

Unit 4

What's the weather like today?

Unit Objectives

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

- act out the story
- talk about the weather, and things to do in different weather conditions
- ask and answer questions about actions
- describe their clothes
- use the possessive form *Freddie's*...
- name nature words
- ask and answer questions about the position of objects using *in, on, under* and *behind*
- learn to recognise the phonemes /əʊ/ and /ɜː/
- understand that a story has a beginning, middle and end (Literacy objective)
- identify words with the sound /əʊ/ (snow) and /ɜː/ (shirt)

Target Language

Vocabulary:

- activities: *flying kites, sailing on the pond, swimming in the pond, having a picnic, jumping in puddles, going for a walk, making a snowman, sledging down the hill*
- weather: *windy, sunny, snowing, raining*
- clothes: *coat, gloves, boots, hat, scarf, socks*
- prepositions: *in, on, under, behind*

Structures:

- *It's (sunny).*
- *What are Morris and Sandy doing? They're (flying kites).*
- *I'm wearing (trousers). Are you wearing a (skirt)?*
- *Where are Freddie's (trousers)? They're on the lily pad.*

Phonics: /əʊ/ and /ɜː/

Values: Helping friends.

Lesson 1

Lesson objective: to recognise different weather conditions

Vocabulary: raining, snowing, sunny, windy

Structures: *It's (raining). It's (sunny). What's the weather like today?*

Materials: CD, flashcards: 44-47 (weather)

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

Freddie, Freddie, Freddie the frog.
 Say, "Hello!" Say, "Hello!" to Freddie the frog.
 Freddie, Freddie, Freddie the frog.
 Clap your hands! Clap your hands with Freddie the frog.
 Freddie, Freddie, Freddie the frog.
 Let's talk! Let's talk to Freddie the frog.

LOOK AT ME!

- Put the flashcards up on the board. Point to the flashcards one by one and say: *Look at this picture. It's (raining).* Then point to the window and ask: *Is it (raining) here today?*
- Repeat the procedure for the other weather conditions.
- Then ask: *What's the weather like today?* Ask a child to come to the board and point at the correct flashcard. Say: *That's right, it's (sunny).*

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Sing the song.

- Say: *Open your Pupil's Books to page 33. Look at Activity 1. Let's listen to a song about the weather.*
- Hand out the flashcards to four different children.
- Play Track 38. The children with the cards hold up their card as they hear the weather on their card.
- Play Track 38 again. The children point to the pictures in their books.
- Play Track 38 again. The children sing along.
- Collect and shuffle the cards. Hold up a card and say: *Is it raining?* Ss: *No, it isn't.* T: *What's the weather like?* Ss: *It's sunny.*
- Ask volunteers to come to the front of the class and ask questions.

2. Ask and say.

- Say: *Now look at Activity 2. Let's look at the pictures of the weather.*
- Put the flashcards for the weather on the board naming them as you place them.
- Ask: *What's the weather like today?* Ss: *It's (sunny).*
- Tell the children to work in pairs and take turns asking and answering questions about the pictures.
- S1: *What's the weather like in picture four?* S2: *It's snowing.*
- Walk around the classroom helping and checking.

Track 38

The weather song

Oh, what's the weather like today?
 Oh, what's the weather like?
 Oh, what's the weather like today?
 Can we all go out and play?
 Oh, it's raining! Raining hard! No, we can't go out and play!
 OH!

Oh, what's the weather like today?
 Oh, what's the weather like?
 Oh, what's the weather like today?
 Can we all go out and play?
 Oh, it's snowing! Snowing hard! No, we can't go out and play!
 OH!

Oh, what's the weather like today?
 Oh, what's the weather like?
 Oh, what's the weather like today?
 Can we all go out and play?
 Oh, it's windy! Very windy! No, we can't go out and play!
 OH!

Oh, what's the weather like today?
 Oh, what's the weather like?
 Oh, what's the weather like today?
 Can we all go out and play?
 Oh, it's sunny! Very sunny! Let's all go out and play!
 Hooray!

LOOK AT ME!

Play a miming game.

- Point to the flashcards one by one and ask the children to help you mime the weather conditions. For example: windy = holding on to your hat, sunny = smiling and holding your face up to the sun, raining = holding up an umbrella, snowing = shivering and blowing on your hands.
- Call out the weather conditions and ask the children to mime. The last ones to mime the correct condition are out.
- Continue playing until you have a winner.

ACTIVITY BOOK

1. Read the sentences and complete the pictures.

- Say: *Open your Activity Books to page 33.*
- Read the sentences out loud and ask the children to look at the pictures. Say: *Look at picture 1. It's raining. What's missing? Ss: The clouds and the rain.*
- The children complete the pictures by drawing the missing things.

2. Look out of your window and draw the weather.

- Say: *Now look at Activity 2. Now we're going to draw the weather we can see through the window.*
- The pupils draw a picture and colour it in.
- Ask volunteers to show and describe their pictures.

Extra Activity

- Shuffle the weather flashcards and place them on the table.
- Ask a volunteer to turn over a card. Ask another volunteer to ask: *S2: What's the weather like? S1: It's sunny! Let's go out and play!*
- Reverse the roles and repeat the process. *S1: What's the weather like? S2: It's raining hard. We can't go out and play.*

Let's say goodbye to Freddie!

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

Track 03

The goodbye chant

Goodbye. Goodbye, Teacher.
 Goodbye. See you soon, Teacher.
 Goodbye. Goodbye, Freddie.
 Goodbye. See you soon, Freddie.
 Goodbye. Goodbye, friends.
 Goodbye. See you soon, friends.
 Goodbye. Goodbye, friends.
 Goodbye. See you soon.

Lesson 2

Lesson objective: Literacy skills: understanding that a story has a beginning, middle and end

Vocabulary: *blowing away, flying away, flying kites, nest, sailing*

Structures and functional language: *What are they doing? They're (flying kites).*

The wind is blowing my (trousers) away. Where's my (skirt)?

Where are my (trousers)?

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 a windy day.* Hold up the first story card and read the title out loud: *Up, up, up and away!*
- Tell the children to look at the story cards as you hold them up.
- Ask: *Who can you see in the pictures?*
- Ask the prediction questions on the question card.
- Play Track 40 and point at the story cards as the children listen.

Track 40

Story Time - Up, up, up and away!

Picture 1

Ozzy: What are they doing?
 Bella: They're flying a kite. Look!
 Morris and Sandy: Hooray, hooray. It's a windy day.
 Up, up, up and away!

Picture 2

Ozzy: Look! Toby and Roxy are sailing!
 Bella: Yes, it's a good day for sailing.
 Toby and Roxy: Hooray, hooray. It's a windy day.
 Up, up, up and away!

Picture 3

Toby: Look! The clothes are flying away!
 Sandy: Come on Bella! Come on Ozzy!
 Come and help!
 Others: Oh no! Oh no! Look at the clothes!
 Up, up, up and away!

Picture 4

Freddie: Oh no! Oh no! Up, up, up and away.
 The wind is blowing my trousers away!

Picture 5

Bella: Oh no! Oh no! Up, up, up and away.
 The wind is blowing my skirt away!
 Roxy: The wind is blowing my dress away!
 Toby: The wind is blowing my shirt away!
 Sandy: The wind is blowing my coat away!
 Morris: The wind is blowing my T-shirt away!
 Ozzy: And the wind is blowing my...

Picture 6

Ozzy: Oh no! Oh no! Up, up, up and away.
 The wind is blowing my nest away!
 Boo hoo! Twitter woo!

Picture 7

Freddie: Look! My trousers are on the lily pad!
 Bella: And my skirt's up the tree.
 Roxy: And my dress is in a puddle!
 Toby: And my shirt's under the bush!
 Sandy: And my coat is on the rock!
 Ozzy: But where's my nest?

Picture 8

Freddie: Here's your nest, Ozzy. Oh Look!
 And here's Morris!
 Morris: And here's my T-shirt!
 All: Hooray, hooray. It's a windy day.
 Come on everyone! Let's go and play!

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen to the story.

- Say: *Open your Pupil's Book to pages 34 and 35.*
- Play Track 40 again. Stop the recording after each picture and ask questions: *What are they doing? Are they flying kites? Is it sunny? What are Toby and Roxy doing? What are Sandy and Morris doing? What's happening to the clothes? What's happening to Freddie's trousers? What's happening to Ozzy's nest? Where is Bella's skirt? Where is Ozzy's nest? Where is Morris?*

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 40 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. Use the key to classify the pictures.

- Say: *Open your Activity Books to page 34. Look at Activity 1.*
- Read and explain the key.
- Say: *Look at the first picture (point to the picture). Is this from the beginning, the middle or the end of the story? Ss: The middle. T: So colour the box green.*
- Repeat the procedure giving one example of each.
- The children classify the pictures.

2. Match the sentences to the pictures.

- Say: *Now look at Activity 2.*
- Read the first speech bubble out loud and ask: *Who says that?*
Ss: *Freddie!*
- Repeat the procedure for the other speech bubbles.
- The children match the sentences to the pictures by writing the picture number in the circle after each sentence.
- Check the activity by asking: *Which picture number matches sentence a?*

Extra Activity

- Put the story cards up on the board.
- Write the following sentences on the board in random order:
 - *Here's your nest.*
 - *What are they doing?*
 - *The wind is blowing my nest away.*
 - *The wind is blowing my trousers away.*
 - *Look! My trousers are on the lily pad!*
 - *But where's my nest?*
- Ask volunteers to come to the board and match the sentences to Ozzy or Freddie.

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: understanding that a story has a beginning, middle and end

Vocabulary: blowing away, flying away, flying kites, nest, sailing, skirt, T-shirt, trousers

Structures and functional language: *What are they doing? They're (flying kites).*

The wind is blowing my (trousers) away. Where's my (skirt)? Where are my (trousers)?

Materials: CD, Unit 4 story cards

Values: Helping friends

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 40. Put the story cards on the board and tell the children to look at them. Encourage the children to join in with the story.
- Play Track 40 again. This time stop after each story card and ask comprehension questions: *What are Morris and Sandy doing? What are Roxy and Toby doing? What are Bella and Ozzy doing? What's happening to Freddie's trousers? What's happening to Bella's skirt? What's happening to Ozzy's nest? Where is Bella's skirt? Where are Freddie's trousers?*

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 and point to the pictures on page 35 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 (kite)?*
- The children call out the number of the picture.
- Repeat the procedure with all the pictures.

ACTIVITY BOOK

1. Tick (✓) the correct picture.

- Place the story cards on the board.
- Say: *Open your Activity Books to page 35. Look at Activity 1. Look at pictures 1 and 2.*
- Ask a volunteer to come to the board and identify the story card.
- Then say: *Which picture is correct, picture 1 or picture 2?*
- Repeat the procedure for the other pictures.
- Correct the activity by asking: *Which picture is correct, picture (3) or picture (4)?*

2. Match the questions to the correct answers.

- Say: *Now look at Activity 2. Let's read the questions.*
- Read the questions out loud and ask: *Can anybody find and read the correct answer?*
- Repeat the procedure with the other questions.
- The children match the questions and answers in their Activity Books.
- To check the activity ask volunteers to read the questions and other children to answer.

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 a group to come to the front of the class (in the correct order of the story cards, so call the group with story card 1 first).
- 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 the accuracy and content.
- Call up the next group and repeat the procedure with the other groups.

Values: Helping friends

- Point to story card 7. Say: *What's the matter with Ozzy? Can he find his nest? Ss: No! T: Oh dear! Poor Ozzy!* Encourage the children to repeat: *Poor Ozzy!*
- Then point to story card 8 and say: *Look! Here's Ozzy's nest. Thank you Freddie! Thank you Bella! Thank you* Repeat with all the characters except Morris.
- Explain that Ozzy can't find his nest but his friends help him. Say: *Freddie, Bella, are good friends. They help Ozzy.*
- Talk to the children about the importance of helping other people.

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 associate clothes with different weather conditions

Vocabulary: boots, coat, gloves, hat, raining, windy, scarf, snowing, socks

Structures: *I'm wearing my (boots). It's (windy) today.*

Materials: Unit 4 story cards, character cutout puppets (online resource), flashcards: 48-51 (outdoor clothes)

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!

- Tell the children to colour the characters in the cutouts, then cut them out and stick them onto pencils using sticky tape.
- Play Track 40. 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 1-3 on the board.
- Play Track 40. Tell the children to join in.
- Pause the CD after pictures 1, 2 and 3. Point to the story cards and ask questions about the characters' clothes: *Is Freddie wearing a hat? What's Bella wearing?*
- Place the flashcards of the clothes on the board and ask the children to help you name them.
- Play *Stand up, sit down*.
- Point to one of the flashcards and ask: *Who's wearing a (dress)? The children wearing this garment stand up and shout Me!*

Track 40 (Story cards 1-3)

Story Time - Up, up, up and away!

Picture 1

Ozzy: What are they doing?
 Bella: They're flying a kite. Look!
 Morris and Sandy: Hooray, hooray. It's a windy day.
 Up, up, up and away!

Picture 2

Ozzy: Look! Toby and Roxy are sailing!
 Bella: Yes, it's a good day for sailing.
 Toby and Roxy: Hooray, hooray. It's a windy day.
 Up, up, up and away!

Picture 3

Toby: Look! The clothes are flying away!
 Sandy: Come on Bella! Come on Ozzy!
 Come and help!
 Others: Oh no! Oh no! Look at the clothes!
 Up, up, up and away!

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Sing the song.

- Say: *Open your Pupil's Book to page 36.*
- Hand out the clothes flashcards.
- Play Track 41. The children listen and each child holding a flashcard holds it up when they hear the clothes mentioned.
- Play Track 41 again. The children listen and point to the correct picture in their books.
- Play Track 41 again. The children sing along and point to the parts of their bodies where these clothes would be worn.
- Ask questions to check comprehension: *I'm wearing my coat, my gloves, my boots and my hat. Who am I? Ss: Freddie!*

2. Play 'Mime and guess'.

- Say: *Now look at Activity 2. Look at the photo.*
- Ask a volunteer to come to the board and mime putting on a garment. Then ask: *Are you wearing a hat? S1: Yes, I am. T: Is it snowing? S1: Yes, it is!*
- Tell the children to work in pairs and take turns at miming and asking questions.

Track 41

The going out to play song

It's windy today.
 It's windy today.
 Hooray, hooray!
 Hooray, hooray!
 I'm wearing my coat, my gloves and my boots,
 And I'm going out to play!

It's raining today.
 It's raining today.
 Hooray, hooray!
 Hooray, hooray!
 I'm wearing my coat, my gloves, my boots and my hat,
 And I'm going out to play!

It's snowing today.
 It's snowing today.
 Hooray, hooray!
 Hooray, hooray!
 I'm wearing my coat, my gloves, my boots, my hat
 and my scarf,
 And I'm going out to play!

LOOK AT ME!

- Choose six children to come to the front of the class.
- Play Track 40 again. Ask the children to act out story cards 1, 2 and 3 and join in with the words. The rest of the class uses the character cutout puppets to follow the story.
- Divide the class into groups. Assign a character to each child in the group.
- Play Track 40 again. The children act out their roles and join in with as much of the language as they can. Encourage the children to move around and use gestures.

ACTIVITY BOOK

1. Complete the sentences.

- Say: *Open your Activity Books to page 36. Look at Activity 1. Look at the picture. Who can you see? What is he doing? What is he wearing?*
- Read the sentences out loud stopping at the gaps and asking the children to supply the missing words.
- The children complete the sentences.
- Check the activity by asking volunteers to read their completed sentences out loud.

2. Draw a picture of yourself and a friend.

- Ask a volunteer to come to the front of the class and ask: *What are you wearing today?*
- Ask another volunteer to tell you what her friend is wearing. Say: *(Maria), what is (David) wearing?* Tell the children to draw a picture of themselves and a friend and complete the sentence.
- Ask volunteers to show and describe their pictures to the rest of the class.

Extra Activity

Play 'True or false'.

- Tell the children to look at all the story cards.
- Say: *The wind is blowing Ozzy's trousers away! Ss: False!*
- Repeat the procedure with some true and some false sentences.
- Ask volunteers to make the statements for the rest of the class.

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 talk about things to do in different weather conditions

Vocabulary: flying kites, sailing on the pond, swimming in the pond, having a picnic, jumping in puddles, going for a walk, making a snowman, sledging down the hill, windy, sunny, snowing, raining

Structures: What are Morris and Sandy doing? They're (flying kites). It's (windy).

Materials: CD, Unit 4 story cards, character cutout puppets (online resource)

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 40. Tell the children to look at the story cards and use their character cutout puppets to follow the story. Encourage the children to join in with the story.
- Place story cards 4-8 on the board.
- Play Track 40. Tell the children to join in.
- Pause the CD after story card 4. Point to story card 4 and ask: *What is the wind doing in this picture?*
- Repeat the procedure for the other story cards.

Track 40 (Story cards 4-8)

Story Time - Up, up, up and away!

Picture 4

Freddie: Oh no! Oh no! Up, up, up and away.
The wind is blowing my trousers away!

Picture 5

Bella: Oh no! Oh no! Up, up, up and away.
The wind is blowing my skirt away!

Roxy: The wind is blowing my dress away!

Toby: The wind is blowing my shirt away!

Sandy: The wind is blowing my coat away!

Morris: The wind is blowing my T-shirt away!

Ozzy: And the wind is blowing my...

Picture 6

Ozzy: Oh no! Oh no! Up, up, up and away.
The wind is blowing my nest away!
Boo hoo! Twitter woo!

Picture 7

Freddie: Look! My trousers are on the lily pad!

Bella: And my skirt's up the tree.

Roxy: And my dress is in a puddle!

Toby: And my shirt's under the bush!

Sandy: And my coat is on the rock!

Ozzy: But where's my nest?

Picture 8

Freddie: Here's your nest, Ozzy. Oh Look!
And here's Morris!

Morris: And here's my T-shirt!

All: Hooray, hooray. It's windy day.

Come on everyone! Let's go and play!

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen and say 'true' or 'false'.

- Tell the students to open their Pupil's Books to page 37. Say: *Look at Activity 1. Who can you see? The students describe some of the people in the picture and what they are doing. Then say: Listen to these sentences about the picture. Are they true or false?*
- Play Track 43. The children listen and look.
- Play Track 43 again. The children listen and say 'true' or 'false'.

2. Ask and answer questions about the pictures.

- Say: *Open your Pupil's Books to page 37. Look at Activity 2. Look at picture 1. What's the weather like? What are they doing?*
- Repeat the procedure for other pictures.
- Then say: *It's windy. What are Morris and Sandy doing? Ss: They're flying kites.*
- Repeat the procedure with other pictures.
- Tell the children to work in pairs and take turns asking and answering questions following the model.

Track 43

Look at the picture. Can you see the boy in the yellow T-shirt?

The wind is blowing his scarf away.

Can you see the boy and girl wearing orange T-shirts?

They're playing on the seesaw.

Can you see you the two boys wearing green T-shirts?

They're sitting by the tree.

Can you see the three boys having a picnic?

They're drinking lemonade and eating ice cream.

Can you see the two girls wearing green skirts?

They're playing with their puzzle.

LOOK AT ME!

- Choose six children to come to the front of the class.
- Play Track 40 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. Use the words to make sentences.

- Say: *Open your Activity Books to page 37. Look at Activity 1.*
- Make sentences by showing the children how to draw their finger across the columns: *Freddie is swimming in the pond.*
- Tell the children to draw lines to make sentences.
- Ask volunteers to read their sentences out loud.

2. Draw a picture of Freddie and his friends.

Write about what they are doing.

- Say: *Now look at Activity 2.*
- Tell the children to draw a picture of Freddie and his friends and write about what they are doing.
- When they have finished, ask volunteers to show and describe their pictures: *Freddie is ... Morris and Sandy are ...*
- Then ask individual pupils: *Who is in your picture? What is he doing? What are they doing?*

Extra Activity

Play 'Mime and guess'.

- Mime one of the actions from this lesson and say: *Guess what I'm doing.*
- Then call a child to come to the front of the class, whisper an action to him/her and both mime the action. Encourage other children to put their hands up and guess the mime. Say: *Guess what we're doing.*
- Ask volunteers to come and mime for the rest of the class, individually and in pairs or small groups.

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: to develop reading skills: the vowel sounds *snow* and *skirt*

Vocabulary: *snow, coat, soap, bowl, comb, slow, skirt, shirt, girl, dirty, thirsty*

Phonics: /əʊ/ and /ɜː/

Materials: CD, flashcards (words with /əʊ/ and /ɜː/) slips of paper – one for each child with one of the new /əʊ/ and /ɜː/ words written on it

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!

- Focus on the /əʊ/ sound. Say: /əʊ/, /əʊ/, *snow*. Ask: *Has anyone got a name with the sound /əʊ/?* Ensure that you pronounce the long vowel sound.
- Repeat the procedure with the sound /ɜː/ *skirt*.
- Tell the children to look at you carefully and articulate the /əʊ/ sound very clearly. It is important that they see that your mouth moves to close as you make the sound.
- Repeat the procedure for the /ɜː/ sound where the mouth is pushed forwards and remains open.

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen and point. Read the words out loud.

- Say: *Open your Pupil's Book to page 38. Let's read with Freddie! Look at Activity 1.*
- Play Track 44. 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.
- Play Track 44 again. The children join in with the words.
- Ask the children to read the words out loud on their own.

2. Match the sentences to the pictures.

- Say: *Now look at Activity 2.*
- Read the tongue-twister sentences aloud. The children listen and point to the matching pictures.
- Ask the children to read the rhymes out loud themselves. Tell them to read them faster and faster.

3. Play 'Jump left, jump right'.

- Say: *Now look at Activity 3.*
- Say: *We are going to play 'Jump left, jump right'.*
- Draw two columns on the board, one with the word *slow*, the other with the word *skirt*.
- Ask a volunteer to be the caller. The rest of the class forms a line looking at the board.
- The caller calls out one of the words from Activity 1 and the children have to jump to their left or right according to the sound.

Track 44

Read with Freddie

/əʊ/, /əʊ/, *snow*

/əʊ/, /əʊ/, *coat*

/əʊ/, /əʊ/, *soap*

/əʊ/, /əʊ/, *bowl*

/əʊ/, /əʊ/, *slow*

/ɜː/, /ɜː/, *skirt*

/ɜː/, /ɜː/, *shirt*

/ɜː/, /ɜː/, *girl*

/ɜː/, /ɜː/, *dirty*

/ɜː/, /ɜː/, *thirsty*

LOOK AT ME!

Play *Find your partner*.

- Hand out the slips of paper with new vocabulary written on them.
- Each pupil tries to find another child with the same letter combination. S1: /əʊ/, *snow*. S2: /əʊ/, *slow*. *Snap!* Or S1: *boat*; S2: *coat*. *Snap!* When each child has found a partner, they swap their slip of paper with someone else and go looking again.
- Once the children are in pairs tell them to find another pair with the same sound. Then tell them to find another group until all the children are in two groups.

ACTIVITY BOOK

Write with Freddie.

1. Classify the pictures by their sound.

- Say: *Open your Activity Books to page 38.*
- Point to the words and say the sounds out loud, not the name of the letter: /əʊ/ *snow*, /ɜː/ *girl*.
- Explain that they must circle the /əʊ/ words in blue and the /ɜː/ words in red.
- The children circle the words.
- Check the activity by saying the word and asking students to tell you the colour. T: *Clothes*. Ss: *Blue*.

2. Complete the words using 'o', 'a', 'i' or 'u'.

- Say: *Look at Activity 2. Can you complete the words?*
- The children work in pairs and complete the words from Activity 1 using the different vowels.
- When they have finished, ask for volunteers to read out two words that sound the same. They should spell the words after they have read them.
- Continue until they have read and spelt all the words.

Extra Activity

- Divide the class into groups of four. Assign one of the rhymes to each group. Tell the children they have five minutes to plan a little chant with movements to perform their rhyme.
- The children perform their rhymes.
- Vote on the winning group.

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, character cutout puppets (online resource)

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 story cards on the board.
- Say: *Do you remember the story? Is Morris in the story? Who else is in the story? Who is this? (Point to Miss Prickle).*
- Point to the story cards and ask questions about the story. For example: *What is the weather like? Is it sunny?*

LOOK AT THE BOOK! PUPIL'S BOOK

1. Read the sentences and say the picture number.

- Say: *Open your Pupil's Book to page 39. Look at Activity 1.*
- Ask a volunteer to read the first sentence out loud and then ask: *Which picture is that?*
- Repeat the procedure for the other sentences and pictures.

2. Act out the story.

- Ask: *Who's in the story? As the children call out names ask one person to come to the front of the class and allocate a character to them. You will need seven children to act out the story review at the front of the class - Morris, Sandy, Toby, Roxy, Bella, Freddie and Ozzy.*
- Say: *Let's act out the story.*
- Read Miss Prickle's story review to the children as they act it out. The rest of the class use their character puppets and join in with the words.
- Divide the class into groups of six and assign a character to each child. One child will be the narrator. Some children can play more than one role.
- Children act out the story in their groups. Walk around checking that all the children are participating in the story.

Miss Prickle's story review

It's windy today and everyone is playing by Ozzy's tree. Morris and Sandy are flying kites, and Toby and Roxy are sailing.

It's very, very windy now. The wind's blowing the clothes away. It's blowing Freddie's trousers away! And it's blowing Bella's skirt away!

Oh, no! Now the wind's blowing Ozzy's nest away!
Oh, dear! Poor Ozzy!

Here's Ozzy's nest! It's on the ground and it's on Morris! Poor Morris! He is very cross. But he's got his T-shirt back now.

LOOK AT ME!

- Remind the children that in this unit they learnt two songs: 'The weather song' and 'The going out to play song'.
- Divide the class into two groups. Assign a song to each group.
- Play Track 38. The children who have been assigned this song sing along while the other group mime actions to the song.
- Then play Track 41. The children change roles.

ACTIVITY BOOK

Miss Prickle's language review

1. Look at the picture and complete the sentences.

- Say: *Open your Activity Books to page 39. Look at Activity 1.*
- Tell the children to read the first sentence in silence and then ask: *Does anybody know what word is missing?*
- Repeat the procedure for the other sentences.
- The children complete the sentences in their books.
- Check the activity by asking volunteers to read their completed sentences out loud.

2. Follow the words that sound like 'Toby' and 'girl'.

- Say: *Now let's look at the next activity.*
- Tell the children to look carefully at the words and find the ones with long /əʊ/ and /ɜː/ sounds.
- Ask the children to read the /əʊ/ words out loud with you.
- Repeat the process with the /ɜː/ words.
- The children draw a line all the way across by connecting the /əʊ/ and /ɜː/ words in a line.
- Check the activity by reading out the words from left to right.

Extra Activity

- Divide the class into groups.
- Take out the story cards and shuffle them.
- Pick out a story card at random. Place it on the board.
- Ask if any of the groups can act out the scene.
- Do this without the recording and prompt the lines if necessary.

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: Geography link

Vocabulary: cold, hot, raining, sunny, windy, coat, gloves, hat, scarf, skirt, dress, trousers

Structures: *It's (sunny). What's the name of the city?*

Materials: CD, card, crayons, glue

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!

- Draw the weather symbols on the board and explain that they mean: *raining, sunny, snowing and windy.*
- Draw a thermometer on the board marking it at 30° and ask: *Is this hot or cold?*
- Draw a thermometer on the board marking it at -5° and ask: *Is this hot or cold?*

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen and answer the questions.

- Say: *Open your Pupil's Book to page 40. Look at Activity 1. Look at the map. What can you see?*
- Ask the students to identify the countries and their capitals.
Say: *London is the capital of the United Kingdom.*
- Then ask: *What's the weather like in London?*
- Repeat the procedure for the other cities.
- Play Track 45. The children listen and point to the cities.
- Play Track 45 again and this time stop after each question to allow the children to give you the correct answer.

2. Make a weather chart.

- Say: *Now look at Activity 2. We're going to make a Weather Chart.*
- Ask the children to look at the sample chart in their Pupil's Book.
- Hand out the materials.
- The children copy the background text in the chart and make cards with the words they are going to fill in: date, weather conditions, clothes.
- They place the cards on their weather charts.

Track 45

Step out

- It's sunny and windy. What's the name of the city?
- It's windy and cold. What's the name of the city?
- It's snowing and cold. What's the name of the city?
- It's raining and windy. What's the name of the city?
- It's raining and cold. What's the name of the city?
- It's sunny and hot. What's the name of the city?

LOOK AT ME!

- Ask volunteers to show and describe their weather charts.
- Note:** These weather charts can be used again by substituting cards for different dates, weather conditions and clothes.

ACTIVITY BOOK

1. Look at the weather and match the people to the places.

- Say: *Open your Activity Books to page 40. Look at Activity 1.*
- Remind the children of the weather symbols and then ask them to look at the cities in the central column of the activity.
- Say: *Look at the first man. What's he wearing?*
- Repeat the procedure for all the people so that the children name all the garments.
- Then ask: *What's the weather like in Berlin? Can you find the person from Berlin?*
- Repeat the procedure for all the people and places.
- The children match the people to the places.

2. Complete the sentences.

- The children complete the sentences.
- Check the activity by asking volunteers to read their sentences out loud.

Extra Activity

- Ask the children to draw a picture of their favourite weather and write about it.
- They should describe their favourite weather, what they usually wear and what they like doing in this weather.
- Ask volunteers to show and describe their pictures.

Let's say goodbye to Freddie!

- Say: *That's the end of our lesson today and the end of Unit 4. Let's say goodbye to Freddie.*
- Play Track 03. The children join in.

Track 03

The goodbye chant

See page 73 of the TB.