

My birthday

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

black, brown, dragon, orange, pink, purple, white

Recycled language

blue, green, red, yellow

Receptive language

What's your name? What colour is it? It's my birthday.

Materials

Audio CD; Flashcards (Colours); Word cards (Colours); a coin or small piece of paper for each pupil

Starting the lesson

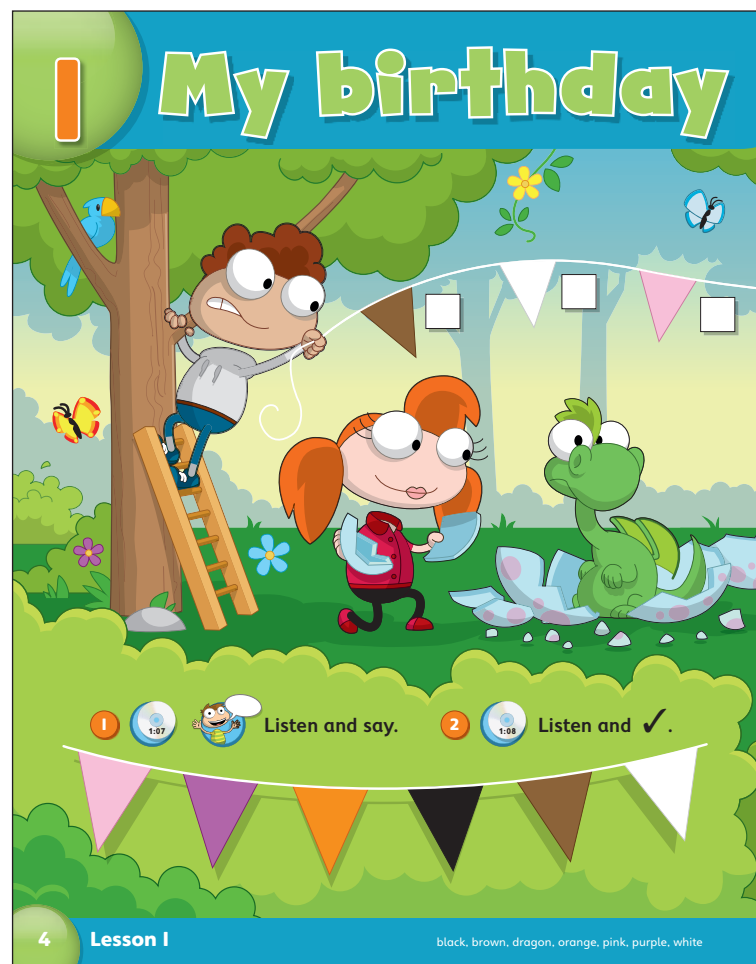
- Play the Hello song CD1:02 from the Welcome Unit. Divide the class into four groups and give each group a character's name *Rita, Zak, Oscar, Millie*. Alternatively, ask pupils to choose a character they wish to be. Play the recording again and pupils stand up and sing their chosen character's lines when appropriate.
- Revise *red, green, yellow* and *blue* by pointing at various objects and asking *What colour is it?*

PB pages 4–5

- Ask pupils (L1) if they can remember the Family Island characters' names and what the characters found in the previous lessons (an egg). Ask again for predictions as to what creature could be inside the egg. Ask pupils to remember some of the items on the note the characters found in the Welcome Unit. Point to the dragon that's hatched from the egg and say *It's a dragon*. Explain that the dragon's name is *Waldo*.
- Now focus on the title of the unit *My birthday*. Explain (L1) the meaning of the word *birthday*. Ask pupils to guess whose birthday they think it might be.

Presentation

- Present the new colours (*black, brown, orange, pink, purple* and *white*) by using things in the classroom or flashcards (colours). Point to each and say *It's (pink)*. Repeat the colour words several times.
- Write the colour words on the board and invite pupils to stick the flashcards next to the correct words.



1 Listen and say.

- Pupils look at the flags at the bottom of the page and say the colours.
- Play CD1:07. Pupils supply the missing word/s in each line until by the end they are saying all the colour words themselves.

1:07
 Pink ★ purple ★ orange ★ black ★ brown ★ white ★
 Pink, purple, orange, black, brown, ★
Listen and say the missing words.
 Pink, purple, orange, black, brown, ★
 Pink, purple, orange, black, ★ ★
 Pink, purple, orange, ★ ★ ★
 Pink, purple, ★ ★ ★ ★
 Pink, ★ ★ ★ ★ ★
 ★ ★ ★ ★ ★ ★

Pairwork

- Pupils play a game in pairs. One pupil turns away while his/her partner covers up one colour with a coin or small piece of paper. His/her partner has to say which colour is covered up. Pupils take turns, covering up more colours each time to make it more difficult.



2 Listen and ✓.

- Play CD1:08. Pupils listen and tick the flags in the main illustration when they hear the new colour words. Check the activity by pointing at each flag and asking *What colour is it? Is it (pink)?* as you point at the items. Teach the words *yes* and *no* so that pupils can answer.

1:08
Z = ZAK M = MILLIE W = WALDO
Z Hello! What's your name?
 I'm Zak. It's my birthday.
M Look at the flags. Orange, pink, black, white, purple, brown.
W Hello, I'm Waldo. I'm a dragon.

- Ask pupils (L1) whose birthday it is. (*It's Zak's.*) Point to Waldo, the dragon, and ask (L1) what colour he is (*green*). Ask the pupils what Waldo is (L1) and say the word *dragon* in L1 and then English.
- Hand out the ten word cards (colours) and ten flashcards (colours) to the class – one or more card to individuals or pairs, depending on the number in your class. Ask pupils to keep their cards secret. Say *Go!* Pupils walk around the classroom showing their cards to each other until the pupil with the (red) flashcard finds the pupil with the (red) word card.

AB page 4

1 Trace and colour.

- Pupils trace over the colour words and colour each flag appropriately. Pupils check their answers in pairs.

Ending the lesson

- Write the new colour words on the board (or use word cards). Point to each word and read it. Then point to each word and ask pupils to hold up the correct coloured pencil or find the colour on any particular page in their books.

OPTIONAL ACTIVITIES

Colour race

Divide the class into groups. Say a colour (*purple*). One pupil from each group races to be the first to touch something (*purple*) in the classroom. Then do the same activity showing flashcards or word cards.

Guessing game

Hold an item behind your back. Pupils guess what colour it is (*pink?*). Answer with *yes* or *no* until they guess the correct colour. You may challenge stronger pupils to guess what the item is.

NOTES

Lesson 2

Lesson aims

To revise the Lesson 1 vocabulary with a chant; to present the new structure.

Target language

blanket, 6–10; (Five) (pink) flowers.

Recycled language

1–5

Receptive language

How many? What colour is it? What colour is the (blanket)?

Materials

Audio CD; Flashcards (Colours); Quest sticker; homemade number flashcards

Optional materials

Word cards (Numbers); buttons, sequins, beans or other small items that stick easily to paper; A4 paper (or card), colouring pencils/crayons

Starting the lesson

- Show the flashcards (colours) in turn. Show the red flashcard and say *red*. Now show the blue flashcard and say *green*. Pupils clap when you say the correct colour and stamp their feet when you make a mistake.

Presentation

- Revise numbers 1–5 by showing different numbers of fingers/objects in the classroom e.g. pencils, books, etc. Ask *How many?*
- Teach numbers 6–10 with homemade number flashcards. Stick the cards on the board in a row. Point to each in turn, say the number and clap the appropriate number of beats. Pupils repeat. Hold up (5) fingers and ask *How many?* Now say 6 and pupils show the correct number of fingers.

PB pages 4–5

3 Listen and chant. Then find.

- Draw a flower on the board and say *It's a flower*. Draw several more and ask *How many flowers?* Continue until you've drawn ten flowers.
- Now play CD1:09. Pupils find and count the flowers in the main illustration as they listen.

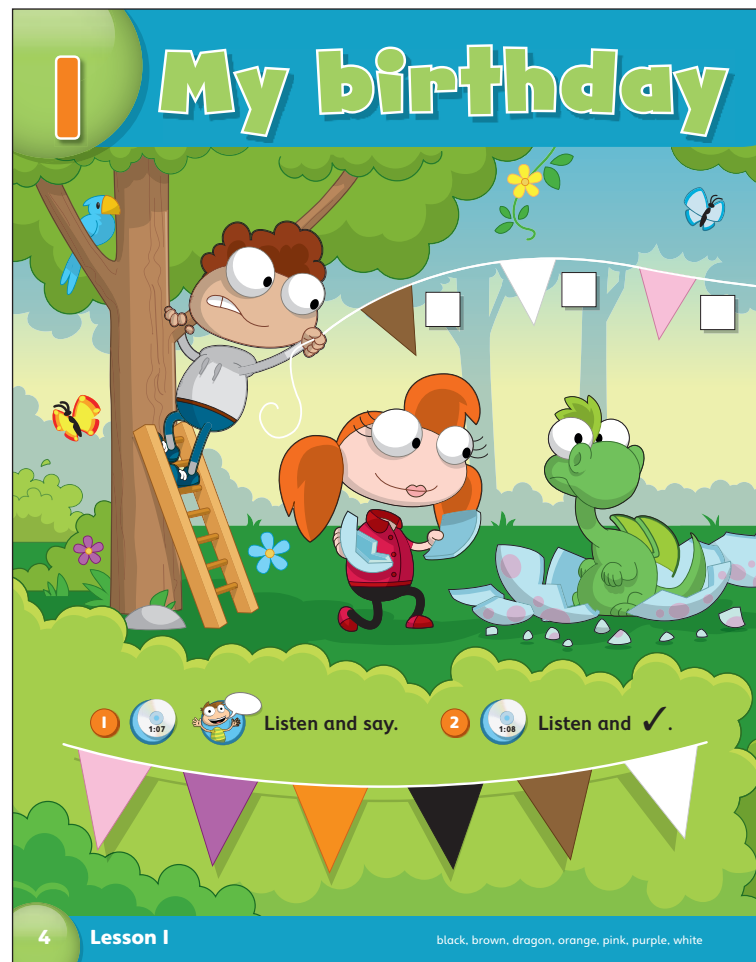
How many flowers?

1:09

One, two, three, four, five,
Six, seven, eight, nine, ten.

Now count again.

One, two, three, four, five,
Six, seven, eight, nine, ten.



4

Lesson 1

black, brown, dragon, orange, pink, purple, white

- Ask pupils how many flowers they found (10). Point to each flower and ask *What colour is it?* (purple). Say *a (purple) flower*.
- Play the chant again. Pupils touch the correct number of objects in the classroom. Play the chant a third time. Pupils say the words as they listen. They could also replicate the chant substituting objects of different colours which they have in their own school bags/on their tables.

4 Count. Then listen and say.

- Point to the flowers in Picture 1. Ask *How many?* (5). Pupils write the correct number in the box under each cluster of flowers.
- Play CD1:10. Pupils listen and repeat.

- One, two, three, four, five. Five pink flowers. 1.10
- One, two, three, four, five, six, seven. Seven orange flowers.
- One, two, three, four, five, six, seven, eight, nine. Nine white flowers.



Lesson 2

blanket, 6–10, (Five) (pink) flowers, 1–5, (How many...?)

Pairwork

- Pupils use two pencils as drumsticks. Explain that their desks (or books) are a drum. Call out a number and pupils tap their 'drums' the correct number of beats. Call on individual pupils to come up with interesting rhythmic patterns. Pupils continue in pairs.

Quest sticker and song

- Ask pupils (L1) to remember the Quest items from the Welcome Unit, which the characters have to find for the dragon. Ask them to guess which item could be found here (the blanket). Point to the blanket and say *It's a blanket*. Explain (L1) that this is Waldo's comfort blanket.
- Play the Quest song. Pupils find the sticker of the blanket at the back of their PB and stick it into the correct place on page 5, over the grey blanket next to Zak. Ask *What colour is the blanket?* (yellow).

Come with us, come on a quest.
Come on a quest today.
Come with us, come on a quest.
Look for a blanket today.
An egg and ★ a blanket!
Look for a blanket today.

1.11

Practice

- Use poster 1 see notes on p00.

AB page 5

2 Trace and match. Then say.

- Pupils trace over the number words, count the items in each group and match each number word to the corresponding group of objects.

3 Join the dots.

- Pupils join the dots to reveal the image of the dragon, saying the numbers 1–10 as they do so. Pupils then colour the dragon if they wish.

Ending the lesson

- Hand out homemade number flashcards to ten pupils. They come to the front of the class and form a line from 1–10. Tell pupils to close their eyes and then remove one or more pupils from the line. Pupils open their eyes and say which numbers are missing.

OPTIONAL ACTIVITIES

Number chart

Pupils create number charts by drawing items in various quantities on a piece of A4 paper or card. Pupils then write the correct number below each item. You may also use buttons, sequins, beans or other small items that stick easily to paper.

Team game

Drawing race (see p 00).

NOTES

Lesson 3

Lesson aims

To extend the unit vocabulary set; to practise the vocabulary with a song

Target language

clap, jump, stamp. Happy Birthday! I'm (six).

Recycled language

Numbers

Receptive language

How many (balloons)? How old are you?

Materials

Audio CD; homemade number flashcards

Starting the lesson

- Play the chant from Lesson 2 CD1:09. Pupils listen and join in.
- Write the numbers on the board. Point to each and pupils say the number. Then rub out some numbers and pupils say which are missing.
- Draw a cake outline on the board next to a simple drawing of a child. Draw five candles on the cake. Now draw a blank speech bubble next to the child. Ask pupils (L1) what the occasion is and what they think the child is saying. Point to the child and say *It's my birthday*. Count the candles and say *I'm five*. Write these sentences in the speech bubble if you wish. Ask several pupils *How old are you?* (*I'm six*.)

PB page 6

Presentation

- Teach *clap, jump* and *stamp* by miming the actions. Also teach a mime to *Hip, Hip, Hurray* e.g. waving hands in the air.
- Pupils play a game in pairs. One pupil calls out an action, then a number from 1–10. His/her partner does the action that specific number of times, e.g. *jump, six* (he/she jumps six times).

Practice

5 Listen and find. Then sing.

- Tell pupils (L1) they are going to listen to a song about a birthday and ask them how they celebrate their own birthday, e.g. a party. Explain that the children in the picture are all having a birthday party. Ask questions about the picture. Point to the candles on the cake and ask *How many?* (7). Point to a balloon and ask *What colour is it?* (blue); etc.
- Say *I'm (eight)*. Ask pupils to point to the corresponding child (according to the number they can find on their party clothes). Play the song about the birthday party CD1:12. Pupils listen and point at each child as they hear him/her mentioned in the song.

It's my birthday.
Hip, hip, hurray! Happy Birthday!
Clap, clap, clap.
I'm six today!

1:12

It's my birthday.
Hip, hip, hurray! Happy Birthday!
Stamp, stamp, stamp.
I'm seven today!

It's my birthday.
Hip, hip, hurray! Happy Birthday!
Jump, jump, jump.
I'm eight today!

Happy Birthday! Happy Birthday!

- Play the song again and pupils sing along.
- Give each pupil a number from 1–10. Call out the numbers in turn and say an action. Say *10 Clap! 8 Stamp! 6 Jump!* Play the song again and pupils add actions as they sing.
- You could also play the karaoke version of the song CD x:xx. Pupils sing verses with the ages and actions of their choice.

6 Find and draw. Then say.

- Pupils find the children in the main illustration and find the clues to how old they are. Pupils then draw the appropriate number of candles on their birthday cake and say, e.g. for picture 1 *I'm (six)*. Check the activity by asking *How old are you?* (*I'm six*.) pointing at the various pictures. Invite several pupils to the board and ask *How old are you?* (*I'm seven*.)

AB page 6

4 Listen and match. Then trace.

- Play CD1:13. Pupils match each child to their balloon. Pause the recording each time to allow pupils time to do this. Pupils then trace the numbers in the balloons.

- How old are you?
I'm two.
- How old are you?
I'm four.
- How old are you?
I'm ten.
- How old are you?
I'm seven.

1:13

5 Read and circle.

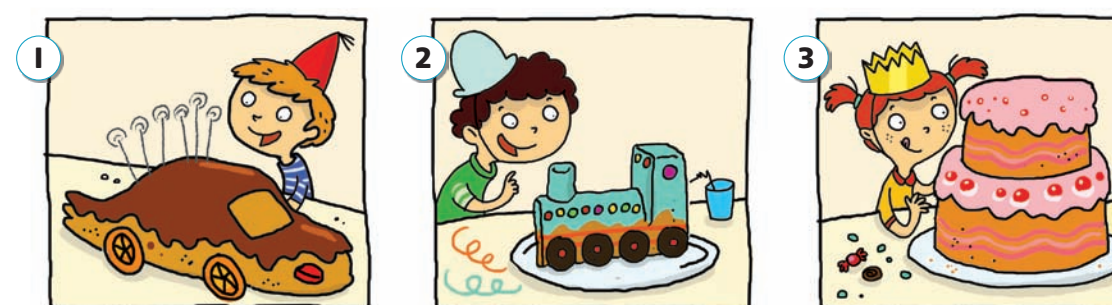
- Pupils find each child's age by searching for clues in the pictures and circle the appropriate number word.

5 Listen and find. Then sing.

SONG



6 Find and draw. Then say.



6 Lesson 3

clap, jump, stamp. Happy Birthday! I'm (six). Numbers. (How many...?) (How old are you?)

Ending the lesson

- Play CD1:13 again. Divide the class into three groups and ask each group to write a 2, 4, 10 and 7 on a piece of paper. Pupils hold up their number when they hear it.

OPTIONAL ACTIVITIES

Drawing activity

Pupils draw a picture of themselves holding a balloon with their age inside. Could also include speech bubbles: *Hello, I'm (name). I'm (six).*

Flashcard game

Guess the card see p. 00.

Lesson 4

Lesson aims

To develop literacy skills; phonics: /b/ and /p/

Target language

Sounds: /b/ and /p/. balloon, bee, panda. It's (blue).

Recycled language

Colours, Numbers. I'm (six).

Materials

Audio CD; Flashcards (Colours); homemade number flashcards; Sounds fun notebooks

Optional materials

A4 paper and a stapler to make booklets

Starting the lesson

- Start the lesson by singing the song from Lesson 3 CD1:12 and doing the actions to revise *clap, stamp and jump*.
- Play a game to remind pupils of colours and numbers. Stick the homemade number flashcards and the flashcards (colours) around the classroom. Divide the class into teams. Ask two pupils from each team to come to the front of the class. Say a colour or a number and pupils race to touch the correct card first.
- Point at objects in the classroom, e.g. chair, table, and ask *What colour is it?* Say *It's (red)*. Point at other items and repeat. Then have pupils point at items in the classroom and tell their partner *It's (red)*, etc.

PB page 7

7 Colour and say.

- Pupils look at the picture. Ask *How many balloons?* (4) Tell pupils to colour the balloons whichever colour they like and to write a number on the girl's party badge to indicate how old she is. Pupils then compare with a partner, pointing at the balloons and saying *It's (yellow)* and *I'm (six)* about the girl's age.

Presentation

- Remind pupils of the words *purple* and *pink* by pointing at the colours in the book or finding objects of these colours in the classroom. Ask pupils which sound they hear in both words. Say the /p/ sound and ask pupils to repeat after you. Now do the same for the /b/ sound using *blue* and *black*.

8 Listen and say.

- Play CD1:14. Pause after the first two lines. Ask pupils in L1 which sounds they can hear (/p/ and /b/). Play the first two lines again and pupils repeat.
- Introduce the two mascots by pointing and saying *This is Buzzy Bee. This is Polly Panda*. Ask pupils which colours they can see beginning with the /p/

sound (*purple* and *pink*). Then ask which colours they can see beginning with the /b/ sound (*black, blue* and *brown*). Focus on the letter next to each character. Say the sound and ask pupils to trace over each letter.

- Play the whole recording and pupils point at the pictures as they hear the words. Play it again and pupils repeat after each line.

b ★ b ★ p ★ p ★

b ★ b ★ p ★ p ★

b, b, b, ★

p, p, p, ★

b, p, b, p, b, p, ★

Buzzy Bee, Buzzy Bee,

black, blue, brown,

Buzzy Bee! ★

Polly Panda, Polly Panda,

purple, pink,

Polly Panda! ★

1:14

- Ask pupils which other words they know with the /b/ and /p/ sounds. Remind them of *birthday* and *blanket*. Ask if there are any pupils in the classroom with names beginning with these sounds.

AB page 7

6 Trace. Then listen and colour.

- Pupils trace the letters b and p.
- Play CD1:15 and pupils colour the spaces on Buzzy Bee's and Polly Panda's paint palettes as instructed.

Buzzy Bee. Blue.

Polly Panda. Pink.

Buzzy Bee. Black.

Polly Panda. Purple.

Buzzy Bee. Brown.

1:15

7 Colour. Then play Bingo.

- Pupils read the words and colour the circles on the Bingo grid. They can colour the final square any of the five colours. The teacher calls out colour words beginning with the sounds /b/ or /p/. *It's blue*. Pupils cross out the colours on their grid as they are called. The first pupil to cross out all their squares shouts *Bingo!* This game can also be played in pairs or small groups.

Practice

- Pupils create a Sounds Fun notebook (see p. 00). Pupils write the letter /b/ on one page and /p/ on a separate page. Pupils draw pictures of things beginning with the /b/ and /p/ sounds on the appropriate pages (*blue, black, brown, bee, blanket, balloons, pink, purple, panda*). Encourage stronger pupils to write the words next to each picture.

7 Colour and say.



8 Listen and say.



Lesson 4

balloon, bee, panda. It's (blue). Colours, Numbers. I'm six. Sounds: /b/ /p/

7

Ending the lesson

- Draw two circles. Write b and the word or draw a bee in one and p and a panda in the other.
- Pupils draw pictures or write words beginning with the same sounds.

OPTIONAL ACTIVITIES

Team game

Play Phonics race see p 00.

Team game

Unscramble (see p 00).

Lesson 5

Lesson aims

To consolidate the unit language with a story.

Values

Sharing

Target language

cakes. Thank you. Two green cakes for (Oscar).

Recycled language

Colours, Numbers

Materials

Audio CD; Unit 1 Story cards; paper with drawn coloured flowers and cakes

Optional materials

Props for acting out the story, e.g. pretend cakes and a plate

Starting the lesson

- Play the song CD1:02 from the Welcome Unit. Look back at pages 2 and 3 to remind pupils of the characters and their names.
- Draw a pink flower on a piece of paper. Ask pupils *What's this? (It's a flower)*. Ask *What colour is it? (pink)* Say *It's a pink flower*. Continue with flowers in other colours.

PB page 8

- Teach the word *cake* by drawing a picture on the board or showing a picture you've brought to class. On a sheet of paper draw two green cakes. On another sheet of paper draw three purple cakes. You may wish to prepare these before class. Hand the drawings to different pupils and say *Two green cakes for (name)*. *Three purple cakes for (name)*. Now ask the two pupils to give the drawings to other pupils and repeat your sentences.
- Allow pupils a few minutes to study the pictures from the story. Point to the characters in turn and ask *Who's this?* (In picture 1, from left to right, they are Oscar, Rita, Millie and Zak.) Point to the cakes in various pictures and ask *How many cakes?* Point to specific cakes and ask *What colour is it?* Ask pupils to guess what they think is going to happen in the story.

9 Listen and look. Then act.

- Show the story cards in turn and ask the questions from the 'Before listening to the story' section written on the back of each card. Now play the recording and pupils follow along in their books.

R = RITA O = OSCAR W = WALDO Z = ZAK 1:16

- 1 R Look! One, two, three, four, five, six, seven, eight cakes!
- 2 R Two green cakes for Oscar.
O Hurray!
W Mmm ...
- 3 R Two purple cakes for Millie ...
- 4 R Two orange cakes for Zak. And two pink cakes for me!
W Mmm ...
- 5 R What?
Z Oh!
- 6 R The cakes! Waldo!
W Mmm ... Nice cakes! Thank you!

- Play the recording again. Pause after each line and ask pupils to repeat.
- Check pupils' understanding of the story by asking the questions from the 'After listening to the story' section on the back of the story cards.
- Choose four pupils to act out the roles of Rita, Oscar, Waldo and Zak. Invite them to the front of the class. Play the recording while pupils act it out or say the lines and pupils repeat. Encourage stronger classes to say the lines from memory using prompts. Use props that you've brought to class if you wish.

Values

- Have a discussion (L1) about sharing. Explain the meaning of the word and ask how the characters are sharing in the story. Talk about (L1) the importance of sharing in our everyday lives.

ABpa ge8

8 Listen and colour.

- Play the recording. Pupils listen and colour the cakes accordingly. Check the answers by asking *What colour for Rita? (pink)*

- | | | |
|----------|-------------------------------|------|
| 1 RITA | Mmm, two pink cakes for me. | 1:17 |
| 2 OSCAR | Mmm, two green cakes for me. | |
| 3 ZAK | Mmm, two orange cakes for me. | |
| 4 MILLIE | Mmm, two purple cakes for me. | |

9 Count and write. Then say.

- Pupils count the number of cakes on each plate and write the number in the box provided. They then check their answers with a partner.

For the next lesson

- Pupils could bring in photos they have cut out of magazines showing various pictures of birds, butterflies, leaves, frogs, flowers and fish of different colours to make a collage.

9



Listen and look. Then act.



8

Lesson 5

cakes. Thank you. Two green cakes for... Colours, Numbers

Ending the lesson

- Hold up the story cards in turn and pupils recite the dialogue from memory. You may do this in groups or teams if you prefer.

OPTIONAL ACTIVITIES

Storya dd-on

Pupils draw a final picture or series of pictures to show what happens next. You may also add a bit of dialogue for stronger classes/pupils.

Myfavourite story character

Pupils draw their favourite character.

Lesson 6

Lesson aims

To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-Curricular focus

Science – Colours in Nature

Target language

bird, butterfly, fish, leaf. A (blue and red) butterfly. It's a (butterfly).

Recycled language

flower, It's (orange). Colours, Numbers

Receptive language

Is it a (bird)?

Materials

Audio CD; Unit 1 Story cards; Flashcards (Colours)

Optional materials

Photos of natural environments e.g. a desert, coral reef, garden, forest; pupils' pictures of birds, butterflies, flowers, leaves or fish; homemade flashcards of bird, butterfly, fish and leaf

Starting the lesson

- Ask pupils to remember the story from the previous lesson. Show the story cards and listen to CD1:16.
- Stick the ten colour flashcards on the board. Write a number between 1 and 10 below each. Call out a number and pupils say the colour. Then call out a colour and pupils say the number.
- Tell pupils (L1) that they are going to think about the different colours in nature in this lesson. Ask them to close their eyes and imagine they are in: a desert, a coral reef, a beautiful garden, a forest, etc. What colours do they see? You show pupils photos of these environments for support.

PB page 9

Presentation

- Teach the new words *bird*, *butterfly*, *fish* and *leaf* by drawing on the board or using homemade flashcards. Ask which words begin with the same sound as *blue*. Ask *What colour is a leaf?* (*green*). Then talk (L1) about the change in colour of autumn leaves.
- Discuss (L1) the number of different types of butterflies or fish in the world. Ask pupils to make guesses about the numbers. (There are between 15,000 to 20,000 butterfly species in the world and over 25,000 species of fish.) Ask pupils which butterflies or fish they know.
- Play the Echo game. see p00.

10 Listen and number.

- Point to the photos and ask pupils to identify the animals, then their colours. Ask *What is it? What colour is it?* Say *It's a fish. It's orange*. Ask pupils to point to the correct photo.
- Play CD1:18 and pupils number the photos 1–5.

- 1 It's a fish. It's orange. An orange fish. **1:18**
- 2 It's a butterfly. It's blue. A blue butterfly.
- 3 It's a flower. It's pink. A pink flower.
- 4 It's a leaf. It's green. A green leaf.
- 5 It's a bird. It's brown. A brown bird.

- In pairs, one pupil says *It's (blue)* and the other points and says the object (*a butterfly*).

11 Complete the pictures. Then say.

- Point to the photos and say, e.g. for number 1 *A yellow flower*. Ask the pupils to repeat after you. Then have them point at the other photos and say, e.g. for number 2 *An orange fish*.
- Ask pupils (L1) to think of other things in the natural world which are *red*, *green*, *yellow*, *blue*, *pink*, *purple*, *orange*, *brown*, *white* and *black*. Pupils finish each picture following the dotted lines then colour them to match the photo. In pairs pupils talk about their pictures (*a blue and red butterfly*).

AB page 9

10 Match. Then trace.

- Pupils match the halves of the animals/objects together to make complete pictures. They then match each of these to the correct word on the right hand side. Pupils trace over each word and read it.

11 Colour. Then circle.

- Pupils colour the spaces containing a dot to reveal the pictures. They then read the words under each picture and circle the word that corresponds with the picture.

Mini project

- Pupils make a collage using the pictures of birds, butterflies, leaves, flowers and fish they brought to class. Give pupils some drawing time if they forgot their pictures. Pupils describe their collages to the class. *It's a butterfly. It's purple*.



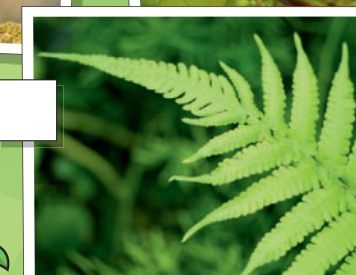
Pupils can now go online to Family Island and find the 'butterfly' that Waldo is holding on the PB page. It is on a painting near the town clock. Once pupils click on the butterfly they are taken to a supplementary language game based on the vocabulary in this unit.

SCIENCE

10



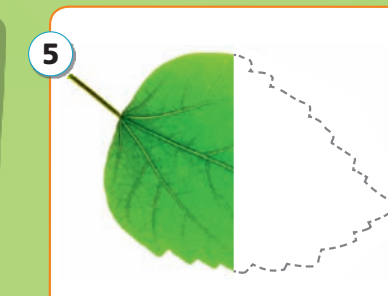
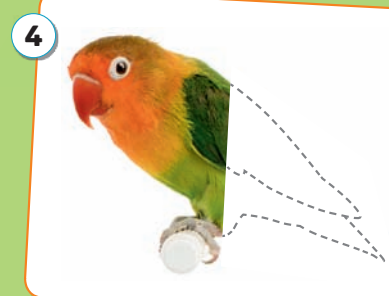
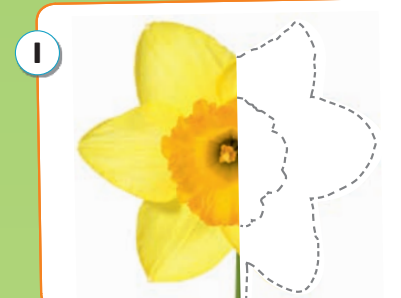
Listen and number.



11



Complete the pictures. Then say.



Lesson 6

bird, butterfly, fish, flower, leaf. A yellow flower. It's a... It's (orange). (Is it a...?)

9

Ending the lesson

- Write and say the words *bird*, *butterfly*, *leaf*, *fish* and *flower* on the board. Point to the words and pupils read them. Ask individual pupils to come and draw an object next to the correct word.

OPTIONAL ACTIVITIES

Miming game

In pairs pupils play a miming game being one of the animals/plants that they have learnt so far.

Make a book

Pupils make a book (see p. 00) about colours in nature. Draw items and label. *It's a fish. It's blue*.

Lesson 7

Lesson aims

To review the unit language with a game

Recycled language

bird, butterfly, fish, flower, leaf. Colours, Numbers. It's a (butterfly). It's (yellow).

Receptive language

What colour is it? What is it?

Materials

Audio CD; Flashcards (Colours); a spinner for each pair of pupils (see template p 00); counters; a piece of paper for each pupil

Optional materials

Worksheet 1, homemade flashcards of items from the unit (panda, bee, blanket, flower, etc.)

Starting the lesson

- Play the chant CD1:09 from Lesson 2. Remind pupils of all the numbers and colours they have learnt in the unit. Point to various objects and ask *What colour is it?*
- Recycle the nature vocabulary from the previous lesson by doing a drawing dictation. Give each pupil some paper and say *A blue butterfly, a yellow fish, etc.*

PB page 10

12 Listen. Then play.

- Teach the word *game*. Indicate the board game in the PB and say *Let's play a game!* Point to various objects along the path of the game and ask *What colour is it? (It's pink) What is it? (It's a flower) What's the number? (ten).*
- Give each pair of pupils a spinner. If you don't have spinners, photocopy spinner templates onto card before class. Give each pair a template to cut out and colour, then help them to stick a short pencil into the centre of the spinner. Each pupil will also need a counter (or a small piece of paper or coin).
- Explain (L1) how to play the game. In pairs, pupils take turns to spin the spinner then move the appropriate number of squares, starting at the pink flower. They say what they have landed on, e.g. for square 1 *It's pink. It's a flower.* or for square 3 *seven.* If a pupil can't say the word(s) correctly he/she goes back to the beginning. Pupils have to land exactly on the final square to finish the game. The winner is the first to land on the final square of the game.
- Play the recording as an example of the language pupils may find helpful while playing the game.

4. 1, 2, 3, 4. It's orange. It's a butterfly!

1:19

- Pupils play the game in pairs. Monitor each pair to help with pronunciation. Collect up the spinners at the end of the game for use in future lessons.

Game

- Play the Number groups game (see p. 00). Explain (L1) how to play the game before you begin. Start with numbers from 2–5, then move on to numbers 6–10 when pupils feel confident.

13 Listen and do.

- Play CD1:20 and pupils follow the instructions. You may wish to vary the order of commands and the speed of delivery by reading the actions after listening to the recording at least once.

Clap 1, 2, 3
Jump 1, 2
Clap 1, Stamp 1
Stamp 1, 2, 3, 4, 5

1:20

Pairwork

- Pupils do the actions in pairs. One pupil calls out an action and a number and his or her partner does the action that number of times. Pupils then switch roles.

Practice

- Pupils can now complete Worksheet 1 p 001

1 Read. Then count and write a ✓ or X.

- Pupils read the sentences below each birthday cake. They then count the number of candles on top of the cake and write a tick in the box if the sentence corresponds with the number of candles and a cross if it doesn't.

2 Find and Colour.

- Point to each of the items and ask pupils *What's this?* Pupils follow the path from each colour word to the pictures and colour them accordingly. Pupils check their answers in pairs by saying *It's a fish. It's orange.*



Pupils teach their parents the three actions they have learnt in the TPR activity: *clap, jump* and *stamp*. Pupils can draw and colour their actions and bring them to class. Stronger pupils can label their pictures. Or, as an alternative brief pupils (L1) to show their parents the board game from the Round-up page and tell them three new words they've learnt. Pupils play the board game at home. Ask them to keep score on a separate sheet of paper and bring their scores to the next lesson.

12



Listen. Then play.

ROUND-UP



13



Listen and do.



10

Lesson 7

bird, butterfly, fish, flower, leaf, Colours, Numbers. It's a... It's (yellow). (What is it?)

Ending the lesson

- Play a counting game. Shout out a number and ask pupils to clap that many times. Clap out a beat in varying speeds and rhythms. Pupils say the number.

OPTIONAL ACTIVITIES

Drawing activity

Pupils colour an animal from this unit. Then label their drawings *It's a fish. It's purple.* Count the number of each animal and ask *How many (fish)?*

Flashcard game

Collect the cards see p 00

Lesson 8

Lesson aims

To personalise the unit language; to provide an opportunity for self-evaluation

Recycled language

Colours, Numbers. *It's (green). I'm (six).*

Receptive language

How many...?

Materials

Audio CD; Unit 1 Stickers; Word cards (Numbers, Colours); Flashcards (Colours)

Optional materials

Poster 1 see p 00

Starting the lesson

- Start the lesson by playing the song CD1:12 from Lesson 3. Write numbers from 1–10 on small pieces of paper and hand them out to the class. Explain (L1) that these represent an age. Ask various pupils *How old are you? (I'm five.)*
- Pupils use the same numbers you handed out in the previous activity. Call out numbers and say an action (e.g. Number 2, clap). Pupils holding that number do the correct action. Say two or three numbers at once to make the game more interesting.

PB page 11

14 Listen, stick, then trace.

- Indicate the balloons and ask *How many? (ten)* Ask pupils (L1) what colour they think the balloons might be. Explain (L1) that there are stickers of the balloons in the back of the book.
- Play the recording. Pupils read the colour words under each balloon as they listen, and stick the correct stickers in the correct balloon outlines. They then trace over the colour words.

- 1 It's pink.
- 2 It's brown.
- 3 It's blue.
- 4 It's green.
- 5 It's purple.
- 6 It's yellow.
- 7 It's white.
- 8 It's red.
- 9 It's black.
- 10 It's orange.

1:21

Practice

- Stick the flashcards (colours) on the board. Point to each card and call on individual pupils to say the colour. Encourage pupils to use full sentences (e.g. *It's blue*). You may wish to ask stronger pupils to write the colour words/sentences below each flashcard.

15 Draw and say.

- Ask individual pupils *How old are you? (I'm six.)* Point to the frame to the right of the birthday cake and tell pupils (L1) that they are going to draw a picture of themselves holding a birthday cake, with the correct number of candles to show their age. Pupils show their drawing to a partner and tell their partner how old they are (*I'm six*).

AB page 10

12 Read and colour. Then write.

- Look at the colour words at the top right of the activity and help pupils to read the words. Say *Two*. Pupils tell you the colour (*brown*). Pupils then colour the objects in the picture according to the key. Point to the butterfly and ask *What colour is it? (pink)* Pupils read the sentence at the top of the activity and complete it with the word *pink*.

13 Find and stick.

- Pupils stick in the LOOK! speech bubble sticker at the back of the PB in the correct place to complete the picture. They read the sentence on the sticker.
- Ask pupils (L1) to colour in the stars at the bottom of the page to correspond with how well they think they completed the unit. Pupils can then colour the picture if they wish.

AB page 60

- Pupils colour the colour and number pictures in the Picture Dictionary. They can then play a game in pairs. They take turns to say a number or colour, and their partner points at the correct picture. Stronger pupils may wish to cover the written words below each picture and try writing the words themselves.

Evaluation

- You can check your pupils' progress using Evaluation Worksheet 1 on p. 00.



Pupils can now go online to Family Island and enjoy the fun and games. Use Poster 1 to talk about the different parts of the island see the notes on p 00.

14



Listen, stick, then trace.



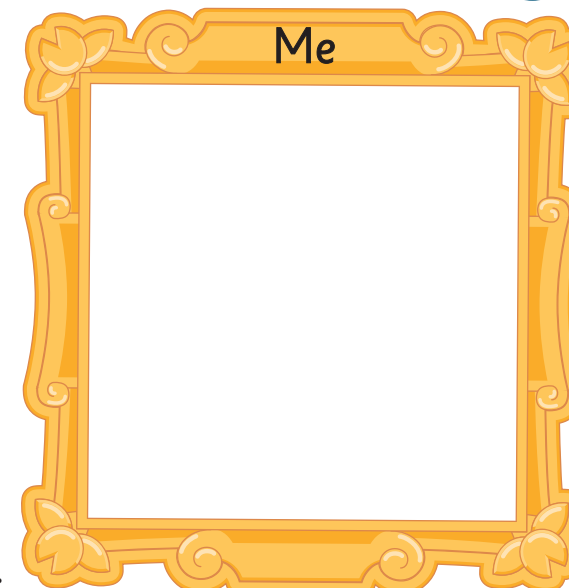
15



Draw and say.



Now go to Family Island.



Lesson 8

Colours, Numbers. *It's (green). I'm six. (How many...?)*

11

Ending the lesson

- Write the word *Colours* on the board and draw a large circle around it. Do the same with the word *Numbers*. Call pupils to the board and give them either a number or a colour word card. Pupils stick the cards inside the correct circle saying *number* or *colour* as they do this.

OPTIONAL ACTIVITIES

Colourful numbers

Do a number dictation with colours. Call out numbers in various colours *Number (6). It's (blue)*. Pupils draw a blue six.

Flashcard game

Play the Memory game see p 00.