

2

How are families different?

Lesson 1 Vocabulary

- 1  What can you see? Say.
 - 2  1.40 Listen and point.
 - 3  1.41  1.42  Listen, point and repeat. Say the chant.
 - 4 Play *Mime* or say.
 - 5 Make the mini-cards.
-  Draw a family member. Say or write.



1 grandma

2 brother

3 sister

Language: brother, sister, grandma, grandpa, mum, dad, aunt, uncle; It's (dad).

Podstawa programowa: kreatywne myślenie, współpraca

Lesson 2 Song

1 🎵 1.43 ♻️ Listen and say. What is the extra word?

2 🎵 1.44 🎧 Listen to the *Who's this?* song and point. Who is a special family member?

3 🎵 1.44 🎧 Listen. Sing and act out the *Who's this?* song.

4 🎮 Play *Who's this?*

🕒 Draw a special family member.



Language: *Who's this? This is (my mum).*

Podstawa programowa: kreatywne myślenie

Creative thinking

Draw a classmate.
Show and guess.

Lesson 3 Story

Oh no! Where's my sister?

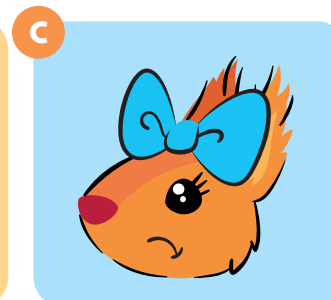
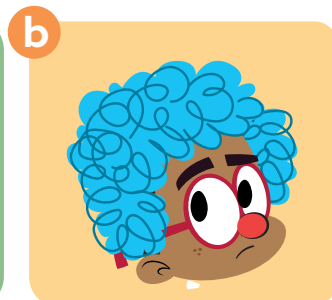


1 ♻️ Play Sam's sack.

2 🎵 1.47 ▶️ Listen and say.

3 🎵 1.48 ▶️ Listen and answer the questions.

4 🔄 Look and say. Who is sad in the story?



Language: Is this your (little sister)? Yes, it is. / No, it isn't.

Podstawa programowa: krytyczne myślenie, dbanie o siebie



5 Show and say.

I'm excited.



I'm sad.



Sam's values

It's important to say how you feel.



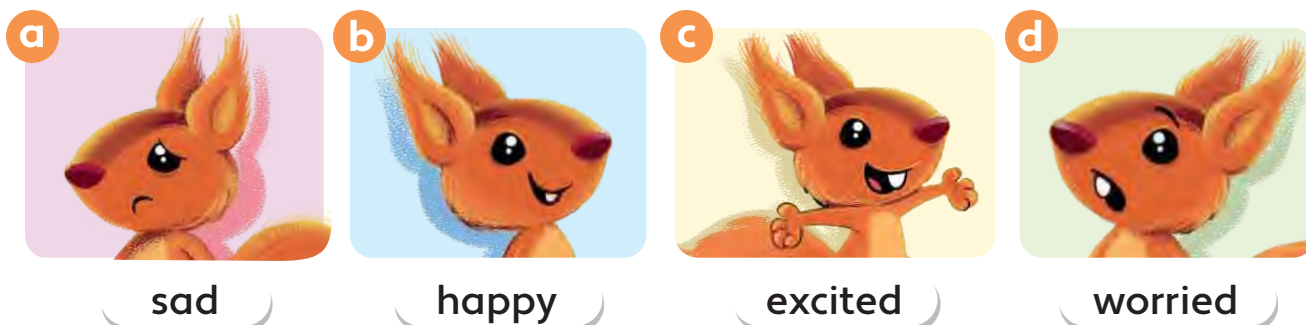
Imagine and draw. Where is Sam's little sister?

Creative thinking

Imagine and draw a present for Jack.

Lesson 4 Communication

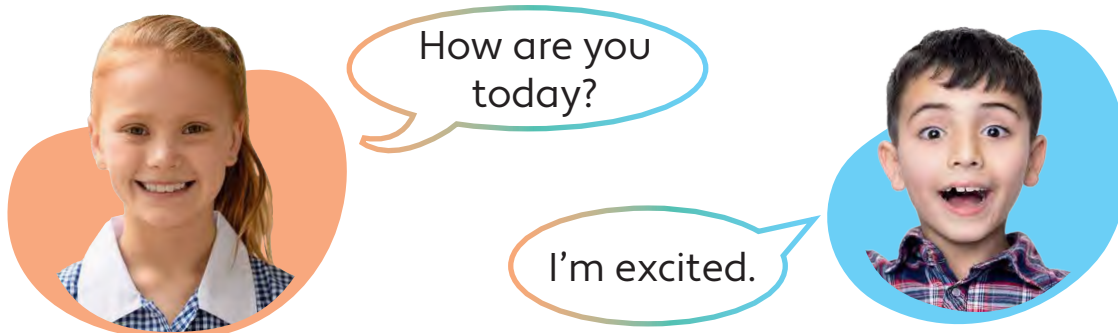
- 1  1.49  Listen and repeat.
- 2  1.50 Listen and point. Mime and say.



- 3  1.51 Listen. Sing and act out the *How are you today?* song.



- 4  Play *How are you today?*



 Use your school objects to design a face.



Creative thinking

Draw four funny emoticons. Say.

Language: *sad, happy, excited, worried; How are you today? I'm (excited).*

Podstawa programowa: dbanie o innych, kreatywne myślenie

Lesson 5 Vocabulary and Grammar

1 🎵 1.54 ♻️ Listen and say.

2 🎵 1.55 🔄 Listen, point and say. Play *Fast finger*.



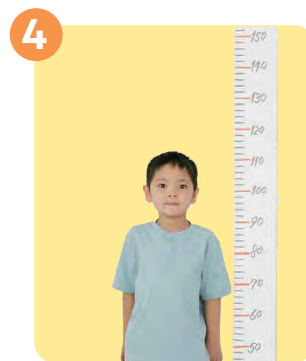
old



young

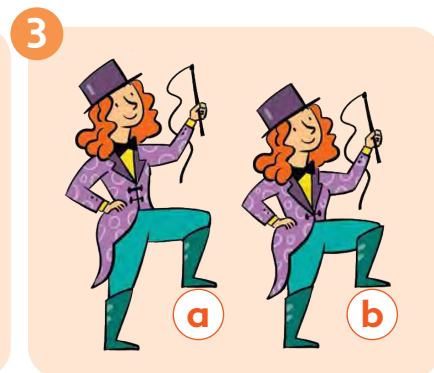
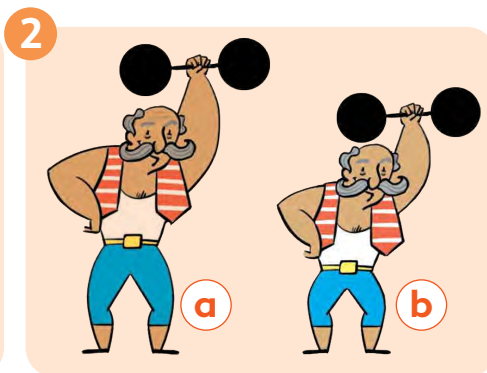


tall

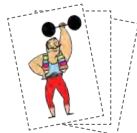


short

3 🎵 1.56 Listen and choose.



4 Make the circus family cards. ✂️



5 🎵 1.57 Listen. Play *Family*.



🕒 Draw yourself in a house of mirrors. Say or write.

Language: old, young, tall, short; My (aunt) is (young). Is this your (aunt)?
Yes, it is. / No, it isn't.

Podstawa programowa: krytyczne myślenie, współpraca



Lesson 6 Cross-curricular

1  Look and say.

Fantastic families!

Elsa



big family

Harry



small family

2  1.58  Listen. Who is in these families?

3  Is your family big or small? Draw on your fingers and say.



 Write your family members' names.

Critical thinking

Look and say:
a big or a small family?



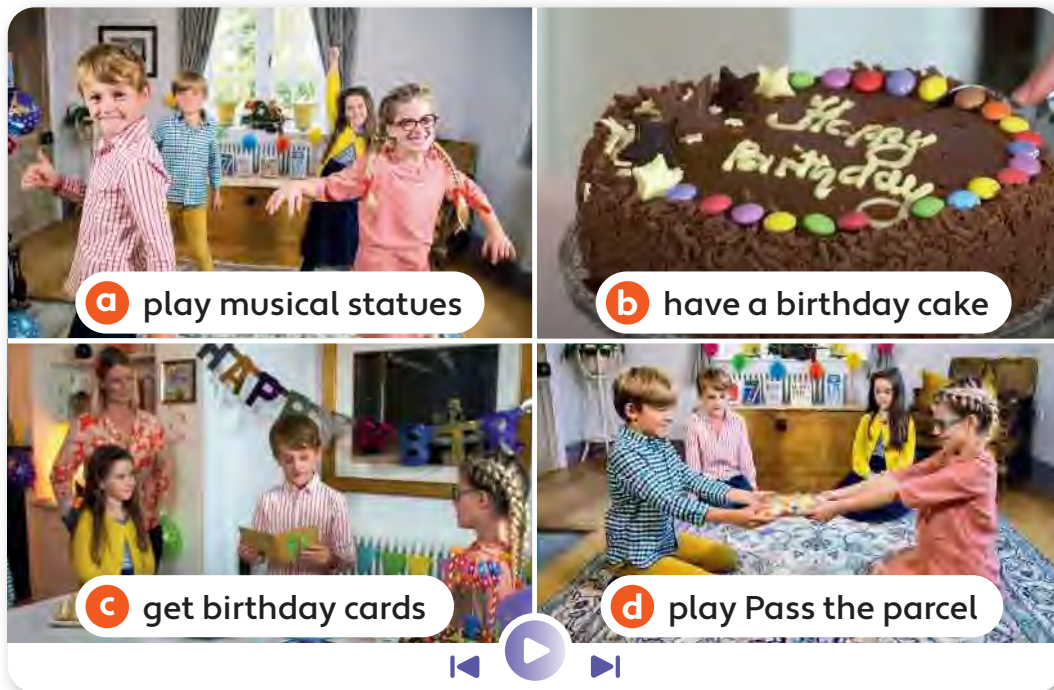
Language: *My family is big/small. This is (my mum).*

Podstawa programowa: krytyczne myślenie

Lesson 7 Culture

2

- 1  Play *Pairs*.
- 2  1.59 Listen and point. Say in Polish.



- 3  1.60 Listen and match.



Tom



Tosia

- 4  What do you do on your birthday? Point, show or say.
- 5 Play *Pass the sack*.

 Draw your birthday present.

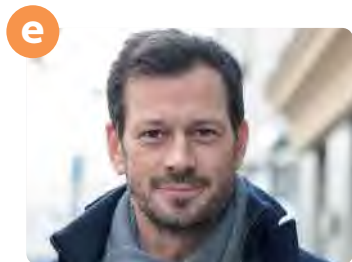
Language: sing *Happy Birthday*, play *musical statues*, play *Pass the parcel*, get birthday cards, get presents, have a birthday cake; On my birthday, I ...

Podstawa programowa: poczucie przynależności do wspólnoty

Lesson 8 Revision

1  Play *Sam's sack*.

2  1.61 Listen and point. Match and say.



brother

aunt

mum

grandma

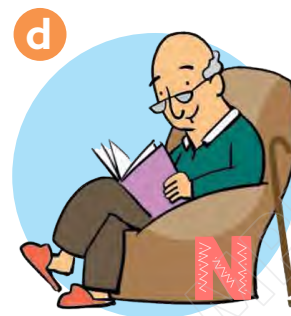
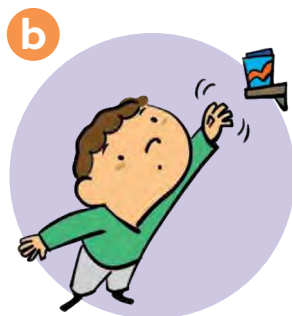
grandpa

sister

uncle

dad

3  1.62  Listen and point. Say.



4 Play Yes or No.



5 Play *Sam's six*.

6 Find, point and say.

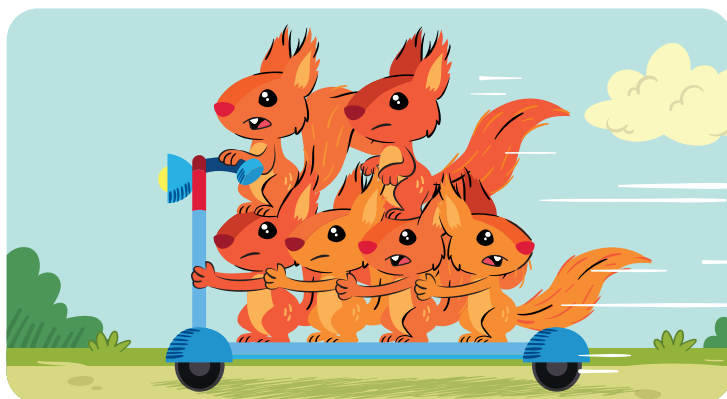


7 1.63 Listen and say.



Sam's sounds

six, sad,
squirrels, scooter



8 Listen to your teacher, think and point.

Self-check

Kids can – I can



1  1.64 Listen and point. Who finds the computer?

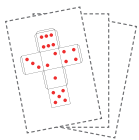


2 Act out the story.

3  Say the mystery words.

Podstawa programowa: samoregulacja, kierowanie sobą, przekonanie o własnej skuteczności

4 Make the dice. ✂



5  Play the *Review 1* race.



 Write three words. Use colours.

crayon