

Unit 1

1

My house

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

- recognise and say the names of rooms in a house: *bedroom, bathroom, living room, kitchen, house, garden.*
- use the language: *I like my house! This is my (bedroom). I can wash my face.*
- say what they can do: *I can wash my face.*
- say the names and sounds of the letters Aa to Zz and recognise words that start with each sound.
- recognise and say the words: *clean, dirty.*
- recognise and mime the actions: *Eat with clean hands. Wash your hands. Use soap. Rinse your hands. Dry your hands. Use a clean towel.*
- find Star and Bella words in the text.
- listen to a story and recall details.
- act out a small play using story language.

New words/language: *bedroom, bathroom, living room, kitchen, house, garden. I can wash my face.*

Reviewed language: *This is my bedroom. I like my house.*

Star words: *I, are, my, like, the, with, is*

Bella words: *in, can, a, and*

Classroom language: *Open your books. Listen. Point to the pictures. Count the bedrooms. How many bedrooms can you see? Do you wash your face in the bedroom or in the bathroom? Pretend you are in the bedroom. What do you do in the bedroom?*

Materials: Horsey puppet, Lesson 1 flashcards, CD

Unit 1 Lesson 1

Unit 1
Lesson 1

My house

1 2
bathroom bedroom
living room kitchen
garden

I are my like the with is
in can a and
I like my house!

3
This is my bedroom.

4
This is the bedroom.

I can...
I can wash my face.

1 Listen and chant.
2 Listen, point and repeat.
3 Listen.
4 Play.

New Words

Warm up

- Introduce Horsey puppet (see Introduction page 20) and encourage the children to say *Hello, Horsey!*
- Play a quick game of *Horsey says* using actions we can do in each room of the house, e.g. *wash your hands, wash your face, eat your dinner, watch TV, go to sleep.* Have Horsey say the actions, mime them and let the class mime together. (The children do not need to repeat the words, only do the action.)
- Open a Pupil's Book at page 4 or show it using the Digibook. Zoom in to the icons at the bottom of the page, or print out the icon section in a larger size and put it on the board. This is to familiarise the children with the icons and help them find them in their own books. In following lessons, just ask the children to open the page and try to find the icons. Point to each icon and ask *What are we going to do today?* Elicit *chant, listen and say, listen, play.*



Learn new words.

- Display Lesson 1 on the Digibook or hold up a Pupil's Book in front of the children. Point to the whole house and say *house*. Encourage the children to repeat. Make a roof shape with your arms and encourage the children to do the same and repeat *house*. Point to the rooms of the house and ask the children to count how many rooms they can see.
- Introduce the new words using the Digibook or flashcards. Hold up and point to the picture of the bedroom. Ask the children to mime what they do in this room (i.e. sleep). Say *bedroom*. The children point and repeat. Do the same with *bathroom*. Hold up the two flashcards together, say *bedroom, bathroom*. The children repeat and point to each picture while saying the words. Introduce *living room, kitchen* and *garden* in the same way. Drill the words until the children can name all five with ease. (See Introduction page 23 for detailed tips on how to introduce, drill and practise new vocabulary.) Mime the actions done in each room and elicit the name of the room. Mime the house action and elicit the word *house*. Increase the speed for more fun.
-  Use Horsey puppet to practise the words. Pretend he does not know them and prompt the children to help him. Have him repeat the words in a funny but incorrect way and encourage the children to correct him.



1 Listen and chant. Listen, point and repeat.

- The children open their books at page 4. Show the page on the Digibook or hold up a Pupil's Book in front of the children.
- Play the CD for track 01. Point to the pictures on the page and prompt the children to point in their books. Play the CD again and the children chant while pointing to the pictures.
- Repeat as many times as necessary for the children to point and chant correctly.



*bedroom, bathroom, living room, kitchen,
house, garden*

- Play the CD for track 02. The children listen, point and repeat.



*bathroom, bedroom, living room, kitchen,
house, garden*



2 Listen, point and repeat.

- Ask the children to look at page 4 in their books and say what they can see. Ask *Who is this at the door? Is it Jack or Lily? Elicit Lily. Is this the bedroom or the bathroom? Is this the garden or the kitchen? How many bedrooms can you see? How many bathrooms? How many kitchens? Do you sleep in the kitchen or in the bedroom? Mime sleeping. Do you wash your face in the living room or in the bathroom? Mime washing your face. Do you like Lily's house? Look at Lily. Is Lily happy or sad? Do you think Lily likes her house? Can you see Lily's bedroom? What has Lily got in her bedroom? Elicit the toys.*
- Play the CD. The children listen and point in their books. Point to the pictures on the Digibook to demonstrate (you can enlarge the Pupil's Book pages into posters and zoom in to make the artwork larger and to focus on a specific part). Ask the children to repeat the sentences.



*I like my house!
This is my bedroom.*



3 Listen.

- Play the CD. Encourage the children to listen and point in their books. Point to the picture on the Digibook to demonstrate. (This is a listening activity, so the children are not expected to repeat, but if they do, do not stop them.)
- Play the CD again and pause at relevant points to ask comprehension questions, e.g. *Is Lily's house big or small? How many bedrooms has Lily's house got? Does Bella like Lily's house? What has Lily got in her bedroom?*



Bella: *Your house is big! You've got three bedrooms,
a bathroom, a kitchen, a living room and a garden.
I like your house!*

Lily: *Thank you, Bella. I like my house!*

Lily: *This is my bedroom, Bella.*

Bella: *It's lovely. You've got lots of toys and books!*

Lily: *Would you like to play?*

Bella: *Yes, please!*



Star and Bella words

- At this stage of the course, the children are not expected to read the Star and Bella words but only to find them in the text.
- Point to the Star and Bella words at the top of the page (within the star and butterfly outlines). Tell the children that some of these words are somewhere on the page. Point to the caption text word by word until you reach a Star word. Say *Look! Here's a Star word! Can you find more Star words?* Encourage volunteers to point to more Star words on the page. Repeat with Bella words.

I can ... I can ...

-  Have Horsey puppet pretend he cannot hold the soap and wash his face. Say *Poor Horsey! He can't wash his face because he hasn't got fingers!* Ask a volunteer to come and show Horsey how to wash his face. Prompt the child to say *I can wash my face.* Ask groups of children to mime washing their faces and prompt them to say the sentence. Ask *Where do you wash your face? In the bathroom or in the bedroom?*

4 Play.

- Ask the children to stand up. Say *You are in the bedroom!* Prompt the children to mime actions of things they do in the bedroom, e.g. sleep, play with toys, read, etc. Do the same with the other rooms.
- Put a flashcard of one of the rooms on each table. Ask the group at each table to point to their card and say *This is the (bedroom).* Ask them to mime being in the (bedroom). Do the same with the other groups. Ask the whole class to hold their thumbs up and say *I like my house!*

Extra activities:

- To practise the names of the rooms you can use old house and furniture magazines. The children can work in groups to cut out pictures of different rooms and stick the pictures of each room on a big chart.
- You can download pictures of different rooms and show them to the children in a slide show. The children name the room and mime an action related to this room.

-  Make simple furniture with playdough and ask volunteers to arrange them on a table to make rooms. Encourage them to use the language: *This is my bedroom. This is my living room.*
-  Have Horsey puppet put the furniture in the wrong rooms. Let the children have fun laughing and correcting him.

Extension activity:

- You can extend the vocabulary further and discuss some of the furniture found in each room, e.g. *bed, sofa, etc.*

Unit 1 Lesson 2

1 Lesson 2

5



Where's Horsey?

Dad is in the living room.

6



Mum is in the kitchen.



Grandma and Grandpa are in the garden.



Horsey is in the bathroom!

5



Listen point and repeat.
Listen.
Listen, sing and play.

6



7



Grammar

Review of Level 1

About me!

What's your favourite room?

5



New language: *Where's Horsey? Dad is in the living room.*

Grammar: Review of Level 1

Classroom language: *Open your books. Listen. Point to the pictures. Where's Horsey? What's your favourite room?*

Materials: Lesson 1 flashcards, Horsey puppet, CD

Warm up

- Put the Lesson 1 flashcards on the board or display them using the Digibook.
-  Pretend that Horsey is really sleepy. Say *Go to sleep, Horsey!* Horsey is too sleepy to recognise what room he is in, so move him to the wrong room picture and pretend that he falls asleep there. Prompt the children to say *No, Horsey! Not the (kitchen)! The bedroom.* Keep letting Horsey fall asleep next to the wrong rooms and let the children have fun telling him where to go.
- Open a Pupil's Book at page 5 and show the children the icons for the lesson. Ask *What are we going to do today?* Elicit *listen and say, listen, sing and play.*

5  **05**

Listen, point and repeat.

- Display page 5 on the Digibook or hold up a Pupil's Book in front of the children. The children open their books at page 5. Ask the children to look at the pictures and say what they can see. Point to Jack and say *Jack is looking for Horsey. Does Lily know where Horsey is?* Elicit *no.* Ask the children to look at the living room picture and listen to the CD.
- Play the CD. Pause after the first sentence and ask *Is Horsey in the living room? Who is in the living room?* Ask the children to repeat the sentence *Dad is in the living room.* Do the same with the rest of the pictures. Point to the text word by word as the children say the sentences.

 **05**

*Where's Horsey?
Dad is in the living room.
Mum is in the kitchen.
Grandma and Grandpa are in the garden.
Horsey's in the bathroom!*

6  **06** Listen.

- Play the CD and ask the children to listen and point to the pictures. Point to the pictures on the Digibook to demonstrate. (This is a listening activity, so the children are not expected to repeat, but if they do, do not stop them.) Encourage the children to make gestures to show understanding, e.g. shake heads at *I don't know*; wave hands at *Hello*.

- Play the CD again. Pause at relevant points and ask comprehension questions, e.g. *Who is in the living room? Does Dad know where Horsey is?*, etc.

 **06**

Jack: *Where's Horsey?*
Lily: *I don't know.*

Jack: *Dad is in the living room. Hello, Dad!*
Dad: *Hello!*
Lily: *Where's Horsey?*
Dad: *I don't know.*

Lily: *Mum is in the kitchen. Hello, Mum!*
Mum: *Hello!*
Jack: *Where's Horsey?*
Mum: *I don't know.*

Jack: *Grandma and Grandpa are in the garden.*
Lily: *Hello, Grandma. Hello, Grandpa.*
Grandma and Grandpa: *Hello!*
Jack: *Where's Horsey?*
Grandma: *I don't know.*

Horsey: [singing]
Jack: *Horsey's in the bathroom!*

7  **07**

Listen, sing and play.

- Introduce the lyrics of the song slowly. (See Introduction page 27 for tips on how to introduce and practise songs.)
- Put the class into two groups. One group sings the questions and the other the answers. Do actions to suit each room and jump and mime playing at the end.

 **07**

*Where are you? Where are you?
Are you in the bedroom? Are you in the bedroom?
No, I'm not. I'm not in the bedroom.*

*Where are you? Where are you?
Are you in the kitchen? Are you in the kitchen?
No, I'm not. I'm not in the kitchen.*

*Where are you? Where are you?
Are you in the living room? Are you in the living room?
No, I'm not. I'm not in the living room.*

*Where are you? Where are you?
Are you in the bathroom? Are you in the bathroom?
No, I'm not. I'm not in the bathroom.*

Where are you? Where are you?
Are you in the garden? Are you in the garden?
Yes, I am. Yes, I am.

Jump jump jump, play play play
Jump jump jump, play play play
I'm in the garden today!



About me!

- Ask each child what their favourite room is. Encourage them to say the reason why they like this room. Accept and praise all answers. (See Introduction page 25 for tips on how to discuss About me! topics.)

Extra activity:

- Put the class into groups of seven to act out the story in Activity 6. You can arrange the chairs to look like a sofa.

Unit 1 Lesson 3

1 Lesson 3

a b c d e f g h i j k l

Aa Bb Cc

Dd Ee Ff

Gg Hh Ii

Jj Kk Ll

1 2 3 4

6

Listen.
Sing: The alphabet song.
Play: I spy.
Play: Animal clues.

Reviewed letters: letters from Aa to Ll

Reviewed words: ant, bird, cat, duck, elephant, frog, gorilla, hippo, insect, jellyfish, kangaroo, lion

Classroom language: Open your books. Listen. Point to the pictures. What letter is this? What sound does this animal begin with? I spy with my little eye an animal that begins with ...

Materials: flashcards for letters Aa to Ll, animal picture flashcards from CD

Warm up

- Open a Pupil's Book at page 6 and show the children the icons for the lesson. Ask *What are you going to do today?* Elicit *listen, sing, play*.
- Remind the children of the names and sounds of the letters using the flashcards. Use flashcards or see Introduction page 23 for ideas on making your own letter and picture flashcards. Hold up each animal picture flashcard and encourage the children to say the word several times, e.g. *bird*. Then ask *What sound does this word begin with?* and the children say the sound, e.g. /b/. Put the letter and the animal flashcards on the board and ask individual children to come up to the front to match the cards, e.g. *Bb* to *bird*. (See Introduction page 28 for more flashcard games to practise the alphabet.)
- Write each letter on the board or on the back of a transparent plate. Write it in mirror image from your side so the children can see it in the correct form from their side. This is better than writing on the board because your hand and body will not be covering the letter while writing it and the children will find it more exciting if your face/hand is hidden and all they can see is the letter being written. Ask the children to name the letter and say its sound as quickly as they can. If you feel the children find a letter hard to remember, keep going back to it. Vary between writing on the board, the outer side of the window glass and a transparent plate. Vary the size also to make it more exciting.
- The children open their books at page 6. Display the page using the Digibook or hold up a Pupil's Book in front of them. Point to the banner at the top of the page. Point to the letters from *a* to *l* and elicit their names and sounds.

1 Listen.

- Play the first half of the song to the end of *L for lion! L I !!*. The children listen to the song and point to the pictures in their books.



1, 2, 3, 4! Let's ... go!

Narrator: *A for ant! A a a!*

Children: *A for ant! A a a!*

Narrator: *B for bird! B b b!*

Children: *B for bird! B b b!*

Narrator: *C for cat! C c c!*

Children: *C for cat! C c c!*

Narrator: *D for duck! D d d!*

Children: *D for duck! D d d!*

Narrator: *E for elephant! E e e!*

Children: *E for elephant! E e e!*

Narrator: *F for frog! F f f!*

Children: *F for frog! F f f!*

Narrator: *G for gorilla! G g g!*

Children: *G for gorilla! G g g!*

Narrator: *H for hippo! H h h!*

Children: *H for hippo! H h h!*

Narrator: *I for insect! I i i!*

Children: *I for insect! I i i!*

Narrator: *J for jellyfish! J j j!*

Children: *J for jellyfish! J j j!*

Narrator: *K for kangaroo! K k k!*

Children: *K for kangaroo! K k k!*

Narrator: *L for lion! L I !!*

Children: *L for lion! L I !!*

2 Sing.

- Play the first half of the song on the CD. The children listen and join in with the repeated line. Ask the children to point to the letters and pictures in their books while singing.
- Play the CD again. Stop at random points and ask the children to airwrite the letter.



See track 08 above.

3 Play: *I spy*.

- Ask the children to look at the page in their books. Say *I spy with my little eye an animal that begins with (h)*. Elicit *hippo*. Choose other animals in random order.

4 Play: *Animal clues*.

- The teacher gives several clues about one of the animal friends, e.g. *It's black or brown. It's got six legs. It's an insect. It begins with /æ/. What is it?* Elicit *It's an ant*. Repeat with another animal friend, e.g. *It's got two ears, two eyes and four legs. It says Miaow. It begins with /k/.* What is it? Elicit *It's a cat*.
- Depending on the ability of the class, you may need to give more clues, but if the level is high the children may be able to give the clues.
- Put the class into two teams, e.g. Horsey and Bella. The children listen to all the clues and at a given signal, e.g. when you clap, the children shout out their answer. The first child to shout out the correct answer wins a point for their team.

Extra activity:

-  Put the letter flashcards for *Aa* to *Ll* on the board and give each child an animal flashcard. The children come up to the board and each one sticks the picture under the correct letter. Repeat until everyone has had a turn. To add humour to the game use Horsey puppet to jumble the pictures after the children have matched them. Then ask the children to look at the board again and say what pictures Horsey has messed up. Invite volunteers to show Horsey how to match them and encourage the children to emphasise the initial sounds to teach Horsey.

Unit 1 Lesson 4

m n o p q r s t u v w x y z

1 Lesson 4

Mm Nn Oo

Pp Qq Rr Ss

Tt Uu Vv

Ww Xx Yy Zz

5 6 7

Listen.
Sing: The alphabet song.
Play: Letter sound, picture
and name game.

7

Reviewed letters: letters from Mm to Zz

Reviewed words: monkey, nurse, octopus, parrot, queen bee, rabbit, snake, tiger, umbrella bird, vulture, worm, ox, yak, zebra

Classroom language: Open your books. Listen. Point to the pictures. What letter is this? What sound does (monkey) begin with? Stick the letter under the picture.

Materials: flashcards of letters Mm to Zz from Learning Stars 1, picture flashcards and the nurse flashcard from Unit 8, CD

Warm up

- Open a Pupil's Book at page 7 and show the children the icons for the lesson. Ask *What are you going to do today?* Elicit *listen, sing, play*.
- Review the letters Mm to Zz in the same way as for letters Aa to Ll by writing the letters one by one. Elicit the name and sound of the letters.
- The children open their books at page 7. Display the page on the Digibook or hold up a Pupil's Book in front of them. Point to the banner at the top of the page. Point to the letters from m to z and elicit their names and sounds.

5



Listen.

- Play the second half of the song from *M for Monkey!* The children listen to the song and point to the pictures in their books.



Narrator: M for monkey! M m m!

Children: M for monkey! M m m!

Narrator: N for nurse! N n n!

Children: N for nurse! N n n!

Narrator: O for octopus! O o o!

Children: O for octopus! O o o!

Narrator: P for parrot! P p p!

Children: P for parrot! P p p!

Narrator: Q for queen! Q q q!

Children: Q for queen! Q q q!

Narrator: R for rabbit! R r r!

Children: R for rabbit! R r r!

Narrator: S for snake! S s s!

Children: S for snake! S s s!

Narrator: T for tiger! T t t!

Children: T for tiger! T t t!

Narrator: U for umbrella bird! U u u!

Children: U for umbrella bird! U u u!

Narrator: V for vulture! V v v!

Children: V for vulture! V v v!

Narrator: W for worm! W w w!

Children: W for worm! W w w!

Narrator: X in ox! X x x!

Children: X in ox! X x x!

Narrator: Y for yak! Y y y!

Children: Y for yak! Y y y!

Narrator: Z for zebra! Z z z!

Children: Z for zebra! Z z z!

Everyone: Well done to me and you!

We can say the alphabet – Yippee!

6 Sing.

- Play the whole song on the CD. The children listen and join in with the repeated line. Ask the children to point to the letters and pictures in their books while singing.
- Play the CD again. Stop at random points and ask the children to airwrite the letter.



1, 2, 3, 4! Let's ... go!

A for ant! A a a! A for ant! A a a!

B for bird! B b b! B for bird! B b b!

C for cat! C c c! C for cat! C c c!

D for duck! D d d! D for duck! D d d!

E for elephant! E e e! E for elephant! E e e!

F for frog! F f f! F for frog! F f f!

G for gorilla! G g g! G for gorilla! G g g!

H for hippo! H h h! H for hippo! H h h!

I for insect! I i i! I for insect! I i i!

J for jellyfish! J j j! J for jellyfish! J j j!

K for kangaroo! K k k! K for kangaroo! K k k!

L for lion! L l l! L for lion! L l l!

M for monkey! M m m! M for monkey! M m m!

N for nurse! N n n! N for nurse! N n n!

O for octopus! O o o! O for octopus! O o o!

P for parrot! P p p! P for parrot! P p p!

Q for queen! Q q q! Q for queen! Q q q!

R for rabbit! R r r! R for rabbit! R r r!

S for snake! S s s! S for snake! S s s!

T for tiger! T t t! T for tiger! T t t!

U for umbrella bird! U u u! U for umbrella bird! U u u!

V for vulture! V v v! V for vulture! V v v!

W for worm! W w w! W for worm! W w w!

X in ox! X x x! X in ox! X x x!

Y for yak! Y y y! Y for yak! Y y y!

Z for zebra! Z z z! Z for zebra! Z z z!

Well done to me and you!

We can say the alphabet – Yippee!

Play: I spy.

- Ask the children to look at the page in their books. Say *I spy with my little eye a word that begins with (r)*. Elicit *rabbit*. Choose other words in random order.

7 Play: Letter sound, picture and name game.

- Challenge the children by saying that you are going to play a game and if they get the answer correct they win a point, but if they get it incorrect you win the point.
- Hold up a flashcard of a letter, then the corresponding picture flashcard, then the letter again. For example: Show the Aa flashcard and say *Sound!* The children say the /æ/ sound. Show the ant flashcard. Say *Picture!* The children say *ant!* Show the Aa flashcard again. Say *Name!* The children say *Aa*. Repeat with the Bb letter sound, picture and name. Then repeat with the rest of the alphabet.

Extra activities:

- Put the letter flashcards on the board. Ask individuals to run and touch the letters in random order.
- Give each child a letter flashcard. Put the pictures of the animals on the board. Say *monkey*. The child that has letter *Mm* finds the monkey picture and sticks the letter under it. With large classes, you can make separate capital and small letters flashcards and give each child either a capital or a small letter. (See Introduction page 23 for ideas on making your own flashcards.) The two children that have letters *M* and *m* find the monkey picture and stick the two letters under it.

Unit 1 Lesson 5

1 Lesson 5 *Wash your hands*

Eat with clean hands. Wash your hands. Use soap. Rinse your hands. Dry your hands. Use a clean towel.

1 Listen and point. Mime the actions. Look and draw: ✓ = clean X = dirty. About me! What colour soap do you like?

PSHE

New language: *clean, dirty*

Receptive language: *Eat with clean hands. Wash your hands. Use soap. Rinse your hands. Dry your hands. Use a clean towel.*

Classroom language: *Open your books. Listen. Look at the pictures. What's the boy doing? Is this towel clean or dirty? What colour soap do you like? Have you washed your hands today?*

Materials: CD

Warm up

- Open a Pupil's Book at page 8 and show the children the icons for the lesson. Ask *What are we going to do today?* Elicit *listen, draw*.

- **Game** Ask a group of children to stand up at the front of the class. Whisper the name of a room to them and ask them to mime an appropriate action for this room. The seated children guess the name of the room. Repeat with other groups.

PSHE

Learn new language.

- The children open their books at page 8. Display the page using the Digibook or hold up a Pupil's Book in front of them. Point to the first picture and ask questions in L1: *What's the boy doing? Is he eating or playing? Say Look at his hands. Are they clean? Can you eat if your hands are not clean? No!* Continue asking questions about the other pictures, e.g. *What's the boy doing? Is he washing his hands with water only or with water and soap? What is the colour of the soap?*

1



Listen and point.

- Play the CD. The children listen and point to the pictures in their books.



Eat with clean hands.

Wash your hands. Use soap.

Rinse your hands.

Dry your hands. Use a clean towel.

- Point to the first picture and say *Eat with clean hands*. Mime eating a sandwich and prompt the children to do the action. Point to the second picture. Point to the text word by word and say *Wash your hands. Use soap*. Mime the action and prompt the children to do the same. Point to the third picture and say *Rinse your hands*. Mime the action and prompt the children to do the same. Point to the fourth picture and say *Dry your hands. Use a clean towel*. Mime the action and prompt the children to do the same.

2 Look and draw.

- Ask the children to look at the towel in the fourth picture again. Ask *Is the towel clean or dirty?* Say *clean* and encourage the children to repeat. Introduce *dirty*.
- Point to the picture of the soap and ask *Is the soap clean or dirty?* Elicit *clean*. Show the children how to draw a tick in the box next to the soap. Do the same with the rest of the pictures.

Answers: 1 ✓, 2 X, 3 ✓, 4 ✓

Unit 1 Lesson 6



About me!

- Ask each child what colour soap they like (if necessary, review the colours first). Encourage them to use the complete sentence *I like (yellow) soap*. Accept and praise all answers.
- Ask the children if they have remembered to wash their hands today. (See Introduction page 25 for tips on how to discuss About me! topics.)

Extra activities:

- Ask a volunteer to come up to the front. Put some coffee powder on their hands to make them look dirty. Ask the child to pretend they are going to eat a sandwich and prompt the children to say *No!* Draw or put a picture of a tap on the board. Give the child the soap and ask them to pretend to wash their hands. Continue until the child has done all the actions. Have the child wipe their hands with a wet wipe and the coffee powder will come right off. With large classes, have groups of children act out the scene instead of individuals. Continue until everyone has had a turn.
- Ask the children to tell you in L1 what can make our hands dirty, e.g. playing with pets, playing in the sand, playing with plasticine, using finger paints, eating with our hands (especially oily food such as chips), helping Mum in the kitchen with baking. Let the children know that it is all right if our hands get dirty while we are doing such things as long as we wash them with soap and water afterwards. You can ask the children to bring in photos of them doing messy activities that get their hands dirty. Stick these all on a chart and stick a picture of soap, a towel and clean hands at the bottom of the chart.

Lesson 6

I like baths

1 I like baths.

2 A red car and a yellow duck.

3 I'm clean.

4 I can jump.

5 Help!

6 I'm dirty.

1 Listen, point and repeat.
Listen to the story.
Act out the story.

2

3

Do you like baths or showers?

9

New/reviewed language: *I like baths. I like showers. I'm clean. I'm dirty. Help!*

Classroom language: *Where is Horsey? What is Horsey doing? Do you like baths or showers?*

Materials: CD, puppets/dolls, plastic containers, sand/ coffee powder

Warm up

- Say the actions from Lesson 5 and ask the children to mime them.
- Open a Pupil's Book at page 9 and show the children the icons for the lesson. Ask *What are we going to do today?* Elicit *listen and say, listen, act*.

Look and say.

- The children open their books at page 9. Display the page using the Digibook or hold up a Pupil's Book in front of them.
- Point to picture 1. Ask *Where is Horsey now? Is he in the kitchen or in the bathroom?* Point to the bath and say *bath*. The children repeat. Point to the shower and say

shower. The children repeat. Ask *Is Horsey having a bath or a shower?* Elicit *bath*. Point to the text word by word and say *I like baths*. The children repeat.

- Point to picture 2 and ask *What is Horsey playing with? What colour is the car? What colour is the duck?* Point to the text word by word while saying the caption *A red car and a yellow duck*. The children repeat. Point to picture 3 and ask *Is Horsey clean or dirty?* Point to the text and say *I'm clean*. The children repeat. Point to picture 4. Ask *What is Horsey doing now? Is he walking or jumping?* Point to the text and say *I can jump*. The children repeat.
- Point to picture 5 and say *Oh look!* Encourage the children to make gestures of surprise. Say *Horsey is falling into the mud!* Point to the text and say *Help!* Point to picture 6 and ask *Is Horsey clean or dirty?* Elicit *dirty*. Point to the text and say *I'm dirty*. The children repeat. Ask *What should Horsey do now? Should he go to sleep or have a bath?* Elicit *have a bath*.

1 Listen, point and repeat.

- Play the CD. The children listen, point to the pictures in their books and repeat the sentences.



*I like baths.
A red car and a yellow duck.
I'm clean.
I can jump.
Help!
I'm dirty.*

2 Listen to the story.

- Play the CD. The children listen to the story and point to the pictures. Point to the pictures on the Digibook or in a Pupil's Book to demonstrate.



Horsey: *I like baths! I like bubble baths! I like showers too!*

Horsey: *I've got toys in my bath! Look. A red car and a yellow duck!*

Horsey: *I'm clean now! I've got a clean towel.*

Lily: *Come on, let's go to the garden!*

Horsey: *Look at me! I can jump!*

Horsey: *Help!*

Jack and Lily: *Horsey!*

Horsey: *Oh dear. I'm dirty now! Can I go in the bath again, please?*

Jack and Lily: *Yes, Horsey!*

3 Act out the story.

- Use the text in the Pupil's Book as the basis for a short sketch about things getting dirty and clean again. See if the children can remember other phrases from the story. Discourage learning by heart. Let them improvise and help them to use the language naturally.
- The children could use puppets or dolls for this sketch. You could use a plastic container as a little bath for a toy and a container of sand or coffee powder to make the doll dirty. They could do this as a class activity or play with the dolls and 'baths' at their tables. Focus on the children being able to say some of the phrases, e.g. *I'm clean. I'm dirty*; they do not have to do the whole scene from beginning to end.



About me!

- Ask each child whether they prefer baths or showers. Encourage them to use the complete sentence *I like baths/showers*. Encourage the children to say why they like baths or showers. Accept and praise all answers. (See Introduction page 25 for tips on how to discuss About me! topics.)

Extra activities:

- See Introduction page 28 for more flashcard games to review letters and vocabulary.



Silly sentence time

Tell the children that they are going to say incorrect sentences just for fun. Encourage the children to come up with the funniest sentences that do not make sense, e.g. *I sleep in the bathroom*. The children can take turns holding Horsey puppet as if he is saying the incorrect sentences.

- **Take a photo**

You can use an old mobile phone camera for this. Say the letter sound and ask the children to take a photo of any item in the classroom that starts with this sound, e.g. t (*table*), p (*pencil*), etc. The children will enjoy this. You can display the pictures after that or print them out to make a letter chart.



Assess progress

- You can now assess the children's progress using the Unit 1 Assessment sheet on page 173.

Unit 1 Lesson 1

Review characters' names.

- Hold up the Jack flashcard from *Learning Stars 1* and elicit *Jack*. Ask the children to tell you the initial sound of the name and write it on the board. Complete the word, sounding out each letter while you write it. Ask the children to point to the word and say *Jack*. Do the same with the rest of the characters. Point to the words in random order and ask the children to say the names.

1 Trace the letters and words.

- Attach a copy of page 2 on the board. Point to the icons at the bottom of the page and say *We are going to trace then find and circle*.
- Point to the names of the characters and show the children the dotted letters and demonstrate tracing the first one with a pencil.
- Point to the words *house* and *garden*. Read them to the children. Show them that they should trace *house* and *garden*.

2 Find and circle the names.

- Point to the pictures of the characters one by one and elicit their names. Ask the children to read the words underneath each one and say which one is correct. Prompt them to identify it by the initial sound. Draw a circle around the correct words.
- The children open their Activity Books at page 2 and do the page on their own. Give one to one help to the children who need it.

Answers: Jack, Lily, Horsey, Bella

Unit 1 Lesson 2

Review the rooms.

- Display the flashcards of the rooms and elicit their names. Write the word *room* on the board and read it to the children while pointing to the letters. The children point and repeat. Write *bed* in front of *room* to make it *bedroom*. Read *bed* then *bedroom*. The children repeat. Introduce *bathroom* and *living room* in the same way. Point to the words in random order and ask the children to read them. Introduce *kitchen*. Ask individuals to come up to the board and touch the word you say.

3 Trace the room words. Then say, e.g. 'Bella is in the bedroom.'

- Attach a copy of page 3 on the board. Point to the icons at the bottom of the page and say *We are going to trace and say then tick*.
- Point to the bedroom picture and elicit the word. Show the children the dotted word they will trace, hold a pencil and demonstrate tracing it. Ask *Who is in the bedroom? Is Horsey in the bedroom?* Elicit *Bella is in the bedroom*. Do the same with the other pictures.

4 Tick where each character is.

- Point to Jack's picture in the table and ask *Where is Jack?* Encourage the children to look at the pictures in Activity 3. Elicit *in the kitchen*. Point to the word *kitchen* under the picture and ask the children to find the same word in the table. Point to the word and draw a tick in the correct box. Do the same with the other characters.
- The children open their books at page 3 and try to do the page on their own. This page might require one to one help.

Answers: Jack – kitchen, Lily – living room,
Horsey – bathroom, Bella – bedroom

Unit 1 Lessons 3 and 4

Say the letter sounds. Then trace the letters.

- Open an Activity Book at pages 4 and 5 in front of the children. Point to each letter and ask the children to airwrite it while saying the sound.



Tip

A fun way to practise airwriting is to ask the children to make a very small letter then a very big one.

- The children open their books at pages 4 and 5. Hold up a pencil and show the children that they should trace the letters. Ask the children to whisper each sound while tracing it.

Unit 1 Lesson 5

- 1 Find and tick what you need to wash.
- 2 Trace the words.
- 3 Match the pictures to the words.
 - Introduce the words *clean* and *dirty*; write them on the board while sounding out the letters. Say the words and ask the children to point to them.
 - Open an Activity Book at page 6 in front of the children. Point to the icons and say *Today we are going to find and tick, trace, and match.*
 - Point to the pictures in Activity 1. Ask *What do you need to wash?* Elicit *I need water. I need soap. I need a towel.* Show the children where to draw the tick. Point to the wrong pictures and ask *Do you need a teddy to wash? Do you need a book to wash?* Elicit *no.*

Answers: ticks next to water, soap, shower, towel

- Show the children where to trace the words *clean* and *dirty*.
- Point to the pictures of the spoon and the bag. Ask the children to say if they are clean or dirty. Show the children how to match each one with the word *clean* or *dirty*.

Answers: 1 dirty, 2 clean, 3 dirty, 4 clean

- The children open their books at page 6 and do the activities on their own. Give one to one help if needed.

circles and ask *Are we going to colour these? No! 11 circles only.*

- Point to the dotted letters and model tracing one letter with a pencil. Ask the children to trace all the letters.
- The children open their books at page 7 and try to do the three activities on their own. Give one to one help to the children who need it.

Unit 1 Lesson 6

- 1 Trace the words. Choose a room and draw.
- 2 Colour the balls to make 11. Then say the numbers.
- 3 Trace the letters.
 - Open an Activity Book at page 7 in front of the children. Point to the icons and say *Today we are going to trace, choose and draw, colour and say, and trace.*
 - Write the words *bedroom, bathroom, kitchen* and *garden* on the board. Say the name of the rooms and ask the children to point to the correct words.
 -  Show the children where to trace the words. Point to the box next to the words and tell the children to choose one room and draw it. Demonstrate drawing one room using Horsey puppet. Ask individuals what room they will choose to draw.
 - Point to the circles. Tell the children that they should count and colour 11 circles only. Point to the circles and count with the children. Point to the rest of the

Unit 1 Lesson 1

Review numbers 1 to 10.

- Review the numbers using flashcards. Put the number cards on the board in random order. Say *Touch number 5. Touch number 8*, etc. and ask volunteers to come up to the front and touch the numbers.
- Give out the number flashcards and ask the children to put them on the board in order.
- Ask the children to close their eyes. Remove one number and the children say what number is missing.

1 Count and write.

- Open a Maths Book at page 2. Point to the icons and say *We are going to count and write*.
- The children open their books at page 2. Point to the house picture. Ask the children to look at the main scene and count how many houses there are. Elicit *one*. Show the children how to trace number 1 in the box. Do the same with the doll picture and help the children find and count the dolls in the main scene. This time, tell the children that they are going to write the number, and demonstrate writing 6 in the box.
- Let the children do the rest of the items on their own. Give one to one help to the children who need it. If children find it difficult to remember the shape of the number, let them look at the numbers at the top of the page and copy them.

Answers: 1 house, 6 dolls, 9 bees, 3 balls, 7 crayons, 10 flowers, 4 cars, 8 balloons, 2 trees, 5 cats

2 Write.

- Point to the caterpillar. Point to number 1 and say *What's after 1?* Elicit *two*. Write 2 in the missing space to show the children. The children write the missing numbers on their own.

Unit 1 Lesson 2

Review shapes and colours.

- Draw the shapes on the board and elicit *circle, square, triangle, rectangle*. Say the words in random order and ask volunteers to come up to the front and touch the shapes.
- Write the colour words on the board and read them with the children.

1 Find and colour.

- Open a Maths Book at page 4. Point to the icons and say *We are going to find and colour, count and write, and draw*.
- The children open their books at page 4. Ask the children to look at Jack. Ask *What shape has Jack got? (rectangle) What colour is it?* Help the children read the word *blue*. Ask the children to hold up a blue crayon to show you. Tell them to look for all the rectangles and colour them blue. Do the same for the other shapes.

2 Count and write.

- Point to the bag with the square. Ask the children to count how many squares there are in the picture above. Elicit *five*. Tell the children they are going to trace number 5 inside the square. Point to the triangle bag. Ask the children to count the triangles and elicit *eight*. Tell the children that they are going to write number 8 inside the triangle and demonstrate how to do this. Let the children do the rest of the activity on their own. Give one to one help to the children who need it.

Answers: square 5, triangle 8, circle 7, rectangle 9

3 Count and write.

- Point to row (a). Ask the children to count the squares and elicit *four*. Show the children how to trace number 4 in the box next to the squares. Let the children do the rest of the activity on their own. Give one to one help to the children who need it.

Answers: a 4, b 7, c 10

4 Draw.

- Point to row (a). Point to each shape and say *square, triangle, square, triangle*. *What comes next?* Elicit *square*. Repeat one more time asking the children to point to the shapes in their books and say the pattern. Do the other rows with the children, then let them try to do it on their own in their books. Give one to one help to the children who need it.

Answers: a square, b circle, c triangle, d rectangle

Unit 1 Lesson 3

Introduce the concept of *enough*.

-   Ask five volunteers to stand up in front of the class. Say that Horsey told you he's got something nice for them. Horsey has a sticker sheet that has only three stickers left. He is excited and says he'll give the five children a sticker each. He starts giving out the stickers and shows disappointment when he runs out of stickers. Say to Horsey *But, Horsey! Three stickers aren't enough! There are five children!* Ask another five volunteers to come up to the front. Ask the children to count how many children there are. Horsey gets a sheet of three stickers again. Ask the children to count the stickers and say *Are there enough stickers for five?* Elicit *No!* Give Horsey a sheet that has five stickers. Ask the children to count them. Ask *Are there enough stickers now?* Elicit *Yes!* Ask the children to repeat the word *enough*. Repeat the game several times using other items and different numbers, e.g. ask volunteers to bring enough pencils or rubbers for the group. Encourage the children to say *enough* or *no*.
- Write the word *enough* on the board and ask the children to repeat it.

1 Match.

- Open a Maths Book at page 6. Point to the icons and say *We are going to match, and count, write and circle*.
- The children open their books at page 6. Point to the groups of children. Tell the children that they are going to match each group with the items of the same number so that there is enough for each group, then match the items to the correct numbers. Model the first one as an example, then let the children do the rest of the activity on their own.

Answers: a two girls, two books, 2 b three boys, three spoons, 3 c five girls, five apples, 5 d four boys, four bowls, 4

2 Count, write and circle.

- Point to the example. Ask the children to count the children. Count the three books and ask *Are there enough?* Elicit *yes*. Count the two books and ask *Are there enough?* Elicit *no*. Tell the children to trace the circles.
- Ask the children to count the children (*five girls*) and write the number in the box (5). Tell the children that we are going to count all the items to see if there are enough for the children or not. Say to the children that if there are five things then there are enough and they circle (*yes*), but if there are fewer than five, there

aren't enough and they should circle (*no*). Do the first one in front of the children to demonstrate, then let the children do the rest of the activity on their own. Give one to one help to the children who need it.

Answers: a no, b no, c yes, d yes

3 Match.

- Follow the procedure for Activity 1.

Answers: a six girls, six pencils, 6 b eight boys, eight books, 8 c nine boys, nine crayons, 9 d seven girls, seven rubbers, 7

4 Count, write and circle.

- Follow the procedure for Activity 2.

Answers: 10 boys, a no, b yes, c no, d no

Unit 1 Lesson 4

1 Colour.

- Open a Maths Book at page 8. Point to the icon on page 8 and say *We are going to colour*.
- The children open their books at page 8. Point to the shapes and elicit their names. Point to the circles and ask *What number is this? Five. Only five circles coloured*. Point to the triangles and ask *What number is this? How many triangles will you colour? Three only*. Count three triangles in front of the children and tell them they should only colour these and not the rest. Let the children do the rest of the activity on their own. Give one to one help to the children who need it.

2 Count and colour.

- Point to the icons on page 9 and say *We are going to count and colour, then write*.
- Point to the fish picture under the first column in the chart and ask the children to count the fish in the picture above. Elicit *two*. Show the children how only two bars are coloured in the chart. Point to the duck and ask the children to count the ducks. Point to the bars and say *Colour only seven bars*. Show the children how to look at the numbers on the left of the chart and stop colouring when they reach number 7. Let the children do the rest of the activity on their own.

Answers: duck 7, towel 4, soap 3

3 Write.

- Point to the caterpillar at the bottom of the page. Ask the children to write the numbers from 2 to 10. Give one to one help to the children who need it.