

Unit 4

What can you do?

Unit Objectives

By the end of the unit, the students will be able to...

- talk and ask about their own and their classmates' abilities
- talk about animals' abilities
- describe relative positions using *higher* and *lower*
- sequence actions and events in a story (Literacy objective)
- associate the sound /s/ with the letter s
- act out the story

Target Language

Vocabulary:

- actions: *jump, climb, swim, read, write, dance, sing, hop*
- adverbs of place: *up, down*

Structures:

- *I can (jump). Can you (swim)? Yes, I can./No, I can't.*
- *Can (bears) (swim)? Yes, they can./No, they can't.They can swim./They can't swim.*

Phonics: /s/

Values: Appreciate other people's abilities.

Lesson 1

Lesson objective: to talk about things you can do
Vocabulary: actions: *climb, dance, write, sing, swim, read, run, hop, jump*
Structures: *I can (climb).*
Materials: CD, flashcards: 47-55 (actions)

Warm up routine

- Say: *Hello, children! Let's say the rhyme.*
- Play Track 02. Join in with the rhyme and encourage the children to join in with the actions.

Track 02

The warm up routine

Are you ready for Freddie? Freddie's ready for you!
 Hop, hop, hop, hop.
 Hop with Freddie the frog.
 Jump, jump, jump, jump.
 Jump with Freddie the frog.
 Turn around, turn around.
 Turn around with Freddie the frog.
 Clap your hands, clap your hands.
 Clap your hands with Freddie the frog.

LOOK AT ME!

- Hop (on one leg) and say: *Look at me! I can hop.*
- Put the flashcard for *hop* on the board and ask: *Can Freddie hop? Ss: Yes!*
- Ask different pupils: *Can you hop? Ask them to demonstrate.*
- Repeat the procedure with *jump, run* (mime running on the spot) and *climb* (mime climbing), and *swim* (mime swimming).
- Say: *Let's listen to a song.*

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Sing the song. Listen and point.

- Say: *Open your Pupil's Book to page 33. Write the number on the board.*
- Point to the squirrel. Say: *this is a new friend. This is Sandy. She can do a lot of things.*
- Place flashcards 47-55 on the board.
- Play Track 36 and point to the flashcards of the actions.
- Play Track 36 again. Point to the flashcards and ask the children to do the actions.
- Play Track 36 again. The children point to the pictures in their books.

- Place the flashcards for: *sing, write, read* and *swim* on the board.
- Tell the children to look at the pictures.
- Point to each picture and say: *Look at (Freddie). He can (swim).* Then ask different pupils: *Can you (swim)?*
- Divide the class into groups. Ask each group to think of two actions and sing their song to the rest of the class.

Track 36

Look what I can do!

Sandy: Look, look, look what I can do! What I can do.
 I can run.
 I can climb.
 And I can jump.

Toby: Look, look, look what I can do! What I can do.
 I can dance
 I can write.
 And I can read.

Freddie: Look, look, look what I can do! What I can do.
 I can hop.
 I can swim.
 And I can sing.

Sandy: Look, look, look what I can do! What I can do.
 I can run.
 I can climb.
 Can you do it too?

LOOK AT ME!

- Hand out the action flashcards to children in the class. Tell the children they will have to stand up and do the action when they hear it in the song.
- Play Track 36. The children sing along and the child holding the flashcard for each actions stands up and does the action.

ACTIVITY BOOK

1. Match and say.

- Say: *Open your Activity Books to page 33. Look at Activity 1.*
- "Read" the first row of actions out loud, hold your book up and trace a line from the picture to the correct row of words. Read the words out loud.
- The children match the rows of actions to the rows of words.
- Check the activity by asking volunteers to hold up their books, read the actions and trace with their fingers.

2. Tick what you can do. Draw two more.

- Say: *Now look at Activity 2.*
- Ask questions about the actions: *Can you (hop)? Show me.*
- The children tick the actions they can do and draw two more.
- Correct the children's work and ask them individually about their drawings.

Extra Activity

- Hand out the flashcards 47-55.
- Tell the children to pass the flashcards to their right and to keep passing them until you say stop.
- Ask the children who are holding the flashcards to stand up, show the flashcard and say: *Look! I can (hop)* and do the action.

Let's say goodbye to Freddie!

- Say: *That's the end of our lesson today. Let's say goodbye to Freddie.*
- Play Track 03. The children join in.

Track 03

The goodbye chant

It's time for us to say goodbye. Goodbye, Freddie!
It's time for us to say goodbye. Goodbye, Freddie!
See you later alligator! In a while crocodile!
It's time for us to say goodbye. Goodbye, Freddie!

Lesson 2

Lesson objective: to sequence events in a story
Vocabulary: climb, higher, lower, branch
Structures and functional language: *I can (climb). Can you (climb)? Yes, I can / No, I can't. Catch me if you can! Stop! It's dangerous! Here I come!*
Materials: CD, Unit 4 story cards

Warm up routine

- Say: *Hello, children! Let's say the rhyme.*
- Play Track 02. Encourage the children to join in with the actions and some words.

Track 02

The warm up routine
 See page 72 of the TB.

LOOK AT ME!

- Say: *Let's look at the story about Sandy.* Hold up the first story card and read the title out loud: *Sandy can't swim.*
- Read the prediction questions on the question card.
- Ask: *Who can you see in the pictures?*
- Play Track 38 and point at the story cards as the children listen.

Track 38

Story time - Sandy can't swim

Picture 1

Narrator: Sandy the squirrel is a new friend in the forest. She wants to play.
 Sandy: Look, Toby! Look! Look what I can do! I can climb! I can climb! Can you do that too?
 Toby: No, I can't, Sandy.
 Sandy: Look, Freddie! Look! Look what I can do! I can climb! I can climb! Can you do that too?
 Freddie: No, I can't, Sandy.
 Sandy: Look, Bella! Look! Look what I can do! I can climb! I can climb! Can you do that too?
 Bella: Yes, I can!

Picture 2

Narrator: Sandy and Bella can climb trees. They start playing a game.
 Sandy: Catch me if you can!
 Bella: Here I come!

Picture 3

Narrator: First Sandy climbs up the tree and then Bella climbs up the tree.
 Sandy: Can you? Can't you? Can you catch me? Can you? Can't you? Can you catch me?
 Others: Up! Up! Up! Go up the tree.

Picture 4

Narrator: Then Sandy climbs down the tree and Bella climbs down the tree.
 Sandy: Can you? Can't you? Can you catch me? Can you? Can't you? Can you catch me?
 Others: Down! Down! Down! Go down the tree.

Picture 5

Narrator: But Bella is very big!
 Bella: Here I come!
 Others: Stop! It's dangerous.

Picture 6

Narrator: Bella is too big and the branch breaks.
 Sandy: Help! Help! I can't swim!
 Freddie: Don't worry, Sandy. Here I come!

Picture 7

Narrator: So Freddie jumps into the water.
 Freddie: Can you climb on here?
 Sandy: Yes, I can. Oh, thank you, Freddie.

Picture 8

Narrator: Freddie swims back to the bank with Sandy.
 Bella: Are you all right now, Sandy?
 Sandy: Yes, I am. You're brilliant, Freddie!
 Freddie: Well ... frogs can't climb but they can swim!

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen to the story.

- Say: *Open your Pupil's Book to pages 34 and 35.* Write the numbers on the board.
- Play Track 38 again. Stop the recording after each picture and ask questions: *Who can you see in picture 1? Where's Sandy? Can Freddie climb? Can Toby climb? Can Bella climb?*

LOOK AT ME!

- Ask eight children to come to the front of the class and hand each one a story card.
- Stand the children in random order, holding the story cards up.
- Play Track 38 again. Encourage the children to join in.
- Stop the recording after the first picture and ask the children to point to the correct story card.

- The child holding story card 1 stands on the far left facing the class.
- Repeat the procedure with all the story cards until the children holding the story cards are standing in the correct order.

ACTIVITY BOOK

1. Number the pictures in the correct order.

- Say: *Open your Activity Books to page 34. Look at Activity 1. Find picture number 1. What happens next?*
- Encourage the children to identify the pictures in the correct order by identifying the characters or some of the objects/ places in the pictures.
- The children number the pictures in the correct order.
- Ask volunteers to place the story cards on the board in the correct order and tell the children to correct their work.

Extra Activity

- Write the words *can* and *can't* in a column on the left hand side of the board.
- Ask the children to remind you of the names on the characters in the story and write the names in a column in the middle of the board.
- Place flashcards 47-55 in a column on the right hand side of the board.
- Point to the first character in the list and say: *Let's remember the story. Can (Sandy) (climb) Ss: Yes! T: Can (Freddie) (climb)? Ss: No!*
- Then ask volunteers to come to the board and ask questions.

Let's say goodbye to Freddie!

- Say: *That's the end of our lesson today. Let's say goodbye to Freddie.*
- Play Track 03. The children join in.

Track 03

The goodbye chant

See page 73 of the TB.

Lesson 3

Lesson objective: Literacy skills: sequencing events and actions in a story

Vocabulary: climb, higher, lower, branch

Structures and functional language: *I can (climb). Can you (climb)? Yes, I can / No, I can't. Catch me if you can! Stop! It's dangerous! Here I come!*

Materials: CD, Unit 4 story cards, character puppet cutouts (online resource)

Values: Appreciate other people's abilities.

Warm up routine

- Say: *Hello, children! Let's say the rhyme.*
- Play Track 02. Encourage the children to join in with the actions and some words.

Track 02

The warm up routine

See page 72 of the TB.

LOOK AT ME!

- Play Track 38. Put the story cards up on the board as the story plays. Tell the children to look at the story cards. Encourage the children to join in with the story.
- Play Track 38 again. This time stop after each picture and ask: *Who's in the next picture?* Prompt them by asking: *Is (Freddie) in the next picture?*

LOOK AT THE BOOK!

PUPIL'S BOOK

2. Find the objects. Say the picture number.

- Place the story cards on the board in the correct order.
- Hold up your book on page 35 and point to the pictures in Activity 2. Ask the children to name the objects.
- The children work in pairs and look for the objects in the story.
- Then say: *Let's see what we can find together. Where's the yellow and blue ball?*
- The children call out the number of the picture.
- Repeat the procedure with all the pictures.

LOOK AT ME!

- Tell the children to colour the characters in the cutouts, then cut them out and stick them onto pencils using sticky tape.
- Play Track 38 again. The children hold up their character puppets as they speak and join in with the story.

ACTIVITY BOOK

1. Number the places to show Sandy's route.

- Place the story cards on the board.
- Say: *Open your Activity Books to page 35. Look at Activity 1.*
- Point to the number 1 in the illustration. Say: *At the start of the story Sandy is here. Ask: Where is she next?* The children can come to the front of the class and point at the story cards.
- If necessary remind the children of the chase with Bella. T: *Higher, higher up the tree.* The children number the next space.
- Continue reminding pupils of the story to help them number the route correctly.

2. Match Sandy with the correct friend.

- Say: *Now look at Activity 2.*
- Point to the first picture and ask: *Who's this?* S: *Sandy.* T: *That's right. She can climb the tree. Who climbs the tree with Sandy?* Point to the three pictures in the middle and ask the children to select the correct character.
- Repeat the procedure for the other picture.
- The children match the characters in their books.
- Check the activity by asking: *Who climbs the tree with sandy? Who saves Sandy?*

Extra Activity

- Divide the class into eight groups and hand each group a story card.
- Give the children two minutes to look carefully at their story cards and memorise as many features as they can.
- Ask the groups to come to the front of the class (in the correct order of the story cards).
- Place their story card on the board and ask them to stand facing the class so they cannot see the story card.
- The children tell the rest of the class everything they can remember about their story card.
- Award points according to accuracy and content.
- Repeat the procedure with the other groups.

Values: Appreciate other people's abilities.

- Point to Sandy in the story card 1 and ask: *What can Sandy do?*
- Say: *Sandy's very happy! She can run. And she jump. And she can climb. And she can do everything!*
- Point to Sandy in the story card 6 and ask: *Can Sandy swim?* Ss: *No!* T: *Oh dear! So Sandy can't do everything. Can Freddie swim?* Ss: *Yes.*
- Explain that people can do different things and we should appreciate other people's abilities.

Let's say goodbye to Freddie!

- Say: *That's the end of our lesson today. Let's say goodbye to Freddie.*
- Play Track 03. The children join in.

Track 03

The goodbye chant

See page 73 of the TB.

Lesson 4

Lesson objective: to ask and answer questions about abilities

Vocabulary: *jump, swim, run, climb, walk*

Structures: *Can you (run)? Yes, I can. No, I can't.*

Materials: CD, Unit 4 story cards

Warm up routine

- Say: *Hello, children! Let's say the rhyme.*
- Play Track 02. Encourage the children to join in with the actions and some words.

Track 02

The warm up routine

See page 72 of the TB.

LOOK AT ME!

- Play Track 38. Tell the children to look at the story cards and use their character puppets to follow the story. Encourage the children to join in with the story.
- Place story cards 1 and 2 on the board.
- Play Track 38. Tell the children to join in. Stop the CD after picture 2.
- Point to the picture of Sandy in story card 1 and ask: *Can Sandy climb the tree? Can Freddie climb the tree? What about Bella?*

Track 38 (Story cards 1-2)

Story time - Sandy can't swim

Picture 1

Narrator: Sandy the squirrel is a new friend in the forest. She wants to play.

Sandy: Look, Toby! Look! Look what I can do!
I can climb! I can climb! Can you do that too?

Toby: No, I can't, Sandy.

Sandy: Look, Freddie! Look! Look what I can do!
I can climb! I can climb! Can you do that too?

Freddie: No, I can't, Sandy.

Sandy: Look, Bella! Look! Look what I can do!
I can climb! I can climb! Can you do that too?

Bella: Yes, I can!

Picture 2

Narrator: Sandy and Bella can climb trees. They start playing a game.

Sandy: Catch me if you can!

Bella: Here I come!

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Sing the song.

- Say: *Open your Pupil's Books to page 36.* Write the number on the board.
- Tell the children to look at the pictures of Freddie and ask: *Can Freddie (swim)?* Ss: *Yes, he can / No, he can't.*
- Repeat the procedure for Roxy.
- Play Track 39. The children listen to the song and follow the pictures in their books.
- Play Track 39 again. The children join in with the song.

2. Play a guessing game.

- Say: *Now look at Activity 2. Look at all the pictures.*
- Ask questions: *Can (Bella) (run)?* Ss: *Yes, she can / No, she can't.*
- Say: *Let's play a guessing game. Listen. She can run but she can't swim. Who is it?*
- The students look at the pictures and try to guess the name of the character: Ss: *Roxy!*
- The children work in pairs and take turns describing and guessing.
- Check the activity by asking volunteers to give descriptions for the rest of the class.

Track 39

Freddie can't run

Oh no! Freddie can't run, Freddie can't run, Freddie can't run,
But he can jump, he can jump!
Freddie can't climb, Freddie can't climb, Freddie can't climb
But he can swim, he can swim!

Oh no! Roxy can't swim, Roxy can't swim, Roxy can't swim,
But she can run, she can run!
Roxy can't climb, Roxy can't climb, Roxy can't climb
But she can jump, she can jump!

LOOK AT ME!

- Choose four children to come to the front of the class and assign them a role from Track 39.
- Play Track 39 again. Ask the children to act out their roles and join in with the words. The rest of the class can also join in with the words.
- Encourage the children to move around and use gestures.

ACTIVITY BOOK

1. Match the sentences to the friends.

- Say: *Open your Activity Books to page 36. Look at Activity 1.*
- Read the first sentence out loud and ask: *Who's that? Ss: Toby!*
- The children read the sentences and match them to the characters.
- Check the activity by asking volunteers to read the sentences out loud and the rest of the class to say the name of the character.

2. Draw and talk about people.

- Then say: *Now look at Activity 2.*
- Tell the children to think of people they know that can do these things and draw them in the boxes.
- Check the activity by asking volunteers to show their pictures to the rest of the class and talk about the people: *This is David. He can climb.*

Extra Activity

'True' or 'false'.

- Make statements about the characters in the book and the children in the class and tell the children to listen carefully and call out *true* or *false*. For example: *Freddie can climb.*
Ss: *False!* T: *Maria can run.* Ss: *True!*

Let's say goodbye to Freddie!

- Say: *That's the end of our lesson today. Let's say goodbye to Freddie.*
- Play Track 03. The children join in.

Track 03

The goodbye chant

See page 73 of the TB.

Lesson 5

Lesson objective: to describe animals' abilities

Vocabulary: bear, frog, tortoise, elephant, snake, squirrel, wolf, rabbit

Structures: (Frogs) can't (climb). (Frogs) can (swim). What can (elephants) do? Can (elephants) climb?

Materials: CD, Unit 4 story cards, character puppet cutouts (online resource), flashcards: 37-42 (animals)

Warm up routine

- Say: *Hello, children! Let's say the rhyme.*
- Play Track 02. Encourage the children to join in with the actions and some words.

Track 02

The warm up routine

See page 72 of the TB.

LOOK AT ME!

- Play Track 38. Tell the children to look at the story cards and use their character puppets to follow the story. Encourage the children to join in with the story.
- Place story cards 3-8 on the board.
- Play Track 38. Mime the actions and encourage the children to join in with actions and words.
- Ask: *Can Freddie swim?* Ss: *Yes!* T: *Freddie is a frog. Frogs can swim.* Ensure the final "s" is clearly pronounced.
- Repeat the procedure with Sandy: *Can Sandy swim?* Ss: *No!* T: *Sandy is a squirrel. Squirrels can't swim.*
- Then say: *Let's remember all the animal words.*
- Hold up the flashcards 37-42 one by one. Ask: *What's this?* Supply the answer where necessary.

Track 38 (Story cards 3-8)

Story time - Sandy can't swim

Picture 3

Narrator: First Sandy climbs up the tree and then Bella climbs up the tree.

Sandy: Can you? Can't you? Can you catch me? Can you? Can't you? Can you catch me?

Others: Up! Up! Up! Go up the tree.

Picture 4

Narrator: Then Sandy climbs down the tree and Bella climbs down the tree.

Sandy: Can you? Can't you? Can you catch me? Can you? Can't you? Can you catch me?

Others: Down! Down! Down! Go down the tree.

Picture 5

Narrator: But Bella is very big!

Bella: Here I come!

Others: Stop! It's dangerous.

Picture 6

Narrator: Bella is too big and the branch breaks.

Sandy: Help! Help! I can't swim!

Freddie: Don't worry, Sandy. Here I come!

Picture 7

Narrator: So Freddie jumps into the water.

Freddie: Can you climb on here?

Sandy: Yes, I can. Oh, thank you, Freddie.

Picture 8

Narrator: Freddie swims back to the bank with Sandy.

Bella: Are you all right now, Sandy?

Sandy: Yes, I am. You're brilliant, Freddie!

Freddie: Well ... frogs can't climb but they can swim!

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen and say 'yes' or 'no'.

- Say: *Open your Pupil's Book to page 37. Write the number on the board. Say: Look at Activity 1*
- Ask the class: *What animals can you see in the picture?* Ensure that all the animals are named.
- Say: *This picture isn't right. It's very strange. Point to the bear and ask: Can bears read?* Ss: *No!* Reinforce the answer by saying: *That's right. Bears can't read.*
- Play Track 41. The children listen and point to the animals.
- Play Track 41 again. The children listen and answer *yes* or *no*.
- Check the activity by asking questions: *Can (elephants) (dance)?*

2. Play a sentence game.

- Say: *Now look at Activity 2.*
- Ask the children to identify the animals in the photographs and to read the verbs.
- Divide the class into groups of four.
- The children in teams choose an animal each, then take it in turns to throw a dice and move along the board.
- When they land on a square the others ask: *Can (bears) dance?*
- If the answer is *yes* the child collects a counter. The winner is the child who collects the most counters.
- Walk around the classroom monitoring the activity.

Track 41

- Can a squirrel sing?
- Can a wolf swim?
- Can a frog jump?
- Can an elephant dance?
- Can a snake walk?
- Can a bear climb?

LOOK AT ME!

- Choose six children to come to the front of the class and assign roles from Track 38.
- Play Track 38 again. Ask the children to act out their roles and join in with the words. The rest of the class can also join in with the words.
- Encourage the children to move around and use gestures.

ACTIVITY BOOK

1. Tick (✓) and cross (X) the boxes.

- Say: *Open your Activity Books to page 37. Look at Activity 1.*
- Clasp your hands behind your back and ask a child: *Can you do this?*
- Repeat the procedure for the other actions.
- Tell the children to tick or cross the boxes in the first column for themselves.
- Tell the children to ask two other people and tick or cross the boxes according to their answers.

Extra Activity

- Draw a big tree on the board and write an *S* for Sandy half way up the trunk.
- Ask for a volunteer to come to the front. Blindfold the pupil and place his / her hand somewhere along the trunk.
- Ask the other children to give instructions to help their friend find Sandy: *Higher! Higher! Lower! Lower!*
- After 30 seconds write the child's name where his/her hand is.
- Repeat the procedure with other children.
- The winner is the child who has got nearest to Sandy.

Let's say goodbye to Freddie!

- Say: *That's the end of our lesson today. Let's say goodbye to Freddie.*
- Play Track 03. The children join in.

Track 03

The goodbye chant
 See page 73 of the TB.

Lesson 6

Lesson objective: reading skills: s

Vocabulary: words beginning with s: *Sandy, squirrel, snake, scared, sofa, sad, seven, swim, sit, stand*

Phonics: /s/

Materials: CD, flashcards: words starting with s, b, r and p

Warm up routine

- Say: *Hello, children! Let's say the rhyme.*
- Play Track 02. Encourage the children to join in with the actions and some words.

Track 02

The warm up routine

See page 72 of the TB.

LOOK AT ME!

- Put the flashcards of words with the /s/ sound up on the board. Point to each flashcard and ask the children to say the words. Each time repeat the word yourself emphasising the /s/ sound at the beginning of the word.
- Tell the children to look at you carefully and articulate the /s/ sound very clearly.
- Place your tongue behind your teeth. Close your teeth but open your lips. Push the air out through your teeth to make a hissing sound.
- Write the letter s on the board and say: *This is the sound that this letter makes: sssss.* The children repeat.
- Leave the flashcards on the board and add other flashcards with sounds b, r and p.

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen and say.

- Say: *Open your Pupil's Book to page 38.* Write the number on the board. Say: *Look at Activity 1.*
- Play Track 42. The children listen and point to the objects as they hear them mentioned.
- Tell the children to listen and repeat the sounds and words as they point to the pictures.
- Stop the recording. Say: *Now listen to this tongue twister.* Read the tongue twister from the Pupil's Book aloud. Ask the children to repeat it after you.
- Ask volunteers to stand up and say one tongue twister. They can use the pictures in their books as a guide.
- Ask the children to say the tongue twisters faster and faster.

2. Play 'Back writing'.

- Say: *Now look at Activity 2.*
- Write the letters P, R, B and S on the board.
- Ask a volunteer to come to the front of the class. Write one of the letters on the volunteer's back and say: *What letter is it? S: (S, s, s,).* Say: *Yes, that's right. S, s, s... snake.*
- Divide the class into pairs and tell the children to play back writing.

Track 42

Say it with Freddie

sss...sad, sss...snake, sss...scared, sss...squirrel, sss...sofa

LOOK AT ME!

- Divide the board into four sections and write a letter in each section: S, R, P, and B.
- Divide the class into four groups and assign a letter to each group.
- Take the flashcards of items starting with the key letters and hold them up one by one saying the word out loud.
- Pupils in the group with the matching initial letter stand up and say the sound and the word. Choose a volunteer from the group to stick the flashcard on the correct section of the board.

ACTIVITY BOOK

1. Complete the sequences.

- Say: *Open your Activity Books to page 38.* Look at Activity 1.
- Ask the children to read the first sequence out loud with you: *squirrel, snake, sofa, squirrel, snake.* Then ask: *What's the next word in the sequence? Ss: sofa!*
- Repeat the procedure for the other sequences.
- The children draw and write the missing part of the sequence in their Activity Books.
- Check the activity by asking volunteers to read their completed sequences out loud.

2. Colour the 's' words.

- Say: *Now look at Activity 2.*
- Ask the children to name the objects in the picture. Each time they name an object that begins with /s/ say: *Stop! Say that word again.* Say it like this: *s...s...s...squirrel!*
- The children colour in the objects that begin with the /s/ sound.
- Check the activity by asking the children to name the objects they have coloured in.

Extra Activity

- Put the /s/, /b/, /r/ and /p/ flashcards around the room.
- Make one of the sounds: ssss. The children have to run and touch a flashcard of something that begins with the sound /s/. The last child to touch one is out of the game. Repeat the play with other sounds.
- Continue playing until only five children are left. They are the winners.

Let's say goodbye to Freddie!

- Say: *That's the end of our lesson today. Let's say goodbye to Freddie.*
- Play Track 03. The children join in.

Track 03

The goodbye chant

See page 73 of the TB.

Lesson 7

Lesson objective: assessment

Vocabulary: all the vocabulary from Unit 4

Structures: all the structures from Unit 4

Materials: CD, Unit 4 story cards, flashcards: 37-42 (animals)

Warm up routine

- Say: *Hello, children! Let's say the rhyme.*
- Play Track 02. Encourage the children to join in with the actions and some words.

Track 02

The warm up routine

See page 72 of the TB.

LOOK AT ME!

- Put the Unit 4 story cards up on the board.
- Point to the story cards and ask questions about the story. For example: *Where is Sandy? Can she climb the tree? Can Bella climb the tree? What about Freddie?*

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen and say the number.

- Tell the children to open their books to page 39. Say: *Let's listen to Miss Prickle, now.*
- Play Track 43. Point to the story cards and tell the children to listen and follow.
- Play Track 43 again. The children listen, point to the pictures and call out the numbers.

2. Act out the story.

- Ask: *Who's in the story? Is Sandy in the story?* Repeat for the other characters. As they identify the characters call a child out to come and act out each role.
- Call another four children to the front of the class and hand them the story cards.
- Ask them to place the story cards on the board in the correct order.
- The rest of the class guides them.
- Say: *Let's act out the story.*
- Play Track 38. The children at the front of the class act out the story. The rest of the class uses their character puppets and joins in with the words.

- Divide the class into groups of six and assign a character to each child.
- Children act out the story in their groups. Walk around checking that all the children are participating in the story.

Track 43

Miss Prickle's story review

Sandy the squirrel wants to play. She can climb trees. Toby and Freddie can't climb but Bella can.

So Sandy and Bella play catch in the tree. First Sandy climbs up the tree and Bella follows.

Then Sandy climbs down the tree and Bella follows.

But suddenly a branch breaks and Sandy falls into the water. Help!

She can't swim. Freddie can swim so he jumps into the water and saves Sandy.

LOOK AT ME!

- Remind the children that in this unit they learnt two songs: 'Look what I can do!' and 'Freddie can't run'.
- Divide the class into six groups and explain that we are going to sing 'Look what I can do!'.
- Start singing the first line with the first group and as you finish the first line point to the second group to start while the first group continue.
- Start each group off so that in the end all six groups are singing the song in a round.

ACTIVITY BOOK

Miss Prickle's language review

1. Make true sentences.

- Say: *Open your Activity Books to page 39. Look at Activity 1.*
- Point to the first picture and ask: *What's this? Ss: A parrot.* Then say: *Let's make a sentence about parrots. What can they do? Can they dance? Ss: No! T: So, parrots can't dance.*
- Do a few more examples for the children then tell the children to get into pairs. The children take it in turns to make up sentences.
- Check the activity by asking the volunteers to 'read' their sentences out loud.

2. Follow the 's' words.

- Say: *Now look at Activity 2.*
- Tell the children to look carefully at the words and find the 's' words.
- Ask the children to read the 's' words out loud with you.

- The children draw a line from one 's' word to another.
- Check the activity by reading out the words from left to right.

Extra Activity

- Write the word *can* in big letters on the left hand side of the board.
- Put the flashcards for the animals in the middle of the board.
- Write the words for the action verbs on the right hand side of the board: *run, sing, swim, read*, etc..
- Touch the word *can*, an animal flashcard and then an action verb and read the question out loud, for example: *Can parrots walk?* Ss: Yes!
- Ask volunteers to come to the board and ask questions. The rest of the children answer the questions and then take their turn asking.

Let's say goodbye to Freddie!

- Say: *That's the end of our lesson today. Let's say goodbye to Freddie.*
- Play Track 03. The children join in.

Track 03

The goodbye chant

See page 73 of the TB.

Lesson 8

Lesson objective: CLIL: P.E. link

Vocabulary: *skip, touch your toes, stand on one leg, do star jumps, catch a ball, do a somersault*

Materials: photocopiable page 158, coloured paper, scissors, glue, coloured card

Warm up routine

- Say: *Hello, children! Let's say the rhyme.*
- Play Track 02. Encourage the children to join in with the actions and some words.

Track 02

The warm up routine

See page 72 of the TB.

LOOK AT ME!

- Write the word *movement* on the board.
- Say: *Today we are going to talk about movements and exercises. Who can tell me the names of the parts of the body? What are these? (hold up your hands)?*
- Continue pointing to parts of the body and asking the children to say the words: *legs, toes, hands, head, arms.*
- Write the words on the board as the children call them out and prompt them when necessary.
- Then ask five children to come to the front of the class and demonstrate the six actions: *skip, touch your toes, stand on one leg, do star jumps, catch a ball, do a somersault.* Help the children do the actions and name them.

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen and point. Do the actions.

- Say: *Open your Pupil's Book to page 40. Write the number on the board. Say: Look at Activity 1.*
- Play Track 44. The children listen and point to the correct photo.
- Play Track 44 again. The children stand up and do the actions as they hear them.

2. Ask your classmates and make a graph.

- Say: *Now look at Activity 2.*
- Hand out the photocopies and materials.
- Ask five volunteers to come to the front of the class. Show the children a copy of the graph and ask the volunteers questions: *Can you do ten star jumps?*

- Each time you get an affirmative answer colour in a bar on the chart to demonstrate how they should use the bar chart.
- Tell the children to ask their classmates and complete the graph.

Track 44

Step out

- Look at picture 1. He can stand on one leg.
- Look at picture 2. He can touch his toes.
- Look at picture 3. He can skip.
- Look at picture 4. He can do a star jump.
- Look at picture 5. He can catch a ball.
- Look at picture 6. He can do a forward roll.

LOOK AT ME!

- Encourage the children to show and talk about their pictures: *Five people can do ten star jumps.*
- Display the children's graphs on the wall or lay them on the floor.
- Point to a graph and ask: *Whose is that graph? Tell us about it.*

ACTIVITY BOOK

1. Look at the pictures and circle 'yes' or 'no'.

- Say: *Open your Activity Books to page 40. Look at Activity 1.*
- Hold up your book and point to the questions under the pictures. "Read" the first question out loud: *Can you stand on one leg and shut your eyes at the same time? Ss: Yes! / No!*
- Tell the children to look carefully at the questions and pictures and circle *yes* or *no*.
- Check the activity by asking volunteers to ask the questions and other volunteers to answer.

Extra Activity

- Divide the class into groups of four.
- Tell the children to think of three 'difficult' exercises to do, for example clasp your hands behind your back. The children then demonstrate the exercises in their groups and ask the rest of the class: *Can you do this?* The group that can do the highest number of the 'difficult' exercises is the winner.

Let's say goodbye to Freddie!

- Say: *That's the end of our lesson today. Let's say goodbye to Freddie.*
- Play Track 03. The children join in.

Track 03

The goodbye chant

See page 73 of the TB.