

# Unit 1 Hello!

By the end of Unit 1 the children will be able to:

- point to and name the course characters: *Horsey, Bella, Jack, Lily, Mum, Dad, Grandma, Grandpa.*
- introduce and greet each other using: *Hello, I'm ..., How are you?, I'm fine, thank you.*
- use the language: *This is my (mum).*
- name, write and say the sounds of letters: *Aa, Bb.*
- say and recognise the initial sound of the words: *ant, alligator, apple, arrow, bird, bag, bee, book, bun.*
- recognise family members: *mum, dad, grandma, grandpa, brother, sister.*
- follow and understand a story and recall details.
- act out a small play about accepting/refusing offers using: *Yes, please or No, thank you.*
- appreciate the importance of caring about their family.

**New words:** *Horsey, Bella, Jack, Lily, Mum, Dad, Grandma, Grandpa.*

**New language:** *Hello! I'm ..., How are you?, I'm fine, thank you.*

**Classroom language:** *What's your name? I'm Miss ... What can you see in the picture? Listen! Look! Point to the picture.*

**Value of the lesson:** *I love my family.*

**Materials:** Lesson 1 flashcards, Horsey puppet, CD, character templates (see teacher's website), scissors, card, glue, staple gun, straws/lollipop sticks

## Unit 1 • Lesson 1




### Warm up

- Introduce yourself to the class: point to yourself and say your name. Ask each child to stand up and say their name. Ask *What's your name?* and encourage the children to say *I'm ...* Point to the children in random order, from one side of the classroom to the other, to make it a surprise and to build the children's interest.
- Game** Ask the children to close their eyes, then ask one of them to get up and hide. The rest of the children try to remember who is missing. This activity helps the children get familiar with each others' names. With large classes, have a group of four children come up to the front and say their names again. Ask them to close their eyes and the rest of the class watch as one of them hides. Ask the group to try to say the name of the child who is hiding. Repeat until each group has had a turn.
- Use the Digibook and zoom in on the icons at the bottom of the page. Go through all the icons that appear in the Pupil's Book and explain what they represent. Point to each icon and ask *What are we going to do today?* Elicit *chant, listen, sing and play.*



## Learn new words.

- Look at the new words in the house that Bella is holding and ask questions to build up interest (see Introduction page 24) *Who is this? A boy, a girl and a horse! What are their names?*
- Introduce the characters using the Digibook or flashcards. Point to Lily and say *Lily*. The children point and repeat. Show Jack and say *Jack*. The children repeat. Say *Jack is a boy, Lily is a girl. What's the boy's name? What's the girl's name?* Show both pictures and say *Jack, Lily*. The children do the same pointing to each picture while saying the names. Swap the two pictures and say *Lily, Jack*. The children repeat, pointing to each picture while saying the name. Do the same with *Bella* and *Horsey, Mum and Dad, Grandma and Grandpa*. Point to Horsey and say *Horsey is a horse!* Point to Bella and say *Bella is a butterfly!* Drill until the children can name all the characters with ease (see Introduction page 25).
-  Introduce Horsey puppet (see Introduction page 22 for tips on how to use the puppet in class). Show the puppet and elicit *Horsey*.



## 1 Listen and repeat.

- The children open their books at page 4. Display the page on the Digibook or use a Pupil's Book. Draw the children's attention to Bella and say *Can you see Bella? Point to Bella!* Point to the house she is holding and ask the children to look at it in their books.
- Play the CD. The children listen and point to the pictures in their books.
- Play the CD again. The children chant while pointing to the pictures. Repeat as many times as necessary for the children to chant confidently.



*Horsey, Bella, Jack, Lily  
Mum, Dad, Grandma, Grandpa*



## Play a game: Hello!

- Prepare simple masks of the characters beforehand. Use printed faces of the characters (see templates on the teacher's website). Cut them out, stick them on construction paper and staple them to straws or lollipop sticks.



- Show Horsey puppet first. Let him appear from behind a desk and wave to the children saying *Hello!* Prompt the children to say *Hello, Horsey!*
- Ask a volunteer to hide behind a desk or door and then appear holding a mask of one of the characters over their face. Ask them to wave to the class and say *Hello!* Prompt the children to wave back and say *Hello, (Bella)*. Repeat with other volunteers until all the characters have been used. You can change the hiding places around the classroom. Ask the class to close their eyes and have the characters appear from different places each time to add more excitement to the game.
- For large classes, repeat the same game at the end of the lesson giving each group a set of masks and they take turns hiding and appearing as one of the characters.



## 2 Listen.

- Play the CD and point to the character flashcards or display the pictures on the Digibook.
- Play the CD again. Use the masks, wave and point to yourself as the audio says *Hello! I'm ...*
- Play the CD once more. Ask the children to repeat and point to the pictures of the characters in their books.



**Horsey:** *Hello! Hello! I'm Horsey!*  
**Bella:** *Hello! Hello! I'm Bella!*  
**Jack:** *Hello! Hello! I'm Jack!*  
**Lily:** *Hello! Hello! I'm Lily!*

## Look and say.

- Display page 4 of the Digibook.
- Ask the children to look at the picture and say what they can see. Say *Look at the window*. Point to the window to show the children. *Is that Mum or Dad at the window? Is Dad waving?* Do the waving action to show the children. *Is Dad happy? Is this Mum at the door? Point to the door. Is Horsey at the door? Look at Grandpa. Is Grandpa waving? Is Grandma waving? Is Grandma happy? Is Grandpa waving to Dad? Is he waving to Horsey, Bella and the children? Where are Horsey, Jack, Lily and Bella? Are they in the garden? Are they happy?*

- Introduce the lyrics of the song slowly (see Introduction page 27 for tips on how to introduce song lyrics). Ask the children to repeat each line while doing the actions.  
*Hello, hello! How are you?* The children wave or shake hands then point to each other.  
*Hello, Horsey. I'm fine, thank you!* The children wave back and point to themselves.
- Play the CD. The children listen and do the actions. Play the CD again. The children sing along and do the actions.
- Option: sing the song as a dialogue with one group singing the question part and the other group singing the replies. If possible, do this standing up so that the children can walk around and wave to each other or shake hands.

## Unit 1 • Lesson 2



**Horsey:** *Hello, hello! How are you?* (the children wave or shake hands, then point to each other)

**Children:** *Hello, Horsey. I'm fine, thank you!* (they wave back and point to themselves)

**Bella:** *Hello, hello! How are you?* (the children wave or shake hands, then point to each other)

**Children:** *Hello, Bella. I'm fine, thank you!* (they wave back and point to themselves)

**Lily:** *Hello, hello! How are you?* (the children wave or shake hands, then point to each other)

**Children:** *Hello, Lily. I'm fine, thank you!* (they wave back and point to themselves)

**Jack:** *Hello, hello! How are you?* (the children wave or shake hands, then point to each other)

**Children:** *Hello, Jack. I'm fine, thank you!* (they wave back and point to themselves)

**New language:** *This is my friend. This is my mum. This is my dad. This is my grandma. This is my grandpa.*

**Classroom language:** *What are we going to do today? Look at the picture.*

**Materials:** CD, Lesson 1 flashcards/masks

## Warm up

- Play the Lesson 1 song. Put the class into two groups: one sings the question and the other sings the answer. Hold up the character flashcards or masks as the group sings the first part so the other group knows which character is asking.
- Open a Pupil's Book at page 5 and show the children the icons for the lesson. Point to each one and ask *What are we going to do today?* Elicit *listen, sing, play and say*.



## Learn new language.

- Hold up your bag and say *This is my bag*. Point to yourself as you say *my*. Repeat with other items, e.g. a pen, a marker, etc. Hold up a book and say *This is* and ask the children to repeat. Complete the sentence saying *my book*. Encourage the children to repeat. Ask a volunteer to come up to the front, point to them and say *This is my friend*. Ask the class to point and repeat the sentence. Invite another volunteer to come up to the front, choose a friend and repeat the sentence. The rest of the class point and repeat.
- Invite volunteers to hold up an item of their own, show it to the class and say *This is my (pencil)*.

## Look and say.

- Ask the children to open their books at page 5. The children look at the main scene and name anything they can. Ask *Who is in the picture? Where are they? Who are Jack and Lily talking to? Who are they pointing to?*
- Point to the second picture and say *Look at this picture. Where are they going? Inside the house!*



## Listen.

- Play the CD. The children listen.
- Play the CD again and pause after each line for the children to point to the people in their books.



**Lily:** Mum, *this is my friend!*

**Mum:** Hello! What's your name?

**Horsey:** I'm Horsey!

**Lily:** *This is my mum and this is my dad.*

**Jack:** Dad, *this is my friend!*

**Dad:** Hello! What's your name?

**Bella:** I'm Bella.

**Jack:** *This is my grandma and this is my grandpa.*

**Grandma and Grandpa:** Hello, Horsey! Hello, Bella!

**Dad:** Horsey, Bella, *this is my house.*

**Mum:** Come in!

**Horsey and Bella:** Thank you!

## Point and say together.

- Put the family flashcards on the board. Ask the children to stand up, point to the pictures on the board and say together *This is my mum. This is my dad.*, etc.



## Sing.

- Introduce the lyrics of the song (see Introduction page 27 for tips on how to do this). Ask the children to repeat each line while pointing to the pictures.
- Play the CD. The children listen and point in their books, while you point to the Digibook to demonstrate. Play the CD again. The children sing along and do the actions below. Repeat the song as many times as necessary for the children to sing confidently.



*This is my mum.* (the children point to Mum in the picture)

*This is my dad.* (the children point to Dad in the picture)

*This is my lovely house.* (the children point to the house in the picture)

*This is my grandma.* (the children point to Grandma in the picture)

*This is my grandpa.* (the children point to Grandpa in the picture)

*This is my lovely house.* (the children point to the house in the picture)

*Come in, come in, come in, my friend.* (the children do an inviting gesture with their hands)

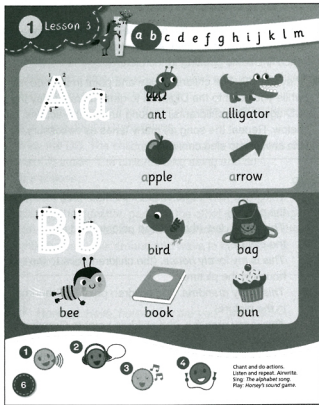
*This is my lovely house!* (the children point to the house in the picture)

## 6 Play and say.

- The children draw three pictures each, e.g. their mum, dad, grandma, grandpa or a friend. Alternatively, you could ask them to bring in photos.
- Put all the pictures on the wall, or spread them on a table, in random order.
- One by one, the children come and point to their own pictures and say *This is my mum. This is my grandpa. This is my friend.*



# Unit 1 • Lesson 3



**New words:** ant, alligator, apple, arrow, bird, bag, bee, book, bun

**New letters:** Aa, Bb

**Classroom language:** Point to the letter. Trace the letter. What sound does (ant) begin/end with?

**Materials:** party arrow (see teacher's website), picture flashcards/pictures for new vocabulary, flashcards for letters Aa & Bb, CD, Horsey puppet, letter templates (see teacher's website)

## Warm up

- Open a Pupil's Book at page 6 and show the children the icons for the lesson. Point to each one and ask *What are we going to do today?* Elicit *chant, listen and say, sing, play.*

- Prepare a large arrow in advance on poster paper and decorate it with pictures of balloons, etc. (see Introduction page 27). To get the children's attention say *Look at this! This sounds like fun!* Then take out the party arrow and show it to the children (see Introduction page 27). Point to the arrow and say *arrow*. Ask the children to repeat. Ask *Where is the arrow leading to? A party!* Point to the balloons and decorations on the arrow and explain that we have a party when it is our birthday and we invite others to come and have fun with us. You can show different pictures of parties to help the children understand the meaning of the word. Discuss and elicit what we can see and do at a party.
- Point to the arrow again and say *It's a big party! Let's see who is going to the party.*



## Learn new letters and words.

- Show the ant flashcard. Say *ant* and have the children repeat. Point to the ant and say *Ant is going to the party!*
- Show the letter Aa flashcard. Point to it and say the sound /æ/. The children point and repeat. Say *a – ant* while pointing to the ant. The children point and repeat. Do the same with Bb bird.
- Put the ant, bird, Aa and Bb flashcards on the board in random order and elicit the sounds of the letters and the words. Change the speed to challenge the children and add fun to the drill (see Introduction pages 20 & 26 for tips on drilling new sounds and vocabulary).
- Make up actions for the animals, e.g. ant: run your fingers up your arm; bird: flap your arms up and down like wings.



## 1 Listen and chant.


- Play the CD. Chant and do each animal action as it is mentioned.
- Play the CD again. Encourage the children to join in.



AAA! Ant! Ant! Ant!  
 BBB! Bird! Bird! Bird!  
 AAA! Ant! Ant! Ant!  
 BBB! Bird! Bird! Bird!  
 AAA! Ant! Ant! Ant!  
 BBB! Bird! Bird! Bird!



## 2 Listen and repeat. Airwrite.

- Introduce *alligator* and *apple* using the flashcards/pictures or the Digibook. Point to the arrow picture and elicit the word. Drill the three words. If using the flashcards/pictures, put the four flashcards/pictures next to the letter Aa flashcard on the board.
- Introduce *bag*, *bee*, *book* and *bun* in the same way. Drill until the children can say all words with ease. Put the flashcards/pictures on the board next to the letter Bb flashcard.
-  Use Horsey puppet to practise the words. Pretend he does not know them and prompt the children to help. Have Horsey say the words stressing the first sound.
- Ask *Which words begin with the Aa sound?* Point to the Aa flashcard and elicit the words that start with the Aa sound.
- Do the same with the Bb sound.
- The children open their books at page 6.
- Play the CD. The children listen and repeat in the pauses, pointing to the letters/words on the page. Play the CD again. This time, hold up your book and run your finger along the words as they are mentioned, to show that words are read from left to right. (Remember: the children are not learning to read the words at this stage. Their objective here is to recognise the letters Aa and Bb in words and in sentences in Lesson 4.)



A, [pause] a! [pause]  
ant [pause] *alligator* [pause] *apple* [pause] *arrow* [pause]

B, [pause] b! [pause]  
*bird* [pause] *bag* [pause] *bee* [pause]  
*book* [pause] *bun* [pause]

- Show the animated letters on the Digibook and say the directions out loud. Show them again and encourage the children to say the directions and follow the movement with their finger in the air. If using the board, do the same while writing the letter on the board (see Introduction page 27 for tips on practising letter formation). You can use the letter templates at this stage (see teacher's website).

### Directions:

**A** down, down, across

**a** round, up, down. (Small a is one of the trickiest letters to form. Some children might find it easier to go round, down.)

**B** down, round, round

**b** down, up, round

- Practise airwriting A, a, B, b together.
- Play the CD again. The children airwrite A and B as the sounds are mentioned. Repeat, this time practising a and b.



### Tip

If you are using the printed letter templates to show the writing directions, use a torch or a laser pointer at the back of the paper instead of tracing with your finger. It will attract their attention better and your hand will not be covering the letter. Ask the children to follow the light with their finger.




## 3 The alphabet song. Sing.

- Tell the children that each letter has a sound and a name. Hold up the Aa flashcard and say the name. Then say the sound. Repeat with Bb. Show the flashcards in random order and elicit the letter names.
- Play the CD and encourage the children to sing along, pointing to the letters in their books.



AB, AB, AB, AB,  
AB, AB, AB, AB,  
AB, AB, AB, AB,  
AB, AB, AB, AB,  
Letter names for you and me!

## 4 Play: Horsey's sound game.

-  Play the game. Hold up Horsey puppet. Have Horsey say a word starting with a or b, e.g. *bee!* The children call out the initial sound as quickly as possible. Repeat with the other a/b words in random order.
- Then say the sound /æ/ to elicit as many a words as the children can remember. Repeat with /b/.



### Play a game: Look for your match.

- Give each child either a capital A or B or a small letter a or b. The children walk around, find and shake hands with their match. You can play this in subsequent units and add in each new letter they learn.

## Unit 1 • Lesson 4

Lesson 4

**Aa**

Ant has apples, 1, 2, 3.  
'Look,' says alligator, 'A party!'  
'Follow the arrow. Yippee!'

**Bb**

Bird and bee have a bag. Look! Look! Look!  
In the bag is a bun and a book.

1 2 3 4

Listen and point. Say  
Chant. Say the next word.  
Sing and do actions.  
Play. I can talk.

7

- Play the CD. The children listen and point to the text. Repeat several times, with the children joining in when they feel confident.



**A! a!**

Ant has apples, 1, 2, 3.

'Look,' says alligator, 'A party!'

'Follow the arrow. Yippee!'

**B! b!**

Bird and bee have a bag. Look! Look! Look!

In the bag is a bun and a book.

### 2 Chant.

- Play the CD. The children listen to the chant and follow the words in their books.
- Play the CD several times. The children repeat in the pauses. Encourage them to copy the intonation.
- Say sentences from the story, stopping before a key word, e.g. Ant has ... The children call out the next word, e.g. Apples!



See track 09 above.

**Materials:** CD, letter and animal flashcards



### Warm up

- Play the Lesson 3 chant. The children sing along and do the actions.
- Show the children the icons for the lesson. Point to each one and ask *What are we going to do today?* Elicit *listen and say, chant, sing, play.*



### 1 Listen and point. Say.

- The children open their books at page 7. They look at the pictures and say what they can see.
- Demonstrate following the text from left to right in your book (or use the Digibook and the children follow in their books with their finger).

### 3 Sing.

- Put the flashcards of the letters and animals on the wall or use the Digibook to display the pictures. Play the CD. The children listen to the song and point to the flashcards as the animal words are mentioned.
- Remind the children of the actions for each animal. Play the CD again. This time, the class stand up, join in and do the actions. Repeat.



Ant and bird,  
ant and bird,  
ant and bird,  
ant and bird,  
ant and bird,  
Ant and bird, how are you?  
Fine thank you!

- This game is like *I spy*. Play the CD. The children listen and follow in their books.
- Play the CD again. The children point to each letter and picture mentioned, then repeat the word, e.g. *apple*.
- Option: the children play in pairs, taking turns to say a letter and word, and to point to it.

*I can see a! It's an apple!*  
*I can see b! It's a bird!*  
*I can see a! It's an ant!*  
*I can see b! It's a bag!*  
*I can see a! It's an arrow!*  
*I can see b! It's a bee!*

### Extra activity

- Display all the flashcards/pictures for words starting with Aa and Bb. Ask the children to close their eyes and remove one flashcard/picture. The children name the missing word. Repeat several times, then start removing two flashcards/pictures instead. This activity prompts the children to try to remember the words and say them. You can do this in each unit adding in words beginning with the new letters the children have learnt.

## Unit 1 • Lesson 5 Meet my family

1 Lesson 5 Meet my family

1

2

8

PAGE 8 Sing. Listen and point to the pictures.

**New language:** family, brother, sister

**Classroom language:** *Open your books. Look at the picture. Who is this? Have you got a brother or a sister? What is his/her name? Listen to the song. Listen and point to the pictures.*

**Materials:** CD, Lesson 1 flashcards, card, scissors, stickers, coloured paper, etc., glue

### Warm up

- Play the Lesson 2 song. Display the pictures for Lesson 2 on the Digibook and the children sing while pointing to the pictures.
- Put the Lesson 1 flashcards on the walls around the classroom. Play the song again. The children turn around to face each picture as they sing.
- Open a Pupil's Book at page 8 and show the children the icons for the lesson. Point to each one and ask *What are we going to do today?* Elicit sing, listen.

# 1 Sing.

- Display page 8 on the Digibook or open a Pupil's Book in front of the children. Ask the children to look at the picture and name the family members.
- Introduce the words *brother* and *sister*. Point to the brother in the picture and say *brother*. The children repeat. Do the same with *sister*. Ask individuals if they have got brothers or sisters.
- Introduce the song lyrics line by line and do the actions on page 40 (see Introduction page 27). Have the children repeat.
- Play the CD, point to the pictures on the page and ask the children to point in their books. Play the song again and the children sing along. Repeat as many times as necessary for the children to sing confidently.



**Look at me! Look at me!** (point to your eyes then to yourself)  
**Look at me and my family!** (run your hand on the family picture to make a full circle around the whole family)  
*My mum, my dad,*  
*My brother, my sister,* (point to the appropriate pictures)  
*My grandpa, my grandma,*  
*My family and me!* (point to yourself)  
*My family and me!* (point to yourself)

# 2 Listen and point.

- The children open their books at page 8. Play the CD. The children listen and point to the correct picture. Pause after each sentence to make sure the children are pointing correctly.
- Play the CD as many times as necessary until the children are pointing confidently. It is a good idea to play the sentences in random order to make sure the children are actually listening and not just pointing in order.



**Narrator:** A  
**Boy:** Look! Me, my brother and my sister. Me, my brother and my sister.  
**Narrator:** B  
**Boy:** Look! Me and my mum and my dad. Me, Mum and Dad!  
**Narrator:** C  
**Boy:** Look! Me, my grandma and my grandpa. Me, Grandma and Grandpa.



## Craft activity: Make a family photo.

- Cut out photo frames from card. Prepare paper the same size as the whole photo frame, with a smaller outline drawn in the centre (the size of the 'photo'). Write the child's name on the back of each sheet.
- The children draw a picture of themselves with one or two members of their family, taking care to stay within the outline. Then help them decorate a frame for their 'photo', using stickers, coloured paper, etc. Stick the frames onto the pictures and let the children take them home.

## Unit 1 • Lesson 6 Come in!

1 Lesson 6

Come in!

1

2

3

Listen to the story.  
 Act out the story.

9

**Materials:** CD, family members flashcards, Lesson 6 poster (see Introduction page 28), real or toy apple and bun, hats and scarves, Worksheet 1 (see teacher's website)





### Warm up

- Put the family members flashcards on the board. Play the Lesson 5 song. The children sing along while pointing to the flashcards.
- Open a Pupil's Book at page 9 and show the children the icons for the lesson. Point to each one and ask *What are we going to do today?* Elicit *listen, sing, act*.



### Listen to the story.

- The children open their books at page 9. Discuss the page. Ask *What can you see in picture 1?* Point to the picture on the Digibook or display the poster as the children might not recognise numbers yet. *Where are Horsey and Bella now? In the house! Look at picture 2. What is Grandma giving Horsey? Apples! Does he want an apple? Yes! Look at picture 3. What is Mum giving Bella? Apples! Does Bella want an apple? No! Look at picture 4. Now what is Lily offering Bella? Buns! Does Bella want a bun? Yes! Look at picture 5. Who is Horsey looking at? Horsey's mum! What noise does Horsey's mum make? Look at picture 6. Where are Horsey and Bella? What are Jack and Lily doing?*
- Play the story on the CD or read it to the children several times until they gradually become familiar with the language. If you read slowly and pause, they will eventually start to join in with you. Encourage them when they do so.



### Come in!

**Dad:** *Come in, Horsey. Come in, Bella.*  
**Horsey and Bella:** *Thank you!*

**Grandma:** *An apple, Horsey?*  
**Horsey:** *Yes, please! Thank you!*

**Mum:** *An apple, Bella?*  
**Bella:** *No, thank you.*

**Lily:** *A bun, Bella?*  
**Bella:** *Yes, please! Thank you!*

**Horsey's mum:** *Horsey!*  
**Horsey:** *My mum!*

**Horsey and Bella:** *Goodbye! Goodbye!*  
**Lily and Jack:** *Goodbye, Horsey! Goodbye, Bella!*

### 2 Sing.

- Teach the words slowly at first and let the children repeat part by part.
- Play the CD and encourage the children to join in.
- Repeat until they are singing confidently.



*An apple, an apple,  
 would you like an apple?  
 Yes, please, yes, please.  
 Thank you!  
 A bun, a bun,  
 would you like a bun?  
 Yes, please, yes, please.  
 Thank you!*

### 3 Act out the story.

- You can use real or toy fruit as props.
- Invite a confident volunteer to come up to the front and demonstrate the story script below (see Introduction page 29 for tips on acting out the story). Divide the class into pairs and give them time to practise the story.
- Have some pairs come up to the front of the class to act out the story. If you have limited space, the children can act it out at their desks.

#### Script:

**Child 1:** *Hello.*  
**Child 2:** *Hello.*  
**Child 1:** *An apple?*  
**Child 2:** *Yes, please. Thank you. [OR No, thank you.]*  
**Child 1:** *Goodbye!*  
**Child 2:** *Goodbye!*

- If you wish, you can extend this by having two more children act as Mum and Dad. You can use simple costumes (such as hats or scarves) as well as the food props.

#### Extended script:

**Child 1:** *Hello.*  
**Child 2:** *Hello.*  
**Child 1:** *This is my mum. (point to Mum)*  
**Child 2:** *Hello!*  
**Mum:** *Hello!*  
**Child 1:** *This is my dad. (point to Dad)*  
**Child 2:** *Hello!*  
**Dad:** *Hello!*

Mum: *An apple?*

Child 2: *Yes, please. Thank you. (OR No, thank you.)*

Dad: *A bun?*

Child 2: *Yes, please. Thank you. (OR No, thank you.)*

Child 2: *Goodbye.*

Child 1, Mum and Dad: *Goodbye!*

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### Tip

To practise intonation stand behind each actor, say the line and prompt the child to do the action. Say the lines slowly again and ask the whole class to repeat. Prompt the children to copy the intonation. Let the children act out the story and remind them that they should use the same intonation.

### Extra activities:

- See Introduction pages 25–28 for extra activities to practise letters, letter formation and vocabulary.
- **This is my ...** The children bring in a photo from home of a family member. They write their names on the back. Put the photos on the classroom walls or on a large table and the children should try to guess who goes with each photo. At the end, have each child hold up their photo and say *This is my ...*
- **Match pictures with shadows** Give out copies of Worksheet 1 (see teacher's website) to each child. Draw attention to the shadows first and ask the children to try and identify each one. Model the activity on the worksheet and show the children how to hold the pencil and draw lines to match the picture with the shadow.

Option: print small worksheets 'palm size' and have them at hand to give the children if you have free time.

## Unit 1 Lesson 1

1 Trace the lines on the tree for pre-writing practice.

- Attach a copy of the page on the board. For large classes, you can photocopy the page in a larger size. Ask the children to name anything they can in the picture.



Draw the children's attention to the icons at the bottom of the page and ask *What are we going to do today? Trace and match.* Show the children the pencil sign in the tree. Hold a pencil in your hand and model tracing the lines really slowly. Say *trace* many times. Use Horsey puppet to model how not to do the tracing; quickly and not paying attention to the dotted pattern. Then invite a few volunteers to model the tracing to show Horsey.

2 Match the fronts and the backs of the characters.

- Cover the fronts of the characters with a strip of paper. Point to the backs and ask the children to name the characters. Reveal the fronts and model drawing lines to match backs and fronts. Ask volunteers to do it in front of the class.

Answers: 1 A 2 C 3 D 4 B



Print and cut out pictures of the fronts and backs of the characters. Give each child a picture and ask the children to walk around and find the children that have the other side of their character.

4 Complete the drawing of Horsey and Bella and colour it.

- Point to Horsey and Bella's pictures and ask the children to name them. Model tracing over the dots to draw the outline. Hold up a box of crayons and ask the children to name the colours. Ask *What colour is Horsey's body? What colour is Horsey's hair? What colour are Horsey's teeth?* Point to the picture details while asking. Do the same with Bella.

## Unit 1 Lesson 3

Aa pictures: apple, alligator, ant, arrow

Bb pictures: bird, bee, bag, book



- Play the jazz chant to review the vocabulary and ask the children to point to the pictures while chanting.
- Remind the children of the letter formation directions. Show the animated letters on the Digibook or write the letters on the board saying the directions out loud. Ask the children to trace the dotted letters Aa and Bb.
- Call out the words in random order. The children find and point to them in their books. Ask the children to say if the word starts with Aa or Bb.
- **game** Put the class into two groups. Stick the letter Aa flashcard on the wall at the side of one of the groups and the letter Bb flashcard at the side of the other group. Say *apple*. The group on the side that has letter Aa should stand up and raise their hands saying the sound (a). The other group should kneel down on the floor. Then play again.

## Unit 1 Lesson 2

3 Find and circle Jack's mum, dad, grandma and grandpa.

- Ask the children to look at the icons at the bottom of the page. Ask *What are we going to do? Find, circle, trace and colour.*
- With the books open in front of the children, hold up an Activity Book to show them. Say *Jack's mum. Can you find Jack's mum?* Have Horsey try to find her. Ask a volunteer to show Horsey where Jack's mum is. The children point and circle mum's picture.
- Do the same with the rest of the characters.

## Unit 1 Lesson 4

Trace: apple, arrow

Trace: book, bag

- Open an Activity Book in front of the children and point out the icons. Say *We are going to complete the pictures, say the sounds and trace the letters.* Mime while saying.
- Model tracing letters Aa and Bb, saying the directions of letter forming. Ask the children to trace the letters in their books and say the sounds while tracing.

- Show the children how to trace the dotted lines to complete the pictures. Ask them to say the words when they have completed the pictures.
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## Unit 1 Lesson 5

- 1 Trace the lines on the roof for pre-writing practice.
- 2 Match: put the family in the correct places in the house/garden.




- Play the Lesson 1 chant to review the characters.
  - Open an Activity Book in front of the children or attach an enlarged copy on the board for large classes. Model tracing the lines on the roof. Point to Grandma and ask *Who is this?* Show the children how to draw a line to match the picture of Grandma to the correct frame. Do the same with the other characters.
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## Unit 1 Lesson 6

- 1 Circle each number 1.
- 2 Colour one of the houses.
- 3 Trace and write the letters.
  - Model circling each number 1 in the row, then model colouring one house only. Ask *Are we going to colour two houses? No! Are we going to colour only one house? Yes!*
  - Remind the children of the direction of letter formations and ask the children to airwrite the letters. Model tracing and writing the letters using the starting dots, arrows and the three lines. Let the children write the letters in their books.

## Unit 1 Lesson 1

### 1 Trace and colour.

- Open a Maths Book in front of the children or attach an enlarged copy of the page on the board. Point to the icons and say *We are going to trace and colour.*
-  Model tracing the dotted lines to complete the pictures. Use Horsey puppet to model how not to do the tracing; too fast without paying attention to the dotted lines. Ask a volunteer to model the tracing to show Horsey.
- Hold up a pink and a brown crayon and ask each child to hold a pink and a brown crayon and name the colours. Ask *Shall we colour Horsey with brown or with pink?* Elicit *brown* and ask the children to raise the brown crayon. Do the same with Bella. Model colouring the pictures, and let the children colour in their books.

### 2 Find and draw. Say.

- Point to the icons and say *We are going to find and draw and say.*
- Trace the path with your finger. Stop at each character and ask the children to name the characters. Ask the children to do the same in their books and ask them to name each character they stop at. Model tracing the path with a pencil and ask the children to do the same in their books.

Answers: Jack, Grandpa, Lily, Dad, Grandma, Mum

Answers: Lily, Jack, Mum – house  
Horsey, Bella – garden

### 2 Circle.

- Point to the first row in Activity 2. Put your finger on each picture and say the name of the character: *Bella, Bella, Bella, Horsey.* Ask *Which one is different? Not the same? Which one is not like the other pictures?* Elicit *Horsey.* Model circling the picture of Horsey and ask the children to do the same in their books. Do the same with the rest of the rows.

Answers: Row 1: Horsey, Row 2: Grandma, Row 3: Mum,  
Row 4: Lily

### 3 Trace and colour.

- Point to the icons and say *We are going to trace and colour.*
- Model tracing the shapes with a pencil and ask the children to do the same. Hold up a red crayon and ask the children to say the colour. Ask each child to hold up a red crayon. Model colouring all the circles red and ask the children to do the same in their books.

### 4 Trace and match.

- Point to Bella's picture and ask the children to say her name. Model tracing the circles on Bella's wings with a pencil. Ask the children to do the same. Point to the pink circles and ask *Is this circle the same size as this one? No! Is it the same size as this one? No! Is it the same size as this one? Yes!* Model drawing a line to match the two circles. Do the same with the other circles. Let the children do the matching in their books.

## Unit 1 Lesson 2

### 1 Match.

- Point to the icons and say *We are going to match the pictures.*
- Point to Lily and Jack. Ask *Do Lily and Jack live in the house or in the garden?* Elicit *in the house.* Draw a line from Jack and Lily to the house. Ask the children to do the same in their books. Do the same with Mum, Horsey and Bella. Ask a volunteer to model the matching in front of the class. Ask the children to do the same in their books.

## Unit 1 Lesson 3

### 1 Find and circle.

- Point to the icons and say *We are going to find and circle.*
- Ask the children to look at the page and find all the pictures of Horsey and Bella. Model circling each picture they find. Ask them to circle the pictures in their books.

### 2 Say and draw.

- Point to the first row. Point to each picture and prompt the children to say the names as you point. Model tracing Horsey's picture with a pencil. Point to the



second row and do the same, each time prompting the children to say *Bella* when you point to the empty space. Model drawing *Bella*.

Answers: Row 1: Horsey, Row 2: Bella

**3** Count. Trace and write.

- Point to the icons and say *We are going to count, trace and write.*
- Point to the dotted number and number word and elicit the number (1). Ask the children *How many books can you see? One!* Model tracing the number word and the number with a pencil. Model writing number 1 in the second row. Ask the children to trace and write in their books.

**4** Find 1. Circle.

- Point to the bag. Ask volunteers to come and point to number 1. Circle each number 1 they point to. Ask the children to do the same in their books.

**5** Find 1. Colour.

- Point to the tables and ask *Which tables have one book? Does this table have one book? Yes! Does this table have one book? No! Are we going to colour this? No!* Model colouring the tables that have only one book. Ask the children to colour in their books.

*many pictures of Bella? Elicit one!* Ask a volunteer to model writing number 1 in the box. Do the same with the rest of the pictures. Ask the children to count and write number 1 in their books.

Answers: 1 book, 1 Bella, 1 Horsey, 1 circle

**4** Trace. Find 1 and circle.

- Point to the dotted number 1 inside the caterpillar. Model tracing it with a pencil and ask the children to trace it in their books. Tell them that there is one ant hidden in the picture. Give them a minute to look and find it. Model drawing a circle around it and ask the children to do the same.

## Unit 1 Lesson 4

**1** Match and say.

- Point to the icons and say *We are going to match and say.*
- Point to Dad's picture and draw over the dotted line to match the two halves. Point to Mum. Ask *Where is the other half of Mum's picture? This one? This one? Yes!* Model drawing a line to match the two halves. Do the same with Jack and Lily. Ask the children to do the matching in their books.

**2** Circle.

- Point to the first row. Point to each picture and ask the children to say the names with you: *Bella/Horsey/ Bella/Horsey/Bella/Horsey*. Point to the line after the last one. Elicit *Bella*. Ask the children to circle Bella's picture in their books. Do the same with the rest of the rows.

Answers: Row 1: Bella, Row 2: Jack, Row 3: Mum

**3** Count and write.

- Point to the icons and say *We are going to count and write.*
- Point to the book picture. Ask *How many books can you see? Elicit one!* Ask a volunteer to come and trace number 1. Point to Bella's picture. Ask *How*