

# Unit 2 My school

By the end of Unit 2 the children will be able to:

- point to and name the words: *pencil, crayon, book, rubber, teacher, bag.*
- greet each other: *Good morning.*
- use the language: *What's this? It's a (pencil).*
- name, write and say the sounds of letters: *Cc, Dd.*
- say and recognise the initial sound of the words: *cat, caterpillar, car, cake, cow, camel, dog, duck, dish, dinosaur, dance, dad, doll.*
- recognise weather words: *rain, sun, rainbow.*
- recognise colours: *red, orange, yellow, green, blue, pink, purple.*
- follow and understand a story and recall details.
- act out a small play using: *What's this? It's a (red pencil).*
- appreciate keeping their school tidy.

**New words:** *pencil, crayon, book, rubber, teacher, bag*

**New language:** *Good morning.*

**Classroom language:** *Good morning, class! What's this? Open your books. Look at the picture. Listen. Point.*

**Value of the lesson:** *I keep my school tidy.*

**Materials:** character masks from Unit 1, Lesson 1  
flashcards, Horsey puppet, pencil/crayon/rubber/book/bag for each child, CD

## Unit 2 • Lesson 1





### Warm up

- Hold up the Bella mask and appear from behind a desk or the door. Wave to the children and prompt them to say *Hello, Bella!* Do the same with the rest of the characters.
- Remove the mask and say *Good morning, class!* Prompt the children to say *Good morning, (name).*
- Open a Pupil's Book at page 10 or show it using the Digibook. Draw attention to the icons at the bottom of the page. Point to each one and ask *What are we going to do today?* Elicit *chant, listen, sing, play and say.*



### Learn new words.

- Look at the new words in the lunchbox Bella is holding and make comments to build up the children's interest (see Introduction page 24) *What's this? I like these!*
- Introduce the new words using the Digibook or flashcards. Hold up and point to the picture of the pencil and say *pencil*. The children point and repeat. Do the same with rubber. Hold up the two pictures together, say *pencil, rubber*. The children repeat and point to each picture while saying the words. Introduce *bag, book and teacher, crayon* in the same way. Drill the words until the children can name all six with ease (see Introduction page 25 for details on how to introduce and drill new vocabulary).

-  Use Horsey puppet to practise the words. Pretend he does not know them and prompt the children to help him. Have him repeat the words in a funny but wrong way and encourage the children to correct him.
-  **Game** Make sure each child has a pencil, crayon, rubber, book and bag near them. Say a word and the children hold up the item. Repeat several times, getting quicker and quicker. When you say *teacher*, encourage them to point to you. With large classes, ask each group of children to hold up one item.

## 1 Listen and repeat.

- The children open their books at page 10. Show the page on the Digibook or open a Pupil's Book in front of the children. Draw the children's attention to Bella and say *Can you see Bella? Point to Bella!* Point to the lunchbox Bella is holding and ask the children to look at it in their books.
- Play the CD. Point to the pictures on the page and prompt the children to point in their books. Play the CD again and the children chant while pointing to the pictures.
- Repeat as many times as necessary for the children to point and chant correctly.
- You could ask the children to hold up actual items while chanting.



*Pencil, crayon, book,  
Rubber, teacher, bag!*

## Look and say.

- Display Lesson 1 on the Digibook. Ask the children to look at page 10 in their books and say what they can see. Ask *Where are Horsey, Bella, Jack and Lily? Are they in the garden? Are they in the classroom? Look at the classroom! What can you see? Chairs, tables, boys and girls!* (Point to the picture while asking the children.) *Can you see the pencils? Point to the pencils/ rubber/books/bags. What about your bags? Where are they?* Prompt the children to point to their own bags. *Point to the teacher. What do you think her name is? Is she sitting down or standing up? Is everyone happy? Is the classroom tidy? Are the pencils on the table? Are the books on the table? Look at the floor! Can you see anything on the floor?*

## 2 Listen.

- Play the CD. The children listen and point in their books. Point to the picture on the Digibook to demonstrate. Pause at relevant points to ask comprehension questions *The teacher's name is Miss ...? What does Miss Good say to the children? Good morning! Did we say Good morning to each other today? Yes! What does Lily say? What does Jack say?*
- Play the CD again without pauses. Encourage the children to listen and point in their books. (This is a listening activity so the children are not expected to repeat, but if they do do not stop them.)



**Jack:** *Horsey, this is Miss Good. She's my teacher.*

**Miss Good:** *Good morning, Horsey!*

**Horsey:** *Good morning, Miss Good.*

**Miss Good:** *Good morning, children!*

**Children:** *Good morning, Miss Good.*

**Lily:** *Look, Horsey – a rubber!*

**Jack:** *A book. Two books!*

**Lily:** *Bags.*

**Jack:** *Pencils.*

**Lily:** *Crayons.*

## 3 Listen and sing.


- Introduce the lyrics of the song slowly (see Introduction page 27 for tips on how to do this). Ask the children to repeat each line while doing the actions below.
- Play the CD. The children listen and do the actions. Play the CD again. The children sing along and do the actions.
- Sing the song again as a two-part song: the teacher sings their part and the children sing their part. One child (or a group of children) can volunteer to be the teacher and sing the teacher's part.

*Good morning, good morning,  
good morning, children,* (teacher opens arms in a  
greeting manner, then waves at the children)  
*It's very nice to see you!* (teacher points to eyes, then  
points to the children)  
*Good morning, good morning,  
good morning, teacher,* (the children wave to  
the teacher)  
*It's very nice to see you!* (the children point to eyes  
and then to the teacher)  
*Good morning, children,  
good morning to you!* (the teacher points to  
the children)  
*Good morning, teacher,  
good morning to you!* (the children point to  
the teacher)

## 4 Play and say.

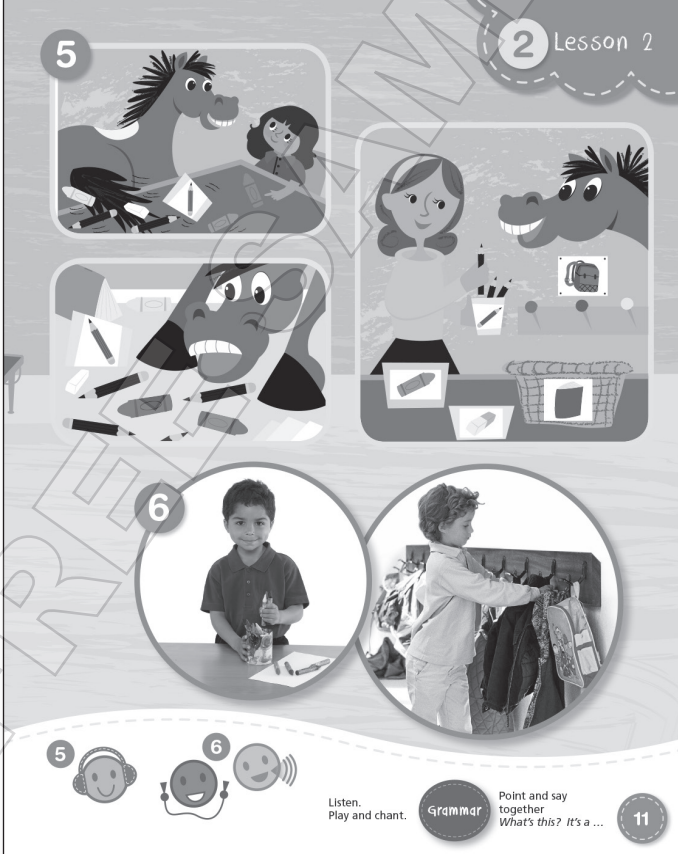
- Put the class into pairs. The children take turns to hide different quantities of pencils (between 1 and 5) behind their back and to guess the quantity.
- If the children already know the numbers 1–5, you can make this guessing game more complex by having them choose different classroom items and guess the object as well as how many there are. For example: Child A: *Pencils!* Child B: *Yes!* Child A: *Three pencils.* Child B: *No! Two pencils!*

## Game Play a game: No! Horsey!

-  Use Horsey puppet. A child asks Horsey for pencils. Horsey holds up rubbers instead. The child says *No! Horsey! Not rubbers, pencils!* Horsey keeps bringing the wrong items for more humour. Prompt other children to make remarks like *Oh no, Horsey! Aw!* Finally, Horsey gives the child the correct items and the children cheer.
- With large classes, have groups of children agree on an item to ask Horsey to bring instead of individual children.
- After the children are familiar with the game a child can take Horsey puppet and do the actions.

## Unit 2 • Lesson 2

2 Lesson 2



Flashcard 5: A horse (Horsey) and a girl sitting on the floor with pencils and a basket.

Flashcard 6: A boy sitting at a desk with pencils and a basket.

Circle 5: A boy sitting at a desk with pencils and a basket.

Circle 6: A boy standing and holding a pencil.

Icons: 5 (headphones), 6 (smiley face with sound waves).

Listen. Play and chant.

Grammar Point and say together. What's this? It's a ...

11

**New language:** *What's this? It's a (pencil).*

**Classroom language:** *Look at the picture. What has Lily got? Let's tidy up the classroom.*

**Materials:** Horsey puppet, CD, Lesson 1 flashcards

### Warm up


- Hide a pencil behind your back and let the children guess what it is. Repeat with the other classroom items.
- Open a Pupil's Book at page 11 and show the children the icons for the lesson. Point to each one and ask *What are we going to do today?* Elicit *listen, play and chant.*



### Learn new language.

- Hold up a pencil and ask *What's this?* Prompt the children to answer *It's a pencil.* Drill the question and answer until the children can answer confidently using *It's a (rubber).* (see Introduction page 25 for tips on drilling new language).



-  Use Horsey puppet to practise the language. Have Horsey hold up an item and ask individual children *What's this?* Make Horsey point to different children quickly, moving from one side of the classroom to another to add more excitement.
- Invite a volunteer to ask Horsey *What's this?* Ask another child to follow Horsey around telling him the answer as if Horsey does not know. With large classes, have groups of children take turns asking Horsey and a group of children follow him and tell him the answer. Horsey repeats what the children say.

### Look and say.

- Display Lesson 2 on the Digibook. Ask the children to open their books at page 11. The children look at the scene and say what they can see.
- Ask *What is Horsey looking at? What is he asking Lily?* Prompt with *What's this? What do you think Lily is saying?* Elicit *It's a crayon. Look at Horsey's tail! Oh no. Look at the mess!* Prompt the children to make remarks like *Oh no! Horsey!* Point to the picture while asking these questions.

## 5 Listen.

- Play the CD. The children listen and look at the pictures in their books.
- Play the CD again and pause after each line for the children to point.



**Horsey:** *What's this?*

**Lily:** *It's a crayon!*

**Horsey:** *Oh no! Sorry!*

**Miss Good:** *It's okay, Horsey.*

### Point and say together.

- Put the Lesson 1 flashcards on the board or use the Digibook. Ask the children to stand up. Point to the pictures on the board and prompt the children to say the question and answer together *What's this? It's a pencil. What's this? It's a rubber. What's this? It's a crayon., etc.*



## Play a game: *Let's tidy up!*

- This scene will be easy and fun to act out. Put the pencils, rubbers and crayons on a table. Put the class into groups of four: one child is Horsey, one is the teacher, and the other two are the children. The one playing Horsey accidentally pushes all the items off the table. Continue with the child playing teacher picking up the items and the others helping. With large classes, groups can take turns acting out the scene at the front of the class.
- Each time the children start picking up the items say *Let's tidy up!* Join the children in putting everything back to where it belongs.



### Tip

Use *Let's tidy up!* every time you want the children to tidy up, e.g. at the end of the lesson. At first, you will need to mime tidying up when you say it, but later the children will become familiar with the instruction and will respond immediately once they hear it.



## 6 Play and chant.

- Ask the children to look at the photos on the page. Ask *What do the boys do? They tidy up their classroom!*
- Put the flashcards of the classroom items on the board. Play the CD and have the children listen and point to the appropriate flashcard.
- Play the CD again. The children listen, chant and mime tidying up each item.
- Play the CD once more. Ask the children to chant while picking up items and tidying them away.



*Pencils, bags, rubbers and books.*

*Tidy up, tidy up, tidy up the classroom!*

*Tidy up the classroom today!*

## Unit 2 • Lesson 3

2
Lesson 3

cat

caterpillar

camel

car

cake

cow

dish

dog

duck

dinosaur

dance

dad

doll

1

2

3

4

Chant and do actions.  
Listen and repeat. Airwrite.  
Sing: The alphabet song.  
Play: Horsey's sound game.

12

**New words:** cat, caterpillar, car, cake, cow, camel, dog, duck, dish, dinosaur, dance, doll

**Review:** dad

**New letters:** Cc, Dd

**Classroom language:** Point to the letter. Trace the letter. What sound does (cat) begin with? Airwrite the letters.

**Materials:** CD, flashcards for letters Aa, Bb, Cc & Dd, picture flashcards/pictures for new vocabulary, party arrow, Horsey puppet, letter templates (see teacher's website)

### Warm up

- Open a Pupil's Book at page 12 and show the children the icons for the lesson. Point to each one and ask *What are we going to do today?* Elicit *chant, listen and say, sing, play.*

## 1 Listen and chant.

- Point to the banner at the top of page 12. Point to the letters *a* and *b* and elicit their names and sounds.
- Play games with the letter flashcards to review Aa, ant and Bb, bird (see Introduction pages 21, 26 & 27). Review the actions for the animals.
- Play the CD. Chant and do each animal action as the animal is mentioned. Encourage the children to join in.




AAA! Ant! Ant! Ant!  
BBB! Bird! Bird! Bird!  
AAA! Ant! Ant! Ant!  
BBB! Bird! Bird! Bird!  
AAA! Ant! Ant! Ant!  
BBB! Bird! Bird! Bird!



## Learn new letters and words.

- Put the party arrow on the board (see Introduction page 27). Ask *Do you remember? Who is going to the party? Ant and bird! Today, two more animals are going to the party!*
- Hold up the cat flashcard. Say *cat* and have the children repeat. Point to the cat and say *Cat is going to the party!* Do the same with *dog*.
- Point to the new letters *c* and *d* on the banner. Say *Today, we are going to learn two new sounds!* Point to the letters and say the sounds. The children repeat.
- Hold up the letter *Cc* flashcard. Point to it and say the sound. Point to capital *C* and say *capital C*. Extend your arms to indicate *big*. The children point and repeat. Do the same with small *c*. Put your hands closer together to indicate *small*. The children repeat and do the same. Say *c, cat* while pointing to the cat flashcard. The children point and repeat. Do the same with *d, dog*.
- Make up actions for the new animals, e.g. cat: put your fists on both sides of your mouth, extend index and middle fingers as if they are whiskers; dog: bend both palms and put them on top of your head as if they are the floppy dog ears.
- Introduce *caterpillar, car, cake, cow* and *camel* using the flashcards/pictures or Digibook. Drill the words until the children can say them easily (see Introduction pages 21 & 27). If using the flashcards/pictures, stick them next to the letter *Cc* flashcard on the board.

- Option: you can introduce the words in the following order to mirror the Lesson 4 story: Introduce the car first, then build the children's interest by saying who is in the car. Put the pictures of caterpillar, camel and cat next to the car. Drill the words. Add the cake picture and say that cat and camel have a cake.
- Review *dad*. Introduce *duck*, *dish*, *dinosaur*, *dance* and *doll* using the flashcards/pictures. Since *dance* is an action word, encourage the children to do the action while saying it. Drill until the children can name all the words with ease. Put the flashcards/pictures next to the letter *Dd* flashcard on the board.
- Option: you can introduce the words in the following order to mirror the Lesson 4 story: Introduce *duck* and *dinosaur* first, then say that they like to *dance*.
-  Use Horsey puppet to practise the words. Pretend he does not know them and prompt the children to help. Have Horsey say the words stressing the first sound, and the children repeat.
- Ask *Which words begin with the Cc sound?* Point to the *Cc* flashcard and elicit the words. Do the same with the *Dd* sound.

## 2 Listen and repeat. Airwrite.

- Ask the children to open their books at page 12 and display the Digibook page.
- Play the CD. The children listen and repeat in the pauses, pointing to the letters/words on the page. Play the CD again. Remind them that words are read from left to right.



*C*, [pause] *c!* [pause]  
*cat* [pause] *caterpillar* [pause] *car* [pause]  
*cake* [pause] *cow* [pause] *camel* [pause]

*D*, [pause] *d!* [pause]  
*dog* [pause] *duck* [pause] *dish* [pause]  
*dinosaur* [pause] *dance* [pause] *dad* [pause]  
*doll* [pause]

- Show the animated handwriting tool on the Digibook and say the directions out loud. Encourage the children to say the directions and follow the movement with their finger in the air. If using the board do the same while writing the letter on the board (see Introduction page 28 for tips on practising letter formation). You can use the letter templates at this stage (see teacher's website).

### Directions:

**C and c round**

**D down, round**

**d c shape, up, down**

- Practise airwriting *C*, *c*, *D*, *d* together.
- Play the CD again. The children airwrite **C** and **D** as the sounds are mentioned. Repeat, this time practising **c**, **d**.


## 3 The alphabet song. Sing.

- Remind the children that each letter has a sound and a name. Hold up the *Cc* flashcard and say the name. Then say the sound. Repeat with *Dd*. Show the flashcards in random order to elicit the letter names.
- Play the CD and encourage the children to sing along, pointing to the letters in their books.



*ABCD ABCD,*  
*ABCD ABCD,*  
*ABCD ABCD,*  
*ABCD ABCD,*  
*Letter names for you and me!*

## 4 Play: Horsey's sound game.

-  Play the game. Have Horsey say a word starting with *c* or *d*, e.g. *duck*. The children call out the initial sound as quickly as possible. Repeat with the other *c/d* words in random order.
- Then say the sound /k/ to elicit as many *c*- words as the children can remember. Repeat with /d/.
- Option: include *a* and *b* words. Give the words in alphabetical order first, and then in random order.

## Unit 2 • Lesson 4

n o p q r s t u v w x y z **2** Lesson 4

**Cc**



Cat and camel have a cake in the car.  
Caterpillar has an orange guitar.

**Dd**



Duck and dinosaur dance on a log.  
'Can I dance too?' says dog?

1 2 3 4

Listen and point. Say.  
Chant. Say the next word.  
Sing and do actions.  
Play: I can see.

13

**Materials:** CD, letter and animal flashcards



### Warm up

- Play the Lesson 3 chant. The children sing along and do the actions.
- Show the children the icons for the lesson. Point to each one and ask *What are we going to do today?* Elicit *listen and say, chant, sing, play.*



### 1 Listen and point. Say.

- The children open their books at page 13. They look at the pictures and say what they can see.
- Demonstrate following the text from left to right in your book.
- Play the CD. The children listen and point to the text. Repeat several times, with the children joining in when they feel confident.



### C! c!

Cat and camel have a cake in the car.  
Caterpillar has an orange guitar.

### D! d!

Duck and dinosaur dance on a log.  
'Can I dance too?' says dog.

### 2 Chant.

- Play the CD. The children listen to the chant and follow the words in their books.
- Play the CD several times. The children repeat in the pauses each time. Encourage them to copy the intonation.
- Say sentences from the story, stopping before a key word, e.g. *cat and ...* The children call out the next word, e.g. *camel!*



See track 25 above.

### 3 Sing.

- Put the letters and the animal flashcards on the wall or use the Digibook to display the pictures. Play the CD. The children listen to the song and point to the flashcards as the animals are mentioned.
- Remind the children of the actions for each animal. Play the CD again. This time, the children stand up, join in and do the actions. Repeat.



Ant, bird, cat and duck,  
cat and duck,  
cat and duck,  
ant, bird, cat and duck too!  
How are you?  
Fine thank you!

### 4 Play: I can see.

- Play the CD. The children listen and follow in their books.



- Play the CD again. The children point to each letter and picture mentioned, then repeat the word, e.g. *cat*.
- Option: the children play in pairs, taking turns to say a letter and word, and to point to it.



*I can see c! It's a cat!*  
*I can see d! It's a duck!*  
*I can see c! It's a car!*  
*I can see d! It's a dinosaur!*  
*I can see c! It's a camel!*  
*I can see d! It's a dog!*

## Unit 2 • Lesson 5 Look – a rainbow!



**New language:** rain, sun, rainbow

**Classroom language:** Open your books. Look at the photo. What can you see?

**Materials:** CD, Lesson 1 flashcards, colour flashcards/splashes of colour on cards, large sheets of paper, glue, coloured tissue paper, purple and pink balloons, string



### Warm up

- Play the Lesson 1 story. Display page 10 on the Digibook and the children listen while pointing to the picture in their books.
- Put the Lesson 1 flashcards on the walls around the classroom. Play the story again. The children turn around to face each picture as they hear the item mentioned.
- Open a Pupil's Book at page 14 and show the children the icons for the lesson. Point to each icon and ask *What are we going to do today?* Elicit *listen, sing, say*.



### 1 Listen.

- Use the colour flashcards/splashes of colour to introduce/review the colours: red, orange, yellow, green, blue, pink and purple.
- The children open their books at page 14. Display page 14 on the Digibook or open a Pupil's Book in front of the children. Ask the children to look at the photos.
- Introduce the words *sun* and *rain*. Point to the tablet Bella is holding and say *Sun and rain make a rainbow!* Point to the rainbow in the picture. Say that we can see the rainbow in the sky after it rains.
- Play the CD. The children listen and point to the pictures in their books. Point to the pictures on the Digibook first to demonstrate.



A: Look – rain!

B: Look – sun!

C: Look – a rainbow!

*Red, orange, yellow, green, blue, pink and purple.*  
*A rainbow!*



### 2 Sing.

- Draw the children's attention to the rainbow. Ask them to name the colours they know.
- Introduce the song lyrics line by line (see Introduction page 27) and point to the picture. Have the children repeat.
- Play the CD, point to the pictures on the page and ask the children to point in their books. Play the CD again



and the children sing along. Repeat as many times as necessary for the children to sing confidently.



*Look at the rain!  
Look at the sun!  
Look at the lovely rainbow!  
Red, orange, yellow,  
Green and blue,  
Pink and purple,  
A rainbow, a rainbow!  
[+ repeat]*

### 3 Point and say yes or no.

- The children look at the pictures a, b and c and decide whether each shows the correct weather for a rainbow. They point and say *yes* or *no*.

*Answers: picture a no, picture b no, picture c yes*



### Craft activity: Make a class rainbow.

- Draw an outline of a rainbow on a very large sheet of paper. Divide the rainbow into seven sections. The children decide which colour each section should be and stick on coloured tissue paper. Name the colours and encourage the children to say the colours as they work.
- Option: the children could paint or colour the rainbow instead.



### Tip

Children learn best by doing and they remember words better if they are associated with something they have made with their hands.



### Play a game: *Pink and purple balloons.*

- Put the class into two groups, each group takes either purple or pink balloons. Tie the balloons to their feet and let each team try to pop the balloons of the other team. The group that pops all of the other group's balloons first is the winner. Repeat in other lessons with different coloured balloons to review other colours.

## Unit 2 • Lesson 6 What's this?

### What's this?

2 Lesson 6



Listen to the story.  
Sing.  
Act out the story.

15

**Materials:** CD, colour flashcards/splashes of colour on cards, Lesson 6 poster (see Introduction page 28)



### Warm up

- Put the colour flashcards/splashes of colour on the board. Play the Lesson 5 song. The children sing along while pointing to the flashcards/splashes of colour on the board.
- Open a Pupil's Book at page 15 and show the children the icons for the lesson. Point to each icon and ask *What are we going to do today?* Elicit *listen, sing, act*.



### 1 Listen to the story.

- The children open their books at page 15. Display the page on the Digibook or display the poster. Play the CD. Pause the CD after each frame, point and ask questions

Is Horsey looking at the teacher? Who can he see at the window? What is the teacher asking about? Is Horsey looking at her?, etc.

- Play the CD a few times and let the children enjoy the humour in the story.



### What's this?

**Teacher:** Good morning, children.

**Children, Horsey and Bella:** Good morning, Miss Good.

**Teacher:** What's this?

**Horsey:** It's my mum!

**Teacher:** No, Horsey!

**Lily:** It's a pencil! It's a red pencil.

**Teacher:** What's this?

**Horsey:** It's my mum!

**Teacher:** No, Horsey!

**Jack:** It's a crayon! It's a yellow crayon.

**Teacher:** What's this?

**Horsey:** It's my mum!

**Teacher:** No, Horsey!

**Lily:** It's a book! It's a green book.

**Horsey's mum:** What's this?

**Horsey:** It's my school, Mum!

**Horsey's mum:** Hello! How are you?

**Teacher:** I'm fine, thank you! Welcome to our school!

**Horsey's mum:** Thank you! It's a lovely school!

## 2 Sing.

- Teach the words slowly at first and the children repeat part by part.
- Play the CD and encourage the children to join in.
- Repeat until they are singing confidently. Then repeat the verses with different colours.



Welcome to our school,

It's a lovely school!

Red pencils, red crayons,

red bags and books!

Welcome to our school,

It's a lovely school!

Yellow pencils, yellow crayons,

yellow bags and books!

## 3 Act out the story.

- Put the class into groups of four to act out the story. One of them plays the teacher and the others are the pupils. Give them time to practise the script below (see Introduction page 28). Invite groups to come up to the front to act out their stories.

### Script:

**Child 1 (Teacher):** What's this? (holding up, for example, a red pencil)


**Child 2:** It's a pencil.

**Child 3:** It's red.

**Child 4:** It's a red pencil.

- Option: have the children act out the main story too. They will enjoy the humour.

### Extra activities:

- See Introduction pages 25–28 for extra activities to practise letters, letter formation and vocabulary.
- **Make a rainbow** Use coloured plasticine to make rainbows. Make your own one, sticking the plasticine on the board. Ask the children to follow you step by step, saying the names of the colours as they add each one.
-  **Missing item** Put a pencil, a rubber, a crayon, a bag and a book on a table. Ask the children to close their eyes and have Horsey remove one of the items. The children name the item that Horsey took. With large classes, groups of four can take turns guessing. They can stand facing the opposite side of the table. For more fun ask a child to hold Horsey puppet and hide the items.
- **Give and take** This is a listening and recognition game. Place the items on a table. Ask a child to pick up the rubber. Ask another child to pick up the pencil. Ask a third child to take the rubber from the one who picked it. Ask the child who took the pencil to give it to another child. Continue like this until each child has had a turn.

## Unit 2 Lesson 1

- Trace the lines for pre-writing practice.
- Match the teacher/items to the main picture.



- Play the vocabulary chant to review the items.
- Ask the children to name anything they can in the picture.



- Show the children the pencil sign at the top of the board. Hold a pencil in your hand and model tracing the lines really slowly. Say *trace* many times. Use Horsey puppet to model how not to do the tracing; quickly and not paying attention to the dotted pattern. Then invite a few volunteers to model the tracing to show Horsey.

- Point to the teacher/items in the box and elicit their names. Model how to draw lines to match the teacher/items to the things in the main picture.



- Put real items on a table and ask a group of children to stand with their back facing the table. Invite a volunteer to remove and hide one item. The children name the missing item. Repeat until everyone has had a turn.

## Unit 2 Lesson 2

- Find and colour the correct item.
  - Point to the first picture and ask *Is it a book? Is it a bag?* Model colouring the book in front of the children and ask them to do the same.

Answers: a book, b pencil, c crayon, d rubber, e bag

- Circle the pictures of words starting with b.
  - Point to the pictures in the row and ask the children to name them. Ask which ones start with *b*. Elicit *book* and *bag*. Model circling them on the page and ask the children to do the same.

Answers: circle round book and bag

## Unit 2 Lesson 3

Cc pictures: cat, caterpillar, car, cake

Dd pictures: dog, doll, duck, dinosaur



- Play the jazz chant to review the vocabulary and ask the children to point to the pictures while chanting.
- Remind the children of the letter formation directions. Show the animated letters on the Digibook or write the letters on the board saying the directions out loud. Ask the children to trace the dotted letters *Cc* and *Dd*.
- Call out the words in random order. The children find and point to them in their books. Ask the children to say if the word starts with *Cc* or *Dd*. Continue until all the words are said.



- Put the class into two groups. Stick the letter *Cc* flashcard on the wall at the side of one of the groups and the letter *Dd* flashcard at the side of the other group. Say *cat*. The group on the side that has letter *Cc* should stand up and raise their hands saying the sound (*c*). The other group should kneel down on the floor. Then play again.

## Unit 2 Lesson 4

Trace: cat, cake


Trace: duck, dinosaur

- Open an Activity Book in front of the children and point out the icons. Say *We are going to complete the pictures, say the sounds and trace the letters*. Mime while saying.
- Show the children how to trace the dotted lines to complete the pictures. Ask them to say the letter sounds and words when they have completed the pictures.
- Model tracing letters *Cc* and *Dd* saying the directions of letter forming. Ask the children to trace the letters in their books and say the sounds while tracing.

## Unit 2 Lesson 5

- 1 Colour the rainbow according to the initial letter for the colour.
- 2 Match the rainbow with the correct weather picture.



- Play the *Look at the rain!* song and encourage the children to join in.
- Remind the children of the colours of the rainbow. Elicit as much as they can remember.
- Display the page in front of the children and model reading the code and colouring the rainbow.
- Remind the children that rainbows happen in rainy and sunny weather. Point to the two pictures and ask the children *Which is the rainbow weather?* (the first picture). Ask the children to point to the picture in their books. Draw a line to match the rainbow to the correct picture and ask the children to do the same in their books.
-  Use coloured playdough to make rainbows.

## Unit 2 Lesson 6

- 1 Colour two of the crayons.
- 2 Match the items according to quantity (1 with 1, 2 with 2 and 3 with 3).
- 3 Trace and write the letters.
  - Display the page in front of the children. Point to the icons and say *We are going to colour two crayons, match the pictures with the same number, trace and write the letters.*
  - Ask the children to count two crayons pointing to the pictures in their books. Model colouring only two crayons. Ask *Are we going to colour one crayon or two crayons? Two!*
  - Model counting and matching the pictures. Model drawing a line to match the pictures and ask the children to do the same in their books. Do the same with the remaining two sets.

*Answers:* 1 bag – 1 boy, 2 pencils – 2 boys, 3 bags – 3 girls

- Remind the children of the directions of letter forming and ask the children to airwrite the letters. Model tracing and writing the letters using the starting dots, arrows and the three lines. Let the children write the letters in their books.



## Unit 2 Lesson 1

### 1 Count. Trace and write.

- Point to the dotted number and number word and elicit the number (2). Ask the children *How many crayons can you see? Two!* Model tracing the number and the number word with a pencil. Model writing number 2 in the second row saying the writing directions. Ask the children to trace and write in their books.

### 2 Trace. Count and write.

- Point to the crayon dotted picture. Model tracing it with a pencil and say *We are going to trace these pictures.* Ask the children to count the crayons. Ask *How many crayons can you see?* Elicit *two!* Model tracing number 2 in the box. Do the same with the other pictures. Ask the children to do the activity on their own in their books.



### Tip

At this point, you might need to help the children individually if they cannot do the activity on their own, but it is important to let them try it without allowing them to copy the answers from the model sheet. In time, they will be more confident and able to solve such activities independently.

### 3 Trace, count and write.

- Model drawing a line inside the maze to make a path from Jack and Lily to the school. Ask the children to draw the path in their books.
- Ask *How many books can you see inside the maze?* Point to the maze, then point to the books inside and ask the children to count them. Model tracing number 2 inside the box. Do the same with the rest of the pictures. Ask the children to count in their books and write the numbers.


Answers: 2 books, 1 pencil, 2 crayons, 2 rubbers, 1 board, 1 teacher

### 4 Circle.

- Point to the first row of pictures. Point to each picture and ask the children to say with you *pencil/pencil/pencil/crayon/pencil.* Ask *Which is the different*

*picture?* Elicit *crayon!* Model circling the crayon. Ask the children to circle it in their books. Ask the children to try to do the rest of the activity on their own. If some children have difficulty understanding the idea of the activity help them individually until they grasp it. It is important that they do not depend on copying answers from your model page.

Answers: Row 1: crayon, Row 2: rubber, Row 3: bag


-  Ask five volunteers to come up to the board. Give them all pencils except for one child who will take a crayon. Ask the five children to hold the items in front of their chests. Ask another volunteer to find the child with the different item and drop a hula hoop down over the child and place it around their feet. Repeat with other groups until all the children have had a turn.

## Unit 2 Lesson 2

### 1 Trace and match.

- Model tracing over the dotted line to complete the pencil drawing. Point to the pencil shadow image. Ask the children to identify it. Model tracing the dotted line to match it with the pencil picture. Ask the children to trace the rest of the pictures and match the items with their shadow images.

### 2 Match.

- Point to the first picture of Bella. Ask *What has Bella got?* Elicit *pencil.* Ask a volunteer to point to the pencil container and model drawing a line to match the two pictures. Ask the children to match the rest of the pictures.
-  Do the same activity using real classroom items and containers that have pictures of the items. Mix the items together and ask the children to sort them into the separate containers.

### 3 Complete and colour.

- Model tracing and completing one square. Ask the children to trace and draw the squares in their books. Hold up a green and a red crayon. Elicit their colours. Ask a volunteer to point to all the squares. Say *We are going to colour all squares with green.* Model colouring inside a square with the green crayon. Do the same with the circles and the red crayon. Ask the

children to colour the squares and circles in their books.

#### 4 Find and circle groups of 2.

- Point to the scene and say *We are going to circle groups of two!* Point to the boy behind the tree. Ask *Can you see one boy or two boys?* Elicit *one boy*. Ask about the two girls walking and elicit *two girls*. Model drawing a circle around the two girls. Ask volunteers to point out other groups of two and draw a circle around them. Ask the children to do the activity on their own in their books.

## Unit 2 Lesson 3

### 1 Trace, colour and circle.

- Model tracing one of the rain lines. Point to all the dotted lines and ask the children to trace and complete all the pictures.
- Show the red crayon and colour the first section of the rainbow. Ask the children to do the same. Do the same with the other sections. Ask the children to look for Bella and point to her picture in their books and circle Bella in their books.


### 2 Trace and draw.

- Point to the drawings. Say *Sun and rain make a rainbow!* Ask the children to trace the dotted lines. Say *Let's draw the rainbow!* Model drawing the lines to make a rainbow.

### 3 Draw.

- Point to the first row. Point to each picture asking the children to name the item *pencil/rubber/pencil/rubber*. Point to the dotted picture and elicit *pencil*. Ask the children to trace the pencil in their books. Do the same with the other rows.

Answers: Row 1: pencil, Row 2: crayon, Row 3: board

-  classroom items to make sequences, e.g. bag/flask/bag/flask. Give the children these items and ask them to stand in order. Ask a fifth child what they should hold to complete the sequence and elicit *bag*. Repeat the activity with other groups of children using other items. Continue until each child has had a turn.

### 4 Trace and draw.

- Point to the T-shirts with the different patterns. Ask the children to trace the dotted lines in their books. Ask the children to draw lines on the last T-shirt.

## Unit 2 Lesson 4

### 1 Count and match.

- Point to the crayons. Ask the children to count. Ask *Are there two crayons or one crayon? Are we going to match with 1 or 2?* Model tracing the dotted line to match the crayons with 2. Do the same with two more pictures. Then let the children do the activity in their books on their own.

Answers: 2 crayons, 1 pencil, 1 board, 2 bags, 1 teacher, 2 books, 1 rubber

### 2 Count and write.

- Point to the scene at the bottom of the page. Point to the first picture. Ask *How many boards can you see in the picture?* Elicit *one*. Model tracing number 1 in the box. Ask the children to do the same in their books. Ask the children to try to count the rest of the items and write the numbers in their books.

Answers: 1 board, 2 bags, 1 pencil, 2 rubbers, 2 crayons, 1 book

### 3 Count and write.

- Point to the pencil and ask *How many pencils?* Elicit *one*. Ask the children to trace number 1. Do the same with the rubbers. Remind the children of the directions to write 2. Model writing it in the box. Let the children do the rest of the counting and writing in their books.



### Tip

It is important that they get used to doing this type of activity on their own without depending on copying the answer from your model page. If some children still find it too difficult, point to each set of items and ask them to count, then point to the box where they should write the number.

Answers: 1 pencil, 2 rubbers, 2 crayons, 2 books, 1 teacher, 2 circles

### 4 Trace. Find 2 and circle.

- Point to the scene at the bottom of the page. Ask the children to trace the two balls in the basket. Ask *How many balls are there?* Elicit *two*. Point to numbers 1 and 2 inside the caterpillar. Ask the children to trace them.
- Say that there are two pencils hidden in the garden. Give the children a minute to find them. Model circling them and ask the children to circle them in their books.