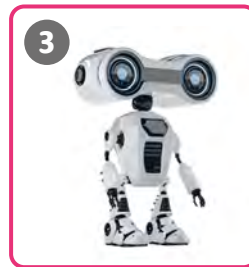
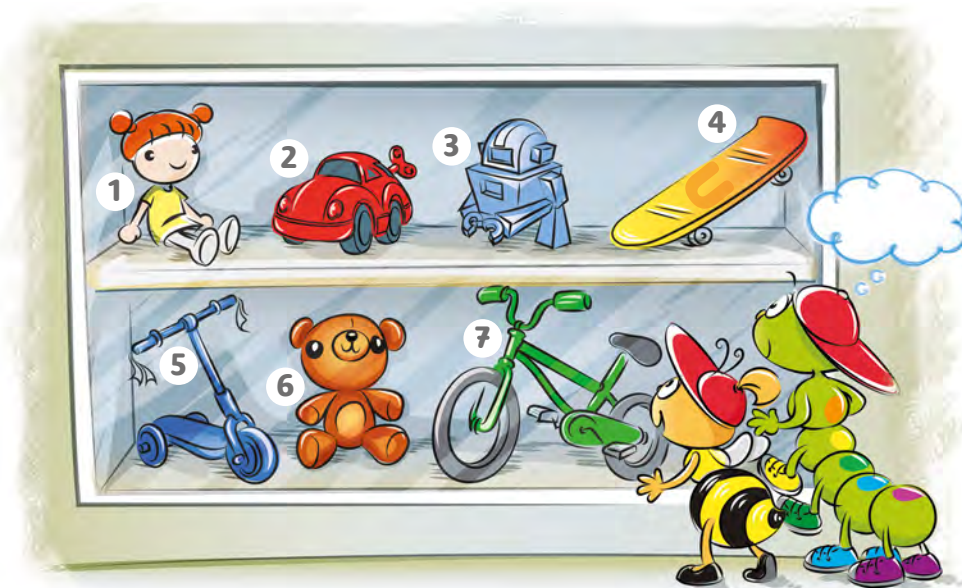


Lesson 1 Vocabulary

1  Play *Where's your pen?*2  1.32 Listen, point and repeat.3  Play *Colin's cards.*4  1.33  Listen, point and say *Colin's chant.*5 Play *Guess the toy.*  Go to page 31, exercise 1.

Lesson 2 Song

2

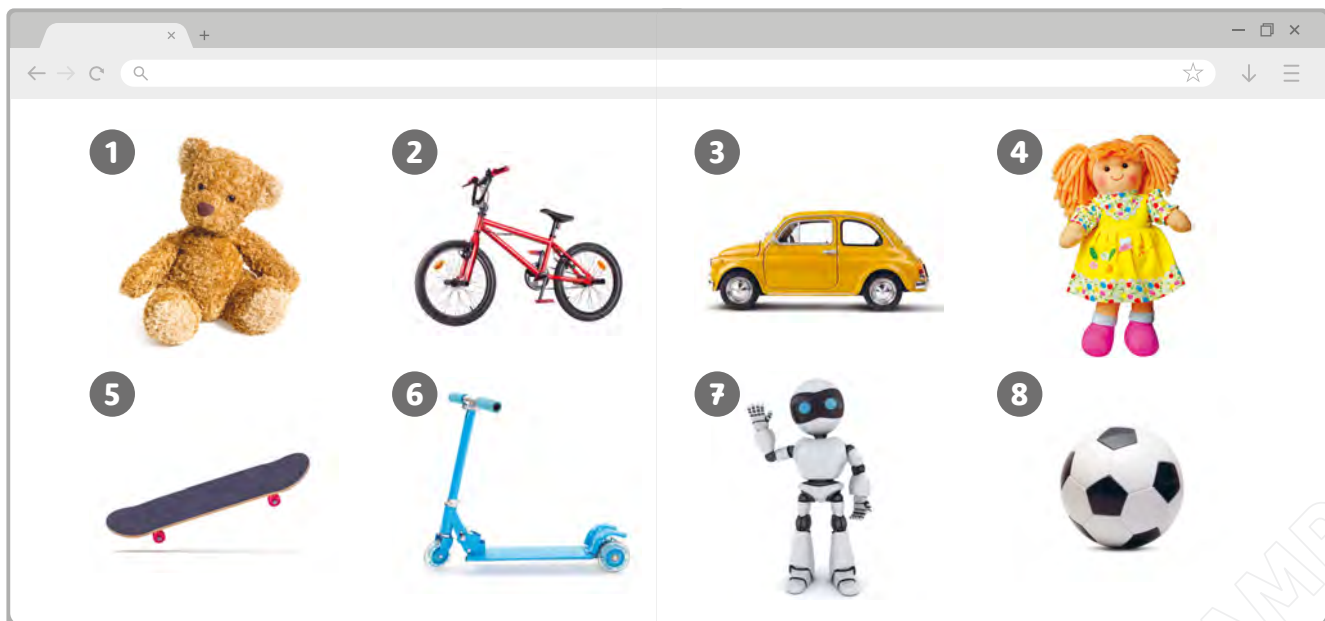
1   1.33 Say *Colin's chant* and mime.

2 Look, guess and say.



3  1.34 Listen and say. Sing *Can I have a scooter, please?*

4  Choose and say.

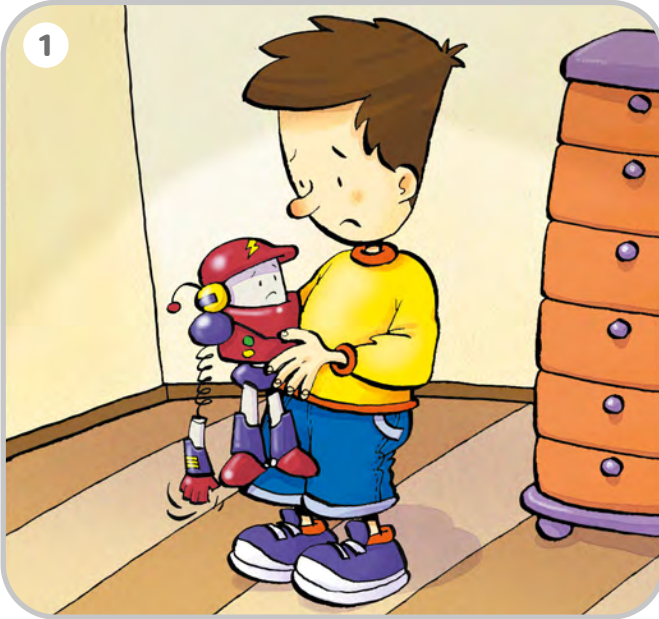


5  Make the mini-flashcards. Play *The toy game*. 

LANGUAGE: car, bike, robot, doll, scooter, skateboard, teddy bear + ball;
Can I have (a ball), please? Here you are! Thank you.

Podstawa programowa: rozwiązywanie problemów, współpraca

Lesson 3 Story



1 1.34 Play and sing *Can I have a scooter, please?*

2 1.37 Listen and point. Answer the questions.

3 Point and name the toys in order.





 **Bugs Values**

Be happy with what you have.

4 Choose and say.

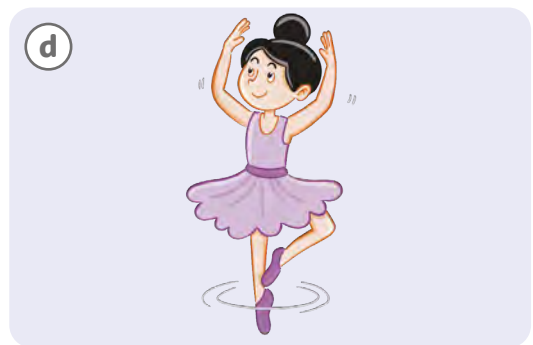


Draw a toy you want. Ask the elf.

Lesson 4 Song

1   1.37 Listen to the story and do the actions.

2  Look, order and say.



3  1.39 Listen and point.
Sing *The magic elf*.

4  1.42 Listen and say
the *Bug twister!*



 Go to page 31, exercise 2.

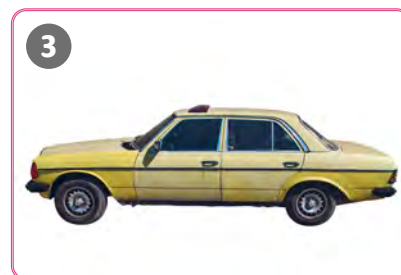
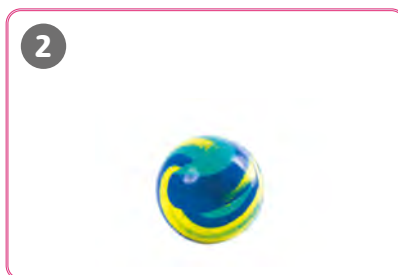
LANGUAGE: Can I have (a ball), please?; It's (a car); Jump, turn around, close your eyes, surprise; A squirrel on a skateboard with a school bag.
Podstawa programowa: kreatywne myślenie, współpraca

Lesson 5 Vocabulary

2

1   1.39 Play and sing *The magic elf*.

2  1.43 Listen and point. Mime and repeat.



3   Play *Find the picture*.

4  1.44 Listen and point. Sing *Look at my bike*.



5  Play *Guess ...* 

 Draw a toy: long and old or new and small.

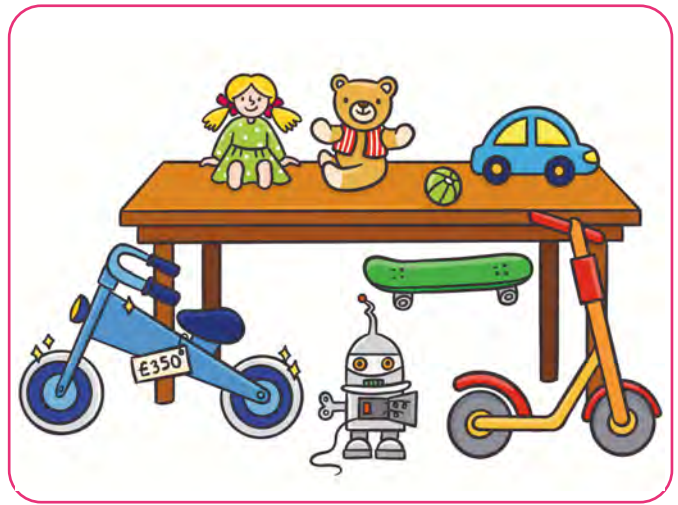
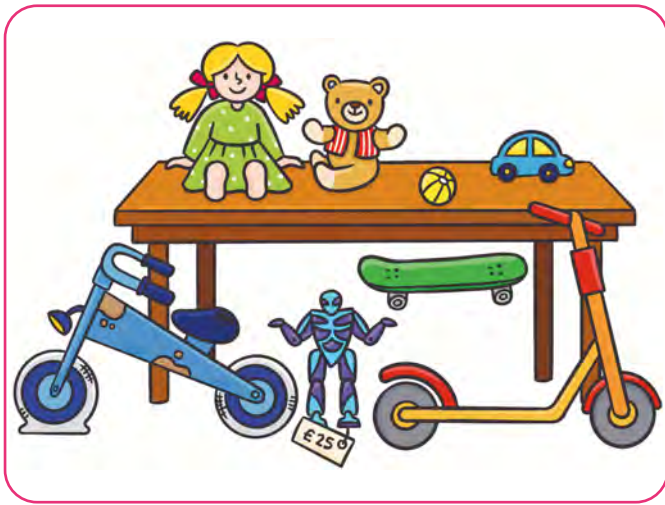
LANGUAGE: big, small, old, new, long, short; Look at my (scooter); It's (big);

Podstawa programowa: kreatywne myślenie, krytyczne myślenie, współpraca

Lesson 6 Thinking skills

1   1.44 Look and say. Sing *Look at my bike.*

2 Look and find 6 differences. Point and say.



3  Make the comparison cards. Ask and say.

4  Play *The comparison game.* 



5 Play *Odd one out.* 

 Go to page 31, exercise 3.

LANGUAGE: car, doll, robot, bike, scooter, teddy bear, skateboard, ball; big, small, old, new, long, short; It's (a doll); It's (big).

Podstawa programowa: rozwiązywanie problemów, krytyczne myślenie, współpraca

Lesson 7 Culture

2

1  Play *What's missing?*

2  1.45 Listen and say the *Queenie, Queenie* rhyme.



3  1.46 Listen and repeat the dialogue. Play *Queenie, Queenie*. 

4  1.47  Listen and point. Say in Polish.



5 Draw and say.



LANGUAGE: boy, girl, big, small; Who's got the ball? Is the ball here? My favourite toy is my (teddy bear).

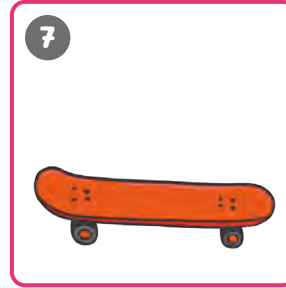
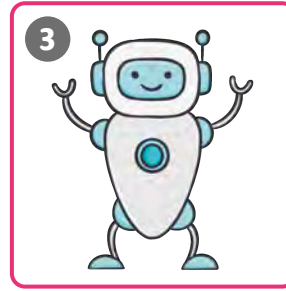
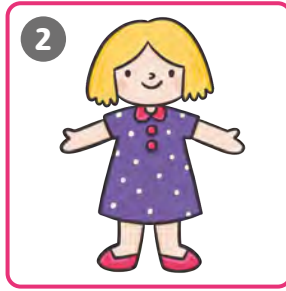
Podstawa programowa: poczucie przynależności do wspólnoty, samoregulacja

Lesson 8 Unit review

1

1.48

Listen, point and say. Listen and repeat.



2

1.49

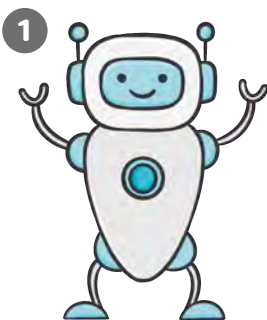
Listen, point and say.



3

1.50

Listen, look and correct the sentences.





UNIT 2



Gary's dictionary



car



bike



robot



scooter



skateboard



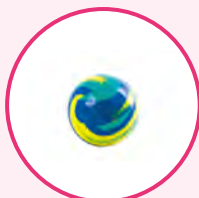
teddy bear



doll



ball



small



big



new



old



long



short



What's the mystery word?

Cumulative review

Starter

1

2

3

4

5

6

1 Play **10 seconds**.

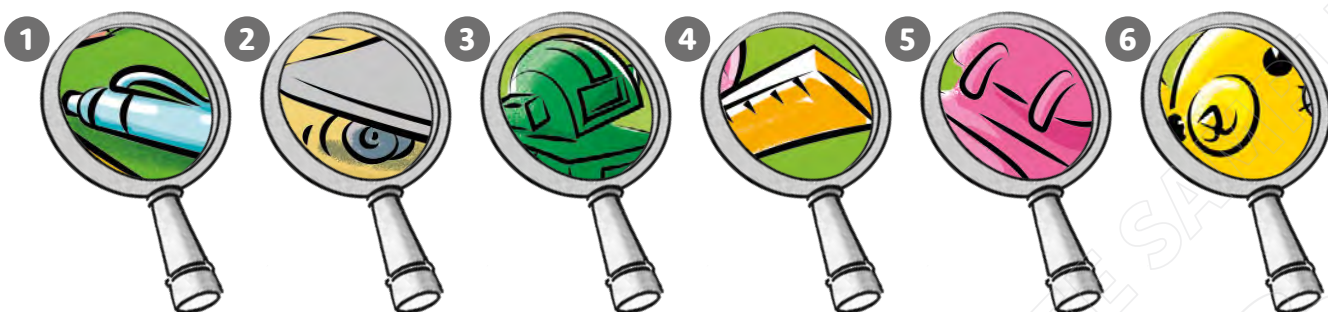
2 Do the class quiz. 

3  1.52 Listen, find and point.

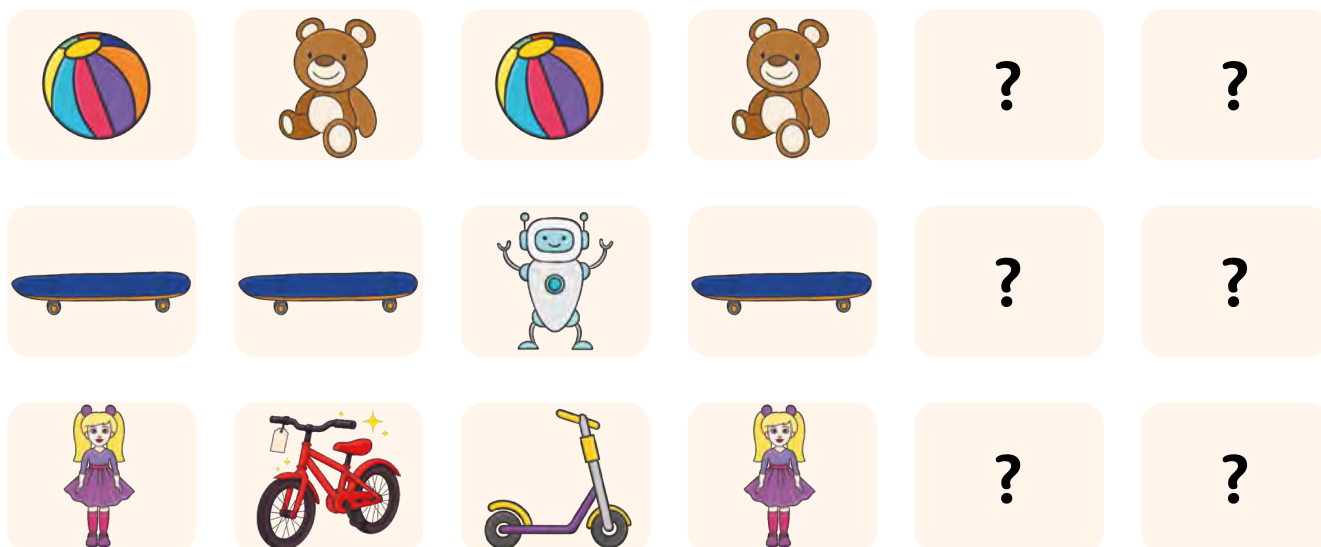


4  Play **I spy with Bugs eye**.

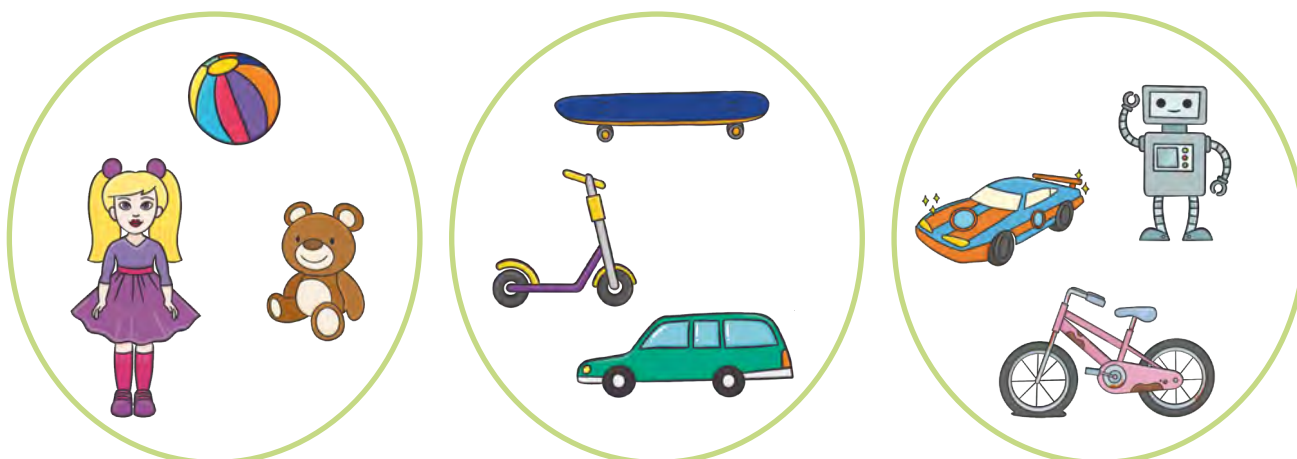
5 Look and guess.



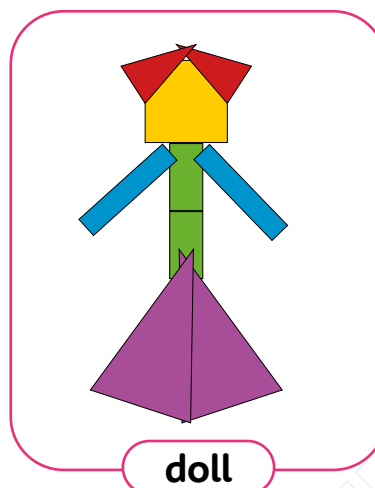
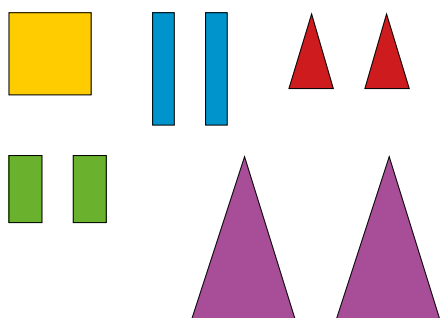
1 Look and say.



2 Find the odd one out. Say.



3 Think. Use the shapes to draw a robot.



- 1  Play *Categories*.
- 2 Find the answers in your book. 
- 3   Make the Bugs counters. Play the game.



- 1  Play *Touch something blue!*
- 2  1.53 Listen, point and repeat.
- 3  1.54 Listen and guess. Point and say.



- 4  Play *Colour groups.* 
- 5 Do a class experiment and find out about mixing colours.



Lucy's Lab

