

# Classroom

## Mimi's first day at school



### Unit objectives

- Identify and name classroom objects
- Sing the language song *Stand up! Sit down!*
- Ask and say where things are
- Understand and join in the story *Mimi's first day at school*
- Sing and act out the story song *Where's your book?*
- Sing the values song *I'm your friend*
- Recognise the value of friendship
- Identify and name where things go in the classroom
- Sing and act out the traditional song *This is the way I say hello*
- Review your learning and progress
- Participate in a collaborative project

### Vocabulary and language

- **Main vocabulary:** book, chair, crayon, pencil, rubber, table
- **Key language:** Sit down. Stand up. Look! It's a (chair). Where's your (book)? Here.
- **Content language:** shelf, tray; I put the (crayon) (in) the (tray).
- **Other language:** happy, sad, care, friend, school; bye bye, hello; I don't know. I'm (sad). What colour is your (book)? It's (blue). I care. I'm your friend. This is the way I say (hello). Where's the (blue) crayon?

### Story



CD1 Track 34

#### Picture 1

**Narrator:** It's Mimi's first day at school.  
**Mimi:** My book ... my pencil ... my rubber ... my crayon.  
**Mummy:** Time to go, Mimi.  
**Mimi:** Yes, Mummy.  
**Daddy:** Hurry! Come on!  
**Mimi:** Yes, Daddy. I'm happy!

#### Picture 2

**Narrator:** Mimi walks to school with Mummy and Daddy. Leo and Zara walk to school too.  
**Leo:** Look! It's a book.  
**Zara:** Look! It's a pencil.  
**Leo:** Look! It's a rubber.  
**Zara:** Look! It's a crayon. Come on. Hurry. We're late.

#### Picture 3

**Narrator:** Mrs Cat is the teacher.  
**Mrs Cat:** Hello Mimi. Welcome to school. Go to your table. Sit down on your chair. Open your book. Get out a pencil, a rubber and a crayon.  
**Mimi:** Oh no!  
**Eddie:** Where's your book?  
**Mimi:** I don't know.  
**Eddie:** Where's your pencil?  
**Mimi:** I don't know.  
**Eddie:** Where's your rubber?  
**Mimi:** I don't know.  
**Eddie:** Where's your crayon?  
**Mimi:** I don't know. I'm sad. Boo-hoo.  
**Mrs Cat:** Please don't cry, Mimi.

#### Picture 4

**Narrator:** Leo and Zara come into the classroom.  
**Leo:** Hello, Mrs, Cat.  
**Zara:** Sorry, we're late. Look! A book ... a pencil ... a rubber ... a crayon.  
**Mrs Cat:** Aha, very good. Where's your book, Mimi?  
**Mimi:** Here!  
**Mrs Cat:** Where's your pencil?  
**Mimi:** Here!  
**Mrs Cat:** Where's your rubber?  
**Mimi:** Here!  
**Mrs Cat:** Where's your crayon?  
**Mimi:** Here! Oh, thank you, Leo. Thank you, Zara. Thank you, Mrs Cat. I'm happy now.  
**Eddie, Zara, Leo:** And we're all friends!

# Songs



## Language song

### Stand up! Sit down! CD1 Track 32

**Stand up! Sit down!** (Stand up and sit down again)  
**Look! Look! It's a chair, chair, chair.** (Point to chair flashcard)  
**Stand up! Sit down!** (Stand up and sit down again)  
**Look! Look! It's a table, table, table.** (Point to your eye, then to the table flashcard)  
**Stand up! Sit down!** (Stand up and sit down again)  
**Look! Look! It's a book, book, book.** (Point to book flashcard)  
**Stand up! Sit down!** (Stand up and sit down again)  
**Look! Look! It's a pencil, pencil, pencil.** (Point to pencil flashcard)  
**Stand up! Sit down!** (Stand up and sit down again)  
**Look! Look! It's a crayon, crayon, crayon.** (Point to crayon flashcard)  
**Stand up! Sit down!** (Stand up and sit down again)  
**Look! Look! It's a rubber, rubber, rubber.** (Point to rubber flashcard)

## Story song

### Where's your book? CD1 Track 35

**Where's your book? Where's your book?** (Hold out arms questioningly)  
**I don't know.** (Make expression to show you don't know)  
**Where's your pencil? Where's your pencil?** (Hold out arms questioningly)  
**I don't know.** (Show surprise that it's lost)  
**Where's your rubber? Where's your rubber?** (Hold out arms questioningly)  
**I don't know.** (Show surprise that it's lost)  
**Where's your crayon? Where's your crayon?** (Hold out arms questioningly)  
**I don't know. I'm sad. I'm sad.** (Show surprise that it's lost)  
**Where's your book? Where's your book?** (Hold out arms questioningly)  
**Here! Here!** (Point to or hold up the object or flashcard)  
**Where's your pencil? Where's your pencil?** (Hold out arms questioningly)  
**Here! Here!** (Wave arms in the air to show you're happy it's found)  
**Where's your rubber? Where's your rubber?** (Hold out arms questioningly)  
**Here! Here!** (Wave your arms in the air to show you're happy it's found)  
**Where's your crayon? Where's your crayon?** (Hold out arms questioningly)  
**Here! Here! I'm happy. I'm happy. Hurray!** (Wave arms in the air happily)



## Values song

### I'm your friend CD1 Track 38

**I'm your friend** (Look at a friend and hold their hand)  
**When you're happy, happy, happy** (Make a happy face)  
**I'm your friend** (Look at a friend and hold their hand)  
**When you're sad, sad, sad** (Look at a friend and make sad face)  
**I'm your friend** (Put arm around a friend as if looking after them)  
**I care, care, care**  
**I'm your friend** (Put arm around a friend as if looking after them)  
**Oh, yeah, yeah, yeah!** (Wave other arm in the air)  
**I'm your friend** (Look at a friend and hold their hand)  
**When you're happy, happy, happy**  
**I'm your friend** (Look at a friend and hold their hand)  
**When you're sad, sad, sad**  
**I'm your friend** (Put arm around a friend as if looking after them)  
**I care, care, care**  
**I'm your friend** (Put arm around a friend as if looking after them)  
**Oh, yeah, yeah, yeah!** (Wave other arm in the air)

## Culture song

### This is the way I say hello CD1 Track 40

**This is the way I say hello** (Wave and smile)  
**Say hello, say hello**  
**This is the way I say hello**  
**To my friends at school.** (Point to different children)  
**This is the way I say bye bye** (Wave sadly and slightly turn away)  
**Say bye bye, say bye bye**  
**This is the way I say bye bye**  
**To my friends at school** (Point to different children)  
*(Repeat)*

# Classroom

## Mimi's first day at school



Listen, point and repeat. Listen and play. Stick the classroom object stickers. Say.

Language: book, crayon, pencil, rubber; blue, orange, pink, yellow

## Learning objectives

- Identify and name classroom objects
- Listen and point to classroom objects
- Listen and play *Round and round and round*

## Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

## Main vocabulary

- book, crayon, pencil, rubber; blue, orange, pink, yellow

## Teacher's tip: Using a 'feely bag'

For additional practice, put the real classroom objects you have brought into a 'feely bag' (an opaque, soft cloth bag, e.g. for keeping shoes or bread). Gather the children close so that they can see and name the items as you gradually reveal them one by one.



## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)  
Opening routines (see TB p 16)  
Lesson aims (see TB p 18)

### Introduce classroom objects.

- Have ready a real book, pencil, rubber and crayon, and introduce the words. The children repeat the words.
- Repeat with the classroom object flashcards.
- Ask individual children to put each real object on the corresponding flashcard. The children say *Hurray!* and repeat the words as they do this.
- Put the Big Wheel mat on the floor with the classroom object flashcards face down (one on each colour). Use the puppet to turn them over and name them. The children repeat the names of the colours and the classroom objects.

### Game: Say the colour!

- Name the classroom objects on the Big Wheel and children name the colour. Then the reverse.

### Game: Pass the object!

- Give out the real objects and the flashcards in random order to different children in the circle.
- Children take turns to hold up their object or flashcard and the rest of the class says the word.
- Children pass their object or flashcard clockwise round the circle. When you say *Stop!*, children repeat the procedure as above.

## Table time

Pupil's Book p 15



### Listen, point and repeat.

- Play the audio. Children listen and point to each object as they hear it.  
**CD1 Track 29**  
**Mimi:** Look, Dylan! Pencil ... rubber ... book ... crayon ... hee, hee, hee! Repeat, Dylan!  
**Dylan:** Yes, Mimi! Pencil ... rubber ... book ... crayon ... hee, hee, hee!  
**Mimi:** Very good, Dylan! Let's say the words together.  
**Both:** Pencil ... rubber ... book ... crayon ... hee, hee, hee!
- Play the audio again. Children listen and repeat the words.

### Listen and play.

- Hold up your index finger and move it round clockwise like a wheel. Children do the same. Play the audio. Children listen, point to the colour when they hear it, and say the word.

### CD1 Track 30

- Mimi:** Round and round and round: yellow ... book!  
**Dylan:** Book!  
**Mimi:** Round and round and round: blue ... pencil!  
**Dylan:** Pencil!  
**Mimi:** Round and round and round: pink ... crayon  
**Dylan:** Crayon!  
**Mimi:** Round and round and round: orange ... rubber!  
**Dylan:** Rubber!
- Play the game with you and/or individual children naming colours and others responding with the words.

### Stick the classroom object stickers.

- Children put on the classroom object stickers.

### Say.

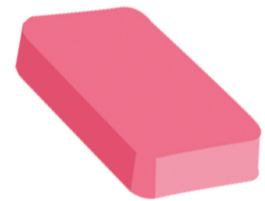
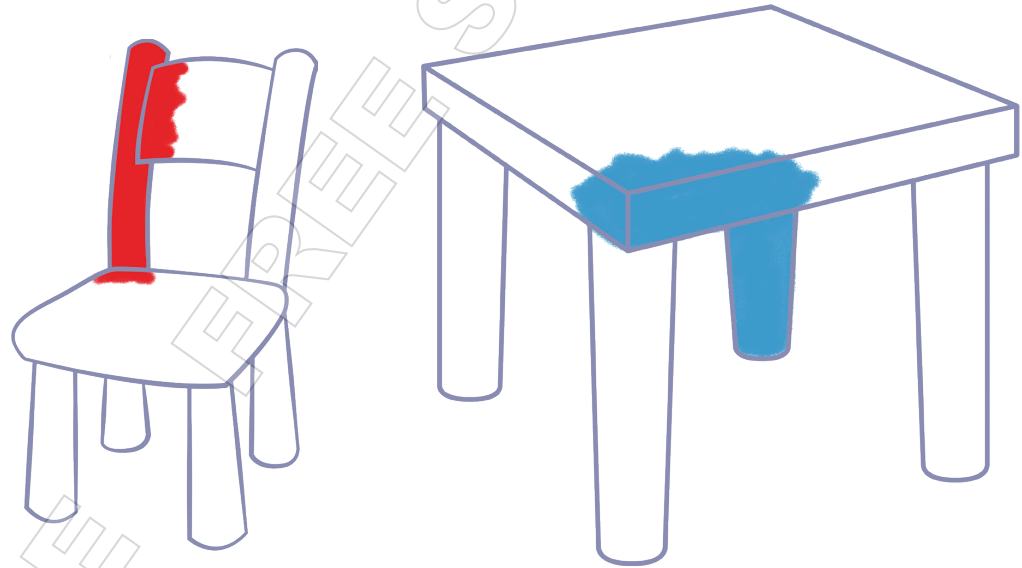
- Children point to the classroom objects and say the words.

## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)



Listen and find the new classroom objects. Listen, point and sing **Stand up! Sit down!** Colour the chair red and the table blue. Point and say. **Language:** book, chair, crayon, pencil, rubber, table; Sit down. Stand up. Look! It's a (chair).

### Learning objectives

- Talk about classroom objects
- Identify and name two new classroom objects
- Sing the language song *Stand up! Sit down!*
- Give and follow instructions (Sit down. Stand up)

### Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

### Main vocabulary

- book, chair, crayon, pencil, rubber, table

### Key language

- Sit down. Stand up. Look! It's a (chair).

### Teacher's tip: Calming children down

After the lively action song, the children may need some help to calm down and re-focus. Put your finger to your lips, keep very still, and say *shh, shh, shh*, rhythmically and repeatedly in a soft voice encouraging them to join in with you until they are calm again.



### Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)  
 Opening routines (see TB p 16)  
 Recycling activity (four classroom words from Lesson 1) (see TB p 19)  
 Lesson aims (see TB p 18)

### Introduce the new classroom objects.

- All six classroom object flashcards on the floor.
- Children identify the two new classroom objects.
- Use the puppet to point to and say the words in turn. Children repeat in chorus.
- Turn the two new flashcards face down. Mix them up. Point to one and ask *Table or chair?* Children guess. Repeat several times

### Game: Touch the chair!

- Give pairs of children instructions in turn, e.g. *Touch the table / chair!* Children stand up and respond. Everyone claps, repeats the word and says *Hurray!* if they do this correctly.
- Repeat several times with different pairs.

### Introduce *Look! It's a (chair).*

- Hold up one of the flashcards covered with the back of another flashcard. Gradually reveal the picture. Say e.g. *Look! It's a crayon*, once it's possible to make out what's in the picture.
- Repeat with other flashcards. Children repeat the sentences.

### Game: Repeat if it's true!

- Lay out the flashcards face down.
- Invite a child to choose and turn over one of the flashcards. Use the puppet to say e.g. *Look! It's a pencil.* Children repeat the sentence if it's true and cross their arms and stay silent if not.

### Stand up! Sit down! song

#### CD1 Track 32

- Say *Stand up!* / *Sit down!* several times and children respond.
- Lay out the classroom object flashcards face up on the floor.
- Play the song. Children listen, point to the flashcards with you as they hear them in the song and do the actions (see TB p 55).
- Repeat once or twice.

### Table time

#### Pupil's Book p 16

### Listen and find the new classroom objects.

- Hold up your book. Point to the photo of Tom and Sophie and say their names.
- Play the audio. Children listen and find the two new classroom objects. Repeat and children say the words.

#### CD1 Track 31

**Sophie:** Find the ... table! Table!

**Tom:** Table! Here!

**Sophie:** Find the ... chair! Chair!

**Tom:** Chair! Here!

### Listen, point and sing *Stand up! Sit down!*

#### CD1 Track 32

- Play the song. Children listen, sing and point to the classroom objects in the photos.
- Remember that you can use the karaoke version of the song when the children are confident.

### Colour the chair red and the table blue.

- Children colour the chair red and the table blue, the same as in the photo.

### Point and say.

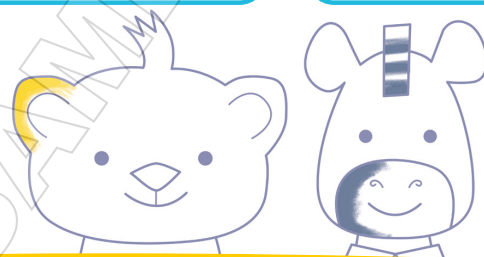
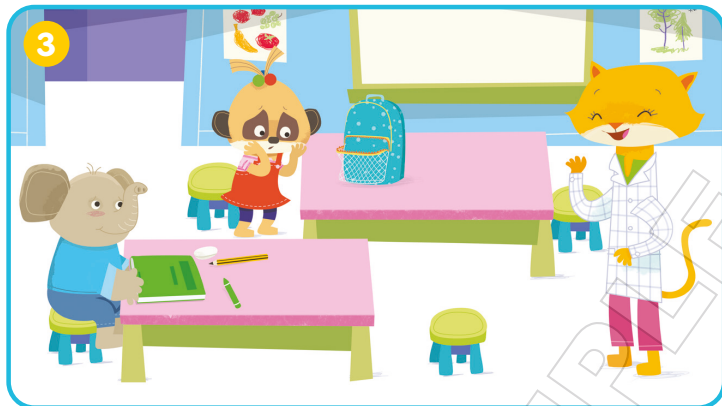
- Children point and say the words.

### Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

*Bye bye* song and puppet (CD1 Track 3; see TB p 17 & 21)



Watch. Listen to the story *Mimi's first day at school*. Colour the characters who find the classroom objects. Stick the story sticker. Ask and say. **Language:** book, crayon, pencil, rubber; happy, sad; Look! It's a (crayon). Where's your (book)? Here. / I don't know. I'm (sad).

## Learning objectives

- Watch, understand and enjoy the story *Mimi's first day at school*
- Make a prediction about the story
- Look and find classroom objects
- Colour the characters who find classroom objects in the story

## Materials

- Class CDs, printable story cards, flashcards, Big Wheel mat, Mimi puppet

## Main vocabulary

- book, crayon, pencil, rubber, happy, sad

## Key language

- Look! It's a (crayon). Where's your (book)? Here. / I don't know. I'm (sad).

## Teacher's tip: Managing feelings



Children of this age group are still developing the ability to identify their own feelings. After the story, get children to act out being happy or sad, like Mimi in the story. This can help them identify their own emotions.

## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)  
 Opening routines (see TB p 16)  
 Recycling activity (*Look! It's a ...* and classroom objects) (see TB p 19)  
 Lesson aims (see TB p 18)

## Introduce the story *Mimi's first day at school*.

- Say *It's story time!* Play the Story rhyme (CD1 Track 4; see TB p 17).
- Say *Tom and Sophie are listening to a story about Mimi's first day at school. Is Mimi happy at school? Or is Mimi sad at school?* Demonstrate what you mean and encourage children to guess. Respond e.g. *Yes, maybe. Let's listen and find out!*

## Watch or listen to the story.



### CD1 Track 34

- Play the audio, watch the video or read the story using the story cards. Pause, repeat words, point to the pictures, ask questions.

- Ask children the same questions again. *Is Mimi happy at school? Or is Mimi sad at school?* Establish that she's sad when she can't find her book, pencil, rubber and crayon and happy at the end of the story.
- Repeat the story. Encourage children to join in with the words and phrases in the story.
- Ask: *Do you like the story? Are you happy at school?*

## Look and find.

- Say e.g. *Find Mimi's pencil!* Children look at the story, point to a picture of Mimi's pencil and repeat the word.
- Repeat with other classroom objects.

## Table time

### Pupil's Book p 17



## Watch. Listen to the story *Mimi's first day at school*.



### CD1 Track 34

- Read or play the story again. Children listen and follow the story by pointing to the pictures in their books.

## Story questions

### Picture 1

Where's Mimi going? (*School*)  
 Is Mimi happy? (*Yes*)

### Picture 2

What does Leo see? (*Book/rubber*)  
 What does Zara see? (*Pencil/crayon*)

## Colour the characters who find the classroom objects.

- Demonstrate colouring the characters who find the classroom objects in the story (i.e. Zara and Leo).

## Stick the story sticker.

- Children stick on the story sticker.

## Ask and say.

- Children ask and answer questions, e.g. *Where's your (book)? Here.*
- Ask e.g. *Is Mimi happy at the end of the story? Who are Mimi's friends?* and children respond.

## Closing time

Learning review (see TB p 18)  
 Closing routines (see TB p 16)  
*Bye bye* song and puppet (CD1 Track 3; see TB p 17 & 21)

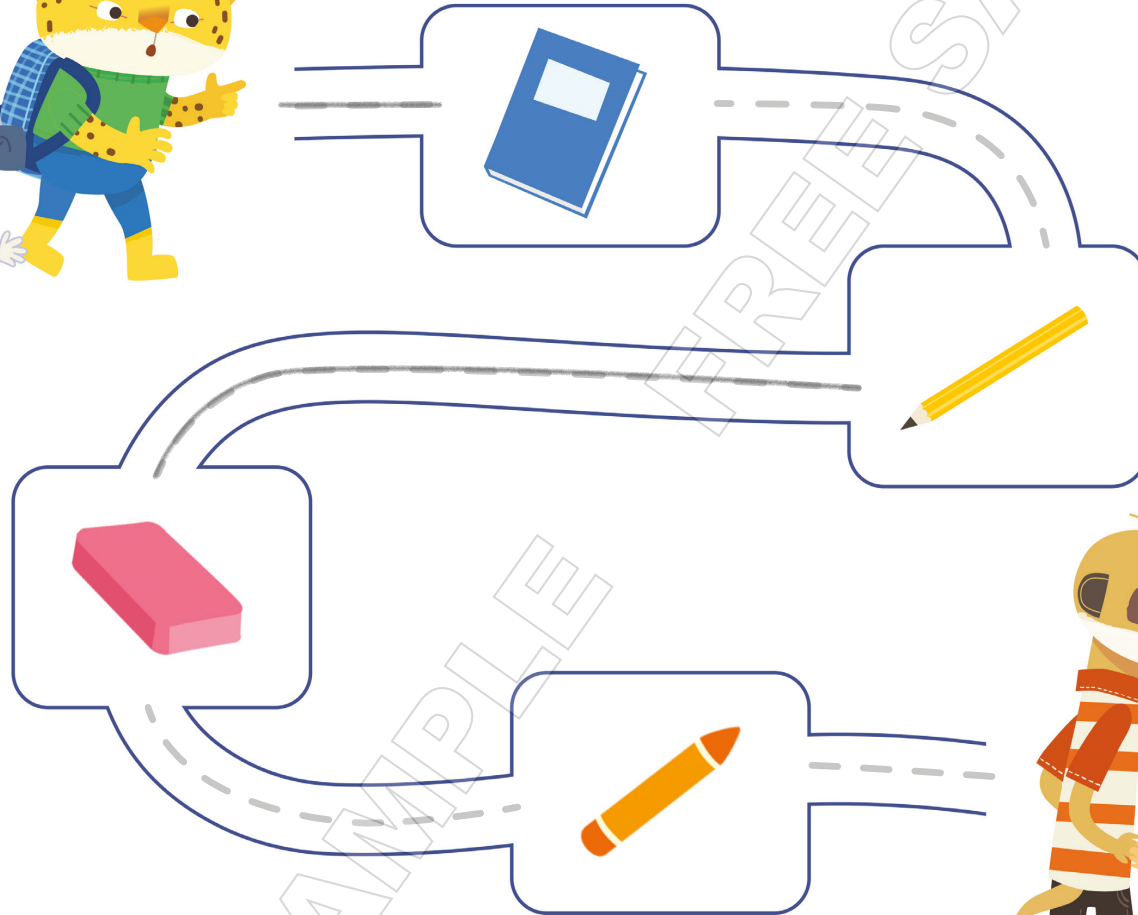
### Picture 3

Has Mimi got her (book/pencil/rubber/crayon)? (*No*)  
 Is Mimi happy? (*No*)

### Picture 4

Where's Mimi's book pencil/rubber/crayon? (*Here*)  
 Is Mimi happy? (*Yes*)





Watch. Listen, point and sing *Where's your book?* Follow and draw the path through the maze. Ask and say. **Language:** book, crayon, pencil, rubber; happy, sad; Where's your (book)? Here. / I don't know. I'm (happy).

## Learning objectives

- Watch, sing and act out the story song *Where's your book?*
- Listen to the story again and identify the classroom objects
- Play *I'm happy! I'm sad!*
- Ask and say where classroom objects are

## Materials

- Class CDs, printable story cards, flashcards, Big Wheel mat, Mimi puppet

## Main vocabulary

- book, crayon, pencil, rubber; happy, sad

## Key language

- Where's your (book)? Here. / I don't know. I'm (happy).

## Teacher's tip: Joining in a song in stages

Children of this age group may need to listen to the story song a number of times before starting to join in. Encourage them to join in first with the actions, then with the key words and chunks of language until they are joining in with the whole song.



## Table time

### Pupil's Book p 18

Watch. Listen, point and sing *Where's your book?*



### CD1 Track 35

- Play the audio of the song. Children listen, sing and point to the classroom objects in the maze.
- Remember that you can use the karaoke version of the song when the children are confident.

### Follow and draw the path through the maze.

- Demonstrate following the path through the maze with your finger.
- Children draw the path themselves.

### Ask and say.

- Children ask and answer questions, e.g. *Where's your (book)? Here.*

## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

## Game: *I'm happy! I'm sad!*

- Use the puppet to say in turn *I'm happy. / I'm sad.* Model expressions to show both feelings and children respond.
- Repeat several times alternating the sentences. As children make happy or sad expressions, get them to say the sentences with you.

## Where's your book? song



### CD1 Track 35

- Play the video or audio of the story song. Children watch/listen and make happy or sad expressions at the end of each verse as per the song.
- Play the song again. Children sing and act out the song (see TB p 55).
- Ask questions, e.g. *Where's your book?* Children respond by pointing to or holding up classroom objects and saying *Here.*

## Game: *Ask Mimi.*

- Lay out the flashcards of the book, pencil, crayon and rubber.
- Hold up the puppet. Ask Mimi questions and encourage children to join in asking with you, e.g. *Where's your book, Mimi? / Here!*
- Use the puppet to ask individual children questions in the same way.

## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (classroom objects vocabulary) (see TB p 19)

Lesson aims (see TB p 18)

## Re-tell the story *Mimi's first day at school.*

- Play the audio, video or read the story using the story cards.
- Demonstrate that children should wave their arms in the air every time they hear the name of a classroom object in the story.

Lesson  
**5**

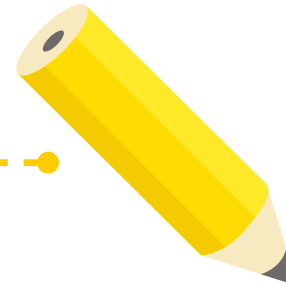
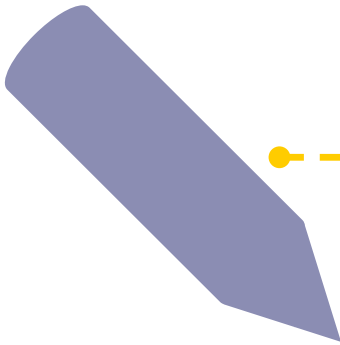
Speaking



Life skills



Classroom



**Watch. Listen and point. Trace to match the classroom objects. Ask and say.**

**Language:** book, pencil; blue, yellow; Where's your (book)? Here. What colour is your (book)? It's (blue).

19

## Learning objectives

- Ask and answer questions about where classroom objects are
- Watch, understand and enjoy a video
- Identify classroom objects in the video

## Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

## Main vocabulary

- book, pencil; blue, yellow

## Key language

- Where's your (book)? Here. What colour is your (book)? It's (blue).

## Teacher's tip: Learning to be organised



It's important that children can identify their own belongings. If they sit at colour coded tables, put a sticker of the corresponding colour on the cover of their books to help with the identification process.

## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)  
 Opening routines (see TB p 16)  
 Recycling activity (story song) (CD1 Track 35; see TB p 19)  
 Lesson aims (see TB p 18)

### Game: Where's your pencil?

- Give out the classroom object flashcards to individual children.
- Ask e.g. *Where's your pencil?* The child with the flashcard stands up and says *Here*.
- Repeat with the other flashcards.

### Game: Guess where!

- Lay out the flashcards face down on the floor and mix them up.
- Ask e.g. *Where's the crayon?* and invite a child to guess and turn over one of the flashcards. Say *Hurray!* and children clap if it is the crayon. Say *Oh no! It's the ...* (naming the classroom object). Say *Let's try again!* if it isn't the crayon.
- Repeat several times.

## Watch the video.



- Explain that Auntie Jenny is helping Tom and Sophie get ready for school.
- Play the video of Auntie Jenny, Tom and Sophie.
- Ask *What colour is Sophie's book? (Blue) What colour is Tom's pencil? (Yellow) Are Tom and Sophie ready for school?*
- Watch again. Pause and children repeat the questions and answers with *Where*.

## Table time

Pupil's Book p 19



## Watch. Listen and point.



- Children identify Tom, Sophie and Auntie Jenny in the photo.
- Point to the classroom objects and children say the words.
- Play the audio or video. Children listen and point to the pictures.

### CD1 Track 37

- Auntie Jenny:** Are you ready for school, Sophie?  
**Sophie:** Yes, I am.  
**Auntie Jenny:** Where's your book?  
**Sophie:** Here.  
**Auntie Jenny:** What colour is your book?  
**Sophie:** It's blue.  
**Auntie Jenny:** Are you ready for school, Tom?  
**Tom:** Yes, I am.  
**Auntie Jenny:** Where's your pencil?  
**Tom:** Here.

**Auntie Jenny:** And what colour is your pencil?  
**Tom:** It's yellow.

**Auntie Jenny:** Great. So you're both ready for school now!

**Tom & Sophie:** Yes!

**Auntie Jenny:** Come on! Tom! Your bag!

## Trace to match the classroom objects.

- Children trace the lines to match the classroom objects.
- Play the audio again. Use the pause button. Children listen and point to the classroom objects in their books.

## Ask and say.

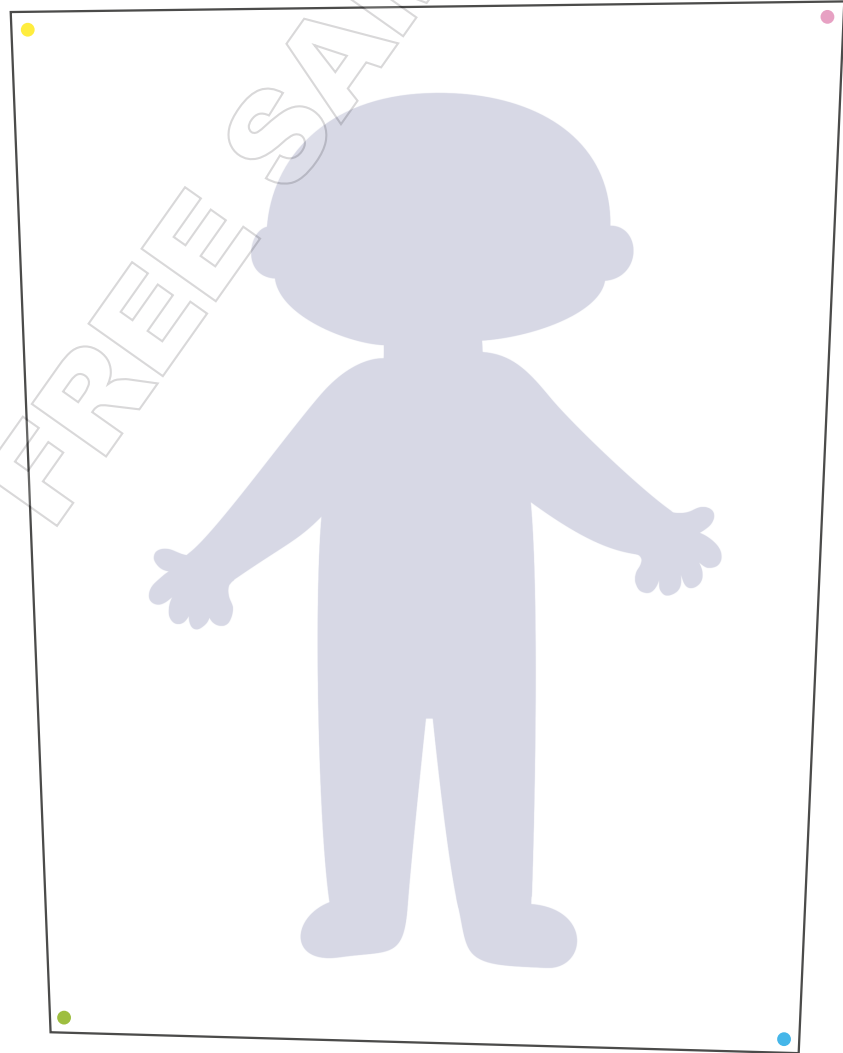
- Pretend to be Auntie Jenny. Ask children questions as if they are Tom and Sophie as in the audio. Use the flashcards as prompts. Children ask and answer questions, e.g. *Where's your (book)? Here*.

## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)



Listen, point and sing *I'm your friend*. Draw and colour a picture of a friend. Say. **Language:** care, friend, happy, sad; I care. I'm your friend.



SOCIAL AND  
EMOTIONAL  
LEARNING

### Learning objectives

- Recognise the value of friendship
- Sing the values song *I'm your friend*
- Say *I'm your friend*

### Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

### Main vocabulary

- care, friend, happy, sad

### Key language

- I care. I'm your friend.

### Teacher's tip: Learning to make friends

Give opportunities for children to show empathy towards each other and learn to make friends with all their classmates despite any differences they may have. After singing the song, encourage the children to walk around the classroom and say *I'm your friend* to as many classmates as possible.



### *I'm your friend* song

#### CD1 Track 38

- Use the Mimi puppet to say *Let's sing the song 'I'm your friend'*.
- Play the song. Children listen and make happy and sad faces when they hear the words *happy* and *sad* in the song.
- Play the song again. Children sing and act out the song (see TB p 55).

### Table time

#### Pupil's Book p 20

### Listen, point and sing *I'm your friend*.

#### CD1 Track 38

- Play the song. Children sing and point to the pictures of Mimi and her friends.

### Draw and colour a picture of a friend.

- Children draw and colour a picture of one of their friends.

### Say.

- Children say sentences to their friends, e.g. *I'm your friend*.

### Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

### Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (*Where's your ...? Here!*) (see TB p 19)

Lesson aims (see TB p 18)

### Watch the *Mimi's first day at school* story video.

- Play the story video.
- Children watch and repeat every time they hear a classroom object.
- Ask e.g. *Who are Mimi's friends in the story? (Eddie, Zara and Leo). Do you have friends?*



Listen and point. Trace to match the book and crayon to where they belong. Say.  
Language: book, crayon; shelf, tray; I put the (crayon) (in) the (tray).

## Learning objectives

- Identify and name places where things go in the classroom
- Listen and understand a dialogue about putting things away
- Say where you put things in the classroom

## Materials

- Class CDs, printable flashcards, Big Wheel mat, Mimi puppet

## Main vocabulary

- book, crayon; shelf, tray

## Key language

- I put the (crayon) (in) the (tray).

## Teacher's tip: Learning to put things away in the classroom



Point out to the children the importance of helping out when it's time to tidy up. Introduce more ways they can help out in the classroom by putting crayons in the trays and putting their books on the shelf. Encourage them to look on the floor and tidy away any materials that may be lying around.

## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

## Introduce content vocabulary.

- Use the printable flashcards and the puppet to introduce the new words (*shelf, tray*). Children repeat the words.
- Lay out the two new printable flashcards face up.
- Hold up the flashcards of the book and the crayon. Say *I put the book on the shelf. / I put the crayon in the tray* and put each one on the corresponding printable flashcard.
- Repeat and children say the sentences with you.

## Game: I put the book on the shelf.

- Lay out the printable flashcards of the shelf and the tray on opposite sides of the circle. Put the classroom object flashcards (except the table and chair) as well as real classroom objects in the centre of the circle.
- Say e.g. *I put the rubber on the shelf. / I put the pencil in the tray*. Children respond by picking up and moving the flashcard or an object you name to the correct side of the circle.
- Repeat several times with different instructions and children respond.

## Game: Touch the tray!

- Get children to identify a shelf and a tray in the classroom.
- Give instructions to pairs of children in turn, e.g. *Touch the shelf! Touch the tray!* Children stand up and respond. Everybody claps and says *Hurray!* if they do this correctly.
- Repeat several times giving instructions to different pairs.

## Table time

### Pupil's Book p 21



## Listen and point.

- Say *Tom and Sophie are putting books on the shelf and crayons in the tray*.
- Play the audio. Children listen and point to the photos as Tom and Sophie respond. Use the pause button after each sentence.

## CD1 Track 39

**Teacher:** Put the book on the shelf, please.

**Tom:** I put the book on the shelf.

**Sophie:** I put the book on the shelf.

**Teacher:** Very good. Thank you.

**Teacher:** Put the crayon in the tray, please.

**Sophie:** I put the crayon in the tray.

**Tom:** I put the crayon in the tray.

**Teacher:** Very good. Thank you.

## Trace to match the book and crayon to where they belong.

- Demonstrate that children should match the book and crayon to where they belong (i.e. the book to the shelf and the crayon to the tray).

## Say.

- Play the audio of Tom and Sophie again. Children point to the pictures and repeat the sentences.

## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)



Lesson  
8

# Culture

Classroom



Watch. Listen, point and sing *This is the way I say hello*. Follow and draw the path from Sophie and Tom to the school. Say. **Language:** bye bye, hello; friends, school; This is the way I say (hello).

22

### Learning objectives

- Watch, sing and act out the traditional song *This is the way I say hello*
- Play an action game
- Act out saying *hello* and *bye bye*

### Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

### Main vocabulary

- bye bye, hello, friends, school

### Key language

- This is the way I say (hello).

### Teacher's tip: Exploiting the Culture song for children's social development



Incorporate the verses from the song into your daily routines. Encourage the children to sing *This is the way I say hello* as they arrive in the morning or at the beginning of the session and *This is the way I say bye bye* at the end of the session.

### *This is the way I say hello* song

#### CD1 Track 40

- Say *Stand up. Let's learn the song 'This is the way I say hello'.*
- Play the audio. Children listen and mime saying *hello* and *bye bye* with you in each verse.
- Repeat. Children join in singing and acting out the song (see TB p 55).

### Watch the *This is the way I say hello* song video.

- Children watch the video and join in singing the song and doing the actions with Tom and Sophie.

### Follow and draw the path from Sophie and Tom to the school.

- Play the audio again. Children listen and follow the path from the photo of Sophie and Tom to school with their finger.
- Children draw a line to follow the path to school.

### Say.

- Children act out saying *hello* and *bye bye* to their friends.

### Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

*Bye bye* song and puppet (CD1 Track 3; see TB p 17 & 21)

### Circle time

*Hello* song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

### Game: *Mimi says hello*

- Use the puppet to say *Mimi says hello* and demonstrate greeting the children.
- Use the puppet to say *Mimi says bye bye* and demonstrate waving bye bye.
- Use the puppet to alternate instructions and children respond. Speed up as children get more confident in responding.

### Table time

#### Pupil's Book p 22

### Watch. Listen, point and sing *This is the way I say hello.*

#### CD1 Track 40

- Play the audio. Children listen, sing and point to Sophie and Tom.



# Review

# Classroom



Listen, point and say. Colour the words you know. Stick the star sticker. Ask and say. **Language:** book, chair, crayon, pencil, rubber, table; colours; It's a (crayon). Where's your (book)? Here. What colour is your (book)? It's (blue).

23

## Learning objectives

- Review your learning and progress
- Talk about classroom objects
- Ask and say where family members are
- Stick on a star sticker for achievement

## Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

## Main vocabulary

- book, chair, crayon, pencil, rubber, table; colours

## Key language

- It's a (crayon). Where's your (book)? Here. What colour is your (book)? It's (blue).

## Teacher's tip: Checking the vocabulary in pairs

As an alternative to working on their own, put the children in pairs and demonstrate that they should take turns to point to and name the vocabulary before they begin to colour. Remind children that they should only colour the items they remember.



## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

## Classroom object flashcard games

- Choose one or two flashcard games with the Big Wheel mat and/or the puppet to review key vocabulary (see TB p 20 & 21).

## Sing Stand up! Sit down!



### CD1 Track 32

- Lay out the classroom object flashcards.
- Play the audio. Children sing, do the actions and point to the flashcards.

## Game: Look it's a (pencil).

- Choose six children to stand up and hold the flashcards so that the rest of the class can't see. Move Mimi along the line and have her choose one of the flashcards at random. The child holding the card turns it around and the rest of the class names it, saying *Look! It's a (pencil)*.

## Game: Where's the rubber?

- Stick all the flashcards on the board facing the children. Divide the class into two teams. Choose a child from each team to come out and stand in front of the flashcards. Say, *Where's the (rubber)?* The first child to touch it and say *Here!* gets a point for the team. Repeat for a few more turns.

## Watch the story video.



- Children watch the story video. Ask *Who finds Mimi's book, pencil, rubber and crayon in the story? Is Mimi happy or sad at the end of the story?*

## Table time

### Pupil's Book p 23



## Listen, point and say.

- Say e.g. *Find the table!* and children point to the pictures.
- Play the audio. Children listen, point to the classroom objects and say the words.

## CD1 Track 41

**Mimi:** I'm the teacher! Can you remember the classroom objects, Dylan?

**Dylan:** Yes, I can. Book.

**Mimi:** Book.

**Dylan:** Pencil.

**Mimi:** Pencil.

**Dylan:** Rubber.

**Mimi:** Rubber.

**Dylan:** Crayon.

**Mimi:** Crayon.

**Dylan:** Table.

**Mimi:** Table.

**Dylan:** Chair.

**Mimi:** Chair. Well done, Dylan. Very good!

## Colour the words you know.

- Children colour the classroom objects they know.

## Stick the star sticker.

- Children stick on the star sticker for achievement.
- Monitor and encourage children to think positively about their progress.

## Ask and say.

- Children say sentences and ask and answer questions about the classroom objects, e.g. *Look! It's a pencil!* / *Where's your rubber? Here.*

## Closing time

Learning review (see TB p 18)

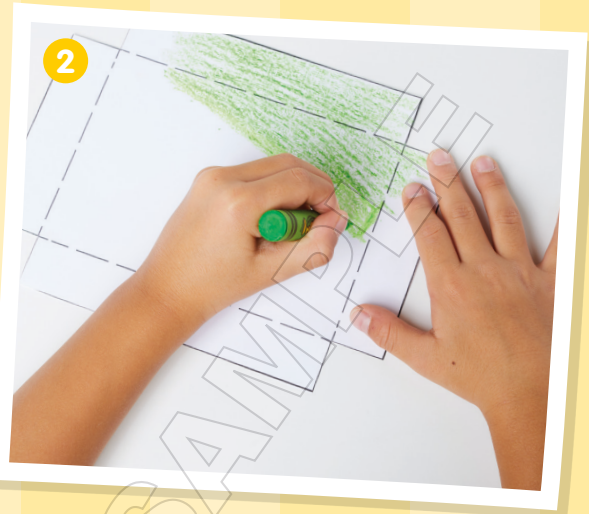
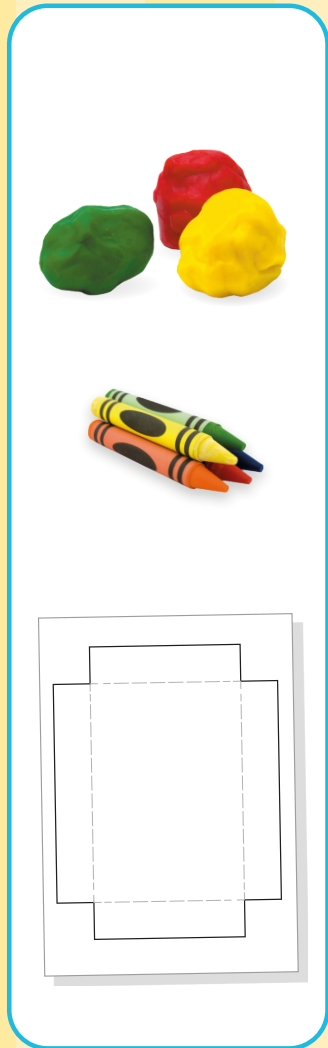
Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

# Project



Classroom



**Make some crayons and colour a tray. Put your crayons together in the trays.**  
**Ask and say. Language:** crayon, tray; colours; It's a (crayon). It's (red). Where's the (blue) crayon? Here. What colour is your (crayon)? It's (green). I put the crayon in the tray.

24

## Learning objectives

- Work together to do a collaborative project
- Make a tray of crayons
- Talk about the crayons and colours in the display
- Express enjoyment of the crayons display

## Materials

- Class CDs, Mimi puppet, project template, crayons, modelling clay, glue/tape
- optional: finger paints

## Main vocabulary

- crayon, tray; colours

## Key language

- It's a (crayon). It's (red). Where's the (blue) crayon? Here. What colour is your (crayon)? It's (green). I put the crayon in the tray.

## Teacher's tip: Developing fine motor skills

Rolling a ball of modelling clay into a long thin shape helps to develop the muscles in the fingers and hands which in turn leads to improved fine motor skills. Demonstrate that the children should roll the modelling clay backwards and forwards until it starts to take the shape of a crayon. Be ready to encourage and praise their efforts.



## Table time

### Pupil's Book p 24

- Say e.g. *We're going to make a tray of crayons like this. Look at what we need for our project: tray template, crayons, modelling clay.* Children listen and point to the pictures.

### Make some crayons and colour a tray.

- Divide the children into groups or tables of six children. Give out one tray template to each group and some modelling clay to each child.
- Children choose the colour of modelling clay (red, yellow, green, blue, pink, orange) for their crayon or you can assign this. Make sure that each group prepares one crayon of each colour.
- Make sure children have crayons, modelling clay and glue available.
- Children use crayons to colour the tray template. Then they fold up and glue (or tape) the sides. They roll the modelling clay into a crayon shape.

### Put your crayons together in the trays.

- When they are ready, children put their completed crayons into their trays. Each table or group makes one tray of six crayons.
- Display all the trays of crayons on a table where everyone can see.

### Ask and say.

- Children talk about the crayons and name the colours.
- Ask children *Do you like our crayons?* Make the point that everyone has helped to make the trays of crayons and that they couldn't have made such a beautiful display of crayons and colours on their own.

## Alternative version of project:

- The children could use finger paints instead of crayons to decorate their tray.



## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

### Prepare for your project.

- Say *Let's do a project and make a tray of crayons!*
- Show children the copies of the tray templates that you have prepared.
- Demonstrate colouring or using finger paints to paint the tray templates.
- Demonstrate rolling the modelling clay into a crayon shape.

## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)