

















1 The dragon

Unit objectives

- Identify and respond to new vocabulary. 
- Listen to and join in with a song. 
- Listen and respond to a story. 
- Phonics: practise and respond to the /f/ sound. 
- Identify and respond to the concepts of *big* and *small*. 
- My world: personal hygiene.   
- Recognise colours. 
- Recognise and understand the concept of numbers.  
- Emotional intelligence: appreciate that we are all special and unique.   
- My English Dossier: show understanding of vocabulary through a sticker activity.  

Main criteria for evaluation

Children should:

- recognise and respond to new vocabulary via mime, gesture, etc.
- demonstrate an understanding of the story.
- attempt to produce the /f/ sound correctly while saying the tongue twister.
- attempt to show personal autonomy when getting washed and brushing their hair and teeth.
- identify colours.
- understand the concept of numbers.
- respond appropriately to activity instructions.
- understand the concepts of *big* and *small*.
- show confidence in the face of activities which require concentration.

Language focus

Key language

Face, eyes, ears, nose, mouth, hair

Big, small

Wash your face, brush your hair, brush your teeth, wash your hands

Numbers 7–10

Recycled language

Hello / bye-bye

Colours

Body

Numbers 1-6

Big, small

Happy, sad

Receptive language

Telescope

This is (my) ...

I've / You've / It's got ...

Look, listen, sniff, munch, swish

Who is it?

Here's ...

I can see ...

Where are we?

Dragon

Where?

Over there!

I'm / We're scared!

We're safe!

Do your magic!

Is it body or face?

I'm ...

I can fly.

Can you ...?

... jumps on board like this.

Pirate ship

How many ... can you

see?

Clap, hop, jump, touch

Please

What's the missing

number?

Stick the stickers.

Classroom language

Let's see / listen / sing / play / follow / go ...

Show me ...

Be quiet!

Tiptoe

Point to ...

Trace ...

Look!

Match ...

Find ...

Draw ...

Circle ...

Colour ...

Count

Say

Run

Stop!

Listen

Yes! / No!

Sit down! Stand up!

Hands up!

Listen to me!

Close / Open your eyes

Arms out!

Turn around!

Stick on ...

Very good! Well done!

How many ...?

What's this? / What are

these!

That's right.

Is it ...?

Is that right?

Who's got ...?

What colour is ...?

Where's ...?

Do you want to ...?



Phonics

Practise and respond to the /f/ sound.



My world





Personal hygiene – how to wash your face/hands and brush your teeth/hair.







Emotional intelligence

Appreciate that we are all special and unique.

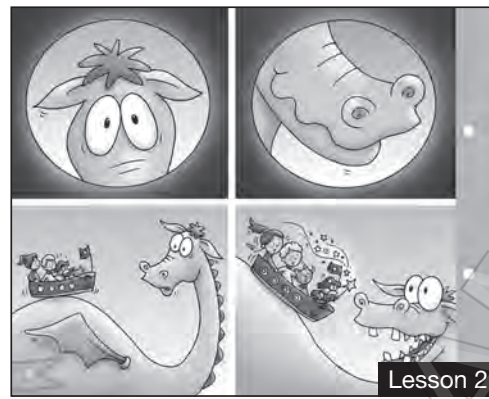
Basic competences key

-  Competence in linguistic communication
-  Mathematical competence
-  Competence in knowledge of and interaction with the physical world
-  Competence in processing information and use of ICT

-  Competence in social skills and citizenship
-  Artistic and cultural competence
-  Learning to learn
-  Autonomy and personal initiative



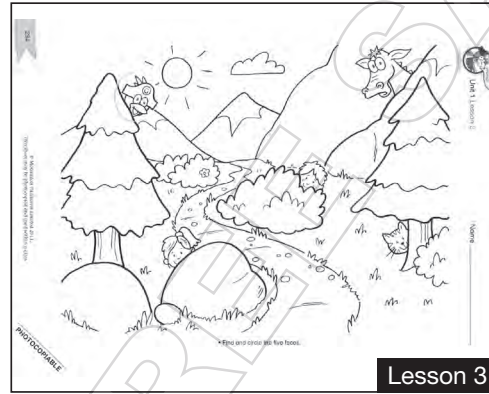
Lesson 1



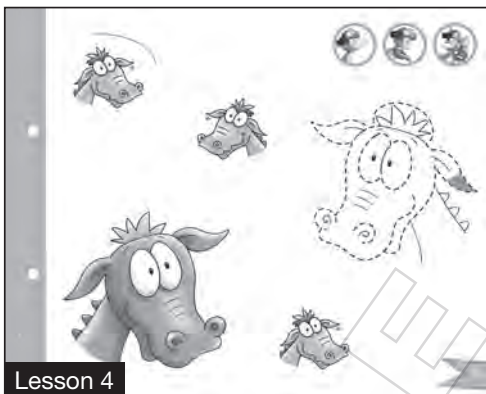
Lesson 2



Lesson 2



Lesson 3



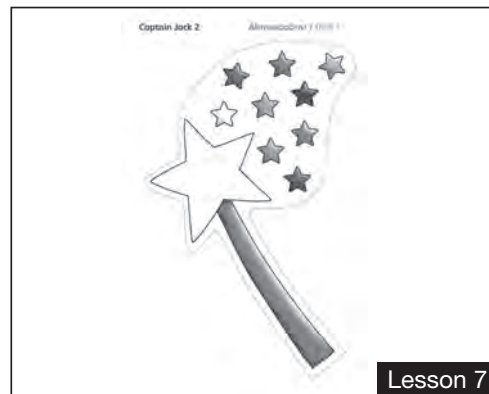
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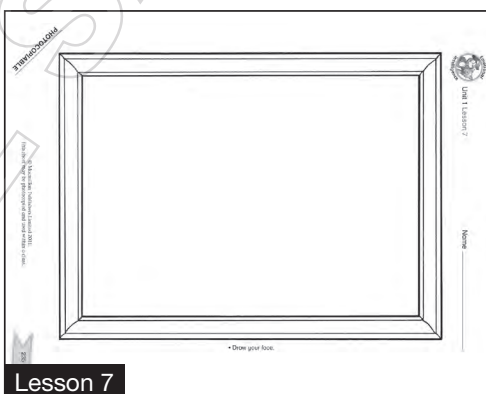
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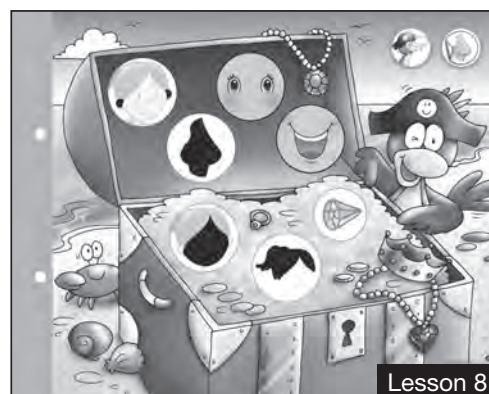
Lesson 6



Lesson 7



Lesson 7



Lesson 8

1 The dragon

Lesson 1



Learning objectives

- Identify and respond to face parts vocabulary.
- Listen to and join in with *The face song*.

Language focus

Key vocabulary

- *Face, eyes, ears, nose, mouth, hair*

Receptive language

- *Telescope* • *Touch*
- *This is my ...* • *I've got ...*
- *Look, listen, sniff, munch, swish* • *Who is it?*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *face, eyes, ears, nose, mouth, hair*
- Green crayons



At-a-glance lesson plan

Getting ready

- Put the puppet and flashcards in the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Play *Abracadabra! What's in the treasure chest?* C1 C6
- 3 Play *The pirate dance!* (CD 1 track 19) C1 C6
- 4 Play *Captain Jack says touch your nose!* (Optional activity) C1
- 5 Play *Echo to silence!* C1
- 6 Sing *The face song*. (CD 1 track 20) C1 C6

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Trace the face parts. (Pupil's Book page 5) C1 C6 C7 C8
- 9 Play *Let's listen and point!* (CD 1 track 20) C1 C6
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Get them to chant *Captain Jack!* Take the puppet from the treasure chest, put him on and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Sing the song and do the actions. (See *Abracadabra!* Lesson 1, Activity 2 for the audio script).

2 Play *Abracadabra! What's in the treasure chest?*

- Put on the puppet. Get Captain Jack to fly around in excitement. Mime waving a wand over the treasure chest and get Captain Jack to say **Abracadabra, 1, 2, 3! What's in the treasure chest? Let's see!**
- Take out the face flashcards one by one and say the words. Encourage the children to repeat the words and point to the feature on their own face as they say each word.

3 Play *The pirate dance!* (CD 1 track 19)

- Say **Captain Jack has a magic wand. He also has a ...** Elicit *telescope* from the children. Say **That's right! A telescope!** Pretend to put a telescope to your eye and say **Show me your telescopes!**
- Stick the face flashcards around the class. Play the CD. Encourage the children to dance on the spot or around the class. Pause the CD when the children hear eyes and encourage them to mime holding a telescope as they focus on the eyes flashcard.
- Repeat with the rest of the face flashcards.
- Play the CD again and encourage the children to touch the feature on their own faces, etc. when they hear the corresponding word.



The pirate dance!

Face ... eyes ... ears ... nose ... mouth ... hair
Face ... eyes ... ears ... nose ... mouth ... hair

4 Play *Captain Jack says touch your nose!*

Optional activity

- Put on the puppet. Make Captain Jack say **Pirates! Do you want to play?** Encourage the children to say **Yes!** Say **Captain Jack says touch your nose!** Do the action and encourage the children to repeat it after you.
- Repeat with *face, eyes, ears, mouth* and *hair*.
- When the children are confident, explain that if you don't say **Captain Jack says**, they shouldn't do the action and they should fold their arms.
- Continue the game until the children are confident.

5 Play *Echo to silence!*

- Choose a child to come to the front of the class using *The hands up chant* (see Introduction page 20).
- Point to the volunteer's face. Get Captain Jack to say **Face!** Encourage the children to say *Face!* and point to their own faces.
- Get Jack to say **Face** quieter than the children and then get the children to say *Face* quieter than Jack. Repeat each time, getting quieter and quieter until the children are mouthing the word in silence.

- Repeat with *eyes, ears, mouth, nose* and *hair* and with different volunteers.

6 Sing *The face song*. (CD 1 track 20)

- Say **Let's sing a song! Let's sing *The face song*.**
- Stick the flashcards around the classroom. Play the CD and encourage the children to listen and point to the correct flashcards as they are mentioned.
- Play the song again and do the actions. Encourage the children to do the same.
- Play the song again. Encourage the children to sing along and do the actions.



The face song

This is my face! (Point to your face.)

This is my face! (Point to your face.)

I've got eyes (Point to your eyes.)

Look, look, look! (Shade your eyes with your hand and look around.)

I've got ears (Point to your ears.)

Listen, listen, listen! (Cup your hands around your ears.)

I've got a nose (Point to your nose.)

Sniff, sniff, sniff! (Sniff.)

I've got a mouth (Point to your mouth.)

Munch, munch, munch! (Mime eating.)

I've got hair (Point to your hair.)

Swish, swish, swish! (Move your head from side to side to make your hair swish.)

Transition time

7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

Table time

8 Trace the face parts. (Pupil's Book page 5)

- Give out the pencils and green crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to Katie's eyes and say **What are these?** Encourage the children to say *Eyes!* Say **Yes! That's right.** Say **Point to Katie's eyes** and encourage the children to point to Katie's eyes on the worksheet.
- Say **Trace the eyes.** Hold up your pencil and pretend to trace Katie's eyes. Encourage the children to copy.
- Repeat with *ears, nose, mouth, hair* and *face*.

Fast finishers Colour the background green.

9 Play *Let's listen and point!* (CD 1 track 20)

- Say **Let's listen to *The face song*.** Play the CD and encourage the children to join in and point to Katie's face parts on their worksheet as they hear them in the song.

10 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script).

Extra activities

1 Play *Point and say!*

- Put the face flashcards into the treasure chest.
- Choose a volunteer using *The hands up chant* (see Introduction page 20). Ask the child to take a flashcard from the treasure chest without showing it to the rest of the class.
- Ask the volunteer to point to their face to indicate the face part on the flashcard. The rest of the class say the correct word and point to the corresponding part of their face.
- Repeat with the other face flashcards and different volunteers.

2 Play *Is it ...?*

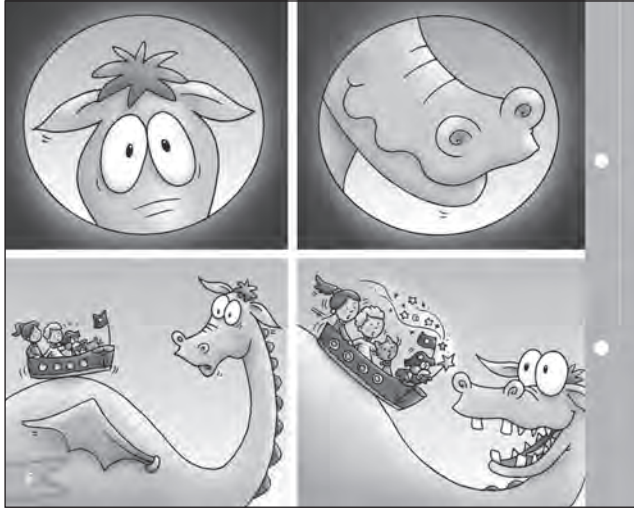
- Put the face flashcards into the treasure chest, naming them one by one with the children as you do this.
- Take a flashcard out of the treasure chest without looking at it. Hold it above your head for the children to see.
- Say **Is it ... ears?** Encourage the children to say *Yes!* or *No!* Continue to ask questions until the correct answer is found.
- Repeat the game with the rest of the flashcards.

3 Play *The pirate blindfold game*.

- Choose a volunteer using *The hands up chant* (see Introduction page 20). Blindfold the child and turn them around two or three times. Say **One, two, three!** Encourage the children to join in.
- Lead the volunteer to another child in the class. Say **Touch the face** and encourage the child to gently touch the other child's face. Say **Who is it?** If they guess correctly, say **Yes! It's David!** If they guess incorrectly, let them guess again.
- Repeat with different volunteers and face parts.

1 The dragon

Lesson 2



Learning objectives

- Listen and respond to a story.
- Listen to and join in with *The story song*.

Language focus

Key vocabulary

- *Face, eyes, ears, nose, mouth, hair*
- *Big, green*

Receptive language

- *I can see ...* • *Where are we?*
- *Dragon* • *Where?*
- *Over there!* • *I'm / We're scared!*
- *We're safe!* • *Do your magic!*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *face, eyes, ears, nose, mouth, hair, telescope*
- *Captain Jack 2 Flip over Book*

At-a-glance lesson plan

Getting ready

- Put the telescope flashcard in the treasure chest. Have the puppet and the face flashcards ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Sing *The face song*. (CD 1 track 21) (Optional activity) C1 C6
- 3 Play *What's behind the Flip over Book?* C1
- 4 Play *Let's go on a treasure hunt!* (Flip over Book page 3) C1
- 5 Say *The story time chant*. (CD 1 track 22) C1 C5 C6
- 6 Listen to *The dragon story*. (CD 1 tracks 23 & 24) (Flip over Book pages 4-15) C1 C6

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Point to the face parts. Match the dragon's face to the face parts. (Pupil's Book page 7) C1 C7 C8
- 9 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abacadabra!* Lesson 1, Activity 2 for the audio script).

2 Sing *The face song*. (CD 1 track 21)

Optional activity

- Put on the puppet. Get Captain Jack to say **Let's sing *The face song!* Stand up, pirates!**
- Play the karaoke version of *The face song*. Encourage the children to do the actions and sing the song. (See Lesson 1, Activity 6 for the audio script.)
- Get Captain Jack to congratulate the children at the end of the song and say **Very good, pirates! Well done!** Then get him to say **Sit down, pirates!**

3 Play *What's behind the Flip over Book?*

- Show the face flashcards and encourage the children to name them.
- Hide the flashcards behind the Flip over Book. Reveal the eyes flashcard slowly. Encourage the children to guess the flashcard and say *Eyes!* Encourage the children to touch their eyes.
- Repeat with the other flashcards and encourage the children to touch the correct part of their face each time.

4 Play *Let's go on a treasure hunt!* (Flip over Book page 3)

- Put on the puppet. Point to the top of the map at the beginning of the Flip over Book and say **Look! It's Captain Jack's treasure hunt!** Get Captain Jack to fly around in excitement.
- Say **Let's follow the green path!** Walk your fingers along the green path. Stop at the six face parts along the green path and encourage the children to name them.

- Point to the treasure chest at the end of the path. Get Captain Jack to say **I can see the treasure! Shall we see what the treasure is today?** Get him to chant **Abacadabra, 1, 2, 3! What's in the treasure chest? Let's see!**, encouraging the children to join in. Take the treasure flashcard for this unit out of the treasure chest (the telescope flashcard). Show it to the children. Say **Look! A telescope for you and me!** Point to the telescope. Say **Telescope!** and mime putting a telescope to your eye and looking around.

- Encourage the children to repeat the word and mime several times. Get Captain Jack to say **Today the story is about my telescope!**

5 Say *The story time chant*. (CD 1 track 22)

- Say **It's story time** and open the palms of your hands as if opening a book. Say the chant and do the actions. Encourage the children to join in.



The story time chant

Look! Look! Look! (Point to your eyes.)

Listen! Listen! Listen! (Cup your hands round your ears.)

It's story time! (Open palms of your hands as if reading a book.)

It's story time! (Open palms of your hands as if reading a book.)

Sssh! Sssh! Sssh! (Put your finger to your lips.)

6 Listen to *The dragon story*. (CD 1 tracks 23 & 24) (Flip over Book pages 4-15)

- Say **Let's listen to the story**. Read the story aloud or play the CD. Point to the pictures in the Flip over Book and mime. Encourage the children to listen and look at the pictures. Then read the story aloud or play it on the CD a second time. Encourage the children to join in and do the actions. Encourage them to say *hair, ears, eyes, nose, mouth* and *face* when these words are mentioned in the story.
- At the end of the story, encourage the children to listen to *The story song* and move to the music.



The dragon story

Frame 1

Narrator: *Here's Katie, Danny, Fluffy and Captain Jack.*

All: *Where are we?* (Shade your eyes with your hand and look around.)

Katie and Danny: *It's very green here!*

Fluffy: *Miaow!*

Frame 2

Captain Jack: *I can see green hair.* (Mime looking through a telescope.)

Danny: *Green hair? I'm scared!* (Cover your hair with your hand.)

Captain Jack: *I can see two big ears.* (Mime looking through a telescope.)

Katie: *Two big ears? I'm scared!* (Put your open hands behind your ears.)

Captain Jack: *I can see two big eyes.* (Mime looking through a telescope.)

Danny: *Two big eyes? I'm scared!* (Make big circles round your eyes with your fingers.)

Frame 3

Captain Jack: *I can see a big nose.* (Mime looking through a telescope.)

Katie: *A big nose? I'm scared!* (Make a big circle round your nose with your finger.)

Captain Jack: *I can see a big mouth.* (Mime looking through a telescope.)

Danny: *A big mouth? I'm scared!* (Make a big circle round your mouth with your finger.)

Frame 4

Captain Jack: *I can see a green face ... a dragon's face!* (Mime looking through a telescope.)

Katie and Danny: *Where?* (Shade your eyes with your hand and look around.)

Captain Jack: *Over there!* (Hold your arm out and point in the distance.)

All: *We're scared! Help!* (Mime being scared.)

Frame 5

Katie and Danny: *Captain Jack! Do your magic! Quick! Quick!* (Point to Captain Jack.)

Captain Jack: *Abacadabra! 1,2,3!* (Mime waving a wand and point it three times.)

Frame 6

Katie and Danny: *We're safe. Well done! Yippee!* (Put your hands in the air.)

Dragon: *Huh?*



The story song

Green, green hair! (Point to your hair.)

Where? Where? Where? (Shade your eyes with your hand and look around.)

Over there! Over there! (Hold your arm out and point in the distance.)

I'm scared, scared, scared. (Put your hands up in shock.)

Big, big ears! (Cover your ears with your hands.)

Where? Where? Where? (Shade your eyes with your hand and look around.)

Over there! Over there! (Hold your arm out and point in the distance.)

I'm scared, scared, scared. (Put your hands up in shock.)

Big, big eyes! (Make large circles round your eyes with your fingers.)

Where? Where? Where? (Shade your eyes with your hand and look around.)

Over there! Over there! (Hold your arms out and point in the distance.)

I'm scared, scared, scared. (Put your hands up in shock.)

Big, big nose! (Make a large circle round your nose with your finger.)

Where? Where? Where? (Shade your eyes with your hand and look around.)

Over there! Over there! (Hold your arm out and point in the distance.)

I'm scared, scared, scared. (Put your hands up in shock.)

Big, big mouth! (Point to your mouth.)
Where? Where? Where? (Shade your eyes with your hand and look around.)
Over there! Over there! (Hold your arm out and point in the distance.)
I'm scared, scared, scared. (Put your hands up in shock.)
Green, green face! (Point to your face.)
Where? Where? Where? (Shade your eyes with your hand and look around.)
Over there! Over there! (Hold your arm out and point in the distance.)
I'm scared, scared, scared. (Put your hands up in shock.)

Transition time

7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

Table time

8 Point to the face parts. Match the dragon's face to the face parts. (Pupil's Book page 7)

- Give out the pencils. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to the dragon on your worksheet. Say **Look! It's the dragon!**
- Point to the small face parts on the right. Say **Point to the dragon's hair.** Encourage the children to say *Hair!* as they point. Repeat for the dragon's ear, eye and nose.
- Point to the first face part on the right hand side of the page. Say **What's this?** Encourage the children to say *Hair!* Say **Find the dragon's hair** and encourage the children to find and point to the dragon's hair on the main picture.
- Hold up your pencil and say **Draw a line!** Demonstrate this by pretending to draw a line from the dragon's hair on the main picture to the small picture of hair on the right.
- Repeat in the same way with the *ear, eye* and *nose*.

9 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Play *Jack's matching game*.

- Ask the children to name the face flashcards.
- Put on the puppet. Hold up a flashcard and get Captain Jack to say **Eyes!** If this corresponds to the flashcard, encourage the children to say *Yes!* and repeat the word. If what Captain Jack says and the flashcards do not match, encourage the children to say *No!*
- Repeat the activity with the rest of the flashcards.

2 Play *Touch your nose!*

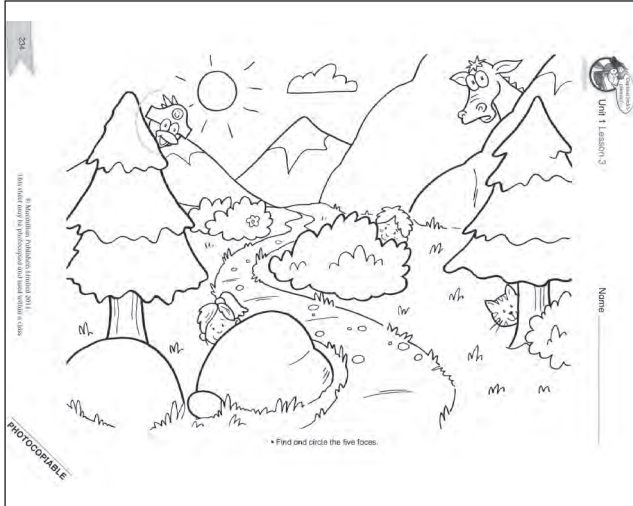
- Say **Pirates! Do you want to play?** Encourage the children to say *Yes!*
- Get Captain Jack to say **Touch your nose!** Demonstrate this and encourage the children to touch their noses. Repeat with *face, eyes, ears* and *hair*.
- When the children are confident, speed up the activity.

3 Play *Pass the treasure chest!* (CD 1 track 16)

- Put the face flashcards in the treasure chest, encouraging the children to name them as you do this. Play the pirate music and encourage the children to pass around the treasure chest.
- Stop the music and encourage the child with the treasure chest to take out a flashcard and show it to the class. Put on the puppet and get Captain Jack to say **What is it?** Encourage the children to give the answer and point to the correct part of their face.
- Repeat with the rest of the flashcards.

1 The dragon

Lesson 3



Learning objectives

- Phonics: practise and respond to the /f/ sound.

Language focus

Key vocabulary

- Face, eyes, ears, nose, mouth, hair
- Five, faces

Receptive language

- I can see ...
- Swish, listen, look, munch, sniff
- Is it body or face?

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: face, eyes, ears, nose, mouth, hair (head, legs, toes, tummy, arms, hands) flashcards from Captain Jack 1)
- Teacher's Notes Photocopiable Resources: flashcards numbers 1-5, Unit 1 phonics worksheet, pencils and crayons



At-a-glance lesson plan

Getting ready

- Prepare the number flashcards. Put the ears, eyes, nose, mouth and hair flashcards and number flashcards in the treasure chest. Have the puppet and the face flashcard ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) (C1 C5 C6)
- 2 Play *Lucky dip with the treasure chest!* (C1)
- 3 Mime and say. (Optional activity) (C1 C5)
- 4 Sing *The story song*. (CD 1 track 24) (C1)
- 5 Play *Captain Jack's phonics!* (CD 1 tracks 25 & 26) (C1)

Transition time

- 6 Say *The transition chant*. (CD 1 track 13) (C1 C5 C6)

Table time

- 7 Find the five faces. (Teacher's Notes page 234) (C1 C7 C5)
- 8 Play *Let's listen and point!* (CD 1 track 26) (C1 C6)
- 9 Sing the *Bye-bye song 1*. (CD 1 track 15) (C1 C5 C6)

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abracadabra!* Lesson 1, Activity 2 for the audio script).

2 Play *Lucky dip with the treasure chest!*

- Put on the puppet. Get Captain Jack to say **Pirates! Do you want to see my treasure?** Encourage the children to say *Yes!* Choose a volunteer to play the game using *The hands up chant* (see Introduction page 20). Encourage the volunteer to close their eyes, take a flashcard out of the treasure chest and show it to the rest of the class.
- Get Captain Jack to say **What's this?** Encourage the class to say, for example *Eyes!* Say **Very good!** Shade your eyes with your hand and say **Look, look, look!** Encourage the children to copy the mime and say the words. Encourage the volunteer to put the flashcard back into the treasure chest.
- Play the game with different volunteers until all the face flashcards have been revealed. Do an appropriate mime and say appropriate words for each one: *Listen, listen, listen!* (cup your hands round your ears), *Sniff, sniff, sniff!* (sniff), *Munch, munch, munch!* (mime eating) and *Swish, swish, swish!* (move your head from side to side).

3 Mime and say. **Optional activity**

- Move your head from side to side, say **Swish, swish, swish!** and encourage the children to join in with the action words. Then repeat the mime without the words and encourage the children to repeat the words. Mime the other actions (shade your eyes with your hands, cup your hands round your ears, sniff, mime eating) and encourage the children to say the action words.

4 Sing *The story song*. (CD 1 track 24)

- Before singing *The story song* you may wish to revisit the story as outlined in Lesson 2 Activity 6.
- Play the song and do the actions. Encourage the children to do the same.
- Play the song again. Encourage the children to stand up, sing along and do the actions. (See Lesson 2, Activity 6, for the audio script)

5 Play *Captain Jack's phonics!* (CD 1 tracks 25 & 26)

- Show the children the number flashcards 1-5. Encourage them to say the numbers as you do this. Count on your fingers as they say each number. Encourage the children to count on their fingers too.
- Show the children the five and face flashcards and encourage them to name them. Flash the flashcards at the children and ask them to name them. Speed up the process as the children get more confident. Repeat the words after the children, exaggerating the /f/.

- Stick the flashcards on opposite sides of the board. Play *Five faces!* The children dance to the music. Pause the CD when either word is spoken. The children point to the relevant flashcard and do actions (hold up five fingers and point to the faces of five children).



Five faces!

Five ... faces ... five ... faces ... five ... faces ... five ... faces

- Play *The five faces tongue twister* and encourage the children to listen. Play it a second time and say the tongue twister and do the actions. Encourage the children to join in.



The five faces tongue twister

I can see five faces, faces, faces, faces, faces!

I can see five faces, faces, faces, faces, faces!

Transition time

6 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

Table time

7 Find the five faces. (Teacher's Notes page 234)

- Give out the photocopiable worksheets, pencils and crayons.
- Hold up the worksheet. Say **Where are Captain Jack, Fluffy, Katie, Danny and the dragon? I can see five faces. Can you?**
- Say **Find Captain Jack!** When most of the children have found Captain Jack's face, show them where it is on your worksheet. Say **Circle Captain Jack's face!** Demonstrate with a pencil or your finger on your worksheet.
- Encourage the children to circle the other four faces on their worksheets.

Fast finishers Colour the worksheet.

8 Play *Let's listen and point!* (CD 1 track 26)

- Say **Let's listen to the tongue twister!** Play the CD. Encourage the children to point to the faces on the worksheet as they listen to the tongue twister. Encourage them to say the tongue twister, too.

9 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Play *I can see one face!*

- Choose five volunteers using *The hands up chant* (see Introduction page 20). Put them in a line and ask them to stand with their backs to the class.
- Turn the first child around and say **I can see one face!** Indicate *face* by drawing a circle with your finger around the child's face. Hold up one finger to indicate *one*. Encourage the children to repeat the sentence and hold up one finger.
- Turn the second child around and say **I can see two faces!** Indicate *faces* by drawing a circle with your finger around each child's face. Hold up two fingers to indicate *two*. Encourage the children to repeat the sentence and hold up two fingers.
- Continue with all five children. Then say the tongue twister.
- Repeat the exercise with different volunteers if you have time.

2 Play *Stop! Listen!* (CD 1 track 16)

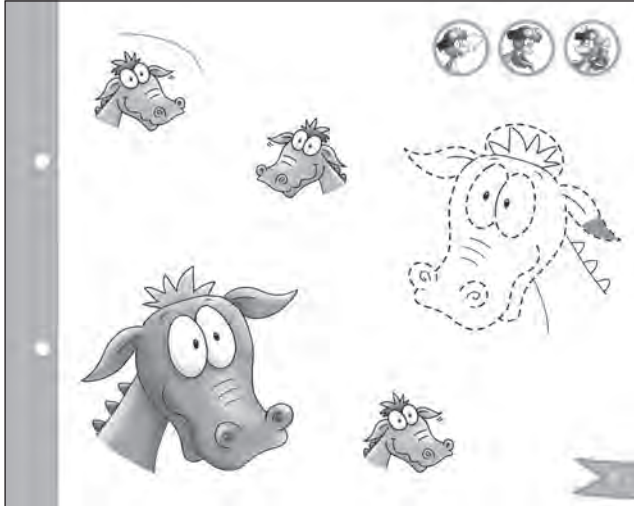
- Play the pirate music. Encourage the children to dance on the spot or around the class. Put on the puppet. Stop the music and get Captain Jack to say **Stop! Listen!** and give an instruction. Encourage the children to hold one hand to their ear each time Captain Jack says **Listen!**
- When Captain Jack gives an instruction, the children do the appropriate mime: **Sniff!** (children sniff), **Eat!** (children pretend to eat), **Look!** (children shade their eyes with their hand)
- Continue with the activity until the children are confident.

3 Play *Is it body or face?*

- Show the children the body flashcards from *Captain Jack 1*. Encourage the children to name them.
- Draw the outline of a face and the outline of a body on the board.
- Show the children the body and face flashcards one by one. Ask them to name each flashcard and point to the part of their own body or face. Say **Is it body or face?** The children point to either the face or body outline on the board to indicate to which category the flashcard belongs. Stick the flashcard in the correct outline.

1 The dragon

Lesson 4



Learning objectives

- Identify and respond to the concept of *big* and *small*.
- Listen to and join in with *The big and small song*.

Language focus

Key vocabulary

- *Big, small*
- *Ears, eyes, nose, mouth*

Receptive language

- *It's got ...* • *I've got ...*
- *I'm ...* • *I can fly.*
- *What's this?* • *How many ...?*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *big, small, face, eyes, ears, nose, mouth, hair (head, legs, toes, tummy, arms, hands from Captain Jack 1)*
- Teacher's Notes Photocopiable Resources flashcards: *Danny, Katie, Fluffy*
- *Captain Jack 2 Flip over Book*
- Green crayons



At-a-glance lesson plan

Getting ready

- Put the big and small flashcards in the treasure chest. Have the puppet and the body flashcards from *Captain Jack 1* ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Join in the story with the Flip over Book. (CD 1 tracks 23 & 24) (Flip over Book pages 4–15) C1 C6
- 3 Introduce *Big* and *small*. C1
- 4 Play *It's got two big eyes!* C1
- 5 Play *I've got a big mouth!* (CD 1 track 16) (Optional activity) C1
- 6 Sing *The big and small song*. (CD 1 track 27) C1 C6

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Circle the small dragons and trace the big dragon's face. (Pupil's Book page 9) C1 C2 C6 C7 C8
- 9 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abacadabra!* Lesson 1, Activity 2 for the audio script).

2 Join in the story with the Flip over Book. (CD 1 tracks 23 & 24) (Flip over Book pages 4–15)

- Put on the puppet. Get Captain Jack to say **Pirates! Listen to me!** Encourage the children to hold one hand to their ear. Say **Do you want to listen to the story?** Encourage the children to say *Yes!*
- Say **Listen to the story!** Play the CD or read the story. Encourage the children to join in the story and do the actions. Encourage them to say key words: *hair, ears, eyes, nose, mouth* and *face*.
- At the end of the story, encourage the children to stand up and act out *The story song*. (See Lesson 2, Activity 6 for the audio scripts.)

3 Introduce *Big* and *small*.

- Put on the puppet. Get Captain Jack to fly around in excitement. Mime waving a magic wand over the treasure chest and get Captain Jack to say **Abacadabra, 1, 2, 3! What's in the treasure chest? Let's see!**
 - Take the big and small flashcards out of the treasure chest.
 - Show the big flashcard. Make Captain Jack say **Big! The dragon's big!** Encourage the children to say *Big!* Mime *big* with your hands. Encourage the children to copy the mime. Point to each part of the face on the flashcard and say **Big (ears)!** and mime *big (ears)*. Encourage the children to repeat the words after you.
 - Show the small flashcard. Make Captain Jack say **Small! The dragon's small!** Mime *small* with your hands. Encourage the children to say *Small!* and copy the mime. Point to each part of the face on the flashcard and say **Small (ears)!** and mime *small (ears)*. Encourage the children to repeat the words after you.
 - Flash the two flashcards. Speed up the activity alternating between *big* and *small* until the children are confident.
- #### 4 Play *It's got two big eyes!*
- Take the big and small flashcards out of the treasure chest. Hold one up and say **It's got two big eyes!** If the statement is true, encourage the children to repeat it and mime big eyes (making big circles around their eyes with their fingers).
 - If the statement is incorrect, encourage the children to say *No!* and shake their heads.
 - Alternate between the big and small flashcards, and the different facial features.

5 Play *I've got a big mouth!* (CD 1 track 16)

Optional activity

- Play the pirate music. Encourage the children to dance on the spot or around the class. Every so often, pause the music and say **I've got a big mouth!** Encourage the children to mime *big mouth* (making a big circle around their mouth with their finger).
- Repeat with *small* and *ears, nose, eyes* and *face*.

6 Sing *The big and small song.* (CD 1 track 27)

- Say **Let's sing *The big and small song!*** Stick the big and small flashcards on different walls. Play the CD and encourage the children to listen and to point to the correct flashcards as they are mentioned.
- Play the song again and do the actions. Encourage the children to do the same.
- Play the song again. Encourage the children to sing along and do the actions.



The big and small song!

Big, big ears (Cup your open hands around your ears.)

Big, big eyes (Make big circles around your eyes with your fingers.)

Big, big nose (Make a big circle around your nose with your finger.)

Big, big mouth (Make a big circle around your mouth with your finger.)

I'm big, big, big (Stretch your arms up and out.)

And I can fly! (Move your arms up and down.)

Bye-bye! Bye-bye! (Wave.)

Small, small ears (Cup your hands tightly around your ears.)

Small, small eyes (Make small circles around your eyes with your fingers.)

Small, small nose (Make a small circle around your nose with your finger.)

Small, small mouth (Make a small circle around your mouth with your finger.)

I'm small, small, small (Hold your arms tightly into your body.)

And I can fly! (Move your arms up and down.)

Bye-bye! Bye-bye! (Wave.)

Transition time

7 Say *The transition chant.* (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

Table time

8 Circle the small dragons and trace the big dragon's face. (Pupil's Book page 9)

- Give out the pencils and green crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to a small dragon. Say **What's this?** Encourage the class to say *A dragon!* Say **Is it big or**

small? Encourage the class to say *Small!* Encourage the children to point to a small dragon on their worksheet and repeat *Small!*

- Hold up a pencil and say **Draw circles around the small dragons!** Demonstrate this by pretending to draw circles around the small dragons. Encourage the children to draw circles around the small dragons on their worksheet.

- Point to a big dragon on the worksheet. Say **Is it big or small?** Encourage the children to say *Big!* Encourage them to point to a big dragon and repeat *Big!* Say **Trace the big dragon's face.** Hold up your worksheet and demonstrate this with your finger or a pencil. Name the facial features as you trace them, e.g. **Big eyes, big nose,** etc. Encourage the children to do the same.

- Point to the big dragon's face on the right and ask the children to colour it green.

- Say **How many small dragons?** Encourage the children to count aloud, pointing to each small dragon, and say *One, two, three!* Say **How many big dragons?** Encourage the children to count aloud, pointing to each big dragon, and say *One, two!*

Fast finishers Do the extra activity on page 10 of the Pupil's Book.

9 Sing the *Bye-bye song 1.* (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Play *Whisper the actions!*

- Show the children the body flashcards from *Captain Jack 1* and the face flashcards. Encourage the children to name them.

- Whisper an instruction. Say **Shake your legs!** Encourage the children to watch your mouth, listen carefully and do the action.

- Repeat with other body and face vocabulary and different instructions. (**Touch your nose, wave your arms, tickle your tummy,** etc.)

2 Play *Is it big or small?*

- Go round the class touching big and small items in the classroom. For example, touch the teacher's table and encourage the children to say *Big!* Hold up a rubber and encourage the children to say *Small!*
- Speed up the activity as the children gain confidence.
- Encourage the children to name the classroom items if they can, too.

3 Play *Who am I?*

- Stick the character flashcards on different walls. Encourage the children to name them: *Katie, Danny* and *Fluffy*.

- Say **I've got brown hair, two small eyes, a small nose and a small mouth. Who am I?** Encourage the children to point to the correct flashcard and say *Katie*.
- Repeat with the other flashcards.

1 The dragon

Lesson 5



Learning objectives

- Identify and respond to personal hygiene vocabulary.
- My world: personal hygiene.

Language focus

Key vocabulary

- Wash your ... • Brush your ...
- Face, hair, teeth, hands

Receptive language

- Can you ...? • I'm ... • I can fly
- Happy, sad

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *big, small, wash your face, brush your hair, brush your teeth, wash your hands, face, eyes, ears, hair, nose, mouth, (water, soap, towel from Captain Jack 1)*



At-a-glance lesson plan

Getting ready

- Have the puppet and the big and small flashcards ready. Put the wash your face, wash your hair, brush your hair and brush your teeth flashcards in the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10)
- 2 Sing *The big and small song*. (CD 1 track 28)
- 3 Play *Big! Small!* (CD 1 track 16)
- 4 Play *Look with your telescope!*
- 5 Play *Musical statues!* (CD 1 track 16) (Optional activity)
- 6 Play *Wash your teeth!*

Transition time

- 7 Say *The transition chant*. (CD 1 track 13)

Table time

- 8 Trace the happy or sad face. (Pupil's Book page 11)
- 9 Sing the *Bye-bye song 1*. (CD 1 track 15)

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abracadabra!* Lesson 1, Activity 2 for the audio script).

2 Sing *The big and small song*. (CD 1 track 28)

- Show the big and small flashcards and ask volunteers to name them. Say **Let's sing *The big and small song!*** Play the karaoke version of the song. Encourage the children to sing and do the actions. (See Lesson 4, Activity 6 for the audio script.)

3 Play *Big! Small!* (CD 1 track 16)

- Stick the big and small flashcards on different walls. Put on the puppet and get Captain Jack to say **Listen to me!** Say **Pirates! Do you want to play?** Encourage the children to say *Yes!*
- Play the pirate music and encourage the children to dance on the spot. Stop the music and get Captain Jack to say **Big eyes!** Encourage the children to repeat the words after you, point to the correct flashcard and mime big eyes.
- Repeat with *face, nose, mouth* and *ears* and alternate between *big* and *small*.

4 Play *Look with your telescope!*

- Put on the puppet. Get Captain Jack to fly around in excitement. Mime waving a wand over the treasure chest and get Captain Jack to say **Abracadabra, 1, 2, 3! What's in the treasure chest? Let's see!**
- Take the wash your face, brush your hair, brush your teeth and wash your hands flashcards from the treasure chest. Name the part of the body on each flashcard (*face, hair, teeth, hands*) and point to the correct part of your body. Encourage the children to repeat the words after you and to point to the parts on their own body.
- Name the actions on each flashcard and mime the appropriate action. Encourage the class to repeat each action after you and do the mime. Repeat several times.
- Stick the flashcards around the room. Say **Look with your telescopes, 1, 2, 3! Brush your hair!** Encourage the children to pretend to look with a telescope and focus on the brush your hair flashcard, repeat the words and do the mime. Repeat with the rest of the flashcards.

5 Play *Musical statues!* (CD 1 track 16)

Optional activity

- Play the pirate music. Encourage the children to dance on the spot or around the class.
- Pause the music and say **Wash your face!** Encourage the children to freeze, miming the correct action.
- Repeat with all the actions on the flashcards.

6 Play *Wash your teeth!*

- Put on the puppet. Hold up the wash your face flashcard and get Captain Jack to say **Wash your teeth!**
- Encourage the children to say *No!* Encourage them to correct you if possible, or give them the correct answer.
- Repeat with the rest of the flashcards.

Transition time

7 Say *The transition chant.* (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

Table time

8 Trace the happy or sad face. (Pupil's Book page 11)

- Give out the pencils. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to the photo of the girl washing her face. Say **What's this?** Encourage the children to say *Wash your face!* Repeat for the other photos.
- Ask a child **Can you wash your face?** Encourage the child to say *Yes!* or *No!* Ask different children. Depending on the child's answer, say **Trace the happy face!** or **Trace the sad face!** Make a happy or sad face to demonstrate *happy* and *sad*. Demonstrate the answer on your worksheet by pretending to trace the happy or sad face under the photo with either a pencil or your finger.
- Repeat with different volunteers and then ask the class to trace the happy or sad face on their worksheet, depending on their answer.
- Repeat in the same way with the remaining photos of *brush your hair*, *brush your teeth* and *wash your hands*.

Fast finishers Do the extra activity on page 12 of the Pupil's Book.

9 Sing the *Bye-bye song 1.* (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Play *Captain Jack's whispering game.*

- Organise the children into a circle. Put on the puppet. Tell the children that Captain Jack has a secret that he wants to tell them. Put the face flashcards on the board.
- Get Captain Jack to whisper **Face!** to a child. The child whispers this to the next child, who passes it on. This continues around the circle until it reaches the last child. The child stands up and picks up the correct flashcard. Encourage the child to show it to the rest of the class and encourage them to say *Face!* If they get it wrong, give them the correct answer and congratulate them for trying.
- Encourage the last child to come to the beginning of the circle and start the game again.
- Repeat several times.

2 Play *Pass the treasure chest!* (CD 1 track 16)

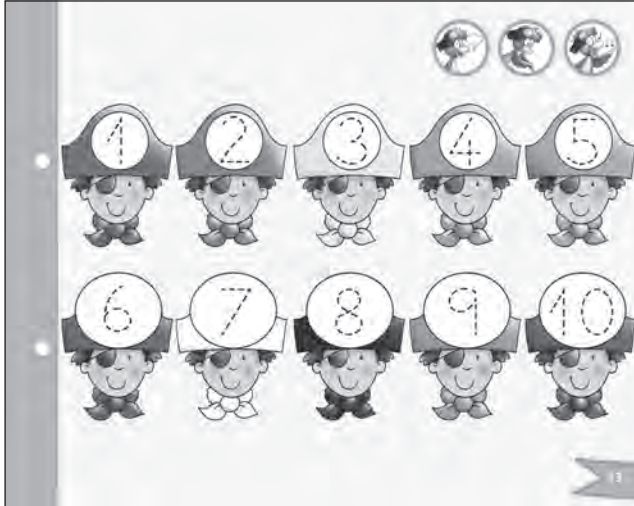
- Hold up the wash your face, brush your hair, brush your teeth and wash your hands flashcards and encourage the children to name them. Put them in the treasure chest.
- Play the pirate music. Encourage the children to pass around the treasure chest.
- Stop the music and encourage the child with the treasure chest to take out a flashcard and mime the action on it. Encourage the other children to guess the flashcard.
- Say **Can you (brush your hair)?** Encourage the children to say *Yes!* and mime the action.
- Repeat with all the flashcards several times.

3 Play *Can you wash your face with soap?*

- Hold up the water, soap and towel flashcards from *Captain Jack 1* and ask the children to name them in turn.
- Hold up the following flashcards: *brush your hair*, *wash your face*, *brush your teeth*, *wash your hands*. Ask the children to name them in turn.
- Hold up the wash your face flashcard and the soap flashcard. Say **Can you wash your face with soap?** Encourage the children to say *Yes!*
- Hold up the brush your hair flashcard and the soap flashcard. Say **Can you brush your hair with soap?** Encourage the children to say *No!*
- Repeat the process with all the flashcards.

1 The dragon

Lesson 6



Learning objectives

- Recognise colours.
- Recognise and understand the concept of numbers.
- Listen to and join in with *The numbers song*.

Language focus

Key vocabulary

- Numbers 1-10

Receptive language

- ... jumps on board like this.
- Pirate ship
- Happy
- How many ... can you see?
- I can see ...
- I'm ...
- I can fly ...
- Big
- Clap, hop, jump, touch
- Is that right?

Classroom materials

- Puppet
- CD 1
- Treasure chest
- Teacher's Notes Photocopiable Resources: flashcards numbers 1-10



At-a-glance lesson plan

Getting ready

- Put the number flashcards in the treasure chest.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Sing *The big and small song*. (CD 1 track 28) (Optional activity) C1
- 3 Introduce 7-10. C1 C2
- 4 Play *Let's count!* C1 C2
- 5 Sing *The numbers song*. (CD 1 track 29) C1 C2 C6
- 6 Play *Count with Captain Jack!* C1 C2

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Trace the numbers. (Pupil's Book page 13) C1 C2 C7 C8
- 9 Play *Let's listen and point!* (CD 1 track 29) C1 C6
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abracadabra!* Lesson 1, Activity 2 for the audio script).

2 Sing *The big and small song*. (CD 1 track 28)

Optional activity

- Say **Let's sing *The big and small song!*** Play the karaoke version of the song and encourage the children to join in and do the actions. (See Lesson 4, Activity 6 for the audio script.)

3 Introduce *seven to ten*.

- Put on the puppet and get Captain Jack to fly around in excitement. Mime waving a wand over the treasure chest and get Captain Jack to say **Abracadabra, 1, 2, 3! What's in the treasure chest? Let's see!**
- Take out the number one to six flashcards in order. Ask the class to name them and hold up the corresponding number of fingers.
- Take out the number seven, eight, nine and ten flashcards. Name the flashcards and show the corresponding number of fingers. Encourage the children to repeat the numbers after you.
- Put the number flashcards behind your back and gradually reveal them in order to the children. Encourage the children to say the number each time and hold up the correct amount of fingers to show the quantity. Repeat until the children are confident.

4 Play *Let's count!*

- Choose ten volunteers using *The hands up chant* (see Introduction page 20) to come to the front of the class.
- Ask them to crouch down in a line and hold the flashcards from one to ten in order.
- Say **Let's count!** Encourage the class to count from one to ten and point to the flashcards.
- When a child holding a flashcard hears their number, ask them to jump up.
- Repeat using different children.

5 Sing *The numbers song*. (CD 1 track 29)

- Stick the number flashcards on different walls.
- Say **Let's sing *The numbers song!*** Play the CD and encourage the children to listen and to point to the correct flashcards as they are mentioned.
- Play the song again. Encourage the children to show the correct amount of fingers as the numbers are mentioned in the song.
- Choose ten volunteers using *The hands up chant* (see Introduction page 20). Count the volunteers as they come up to the front of the class. Play the song again and get them to act it out.

CD1
29**The numbers song**

Six happy pirates on the pirate ship (Hold up six fingers.)

1, 2, 3, 4, 5, 6! (Count on your fingers.)

And a pirate friend jumps on board like this! (Jump on the spot.)

Seven happy pirates on the pirate ship (Hold up seven fingers.)

1, 2, 3, 4, 5, 6, 7! (Count on your fingers.)

And a pirate friend jumps on board like this! (Jump on the spot.)

Eight happy pirates on the pirate ship (Hold up eight fingers.)

1, 2, 3, 4, 5, 6, 7, 8! (Count on your fingers.)

And a pirate friend jumps on board like this! (Jump on the spot.)

Nine happy pirates on the pirate ship (Hold up nine fingers.)

1, 2, 3, 4, 5, 6, 7, 8, 9! (Count on your fingers.)

And a pirate friend jumps on board like this! (Jump on the spot.)

Ten happy pirates on the pirate ship (Hold up ten fingers.)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10! (Count on your fingers.)

6 Play Count with Captain Jack!

- Put on the puppet and get Captain Jack to encourage the children to count things around the class. Point to or hold up ten pencils one by one and get Captain Jack to say **How many pencils can you see? I can see ...** Encourage the children to count out loud and on their fingers.
- Repeat with different objects in the classroom: crayons, flashcards, books, toys, coats, etc.
- Choose volunteers using *The hands up chant* (see Introduction page 20) to point to or hold up objects.

Transition time**7 Say The transition chant. (CD 1 track 13)**

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

Table time**8 Trace the numbers. (Pupil's Book page 13)**

- Give out the pencils and the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Say **Point to the pirates! Let's count them!** Encourage the children to point to and count the pirates.
- Point to each number on the worksheet and name it. Encourage the children to do the same.

- Say **Trace the numbers!** Demonstrate this on your worksheet with a pencil or your finger. Encourage the children to do the same on their worksheet.

9 Play Let's listen and point! (CD 1 track 29)

- Say **Let's sing The numbers song!** Play the CD and encourage the children to join in and point to the pirates one at a time on their worksheet as they hear the numbers in the song.

10 Sing the Bye-bye song 1. (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities**1 Play Captain Jack's number game.**

- Put on the puppet. Hold up the number flashcards and get Captain Jack to ask the children to name them.
- Hold up each flashcard in order. Encourage the children to say the number and clap the corresponding number of times, e.g. the children say **One!** and clap once.
- Repeat with *hop, jump, touch your head*, etc. Encourage the children to do the action the corresponding number of times.

2 Play One, two, four!

- Stick the number flashcards on the board in order.
- Point to each flashcard and name it. Count with your fingers as you say the words. Count slowly and make a mistake as you do this. For example, when you point to the number three flashcard, say **Four!** look at the children and say **Is that right? One, two, four!** Encourage them to say **No!** and to correct you.
- Continue in this way until the children are confident.

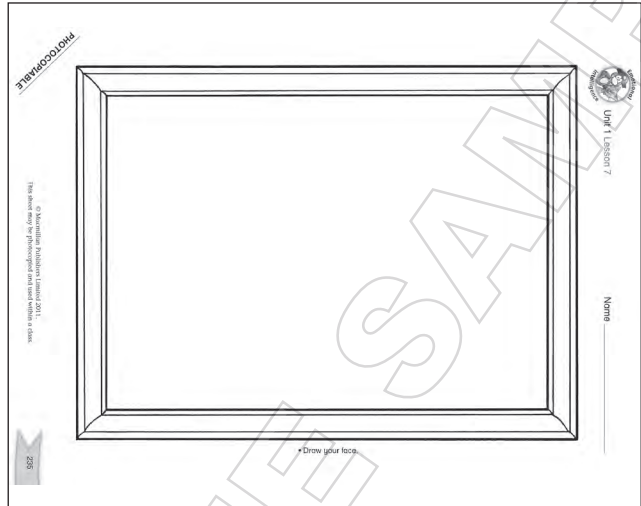
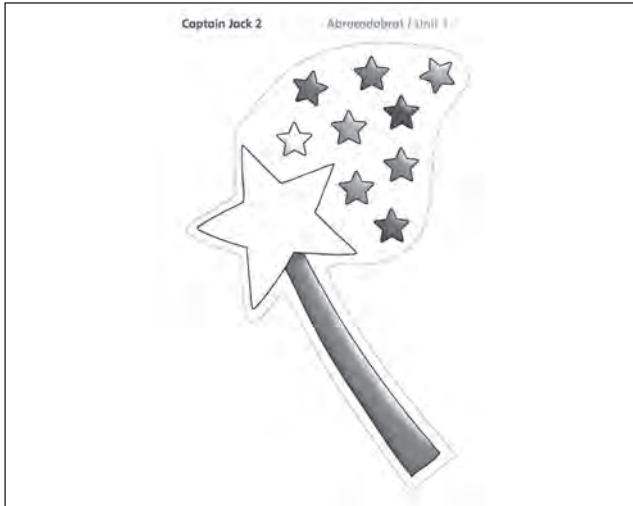
3 Play Captain Jack's whispering game.

- Organise the children into a circle. Put on the puppet. Tell the children that Captain Jack has a secret that he wants to tell them. Put the number flashcards on the board in order.
- Get Captain Jack to whisper **Five!** to a child. The child whispers this to the next child who passes it on. This continues around the circle until it reaches the last child, who chooses the corresponding flashcard from the board.
- Ask the class what the word is. Point to the flashcards and count till you reach the number. Say **Well done!**
- If the last child gets it wrong, give them the correct answer and congratulate them for trying.
- Repeat with other numbers.

If you would like to increase this unit's lexical set, please use the *Extra vocabulary flashcards*, *Extra vocabulary Teacher's Notes* and *Extra vocabulary worksheets* on the Photocopiable Resources CD. This gives your class the opportunity to learn and practise an additional four words.

1 The dragon

Lesson 7



Learning objectives

- Listen to and join in with *Pirates' playtime*.
- Listen to and act out the story with Press outs.
- Emotional intelligence: appreciate that we are all special and unique.

Language focus

Key vocabulary

- Face, eyes, ears, nose, mouth, hair

Receptive language

- Listen to me! • Stand up, sit down
- Touch ... • Close your eyes
- Please • Run • Stop
- This is ... • You've got ...

Classroom materials

- Puppet • CD 1 • Treasure chest
- All Unit 1 flashcards
- *Captain Jack 2* Flip over Book • Unit 1 Press out
- Teacher's Notes Photocopiable Resources: Unit 1 emotional intelligence worksheet



At-a-glance lesson plan

Getting ready

- Have the puppet and all the flashcards for the unit ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Play *Pirates' playtime*. (CD 1 track 31) C1
- 3 Play *Please!* C1
- 4 Play *Abracadabra!* C1
- 5 Play *Pirates run!* (Optional activity) C1

Transition time

- 6 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 7 Join in the story and use the wand Press out. (CD 1 track 23) (Flip over Book pages 4–15) C1 C6 C8
- 8 Emotional intelligence (Teacher's Notes page 235) C1 C5 C6
- 9 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abracadabra!* Lesson 1, Activity 2 for the audio script).

2 Play *Pirates' playtime*. (CD 1 track 31)

- Put on the puppet. Get Captain Jack to say **Pirates! Do you want to play?** Encourage the children to say **Yes!** Say **Stand up, pirates!**
- Make sure that the children have room to move freely. Encourage the children to draw a magic circle around themselves. Say **Arms out! Turn around!** Encourage the children to stretch out their arms and turn around without touching anybody.
- Play the CD. Encourage the children to follow Captain Jack's instructions, join in and do the actions.



Pirates' playtime

Pirates, pirates

Listen to me! (Cup your hand round your ear.)

Stand up. 1, 2, 3! (Stand up.)

Touch your hair (Touch your hair.)

Touch your face (Touch your face.)

Touch your eyes (Touch your eyes.)

Touch your ears (Touch your ears.)

Touch your nose (Touch your nose.)

Touch your mouth (Touch your mouth.)

Pirates, pirates

Sit down like me! (Sit down.)

Close your eyes. 1, 2, 3! (Close your eyes.)

3 Play *Please!*

- Organise the children into a circle. Put on the puppet and get Captain Jack to say **Touch your nose, please!** Encourage the children to do the action.

- Then say **Touch your nose!** Encourage the children to fold their arms. Explain to the children that they should only carry out the action when Jack says **Please**.

- Repeat with *eyes, ears, mouth, hair* and *face*. Continue until the children are confident with the activity.

4 Play **Abacadabra!**

- Hold up the face flashcards. Ask the children to name them.
- Put the flashcards in the treasure chest. Put on the puppet. Mime waving a wand over the treasure chest and get Captain Jack to say **Abacadabra, 1, 2, 3! Eyes!** Then take out a flashcard.
- If Captain Jack is correct and the flashcard corresponds to what he says, encourage the children to say *Yes! Eyes!* If Captain Jack is incorrect and his magic hasn't worked, encourage the children to say *No!* and to correct Captain Jack if possible.
- Repeat with the rest of the flashcards.

5 Play **Pirates run!** Optional activity

- Put on the puppet and get Captain Jack to say **Stand up!** Give the children instructions, demonstrate and encourage them to copy. Say, for example **Pirates, run!** Encourage them to run. Say **Stop!** Encourage them to stop.
- When the children have stopped running, show them one or more of the following flashcards: face parts, big and small, telescope, brush your hair, brush your teeth, wash your face, wash your hands. Encourage the class to name the flashcard(s).
- Intersperse instructions to run, jump or hop with showing a flashcard. Continue until all the flashcards have been shown to the children.

Transition time

6 Say **The transition chant.** (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abacadabra!* Lesson 1, Activity 7 for the audio script.)

Table time

7 Join in the story and use the wand **Press out.** (CD 1 track 23) (Flip over Book pages 4–15)

- Give out the magic wand Press outs from the *Abacadabra!* unit. Hold up the wand. Say **Look! Captain Jack's magic wand!**
- Say **It's story time!** If you wish, say the chant and do the actions. (See Lesson 2, Activity 5 for the audio script.)
- Open the Flip over Book at the story pages and play the CD or tell the story yourself. Refer to each of the story pictures in turn. Encourage the children to join in by miming and saying as much language as possible. (See Lesson 2, Activity 6 for the audio script.)

- Encourage the children to wave their magic wand at the appropriate time in the story.
- Congratulate the children for their participation. Say **Well done, everybody! What a lovely story!**
- Collect the Press outs.

8 Emotional intelligence: I know who I am! (Teacher's Notes page 235)

- Give out the photocopyable worksheets and pencils.
- Draw a picture of your face in the photo frame on your worksheet.
- Point to the photo frame and say **Draw yourself here!**
- When the children have drawn themselves, encourage them to point to the face parts on their pictures and say the words.
- Go around the class and make comments on the children's pictures. Say **What a lovely picture! You've got big eyes!**
- Encourage the children to colour their pictures.

9 Sing the **Bye-bye song 1.** (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abacadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Play **Point to the story pictures!**

- Point to your favourite frame of the story in the Flip over Book.
- Encourage volunteers to point to their favourite part of the story and get Captain Jack to comment.

2 Play **Flash the flashcard!**

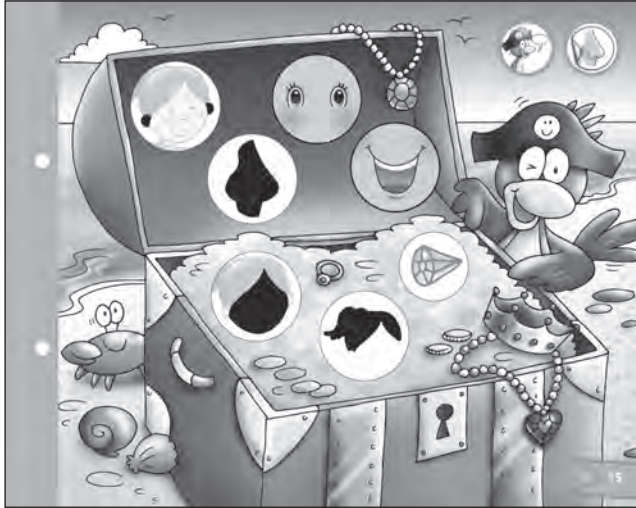
- Divide the class into two groups. Take the face flashcards, and the big and small flashcards. Gradually reveal a flashcard to the children. The group quickest to name the flashcard gets a point.
- Speed up the activity as the children become confident.
- You may need to use *The calm down chant* if the children become too excited. (See Introduction page 20.)

3 Play **Lucky dip with the treasure chest!** (CD 1 track 16)

- Put the face flashcards in the treasure chest. Play the pirate music and encourage the children to pass around the treasure chest.
- Stop the music and encourage a child to take out a flashcard and show it to the class. Encourage the children to name the flashcard, say the appropriate words and do a mime each time: *Eyes: Look, look, look!* (shade your eyes with your hand), *Ears: Listen, listen, listen!* (cup your hands round your ears), *Nose: Sniff, sniff, sniff!* (sniff), *Mouth: Munch, munch, munch!* (mime eating) and *Hair: Swish, swish, swish!* (move your head from side to side).

1 The dragon

Lesson 8



Learning objectives

- Review all vocabulary.
- Review a song.
- My English Dossier: show understanding of vocabulary through a sticker activity.

Language focus

Key vocabulary

- Face, eyes, ears, nose, mouth, hair
- Big, small
- Wash your face, brush your hair, brush your teeth, wash your hands
- Numbers 1-10

Receptive language

- I've got ...
- What's the missing number?
- Look, listen, sniff, munch, swish
- Can you ...?
- Stick the stickers.

Classroom materials

- Puppet
- CD 1
- Treasure chest
- All Unit 1 flashcards
- Teacher's Notes Photocopiable Resources: flashcards numbers 1-10
- Unit 1 stickers
- Captain Jack 2 Flip over Book

At-a-glance lesson plan

Getting ready

- Have the puppet and all the flashcards ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Play *Flash the flashcard!* C1
- 3 Play *Who am I?* C1
- 4 Play *Munch, munch! Swish, swish!* C1
- 5 Play *What's the missing number?* C1 C2
- 6 Play *Can you wash your face?* (CD 1 track 16) C1 C5
- 7 Sing our favourite song. (CD 1) (Optional activity) C1 C6

Transition time

- 8 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 9 Fill Captain Jack's treasure chest with face stickers. (Pupil's Book page 15) C1 C7
- 10 Play *Find the treasure!* (Flip over Book pages 5-15) C1
- 11 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abracadabra!* Lesson 1, Activity 2 for the audio script).

2 Play *Flash the flashcard!*

- Divide the class into two groups. Take the face flashcards and the big and small flashcards. Gradually reveal a flashcard to the children. The group quickest to name the flashcard gets a point.
- Speed up the activity as the children become confident.
- You may need to use *The calm down chant* if the children become too excited. (See Introduction page 20.)

3 Play *Who am I?*

- Choose three volunteers using *The hands up chant* (see Introduction page 20) to come to the front of the class. Count them as they come to the front of the class.
- Describe one of the children to the class, e.g. **I've got big blue eyes. I've got a small nose. I've got small ears**, etc. Use only colours the children know to describe their features.
- Encourage the class to guess who you are describing.
- Repeat with different volunteers.

4 Play *Munch, munch! Swish swish!*

- Show the face flashcards and encourage the children to name them. Then put the flashcards in the treasure chest.
- Shade your eyes with your hands and say **Look, look!** Encourage the children to say *Eyes!* and copy your mime.
- Repeat the process with the mouth, nose, ears and hair flashcards and mimes: **Munch, munch** (mime eating), **Sniff, sniff!** (sniff), **Listen, listen!** (cup your hands round your ears), **Swish, swish!** (move your head from side to side).

5 Play *What's the missing number?*

- Put the number flashcards 1-10 on the board. Get the children to name them and count on their fingers.
- Say **Close your eyes**. Put one flashcard face down.
- Ask the children to open their eyes. Point to the flashcards. Encourage the children to count again. When they come to the flashcard that is face down, say **What's the missing number?**
- When the correct answer is found, turn around the flashcard and say **Yes! (Five)! Well done!**
- Repeat the game until the children are confident.

6 Play *Can you wash your face?* (CD 1 track 16)

- Play the pirate music. Encourage the children to dance on the spot or around the class. Explain that when you stop the music, they have to stand still and listen.

- Stop the music and say **Can you wash your face?** Encourage all the children to say *Yes!* and to mime washing their face.
- Repeat the activity with *wash your hands, brush your hair* and *brush your teeth*.

7 Sing our favourite song. Optional activity

- Ask the children to think of their favourite song from the unit. Remind them by playing bits of the songs. Say **This one?** Ask the children to hold up their hands to vote for the song. Say **Hands up!**
- Sing the song and do the actions.

Transition time

8 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

Table time

9 My English Dossier: Fill Captain Jack's treasure chest with face stickers. (Pupil's Book page 15)

- Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer. Give out the stickers.
- Point to the treasure chest. Say **Look! It's Captain Jack's treasure chest!**
- Explain to the children that they are now at the end of the journey on the treasure hunt. Point to Katie's eyes and say **What are these?** Encourage the class to say *Eyes!* Repeat with the rest of the face pictures but ask **What's this?** for the mouth, nose and hair.
- Hold up the stickers and say **Show me the ears!** Encourage the children to peel off the ears sticker and hold it up in the air. Say **Where do the ears go?** and encourage the children to point to the correct silhouette. Say **Stick on the ears!** and encourage the children to put the ears sticker in place on their worksheet. Repeat in the same way with *nose, face* and *hair*.

Fast finishers Do the extra activity on page 16 of the Pupil's Book.

Tip: The Lesson 8 worksheets can be collected and bound together to form a learning dossier for each child. A photocopiable front cover can be found on the Photocopiable Resources CD.

10 Play *Find the treasure!* (Flip over Book pages 5-15)

- Say **Very good! Now let's find your treasure!** Hold up the Flip over Book at the story pages and encourage the children to look for the hidden treasure in the story pages. You may wish to get Captain Jack to say the following rhyme as

the children look for the treasure: **Where is the treasure? Look in the story! Can you see? Find the treasure 1, 2, 3!**

- When the children spot the hidden treasure, encourage a volunteer to point to it in the Flip over Book. (The treasure is hidden in frame 1.) Say **Treasure!** Encourage the children to repeat the word. Say **What colour is the treasure?** Encourage the children to say *Green!*
- Hold up the sticker page and say **Show me the treasure!** Encourage the children to peel off the treasure sticker, hold it up in the air and then put it in place on their worksheet. Get Captain Jack to say **Well done, pirates!**

11 Sing the *Bye-bye song 1*. (CD 1 track 15)

Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Say *The well done chant*. (CD 1 track 32)

- Put on the puppet. Get Captain Jack to congratulate the children on successfully finishing the treasure hunt. Say **Well done, pirates! Very good work!**
- Say *The well done chant* and encourage the children to join in.



The well done chant

*I'm happy, pirate friends
Here the treasure hunt ends
Well done to me!
Well done to you!
Well done to Captain Jack, too!*

2 Play *Musical bumps*. (CD 1 track 16)

- Play the pirate music and encourage the children to dance on the spot or around the class. Put on the puppet and get Captain Jack to say **Children with brown hair, sit down!**
- Play the music again. Vary the criteria each time, e.g. *green eyes, blue eyes, brown hair, black hair*, etc.

3 Play with the *Captain Jack 2 Multi-ROM*.

- For extra vocabulary practice, play the interactive games in Unit 1 of the Multi-ROM.

If you feel your class needs extra practice on the vocabulary contained in this unit, please use the *Revision worksheets* on the Photocopiable Resources CD.

2 The classroom

Unit objectives

- Identify and respond to new vocabulary. (C1)
- Listen to and join in with a song. (C1)
- Listen and respond to a story. (C1)
- Phonics: practise and respond to the /p/ sound. (C1)
- Identify and respond to the concepts of good and bad behaviour. (C1)
- My world: good and bad behaviour at school. (C1, C5, C8)
- Recognise colours. (C1)
- Recognise and understand the concept of numbers. (C1, C2)
- Emotional intelligence: understand how to help in the classroom. (C1, C3, C5)
- My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)

Main criteria for evaluation

Children should:

- recognise and respond to new vocabulary via mime, gesture, etc.
- demonstrate an understanding of the story.
- attempt to produce the /p/ sound correctly while saying the tongue twister.
- attempt to show understanding of the difference between good and bad behaviour at school.
- understand the concept of numbers.
- respond appropriately to activity instructions.
- understand the concepts of good and bad behaviour at school.
- show confidence in the face of activities which require concentration.

Language focus

Key language

Table, chair, crayon, pencil, rubber, book
Good / bad behaviour
Line up, sit up, hands up

Recycled language

Hello / bye-bye
Colours
Numbers 1-10
Please, thank you

Receptive language

Who's got the (book)?
In my classroom there's
a ...
What is it?
Where are the ...?
What's missing?
Open, close, rub out,
put, sit
Ben can't find ...
Can I have a ..., please?
Here you are.
What do you say?
Remember
How many ... can you
see?
Is this a (pencil) or a
(rubber)?
Pick up your (book)!

Let's trace ...
What's Captain Jack
hiding?
This is the way we ...
Can I have ...?
Look after ...
Put away your ..., please!
Put it away.
Is (Anna) looking after her
pencil?
Do you (put your hands
up)?
Is this good behaviour?
I spy with my little eye
I've got ...
What has Captain Jack
got?
Stick the stickers.

Classroom language

Let's see / listen / sing /
play / follow / go ...
Show me ...
Be quiet! Point to ...
Tiptoe Trace ...
Match ... Look!
Find ... Draw ...
Circle ... Colour ...
Count Say
Touch Run
Stop! Listen
Yes! / No!
Sit down! Stand up!
Hands up!
Close / Open your eyes!

Listen to me!
Arms out!
Turn around!
Stick on ...
Very good! Well done!
Is it ...?
What colour is / are ...?
What's this?
That's right!
Where's ...?
Do you want to ...?



Phonics

Practise and respond to the /p/ sound.



My world

Good behaviour at school.

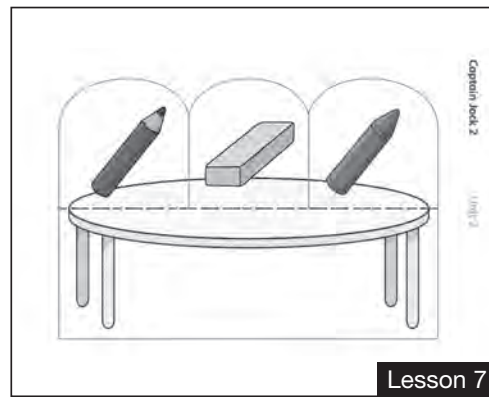
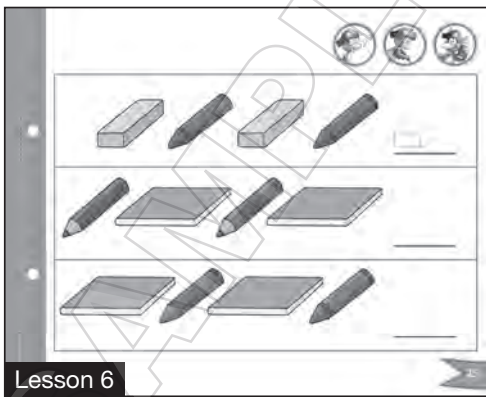
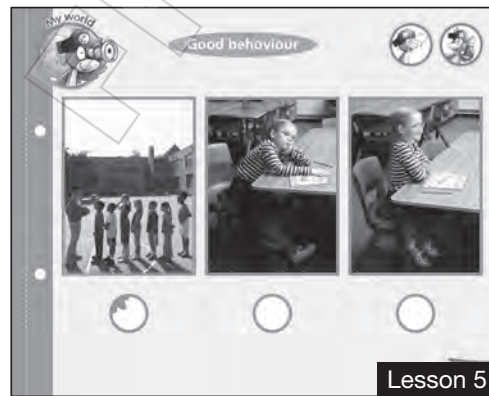
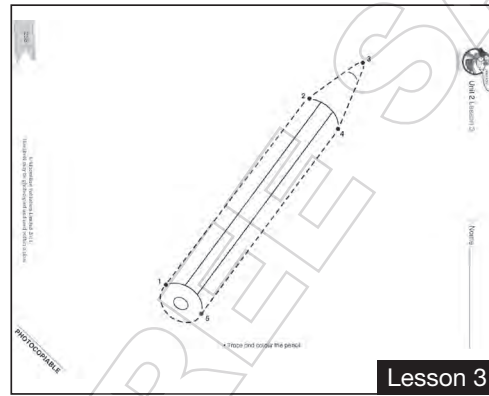
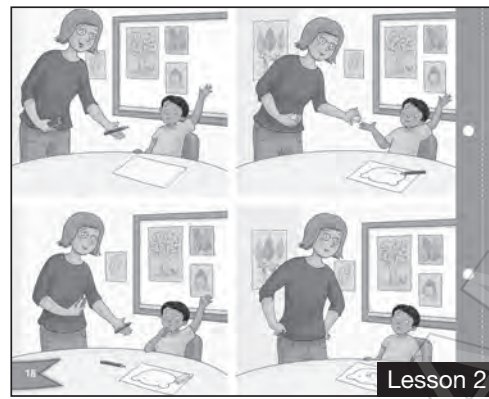
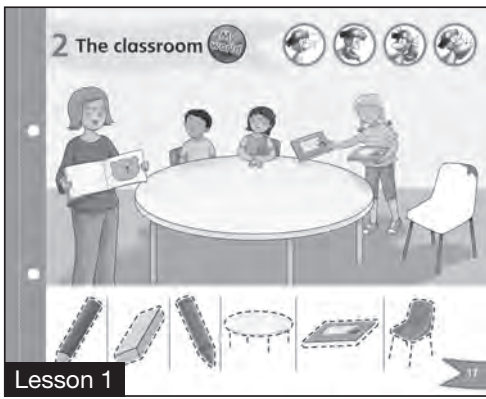


Emotional intelligence

Understand how to help in the classroom.

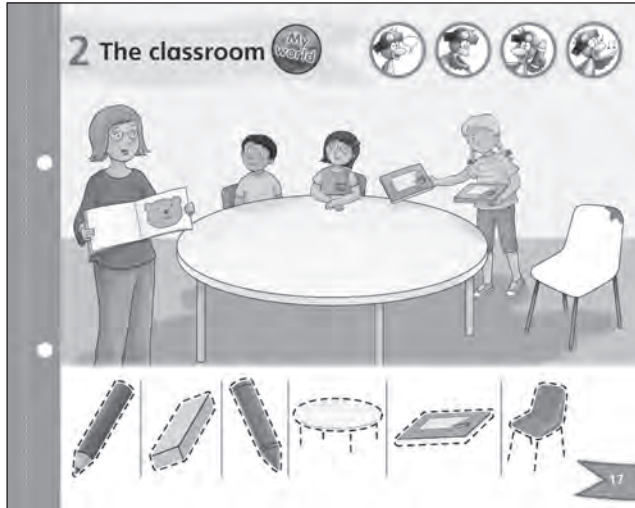
Basic competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative



2 The classroom

Lesson 1



Learning objectives

- Identify and respond to classroom vocabulary.
- Listen to and join in with *The classroom song*.

Language focus

Key vocabulary

- *Pencil, crayon, rubber, book, table, chair*

Receptive language

- *What's this?* • *Who's got the (book)?*
- *In my classroom there's a ...* • *What is it?*
- *Where are the ...?* • *What's missing?*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *pencil, crayon, rubber, book, table, chair*
- Blue crayons



At-a-glance lesson plan

Getting ready

- Put the flashcards in the treasure chest. Have the puppet ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) (C1 C5 C6)
- 2 Play *Abracadabra! What's in the treasure chest?* (C1 C6)
- 3 Play *The pirate dance!* (CD 1 track 33) (C1 C6)
- 4 Play *What's this?* (C1)
- 5 Play *Who's got the book?* (Optional activity) (C1)
- 6 Sing *The classroom song*. (CD 1 track 34) (C1 C6)

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) (C1 C5 C6)

Table time

- 8 Trace the classroom objects. (Pupil's Book page 17) (C1 C6 C7 C8)
- 9 Play *Let's listen and point!* (CD 1 track 34) (C1 C6)
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) (C1 C5 C6)

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abracadabra!* Lesson 1, Activity 2 for the audio script.)

2 Play *Abracadabra! What's in the treasure chest?*

- Put on the puppet. Get Captain Jack to fly around in excitement. Mime waving a wand over the treasure chest and get Captain Jack to say **Abracadabra, 1, 2, 3! What's in the treasure chest? Let's see!**
- Take out the classroom object flashcards one by one and say and mime the words: for *pencil*, mime picking up a pencil and drawing a circle in the air; for *crayon*, mime picking up a crayon and colouring; for *rubber*, mime rubbing something out; for *book*, mime opening a book; for *chair*, mime sitting on a chair; for *table*, draw the outline of a table in the air or point to a class table. Encourage the children to repeat the words and do the mimes.

3 Play *The pirate dance!* (CD 1 track 33)

- Stick the flashcards around the class. Say **I've got a telescope.** Pretend to put a telescope to your eye. Say **Where are your telescopes, pirates? Show me your telescopes!** and encourage the children to mime looking through a telescope.
- Play the CD. Encourage the children to dance on the spot or around the class. Pause the CD when the children hear *pencil* and encourage them to mime holding a telescope as they focus on the pencil flashcard.
- Repeat with the rest of the classroom object flashcards.
- Play the CD again and encourage the children to mime each object when they hear the corresponding word.



The pirate dance!

Pencil ... crayon ... rubber ... book ... chair ... table
Pencil ... crayon ... rubber ... book ... chair ... table

4 Play *What's this?*

- Show the flashcards and encourage the children to repeat the words after you.
- Put the crayon flashcard behind your back. Slowly reveal it saying **What's this?** and encourage the children to say *Crayon!* and mime the object.
- Repeat with the rest of the flashcards.

5 Play *Who's got the book?* **Optional activity**

- Put on the puppet. Play the pirate music and encourage the children to pass around the flashcards.

- Stop the music and encourage the children holding the flashcards to step forward.
- Get Captain Jack to say **Who's got the (book)?** Encourage the class to name and point to the child. Encourage them to name the classroom object and do the appropriate mime.

6 Sing *The classroom song*. (CD 1 track 34)

- Say **Let's sing a song! Let's sing *The classroom song!***
- Stick the flashcards around the classroom. Play the CD and encourage the children to listen and point to the correct flashcards as they are mentioned.
- Play the song again and do the actions. Encourage the children to do the same.
- Play the song again. Encourage the children to sing along and do the actions.



The classroom song

In my classroom there's a table (Point to a class table.)
Table!

In my classroom there's a table and chair (Mime sitting on a chair.)
Table and chair!

In my classroom there's a table, chair and book
(Mime opening a book.)
Table, chair and book!

In my classroom there's a table, chair, book and pencil (Mime picking up a pencil and drawing a circle in the air.)
Table, chair, book and pencil!

In my classroom there's a table, chair, book, pencil and crayon (Mime picking up a crayon and colouring.)
Table, chair, book, pencil and crayon!

In my classroom there's a table, chair, book, pencil, crayon and rubber (Mime rubbing something out.)
Table, chair, book, pencil, crayon and rubber!

Transition time

7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

Table time

8 Trace the classroom objects. (Pupil's Book page 17)

- Give out the pencils and blue crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.

- Point to the pencil at the bottom of the worksheet and say **What's this?** Encourage the children to say *Pencil!* Encourage the children to point to the pencil on their worksheet and say the word.

- Say **Trace the pencil.** Demonstrate this by tracing the pencil on your worksheet with your finger or a pencil. Encourage the children to trace the pencil on their worksheet.

- Repeat with *rubber, crayon, table, book and chair.*

Fast finishers Colour the chair blue.

9 Play *Let's listen and point!* (CD 1 track 34)

- Say **Let's listen to *The classroom song*.** Play the CD and encourage the children to join in and point to the classroom objects on their worksheet as they hear them in the song.

10 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Play *What is it?*

- Show the flashcards and encourage the children to name them.
- Say **What is it?** and draw an outline in the air of one of the classroom objects. Encourage the children to guess the item.
- Repeat with the other flashcards.

2 Play *Find the flashcards!*

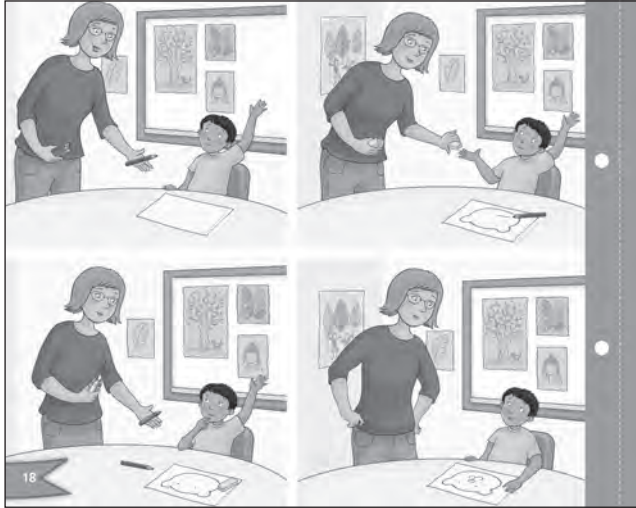
- Choose two volunteers using *The hands up chant* (see Introduction page 20). Say **Close your eyes!**
- Hide the flashcards around the classroom. Ask the volunteers to open their eyes. Put on the puppet and get Captain Jack to say **Where are the flashcards?**
- Encourage the volunteers to hold hands and look for the flashcards.
- When they get close to a flashcard, encourage the class to quietly say *Yes!*, and when they get further away, to say *No!*
- When the children find the flashcards, they show them one by one to the class. The class name the flashcards and do the actions.

3 Play *What's missing?*

- Put the six flashcards on the board and encourage the children to name them.
- Say **Close your eyes** and remove a flashcard. Say **Open your eyes! What's missing?**
- Encourage the children to name the missing flashcard.
- Repeat the exercise, removing different flashcards each time.

2 The classroom

Lesson 2



Learning objectives

- Listen and respond to a story.
- Listen to and join in with *The story song*.

Language focus

Key vocabulary

- Pencil, crayon, rubber, book, table, chair

Receptive language

- In my classroom there's a ... • Open, draw, colour
- Ben can't find ... • Can I have a ..., please?
- Here you are. • What do you say?
- Thank you • Remember
- How many ... can you see? • What's this?
- Is this a (pencil) or a (rubber)? • What colour are the ...?

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: pencil, crayon, rubber, book, table, chair
- Captain Jack 2 Flip over Book



At-a-glance lesson plan

Getting ready

- Have the puppet and the classroom object flashcards ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) (C1) (C5) (C6)
- 2 Sing *The classroom song*. (CD 1 track 35) (Optional activity) (C1) (C6)
- 3 Play *What's behind the Flip over Book?* (C1)
- 4 Play *Let's go on a treasure hunt!* (Flip over Book page 3) (C1) (C6)
- 5 Say *The story time chant*. (CD 1 track 22) (C1) (C5)
- 6 Listen to *The classroom story*. (CD 1 tracks 36 & 37) (Flip over Book pages 16-27) (C1) (C6)

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) (C1) (C5) (C6)

Table time

- 8 Count the classroom objects and circle the correct number. (Pupil's Book page 19) (C1) (C4) (C7) (C8)
- 9 Sing the *Bye-bye song 1*. (CD 1 track 15) (C1) (C5) (C6)

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abracadabra!* Lesson 1, Activity 2 for the audio script).

2 Sing *The classroom song*. (CD 1 track 35)

Optional activity

- Put on the puppet. Get Captain Jack to say **Let's sing *The classroom song!* Stand up, pirates!**
- Play the karaoke version of the song. Encourage the children to do the actions and sing the song. (See Lesson 1, Activity 6 for the audio script.) Get Captain Jack to congratulate the children at the end of the song and say **Very good, pirates! Well done!** Then get him to say **Sit down, pirates!**

3 Play *What's behind the Flip over Book?*

- Show the classroom object flashcards and encourage the children to name them.
- Hide the flashcards behind the Flip over Book. Reveal the rubber flashcard slowly. Encourage the children to guess the flashcard and say *Rubber!* Encourage the children to mime the object.
- Repeat with the other flashcards and encourage the children to do the appropriate mimes.

4 Play *Let's go on a treasure hunt!* (Flip over Book page 3)

- Put the pencil flashcard in the treasure chest. Put on the puppet. Point to the map at the beginning of the Flip over Book and say **Look! It's Captain Jack's treasure hunt!** Get Captain Jack to fly around in excitement.
- Say **Let's follow the blue path!** Walk your fingers along the blue path. Stop at the six classroom objects along the blue path and encourage the children to name them.

- Point to the treasure chest at the end of the path. Get Captain Jack to say **I can see the treasure! Shall we see what the treasure is today?** Get him to chant **Abacadabra, 1, 2, 3! What's in the treasure chest? Let's see!**, encouraging the children to join in. Take the treasure flashcard for this unit out of the treasure chest (the pencil flashcard). Show it to the children. Say **Look! A pencil for you and me!** Point to the pencil. Say **Pencil!** and mime drawing with a pencil.

- Encourage the children to repeat the word and mime several times. Get Captain Jack to say **Today the story is about objects in the classroom!**

5 Say *The story time chant*. (CD 1 track 22)

- Say **It's story time** and open the palms of your hands as if opening a book. Say the chant and do the actions. Encourage the children to join in. (See Unit 1 Lesson 2, Activity 5 for the audio script.)

6 Listen to *The classroom story*. (CD 1 tracks 36 & 37) (Flip over Book pages 16-27)

- Say **Let's listen to the story**. Read the story aloud or play the CD. Point to the pictures in the Flip over Book and mime. Encourage the children to listen and look at the pictures. Then read the story aloud or play it on the CD a second time. Encourage the children to join in and do the actions. Encourage them to say *pencil, rubber, crayon, table, book and chair* when these words are mentioned in the story.

- At the end of the story, encourage the children to listen to *The story song* and move to the music.



The classroom story

Frame 1

Narrator: *The teacher and the children are in the classroom. The helper is giving out the books.* (Point to the children, teacher and helper.)

Teacher: *Open your books. Draw teddy's face. Draw teddy's eyes, ears, nose and mouth. Colour teddy brown.* (Mime each instruction.)

Frame 2

Narrator: *Ben can't find his pencil.* (Point to Ben, shake your head and mime using a pencil.)

Ben: *Can I have a pencil?* (Raise your hand, look at someone else questioningly and mime writing with a pencil.)

Teacher: *Remember to say 'please'.* (Touch your forehead several times.)

Ben: *Can I have a pencil, please?* (Mime writing with a pencil, open your palm towards someone else and smile.)

Teacher: *Yes, Ben. Here you are ... What do you say?* (Nod your head, extend your arm and mime giving a pencil.)

Ben: *Thank you!* (Smile and bow your head once.)

Frame 3

Narrator: *Ben can't find his rubber.* (Point to Ben, shake your head and mime using a rubber.)

Ben: *Can I have a rubber?* (Raise your hand, look at someone else questioningly and mime using a rubber.)

Teacher: *Remember to say 'please'.* (Touch your forehead several times.)

Ben: *Can I have a rubber, please?* (Mime using a rubber, open your palm towards someone else and smile.)

Teacher: *Yes, Ben. Here you are ... What do you say?* (Nod your head, extend your arm and mime giving a rubber.)

Ben: *Thank you!* (Smile and bow your head once.)

Frame 4

Narrator: *Ben can't find his brown crayon.* (Point to Ben, shake your head and mime using a crayon.)

Ben: *Can I have a brown crayon?* (Raise your hand, look at someone else questioningly and mime using a crayon.)

Teacher: *Remember to say 'please'.* (Touch your forehead several times.)

Ben: *Can I have a brown crayon, please?* (Mime using a crayon, open your palm towards someone else and smile.)

Teacher: *Yes, Ben. Here you are ... What do you say?* (Nod your head, extend your arm and mime giving a crayon.)

Ben: *Thank you!* (Smile and bow your head once.)

Frame 5

Narrator: *Ben can't find the pencil, rubber or brown crayon!*

Frame 6

Narrator: *Ben's pencil, rubber and brown crayon are on the floor.* (Point to the floor.)

Teacher: *Ben! Pick up your pencil, please.* (Point to Ben and mime picking up a pencil.)

Ben: *Yes, sorry!*

Teacher: *Pick up your rubber, please.* (Mime picking up a rubber.)

Ben: *Yes, sorry!*

Teacher: *Pick up your brown crayon, please.* (Mime picking up a crayon.)

Ben: *Yes, sorry!*

Teacher: *Remember. Look after your pencils, rubbers and crayons!* (Touch your forehead several times.)



The story song

Can I have a pencil, please? (Mime writing with a pencil.)

Can I have a pencil, please?

Here you are. Here you are. (Extend your arm and mime giving a pencil.)

Thank you. Thank you. (Smile and bow your head once.)

Can I have a rubber, please? (Mime rubbing out with a rubber.)

Can I have a rubber, please?

Here you are. Here you are. (Extend your arm and mime giving a rubber.)

Thank you. Thank you. (Smile and bow your head once.)

Can I have a crayon, please? (Mime using a crayon.)
Can I have a crayon, please?
Here you are. Here you are. (Extend your arm and mime giving a crayon.)
Thank you. Thank you. (Smile and bow your head once.)

Transition time

7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, activity 7 for the audio script.)

Table time

8 Count the classroom objects and circle the correct number. (Pupil's Book page 19)

- Give out the pencils. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer. Point to the picture and say **Look! It's a classroom!** Point to the pictures on the left in turn. Say **What's this?** Encourage the children to say *pencil, crayon, rubber* and *book*.
- Point to the numbers below each picture and ask the children to count.
- Point to the main picture and say **How many pencils can you see?** Encourage the children to count. Say **Well done! Two pencils!**
- Ask the children to circle the 2 below the picture of the pencil. Demonstrate with a pencil or your finger on your worksheet.
- Ask the children **What colour are the pencils?** Encourage them to say *Purple and red!* Repeat with *crayon, rubber* and *book*.
- Ask the children if they look after their things. Encourage them to say *Yes!*

9 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Play *Guess the picture!*

- Draw a pencil very slowly on the board and stop every once in a while. Say **What's this?** Encourage the children to guess the picture.
- If the children guess correctly, say **That's right! Very good! It's a pencil!** Repeat with the rest of the classroom objects.
- Choose confident volunteers using *The hands up chant* (see Introduction page 20) to draw the objects on the board.

2 Play *Is this a pencil or a rubber?*

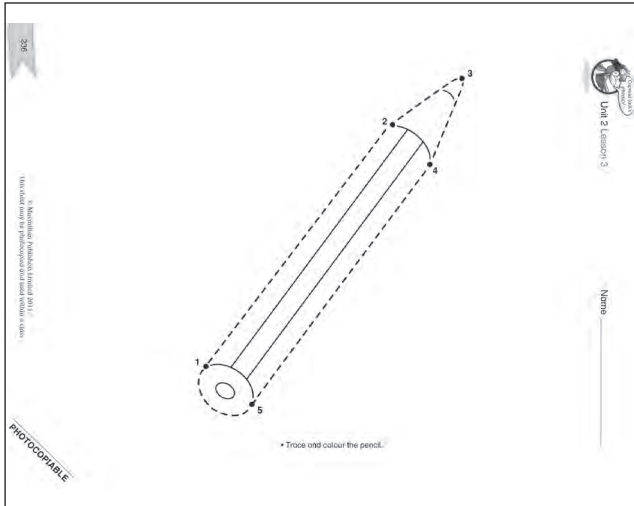
- Show the flashcards and encourage the children to name them.
- Hold up the pencil flashcard. Say **Is this a pencil or a rubber?** Encourage the children to give you the correct answer. Say **Very good! It's a pencil!**
- Repeat with *book, crayon, table* and *chair* until the children are confident.

3 Play *Jumping flashcards with the Flip over Book*.

- Show the classroom object flashcards and encourage the children to name them.
- Choose two volunteers using *The hands up chant* (see Introduction page 20) to crouch behind the Flip over Book. They jump up and make a flashcard appear and disappear quickly.
- Encourage the rest of the class to name the flashcards.
- Repeat several times with different volunteers.

2 The classroom

Lesson 3



Learning objectives

- Phonics: practise and respond to the /p/ sound.

Language focus

Key vocabulary

- Pencil, crayon, rubber, book, table, chair*
- Purple*
- Numbers 1-5

Receptive language

- Draw, colour, rub out, open, close, put, sit*
- Pick up your (book)!* • *Let's trace ...*
- What's this?* • *What's Captain Jack hiding?*
- What colour is it?* • *Who's got the crayon?*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *pencil, crayon, rubber, book, table, chair, purple*
- Teacher's Notes Photocopiable Resources: flashcards numbers 1-5, Unit 2 phonics worksheet
- Purple crayons



At-a-glance lesson plan

Getting ready

- Put the classroom object flashcards in the treasure chest. Have the purple flashcard ready.

Circle time

- Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- Play *Abacadabra! 1, 2, 3!* C1
- Play *Please!* (Optional activity) C1
- Play *Pick up your book!* C1
- Play *Captain Jack's phonics!* (CD 1 tracks 38 & 39) C1

Transition time

- Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- Trace and colour the pencil. (Teacher's Notes page 236) C1 C6 C7 C8
- Play *Let's listen and point!* (CD 1 track 39) C1
- Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abacadabra!* Lesson 1, Activity 2 for the audio script).

2 Play *Abacadabra! 1, 2, 3!*

- Choose a volunteer using *The hands up chant* (see Introduction page 20). Say **Abacadabra, 1, 2, 3! What's in the treasure chest? Let's see!** and encourage the volunteer to take out a flashcard from the treasure chest.
- Encourage the children to join in and name the flashcard.
- Repeat with the remaining flashcards.
- At the end of the activity, put the six flashcards back into the treasure chest one by one and encourage the children to count them as you put them in.

3 Play *Please!* **Optional activity**

- Show the flashcards and encourage the children to name them.
- Say **Stand up!** Make sure that the children have space around them. Encourage them to draw a magic circle around themselves. Say **Arms out! Turn around!** Encourage the children to stretch out their arms and turn around without touching anybody.
- Put on the puppet and get Captain Jack to say **Draw with your pencil, please!** Encourage the children to copy your mime.
- Repeat with **Colour with your crayon, please! Rub out with your rubber, please! Open your book, please! Close your book, please! Put your chair under the table, please! Sit on your chair, please!**
- When the children are confident, explain that if you don't say *please*, they should fold their arms and not carry out the instruction.
- Try and use these instructions as often as you can in class.

4 Play *Pick up your book!*

- Place the following items on the floor or a table so the children can see them: a pencil, a crayon, a rubber and a book.
- Put on the puppet. Get Captain Jack to say **Pick up your book!** Bend down and pick up a pencil. Show it to the children.
- Encourage the children to say *No!* Say **Oh! What is it?** Encourage the children to say *Book!*
- Repeat in the same way with *pencil, crayon* and *rubber* until the children are confident.

5 Play *Captain Jack's phonics!* (CD 1 tracks 38 & 39)

- Show the children the purple and pencil flashcards. Encourage them to name the flashcards. Flash the flashcards at the children and ask them to name

them. Speed up the process as the children get more confident. Repeat the words after the children, exaggerating the /p/.

Stick the flashcards on opposite sides of the board. Play *Purple and pencil*. The children dance to the music. Pause the CD when either word is spoken. The children point to the correct flashcard for the word just spoken and do the pencil mime when they say *pencil*.



Purple and pencil

Purple ... pencil ... purple ... pencil ... purple ... pencil ... purple ... pencil

- Play *The purple pencil tongue twister* and encourage the children to listen. Play it a second time and say the tongue twister and do the actions (make a picking up movement with your hands). Encourage the children to join in.



The purple pencil tongue twister

*Pick up the purple pencil, please, please, please.
Pick up the purple pencil, please, please, please.*

Transition time

6 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

Table time

7 Trace and colour the pencil. (Teacher's Notes page 236)

- Give out the photocopiable worksheets, pencils and purple crayons.
- Point to the numbers on your worksheet and say **1! 2! 3! 4! 5!** Encourage the children to do the same.
- Say **Let's trace from number to number!** Demonstrate this with either your finger or a pencil. Say the numbers as you do this. Encourage the children to do the same on their worksheets.
- When the tracing is complete, say **What's this?** Encourage the children to say *Pencil!*

Fast finishers Colour the pencil purple.

8 Play *Let's listen and point!* (CD 1 track 39)

- Say **Let's listen to the tongue twister!** Play the CD. Encourage the children to point to the pencil on the worksheet as they listen to the tongue twister. Encourage them to say the tongue twister, too.

9 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Sing *The story song!* (CD 1 track 37)

- You may wish to revisit the story as outlined in Lesson 2, Activity 6 before singing the story song.
- Put on the puppet. Play *The story song* and get Captain Jack to say **Stand up, pirates!** Encourage the children to join in the song and do the actions. (See Lesson 2, Activity 6 for the audio script.)

2 Play *What's Captain Jack hiding?*

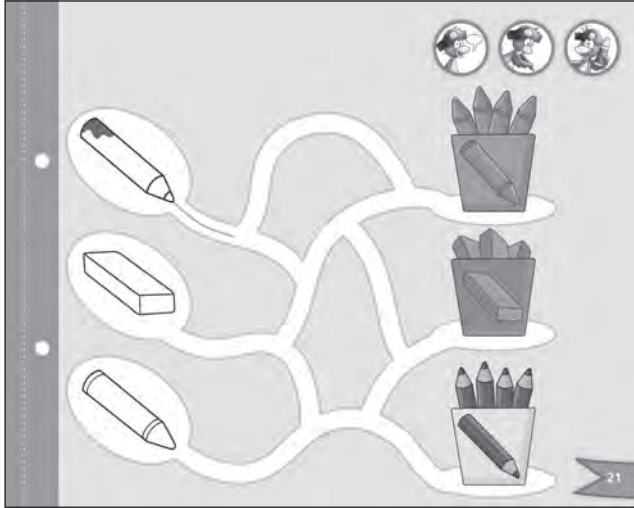
- Put the classroom object flashcards on the board and encourage the children to name them. Put on the puppet. Get Captain Jack to say **Close your eyes!** Make Jack hide the pencil flashcard by placing him in front of it. Ask the children to open their eyes. Say **What's Captain Jack hiding?** Encourage the children to name the flashcard and say *Pencil!* Say **That's right! It's a pencil!**
- Reveal the flashcard by making Jack fly off.
- Say **What colour is it?** Encourage the children to say *Red!*
- Repeat with all the flashcards until the children are confident.

3 Play *Who's got the crayon?*

- Show the classroom object flashcards and encourage the children to name them several times.
- Choose six volunteers using *The hands up chant* (see Introduction page 20). Count them as they go to the front of the class. Give them the flashcards and ask them to stand with their backs to the class.
- Say **Who's got the crayon?** Encourage the class to name a volunteer. If the child named is holding the correct flashcard, that child jumps round and shows the flashcard. Encourage all the class to repeat *Crayon!* and mime drawing with a crayon.
- Repeat until all the items are found, and with different volunteers if you wish.

2 The classroom

Lesson 4



Learning objectives

- Identify and respond to the concept of *good* and *bad* behaviour.
- Listen to and join in with *The good behaviour song*.

Language focus

Key vocabulary

- *Good behaviour, bad behaviour*
- *Pencil, rubber, crayon*

Receptive language

- *This is the way we ...*
- *Can I have ...? • Look after ...*
- *Put away your ..., please! • Put it away.*
- *Is (Anna) looking after her pencil? • What is it?*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *good behaviour, bad behaviour, pencil, crayon, rubber, book, table, chair*
- *Captain Jack 2* Flip over Book
- Red, purple and green crayons



At-a-glance lesson plan

Getting ready

- Put the good and bad behaviour flashcards in the treasure chest. Have the puppet ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Join in the story with the *Flip over Book*. (CD 1 tracks 36 & 37) (Flip over Book pages 16–27) C1 C6
- 3 Introduce *good* and *bad* behaviour. C1
- 4 Play *Good and bad!* (CD 1 track 16) (Optional activity) C1
- 5 Play *The mime game*. C1
- 6 Sing *The good behaviour song*. (CD 1 track 40) C1 C6

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Match the classroom objects to the containers. (Pupil's Book page 21) C1 C7 C8
- 9 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abracadabra!* Lesson 1, Activity 2 for the audio script).

2 Join in the story with the *Flip over Book*. (CD 1 tracks 36 & 37) (Flip over Book pages 16–27)

- Put on the puppet. Get Captain Jack to say **Pirates! Listen to me!** Encourage the children to hold one hand to their ear. Say **Do you want to listen to the story?** Encourage the children to say *Yes!*
- Say **Listen to the story!** Play the CD or read the story. Encourage the children to join in the story and do the actions. Encourage them to say key words: *pencil, rubber, crayon*.

- At the end of the story, encourage the children to stand up and act out *The story song*. (See Lesson 2, Activity 6 for the audio scripts.)

3 Introduce *good* and *bad* behaviour.

- Put on the puppet. Get Captain Jack to fly around in excitement. Mime waving a magic wand over the treasure chest and get Captain Jack to say **Abracadabra, 1, 2, 3! What's in the treasure chest? Let's see!**
- Take the good and bad behaviour flashcards out of the treasure chest. Show the good behaviour flashcard. Make Captain Jack say **Anna is looking after her pencils! She's putting them away! This is good behaviour!** Encourage the children to say *Good behaviour!* and mime putting pencils and crayons away.
- Show the bad behaviour flashcard. Make Captain Jack say **Is Anna looking after her pencils? Is she putting them away?** Encourage the children to say *No!* Say **This is bad behaviour!** Encourage the children to say *Bad behaviour!* and mime dropping pencils and crayons on the floor.
- Flash the two flashcards. Speed up the activity, alternating between *good* and *bad* until the children are confident.

4 Play *Good and bad!* (CD 1 track 16)

Optional activity

- Put the flashcards on different walls. Play the pirate music. Encourage the children to dance on the spot or around the class.
- Stop the music and say **Good behaviour!** The children should repeat and point to the flashcard. Encourage them to nod their head and smile.
- Repeat with **Bad behaviour!** Encourage them to frown and shake their heads.
- Alternate between **Good behaviour** and **Bad behaviour** until the children are confident.

5 Play *The mime game*.

- Put the behaviour flashcards on different sides of the board. Ask the children to name them.

- Mime looking after and not looking after items children typically use. Use props around the classroom, e.g. dropping a pencil / putting a pencil away, dropping a coat on the floor / putting a coat on the peg, etc. Encourage the children to point to the correct flashcard each time and say *Good behaviour!* or *Bad behaviour!*

6 Sing *The good behaviour song*. (CD 1 track 40)

- Say **Let's sing *The good behaviour song!***
- Play the song and do the actions. Encourage the children to do the same.
- Play the song again. Encourage the children to sing along and do the actions.



The good behaviour song

This is the way we look after pencils (Mime picking up a pencil.)

Look after pencils, look after pencils

Put away your pencils, please! (Mime putting away a pencil.)

Good! Good! Good! (Smile and nod your head.)

This is the way we look after rubbers (Mime picking up a rubber.)

Look after rubbers, look after rubbers

Put away your rubbers, please! (Mime putting away a rubber.)

Good! Good! Good! (Smile and nod your head.)

This is the way we look after crayons (Mime picking up a crayon.)

Look after crayons, look after crayons

Put away your crayons, please! (Mime putting away a crayon.)

Good! Good! Good! (Smile and nod your head.)

Transition time

7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

Table time

8 Match the classroom objects to the containers. (Pupil's Book page 21)

- Give out the pencils and red, purple and green crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to the pictures of the classroom items on the left on your worksheet and encourage the children to do the same.
- Point to the pencil and say **What's this?** Encourage the class to say *A pencil!* Repeat with *rubber* and *crayon*.
- Say **Look after your pencil! Put it away!** Point to the pencil container and demonstrate drawing a line from the pencil to the container using your finger or a pencil. Encourage the children to do the same.

- Repeat with *rubber* and *crayon*.
- Ask the children to colour the classroom objects. Say **Colour the pencil red! Colour the rubber purple! Colour the crayon green!**
- Ask the children if tidying up classroom objects is good or bad behaviour.

Fast finishers Do the extra activity on page 22 of the Pupil's Book.

9 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Play *Pass the flashcards face down*. (CD 1 track 16)

- Organise the children into a circle. Give the classroom object flashcards to the children face down.
- Play the pirate music and encourage the children to pass the flashcards face down around the circle.
- Put on the puppet, stop the music and get Captain Jack to say **(Alex!) What is it?** Encourage the child to turn over the flashcard and show the flashcard to the class. Encourage all the children to name the flashcard and do the action. Say **Very good! That's right! Alex has got the (book)!**

2 Play *What is Captain Jack thinking?*

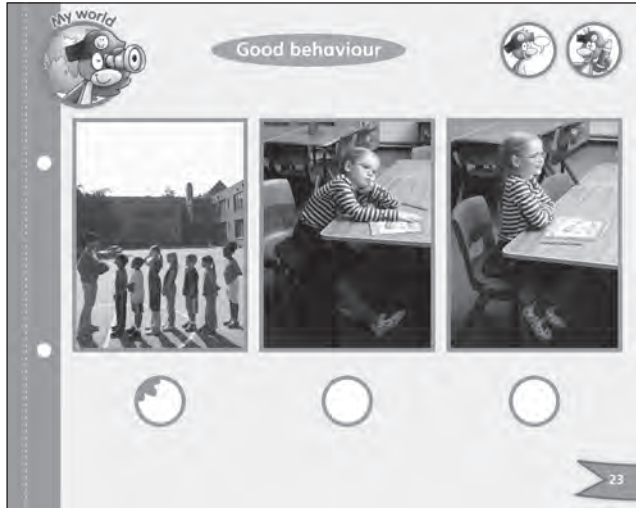
- Put the flashcards on the board face down. Encourage the children to name them as you do this.
- Put on the puppet. Tell the children that Captain Jack is thinking. Draw a thought bubble on the board. Stick a flashcard face down on the board in the thought bubble.
- Encourage the children to guess the flashcard in the thought bubble. When the flashcard is guessed correctly, encourage all the class to repeat the word and do the mime.
- Give the flashcard to the child who guesses correctly. Get Captain Jack to say **Here is your treasure!**
- At the end of the activity, collect the flashcards. Get Captain Jack to say **Can I have the (pencil), please?** as you collect the flashcards.
- Encourage the children to count the six flashcards as you put them back in the treasure chest.

3 Play *Pass the treasure chest!* (CD 1 track 16)

- Encourage the children to name the classroom object flashcards and put them inside the treasure chest.
- Play the pirate music and encourage the children to pass around the treasure chest. Put on the puppet. Stop the music and get Captain Jack to say **Can I have the pencil, please?**
- Help the child with the treasure chest to look for the correct flashcard and give it to Captain Jack. Encourage the class to say *Pencil!* and do the action.
- Get Captain Jack to say **Thank you, (Anna)!**
- Repeat for the remaining flashcards.

2 The classroom

Lesson 5



Learning objectives

- Identify and respond to good classroom behaviour vocabulary.
- My world: good behaviour at school.

Language focus

Key vocabulary

- *Line up! Sit up! Hands up!*
- *Please*

Receptive language

- *This is the way we ...* • *Put away your ..., please!*
- *Do you (put your hands up)?*
- *Is this good behaviour?*
- *What's Captain Jack hiding?*
- *What colour is it?*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *good behaviour, bad behaviour, pencil, crayon, rubber, book, table, chair, line up, sit up, hands up*
- Red and green crayons



At-a-glance lesson plan

Getting ready

- Have the puppet, good and bad behaviour flashcards, the line up, sit up and hands up, and the classroom object flashcards ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Sing *The good behaviour song*. (CD 1 track 41) (Optional activity) C1 C6
- 3 Play *Pass the treasure chest!* (CD 1 track 16) C1
- 4 Play *Look with your telescope!* C1
- 5 Play *Please!* C1 C5
- 6 Play *Do you ...?* (CD 1 track 16) C1 C5

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Colour the circles green or red. (Pupil's Book page 23) C1 C5 C7 C8
- 9 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abracadabra!* Lesson 1, Activity 2 for the audio script).

2 Sing *The good behaviour song*. (CD 1 track 41) **Optional activity**

- Show the good and bad behaviour flashcards and ask volunteers to say the words. Say **Let's sing *The good behaviour song!*** Play the karaoke version of the song. Encourage the children to sing and do the actions. You may wish to substitute *look after pencils / rubbers / crayons* with any school activity to enforce good behaviour, e.g. *eat, tidy the classroom, play, draw*, etc. (See Lesson 4, Activity 6 for the audio script.)

3 Play *Pass the treasure chest!* (CD 1 track 16)

- Show the pencil, crayon, rubber, book, table and chair flashcards and put them in the treasure chest, encouraging the children to name them as you do this.
- Play the pirate music. Encourage the children to pass around the treasure chest.
- Stop the music and encourage the child with the treasure chest to take out a flashcard and show it to the class. Encourage all the children to name it and do the action.
- Repeat with the remaining flashcards.
- Put the flashcards back in the treasure chest one by one. Encourage the children to count the flashcards back into the treasure chest with you.

4 Play *Look with your telescope!*

- Put the line up, sit up and hands up flashcards in the treasure chest. Put on the puppet and get Captain Jack to fly around in excitement. Mime waving a wand over the treasure chest and get Captain Jack to say **Abracadabra, 1, 2, 3! What's in the treasure chest? Let's see!**
- Take the line up, sit up and hands up flashcards from the treasure chest. Name them one by one: **Line up, please! Sit up, please! Hands up, please!** Do the appropriate actions: for *line up*, stand up straight with hands by your side; for *sit up*, sit up straight on your chair; for *hands up*, put your hand up and put your finger over your lips. Encourage the children to repeat and copy after you. Repeat several times.
- Stick the flashcards around the room. Say **Look with your telescopes 1, 2, 3! Line up, please!** Encourage the children to pretend to look with a telescope, focus on the appropriate flashcard, repeat the words and do the mime. Repeat with the other flashcards.
- For each flashcard say **Is this good behaviour?** Encourage the children to say *Yes!*

5 Play *Please!*

- Put on the puppet. Get Captain Jack to say **Line up, please!** Encourage the children to stand up straight with their hands by their sides.
- Repeat with **Sit up, please!** (encourage them to sit properly on the floor or on their chair) and **Hands up, please!** (encourage the children to put their hand up and put their finger over their lips).
- When the children are confident, explain that they should only do the action if Captain Jack says **please!** If Jack doesn't say **please**, encourage the children to fold their arms and shake their heads.

6 Play *Do you ...?* (CD 1 track 16)

- Show the line up, sit up and hands up flashcards and ask the children to name them. Encourage the children to pass around the flashcards in the circle. Play the pirate music and encourage the rest of the children to clap their hands as the flashcards are passed around the circle.
- Put on the puppet, pause the CD and get Captain Jack to say **Line up!** Encourage the child with the flashcard to hold it up. Get Jack to point to the flashcard and say to the class **Do you line up?** The children answer *Yes!* or *No!* Encourage them to say *Yes!*
- Repeat in the same way with **Sit up!** and **Hands up!** (For *Hands up*, say **Do you put your hands up?**)
- Repeat several times until the children are confident.

Tip: You can sing *The hands up chant* and *The line-up chant* (see Introduction page 20).

Transition time

7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

Table time

8 Colour the circles green or red. (Pupil's Book page 23)

- Give out the red and green crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to the photo on the left and the photo on the right and ask the children to say the correct phrase for each (*Line up!* *Sit up!*)
- Point to the photo of the children lining up on your worksheet. Say **Is this good behaviour?** Encourage the children to say *Yes!*
- Point to the circle under the photo and Say **Colour the circle green.** Demonstrate this on your worksheet with either a green crayon or your finger.

- Repeat in the same way with the remaining photo. When the answer is no, ask the children to colour the circle red.

Fast finishers Do the extra activity on page 24 of the Pupil's Book.

9 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Sing *The good behaviour song*. (CD 1 track 41)

- Say **Stand up, pirates! Let's sing!**
- Play the karaoke version of the song and encourage the children to join in and do the actions. Substitute *look after pencils / rubbers / crayons* with *line up, sit up and put our hands up*. Substitute *Put away your pencils, Put away your rubbers, and Put away your crayons* with *Line up, Sit up and Put your hands up*. (See Lesson 4, Activity 6 for the audio script.)

2 Play *Captain Jack's whispering game!*

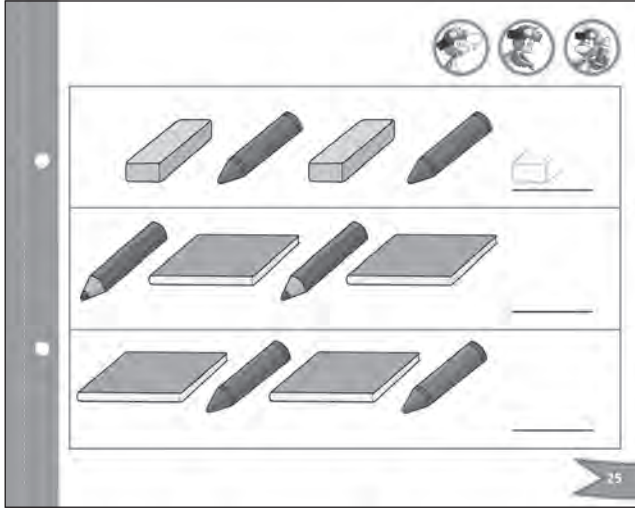
- Organise the children in a circle. Put on the puppet. Tell the children that Captain Jack has a secret that he wants to tell them. Put the line up, sit up and hands up flashcards on the board.
- Get Captain Jack to whisper **Hands up!** to a child. The child whispers this to the next child, who passes it on. This continues around the circle until it reaches the last child.
- The child stands up and picks up the correct flashcard. Encourage the child to show it to the rest of the class and ask the class what the secret is. Encourage them to say *Hands up!*
- If they get it wrong, give them the correct answer and congratulate them for trying.
- Repeat with the other flashcards.

3 Play *What's Captain Jack hiding?*

- Put the classroom object flashcards on the board and encourage the children to name them.
- Put on the puppet. Get Captain Jack to say **Close your eyes!** Make Captain Jack hide the chair flashcard by placing him in front of it. Say **What's Captain Jack hiding?** Encourage the children to name the flashcard and say *Chair!* Say **That's right! It's a chair!**
- Reveal the flashcard by making Jack fly off.
- Say **What colour is it?** Encourage the children to say *Blue!*
- Repeat with all the flashcards until the children are confident.

2 The classroom

Lesson 6



Learning objectives

- Recognise colours.
- Recognise and understand the concept of numbers.
- Listen to and join in with *The colours song*.

Language focus

Key vocabulary

- Colours
- *Rubber, crayon, pencil, book*

Receptive language

- *This is the way we ...* • *Look after*
- *Put away your ..., please.* • *I spy with my little eye*
- *Who's got the colour purple?* • *I've got ...*
- *What's this?* • *What colour is it?*
- *What's missing?*

Classroom materials

- Puppet • CD 1 • Treasure chest
- Flashcards: *good behaviour, bad behaviour, black, white, orange, purple, yellow, red, blue, green, brown, pink, pencil, crayon, rubber, book, table, chair*
- Pink, red and green crayons



At-a-glance lesson plan

Getting ready

- Have the puppet, the classroom object flashcards, the good and bad behaviour and colour flashcards ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) C1 C5 C6
- 2 Sing *The good behaviour song*. (CD 1 track 41) (Optional activity) C1 C6
- 3 Play *Flash the flashcard!* C1
- 4 Sing *The colours song*. (CD 1 track 18) C1 C6
- 5 Play *I spy with colours*. C1
- 6 Play *Musical colours*. (CD 1 track 16) C1

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

Table time

- 8 Complete the missing drawings and colour. (Pupil's Book page 25) C1 C5 C7 C8
- 9 Point and say. C1
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) C1 C5 C6

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abracadabra!* Lesson 1, Activity 2 for the audio script).

2 Sing *The good behaviour song*. (CD 1 track 41) **Optional activity**

- Show the good and bad behaviour flashcards and encourage volunteers to name them. Say **Let's sing *The good behaviour song***. Play the karaoke version of the song and encourage the children to join in and do the actions. (See Lesson 4, Activity 6 for the audio script.)

3 Play *Flash the flashcard!*

- Show the colour flashcards one by one and encourage the children to name the colours.
- Put the flashcards behind your back and reveal them one by one. Encourage the children to say the words.
- Speed up the process. Stop when the children are confident.

4 Sing *The colours song*. (CD 1 track 18)

- Stick the colour flashcards around the class and encourage the children to name them.
- Say **Let's sing *The colours song!*** Play the karaoke version of the song and encourage the children to join in and point to the correct colour flashcards. (See *Abracadabra!* Lesson 2, Activity 5 for the audio script.)

5 Play *I spy with colours*.

- Show the classroom object flashcards and encourage the children to name them.
- Stick the flashcards on different walls. Put on the puppet. Explain to the children that Captain Jack wants them to play with their imaginary telescopes. Say **Show me your telescopes!**

- Get Captain Jack to say **I spy with my little eye something pink!** Encourage the children to focus on the pink rubber with their imaginary telescopes and say *Rubber!*

- Say **Very good! A pink rubber!** Encourage the children to repeat the words.

- Repeat with all the flashcards.

6 Play *Musical colours*. (CD 1 track 16)

- Show the colour flashcards and encourage the children to name them.
- Give out the flashcards and play the pirate music. Encourage the children to pass the flashcards round the circle.

- Stop the music and get Jack to say **Who's got the colour purple?** Encourage the child holding the purple flashcard to show it to the class. Encourage all the children to say *Purple!*

- Repeat until all the colours are named.

Transition time

7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

Table time

8 Complete the missing drawings and colour. (Pupil's Book page 25)

- Give out the pencils and crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to the first rubber in the first row and say **What's this?** Encourage the children to point to the rubber on their worksheet and say *Rubber!* Repeat for the crayon, pencil and book.
- Point to the rubber and say **What colour is it?** Encourage the children to say *Pink!*
- Point to the objects in the first row in turn and encourage the children to say *Rubber, crayon, rubber, crayon!* Then point to the missing drawing in the first row and say **What's missing?** Encourage the children to say *Rubber!*
- Say **Draw a rubber!** Demonstrate this on your worksheet with either a pencil or your finger. Encourage the children to do the same on their worksheets.
- Say **What colour is the rubber?** Point to the objects in the top row on your worksheet. Encourage the children to say *Pink! Brown! Pink! Brown!* and then colour their rubber pink.
- Ask the children to draw and colour the other missing objects.

Fast finishers Do the extra activity on page 26 of the Pupil's Book.

9 Point and say.

- Encourage the children to point to each classroom object on their worksheet and say the colour and the word.
- Say **Yes! A (pink) (rubber)!** Ask the children to repeat after you.

10 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Play *What's Captain Jack hiding in the treasure chest?*

- Show the colour flashcards and get the children to name them.
- Put on the puppet. Get Captain Jack to whisper something in your ear. Say **Captain Jack wants to play!**
- Get Jack to hide a colour flashcard in his treasure chest and encourage the class to guess the colour.
- When the class name the correct colour, show the flashcard and encourage all the children to name the colour.

2 Play *The memory game with flashcards*.

- Put the classroom object flashcards on the board and encourage the children to name them as you do this.
- Put on the puppet. Point to the first flashcard and get Captain Jack to say **I've got (a rubber)!** Encourage the children to repeat (*Rubber!*)
- Get Captain Jack to point to the first and second flashcards and say **I've got a (rubber) and a (pencil)!** Point to the flashcards and encourage the class to repeat (*Rubber!*) and (*Pencil!*)
- Add on one more item each time.
- Repeat until all the key words are named.

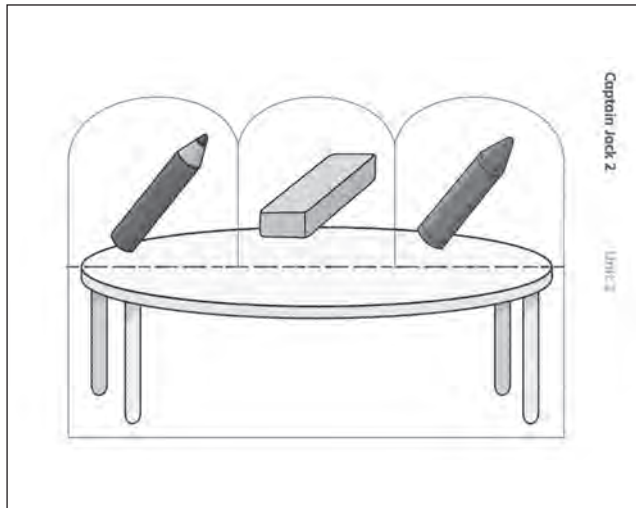
3 Sing *The numbers song*. (CD 1 track 30)

- Say **Let's sing *The numbers song***. Play the karaoke version of the song and encourage the children to sing along and do the actions. (See Unit 1 Lesson 6, Activity 5 for the audio script.)

If you would like to increase this unit's lexical set, please use the *Extra vocabulary flashcards*, *Extra vocabulary Teacher's Notes* and *Extra vocabulary worksheets* on the Photocopiable Resources CD. This gives your class the opportunity to learn and practise an additional four words.

2 The classroom

Lesson 7



Learning objectives

- Listen to and join in with *Pirates' playtime*.
- Listen to and act out the story with Press outs.
- Emotional intelligence: understand how to help in the classroom.

Language focus

Key vocabulary

- *Pencil, crayon, rubber, book, table, chair*

Receptive language

- *Listen to me ...* • *Stand up! Sit down!*
- *Close your eyes* • *Draw, colour, rub out, open,*
- *Sit on your chair, put your chair ...*

Classroom materials

- Puppet • CD 1 • Treasure chest
- All Unit 2 flashcards
- *Captain Jack 2* Flip over Book • Unit 2 Press out
- Teacher's Notes Photocopiable Resources: Unit 2 emotional intelligence worksheet



At-a-glance lesson plan

Getting ready

- Have the puppet and all the flashcards for the unit ready.

Circle time

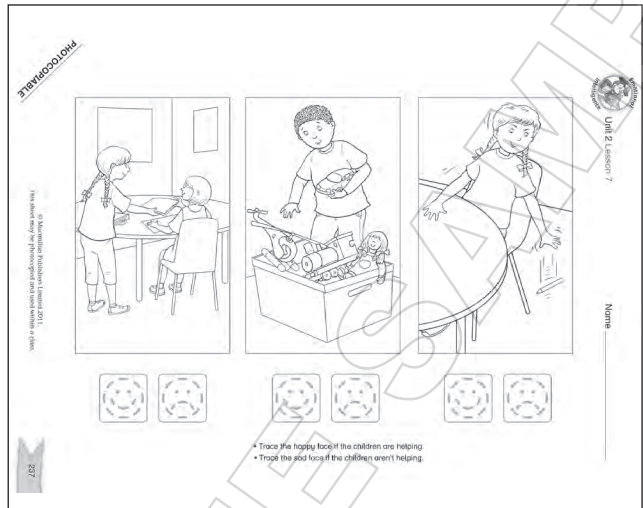
- 1 Sing the *Hello song 1*. (CD 1 track 10) (C1) (C5) (C6)
- 2 Play *Pirates' playtime*. (CD 1 track 42) (C1)
- 3 Play *Mime the classroom object*. (Optional activity) (C1)
- 4 Play *Abracadabra!* (C1)
- 5 Play *Look and find!* (C1)

Transition time

- 6 Say *The transition chant*. (CD 1 track 13) (C1) (C5) (C6)

Table time

- 7 Remove the classroom objects Press out. (C1) (C8)
- 8 Join in the story. (CD 1 track 36) (Flip over Book pages 16-27) (C1) (C6) (C8)
- 9 Emotional intelligence (Teacher's Notes page 237) (C1) (C3) (C5)
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) (C1) (C5) (C6)



Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abracadabra!* Lesson 1, Activity 2 for the audio script).

2 Play *Pirates' playtime*. (CD 1 track 42)

- Put on the puppet. Get Captain Jack to say **Pirates! Do you want to play?** Encourage the children to say *Yes!* Say **Stand up, pirates!**
- Make sure that the children have room to move freely. Encourage the children to draw a magic circle around themselves. Say **Arms out! Turn around!** Encourage the children to stretch out their arms and turn around without touching anybody.
- Play the CD. Encourage the children to follow Captain Jack's instructions, join in and do the actions.



Pirates' playtime

Pirates, pirates

Listen to me! (Cup your hand round your ear.)

Stand up. 1, 2, 3! (Stand up.)

Draw with your pencil, please! (Mime drawing with a pencil.)

Colour with your crayon, please! (Mime colouring with a crayon.)

Rub out with your rubber, please! (Mime rubbing out with a rubber.)

Open your book, please! (Mime opening a book.)

Sit on your chair, please! (Sit down.)

Put your chair under the table, please! (Stand up and mime pushing a chair.)

Pirates, pirates

Sit down like me! (Sit down.)

Close your eyes. 1, 2, 3! (Close your eyes.)

3 Play *Mime the classroom object*.

Optional activity

- Show the classroom object flashcards. Say the words and do the mimes. Encourage the children to repeat the words and join in with the mimes.
- Mime one of the classroom objects. Encourage the children to name the object and do the corresponding action.
- When the children understand the game, choose volunteers using *The hands up chant* (see Introduction page 20) to mime different classroom objects, which the class then guess.

4 Play *Abracadabra!*

- Hold up the classroom object flashcards. Ask the children to name them.
- Put the flashcards in the treasure chest. Put on the puppet. Mime waving a wand over the treasure chest and get Captain Jack to say **Abracadabra, 1, 2, 3! Book!** Take out a flashcard.
- If Captain Jack is correct and the flashcard corresponds to what he says, encourage the children to say *Yes! Book!* If Captain Jack is incorrect and his magic hasn't worked, encourage the children to say *No!* and correct Captain Jack if possible.
- Repeat with the rest of the flashcards.

5 Play *Look and find!*

- Choose three pairs of volunteers using *The hands up chant* (see Introduction page 20) to come to the front of the class. Count the children as they come to the front of the class.
- Say **Close your eyes!** Hide the line up, sit up and hands up flashcards around the class. Encourage the pairs of volunteers to hold hands and find the flashcards.
- When the children are close to the flashcards, encourage the class to say *Good!* When the children aren't close to the flashcards, encourage the class to say *Bad!*
- When the children have found the flashcards, show them to the class for the children to say the words and act them out.
- Play with different volunteers and different flashcards from the unit.

Transition time

6 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

Table time

7 Remove the classroom objects *Press out*.

- Give out the *Press outs* and help the children remove the objects.

8 Join in the story. (CD 1 track 36) (Flip over Book pages 16-27)

- Say **It's story time!** If you wish, say the story time chant and do the actions. (See Unit 1 Lesson 2, Activity 5 for the audio script.)
- Open the Flip over Book at the story pages and play the CD or tell the story yourself. Refer to each of the story pictures in turn. Encourage the children to join in by miming and saying as much language as possible. (See Lesson 2, Activity 6 for the audio script.)
- Encourage the children to point to the classroom objects as they hear them in the story, or to fold up the flaps on their *Press out* for the relevant classroom object as each one is mentioned.
- Congratulate the children for their participation. Say **Well done, everybody! What a lovely story!**
- Collect the *Press outs* and write the children's names on them.

9 Emotional Intelligence: I know how to help! (Teacher's Notes page 237)

- Point to the first page of the story in the Flip over Book. Point to the helper. Say **This is the teacher's helper! She's giving out books.** Mime the action. Say **Do you help your teacher?** Encourage the children to say *Yes!*
- Give out the photocopiable worksheets and pencils. Point to each picture and say **Is the boy / girl helping the teacher?** Encourage the children to say *Yes!* or *No!*
- Encourage the children to trace the happy face under each picture if the answer is positive, and the sad face if the answer is negative. Say **Trace the happy face if the children are helping. Trace the sad face if the children are not helping.**
- Point to each picture and ask whether it is good or bad behaviour.

10 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Play *The mime game*.

- Put the good and bad behaviour flashcards on different sides of the board. Encourage the children to name them.
- Mime looking after and not looking after items children typically use in the classroom. Use props around the classroom, e.g. drop a pencil / put away a pencil, drop a coat on the floor / put a coat on the peg, etc. Encourage the children to point to the correct flashcard and say *Good behaviour!* or *Bad behaviour!*

2 Play *Point to the story pictures!*

- Point to your favourite frame of the story in the Flip over Book.

- Encourage volunteers to point to their favourite part of the story and get Captain Jack to comment.

3 Play *What is Captain Jack thinking?*

- Stick the classroom object flashcards face down on the board. Encourage the children to name them as you do this.
- Put on the puppet. Tell the children that Captain Jack is thinking. Draw a thought bubble on the board. Stick a flashcard face down on the board in the thought bubble.
- Encourage the children to guess the flashcard in the thought bubble. When the flashcard is guessed correctly, encourage the class to repeat the word and do the mime.
- Give the flashcard to the child who guesses correctly. Get Captain Jack to say **Here is your treasure**. At the end of the activity, collect the flashcards. Get Captain Jack to say **Can I have the (pencil), please?** as you collect the flashcards.
- Encourage the children to count the six flashcards as you put them back in the treasure chest.

2 The classroom

Lesson 8



Learning objectives

- Review all vocabulary.
- Review a song.
- My English Dossier: show understanding of vocabulary through a sticker activity.

Language focus

Key vocabulary

- *Pencil, crayon, rubber, book, table, chair*
- *Good behaviour, bad behaviour*
- *Line up! Sit up! Hands up!*

Receptive language

- *Can I have the (pencil), please?* • *Thank you*
- *Pick up your ...* • *What is it?*
- *What has Captain Jack got?* • *Stick the stickers.*

Classroom materials

- Puppet • CD 1 • Treasure chest
- All Unit 2 flashcards
- Unit 2 stickers
- *Captain Jack 2 Flip over Book*

At-a-glance lesson plan

Getting ready

Put the puppet in the treasure chest and have all the flashcards ready.

Circle time

- 1 Sing the *Hello song 1*. (CD 1 track 10) (C1) (C5) (C6)
- 2 Play *Pass the treasure chest!* (CD 1 track 16) (C1)
- 3 Play *Pick up your book!* (C1)
- 4 Play *Please!* (C1) (C5)
- 5 Play *What has Captain Jack got?* (C1)
- 6 Sing our favourite song. (Optional activity) (C1) (C5)

Transition time

- 7 Say *The transition chant*. (CD 1 track 13) (C1) (C5) (C6)

Table time

- 8 Fill Captain Jack's treasure chest with classroom object stickers. (Pupil's Book page 27) (C1) (C7)
- 9 Play *Find the treasure!* (Flip over Book pages 17-27) (C1)
- 10 Sing the *Bye-bye song 1*. (CD 1 track 15) (C1) (C5) (C6)

Circle time

1 Sing the *Hello song 1*. (CD 1 track 10)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See *Abracadabra!* Lesson 1, Activity 2 for the audio script.)

2 Play *Pass the treasure chest!* (CD 1 track 16)

- Encourage the children to name the classroom object flashcards and put them inside the treasure chest.
- Put on the puppet. Play the pirate music and encourage the children to pass around the treasure chest. Stop the music and get Captain Jack to say **Can I have the pencil, please?** Help the child with the treasure to look for the correct flashcard and give it to Captain Jack.
- Encourage the class to say *Pencil!* and do the action.
- Get Captain Jack to say **Thank you, (Anna)!**

3 Play *Pick up your book!*

- Place the following items on the floor or a table so the children can see them: a pencil, crayon, rubber and book.
- Put on the puppet. Get Captain Jack to say **Pick up your book!** Bend down and pick up a pencil. Show it to the children.
- Encourage the children to say *No!* Say **Oh! What is it?** Encourage the children to say *Book!*
- Repeat in the same way with *pencil, crayon* and *rubber* until the children are confident.

4 Play *Please!*

- Put on the puppet. Say **Line up, please!** Encourage the children to stand up straight with their hands by their sides.
- Repeat with **Sit up, please!** (encourage the children to sit properly on the floor or on their chair) and **Hands up please!** (encourage the children to put their hand up and put their finger over their lips).
- When the children are confident, explain that they should only do the action if Captain Jack says *Please!* If Jack doesn't say please, encourage them to fold their arms and shake their heads.

5 Play *What has Captain Jack got?*

- Take the classroom object flashcards, and line up, sit up, and hands up flashcards.
- Put on the puppet. Get Captain Jack to choose a flashcard. Say **What has Captain Jack got?** Give the children a clue by miming the word or action. Encourage the children to guess the word, repeat it and mime the action.

6 Sing our favourite song. **Optional activity**

- Ask the children to think of their favourite song from the unit. Remind them by playing bits of the songs. Say **This one?** Ask the children to hold up their hands to vote for the song. Say **Hands up!**
- Sing the song and do the actions.

Transition time

7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, activity 7 for the audio script.)

Table time

8 My English Dossier: Fill Captain Jack's treasure chest with classroom object stickers. (Pupil's Book page 27)

- Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer. Give out the stickers.
- Point to the treasure chest. Say **Look! It's Captain Jack's treasure chest!**
- Explain to the children that they are now at the end of the journey on the treasure hunt.
- Point to the table and say **What's this?** Encourage the class to say *Table!* Repeat with the rest of the classroom objects.
- Hold up the stickers and say **Show me the table!** Encourage the children to peel off the table sticker and hold it up in the air. Say **Where does the table go?** and encourage the children to point to the correct silhouette. Say **Stick on the table!** and encourage the children to put the table sticker in place on their worksheet. Repeat the activity in the same way with *book*, *crayon* and *chair*.

Fast finishers Do the extra activity on page 28 of the Pupil's Book.

Tip: The Lesson 8 worksheets can be collected and bound together to form a learning dossier for each child. A photocopiable front cover can be found on the Photocopiable Resources CD.

9 Play *Find the treasure!* (Flip over Book pages 17-27)

- Say **Very good! Now let's find your treasure!** Hold up the Flip over Book at the story pages and encourage the children to look for the hidden treasure in the story pages. You may wish to get Captain Jack to say the following rhyme as the children look for the treasure. Say **Where is the treasure? Look in the story! Can you see? Find the treasure 1, 2, 3!**
- When the children spot the hidden treasure, encourage a volunteer to point to it in the Flip over Book. (The treasure is hidden in frame 6.) Say **Treasure!** Encourage the children to repeat the word. Say **What colour is the treasure?** Encourage the children to say *Red!*
- Hold up the sticker page and say **Show me the treasure!** Encourage the children to peel off the treasure sticker, hold it up in the air and then put it in place on their worksheet. Get Captain Jack to say **Well done, pirates!**

10 Sing the *Bye-bye song 1*. (CD 1 track 15)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 10 for the audio script.)

Extra activities

1 Say *The well done chant*. (CD 1 track 32)

- Put on the puppet. Get Captain Jack to congratulate the children on successfully finishing the treasure hunt. Say **Well done, pirates! Very good work!**
- Say *The well done chant* and encourage the children to join in. (See Unit 1 Lesson 8, Extra activities for the audio script.)

2 Play with the *Captain Jack 2 Multi-ROM*.

- For extra vocabulary practice, play the interactive games in Unit 2 of the Multi-ROM.

3 Play *The flashcard dance*. (CD 1 track 16)

- Stick the classroom object flashcards on different walls of the classroom. Divide the children into two groups: pirates and captains.
- Play the pirate music. Encourage the children to dance on the spot or around the class.
- Stop the music. Say **Pirates! Point to the book!** Encourage the pirates to point to the book flashcard and the captains to fold their arms.
- Play the music again and encourage the children to dance. Stop the music and say **Captains! Point to the rubber!** Encourage the captains to point to the rubber flashcard and the pirates to fold their arms.
- Repeat, giving different instructions and alternating between pirates and captains.

If you feel your class needs extra practice on the vocabulary contained in this unit, please use the *Revision worksheets* on the Photocopiable Resources CD.