

1

What's in your classroom?

Lesson 1 Vocabulary

- 1 ♻️ What can you see? Say.
 - 2 🎵 1.17 Listen and point.
 - 3 🎵 1.18 🎵 1.19 🔄 Listen, point and repeat. Say the chant.
 - 4 Play *Draw the word*.
 - 5 Make the mini-cards.
- 🕒 Find and count the books.



1 pen

2 rubber

3 pencil case

4 pencil

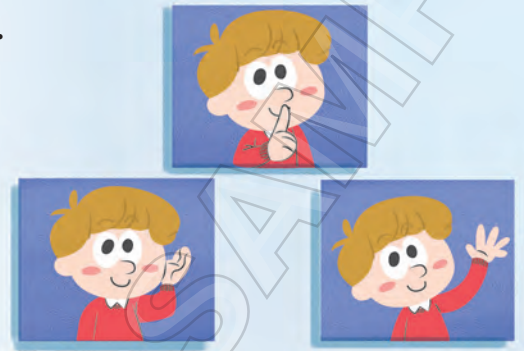
5 sharpener

Language: pen, rubber, pencil case, pencil, sharpener, computer, crayon, ruler; It's a (ruler).

Podstawa programowa: kreatywne myślenie, współpraca

Lesson 2 Song

- 1 🎵 1.20 ♻️ Listen and say. What is missing?
 - 2 🎵 1.21 🎧 Listen to the *Tidy up!* song and point.
What colour is the ruler?
 - 3 🎵 1.21 ▶️ Listen. Sing and act out the *Tidy up!* song.
 - 4 🎮 Play *Where's my ruler?*
- 🕒 What have you got in your pencil case?



Creative thinking

What is in the pencil case? Imagine and draw.

Language: *Where's my (pen)? It's here.*

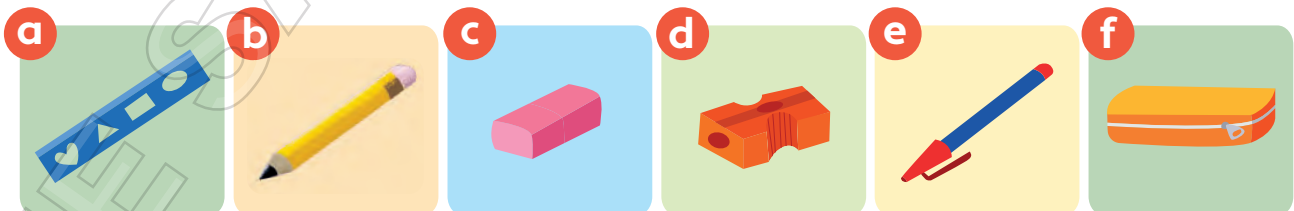
Podstawa programowa: rozwiązywanie problemów, krytyczne myślenie

Lesson 3 Story

Where's my ruler?



- 1 Play *Where's my ruler?*
- 2 1.24 Listen and say.
- 3 1.25 Listen and answer the questions.
- 4 Look and say. What school objects are there in the story?



Language: *Where's (my ruler)? Can I have a (ruler), please?*

Podstawa programowa: współpraca, dobro, dbanie o innych



5 Look, point and say.



Sam's values





It's good to work together.

Find five rubbers and seven rulers in the story.

Creative thinking

How many pencil cases can you see?

Lesson 4 Communication

- 1  1.26  Listen and repeat.
- 2  1.27  Listen and point. Act out.



- 3  1.28 Listen. Sing and act out the *Can I have a rubber, please?* song.



- 4 Play *Everybody up!*



Can I have
a ruler, please?



Yes, here
you are.

 Outline your ruler and your rubber. Colour and cut out.

Creative thinking

Plan some new dance steps to the song.

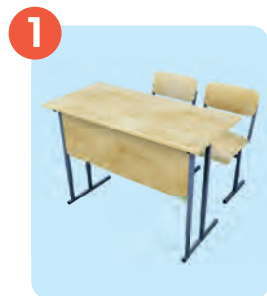
Language: *Can I have a (rubber), please?*
Yes, here you are. Thank you. / No, sorry.

Podstawa programowa: rozwiązywanie problemów, przekonanie o własnej skuteczności

Lesson 5 Vocabulary and Grammar

1  Play *Sam's sack*.

2  1.31  Listen, point and say. Play *Fast finger*.



desk



cupboard

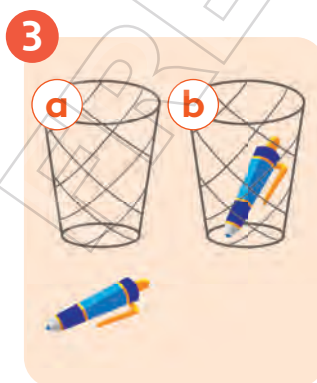
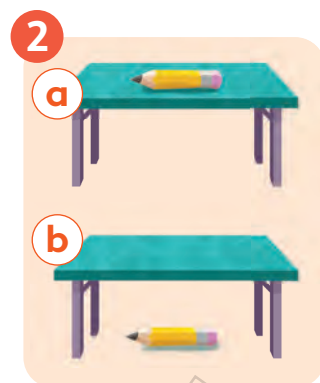
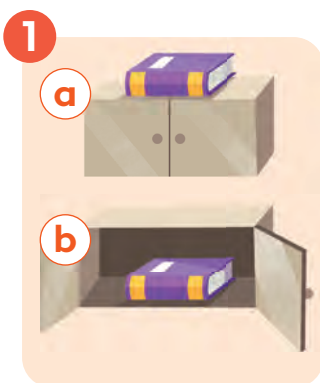


shelf



bin

3  1.32 Listen and choose.




4 Make the classroom cards. ✂ 

5  1.33 Listen. Play *Where's the ...?*

Where's the sharpener?

The sharpener is in the bin.






 Draw a strange classroom with six bins in, on or under something.

Language: desk, cupboard, shelf, bin; *Where's the (pen)? The (pen) is (on the desk).*

Podstawa programowa: kreatywne myślenie, krytyczne myślenie, współpraca



Lesson 6 Cross-curricular

- 1  Play *What colour is ...?*
- 2  1.34  Listen. What are the three primary colours?

Cool colours




primary
colours

secondary
colours

- 3  What colours can you make? Mix the paints and say.



-  Draw a rainbow, using only the primary colours.

Creative thinking

Which colours make these colours? Draw.

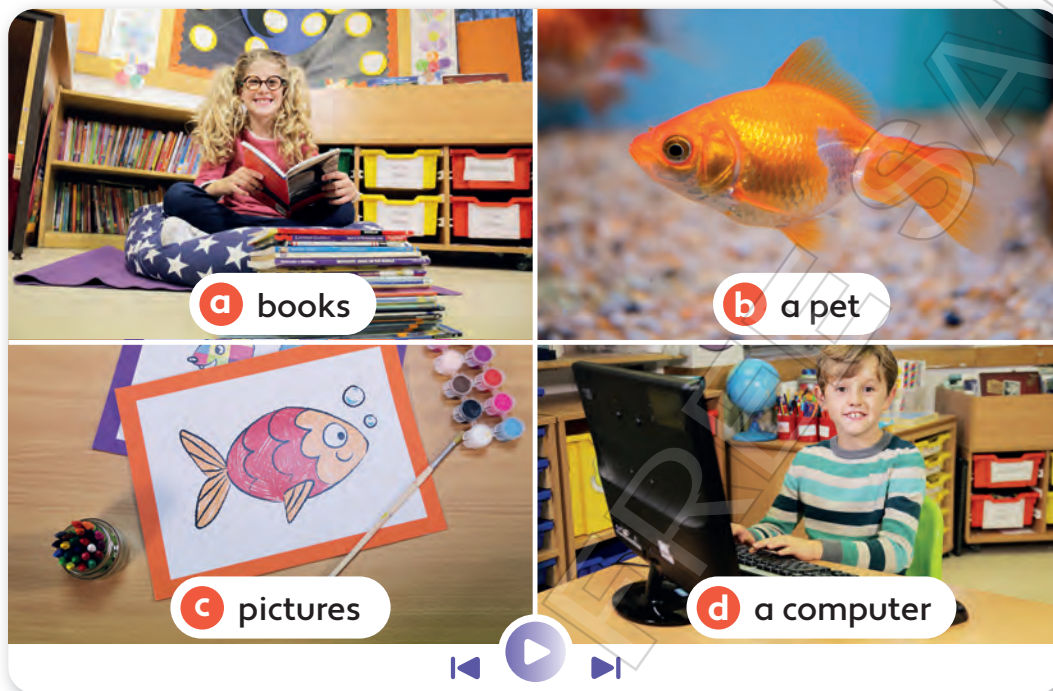


Language: (Blue) and (yellow) make (green).

Podstawa programowa: nastawienie na rozwój

Lesson 7 Culture

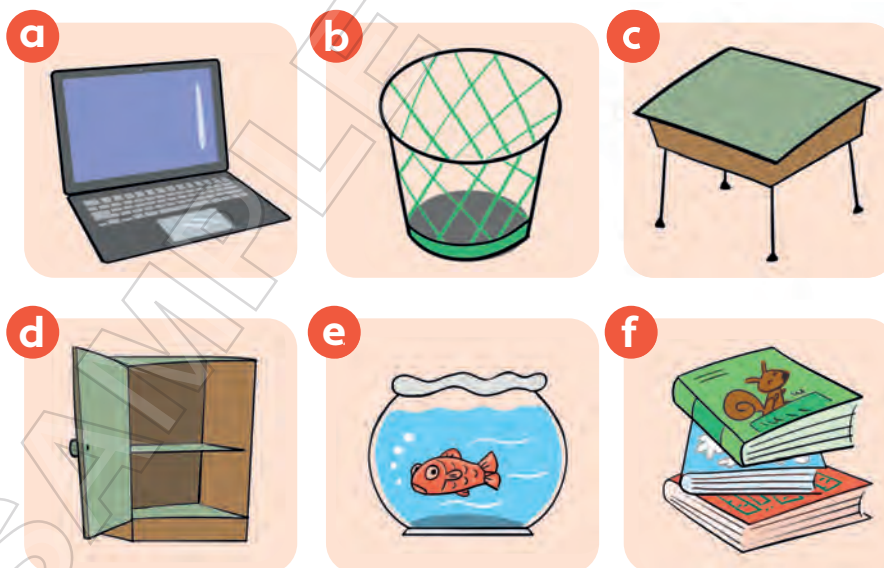
- 1 Look, think and say.
- 2 1.35 Listen and point. Say in Polish.



- 3 1.36 Listen and match.



Mia



Noah

- 4 What can you see in your classroom? Point and say.
- 5 Play *In my classroom, I can see ...*



Think and say: *In my dream classroom, I can see ...*

Language: *In my classroom, I can see (a computer).*

Podstawa programowa: poczucie przynależności do wspólnoty

Lesson 8 Revision

1  Play *Sam's sack*.

2  1.37 Listen and point. Match and say.

a



b



computer

sharpener

c



d



rubber

ruler

e



f



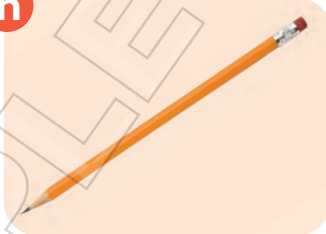
pencil

pen

g



h



crayon

pencil case

3  1.38  Listen and say. Ask and say.

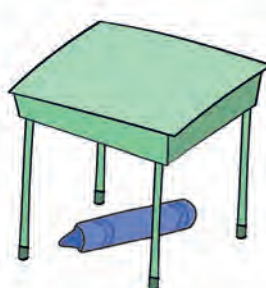
a



b



c



d



4 Play *Hide and Seek*.



Cumulative revision

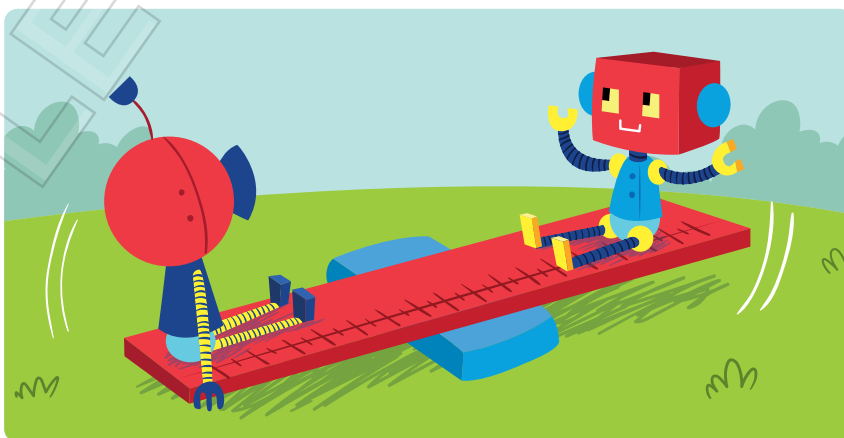


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- 5 Play *Sam's six*.
- 6 Find, point and say.



- 7  1.39 Listen and say.



- 8 Listen to your teacher, think and point.

Self-check

Kids can – I can



Podstawa programowa: samoregulacja, kierowanie sobą,
nastawienie na rozwój