

1

My classroom

1



Listen and point. Say the words.



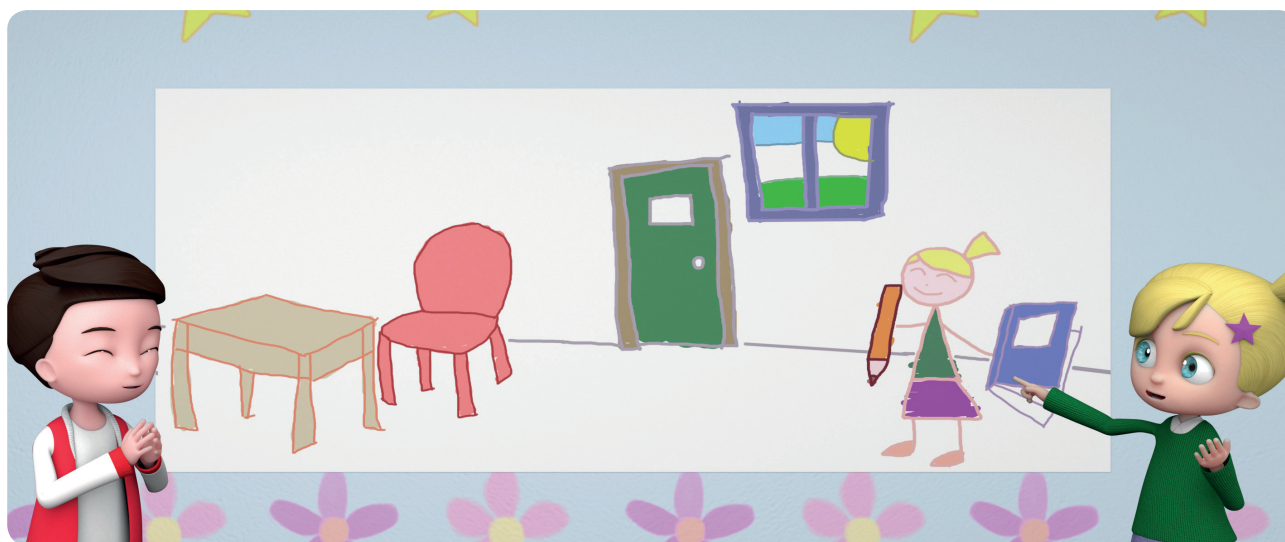
BIG QUESTION

What's in my classroom?

2



Listen and chant.



10

Classroom objects

Learning outcomes:

- to name and talk about things in the classroom
- to say a chant



to start to think about the Big Question *What's in my classroom?*

New language: *table, chair, book, pencil, door, window*

Recycled language: colours, numbers

Cognitive control functions: Working memory

Flashcards: 17–22 (classroom objects)

Warm-up

Aim: to review numbers

- Write the numbers 1 to 10 on the board.
- Say the numbers as you write each of them. Students repeat after you.
- Circle a number at random for students to say it out loud. Continue with the rest of the numbers.
- Ask volunteers to come to the front, point to a number and choose another student to say the number out loud.

Presentation

Aim: to present classroom objects

- Take out the *classroom objects* flashcards.
- Hold up each flashcard in turn and say the word for the class to repeat.
- Place the flashcards face down on your desk.
- Ask volunteers to come to the front, choose one flashcard and show it to the class.
- Students say the word. Correct pronunciation, if necessary.

1 **07** **SB 10** Listen and point. Say the words.

Aim: to practise classroom objects

- Students look at the pictures in their Student's Book.
- Point to the two characters and introduce them: *This is Whisper and this is Misty.*
- Point to the scene and say *This is a classroom.*
- Play the recording. Students listen and point to the corresponding objects.

For script see TB p100.

- Play the recording again for students to repeat the words.
- Stick the flashcards on the board in random order.
- Students listen to the recording once more. Volunteers put the flashcards in order of occurrence.



What's in my classroom?

Aim: to encourage students to identify what is in a classroom

- Read the Big Question. Ask students to say the names of all the classroom objects they already know in English.
- Ask students to think which of the classroom objects on the flashcards they consider the most important.

Note: Some of the discussion will need to be in L1.

2 **08** **SB p10** Listen and chant.

Aim: to give students further practice saying the classroom words

- Play the recording. Students listen and follow the chant in their Student's Books.

For chant script see TB p100.

- Play the recording again, pausing after each verse for students to repeat. Do the chant as a class and then in groups.

Practice

Aim: to personalise and practise the new language

- Encourage students to show you or point to the classroom object you mention.
- Say *Pencil*. Students show you a pencil, etc. Speed up the pace when you say the words.

1 **07** **WB 10** Listen and match. Say.

Aim: to practise new language from the lesson

For script see TB p101.

Key: 1 pencil, 2 table, 3 window, 4 book, 5 door, 6 chair

2 **08** **WB 10** Listen and colour.

Aim: to practise new language from the lesson

For script see TB p101.

Key: table: blue and pink, window: orange and blue, chair: green and yellow, book: red and blue, pencil: yellow and blue

Ending the lesson

Aim: to review classroom objects and numbers

- Encourage volunteer students to reproduce the chant on the board by using digits and drawing, e.g. 1, 2, 3, 4, (drawing of a table), (drawing of a chair), etc.

Extension activity

Aim: to review classroom objects, colours and numbers

- Ask students to open their notebooks.
- Dictate classroom objects for students to draw, e.g. *One window, three pencils, etc.*
- Start another dictation including colours, e.g. *two green books.*
- Go around the classroom and check performance.

Learning outcomes:

- to give and follow instructions in the classroom

New language: *Stand up., Sit down., Open/Close your book.*

Recycled language: classroom objects

Materials: flashcards (classroom objects), 30 paper squares (1 for each letter of the classroom objects: *table, pencil, chair, door, book, window*. Write each letter in uppercase on the squares, e.g. a *T* on a square for the word *table.*), Unit 1 stickers, scissors

Warm-up

Aim: to review classroom objects

- Make six groups, one for each of the classroom object words taught on page 10.
- Distribute the paper squares corresponding to a classroom object to each group, e.g. the letters *T, A, B, L, E* to one group.
- Students make the word with the paper squares.
- Ask groups to stick the words on the board.

1  09  **SB 11** Listen and point. Listen and stick.

Aim: to present classroom instructions

Note: In order to carry out *Listen and stick* activities, students will first need to cut out their stickers with the backs attached.

- Give students time to look at the pictures in their Student's Books.

- Ask students to point to the corresponding picture as you play the recording. Do the activity with your students by holding up your book and pointing to the pictures.

For script see TB p101.

- Students prepare their stickers.
- Play the recording again. Students listen and stick them in the corresponding place in Activity 1.

Key: 1 open your book, 2 close your book, 3 stand up, 4 sit down

2  10 **SB 11** Look, listen and say.

Aim: to give students practice with classroom instructions

- Play the recording for a third time for students to repeat.
- Correct pronunciation, if necessary.

3 **SB 11** Work with a partner. Say and do.

Aim: to give students practice with giving and following instructions

- Students work in pairs to give and follow instructions.
- After three instructions, students swap roles.

1  09 **WB 11** Listen and colour.

Aim: to identify instructions

- Check that students know what they are going to colour. (the edge of the picture)

For script see TB p101.

Key: 1 green, 2 blue, 3 red, 4 yellow

2  10 **WB 11** Listen. Point and say.

Aim: to practise instructions

For script see TB p101.

Key: 1 Sit down. 2 Open your book. 3 Stand up. 4 Close your book.

Ending the lesson

Aim: to review giving and following instructions

- Play *Simon Says* with the class.
- Students follow your instructions only if you say *Simon says ...* before the instruction, e.g. Say *Simon Says ... sit down*. If you give an instruction without saying *Simon says ...* and a student follows it, he/she has to leave the game. The winner is the student who stays in the game up to the end.

Extension activity

Aim: to expand on the new language from the lesson

- Go to the door and open it. Say *Open the door*. Close it and say *Close the door*.
- Ask a volunteer to open a window and another to close it.
- Encourage students to show you other things in the classroom that can be opened or closed, e.g. a pencil case, a schoolbag, your eyes, hands, etc.
- Give directions to close and open the things mentioned by the students. Teach new vocabulary.
- Students work in pairs to give and follow directions.

1  09  Listen and point. Listen and stick.

1



2



3



4



2  10 Look, listen and say.

3 Work with a partner. Say and do.



Stand up, sit down, open/close your book **11**

1  11  Listen and sing.



2 Count the classroom objects and the children.

12 Singing for pleasure

Learning outcomes:

- to sing a song
- to talk about things in the classroom

New language: *Look!, Come (along) and see!, children, teacher, girl, boy*

Recycled language: classroom objects, numbers, colours

Creative thinking (WB): Creates texts that express personal interests, emotions, or identity

Materials: 3 sheets of construction paper (optional)

Warm-up

Aim: to review language

- Play the recording of the chant on page 10.
- Students chant with you. Use a gesture to communicate *Take a look*.

1



11



12

SB 12

Listen and sing.

Aim: to sing a song with the class and listen for details

- Students look at the picture. Elicit what they can see.
- Say *This is a girl and this is a boy* as you point to the children in the picture.
- Draw a picture of a girl and another of a boy on the board.
- Count how many girls and how many boys there are in your class with the help of the students.
- Ask a volunteer to write the correct number under each of the drawings on the board.
- Draw a teacher and say *I'm a teacher, one teacher* and write number one under the drawing.
- Count the students in your class out loud with the help of the students and say (*Twenty*) *children, (ten) girls and (ten) boys*.

- Play the audio (11).
- Use gestures for *Look!* and *Come and see!* to communicate their meaning.

For song lyrics see TB p101.

- Play the audio again and sing with the class.
- Play the song video, pausing after each verse for students to repeat.
- When students have learnt the song, use the karaoke version of the video or audio (12) to practise the song with the whole class.

Practice

Aim: to practise the song

- Make three groups, one for each of the three verses in the song.
- Play the karaoke version (12) again. Groups sing their part.
- Swap verses among groups and sing again.

2

SB p12

Count the classroom objects and the children.

Aim: to review numbers

- Invite volunteers to come to the front and draw a desk, chair, book, pencil, door, window, girl and boy.
- Students copy the drawings in their notebooks.
- In pairs, students count the classroom objects and children in the picture and write the numbers in digits under their drawings.
- Check results as a class.

Key: 5 tables, 10 chairs, 6 books, 9 pencils, 1 door, 3 windows, 5 girls, 4 boys

1



11

WB p12

Listen. Point and sing.

Aim: to sing a song

For song lyrics see TB p101.

2



WB p12

Draw yourself in your classroom. Point and say.

Aim: to personalise language

Ending the lesson

Aim: to practise new language in the lesson

- Assign different objects mentioned in the song to different groups: table, chair, door, window, pencil, book.
- Students get hold of the object or get near it.
- Students sing the song and when a group hears the object they were assigned, they show it, tap on it, touch it, etc. For example, when the word *door* is mentioned, students could knock on the door.

Extension activity

Aim: to review classroom objects and numbers

- Make three groups.
- Students draw a new classroom scene from the one on page 12. They should include desks, chairs, books, pencils, doors, windows, girls and boys, but not more than ten per category.
- Encourage students to paint the objects different colours.
- Groups exchange drawings.
- A group comes to the front and a student at a time counts the number of objects or people of each category.
- Check results as a class.


Stronger students: Ask students to say the number of objects, but taking the colours into consideration, e.g. two blue pencils, four red desks, etc.

Learning outcomes:

- to sing a rap
- to play a game

New language: *What is it?, It's a (book).*

Recycled language: classroom objects, numbers

 **Creative thinking:** Draws pictures to represent vocabulary and familiar concepts

Materials: flashcards 17–22 (classroom objects), blindfold (optional), tape, drawings of: a girl, boy, teacher

Warm-up

Aim: to introduce new language

- Take out the classroom object flashcards.
- Show one at a time and say *What is it? It's a (book).*
- Show the flashcards again and ask students what each object is.
- Encourage students to use *It's a ...*

1  **13** **SB p13** **Listen and circle.**

Aim: to focus students on grammatical form

- Students look at the pictures in their Student's Books.
- Point to objects in the pictures and ask *What is it?*
- Play the recording. Students circle the corresponding option.

For song lyrics see TB p101.

- Check answers as a class.

Key: 2 the table, 3 the book, 4 the chair

2  **SB p13** **Watch and listen.**

Aim: to focus students on grammatical form

- Play the *Penny the penguin* video.
- Show the last scene of the video when Paul holds the icicle. Ask *What is it?* Elicit the answer from students.
- Play the recording again. Students join in with the rap. Encourage students to shake their heads when they say *No, no, no.*

For script see TB p101.

3  **SB p13** **Play the game.**

Aim: to practise new language from the lesson

- Students look at the picture in their Student's Books.
- Draw part of a classroom object and ask *What is it?*
- The first student who answers your question correctly is the next one to draw.
- Allow students to draw incomplete digits as well to practise numbers.

1  **12** **WB p13** **Listen and circle.**

Aim: to identify classroom objects

For script see TB p101.

Key: 1 book, 2 chair, 3 window, 4 chair

2  **13** **WB p13** **Listen and point. Say.**

Aim: to practise new language

For script see TB p101.

Ending the lesson

Aim: to practise key language from the lesson

- Take out the *classroom objects* flashcards and the three drawings mentioned in the Materials. Show them to the class and ask them to name them.
- Ask a volunteer to come to the front and face the board.
- Stick a flashcard on the volunteer's back and ask him/her to turn around.
- The volunteer guesses what the object is by saying *It's a ...*
- The class says *yes* or *no*.
- Repeat with other volunteers.

Extension activity

Aim: to practise key language from the lesson

- Blindfold a volunteer and turn him/her around and around until he/she loses direction.
- Lead him/her to an object to touch it. Ask *What is it?* and let the volunteer guess by saying *It's a ...*
- Repeat the activity with other volunteers.

1  13 Listen and circle.

1



2



3




4



2   Watch and listen.

3  Play the game.



What is it? It's a (book). 

The butterfly

1



▶ Watch and listen to the story.



Learning outcomes:

- to listen to, read, watch and act out a picture story
- to review language from the unit

New language: (*open/close your*) eyes, (*sit*) here, butterfly, beautiful

Recycled language: giving and following instructions

Value: appreciating nature

Materials: a small picture of a butterfly (the size of a child's nose), tape, animal toys in a bag (optional)

Warm-up

Aim: to review the characters

- Remind students of the names of the two characters they were introduced to in the first episode of the story, Misty and Whisper.
- Students identify the two characters in the new episode on page 14.
- Students tell you what their superpowers are.

The butterfly

1



14

SB pp14-15

Watch and listen to the story.

Aim: to present a picture story

- Give students time to look at the story frames.
- Point to the butterfly and ask *What is it?* If nobody knows the word, pre-teach it.

- Students tell you what colour the butterfly is.
- Play the recording as students follow the story in their books.

For script see TB page 101.

- Go through the story frames and ask about the objects, e.g. Point to the window and say *What is this?* Repeat with *butterfly, desk, chair, classroom, pencil, etc.*
 - Play *The butterfly* video up to the end.
 - Talk about the story value: the importance of appreciating nature.
- Note:** Some of the discussion will need to be in L1.
- Play the video again. Students watch, listen and repeat.

For script see TB p101.

1



14

WB p14

Listen and match.

Aim: to identify the story scenes

For script see TB p101.

Key: 1d, 2c, 3a, 4b

2

WB p14

Look and match.

Aim: to identify the story scenes

Key: 1b, 2a

Ending the lesson

Aim: to practise the story

- Put students into groups of five: two will play Whisper and Misty and the other three the children who enter the classroom at the end of the story.

- Give the butterfly picture with a piece of tape to one of the groups and guide them to perform using the butterfly as a prop, e.g. they put the butterfly on the window sill, they tape the butterfly on the nose of the student who plays Misty.
- Other groups perform for the class.

Extension activity

Aim: to review language from the lesson

- Take out the bag with animal toys. (see Materials)
- Ask a volunteer to come to the front. Say *Sit here, please. Close your eyes.*
- The student touches one of the toy animals inside the bag.
- Ask *What is it?* The volunteer takes a guess *It's a ...*
- Say *Open your eyes.* Take the toy from the bag and show it to the class.
- Ask pairs of students to come to the front and repeat the activity using *Sit here, close your eyes, open your eyes, What is it?, It's ...*


Learning outcomes:


- to interpret deeper meaning from the story
- to review language from the story and the unit


Recycled language:

instructions, classroom objects, colours, numbers

Value: appreciating nature

 **Critical thinking:** Solves simple puzzles

 **Critical thinking (WB):** Identifies characters, setting, plots and theme in a story.

 **Cognitive control functions (SB & WB):** Cognitive flexibility

Materials: 1 sheet of construction paper (optional)

Warm-up

Aim: to review instructions

- Elicit from students all the instructions they have learnt in the unit, i.e. *stand up, sit down, open/close (book/eyes)* and perform them as a class.

Stronger students: Ask volunteers to come to the front and give instructions for the class to follow.

2   **SB p15** **What's different? Look and circle.**

- Aim:** to focus on detail in the story
- Give students time to look at the new story frames.


- Students circle the differences they see between these new frames and the ones in the picture story.
- Students do the activity individually and then check in pairs.
- They then share their discoveries orally with you.

Key: 1 The desk is pink. 2 There are two butterflies. The chair is blue. 3 Misty's eyes are open. There are three pencils. 4 The book is orange. There are six children.

1   **WB p15** **What's good? Draw 😊.**

Aim: to understand the value of appreciating nature

Key: 1

2  **WB p15** **Look and find your favourite picture. Draw 😊.**

Aim: to understand the value of appreciating nature

Ending the lesson

Aim: to improve critical thinking skills

- Give students time to look around the classroom in silence. Encourage them to pay special attention to where things are.
- Invite three volunteers to go outside.
- Change the position of three things in the classroom.

Extension activity

Aim: to focus on the value of appreciating nature

- Students bring a picture or a drawing of an animal or plant they consider beautiful.
- Encourage students to tell you why they have chosen it.
- Students glue their pictures onto the sheet of construction paper. (see Materials)
- Display the poster on a classroom wall.

Note: Some of this discussion will need to take place in L1.



2 What's different? Look and circle.



Think and learn



PATTERNS

▶ Watch and listen.

1 15 Listen and point.



2 Point and say the numbers.

1	2	3	4	5	?	7	8	?	10

3 16 Say what's next. Listen and check.


1						?
2						?
3						?


Learning outcomes:

- to integrate other areas of the curriculum through English: Maths
- to identify patterns

New language: *crayon, pen, rubber, pattern*

Recycled language: numbers, colours, classroom objects

 **Critical thinking:** Makes predictions and estimations from given information

 **Critical thinking (WB):** Sorts and arranges things by shapes, size, colour, weight, texture and positions.

Flashcards: 17–22 (classroom objects)

Warm-up

Aim: to review numbers, colours and classroom objects

- Show one coloured pencil. Say *One (red) pencil*. Show two coloured pencils that are the same colour and say *Two (red) pencils*.
- Continue practising with more pencils and different colours.
- Encourage students to provide examples.

 **SB p16** **What is a pattern?**

Aim: to raise awareness of what patterns are

- With Student's Books closed, play the *Think and learn* video.

For videoscript see TB p102.

- Ask students what they think a pattern is. They can use L1 to give an explanation.

- Explain that patterns are series or sequences of repeats. Elicit from students examples of everyday life where patterns are followed, e.g. the way goods are organised on the shelves in shops, lyrics in songs, etc.
- Play the video again and elicit the pattern in the video. Volunteers come to the board and draw and colour this repeated pattern.

1  **15** **SB p16** **Listen and point.**

Aim: to practise identifying words used in the patterns

- Students open their books.
- Point to the classroom objects and ask *What is it?* to elicit each of the new words: *crayon, pen, rubber*. Students may already know these words.
- Play the recording. Students listen and point.

For script see TB p102.

2 **SB p16** **Point and say the numbers.**

Aim: to recognise patterns

- Start reading the first pattern of numbers and stop where numbers are missing. Let students complete the first pattern aloud. Repeat with the second pattern.
- Encourage students to count the two patterns backwards.

3  **16** **SB p16** **Say what's next. Listen and check.**

Aim: to practise solving patterns

- Students work in pairs to solve the patterns.
- They draw the next item in the patterns in their notebooks.
- Go around the classroom to check results.
- Play the recording. Students say the patterns out loud as they listen to the audio.

For script see TB p102.

Key: 1 a blue pencil, 2 a yellow crayon, 3 a red pen

1  **15** **WB p16** **Listen and colour.**

Aim: to review colours

For script see TB p102.

Key: 1 a green book, 2 an orange pencil, 3 a red and blue rubber

2 **WB p16** **Point and say the numbers.**

Aim: to identify a pattern

3  **WB p16** **Look and say what's next.**

Aim: to complete patterns

Key: 1 blue door, 2 table

Ending the lesson

Aim: to create patterns

- Stick the flashcards on the board.
- Students work in small groups and create a pattern by drawing classroom objects from the flashcards.
- Students draw the pattern in their notebooks and add an interrogation mark at the end, as in Activity 3.
- Groups swap notebooks for the other groups to decipher the pattern by drawing the item that is missing.

Extension activity


Aim: to reinforce awareness of patterns

- Students work in pairs.
- They use their coloured pencils, crayons, rubbers, pens, or any other classroom object they want to use to make a pattern on their desks.
- Pairs swap places with another pair. They take their pencil cases with them and complete the pattern with their classroom objects.
- Pairs check each other's results.

Learning outcomes:

- to extend the focus on Maths through English
- to complete a project

Recycled language: *butterfly, boy, girl, classroom objects*

 **Creative thinking:** Creates content for peers to use in class activities


 **Critical thinking (WB):** Sorts and classifies objects and activities according to key features

Materials: A4 paper (1 per student)

Warm-up

Aim: to review language from the lesson

- Students look at the pictures on page 17. Point to each item and ask *What is it?*
- Review the words *butterfly, boy* and *girl*.
- Students play *Chinese Whispers* in small groups.
- When you say *Go!* an appointed member of the group whispers a word from the pictures to the students on his/her right. The game continues until the last student says the whispered word out loud.
- Go around the classroom and check performance.



4  **SB p17** **Choose and circle the next picture.**

Aim: to practise patterns

- Students do the activity in pairs.
- Once they have finished the activity, ask a volunteer to read the first pattern out loud. Check results.

- Continue with the rest of the patterns.

Key: 2 the green door, 3 the blue pencil, 4 the orange butterfly

5  **Project**  **SB p17**
Create your own pattern. Say.

Aim: to enable students to apply what they have learnt about patterns

- Go through the vocabulary from previous lessons in the Student's Book by asking *What is it?* Elicit colours and classroom objects.
- Hand out paper and ask students to draw a repeated pattern using the vocabulary you have reviewed.
- Students can create their patterns at school or at home.
- Encourage students to use different colours and quantities in their patterns.
- Say: *Check the pattern.*
- Hold up some patterns and say: *Look! A pattern – pink rubber, blue pencil, green pen, pink rubber, blue pencil, etc.*
- Students say their patterns out loud to a partner. Praise students for their different patterns.
- Display the patterns around the classroom. Take photos of them and save them to students' digital portfolios.

Extra support: For less-confident students, suggest they choose only two classroom objects and two colours.

Stronger students: Ask students to choose any of the patterns displayed in the classroom and say it out loud.

4  **WB p17** **Find the wrong picture. Cross it out.**

Aim: to identify patterns

Key: 1 blue chair, 2 yellow butterfly, 3 orange book, 4 final yellow butterfly, 5 blue butterfly

5  **WB p17** **Complete the pattern. Say.**

Aim: to complete a pattern

Key: green chair, red pen, green chair

Lesson review

- With students, review what they have learnt in the lesson and if they liked the project.
- Hold a class vote for the most difficult pattern from the ones displayed in the classroom.

Extension activity

Aim: to solve patterns

- Point to one of the patterns displayed around the classroom.
- Ask a volunteer to tell you what would come next in the pattern.
- Repeat with other patterns and students.

Stronger students: Encourage students to draw more challenging patterns on the board for the class to solve.

4 Choose and circle the next picture.



5   Project Create your own pattern. Say.



Create that!



1

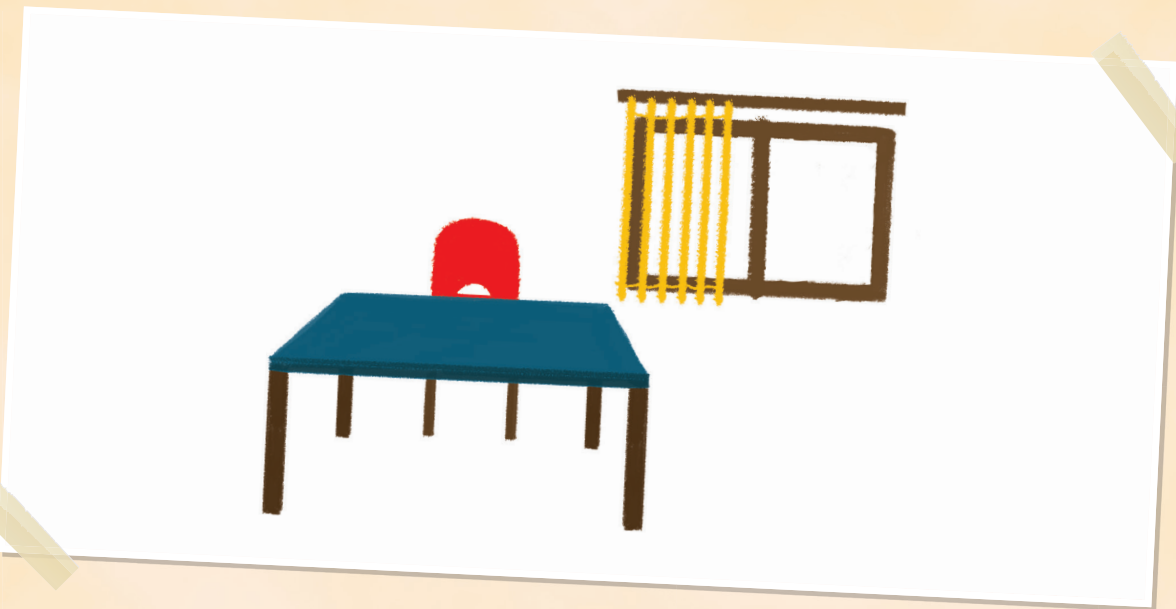


Listen and imagine.
Then draw your picture.



2

Show your picture to your friend. Say.



Learning outcomes:

- to listen, imagine and draw to demonstrate meaning
- to describe a classroom

Recycled language: colours, numbers, classroom objects



to answer the Big Question *What's in my classroom?*

Creative thinking: Chooses options to create something new

Cognitive control functions (WB): Inhibitory control

Materials: relaxing music, a drawing of a classroom, construction paper (optional)

Warm-up

Aim: to trigger imagination

- Pre-teach the verb *imagine*.
- Say *Close your eyes. Imagine a butterfly.* Give students time before you continue. Ask *What colour is it? Blue, red, orange, yellow?* Pause. *The butterfly is beautiful. Open your eyes.*
- Students draw the butterfly they have imagined in their notebooks and colour it.
- Ask a volunteer to come to the front with his/her drawing. Ask *What colour is your butterfly?*
- The rest of the class compares their butterflies with the volunteer's butterfly. If they are the same colour, they put up their drawings.
- Continue with other volunteers.

1 **SB p18**

Listen and imagine. Then draw your picture.

Aim: to give students practice in listening and following instructions

- Explain the activity. Make sure students have coloured pencils.
- If possible, play relaxing music and ask students to rest their heads on their desks for some time before the activity.
- Play the recording. Students open their eyes and draw their pictures.

For script see TB p102.

- Play the recording again before students draw, if necessary.
- Circulate as students draw their pictures. Praise students for their imagination and for their originality.

2 **SB p18** **Show your picture to your friend. Say.**

Aim: to practise oral skills

- Revisit the Big Question *What's in my classroom?* before students show their pictures.
- Write the Big Question on the board and read it out loud.
- Review structures students have learnt to orally describe their drawings. Provide a sample by showing a picture of a classroom. (see Materials)
- Say *Look! It's my classroom.* Point to classroom objects in your drawing and describe them: *A (red) desk, a (yellow) chair ...*

1 **WB p18** **Where does the butterfly go? Listen and draw.**

Aim: to practise listening skills and boost creativity

For script see TB p102.

Key: Butterfly's route: 1 red and blue desk, 2 the green book, 3 the pink and green pen, 4 the orange and yellow window, 5 the yellow and green door

Ending the lesson

Aim: to sing for pleasure

- Play the recording of the song on page 12.
- Students sing as they listen.
- Encourage students to sing the song differently—more slowly, faster, whispering, etc.

Extension activity

Aim: to trigger creativity

- Students cut out pictures of chairs, windows, doors and classroom objects from magazines or search for them on the internet and print them.
- Hand out construction paper to small groups.
- Groups take out their pictures and stick them on the paper to create a fun classroom.
- Students draw extra details.
- Groups present their collages to the rest of the class.
- Display the posters on the classroom walls.

Learning outcomes:

- to review language from the unit by doing a quiz
- to reflect on learning



to think about how the unit has helped them answer the Big Question *What's in my classroom?*

Recycled language: vocabulary and grammar from the unit

Cognitive control functions (WB): Cognitive flexibility

Materials: 28 paper squares made of construction paper. They should be the same size.

Warm-up

Aim: to review colours, instructions and classroom objects

- Students work in pairs.
- Distribute 1 paper square (see Materials) per student or pair, depending on the number of students in the class.
- Assign one of the following to each pair: *stand up, sit down, open the book, close the book, boy, girl, table, pencil, chair, door, window, book, crayon, rubber*
- Students draw what was assigned to them twice, e.g. 2 drawings representing the instruction *stand up*.
- Students take turns to show their drawings to the class for them to say the word, e.g. *Stand up*.
- Play a memory game. Put paper squares face-down on your desk.
- Make three groups of students. A group at a time turns a pair of squares face up and sees if they match. If they do, the group keeps the pair; if not, it is the next group's turn.
- The winner is the group with the most pairs of cards.

1 **18** **SB p19** Listen and point. Then say.

Aim: to review instructions

- Play the recording. Students listen and point to the corresponding picture and say the instruction.

For script see TB p102.

- Ask individual students to say the instruction.

2 **19** **SB p19** Listen and circle.

Aim: to enable students to review language from the unit by doing a quiz

- Make sure students understand how to answer by circling one of the picture options in 1–4.
- Play the recording. Students work individually.
- Students compare answers in pairs.

For script see TB p102.

- Check answers with the class.

Key: 1 the green chair, 2 the orange door, 3 the red window, 4 the yellow book

3 **SB p19** Draw the last picture.

Aim: to review patterns

- Explain how the activity works.
- Students draw the last picture of each pattern.
- Choose students to read the patterns out loud for the rest of the class to check results.

Key: 1 a green crayon, 2 a pink rubber

1 **WB p19** Look and say. Circle ☺ ☹ or ☹.

Aim: to enable students to assess their own learning

2 **WB p19** What's in your classroom? Circle ✓ or ✗.



Aim: to enable students to revisit the Big Question and consolidate learning

3 **WB p19** Colour the objects.

Aim: to improve fine motor skills

Ending the lesson

Aim: to enable students to express their preferences

- Ask students what their favourite activity is from the unit (e.g. the song, chant or one of the games) and have a class vote.
- Repeat the most popular activity with the class.

Extension activity

Aim: to enable students to share what they have learnt

- Put students into groups of three.
- Students open their Workbook at page 19.
- A student points at one of the pictures in Activity 3 and asks the student on his/her right about it, e.g. *What is it?*
- The other student answers by mentioning the object and its colour, e.g. *It's a yellow pen.*
- The group continues asking and answering questions about the rest of the objects.



Think back

1

1 18 Listen and point. Then say.



2 19 Listen and circle.

1



2



3

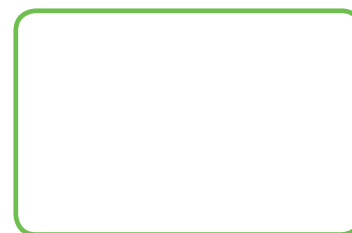


4



3 Draw the last picture.

1



2

