

## Unit overview

### Key Competences and Key Learning Outcomes



- Identify and say eight school subjects (Lesson 2)
- Ask and answer about school subjects (Lesson 2)
- Read, listen and understand a story about the magic bike (Lesson 4)



- Ask and answer about the weather (Lesson 4)



- Use the Pupil's App on Navio



- Identify and say vocabulary from Level 1 (Lesson 1)
- Say the alphabet in English (Lesson 3)
- Spell out words (Lesson 3)
- Make a cut-out and review your learning (Lesson 4)



- Ask and answer questions about your name and your friends' names (Lesson 1)



- Work with a Talk Partner to practise and reinforce learning (all lessons)



- Sing two songs (Lessons 1 and 3)
- Read, listen and understand a story (Lesson 4)

### Vocabulary

#### Core vocabulary

*Arts and Crafts, English, ICT, Maths, Music, PE, Science, Spanish; cloudy, raining, snowy, stormy, sunny, windy; the alphabet*

#### Extension vocabulary (optional)

*cold, cool, hot, warm*

#### Recycled vocabulary

Level 1: classroom objects; clothes; family members; farm animals; food; instructions; numbers 1–20; places in town; shapes; toys; transport

### Structures

#### Core structures

*What's your favourite subject?  
My favourite subject is (English).  
How do you spell ...?*

#### Other structures

*We've got ... We're ready to ...  
We (read / listen / write / sing / speak English).  
What colour (is / are) ...*

#### Recycled structures

*What's your / his / her name? My / His / Her name is (Jake / Molly).  
What colour is the ...? What can you see?  
I can see ...  
What's the weather like? It's very (sunny) today.  
Is it (raining)?  
Yes, it is.*



### Cooperative learning

**Skills:** Listening to one another (Lesson 1); Friends as a resource (Lesson 2); Working together (Lesson 3)

## Key Competences and Key Learning Outcomes



- Identify and say vocabulary from Level 1
- Listen and act out a conversation



- Say your name
- Ask and answer about your name and your friends' names



- Sing a song

## Key language

- Recycled:** *animals, toys, classroom objects, places, clothes, food, shapes*
- What colour is / are the ... I can see ... What's your / his / her name? My / His / Her name is ...*

## Materials

- Pupil's Book p4; Activity Book p2; Class CD1; Teacher's App on Navio
- Character flashcards
- Teacher's Resource Bank: Task flashcards: *find, say, Talk Partners, listen, sing, read, write, act out, circle*

## At a Glance Lesson Plan

## Starting the lesson

- Greet the class and introduce yourself.
- Set learning outcomes using the task flashcards.



## Cooperative learning

- Listening to your classmates**
- Play *The name chain game*.

## Activity 1

- Find and say.

## Activity 2

- Talk Partners**
- Find and say the numbers.

## Activity 3

- Listen and point.
- Sing *We've got our school bags*.
- ▶ *CD1 Track 1 p256*

## Pupil's Book

**Starter Unit** *Let's go back to school!* Lesson 1

- Find and say.**  
five animals five toys five classroom objects  
five places five clothes five things to eat five shapes
- Find and say the numbers.**
- Listen and point.** Sing *We've got our school bags.*  
*We've got our school bags. We're ready for school. We're on our way. Let's go!*  
*We're ready to listen. We're ready to sing. We're ready to speak English.*  
Chorus  
*We're ready to read. We're ready to write. We're ready to speak English.*  
Chorus
- Listen and act out.**  
What's his name?  
His name is Jake.  
What's her name?  
Her name is Molly.

Key learning outcomes: identify and say vocabulary from Level 1  
Language: *What's his / her name? His / Her name is (Jake / Molly).*

## Activity 4

- Talk Partners**
- Listen and act out.  
▶ *CD1 Track 3 p256*
- Go to the Activity Book.

## Ending the lesson

- Review the lesson.
- Review the task flashcards.

## Extra activity

- Reinforcement**
- Review shapes.

## Digital resources

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



## Activity Book

**Starter Unit** *Let's go back to school!* Lesson 1

- Circle the odd one out. Write and say.**  
1 pencil  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_
- Look, read and write.**  
1 What's his name?  
His name is Jake.  
2 What's her name? \_\_\_\_\_  
3 What's \_\_\_\_\_? \_\_\_\_\_  
4 What's \_\_\_\_\_? \_\_\_\_\_  
2 two

## Activity Book

## Activity 1

- Circle the odd one out.
- Write and say.

## Activity 2

- Look, read and write.

## Recycled vocabulary

- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Greet the class and introduce yourself.

- Say **My name's (your name)**. Ask **What's your name?** Elicit a response from individuals.

#### Set learning outcomes using the task flashcards.

- Stick the task flashcards for the lesson on one side of the board. Point to them and say the task during the lesson to reinforce your instructions.



### Cooperative learning

#### Listening to your classmates

- Play *The name chain* to learn each others' names. Sit in a circle. Ask the pupil on your left **What's your name?** The pupil answers and asks the next pupil the same question. Continue around the circle.

### Pupil's Book Activity 1

#### Find and say.

- (Books open.) Ask **Who can you see?** (*Jake, Molly, Beth and Toby.*) Ask **Can you see Mum and Dad? Where are they?** (*In front of the house.*) Ask **What can you see?** Elicit the names of items from Level 1: *I can see (a cat / a car / a hospital), etc.*
- Ask about the different lexical sets in turn. **Can you find five animals? Can you name any more animals?** The pupils point to and name the animals in the scene. Elicit the names of other animals from Level 1. Review the other lexical sets in the same way.
- Review colours. Ask **What colour is the bike? What colour are the flowers?**, etc.
- Review shapes. Ask **Can you see a (triangle)?** Elicit the different shapes in the picture: circles, rectangles, squares, triangles, stars and ovals.

### Pupil's Book Activity 2

#### Find and say the numbers.

- Explain to the class that the numbers 1–20 are hidden in the picture. Challenge the pupils to find them. Ask **Can you find the numbers?**



- **Talk Partners** The pupils take turns to find, point to and say the hidden numbers with a Talk Partner.

**Answers:** 1 girl's school bag 2 maths poster 3 maths poster 4 maths poster 5 maths poster 6 maths poster 7 farm gate 8 maths poster 9 whiteboard in classroom 10 on bookshop 11 T-shirt 12 front gate 13 sweet shop 14 toyshop 15 restaurant 16 hospital 17 fruit shop 18 school gate 19 whiteboard in classroom 20 bus

### Pupil's Book Activity 3

#### Listen and point. Sing *We've got our school bags*.

##### ► CD1 Track 1 p256

- Introduce the task flashcards. Hold up the 'listen' card and say **Now we're going to listen to a song**. Ask the pupils to predict the task flashcards that will be in the song. Stick those they suggest on the board.
- Say **Let's listen to the song**. Play the CD. The pupils listen and point to the cards they guessed correctly. Remove any that were not in the song. Reposition the cards in order (*listen, sing, read, write*).
- Point to the 'sing' task flashcard and say **Now we're going to sing *We've got our school bags***.
- Play the CD. The pupils sing and do the actions.

### Pupil's Book Activity 4

#### Listen and act out.

##### ► CD1 Track 3 p256

- Show the flashcard of Jake / Toby and ask **What's his name?** Show the flashcard of Molly / Beth and ask **What's her name?** Use scaffolding to help the pupils to say *His name is (Jake / Toby). Her name is (Molly / Beth)*.
- (Books open.) Say **Let's listen**. Play the CD. The pupils listen and follow the conversation.
- Play the CD again, pausing for the pupils to repeat.
- **Talk Partners** The pupils ask about the names of different members of the class with a Talk Partner. They take turns to point and ask *What's his / her name?* Remind them that we use 'his' for boys and 'her' for girls.

### Activity Book

#### Activity 1

##### Circle the odd one out. Write and say.

- (Books open.) Elicit the four items in the first group. Ask **Which is the odd one out?** Elicit *pencil*. Confirm that 'pencil' is the odd one out because it isn't a fruit. Repeat for the remaining groups. Pupils circle the odd one out each time and write the word on the line.

**Answers:** 1 pencil 2 cat 3 flower 4 orange 5 oval

#### Activity 2

##### Look, read and write.

- (Books open.) Encourage a confident child to read the example question and answer. Remind the pupils that we use 'his' for boys and 'her' for girls. The pupils complete the questions and answers individually.

**Answers:** 1 name is 2 her, Her name is Molly. 3 her name, Her name is Beth. 4 his name, His name is Toby.

### Recycled vocabulary

- The pupils look at the picture, remember and write the word.

**Answer:** school

### Ending the lesson

#### Review the lesson.

- Say **Today we've asked and answered about our friends' names**. Elicit the questions and answers from the pupils and praise them for their effort. Reinforce the use of 'his' for boys and 'her' for girls.

#### Review the task flashcards.

- Point to the task flashcards on the board. Say **Look at the activities you've done today. Which was your favourite?**

### Extra activity

#### Reinforcement

- Ask pupils to review, find and point to different shapes in the classroom, for example, circle (CD), etc. Alternatively, ask **What shape is the (CD)?** for them to answer.

### Key Competences and Key Learning Outcomes



- Identify and say eight school subjects
- Say a vocabulary chant
- Ask and answer questions about school subjects

### Key language

- *Arts and Crafts, English, ICT, Maths, Music, PE, Science, Spanish*
- *What's your favourite subject? My favourite subject is (English). What's yours?*

### Materials

- Pupil's Book p5; Activity Book p3; Class CD1; Teacher's App on Navio
- School subjects flashcards
- Teacher's Resource Bank: Task flashcards: *listen, say, act out, follow, colour, write, Talk Partners*

## At a Glance Lesson Plan

### Starting the lesson

- Review the *We've got our school bags* song.
- ▶ *CD1 Track 1 p256*
- Set learning outcomes using the task flashcards.

### Activity 1

- Listen and point.
- Say *The school subjects* chant.
- ▶ *CD1 Track 4 p256*

### Activity 2

- Listen and repeat.
- **Talk Partners** Act out.
- ▶ *CD1 Track 5 p256*

### Activity 3

- Listen and point.
- ▶ *CD1 Track 6 p256*
- ➔ Go to the Activity Book.

## Pupil's Book

Lesson 2 S

1 Listen and point. Say *The school subjects* chant.

2 Listen and repeat. Act out.

3 Listen and point.

Key learning outcomes: identify and say eight school subjects  
Language: What's your favourite subject? My favourite subject is (English).

five 5

### Ending the lesson

- Review the lesson.
- Review the task flashcards.

### Extra activity

#### Reinforcement

- Make a *What's your favourite subject?* living graph.



### Cooperative learning

#### Friends as a resource

- **Talk Partners** Ask and answer *What's this?*

## Digital resources

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



## Activity Book

Lesson 2 S

1 Follow and colour.

- Arts and Crafts
- Science
- Music
- Maths
- ICT
- PE
- English
- Spanish

2 Ask your classmates. Write.

What's your favourite subject?

My favourite subject is \_\_\_\_\_ What's yours?

Name	Favourite subject

three 3

### Activity Book

#### Activity 1

- Follow and colour.

#### Activity 2

- Ask your classmates. Write.

#### Recycled vocabulary

- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Review the *We've got our school bags* song.

##### ► CD1 Track 1 p256

##### ► CD1 Track 2 p256 (optional karaoke version)

- Give out the task flashcards from the song (*listen, sing, read, write*) to different groups of pupils.
- Play the CD (or use the karaoke version). The groups hold up their flashcard when they hear it in the song.

#### Set learning outcomes using the task flashcards.

- Explain the aims of the lesson. Say **Today we're going to learn about school subjects.**
- Stick the task flashcards for the lesson on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

### Pupil's Book Activity 1

#### Listen and point. Say *The school subjects* chant.

##### ► CD1 Track 4 p256

- Ask the pupils to name the subjects they study at school. Say the English word for any they say in their mother tongue and hold up the corresponding flashcard as you do so. Stick the flashcard on the board, naming it again. The pupils repeat the school subject after you. Repeat with the remaining school subjects. Point out that PE stands for Physical Education and we usually say PE; and that ICT stands for Information and Communication Technology (or computer studies). Pupils use the computer in these lessons.
- (Books open.) Focus the class on the school in the picture. Play the CD. The pupils listen to the chant and point to the corresponding school subject posters inside the school.
- Play the CD again. The pupils listen and say the chant.

### Pupil's Book Activity 2

#### Listen and repeat. Act out.

##### ► CD1 Track 5 p256

- Say **Can you see the pupils in the playground?** Let's listen.

- Play the CD. The pupils listen and follow the conversation.
- Play the CD again, pausing after each sentence for the pupils to repeat.
-  **Talk Partners** When the pupils are confident with the language, ask them to practise the conversation with a Talk Partner.

### Pupil's Book Activity 3

#### Listen and point.

##### ► CD1 Track 6 p256

- Spread the school subject flashcards around the classroom. Tell the pupils that they are going to try and guess the subject by listening to the sounds in the different classrooms.
- Play the CD. The pupils point to and name the school subject as they hear it. If necessary, pause the CD after the sound effects to give the pupils time to think.

**Answers:** 1 Music 2 English 3 Maths 4 PE

### Activity Book

#### Activity 1

##### Follow and colour.

- (Books open.) Read the first school subject collectively (*Arts and Crafts*). Ask the pupils to follow the maze with their finger to reach the corresponding picture. Repeat for the remaining school subjects. The pupils colour the path from the subject to the picture using a different colour for each subject.

**Answers:** 1 paint palette 2 magnifying glass 3 drum 4 sums 5 computer 6 basketball hoop 7 Union Jack 8 ¡Hola!

#### Activity 2

##### Ask your classmates. Write.

- Read the question. Encourage a confident pupil to answer with his / her favourite subject. Ask the class to complete the answer speech bubble with their own favourite subject. The pupils should then survey their classmates to find out their favourite subjects, completing the chart with names and subjects.

- If you have a confident class, encourage them to use the information gathered to introduce one of their friends. Encourage them to say *This is my friend. (Her) name's (Maria). (Her) favourite subject is (Music), etc.*

### Recycled vocabulary

- The pupils look at the picture, remember and write the vocabulary word.

**Answer:** a pencil

### Ending the lesson

#### Review the lesson.

- Say **Today we've talked about our favourite subjects at school. Can you remember the question?** Elicit the question and possible answers from the pupils.

#### Review the task flashcards.

- Point to the task flashcards on the board. Say **Look at the activities you've done today. Which activity was your favourite?** Elicit the pupils' favourite activities.

### Extra activity

#### Reinforcement

- Make a *What's your favourite subject?* living graph. Stick the eight school subject flashcards in a line along the board. Ask the class **What's your favourite subject?** As the pupils raise their hands and answer in turn, ask them to come out and line up in front of the corresponding flashcard. Count the pupils and see which subject is the most popular in the class.



### Cooperative learning

#### Friends as a resource

- Help pupils to understand that they can ask each other for help in the classroom as well as asking the teacher.
-  **Talk Partners** The pupils point to different objects in the classroom and ask and answer the question *What's this?* with a Talk Partner.

**Key Competences and Key Learning Outcomes**



- Say the alphabet
- Ask and answer how to spell words



- Sing an alphabet song

**Key language**

- *the alphabet*
- *How do you spell (English)?*

**Materials**

- Pupil's Book p6, Activity Book p4, Class CD1; Teacher's App on Navio
- School subjects flashcards
- Teacher's Resource Bank: Task flashcards: *listen, say, read, Talk Partners, colour, write*

**Optional materials**

- The letters of the alphabet out of coloured paper or card

**At a Glance Lesson Plan**

**Pupil's Book**

**Activity Book**

**Starting the lesson**

- Review school subjects.
- Set learning outcomes using the task flashcards.

**Activity 1**

- Listen and point. Say the alphabet.
- ▶ *CD1 Track 7 p256*

**Activity 2**

- Listen and sing *The alphabet*.
- ▶ *CD1 Track 8 p256*

**Activity 3**

- Listen and read.
- **Talk Partners** Ask and answer.
- ▶ *CD1 Track 9 p256*
- ➔ Go to the Activity Book.

**1** Listen and point. Say the alphabet. *CD1 7*

**2** Listen and sing *The alphabet*. *CD1 8*

Let's say the alphabet. Say it with me!

abcdefghijklmnopqrstuvwxyz

That's the end. Let's start again!

**3** **Talk Partners** Listen and read. Ask and answer. *CD1 9*

How do you spell English?  
E-N-G-L-I-S-H.  
Well done!

English, Spanish, Music, Arts and Crafts, Maths, PE, ICT, Science

**6** six

Key learning outcomes: say the alphabet song and spell out words  
Language: How do you spell (English)?

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Extra activities**

**Reinforcement**

- Review *The alphabet* song.

**Extension**

- **Talk Partners** Play *The spelling game*.

**Cooperative learning**

**Working together**

- **Talk Partners** Practise the alphabet and spelling.
- **Talk Partners** Play *Back writing*.

**Digital resources**

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



**1** Help Toby find his bone. Listen and colour the words. Write. *CD1 10*

C	D	E	F
B	G	J	Z
A	T	H	S
M	I	L	K

1 Maths

S	Z	J	L
P	A	O	H
X	N	I	S
D	B	M	P

2

A	L	I	S
A	G	Y	H
E	N	F	M
B	C	O	P

3

S	C	M	A
R	H	O	X
S	Z	O	L
T	B	Y	W

4 four

**2** **Talk Partners** Write and say the alphabet. Play the game.

7

6

4

four

**Activity Book**

**Activity 1**

- Help Toby find his bone. Listen and colour the words.
- Write.
- ▶ *CD1 Track 10 p256*

**Activity 2**

- Write and say the alphabet.
- **Talk Partners** Play the game.
- **Recycled vocabulary**
- Look, remember and write the word.

## Detailed Lesson Plan

### Starting the lesson

#### Review school subjects.

- Review school subjects by playing *Slowly, slowly* (see p23) with the unit flashcards.

#### Set learning outcomes using the task flashcards.

- Say **Today we're going to learn to say the alphabet and spell in English.**
- Hold up the task flashcards in turn and elicit the words. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

### Pupil's Book Activity 1

#### Listen and point. Say the alphabet.

##### ► CD1 Track 7 p256

- (Books open.) Say **Let's learn the alphabet in English.** Point to each letter of the alphabet in the picture in turn, naming it as you do so. The pupils repeat after you.
- Say **Let's listen and repeat the letters.** Play the CD. The pupils repeat and point to each letter.
- Play the CD again and repeat the activity.

### Pupil's Book Activity 2

#### Listen and sing *The alphabet*.

##### ► CD1 Track 8 p256

- Play the CD. The pupils listen and point to the letters.
- Play the CD again. The pupils join in and point to the letters.
- Divide the class into four groups. Each group is responsible for one of the sets of letters. Play the CD again. The groups stand up to sing when they hear their letters.

### Pupil's Book Activity 3

#### Listen and read. Ask and answer.

##### ► CD1 Track 9 p256

- Play the CD. The pupils listen and read the conversation.
- Play the CD again, pausing for the pupils to repeat.

-  **Talk Partners** The pupils practise the conversation with a Talk Partner. Encourage them to ask about and spell the other school subjects using the posters to help them gain confidence.

### Activity Book

#### Activity 1

#### Help Toby find his bone. Listen and colour the words. Write.

##### ► CD1 Track 10 p256

- (Books open.) Tell the pupils they are going to help Toby find his bone. They listen to and colour the letters they hear. After each word, the pupils name it and write it on the line.

**Answers:** 1 Maths 2 Spanish 3 English 4 Science  
5 Music 6 school

#### Activity 2

#### Write and say the alphabet. Play the game.

- (Books open.) Ask the pupils to name the letters that are missing in the alphabet snake. They complete the alphabet individually.
-  **Talk Partners** The pupils choose a picture and take turns to spell out the word to a partner. Their partner points to the letters in the word snake and then says the complete word.

#### Recycled vocabulary

- The pupils look at the picture, remember and write the word.

**Answer:** a scooter

### Ending the lesson

#### Review the lesson.

- Say **Today we've learnt the alphabet in English.** Elicit the question *How do you spell ...?* and encourage the pupils to say the alphabet again.

#### Review the task flashcards.

- Point to the task flashcards on the board. Say **Look at the activities you've done today. Which activity was your favourite?**

### Extra activities

#### Review *The alphabet* song.

##### ► CD1 Track 8 p256

- Cut out letters of the alphabet and give one to each pupil. Ask the class to line up in alphabetical order. Play the CD and ask the pupils to hold up their letter when they hear it.

#### Extension

- Play *The spelling game*. Ask the pupils to look at pages 4 and 5 of their Pupil's Books. Spell out some of the items. The pupils point to and say the items, for example, say **C-A-T**. The pupils say *cat* and point to the cat in the tree. Say **T-O-B-Y**. The pupils point to and say *Toby*. If you have a confident class, spell out more complex and irregular words, for example, **S-C-H-O-O-L**.
-  **Talk Partners** The pupils continue the game with a Talk Partner.



### Cooperative learning

#### Working together

-  **Talk Partners** The pupils help each other learn to say the alphabet in English. They take turns to say the letters and help each other if they get stuck (Pupil A: a; Pupil B: b; Pupil A: c, etc.).
-  **Talk Partners** The pupils play *Back writing*, a multisensory game, to practise the alphabet further. One pupil turns their back towards his / her partner. Pupil A traces letters with a finger on the back of Pupil B. Pupil B says the letter. After four or five letters the pupils change roles and repeat.

**Key Competences and Key Learning Outcomes**

- Read, listen and understand a story about a magic bike
- Read the story with some fluency
- Ask and answer about the weather
- Make the traffic light cut-out and evaluate your learning
- Read, listen and understand a story
- Act out a story

**Key language**

**Recycled:** *cloudy, raining, snowy, stormy, sunny, windy*

**Recycled:** *What's the weather like? It's (sunny) today. Is it (raining)? Yes, it is.*

**Extension vocabulary**

- cold, cool, hot, warm*

**Materials**

- Pupil's Book p7; Activity Book p5; Class CD1; Teacher's App on Navio
- School subjects flashcards, Weather flashcards
- Teacher's Resource Bank: Weather word cards
- Teacher's Resource Bank: Task flashcards: *listen, read, act out, number, write, draw, think, colour, cut out, Talk Partners*
- Teacher's Resource Bank: Traffic light cut-out
- Scissors, red, yellow and green crayons or coloured pencils

**At a Glance Lesson Plan**

**Starting the lesson**

- Talk Partners**  
Review the alphabet and spelling.
- Set learning outcomes using the task flashcards.

**Vocabulary review**

- Review Level 1 weather vocabulary.

**Word cards**

- Read the word cards. Match them to the flashcards.

**Activity 1**

- Explain the story title.
- Listen and read.
- ▶ **CD1 Track 11 p256**
- Act out.
- Now watch the animated story!**
- Go to the Activity Book.

**Pupil's Book**

Lesson 4 Story S

**The storm**

- Listen and read. Act out. **1** Jake and Molly arrive home from school.  
It's very sunny today.  
Yes, it is. It's very hot too. I'm thirsty.  
Let's go inside and have a drink.
- Later that evening ... **2** Is it raining?  
Yes, it is. Listen. It's stormy, too.
- The next morning, Beth arrives before school. **3** Oh no! Look! The bike is wet and dirty.  
I can't ring the bell.  
I know. Let's clean it!
- Ring the bell now, Jake. **4** Wow! That's better. It's beautiful!
- The next day, Jake and Molly arrive home from school again. **5** It's cloudy today.
- Later that evening ... **6** Oh dear! It's raining again.  
Don't worry, Dad. The magic ... the bike is inside.  
Now watch the animated story!

Key learning outcomes: read, listen and understand a story about the magic bike and a storm  
Language: It's (cloudy) today. Is it (raining)? Yes, it is. seven

**Ending the lesson**

- Review the task flashcards.

**Extra activity**

- Vocabulary extension**
- Present four additional vocabulary items.

**Activity Book**

Lesson 4 Story S

**After you read**

- Remember the story. Number and write.   
cloudy sunny raining stormy  
It's \_\_\_\_\_ today. It's \_\_\_\_\_  
It's \_\_\_\_\_ again. It's very sunny today.
- What's the weather like today? Write and draw.  
It's \_\_\_\_\_
- My progress** Make your traffic light. Listen to the teacher and point.

Key for Activity 1: 1. I can say the school subjects. 2. I can name different types of weather. 3. I can ask and answer about my friend's name. 4. I can ask and answer about my favourite subject. 5. I listen to the teacher. 6. I listen to other pupils.

five

**Activity Book**

- After you read: Activity 1**
- Remember the story. Number and write.
- Activity 2**
- What's the weather like today? Write and draw.
- Activity 3** **My progress**
- Make your traffic light.
  - Listen to the teacher and point.
- Recycled vocabulary**
- Look, remember and write the word.

**Digital resources**

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



## Detailed Lesson Plan

### Starting the lesson

#### Review the alphabet and spelling.

- Play *The spelling game*. Spell out one of the school subjects. The pupils name the subject. Alternatively, ask **How do you spell Music?**
-  **Talk Partners** The pupils play the game with a Talk Partner. Stick the school subject flashcards on the board for reference.

#### Set learning outcomes using the task flashcards.

- Say **Today we're going to ask and answer about the weather and read a story.**
- Hold up the task flashcards in turn and elicit the words. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

### Vocabulary review

#### Review Level 1 weather vocabulary.

- (Books closed.) Ask the pupils to look out of the window. Ask **What's the weather like today?** Show the weather flashcards in turn, leaving the flashcard that corresponds to the weather until last. Ask **Is it (windy)?** Stick the flashcards on the board.

### Word cards

#### Read the word cards. Match them to the flashcards.

- Hold up a weather word card. The pupils read together. A pupil sticks the word card next to the corresponding flashcard. Repeat for the other weather cards.
- Point to each word card. The pupils read the words.

### Pupil's Book Activity 1

#### Explain the story title.

- (Books open.) Focus on the title. Elicit or explain what a storm is. Encourage the pupils to mime a storm.

#### Listen and read. Act out.

##### ► CD1 Track 11 p256

- (Books open.) Ask **Who can you see? What can you see? What's the weather like?** Encourage different pupils to answer.
- Prepare the pupils for reading and listening by asking them to put their finger on the first frame. Play the CD. The pupils follow the text with their finger. Pause between each frame to check understanding.

### Suggested comprehension questions

- Frame 1: **What's the weather like?** (*It's very sunny and very hot.*)
- Frame 2: **What can Jake hear?** (*A storm.*)
- Frame 3: **Is the bike OK?** (*No. It's wet and dirty.*)
- Frame 4: **What can you see?** (*A rainbow.*)
- Frame 5: **Where are Jake and Molly?** (*At home.*)
- Frame 6: **Where's the bike?** (*It's inside.*)
- Talk about the importance of looking after belongings. Say **Do Jake and Molly take care of their bike in the story? What happens?** (*The bike gets wet and dirty. The bell doesn't work.*) Remind them that things get broken if you don't look after them.
- Ask **Have you got a bike? Do you clean it?**
- Organise the class into four groups (Beth, Molly, Jake and Dad).
- Play the CD. Each group joins in when their character speaks. If necessary, pause the CD after each sentence for the pupils to repeat.
- The pupils swap roles and join in with their new character.

### Activity Book

#### After you read: Activity 1

#### Remember the story. Number and write.

- (Books open.) Ask **What's the weather like?** Elicit the answer for each frame in turn. The pupils write the correct weather individually and sequence the pictures according to the story. Ask **Which picture is first? Which picture is next?**

Answers: cloudy 3 stormy 2 raining 4 sunny 1

#### Activity 2

#### What's the weather like today? Write and draw.

- Ask **What's the weather like today? Look through the window.** Elicit the answer. The pupils draw a picture and write the weather.

#### Activity 3

#### Make your traffic light. Listen to the teacher and point. (Teacher's Resource Bank)

- Explain that the pupils are going to make a traffic light. Point to each circle and ask **What colour is this?** The pupils cut out and colour the traffic light.

- (Books closed.) Say **Let's think about our work in this unit.** Point to the green circle, nod your head, smile a lot and say **I can do this very well.** Point to the orange circle, move your head a little and smile a little and say **I can do this.** Finally, point to the red circle, shake your head and say **I can't do this very well.**
- Read out the self-assessment statements. The pupils point to the colour on their traffic light that matches how they feel about their learning. Praise the class for their hard work.

#### Self-assessment statements

1. I can say the school subjects.
2. I can name different types of weather.
3. I can ask and answer about my friend's name.
4. I can ask and answer about my favourite subject.
5. I listen to the teacher.
6. I listen to other pupils.

#### Recycled vocabulary

- The pupils look, remember and write the word.

Answer: triangle

### Ending the lesson

#### Review the task flashcards.

- Point to the task flashcards on the board. Say **Look at the activities you've done today. Which activity was your favourite?**

### Extra activity

#### Vocabulary extension

- Present four words for temperature: *hot, warm, cool* and *cold*. Ask **Is it (hot / warm / cool / cold) today?** Mime each one as you do so. To show the difference, draw a thermometer on the board. Colour red at the top and blue at the bottom. Write the words on the thermometer in the appropriate place and draw a picture alongside each one to illustrate it, for example, a snowman to represent *cold*.

Date: \_\_\_\_\_

Unit: \_\_\_\_\_

**1 What did my pupils learn in this unit?**


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**2 How did my pupils work? (✓)**

individually  in pairs  in small groups   
 in large groups  as a class

**3 Which key competences did my pupils develop?**Competence in linguistic communication Competence in mathematics, science and technology Digital competence Learning to learn Social and civic competences Sense of initiative and entrepreneurship Cultural awareness and expression **4 Which lessons / activities were the most successful and why?**


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**5 Which lessons / activities did my pupils find the most difficult and why?**


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**6 What did I try in the classroom for the first time? How did it go?**


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**7 Which resources did I find most useful? (including webpages)**


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**8 What could I do differently next time I teach this unit?**


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