

Unit

2

Family

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

- say the words for family members: *Mum, Dad, Grandma, Grandpa, me.*
- perform the routine of tidying up the classroom.
- say the sounds, sing the names and trace the letters *d, e* and *f*.
- recognise that *doll* goes with *d*, *elephant* with *e* and *fish* with *f*.
- recognise and say the number 2 and understand the amount.
- understand that some buildings are made of brick.
- recognise and say the colour *red* and be aware of the shape *square*.
- contribute to a *Learning Stars* corner in the classroom.

New words and language

Mum, Dad, Grandma, Grandpa, and, me

/d/, /e/, /f/, *d, e, f*

doll, elephant, fish

2, two

brick/bricks

red, tomato, square

Classroom language

Who is it? Who's this?

It's ... / This is ...

Clever Horsey/girl/boy/children.

Let's tidy up now!

Colour the (crayons).

Value of the unit

I'm tidy.

Materials

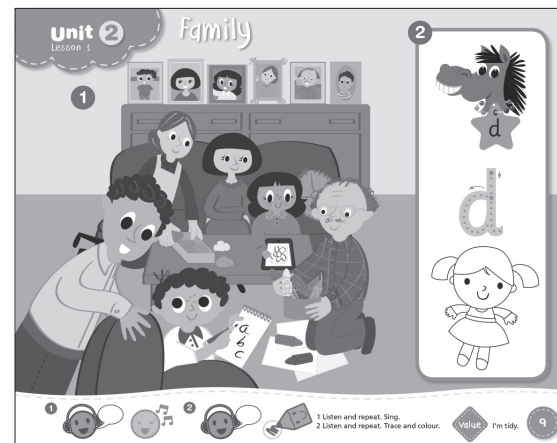
glue, crayons, pencils, paints, scissors, paper

Horsey puppet

flashcards

CD

Unit 2 Lesson 1



Lesson aims

- To learn and say the names of family members: *Mum, Dad, Grandma, Grandpa, me.*
- To learn the sound of the letter *d* and associate it with *doll*.

Materials: card frames for portraits (one for each child), stickers, glitter; finger puppets (see teacher's website); a doll (or several if possible); an apple, a ball, a toy cat, a doll (or pictures of these objects)

Warm up




- Sing the *Stand up, Sit down* song from Unit 1 and do the actions together. Show flashcards of Jack, Lily, Horsey and Bella and let the children call out their names and say *Hello!* to all the characters.

1 13 & 14 Listen and repeat. Sing.

Introduce the vocabulary

- Use the flashcards of Mum, Dad, Grandma and Grandpa. Hold up each one and say the word clearly.

-  Play with Horsey puppet. Put the cards on the board or on a table. Ask Horsey *Where's Mum?* Make him point to the wrong card. Say *No, Horsey. That's Dad. Where's Mum?* When Horsey gets it right, praise him. Say *Yes! Clever Horsey!* Then play the game with the children.
- Put all four cards behind your back. Start to show one. Say *Who is it?* Let the children call out who they think is on the card. When they get it right, express surprise and admiration. Say *Yes! Clever children! It's Mum!*

Use the book

- Help the children open their books at page 9.
- Point to Lily and Jack and get the children to say their names. Point to the new characters and say *Mum, Dad, Grandma, Grandpa*. Repeat several times until the children join in with you.

Play the CD

- Play the recording and encourage the children to point to the characters as they hear the names. Play the CD again and the children repeat.



*Mum
Dad
Grandma
Grandpa*

Play the song

- Point to the characters and then to yourself as you sing. Encourage the children to do the same action when they sing *And me!* Play the CD several times until the children are singing along with you.



*Mum, Dad, Grandma, Grandpa,
And me!
Mum, Dad, Grandma, Grandpa,
And me!
And me! And me!
And me! And me! And me!
And me! And me!
And me! And me! And me!
Mum, Dad, Grandma, Grandpa,
And me!*



Act it out.

- Let the children choose clothes from the dressing-up box to become Mum, Dad, Grandma or Grandpa (see Tip on page 23). Set the scene for them using props such as crayons and notebooks.
- Encourage them to act out what the characters are doing in the picture; these actions prepare the children for the 'tidy up' activity in the following lesson. Let them have fun pretending to be Jack and Lily's family.

- Encourage them to use the language they have learnt so far, for example:
*Hello, Mum.
Hello, Jack.
Goodbye, Mum.
Goodbye, Jack.*



Play *Stand up, Mum!*

- When the children have decided which characters they want to be, put them in groups of Mums, Dads, Grandmas and Grandpas.
- Say *Stand up, Mum!* and the children playing the Mums stand up.
- Say *Sit down, Mum!* and they sit down. Continue with the other characters.



Make portraits.

- Ask the children to draw themselves. Make card frames for the portraits and let them decorate them with stickers and glitter. Glue the frames around the pictures. Encourage them to hold up the portraits and say *Me!*



Make finger puppets.


- Print and photocopy the finger puppets of Lily, Jack, Mum, Dad, Horsey and Bella (see template on the teacher's website, <http://www.macmillanyounglearners.com/learningstars/teacher>). You can choose to use the 'family puppets' to emphasise the family concept or the main characters to emphasise friends. Hand them out to the children and identify who each one is. Wrap the puppets around the children's fingers and use them to say simple *Hello* dialogues.

2 TRACK 15

Listen and repeat. Trace and colour.


Introduce the letter *d*

- Show the flashcard of the letter *d* and say the sound clearly. Write *d* on the board several times, saying the sound each time. Now write the letters *a*, *b* and *c* on the board too.

-  Play with Horsey puppet. Say one of the sounds of the letters and get Horsey to point to the correct one. Make him get it wrong sometimes. When he does, call out *No, Horsey!* and encourage the children to join in with you. When he gets it right, say *Yes, Horsey! Clever Horsey!* Then ask the children to come up to the board and point to the correct letters. As the children get used to this game, let them call out the sounds for someone else to point to.
- See page 20 for more letter games.



Play *Stand up, doll. Sit down, doll.*

-  Show the flashcard of the doll and say *doll*. Take a doll into the classroom. Hold it up and say *Doll. This is a doll. Say Hello, doll!* Make the doll say hello to you, to Horsey and to the children. Encourage them to say hello to the doll too.
- Now say *Stand up, doll!* Make the doll stand up. Then say *Sit down, doll!* and make the doll sit down.
- Hand the doll to a child and repeat the commands *Stand up* and *Sit down*. The child makes the doll do the commands as you say them. If you have several dolls, let several children play at the same time.

Use the book

- Now show the children the picture of Horsey in the book with the letter *d* on his necklace. Point and say the sound /d/. Repeat until the children join in with you. Point to the doll and say *doll*. Say /d/, /d/, /d/, *doll*.

Play the CD

- Play the recording and encourage the children to repeat.



d doll
d d d d
doll

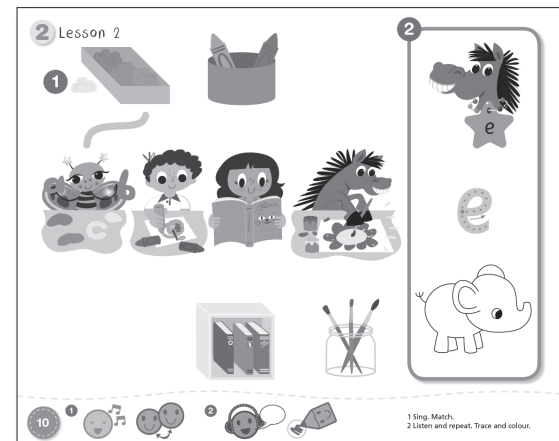
- Help the children to trace the letter *d* in their books and to colour the doll.



Play *Find the object.*

- Put an apple, a ball, a toy cat and a doll (or pictures/flashcards of these objects) in different positions in the classroom. Call out the sounds of the letters and get the children to go to the correct object. Divide the class into groups to play this game.

Unit 2 Lesson 2




Lesson aims

- To become familiar with the classroom routine of tidying up and knowing where classroom items are kept.
- To learn the sound of the letter *e* and associate it with *elephant*.

Materials: a box of crayons; long sheets of paper, a glue stick, glitter or small tissue paper balls (optional); a picture of an elephant (optional); small cards with the five letters (*a–e*) (one set for each child), an apple, a ball, a toy cat, a doll, a toy elephant (optional); musical instruments (tambourines, maracas, drums); small boxes, cardboard tubes and a large box to make desk tidies (one for each table) (see teacher's website)

Warm up

-  Put a box of crayons on your desk. Take the crayons out then make Horsey put them back in the box, one by one. Now take them out again and give each child a crayon. Ask them to put them back in the box. Do the same with books from your class bookshelf or box. Then give the children a crayon and a book and ask them to put them back in the correct place.
- Have fun making Horsey put things in the wrong places and call out *No, Horsey!* with the children.


1 16 Sing. Match.

Introduce the activity

- Give the children long sheets of paper. Draw lines on them in soft pencil. Give each child a crayon or a pencil and help them to follow the line and trace over it.
- You could write lines with a glue stick and give the children glitter or small tissue paper balls to stick to the lines. Display the line pictures on the classroom wall.

Play the song

- Place objects and their containers around the room, e.g. books and a book box, pencils and a pencil pot. As you play the CD, sing and tidy up the objects.

-  Make Horsey dance with you as you all sing and encourage the children to tidy up. You could make this song part of your classroom routine, singing and tidying up after each lesson.



*Let's tidy up, let's tidy up,
Let's tidy up, let's tidy up,
Let's tidy up now!*

*Let's tidy up, let's tidy up,
Let's tidy up, let's tidy up,
Let's tidy up now!*


Use the book

- Help the children open their books at page 10.
- Encourage them to say who they can see in the pictures: *Bella, Jack, Lily, Horsey*. Say *Hello, Jack! Hello, Lily*.
- Ask if the children can see where the characters should put their plasticine, crayons, books and paintbrushes when they have finished with them. Help them to trace over the sample line from Bella to the plasticine box with a crayon or a pencil; then ask them to draw the other matching lines. Go around the class checking that they are holding their crayons or pencils correctly.



2 Listen and repeat. Trace and colour.

Introduce the letter e

-  Show the flashcard of the letter *e* and say the sound. Draw the letter *e* on the board several times and say the sound each time. Show flashcards of the letters *a*, *b*, *c* and *d* and prompt the children to say the sounds. If they can remember them, write the letters on the board as they say them. If they cannot, help them to remember by getting

Horsey to call them out. Then call out the sounds again and let Horsey and the children point to them on the board.

- Draw an elephant on the board. As you draw, say *What is it?* Let the children guess. Continue to draw it bit by bit until the whole picture is completed. Then say *Elephant! It's an elephant!* If you cannot draw an elephant put a picture on the board or on a table with a sheet of paper over it. Slowly move the paper bit by bit until the elephant is revealed.
- Show the flashcard of the elephant and say *elephant*.
- See page 20 for more letter games.



Play *a* for apple.

- Make small cards with the five letters *a–e* on them. Give each child a set of the five letters. Now put an apple, a ball, a toy cat, a doll and a toy elephant (or a flashcard of each one) in different parts of the room. Say */æ/, apple* and let the children go to the correct item and put their card by it. Continue with the other sounds and objects.

Use the book

- Now point to Horsey in the panel and show the children that he has a different letter on his necklace today. Say the sound */e/*. Point to the elephant and say *elephant*. Say */e/, /e/, /e/, elephant*.

Play the CD

- Play the recording and encourage the children to repeat.



*e elephant
e e e e
elephant*

- Help the children to trace the letter *e* and colour the elephant.

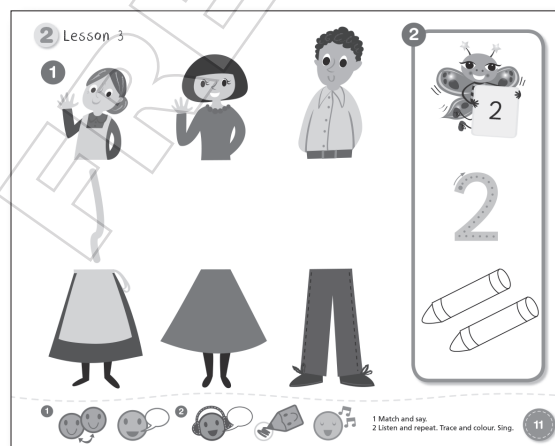
Play Musical tidy up.

- Use musical instruments to make tidying up fun. Give one group of children tambourines, maracas or drums and help them to beat out a rhythm while the others put crayons in pots or books on shelves. Vary the groups so that they all have a chance to be the musicians.

Make desk tidies.

- Make desk tidies with the children (see teacher's website, <http://www.macmillanyounglearners.com/learningstars/teacher>). Help them to decorate small boxes and cardboard tubes with paints and crayons. Then paste these onto the lid of a large box: the boxes could be used for sharpeners/rubbers, the upright cardboard tubes for putting pencils in. You could make one tidy for each table.

Unit 2 Lesson 3





Lesson aims

- To develop cognitive skills by matching the top and bottom halves of Mum, Dad and Grandma characters.
- To learn the number 2 and become aware of the amount.

Materials: a paper bag; pictures of objects the children are familiar with from magazines (or see teacher's website); a plate of raisins


Warm up

-  Sing the *Family* song from Lesson 1 again.
- Show flashcards of the characters Mum, Dad, Grandma and Grandpa and let the children call out the words. Put the flashcards in a paper bag and pull them out, slowly revealing the pictures. Say *Who's this?* each time.

-  Play this game with Horsey first so that the children get the idea. Horsey could get things wrong so that the children laugh and correct him.

1 Match and say.

Introduce the activity

-  Choose a picture of one of the words the children are familiar with, e.g. an elephant, a doll, a ball (see flashcards on the teacher's website, <http://www.macmillanyounglearners.com/learningstars/teacher>) or cut a picture from a magazine. You could mount them on card. Cut the picture in half. Let the children put the two halves together to make it whole again. Now add more pictures, each cut in half and put them all on a table. Let the children find the correct pairs to make the complete pictures.

Use the book

- Help the children open their books at page 11.
- Ask them which characters they can see on the left side of the page. Encourage them to point and say *Grandma, Mum, Dad*.
- Have them find and point to the matching bottom halves of the pictures. Help them to trace over the sample line; then ask them to draw the other matching lines between the top and bottom of the people.

2 18 & 19 Listen and repeat. Trace and colour. Sing.

Introduce the number 2

- Show the flashcard of the number 2 and say *two* clearly. Place a plate of raisins on the table and say *one*. Let a child come and take one raisin. Now hold up two fingers and say *two*. Let another child come and take two raisins. Continue with other children and alternate saying *one* or *two* each time. Try to ensure that each child ends up eating three raisins.
- Write the numbers 1 and 2 on the board and say the numbers. Point to 1 and clap once. Point to 2 and clap twice. Now let the children clap as you point. You could also get the children to jump, hop or turn round once or twice.
- Put one crayon on your desk and say *one*. Add another and say *two*. Then count them *one, two*. Do the same with other items.

Play Number games.

- Play bowling. Place two plastic skittles at one end of the classroom. Give the children soft balls to roll. Encourage them to try to knock down two skittles. Call out *one* or *two* as they knock them down. As the year goes by and you teach more numbers, add more skittles.
- Play hopping and jumping games. Have the children hop on one foot and chant *One, one, one*. Then have them jump on two feet and chant *Two, two, two*.

- Play clapping games. The children stand in pairs, opposite each other. They clap their hands together, first using one hand each and then using both hands. Chant and sing the numbers as you clap.

Use the book

- Show the children that Bella has another number today. Point and say *two* several times. Hold up two fingers as you do so.
- Point to the crayons and count them *one, two*.

Play the CD

- Play the recording and encourage the children to repeat.



Two [pause] two [pause] two [pause]

- Help the children to trace the number 2 and colour the two crayons.

Play the song

- Play the CD and encourage the children to join in.
- Let the children get into pairs and dance together as they sing the song again.



*One, two, one, two
Me and you, one, two.*

Unit 2 Lesson 4





Lesson aims

- To listen to a story which reviews the language of the unit.
- To act out the story.

Materials: paintbrushes, a cardboard box, paper cups and plates (optional), music, drum or tambourine (optional)

Warm up

-  Tell the children they are going to listen to a story, but first the classroom must be nice and tidy. Sing the *Tidy up* song as you put things in their place.
-  Gather the children into a story circle. Take Horsey puppet and make Horsey sit quietly to listen to the story.

1 Listen. Act it out.

- Help the children open their books at page 12.
- Let the children have a few moments to enjoy the pictures and say who they can see in them: *Lily, Mum, Dad, Jack, Bella, Horsey*. See if they can point to the picture where Lily, Jack and Bella are tidying up. What do they think the characters are saying?

Play the CD

- Play the recording several times while the children just listen.



Lily: *Mum and Dad!*

Lily: *Let's tidy up!*

Jack: *Yes!*

All, singing: *Let's tidy up, let's tidy up, let's tidy up now!*
[the *Tidy up* song]

Horsey: *Hello!*

Jack, Lily and Bella: *Horsey! No!*

Lily: *Hello, Mum!*

Jack: *Hello, Dad!*

Mum: *Let's tidy up!*

All: *Yes!*

[the *Tidy up* song]



Act it out.

- Let the children choose what things they need to be able to act out this little scene, e.g. crayons, books and paintbrushes.

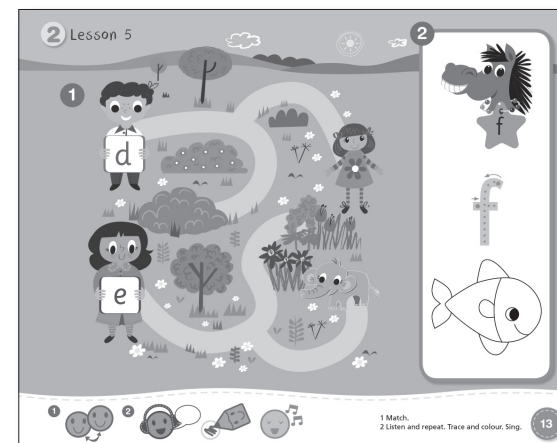


- In the story, Horsey accidentally makes a mess by knocking things over. You could do this safely in the classroom by using a cardboard box as a table and placing paper cups and plates on it. Horsey puppet could knock everything over and then the children could help to put everything back in place. Sing the *Tidy up* song as you do so.
- Use music to add to the atmosphere of the dramatic play. For example, you could play a fast-tempo song when Jack and Lily are tidying up the tent before Mum and Dad come in. You could bang a drum or rattle a tambourine when Horsey knocks things over.



Tip The Act it out activities are not intended to be exercises in rote learning. The children do not need to learn the dialogues by heart. Let them listen to the story several times and they will do their own version. The important thing is that the children are hearing and using English, and having fun communicating.

Unit 2 Lesson 5



Lesson aims

- To develop cognitive skills by matching the letters *d* and *e* to pictures of a doll and an elephant in a simple maze puzzle.
- To learn the sound of the letter *f* and associate it with *fish*.

Materials: an apple, a ball, a toy cat, a doll, a toy elephant; stepping stones made from different coloured paper (e.g. red and blue); plastic letters: *a-f*, a tray (optional), a cloth; cut-outs of fish shapes, metal paper clips, a magnet

Warm up

- Show the children an apple, a ball, a toy cat, a doll and a toy elephant. Prompt them to say the sounds each word starts with. Mime eating an apple. Encourage the children to guess what it is and call out the word *apple*. Mime playing with a ball and stroking a cat and let them say the sounds and the words. Then call out a sound and a word and let the children mime.

1 Match.

Introduce the activity



Play The maze game.

- Make your own mazes in the classroom with stepping stones of different coloured paper (e.g. red and blue). Put a doll at the end of the red pieces of paper and a toy elephant at the end of the blue ones. Give two children flashcards with pictures of those items and let them follow the paths to the correct object.

Use the book

- Help the children open their books at page 13.
- Encourage them to point to the letters *d* and *e* and say the sounds. Prompt them to find and point to the matching pictures. Help them to follow the maze by tracing the paths with their finger and then let them draw lines from *d* – doll and *e* – elephant.

2



21 & 22 Listen and repeat. Trace and colour. Sing.


Introduce the letter f

- Show the flashcard of the letter *f* and say the sound. Then write it on the board several times, saying the sound each time.
- Now start to write one of the other letters the children have learnt. Write it slowly and say *What's this?* Let the children guess as you write and encourage them to call out the sound.

- Play with plastic letters. Put the letters *a–f* on a tray or a table. Point to each one and say the sounds with the children. Now cover the letters with a cloth. Ask the children to cover their eyes and secretly remove one letter. Take away the cloth and see if the children can identify the missing letter and say the sound.
- See page 20 for more letter games.



Play The fishing game.

-  Show the flashcard of a fish or draw one on the board and say *Fish. It's a fish.* Cut out fish shapes and within each one write a letter from *a–f* within it. Put metal paper clips on each fish. Now give Horsey a magnet. Call out a sound and let Horsey 'catch' the fish by holding the magnet above the correct letter. The metal paper clip will be attracted to the magnet. Now play this fishing game with the children.

Use the book

- Now look at the book and show the children that Horsey has a different letter on his necklace today. Point and say the sound /f/. Point to the fish and say *fish*. Say /f/, /f/, /f/, *fish* and encourage the children to join in with you.

Play the CD

- Play the recording and encourage the children to repeat.



f fish
fff
fish

- Help the children to trace the letter *f* and colour the fish.

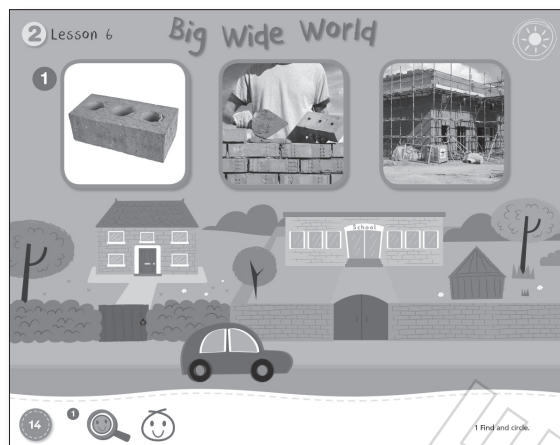
Play the song

- Review the letter sounds you have taught so far. Remind the children that letters have names as well as sounds. Teach the letter names *d*, *e* and *f* one by one, associating them with the sound and the picture each time.
- See if the children can remember the first verse of the *Alphabet* song and sing it together: *a, b, c.*
- Play the whole song and encourage the children to join in.
- See page 25 for Teacher's notes on playing the *Eat the letter* game.



a b c
d e f
[repeat]

Unit 2 Lesson 6



Lesson aim

- To become aware of the world around us and learn which things are made from bricks.

Materials: coloured empty egg shells, cardboard egg cartons with a different coloured card stuck to each one (see teacher's website); a real brick (optional), a toy brick; cardboard boxes or play bricks

Warm up

- Game** Play a game with coloured empty egg shells (see teacher's website, <http://www.macmillanyounglearners.com/learningstars/teacher>). Give the children cardboard egg cartons. On each one glue a card with one colour. Now give them some coloured empty egg shells and ask them to put them in the correct carton: the red ones in the 'red' carton, the yellow ones in the 'yellow' carton and so on. This activity helps their fine motor skills as well as developing colour recognition.

1 Find and circle.

Introduce the activity

- If possible, get an actual brick and take it into the classroom. Ask the children if they know what it is used for. Show them a toy brick too and ask them which one is heavier. Ask them which type of brick they think their houses are made of.
- Take the children on a walk around the school and let them find which things are made from bricks. You can explain that we do not always see the bricks in walls because they have been plastered over and then painted. (See Introduction page 11 about the Big Wide World lessons.)

Game Play Jumping walls.

- Use boxes or play bricks to make walls in the classroom. Encourage the children to help you build them up. Make the walls quite low and let the children have fun jumping over them.

Crafts Make a brick wall.

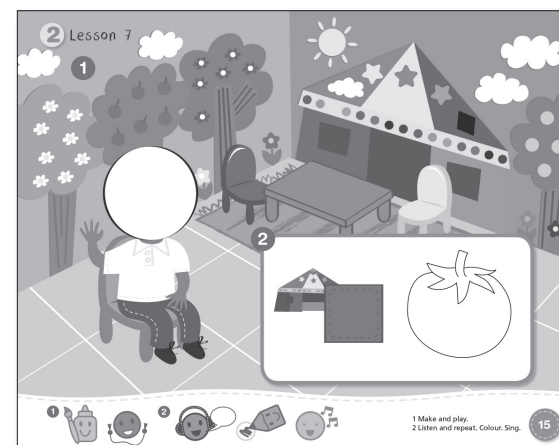
- Draw a wall of brick shapes. Let the children colour one brick each.

Use the book

- Help the children open their books at page 14.
- Tell the children that the photos at the top of the page show how a house is built. First there is one brick, then builders make the bricks into walls and finally a whole house is built.

- Look at the big picture together. Encourage them to point to the items that are made of bricks (the house, the school and the wall).
- Help them to draw a circle around the items made of bricks.

Unit 2 Lesson 7



Lesson aims

- To make a *Learning Stars* corner in the classroom.
- To learn the colour *red* and become familiar with the shape *square*.

Materials: colourful sheets, tablecloths or large sheets of coloured paper for the *Learning Stars* tent, card stars and other shapes, letters and numbers for the children to colour; sticky tape/glue, a paper tree with large leaves, photo of each child (optional); red items, e.g. a tomato, a strawberry, a red pepper, a red apple, a red rose (optional), circles of card in different colours (red, yellow, green and blue); sheets of paper with the outline of a tomato on (one for each child), red crayons and paints, red paper and

glue for each child, a cardboard tube, red cellophane, shapes of red items, e.g. strawberries, cherries, apples, roses, poppies; a square piece of white card, square cards for the children to draw around; a real or plastic tomato, apple and strawberry, a red toy car, a red crayon; red fruit and berries and bowls to make a red fruit salad; red vegetables, bowls and a knife to make red vegetable salads

Warm up

- Look back at page 2 of the Pupil's Book to see the tent which Jack and Lily have in their garden. Ask the children if they would like a tent like that in their classroom. Prompt them for ideas of what they would put in their tent and how they could make one.
- Demonstrate the Chair and Table yoga poses (see teacher's website) and encourage the children to join in.

1 Make and play.

- Help the children open their books at page 15.
- Explain that they are going to make a tent like this in their classroom. (See Introduction page 12 for ideas on decorating and using the *Learning Stars* tent.)
- Use colourful sheets or tablecloths to make a tent in the corner or stick large pieces of coloured paper on the walls. The children can help to decorate the tent by colouring stars and shapes and numbers and letters.
- Put two chairs and a table in the *Learning Stars* corner. This corner could be a place where children take turns to go as a treat.
- Let the children decide what else they would like to put in their own classroom corner to make it pretty. Remind them that they must keep it tidy too!

- Make a paper tree with large leaves and place it on the wall inside the tent. Ask the children to either bring in a photo of themselves or to draw a picture of themselves on a piece of paper. Put the photos/pictures on the leaves around the tree. Say each child's name one by one and the children take turns to go to the tree, find their picture and say *Me!*

Use the book

- Draw attention to the child waving in their books. Help the children to draw their own face on the child, i.e. to draw eyes, a nose, mouth and hair. They can also colour these in.



2 23 & 24 Listen and repeat. Colour. Sing.

Introduce the colour red

- Show the flashcard of the colour red and say *red*. Gather together several items which are all red: they could be items in the classroom (e.g. a crayon, a pot, a book) or you could find items which are naturally red (e.g. a tomato, a strawberry, a red pepper, a red apple, a red rose). Point to each one and say *Red. It's red.*



- Cut circles from different colour cards: red, yellow, green and blue. Place them on a table. Play with Horsey puppet. Ask Horsey *Where's the red circle?* Let Horsey make a mistake and point to the wrong one. Say *No, Horsey*. Praise Horsey when he finds the correct circle and say *Yes, Horsey. Red!* Then let the children play the game.



Make red crafts.

- Make red tomato cards with the children: hand out sheets of paper with the outline of a tomato on them and encourage the children to colour them in red. As they sing the song (see Teacher's Guide page 37), they can hold up their tomato cards.
- Make one-colour pictures. Give the children red crayons and paints, red paper and glue. Let them decide which materials they would like to use and then create a picture with just one colour.
- Cover the top of a cardboard tube with a piece of red cellophane. Let the children look through it to see everything in a red light.
- Give the children shapes of strawberries, cherries, apples, roses and poppies to create their red pictures.

Introduce the shape square

- Show the flashcard of the square shape and say *square*. Hold up a square piece of white card and say *Square. It's a square*. Draw a square on the board and say *square*. Give the children square cards to draw around.

Use the book

- Point to the red square. Say *red*. Draw a square with your finger. Say *Square. A red square*.
- Ask the children to open their books at page 3 and see if they can find the same shape on the rug.
- Point to the tomato and say *tomato*.

Play the CD

- Play the recording and encourage the children to repeat.