

### Aims

- to present and practise classroom objects and respond to *What is it?*

**New language:** *board, paper, computer, desk, crayon, pencil case, I like this ...*

**Recycled language:** *pencil, chair, numbers 1 to 6, character names, Show me a ..., colours*

**Materials:** CD 1, six small items for each child (e.g. buttons, counting bears, building blocks), flashcards (classroom objects, numbers), Yes/No cards (AB pages 91 and 92), the puppet (Polly), a pencil case, crayons in known colours, a pencil and a piece of paper for each child

**Optional:** a board, a desk, a pencil case, a pencil, a crayon, a piece of paper and a computer

**Language competences:** The children will be able to name classroom objects.

### Warm-up

**Aim:** to review numbers 1 to 6

- Practise counting aloud from 1 to 6 with the class, forwards and in reverse.
- Show the number flashcards in random order. The children say the number.
- Give each child six small objects. Tell them to put the objects in a pile on their desk. Say, e.g. *Show me four!* The children count aloud and move four objects from the pile into a row (demonstrate at the front first). Check each child's row of objects.

### Presentation



**PB p8** Listen and point. Say the words.

**Aim:** to present classroom objects

- Point to the picture on PB page 8 and ask *Where's Polly?* The children point to Polly. Repeat with the other characters.
- Review the known classroom objects by saying, e.g. *Point to a chair.* Present *paper, desk* and *board* using real objects in your classroom.
- Play the audio. The children just listen the first time. Say *Listen* and *point.* Play the audio. The children point. Play the audio again. The children point and say the words.

Audio script page T95

### Practice

- Give each child their Yes/No cards. Show the Yes card, smile and nod and say/elicit *Yes!* The children copy. Show the No card, frown and say/elicit *No!* The children copy. Repeat until they are doing this with ease. Say *Yes* or *No* in different orders. Children pick up the correct card.
- Show or point at an object from the lesson and say a false sentence, e.g. point to the board and say *I like this desk.* The children say *No!* and hold up the No card. Encourage them to say the correct sentence (*I like this board.*). Repeat with different objects.



**AB p8** Look, find and circle. Say the words.

**Aim:** to practise classroom objects and respond to *What is it?*

- Help the children find AB page 8. Point to the objects on the left. The children say the words.
- Say *Find the pencil case.* Encourage the children to point at the pencil case in the larger picture. Say *Circle the pencil case.* They trace the example circle around the the pencil case in the larger picture with a pencil. Do one more example with the class if necessary. The children do the rest of the activity on their own. Circulate and check answers. Shrug and ask individual children *What is it?* to help them understand the question.

### Extension activity

**Aim:** to practise classroom objects

- If possible, move the children's desks to the edges of the room to make a space.
- At the front of the room, put a desk with a pencil case, pencil, crayon, piece of paper and (if possible) a computer on it. Point to each item and ask the class *What is it?* The children say, e.g. *A pencil case.*
- Make two teams. The teams stand in two lines towards the back of the class, facing the front. Tell the children that you are going to name an object and the child at the front of each team has to try to touch it first. Say, e.g. *Touch the desk* or *Where's the desk?* The two children who are first in the teams run to the front of the class and touch the desk. Whoever does this first wins a point for their team. Repeat until all the children have had a turn. You could also use the game to revise colours by saying, e.g. *Touch something blue.*

### Ending the lesson

**Aim:** to review classroom objects, numbers and colours

- Make sure each child has the following items in front of him/her: a pencil case, crayons in known colours, a pencil and a piece of paper. Put on the puppet. Make Polly give instructions about the items, e.g. *Show me a pencil, Show me paper, Show me a pencil case.* The children hold up the correct items. As they become more confident, introduce colours and numbers into the instructions, e.g. *Show me a purple crayon, Show me four crayons.*

## Aims

- to present *This is my ...*; to practise classroom objects; to say a chant

**New language:** *This is my (crayon).*

**Recycled language:** classroom objects

**Materials:** CD 1, flashcards (classroom objects), sticky tack, the puppet (Polly), a bag, a crayon, a pencil, a book, a pencil case

**Optional:** a laptop computer and other known objects

**Language competences:** The children will be able to refer to their possessions. They will be able to join in with a chant.

## Warm-up

**Aim:** to review classroom objects

- Show the classroom object flashcards in turn. Say the words. The children repeat. Show the flashcards again. The children say the words without you.
- Put some sticky tack on the back of each flashcard. Call a volunteer to the front. Give him/her a flashcard and say *What is it?* The child replies, e.g. *Computer*. Gesture around the room and ask *Where's the computer?* Help the child find the computer and stick the flashcard on it. Repeat with other volunteers and the rest of the cards.
- Choose a different volunteer. Say, e.g. *The computer, please*. The child finds the computer flashcard, takes it off the computer and hands it back to you. Say *Thank you*. Repeat until you have collected all the flashcards.

## Presentation



**PB p9** Listen and trace. Chant.

**Aim:** to present *This is my ...*, practise pencil control and say a chant

- Point to the objects on PB page 9 and ask *What is it?* (or if your children can read figures, ask, e.g. *What's two?*). The children say the words.

- Say *Listen and trace*. Play the first verse of the chant by the girl and show how to finish drawing the circle around the crayon. The children trace with a pencil. Repeat for verses 2, 3 and 4. Circulate and check.
- Say *Chant*. Play the chant again line by line. The children listen and repeat. Play the chant again for the children to join in. They point to/hold up their possessions and clap along.

**Audio script page T95**

## Practice

- Place a bag, a book, a crayon, a pencil case and a pencil on your desk. Point and say, e.g. *This is my bag*.
- Put on the puppet. Make Polly fly to your bag. She says *I like this bag*, picks it up and flies off. Say *No, Polly! This is my bag!* Polly brings it back. Repeat with the other objects.
- Make Polly land on an object belonging to a volunteer. She asks *What is it?* The child says, e.g. *(My) pencil case*. Polly says *I like this pencil case* and flies off with it. Encourage the child to say *No, Polly! This is my pencil case*. Polly returns the item, looking sheepish. Repeat.



**AB p9** Listen and circle. Say the sentences.

**Aim:** to practise listening, pencil control and *This is my ...*

- Help the children find AB page 9. Point to the first picture in the top row and say *Pencil case*.

Point to the second picture. The children say *Crayon*. Repeat for the remaining pictures. Say *Listen and circle*. Make a circle in the air.

- Play the first sentence. The children listen and complete the circle around the crayon.
- Point to the pictures in the bottom row. The children say the words. Say *Listen and circle*. Play the second sentence. The children circle the computer. Monitor and check.

**Audio script page T95**

## Extension activity

**Aim:** to practise *This is my ...* and classroom objects and play a game

- Show your bag and say *Look! This is my bag*. Pick up the items you have brought to class, show them to the children and put them in your bag one by one, saying, e.g. *This is my computer*. Then say *What's in my bag?* Point inside your bag and translate the question into L1 if necessary. Volunteers guess by putting up their hands. They say, e.g. *(A) computer*. When a child guesses correctly, say *Yes!* Remove the item from your bag and say, e.g. *This is my computer!*
- You could play this game in a similar way to *Hangman*. Every time a child guesses incorrectly, draw one part of the man on the board. To make the game more challenging, don't show the children the items beforehand, so that they are genuinely guessing what is in your bag, rather than remembering.

## Ending the lesson

**Aim:** to practise the chant

- Play the chant again (CD 1, Track 10). The children stand up, join in and point to/hold up their own possessions.

## Aims

- to present and practise classroom instructions; to practise following instructions

**New language:** *Open your book, Pick up your (crayon), Draw a picture, Oh no! It's broken*

**Recycled language:** classroom objects, *This is my ...*, instructions (*Say 'hello', Smile, Shake hands, High five*), *red, blue, green, yellow*

**Materials:** CD 1, a notebook and crayon for each child, classroom objects (pencil cases, pencils, etc.), coloured crayons or pencils

**Optional:** CD of lively music

**Language competences:** The children will be able to follow classroom instructions.

### Warm-up

**Aim:** to review *This is my ...* and classroom objects

- Play the chant from the previous lesson (CD 1, Track 10). The children join in and point to/hold up the objects.
- Say the chant, without the CD, changing the words to *This is my book, This is my pencil, This is my chair*. Point to the appropriate items. Practise this version of the chant, with the children holding up their own books and pencils and pointing to their chairs.

### Presentation

 **PB p10** Listen and act.

**Aim:** to present classroom instructions and practise listening and responding physically

- Make sure each child has a notebook and a crayon. Have a book and a crayon ready yourself. Play the first line of the audio and do the action (*Open your book*). Encourage the children to copy. Repeat for *Pick up your crayon* and *Draw a picture*. For *Oh no! It's broken*, mime holding two parts of a broken crayon and look sad (as in picture 4 on PB page 10).
- Play the audio again without pausing, doing the actions with the children. Repeat several times, until the children are following with ease. Then

play the audio for the children to do the actions without your help.

- Give the children the instructions in a different order. They follow without your help.
- Give the instructions again, this time adding *Say 'hello', Smile, Shake hands* and *High five*. The children follow.

Audio script page T95

### Practice

 **PB p10** Listen and colour.

**Aim:** to practise new instructions and listening

- Say *Listen and colour*. Remind the children in L1 that they have to colour the dots below the pictures the correct colour. Play the first line of the audio and point to the example dot next to picture 2. Then play the rest of the audio, pausing for children to colour the dot each time. Point to each picture and elicit the colour and the sentence.

Audio script page T95

 **AB p10** Listen and circle.

**Aim:** to practise new instructions, listening and pencil control

- Help the children find AB page 10. Point to the first picture and say/elicit *Open your book*. Point to the second picture. Say/Elicit *Pick up your crayon*.

- Say *Listen and circle. Open your book or Pick up your crayon?* Play the audio. The children point at the correct answer. They finish drawing the circle around the second picture. Circulate and elicit *Pick up your crayon*.
- Repeat this process for the second row of pictures.

Audio script page T95

### Extension activity

**Aim:** to practise listening and responding physically

- Play the traditional party game *Musical statues*. Say *Dance!* Put on the CD of lively music. The children dance. When you stop the music, they freeze like statues. Give an instruction, e.g. *Open your book*, as you start the music again. The children dance and mime opening a book until you pause the music. They stand like statues. The game continues in this way. As the children gain confidence, add instructions from the *Hello!* unit, e.g. *Shake hands* (the children shake hands with a partner) and *Say 'hello'* (the children wave) and from *Super Safari 1* (if appropriate), e.g. *Hands up, Throw your ball, Clap your hands, Paint, Jump, Walk, Fly and Swim*.

### Ending the lesson

**Aim:** to practise following instructions

- The children stand behind their desks. Ask them to put a notebook, a pencil case and different coloured crayons on their desk. Put on the puppet. Play *Polly says ...* (see Introduction, page xvii) with the instructions from this lesson (including variations, e.g. *Pick up a red crayon, Open your pencil case*) and the *Hello!* unit (*Smile, Say 'hello', etc.*).



## Aims

- to present and practise *I've got a ... on my desk, It's (red, orange) and (purple), These are my ...*; to sing a song

**New language:** *I've got a pencil case on my desk, It's red, orange and purple, These are my crayons*

**Recycled language:** classroom objects, colours, *This is my ..., Look, T-shirt, shoe*

**Materials:** CD 1, eight to ten known objects in different colours (e.g. a blue book, a red book, an orange ball, a yellow ball), the puppet (Polly), coloured pencils or crayons

**Optional:** large circles of card or hula hoops in different known colours

**Language competences:** The children will be able to join in with a song.

## Warm-up

**Aim:** to review colours, *Pick up ... and classroom objects*

- Ask the children to sit in a circle. Place the classroom objects in the centre. Put on the puppet. She asks a confident child, e.g. *Louis, pick up the yellow ball*. The child finds the object and sits back down. Make Polly ask *What is it?* The child says, e.g. *(A) ball*. Encourage him/her to talk about the colour (e.g. *A yellow ball*). If your children used *Super Safari 1*, elicit, e.g. *I've got a yellow ball*.
- Repeat with different children, until all the objects are taken. Put the objects back and make Polly call two children, e.g. *Ala, pick up the blue book. Nahla, pick up the red book*. See who can choose their object quickest. You can also call three or four children to take objects at once.

## Presentation



**PB p11** Listen and sing.

**Aim:** to present *I've got a ... on my desk, It's (red, orange) and (purple), These are my ... and sing a song*

- Revise the items in the picture on PB page 11, by

saying, e.g. *Point to the computer*. The children point. Include *desk, T-shirt* and *shoe*. Ask about the colours of each pencil case and rephrase responses to *It's red, orange and purple*. The children repeat this sentence. Ask about the colours of the crayons on the girl's desk (elicit *green, orange and blue*).

- Play the song. Point to the items in the picture as they are mentioned. The children copy you.
- Play the song again. The children listen and point without your help.
- Play the song again, pausing to teach each line. You can also use the karaoke version. When they are confident, they can stand up and pretend to be the boy and girl who are singing (pointing to items on their desks, etc.).

Audio script page T95

## Practice



**AB p11** Listen again. Colour and complete.

**Aim:** to practise the song

- Make sure the children all have coloured pencils or crayons. Say *Listen and choose the colours*. Hold up some crayons and mime choosing. Play the first section of the song (the chorus). The children hold up red, orange and purple crayons.
- Help the children find AB page 11. Say *Colour and complete*. Show the children how to colour

the pencil case on AB page 11. Play the rest of the song while they colour. The children can colour in any order. Monitor and help individuals say *It's red, orange and purple* and/or *I've got a pencil case*. Ask about the colours of the children's own pencil cases, bags, books, etc.

Audio script page T95

## Extension activity

**Aim:** to practise colours and respond to instructions

- Hold up the coloured circles/hula hoops in turn. The children say the colours.
- Place the circles/hula hoops at one end of the space in a row. Make two teams at the other end of the space, arranged in two lines. Explain that the children at the front of each team are going to listen and go to the correct colour. Whoever gets there first wins a point for their team. Say, e.g. *Go to red!* The two children at the front run to the red circle/hula hoop. Whoever stands on/in the red circle first wins a point for their team. These children go to the back of the lines. Give a new instruction to the two children now at the front of the teams. Continue in this way until everyone has had a turn. You can add in different known instructions from *Super Safari 1* (if appropriate), e.g. *Jump to green!* The children have to get to the correct colour, with the right kind of movement.

## Ending the lesson

**Aim:** to practise the song

- Divide the class into two groups, boys and girls. Play the song (CD 1, Track 15). The groups join in with the boy's or girl's verses, as appropriate. They all sing the choruses.

## Aims

- to present a picture story; to review language from the unit

**New language:** *medal, I'm the best, Well done, I love drawing, Thank you, You're the best*

**Recycled language:** character names, classroom objects, *Draw a picture*, instructions

**Materials:** CD 1, flashcards (characters), a medal, a piece of paper, classroom objects

**Optional:** classroom objects which all the children have (book, bag, pencil case, etc.), a cloth (large enough to cover your desk)

**Language competences:** The children will be able to listen and follow a picture story. They will be able to use and respond to *Well done*.

## Warm-up

**Aim:** to review character names

- Show each of the character flashcards and ask *Who's this?* Children say the names.
- Mix up the flashcards and put them face down on your desk. Pick up a card, look at it, then put it face down. Mime being the animal/make the animal noises. Ask *Who am I?* The children say the character's name. Repeat with another flashcard. Call volunteers to take a card and do the actions/sounds for the class to guess.

## Presentation



**PB pp12–13** Story: The medals

**Aim:** to listen and follow a picture story

- Point to each of the characters in the first picture on PB page 12 and ask *Who's this?* The children say, e.g. *Mike*. Point to the new character and ask *Who's this?* The children tell you in L1 that it's the teacher (a zebra). Point to the item the teacher is holding and elicit/explain in L1 that it is a medal. Show a real medal, if possible. Say *Medal* in English. The children repeat.
- Play the audio. The children point at the pictures as they listen.

- Play the story again, stopping after each picture. The children explain what's happening in pictures 1 to 3 in L1 (the animals are competing at different sports to see who is the best). Ask how Polly feels each time and why. Point to picture 4 and say *Draw ...* The children say *A picture*. Point to picture 5 and say *Look at the pictures!* Elicit translations for *Well done* and *I'm/You're the best*.
- Point to picture 1 and ask *Who's the best?* The children reply *Mike*. Say *Well done, Mike!* Do the same for pictures 2, 3 and 5.

Audio script page T95

## Practice



**AB p12** Listen and colour the correct circles.

**Aim:** to listen and identify the correct picture

- Point to the first picture on AB page 12. Ask *Who's the best?* Repeat for the second picture. Say *Listen and colour the circle*. Remind the children that they have to colour one of the circles. Play the audio for number 1. Confirm the answer (the second picture).
- Point at the second row of pictures and say *Listen and colour the circle*. Play the audio. The children colour the circle for the first picture.
- Play the audio again. The children repeat.

Audio script page T95

## Extension activity

**Aim:** to review *I've got ... on my desk* and classroom objects

- Ask the children to clear their desks.
- Place objects on your desk (e.g. a bag, a pencil case, a blue crayon, a book, a pencil), covered with a large cloth. Explain in L1 that you are going to say what's on your desk and the children have to put the same items on their desk.
- Make a sentence about one of the items, e.g. *I've got a bag on my desk* (keep the items hidden). The children all take a bag and put it on their desk (encourage them to help each other). Repeat for all the items. Then remove the cloth and say, e.g. *Look! I've got a bag on my desk*, etc. The children hold up the objects they have to check.

## Ending the lesson

**Aim:** to practise following instructions and using *Well done* and *Thank you*

- Place a book, a pencil case, some different coloured crayons and a piece of paper on your desk. Choose a volunteer to come to the front. Say, e.g. *Open the book*. If the child follows the instruction, say *Well done* (name) and give the child a medal/ mime putting a medal around his/her neck. Encourage the child to reply *Thank you*. Repeat with different volunteers/ instructions.
- Make pairs, each with a notebook, a pencil case and coloured crayons. Child A gives an instruction, e.g. *Open the pencil case* (or simply names an object for Child B to point to). Child B follows/points. Child A says *Well done* (name) and mimes handing over a medal. Then they swap roles.

## Aims

- to talk about the meaning of a story; to review language from the unit

**Recycled language:** classroom objects, language from the story

**Materials:** CD 1, flashcards (classroom objects), the puppet (Polly), Unit 1 stickers (computer and book)

**Optional:** character masks, four plastic medals or reward stickers, hand-drawn pictures (as on PB page 13) of a kite, a face, an aeroplane and a boat (the best drawing)

**Language competences:** The children will be able to appreciate the values shown in the story. They will practise saying *You're the best!*

## Warm-up

**Aim:** to review classroom objects

- Show the classroom object flashcards. The children say the words.
- Put on the puppet. Play *Disappearing flashcards* using the classroom object flashcards (see Introduction, page xvii).

## Practice



**PB pp12–13** Story: The medals

**Aim:** to review the story

- Ask the children to tell you what they remember about the story in L1.
- Play the story again, pausing after each picture to ask what's happening.
- Help children find the stickers for Unit 1 at the back of the PB. Say *Computer*. The children point to the correct sticker. Repeat for *Book*.
- Point to the picture on PB page 13. Say *Where's the computer?* The children point to the sticker outline. Mime peeling the sticker of the computer off the sheet. The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the other sticker.

Audio script page T95

## Story values **PB pp12–13**

**Aim:** to think about the meaning of the story: appreciating differences

- Play the story again. The children listen and point. Pause after picture 1 and ask in L1 *Is Polly good at climbing?* (No. She's the worst/last), *How does she feel?* (Sad). Ask *Who's the best?* (Mike). Do the same for pictures 2 and 3. Play the next part of the story and ask in L1 how Polly feels in picture 4 and why (happy, because she loves drawing). Play the last part of the story and elicit *Well done* and *You're the best*.
- Talk about the different talents we have. Say how important it is to recognise what others are good at.

**6** **AB p13** Complete the faces (☺ or ☹).  
Colour the pictures.

**Aim:** to apply values from the story to new situations

- Ask the children in L1 to look at the pictures and think *How does the girl feel? Is the right thing happening?* Point to the faces and explain in L1 that if they think the picture shows the right thing happening, they draw a smile and if the picture shows the wrong thing happening, they draw a sad face.
- Ask in L1 if all the children in the picture on the left are happy. Ask if we should be happy that

others are recognised for what they are good at. Elicit that the picture on the right is the right thing happening, so they should draw a smile for that picture. Then elicit that the wrong thing is happening in the picture on the left and have them draw a sad face. Circulate and check.

## Extension activity

**Aim:** to reinforce understanding of the story

- Invite five volunteers to the front. Assign them the roles of Gina, Polly, Leo, Mike and the teacher. The children playing the main characters put on the masks. Give the teacher four medals/reward stickers. Play the story. The children act out the story along with the CD. The 'teacher' hands out the medals/stickers to Mike, Leo, Gina and finally Polly. Give the children pictures of the kite, face, etc. for the last section of the story. Encourage the volunteers to join in with the CD (CD 1, Track 18).

## Ending the lesson

**Aim:** to practise saying *Well done! You're the best*

- Put on the puppet. Make Polly fly around the classroom and do a trick (e.g. fly upside down). Say *Well done, Polly! You're the best!* with enthusiastic intonation. Pat Polly on the back. Make Polly bow and say *Thank you*. Say *Well done! You're the best* for the children to repeat.
- Make pairs. The children take turns congratulating each other, saying *Well done! You're the best*, as enthusiastically as possible. They can pat each other on the back (if appropriate) or mime handing over a medal. Encourage the child who is being congratulated to reply *Thank you!*



**Aims**

- to integrate other areas of the curriculum through English: Physical education

**New language:** *jump, climb, run, kick*

**Recycled language:** *Well done, You're the best, Thank you, instructions, numbers 1 to 6*

**Materials:** CD 1, classroom objects, materials for the project (six cardboard tubes and sticky tape for each pair of children, a piece of kitchen towel for each child), a bowling game you have prepared (similar to the one on AB page 14), the puppet (Polly)

**Optional:** a picture of a traffic light (or red and green flashcards), a football for each child/pair of children, steps/small benches to climb, a whistle or bell

**Language competences:** The children will be able to name different actions. They will be able to follow instructions.

- Hand out six cardboard tubes to each pair of children. The children use the tape to cover the tubes or colour them with crayons.
- Help the pairs to set up their skittles game (counting aloud from 1 to 6), then take turns to try and knock them down with their homemade ball. Encourage them to count the number of skittles they knock over each time.

**Warm-up**

**Aim:** to review *Well done! You're the best*

- Place some classroom objects on your desk. Put on the puppet. Choose a volunteer. Give an instruction to both Polly and the volunteer, e.g. *Pick up the pencil*. Polly tries to pick up the pencil, but let the child do it first. Polly says *Well done! You're the best* to the child. He/She says *Thank you* and sits down. Repeat with different volunteers and actions.
- For the last turn say *Fly! Say Well done, Polly! You're the best!* Encourage the children to join in. Make Polly fly around happily, saying *Thank you! I'm the best!*

children copy. Do the same for the other photos. Play the audio again. The children listen, trace around the photos and say the words.

Audio script page T95

**Practice**

- Say *Jump* and jump in the air on the spot. The children copy. Say *Climb* and mime climbing a ladder/tree. Again the children copy. Do the same for *Run* (run on the spot) and *Kick* (mime kicking a ball). Repeat the actions and words until the children are copying with ease.

**7** AB p14 **Make a bowling game.**

**Aim:** to take part in a craft activity and practise counting

- Show the pictures on AB page 14 and explain in L1 that the children are going to make their own game like this. Show the game you have already made. Hold up the decorated cardboard tubes and count them aloud with the children. Show the ball and ask *What is it?* The children say *A ball*. Demonstrate playing skittles with the game.
- Hand out a piece of kitchen roll to each child. Demonstrate how to scrunch it up to make a ball shape, then cover it with sticky tape to make the ball larger. Hand out sticky tape to each pair and help the children make a ball each.

**Extension activity**

**Aim:** to practise *jump, climb, run, kick, instructions and colours*

- Put balls in one corner and (if possible) small benches or steps for children to climb.
- Show a picture of a traffic light (or the red and green flashcards). Point to the red light or show the red flashcard. Say *Red is stop!* The children repeat. Point to the green light or show the green flashcard. Say *Green is go!* The children repeat several times.
- Give an instruction, e.g. *Jump*, while showing the green flashcard. The children all jump continuously. Blow a whistle/ ring a bell and show the red flashcard. The children stop. Repeat with different instructions, with the children starting to move when you show the green card and stopping when you show the red card.

**Note:** For *climb* the children climb the benches/steps, for *kick* they kick the footballs to each other.

**Ending the lesson**

**Aim:** to practise following instructions

- Put on the puppet. Play *Follow the leader* (see Introduction, page xvii) with *jump, climb, run, kick* and other known instructions.

**Presentation**

6 CD1 20 PB p14 **Listen and point. Trace and say the words.**

**Aim:** to present *jump, climb, run and kick* and to practise pencil control

- Ask the children to look at PB page 14. Play the audio. The children listen and point to each photo.
- Point to the line around the first picture and trace it with your finger and say *Jump*. The

## Aims

- to review language and values from the unit; to encourage children to reflect on their learning

**New language:** *Throw/Catch a ball*

**Recycled language:** *kick, jump, run, climb, classroom objects, numbers*

**Materials:** CD 1, flashcards (classroom objects), the puppet (Polly), a soft ball for each pair of children

**Optional:** a desk, two balls, two pencil cases, two crayons, two pieces of paper, a computer

**Language competences:** The children will be able to use language from the unit. They will be able to reflect on their learning.

## Warm-up

**Aim:** to review *jump, climb, run and kick* and present *Throw/Catch a ball*

- Give instructions from the previous lesson. The children do the actions as appropriate.
- Use a ball to present *Throw/Catch a ball*. The children mime throwing and catching and repeat the phrases.
- Put on the puppet. Play *Polly says ...* (see Introduction, page xvii) with *jump, climb, run, kick* and instructions from earlier in the unit (e.g. *Open your book, Pick up a crayon, Draw a picture*).

## Revision

- 7** **Think!** **PB p15** Look and match. Say the actions.

### Thinking skills: Sorting

- Point to the first picture on PB page 15. Say/Elicit *Throw*. Say *Look and match*. Trace the example line from this picture to the woman throwing a ball in the pictures on the right. The children trace the line with their pencils. Elicit *Run* for the second picture. The children find the matching picture (check they are all pointing to the correct picture), then draw a line to match. Repeat for picture 3. Circulate and help as necessary. Point

to different pictures and get individual children to say the correct word/phrase.

- Say a number from 1 to 3. The children point at the correct picture and say the action.

**8** **AB p15** Say the words. Colour the circles.

### Aim: to create a record of learning

- Point to the pictures on AB page 15. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

## Extension activity

**Aim:** to review classroom objects and instructions

- If possible, move the children's desks to the edges of the room to make a space in the centre or move your class to an empty classroom.
- At the front of the room, near the board, put a desk with two balls, two pencil cases, two crayons, two pieces of paper and (if possible) a computer on it. Point to each of the items and ask the class *What is it?* The children say, e.g. *A pencil case*.
- Make two teams. The teams stand in two lines towards the back of the class, facing the front. Give an instruction from the unit to the two children at the front of the class, take a ball and kick it. Whoever does this first wins a point for their team. Keep score on the board. Repeat until all the children have had a turn. Instructions to practise include *Throw/catch the ball, Pick up the paper, Open the pencil case, Touch the computer/board/desk, Pick up a crayon, Draw a picture*.

## Ending the lesson

**Aim:** to review language from the unit

- Play the children's favourite game from the unit or sing the unit song (CD 1, Track 15).

## Phonics

- See page T80 for Unit 1 Phonics.

## Review

- See page T90 for *Hello!* unit & Unit 1 Review.