

## Unit overview

### Key Competences and Key Learning Outcomes



- Ask for someone's name and give your name (Lesson 1)
- Say a chant (Lesson 1)
- Identify and say the numbers 1–10 (Lesson 1)
- Ask and answer the question *What's this?* (Lesson 2)
- Identify and say colours (Lesson 3)
- Say the days of the week (Lesson 4)
- Ask and answer the question *What day is it today?* (Lesson 4)



- Identify and say five shapes (Lesson 2)



- Use the Pupil's App on Navio



- Make a cut-out and evaluate your learning (Lesson 4)



- Get to know your teacher and classmates (Lesson 1)



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



- Sing a song (Lesson 1 and 4)
- Read, listen and understand a story about a magic bike (Lesson 3)

### Vocabulary

#### Core vocabulary

*goodbye, hello; numbers 1–10 (words and figures); shapes (circle, oval, rectangle, square, triangle); colours (blue, brown, green, orange, red, yellow); days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday); balloons, balls, bananas, bike, books, dogs, hats, socks*

#### Extension vocabulary (optional)

*black, grey, pink, purple, white*

#### Other vocabulary

*bell, clean, children, idea, fantastic, magic bike, ring, surprise*

### Structures

#### Core structures

*What's your name? I'm (Jake).  
What's this? It's a (bike).  
What colour is it? It's (green).  
What day is it today? It's (Thursday).*

#### Other structures

*Ring the bell again. Let's (clean the bike). The (bike) is (green).  
It's a (bike). Good idea! This magic bike is fantastic!*



### Cooperative learning

**Skills:** Listening to your classmates (Lesson 1); Learning to learn (Lesson 2); Turn taking (Lesson 4)

### Cross-curricular links

#### Links to Science

Counting the boys and girls in the class.

#### Suggested Arts and Crafts concepts

Understanding that artists find inspiration in the world around them; thinking about what inspires you.

### Key Competences and Key Learning Outcomes

- Ask for someone's name and give your name
- Say the vocabulary chant
- Identify and say the numbers 1–10
- Count the boys and girls in the class (optional)
- Get to know your teacher and classmates
- Sing a song

### Key language

- *goodbye, hello; balloons, balls, bananas, bike, books, dogs, hats, socks; numbers 1–10*
- *What's your name? I'm (Jake).*
- Extension: *black, grey, pink, purple, white*

### Materials

- Pupil's Book p4; Activity Book p2; Class CD1; Teacher's App on Navio
- Character flashcards; numbers and colours balloon flashcards
- Teacher's Resource Bank: Numbers word cards
- Teacher's Resource Bank: Task flashcards: *listen, sing, Talk Partners, say, find, write, read, match, think*

## At a Glance Lesson Plan

### Starting the lesson

- Set learning outcomes using the task flashcards.

### Vocabulary presentation

- Present the characters using the flashcards.

### Activity 1

- Listen and point.
- ▶ *CD1 Track 1 p256*
- Sing *What's your name?*
- **Talk Partners** Ask and answer in pairs.

### Activity 2

- Say *The ten balloons* chant.
- ▶ *CD1 Track 3 p256*

### Activity 3

- Find, count and write.
- ➔ Go to the Activity Book.

### Word cards

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

## Pupil's Book

**1 Listen and point. Sing *What's your name?***

**2 Say *The ten balloons* chant.**

**3 Find, count and write.**

10 balloons, balls, books, bananas, hats, dogs, socks, bike

**4 four**

Key learning outcomes: identify and say numbers 1–10  
Language: Hello, Goodbye, What's your name? I'm (Jake).

### Ending the lesson

- Review the lesson.
- Review the task flashcards.

### Extra activities

#### Reinforcement

- Act out *The ten balloons* chant.

#### Vocabulary Extension

- Present five additional vocabulary items.



### Cooperative learning

#### Listening to your classmates

- Do a counting chain.

### Link to Science

- **Physical characteristics:** Count the boys and girls in the class.

## 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

**1 Read and match. Say.**

three two seven eight  
one four six nine ten

**2 Think and complete. Say.**

1 2 3 4 5  
3 5 7  
5 7 9  
6 8 10

2 two hat

### Activity Book

#### Activity 1

- Read and match.
- **Talk Partners** Say.



**Recycled vocabulary**

- Look, remember and say the word.

#### Activity 2

- Think and complete.
- **Talk Partners** Say.

## Detailed Lesson Plan

### Starting the lesson

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

- Say **Today we're going to learn how to say hello to friends.**
- Hold up the task flashcards for the lesson in turn and teach the activities. Stick them on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

### Vocabulary presentation

#### Present the characters using the flashcards.

- (Books closed.) Greet the class. Hold up the flashcard of Jake and say **This is Jake. Say Hello to Jake.** The children greet the character. Repeat with the flashcards of the other characters. Stick the flashcards on one side of the board.

### Pupil's Book Activity 1

#### Listen and point. Sing *What's your name?*

##### ► CD1 Track 1 p256

- (Books open.) The pupils find and point to the four characters in the scene.
  - Play the CD. Listen and point to the characters.
  - Ask pupils **What's your name?** and elicit *I'm (Paula).*
  - Play the CD again. The pupils sing and do the actions.
-  **Talk Partners** The pupils ask *What's your name?* and answer *I'm (David)* with a Talk Partner.

### Pupil's Book Activity 2

#### Say *The ten balloons* chant.

##### ► CD1 Track 3 p256

- (Books open.) Hold up the numbers and colours balloon flashcards. Say or elicit each number in turn. Say **One!** Stick the flashcard on the board. The pupils repeat the number. Repeat with the other numbers.
- Play the CD and do the actions. The pupils listen and watch you do the actions.
- Play the CD again. The pupils say the chant and do the actions.

### Pupil's Book Activity 3

#### Find, count and write.

- Point to the picture in Activity 1. Ask **Can you see the balloons?**
- Say **Let's count! One, ...** The pupils count the balloons with you.
- Say **Let's count the balls.** The pupils find, count and write the number of balls in the circle.
- Repeat for the other objects.

**Answers:** 10 balloons, 8 bananas, 7 balls, 5 hats, 4 socks, 7 books, 3 dogs, 1 bike

### Word cards

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

- (Books closed.) Hold up the numbers word cards in turn, and say or elicit each word. The pupils repeat.
- Invite different pupils to the front to stick each word card on the board with the corresponding balloon flashcard.
- Point to each word card in turn and elicit the numbers.

### Activity Book

#### Activity 1

##### Read and match. Say.

- Ask the pupils to count to ten.
- Focus the pupils on Activity 1. They read and draw lines to match the numbers.
-  **Talk Partners** The pupils point to the fingers and say the numbers with a Talk Partner.

#### Activity 2

##### Think and complete. Say.

- Read out the numbers on the balloons. Elicit the missing numbers. The pupils write the missing numerals.
-  **Talk Partners** The pupils point to and say the number sequences with a Talk Partner.

**Answers:** 2, 4; 4, 6; 6, 8; 7, 9

### Recycled vocabulary

- The pupils look at the picture and say the word.

### Ending the lesson

#### Review the lesson.

- (Books closed.) Say **Today we've learnt numbers. What numbers do you remember?** Elicit the numbers.

#### Review the task flashcards.

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

### Extra activities

#### Reinforcement

- The pupils act out *The ten balloons* chant. Give ten pupils a numbers and colours balloon flashcard. They stand up when they hear their number. Repeat several times with different pupils.

#### Vocabulary Extension

- Use the Vocabulary Booster on Navio to present and practise five additional words to describe colours: *black, grey, pink, purple, white*



### Cooperative learning

#### Listening to your classmates

- Do a counting chain with the class. Go round the class and each child says a number.
- Start again when you reach number ten.

### Link to Science



- If you are studying the Science topic of **Physical characteristics** in English, you could encourage the pupils to give more personal information, e.g. *I'm a (boy)*. Ask them to review and extend numbers by counting the number of boys and girls in the class to investigate and compare how many of each there are.

**Key Competences and Key Learning Outcomes**

- Ask and answer the question *What's this?*
- Identify and say five shapes
- Listen for specific information

**Key language**

- shapes (*circle, oval, rectangle, square, triangle*)
- *What's this? It's a (bike).*
- Recycled: *balloons, bananas, bikes, books, dogs, hats, socks*

**Materials**

- Pupil's Book p5; Activity Book p3; Class CD1; Teacher's App on Navio
- Character flashcards; numbers and colours balloon flashcards
- Teacher's Resource Bank: Task flashcards: *listen, sing, act out, Talk Partners, say, find, read, circle*

**At a Glance Lesson Plan**

**Starting the lesson**

- Review the *What's your name?* song.
- ▶ *CD1 Track 1 p256*
- ▶ *CD1 Track 2 p256 (optional karaoke version)*
- Review *The ten balloons* chant.
- ▶ *CD1 Track 3 p256*
- Set learning outcomes using the task flashcards.

**Activity 1**

- Listen and repeat.
- ▶ *CD1 Track 4 p256*
- Act out.

**Activity 2**

- Listen and find.
- ▶ *CD1 Track 5 p256*
- Point.

**Activity 3**

- Point.
- **Talk Partners** Ask and answer.

**Pupil's Book**

Lesson 2 S

1 Listen and repeat. Act out.

2 Listen and find. Point.

3 Point. Ask and answer.

4 Find these shapes in the picture.

circle rectangle  
square triangle oval

Key learning outcome: identify and say five shapes.  
Language: *What's this? It's a (bike).*

five 5

**Activity 4**

- Find these shapes in the picture.
- Go to the Activity Book.

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Extra activities**

**Reinforcement**

- Play *Magic finger*.
- Play *What's missing?*
- Play *Guess the shape*.

**Cooperative learning**

- Learning to learn**
- Use the teacher as a resource.

**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 Grammar S

1 Read and circle. Say.

1 It's a banana. 2 It's a sock.

3 It's a square. 4 It's a ball.

5 It's a dog. 6 It's a book.

2 **Talk Partners** Read, trace and circle. Ask and answer.

1 What's this? 2 What's this? 3 What's this?

It's a ball / book. It's a ball / hat. It's a book / sock.

dog ← three 3

**Activity Book**

**Activity 1**

- Read and circle.
- Say.

**Recycled vocabulary**

- Look, remember and say the word.

**Activity 2**

- **Talk Partners** Read, trace and circle.
- Ask and answer.

## Detailed Lesson Plan

### Starting the lesson

#### Review the *What's your name?* song.

- ▶ **CD1 Track 1 p256**
- ▶ **CD1 Track 2 p256 (optional karaoke version)**
- Hold up the character flashcards and ask **Who's this?**
- Play the CD. The pupils sing and do the actions.

#### Review *The ten balloons* chant.

- ▶ **CD1 Track 3 p256**
- Use the numbers and colours balloon flashcards to review the numbers. Give the flashcards to ten pupils.
- Play the CD.
- The pupils sing and hold up their number when it appears in the song.
- The pupils swap flashcards. Repeat the procedure.

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

- Say **Today we're going to learn the question *What's this?***
- 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 repeat. Act out.

- ▶ **CD1 Track 4 p256**
- (Books open.) Focus the class on the picture. Point to Dad and say **This is Dad. Let's listen.**
- Play the CD. The pupils listen and read.
- Play the CD again. Pause the CD after each sentence and the pupils repeat.
- Ask pairs of pupils to act out the conversation.

### Pupil's Book Activity 2

#### Listen and find. Point.

- ▶ **CD1 Track 5 p256**
- Focus on the people in the picture on Pupil's Book pages 4 and 5.
- Play the CD, pausing after each conversation. The pupils point to the people and say the object they are talking about.

**Answers:** 1 a balloon 2 a hat 3 a banana 4 a book

### Pupil's Book Activity 3

#### Point. Ask and answer.

- Hold up your Pupil's Book pages 4 and 5 and point to different objects as you ask **What's this?** The pupils answer *It's a (balloon).*
- Review all the vocabulary from page 4.
-  **Talk Partners** The pupils ask and answer with a Talk Partner.

### Pupil's Book Activity 4

#### Find these shapes in the picture.

- Focus the pupils' attention on the shapes and say the names of each one. The pupils repeat.
- Say **Can you find a red circle?** Once the pupils have located the circle in the picture, encourage them to find the other shapes hidden in the picture.

**Answers:** Red circle is one of the juggler's balls. Orange rectangle on the ice cream stall. Blue square on the car. Yellow triangle on the clothes stall. Green oval on the fruit stall.

### Activity Book

#### Activity 1

##### Read and circle. Say.

- (Books open.) Ask a confident pupil to read the first sentence. Point to the correct picture. Repeat with other pupils.
- The pupils read the sentences and circle the objects.

**Answers:** 1 third picture 2 third picture 3 first picture  
4 third picture 5 second picture 6 second picture

#### Activity 2

##### Read, trace and circle. Ask and answer.

- Focus the pupils on Activity 2. Ask for volunteers to read the question then the words in the word box.
- The pupils trace over the objects, read the sentences and circle the correct word.
-  **Talk Partners** The pupils ask and answer the questions with a Talk Partner.

**Answers:** 1 ball 2 hat 3 book

### Recycled vocabulary

- The pupils look at the picture and say the word.

### Ending the lesson

#### Review the lesson.

- (Books closed.) Say **Today we've learnt a question. What was the question?** Elicit the question and some possible answers from the pupils.

#### Review the task flashcards.

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

### Extra activities

#### Reinforcement

- Play *Magic finger* to review vocabulary items that pupils know (numbers, *banana*). The pupils point to the number or object in the Pupil's Book.
- Play *What's missing?* (see p23) with the numbers and colours balloon flashcards.
- Play *Guess the shape*. Ask a pair of pupils to come to the front of the class. Pupil A draws a shape on Pupil B's back. Pupil B guesses the shape and says *It's a (circle)*. They swap places and repeat. Repeat the activity with different pairs of pupils. If you have a confident class, the pupils could then play the game in pairs.



### Cooperative learning

#### Learning to learn

- Help pupils to understand that you are an important resource for learning English. Encourage the pupils to touch different objects in the classroom and ask the question *What's this, please?* Tell them the name of the object in English.

**Key Competences and Key Learning Outcomes**

- Identify and say colours
- Read, listen and understand a story about a magic bike

**Key language**

- Colours: *blue, brown, green, grey, orange, red, yellow*
- What colour is it? It's (green). The (bike) is (green). Ring the bell again. Let's (clean the bike). This magic bike is fantastic! Good idea!*
- Recycled: *banana*
- Recycled: *What's this? It's a (bike).*

**Materials**

- Pupil's Book p6; Activity Book p4; Class CD1; Teacher's App on Navio
- Numbers and colours balloon flashcards
- Teacher's Resource Bank: Numbers and colours word cards
- Teacher's Resource Bank: Task flashcards: *listen, read, act out, colour, Talk Partners*
- Teacher's Resource Bank: Starter Unit Lesson 3 Animated Story
- Crayons or coloured pencils

**At a Glance Lesson Plan**

**Pupil's Book**

**Activity Book**

**Starting the lesson**

- Review vocabulary from Lessons 1 and 2.
- Set learning outcomes using the task flashcards.

**Before you read**

- Present and practise the colours.
- Explain the story title.

**Activity 1**

- Listen and read.
- ▶ **CD1 Track 6 p256**
- Act out.
- ▶ **Now watch the animated story!**
- ▶ **Go to the Activity Book.**

**S Lesson 3 Story**

**1 Listen and read. Act out.** **A big surprise!**

1 It's a bike. It's for two children. What's this, Dad? Wow! Thank you, Dad.

2 Let's clean the bike. Good idea! Let's clean the bell, too.

3 Oops! Look! The bike is green and red now. It's a magic bike!

4 Ring the bell again, Beth. Look! It's green, red and orange now.

5 What colour is it now? Look! The bike is green, red, orange, blue, brown and yellow now!

6 Wow! It's green, red, orange and blue! This magic bike is fantastic! Now watch the animated story!

6 six Key learning outcomes: read, listen and understand a story about a magic bike Language: What colour is it? It's green.

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Extra activity**

**Vocabulary Extension**

- Pink, purple, black, white.*
- Play **Memory!** with ten flashcards (see p23).

**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.



**S Lesson 3 Story**

**After you read**

1 Read and colour the bike. Say.

1 What colour is it? It's green and orange!

2 What colour is it? It's blue and yellow!

2 Colour and circle. Ask and answer. **Talk Partners**

What colour is it? It's blue / yellow and green / red.

4 four

**Activity Book**

**After you read: Activity 1**

- Read and colour the bike.
- Talk Partners** Say.

**Recycled vocabulary**

- Look, remember and say the word.

**Activity 2**

- Colour and circle.
- Talk Partners** Ask and answer.

## Detailed Lesson Plan

### Starting the lesson

#### Review vocabulary from Lessons 1 and 2.

- Review objects from the previous lessons. Mime peeling and eating a banana. Ask **What's this?** Repeat with other key vocabulary, e.g. a balloon, a ball, a hat, a sock, a book and a bike.

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

- Explain the aims of the lesson. Say **Today we're going to learn the colours.**
- 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.

### Before you read



#### Present and practise the colours.

- Hold up the number one balloon flashcard. Ask **What number is it?** Point to the colour of the balloon. Ask **What colour is it?** (*Red.*) Say **Point to something (red) in the class.** Stick the flashcard on the board and repeat with the other colours.
- Hold up the word card for the colour (red) and say the word. A pupil sticks the word card on the board next to the corresponding flashcard. Repeat with the other word cards and colours.

#### Explain the story title.

- (Books open.) Focus on the story title. Mime being very surprised.
- Ask **What's the surprise in the story?**
- The pupils guess and then scan the story to check.
- Point to frame 1 and ask **Who's this? Is it Molly? What's this?**

### Pupil's Book Activity 1



#### Listen and read. Act out.

##### ► CD1 Track 6 p256

- The pupils place their 'magic finger' (i.e. their index finger) on the first frame of the story.
- Play the CD. The pupils point to the different frames as the story progresses. Pause the CD after each frame to check that all the pupils are following.
- Play the CD again. If necessary, ask questions about each story frame to help and check understanding.

### Suggested comprehension questions

- Frame 1: **What's this?** (*A bike.*) **Are Jake and Molly happy with the bike?** (*Yes.*)
- Frame 2: **What do the children clean?** Mime cleaning the bike. (*The bike and the bell.*)
- Frame 3: **Is the bike special?** (*Yes.*) **What colour is the bike now?** (*Green and red.*)
- Frame 4: **Who rings the bell?** (*Beth.*) **What colour is the bike now?** (*Green, red and orange.*)
- Frame 5: **What colour is it now?** (*Green, red, orange and blue.*)
- Frame 6: **What colour is it now?** (*Green, red, orange, blue, brown and yellow.*) **Are Jake and Molly happy with the bike now?** (*Yes.*)
- Finally, ask the pupils **Is this a good story?** The pupils give their opinion through gesture (thumbs up / down) or orally (*yes / no*).
- Organise the class into three groups (Beth, Molly and Jake). You can say Dad's two lines at the start of the story.
- 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 groups swap roles, and repeat several times.

#### ► Now watch the animated story

### Activity Book



#### Activity 1: After you read.

##### Read and colour the bike. Say.

- (Books open.) Ask the pupils to read out the speech bubbles. Check comprehension using the numbers and colours flashcards.
- The pupils colour the bikes.
- **Talk Partners** The pupils say the conversation with a Talk Partner.

#### Activity 2

##### Colour and circle. Ask and answer.

- Focus the class on Activity 2. Ask a volunteer to read out the question.
- The pupils colour their bike in two different colours: the first colour should be blue or yellow and the second colour green or red. Then they circle the different colours they have used for their bike.



**Talk Partners** The pupils ask and answer with a Talk Partner using the text in the speech bubbles.



#### Recycled vocabulary

- The pupils look at the picture and say the word.

### Ending the lesson

#### Review the lesson.

- (Books closed.) Say **Today we've learnt the colours. What colours do you know?** Elicit the colours.

#### Review the task flashcards.

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

### Extra activity

#### Vocabulary Extension

- Use the numbers and colours flashcards to teach 'pink', 'purple', 'black' and 'white'. Then play *Memory!* with ten flashcards (see p23).

**Key Competences and Key Learning Outcomes**

- Say the days of the week
- Ask and answer the question *What day is it today?*
- Make the traffic light cut-out and evaluate your learning
- Sing a song

**Key language**

- days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*
- *What day is it today? It's (Thursday).*
- Recycled:** ball

**Materials**

- Pupil's Book p7; Activity Book p5; Class CD1; Teacher's App on Navio
- Numbers and colours balloon flashcards
- Teacher's Resource Bank: Days of the week word cards
- Teacher's Resource Bank: Traffic light cut-out, scissors, red, yellow and green crayons or coloured pencils
- Teacher's Resource Bank: Task flashcards: *listen, sing, Talk Partners, read, cut out, colour, think*
- Teacher's Resource Bank: Starter unit Lesson 4 Activity 3 cut-outs

**At a Glance Lesson Plan**

**Pupil's Book**

**Activity Book**

**Starting the lesson**

- Review the colours.
- Set learning outcomes using the task flashcards.

**Vocabulary presentation**

- Present the new vocabulary using the word cards.

**Activity 1**

- Listen and sing *Seven days a week*.
- ▶ *CD1 Track 7 p256*

**Activity 2**

- Listen.
- ▶ *CD1 Track 8 p256*
- **Talk Partners** Ask and answer.
- Go to the Activity Book.

Lesson 4 **S**

**1 Listen and sing** *Seven days a week.*

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

Seven days a week.  
Seven days a week.  
We ride our magic bike.  
Seven days a week.

**2** **Talk Partners** Listen. Ask and answer.

What day is it today?  
It's Thursday.

MONDAY  
TUESDAY  
WEDNESDAY  
FRIDAY  
SATURDAY  
SUNDAY

What day is it today?  
It's Thursday.

Key learning outcomes: ask and answer about days of the week  
Language: *What day is it today? It's (Thursday).*

seven **7**

**Ending the lesson**

- Review the task flashcards.

**Cooperative learning**

- Turn taking**
- Play *Your turn!*

**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.



Lesson 4 Vocabulary and Grammar **S**

**1** Listen and point. Say the missing day.

**Days of the week**

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

**2** **Talk Partners** Read. Ask and answer.

What day is it today? It's Monday.

**3** **My progress** Make your traffic light. Listen to the teacher and point.

Teacher's Resource Bank

Recycled icon ball five **5**

**Activity Book**

**Activity 1**

- Listen and point.
- ▶ *CD1 Track 9 p256*
- Say the missing day.

**Activity 2**

- Read.
- **Talk Partners** Ask and answer.

**Activity 3**

- Make your traffic light. Listen to the teacher and point.
- Go to the Teacher's Resource Bank.
- Recycled vocabulary**
- Look, remember and say the word.

## Detailed Lesson Plan

### Starting the lesson

#### Review the colours.

- Revise the colours with the numbers and colours balloon flashcards. Hold up one of the flashcards so the pupils can't see it and ask **What colour is it?** The pupils guess the colour of the flashcard. Repeat with the other flashcards. Different pupils come to the front of the class and take your role.

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

- Say **Today, we're going to sing a song.**
- 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.

### Vocabulary presentation

#### Present the new vocabulary using the word cards.

- (Books closed.) Point to the class calendar and say **Today is (Monday).**
- Show the pupils the days of the week word cards and they say the words.
- Stick the word cards on the board in order. Say the seven days of the week and the class repeats.

### Pupil's Book Activity 1

#### Listen and sing *Seven days a week.*

##### ► CD1 Track 7 p256

- (Books closed.) Point to the days of the week word cards on the board and ask **How many days are there?** Say **Seven days is one week.** Show the pupils one week on the class calendar.
- Play the CD. The pupils listen and do the actions.
- (Books open.) Ask **What can you see?** (*Jake and Molly on the magic bike.*)
- Play the CD. The pupils listen and watch your actions.
- Play the CD again. The pupils sing the song and do the actions.

### Pupil's Book Activity 2

#### Listen. Ask and answer.

##### ► CD1 Track 8 p256

- (Books open.) Ask **What can you see?**
- Play the CD. The pupils listen.
- Play the CD again. The pupils repeat.
- Point to the class calendar or the date written on the board. Ask **What day is it today?**
-  **Talk Partners** The pupils ask and answer the question with a Talk Partner.

### Activity Book

#### Activity 1

#### Listen and point. Say the missing day.

##### ► CD1 Track 9 p256

- (Books open.) Say the seven days of the week with the pupils.
- Tell the class they are going to listen to the days of the week, but one day is missing each time.
- Play the CD, pausing after each day for the pupils to point to the day as they hear it. Elicit the missing day each time.

**Answers:** 1 Friday 2 Tuesday 3 Saturday 4 Thursday  
5 Sunday 6 Wednesday

#### Activity 2

#### Read. Ask and answer.

- Ask two pupils to read the question and answer in the speech bubble.
-  **Talk Partners** The pupils take turns to point to a day of the week in Activity 1 and ask and answer with a Talk Partner.

#### Activity 3

#### Make your traffic light. Listen to the teacher and point.

- The pupils cut out the traffic light.
-  Go to the Teacher's Resource Bank.
- Point to each circle and ask **What colour is it?** (*Red, yellow, green.*) The pupils colour their 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 say the colours in English. Yes, I can do this very well.** Point to the yellow circle, move your head a little and smile a little and say **Yes, I can do this.** Then point to the red circle, shake your head and say **No, I can't do this.**
- Read the different statements. For each one, the pupils point to the colour on their traffic light that shows how they feel about their own learning.

#### Self-assessment statements

1. I can say the numbers 1–10.
2. I can say the colours.
3. I can ask and answer *What day is it today?*
4. I listen to the teacher.
5. I listen to other pupils.

#### Recycled vocabulary

- The pupils look at the picture and say the word.

### Ending the lesson

#### Review the task flashcards.

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

### Cooperative learning

#### Turn taking

- Active listening is essential for communication. The pupils need practice in focussing on the speaker and turn taking.
- The pupils work with a Talk Partner to play *Your turn!* They take turns to read or say the days of the week, e.g. Pupil A: *Monday.* Pupil B: *Tuesday.*
- The pupils repeat the game with the colours and then numbers.

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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