

# Unit 3: Where is Greenman?

## Lesson 1

### Lesson objective

To introduce the main vocabulary for the unit (places in town).

### Language

**New:** fire station, hospital, playground, restaurant, school, shop

**Review:** morning routines; rooms in the house; classroom; clothes; food; playground; colours

**Receptive:** Repeat. Trace.

### Materials

Presentation Plus, Greenman Puppet, Big Book story Unit 3, PB page 35, Flashcards Units 1, 2 and 3, Class Audio, crayons, pencils. Optional: PB page 36, downloadable Wordcards Unit 3, AB page 16



Use Presentation Plus to watch the unit introduction video and vocabulary song video.



### Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

### Active time

#### Welcome to Unit 3



Tell pupils that you are about to start a new unit. Play the Unit 3 introduction video to introduce the unit topic. Pause the video at different points and ask, in L1, what the children can see and what they think they will learn about in this unit.

#### Warmer

Greenman will take out Flashcards from Units 1 and 2. Help the pupils to do the actions and say the words that are represented in the flashcards.

Have Greenman take out the Flashcards from Unit 3. Encourage the pupils to applaud each new flashcard and show enthusiasm for each new word. Take the flashcards out individually and say, for example *Look! (School)! Repeat everyone, (school)!* Use gestures to reinforce the concept (for example, use your hand to motion around you to express a 'school'). Repeat this process with each card.

#### Game: Run to the word

Play this game with the Unit 3 Flashcards. Follow the description on page 19.

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



fire station, hospital, playground, restaurant, school, shop

### Can you help me? song: Sing and act in pairs.

Say the Stand up chant (see page 10). Play the song for the class. Have Greenman point to a flashcard when that word gets mentioned in the song.

After playing the song once through, put the pupils into pairs. Say *Greenman is my partner. Greenman is going to help me. (Mario) is going to help (Lucía), etc.* Say each line of the song as a dialogue with Greenman doing the actions. Have pupils repeat after you. Repeat this process three times through. If the pupils catch on to the dialogue quickly, call up a volunteer. You say one part of the dialogue and the volunteer says the other part. If this is difficult for them, allow them to say both parts of the dialogue with you.

You may also try having the pupils stand in two lines facing each other. The pupils in one line say the first speaker's dialogue, and the pupils in the opposite line say the other speaker's dialogue. You can jump from one line to the other to help pupils repeat after you and demonstrate that it is a dialogue between two people. (You may also choose to change something about the way you look when you 'change' characters, e.g. put on glasses, put on a hat, stand on tiptoes to be taller.)

After the pupils have practised this several times without the music, play the audio. Repeat the song until the majority of pupils are singing most of the lines. You may choose to have the pupils change roles halfway through.



## Can you help me?

*Can you help me?*

(Put hands together as if pleading.)

*Yes, I can!* (Puff out your chest and nod your head.)

*Where is the restaurant?* (Hands out to your sides and shrug shoulders, pretend to eat from a plate.)

*The restaurant is over there.*

(Point to something across the road.)

*Thank you very much, that's great!*

(Shake hands with your partner, give a thumbs up.)

**Repeat with:**

*playground* (Make two fingers 'slide' down the opposite hand.)

*hospital* (Pretend you have a very sore tummy.)

*school* (Pretend you are writing on your opposite hand.)

*fire station* (Wiggle fingers upward like flames.)

*shop* (Pretend to pay for something with money.)



You may wish to watch the vocabulary song video at this point.

## Story time

Say the Story time 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 two pages of the story. Say *What do we see? Oh, look! The street, a school, a shop, the fire station, a hospital. Greenman is thinking about honey again!* Encourage pupils to repeat the words and call on volunteers to point to things they can name in the picture.

Look at the other pictures in the story. After identifying all of the vocabulary words, close the book.

## Table time

Say the Table time chant (see page 11).



### Pupil's Book page 35. Worksheet 1: Trace to match and say.

Show pupils page 35 and walk around to check that everyone is on the correct page. Say the vocabulary words and have pupils point to each item. Say *Point to the coat and boots. Where do they go? In the hospital? No. In the shop? Yes! What colour is around the coat and boots?* Elicit the answer *black*. Say *Yes, let's trace around the shop with black. Now repeat 'shop'.* Complete the same process with the other pictures, or, if pupils understand the activity quickly, allow them to work independently. Monitor as they work. To check answers elicit/help pupils say the places.

## Goodbye

Follow the description on page 9.

## Extra activities



### Pupil's Book page 36. Extra activity: Follow the street from the playground to the restaurant.

Check to see that all pupils have found the correct page. Point out the unit vocabulary in the picture and have pupils point and repeat each word after you. Say *Point to the playground. Now let's follow the street to the restaurant.* Trace the street from the playground to the restaurant with your finger in your own book so that the class can see. Show them that there is more than one route they could take. Have pupils choose a route and follow the street with a pencil or crayon. Encourage them to say the names of the places they pass along the way. Offer support and monitor as pupils work.



### Activity Book page 16 – Find and make

Pupils find natural materials and use them to make a forest shop. Pupils can find the natural materials outside, either before or during the lesson, or alternatively bring the materials to class for pupils to find. As well as the materials pupils find (pinecones, leaves, flowers, feathers, bracken or grass, and conkers, acorns or stones), they will need a table to display the materials for their shop and a bag for the conker, acorn or stone 'money'.

Review the word *shop* and ask pupils to tell you (in L1) the different things they can buy in shops. Then tell pupils they are going to make a shop that sells forest materials. Point to the individual pictures in the book and describe the different natural materials they can sell in English and L1. Pupils then find these different natural materials in the example forest shop.

Pupils look for the natural materials, either outside or among the materials that have been brought to the classroom. When they find one of the items in the pictures, they can tick it.



**Now you!** Review *Have you got any ...?* and *Can I have ..., please?* Pupils then work in groups, combining the objects they have collected to make a forest shop. They sort the materials into different groups of objects and display them as if for sale. Pupils can then take turns to visit the shop, choosing items and buying them by using the conkers or acorns for money.



**I work in a group.** Praise pupils for working together so well. Pupils repeat the affirmation *I work in a group* with you.



Remind pupils that they should only collect natural materials that have fallen to the ground. Also remind them to return the materials to nature after they have used them. Pinecones, conkers and acorns contain seeds for trees to grow, and leaves provide nutrients for the soil.

## Lesson 2

### Lesson objective

To present the key structures for the unit.

### Language

**New:** *Where is (Greenman/the honey)? There's (honey) in the (playground). There isn't any (honey) in the (hospital).* places in town

**Review:** colours; numbers 1–6

**Receptive:** *Here is the (hospital). That's the (fire station). Is there any (honey) in the (shop)? Let's tick/cross.*

### Materials

Presentation Plus, Greenman Puppet, Big Book story Unit 3, PB page 37, Flashcards Unit 3, Class Audio, crayons, pencils. Optional: PB page 38, Teacher Resources Worksheet 11, scissors, AB page 17



Use Presentation Plus to watch the story and Activity Book yoga videos.



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### Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

### Active time

#### Warmer

Review the vocabulary using the Unit 3 Flashcards.

#### Game: Find the place

Place all of the flashcards face down in the centre of the circle. Call on two pupils to volunteer. Say *Where is the (hospital)?* Have one pupil guess which flashcard could be the hospital and turn it over. If the pupil chooses the correct card, say *Good! (Mario), say 'Here is the hospital.'* Have the pupil repeat. If the flashcard is incorrect, say *Not that one, that's the (fire station). (Lucia), say 'That's the fire station.'* Have the pupil repeat. Give several pupils a chance to participate and change the flashcards around after they have been guessed. Pupils could also take your role and ask the question.

### Story time

Say the Story time 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 3 story. Elicit vocabulary learned in the previous lesson by looking at the pictures of the story. Greenman can ask *What is this?* and call on different pupils to respond.

Read the story, stopping to point out vocabulary and situations where you can ask *Where is Greenman? Is there any (honey) in the (shop)?*



Alternatively, you may want to play the story video.



### Where is Greenman?

It's carnival. Sam, Nico and Greenman are in town.

'What's the matter?' says Nico.

'I'm hungry!' says Greenman.

'Look at the costumes!' says Sam.

'They're great!' says Nico.

'Oh, mmm ...' says Greenman.

'Honey! I like honey!'

'Oh, no! Where is Greenman?' says Nico.

'I don't know. I'm worried,' says Sam.

'Let's find honey. There's honey in the shop,' says Nico.

'Good idea! Is the shop near?' says Sam.

'Yes, it is. It's over there.'

'Come on!'

'Hello, we're looking for our friend,' says Sam.

'He's big and green. Is he here?'

'No, he isn't. Sorry,' says the shop assistant.

'The shop is closed now. Let's go to the carnival!'

'There's honey in the restaurant,' says Nico.

'Good idea! Is the restaurant near?' says Sam.

'Yes, it is. It's over there.'

'Come on!'

'Hello, we're looking for our friend,' says Nico.

'He's big and green. Is he here?'

'No, he isn't. Sorry,' says the waiter.

'The restaurant is closed now. Let's go to the carnival!'

'Oh, no. Where is Greenman? I'm worried!,' says Nico.

'There's honey in the playground,' says Sam.



'Good idea! Is the playground near?' says Nico.  
'Yes, it is. It's over there.'  
'Come on!'

'Hello, we're looking for our friend,' says Sam.  
'He's big and green. Is he here?'  
'No, he isn't. Sorry,' says the police officer.  
'The playground is closed now. Let's go to the carnival!'  
'Oh, no. Where is Greenman? I'm worried!' says Sam.  
'I don't know. I'm worried, too!' says Nico.

'Look at the animals!' says Mummy.  
'Look!' says the girl. 'There are seven animals: one bird, one hen, one rabbit, one snake, one hedgehog, one frog and one ...'  
'Greenman!' says Mummy. 'He looks after the forest and the animals.'  
'Look!' says Sam. 'It's Greenman. He's eating honey!'  
'And there are the forest animals!' says Nico.  
'Hello, Nico! Hello, Sam!' say Greenman and the forest animals.

## Table time

Say the Table time chant (see page 11).

### Pupil's Book page 37. Worksheet 2: Point and say. Then tick the places with honey and cross the places with no honey.

Show pupils page 37 and walk around to check that everyone is on the correct page. Say *Greenman is looking for honey. Where is the honey?* Have pupils repeat the question. *Oh look, in the restaurant!* Say *There's honey in the restaurant!* (pupils repeat) *Well done! Look at this!* Point to the next picture and shake your head, say *No. There isn't any honey in the hospital* (pupils repeat). Repeat this process with the other pictures. When you have spoken about each one, say *Let's tick the places where there's honey. Let's cross the places where there's no honey.* Show pupils how to draw a tick and cross on the board. The pupils should be able to trace the ticks and crosses independently as you monitor and encourage them. Be sure to interact with individual pupils as they work, asking about the vocabulary.

## Goodbye

Follow the description on page 9.

## Extra activities

### Pupil's Book page 38. Extra activity: Trace, draw and colour your favourite shop.

Show pupils page 38 in your book and walk around to check that everyone has found the correct page. Have pupils trace around the top of the shop and the window. Say *What do*


*you want in the shop? Sweets?* (draw a picture of a sweet on the board) *Toys?* (draw a picture of a toy on the board) *Clothes?* (draw a picture of a jumper on the board) Talk about some ideas for the shop. Say *Let's draw and colour.* Show pupils your own drawing and monitor as they work.


### Teacher Resources Worksheet 11: Match and trace. Then cut and play *Where is Greenman?*


Prepare one worksheet for each pupil in advance. Hold up your worksheet so that the pupils can see it and draw attention to the town and each different place in the town. Point to the school and say *What's this? Restaurant? No. Fire station? No. School? Yes! It's the school!* Repeat and elicit the other places in the town. Point to each word and have pupils trace the lines to match the places to the words. Then show pupils how to trace the first letter as you say the letter sound and word. (You could remind pupils that it is the s and h together that make the sh sound in shop.) Model how to cut out the picture of Greenman and monitor as the pupils do this. Say *Now, let's play 'Where is Greenman?'.* Model how to play the game with one pupil. Show how to put your picture of Greenman in the restaurant. Say *(Lucía), where is Greenman?* Elicit the correct answer *In the restaurant* and repeat with several pupils. Put pupils into pairs and monitor as they continue the game, asking and answering in pairs.

### Activity Book page 17 – Feel

Teach/Review *worried* and *calm*. Review numbers 1–6 and pre-teach 7. Then look at the activity in the book. Teach the word *mountain* by drawing a mountain on the board and explain that the boy in the picture is doing the mountain pose. Show pupils how to join the dots to complete the mountain, and draw themselves doing the yoga pose by tracing the outline of the child next to the boy and drawing in their own face.

 **Now you!** Pupils do some stretching exercises with you. You can also review the warrior yoga pose from Unit 2, as well as the yoga poses they know from the Starter Level and Level A. Then demonstrate the mountain pose and get pupils to copy you. As you do the pose, breathe slowly and deeply counting from 1–7, and get pupils to do the same. Say *Oh, I feel good. I'm not worried. I feel calm.* Pupils can then watch the video for more practise. Encourage them to count to seven when they take a long breath.

 **I feel calm.** Relax your shoulders, smile and say *I feel calm. Do you feel calm?* Remind pupils that yoga can calm us down when we are worried. Pupils repeat the affirmation *I feel calm* with you.

 Help pupils find out about animals that live in mountains, such as mountain goats and snow leopards.



# Lesson 3

## Lesson objective

To introduce a contrasting concept (near/far), and a value (caring for friends).

## Language

**New:** near/far; Can you help me? Where is the (hospital)? The (hospital) is over there. places in town

**Review:** classroom; playground; colours; numbers 1–5

**Receptive:** Show me. Is Greenman near or far? Circle.

## Materials

Presentation Plus, Greenman Puppet, Big Book story Unit 3, PB page 39, Flashcards Unit 3, Pop-out Unit 3, craft sticks, glue sticks, Class Audio, crayons, pencils. Optional: PB page 40, sticky tape/tack, Teacher Resources Worksheet 12, AB page 18



Use Presentation Plus to do the activity.



## Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

## Active time

### Warmer

Review Flashcards from Unit 3 by holding each one up and saying the vocabulary word with the pupils.

### Do a role-play.

Pupils will practise asking where different things in town are with a partner. You may want to play the *Can you help me?* song (Track 27) first, pausing after each line to listen and repeat, if you think pupils will need more guidance. Draw the different vocabulary items on the board (or tape the flashcards to the board/wall). Put the pupils in pairs and have each pair stand facing each other. Call a volunteer up to the front of the class to model the dialogue. Say *Can you help me? Where is the hospital?* Whisper to the child in front of you for him/her to repeat *The hospital is over there!* (pointing to the picture of the hospital), say *Oh, thank you!* Help your partner to say *You're welcome!* Now switch, and whisper to your partner what they should say first *Can you help me? Where is the school?* Say *The school is over there!* (pointing to the picture of the school). Whisper for your partner to say *Oh, thank you!*

If the pupils seem to have understood the concept, have pairs come to the front to do the role-play, with you helping as necessary. If not, repeat yourself with another pupil.

## Say near or far

Have Greenman say *Hello!* to the pupils. Bring him close to a pupil and have him say *I am near, say 'near'.* Repeat *near* with the pupils. Take Greenman to the other side of the room and have him call out as if he were even further away *Hello! I am far! Say 'far'.* Repeat *far* with the pupils. Do this two or three more times.

## Story time

Say the Story time 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 again, highlighting the parts of the story where we can see *near* and *far*. Have the pupils say the words when you point to people/places/animals in the pictures that are near or far.



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

## Table time

Say the Table time chant (see page 11).

## Do the pop-out activity.

Direct pupils' attention to the sample pop-out that you have prepared: Greenman (looking as if he is close up) and Greenman (looking as if he is far away) on a craft stick. Help the pupils say the words *near* and *far* as you show the images of Greenman.

Monitor as pupils take out their pop-out piece carefully.

When all the pupils have finished, say *Show me 'near'*. Model holding up the pop-out. Say *Show me 'far'*. Model with your own pop-out. Continue until the whole class is participating in holding up and saying the words. Then, say *We're ready to glue. Show me Greenman.* (pause) *Let's glue Greenman.* Model how to connect the pop-out piece to the craft stick. When the glue has dried, repeat the words *near* and *far* and have pupils hold up the correct image.

### **Pupil's Book page 39. Worksheet 3: Listen and circle near or far.**

Show pupils page 39 and walk around to check that everyone is on the correct page. Stand near a pupil and say *Hello, (Mario)!* Go to the other side of the room and say *Hello, (Mario)!* Go back to the pupil's desk and say *Near* and then go back to the other side of the room and say *Far*. Say *Look at the picture.* (point to the first picture) *Is Greenman near or far?* Elicit the response *Near*. Say *Look at the next picture.* (point) *Is Greenman near or far?* Elicit the response *Far*.

Play the audio track, stopping after the first section of the script. Play this one more time. Point to the first pair of pictures. Say *Near or far?* Elicit the response *Far*. Say *Let's circle 'far'*. Monitor as pupils circle the correct picture. Repeat the process with the other two pairs of pictures. When pupils have finished, review the answers together.



- 1 Greenman is at school. He is far.
- 2 Greenman is at a restaurant. He is near.
- 3 Greenman is in the playground. He is far.

### **Goodbye**

Follow the description on page 9.

### **Extra activities**

#### **Pupil's Book page 40. Extra activity: Trace. Then colour near and circle far.**

Show pupils page 40 and walk around to check that they have all found the correct page. Point to the page, say *Trace the lines.* Then say *Point to 'near'.* (Pupils point to picture 2.) *Good! Sam and Nico are near. Let's colour 'near'.* Now, point to 'far'. (Pupils point to picture 1.) *Right! Sam and Nico are far. Let's circle 'far'.* Monitor and offer encouragement as pupils work.

#### **Emotions: Feeling worried**

Read the Big Book story again and, in L1, talk about why Sam and Nico are feeling worried (they can't find their friend, he might be lost or hurt). Tell pupils about a time you felt worried and invite volunteers to share any worries they have.

#### **Value activity: Caring for friends**

In this activity, pupils practise saying: *Oh, no! Where is Greenman? I'm worried!* Encourage them to use facial

expressions to show that they are 'worried'. First, have pupils close their eyes while you hide Greenman. Then say *Open your eyes.* Say *Oh, no! Where is Greenman? I'm worried!* for the pupils to repeat. Choose different volunteers to look in different places. Tell the volunteers where to look by asking *Is he by the door?* etc. If you have enough time, you may choose to have pupils hide Greenman again after he's been found.

### **Teacher Resources Worksheet 12: Find and circle five differences. Then colour Greenman.**

Prepare one worksheet for each pupil in advance. Hold up your worksheet for pupils to see and draw their attention to the first picture. Say *What can you see?* Elicit the names of the following objects and characters in the picture: *slide, swings, honey, Greenman, Nico, Sam, Stella.* Point to the second picture and say *What's different?* Elicit one of the differences, for example, say *Is there a slide? (No.)* Say *No slide. It's a difference. Let's circle.* Show how to circle the space on the second picture where the slide is missing. Say *Let's find more differences.* Monitor as the pupils find the other differences. Review the answers as a class then have the pupils colour Greenman in both pictures.



### **Activity Book page 18 – Investigate**

Review *near* and *far*. Hold up objects or point to objects further away and ask *Near or far?* If possible, bring a pair of binoculars to class to show pupils how it helps them see things that are further away by making them look bigger.

Pupils then look at the activity in the book. Elicit the names of the animals they can see through the binoculars at the side of the page. Help pupils find the animals in the main forest scene and then circle them with a pencil. Pupils can draw one more animal into the scene for a partner to find.



**I can do it.** Praise pupils for finding and circling all the animals correctly. Say *You are so clever!* Remind them how many things they can do in their English classes. Pupils repeat the affirmation *I can do it* with you.



**Now you!** Pupils can make their own sets of pretend binoculars, using two toilet rolls taped together. They can take their binoculars outside and 'look' for animals. Alternatively, pupils can pretend to go birdwatching in the classroom, looking around them and imagining what they can see.



Remind pupils that one reason it's good to observe animals through binoculars is that we can watch them from far away, so we don't disturb or scare them.

# Lesson 4

## Lesson objective

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

## Language

**New:** Can we walk? Let's go by car. The (hospital) is near/far. places in town

**Review:** colours; numbers 1-6

**Receptive:** Don't look. What's your card? Let's point in order. Write the numbers.

## Materials

Presentation Plus, Greenman Puppet, PB page 41, Flashcards Unit 3, a clothes peg, Class Audio, crayons, pencils. Optional: PB page 42, sticky tape/tack, a small hoop, AB page 19



Use Presentation Plus to watch the action song video.



## Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

## Active time

### Warmer

Have pupils sit in a circle. Let a pupil hold Greenman and take him far from or near to the circle. When the volunteer stops in a place, say *Is Greenman far or near?* The pupils in the circle respond.

### Game: The ostrich game

Play this game with the Unit 3 Flashcards. Follow the description on page 19.

### The hospital is far action song: Watch the video. Sing and do the actions.

You may prefer to use the action song video to teach the pupils the actions and the song.

First, play the audio and hold up Flashcards for the vocabulary words in the song. Invite the pupils 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 pupils stand up. Say the Stand up chant: *Stand up, stand up, 1-2-3. Stand up, stand up tall with me!* Teach them the actions 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 lyrics line by line. Then play the audio track and do the actions together, or show the video and have pupils do the actions along with the video. Repeat until all of the class is participating in each action and singing some of the words.



## The hospital is far

*Hey ho! Let's go. To the hospital!*

(March on spot. Motion as if including someone in a group.)

*The hospital is far, the hospital is far.*

(Put your hand over your eyes as if looking into the distance.)

*Can we walk? No!* (Shake your head.)

*Let's go by car!* (Pretend to drive a car.)

*Hey ho! Let's go. To school!* (March on spot. Motion as if including someone in a group.)

*The school is near, the school is near.* (Point to the floor.)

*Can we walk? Yes!* (Nod your head.)

*It's over here!* (Point next to you.)

### Repeat with:

*The restaurant is far.*

*The playground is near.*

*The fire station is far.*

*The shop is near.*





## Table time

Say the Table time chant (see page 11).

### **Pupil's Book page 41. Worksheet 4: Listen to the song and number the pictures in order.**

Show pupils page 41 and walk around to check that everyone is on the correct page. Play *The hospital is far* song (Track 30) again. Say *Let's point in order*. As each item is mentioned in the song, show a number with your fingers and point to the picture in your book. Do this twice. Say *Let's write the numbers*. Play the song again and model how to write the numbers in your book. Play the audio track two or three more times to give pupils time to write the numbers. Review the correct order together (1 – hospital, 2 – school, 3 – restaurant, 4 – playground, 5 – fire station, 6 – shop).

## Goodbye

Follow the description on page 9.

## Extra activities

### **Pupil's Book page 42. Extra activity: Draw and colour your family in the car.**

Help pupils to find the correct page in their books. Say *Greenman, let's go in the car*. (Pretend to drive a car.) Greenman says *Is it far?* Say *Yes, Greenman, it's very far!* Draw a picture in your book, or on the board, of you and Greenman in the car. Say *Now draw and colour you and your family in the car*. Encourage pupils as they work and ask questions about the people in their car and the colours they choose.

### **Game: Follow me!**

Tape the Unit 3 Flashcards around the room. Have pupils stand in a line behind you. Say *Come on! Let's go! Let's go to the ... school! It's (near)*. Repeat this short chant a few times so pupils know to join in. After you say the 'place', march toward that flashcard saying *Let's go to the school, let's go to the school*. When you reach the flashcard, say *Here we are! At the school!* Repeat with the other flashcards.

### **Game: The hoop game**

Play this game with the Unit 3 Flashcards. Follow the description on page 19.

## **Activity Book page 19 – Observe**

Review places in town from the unit. Then look at the Activity Book page and say *What can you see? (A playground.)* Introduce the concept of patterns by showing and comparing different patterns around the classroom, for example the pattern on items of clothing, or a school bag, or by showing the different patterns on leaves or other natural items. Pupils look at the activity in the book. Point to the leaf and help pupils find it in the main picture. Say *Now draw the pattern*. Show pupils how to copy the pattern of the veins on the leaf. Repeat with the pattern of the tree bark, the bird's markings, and the pattern on the butterfly's wings. Pupils could also colour the picture in.



**I look carefully.** Praise pupils for looking carefully and copying the patterns so well. Remind pupils how important it is to take time to look around carefully and learn from our surroundings. Pupils repeat the affirmation *I look carefully* with you.



**Now you!** Pupils can go outside and look for more patterns in nature. For example, they could make bark rubbings to investigate the pattern on the bark of trees. Alternatively, pupils can look for patterns in the classroom.



Help pupils appreciate the beauty of nature, the colours and the natural patterns they find around them.

# Lesson 5

## Lesson objective

To work on pre-writing skills and practise numbers through a song.

## Language



**New:** number 7; places in town

**Review:** colours; shapes; numbers 1–6

**Receptive:** Find (seven pencils). Count. Draw.

## Materials

Presentation Plus, PB page 43, manipulatives (crayons, pencils, blocks, cars, etc., 7 of each), Class Audio, crayons, pencils. Optional: PB page 44, A4 paper per pupil, Teacher Resources Worksheet 13, AB page 20

 Use Presentation Plus to do the activities. 



## Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

## Active time

### Warmer

Review or teach shapes and colours using the Routine Boards and numbers using the Flashcards on Presentation Plus.

Ask questions such as *How many people have a jumper on today?* Count the number of pupils together. Remember to choose items that amount to no more than seven.

### Game: Find the number

Have pupils sit in a circle. Put manipulatives, such as crayons, pencils, blocks, cars, etc., in the centre of the circle. Choose a volunteer. Say (*Lucía*), *find seven pencils, please*. Have the class join in to help count. Repeat this with different items and different pupils. Then, have pairs find groups of seven items together.

### Seven happy bees number song 1–7: Sing and count.

Say *Let's practise a number song*. Have the pupils sit or stand and tell them to listen for numbers. Play the song once, holding up your fingers for each of the numbers. Then go through the song in an echo form, saying each line and having the pupils repeat. Play the audio track again. Continue repeating the song until most of the class is singing the majority of the words, focusing on the number words.



## Seven happy bees

1, 2, 3, 4, 5, 6, 7.

7 honey pots.

Over there, near the shop.

1, 2, 3, 4, 5, 6, 7.

7 hungry bees.

Far away in a tree.

Don't worry, hungry bees!

Come on, quickly! You can eat!

1, 2, 3, 4, 5, 6, 7.

7 happy bees!



## Table time

Say the Table time chant (see page 11).



**Pupil's Book page 43. Worksheet 5: Count and draw what's missing.**

Show pupils page 43 and walk around to check that everyone is on the correct page. Say *Look at the bees! Let's count!* Count each group of bees. Act confused when you reach the missing group of two bees. Say *Let's help! Let's draw two bees, here!* Point to the space for the group of two. Monitor pupils as they draw the bees. When most children have finished, count out the series again, until you reach the missing group of six bees. Say *Oh, no! Let's draw six bees!* After you count the final group of bees, say *Seven bees – phew!*

## Goodbye

Follow the description on page 9.

### Extra activities



#### Pupil's Book page 44. Extra activity: Count the bees and the honey. Then colour.

Show pupils page 44 and check that they have all found the correct page. Say *The bees want honey! They are far but coming near! Let's count the bees.* Count the bees together. Then say *Where is the honey? Yes, it's here. Let's count the honey pots.* Count the pots of honey together. Then have pupils colour the picture. Monitor pupils as they work and ask individuals questions about colours, *far* or *near*, and other vocabulary that appears on the page.

#### Game: Draw seven!

Pass out a piece of A4 paper to each pupil, or have your helper do this. Say *Let's draw seven! I'm going to draw seven ... suns!* Draw seven suns on the board. *Now I'm going to draw seven ... clouds!* Draw seven clouds on the board. Say *Draw seven. Seven balls, seven toys, you decide.* Monitor as pupils work.

#### Teacher Resources Worksheet 13: Count and match.

Prepare one worksheet for each pupil in advance. Hold up your worksheet so that the pupils can see it and draw attention to the row of small pictures. Choose a pupil to model counting each of the groups of pictures. Say *Look, a rabbit. (Lucia), let's count.* Say *One. One rabbit.* Encourage the pupil to repeat. Choose a different pupil to count the second group of objects. Say *Look, swings. (Mario), let's count. One swing?* Shake your head. Model with your fingers the numbers as you count *One, two. Two swings.* Say *(Mario), count the swings.* Encourage the pupil to count with you *One, two.* Continue to model how to count each of the objects and have the pupils count all together as a class. Next, draw the pupils' attention to the second row of numbers. Say *What number?* Elicit the name of each number in turn. Indicate the rabbit and say *One, one rabbit. Where's the number 1?* Point to the number 1. Model drawing a line from the rabbit to the number 1. Monitor as pupils draw a line from each group of objects to the corresponding number.



### Activity Book page 20 – Practise

Review the names of places in a town. Look at the activity in the book and say *What can you see?* Pupils name the places they can see. Point out the forest on the outskirts of the town and teach the word *forest*, if you haven't done so before. Point to the forest fire and explain (in L1) there is a fire, and that pupils are going to help guide the fire engine to the forest to put it out. Tell them also that six forest animals have escaped from the fire and are hiding in different places. Pupils will find and circle these animals.

Review numbers 1–7, and ask pupils to point to each number in order on the page. Pupils then follow the numbers to draw the correct route for the fire engine. They first trace the route along the road with their finger, then draw a line with a pencil. Say *Now find the animals and circle!* Pupils find and circle the animal hiding at each place in town. Check this part of the activity by having pupils point and say, e.g. *There's a (badger) at the fire station.*



**I am helpful.** Praise pupils for helping the firefighters put out the fire by guiding them to the forest correctly. Tell pupils they also helped the animals by finding them, so they can be returned to the forest when the fire is out. Pupils repeat the affirmation *I am helpful* with you.



**Now you!** Hide some toys around the playground or classroom, so that pupils can play a game of *Find the toys*. If you have toy animals, pupils can imagine they are hiding from danger in the same way as the animals in the activity.



Help pupils appreciate the need for fire safety when in an outdoor space with lots of trees or plants. Remind them that if they have barbecues outside with their families, they should always make sure they are a safe distance away from overhanging trees, and that fires should always be put out completely before leaving a wooded space.



# Lesson 6

## Lesson objective

To consolidate all unit content.

## Language

**Review:** places in town; morning routines; rooms in the house; Big Book language structure

**Receptive:** *Don't look. What's your card? Find and stick.*

## Materials

Presentation Plus, Greenman Puppet, Big Book story Unit 3, PB page 45, Flashcards Units 1, 2 and 3, a clothes peg, Class Audio, Stickers Unit 3, crayons, pencils. Optional: AB page 21



Use Presentation Plus to play the games. 🌟



## Starting the lesson

Settle the class with an opening routine (see Teacher's Book pages 8 and 9).

## Active time

### Warmer

Review Flashcards from Units 1, 2, and 3 by holding each one up and saying the vocabulary word with the pupils. Say *What's this? Is it a (fire station)?* (wait for pupils to respond) *Oh! It's a hospital!* You may also wish to use the audio of the unit vocabulary to review as a class (Track 26).

### Game: The ostrich game

Use Unit 3 Flashcards to play this game. Follow the description on page 19.

## Story review

Say the Story time chant *It's story time, story time, open the Big Book and look inside* and motion opening a book. Reread the story, inviting the pupils to participate in saying the words or lines that they know.



Alternatively, you may want to play the story video.

## Table Time

Say the Table time chant (see page 11).



**Pupil's Book page 45. Worksheet 6: Find, stick and say.**

Help the children to find page 45 in the Pupil's Book and locate the stickers for Unit 3. Say *Find and stick the pictures.*

Have Greenman repeat each word several times while 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. When they have finished, have pupils point to each sticker and say the word.

## Goodbye

Follow the description on page 9.



## Activity Book page 21 – Care

Review some of the emotions pupils know, including negative ones, such as *sad, worried, hurt, and scared*. For each of the negative emotions, ask pupils (in L1) what things they can do to help their friends when they feel like this.

Pupils look at the jumbled sequence of pictures in the book. Say *Who is hurt? Point. Well done. Now, point to who helps him.* Then tell pupils (in L1) that the pictures are out of order. Give them time to think what order the pictures should be in, before asking pupils to point and show you. Pupils then number the pictures in order from 1–4. Point to the child who is helping and say *Now draw your head.* Pupils draw their own head and face into the pictures.



**I care for my friends.** Praise pupils for completing the activity correctly, and remind them how important it is to help and care for their friends, especially if they are sad or hurt. Pupils repeat the affirmation *I care for my friends* with you.



**Now you!** Pupils think about and share the times they have helped one of their friends. Praise pupils for any kind behaviour they have shown in the past and encourage them to continue to help their friends.



Help pupils understand they must be careful when playing outside, for example they must not climb trees that aren't strong enough to take their weight and only play near water when they are with an adult.

To end the unit, pupils circle the badger on page 2.

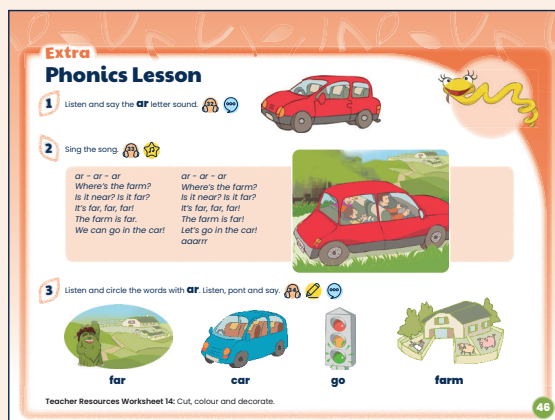
# Extra Phonics Lesson

## Lesson objective

To introduce a new phonics sound: 'ar' (car).

## Materials

Presentation Plus, PB page 46, downloadable Phonics Flashcards, Class Audio, crayons, pencils. Optional: Teacher Resources Worksheet 14, scissors



## Phonics time

### Warmer

Show children the *ar* Phonics Flashcard. Read the word, then segment the sounds. Say *Look at the picture. It's a car. Listen to the sound: ar. Listen and repeat: c-a-a-a-a-a-a-ar*. Point to the Phonics Flashcard and have pupils segment the word three times.

### Pupil's Book page 46. 1. Listen and say the *ar* letter sound.

Say the Table time chant (see page 11). Have pupils open their books to page 46. Say *Point to the car*. Say *car-ar-ar-ar* pointing to the picture. Play the audio and have pupils listen and repeat the sound and word.



ar - ar - ar car



### Pupil's Book page 46. 2. Sing the song.

Show pupils the picture in activity 2. Play the song. Point to elements of the picture to help pupils understand meaning. After playing the track three times, say it slowly, and have pupils repeat each line (while doing actions). Continue repeating (in different voices to hold interest). Then play the audio again until pupils are singing most of the words and doing the actions.



ar - ar - ar

*Where's the farm?* (Hold your hands out as if asking a question.)

*Is it near? Is it far?* (Point at the ground close to your feet, point into the distance.)

*It's far, far, far!* (Keep pointing to the distance, moving finger to the beat of the song.)

*The farm is far! We can go in the car!* (Make driving motions.)

ar - ar - ar

*Where's the farm?* (Hold your hands out as if asking a question.)

*Is it near? Is it far?* (Point at the ground close to your feet, point into the distance.)

*It's far, far, far!* (Keep pointing to the distance, moving finger to the beat of the song.)

*The farm is far! Let's go in the car!* (Make driving motions.)

arrrrr



### Pupil's Book page 46. 3. Listen and circle the words with *ar*. Listen, point and say.

Show pupils activity 3 in your book. Point to the first picture and say the word *far*. Say *Let's listen*. Play the audio and point to each picture. After listening once, say *Circle the ar sound*. Play the audio again and model how to circle the first word *far*. Give hints by smiling or nodding when the word has the *ar* sound and shaking your head when it doesn't. Review the correct answers together. Ask *Has 'car' got the 'ar' sound? (Yes). Has 'go' got the 'ar' sound? (No)*. Pupils listen to the audio again, point to the pictures and repeat the words.



far, car, go, farm

## Extra activities

### Teacher Resources Worksheet 14: Cut, colour and decorate.

Cut out a star for each pupil in advance (or have some helpers do this) and show an example of a decorated star. Revise the *ar* letter sound (*car, star, farm*).

Prepare a display for the classroom on dark blue cardboard with the title 'We are stars!', to stick the stars on when they have been completed. Give each pupil a star and have them colour and decorate it with different patterns. Make sure that they all write their names (or initials) on the back.

You could use the stars at the beginning of each class as part of your classroom routine. When pupils come into the classroom, they find the star with their name on and stick it to the display board to show that they are present.