book to the first page of the story, page 16. Say *What do we see? Oh, look! Toys!* Make a surprised face. Ask questions about the toys and encourage pupils to repeat the words while sitting.

After identifying all of the vocabulary words possible, close the book.

► Table time

Say the Table time chant (see page 12).

Pupil's Book page 21. Worksheet 1: Say and colour.

Show pupils page 21 in the Pupil's Book and walk around to check that everyone is on the correct page. Hold up your book and point to the vocabulary words on the page. Hold up the flashcard for each word to make the connection. Point at the crayon in the coloring icon and say *Look, a crayon. Let's colour.*

Monitor as the pupils colour. Continue in the same process with the rest of the toys. Monitor and stamp the completed page with the Greenman stamp.

► Goodbye

- Follow the description on page 12.

► Extra activities

Pupil's Book page 22. Optional worksheet: Colour the toys.

Say *Look! Toys! Let's colour them!* Point out the different toys and have the children name them after you. Say *Let's use red and blue to colour.* Monitor pupils as they work and stamp the completed page with the Greenman stamp.

Red and blue.

Pass out a blank piece of paper to each pupil (or have a helper do this). Make sure that each pupil has one red and one blue crayon. Hold up a paper to show pupils and draw one small red circle to do it by themselves. Say *Look, a red circle.* Draw a small blue circle next to this one and say *A blue circle. Now you! Draw a red circle.* Wait for them to do this, encouraging them. *Draw a blue circle.* Continue alternating the colours. Pupils will make the circles different sizes and perhaps in different places on the paper, this is perfectly fine as you want to focus on the colour they choose.

Lesson 2

Lesson objective

To present the key structure for the unit.

Language

New: *There's one (blue) (doll). Here you are.*

Thank you, toys, blue

Review: *red, weather*

Receptive: *Where is a ...? Can you give me the ...? Point to the ..., Let's draw a (line), Let's colour, I stand (here), I say ...*

Materials

Routine Board, Greenman Puppet, Big Book story Unit 2, PB page 23, Flashcards Unit 2, CD1, crayons, pencils, Greenman Stamp. Optional: PB page 24, soft ball, TRB Photocopiable 5



Name _____

23

Starting the lesson

- Follow the description on page 11.

Routines

- Hello song: CD1.02, Weather song: CD1.03, Colours song: CD1.04, Shapes song: CD1.05, Happy Birthday song: CD1.07

Active time

Warmer

Review flashcards from Unit 2. Turn them over one by one and try to have pupils say the words as quickly as possible.

There's a train.

Hide the flashcards from Unit 2 around the classroom, leaving each one peeking from behind something in a place where the pupils can see. Say *Where is a train? Oh, look! There's a train!* Point to the train flashcard that is 'hiding'. Repeat for the class to echo: *There's a train!* Repeat this with the remaining flashcards and then go through them again, encouraging the pupils to find them more quickly.

Here you are.

Put all six of the flashcards in the centre of the circle. Say *(Lucía), can you give me the bike?* Use hand motions (or L1 if necessary) to show that the pupil should hand you the card. When he/she gives it to you, say *Here you are.* and have the pupil repeat after you. Say *Thank you.* Repeat with the other flashcards to give other pupils a chance to participate.

Story time

Say the chant *It's story time, story time, open the Big Book and look inside* and motion opening a book. Open the Big Book to the Unit 2 story. Point out the vocabulary that the pupils can recognise before you start reading. Have volunteers come up and point to and say the words for items in English.

Read the story or play the audio version (CD1.22), pausing to use facial and hand gestures to help convey meaning.

p.17

Let's Play!

'Hello!' says Sam.

'Hello!' say Rabbit, Hedgehog, Frog and Stella.

'What are they?' says Greenman.

'They are toys. Let's play!' says Nico.

p.18

'There's one red train,' says Sam.

'Greenman, here you are!'

'Thank you!'

'There's one red car,' says Sam.

'Hedgehog, here you are!'

'Thank you!'

'There's one red bike,' says Nico.

'Frog, here you are!'

'Thank you!'



p.19

'There's one blue doll,' says Sam.

'Stella, here you are!'

'Thank you!'

'There's one blue teddy bear,' says Sam.

'Rabbit, here you are!'

'Thank you!'

'There's one blue ball,' says Sam.

'Nico, here you are!'

'Thank you!'

p.20

'A red train. It's fast. This is fun!' says Greenman.

'A red car. It's fast. This is fun!' says Hedgehog.

'A red bike. It's slow ... This is fun ...' says Frog.

'It's time for tea!' says Greenman.

'It's messy. Let's tidy up! One red train.

One red car. One red bike. One blue doll.

One blue ball and ... Where's the blue

teddy bear?'

p.23

Look! There's Rabbit ...' says Sam.

'And there's one blue teddy bear ...' says Nico.

'He's tired. Be quiet, everyone!' says Greenman.

Table time

Say the Table time chant (see page 12).

Pupil's Book page 23. Worksheet 2: Say, match and colour.

Show pupils page 23 in the Pupil's Book and walk around to check that everyone is on the correct page. Hold up your book and point to the vocabulary words. Hold up the flashcard for each word to make the connection. Say *Point to the red train. Here is a red train, and here.* Point to Sam's hand offering it and then Greenman holding the train. Say *Sam says 'Here you are' and Greenman says 'Thank you'.* *Let's draw a line.* Model how to draw a line to connect both pictures. Repeat the process with the other pictures. Point at the crayon in the coloring icon and say *Look, a crayon.* *Let's colour the toys. Let's colour the train.* Point at the train Sam is holding and then the train Greenman is holding, and say *What colour is the train, blue or red?* Elicit *Red.* Repeat with the other pictures.

Stamp the completed page with the Greenman stamp.

Goodbye

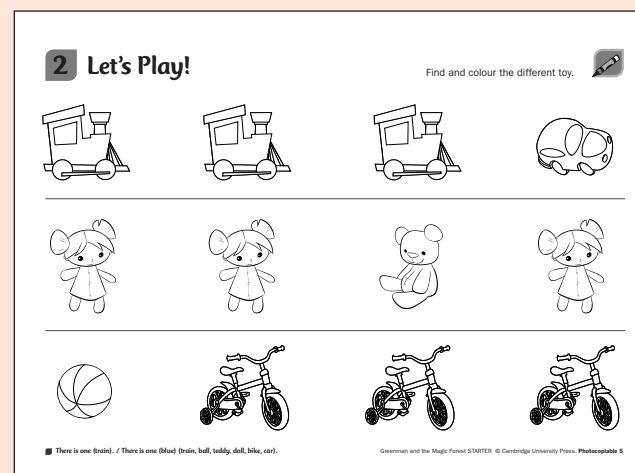
- Follow the description on page 12.

Extra activities**Pupil's Book page 24. Optional worksheet: Colour.**

Hold up your book open at page 24. Model colouring in the picture of Stella with a doll. Point at the crayon in the coloring icon and say *Look, a crayon. Use your crayons. Let's colour Stella and her doll.* Monitor pupils as they work. Stamp the completed page with the Greenman stamp.

Game: Roll and review.

Place the unit flashcards in a horizontal line on the floor, leaving a space below them (about one metre). In this game pupils roll a soft ball to one of the cards and say the word. If the ball doesn't land on a card, they say the word closest to the ball. Say *We're going to play a game. I stand here* (point to the place on the floor where pupils should stand) *and roll the ball* (roll the ball gently) *I say this word* (point to the card closest to the ball). Repeat with different pupils rolling the ball and saying the words until most have had a turn.

Teacher's Resource Book Photocopiable 5: Find and colour the different toy.

Prepare one photocopiable for each pupil. Hold up your photocopiable and point to the first picture. Say *What's this?* Elicit *A train.* Point to the next picture and say *What's this?* Point to the third picture and repeat the process. Say *There are three trains. Repeat, There are three trains.* Repeat this with the pupils to model. You may need to do this more than once. Say *Let's colour the car red. There is one red car.* Repeat with the rest of the pictures. (Pupils will colour the bear and ball blue.) Stamp the completed page with the Greenman stamp.

Lesson 3

Lesson objective

To introduce a contrasting concept (fast/slow) and value (fun).

Language

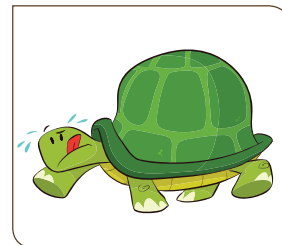
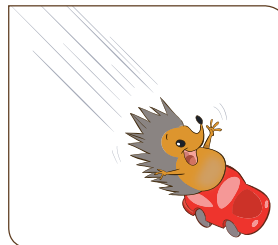
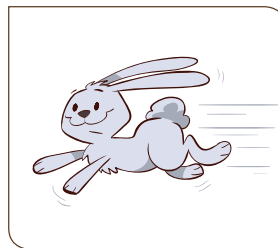
New: fast/slow, blue, toys

Review: weather, red

Receptive: Go (fast), Walk (slow), Where's the ...? Show me ..., Find the ..., Match

Material

Routine Board, Greenman Puppet, Big Book story Unit 2, PB page 25, Flashcards Unit 2, CD1, crayons, pencils, Greenman Stamp. Optional: PB page 26, several toy cars with moving wheels, several toys (mainly from unit vocabulary), TRB Photocopiable 6



Name _____

25

Starting the lesson

- Follow the description on page 11.

Routines

- Hello song: CD1.02, Weather song: CD1.03, Colours song: CD1.04, Shapes song: CD1.05, Happy Birthday song: CD1.07

Active time

Warmer

Tell Greenman to move 'fast' and 'slow' Say *Greenman, go fast! Greenman, go slow!* Have the children move their fingers as if the fingers were running or walking to do the actions along with Greenman.

Fast and slow.

Pupils stand in a circle. Use gestures to show that they will walk around in a circle. Say *Walk fast. Be careful! Walk slow.* Alternate between both. Make a point of saying *Be careful!* To help children remember that they shouldn't push or run into other pupils.

Story time

Say the chant *It's story time, story time, open the Big Book and look inside* and motion opening a book. Take out the Big Book and read the story, stopping to point out parts of the story where we can see examples of 'fast' and 'slow' (page 20). Point to the pictures and have the children do a fast running action for 'fast' and a slow creeping action for 'slow'.

Review the unit vocabulary using the Big Book. (Ask *Where's the car? Is the train fast or slow?* etc.) Call on individual pupils to come up and point things out in the book.

You may also choose to use the animated video for the story, pausing the video rather than pointing to the pictures.

Table time

Say the Table time chant (see page 12).

Pop-out activity.

Say the chant *It's acting time, it's time to shine!* to direct attention to the sample pop-outs that you have prepared: a set of cards with toys (red and blue). Hold up an image of the doll. Say *What is it? A doll! What colour is it? Blue! Let's find the red doll.* Hold up incorrect red toys naming them and eliciting the response *No* from the class for each until you hold up the blue doll eliciting the response *Yes*. Repeat this with the other toys and colours.

Pass out the pop-out activity for Unit 2, or have your helper do this. Show pupils how to take out the pop-out pieces carefully. Monitor as they do this and help as needed.

When they have finished, say *Now find the match. Show me the red train.* Model holding up the pop-out. *Where is the blue train?* Model with your own pop-out. Say *Good! A blue train.* Continue until all of the class is participating. Then, say *Now turn your cards over and find the match.* Show how to do this like a memory game. Monitor pupils as they work.

Pupil's Book page 25. Worksheet 3: Say fast or slow.

Show pupils page 25 in the Pupil's Book and walk around to check that everyone is on the correct page. Say *Let's point to something 'fast'*. Focus on one pupil and tell the class what he/she has chosen to point to. (*Mario is pointing to Hedgehog. Is Hedgehog fast or slow?* Elicit *Fast! Very good!* *Point to something 'slow'*. Help pupils to identify a picture showing the correct concept. Next hold up your book and point to the first picture. Say *Fast or slow?* Elicit the response *Fast!* Repeat for each of the remaining pictures.

► **Goodbye**

- Follow the description on page 12.

► **Extra activities**

Pupil's Book page 26. Optional worksheet: Colour fast and slow.

Walk around to check that everyone is on the correct page. Ask *Is Rabbit fast or slow? Is Turtle fast or slow?* Elicit the answers. Say *Let's colour red for fast.* Model how to colour the rabbit red in your own book and monitor as pupils do this. Repeat the process colouring in the turtle blue for slow. Observe the pupils and stamp the completed page with the Greenman stamp.

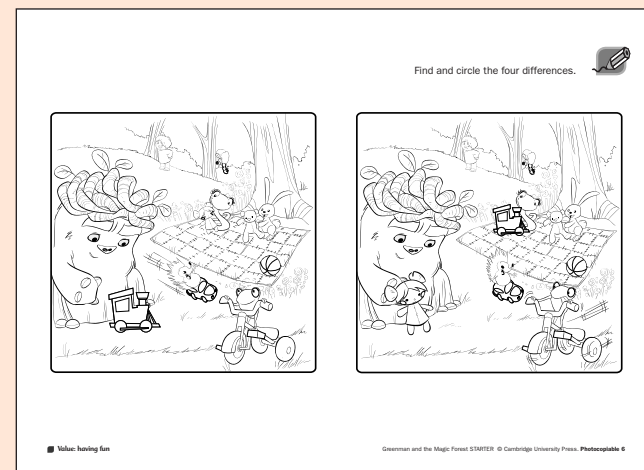
Fast or slow cars.

Have some toy cars ready to show to the class. Say *What is it? Yes! A car! Is it fast? Is it slow?* Model how the car can go 'fast' or 'slow'. Call up volunteers. Have the pupils move the cars either 'fast' or 'slow' when you say the words. Then put pupils into groups of three or four and let one pupil say fast or slow for their classmates to move the cars accordingly.

Values activity: Fun.

Prepare various toys in a box, try to include toys from the unit vocabulary. Have pupils come up one by one and offer them a toy. Say *There is one (doll). Here you are.* Elicit the response *Thank you* from them. Ask them what they can do with the toy (you may need to do this in L1). If the pupil can only think of a traditional way to play with the toy offer a new way to play with it. The idea is to be free to, play and be creative. When you have thought of and shown many different ways to play with the toys, give the pupils some time to play with them if possible.

Teacher's Resource Book Photocopiable 6: Find and circle the four differences.



Prepare one photocopiable for each pupil. Hold up your photocopiable so that the pupils can see it and point to the first picture. Point to the train that Greenman is holding and say *What's this?* Elicit the response *One train.* Then point to the second picture. Point to the doll that Greenman is holding and say *What's this?* Elicit the response *One doll.* Ask the pupils if it's OK for Greenman to play with a train and a doll. Point out the fact that he can play with both. Repeat with the rest of the pictures (Sam can play with a doll or a train, Hedgehog and Frog can have fun going fast or slow).

Stamp the completed page with the Greenman stamp.

Lesson 4

Lesson objective

To use TPR to review unit vocabulary with an action song.

Language

New: toys, blue, fast/slow

Review: weather, red, circle

Receptive: Pass the ..., Go, Stop, Look at ..., Bounce the ..., Move the ..., Ride the ..., Show me, Stand up

Materials

Routine Board, Greenman Puppet, PB page 27, Flashcards Unit 2, CD1, Action song video, crayons, pencils, Greenman Stamp.
Optional: PB page 28



Name _____

27

Starting the lesson

- Follow the description on page 11.

Routines

- Hello song: CD1.02, Weather song: CD1.03, Colours song: CD1.04, Shapes song: CD1.05, Happy Birthday song: CD1.07

Active time

Warmer

Show the class the flashcards for the unit and ask the children to act out activities connected to the flashcards. You can also have volunteers 'lead' the whole class in the actions (for example, one pupil begins hugging a teddy and the rest of the pupils mimic him/her).

Game: Pass and say.

Have pupils stand or sit in a circle. Give out one flashcard to each pupil (or as many flashcards as you want to practise). Say *Now, pass the flashcards. Go.* Have pupils pass the flashcards around the circle (all in the same direction) until you say *Stop!* Say the name of one (or several) pupil(s) and have them say the word for their flashcard(s). Then tell the pupils to pass the flashcards again.

Look at my toys action song: Sing and do the actions.

You may choose to use the audio and video for this activity, or watch the video on your own to learn the actions to do first.

First, play the audio and hold up flashcards for the vocabulary words in the song.

Invite the children to say the word when you hold up the card. The second time you play the song, do the actions to show the class. Next, have the children stand up (*Stand up, stand up, 1, 2, 3, stand up, stand up, tall with me!*). Teach them the motions one by one as you say each line of the song.

Practise the actions for the song three or four times slowly, going through the song line by line. Then, play the audio track and do the actions together, or show the video and have children do the actions along with the video. Repeat until all of the class is participating in each of the actions and singing some of the words.



Look at my toys. Look at me. (Spread your arms out as if displaying something.)

There's one ball. Play with me! (Point to an imaginary object, gesture 'come on'.)

Bounce the ball slow, slow, slow. (Pretend to bounce a ball slowly.)

Bounce the ball fast, fast, fast! (Pretend to bounce a ball quickly.)

Stop! (Hold out the palm of your hand to say 'stop'.)

Look at my toys. Look at me. (Spread your arms out as if displaying something.)

There's one train. Play with me. (Point at an imaginary object/gesture 'come on'.)

Move the train slow, slow, slow. (Pretend to move a toy train slowly.)

Move the train fast, fast, fast! (Pretend to move a train quickly.)

Stop! (Hold out the palm of your hand to say 'stop'.)

Repeat with:

ride the bike (Pretend to ride a bike.)

move the car (Pretend to move a toy car.)

Play with me! (Gesture 'come on'.)

► **Table time**

Say the Table time chant (see page 12).

Pupil's Book page 27. Worksheet 4: Listen to the song, point and colour.

Show pupils page 27 and walk around to check that everyone is on the correct page. Listen to the song *Look at my toys* (CD1.23). Ask pupils to point to the pictures as they are mentioned in the song. Do the same holding up your book. Repeat this two or three times. Point at the crayon in the colouring icon and say *Look, a crayon. Now, let's colour!* Play the song again as pupils colour. Monitor as they work. Stamp the completed page with the Greenman stamp.

► **Goodbye**

- Follow the description on page 12.

► **Extra activities**

Pupil's Book page 28. Optional worksheet: Colour the ball blue.

Say *What is it?* Point to the ball. Say *That's right! A ball. Let's colour the ball blue.* Monitor as pupils work. You may also want to use this opportunity to review the 'circle' shape, by asking pupils *Where is a circle?* whilst tracing the shape of the ball on your book. Say *The ball is a circle!* Stamp the completed page with the Greenman stamp.

Game: Do the action.

Say a phrase from the song and have pupils try to do the action. Say *Show me (bounce the ball).* Model the action for pupils to copy until the children begin to understand the game. Continue repeating different action words and do part of the action to help if children are having difficulty. Repeat with each action from the song until pupils are doing several actions without help.

Optional: add the words 'fast' or 'slow' to your instructions to also practise this unit's contrasting concept.

Lesson 5

Lesson objective

To work on pre-writing skills as well as number 1 and the colour blue through a song.

Language

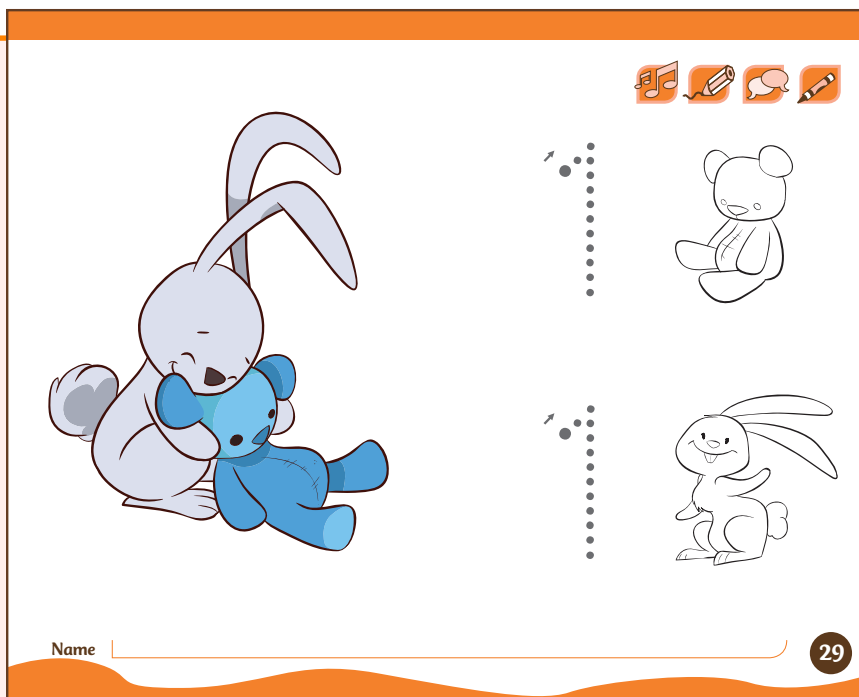
New: number 1, blue, toys, There is one ...

Review: weather, red, chair, happy, circle

Receptive: Where is ...? What's this? Let's make a ..., Let's colour, Let's trace, Listen, Look, Go, Show me, Give me, Come on,

Materials

Routine Board, Greenman Puppet, PB page 29, Flashcards Unit 2, CD1, crayons, pencils, Greenman Stamp. Optional: PB page 30, TRB Photocopiable 7, blue stickers or blue tissue paper cut into small pieces or made into balls



Starting the lesson

- Follow the description on page 11.

Routines

- Hello song: CD1.02, Weather song: CD1.03, Colours song: CD1.04, Shapes song: CD1.05, Happy Birthday song: CD1.07

Active time

Warmer

Use the Routine Board to review the circle shape, and the colours red and blue. Hold up a magnet from the board and elicit the word. After each topic, look for items around the room that represent it. For example, look for things in the classroom that are in that shape. Say *Where is a circle? The bin is a circle. Look!*

Plasticine number 1.

The pupils will use Plasticine to make the number 1. Before passing out Plasticine to the class, make an example. Roll a long piece of Plasticine to use to form the number. Say *Let's make a number 1.* Say *Look! 1!* Pupils will repeat the word. Prepare to pass out a ball of Plasticine to each child and say *One, two, three, hands on your knees.* Model to show that children should keep their hands on their knees until they have permission to begin. When everyone has Plasticine, look around and say *Look. Ready? Go. Make a 1.* Say this in a calm voice so that pupils know there is no need to rush. Monitor the children as they work and help those who struggle. You may want to use the Greenman Puppet to help pupils who struggle with the activity.

One happy rabbit song: Sing and count.

Say *Let's practise a number song. Listen to the song about a rabbit.* Draw a picture of a rabbit on the board or hold up a picture of one to clarify. Say *One rabbit!*

Use your fingers to make the number 1 throughout the song. Play the song once. Then sing the song line by line, and model the actions for the pupils to copy. Have pupils repeat the lines after you and do the actions. Do this twice. Next, play the audio track again for pupils to join in. Repeat the audio track several times until pupils are doing most of the actions and singing some of the words.



There's one happy rabbit. (Show one finger, put your hands on top of your head like rabbit ears.)

On one chair. (Show one finger/pretend to touch a chair behind you.)

There's one happy rabbit. (Show one finger, put your hands on top of your head like rabbit ears.)

Come on, let's play! (Gesture 'come on'.)

Teddy bear, teddy bear, (Pretend to hug a teddy bear to your chest.)

You're so blue.

Teddy bear, teddy bear, (Pretend to hug a teddy bear to your chest.)

I love you! (Point to yourself, cross your arms over your chest, point 'you'.)

► Table time

Say the Table time chant (see page 12).

Pupil's Book page 29. Worksheet 5: Trace, count and colour.

Show pupils page 29 in the Pupil's Book and check that everyone is on the correct page. Point to Rabbit and say *What is it? Yes, Rabbit!* Point to the teddy bear and ask the pupils to say the word to identify 'teddy' or 'teddy bear'. Say *There is one rabbit, and one teddy bear.* Hold up one finger to reinforce the number. Say *Let's make the number 1. Show me your blue crayon.* Model how to trace the lines to draw the number one. Monitor as pupils do the same on the worksheet. Say *What colour is the teddy bear?* Elicit the response *Blue.* Say *Let's colour this teddy bear blue.* Model colouring in the teddy bear on the right side of the page. Monitor the children's work and stamp the completed page with the Greenman stamp.

► Goodbye

- Follow the description on page 12.

► Extra activities

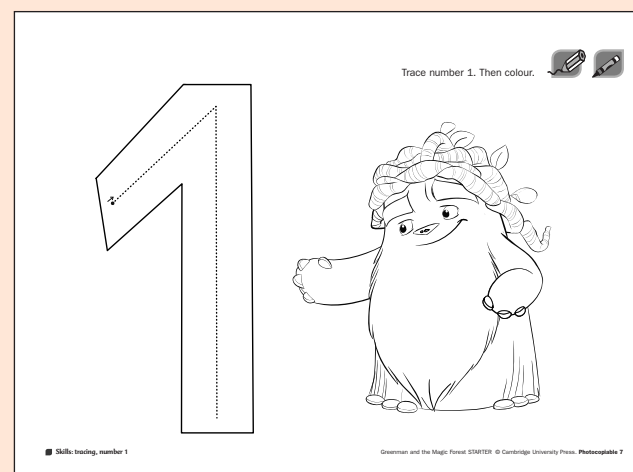
Pupil's Book page 30. Optional worksheet: Draw your favourite toy.

Make sure that all pupils have found the correct page. Say *My favourite toy is a (car). I'm going to draw a (car).* Draw a car in your book. Ask various pupils *What's your favourite toy?* When they answer respond *Well done, draw a (doll). Use your crayons.* Monitor pupils as they work and stamp the completed page with the Greenman stamp. You may choose to have pupils show their completed drawings to the class.

Game: Find the number.

Put several classroom objects in the centre of the circle (pencils, crayons, books, etc). Choose small groups of pupils to find the correct number of items. Say *(Mario), (Lucía), (Iván) give me one pencil.* Have the pupils repeat *Here you are* after you as they hand you the object. Repeat with different objects and different groups of pupils.

Teacher's Resource Book Photocopiable 7: Trace number 1. Then colour.



Prepare one photocopiable for each pupil. Prepare blue tissue paper or blue stickers. Hold up your photocopiable and point to the number 1. Say *What's this?* Elicit *One.* Say *Let's trace the number 1.* Model tracing the number 1 on your own paper. Say *Let's make the 1 blue.* Model how to fill in the shape of the number 1 with stickers or by gluing on tissue paper. Pass out the materials and monitor pupils. Early finishers can colour in the picture of Greenman. Stamp the completed page with the Greenman stamp.

Lesson 6

Lesson objective

To consolidate all unit content.

Language

Review: toys, *Big Book language structures*

Receptive: Choose a ..., *Find, Stick*

Materials

Routine Board, Greenman Puppet, *Big Book* story Unit 2, PB page 31, Flashcards Unit 2, CD1, crayons, pencils, Greenman Stamp

Consolidation

WORKSHEET 6



Name _____

31

Starting the lesson

- Follow the description on page 11.

Consolidation time

Warmer

Review flashcards from unit 2 by holding each one up and saying the vocabulary word with the pupils.

Game: What is it?

Place the flashcards from Unit 2 face down in the centre of the circle. Have pupils take turns choosing a card to turn over and name. When all six cards have been identified, change the order for other pupils to play the game. Say *(Mario), choose a card. What is it? Yes, very good, it's a (ball).* Use gestures to help the pupils understand that they need to turn a card over and then put it in the same place again. This helps struggling pupils to choose a word that has already been identified.

Story review

Say the chant *It's story time, story time, open the Big Book and look inside* and motion opening a book.

Read the story while inviting the children to participate in saying the words or lines that they know. (Optional: watch the animated video instead of reading the story.)

Table time

Say the Table time chant (see page 12).

Pupil's Book page 31. Worksheet 6: Find and stick.

Help pupils to find page 31 in the Pupil's Book and locate the stickers for Unit 2. Say *Find and stick the picture.*

Have Greenman repeat each word several times as pupils look for the correct sticker to put in each place. Monitor the children as they work and encourage them along, or give gesture clues. Repeat with each vocabulary word. Stamp the completed page with the Greenman stamp.

Goodbye

- Follow the description on page 12.

Extra activities

Game: Guess the toy.

Choose a volunteer and 'secretly' show they a toy to act out. Say *(Mario), come up please.* (whisper) *Play with this.* Show a flashcard of one of the toys to the pupil and gesture to show that he/she should act out playing with the toy. Say *What is (Mario) playing with? Can you guess the toy?* Other pupils will raise their hands to guess which toy it is. Encourage and help pupils to arrive at the correct response, some will likely identify the toy in L1. If this is the case, encourage them to remember the word in English. Give positive reinforcement, such as: *That's right! (Mario) is playing with a ball! Well done!* Repeat until several pupils have had a turn.

Extra Phonics Lesson

Lesson objective

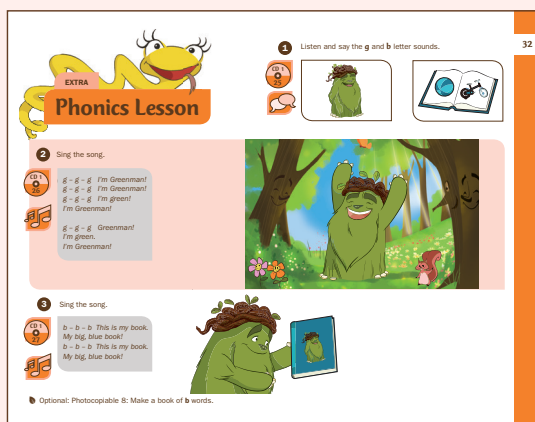
To introduce two new Phonics sounds ('g' and 'b').

Language

New: green, book, blue

Materials

Routine Board, Greenman Puppet, PB page 32, Phonics Flashcards Unit 2, CD1, crayons, pencils, Greenman Stamp. Optional: TRB Photocopiable 8



Phonics time

Warmer

Show children the 'g' and 'b' (Greenman and book) Phonics flashcards. Say the words, then segment the sounds. Say *Look at the picture. It's Greenman. Listen to the sound: g-g-g-Greenman. Listen and repeat: g-g-g-green, g-g-g-greenman.*

Point to Greenman as you say *G-g-g-green. Greenman is green!* Say *What colour is Greenman? Greenman is green!* Pupils have not been introduced to this word in English yet but they will recognise the colour and answer in L1. This is perfectly OK as the sound 'green' is very familiar to them already, as part of the name 'Greenman'.

Repeat with the second sound. Stick the Phonics flashcard at the bottom of the Routine Board and repeat three times asking different children to repeat after you.

Pupil's Book page 32. 1. Listen and say the g and b letter sounds.

Say the Table time chant (see page 12). Show pupils page 32. Have Greenman say *I'm G-G-G-Greenman! I've got a b-b-b-book!* Have the pupils say this along with Greenman using a funny deep voice. Say *What colour is the book?* Elicit *Blue.* Say *Yes, the book is blue! It's a blue book!* emphasizing the 'b' sounds in 'book' and 'blue'. Say *Point to the Greenman picture.* Say *Point to the book.* Play the audio and have pupils listen and repeat. Repeat three times.



g - g - g Greenman *g - g - g green*
g - g - g green Greenman
b - b - b blue *b - b - b book*
b - b - b blue book

Pupil's Book page 32. 2. Sing the song.

Play the song three times and then say it slowly (in different voices or changing to Greenman to hold interest) and have pupils repeat each line. Continue repeating until pupils are saying most of the words.



g - g - g I'm Greenman (Stomp like Greenman.)
g - g - g I'm Greenman! (Stomp like Greenman.)
g - g - g I'm green! (Point to something green.)
I'm Greenman! (Stomp like Greenman.)
g - g - g Greenman!
I'm green! (Point to something green.)
I'm Greenman! (Stomp like Greenman.)

Pupil's Book page 32. 3. Sing the song.

Show pupils activity 3 in your book. Pupils will repeat after the song and point to the picture when that word is mentioned in the song. Play the song once and model how to do it. Then play the song again, pause the track when you hear each of the words and have pupils repeat it.



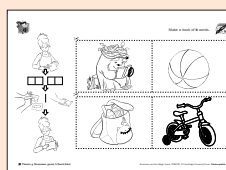
b - b - b This is my book.
My big, blue book!
b - b - b This is my book.
My big, blue book!

Extra activities

Sing the Phonics song

Pupils learn the song and sing it as part of the daily routine until the new letter sounds are introduced.

Teacher's Resource Book Photocopiable 8: Make a book of b words.



Prepare one photocopiable for each pupil. Cut in advance the different pages for each pupil and have glue ready. Hold up your photocopiable and show pupils how to fold the pages. Walk

around and help pupils. Then point to the first page. Say *What's this?* Elicit *It's a b-b-book.* Say *Let's stick the book.* Model how to glue the picture onto the page. Repeat with the remaining pictures. When pupils have finished go through the pages as a class repeating the Phonics sound and the words. Have pupils point to the corresponding picture. Stamp the completed page with the Greenman stamp.