Lesson 1: Think about it

What do we do at school?

Learner’s Book pages: 10–11
Activity Book pages: 4–5

Lesson objectives

Listening: Listen to a poem and a conversation, follow directions, listen for information.

Speaking: Have a conversation with a friend, practise theme vocabulary.

Reading: Recite and read a poem, read classroom labels (theme vocabulary) and a treasure hunt list.

Writing: Write yes and no, write numbers, select and write words to complete a poem.

Critical thinking: Analyse the differences between a poem versus a story, organise information into charts.

Language focus: Singular and plural nouns: chair, chairs; possessive adjectives: my, your; adjective order: a blue pencil

Vocabulary: school, table, chairs, books, pencils, rulers, crayons, lunchbox, clock, door, whiteboard, alphabet chart, computers, friend (colour, number, alphabet review)

Materials: Large sheets of paper and markers; classroom objects or pictures: book, pencil, ruler, lunchbox, crayon; a set of word labels for vocabulary items above; Classroom rules poster (use the illustration on Learner’s Book page 10 or make a larger version).

Learner’s Book

Warm up

• Ask each learner: What’s your name?
• Ask the class to clap and chant a variation on the Welcome chant (using learners’ names), Teacher’s Resource, page 19. At the end of each verse, learners wave and say: Thank you!
• Who are we? Talk about the different learners. Ask: Are we all the same? How are we different? Elicit answers from the class.

Introduce vocabulary

• Use objects or pictures to introduce book, pencil, ruler, lunchbox, crayon.
• Say: Look and listen. Hold up each object, say the word. Learners repeat after you.
• Attach word labels to classroom items. Then point to the object and ask: What’s this?
• Introduce a Classroom rules poster as a list of rules (See Learner’s Book page 10 for poster reference). Learners repeat Look and listen as they point to their eyes and ears. Then they say and act out the rest of the poster.

1 Read and listen

• Open books at page 10. Learners point to and name objects they see in the picture. Write the objects they name on a chart on the board or a large piece of paper. Add a small sketch after each word. Together, read the chart.
• Point to the poem. Say: Read and listen.
• Play the audio a few times. Pause for learners to repeat each line and point to the objects in the picture.
• Practise reciting the poem together as you point to the objects in your classroom.
• Critical thinking: Ask learners to read the poem again and ask what makes a poem, e.g. rhyming words, text divided into lines. Ask them to find the two words that rhyme: school and rules.

Audioscript: Track 3
Speaker: Hello, school!
Tables and chairs
A list of rules
Books and crayons
Hello, school!

2 What’s in the classroom?

• Point to the small pictures. Say: Find a blue pencil. Learners find a blue pencil in the big picture and repeat the words: A blue pencil. Repeat for a green ruler and a red lunchbox.
• Ask the learners to find additional objects: a yellow pencil, a black crayon, a purple book, a yellow chair.

3 Making friends

• Learners look at page 10. Introduce the two girls in the picture (Anna on the left, and Maria on the right).
• Say: Listen. How old are the children? Play the audio. Point to each girl as you listen to her lines.
• Hold up six fingers when Anna says, I’m six.
• Play the audio again. Pause and have learners repeat each line.
• Divide the class into two groups. Play the audio again. Group A repeats Anna’s lines. Group B repeats Maria’s lines. Switch roles and repeat.

Audioscript: Track 4
Anna: Hi. I’m Anna. What’s your name?
Maria: My name is Maria. How old are you?
Anna: I’m six.
Maria: Me too!
Anna: I like your lunchbox.
Maria: Thank you!

Answers
Anna and Maria are six years old.