Lesson 1

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

Language
New: shop, restaurant, playground, hospital, school, fire station
Review: weather, shapes, colours, numbers 1–6
Receptive: Repeat, Touch, Trace

Materials
Routine Board, Greenman Puppet, Big Book story Unit 3, PB page 35, Flashcards Unit 3, CD1, pencils, Greenman stamp. Optional: PB page 36, sticky tape, Wordcards Unit 3

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, Tidy up song: CD1.06, Happy Birthday song: CD1.07, Goodbye song: CD1.08

Active time

Warmers

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 each one out individually and say, for example Look! (School!) Repeat class, (school!) Use gestures to reinforce the concept (for example, using your hand to motion around you to express a ‘school’). Repeat this process with each card.

Game: Listen and touch the words.

Have pupils sit in a large circle and place the flashcards face up in the centre of the circle. Choose a volunteer to model the game with you. Have Greenman say a vocabulary word (for example, restaurant), and run with the volunteer to touch the word. Exaggerate your movements to clearly show the volunteer what to do.

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

Say Well done! Class, repeat (restaurant). Now, call on two pupils to ‘run’ to the next word. Repeat with each flashcard and different groups of pupils. Encourage pupils to say Good job! after their classmates’ turns.

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

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

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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 … put on glasses, move your hair, 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 saying most of the lines. You may choose to have the pupils change roles halfway through.

**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, act like you’re eating from a plate.)

**The restaurant is over there.** (Act as if you’re eating from a plate, point as if you’re pointing 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** (Act as if you have a very sore tummy.)

**School** (Act as if you are writing on your opposite hand.)

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

**Shop** (Put thumb to fingers in each hand and move back and forth.)

**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 page of the story. Say *What do we see? Oh, look! The street, a shop, the fire station. 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.

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 35. Worksheet 1: Trace with the correct colour 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 Orange.* Say *Yes, let’s trace orange around the 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 and stamp the completed page with the Greenman stamp.

**Goodbye**

- Follow the description on page 12.

**Extra activities**

**Pupil’s Book page 36. Optional worksheet: Trace and colour the street.**

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 *Let’s trace and colour the street. Look, the street.* Trace the street with your finger in your own book so that the class can see. Show the pupils how to trace the lines of each street on the map. When pupils are finishing their tracing, say *Let’s colour the streets with good lines.* Model how to draw nice, solid lines, rather than colouring using a back and forth motion with the crayon. Offer support and monitor as pupils work. Stamp the completed page with the Greenman stamp.

**Game: Follow me!**

Tape the unit flashcards around the room. Have pupils stand in a line behind you. Say *Come on! Let’s go! Let’s go to the … school!* 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! In the school!* Repeat with the other flashcards.
Lesson 2

Lesson objective
To present the key structure for the unit.

Language
New: Where is (Greenman/the honey)?
There's (honey) in the (restaurant), There isn’t (honey) in the (hospital), places in town
Review: weather, shapes, colours, numbers 1–6
Receptive: Circle

Materials
Routine Board, Greenman Puppet, Big Book story Unit 3, PB page 37, Flashcards Unit 3, CD1, crayons, pencils, soft ball, Greenman Stamp. Optional: PB page 38, TRB Photocopiable 11, scissors, Wordcards Unit 3

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, Tidy up song: CD1.06, Happy Birthday song: CD1.07, Goodbye song: CD1.08

Active time
Warmers
Review the vocabulary using the flashcards from Unit 3.

Listen and find.
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). (Lucía) 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.

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 on the first page 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 (honey) in the (shop)? Yes, there is./ No there isn’t.

p.19
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.

p.20
‘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 Sam. '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!' says Sam.

'Hello, we're looking for our friend,' says Sam. 'He's big and green. Is he here?'
'No, he isn’t, sorry,' says the policeman. '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 12).

Pupil's Book page 37. Worksheet 2: Look, say and circle the places with 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? 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. Repeat this process with the other pictures. When you have spoken about each one, say Let’s circle the places where there's honey. The pupils should be able to work on this 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 12.

Extra activities

Pupil's Book page 38. Optional worksheet: Trace and draw your favourite shop.

Show pupils page 38 in your book and walk around to check that everyone has found the correct page. 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 or trousers on the board) Draw what you want in the shop. I’m going to draw (lego toys) because I like (lego toys). What do you like (Lucia)? Elicit responses from pupils and talk about some ideas for the shop. Say Let’s draw. Show pupils your own drawing and monitor as they work.

Teacher’s Resource Book Photocopiable 11: Colour and trace. Then cut and play Where is Greenman?

Prepare one photocopiable for each pupil in advance. Hold up your photocopiable so that the pupils can see it and draw attention to the town and each different place in the town. Point to the shop and elicit the word. Say What's this? Restaurant? No. Fire station? No. Shop? Yes! It's the shop! Repeat with the other places in the town. Then say Let's colour the picture and colour Greenman. Model how to cut out the picture of Greenman and monitor as the pupils do this. (You may wish to do this in advance and give each pupil the already cut-out pictures from the beginning of the class.) 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 (Lucia), where's 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.

Optional: With stronger classes or fast finishers you may want to also model how to trace the first letter of the words.
Lesson 3

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

Language
New: near/far, The (hospital) is over there, places in town
Review: Can you help me? Where’s the (hospital)? weather, shapes, colours, numbers 1–6
Receptive: Show me, Let’s glue, Circle

Materials
Routine Board, Greenman Puppet, Big Book story Unit 3, PB page 39, Flashcards Unit 3, Story Animation, Unit 3 Pop-outs, craft sticks, glue, CD1, crayons, pencils, sticky tape/tack, Greenman Stamp. Optional: PB page 40, Wordcards Unit 3, TRB Photocopiable 12

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, Tidy up song: CD1.06, Happy Birthday song: CD1.07, Goodbye song: CD1.08

Active time

Warmer

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

Act out the 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 (CD1.27) 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? song (CD1.27) 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? 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, let them begin to practise with their partners. If not, repeat yourself with another pupil.

Near or far.

Have Greenman say Hello! to the pupils. 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 to show the parts of the story where we can see ‘near’ and ‘far’. Have the pupils say the words when you point to people in the pictures that are ‘near’ or ‘far’.

Reread the book, listen to the audio track (CD1.28) or show the animated version of the story.

Table time

Say the Table time chant (see page 12).

Pop-out activity.

Say the Pop-out time chant It’s acting time, it’s time to shine! to 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. Show how to glue Greenman onto the craft stick.
Pass out the pop-out activity for Unit 3 and monitor as pupils take out the pop-out pieces 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. Say and gesture *Don't touch* to show that they will have to let the glue dry. When the glue has dried, repeat the words 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 *Far.* Say *Look at the next picture.* (point) Is Greenman *near* or *far?* Elicit the response *Near.*

Play the audio track, stopping after the first section of the script. Play this one more time. Say *Near or far?* Elicit the response *Far.* Say *Let's circle 'far'.* Monitor as pupils circle the first picture. Repeat the process with the other two pairs of pictures. Repeat the audio track as many times as necessary.

When pupils have finished, review the answers together and stamp the completed page with the Greenman stamp.

**Goodbye**

- Follow the description on page 12.

### Extra activities

**Pupil's Book page 40. Optional worksheet: Trace and colour 'near' and 'far'**

Show pupils page 40 and walk around to check that they have all found the correct page. Point to the page, say *Point to 'far'.* Good! *Sam and Nico are far.* Let's trace and colour 'far'. Give pupils time to do this task. When most or all have finished, say *Now, point to 'near'.* Right! *Sam and Nico are near.* Let's trace and colour 'near'. Monitor and offer encouragement as pupils work. Stamp the completed page with the Greenman stamp.

**Value activity: Caring for others.**

In this activity, pupils will practise saying: *Oh no! Where's Greenman? I'm worried!* The teacher will help prompt sentences like: *Is he on the chair? Is he by the door?* practising questions and classroom vocabulary. Use facial expressions to show that you are 'worried'.

First, have pupils close their eyes while you hide Greenman. Then say *Open your eyes. Where is Greenman?* Oh no! I'm worried! Say *Oh no! Where's Greenman?* I'm worried! for the pupils to repeat. Choose different volunteers to look in different places. (This will prevent having the whole class stand to look for him.) 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's Resource Book Photocopiable 12: Find and circle 5 differences. Then colour Greenman.**

Prepare one photocopyable for each pupil in advance. Hold up your photocopyable 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 one of the Greenman pictures.
Lesson 4

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

Language
New: Let’s go by car, Can we walk? places in town, The (hospital) is (near/far)
Review: weather, shapes, colours, numbers 1–6
Receptive: Don’t look, What’s your card? sing, Write the numbers

Materials
Routine Board, Greenman Puppet, PB page 41, Flashcards Unit 3, a clothes peg, CD1, Action song video, crayons, pencils, Greenman Stamp. Optional: PB page 42, Wordcards Unit 3, hoops

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, Tidy up song: CD1.06, Happy Birthday song: CD1.07, Goodbye song: CD1.08

Active time

Warmer
Have a pupil hold Greenman and take him ‘far’ or ‘near’ to the circle. When the volunteer stops in a place say Is Greenman far or near? The pupils in the circle say the word.

Game: The ostrich game.

Bring two volunteers to the centre of the circle. Use a clothes peg to attach a Unit 3 flashcard to one pupil’s back; make sure that he/she doesn’t turn around or look at the flashcard. Do the same with a different flashcard on the back of the second pupil. Say Don’t look! Act as if you are looking at something on your own back and shake your finger ‘no’. Show each volunteer the other one’s back so that he/she knows 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 (fire station)’? 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 pupils.

The hospital is far 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 with the pupils.

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 time chant Stand up, stand up, 1-2-3, 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 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.

Hey ho! Let’s go. To the hospital! (Pretend your tummy hurts.)
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! (Pretend to write on your palm with the opposite hand.)
The school is near, the school is near. (Point to the floor.)

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

It's over here! (Motion as if including someone in a group.)

Repeat with:

- The restaurant is far. (Pretend to eat something off a plate.)
- The playground is near. (Make two fingers ‘slide’ down the opposite hand.)
- The fire station is far. (Wiggle your fingers like flames.)
- The shop is near. (Finger to thumb on each hand and twist your wrist.)

Table time

Say the Table time chant (see page 12).

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 (CD1.30) 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. Stamp the completed page with the Greenman stamp.

Goodbye

- Follow the description on page 12.

Extra activities

Pupil’s Book page 42. Optional worksheet: Draw 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 you and your family in the car, with your mum or dad or brother or sister.' Encourage pupils as they work and ask questions about the people in their car and the colours they choose. Stamp the completed page with the Greenman stamp.

Game: The hoop game.

This game is similar to the fairground game in which you throw a hoop onto a bottle. In this case, pupils throw a hoop onto a flashcard on the floor and say the word.

Place the unit flashcards face up on the floor. Model how to throw a hoop, in a horizontal position, to land on a flashcard. Say the word, then say 'OK, (Mario), now you!' Have the pupil repeat the activity as you have modeled. Continue until all or most pupils have had a turn.
Lesson 5

Lesson objective
To work on pre-writing skills as well as numbers through a song.

Language
New: number 7, places in town
Review: weather, shapes, colours, numbers 1–6
Receptive: Find (seven pencils), Count, Draw

Materials
Routine Board, Greenman Puppet, Big Book story Unit 3, PB page 43, Flashcards Unit 3, manipulatives (plastic bottle tops, pencils, papers, paper clips, etc), CD1, crayons, pencils, Greenman Stamp. Optional: PB page 44, Wordcards Unit 3, A4 paper per pupil, TRB Photocopiable 13

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, Tidy up song: CD1.06, Happy Birthday song: CD1.07, Goodbye song: CD1.08

Active time

Warmer

Use the Routine Board to review shapes, colours and numbers. Hold up a magnet from the board and elicit the word.

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: Count to seven.

Have pupils sit in a circle. Put manipulatives, (such as plastic bottle tops, pencils, paper clips, 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 number. 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 saying the majority of the words, focusing on the number words.

1, 2, 3, 4, 5, 6, 7.
Seven honey pots.
Over there, near the shop.
1, 2, 3, 4, 5, 6, 7.
Seven 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.
Seven happy bees!
**Table time**

Say the Table time chant (see page 12).

**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 and missing group of six 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!* As pupils finish tell them to colour the bees. Stamp the completed page with the Greenman stamp.

**Goodbye**

- Follow the description on page 12.

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**Extra activities**

**Pupil’s Book page 44. Optional worksheet: Colour the picture.**

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 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. Stamp the completed page with the Greenman stamp.

**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 children, seven tables, you decide.* As pupils finish, suggest things to add, or colours to use as you monitor.

**Teacher’s Resource Book Photocopiable 13: Look, count and match.**

Prepare one photocopiable for each pupil in advance. Hold up your photocopiable 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, fire engine, (Lucía), let’s count.* Say *One, one fire engine.* Encourage the pupil to repeat. Choose a different pupil to count the second object. 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 fire engine and say *One, one fire engine. Where’s the number 1?* Point at the number 1. Model drawing a line from the fire engine to the number 1. Monitor as pupils draw a line from each group of objects to their corresponding number. Stamp the completed page with the Greenman stamp.
Lesson 6

Lesson objective
To consolidate all unit content.

Language
Review: places in town, Big Book language structure
Receptive: Don’t Look, What’s your card?
Find and stick

Materials
Routine Board, Greenman Puppet, Big Book story Unit 3, PB page 45, Flashcards Units 1, 2 and 3, a clothes peg, CD1, Stickers Unit 3, crayons, pencils, Greenman Stamp. Optional: Wordcards Unit 3, Story Animation

Starting the lesson
- Follow the description on page 11.

Consolidation time

Warmers
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! Exchange different vocabulary words and then confirm the correct answer. You may wish to use the audio of the unit vocabulary to review as a class (CD1.26).

Game: The ostrich game.
Follow the description on page 22.

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. (Optional: watch the animated video instead of reading the story.)

Table Time
Say the Table time chant (see page 12).
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. Repeat with each vocabulary word.

Goodbye
- Follow the description on page 12.

Extra activities

Game: Hide and seek.
This game can be played indoors (using the flashcards) or in the playground and practises the unit vocabulary and basic prepositions. Have the pupils close their eyes while you hide Greenman somewhere in the playground (outdoors), or by a flashcard (indoors). Say I will hide Greenman. (hide him behind your back to show ’hide’) You will close your eyes (cover your eyes) open them (uncover your eyes) and say ’restaurant’ if Greenman is here (walk Greenman to the restaurant flashcard). Say OK, close your eyes. (put Greenman by a different flashcard) Open your eyes. Where is Greenman? On the fire station? No. The playground? No. Continue until pupils have ‘found’ Greenman. Repeat with other words.
**Extra Phonics Lesson**

**Lesson objective**
To introduce a new phonics sound: ‘ar’ (car).

**Materials**
Routine Board, Greenman Puppet, PB page 46, Phonics Flashcards, CD1, crayons, pencils, Greenman Stamp. Optional: TRB Photocopiable 14

**Phonics time**

**Warmer**

Show children the ‘ar’ phonics flashcard. Read the words, 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-ar.* Stick the phonics flashcard at the bottom of the Routine Board and have pupils repeat the words three times.

**Pupil’s Book page 46. 1. Listen and say the ‘ar’ letter sound.**

Say the Table time chant (see page 12). 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 sounds and words.

**Pupil’s Book page 46. 2. Sing the song.**

Play the song. Use gestures to help pupils understand meaning. After playing the track three times, say it slowly, and have pupils repeat each line (following your lead to use gestures where possible). Continue repeating (in different voices or changing to Greenman to hold interest).

**Pupil’s Book page 46. 3. Circle the words with ‘ar’. Listen 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 and repeat the sentences.

**Extra activities**

**Teacher’s Resource Book Photocopiable 14: Colour and decorate.**

Prepare photocopiables for each pupil in advance an example of a cut out 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. Have pupils cut out and decorate their stars. 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.