

1

Come into my class!

Learner's Book A

Big question: What can we do in class?

Unit overview

In this unit learners will:

- explore the new classroom environment
- talk about what they do in class
- follow and understand a story about a mysterious classroom
- learn to write names of objects in the classroom
- talk about old and new things
- talk about shapes
- learn and use the numbers **1** and **2**
- identify and say the letters and sounds **a, b, c**
- identify and talk about the colours **red** and **blue**.

Learners will begin to build basic communication and literacy skills as they speak about classroom objects, discuss a story, talk about old and new things and act out mini dialogues. They will also begin to develop critical-thinking skills by exploring the new environment, understanding similarities and differences and categorising colours, shapes and objects. Learners will develop gross and fine motor skills through cutting out, and colouring and tracing over letters and numbers. Basic concepts of maths are introduced as they practise counting to 2. At the end of the unit, they will demonstrate understanding as they work in small groups to complete a simple project. Working in groups will also contribute to the development of their social and emotional skills as well as their artistic and expressive skills.

Vocabulary fields: classroom objects, colours, shapes, old and new, people, activities, greetings, letters of the alphabet, numbers **1** and **2**

Language focus: *What's this?; What is it?; It's an/a (rubber); It's old/new; It's (blue).*

Critical thinking

- discriminating and categorising old and new
- identifying shapes in the classroom.

Self-assessment**I can:**

- explore my new environment
- talk about what we do in class

- follow and understand a story about a mysterious classroom
- talk about old and new things
- talk about shapes
- count to **2**
- identify and say the letters and sounds **a, b, c**
- identify and talk about the colours **red** and **blue**.

Cambridge International objectives

- **Listening:** Understand a limited range of short, basic, supported classroom instructions; understand a limited range of short, supported questions which ask for personal information; understand a limited range of short, supported questions on general and curricular topics; understand very short, supported narratives on a limited range of general and curricular topics; recognise the names of letters of the alphabet; recognise the sounds of phonemes and phoneme blends.
- **Speaking:** Make and respond to basic statements related to personal information; ask questions in order to find out about a limited range of personal information and classroom routines; use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines; respond to basic questions on classroom and daily routines; use words and phrases to describe objects; contribute suitable words and phrases to pair, group and whole-class exchanges; take turns when speaking with others in a limited range of short, basic exchanges.
- **Use of English:** Use numbers 1–10 to count; use basic adjectives and colours to say what someone/ something is or has; use interrogative pronouns *which, what, where* to ask basic questions: *What colour is it? What now?*; use personal subject and object pronouns to give basic personal information; use imperative forms of common verbs for basic commands and instructions; use common present simple forms to give basic personal information; use common present continuous forms to talk about what is happening now; use *can/can't* to describe ability.
- **Reading:** Recognise, identify, sound and name the letters of the alphabet; sight read high-frequency words.
- **Writing:** Hold a pen/pencil in a comfortable and efficient grip; form upper- and lower-case letters of regular size and shape; write letters and words in a straight line from left to right with regular spaces between letters and words; copy letters and familiar high-frequency words and phrases correctly.

Lesson 1: Think about it

What can we do in class?

Learner's Book A pages: 4–5

Activity Book A pages: 4–5

Lesson objectives

Listening: Listen to a chant and mini dialogues. Follow directions and listen for information.

Speaking: Have a conversation with a friend. Practise theme vocabulary and instructional vocabulary.

Critical thinking: Draw on their knowledge of classroom objects and analyse what they are used to achieve.

Pre-reading: Exposure to sentences, word shapes and poem shapes.

Pre-writing: Trace new words; trace and colour.

Vocabulary: **book, pencil, crayon, paper, paint, glue, pen**, yes, no, draw, read, colour, stick

Language focus: *What's this? What is it? It's a/an...; It's old/new.*

Materials: a puppet for each member of the class (puppet template PCM 3 page 162), colour pencils or crayons, markers, name cards (PCM 4 page 163), 1 safety pin per card, classroom objects or flashcards of vocabulary items (PCM 5 page 164), cloth bag, salt tray, coloured paper/stickers, shapes, glue, draft paper. Pre-prepare an example picture of a child using as many materials from the list as possible for Activity Book page 5 (activity 4).

Learner's Book



Warm up: Who are we?

- Welcome the class and ask learners to sit in a circle on the floor. Introduce yourself. Say: *Hello. I'm ...*
- Make puppets for all the class, or introduce this as a class activity (PCM 3 page 162). Ask a puppet: What's your name? and have the puppet answer: *I'm ...* Then use the puppet to ask learners: *What's your name?* Encourage learners to reply to the puppet.
- Give learners a puppet each and encourage them to talk to each other using it.
- Write each child's name on a name card (PCM 4 page 163) and laminate it so that it lasts for many classes. Give each learner their name card and secure them with a safety pin.
- Play a clapping game: The learners sit in pairs opposite one another and clap hands together. Then ask the learners to reach out with their right hand to clap their partner's right hand as learner A asks: *What's your name?*

- Clap hands again then the learners reach out with their left hand to clap their partner's left hand as learner B says: *I'm ...!*

Teaching tip: Positive feedback is crucial to encourage learners to work hard and to reinforce their self-esteem. Short expressions such as 'Great!', 'Good job!' or 'Well done!' can be used to praise them for correct answers. Visual feedback can be used to avoid interrupting learners while they are speaking. A smile, a nod of the head or another appropriate gesture could be one form of visual feedback.

What can we do in class?

- Show the picture of the bird. What is the bird doing? The bird is reading a **book**. You can mime this to make the meaning clear.
- Ask learners what they can do in class. Can they read a **book** like the bird? What else can they do?
- Elicit ideas from the class. If needed, show them objects that can spark ideas, e.g. a **pencil** or **crayon** (write and colour), **glue** and scissors (cut and paste).
- Use real objects to introduce the vocabulary: **book, pencil, crayon, paper, paint, glue, pen**. Collect some of each object, e.g. 5 **pencils**, 3 **books**, and so on, and place them around the classroom. Address each learner in turn, e.g. *Find a crayon/the glue*. Mime 'Find' to make the meaning clear.
- Explain what 'yes' and 'no' mean. You may shake your head for 'no' and nod for 'yes', or mime with your fingers to show the meaning.
- Put a line of tape on the floor and designate one side 'YES' and the other 'NO'. Ask learners to stand on the line.
- Hold up an object and say its word. If learners think that you have said the correct word they jump to the 'YES' side; if not, they jump to the 'NO' side.
- If a learner makes a wrong choice, make a thinking gesture and encourage them to think about their answer.

1 Chant and clap.

- Open the Learner's Book to page 4 and mime as you say: *Look and listen*. Point to the poem, then at your eyes and ears.
- Play the chant as the children look at the picture. Learners identify and point to the classroom objects.
- Clap along to the rhythm of the chant and encourage learners to follow you.
- Put the objects/flashcards (PCM 5 page 164) within reach. Learners say the chant and pick a flashcard/object when it is said.
- Ask more confident learners to read some of the key words in the poem independently.

- **Informal assessment opportunity:** Use sticky notes or take pictures to record what learners are doing in order to feed into planning.

Audioscript: Track 1
 See Learner's Book page 4.



DIGITAL ACTIVITY

Use this video to create interest in the topic of classrooms.

2 What can you see? Explore the picture.

- Learners explore the picture in more detail. Focus on the child characters in the picture and ask volunteers to say their names. Discuss what the children in the picture are doing, and what they are using to make their pictures.
- Help with any new words and phrases the learners need to express themselves in English. For example 'colour', 'make', 'use', 'draw'. Mansi and Lan are making a picture. It's a picture of a bird. Nasreen has crayons. Aron and Ana are making a tree. Aron is using scissors.
- Incorporate the new words and phrases into following lessons so that the learners are exposed to a wide range of topic language that they can make active at their own pace.

3 Listen and stick. Listen, say and act.

- Ask learners to find their stickers for Unit 1. Then ask them to look at the picture on page 5 of their Learner's Book. Encourage them to talk about what is missing from the image, e.g. the classroom objects, and guess which object matches each outline. Explain that they are going to put the stickers in the correct place.
- Play the audio. Pause after each mini dialogue and act it out. Encourage the class to act with you.
- Play the audio again, pausing after each exchange. Learners choose the sticker that matches the recording and stick it in the correct place. Give them plenty of time to do this.
- When they have finished, divide the class into pairs. Play each dialogue again and ask learners to act them out. You could ask more confident learners to act out one dialogue for the class.
- **Differentiation opportunity:** Some learners may already know how to form the letters of the alphabet. You may ask these learners to trace over the captions. With less confident learners, use a tray with enough salt to just cover the bottom and show learners how to make lines and shapes in the salt tray using their pointer finger.

Audioscript: Track 2

What's this?
 It's a pencil.
 Draw with the pencil.

What's this?
 It's a book.
 Let's read the book.

What's this?
 It's a crayon.
 Colour with the crayon.

What's this?
 It's paper.
 Pass the paper, please.

What's this?
 It's paint.
 Paint on the paper.

What's this?
 It's glue.
 Stick with the glue.

4 Play the game. Talk about an object. Your friends guess the object.

- Place some classroom objects into a cloth bag, asking the class to name each one as you place them in. Learners take turns to reach into the bag, touch an object and try to guess which one it is by its shape, texture or size. After they have guessed, they take out the object to check if they are right.
- Encourage learners to say what the object is, e.g. *It's a book!*



DIGITAL ACTIVITY

Use this listening activity to reinforce new classroom object vocabulary.

Activity Book

Introduction games

- Ask learners to point to each of the six children in the picture in turn. Then ask learners to colour the children and their name captions.
- Play a game. Point to a child from the picture and ask the class to name the child.
- The children then play the game in pairs, pointing and saying the names of the characters.


1a Listen, say and circle.

- Review the classroom objects. Focus on the picture and ask learners what the birds are doing. They are playing a guessing game. Ask what the bird is using to make a sound (a **pencil**).

- Play the guessing game with the class. Play the first part of the audio and ask learners to confirm their guess. They then circle the correct item in part 1. Play the rest of the audio for the children to listen, answer and circle.

Audioscript: Track 1


- 1** Listen. It's a ...
Yes, it's a crayon.
- 2** Listen. It's ...
It's paint.
- 3** Listen. It's ...
It's paper.
- 4** Listen. It's ...
It's glue.
- 5** Listen. It's a ...
It's a book.
- 6** Listen. It's a ...
It's a pencil.

1b Listen, check and repeat. 

- Play the audio again for children to listen, check their answers and repeat.



Audioscript: Track 2

- 1** Listen. It's a ...
Yes, it's a crayon.
- 2** Listen. It's ...
It's paint.
- 3** Listen. It's ...
It's paper.
- 4** Listen. It's ...
It's glue.
- 5** Listen. It's a ...
It's a book.
- 6** Listen. It's a ...
It's a pencil.

2  **Look and guess. Join and check.**

- Focus on the first dot-to-dot picture and encourage learners to guess what they think it is. Ask them to join the dots to reveal the picture.
- Discuss what is unusual about the picture – encourage them to think about the shape. Ask: *Is this a ...? Why is it funny?*

- They then complete the other pictures and discuss what is unusual about each item.
- Differentiation opportunity:** More confident learners can then trace over the words and 'read' them.

3a  **What's this? Circle.** 

- Learners identify what has been used in each of the pictures on the left. Elicit ideas from them. If they find it difficult, direct them to the two options in the pictures.
- Play the first part of the audio for learners to listen and confirm their answers. Then they complete the activity, circling the word that matches the shadow image.
- Differentiation opportunity:** More confident learners can trace the correct word in the pairs of words next to the picture. Less confident learners may use the salt tray.


3b Listen, check and say. 

- Play the audio again for learners to check their answers. Play each answer and ask the learners to repeat the sentences. Praise correct work. For example, say: *Well done!* or *Brilliant!*

Audioscript: Track 3

- 1** It's paint.
2 It's a crayon.
3 It's paper.
4 It's a pencil.

Teaching tip: Giving feedback is important. If a learner has made mistakes, be positive and praise effort, but be specific about what they need to improve. For example, say: *I thought your work was great because ... I think it could be even better if ...*

4  **Make a picture of yourself. Circle the things you used.**

- Discuss your pre-prepared example picture with the class and model how you made it.
- Provide **crayons, pencils**, paint, coloured **paper**/stickers, shapes and **glue**. Learners plan their picture on a piece of **paper** before completing it in their books.
- Encourage learners to experiment with paper cut-outs as they plan their work. When learners have finished, they circle the items they have used to make their pictures and write their name under the picture.
- Informal assessment opportunity:** Take a picture of learners' work for the class portfolio. Make notes to remind yourself of remedial actions for future classes if necessary.
- Differentiation opportunity:** Encourage more confident learners to tell the class how they made their pictures. Less confident learners can say what they can in English and use L1 if necessary. Echo their words and invite them to repeat after you.

Lesson 2: Story time

The classroom

Learner's Book A pages: 6–9

Activity Book A pages: 6–7

Lesson objectives

Listening: Listen to a story.

Speaking: Discuss a story. Ask and answer questions. Talk about colours **red** and **blue**.

Critical thinking: Understand a story. Find what isn't in a story.

Pre-reading: Become familiar with left-to-right directionality; identify graphic devices such as speech bubbles and numbered picture frames.

New vocabulary: **blue, red, pencil case**, classroom, paintbrush, walls, drawings, dark, Thank you, You're welcome, teacher, Let's tidy up

Existing vocabulary: **book, pencil, crayon, paper**, paint, **glue, pen**, yes, no

Language focus: *What's your name? I'm ...; Let's ... Look at ...; What's that? The pencil is red; What colour is the ...?*

Materials: puppets (from lesson 1), name cards, colour pencils or crayons (including red and blue), markers, classroom objects or flashcards of vocabulary items (PCM 5 page 164), character mask (PCM 6 page 166), special crayon template (PCM 9 page 169), A3 paper

Learner's Book

Warm up.

- Welcome the class using the puppet. Say: *Hello ...!* Encourage them to greet the puppet: *Hello puppet.*
- Make sure all children are wearing their name cards. Ask them to turn to a partner and greet them with a smile.

1 Listen and follow the story.

- Ask learners to sit in a circle, look at the pictures and say what they think the story is going to be about. Encourage them to give details, e.g. is the classroom like theirs, how are the characters feeling, are they friends or family?
- Ask them to find pictures of things they know in English. Focus on the school objects they have learnt. They find the objects and say the word.

Teaching tip: Some learners might know words that haven't been taught, e.g. colours. Share the words with the class and encourage the class to guess the meaning.

- Play the audio. Learners listen and 'read' the story.
- Play the audio again and discuss the general meaning of the story. You can use real objects, e.g. a paintbrush, to help make the meaning clear and to model pronunciation. Ask learners their opinion of what has happened, e.g. *Is the teacher happy or angry? Does she like the new classroom? Can we paint the classroom like that? Are the **crayons** special?*
- **Differentiation opportunity:** During the story, non-readers can listen to the audio and try to follow the text with their fingers. Less confident readers can use the images in the speech bubbles to try to identify single words. More confident readers can follow the text or sections of text.

Audioscript: Track 3

See Learner's Book pages 6–9.

2 Look and match. Then colour and say.

- Review **red** and **blue** with the class. Then introduce the question: *What colour is it/this?* Ask learners to look for **red** and **blue** objects in the classroom. Hold up a **red** and a **blue pencil** and say the colour. Encourage learners to show their red and blue objects and say the colours in the same way.
- Discuss the colour of each item in the story. Go through the activity orally, getting learners to check the story before they complete each part of the matching activity.
- Encourage learners to talk about the colours of the objects – *The pencil is red.*

EXTENSION

- Draw a large circle on two pieces of A3 **paper** and pin them on different walls in the classroom. Take a **blue crayon** and ask learners to say the colour. Walk over to one circle and colour a small part of the circle **blue**. Repeat with **red**. Then say a colour to a learner, e.g. **blue**. They pick up the **blue crayon**, go over to the circle you coloured in **blue** and colour it a little. Continue with other learners.

3 What **isn't** in the story? Circle and say.

- Discuss with the class what things are not in the story. Point at the first line of images and ask what each picture is, e.g. a **red crayon**. Then ask learners which of these items **isn't** in the story. They look carefully at the story pictures to decide.
- Proceed in the same way with each question. If necessary, take the time to go over the difference between 'is' and 'isn't'.

4 Act out the story.

- Listen to the story again. Encourage learners to join in if they can remember the words, or join in with the speech of particular characters.
- Then put the children into groups to act out the story. Learners can make character masks using the character mask template (PCM 6 page 166).

- Ask learners to rehearse for a few minutes before they act the story out for the class. Play the audio to remind learners of their lines. Cue to help them say their lines independently.

5 Values: Why is it important to tidy up?

- After acting out the story, the room is likely to be untidy. Say: *Look! Our classroom isn't tidy! Let's tidy up!* Mime to make the message clear.
- Take advantage of this situation to discuss why being tidy is important. Use L1 if necessary. The focus here is the importance of being tidy and respectful with each other's and the school's property. Do they help to keep their things tidy at home? Help them to express their ideas by adding simple vocabulary they may need.
- Ask the class to help you tidy up. When you have finished, look around and say: *Look! Our room is tidy now! It's beautiful. Thank you.* Elicit the correct reply from the class: *You're welcome.*



DIGITAL ACTIVITY

Use this activity to help consolidate the colour vocabulary red and blue.

Activity Book

1 Draw lines to show when things happen in the story.

- Look at the first picture on the left of Activity Book page 6. Learners say what comes next. Elicit ideas from them and encourage children to say why they think so.
- Together, draw lines to match the first frame to the next one. Continue until all frames have been connected in order. Then say and repeat what happens in each frame. If there is enough time, they can colour in the frames.

2 How do they feel? Draw the faces for the beginning and end of the story.

- Talk about how the children feel at the beginning of the story, e.g. nervous, scared. Use L1 if necessary. As a class, make simple drawings of their faces.
- Then talk about how they feel at the end of the story and draw in their faces. Encourage the class to think about, and discuss, why their feelings have changed.

3 What is missing from this picture? Draw the things then trace the words.

- Ask learners to look at the picture and compare it with picture 9 from the story. Ask: *What objects are missing?* Elicit ideas from the class and ask learners to draw in the objects.
- **Differentiation opportunity:** More confident learners can trace the words for the things that are missing. If you have extremely confident learners, they can copy the word. Less confident learners can finger trace the words on large sheets of **paper**.

4 Make your own special crayon. Show it to the class.

- Set up a craft activity and ask learners to **paint** and stick things on real **crayons** or the special **crayon** template (PCM 9 page 169), so their own crayons seem to have special powers. Encourage them to use **blue** and **red** to reinforce the new colours. Then ask learners to show their **crayons** to the class.
- **Informal assessment opportunity:** Note down any problems learners might have with fine motor skills to provide further practice. You may also record learners' work and include it in a class portfolio.

5 Values: Why is it important to tidy up? Show where to put the things.

- Focus on the objects and tell the class that they need to match them to where they go. You could teach them the words for the places or just work visually. Ask them to compare the pictures to what happens in their classroom. Ask: *Do they go in the same places in our classroom?*

Lesson 3: Talk about it

Old and new

Learner's Book A pages: 10–11

Activity Book A pages: 8–9

Lesson objectives

Listening: Listen to descriptions of classroom objects.

Speaking: Discuss a song. Ask and answer questions.

Critical thinking: Learn to discriminate between old and new objects.

Writing: Tracing words.

Vocabulary: old, new, rubber, ruler, bag, colour (verb), paint (verb), draw, touch

Language focus: *What's that/this?; It's a/an ...; What is it? It's (red/blue)*

Materials: colour pencils or crayons, markers, old and new classroom objects, A4 paper

Optional: pictures or photos of old and new schools, classrooms, books, clothes, classroom objects

Learner's Book



Warm up.

- Greet the class and ask learners to sit in a circle.
- Learners play a game to review vocabulary. They walk around the classroom following your orders. For example, say: *Touch a **book**. Show me a **pencil**. Touch a **red pen**. Touch something **blue**.* If a learner makes a mistake, they lose a turn.

1 What is missing in the new classroom? What can you see in the pictures?

- Learners recognise old and new items and compare them in order to find out what is missing. Show some old and new classroom objects to the learners and ask them which things they think are old or new. Ask why they think this. It may be useful to use L1.
- Introduce the word *old* and contrast it with *new*. Make sure the children understand the difference. Practise identifying objects as old or new. Introduce **an** + vowel: **'an old ...'** For example, say: *It's an old paintbrush*. Give a few examples. Stress 'a'/'an' so that learners become aware of when to use one or the other.
- Show the pictures of the classrooms. Ask learners to decide which classroom is old and why they think so. Help them to express their ideas, supplying any additional vocabulary they may need and echoing their ideas in English if they use L1.
- Focus on some of the objects. For example, point to the ink bottle. Ask: *What could this be? Why might it be used?*
- Ask learners to describe the objects they see in both classrooms. Encourage the class to find what's missing in the new classroom (pencils), and what's missing in the old classroom (rubbers).

2a Listen and find. Then listen and repeat.

- Play the first dialogue and ask: *What is it?* Elicit the answer: *A ruler*. Ask: *Is it old or new?* Point to your eyes and then the pictures, then ask: *Which? This? Or this?* Then play the audio again and ask them to repeat the dialogue. Continue with the remaining dialogues.
- Divide the class into two groups – group A ask the questions and group B answer. Play each mini dialogue again, stopping after each exchange for the groups to repeat their part. Group A asks: *What's this?* and group B answers: *It's a school bag. It's a new school bag.*

Audioscript: Track 4

1 What's this?

It's a ruler. It's an old ruler.

2 What's this?

It's a school bag. It's a new school bag.

3 What's this?

It's a book. It's an old book.

4 What's this?

It's a pen. It's an old pen.

5 What's this?

It's a pencil. It's a new pencil.

6 What's this?

It's a rubber. It's a new rubber.

2b Play: What is it?

- Divide the class into pairs. Learner A points at the picture of a **pen** and says: *It's blue/red. What is it?* Learner B answers: *It's a pen*. Learner A replies: *Yes/No*. They can also give old/new clues.
- Alternatively, learners could do the activity in groups.



DIGITAL ACTIVITY

Use this activity to enhance the critical thinking skill of discerning between old and new, and to practise the use of **a** and **an**.

3 Listen and match. Then sing and act out.

- Encourage learners to look explore the pictures. Ask: *Can you see the pencil? What is it doing?*
- Learners listen to the song and act it out. Play the song at least twice more. Encourage the class to join in and mime making a picture – use **crayons**, a paintbrush and a **pencil** to make the meaning clear.
- Give the learners materials to make pictures as they listen. When they have finished, ask learners to show their pictures. Display the pictures around the class.
- Differentiation opportunity:** Non-readers can point to the verses using the coloured blocks to help them. Less confident readers can find words that they can identify. More confident readers can follow the lines with their fingers.
- Informal assessment opportunity:** Circulate to see how learners handle drawing and painting materials. Check if there are problems with fine motor skills. Take pictures of their work for the class portfolio.

Audioscript: Track 5

See Learner's Book page 11.

Activity Book

1 Listen and circle or trace **a** or **an**. Then listen and repeat.

- Remind learners of when we use **a** and **an**. Play a simple stand up/sit down game. Tell children to stand up every time they hear 'a' or 'an'. Say a few sentences, for example: *It's a red/blue pencil*.
- Informal assessment opportunity:** Make a note of who might be struggling to differentiate between the two, as this may not only indicate a linguistic difficulty but also at a physical problem, such as colour blindness.
- Focus on the sentences in the book. Ask learners to look and say the objects and then say if they are old or new.
- Play the audio. Learners listen and circle the correct word.
- Differentiation opportunity:** More confident learners can trace the word instead.

- Tell learners about vowels and consonants in a very simple way. Explain that it is difficult to say 'a' with some sounds so we use 'an' instead. Then practise saying the mini dialogues.

Audioscript: Track 4

What's this?
 It's a new pen.


What's this?
 It's an old pencil.

What's this?
 It's an old rubber.

What's this?
 It's a new ruler.

What's this?
 It's an old bag.


What's this?
 It's a new book.

2a  **Draw what's in your school bag.**


- Ask learners to look in their school bags and draw what is in there.
- If they don't have school bags, or don't have classroom objects in them, pretend they have a hat and can pull things out of it. Learners draw the hat and colour the objects.

2b Ask and answer.

- Learners show their finished picture to the class, and children ask questions about it. Help them formulate the question and answer: *What is it? It's a ...* They can also speak about colour: *It's red/blue.*

3a  **Find 3 old things in this picture. What are they?**

- Look at the picture and find the different old objects, for example, *pen, book* and wooden *pencil* case.
- Discuss how things from long ago were different from what they have nowadays. You could also ask about stories from their grandparents or other older people.

3b  **Trace or write about 1 of the objects.**

- Tell learners to trace words to make a sentence about one of the items.
- Differentiation opportunity:** More confident learners could write the words instead of tracing.
- When they have finished, they can say their sentence.

Lesson 4a: Let's learn our ABC

Learner's Book A page: 12

Activity Book A page: 10

Lesson objectives

Listening: Listen to words and sounds, match words and sounds to letters.

Reading: Identify letters **a, b, c**.

Writing: Write letters **a, b, c**.

Critical thinking: Match the first letter of words to pictures.

New vocabulary: letters **a, b, c**; **apple, book, cat**, happy, face

Materials: a beanbag, a soft ball, colour pencils or crayons, markers, classroom objects or pictures of classroom objects (PCM 5 page 164), alphabet flashcards (PCM 1 pages 149–157) or plastic alphabet letters, large sheets of paper

Learner's Book



Warm up.

- Greet the class and ask them to sit in a circle.
- Hold a soft ball and ask: *What's your name?* Pass the ball to learner A and elicit their answer, for example, *I'm ...* Learner A then asks: *What's your name?* and passes the ball to learner B. Continue at a quick pace to maintain interest.
- Get pictures of classroom objects (PCM 5 page 164) and place them face down on the floor. Learners throw a beanbag onto a picture and identify the picture it lands on: *It's a new .../an old ...* If they say the word correctly they keep the card. The winner is the learner who has the most cards.


1a Listen, point and say.

- Ask learners to identify any of the objects in the pictures that they know the names of in English. Do they know how to say the letters? Elicit ideas from the class.
- Explain in L1 that, in English, sometimes the name of the letter isn't exactly the same as its sound when it is in a word.
- Play the audio so learners can familiarise themselves with the letter names, sounds and words.
- Play the audio again. Learners listen and point to the letter. They say the letter name, sound and names of the objects.

- Encourage the class to compare how they say the name of the letter, for example, letter a (/ei/), and how it is pronounced in a word, for example, 'apple' (/æ/). Ask: *Is it the same or different?*

Audioscript: Track 6


A (ah) apple
B (buh) book
C (cuh) cat

1b Listen, find and trace. 

- Learners listen to the audio and finger trace the big letters. Together, chant the name of the letter as they trace it.
- When finished, ask children to follow the arrows to complete the letters. Play the audio a few times if necessary.
- Play a game: Hold a flashcard letter (PCM 1 page 149) up and trace the letter in the air. Ask learners to do the same using their magic fingers. Learners can then use their magic fingers to trace the letter on fun places. For example: *Draw a on your hand. Now on the wall.*

Audioscript: Track 7


(buh) book
(ah) apple
(cuh) cat

2a Listen, say and match. 

- Learners identify the pictures by saying the word then the first letter sound.
- Play the audio. Encourage learners to identify the letter and the matching image.
- Play the audio again for them to listen and check – learners can repeat the letter name, sound and word.
- When they have finished, ask learners to say and show what matches they have made.

Audioscript: Track 8

(buh) book
(cuh) cat
(buh) bag
(cuh) crayon

2b  **Which letter is missing? Join and say.**

- Learners look again at activity 2a and say which letter is missing (a). Elicit answers.
- They join the dots to make the picture, to confirm their answers.

**DIGITAL ACTIVITY**

Use this activity to reinforce the sounds and visual recognition of the letters a, b and c.

Activity Book**1 Say and match.**



- Review lower-case letters with flashcards (PCM 1 pages 149–157). Introduce the corresponding upper-case letters, pointing to the letters at the top of the page. Draw the upper-case letters on the board and add the numbers as shown in the Activity Book. Demonstrate writing the letters by following the numbers. Then repeat, this time with the learners air drawing the letters as you give directions. The learners then trace over the upper-case letters in their books.
- Ask the class: *When do we use upper-case letters?* Elicit the answer: *At the beginning of a sentence.* If they find it difficult, ask them to look at their **book** and find examples.
- Write 'An apple' on the board. Ask learners which word has an upper-case letter ('An'), and what is the upper-case letter (**A**). Learners match and say the upper- and lower-case letters in their books.

2 Listen and circle. 

- Ask learners to listen and circle the letters they hear.

Audioscript: Track 5

1 A, ah
2 C, cuh
3 B, buh
4 A, ah
5 C, cuh
6 B, buh

3  **Listen and write.** 

- Ask learners to talk about the first picture. Can they see anything in the picture that begins with the letter **a**?
- Learners listen to the audio and identify each letter sound. They then write the missing letters at the beginning of the words for each sentence.
- The learners can then say or chant the sentences.
- Differentiation opportunity:** More confident learners complete the sentences and read them out. Less confident learners may benefit from practising tracing on a large sheet of **paper** first.

Audioscript: Track 6

A, ah. Anna eats an apple.
B, buh. The book and brush are in the blue bag.
C, cuh. Cat catches a crayon in a cap.

Lesson 4b: Let's learn our numbers

Learner's Book A page: 13

Activity Book A page: 11

Lesson objectives

Listening: Listen to a song about numbers **1** and **2**.

Reading: Identify numbers **1** and **2**.

Writing: Write numbers **1** and **2**.

Critical thinking: Count to **2**.

New vocabulary: numbers **1, 2**

Materials: number cards (PCM 2 pages 158–161), classroom objects, colour pencils or crayons, markers

Learner's Book

1 Look and say. Write the numbers.

- Use flashcards and ask learners to identify the numbers **1** and **2**. Hold up classroom items and ask learners to say, for example: **1 pencil. 2 books**. Ask learners to use their fingers to trace the numbers in the air.
- Learners 'read' the numbers aloud and trace over the numbers with their fingers, following the directional arrows on the page.
- Next, they count the number of paintbrushes (**1**) and **pencils (2)**, and write the numbers.

2a Listen, sing and hold up fingers.

- Put a number of classroom objects on a table and ask the class to count how many of each there are, for example, two **red pencils**, one **blue ruler**, and so on.
- Learners examine the picture and identify the items they know. How many **pencils** can they can see?
- Ask learners to listen to the audio and mime along with you. Play the song again as learners follow and point to the pictures.
- Play the song for a third time for them to sing along. Encourage them to hold up their fingers as the numbers come up.

Audioscript: Track 9

See Learner's Book page 13.

2b Count and write.

- Learners finger trace the numbers on fun places. For example, say: *Draw **1** on your **book**. Now on your back.*
- They then look at the books and write the correct number of **pencils** in the boxes. You may wish to draw pictures on the board, for example, **2** rulers, **1** school bag, and ask learners to come to the board and write the numbers.



DIGITAL ACTIVITY

Use this activity to reinforce the concept and visual recognition of the numbers **1** and **2**.

Activity Book

1 Count and circle. Then colour and say.

- Review numbers **1** and **2** with a game or flashcards (PCM 2 pages 158–161) (see the 'Introduction' section).
- Learners count the items in the pictures, trace over the numbers and circle the correct number. Then they colour the items red or blue.
- Ask learners to work with a partner. They take turns to say how many **blue** and **red** items there are in each picture.

2 Find old and new things. Count and write.

- Learners look and point to the things in the pictures, then say what they are. Ask them to say if each item is old or new.
- Ask the class to search the pictures and write the number of old and new things they can see. When they have finished, discuss their findings as a class.

Lesson 5: Find out more

Maths: The shapes of things

Learner's Book A pages: 14–15

Activity Book A pages: 12–13

Lesson objectives

Listening: Listen to mini dialogues about shapes.

Speaking: Ask and answer questions about shapes.

Critical thinking: Identify shapes within different objects.

Writing: Trace shape words.

CLIL: maths – shapes

New vocabulary: circle, square, triangle, rectangle

Recycled vocabulary: red, blue, shapes

Language focus: *What's that? It's a ...*

Materials: colour pencils or crayons, markers, shapes cut out on coloured card, string, A4 sheets of paper or card, scissors, large sheet of poster paper

Optional: flashcards of weather symbols: sunny, cloudy, warm and cold (PCM 7 page 167)