



Unit 2

Beetles and butterflies

Main activities

drama game, poem, story, make butterflies, song, count and classify small animals, find a partner

Language and learning skills

- ◆ Following oral and written instructions
- ◆ Showing understanding through drama
- ◆ Understanding and reciting a poem
- ◆ Asking and talking about whether you are scared of small animals
- ◆ Asking and talking about quantity
- ◆ Classifying small animals according to the number of legs
- ◆ Listening to and acting out a story
- ◆ Singing a song with actions
- ◆ Asking and answering questions in a game

Cross-curricular content

Children learn that:

- ◆ small animals move different ways
- ◆ we can classify small animals by counting the number of legs they have got

Main language that children use

How many spiders? Three.

Are you scared of spiders?

Yes, (I am). No, (I'm not).

How old are you? (I'm) eight.

numbers 1-10

grasshopper, butterfly, snail, spider,

beetle, ladybird

run, walk, crawl, jump, fly

Main receptive language

small animal

nice, horrible

Count. Imagine. Make. Ask. Answer

Keep it a secret. Find a partner.

Danny wants to make friends.

cinema

Main recycled language

numbers 1-3, colours

What's your name? I'm ...

What colour is the ...?

Is it ...? Yes, (it is)./No, (it isn't).

Come and play with me.

Main attitudes

- ◆ Curiosity about small animals and the world of nature
- ◆ Interest in counting and classifying
- ◆ Awareness that English can be used to find out about things
- ◆ Willingness to co-operate in acting out a story
- ◆ Awareness of the importance of having time for other people
- ◆ Turn taking and respect for others

Flashcards

grasshopper (17), spider (18), ladybird (19), butterfly (20), snail (21), beetle (22) (Pre-teaching, PB4)

Other materials you will need

Cut out caterpillar for PB5 (See page 153)

Cut out

AB p71 Butterflies (PB7, PB8)

Extra Ideas Bank

See page 137

Unit 2
Beetles and butterflies

1 Listen and point.



2 Play a drama game.

eight

Pupil's Book page 8

Unit 2
Beetles and butterflies

3 Listen to the poem.

Beetles and butterflies

Beetles walk
Butterflies fly
Grasshoppers jump
Very high!
Ladybirds fly
Snails crawl
Spiders run
Up the wall!

4 Ask your friends.

Are you scared of spiders?
Yes, I am.

Are you scared of butterflies?
No, I'm not.

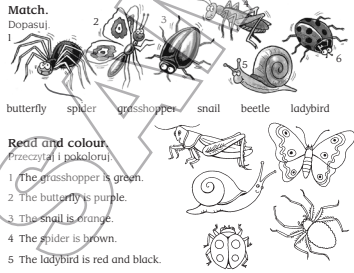
nine

Pupil's Book page 9

Unit 2
Beetles and butterflies

1 Match.

Dopasuj.



butterfly spider grasshopper snail beetle ladybird

2 Read and colour.

Przeznacz 1 kolor.

1 The grasshopper is green.
2 The butterfly is purple.
3 The snail is orange.
4 The spider is brown.
5 The ladybird is red and black.

3 Complete the chart.

Uzupelnij tabelkę.

Are you scared of ...? Tick (✓)

	spider	grasshopper	snail	beetle	ladybird
ME	Yes				
	No				
MY FRIEND	Yes				
	No				

six

Activity Book page 6

Initial evaluation and setting objectives

Draw a few simple small animals on the board e.g. a spider, a beetle and a snail. Say *Look at these small animals*. Use L1 to ask e.g. *Where can you see small animals like these? (In the country/garden.) What other small animals can you see there? (Butterflies, ladybirds etc.)* As the children call out the names of small animals in L1, repeat the names in English and then ask e.g. *What colour is a ladybird? Can it fly?* (miming this) and *Has it got legs?* (pointing to your own).

Pre-teaching

Note: If you do not have the flashcards, draw the small animals on separate pieces of paper.

1 Hold up the flashcard of the spider or the picture you have drawn and say *Look. What's this in English?* (A spider.) *Yes, it's a spider*. Repeat the new word several times and stick the flashcard of the spider on the board. Walk over to a different part of the classroom e.g. the door and do the same with another flashcard, eliciting the name from the children if possible. Repeat this until all the flashcards are on different walls.

2 Say the names of the small animals in turn and get the children to point to the correct flashcards.

3 Give the children instructions, demonstrating walk at first e.g. *Table 1. Maria, Ania, Dawid and Izabela. Walk to the butterfly. Good. Table 2. Walk to the ladybird. etc.*

Pupil's Book page 8

1 Listen and point.

1 Say Look at the picture. Use L1 where necessary to ask questions e.g. *Where are Danny, Molly and Ted?* (In the country.) *What can they see?* (A spider.) *Is Danny happy?* (No.) *What's the matter?* (He's scared.) Then say e.g. *Yes, he's scared.* (Mime the meaning of this.) *He can see a spider. He's scared of spiders. Listen and point to the pictures.* Play the recording.

1.9

Danny: *Aa-aa-ah!*

Molly: *Hey, Danny. What's the matter?*

Danny: *Look!*

Molly: *Oh, Danny, it's a spider. Are you scared of spiders?*

Danny: *Oh, yes, I am. They're h-h-h-horrible!*

Ted: *Oh, no, Danny, they're nice! And look here's a snail ... and a beetle ... and a ladybird.*

Danny: *Oh!*

Molly: *And ssh! Listen. It's a grasshopper!*

Danny: *O-oh!*

Ted: *And look over there. It's a butterfly.*

Danny: *O-Q-oh!*

Molly: *Are you scared now, Danny?*

Danny: *Er, no ... but, come on ... quick ... let's go.*

2 Ask the children *is Danny scared now?* (Yes.)

3 Play the recording again. Check comprehension by asking questions e.g. *What colour is the grasshopper?* (Green.) *What colour is the butterfly?* (Purple and yellow.)



Now turn to page 6 in the Activity Book and do Activity 1.

1 Match.

- 1 Read out the names of the animals. Children repeat after you and point to the corresponding words.
- 2 Children match the words with the pictures.

Key

2 butterfly; 3 beetle; 4 grasshopper; 5 snail; 6 ladybird.

Pupil's Book pages 8 and 9

2 Play a drama game.

- 1 Stick the flashcards of small animals on the board and get the children to name each one.
- 2 Point to the flashcard of the butterfly, say e.g. *Stand up! You are a butterfly. Fly.* and demonstrate this. After a few moments say *Stop!* Children freeze in their butterfly positions. Continue in the same way, demonstrating with different animals and actions: *You're a beetle. Walk./You're a spider. Run./You're a grasshopper. Jump./You're a ladybird. Fly./You're a snail. Crawl.*
- 3 Children take turns to mime the animals to the whole class in groups of three or four; others look and guess what it is e.g. *(You're a) spider.*

Note: If you do not wish all the class to stand up in stage 2, invite groups of children to do the mimes in turn.

3 Listen to the poem.

- 1 Books closed. Say *Listen to the poem. Which small animals are in the poem?* Play the recording once. Check the answer by getting children to call out the names.



1.10

Beetles walk
 Butterflies fly
 Grasshoppers jump
 Very high!

Ladybirds fly
 Snails crawl
 Spiders run
 Up the wall!

- 2 Say *Now listen to the poem again and do actions.* Demonstrate by using your hands and fingers e.g. two fingers 'walking' across the desk, fist tightly curled up 'crawling' along the desk like a snail, hands linked by thumbs and spread out like a butterfly etc. Play the recording again. Children listen and do the actions.
- 3 Books open. Play the recording again. Children follow.
- 4 Children practise saying the poem in pairs.



Now turn to page 6 in the Activity Book and do Activity 2.

1 Read and colour.

- 1 Read the sentences. Children follow the words with their index fingers as you read and join in if they wish.
- 2 Children read the sentences and colour the pictures.

Pupil's Book page 9

4 Ask your friends.

1 Stick the flashcard/picture of the spider on the board and say e.g. *Danny is scared of spiders. Are you scared of spiders? Let's find out. Let's ask ...* Children ask the question with you in chorus and get the named child to respond *Yes, (I am).* or *No, (I'm not).* Repeat several times, asking different children until the class can ask the question confidently.

2 Say *Now I want you to ask me questions.* Hold up the flashcards in tum and get the children to ask you in chorus e.g. *Are you scared of beetles?* and respond *Yes, I am./No, I'm not.*

3 Say *Now choose one small animal to ask your friends about.* Children move round the class, taking turns to ask and answer. Demonstrate with two or three children before they begin, e.g.

T: *Are you scared of beetles?*

P1: *No. Are you scared of spiders?*

T: *Yes, I am. Are you scared of beetles?*

P2: *Yes. Are you scared of ladybirds?* etc.

Note: If you want the children to remain seated, they can ask and answer each other's questions in groups.



Now turn to page 6 in the Activity Book and do Activity 3.

3 Complete the chart.

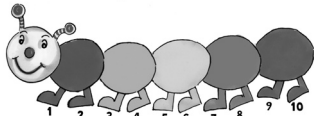
1 Point to the parts of the table labelled *Me* and *My friend*. Read the questions e.g. *Are you scared of spiders?* and then say *Write a tick in the 'Yes' or 'No' box next to 'Me' with your answers.* Demonstrate this on the board. Children complete the table with their answers.

2 Divide the class into pairs. Children take turns to ask each other questions and complete the part of the table for *My friend*. Demonstrate this with one child before they begin, e.g.

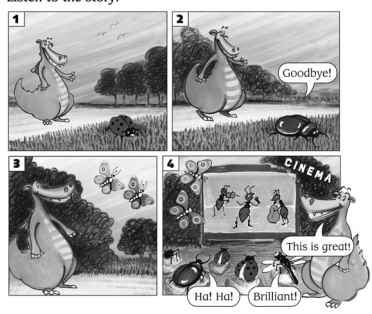
T: *Are you scared of spiders?* P: *Yes, (I am)./No, (I'm not).*

3 Children compare their answers.

5 Listen and count the legs.

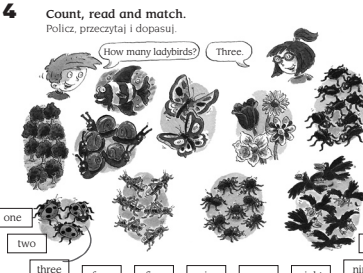


6 Listen to the story.

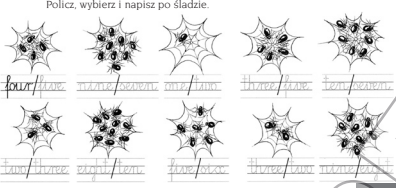


Pupil's Book page 10

4 Count, read and match.
Policz, przeczytaj i dopasuj.

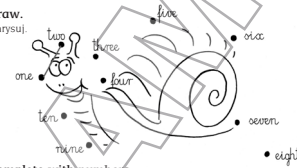


5 Count, choose and trace.
Policz, wybierz i napisz po śladzie.



Activity Book page 7

6 Draw.
Narysuj.




7 Complete with numbers.
Uzupełnij liczbami.

1 Snails have got legs. 4 Butterflies have got legs.
2 Ladybirds have got legs. 5 Spiders have got legs.
3 Beetles have got legs. 6 Grasshoppers have got legs.

8 Read, draw and colour.
Przeczytaj, narysuj i pokoloruj.

Billy:
Hello, I'm Billy Butterfly.
I'm green, red, yellow
and blue.
I've got six legs.



Activity Book page 8

Pupil's Book page 10

5 Listen and count the legs.

Note: Make the photocopyable cut out caterpillar on page 153 before doing this activity. If you don't have this ready, start at stage 2.

1 Books closed. Fold the caterpillar's legs up behind the body so that none are visible. Show the children the caterpillar and say *Look. This is Cathy Caterpillar. Cathy has got no legs. Now look* (fold down one leg). *Cathy has got one leg. And now look* (fold down another leg). *Cathy has got two legs.* Repeat the procedure for all ten legs.

2 Say *Open your books. Look at Cathy Caterpillar. What colour is Cathy?* (Red, blue, yellow, green, orange.) *Listen and count her legs.* Play the recording. Children point to the legs as they listen.



1.11

Hello, I'm Cathy Caterpillar. I'm a big, fat caterpillar. I'm red, blue, yellow, green and orange. And look! I've got ten legs. Can you count my legs with me? Ready? One... two... three... four... five... six... seven... eight... nine... ten!

3 Play the recording again. Children listen, point and count out loud.

4 Hold up the caterpillar cut out with different numbers of legs visible and ask *How many legs?* Children call out the number or count with you. (If you aren't using the cut out caterpillar, you can draw one

on the board and draw different numbers of legs before asking the question each time.)



Now turn to pages 7 and 8 in the Activity Book and do Activities 4, 5, 6, 7, and 8.

4 Look, read and match.

- 1 Ask questions about all the pictures as in the example, *How many ladybirds?* (Three).
- 2 Get the children to ask you questions in chorus and then to practise asking each other in pairs.
- 3 Draw attention to the written form of the numbers in the boxes. Children match the numbers and pictures.
- 4 Children check their answers in pairs and then with the whole class.

Key

Three ladybirds; seven birds; one fish; five snails; six grasshoppers; four flowers; nine beetles; ten trees; two butterflies; eight spiders.

5 Count, choose and trace.

- 1 Read the numbers with the children.
- 2 Make the children count the spiders in the first picture. Ask *How many spiders?* Children call out *Four*.
- 3 Explain in LI that children have to choose and trace one of the two numbers under each picture.
- 4 Children check their answers in pairs and then with the whole class.



Key

nine; one; five; seven;
three; ten; six; two; eight

6 Draw.

- 1 Make sure that children know the order of the written numbers.
- 2 Children trace the route from one number to the other with their index fingers and then draw the lines.
- 3 Ask the children to name the animal they have drawn.

7 Complete with numbers.

- 1 Read out the sentences, prompting the children to say the correct number *Ladybirds have got ... (Six) ... legs.*
- 2 Children complete the sentences with the right numbers.
- 3 Children check their answers in pairs and then with the whole class.

Key

2 - 6; 3 - 6; 4 - 6; 5 - 8; 6 - 6.

8 Read, draw and colour.

- 1 Read the description with the children. Make sure they recognize the names of the colours.
- 2 Children colour the butterfly and draw the right number of legs (six).
- 3 This activity can be assigned as homework.

Pupil's Book page 10

6 Listen to the story.

- 1 Say *Look at the pictures. Danny wants to make friends. Who does he talk to? (A ladybird, a beetle and two butterflies.) Where does he go? (The cinema.)* (Children will say *cinema* in L1 but you can remodel it in English.)
- 2 Tell the story or play the recording. Children listen and point to the pictures. At the end of the story ask *Is Danny happy now? (Yes.)* Then ask *Why?* and elicit the answer which you will need to remodel in English. (*He's at the cinema with two friends.*)



1.12

Picture 1

Narrator: *Danny wants to make friends. He sees a ladybird.*

Danny: *Hello. What's your name?*

Ladybird: *I'm Sally.*

Danny: *How old are you?*

Ladybird: *I'm eight.*

Danny: *Come and play with me.*

Ladybird: *Sorry. Not now. I'm going to the cinema. Goodbye.*

Picture 2

Narrator: *Danny is sad. Then he sees a beetle.*

Danny: *Hello. What's your name?*

Beetle: *I'm Ben.*

Danny: *How old are you?*

Beetle: *I'm seven.*

Danny: *Come and play with me.*

Beetle: *Sorry. Not now. I'm going to the cinema. Goodbye.*

Picture 3

Narrator: *Danny is sad. Then he sees two butterflies.*

Danny: *Hello. What's your name?*

Female butterfly: *I'm Lucy.*

Male butterfly: *And I'm Lee.*

Danny: *How old are you?*

Female butterfly: *I'm nine.*

Male butterfly: *And I'm nine. What's your name?*

Danny: *I'm Danny.*

Female butterfly: *Come to the cinema!*

Danny: *The cinema?! Oh, yes. Thank you.*

Picture 4

Narrator: *Look, there's the Ladybird and the beetle. But Danny's happy now. He's with two friends.*

Danny: *This is great!*

3 Tell the story again. This time pause at certain points and encourage the children to call out the missing words or complete the sentences e.g. *He sees a ... (ladybird.) Hello. What's ... (your name?)* etc.

4 Choose five children to come to the front of the class and act out the story as you tell it. Encourage the whole class to join in, saying the dialogues as you do this.

5 Divide the class into groups of five. Children choose roles and practise acting out the story in their groups. Some groups can then take turns to act out the story to the rest of the class.

6 Use L1 to ask children what we can learn from the story e.g. *it's nice when people are friendly to you when you don't know anyone or when, for example, you are in a new class at school.*

7 Make two butterflies. (Activity Book page 71)



8 Sing a song.

1.13 Two little butterflies

Two little butterflies
Sitting in a tree
One named Lucy
One named Lee

Fly away, Lucy!
Fly away, Lee!
Come back, Lucy!
Come back, Lee!

Two little butterflies
Sitting in a tree
One named Lucy
One named Lee

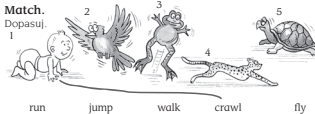


Pupil's Book page 11

9 Find a partner. Znajdź parę.

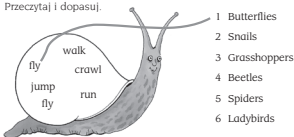


10 Match. Dopasuj.



run jump walk crawl fly

11 Read and match. Przeczytaj i dopasuj.



- 1 Butterflies
- 2 Snails
- 3 Grasshoppers
- 4 Beetles
- 5 Spiders
- 6 Ladybirds

Unit 2 is

nine

Activity Book page 9

Now turn to page 9 in the Activity Book and do Activity 9.

9 Find a partner.

1 Say *Imagine you're a small animal, for example a spider, a butterfly, or a beetle!* Draw children's attention to the example dialogue.

2 Now children choose a name and age for themselves.

3 Say *Now ask questions and find a partner.*

Demonstrate the game with two or three children at the front of the class, e.g.

P1: *What's your name?*

P2: *(I'm) Marta Ladybird. What's your name?*

P1: *(I'm) Ania Ladybird. How old are you?*

P2: *(I'm) seven. How old are you?*

P1: *(I'm) eight.*

4 Children move around the class asking each other questions until they find a partner who has chosen the same animal and age as themselves.

Note: If you want the children to remain seated, they can ask and answer the questions in groups.

Pupil's Book page 11

7 Make two butterflies.

1 Say *Look. We're going to make Lucy and Lee, the two butterflies in the story.* Show the children the butterflies you have made and how they fly on your fingers.

2 Point to the pictures of things needed to make the butterflies and say the words. Then say *Look at page 71 in your Activity Book.*

3 Children cut out, colour and stick the butterflies.

8 Sing a song.

1 Say *Put the butterflies on your fingers and hold them up like this. Now listen to the song. Play the recording. Do the following actions with your butterflies and encourage the children to copy you.*



1.13

Two little butterflies

Two little butterflies

Sitting in a tree

(Move both index fingers up and down.)

One named Lucy

(Butterfly on right finger 'flies' forward and back.)

One named Lee

(Butterfly on left finger 'flies' forward and back.)

Fly away, Lucy!

(Butterfly on right finger 'flies' in a large semi-circle and disappears behind your back.)

Fly away, Lee!

(Butterfly on left finger does the same.)

Come back, Lucy!

(Butterfly on right finger 'flies' out from behind your back.)

Come back, Lee!

(Butterfly on left finger does the same.)

Two little butterflies (Repeat actions as above.)

Sitting in a tree

One named Lucy

One named Lee

2 Play the recording again. Children sing the song and do the actions.

Optional extra: In pairs, children invent and act out a simple roleplay using the butterflies they have made e.g. *Hello, what's your name? I'm ... etc.*

 **Now turn to page 9 in the Activity Book and do Activities 10 and 11.**

10 Match.

- 1 Say *Look at the pictures. Match them with the words.*
- 2 Children check their answers in pairs and then with the whole class.

Key

2 fly; 3 jump; 4 run; 5 walk.

11 Read and match.

- 1 Read out the names of the animals. Children say the corresponding action verbs *Butterflies ... (fly!)*
- 2 Children draw lines to match the nouns with the verbs.
- 3 Ask the children to mime the actions.
Fly like a butterfly! (Children mime flying)

Key

- 2 Snails crawl.
- 3 Grasshoppers jump.
- 4 Beetles walk.
- 5 Spiders run.
- 6 Ladybirds fly.

Picture Dictionary Page

Children turn to page 59 in the Activity Book and stick on the Picture Dictionary stickers for this unit. See page 27 for additional activities to do using the Picture Dictionary.

Reflection time

1) Self-evaluation

1 Children look at the work they have done in this unit. Elicit their ideas about what they have learnt and what they can now do and say in English, e.g.

talk about small animals
count to ten
classify small animals
say the poem
act out the story
sing *Two little butterflies*

2 Give out a copy of the self-evaluation sheet for Unit 2 to each child. Remind them of the meaning of the symbols if necessary. Children work individually and complete the self-evaluation sheet.

3 Collect in the self-evaluation sheets. Read through them and note any points to review or talk about either with the whole class, or with individual children at the start of the next lesson. If you are keeping a Profile for each child (see page 143), keep the completed self-evaluation sheets here.

2) Evaluation of the unit

1 Draw children's attention to the incomplete picture of a face at the end of Unit 2 in the Activity Book. Tell the children to draw a mouth on the face to express their opinion about the unit.

2 Children individually complete the face for Unit 2.

3 Use L1 to discuss with the children their reasons for the faces they have drawn. You can do this either individually or with the whole class.