

# Unit 3: I'm hurt!

## Lesson 1

### Lesson objective

To introduce the main vocabulary for the unit (the body).

### Language

**New:** arm, finger, foot, hand, leg, tummy; black, brown, white

**Review:** colours

**Receptive:** touch; *What is it? What colour is this? Where's (Greenman's arm)? Let's circle it with (brown).*

### Materials

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

Have Greenman take out the Units 1 and 2 Flashcards. Help the children do the motions/gestures and say the words.

#### Game: Run to the word

Greenman will take out the Unit 3 Flashcards. Act very excited about the new words. Take each flashcard out individually and say *Look! Arm! Repeat class, 'arm!' What is it? (Arm!)* While you say the word, use gestures to reinforce the concept. Repeat this process with each card.

See page 19 for a description of the game.

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



arm, finger, foot, hand, leg, tummy

### My body rap: Rap and touch

Say the Stand up chant *Stand up, stand up, 1-2-3. Stand up, stand up tall with me!*

Play the *My body* rap. Hold up the corresponding flashcard when you hear each vocabulary word in the rap. Play the audio while pointing to the different parts of the body. Encourage pupils to touch their body while they listen. Next, say the rap line by line, slowly, enunciating the words for pupils to repeat. Play the audio again and repeat the rap three times, or until most pupils are touching the correct parts of their body and saying some of the words.



#### My body

*Hello everyone.  
Let's do the body rap!  
Are you ready?  
Let's start!*

*Where's your hand?  
Hand, hand.  
Touch your hand!  
Hand, hand.  
And now it's time for ...*

**Repeat with:** leg, arm, finger, tummy, foot



 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 Unit 3 story. Say *What do we see? Oh, look! (Arm!)* Encourage pupils to repeat the words and point to the parts of the body. Direct pupils' attention to the items in the picture that are white, brown or black to present these colours. Say *It's windy. Look at Sam's scarf. It's white. Look at Nico's hat. It's black. Look at the leaves. They're brown.* 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: Look, circle and say the parts of the body.

Show pupils page 35 and walk around to check that everyone is on the correct page.

Play the *My body* rap (Track 28) again. Model how to point to each item in the picture while listening to the song.

Point to each of the circles around Greenman, Sam and Nico and ask *What colour is this? (Brown, red, black.)* Have Greenman say *Take out your crayons.* Say *Where's Greenman's arm? Is it this?* Point to the leg. Elicit the response *No.* You may add *No, it's a (leg)!* Repeat with the other parts of the body shown. When you get to Greenman's arm, say *Here! Greenman's arm! Let's circle it with brown! Show me a brown crayon.* Have pupils hold up the correct colour crayon. Repeat this process with the parts of the body for the other characters, using red for Sam and black for Nico. (Pupils circle Greenman's tummy with brown, Sam's finger and hand with red and Nico's leg and foot with black).

Sing the *My body* rap again. Have pupils point to each item in the book and then point to that part on their own body.

## Goodbye

Follow the description on page 9.

## Extra activities

### Pupil's Book page 36. Extra activity: Draw and colour Sam or Nico.

Show the pupils pages 18 and 19 in the Big Book and direct their attention to the pictures of Sam and Nico. Draw a simple version of one of them on the board. Have pupils choose either Sam or Nico to draw in their Pupil's Books. Have them colour their drawings and talk about the colours they are using for the characters' clothes.

#### Look and do.

The pupils will copy your motions while you chant the vocabulary word. Say *Do what I do.* Raise your arm and encourage pupils to raise their arms. Say *Arm, arm, arm, arm.* Repeat with the other parts of the body. Optional: choose a volunteer to model the motions.

### Activity Book page 16 – Observe

Introduce the word *cloud* by drawing a cloud on the board, or pointing to a cloud in the sky.

Use the pictures on the page to introduce the idea of seeing images in clouds.

Pupils guess the images in the clouds on the page – first orally. You may wish to teach a mime for each cloud, as well as point to the pictures.

Check understanding by pointing to the clouds. Pupils do the mime for a rabbit, a child running or a teddy.

Pupils match the clouds to the pictures, first with their fingers, then with a pencil.

 **I use my imagination.** Check the activity and praise pupils (in L1) for using their imagination to see the pictures in the clouds. Pupils repeat the affirmation *I use my imagination* with you.

 **Now you!** Pupils can go out into the playground to find clouds to look at. If there aren't any clouds in the sky, you could do a similar activity, looking at trees and tree stump shapes.

 Help pupils notice the different colours in clouds. Explain that black or grey clouds are full of water vapour for rain.

## Lesson 2

### Lesson objective

To present the key structure for the unit.

### Language

**New:** *What's the matter? My (leg) hurts. Yes, I can.*  
the body

**Review:** *up/down, happy/sad;* colours; numbers 1–4

**Receptive:** number 5; *Pass the ball. Stop! Can you move your (fingers)? What's this? Be careful! Circle the (sad) face.*

### Materials

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

 Use Presentation Plus to watch the story video. 



### 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: Pass the ball

Have pupils sit in a circle. Take out a soft ball from a hiding place. Place the unit flashcards in the centre of the circle, face down. Say *Let's play a game. Let's pass the ball.* Pass the ball to your right and motion for the pupils to continue doing the same. When the ball returns to you, say *Stop!* Pick up a flashcard from the centre, turn it over and say the word. Say *Now you!* Repeat the same process but this time stop on a pupil. Help the pupil to choose a card and say the word (help if he/she finds the word difficult). Practise one more time in the same way. Next, turn on lively music as the pupils pass the ball, and stop the music when you say *Stop!* Repeat until all the pupils have had a turn.

#### Listen and do.

Say *Can you move your (fingers)?* Wiggle your own fingers and model the response *Yes, I can.* Repeat with other parts of the body. You can exaggerate the gestures for 'move' to explain the verb. Optional: have a pupil, or pupils, lead the activity.

### 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 *I'm hurt!* Look at the first page of the story and elicit vocabulary learned in the previous lesson. Have Greenman ask *What's this?* Point to different parts of the body, model answers for the pupils to repeat. Ask about the people and things on the page, pointing out the black, white and brown objects as well. Turn to the first page of the story text. Say *Look, Sam is going up and down.* Greenman says *Yes, up and down! But be careful!*

Read the story or play the audio version (Track 29), pausing to use facial and hand gestures to help convey meaning.

 Alternatively, you may want to play the story video.



#### I'm hurt!

Sam, Nico and Greenman are going for a walk in the forest. It's a windy day. They are very happy.  
*'I like the forest! I go up and down!'* says Sam.  
*'I like the forest! I go up and down!'* says Nico.  
*'Up, down! Up, down!'*  
*'It's a windy day. Remember, be careful!'*  
says Greenman.

*'Be careful!'* says Greenman.  
*'Oh, no! I'm hurt!'* says Nico.  
*'I can help!'*  
*'My leg! My foot!'*

'Be careful!' says Greenman.  
'Oh, no! I'm hurt,' says Sam.  
'I can help!  
'My hand! My finger!

'What's the matter, Nico?' says Greenman.  
'My leg hurts.'  
'Can you move your leg?'  
'Yes, I can.'  
'Good! But your leg is dirty. Let's clean it  
and put on a plaster.'  
'I've got a plaster!' says Sam.

'What's the matter, Sam?' says Greenman.  
'My hand hurts. My finger hurts.'  
'Can you move your fingers?'  
'Yes, I can.'  
'One, two, three, four ... four fingers! Oh, no!  
You are hurt!' says Greenman.

'No!' says Nico.  
'One, two, three, four, five! Five fingers!  
Your finger is dirty.'  
'Let's clean it and put on a plaster,'  
says Greenman.  
'Remember, be careful!'

### Game: What's the matter?

This game practises the language seen in the story. Act as if you have hurt your leg, exaggerate your facial expressions so that this is clear for the pupils. Have pupils say *What's the matter?* (You may wish to have Greenman say this for pupils to repeat the first time.) Say *My leg hurts*. Call up a volunteer to act out that they have hurt another part of the body. Model for the whole class, or one pupil, to ask (*Lucia*) *what's the matter?* Help the pupil to respond *My (hand) hurts*. Repeat until many of the pupils have had a turn.

### Table time

Say the Table time chant (see page 11).

### Pupil's Book page 37. Worksheet 2: Look and circle the correct face.

Show pupils page 37 and walk around to check that everyone is on the correct page. Focus pupils' attention on the first picture by pointing to it and holding the book up. Say *Is Nico happy? No, he's sad. Now circle the sad face*. Monitor as pupils complete the activity individually, then review the answers as a class.

### Goodbye

Follow the description on page 9.

### Extra activities

#### Pupil's Book page 38. Extra activity: Draw and colour yourself.

Prepare in advance an example of the activity, either drawing a picture of yourself on the board or personalising the picture on page 38 by adding your hair, glasses, etc. Show pupils your completed picture. Say *Look, it's me! Now draw you!* Monitor as pupils complete the activity and ask questions about the different parts of the body. Allow time for them to colour their pictures.

#### Teacher Resources Worksheet 11: Cut and stick.

Pass out the worksheet or ask your helper. Hold up a worksheet and point to the parts of the body that are featured in the smaller pictures. Say *What's this?* Elicit the vocabulary (*finger, leg, foot*). Model the activity, then let pupils work on their own to cut and stick the smaller pictures onto the characters.

Volunteers could act out being the children in the pictures, as Greenman asks them *What's the matter?*

#### Activity Book page 17 – Find and make

Pupils find natural materials and use them to make a collage of a stick person. Pupils can find some of the natural materials outside, either before or during the lesson, or alternatively bring the materials to class for pupils to find. Pupils will need to find: a stick with a fork at the end, a straight stick, leaves, acorns or small conkers, feathers.

Use the natural materials to make a collage picture on the floor of the classroom (e.g. inside the class circle at circle time). Pupils guess what it is.

Use the individual pictures in the book to talk about the different natural materials in English and LI. Point to the natural stick person collage in the book and tell pupils they are going to make one with the natural materials. Direct pupils' attention to how the materials are used in the example in the book.

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 circle it.

 **Now you!** Pupils make their stick people with the materials they find.

 **I am creative.** Praise pupils for their stick people. Tell pupils they are creative because they have used their ideas to each make different looking stick people. Pupils repeat the affirmation *I am creative* with you.

 Encourage pupils to return any items they found outdoors after they have made their stick people – and help them understand that some of the items are seeds (acorns), or provide goodness for the soil (flowers, grass and leaves).

## Lesson 3

### Lesson objective

To introduce a contrasting concept (clean/dirty), and a value (being careful).

### Language

**New:** *clean/dirty; Your/My (leg) is (dirty)! Let's clean it! What's the matter? My (leg) hurts.* the body

**Review:** colours

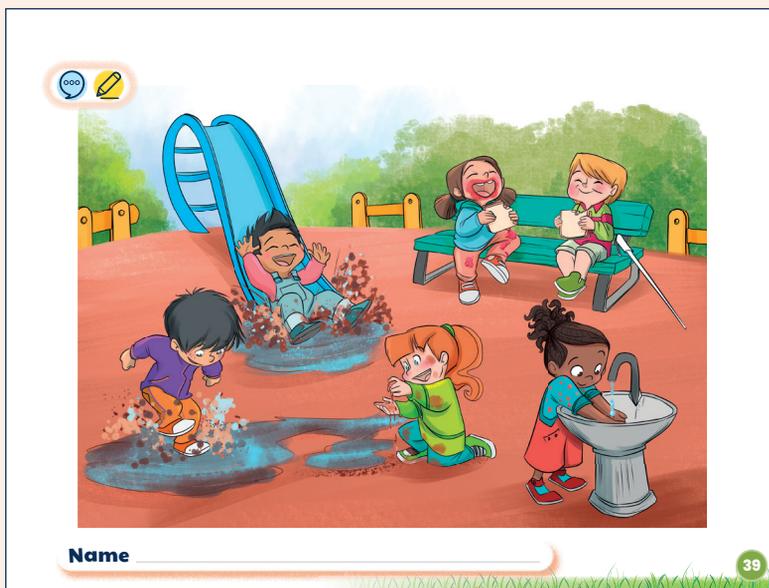
**Receptive:** *Show me. Let's glue the (head). Circle him/her! Don't circle him/her! Be careful!*

### Materials

Presentation Plus, Greenman Puppet, Big Book story Unit 3, PB page 39, Pop-outs Unit 3, Class Audio, facecloth, glue sticks, crayons, pencils. Optional: PB page 40, Teacher Resources Worksheet 12, AB page 18



Use Presentation Plus to do the activity.



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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

Practise the game from Lesson 2 *What's the matter?* to review language.

#### Listen and do.

Say *Greenman is dirty! Let's clean Greenman.* Act as if you are cleaning Greenman's body, saying the parts of the body. Have pupils stand up (say the Stand up chant on page 10). Make a circular motion, as if you are including everyone and say *Let's clean our legs!* Repeat with the other vocabulary words.

### 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 to show the parts of the story where we can see Greenman and his friends either *clean* or *dirty*. Say *Nico's leg is dirty*. Have the pupils repeat the sentence, or just the word *dirty*. Do this again with *Sam's finger is dirty*.

Review the unit vocabulary using the Big Book. You may call on individual pupils to come up and point things out in the book. Allow pupils to point rather than say the word if they are shy.

Reread the story or listen to the audio (Track 29).



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

### Do a role-play.

Show the Big Book picture of Nico's dirty leg on page 22. Say *Nico's leg is dirty*. Scrunch up your nose, say *Is your leg dirty?* Look at your own leg and say *Oh no, my leg is dirty! Let's clean it!* Act out washing your leg with a facecloth or piece of fabric and encourage pupils to 'wash' their own leg. Then say *My leg is clean!* Call up a volunteer to say a dialogue with you. Say *Oh, your leg is dirty! Let's clean it!* Act out washing the pupil's leg. Whisper the line *Thank you. My leg is clean!* for the pupil to repeat. Call up a second volunteer, use your hands to gesture as you say *You be me*. Now, whisper the lines to each pupil for them to repeat. When this group finishes, say *Well done!* for the class to repeat. Call up two more volunteers. Whisper the lines to them if necessary and repeat the process with a different part of the body. Continue until the children are saying many lines on their own and lots, or all, of the pupils have had a chance to participate.

### 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: a torso onto which they can attach a head, arms and legs. Help the pupils to say the parts of the body and hold each one up as they say the words.

Show pupils how to take out the pop-out pieces carefully. Monitor as they do this and help as needed.

When all the pupils have finished, say *Show me the body*. Model holding up the pop-out. Say *Show me one arm*. Model with your own pop-out. Repeat with *Show me two arms*. Practise this with the head and legs as well. Continue until the whole class is participating in holding up their pop-outs and saying the parts of the body. Then, say *We're ready to glue. Show me the head*. (pause) *Let's glue the head*. Model how to connect the piece to the torso. Repeat the process with the other parts, or let the pupils finish on their own. When they have finished, model how to practise pointing and saying the parts of the body.

Remind pupils how to put away their pop-outs (in individual envelopes or in a common place in the classroom).

### **Pupil's Book page 39. Worksheet 3: Say clean or dirty. Circle the dirty children.**

Show pupils page 39 and walk around to check that everyone is on the correct page. Point to the picture of the child jumping in a puddle. Say *Is he clean or dirty?* The pupils will answer *Dirty*. Say *Let's circle him*. Next gesture to indicate all of the pictures and call on a pupil to come up and point out another 'dirty' child. Say *Let's circle him/her!* Point to a picture of a 'clean' child. Say *Is he/she dirty?* Pause for them to answer *No! He's/She's clean!* Say *Don't circle him/her!* Motion for 'don't circle', shake your finger 'no'. Continue the process until the pupils have completed the activity.

### **Goodbye**

Follow the description on page 9.

### **Extra activities**

#### **Pupil's Book page 40. Extra activity: Trace and colour the picture.**

The pupils will trace and colour the lines of the water to help the boy wash his hands. Say *We need water to wash*. Do actions for turning on a tap and washing your hands; have the pupils do the same. Next, hold up your book and show how to colour in the water, first with your finger, then with a blue crayon. When the pupils have finished, say *Now, colour the picture*. Monitor as pupils complete the activity.

#### **Game: Let's clean it!**

Review classroom and body vocabulary with the contrasting concept clean/dirty. Greenman says *Oh no! The (chair) is dirty!* Say *Let's clean it!* Take out a facecloth from a hiding place or from your pocket and wipe the chair quickly. Greenman says *Now the (chair) is clean!* Greenman says *Oh no! My (hand) is dirty!* Say *Let's clean it!* Use the facecloth to clean Greenman's hand. Then Greenman says *Now my (hand) is clean!* Next, call some volunteers up to clean something. Repeat the same process, inviting the pupils to clean the item(s). You may also choose to have a pupil interact with Greenman and say your line *Let's clean it!*

### **Value activity: Being careful**

Pretend to walk on a tightrope, wobbling from side to side. Have Greenman say *Be careful!* Reply *OK, Greenman*. Pretend to pick up something very heavy. Have Greenman say *Be careful!* Say *OK, Greenman*. Point out parts of the story when this value appears, for example, say *Be careful, Sam!*

Ask pupils in L1 why they think Greenman says *Be careful!* (because he doesn't want the children to get hurt). Pupils can tell you about times when someone said *Be careful!* to them.

### **Emotions: Being hurt**

Look again at the places in the story where Sam and Nico are hurt. In L1, ask pupils about times when they hurt themselves. Talk about what part of the body they hurt, how they felt and what made them feel better.

### **Teacher Resources Worksheet 12: Look and circle.**

Pass out the worksheet, or ask your helper. Say *Look at the girl, her finger hurts*. Point to the girl and her finger in the picture. Say *What does she need?* Point to the picture of the hand offering a ball. Say *Does she need a ball? No. Does she need a plaster? Yes! Circle the hand with a plaster*. Model how to do this on your own paper. Repeat the process with the next picture.

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

Review the parts of the body vocabulary and the names of any animals pupils know.

Use a torch to introduce the idea of shadows. Then make different shapes with your hands, and help pupils notice the different shapes of the shadows. Make some different animal shadows for them to guess.

Direct pupils' attention to the pictures in the book and elicit the different animals they can see in the shadows (bird and rabbit). Then they find four more differences and circle all the differences with a pencil.

 **Now you!** Ask different pupils to make shadow pictures for the rest of the class to guess. Pupils can also make shadow art by drawing around shadows. They could go outside on a sunny day and draw around each other's shadows at different times of day, noticing how the size of the shadows changes.

 **I can do it.** Say *Well done!* after pupils make their shadow pictures. Pupils repeat the affirmation *I can do it* with you.

 Help pupils understand the importance of sunlight for plants to grow. They can plant their own plants in areas of the school garden where it's the sunniest, or on a sunny windowsill.

# Lesson 4

## Lesson objective

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

## Language

**New:** round; Put your (hand) in/out. Shake it. Move your hand up. Turn around. the body

**Review:** up/down; colours

**Receptive:** Let's make a (circle). What comes next? Draw the (hand).

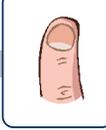
## Materials

Presentation Plus, PB page 41, Flashcards Unit 3, Class Audio, crayons, pencils. Optional: PB page 42, plasticine, AB page 19

 Use Presentation Plus to watch the action song video and the Forest Fun Activity Book yoga video. 





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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

Use the Unit 3 Flashcards to review the vocabulary.

### Game: Move your body

This game will help prepare pupils for the Unit 3 action song. The main concepts are 'in', 'out' and the parts of the body. If the pupils are not already in a circle, say *Let's make a circle*. Have pupils hold hands to spread out and form a circle.

Stand in the inside of the circle and say *This is 'in'*. Go outside the circle and say *This is 'out'*. Say *Show me your hand*. Show the pupils how you put your hand up. Say *Now put your hand 'in'*. Model putting your hand inside the circle. Say *Put your hand 'out'*. Model holding your hand outside the circle. Repeat with different parts of the body.

### In and out 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 (*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 song line by line. Then, play the audio track and do the actions together. Repeat until all of the class is participating in each action and singing some of the words.



## In and out

*You put your hand in.*  
(Move the hand to the centre of the circle.)

*You put your hand out.*  
(Move the hand outside of the circle.)

*Round and round.*  
(Move the hand in a circular motion.)

*Shake it all about!* (Shake the hand.)

*Move your hand up and turn around.* (Move the hand up and turn your whole body round.)

*In, out, in, out. Stop!* (Move the hand in and out of the centre quickly, stamp your foot.)

Repeat with: *leg, arm, finger, tummy, foot*



## Table time

Say the Table time chant (see page 11).

## Pupil's Book page 41. Worksheet 4: Draw what comes next.

Show pupils page 41 and walk around to check that everyone is on the correct page. Draw on the board a sequence of shapes: circle, square, circle, square, circle, and a blank space. Say the series aloud, then ask *What comes next?* Help the pupils to say *Square*. Draw a square in the blank space on the board. Direct the pupils' attention to page 41 and the first series of pictures. Say *Look: foot, hand, foot (pause) what comes next?* Elicit the answer *hand*. Say *Draw the hand*. Model in your own book or on the board. Repeat with the next two series of pictures (pupils draw a finger and a foot).

## Goodbye

Follow the description on page 9.

## Extra activities

### Pupil's Book page 42. Extra activity: Draw your favourite action in the song.

Sing the *In and out* action song (Track 30) again and ask the pupils which action they like. Do the action and say *I like to shake my leg*. Show a 'thumbs up' and smile. Ask *What do you like, (Mario)?* Help the pupil to say an action. Ask several pupils.

Show a prepared drawing of the action 'shake your leg'. Say again *I like to shake my leg*. Shrug your shoulders and point to the pupils as you say *What do you like? Draw*. Model drawing a picture.

Have pupils open their Pupil's Books to page 42 and make sure everyone is on the correct page. Walk around the class to be sure each pupil has understood. When they have finished, you may choose to have the children share their pictures with the class.

### Make a plasticine body.

Before passing out plasticine, make an example in front of the class. Show pupils how you can make a body by pinching and pulling the plasticine and not necessarily breaking it up into pieces. Say *Look. What is it?* Begin to form a body from the plasticine. When you are finished, say *Where's the (leg)?* Have volunteers come up to point to the correct part.

Prepare to pass out a ball of plasticine to each pupil and say *One, two, three hands on your knees*. Show the class how they should keep their hands on their knees until they have permission to begin. When everyone has plasticine, look around and say *Look. Ready? Go*. Say this in a calm voice so that pupils know there is no need to rush. Observe the pupils as they work and help those who are struggling. Ask questions about different parts of the body as you walk around, engaging individual children.

When the pupils have completed their plasticine models, call out the parts of the body and have them point to them on their models. At the end of the activity, collect all of the figures and congratulate each pupil on their model.

## Activity Book page 19 – Feel

Look at the activity in the book. Teach the word *tree* and explain that the children are doing the tree yoga pose. Pupils then do the activity – tracing around the tree and drawing themselves doing the pose.

  **Now you!** Pupils stand up and do some stretching exercises with you. You can also do some simple yoga poses with them – reviewing ones pupils learned in the Starter Level, as well as the bee pose from Unit 1. Demonstrate the tree yoga pose and ask pupils to copy you. Ask pupils to think of calming thoughts as they do the pose, e.g. birds singing in their tree, butterflies fluttering around. Pupils can watch the video for more practice. You may wish to review numbers 1–4 and pre-teach numbers 5 and 6 before you watch.

 **I feel good.** Say *Oh, it's good to be a tree. I feel good. I feel calm*. Ask pupils in L1 if they feel calm, too, and encourage them to say *Yes*. Pupils repeat the affirmation *I feel good* with you.

 Help pupils learn about the importance of trees and looking after them. Explain that trees provide a home for lots of animals.

# Lesson 5

## Lesson objective

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

## Language

**New:** number 5; the body

**Review:** shapes; colours; numbers 1–4; animals

**Receptive:** *How many (legs)? Let's draw a line. Let's trace the numbers.*

## Materials

Presentation Plus, PB page 43, Flashcards Unit 3, Class Audio, crayons, pencils. Optional: PB page 44, groups of 5 classroom objects (books, pencils, crayons), homemade number cards 1–5, Teacher Resources Worksheet 13, AB page 20

 Use Presentation Plus to do the activities. 



The activity page features five hand gestures in circles, each representing a number from 1 to 5. Below the gestures are five dotted numbers (1, 2, 3, 4, 5) with arrows indicating the starting point and direction for tracing. At the top left, there are icons for a star, a speech bubble, and a pencil. At the bottom left, there is a 'Name' field. At the bottom right, there is a small green circle with the number 43.

## Starting the lesson

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

## Active time

### Warmer

Review shapes, colours and numbers 1–4 (you can use the Routine Boards and the Flashcards on Presentation Plus).

Review parts of the body and numbers by counting how many of each part you have. Then call up two pupils and count how many of the parts of the body there are in total. Point to your own legs and say *There are two legs. One, two. (Lucía), come here please. How many legs? One, two, three, four.* Repeat with other parts of the body (arms, hands, tummy, feet, but not fingers).

### Count to five.

Look at your hands, legs and arms and say *Where are there five?* Count your arms, legs, hands, tummy, feet again and finally say *My fingers! Look, one, two, three, four, five!* Point to different pupils and have them count their own fingers (only on one hand). Give several (or all) of the pupils a chance to participate individually.

### Five fingers number song 1–5: Sing and count.

Pupils will continue to practise counting on their fingers with a new song. Play the song once, holding up your fingers for each number. When the song says 'and 5', act surprised and then confident (nod your head as if you feel proud).

Say the song without the audio track, pausing after each line to look at the pupils and be sure they are following along and moving

their fingers. Practise this way twice, then play the song again for pupils to join in with the words and actions. Continue repeating the song until all of the pupils are singing most of the words and all of the numbers.



## Five fingers

1, 2, 3, 4 and 5!  
Count with me, count to 5!

Move 1 finger: 1, 1!  
Move 2 fingers: 2, 2!  
Move 3 fingers: 3, 3!  
Move 4 fingers: 4, 4!  
Move 5 fingers: 5, 5!

1, 2, 3, 4 and 5!



## Table time

Say the Table time chant (see page 11).



**Pupil's Book page 43. Worksheet 5: Count, match and trace.**

Show pupils page 43 and walk around to check that everyone is on the correct page. Point to the first hand and say *Let's count the fingers, one, two, three, four! Point to number 4. Yes, now let's draw a line.* Show how to draw a line from the four fingers to the number 4. Do the same with the other pictures/numbers, or, if you think pupils can complete the activity independently, gesture drawing lines and say *Draw the lines.* Then point to the numbers and say *1, 2, 3, 4, 5. Let's trace the numbers.* Show how to follow the arrows

to do this. Give the pupils time to trace the five numbers while you walk around and monitor.

## 👋 Goodbye

Follow the description on page 9.

### 📖 Extra activities

#### Pupil's Book page 44. Extra activity: Draw and colour five animals.

Say *Look at the animals*. Elicit or review the names of the animals, which pupils learnt in Starter Level (*dog, bird, cat, fish and turtle*). Say *Let's draw*. Draw each of the animals on the board and then count them *One, two three, four, five*. Have pupils draw and count the animals (one animal in each space of the frame). Monitor as pupils complete the activity. If they prefer, pupils could also draw five of one animal, e.g. five fish.

#### **Game: Find the number**

Prepare different classroom objects (pencils, crayons, books, etc.), making sure you have at least five of each. Place the objects in the centre of the circle. To play the game, follow the description on page 18.

#### **Listen and chant.**

Say the following lines while pointing to each item on your own body. Say the lines as a military-style chant and act like a soldier (a bit stiff and formal). Have the pupils repeat after you: *One nose, two legs, one tummy, two feet, two arms, two hands, five fingers*.

#### **Teacher Resources Worksheet 13: Trace your hand.**

Pass out the worksheet or ask your helper. Hold up a sample worksheet and show how to hold your hand to the paper and trace with the opposite hand (you may want to do this on the board). Be sure to show that the pencil (or marker) is very close to your hand while you trace. Monitor and offer help as pupils trace their own hands. You may wish to have them count their fingers and decorate their hand print when they have finished tracing.

### Activity Book page 20 – Practise

Review colours and numbers with the class.

Demonstrate the activity: choose five coloured crayons. Point to the paint blobs on the page, and say *Hmm, I think I is ... (red)!* Colour the blob. Repeat with the other blobs. Pupils choose five colours and colour in the key. Make it clear that they do not have to choose the same colours as you.

Model how to colour in the main picture to match the key.

Pupils compare their pictures to see the different effects that different colours have produced.



**I try hard.** Pupils look at their pictures. In L1, ask if the activity was easy or difficult. Praise them for their efforts. Pupils repeat the affirmation *I try hard* with you.



**Now you!** Pupils can go outside and try to find five insects or spiders. Make sure they understand that they can look at these creatures, but shouldn't touch them or pick them up as they might hurt them.



Help pupils understand they must not touch and break a spider's web. Explain that a web is a spider's home.

# Lesson 6

## Lesson objective

To consolidate all unit content.

## Language

**Review:** the body; Big Book language structures

**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, Class Audio, Stickers Unit 3, 2 clothes pegs, 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 (slide)?* (wait for pupils to respond) *Oh! It's a leg!* Exchange different vocabulary words and then confirm the correct answer. You may wish to use the audio of the Unit 3 vocabulary to review (Track 27).

### Game: What's my card?

Bring two volunteers to the centre of the circle. Use a clothes peg to attach a flashcard to one pupil's back, make sure he/she doesn't turn around or look at the flashcard. Do the same with a different flashcard on the back of the other volunteer. Say *Don't look!* Show each volunteer the other one's back so they know what the flashcard is. Make sure that they each know the word, if not whisper it to them. Say *Now, (Lucía), what's your card?* Say *Is it a (hand)?* Point to your hand. Have the pupil repeat the question. Help the other pupil to answer *yes* or *no*. Have the pupils take turns asking questions until they guess their own flashcard. Repeat several times with different volunteers.

## 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 pupils to find page 45 in the Pupil's Book and locate the stickers for Unit 3. 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. 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 *happy, sad, excited, worried* and *hurt*). Pupils look at the page and decide if the insect is happy/excited or sad/hurt. Explain that he needs a place to rest, and introduce the idea of the insect hotel. You could bring an insect hotel to class to show pupils, or use photos.

Show pupils how to help the insect find the hotel by tracing the path through the maze. Pupils trace the path, first with their fingers, then with their pencils.

 **I care for animals.** Praise pupils for helping the insect find shelter. Pupils can also think about other ways they can care for insects, pets or wild animals. Pupils repeat the affirmation *I care for animals* with you.

 **Now you!** Pupils can make an insect hotel from sticks, leaves, toilet rolls, bark, etc in an old plastic bottle. They can look at it every day and notice what insects are using it.

 Help pupils understand why animals need a habitat, and what we can do to protect their natural habitats.

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

# Extra Phonics Lesson

## Lesson objective

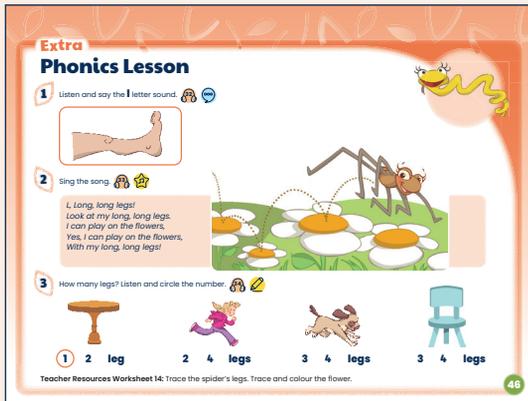
To introduce a new phonics sound ('l').

## Language

New: *leg, long*

## Materials

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



## Phonics time

### Warmer

Show pupils the / Phonics Flashcard. Read the word, then segment the sound. Say *Look at the picture: There is a leg. Listen to the sound: l. Listen and repeat: l-l-l leg.* Point to the Phonics Flashcard and say the sound and word three times, asking different pupils to repeat after you.

### Pupil's Book page 46. 1. Listen and say the /l/ letter sound.

Have pupils open their books to page 46. Say *Point to the leg* and model pointing to the leg in activity 1. Have Greenman say *l-l-leg, l-l-long, l-l-look, l-l-leg, l-l-long*, stretching out the 'l' sound as much as possible. Play the audio and have pupils listen and repeat the sound and word. Play the track three times.



*l - l - l leg*

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

Show pupils the picture in activity 2. Play the song. Point to items in the picture to help pupils understand meaning. After playing the track three times, say it slowly, and have pupils repeat each line, while looking at the picture. Continue repeating until pupils are saying at least the *long, long legs* part of the song.



*L, Long, long legs!  
Look at my long, long legs.  
I can play on the flowers,  
Yes, I can play on the flowers,  
With my long, long legs!*



### Pupil's Book page 46. 3. How many legs? Listen and circle the number.

Show pupils activity 3 in your book. Elicit the names for each of the pictures (*table, girl, dog and chair*). Say *Now listen. How many legs?* Play the audio, pause after the first sentence and say *Table. How many legs?* Elicit the answer *One*. Say *Yes, one leg. Let's circle.* Model circling the number 1 in your book. Play the rest of the audio, pausing after each section to say *Circle the number.* Review the activity as a class.



*A table. One leg.  
A girl. Two legs.  
A dog. Four legs.  
A chair. Three legs.*

## Extra activities

### Teacher Resources Worksheet 14: Trace the spider's legs. Trace and colour the flower.

Prepare one worksheet for each pupil in advance. Say the / letter sound and the word *legs*. Then point to the spider's legs on the worksheet and say *Trace the spider's legs*. Model how to trace using an example worksheet. Next say the word *legs*, emphasising the / sound and have the pupils repeat. Do the same for the flower, then have the pupils colour the flower.