

Unit 2 My day

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

- recognise and say the actions: *I get up. I have breakfast. I go to school. I have lunch. I go home. I play. I have dinner. I go to bed.*
- find Star and Bella words in the text.
- say what they can do: *I can get up on time.*
- say the names and sounds of the letters Aa to Zz.
- recognise and say the five vowels Aa, Ee, Ii, Oo, Uu and identify them in words.
- recognise and say the days of the week.
- listen to a story and recall details.
- act out a small play using story language.

New words/language: *I get up. I have breakfast. I go to school. I have lunch. I can get up on time.*

Star words: *I, have, me, with, the, no, we*

Bella words: *get, up, in, a, on, it, can*

Classroom language: *Open your books. Listen. Point to the pictures. What do you do every day?*

Materials: alarm clock, Horsey puppet, blanket, Lesson 1 flashcards, plate with real or pretend bread and fruit, lunchbox, CD

Unit 2 Lesson 1

Unit 2 My day Lesson 1

1. I have me with the no we

2. I get up. I have breakfast.

3. I go to school. I have lunch.

10. Listen and chant. Listen, point and repeat. Listen.

New Words

I can get up on time.

Warm up


- Ask the children to pretend to be asleep. Set an alarm clock to ring. Let Horsey puppet go around and put the alarm next to their ears to wake them up. Encourage them to also wake each other up while you say *Time to get up!*
- Open a Pupil's Book at page 10 and ask the children to do the same. Point to each icon and ask *What are we going to do today?* Elicit *chant, listen and say, listen.*



Learn new words.


- Put a few chairs together and make them look like a bed. Bring in a small blanket. Pretend to sleep on the bed and cover yourself with the blanket. Get up, stretch and say *I get up.* Ask the children to repeat and mime getting up. Display the flashcard. Sit at the desk with a plate with bread and fruit on it. Point to it and say *breakfast.* Let the children repeat. Sit down and start eating. Point to yourself and say *I have breakfast.* Ask the children to repeat and mime eating. Display the flashcard. Mime washing your hands and brushing your teeth. Carry a school bag, wave goodbye and say *I go to school.* The children repeat and mime taking their bags and waving goodbye. Display the flashcard. Sit at the desk again, this time with a lunchbox open in front of you. Point to the

food and say *lunch*. The children repeat. Mime eating and say *I have lunch*. The children repeat and mime eating their lunch. Display the flashcard.

-  Invite a volunteer to come up to the front. Have Horsey ask *What do you do every day?* Encourage the child to do the actions while the other children say the sentences. With large classes, have groups of children mime the actions while the others say the sentences. They then swap over. Repeat until the children are saying the sentences confidently and everyone has had a turn miming.


1 Listen and chant.

- Display the page using the Digibook or hold up a Pupil's Book in front of the children. Point to the pictures and encourage the children to say the sentences. Point to the text word by word and say the sentences slowly. Play the CD. Let the children point to the pictures and chant.

 **12** *I get up.
I have breakfast.
I go to school.
I have lunch.*

2 Listen, point and repeat.

- Point to Horsey in the picture. Say *Horsey is asking Jack What do you do every day?* Ask the children to look at the pictures and say what they can see, e.g. *teddy, honey, banana, lunchbox*.
- Play the CD. Ask the children to listen, point to the pictures and repeat.

 **13** **Jack:** *I get up.
I have breakfast.
I go to school.
I have lunch.*

3 Listen.

- Play the CD. Ask the children to listen and point to the pictures in their books. Point to the Digibook page or hold up a Pupil's Book in front of the children to demonstrate. Do actions to show understanding, e.g. mime waking up

when Jack says *I get up*, mime eating at *I have breakfast*, mime waving when he says *Goodbye*.

- Stop the CD at relevant points and ask simple comprehension questions, e.g. *What does Jack like to eat for breakfast? What does Jack like to eat for lunch? What about you?*



Horsey: *What do you do every day, Jack?*

Jack: *I get up.*

Jack: I have breakfast. I like bread, honey and milk for breakfast.

Jack: I go to school. Goodbye, Mum!


Jack: *I have lunch. I have bread, cheese and a banana for lunch.*



Star and Bella words

- At this stage of the course, the children are still not expected to read the Star and Bella words but only to find them in the text.
- Point to the Star and Bella words at the top of the page. Tell the children that some of these words are somewhere on the page. Point to the caption texts word by word until you reach a Star word. Say *Look! Here's a Star word! Can you find another Star word?* Encourage volunteers to point to the other Star word on the page. Repeat with Bella words.

 **I can ... I can ...**

-  Hold Horsey puppet and pretend he cannot get up in the morning. Let the children have fun trying to wake him up. Say that Horsey probably stayed up late and this is why he can't get up on time. Set the scene by saying things like *Oh! He will be late for school! He will miss the school bus!* Let the children pretend to be the school bus drivers: let them make car horn sounds and impatiently look at their watches. Ask the children *What about you? Can you get up on time? Do you let Mummy or the school bus wait too long for you?* Prompt the children to say *I can get up on time*. Let each child point to themselves and say the sentence. Point to the picture on the Digibook or in the Pupil's Book. Say the sentence and let the children do the same.

Extra activities:

- Print out and photocopy the pictures of the four actions (from the Pupil's Book or the Digibook). Make one set for each child. Ask the children to bring in photos of themselves and stick their own faces on top of Jack's. Ask the children to show their pictures to their friends and say what they do in each picture. They will enjoy this personalisation. You can stick all the pictures on a big chart and display it on the classroom door.
- Use the flashcards to play *Slow reveal*. Cover the pictures with a piece of paper. Slowly slide the paper to reveal parts of the picture. The children try to be the first to recognise and say the sentence.

Unit 2 Lesson 2

2 Lesson 2

4



I go home.

2



I play.



I have dinner.



I go to bed.

5

6

4

5

6

11

Listen, point and repeat.
Listen.
Listen, sing and play.

Grammar
Present simple for routines.

About me!
Who do you play with?

New language: *I go home. I play. I have dinner. I go to bed.*

Grammar: present simple for routines

Classroom language: *Open your books. Listen. What do you do every day? Repeat. Who do you play with?*

Materials: Lesson 1 flashcards, Lesson 2 flashcards, CD

Warm up

- **Game** Display the Lesson 1 flashcards using the Digibook or printed flashcards. Play *Slow reveal* (see Introduction page 25) to review the new language from Lesson 1.
- Open a Pupil's Book at page 11 and show the children the icons for the lesson. Ask *What are we going to do today?* Elicit *listen and say, listen, sing and play*.



Learn new language.

- Sit at a table with the children. Pretend to be collecting your things and closing your school bag. Take the school bag, wave goodbye and say *I go home*. Let the children repeat. Mime sitting down and playing with toys. Say *I play*. Let the children repeat. Display the two flashcards. Point to each one and say the sentences. The children point and repeat.
- Sit at your desk. Pretend to hold a knife and fork and eat. Say *I have dinner*. The children mime and repeat. Pretend to yawn and mime sleeping. Say *I go to bed*. The children mime and repeat. Display the two flashcards. Point to the pictures one by one and elicit the sentences. Point to all the pictures in random order and elicit the sentences. Increase the speed for more fun.

4 Listen, point and repeat.

- Display page 11 using the Digibook or hold up a Pupil's Book in front of the children. Ask the children to look at the pictures and say what they can see.
- The children open their books at page 11. Play the CD. The children listen, point to the pictures in their books and repeat. Play the CD again. The children repeat and mime the actions.



*I go home.
I play.
I have dinner.
I go to bed.*

5 Listen.

- Play the CD. Ask the children to listen and point to the pictures. Point to the page in front of them to demonstrate. (This is a listening activity, so the children are not asked to repeat, but if they do, do not stop them.) Encourage the children to make gestures to show understanding.
- Play the CD again. Pause at relevant points and ask comprehension questions, e.g. *Does Jack go home by car or by bus? Who does Jack play with? Does Jack play in the bedroom or in the living room? What about you?*, etc. If the children are unable to answer a question, play that part of the recording again.



Jack: *I go home.*

Jack: *I play. I play with Lily in the living room.*

Jack: I have dinner. I have dinner with my family.

Jack: *I go to bed. I go to bed in my bedroom. Goodnight!*

6 Listen, sing and play.

- Introduce the lyrics of the song slowly. (See Introduction page 27 for tips on how to introduce and practise songs.)
- Divide the class into two groups. One group sings the questions and the other the answers. Do the actions for each sentence.



*What do you do? What do you do?
What do you do every day?
[repeat]*

*I get up every day
I have breakfast every day
I have breakfast every day
And every day I play!*

[chorus]

*I get up every day
I have lunch every day
I have lunch every day
And every day I play!*

[chorus]


*I get up every day
I have dinner every day
I have dinner every day
And every day, every day, every day I play!*



About me!

- Ask each child who they play with at home. Ask the children if they invite friends to come over and play. Ask the children what games or toys they prefer. Encourage them to mention reasons. Accept and praise all answers. (See Introduction page 25 for tips on how to discuss About me! topics.)

Extra activities:

- See Introduction page 28 for more flashcard games to review new vocabulary.
- If the children grasp the language quickly you can extend the topic and add more vocabulary. For example, add more sentences on how to get ready for school, e.g. *I wash my face. I brush my teeth. I get dressed.* Add more sentences for things the children do when they go home: *I change. I do my homework. I have a shower/ bath.* Also you can talk about what the children like to eat for breakfast, lunch and dinner.
-  You can do a role-play based on what the children do during the day. Use simple props like a small blanket, a toothbrush, pyjama tops, etc. Ask individuals (or groups if you have a large class) to act and use the sentences. Have Horsey puppet do the things in the wrong order, e.g. going to school wearing his pyjamas or taking his blanket to school instead of his school bag. Let the children have fun correcting him.

Unit 2 Lesson 3




Reviewed language: names and sounds of the letters Aa-Zz; spelling the character names: *Horsey, Bella, Jack, Lily*

Classroom language: *Open your books. Listen. Say the names of the letters.*

Materials: CD, Horsey puppet

Warm up

-  Play *The alphabet song* from Unit 1. The children listen and sing along.
- Open a Pupil's Book at page 12 and show the children the icons for the lesson. Ask *What are we going to do today?* Elicit *listen and say, chant, say, sing.*


1 Listen and repeat.

- The children open their books at page 12. Play the CD. The children listen and repeat in the pauses.




*A, b, c, d, e, f, g!
H, i, j, k, l, m, n, o, p!
Q, r, s, t, u, v!
W, x, y, z
26 letters in the alphabet!*

2 Chant the alphabet.

- Display page 12 using the Digibook or hold up a Pupil's Book in front of the children. Point to the banner at the top of the page. Say the names of the letters in random order. Ask volunteers to come up to the front and point to the correct letters while the others point in their books. Another quicker way to do this is to let the children stay seated and take turns pointing to the letter using a laser pointer. The rest of the class point in their books.
-  Now get Horsey puppet to point to each letter on the banner and the children chant the alphabet together. Repeat until they are doing this confidently.
- Ask the children to airwrite the letters.

3 Spell the names.

-  Hold up Horsey puppet and pretend he wants to write his name, but he does not know how. Say *Let's help Horsey spell his name.* Do a quick segmenting of the word *Horsey* so the children can see where the letters are coming from. Say the sounds and elicit the letter. After completing the word say it again while pointing at each letter. Ask the children to look at the letters and spell them, while airwriting Horsey's name. Do the same with the rest of the names. Ask the children to look in their books, find Horsey's name and call out the spelling. Do the same with the rest of the names. At this point, the children are not asked to come up with the correct spelling on their own, but helping them to spell the names gives them the idea that words are made up of letters.

4 Sing.

- Introduce the lines of the song slowly. Ask the children to repeat line by line. Do the actions while saying the action sentences and ask the children to do the same.
- Play the CD and encourage the children to sing along. Repeat until the children are familiar with the lines. You can put the class into two groups: one sings the letter lines and the other sings the action lines. You can remind the children by miming the actions before they have to say the line. (See Introduction page 27 for tips on how to introduce and practise songs.)



A b c d e
Clap your hands 1, 2, 3!
F g h i j
Run, hop and shout hurray!
A b c d e
Clap your hands 1, 2, 3!
F g h i j
Run, hop and shout hurray!

K l m n o
Horsey, Horsey say Hello!
P q r s t
Sing and dance with me!
K l m n o
Horsey, Horsey say Hello!
P q r s t
Sing and dance with me!

U v w x y
Jump, jump! Jump up high!
Z z
Touch your nose
Z z z
Touch your toes!
U v w x y
Jump, jump! Jump up high!
Z z
Touch your nose
Z z z
Touch your toes!

Extra activities:

- Write the word *Horsey* on the board and ask the children to close their eyes. Erase one letter and ask the children to guess which letter you have erased. Repeat a few times. Then add Bella's name. Now the children have to guess the missing letter and which word. Do the same with Jack and Lily's names.

- Give out letter cards of Horsey's name to individuals. Ask them to stick them in order on the board under Horsey's picture to make Horsey's name. Do the same for the rest of the names. Ask the children to look in their books for the names if they cannot remember the order of the letters.

Unit 2 Lesson 4

2 Lesson 4

Aa

Ee

Ii

Oo

Uu


Cat in a hat.


Ted in a bed.


Pin in a tin.


Dog on a log.


Run in the sun.

1
 2
 3
 4

Listen and repeat.
 Listen and point to the letters.
 Sing: Cat in a hat song.
 Play: Is it a vowel?

13

New language: short vowel sounds

New/reviewed words: *cat, hat, Ted, bed, pin, tin, dog, log, run, sun*

Classroom language: *Listen to the sounds. Look at my mouth shape. Point to the pictures.*

Materials: CD, letter flashcards from *Learning Stars 1*, mouth shapes template (see Teacher's Website), music CD

Warm up



- Play *The alphabet song*. The children sing along and do the actions.
- Open a Pupil's Book at page 13 and show the children the icons for the lesson. Ask *What are we going to do today?* Elicit *listen and say, listen, sing, play*.



1 Listen and repeat.

- Display the page using the Digibook or display printed flashcards of the letters and the pictures on the page. Use flashcards from *Learning Stars 1* or see Introduction page 23 for ideas on making your own letter and picture flashcards. Zoom in to the letters at the top of the page. Point to each one and elicit its name and sound. Ask the children *What colour is Aa? What colour is Ee?* Say that these five letters are called vowels and they like to play with your mouth! It will help visual children to link the vowels to the mouth shape along with the sound they make. Say that *Aa* likes to open your mouth, *Ee* likes to smile, *Ii* likes to smile really deep, *Oo* likes a round shape, *Uu* likes a long mouth shape. You can draw the mouth shapes on the board (see template on Teacher's Website).
- Say that we can hear the vowels in all words.
- The children open their books at page 13. Play the CD. The children listen, repeat and point to the letters in their books.



A, a, a! [pause] A, a, a! [pause]
E, e, e! [pause] E, e, e! [pause]
I, i, i! [pause] I, i, i! [pause]
O, o, o! [pause] O, o, o! [pause]
U, u, u! [pause] U, u, u! [pause]



2 Listen and point.

- Point to the first frame. Point to the cat and elicit *cat*. Ask *What is the cat wearing?* Point to the hat. Say *hat*. The children repeat. Say the two words emphasising the sound /æ/. Ask *Can you hear the sound /æ/? Do you see my mouth shape?* Say the sentence pointing to each word in the text and ask the children to repeat while pointing in their books. Ask the children to point to letter a

in the words. To check that the children can recognise the sound /æ/, say a few other words to the children and ask them to clap their hands if they hear the sound /æ/. Do the same with the rest of the frames.

- Play the CD. The children listen, find and point to the vowels in the song.
- Ask questions to reinforce understanding of the vowels, e.g. *What colour is 'a'? I can see a vowel. It's blue. What vowel sound is it?*



Cat in a hat.

AAA!

Cat in a hat.

AAA!

Cat in a hat.

AAA!

AAA ... A!

Ted in a bed.

EEE!

Ted in a bed.

EEE!

Ted in a bed.

EEE!

EEE ... E!

Pin in a tin.

III!

Pin in a tin.

III!

Pin in a tin.

III!

III ... I!

Dog on a log.

OOO!

Dog on a log.

OOO!

Dog on a log.

OOO!

OOO ... O!

Run in the sun.

UUU!

Run in the sun.

UUU!

Run in the sun.

UUU!

UUU ... U!

Find a vowel in every word!

AEIOU!

3 Sing.

- Introduce the lines of the song slowly. (See Introduction page 27 for tips on how to introduce and practise songs.) Ask the children to repeat line by line.
- Play the CD again. The children sing the repeated lines.



See track 21 on page 54.

4 Play: *Is it a vowel?*

Variations on the game:

- Review the five vowels. Give the children instructions, e.g. *If you hear a vowel, jump, put your hands on your head, touch your toes.*, etc.; *If it isn't a vowel, cross your arms.* Then say the letter sounds at random and the children follow your instructions.
- Put the letter flashcards on the walls. Play music and encourage the children to dance. Stop the music. Point to 'b' and say *Is it a vowel?* The children say *No*. Start the music and they dance again. Stop the music. Point to 'e'. Say *Is it a vowel?* The children say *Yes*.
- Hold up the letter flashcards in order and when a vowel is shown the children shout *vowel!*


Extra activities:

- Divide the class into five groups and give each group one of the vowels. Say the sentences from the Pupil's Book in random order. The group with the correct vowel jump up and say the vowel sound. Repeat several times. You can use other sentences to help the children listen for the vowel sound, rather than just memorising which sentence has which vowel. If this game is too difficult you can start with the easiest two, Aa and Oo words, then add one more vowel and play again.
- Ask five volunteers to stand in front of the class. Give each one of them a vowel. Ask individuals (or groups of four if you have a large class) to come up to the front, say one of the sentences and then shake hands with the child who has got the vowel.

Unit 2 Lesson 5

2 Lesson 5

Days of the week



1

2

3

14

PSHE

Listen, point and repeat. Listen, look and say the day. Sing.

About me!

What do you do on Saturdays?

New words: days of the week: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*

Classroom language: *Open your books. Listen and point. How many days are there in the week? What day is today? What do you do on Saturdays?*

Materials: CD

Warm up

- Mime the sentences from Lessons 1 and 2, e.g. *I get up*. Ask the children to say them and mime the actions.
- Open a Pupil's Book at page 14 and show the children the icons for the lesson. Ask *What are we going to do today?* Elicit *listen and say, listen and say, sing*.

Introduce the days of the week.

- The children open their books at page 14. Display the Digibook page or hold up a Pupil's Book in front of the children. Ask them to count how many pictures there are. Elicit *seven*. Say that every time we wake up it is a new day. Say *Here are seven days in the week*. Point to the captions under the pictures and say the names of the days. Encourage the children to repeat. Do the same pointing at the days on the classroom calendar. Keep drilling the names of the days in order until the children are saying them confidently. Point to the calendar and say the school days and the weekend days. Ask *What day is today? What day was yesterday? What day is tomorrow? Are we going to come to school tomorrow? Did we go to school yesterday?* At this age, the children probably know the names of some days in their native language and can recognise weekend days where they do not go to school. Only by changing the calendar daily will the children finally grasp the idea of the days of the week and how they are repeated.

1



Listen, point and repeat.

- Play the CD. The children point to the pictures in their books and repeat the days. Point to the page in front of the children or on the Digibook to demonstrate.



Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

2



Listen, look and say.

- Play the CD. Pause after the child speaks to give the children time to find the picture. Repeat if necessary. Then pause the CD again after *What day is it?* and ask the children to point to the picture and say which day it is. Give them a tip to read the first letter and guess which day starts with it. After they answer, resume the CD so the children hear the answer. (Children like it when the answer in the audio matches what they have said.) Continue with the rest of the activity.



Girl: *I go to school. I have lunch at school. I have cheese and tomatoes for lunch.*

Narrator: *What day is it? [pause] It's Monday!*

Boy: *I read my books.*

Narrator: *What day is it? [pause] It's Sunday!*

Boy: *I go to school. I run and jump and hop at school.*

Narrator: *What day is it? [pause] It's Tuesday!*

Girl: *I play with my friend. I play with my doll.*

Narrator: *What day is it? [pause] It's Friday!*

Boy: *I don't go to school. I go out with my family.*

Narrator: *What day is it? [pause] It's Saturday!*

Boy: *I go to school. I sing songs at school. I like songs.*

Narrator: *What day is it? [pause] It's Thursday!*

Girl: *I go to school. I draw pictures. I draw with my crayons.*

Narrator: *What day is it? [pause] It's Wednesday!*

3



Sing.

- Introduce the lines of the song slowly. (See Introduction page 27 for tips on how to introduce and practise songs.) Ask the children to repeat line by line. Play the CD and the children sing along. Repeat the song as many times as necessary for the children to sing confidently.



Sunday, Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday
Seven days, seven days in a week!
Seven days, seven days in a week!
[repeat]

Sunday, I read my books
Monday, I go to school
Tuesday, I run and jump
Wednesday, I draw pictures
Thursday, I sing songs
Friday, I play with my friends
Saturday, we don't go to school. Yay!

Seven days, seven days in a week!
Seven days, seven days in a week!
Sunday, Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday
[repeat]



About me!

- Ask each child what activity they do on Saturdays. Give them two options to choose from if you feel they are stuck and do not know the language, e.g. *Do you come to school? No! Do you stay at home or go out with your mum and dad? Do you go to the restaurant or to the club?* (See Introduction page 25 for tips on how to discuss About me! topics.)

Extra activities:

- Ask seven volunteers to come up to the front of the class. Give each one a name of a day written on cards. Say *Stand in order!* The children try to stand in the correct order. Keep the days of the week written in the correct order on the board. Each child matches their card to the one on the board and stands in front of it. Encourage the children to say the names of the days once they are standing in the correct order. Repeat with other groups until each one has had a turn.
- Sit down in a circle and play *Pass the ball*. The first child passes the ball and says the name of the first day of the week. The child who takes the ball then says the next day and passes the ball to the child next to them. Continue until they reach the weekend days and then all the children call out the two days. Continue going around the circle a few times and encourage the children to go faster for more fun.

Unit 2 Lesson 6

2 Lesson 6

Play day

1

It's Saturday.

2

No school today.

3

Can we play schools? Yes.

4

I'm the teacher.

5

We're at school, Mum.

6

Lunch for you.
Thank you, Mum.

1

Listen, point and repeat.
Listen to the story.
Act out the story.

2

3

15

Do you play schools with your friends?

New/reviewed language: *It's ..., Can we ...? I'm the ..., We're at ..., Lunch for you!*

Classroom language: *Open your books. Listen. Do you play schools with your friends?*

Materials: CD, school items, lunchbox

Warm up

- **CD-TRACK 24** Play the *Days of the week* song. The children listen and sing along together.
- Open a Pupil's Book at page 15 and show the children the icons for the lesson. Ask *What are we going to do today?* Elicit *listen and say, listen, act.*

Look and say.

- The children open their books at page 15. Display the page using the Digibook or hold up a Pupil's Book in front of the children.

- Ask *Where is Horsey now? Is he at home or at school? What day do you think it is? It's Saturday.* The children repeat. Point to the next picture. Point to the text and say *No school today.* The children repeat. Point to picture 3 and ask *What are Horsey and the children doing? Playing schools.* Point to the text word by word and say *Can we play schools?* Yes. The children repeat. Point to the next picture and ask *Who is playing the teacher? Lily or Horsey?* Point to the text word by word while saying the caption *I'm the teacher.* The children repeat. Point to the next picture and ask *Who is here now? What is Lily saying to Mum?* Point to the text and say *We're at school, Mum.* The children repeat. Point to the final picture and ask *What has Mum got in her hands? Lunch!* Read the text while pointing to the words. The children repeat.

1 Listen, point and repeat.

- Play the CD. The children point to the pictures in their books and repeat the sentences.



*It's Saturday.
No school today.
Can we play schools? Yes.
I'm the teacher.
We're at school, Mum.
Lunch for you. Thank you, Mum.*

2 Listen to the story.

- Play the CD. The children listen to the story and point to the pictures. Point to the pictures in front of the children to demonstrate.



Horsey: *What day is it today, Lily?*
Lily: *It's Saturday.*

Horsey: *Do you go to school on Saturday, Lily?*
Lily: *No. No school today.*
Horsey: *Hooray!*

Horsey: *Can we play?*
Lily: *Yes, we can!*
Horsey: *Can we play schools?*
Lily: *Yes, we can.*

*Lily: I'm the teacher. Open your book, Horsey.
Draw a cat, Bella. Sing a song, Jack.*

Mum: *Lily! Jack! It's time for your lunch.*

Lily: *We're at school, Mum.*

Mum: *Oh!*

Mum: *Here you are. Lunch for you.*

All: *Thank you.*

3 Act out the story.

- Use the text in the Pupil's Book as the basis for a short sketch about playing schools with friends. See if the children can remember other phrases from the story. Discourage learning by heart. Let them improvise and help them to use the language naturally.
- Provide simple props such as school items and a lunchbox.



About me!

- Ask each child if they play schools with their friends. Encourage them to say details such as do they like to play teacher or students? Why? Why not? Accept and praise all answers. (See Introduction page 25 for tips on how to discuss About me! topics.)

Extra activities:

- See Introduction pages 24–25 for extra activities to practise vocabulary.
- Play *Pass the ball* again from Lesson 5 (see page 57). This time, when they say the day of the week, they also say *School!* or *No school!* depending on whether it is a week or weekend day.
- Encourage the children to bring in photos of themselves doing activities from the unit in their own homes, e.g. having dinner, playing, reading books, etc. (Children learn better when they can relate what is learnt to their daily life.) If possible, even ask them to bring videos of themselves to show the rest of the class. You can play these videos in fast forward mode for more humour.



Assess progress

- You can now assess the children's progress using the Unit 2 Assessment sheet on page 174.

Unit 2 Lesson 1

1 Match the picture halves. Tick the correct sentences.

- Attach a copy of page 8 on the board. Point to the icons at the bottom of the page and say *We are going to match and tick.*
- The children open their books at page 8. This activity might need to be done sentence by sentence with the children as reading the sentences may still be a bit challenging. Point to the first picture half and encourage the children to look and find the other half of the picture. Then elicit the action *I get up.* Read the two options to the children pointing to each word while saying it, then ask a volunteer to point to the correct sentence. Draw their attention to the example tick in the box. Do the same with the rest of the pictures.

Answers: 1 b I get up. 2 c I have breakfast.
3 d I go to school. 4 a I have lunch.

Unit 2 Lesson 2

- Attach a copy of page 9 on the board. Point to the icons at the bottom of the page and say *We are going to trace and circle.*
- 2 Trace the words.
- 3 Circle the correct pictures.
- The children open their books at page 9.
 - Point to picture 1 and read the text to the children, pointing to each word while you do so. Ask the children to trace the word *home* in their books.
 - Point to pictures (a) and (b) and ask the children which one is the picture of 'home'. Ask a volunteer to come and circle it in front of the children. The other children circle the picture in their books. Do the same with the rest of the pictures, but this time let the children find and circle the pictures on their own.

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

Unit 2 Lesson 3

Help Bella find the flower.

Trace the letters.

Then write the missing letters.


Say the letter names and sounds.

- Open an Activity Book at page 10 in front of the children. Point to the icons and say *We are going to find, trace, write and say.*
- The children open their books at page 10. Point to Bella and say *Let's help Bella find the flower.* Ask the children if they have found the flower. Tell them that Bella wants the path to be completed with all the letters. Ask the children to trace the dotted letters and write the small letters in the empty boxes. Encourage the children to say the name and sound of each letter while writing it.
- Give one to one help to the children who need it. Tell them to look at the banner at the top of pages 10 and 11 if they need to.

Unit 2 Lesson 4

Find, trace and circle the vowels (a, e, i, o, u).

Match the text and pictures. Then circle each pair of rhyming words.

- Attach a copy of page 11 on the board. Point to the icons and say *We are going to find, trace and circle, then match and circle.*
- Point to the letters and ask volunteers to find the vowels and circle them in front of the children.
-  Point to sentence 1. Read it with the children and ask a volunteer to point to the correct picture. Demonstrate matching the sentence to the picture. You can use Horsey puppet to do this. Ask the children which two words have the same ending sound. Elicit *Ted* and *bed*. Circle them to show the children. Do the same with the rest of the sentences.

Answers: Ted, bed; Dog, log; Run, sun; Pin, tin; Cat, hat

- The children open their books at page 11 and try to do the activities on their own. Give one to one help to the children who need it.

Unit 2 Lesson 5

- 1 Trace the days. Then tick what you do on each day.
 - 2 Write your favourite day.
 - Write the days of the week on the board and read them to the children.
 - Open an Activity Book at page 12 in front of the children. Point to the icons and say *We are going to trace, tick and write.*
 - Point to Sunday. Ask the children to try to read it. Point to each of the pictures and elicit the actions *I go to school, I clean my teeth, I wash my hands.* Ask the children *Do you go to school on Sunday?* Elicit *yes* or *no*. Do the same with the other actions. Show the children where to draw the ticks under the actions. Ask the children to trace the day names and tick what they do on each day. Help the children with the weekend days and explain that the children should not tick the *I go to school* action.
 - Ask volunteers to say their favourite day.
 - The children open their books at page 12 and try to do the activities on their own. Give one to one help if needed.
-

Unit 2 Lesson 6

- 1 Complete the words by the pictures.
- 2 Circle to make 12 stars. Then say the numbers.
- 3 Trace the letters.
 - Open an Activity Book at page 13 in front of the children. Point to the icons and say *We are going to write, circle and say, trace.*
 - Point to picture 1 and elicit *school*. Point to the incomplete word and say *School starts with sch. Can you find the word school above?* Ask a volunteer to point to the word. The other children find and point to the word in their books. Show the children how to complete the word. Elicit the rest of the words and let the children find them on their own in their books.
 - Point to the stars. Tell the children that they should count and circle 12 stars only. Point to the stars and count with the children. Point to the rest of the stars and ask *Are we going to circle these? No! 12 stars only.*
 - Point to the dotted letters and model tracing one letter with a pencil. Ask the children to trace all the letters.
 - The children open their books at page 13 and try to do the three activities on their own. Give one to one help to the children who need it.

Unit 2 Lesson 1

Introduce number 11.

- Draw ten fish on the board and let the children count them. Elicit *ten*. Ask *What if I draw one more fish?* Draw one more and ask *How many have we got now?* *Eleven!* Write number 11 on the board and let the children repeat *eleven*. Say *How do we write 11?* *One and one. Say ten plus one make eleven.* Count all the fish again from 1 to 11.
- Write random numbers on the board and ask children to come up to the front and touch number 11.
- Open a Maths Book at page 10. Point to number 11 and say *eleven*. The children point in their books and repeat. Point to the sum and say *ten plus one make eleven*. Ask the children to count the 11 fish in the tank.

1 Find 11 and trace. Then draw lines.

- Point to the stones and ask the children to find the stones that have number 11 in them and trace the numbers. Show the children how to draw lines to join the stones that have number 11 so Jack can walk on them to school.

2 Count and circle.

- Point to the icons and say *We are going to count and circle then write.*
- Point to the pencil picture and say *How many pencils have Horsey and Lily got? Let's count the pencils.* Ask the children to count the pencils in their books. Ask *Are there 10 or 11?* Elicit *ten*. Tell the children to circle number 10 in their books. Explain to the children that they are going to count the rest of the items and circle the correct number. Let the children do the rest of the activity on their own.

Answers: a 10, b 9, c 10, d 10

3 Write.

- Point to the caterpillar. Let the children complete the numbers from 1 to 11. Give one to one help to the children who need it.

Unit 2 Lesson 2

Introduce number 12.

- Draw ten stars on the board and let the children count them. Elicit *ten*. Ask *What if I draw two more stars?* Draw two more and ask *How many have we got now?* Say *twelve!* Write number 12 on the board and let the children repeat *twelve*. *How do we write twelve?* *One and two. Say ten plus two make twelve.* Count all the stars again from 1 to 12.
- Write random numbers on the board and ask children to come up to the front and touch number 12.
- Open a Maths Book at page 12. Point to number 12 and say *twelve*. The children point in their books and repeat. Point to the sum and say *ten plus two make twelve*. Ask the children to count the 12 stars in the sky.

1 Find 12 and trace. Then draw.

- Point to the obstacles and ask the children to find the ones that have number 12 in them and trace the numbers. Show the children how to draw lines to join the obstacles that have number 12 for Horsey to jump over.

2 Match to make 12.

- Point to the icons and say *We are going to match, draw and write.*
- Draw this activity on the board to show the children. Count the set of 11 bees, then continue counting with the set of two. Say that these will not make 12. Count the ten bees and ask *ten plus two make twelve?* Yes. Match the ten with the two and the eleven with the one. Count both to make 12.

3 Draw to make 12.

- Point to the triangles and ask the children to count them. Ask the children to continue counting until they reach 12. *How many more do you need to draw?* Two. Do the same with the circles.

Answers: a draw two triangles, b draw one circle

4 Write.

- Ask the children to complete the missing numbers. Give one to one help to the children who need it.

Unit 2 Lesson 3

1 Match.

- Open a Maths Book at page 14 and ask the children to do the same. Demonstrate counting and matching set (a) with number 12. Let the children do the rest of the activity on their own.

Answers: a 12, b 11, c 10

2 Complete.

- With a pencil in your hand show the children how to look for number 1. Then start joining the numbers in order. Ask the children to do the same in their books. Ask *What is the picture of?* and elicit *car*.

3 Count and colour.

- Point to the teddy picture below the first column of the chart and ask the children to count the teddies in the picture above. Elicit *eleven*. Show the children how 11 bars are coloured in the chart. Point to the doll picture. Ask the children to count the dolls. Point to the bars and say *Colour only twelve bars*. Show the children how to look at the numbers on the left of the chart and stop colouring when they reach number 12. Let the children do the rest of the activity on their own. Give one to one help to the children who need it.

Answers: doll 12, robot 10

- Tell the children that this is the same as in the story with Horsey and Rabbit. You can let pairs go through the frames together and tell the story. Then write the numbers.

Answers: a 10, b 11, c 12, d 11, e 10

Unit 2 Lesson 4

1 Find and colour.


- Open a Maths Book at page 16 and ask the children to do the same. Help the children read the colour codes. Ask them to look for number 10 and colour it with green. Ask them all to hold a green crayon up to show you, then let them colour in their books. Do the same with the other colours.

2 Count and circle.

- Let the children count ten plus one apples. Elicit *eleven*. Ask the children to circle number 11 in their books. Do the same with the juice cartons.

Answers: a 11, b 12

3 Count and write.

-  Play this game with the children using sweets or any other edible items. Start with ten and let the children count them and write the number on the board. Give a volunteer one more and ask them to add it to the ten. Ask the children *How many now?* Elicit *eleven* and write it on the board. Add one more and ask the children *How many now?* Elicit *twelve*. Eat one and ask *How many now?* Elicit *eleven*. Eat one more and ask *How many now?* Elicit *ten*.