



# Lesson 1 Big Question What can our bodies do?

## Unit Objectives

- Learn parts of the body and actions vocabulary
- Follow a story about some dancing and singing gorillas
- Practice the sounds /g/, /dʒ/, /f/
- Talk about the parts of the body we have and what we can / can't do
- Practice asking for permission
- Art: Making art with our bodies
- Practice number 3
- Review learning and do a project

## Little Step 1: Start the Class

Use an opening routine from page 17.

**Recycling** Using Flashcards or a volunteer, quickly point to the different facial features from Unit 2 and see which words children remember. Repeat several times, focusing on the words children find difficult.

## Little Step 2: During the Class

### Before the Book

### Watch.

Tell the class they are about to start a new unit. Play the Unit 3 introduction video to introduce the unit topic. Pause the video at different points and ask, in L1, what children can see and what they think they will learn about in this unit.

Use the Flashcards to teach the new vocabulary (*arms, hands, legs, feet*). Show each Flashcard, say the word, and demonstrate wiggling that body part. Have children copy you. Now play *The Wiggle Game*. Slowly, start to wiggle your hands and say: *hands, hands, hands*. Encourage children to join in. Continue with your arms, legs, and feet. Next, work backward. Stop moving each part of the body, one by one, until you are perfectly still. Say: *Wow! Our bodies are amazing.*

## Lesson Objective

Introduce the topic of the body, practice new vocabulary, and sing a song


## Vocabulary

*arms, hands, legs, feet; boy, girl*

## Language

*What can you see? I can see (boys and girls). Move your (arms). Shake your (hands).*

## Materials

Tickles puppet; Flashcards: *arms, hands, legs, feet*; Unit 2 Flashcards; bookmarks cut from construction paper (1 per child); crayons; stickers  
 Use Presentation Plus to watch the videos.

## With the Book Student's Book p. 31

### Listen. Say. Sing.

Have children look at page 31. Point to the Big Question and ask: *What can our bodies do? Look! What can you see?* Encourage children to say: *I can see boys and girls. Say: Yes! They're running!* Draw attention to the vocabulary pictures and labels. Play the audio. Children listen and point to the pictures. Play the audio again. Children listen and repeat the words.

## Track 18, Vocabulary

*arms, hands, legs, feet*

Play the song audio or watch the song video. Encourage children to join in with the actions and sing along. Have them sit down for verses 3 and 4 so they can lift their legs and feet off the ground.

## Track 19, Song: Shake Your Body

**Move your arms**, up, up, up! (*raise your arms*)  
(repeat line and action)

**Move** them all around, 'round, 'round. (*wave your arms around*)

Put them on the ground, ground, ground. (*bend over and touch the floor*)

Shake your **hands**, shake, shake, shake! (*shake your hands in front of you*)

(repeat line and action)

Shake your **hands** left. (*shake hands to the left*)

Shake your **hands** right. (*shake hands to the right*)

Shake your **hands** all around. (*shake your hands round in a circle shape*)

(repeat verse 1 with: **Kick your legs**; repeat verse 2 with: **feet**)

## After the Book

Ask: *What can our bodies do?* Give children commands from the song: *Move your arms / legs. Shake your hands / feet.* Change the order and say them quicker each time so it's difficult for children to keep up!

## Little Step 3: Finish the Class

Play *Tickles Says*. Give children instructions preceded by *Tickles says*, e.g., *Tickles says, "Shake your hands."* If you don't use *Tickles says*, children keep still. After the game, ask children to sit or lie down, close their eyes, and breathe deeply to help them relax.

## Little Step 4: More Practice

Point to a volunteer's arms / hands / legs / feet. Name them incorrectly for children to correct.

**Creativity** Help children make a bookmark that they can use to find the right page in the unit. Give each child a bookmark-shaped piece of construction paper, as well as some crayons and stickers to decorate it. Once the bookmarks are ready, help children find page 31 and place the bookmark inside.

## Little Step 5: Activity Book

 Do Activity Book page 31.





## What can our bodies do?



Watch.



Listen.



Say.



Sing.



arms



hands



legs



feet

Vocabulary: arms, hands, legs, feet

Unit 3

31



What is the story about?



Listen.



Point.



Say.

Story

## The Coconut Band



Unit 3

Story Language: gorilla, hands, feet, jump, tap, coconut; He / She / We / They can (jump).





## Lesson 2 Story

### Lesson Objective

Listen to or watch and enjoy a story

### Vocabulary

gorilla, hands, feet, jump, tap, coconut

### Language

He / She / We / They can (jump).

### Oracy

Model listening

### Materials

Tickles puppet; Flashcards: *hands, feet*; downloadable Phonics Flashcards: *gorilla, jump, feet*; cutout of a coconut; Big Book

Use Presentation Plus to watch the video.

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Use the Flashcards, downloadable Phonics Flashcards, actions, and cutout to review and teach the vocabulary.

**Recycling** Bring the class together into a circle. Show children the Big Book. Flip through the stories from Units 1 and 2 and ask questions to review vocabulary and what happened.

Sing the *Reading Time* song from Unit 1, Lesson 2 (page 23). Open the Big Book to Unit 3 *The Coconut Band*. Review the words *gorilla, jump, and tap*. Point to the gorilla in the Big Book and have children pretend to be gorillas by thumping their chests as they say: *I'm a gorilla*. Then, have children jump up and down as they say: *jump, jump, jump*. Next, have them tap their hands on the desk as they say: *tap, tap, tap*. Use the Big Book to read the story.

**With the Book** Student's Book pp. 32–33

**Listen.** **Point.** **Say.**

Have children open their books to page 32. Point to the question at the top of the page and ask: *What is the story about? (Gorillas.) Say: Let's listen to the story!*

Play the audio. Point to each frame in turn and show that the sound effect signals it's time to move to the next frame. Encourage children to follow along, pointing to each frame in their books. Play the story again or watch the video. This time pause after each

frame and ask: *What are the gorilla's names? What can they do with their hands / feet? Can they jump / tap?* When you have finished using the Student's Book, remind children to put their bookmarks in their book before they close it.

#### Track 20, Story: The Coconut Band

Mike is a happy gorilla.  
He can do many things with his hands and feet.  
He can jump, jump, jump!  
He can tap, tap, tap!

Mike and Annie are happy gorillas.  
They can do many things with their hands and feet.  
They can jump, jump, jump!  
They can tap, tap, tap!

Mike and Annie like coconuts.  
Mike can jump, jump, jump with a coconut.  
Annie can tap, tap, tap the coconut.  
They can play music together like a music band.  
The Coconut Band!

The Coconut Band can play together.  
They can sing and have fun:  
"We are the Coconut Band.  
We can jump, jump, jump!  
We can tap, tap, tap!  
We are the Coconut Band."

#### After the Book

Read the story aloud or replay the audio, but pause and encourage children to say the next word, e.g., Say: *Mike is a happy ...* Thump your chest to prompt children to say: *gorilla*. Then say: *He can ...* Jump up and down to prompt children to say: *jump, jump, jump*.

### Little Step 3: Finish the Class

Bring out Tickles. Encourage children to give him instructions from the story, e.g., *Tickles, jump / tap / play music*. Make him do the appropriate movements.

### Little Step 4: More Practice

**Creativity** Say: *Let's tap like the gorillas. Let's be the Coconut Band*. Tap out a basic rhythm on the table with your fingers, like one long tap and three short taps, and encourage children to copy you. Do this a few times with a variety of simple rhythms. If children are doing well, gradually make the rhythms longer and slightly more complex. Have children continue the activity in small groups.

### Little Step 5: Activity Book

**Do Activity Book page 32.**



#### Oracy Model listening

When a child comes to tell you something, try to give them your full attention. Stop what you are doing, make eye contact, listen carefully, and respond. If children are not listening, remind them of these active listening skills and ask them to practice listening in the same way. Ask children why they think it's important to listen carefully to others.





## Lesson 3 Story

### Lesson Objective

Listen to or watch the story and practice the sounds /g/, /dʒ/, /f/

### Phonics

*gorilla* /g/, *jump* /dʒ/, *feet* /f/

### Vocabulary

*coconut, tap, hands*

### Language

*He / She / We / They can (jump).*

### Materials

Tickles puppet; downloadable Phonics Flashcards (Units 1–3); Units 1–3 Flashcards beginning with *b, s, t, h, k, m*; pencils; crayons; paper; books; washable paint; large piece of paper with the letter *f* drawn on it; paper towels

Use Presentation Plus to watch the video.

### Little Step 1: Start the Class

Use an opening routine from page 17.

**Recycling** Review the phonics sounds and words from Units 1 and 2. Write the letters on the board and point to them as children say the sounds. Show children Flashcards of things beginning with each letter and elicit the words. Put the Flashcards around the room. Say a sound and a word, e.g., *h, h, h, hair*, and have children run to the correct picture.

### Little Step 2: During the Class

#### Before the Book

You may want to use the downloadable Phonics Flashcards (available on Cambridge One) to present the sounds, or use Presentation Plus. Put the downloadable Phonics Flashcards on the board (or write the letters). Point to each in turn, say the sound and word, and have children do the action: *gorilla* – be a gorilla; *jump* – jump; *feet* – point to your feet. Have children repeat as they do the action.

Have children sit in a circle and sing *Reading Time* (see page 23). See what children can remember about the story *The Coconut Band*. Ask questions with supporting gestures: *Who's in the story? What can they do?* Play the audio or watch the video, pausing where appropriate to ask: *Who's this? What can he / she / they do?* Play the story again for children to enjoy. Encourage them to join in with some of the lines. Then say the sounds and have children point to the corresponding picture and say the sound and the word.



### With the Book Student's Book pp. 32–33

Listen. Say. Circle.

Point to the phonics pictures on page 33 and elicit the sounds and words: *g, g, g gorilla; j, j, j jump; f, f, f feet*. Draw attention to the labels under each picture. Play the audio and have children point to the pictures as they repeat each sound and word. Point to each picture several times and have children say the sound and word. Then have children circle the gorilla in Frame 1. Say: *Look, it's Mike. He's a gorilla. These are his feet. He can jump!* After children have circled the items, write the letters on the board, and point to them. Ask children to say or repeat the sound and the corresponding word from the story.

#### Track 21, Phonics

*g-g-g-gorilla*  
*j-j-j-jump*  
*f-f-f-feet*

Ask: *How does the story answer our Big Question: What can our bodies do?* Encourage children to tell you the things Mike and Annie can do with their bodies (jump, tap, play music, sing).

#### After the Book

Have children sit in a circle. Review the nine downloadable Phonics Flashcards for Units 1–3 and put them in the middle of the circle. Draw a letter on the board. Have children say the sound and point to the correct Flashcard. Repeat for all the sounds.

Then turn over all the Flashcards and encourage children to remember what they are, e.g.,: *What's this? (g-g-g-gorilla)*

Remember to add the new letters to your classroom phonics display (see page 24, After the Book section).

### Little Step 3: Finish the Class

Line children up to leave the class. Write the letters *g, j*, and *f* on the board. For each child, point to a letter and have them do the action as they say the sound and word. Provide help and guidance as necessary.

### Little Step 4: More Practice

**Personalization** Show children a picture of Mike and Annie from the story. Focus on their feet. Say: *Mike and Annie can jump with their feet. What can you do with your feet?* Hand out pencils, crayons, paper, and books. Challenge children to take off their shoes and socks and see what they can do with their feet. Ask: *Can you hold a pencil / draw / pick up a book with your feet?* Finally, place a large piece of paper on the floor with a letter *f* drawn on it. Have children paint the bottoms of their feet and make footprints as they follow the shape of the letter *f*. Encourage them to say *f, f, f, feet*. For further practice of the phonics sounds and letter formation, you can also use the Phonics Book.

### Little Step 5: Activity Book

Do Activity Book page 33.



How does the story answer  
our Big Question?

 Listen.  Say.  Circle.

Story



gorilla



jump



feet



Phonics: gorilla /g/, jump /ʃ/, feet /f/

Unit 3 33



Is this a scene from the story?

Look. Say. Color.







## Lesson 4 Literacy

### Lesson Objective

Consolidate comprehension and identify scenes from the story

### Vocabulary

*banana, coconut, gorilla; jump, tap; arms, hands, legs, feet; big, long; colors*

### Language

*What is it? It's a (gorilla). Is it in the story? Yes, it is. No, it isn't. What does he look like? His (hands) is / are (big).*

### Materials

Tickles puppet; cutouts of a male gorilla, a coconut and a banana; cutouts of other objects that are / aren't in the story (optional); Big Book; clean plastic bottles (1 per child); rice or dry beans; paper; tape or glue; paints; paintbrushes

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Play the story audio (Track 20) or watch the video again. Encourage children to follow in their books and copy the actions. Draw a vertical line down the center of the board. At the top of the left side of the board, draw a large green checkmark. At the top of the right side, draw a large red X. Show the cutout of a gorilla and ask: *What is it? (It's a gorilla.) Is it in the story? (Yes, it is.)* Have a child come and stick the gorilla on the left side of the board under the green check. Now repeat the procedure with the coconut cutout. Finally, show the banana. Say: *Look! It's a banana. Is it in the story? (No, it isn't.)* Have a child stick it under the red X. If you want, you could also show cutouts of other objects from the story, e.g., *a hat, sunglasses, a palm tree, etc.*, as well as some objects that don't appear in the story, e.g., *a chair, an apple, a book, etc.*

**With the Book** Student's Book p. 34

**Look.** **Say.** **Color.**

Have children look at page 34. Point to the question at the top of the page and ask: *Is this a scene from the story?* Explain that the word *scene* means a picture from the story. Point to the first scene. Ask: *Is this a scene from the story? Yes or No?* Point to the green check as you say *Yes* and to the red X as you say *No*. If children are unsure, display the Big Book and have

them look at the story scenes again. When children have answered *Yes*, have them color the circle with the green check. Repeat with the other two scenes. Children should color the X under picture 2 and the check under picture 3.

#### After the Book

Show children the cutout of a male gorilla. Say: *This is a gorilla. It's a boy.* If you like, give the gorilla a name, e.g., *His name is Gary the gorilla.* Ask: *Is Gary big? (Yes, he is.)* Ask: *What does Gary look like?* Encourage children to describe the gorilla, e.g., *His hair is (black). His eyes are (brown). His nose is (big). His hands are (big). His arms are (long).* Ask children to pretend to be a gorilla and have them move around the classroom like gorillas.

### Little Step 3: Finish the Class

Display page 34 so children can see all three scenes. Act out one of the scenes and have children guess which scene it is, e.g., scene 1: dance, sing, and pretend to tap coconuts; scene 2: pretend to peel and eat bananas; scene 3: jump up and down. Have a volunteer come to the front and point to the scene you are acting out, or have them say 1, 2, or 3. Once children understand the game, have them come to the front in small groups to act out one of the scenes for the rest of the class to guess.

### Little Step 4: More Practice

**Creativity** Distribute plastic bottles and fill each one with rice or dry beans to make maracas (see Materials). Make sure the bottles are properly sealed.

Help children cover the bottles with paper. Hand out paints and paintbrushes and have children paint them however they want. Say: *Shake your maracas like this!* Shake out a rhythm on your maraca and have children copy you. Repeat with a variety of different rhythms and then invite children to take over your role.

**Personalization** Move your hands / arms / legs / feet and ask: *What are these?* Encourage children to copy you and answer: *These are my (hands).* Ask: *Can you shake your (legs)?* Have children do the action. Repeat with: *Can you move your (arms) up? Can you tap / jump?*

### Little Step 5: Activity Book

**Do Activity Book** page 34.



## Lesson 5 Values

### Lesson Objective

Explore the value of washing our hands

### Vocabulary

*clean, dirty; hands; eat*

### Language

*Wash your hands.*

### Materials

Tickles puppet; pieces of fruit for children to eat (check there are no allergies); pencils or crayons; shaving cream; aprons

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Play verse 2 of the Lesson 1 song (Track 19) and have children do the actions with their hands. Call out instructions and do the actions: *Hands up. Hands down. Hands on the ground.* Have children copy you. After a while, continue calling out instructions in a random order. Stop doing the actions yourself and see if children follow the instructions correctly. When you've finished, look at your hands and say: *Oh, no! The ground is dirty. Now our hands are dirty! Wash your hands, please.* Have children take turns to wash their hands. When everyone has finished, say: *Show me your hands! Great job, everyone. Now our hands are clean! Now we can eat!* Invite children to eat pieces of fruit. Always ensure there are no allergies in your class before you give children any food.

**With the Book** Student's Book p. 35

**Follow.** **Trace.** **Talk.**

Have children look at page 35. Point to the girl's hands in the first picture and ask: *What are these? (Hands.) Are they clean or dirty? (Dirty.)* Say: *Oh, no! She wants to eat.* Pretend to put food in your mouth as you rub your tummy. Ask: *Can we eat with dirty hands?* Encourage children to shake their heads and say: *No.* Follow the path to the second picture with your finger and have children do the same in their books. Say: *Look! She's washing her hands. Are they clean or dirty? (Clean.)* Say:

*Yes, her hands are clean!* Follow the path to the final picture with your finger and have children do the same in their books. Point to the final picture and say: *Look! He's eating. Yummy!* Ask: *Can we eat with clean hands? (Yes.)* Hand out pencils or crayons and have children draw a path through the maze. Point to each picture in turn and have children repeat after you: *Dirty hands.* (make a sad face) *Wash your hands, please!* (pretend to wash your hands) *Clean hands! Hooray! Let's eat.* (smile and pretend to eat)

When they have finished, ask: *Why is it important to wash our hands?* Encourage children to talk in L1 about the reasons why we wash our hands. Explain that if we put dirty hands in our mouths, we can get sick. Make regular hand-washing part of your classroom routine, especially before children eat.

#### After the Book

Teach children the following chant and have them pretend to wash their hands:

Wash our hands,

Lots of soap, (*pretend to rub soap on your hands*)

Front and back, (*rub the front and back of each hand*)

In between, (*clean between the fingers*)

Round and round. (*rub one hand over the other*)

### Little Step 3: Finish the Class

Talk to children in L1 about other times when we should wash our hands, e.g., after using the restroom, after doing a messy activity like painting or gluing, after we eat something messy, after we play outside, etc.

### Little Step 4: More Practice

**Creativity** Have children sit down in their places and give each child an apron. Put some shaving cream on each table. Invite children to use their hands to make drawings on the table with the shaving cream. Encourage children to feel the texture. When they have finished playing, say: *Show me your hands! Are they clean or dirty? (Dirty.) Wash your hands, please.* Have children wash their hands as they say the chant from the After the Book section.

### Little Step 5: Activity Book

**Do Activity Book page 35.**



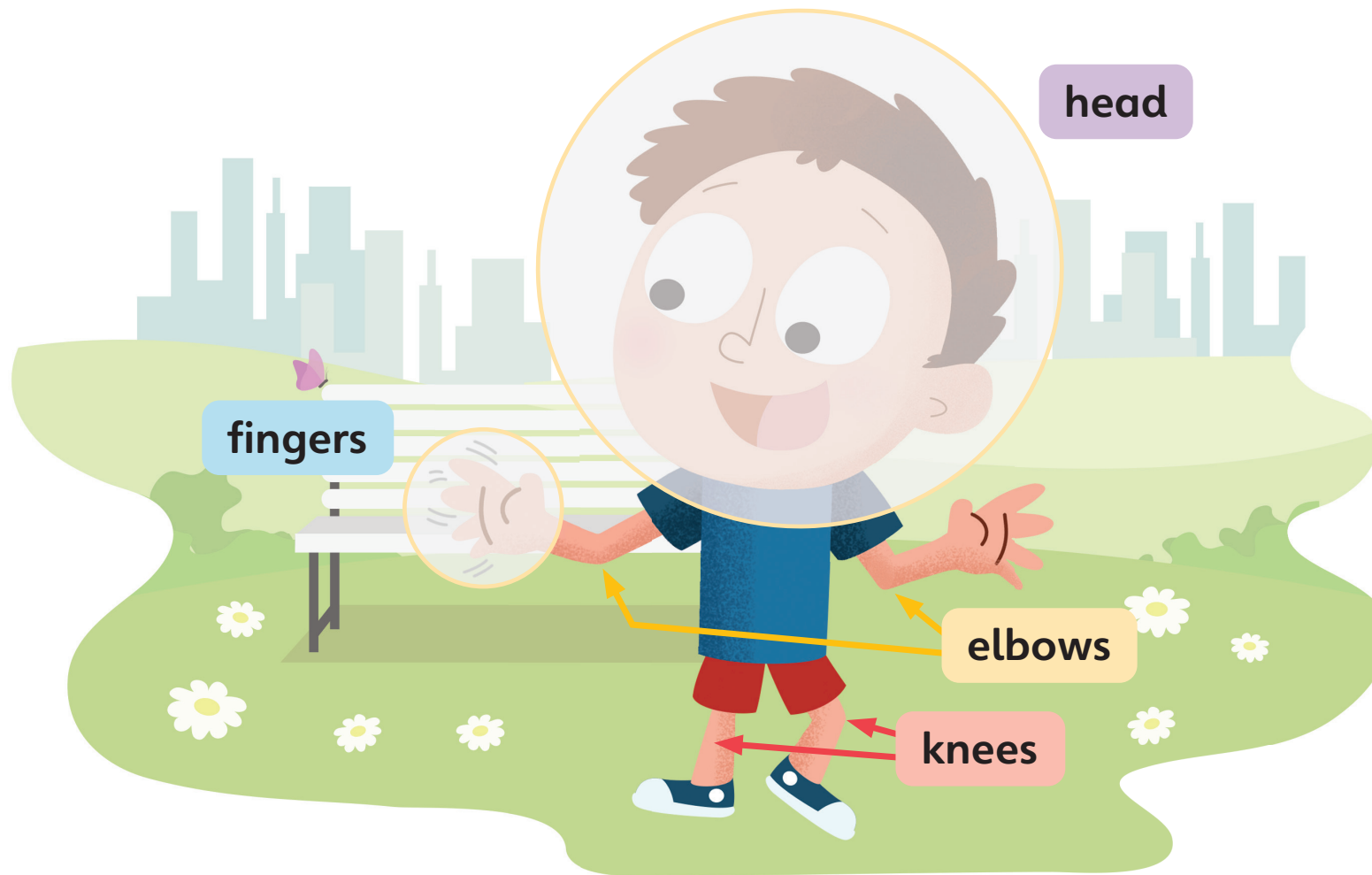
Why is it important to wash our hands?

Follow. Trace. Talk.



Can you name the parts of the body?

 Listen.  Say.  Stick.







## Lesson 6 Vocabulary

### Lesson Objective

Name parts of the body

### Vocabulary

*head, fingers, elbows, knees*

### Language

*This is / These are my (knees).*

### Oracy

Listening and memory

### Materials

Tickles puppet; Flashcards: *head, fingers, elbows, knees*; Unit 3 Stickers

### Little Step 1: Start the Class

Use an opening routine from page 17.



#### Oracy Listening and memory

Put children in pairs and ask them to recall one thing you said to the class the previous day, or something a friend said to them. Ask if anyone can remember something they heard a week ago. Ask children to think about why they remember some of the things they hear. You can repeat this activity frequently during the year and make it part of your classroom routines.

### Little Step 2: During the Class

#### Before the Book

Teach the new vocabulary (*head, fingers, elbows, knees*) using the Flashcards. Hold up a Flashcard and have children touch or show the corresponding part of the body as they say the word. Repeat several times, changing the order and gradually increasing the speed. Have volunteers come to the front and secretly show them a Flashcard. Have them say the corresponding word. The class touch or show that part of the body.

#### With the Book Student's Book p. 36

Listen. Say. Stick.

Have children look at page 36. Ask: *Who is it? (Leo.) Say: Look! This is Leo's body. Can you name the parts of the body?* Play the audio. Children listen and point to the

parts of the body. Play the audio again. Children listen and repeat the words. Draw attention to the word labels. Highlight the *f* in *fingers* and the *h* in *head*. Point and ask: *What sound does this letter make?*

#### Track 22, Vocabulary

*head, fingers, elbows, knees*

Help children find the Stickers and stick them on the correct parts of Leo's body. Provide assistance as needed.

#### After the Book

Put children in pairs and have them stand up and face each other. Call out one of the parts of the body: *head / elbows / knees / fingers* and have children move or wiggle that part of the body as quickly as they can. Encourage children to watch their partner carefully and check they are both moving the same part of the body.

### Little Step 3: Finish the Class

Teach children this rhyme to end of the class:

Two little hands go clap, clap, clap. (*clap your hands 3 times*)

Two little fingers go tap, tap, tap. (*tap two fingers together 3 times*)

Two little arms go thump, thump, thump. (*do a thumping motion with your arms 3 times*)

Two little feet go jump, jump, jump. (*jump 3 times*)

One little body turns round and round. (*turn around*)

Then everyone sits quietly down. (*sit down*)

### Little Step 4: More Practice

Have the class stand up. Stand with your back to the class. Hold out your left hand and say: *Left. This is my left hand. Shake your left hand.* Check that children are following you and repeat with the right hand. Continue with *arms, legs, feet, elbows, and knees*.

### Little Step 5: Activity Book

Do Activity Book page 36.



## Lesson 7 Language

### Lesson Objective

Say the number of body parts we have

### Vocabulary

*face, eyes, nose, forehead, mouth, ears, cheeks, arms, hands, legs, feet, head, elbows, knees*

### Language

*How many (heads) do you have? I have (one head). How many (knees) does she / he have? She / He has (two knees).*

### Materials

Tickles puppet; Flashcards: *face, eyes, nose, forehead, mouth, ears, cheeks, arms, hands, legs, feet, head, elbows, knees*; large sheets of brown craft paper; crayons; markers

 Use Presentation Plus to watch the video.

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Review the numbers 1 and 2 by writing both numbers on the board. Point to each number and have children say it as they hold up the correct number of fingers. Say: *One finger. / Two fingers.* and have children repeat. Have volunteers come to the front. Show them one finger or two fingers and ask: *How many fingers can you see?* Have them point to the correct number on the board as they say: *One finger / Two fingers.*

Say: *I have one head.* and touch your head. Have children do the same and repeat the sentence. Repeat with: *I have one nose / mouth,* etc. Then continue with *I have two legs / elbows / knees,* etc. When children are comfortable with the structure, ask: *How many (heads) do you have?* and encourage them to answer: *I have (one head).* Repeat with *arms, knees,* and *feet.*

 **With the Book** Student's Book p. 37

 **Count.**  **Trace.**  **Say.**  **Sing.**

Have children look at page 37. Point to the picture of Leo on the left and say: *Look! It's Leo. Let's count the parts of his body.* Point to his head in isolation and ask: *What is it?* Encourage children to name the body part. Then ask: *How many heads does Leo have? One or two?* Point to the numbers on the page as you say this. Encourage children to answer: *One head.* and circle

the number 1. Say: *He has one head.* and have children repeat. Continue with the other body parts and have children say: *He has two arms. He has two knees. He has two feet.* Make sure they circle the correct number for each body part.

Play the video or audio for the chant and encourage children to join in and touch or move each body part. Use gestures to help reinforce meaning and repeat the chant several times to allow children to become familiar with it.

#### Track 23, Chant: *I Have One Head*

How many **heads** do you have?  
I have **one** ... I have **one** ... I have **one head!**  
(repeat with: **two hands, two knees, two feet**)

#### After the Book

Bring out Tickles. Point to different parts of his body and ask: *How many (eyes) does Tickles have?* Encourage children to answer: *He has (two eyes).* Invite a volunteer to the front to point to another one of Tickles' body parts and ask: *How many (ears) does Tickles have?* Encourage the rest of the class to answer.

### Little Step 3: Finish the Class

Divide the board in half with a vertical line. Write 1 at the top of the left side and 2 at the top of the right side. Show a Flashcard (see Materials) and ask: *What can you see?* Encourage children to name the body part. Then ask: *How many (mouths) do you have?* Encourage children to answer: *I have (one mouth).* Place the Flashcard under the number 1. Ask

individual children to come to the front and repeat the procedure. Have the child place the Flashcard under the correct number. Continue with the rest of the Flashcards.

### Little Step 4: More Practice

**Creativity** Put children in pairs. Distribute big sheets of brown craft paper, markers, and crayons. One child lies on the craft paper with their arms and legs spread out. The other child carefully draws around their body with a crayon. Together, they then complete the picture by drawing and coloring facial features, hair, clothing, etc. Have children show their pictures to the class. Encourage the class to ask questions, e.g., *How many (hands) does (Maya) have?* The two children take turns to point to that body part on their picture and answer: *He / She has (two hands).* Finally, display the pictures around the classroom.

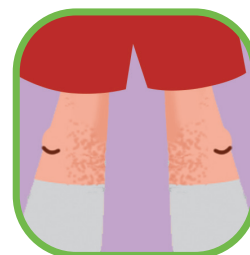
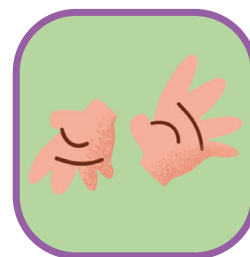
### Little Step 5: Activity Book

 **Do Activity Book page 37.**



How many parts of the body does Leo have?

1 2 3 Count. Trace. Say. Sing.



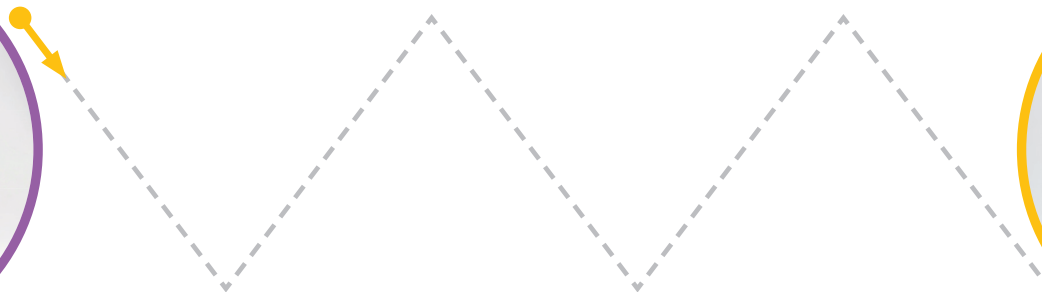
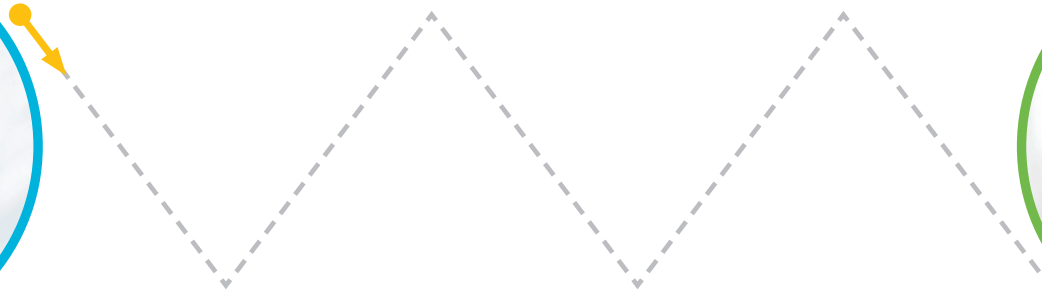
Language: How many (heads) do you have? I have (one head). How many (hands) does he / she have? He / She has (two hands).

Unit 3

37

Are their bodies up or down?

Look. Follow. Say. Match.







## Lesson 8 Concept

### Lesson Objective

Introduce the contrasting concepts *up* and *down*

### Vocabulary

*up, down; arms, legs*

### Language

*My / His / Her (arms) are (up).*  
*Are his / her (legs) up or down?*

### Materials

Tickles puppet

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Put your arms by your side and slowly lift them above your head as you say: *Up, up, up*. Have children do the same. Then slowly return your arms to your side as you say: *Down, down down*. Repeat several times. Now have children sit on the floor and have them lift their legs up and down as they say the words. Finally, have children point their index fingers and draw a zig-zag line in the air as they say: *Up, down, up, down*.

#### With the Book Student's Book p. 38

**Look.** **Follow.** **Say.** **Match.**

Have children look at page 38. Point to the first picture and ask: *Are his arms up or down? (His arms are up.)* Repeat with the picture of the boy with his arms down. Follow the zig-zag line with your finger as you say: *Up, down, up, down*. Have children do the same. Then have them trace over the line with a pencil or crayon. Next, point to the girl jumping and ask: *Are her legs up or down? (Her legs are up.)* Repeat with the picture of the girl standing still. Finally, have children match the pictures by tracing the zig-zag line in their books with a pencil or crayon. While they do this, have them say: *Up, down, up, down*. Point to each picture in turn and say: *My arms / legs are up / down!* Have children do the action and repeat the sentence.

### After the Book

Have children stand in a circle. Play some music and have children walk around in a circle. Call out an instruction from time to time: *My arms are up!* / *My arms are down!* Have children move their arms to the correct position as they continue walking in a circle.

### Little Step 3: Finish the Class

Split the class into two groups and have them sit on opposite sides of the classroom facing each other. Point to Group 1 and say: *My arms are up*. Have them put their arms up. Point to Group 2 and say: *My arms are down*. They keep their arms down. Now say to Group 1: *My legs are down*. and to Group 2: *My legs are up*. Have them do the corresponding actions. Once children have understood that Group 2 does the opposite of Group 1 (and vice versa), whisper a sentence to one group, e.g., *My legs are down*., and have them do the action and repeat the sentence. The other group watches and listens. Then they do the opposite action and say the corresponding sentence, e.g., *My legs are up*.

### Little Step 4: More Practice

**Creativity** Put children in pairs and have them take turns to put their arms or legs up or down. Their partner copies the action and then says: *My arms / legs are up / down*. When they have had some time to do the activity in pairs, call on different pairs to come to the front. Ask one child to do an action. The other child describes what their partner is doing, e.g., *Her arms are up. His legs are down*. etc.

### Little Step 5: Activity Book and Cross-curricular Connection

Do Activity Book page 38.



#### Art

**Materials:** paint; paintbrushes; large pieces of brown craft paper

Stand in front of the class and draw a zig-zag pattern in the air with your finger as you say: *Up, down, up, down*. Have children do the same. Put children in pairs or small groups and distribute materials. Invite children to use the paintbrushes to paint a large zig-zag pattern on their paper. They can do several stripes of different colors so everyone gets a turn. Once the paint is dry, have them take off their shoes and carefully walk along the zig-zag pattern as they say: *Up ... down ... up ... down*.



## Lesson 9 Vocabulary

### Lesson Objective

Recognize and name different actions

### Vocabulary

*run, dance, crawl, kick*

### Materials

Tickles puppet; Flashcards: *run, dance, crawl, kick*

 Use Presentation Plus to play the games for this unit.

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Review the actions for gorilla, feet, and jump, e.g., say: *j-j-j-jump*, and have children do the action and repeat. Display the Flashcard for *run*. Run in place and say: *Run, run, run*. Have children do the same. Repeat for *dance, crawl*, and *kick*. Repeat a few times. Then give instructions and have children do the appropriate action. Encourage volunteers to come to the front and take over your role.

 **With the Book** Student's Book p. 39

 **Listen.**  **Say.**  **Match.**

Have children look at page 39. Point to the shadows and ask: *What are the actions?* Point to the shadow of a boy running and elicit the word *run*. Use your finger to trace the line from the shadow to the picture below as you say: *Run, run, run*. Have children do the same. Repeat for *dance, crawl*, and *kick*. Play the audio. Children listen and point to the pictures. Play the audio again. Children repeat the words. Draw attention to the word labels and point out the *k* sound at the beginning of *kick* and *crawl*. Ask: *What sound does this letter make?* and elicit the sounds.

#### Track 24, Vocabulary

run, dance, crawl, kick

Finally, have children trace the lines to match the shadows to the pictures. Put children in pairs and have them take turns to point to a picture and say the word. Their partner has to do the corresponding action.

#### After the Book

Hold the Flashcards in your hand so the class can't see them, and invite a volunteer to pick a card. Ask the child to look at the picture without showing it to the rest of the class and do the action. Encourage children to name the action. Repeat this process with the remaining Flashcards.

### Little Step 3: Finish the Class

Have children line up ready to leave the classroom. Give each child an instruction (*Run. / Dance. / Crawl. / Kick.*) and have them do the action for five seconds.

### Little Step 4: More Practice

Put the four Flashcards on different walls of the classroom. Call out an action and have children go to the correct Flashcard and do the action. Encourage them to say the word as they do the action. Invite volunteers to take over your role and call out actions for the class.

**Recycling** Play *Musical Statues*. Play some music and call out a verb: *run, dance, jump, crawl*, or *kick*. Encourage children to do the action while the music is on. Stop the music. As soon as the music stops, the whole class freezes in the appropriate action. Repeat the activity several times, calling out a different verb each time.

### Little Step 5: Activity Book and Cross-curricular Connection

 Do Activity Book page 39.



#### Music

**Materials:** tambourine; Flashcards: *run, dance, crawl, kick*

Hold up the *run* Flashcard. Encourage children to say the word and do the action. Repeat the procedure with *dance, crawl*, and *kick*. Have children stand in a circle. Have them walk as you play the tambourine. Stop and say: *Run!* Encourage children to stop walking and run on the spot. Repeat the same procedure with *dance, crawl*, and *kick*.



What are the actions?

 Listen.  Say.  Match.



run

dance

crawl

kick

Vocabulary: run, dance, crawl, kick

Unit 3 39

What can you do?

Language

 Look.  Say.  Color.







## Lesson 10 Language

### Lesson Objective

Ask and answer about what actions we can do

### Vocabulary

*run, dance, crawl, kick, jump*

### Language

*Can he / she (dance)? Yes, he / she can. No, he / she can't. He / She can (crawl). Can you (run)? Yes, I can. No, I can't. I can (kick).*

### Materials

Tickles puppet; Flashcards: *run, dance, crawl, kick*; picture of a newborn baby; simple spinner with five sides - on each side draw a stick figure doing an action (1 per group of 3 children); pencils (1 for each spinner)

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Have a volunteer come to the front and show them one of the Flashcards (*run, dance, crawl, kick*). Have the child do the action and say: *He / She can (kick)*. Have children repeat. Repeat with a different child and a different action. Show a third child a Flashcard and have them do the action. This time, ask: *Can he / she (crawl)?* Nod your head and say: *Yes, he / she can*. Have children repeat. Repeat with different children and actions. Next, show the picture of a newborn baby. Say: *Look! It's a baby. Can he / she run?* Shake your head and say: *No, he / she can't*. Have children do the same. Repeat for the other three actions. If any children have baby siblings, ask questions about what their sibling can do, e.g., *Can she crawl? Yes, she can. Can she run? No, she can't*.

Finally, ask the class questions, e.g., *Can you dance?* Encourage them to do the action as they say: *Yes, I can. I can (dance)*.

 **With the Book** Student's Book p. 40

 **Look.**  **Say.**  **Color.**

Have children look at page 40. Say: *Look! What can the children do?* Point to the first picture and ask: *Can he crawl?* Children point and answer: *Yes, he can. He can crawl*. Continue with the remaining actions (*dance, jump, kick, run*).

Then ask: *What can you do?* Point and say: *He can (crawl). Can you (crawl)?* Encourage them to answer: *Yes, I can. I can (crawl)*. and do the action. Then have them color the circle under the corresponding picture. Continue with the remaining actions.

#### After the Book

Put children in four groups and choose one child to be the leader of each group. Have the four leaders come to the front and secretly show each child a Flashcard. Have each child return to their group, do the action, and say: *I can (run). Can you (run)?* The rest of their group does the action as they say: *Yes, I (can). I can (run)*. Repeat with different leaders, making sure you assign each group a new action.

### Little Step 3: Finish the Class

Have Tickles try to do each of the actions. Make it clear that he can do some things (e.g., run, crawl) and not others (e.g., dance, kick). For each action ask: *Can he (kick)?* Encourage children to answer: *Yes, he can.* or *No, he can't*. You could also do this activity by having a child do each action. Children answer: *Yes, he / she can*. Then show the picture of a newborn baby and ask the same question again. Children answer: *No, he / she can't*.

### Little Step 4: More Practice

**Personalization** Put children in groups of three. Give each group a spinner (see Materials) and have them push a pencil through the middle of it. Ask one group to come to the front of the class so you can demonstrate the game. Have Child 1 spin the spinner.

Show the class which action it lands on. Child 1 asks Child 2: *Can you (dance)?* Child 2 does the action and answers: *Yes, I can. I can (dance)*. Child 1 then asks Child 3: *Can he / she (dance)?* Child 3 answers: *Yes, he / she can. He / She can (dance)*. Have the rest of the class play the game in their groups.

### Little Step 5: Activity Book

 **Do Activity Book page 40.**



# Lesson 11 Speaking

## Lesson Objective

Practice asking for permission

## Vocabulary

*go to the bathroom, wash my hands; clean, dirty*

## Language

*May I (go to the bathroom)?  
Yes, you may.*

## Oracy

Favorite speakers

## Materials

Tickles puppet; dish soap; paper; small containers with water

## Little Step 1: Start the Class

Use an opening routine from page 17.

## Little Step 2: During the Class

### Before the Book

Ask children to look at page 35 of their books. Ask them questions about the pictures to see if they can remember the lesson, e.g., *Are these hands clean or dirty? What do we do before we eat? (Wash our hands.)* Have a brief discussion in L1 about the importance of washing hands when they are dirty, before we eat, etc.

Have Tickles raise his hand and ask you: *May I wash my hands?* Say: *Yes, you may.* Have Tickles act out washing his hands. Now have him ask: *May I go to the bathroom?* Say: *Yes, you may.* and explain in L1 that Tickles needs to go to the bathroom. Open a closet and say: *Here is Tickle's bathroom.* Put him inside for a few seconds and pretend to wait for him to use the bathroom. Explain to children that when they want to do something, they need to ask an adult first.



## Oracy Favorite speakers

Do the listening signal (see page 27) and have children respond. Have them tell their partner who they like listening to in school and at home. Ask what they like about the speaker and have them make a thank you card or picture for this person. Provide a template by writing *Thank you! I like listening to you.* on a sheet of paper, leaving space for children to draw the person. Encourage children to give the card to their chosen person.

## With the Book Student's Book p. 41

**Listen.** **Say.** **Trace.**

Have children look at page 41. Point to each scene in turn and ask questions to elicit what is happening, e.g., *Who's this? (It's Leo.). Point to Leo's hands. Are they clean or dirty? (Dirty.) What does he need to do? (Wash his hands.)*

Say: *Leo needs to ask his teacher. How do we ask for permission?* Direct children's attention to the speech bubble in the picture. Follow the text with your finger as you read it aloud or play the audio. Note that there is no expectation that children will be ready to read the text inside the speech bubble themselves at this point. Say: *Let's listen!* Then play the audio and have children listen. Play the audio again, pausing after each line. Children listen and repeat.

## Track 25, Speaking

**Leo:** May I go to the bathroom?

**Teacher:** Yes, you may.

**Leo:** May I wash my hands?

**Teacher:** Yes, you may.

Point to the picture of Leo washing his hands and say: *Leo is in the bathroom. He needs to ask for permission. His hands are dirty. How do we ask for permission?* Direct children's attention to the speech bubble on the right. Ask children if they can remember how Leo asks for permission in the audio. Elicit: *May I wash my hands?* Then say: *OK, Leo. Wash your hands! Look! Now, are Leo's hands clean or dirty? (Clean.) Yes! Way to go, Leo!* Have children trace the lines around Leo's dirty hands and the lines in the water.

## After the Book

Remind children of the *Wash Our Hands Chant* from Lesson 5. If you have hand-washing facilities in the classroom, practice the chant as children wash their hands.

## Little Step 3: Finish the Class

Draw a pair of hands under a faucet on one side of the board and a toilet on the other. Point to each picture and say: *May I wash my hands / go to the bathroom?* Have children repeat. Then have individual children come to the front. Point to a picture and elicit the correct question. Respond: *Yes, you may.* Once children are familiar with both the questions and the response, have them come up in pairs and act out mini dialogues.

## Little Step 4: More Practice

**Creativity** Make some foam using dish soap and water. Let children play with the foam and paint with it on some paper and watch what happens as it disappears.

## Little Step 5: Activity Book

**Do Activity Book page 41.**



How do we ask for permission?

 Listen.  Say.  Trace.



Language: May I (go to the bathroom)? Yes, you may.

Unit 3

41

Can we make art with our bodies?

Cross-curricular: Art

 Watch.  Look.  Talk.  Paint.





## Lesson 12 Cross-curricular: Art

### Lesson Objective

Explore how to be creative using our bodies

### Vocabulary

*dance, make models / music / art, paint; arms, face, hands, feet, fingers, legs*

### Language

*I can (paint with my fingers).  
Can you (dance)? Yes, I can.*

### Materials

Tickles puppet; paintbrush; modeling clay; fingerpaint; colored tissue paper; glue; roll of brown craft paper; shallow trays; soapy water; paper towels

 Use Presentation Plus to watch the video.

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Play some music, dance, and say: *I can dance. Can you dance?* Encourage them to dance as they say: *Yes, I can.* Stop the music and say: *I can dance with my ...* Wave your arms and have children say: *arms. I can dance with my arms.* as they wave their arms. Repeat for *legs* and *feet*. Now hold a paintbrush and pretend to paint. Say: *I can paint. Can you paint?* Encourage them to pretend to paint as they say: *Yes, I can.* Say: *I can paint with my ...* Wiggle your fingers and have children say: *fingers.* Repeat for *hands*. Make a simple model out of some modeling clay and say: *I can make models. Can you make models?* Hand out some modeling clay and encourage children to make a simple model and say: *Yes, I can.* Elicit: *I can make models with my hands / fingers.*

#### With the Book Student's Book p. 42

#### Watch. Look. Talk. Paint.

Play the cross-curricular video to introduce the topic. Pause the video at different points and ask children what they can see and what they think they will learn about in this lesson.

#### Cross-curricular Video

**Can we make art with our bodies?**

Can you dance?

I can! I can dance with my arms and my legs.

I can jump up and down.

Can you paint?

I can! I can paint with my finger.

I can paint with my hands.

I can make models with my hands, too.

Look! It's a house! I can make music!

I can make music with my fingers, my hands, and my mouth.

I can make art with my feet, my legs, my fingers, my hands, my arms, and my mouth.

Making art with our bodies is fun!

Have children look at page 42. Say: *Look! Can we make art with our bodies?* Point to each picture in turn and elicit the activity (*paint, dance, make models, make music*). Elicit the body parts we use to do each activity, e.g., *I can paint with my fingers.* Encourage children to discuss other ways we can make art with our bodies in L1, e.g., singing with our mouths, painting with our feet, playing the piano with our fingers, playing the flute with our fingers and mouths, etc. Point out that we also use our ears to make music and our eyes to paint, make models, etc.

Finally, hand out fingerpaints, tissue paper, and glue. Encourage children to use their hands and fingers to paint and decorate the frames around the pictures. Walk around and encourage them to tell you what body part they are using. Remind them that we also use our eyes to choose colors and to see where to paint and glue. Have children show their finished pictures to a friend and encourage them to say: *I can make art with my hands / fingers / eyes.*

### After the Book

Ask children to show you their hands. Act shocked and say: *Your hands are dirty! What do we need to do? (Wash*

*our hands.*) Have children line up and encourage each one to ask you: *May I wash my hands?* Answer: *Yes, you may.* Have them say the *Wash Our Hands Chant* from Lesson 5 as they wash their hands.

### Little Step 3: Finish the Class

**Personalization** Tell children to leave their books open on their desks at page 42. Tell them they are going to visit an art exhibition. Have the class walk around looking at each other's work. Encourage them to congratulate each other, e.g., *I like it. Great job!*

### Little Step 4: More Practice

**Creativity** If you like, have children make footprint art. If possible, do this activity outside. Have children remove their shoes and socks. Roll out a long piece of brown craft paper on the floor. At one end of the paper, place some shallow trays with paint. At the other end, place some soapy water and paper towels so they can wash their feet. Have children step carefully into the paint and then walk on the paper. Have children admire their finished painting and have them say: *I can paint with my feet.*

Alternatively, hand out modeling clay and have children make a small person or animal. Encourage them to point and name their model's body parts. Have them show their finished model to the class or a partner and say: *I can make models with my hands.*

### Little Step 5: Activity Book

 Do Activity Book page 42.





# Lesson 13 Numeracy

## Lesson Objective

Practice counting to 3 and recognize the number

## Vocabulary

*one, two, three; balloon; colors*

## Language

*How many (red) balloons can you see? I can see three (red) balloons.*

## Materials

Tickles puppet; variety of small objects that can be organized into sets of 3 (crayons, blocks, counters, etc.); real Jack-in-the Box or picture of one (optional)

## Little Step 1: Start the Class

Use an opening routine from page 17.

## Little Step 2: During the Class

### Before the Book

If most of your class is age 3, ask: *How old are you?* Encourage them to answer: *three* and hold up three fingers. Express surprise and tell them today's lesson is about the number 3.

Ask three children to come to the front and stand in a row. Put your hand above each child as you count: *one, two, three*. Repeat a few times and encourage the class to join in.

Teach children the *Number 3 Chant*:

Three, three, show me three. (repeat x 2)  
Show me three like this. (*hold up three fingers*)

Draw a number 3 on the board. Stand with your back to the class and, with your finger in the air, draw a big number 3. Encourage children to do the same as they say: *three, three, three*.

### With the Book **Student's Book p. 43**

 **Say.**  **Color.**  **Count.**  **Match.**

Have children look at page 43. Point to the number 3 and trace the shape of it with your finger as you say: *three, three, three*. Have children do the same. Hand out crayons and have them color the number 3. Now point to the yellow balloons and say: *Look, balloons. What color are they? (Yellow.) How many yellow balloons can you see?* Lead children in counting: *One, two, three. I can see three yellow balloons*. Have children trace

the line matching the number 3 to the three yellow balloons. Repeat for the red and blue balloons. Finally, have children point and ask in pairs: *How many (red) balloons can you see? One, two, three. I can see three (red) balloons*.

### After the Book

Put children in small groups and give each group a variety of small objects on children's desks. Make sure there are at least three of each item. Hold up one object and say: *Find three (crayons)*. Children have to work together in their groups to gather three of that item. Once they are ready, they stand up, show their three items, and shout: *Three (crayons)!* Congratulate the group who stand up first.

## Little Step 3: Finish the Class

Put children in groups of three. Play some music and have children move freely around the classroom. Stop the music and say: *Find your group!* Have children find the other two members of their group as quickly as possible. If you cannot put the class exactly into groups of three, either join in yourself or make some groups of two. When they are standing in their groups, have them count the children in their group together. Play several times.

## Little Step 4: More Practice

Write the numbers 1, 2, and 3 on the board. Ask two children to the front. Have them stand with their backs to the class and ask one child to draw a number from 1-3 on the other's back. The second child has to point to the correct number on the board and say it aloud. Have children continue playing in pairs.

Tell children they are going to pretend to be Jack-in-the-boxes. If possible, show them a picture or the real toy. Have children crouch down and curl up in a tight ball on the floor. Pretend you are turning the handle and count very slowly: *one, two ...* Wait a few seconds and then suddenly shout: *THREE!* Have children jump up in the air like Jack-in-the-boxes. Repeat several times.

## Little Step 5: Activity Book and Cross-curricular Connection

 **Do Activity Book page 43.**

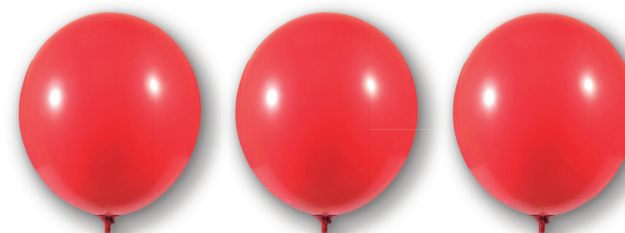
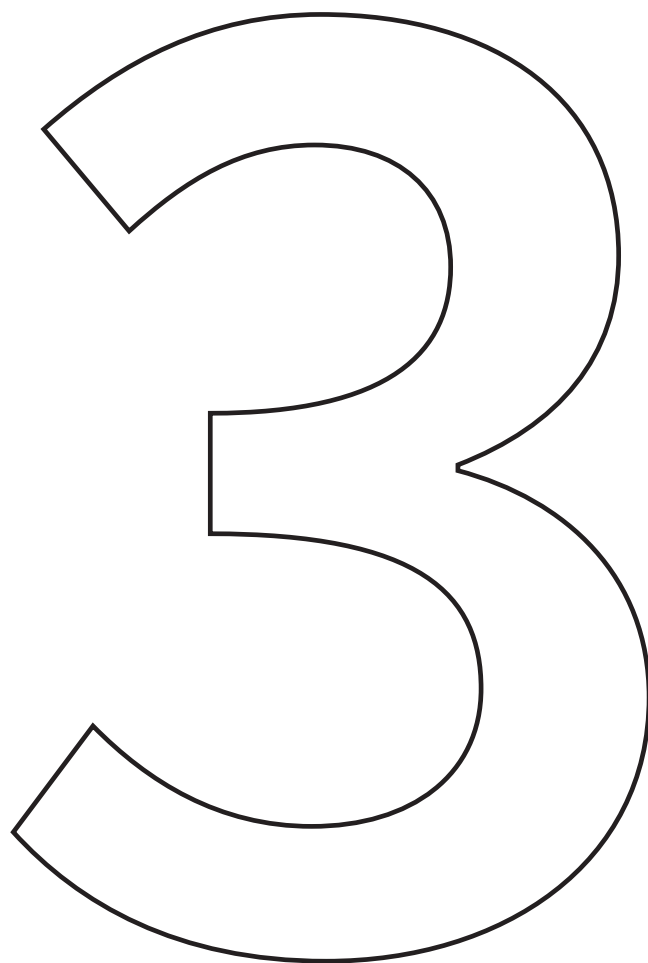


### Math

Have children stand in a circle. Say: *one*. Children do one jump on the spot and say: *one*. Next say: *two*. Children jump on the spot twice and say: *two*. Do the same for *three*. Repeat the procedure several times, changing the order of the numbers. Invite different children to take over your role.

How many balloons can you see?

 Say.  Color.    Count.  Match.



# What can our bodies do?



Project

 Make.  Say.

1



2



3



4





# 3

## Lesson 14 Project

### Lesson Objective

Consolidate learning with a creative project and reflect on what children have learned

### Vocabulary

body parts and actions from Unit 3

### Language

*How many (knees) do you have? I have (one head). How many (feet) does he / she have? He / She has (two feet). Can he / she (dance)? Yes, he / she can. No, he / she can't. He / She can (crawl). Can you (run)? Yes, I can. No, I can't. I can (kick with my legs).*

### Materials

Tickles puppet; piece of construction paper (optional); strips of construction paper (1 per child); pictures of children running, crawling, dancing, and kicking; yarn or string; markers; scissors; hole punch (optional); online assessment worksheets; Flashcards: *run, dance, crawl, kick*; Units 1–3 Flashcards and cutouts

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Have the class stand up. Ask them to wiggle, shake, or kick different body parts, e.g., *Wiggle your fingers. / Shake your arms. / Kick your legs.* Ask a volunteer to come to the front. For each body part, ask: *How many (knees) does he / she have?* Encourage children to respond: *He / She has (two knees).*

#### With the Book Student's Book p. 44

#### Make. Say.

Have children look at page 44. Point to picture 4. Ask *What can they do?* Point to the words as you say: *I can ...* Then point to each picture. Elicit the actions (*run, kick, crawl, dance*). Explain that children are going to make their own “I can” mobile, like the one in picture 4.

- Have children look at picture 1. Ask volunteers to distribute the materials: one strip of construction paper per child, pictures of children, markers, scissors, and yarn or string.
- Have children look at picture 2 and have them cut out the pictures. Explain that they need one child kicking, one child dancing, one child running, and one child crawling. Walk around, point, and ask: *Can he / she (crawl)?* Encourage children to answer: *Yes, he / she can. He / She can (crawl).* Ask: *How many (legs) does he / she have? (He / She has (two legs).)*

- Have children look at picture 3. Help them make holes in the top of their pictures using a hole punch or scissors. Hand out pieces of yarn or string and help them thread it through the hole and tie a knot.
- Either write *I can* on the board for children to copy onto their construction paper, or write *I can* on each piece of construction paper yourself (alternatively, you could do this before the class).
- Make four holes along the bottom of the construction paper and two at the top. Roll and staple the strip into a loop. Help children to attach each picture to the construction paper and tie knots. Tie more string at the top of each piece of construction paper so the mobile can be hung up, as shown in picture 4.
- Model presenting a project to the class. Stand up, hold up a mobile you have made, and ask the Big Question: *What can our bodies do?* Point and say: *Look! I have (two legs). I can (kick) with my (legs), etc.*
- In pairs, have children present their projects to their partner. Encourage them to stand up to present their project and sit down when they have finished. Circulate and provide help. If you think they are ready, have each child present their project to the class. Have their partner hold their project for them and provide help with language as necessary.
- Finally, ask children the Big Question again. Encourage them to reflect on what they have learned in the unit. Help them by displaying different pages from the unit and asking questions.

### After the Book

Have a volunteer come to the front and secretly show them a Flashcard (*run, dance, crawl, or kick*). Have them do the action. From a volunteer, elicit, e.g., *He / She can (crawl)*. Repeat with other children.

### Little Step 3: Finish the Class

Have children line up to leave the classroom. Before they leave, ask each child a question: *How many (hands) do you have?* Encourage them to answer: *I have (two hands)*. Congratulation and high five each child.

### Little Step 4: More Practice

**Personalization** Put children in pairs and have them take turns asking their partner: *Can you (dance)?* Their partner either does the action and answers: *Yes, I can.* or stays still and answers: *No, I can't.*

Review the letter sounds from Units 1–3. Show Flashcards of words that contain each letter. Have children say the sound and the word, e.g., *g, g, g gorilla*.

You may want to use the assessment worksheets, found on Cambridge One, to help you evaluate children's progress.

### Little Step 5: Activity Book

 Do Activity Book page 44.



# Lesson 1 Big Question What is a family?

## Unit Objectives

- Learn family and adjectives vocabulary
- Follow a story about a family who live in a noisy house
- Practice the sounds /d/, /l/, /n/
- Identify and describe family members
- Practice talking about family members' names
- Science: Animal families
- Practice number 4
- Review learning and do a project

## Little Step 1: Start the Class

Use an opening routine from page 17.

**Recycling** Play *What's Missing?* Show three Flashcards from Unit 1–3. Children name them and then cover their eyes while you take away a Flashcard. Then ask: *What's missing?* Children name the missing Flashcard. Repeat with different Flashcards.

## Little Step 2: During the Class

### Before the Book

#### Watch.

Tell children they are about to start a new unit. Play the Unit 4 introduction video to introduce the unit topic. Pause it at different points. In L1, ask what they can see and what they think they will learn in the unit.

**Note:** The subject of family can be a sensitive one; you may need to adapt your lesson plan according to the circumstances of the children in your class.

Use the Flashcards to teach the new vocabulary: *father, mother, sister, brother*. Show the Flashcards and have children repeat the words.

Show children a photograph of you with your family and say: *This is my family*. Point to yourself and say: *This is me*. Point to the people in your family and say: *This is my (mother)*. Point to each person and ask: *What*

## Lesson Objective

Introduce the topic of family, practice new vocabulary, and sing a song

## Vocabulary

*father, mother, sister, brother*

## Language

*This is my (brother).  
His / Her hair is (brown).  
His / Her (eyes) are (green).  
What's his / her name?  
His / Her name is (Helena).  
I love my (father).*

## Materials

Tickles puppet; Flashcards: *father, mother, sister, brother*; Unit 1–3 Flashcards; photograph of you and your family; paper; crayons

Use Presentation Plus to watch the videos.

*does he / she look like? (His / Her hair is (black). His / Her eyes are (brown).)* Explain in L1 that there are many different kinds of families and encourage children to talk about their own family. Ensure you celebrate the fact that everyone's family is different.

## With the Book Student's Book p. 45

### Listen. Say. Sing

Have children look at page 45. Point to the Big Question. Ask: *What is a family? What can you see? (I can see a family.)* Name the family members (*father, mother, brother, sister*). Have children point to the people in the picture. Draw attention to the vocabulary pictures and labels. Play the audio. Children listen and point to the pictures. Play the audio again. They listen and repeat the words. Point to the first letter of each word. Ask: *What sound does this letter make?* Elicit the sounds.

## Track 26, Vocabulary

*father, mother, sister, brother*

Play the song audio or watch the song video. Encourage children to join in with the actions and sing along.

## Track 27, Song: I Love My Family

I love my **father**, (*form a heart with your hands*)  
Yes, I do. (*nod your head*)  
I love my **father**,  
I love **him** true! (*put your hands on your heart*)  
(repeat with: **mother / her, sister / her, brother / him**)

## After the Book

Go back to the photograph of your family and tell the class the names of your family members, e.g., *His / Her name is (Helena)*. Then ask children: *What's your (mother's) name?* Encourage children to answer and share information about their families. Be aware who each child's primary caregivers are and provide vocabulary for additional family members as needed, e.g., *stepmother / stepfather, grandmother / grandfather, aunt / uncle*, etc.

## Little Step 3: Finish the Class

Display the Flashcards. To a volunteer, say: *Point to the (mother's eyes)*. Have them point to the correct family member and body part. Repeat with different family members and known body parts.

## Little Step 4: More Practice

**Personalization** Hand out paper and crayons and have children draw a picture of their family. Walk around and ask: *Who's this? Is it your (sister)?* When they have finished, have children show their pictures to a partner, point, and say: *This is my (father)*. *His / Her name is (John)*. *His / Her eyes are (blue)*. *His / her hair is (blonde)*. Make a class display of children's pictures and remind them that every family is different.

## Little Step 5: Activity Book

Do Activity Book page 45.





## What is a family?



Watch.



Listen.



Say.



Sing.



father



mother



sister



brother

Vocabulary: *father, mother, sister, brother*

Unit 4

45



What is the story about?



Listen.



Point.



Say.

Story

## The Noisy House



Unit 4

Story Language: small, house, big, noisy, family, mother, father, sleep, night, grandfather, cow, duck, window, lamb, chicken, children, quiet; The house is (too noisy).



## Lesson 2 Story

### Lesson Objective

Listen to or watch and enjoy a story

### Vocabulary

*small, house, big, noisy, family, mother, father, sleep, night, grandfather, cow, duck, window, lamb, chicken, children, quiet*

### Language

*The house is too (noisy).*

### Oracy

Whispering

### Materials

Tickles puppet; Flashcards: *father, mother, sister, brother, grandfather*; downloadable Phonics Flashcards: *duck, lamb, night*; cutouts: *cow, chicken*; Big Book; black construction paper (1 letter-sized sheet per child); white or yellow chalk; star stickers

Use Presentation Plus to watch the video.

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Use the Flashcards to review Lesson 1 vocabulary. Hold up the cutouts and downloadable Phonics Flashcards (see Materials) and teach the words. Have children repeat and make the animal noises in English (cow - moo; duck - quack; lamb - baaa; chicken - cluck).

Sing the *Reading Time* song from Unit 1, Lesson 2 (page 23). Open the Big Book to Unit 4 *The Noisy House*. Show the Flashcards and cutouts one by one. Have children name the item and point to it in the story. Point to the parents covering their ears in Frame 1. Say: *Look! It's noisy!* Have children repeat as they cover their ears. Point to the window. Say: *Look at the window! It's night. They want to sleep.* Pretend to go to sleep. Have children copy you. Say: *sleep.* Point your finger to your mouth and say: *Shhhh! Be quiet. The family want to sleep.* Have children copy your action and whisper: *quiet.* Use the Big Book to read the story.

**With the Book** Student's Book pp. 46–47

**Listen.** **Point.** **Say.**

Have children open their books to page 46. Point to the question at the top of the page and ask: *What is the story about?* Accept any answers, e.g., *noisy animals, a noisy house*, etc. Say: *Let's listen to the story!*

Play the audio. Point to each frame in turn. Encourage children to follow along, pointing to each frame in

their books. Play the story again or watch the video. This time pause after each frame and ask: *What can you see? Who's this? Is it noisy or quiet?*

### Track 28, Story: The Noisy House

Jake lives in a small house.

Jake has a big and noisy family.

Mother and Father can't sleep at night.

The house is too noisy!

Father visits Grandfather.

"Put a cow and a duck outside your window," says Grandfather.

Mother and Father still can't sleep.

The house is too noisy!

Father goes back to Grandfather.

"Put a lamb and a chicken outside your window," says Grandfather.

Now the whole family can't sleep.

The house is too noisy!

Father goes back to Grandfather.

"Put the animals far away from the window," says Grandfather.

Finally! Mother, Father, and the children can sleep. The house is quiet!

### After the Book

Put children into four groups: ducks, chickens, cows, and lambs. Hold up a picture of one of the animals and have that group make the corresponding animal noise. Cover your ears with your hands and say: *It's too noisy! Be quiet!* Repeat until all the groups have had a turn. Next, display two animal pictures and have both

groups make their animal noise at the same time. The other two groups cover their ears and say: *It's too noisy! Be quiet!* Repeat with the other two animal pictures.



### Oracy Whispering

Have children whisper during (part of) the class. Ask: *What difference does this make to the classroom? Is it easier to learn? What happens when we shout in class?* Children share ideas in L1. Say their ideas in English. Explain that we can have "indoor voices" and "outdoor voices."

### Little Step 3: Finish the Class

Calm children with this chant:

Hands up. (*raise your hands in the air*)

Hands down. (*put your hands by your side*)

Cross your arms. (*cross your arms*)

And count to three.

One, two, three. (*count slowly and quietly*)

### Little Step 4: More Practice

**Creativity** Show children the first story scene.

Ask: *Is it day or night?* Distribute black construction paper and chalk. Have them draw the moon and add star stickers. They (or if not, you) write their names below their work before displaying.

### Little Step 5: Activity Book

**Do Activity Book page 46.**





## Lesson 3 Story

### Lesson Objective

Listen to or watch the story and practice the sounds /d/, /l/, /n/

### Phonics

**duck** /d/, **lamb** /l/, **night** /n/

### Vocabulary

*mother, father, sister, brother, grandfather, family; chicken, cow; sleep; house, window; small, big, noisy, quiet*

### Language

*(The house) is too (noisy).*

### Materials

Tickles puppet; downloadable Phonics Flashcards (Units 1–4); Big Book; pieces of paper with the letters *d*, *l*, and *n* on it (1 per child); glue; decorating materials, e.g., tissue paper, pasta shapes, lentils, etc.

Use Presentation Plus to watch the video.

### Little Step 1: Start the Class

Use an opening routine from page 17.

**Recycling** Put the class into five groups. Give each group a Phonics Flashcard (*j*, *s*, *h*, *b*, *f*). Elicit the letter sound and the word. Groups put the Flashcard in front of them. Show the first frame of the story *The Noisy House*. Play or say the first two lines of the story. Ask children to listen for a word with their letter sound: *j* (Jake); *s* (small); *h* (house); *b* (big); *f* (family). When they hear their letter, have children point to or hold up their Flashcard. Repeat the lines, then ask groups of children to say their word.

### Little Step 2: During the Class Before the Book

You may want to use the downloadable Phonics Flashcards (available on Cambridge One) to present the sounds, or use Presentation Plus. For each one, draw the initial letter on the board. Have children repeat the sound and then say the word, e.g., *d*, *d*, *d* **duck**. Put the three Phonics Flashcards on the board. With a volunteer, say a sound, e.g., *l*, *l*, *l* Have them point to the correct Phonics Flashcard, move it next to its letter, and say the word, e.g., *lamb*. Repeat with other volunteers.

Have children sit in a circle and sing *Reading Time* (see page 23). With the Big Book closed, see what children remember about *The Noisy House*. Ask questions with supporting gestures: *Who's in the story? What do*

*they do? Are they quiet or noisy?* Play the audio. Show the Big Book, or watch the video, pausing to ask: *Who's this? Is it noisy or quiet? What can you see?* Play the story again. Encourage them to join in with some of the lines. Then say the sounds. Have children point to the picture. They say the sound and the word.

**With the Book** Student's Book pp. 46–47

**Listen.** **Say.** **Circle.**

Point to the pictures on page 47. Elicit the sounds and words: *d*, *d*, *d* **duck**; *l*, *l*, *l* **lamb**; *n*, *n*, *n* **night**. Have children make the corresponding animal noises and pretend to sleep for *night*. Play the audio and have children point to the pictures as they repeat each sound and word. Then have children find and circle one duck, one lamb, and one moon in the story.

### Track 29, Phonics

d-d-d-duck

l-l-l-lamb

n-n-n-night

Point to the question at the top of the page and ask: *How does the story answer our Big Question: What is a family?* Encourage children to name the different family members in the story.

### After the Book

Hand out the papers with the letters *d*, *l*, and *n* on them. Demonstrate following the outline of the letters with your finger (making sure you start in the correct

place) and have children do the same as they say the sound, e.g., *d*, *d*, *d*. Hand out glue and decorating materials. Have children follow the outline of each letter with the glue, then have them stick decorating over it. When the letters are dry, have them follow the letter shapes with their fingers again as they say the letter sounds. Add the new letters to your classroom phonics display (see page 24, After the Book section).

### Little Step 3: Finish the Class

Play the story again. Act out each line.

*Jake lives in a small house.* (bring both index fingers and thumbs close together to show something small)

*Jake has a big and noisy family.* (extend out arms and then cover ears)

Do this for 1–2 frames, or for the whole story.

Have children trace over the letters they made earlier. They say the sound and the word. For further practice of the phonics sounds and letter formation, you can also use the Phonics Book.

### Little Step 4: More Practice

Do the animal sounds and have children identify the animal. Repeat with volunteers.

### Little Step 5: Activity Book

**Do Activity Book page 47.**



How does the story answer  
our Big Question?

 Listen.  Say.  Circle.

Story



duck



lamb



night



Phonics: duck /d/, lamb /l/, night /n/

Unit 4

47



Who is in the story?

Look. Say. Color.





# Lesson 4 Literacy

## Lesson Objective

Consolidate comprehension of the story and identify the characters

## Vocabulary

*father, mother, brother, grandfather; lamb; eyes, hair; big, small, short; colors*

## Language

*Who is it? It's (Father). Is he / she in the story? Yes. / No. What does he / she look like? His hair is (short and brown). His eyes are (small).*

## Oracy

Moderating noise

## Materials

Tickles puppet; pictures of animals from Lesson 2; picture of a horse; downloadable Phonics Flashcards; line drawings of a house with empty space around the edge of it (1 per child); black paint; paintbrushes; star stickers; pictures of animals and families from magazines; scissors; glue

## Little Step 1: Start the Class

Use an opening routine from page 17.

## Little Step 2: During the Class

### Before the Book

Play the story audio (Track 28) or watch the video again. Review the three sounds by showing Flashcards and eliciting *d-d-d-duck*, etc. Remind children of the actions. Play the story again and have children do the three actions when they hear them.

Review the pictures of the animals from Lesson 2 and have children name each one. Show them the picture of a horse and say: *This is a horse. It says "neigh!"* Have children repeat. Then show the pictures in a random order and ask: *Is it in the story?* Encourage children to answer *Yes* for duck, lamb, chicken, and cow, and *No* for horse.

**With the Book** Student's Book p. 48

**Look.** **Say.** **Color.**

Have children look at page 48. Point to the question at the top of the page and ask: *Who is in the story?* Point to the lamb. Ask: *Who is it? (It's a lamb.) Is he / she / it in the story? (Yes!)* Children color the circle under the lamb. Repeat with the remaining pictures, making sure that children understand that they don't color the circle under the horse because it is not in the story.

Ask children additional questions about each family member or animal, e.g., *What does he / she look like? What noise does it make? Is it big or small?*

## After the Book

**Personalization** Ask children questions about their house and who lives there: *Do you have a sister? A brother? Does your grandmother live with you? Do you have any animals? Do they make any noises?* Allow children to discuss freely and repeat in English as needed.

## Little Step 3: Finish the Class

As children are getting ready to leave the class, say the name of an animal to each child and challenge them to make the animal sound.

## Little Step 4: More Practice

**Creativity** Hand out the drawings of a house, black paint, paintbrushes, and star stickers. Have children paint the white space around the outside of the house black to make a night sky. Leave the paint to dry and hand out the pictures of families and animals, scissors, and glue. Have children cut out the pictures so each child has one picture of a family and 3-4 pictures of animals. Have them glue the family inside the house and the animals outside the house. Finally, hand out star stickers and have children use them to decorate the night sky. In pairs, children show each other their pictures. They take turns to point to each animal and say the name and the noise. Then they point to the family and say: *They can't sleep. It's too noisy!*

## Little Step 5: Activity Book and Cross-curricular Connection

**Do Activity Book page 48.**



## Music

**Materials:** Tickles puppet; musical instruments, e.g., tambourines, drums, maracas, flutes, etc.

Have Tickles play a musical instrument loudly. Put your hands over your ears and say: *Tickles, stop! It's too noisy!* Have Tickles continue playing, but more quietly. Say: *Thank you for being quiet, Tickles.* Hand out the musical instruments and encourage children to play noisily. Then put your hands over your ears and say: *It's too noisy! Be quiet, please.* Have children continue playing quietly. Then say: *Be noisy!* Repeat several times.



## Oracy Moderating noise

Ask children why it's important to think about how much noise we make. Explain to them that noise can upset some people and make it difficult to concentrate. Remind them to think about other people and the impact our noise can have on them.





## Lesson 5 Values

### Lesson Objective

Explore the value of appreciating your family

### Vocabulary

*father, mother, brother, sister; help*

### Language

*My (mother) helps me. Can you help me, please? Yes, of course! Thank you.*

### Materials

Tickles puppet; small picture cards with the faces of a mother, father, brother, and sister (1 card per child); white construction paper folded in half to make a greetings card with *Thank you* written on the front (1 per child); crayons; heart-shaped stickers

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class Before the Book

Play *Find a Partner*. Give each child a family member card (see Materials). Tell children to walk around the classroom looking for the same family member. As they are walking, they chant the name of their family member, e.g., *father, father, father*. Once they find someone with the same family member, they sit down together. Ask children: *How does your family help you?* Guide them with suggestions and questions in L1, e.g., *Does your mother help you get dressed? Does your father make you breakfast? Does your sister help you with your homework?* After a brief class discussion, have them talk in their pairs (in L1) about the ways their family help them. Invite children to share their ideas with the class. Collect the family member cards from children.

### With the Book Student's Book p. 49

**Look.** **Say.** **Color.** **Talk.**

Have children look at page 49. Point to the first picture and ask: *What can you see? (I can see a mother and a girl.)* Elicit what they are doing. Accept answers in L1 and repeat it in English: *The mother is helping the girl to read.*

Ask: *Does your family help you to read?* If the answer is *Yes*, have children color the circle under the picture. Repeat the procedure with the rest of the pictures.

Ask children: *How does your family help you?* Display the four family member cards. Have a child come to the front, choose a card, and say e.g., *My (father) helps me*. Encourage them to provide more information about what that family member does to help them and repeat it in English. Be aware of children's personal circumstances and provide alternative pictures and / or vocabulary as necessary.

### After the Book

Put children in pairs. Give one of the children in each pair a *father* or *mother* card and the other child a *brother* or *sister* card, so that there is one adult family member and one young family member in each pair. Have one pair come to the front. Display Student's Book p. 49 and ask the child with the *brother* or *sister* card: *How does your mother / father help you?* Have the child point to one of the pictures in the book and say to their partner: *Can you help me, please?* The mother / father answers: *Yes, of course!* and the brother / sister replies: *Thank you*. Then the pair act out the chosen activity together. Review the mini-dialogue several times and then have children continue the activity in their pairs.

### Little Step 3: Finish the Class

**Personalization** Have a class discussion about ways children can help their family members and friends. Encourage them to say: *I can help my (mother).* in English and then describe the activity in L1. Suggest or elicit ways children can help you or their classmates when they are at school, e.g., *I can clean up. I can help my friend put on their coat.*, etc.

### Little Step 4: More Practice

**Creativity** Hand out a thank you card to each child, along with crayons and heart stickers. Ask children: *Who helps you? Let's say "thank you."* Have children choose a family member they want to thank. Have them draw a picture of themselves with that family member on the front of the card and decorate it with stickers. Have them write their names inside the card or do this for them. Children take the cards home to give to their chosen family member.

### Little Step 5: Activity Book

**Do Activity Book page 49.**

How does your family help you?

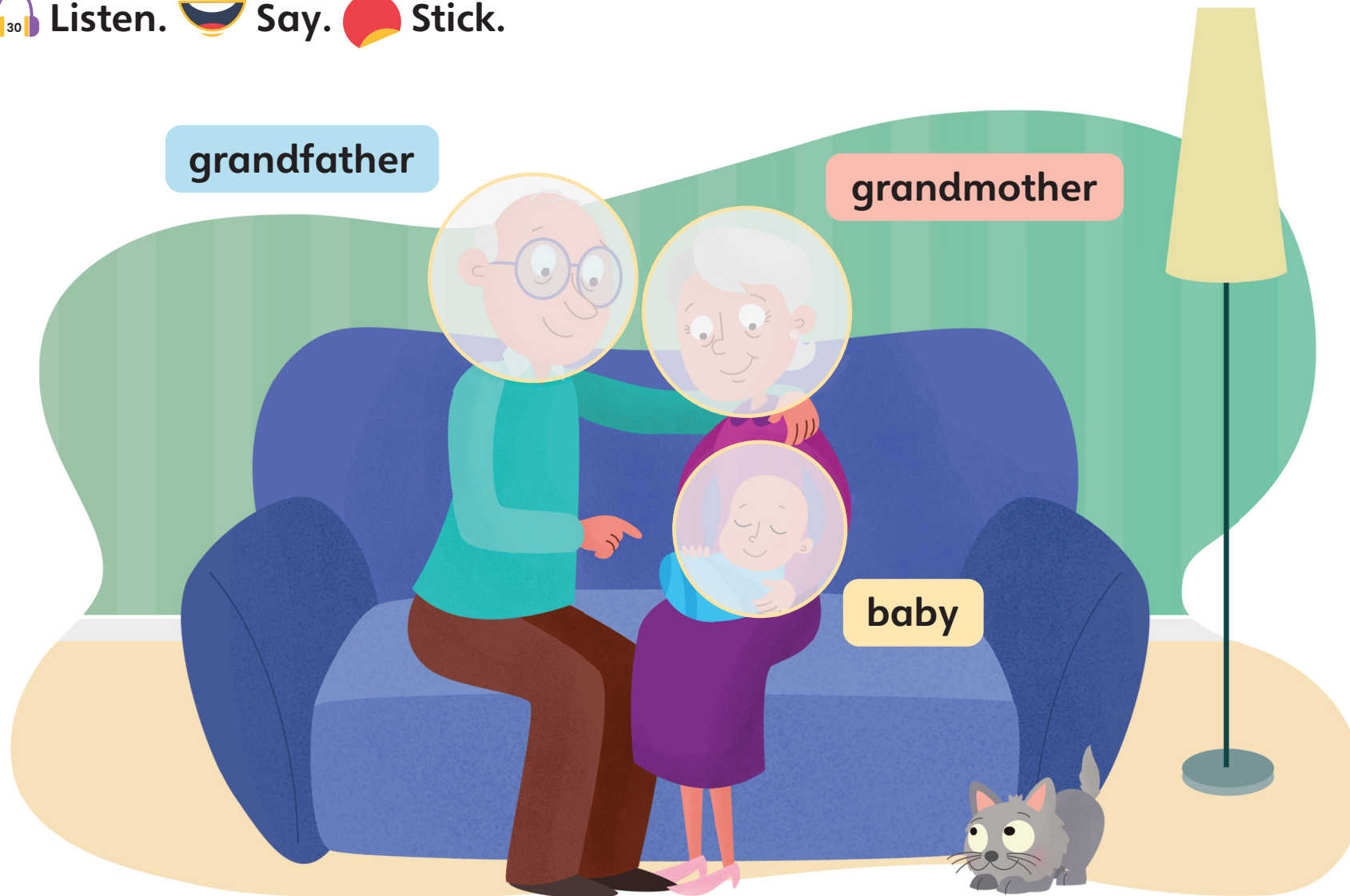
👁️ Look. 🗨️ Say. 🖍️ Color. 💬 Talk.



Who else is in a family?

Vocabulary

 Listen.  Say.  Stick.







## Lesson 6 Vocabulary

### Lesson Objective

Name family members

### Vocabulary

*grandfather, grandmother, baby*

### Language

*Who is this? This is the (grandfather).*

### Materials

Tickles puppet; Flashcards: *father, mother, brother, sister, grandfather, grandmother, baby*; Unit 4 Stickers; photograph of your family, including parents and grandparents (optional)

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Review the Lesson 1 vocabulary using the Flashcards and asking: *Who is this?* Show the *grandfather* Flashcard and elicit the word (children may remember this word from the story). Use the Flashcards to teach the words *grandmother* and *baby*. Ask children to tell you if they have grandparents, where they live, etc. Have children tell you about any baby siblings or cousins they have in their family. Accept answers in L1 and repeat in English. Remind children that every family is different and be sure to celebrate these differences.

**With the Book** Student's Book p. 50

**Listen.** **Say.** **Stick.**

Have children look at page 50 and ask: *Who else is in a family?* Play the audio and have children point to each person. Play it again and have children repeat the words. Draw attention to the labels. Highlight the *g* in *grandfather* / *grandmother* and the *b* in *baby*. Point and ask: *What sound does this letter make?*

#### Track 30, Vocabulary

grandfather, grandmother, baby

Help children find the Stickers and stick them on the characters' faces. Provide assistance as needed. In pairs, have children take turns to point to each person and ask and answer: *Who is this? (This is the grandfather.)*

#### After the Book

**Creativity** Put children in groups of three. Explain that one child is the baby and the other two are the grandfather and grandmother. Say: *Today the grandfather and grandmother are taking care of the baby.* Encourage them to roleplay freely in L1. If necessary, provide ideas for activities, e.g., feed the baby, put it to sleep, take it for a walk, etc.

### Little Step 3: Finish the Class

**Personalization** Ask children who have grandparents: *Does your grandfather / grandmother have a father / mother?* Explain that these are children's great-grandparents. Encourage children to ask their grandparents to tell them about their parents and what life was like for them when they were children. In the next class, have children share what they discovered with the class.

### Little Step 4: More Practice

Have children sit in a circle and, as though you are going to tell a story, tell them a little about your family. If possible, show them pictures. Tell them the names of your siblings, your parents, and your grandparents. Describe their appearance and any other interesting information.

### Little Step 5: Activity Book and Cross-curricular Connection

**Do Activity Book page 50.**



#### Art

**Materials:** simple line drawings of a grandfather, grandmother, and baby (1 copy per child); safety scissors; glue; ice pop sticks

Distribute materials. Have children identify and color in the family members. Next, help children cut them out. Have children glue a ice pop stick to the back of each family member. Leave them to dry. Name a family member and have children hold up the correct puppet. Allow children to play freely with their puppets.



## Lesson 7 Language

### Lesson Objective

Ask and answer about family members

### Vocabulary

*father, mother, brother, sister, grandfather, grandmother, baby, family; big, small*

### Language

*Is she / he the (grandmother)?  
Yes, she / he is. No, she / he isn't.*

### Materials

Tickles puppet; Flashcards: *father, mother, brother, sister, grandfather, grandmother, baby*; ice pop sticks (1 per child); circular pieces of construction paper (1 per child); glue; crayons

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

If you asked children to find out about their great-grandparents in the last lesson, invite them to share what they discovered.

Use the Flashcards to review the family members. For each one, ask: *Is he / she the (brother)?* Encourage children to answer: *Yes, he / she is.* or *No, he / she isn't.* Ask several questions about each Flashcard, being sure to elicit both affirmative and negative answers.

#### **With the Book** Student's Book p. 51

 **Point.**  **Say.**  **Color.**

Have children look at page 51. Point to the first picture and ask: *Is this a family?* Say: *Yes. This is a big family.* Point to each family member and ask: *Is he / she the (grandmother)?* Have children answer: *Yes, he / she is.* or *No, he / she isn't.*

Repeat with the second picture. Point out that some families are big and some families are small. Have children color the frames around both pictures. Encourage them to reflect on the idea that there are many different kinds of families.

### After the Book

Teach children the *Family Finger Rhyme*:

**F**ather finger, **F**ather finger, where are you? (*hold up your hand and wave it from side to side*)

Here I am, here I am. How do you do? (*wiggle your thumb*)

(repeat with: **M**other - index finger, **B**rother - middle finger, **S**ister - ring finger, **B**aby - pinkie finger)

### Little Step 3: Finish the Class

(If you want, you could draw very simple faces on each of your fingertips to represent each family member from the *Family Finger Rhyme*.) Once children have sung the rhyme several times, hold up your hand and wiggle one finger. Ask: *Is he / she the mother?* Have children answer: *Yes, he / she is.* or *No, he / she isn't.* Encourage them to continue asking and answering in pairs.

### Little Step 4: More Practice

**Creativity** Put children in groups of different sizes (between three and seven children per group) to represent different families. Explain that each group is a family. Give children a few minutes to assign a family member to each member of their group. Remind children that every family is different and any combination of family members is valid. Hand out

the ice pop sticks and circular pieces of construction paper. Have each child draw a face to represent their family member. Help children glue the circles onto the sticks. Encourage children to play freely with the stick puppets and roleplay different family interactions.

### Little Step 5: Activity Book

 **Do Activity Book page 51.**

Is this a family?

Language

Point. Say. Color.



Language: Is she / he the (grandmother)? Yes, she / he is. No, she / he isn't.

Unit 4

51



Are they adults or children?

Concept

 Look.  Trace.  Say.





## Lesson 8 Concept

### Lesson Objective

Introduce the concept of *adults* and *children*

### Vocabulary

*adult, child / children*

### Language

*Is he / she (an adult)? Yes, he / she is. No, he / she isn't.*

### Materials

Tickles puppet; Flashcards: *father, mother, brother, sister, grandfather, grandmother, baby*; red and blue crayons; stick puppets from Lesson 7; family member cards from Lesson 5; paper; magazines with pictures of adults and children; scissors; glue

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Draw a vertical line down the center of the board. Draw a picture of an adult at the top of the left side and a drawing of a child at the top of the right side. Point to the adult and say: *Adult*. Have children point and repeat. Point to the child and say: *Child*. Have children point and repeat. Now have a child come to the front. Have Tickles point to you and ask the class: *Is he / she an adult or a child?* Have children say: *Adult*. Repeat with the child. Now hold up the *brother* Flashcard, point to the left side of the board, and ask children: *Is he an adult?* Have children answer: *No, he isn't*. Point to the right side of the board and ask: *Is he a child? (Yes, he is.)* Put the Flashcard on the right side of the board. Repeat for the other family members and have volunteers answer the questions and put the Flashcards on the correct side of the board.

**With the Book** Student's Book p. 52

**Look.** **Trace.** **Say.**

Have children look at page 52. Say: *Look at the families!* Point to each picture in turn and ask: *Are they adults or children?* Have children take their blue crayon and trace around the pictures of adults. Then have them take their red crayon and trace around the pictures of children. In pairs, have children take turns to point to

different people in the pictures and ask: *Is he / she an adult / a child?* Their partner answers: *Yes, he / she is.* or *No, he / she isn't.*

#### After the Book

Put children in small groups and hand out the stick puppets from the previous lesson. Ensure each group gets a mixture of adults and children. Have each group categorize their puppets according to whether they are adults or children. Encourage them to take turns to hold up a puppet and ask each other: *Is he / she an adult / a child?* The rest of the group answer: *Yes, he / she is.* or *No, he / she isn't.*

### Little Step 3: Finish the Class

Put children in pairs. Hand each child a family member card, but tell them not to show their partner. In their pairs, children ask questions to find out which family member their partner has, e.g., *Is he or she an adult? No, he isn't. Is he the brother? Yes, he is!* Redistribute the cards and have children play again.

### Little Step 4: More Practice

**Creativity** Put children in groups. Give each group two pieces of paper. Write "Adults" at the top of one piece of paper and "Children" at the top of the other. Hand out magazines, scissors, and glue. Have children cut out pictures of people and glue them on to the correct piece of paper, depending on whether the person is an adult or a child. Display the collages on the classroom walls.

### Little Step 5: Activity Book

**Do Activity Book page 52.**



## Lesson 9 Vocabulary

### Lesson Objective

Describe people's age and size

### Vocabulary

*young, old, short, tall*

### Language

*Is he / she (young)? Yes, he / she is. No, he / she isn't.*

### Materials

Tickles puppet; collages of adults and children from Lesson 8; Flashcards: *young, old, short, tall; father, mother, brother, sister, grandfather, grandmother, baby*; pictures of people of different ages and heights; large piece of paper with a vertical line down the center (1 per 4–5 children); glue



Use Presentation Plus to play the games for this unit.

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Display children's collages from the previous lesson. Point to a collage of adults and ask: *Are they adults or children? (Adults.)* Then say: *Adults are old. Adults are tall.* Use gestures to show meaning. Now point to a collage of children and ask: *Are they adults or children? (Children.)* Then say: *Children are young. Children are short.*

Show each Flashcard (*young, old, tall, short*) and say the word for children to repeat. Put the *young* and *old* Flashcards on the board. Have volunteers come to the front and hand them a family member Flashcard. Point to the *young* Flashcard and ask: *Is he / she young?* Repeat for *old*. Have the child answer the questions and put the family member under the correct Flashcard (*young* or *old*). Repeat this same activity for *short* and *tall*.

#### With the Book Student's Book p. 53

#### Listen. Say. Match.

Have children look at page 53 and ask: *Can you describe people? Say: Point to Leo. Is he young or old? (Young.) Point to Grandfather. Is he young or old? (Old.)* Use

your finger to trace the line from Leo to Grandfather. Repeat for Mia (*short*) and Dad (*tall*). Play the audio. Children listen and point to the pictures. Play the audio again. Children repeat the words as they point to the word labels.

#### Track 31, Vocabulary

*young, old, short, tall*

Finally, have children trace over the lines to match the pictures. Put children in pairs and have them take turns to point to a picture and say, e.g., *Leo is young.*

#### After the Book

Put children in groups and hand out the pictures of people of different ages and heights. Encourage them to ask and answer about each picture, e.g., *Is he / she young? Yes, he / she is. No, he / she isn't.* Collect the pictures so they can be used again later in the lesson.

### Little Step 3: Finish the Class

Play *Tickles Says*. First, teach children an action for each adjective, e.g., *young* - children suck their thumbs and pretend to be babies; *old* - children pretend to walk with a cane; *tall* - children stand on tiptoes; *short* - children crouch down. Remind children that they old do the action if it's preceded by *Tickles says*. Say: *Tickles says, "You're short."* Have children do the corresponding action. Then say: *You're young.* Children should stay still.

### Little Step 4: More Practice

**Creativity** Put the class into small groups and assign each group two contrasting adjectives, i.e. *young / old* or *short / tall*. Hand out the pictures of different people to each group, ensuring the pictures correspond to each group's adjectives. Hand each group a large piece of paper with a vertical line down the center. Ask each group to sort their pictures into two groups - one for each adjective. They should take turns to ask: *Is he / she (tall)?* and answer: *Yes, he / she is. No, he / she isn't.* Finally, they glue each group of people on opposite sides of the paper.

### Little Step 5: Activity Book



Do Activity Book page 53.



Can you describe people?

 Listen.  Say.  Match.



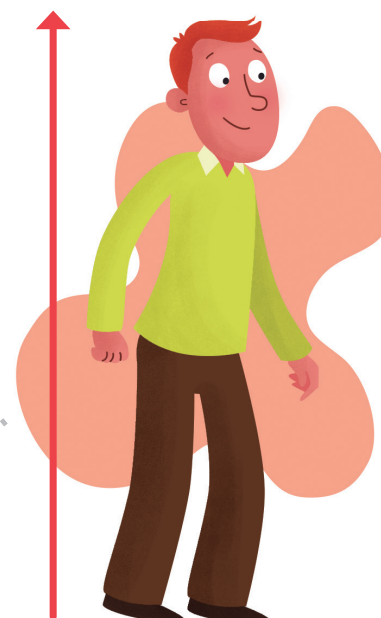
young



old



short



tall

What do the family members look like?

👁️ Look. 🗨️ Say. 🖍️ Color.





## Lesson 10 Language

### Lesson Objective

Describe family members

### Vocabulary

*young, old, short, tall; long, short; hair, eyes; colors*

### Language

*What does he / she look like? He's / She's (young). Is he / she (old)? Yes, he / she is. No, he / she isn't. My (mother) is (tall).*

### Oracy

Guess by listening

### Materials

Tickles puppet; Flashcards: *young, old, short, tall; father, mother, brother, sister, grandfather, grandmother, baby*; blue, red, green, and yellow crayons; building blocks

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Show one of the Flashcards and have children do the corresponding action from the *Tickle Says* game in Lesson 9. Repeat for the remaining Flashcards. For each Flashcard, ask: *Is he / she (young)?* Ask several questions about each Flashcard and elicit both affirmative and negative answers. Now show each family member Flashcard and ask: *What does he / she look like?* Children answer: *He's / She's young / old / short / tall.*

#### With the Book Student's Book p. 54

 **Look.**  **Say.**  **Color.**

Have children look at page 54. Say: *Look! What do the family members look like?* Point to the baby in the first picture and ask: *Who is this? (It's the baby.) Is he old? (No, he isn't.) Is he young? (Yes, he is.)* Repeat for the grandmother. Point to the mother in the second picture and ask: *Who is this? (It's the mother.) Is she short? (No, she isn't.) Is she tall? (Yes, she is.)*

Hand out blue, red, green, and yellow crayons. Say: *She's old.* and do the corresponding action from the *Tickle Says* game in the previous lesson. Have children find and point to the grandmother as they repeat the

sentence. Point to the circle next to the grandmother and say: *Color the circle red.* Have children find a red crayon and color the circle. Repeat for the other family members in a random order.

#### After the Book

**Personalization** Ask: *What do your family members look like?* Say: *Think about your (mother). Is your (mother) tall? Is his / her hair long or short? What color is his / her hair? What color are his / her eyes?* Encourage children to talk freely about their family members. Remember to be sensitive to children's personal circumstances.

Put children in pairs and have them describe themselves to their partner, e.g., *I'm young. I'm short. My eyes are (brown). My hair is (black).*

### Little Step 3: Finish the Class

**Personalization** Say a sentence, e.g., *My father is tall.* or *My mother has blue eyes.* and have children stand up if the sentence is true for their family member. Again, be sensitive to children's personal circumstances and make sure to include everyone. When children are comfortable with the activity, have volunteers take over your role and say the sentences.

### Little Step 4: More Practice

**Creativity** Hand out the building blocks. Ask children to use the blocks to "build" tall and short towers. Allow them to play freely. Encourage them to see how tall they can make their towers before they fall down.



### Oracy Guess by listening

Before the class, find pictures of different people, showing a mixture of adults and children. Spread out the pictures on the floor and have children sit in a circle so they can see them. Describe one of the people using language children learned in Unit 4. Children will have to listen carefully to guess which person you are describing. They can also ask questions. You can repeat this activity with other topics, e.g., describe different objects in the classroom.

### Little Step 5: Activity Book

 Do Activity Book page 54.





# Lesson 11 Speaking

## Lesson Objective

Practice asking for and giving family members' names

## Vocabulary

*mother, father*

## Language

*What's your (mother's) name?  
My (mother's) name is (Kim).*

## Oracy

Interview a visitor

## Materials

Tickles puppet; photographs of your parents (or other family members); Flashcards: *short, tall*

## Little Step 1: Start the Class

Use an opening routine from page 17.

## Little Step 2: During the Class

### Before the Book

Show children pictures of your mother and father (or other family member). Say: *This is my mother. My mother's name is (Helena). This is my father. My father's name is (Andrew).* Ask individual children: *What's your mother's name? What's your father's name?* Encourage them to answer: *My mother's / father's name is (Jenny).*

### Oracy Interview a visitor

Ask a parent, member of staff, or relevant professional to visit your class. Prepare children to ask the visitor questions, e.g., what they do, what they like doing, who is in their family, or what pets they have. When the visitor comes to class, have children take turns to ask their questions for five to ten minutes. Remind children to listen carefully to the answers and ask their questions respectfully. Explain that we can learn about other people by listening. Questions are so crucial to classroom learning that we need to keep reminding children that they can, and should, ask lots of questions. Teach children to thank the visitor for their time.

## With the Book Student's Book p. 55

### Say. Listen. Circle

Have children look at page 55. Point to Mia and ask: *Who's this? (Mia.)* Then point to Mom and Dad and elicit their names (accept *Mom / Mother* and *Dad / Father*). Direct children's attention to the speech bubbles in the pictures. Follow the text with your finger (or point to it) as you read it aloud (or play the audio). Note that there is no expectation that children will be ready to read the text inside the speech bubble themselves at this point. Ask: *What's Mia's mother's name?* Encourage them to sound out the letters to read the name, e.g., *K-i-m. Kim!* Repeat for the name *Dan*.

Play the audio. Children listen, point to the pictures, and circle the names on the page.

### Track 32, Speaking

**Teacher:** Hi, Mia.

**Mia:** Hi.

**Teacher:** What's your mother's name?

**Mia:** Kim!

**Teacher:** What's your father's name?

**Mia:** Dan! My mother's name is Kim.  
My father's name is Dan.

After they have circled the names, ask children: *Can you say your family members' names?* Ask a child: *What's your (mother's) name?* Encourage them to answer. Repeat with other children, being sensitive to each child's family circumstances.

## After the Book

Play the audio again, pausing after each line for children to repeat. Put children in pairs and have them act out the dialogue, asking and answering about their own parents' names. Be aware of children's personal circumstances and have them ask and answer about other family members if necessary.

## Little Step 3: Finish the Class

**Personalization** Before children leave the classroom, ask them to tell you something about their family, e.g., the name of one of their parents or what a family member looks like. Encourage full sentences, but remember that some children may only feel comfortable answering *Yes* or *No*. Tailor your questions to each child's ability and confidence level.

## Little Step 4: More Practice

**Personalization** Have children line up. Put the *tall* Flashcard at one end of the line and the *short* Flashcard at the other. Encourage children to rearrange themselves in order of size, from tallest to shortest. This may be quite challenging so provide help and guidance as needed.

## Little Step 5: Activity Book

 Do Activity Book page 55.

Can you say your family members' names?

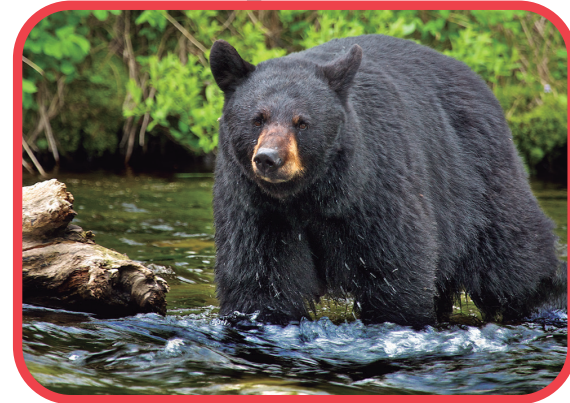
 Say.  Listen.  Circle.



Do animals have families?

Cross-curricular: Science

 Watch.  Look.  Say.  Match.







## Lesson 12 Cross-curricular: Science

### Lesson Objective

Understand that animals have families

### Vocabulary

*bear, elephant, penguin; mother, father, baby, family*

### Language

*The baby (penguin) has (a mother and a father). I'm a (mother) (elephant).*

### Materials

Tickles puppet; pictures of baby animals with their parents; trays with gray paint; white paper; black markers

Use Presentation Plus to watch the video.

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Bring out Tickles and have a conversation with him about his family: *Do you have a family, Tickles? (Yes, of course!) What's your mother's name? (My mother's name is Ginger.) What's your father's name? (My father's name is Whiskers.) Do you have brothers or sisters? (Yes, I have three brothers and two sisters!)*

Show children pictures of different baby animals and their families: *Look! The baby (giraffe) has a (mother and a father). This is the (giraffe's) family.*

**With the Book** Student's Book p. 56

**Watch.** **Look.** **Say.** **Match.**

Play the cross-curricular video to introduce the topic. Pause the video at different points and ask children what they can see and what they think they will learn about in this lesson.

#### Cross-curricular Video

**Do animals have families?**

Do you have a family?

Yes, I do!

There are lots of different kinds of families.

This is Ellie.

This is her mother and her father.

Ellie has two brothers and a sister.

Do animals have families?

Yes, they do!

Look at the animal families.

The baby bear has a mother and a sister.

Baby bears love to play.

The baby elephant has a big family.

The adult elephants keep the baby safe.

The baby penguin has a mother and a father.

This animal family is very noisy!

Have children look at page 56. Point to the pictures at the top of the page and say: *Look at the baby animals.* Point and name each baby animal and have children repeat (*bear, elephant, penguin*). Then ask: *Do animals have families? (Yes.)* Point to the animals' families at the bottom and say: *Look! Here are their families. The baby (bear) has a (mother).* Trace the line to match the baby bear to the mother bear with your finger, and have children do the same. Then have children trace over the line with a pencil or crayon. Repeat for the other two animals.

### After the Book

Put children in groups of three and tell each one they are an animal family (bear, elephant, or penguin). Have them decide who is the mother, the father, and the baby in their animal family. Allow them to roleplay being the animals, using the appropriate movements and noises. Encourage the parents to take care of their baby.

### Little Step 3: Finish the Class

**Recycling** Sing the *I Love My Family* song from Lesson 1 (Track 27). Encourage children to do the actions.

### Little Step 4: More Practice

**Creativity** Hand out trays with gray paint and some white paper. Have children paint their right hand with the gray paint and make a handprint on the paper. Have them turn their piece of paper the other way round so the thumb is a trunk on the right of the paper and the other four fingers are the elephant's legs. Hand out black markers and have children draw an eye, a mouth, and an ear close to the trunk. They can also draw a tail on the left. When they have finished, have them wash their hands and say the *Wash Our Hands Chant* from Unit 3, Lesson 5 (page 84). Have children show each other their elephants and say which family member it is, e.g., *I'm a mother elephant.*

### Little Step 5: Activity Book

**Do Activity Book page 56.**

#### Music

Display Student's Book page 56. Point to one of the animals and say: *You are (bears)!* Play some music and have children move around the classroom as if they are that animal, i.e. crawl like a bear, walk like a penguin, or wave their arm like an elephant's trunk. After a while, pause the music and change the animal.



## Lesson 13 Numeracy

### Lesson Objective

Practice counting to 4 and recognize the number

### Vocabulary

*one, two, three, four; family*

### Language

*How many family members can you see? I can see (four) family members.*

### Materials

Tickles puppet; variety of small objects that can be organized into sets of four (crayons, blocks, counters, etc.)

### Little Step 1: Start the Class

Use an opening routine from page 17.

### Little Step 2: During the Class

#### Before the Book

Show some crayons or another object. Say: *Let's count four (crayons)*. Pick up crayons and count them together with the class: *One, two, three, four. Four (crayons)!* Repeat with other objects. Draw the numbers 1–4 on the board. Children say the *Number 1*, *Number 2*, and *Number 3 Chants* from Units 1–3. Then lead children in saying the *Number 4 Chant*:

Four, four, show me four. (repeat x 2)  
Show me four like this. (*hold up four fingers*)

With your back to children, draw the number 4 in the air and encourage children to copy you and say: *four, four, four*.

**With the Book** Student's Book p. 57

**Say.** **Color.** **Count.** **Trace.**

Have children look at page 57. Point to the number 4 and trace the shape of it with your finger as you say: *four, four, four*. Have children do the same. Hand out crayons and have them color the number 4. Now point to the first picture and ask: *How many family members can you see?* Lead children in counting: *One, two, three. I can see three family members*. Repeat for the other two pictures. Then have children trace the circle around the picture showing four family members.

Finally, have children point and ask in pairs: *How many family members can you see? One, two, three four. I can see four (family members)*.

### After the Book

Put children in small groups and give each group a variety of small objects. Make sure there are at least four of each item. Hold up one object and say: *Find four (crayons)*. Children have to work together in their groups to gather four of that item. Once they are ready, they stand up, show their four items, and shout: *Four (crayons)!* Congratulate the group who stand up first.

### Little Step 3: Finish the Class

Before children leave, ask them to arrange themselves into groups of four. Have each group leave the class together.

### Little Step 4: More Practice

Have children pretend they are Jack-in-the-boxes like in Unit 3, Lesson 13 (page 100), but this time you count to four.

Draw one, two, or three circles on the board. Have a volunteer come to the front and say: *Four circles, please*. Have the child draw the correct number of circles to make a total of four. Have the class join in counting the circles together to check there are four. Repeat with different children, changing the number of circles you draw each time.

### Little Step 5: Activity Book and Cross-curricular Connection

**Do Activity Book page 57.**



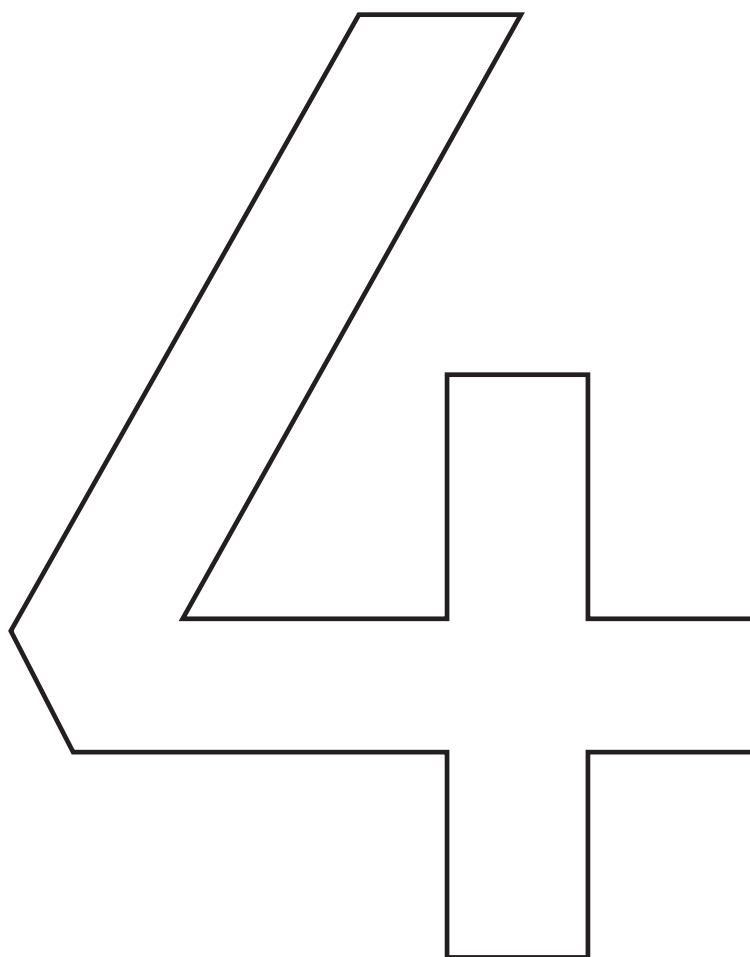
### Math

**Materials:** counters; paper; crayons

Place the counters on a table. Have children stand around the table. Say: *Four counters, please*. and invite a child to take four counters and hand them to you. Encourage them to count aloud: *one, two, three, four*. Repeat with several children. Distribute paper and crayons. Invite children to draw a family with four members. Encourage children to show their drawings to the rest of the class and count the family members.

How many family members can you see?

 Say.  Color.  1 2 3 Count.  Trace.





# What is a family?



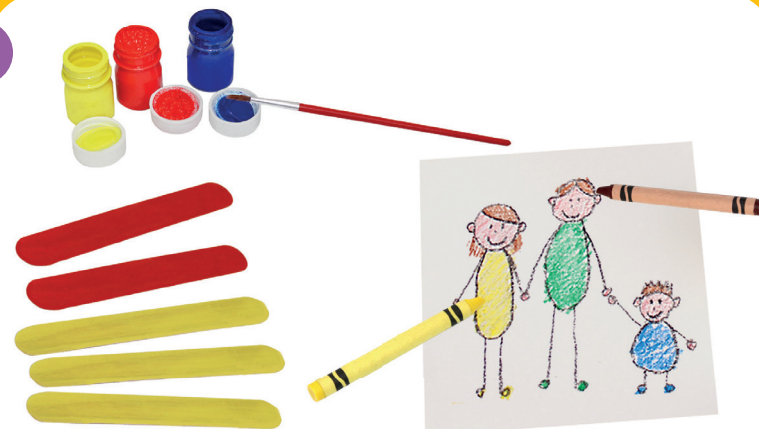
Project

 Make.  Say.

1



2



3



4





# Lesson 14 Project

## Lesson Objective

Consolidate learning with a creative project and reflect on what children have learned

## Vocabulary

family members and adjectives from Unit 4

## Language

*Is he / she the (father)? Is he / she (old)? Yes, he / she is. No, he / she isn't. What does he / she look like? He's / She's (tall). My (mother) is (tall).*

## Materials

Tickles puppet; photographs of your family (or pictures of other families); paint; paintbrushes; glue; square pieces of paper (sized to fit inside the ice pop stick frame - see SB p. 58, 1 per child); ice pop sticks (5 per child); string; crayons; online assessment worksheets

## Little Step 1: Start the Class

Use an opening routine from page 17.

## Little Step 2: During the Class

### Before the Book

Show children pictures of your family, or pictures of other families, and ask questions about each one: *How many family members can you see? Who's this? What's his / her name? Is he / she old? Is he / she short? What does he / she look like?* Provide support as needed.

### With the Book Student's Book p. 58

### Make. Say.

Refer children to page 58. Point to picture 4. Say: *Look at the families!* Explain that children are going to make their own family picture, like the one in picture 4.

- Remind children of the classroom rules before you begin: *Listen. Take turns. Share.* and use the corresponding actions from Unit 1, Lesson 12 (page 43). Children may need further reminders of the rules as they work on their project.
- Have children look at picture 1 and explain that these are the things we need for the project.
- Ask volunteers to distribute the materials: paints, paintbrushes, glue, ice pop sticks (five per child), square piece of paper, string, and crayons.
- Have children look at picture 2 and then paint their ice pop sticks. Then they use the crayons to draw a picture of their family on their square paper.

- Have children look at picture 3 and glue their ice pop sticks together to make a house shape. Then help them to glue the edges of their family picture to the bottom and sides of their house. Finally, help them tie a piece of string around the top of the frame.
- Make a "My Family" display and hang up children's family pictures. Use the display to review some of the letter sounds from Units 1–3, e.g., *Who's this? This is my f, f, f father.*
- When children have finished, say: *Let's keep our classroom clean! Clean up, please.* Say the *Clean Up Chant* from Unit 1, Lesson 5 (page 28) as children clean up the materials. Have them wash their hands and say the *Wash Our Hands Chant* from Unit 3, Lesson 5 (page 84).
- Model presenting a project to the class. Stand up, hold up a family picture you have made, and say, e.g., *This is my family. My mother is tall. My grandfather is old. My baby sister is young. This is my brother. His hair is brown.*
- In pairs, have children present their family pictures to their partner. Encourage them to ask and answer questions, e.g., *Who's this? (This is my sister.) Is she young? (Yes, she is.) Is she tall? (No, she isn't.)* If you think they are ready, have pairs ask and answer about their family pictures in front of the class.
- Ask children the Big Question: *What is a family?* Elicit that there are many different kinds of families, and that they love and help each other.
- Finally, ask children Big Question again. Encourage them to reflect on what they have learned in the

unit. Help them by displaying different pages from the unit and asking questions.

## After the Book

Have a volunteer come to the front and secretly show them a family member Flashcard. Have the class ask the child *Yes / No* questions to find out which family member it is, e.g., *Is it a boy? (Yes, it is.) Is he young? (No, he isn't.) Is he old? (Yes, he is.) Is he the father? (No, he isn't.) Is he the grandfather? (Yes, he is.)*

## Little Step 3: Finish the Class

Have children open their books to page 45. Ask questions about each page and elicit what children most enjoyed about the unit. Ask a comprehension question about the story and have them name and describe different family members.

## Little Step 4: More Practice

Put children in pairs and play a *Drawing Dictation* game. One child thinks of a family member and describes them to their partner to draw, e.g., *He's a grandfather. He's old. He's tall. His hair is short and white. His eyes are blue. He's happy.* They look at the picture together and decide if it's correct.

You may want to use the assessment worksheets, found on Cambridge One, to help you evaluate children's progress.

## Little Step 5: Activity Book

Do Activity Book page 58.