

unit 4

At the Zoo

By the end of Unit 4 the children will be able to:

- recognise and say the words: *tigers, lions, kangaroos, elephants, giraffes, penguins, monkeys.*
- say what they can do: *I can get ready to go out.*
- answer the questions: *Can monkeys climb? Yes, they can. What's your favourite wild animal? I like ...*
- recognise and read Star words: *has, on, I, no, like, here, the.*
- recognise and read Bella words: *in, did, and, a, it, on.*
- read and spell 'e' and 'i' CVC words: *ten, pen, hen, red, bed, peg, wig, dig, big, pin, tin, sit.*
- read a combination of CVC words and sight words in simple sentences.
- recognise what different animals eat.
- listen to a story and recall details.
- act out a small play using language from the story.

New words: *tigers, lions, kangaroos, elephants, giraffes, penguins, monkeys*

New language: *Can monkeys climb? Yes, they can! I can get ready to go out.*

Star words: *has, on, I, no, like, here, the*

Bella words: *in, did, and, a, it, on*
Classroom language: *Open your books. Listen. Point to the pictures.*

What are these? Can elephants jump? Can kangaroos jump? Can you see the lions?

Materials: CD of animal sounds from the lesson (optional), Lesson 1 flashcards/pictures, CD, Horsey puppet, Star and Bella word cards, music CD

Unit 4 Lesson 1

Unit 4
Lesson 1

At the Zoo

1 has on I no like here the

2 in did and a it on

3 Listen and colour (tiger, penguin) and repeat with song

4 I can I can get ready to go out

Animals shown: tigers, lions, kangaroos, giraffes, elephants, penguins, monkeys, horsey puppet.

Warm up

- If possible, play a CD that has the sounds of some of the animals from the lesson (or make the animal sounds yourself). Ask the children to imitate the sounds and try to guess the animal.
- Ask the children to open their books at page 22. Display the page on the Digibook or open a Pupil's Book in front of them. Point to each icon and ask *What are we going to do today?* Elicit *chant, listen and say, listen, sing.*



Learn new words.

- Display the Digibook or flashcards/pictures. (See Introduction page 23 for ideas on making your own picture flashcards.) Show the tigers flashcard and say *tigers*. The children repeat. If the children already know the word *tiger* and they call it out, draw their attention to the fact that we say *tigers* because there are more than one. Introduce *lions*. Hold up or display the tigers flashcard and a picture of lions. Ask the children to point to each one and say the word. Go back and forth between the flashcard and picture until the children are saying the words confidently. Introduce the rest of the words in the same way. Choose any two words in

random order and ask the children to point to them and name them. Repeat with different words until the children can name all the animals confidently. (See Introduction page 23 for detailed tips on how to introduce, drill and practise new vocabulary.)

1 Listen and chant.

- Display page 22 using the Digibook or hold up a Pupil's Book in front of the children. Ask them to look at their books and say what they can see on the page.
- Play the CD. The children listen and point to the pictures in their books. Point to the pictures on the Digibook page to demonstrate. Play the CD again. The children point and chant. Play the CD as many times as necessary for the children to point and chant confidently.



tigers, lions, kangaroos, elephants, giraffes, penguins, monkeys

2 Listen, point and repeat.

- Play the CD. The children point to the pictures and repeat in the pauses. Point to the Digibook page in front of the children to demonstrate.



tigers
lions
kangaroos
elephants
giraffes
penguins
monkeys

3 Listen.

- Point to the picture on page 22. Ask *Can you see Jack, Lily, Bella and Horsey? Where are they now? Are they at school or at the zoo? Elicit zoo. Can you see the animals? How many animals can you see?* Count all the animals so the children understand the concept. Ask *Can you see the monkeys? Point to the monkeys. What can monkeys do? Look at the picture. Can they climb? Yes, they can!* Ask the children to mime climbing a tree. Say *Point to the giraffes. Point to the elephants. Are the elephants big or small? Can you see the kangaroos?*

Can the kangaroos jump? Yes, they can! Ask the children to pretend they are kangaroos and mime jumping. Ask similar questions for all the animals.

- Play the CD. The children listen and point in their books. Point to the pictures on the Digibook page or Pupil's Book page to demonstrate. Mime the action words and prompt the children to do the same. (This is a listening activity, so the children are not asked to repeat.)



Lily: Look at the animals! Tigers and lions!
Horsey: What are they?
Jack: They're kangaroos! They can jump!
Bella: Look at the elephants!
Jack: I like the giraffes!
Horsey: Oh penguins! They can swim!
Lily: Can you see the monkeys?

4 Sing.

- Introduce the lyrics of the song slowly, line by line. (See Introduction page 27 for tips on how to introduce and practise songs.)
- Play the CD. The children listen and mime the actions. Play the CD again. The children sing along. Put the class into two groups: one sings the questions and the other sings the answers.



What can animals do, do, do?
What can they do in the zoo, zoo, zoo?
What can animals do, do, do?
What can they do in the zoo, zoo, zoo?

Can penguins swim? Yes, they can!
Can penguins swim? Yes, they can!

[chorus]

Can kangaroos jump? Yes, they can!
Can kangaroos jump? Yes, they can!

[chorus]

Can monkeys climb? Yes, they can!
Can monkeys climb? Yes, they can!

What can animals do, do, do?
What can they do in the zoo, zoo, zoo?
What can animals do, do, do?
What can they do in the zoo, zoo, zoo?

- Pretend that you are taking Horsey out to the zoo. Horsey acts clumsy and cannot seem to get ready. Ask a volunteer to come and show him how to get ready to go out. Prompt the child to mime getting dressed, brushing hair, putting on a jacket and backpack. Encourage all the children to mime getting ready to go out. Prompt them to say *I can get ready to go out.*



Star and Bella words

- Drill the new Star words. Show the *here* word card. (See Introduction page 23 for ideas on making your own word cards.) Say the word and the children repeat. Repeat with the other new words. Put all the word cards on the wall. Say *Point to (here)!* Repeat with the other Star words. Put the word cards on the wall but spaced out. Play music and let the children dance. Stop the music. Say a Star word and the children point to the correct word card, with your help at first and then on their own. You will soon see which children are not recognising the Star words – they may need extra help. To help with their fluency in reading, it is important that the children recognise these words by sight and do not try to sound them out. Repeat this activity with the Star words from previous units.
- **Game** Play games with Star words (see page 65).
- **Game** Now go through the Bella words (these words are easy to decode and used very frequently). Introduce the words sound by sound and encourage the children to try to read them. By keeping these words on a wall chart and asking the children to read them daily, it will become easier each time. Play games with Bella words: put the word cards on the board and ask a group of children to read them. Change the order each time and ask other groups to read. (See Introduction pages 25–27 for more tips on dealing with Star and Bella words.)

Extra activities:

- See Introduction page 28 for flashcard games to review new vocabulary.
- **Crafts** Show the children how to make animals with coloured plasticine. Make a zoo on the teacher's desk and make sure each child has placed an animal in it. Show Horsey around the zoo and the children say the names of the animals. You can use toy animals for this

too. Groups can also make zoos on their tables and invite each other to see. Another option is to make a zoo using pictures on a big chart.

Extending the topic:

- Start a discussion about what animals can do, e.g. ask the children if they think elephants can swim. Surprise them by saying that they can. Discuss whether other animals can swim or not. You could show the children films with elephants and other animals swimming. Discuss which animals can jump, run, fly, climb, crawl, leap, etc.

Unit 4 Lesson 2

4 Lesson 2

5

6 Monkeys eat fruit.

7 They're monkeys!

8 They like bananas!

5 Listen, point and repeat.
Listen.
Play.

6 Present simple
They eat fruit.
They like bananas.

7 Ask/Ask
What's your favourite wild animal?

23

New language: *Monkeys eat fruit. They like bananas!*

Grammar: present simple with *They. They eat fruit. They like bananas.*

Classroom language: *Open your books. Listen. What do monkeys eat? What's your favourite wild animal?*

Materials: Lesson 1 flashcards/pictures, CD, Horsey puppet


Warm up



- Display the Lesson 1 flashcards/pictures. Play the animals chant. The children chant and point to the flashcards/pictures.
- Open a Pupil's Book at page 23 and show the children the icons for the lesson. Ask *What are we going to do today?* Elicit *listen and say, listen, play.*



Learn new language.

-  The children open their books at page 23. Display page 23 using the Digibook or hold up a Pupil's Book in front of the children. Ask the children to look at the pictures and say what they can see. Ask *What do monkeys eat? Monkeys eat fruit. What do monkeys like very, very much? They like bananas.* Use Horsey puppet to practise the two sentences. Pretend Horsey does not know and have him say incorrect sentences. Let the children repeat the sentences to him several times.

5 Listen, point and repeat.

- Play the CD. The children listen and repeat in the pauses. Point to the text word by word and repeat the sentences. Elicit the Star word as you come to it.



*Monkeys eat fruit.
They like bananas!*

6 Listen.

- Play the CD. Ask the children to listen and point to the pictures. Point to the page in front of them to demonstrate. (This is a listening activity, so the children are not asked to repeat, but if they do, do not stop them.) Pause to ask questions, e.g. *What are Lily's favourite animals? What do monkeys eat? Why is Horsey sad?*



Bella: *What's your favourite animal, Lily?*
Lily: *I like the monkeys. They're very funny. Monkeys eat fruit. They like bananas.*

Horsey: *They like my bananas! Don't eat my bananas!*

7 Play.

- Play *Animal groups*. Whisper the name of an animal to each child. Tell them to walk around the classroom pretending to be their animal and try to find the rest of their group, i.e. the other children who are the same animal. When the group is complete, they come to you and say (*lions*). Ask each group to stand together and mime their animal. Ask the rest of the class *What are they?* Elicit *They are (lions)!*



About me!

- Ask each child about their favourite wild animals. Prompt the children to answer using a complete sentence, e.g. *I like kangaroos.* Encourage the children to give reasons why they prefer a certain animal if they can, e.g. *They can jump. They're big.* Accept and praise all answers. (See Introduction page 25 for tips on how to discuss About me! topics.)

Extra activity:

- Ask the children about their favourite wild animals and make a bar chart to show how many children like each animal. Decide which wild animal is the class favourite.

Unit 4 Lesson 3

4 Lesson 3

Ee Ii

1 10 t → e → n ten	2 pen p → e → n pen	3 hen h → e → n hen
4 red r → e → d red	5 bed b → e → d bed	6 peg p → e → g peg
7 wig w → i → g wig	8 dig d → i → g dig	9 big b → i → g big
10 pin p → i → n pin	11 tin t → i → n tin	12 sit s → i → t sit

1 2 3 4

24

Listen and point.
Listen and repeat.
Listen, point and say.
Listen. Find and say the number.

New language: 'e' and 'i' CVC words: *ten, pen, hen, red, bed, peg, wig, dig, big, pin, tin, sit*

Classroom language: *What's this sound? Say the sounds together. What sound does the letter e make? What sound does the letter i make?*

Materials: flashcards and word cards (See Introduction page 23 for ideas on making your own cards.), CD

Warm up

- Ask the class to stand up. Say a variety of CVC words and ask the children to jump if they hear the vowel /æ/ in the word. Repeat with /e/ and /i/ sounds.
- Open a Pupil's Book at page 24 and show the children the icons for the lesson. Ask *What are you going to do today?* Elicit *listen, listen and say.*

Learn CVC words.

- Write *t* and *e* on the board and elicit the sounds. Ask the children to try to say the two sounds together. Say that *e*

will make you smile and get them to say *te*. Add the letter *n* and prompt the children to say the word *ten*. Point to each letter and say the sound *t-e-n*. Then read the word *ten* altogether. Show the number 10 flashcard and say *We've just read ten!* Introduce *pen* and *hen* in the same way. Drill the three words. Ask the children to close their eyes. Remove and change the initial sounds on the board. The children read *en* then add a different initial letter. Point to the words at random and ask the children to read them. Continue drilling until the children are gradually familiar with the three words. Introduce the rest of the words in the same way. (See Introduction page 27 for detailed tips on how to introduce and practise CVC words.)

- Game** To practise the new vocabulary, play *Slow reveal* using the flashcards (see Introduction page 25). The children say the words then point to the word cards.

1 Listen and point.

- The children open their books at page 24. Play the CD. The children listen to the chant and point to the letters in the squares, and then to the complete word.



t-e-n ten
p-e-n pen
h-e-n hen

r-e-d red
b-e-d bed
p-e-g peg

w-i-g wig
d-i-g dig
b-i-g big

p-i-n pin
t-i-n tin
s-i-t sit

2 Listen and repeat.

- Play the CD again. The children listen and repeat, blending the sounds as they do so.



See track 49 above.

- Say the word *ten*. Then tell the children that they are going to try to say each sound alone. Say the word really slowly and stop at each sound to elicit. Practise the concept with the other words. A way to make this fun is to ask the children to say the word with three claps or three jumps.
- Play the CD. The children listen and point.
- Play the CD again. The children listen and repeat, segmenting the sounds. They hold up their fingers and touch each finger as they say the sounds.

t-e-n ten
p-e-n pen
h-e-n hen

r-e-d red
b-e-d bed
p-e-g peg

w-i-g wig
d-i-g dig
b-i-g big

p-i-n pin
t-i-n tin
s-i-t sit

4 Listen. Find and say the number.

- Play the CD to the first pause. The children listen. They then find the word being sounded out each time and say its number in the pause.
- Explain to the children that they will look at each row of pictures in turn, i.e. the first three answers will be in the first row.

h-e-n hen
t-e-n ten
p-e-n pen

b-e-d bed
r-e-d red
p-e-g peg

b-i-g big
w-i-g wig
d-i-g dig

s-i-t sit
p-i-n pin
t-i-n tin

Answers: 3, 1, 2, 5, 4, 6, 9, 7, 8, 12, 10, 11

Extra activities:

- Put the word cards of the words on the board. Say the word segments to the children but not the words. They listen and point to the correct word. This activity shows which children are able to make the sounds into words inside their heads.
- Put the word cards in random order on the board. Say the words to individual children and ask them to come up to the front and touch the correct word. Include words that may look like the target words, e.g. *dip*, *her* and see which children pay attention to each and every sound of the word.
- Do a matching activity on the board using picture and word cards. The children stick the words under the correct pictures.

Unit 4 Lesson 4

4 Lesson 4

1  Dig here, Ed.
Ed has a big map.

3  A hen in a bed, ten pens,
a pin in a tin and ...

5  Dig here, Ed.
It's wet. Sit on the mat.

2  Dig here, Ed.
Ed digs and digs.

4  A map in a cap!

6  I did it! You did it, Ed!
You did it!



Listen and point to the words.
Point and repeat.
Listen and say the number.

25

New language: CVC words in sentences

Classroom language: *What can you see in the picture?*

Let's read.

Materials: Lesson 3 word cards, CD

Warm up

- Put the word cards on the walls. Say a word. The children turn and point to this word. Go faster and faster for more fun.
- Point to the Star and Bella words and ask the children to say them.
- Open a Pupil's Book at page 25 and show the children the icons for the lesson. Ask *What are you going to do today?* Elicit *listen, say, listen and say.*

1 Listen and point to the words.

- The children open their books at page 25. Display the page using the Digibook or hold up a Pupil's Book in front of the children. Ask them to look at the picture frames and say what they can see. Play the CD. The children listen to the story and mime the actions. Play the CD again. The children listen and point to the words.



Ed has a big map.

Ed digs and digs.

A hen in a bed, ten pens, a pin in a tin and ...

A map in a cap!

It's wet. Sit on the mat.

I did it!

2 Point and repeat.

- The children point to each word and repeat. Point to the words on the Digibook page to demonstrate.
Optional: play the CD again and pause for the children to point and repeat.

3 Listen and say the number.

- Play the CD up to the first pause. Ask the children to listen and try to find the frame and say its number. Invite a volunteer to point to the number on the Digibook page. Ask the children to call out the number as they point in their books.
- Continue with the rest of the sentences. Each time, ask the children to call out the number. You can put the class into groups of four and ask each group to call out the answer for one sentence. This avoids the quickest children calling out the answers every time.



A map in a cap!

Ed has a big map.

A hen in a bed, ten pens, a pin in a tin and ...

I did it!

It's wet. Sit on the mat.

Ed digs and digs.

Answers: 4, 1, 3, 6, 5, 2

Extra activities:

- Write the sentences from the lesson on the board. Give out the word cards to the children. Ask them to read each word on the board. The child with the matching word card comes up to the front and puts it under the correct word each time. This activity will help the children focus on the words and it is less challenging for the children who are still finding it difficult to recognise or read the words.
- Write one of the sentences on the board in jumbled order. Ask volunteers to come up to the front and put them in the correct order. Ask the children to read the sentences together.

4 Lesson 5 What animals eat

1 tigers
2 monkeys
3 penguins
4 pandas

a fish
b meat
c bamboo
d bananas

1 Listen, point and repeat. Look into eyes. What do monkeys eat? They eat... Listen and match.

26 Science

27 Do you eat meat?

Science

Learn new language.

- Draw attention to the pictures of the animals. Point to each one and elicit the names. Display the animal flashcards.
- Point to each food picture underneath. Say the word and encourage the children to repeat.
- Hold up Horsey puppet and say *Do you eat fish?* Make Horsey shake his head and say *No!* Repeat with the other foods. Display the food flashcards.

1 Listen, point and repeat.

- The children open their books at page 26. Display the Digibook page or hold up a Pupil's Book in front of them.
- Play the CD. The children point to the pictures of the animals and food in their books and repeat the words. Point to the page in front of the children to demonstrate. Repeat the CD a few times until the children are familiar with the second set of words.



tigers
monkeys
penguins
pandas

fish
meat
bamboo
bananas

New language: *They (Tigers) eat fish/meat/bamboo/bananas.*

Classroom language: *Open your books. Listen and point. What do (tigers) eat? Match the tigers to the meat. Do you eat meat?*

Materials: CD, animal flashcards, Horsey puppet, food flashcards

Warm up

- Play the *What can animals do?* song. The children listen and sing along.
- Play *Point to the Star* word game (see Introduction page 26).
- Open a Pupil's Book at page 26 and show the children the icons for the lesson. Ask *What are we going to do today?* Elicit *listen and say, say, listen and match.*

2 Look and guess.

- Point to the picture of the tigers and ask *What do tigers eat?* The children look at the food below and guess, e.g. *They eat meat.* Do the same with the other animals.

3 Listen and match.

- Play the CD. The children listen and match the animals to what they eat. The idea is to train the children to concentrate on the CD and to listen for the animal names and food items. Play the CD twice or more to give the children time to decide on their answers. If you feel the children need more time at any point, pause the CD until they have matched the pictures, but do not pause for every picture as it is better for the children to not get used to you pausing the CD for them.



Girl: *What do tigers eat?*

Zoo-keeper: *They eat meat.*

Girl: *Do monkeys eat meat?*

Zoo-keeper: *No, they don't. They like bananas.*

Girl: *What do penguins eat?*

Zoo-keeper: *They eat fish.*

Girl: *Do pandas eat meat?*

Zoo-keeper: *No, they don't. They eat bamboo.*

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



About me!

- Ask each child if they eat meat. Encourage them to say the reason why/why not, even if it is just the fact that they like/do not like it. Accept all answers. (See Introduction page 25 for tips on how to discuss About me! topics.)

Extra activity:

- If possible, show the children films of different animals eating. Encourage the children to say *They are lions. They eat meat.*

Unit 4 Lesson 6

My bananas!

1



Do lions eat vegetables? No!

2



Do giraffes eat leaves? Yes!

3



Do elephants eat grass? Yes!

4



Do monkeys eat fruit? Yes!

5



I'm Horsey. I eat bananas.

6



Thank you!

1



Listen, repeat and respond.
Laugh in the story.
Act out the story.

2



3



4



Acting out!
Do you eat bananas?

27

New language: *Do lions eat vegetables? No! Do giraffes eat leaves? Yes!*

Classroom language: *Where are Horsey, Bella and the children? What can you see in the picture? Point to the zoo-keeper! Look at Horsey! Is he happy? Do you eat bananas?*

Materials: Lesson 5 animal flashcards, CD, Horsey puppet

Warm up

- Cover the flashcards of the animals with sheets of paper with holes in them showing only a small part of the animal. Groups take it in turn to identify and name the animal.
- Open a Pupil's Book at page 27. Point to each icon and ask *What are we going to do today?*
Elicit *listen and say, listen, act.*

1 Listen, point and repeat.

- The children open their books at page 27. Display the page using the Digibook or hold up a Pupil's Book in front of them. Play the CD. The children repeat and point to the pictures. Point to the Digibook page or Pupil's Book to demonstrate.



*Do lions eat vegetables? No!
Do giraffes eat leaves? Yes!
Do elephants eat grass? Yes!
Do monkeys eat fruit? Yes!
I'm Horsey. I eat bananas.
Thank you!*

2 Listen to the story.

- Point to the picture frames and ask the children to say what they can see. Ask *Where are Horsey, Bella and the children?* Elicit *zoo*. Point to the zoo-keeper and say *This is the zoo-keeper. She knows what animals eat. Let's listen to what they say.*
- Play the CD. Ask the children to listen and point to the pictures in their books. Point to the Digibook page or Pupil's Book to demonstrate. Use gestures and mime for no, yes, and show an unhappy face for Horsey's displeased comments. Pause after each frame to ask questions, e.g. *Do lions eat vegetables? What do lions eat? What does Horsey say? Is Horsey happy? Show me Horsey's grumpy face! Is Horsey happy now? What does he say?*



Zoo-keeper: *Do lions eat vegetables?*
Lily: *No, they don't. They eat meat!*
Horsey: *Monkeys eat bananas. My bananas!*

Zoo-keeper: *Do giraffes eat leaves?*
Jack: *Yes, they do!*
Horsey: *Monkeys eat bananas. My bananas!*

Zoo-keeper: *Do elephants eat grass?*
Lily: *Yes, they do!*
Horsey: *Monkeys eat bananas! They eat my bananas!*

Zoo-keeper: *Do monkeys eat fruit?*
Horsey: *Yes, they do! My bananas!*

Zoo-keeper: *What's your name?*

Horsey: *I'm Horsey! I'm a horse and I like bananas!*

Zoo-keeper: *Horses don't eat bananas. They eat grass.*

Horsey: *Yes, horses eat grass, but I'm Horsey and I eat bananas!*

Children: *Here you are, Horsey!*

Horsey: *Thank you!*

3 Act out the story.


- Mime being different animals with the children. Let them move around in different ways and make appropriate animal sounds. How do these animals eat? Monkeys use their hands and elephants use their trunks. Put the class into groups and see if they can remember which animals eat meat and which ones like grass or fruit. You could use Horsey puppet for this improvisation too.



About me!

- Ask each child if they eat bananas. Encourage them to say the reason why/why not, even if it is just the fact that they like/do not like them. Accept all answers. (See Introduction page 25 for tips on how to discuss About me! topics.)

Extra activities:

- See Introduction pages 24–25 for more games to review spelling and vocabulary.
-  Make animal masks using paper plates (see teacher's website).
- Ask each child to draw their favourite animal, what it eats and what it can do. Display the drawings in the classroom.



Assess progress

- You can now assess the children's progress using the Unit 4 Assessment sheet on page 176.

Unit 4 Lesson 1

1 Write ✓ if the animal is in the zoo and X if it isn't.

- Attach a copy of page 21 on the board. Point to the icons at the bottom of the page and say *We are going to write and say*.
- The children open their books at page 21. This activity might need to be done word by word with the children as reading the words may still be a bit too challenging. Point to the first word *tigers*. Ask the children to try to read it if they can. Prompt by saying the first half of the word. Ask the children if they can see any tigers and show them where to draw the tick in front of the words. Do the same with the other animals.

2 Count and write. Say, e.g. 'I can see five lions.'

- Ask *How many tigers can you see? Three! I can see three tigers. Draw attention to the example number 3 in the box. Do the same with the rest of the words.*

Answers: tigers 3, lions 5, elephants 2, monkeys 4

Unit 4 Lesson 2

3 Write what the animals do.

- Open an Activity Book at page 22 in front of the children and say *We are going to write*.
- Write the words *climb, swim, jump and eat* on the board. Encourage the children to read them. Say the words and ask the children to point.
- The children open their books at page 22.
- Point to the giraffes and ask *What do the giraffes do?* Elicit *eat*. Ask a volunteer to point to the word at the top of the page. The other children find the word and point to it in their books. Show the children where to copy the word.
- Let the children do the rest of the activity on their own. Give one to one help to the children who need it.

Answers: giraffes eat, kangaroos jump, monkeys climb, penguins swim


Unit 4 Lesson 3

Say the sounds and make the word. Then spell and write.

- Open an Activity Book at page 23 in front of the children. Point to the icons and say *We are going to say and write*.
- The children open their books at page 23. Point to picture number 1 and ask the children to say the sounds. Ask *What word do these sounds make?* Elicit *tin*. Draw attention to the example on the line. Ask the children to do the rest of the activity on their own. Prompt them to sound out the letters then write the word. You can ask the class to read all the words together first. Give one to one help to the children who need it.

Unit 4 Lesson 4

Trace. Then match the sentences and the pictures.

- Open an Activity Book at page 24 in front of the children. Point to the icons and say *We are going to trace and match*.
-  The children open their books at page 24. Ask the whole class to read the first sentence. Then ask individual children to read it. Ask the children to find the picture of *A hen in a bed*. Tell the children to trace the sentence then draw their attention to the example matching line. Use Horsey puppet to demonstrate if necessary. Let the children do the rest of the sentences on their own. Give one to one help to the children who need it.

Answers: 1 b, 2 a, 3 e, 4 f, 5 c, 6 d

Unit 4 Lesson 5

1 Trace the words.

2 Draw the missing food.

- Write the words *fish, grass, meat, leaves and bananas* on the board and read them to the children. Elicit which animals eat which food.
- Open an Activity Book at page 25 in front of the children. Point to the icons and say *We are going to trace and draw*.

- The children open their books at page 25. Ask them to point to the words in their books and read them. Ask the children to trace the words.
- Point to the giraffe and ask *What do giraffes eat?* Elicit *leaves*. Demonstrate drawing a simple leaf on the board and ask the children to draw the leaves for the giraffes to eat. Do the same with the rest of the animals.

Answers: 1 leaves, 2 bananas, 3 meat, 4 fish, 5 grass

Unit 4 Lesson 6

1 Write the words.

2 Colour the fish to make 14. Then say the numbers.

3 Find and trace the word for each picture.

- Open an Activity Book at page 26 in front of the children. Point to the icons and say *We are going to write, colour and say, find and trace*.
- The children open their books at page 26. Point to picture 1 and elicit *tiger*. Point to the letter *t* and say *Tiger starts with t. Can you find the word tiger above?* Ask a volunteer to point to the word. The other children find and point to the word in their books. Show the children how to complete the word. Elicit the rest of the words and let the children find them on their own in their books.

Answers: 1 tiger, 2 lion, 3 monkey

- Point to the fish. Tell the children that they should count and colour the 14 fish. Point to the fish and count with the children until you reach 14. Ask the children to colour the 14 fish.
- Point to the pin picture and elicit the word. Ask the children *Which one is pin?* The children point to the correct word in their books. Draw attention to the example. Let the children do the rest of the activity on their own. Give one to one help to the children who need it.

Unit 4 Lesson 1

Introduce number 13.

- Draw ten monkeys on the board and let the children count them. Elicit *ten*. Add one monkey at a time to review numbers 11 and 12. Draw three extra monkeys in total and say *How many have we got now? Thirteen!* Write number 13 on the board and let the children repeat *thirteen*. *How do we write thirteen? One and three. Say ten plus three make thirteen.* Count all the monkeys again from 1 to 13 a few times.
 - Write random numbers on the board and ask children to come up to the front to touch number 13.
 - Open a Maths Book at page 28 and ask the children to do the same. Point to number 13 and say *thirteen*. The children point in their books and repeat. Point to the sum and say *ten plus three make thirteen*. Ask the children to count the 13 monkeys in the tree.
- 1** Find 13 and colour.
- Point to the bananas. Ask the children to find the bananas that have number 13 in them and to colour them in.
- 2** Count and write.
- Remind the children of *enough* and *not enough*. Ask *If we've got 13 lions would 5 steaks be enough?* Elicit *no*.
 - Ask the children to count the lions and write number 13 in the box.
 - Point to row (a) and ask the children to count the bowls. Elicit *thirteen*. Ask *Are there enough for the lions? Yes!* Show the children where to trace the circle around the word *yes*. Do one more example 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 yes, b no, c yes, d no

3 Write.

- Point to the number line and ask the children to write the missing numbers.

Unit 4 Lesson 2

Introduce number 14.

- Draw ten penguins on the board and let the children count them. Elicit *ten*. Ask *What if I draw three more penguins?* Draw three more and ask *How many have we got now?* Elicit *thirteen*. Ask *What if I add one more? That's four more. How many have we got now?* Say *fourteen!* Write number 14 on the board and let the children repeat *fourteen*. *How do we write 14? One and four. Say ten plus four make fourteen.* Count all the penguins again from 1 to 14 a few times.
- Write random numbers on the board and ask children to come up to the front and touch number 14.
- Open a Maths Book at page 30 and ask the children to do the same. Point to number 14 and say *fourteen*. The children point in their books and repeat. Point to the sum and say *ten plus four make fourteen*. Ask the children to count the 14 penguins.

1 Find 14 and circle.

- Point to the picture and ask the children to find the fish that have number 14 on them and circle them.

2 Count and circle. Then write.

- Point to the giraffes and tell the children to count only the giraffes that have triangle patterns and write the number in the box in row (a). Then count the giraffes that have squares and write the number in the box in row (b). Ask the children to count all the giraffes and write the number in the box in row (c).

Answers: a 10, b 4, c 14

3 Write.

- Point to the number line on the giraffe's neck. Tell the children to write the missing numbers. Let the children do the activity on their own. Give one to one help to the children who need it.

Unit 4 Lesson 3

Introduce number 15.

- Draw ten tigers on the board and let the children count them. Elicit *ten*. Ask *What if I draw four more tigers?* Draw four more and ask *How many have we got now?* Elicit *fourteen*. Ask *What if I add one more?* *That's five more. How many have we got now?* Say *fifteen!* Write number 15 on the board and let the children repeat *fifteen*. *How do we write 15?* *One and five. Say ten plus five make fifteen.* Count all the tigers again from 1 to 15 a few times.
- Write random numbers on the board and ask children to come up to the front and touch number 15.
- Open a Maths Book at page 32 and ask the children to do the same. Point to number 15 and say *fifteen*. The children point in their books and repeat. Point to the sum and say *ten plus five make fifteen*. Ask the children to count the 15 tigers in the forest.

1 Find 15 and colour.

- Point to the steaks. Ask the children to find the ones that have number 15 on them and to colour them in.

2 Draw to make 15.

- Point to the tiger then point to the speech bubble. Read it to the children *I want 15 stripes!* Show the children how to draw the stripes by pointing to the example dotted stripe. Tell the children to count each one they draw until they reach 15.
- Let the children do both activities on their own. Give one to one help to the children who need it.

3 Count and write.

- Point to the elephants and tell the children to count only the elephants that have big ears and write the number in the box in row (a). Then count the elephants that have small ears and write the number in the box in row (b). Ask the children to count all the elephants and write the number in the box in row (c).

Answers: a 10, b 5, c 15

4 Draw.

- Point to the pattern on the elephant's body. Point to the shapes one by one saying *circle, triangle, circle ...* and elicit *triangle*. Tell the children to draw a triangle in the box to complete the pattern. Let the children do the other pattern on their own. Give one to one help to the children who need it.

Answers: triangle, circle

Unit 4 Lesson 4

1 Guess and circle. Then count and write.

- **game** Use an enlarged copy of page 34 to introduce this activity. Attach the photocopy on the board. Ask different children to guess the number of kangaroos. Make sure they are not counting; just let them look at the picture and guess which of the three numbers is correct. Ask the rest of the class what their guess is too. The children open their books at page 34. Ask them to circle the guessed number. Then allow them to count the kangaroos to check their guess. Do the same with the monkeys then let the children do the last one on their own. Some children will be tempted to count right away, but emphasise that they should not count in the guessing stage. You can play a similar game using real objects and really distinct numbers, e.g. 1/4/10 for four pencils. Make it very easy at first so the children do not feel the urge to count and have the confidence to estimate the number by just looking.

Answers: a 13, b 5, c 14

2 Count and circle.

- The children count ten plus three fish. Elicit *thirteen*. Ask the children to circle number 13 in their books. Do the same with the other rows.

Answers: a 13, b 14, c 15

3 Count and colour.

- Read through the colour code with the children. Do the first sum: ask *Ten plus three make?* and elicit *thirteen*. The children colour this section of the fish in the colour according to the code, i.e. red. The children do the other sums on their own. Go round helping as necessary.