

Ferris Wheel!

2

Teacher's
Book



Classroom

Fun with paint!

Vocabulary and language

- **Main vocabulary:** backpack, crayons, glue, paints, paper, pencil, pencil case, scissors
- **Key language:** Do you have your (backpack)? Yes, I do. / No, I don't. I have (red) paint.
- **Content language:** cafeteria, classroom, library, playground; Go to the (playground).
- **Other language:** ceiling, clap, door, floor, hands, home, knee, school, window; I have (blue) here. I'm good at (home). Point to the (ceiling). I have (paints). My wheel is (orange). I'm on (blue). I like the (blue) wheel. Our Ferris Wheel is (fantastic)!

Unit objectives

- Identify and name classroom objects
- Sing the language song *Do you have your backpack?*
- Ask and say what classroom objects you have
- Understand and act out the story *Fun with paint!*
- Sing and act out the story song *The paint song*
- Sing the values song *Be good at home*
- Recognize the value of good behavior
- Identify and name places at school
- Sing and act out the traditional song *Wind the bobbin up*
- Review your learning and progress
- Participate in a collaborative project

Story



CD1 Track 24

Picture 1

Narrator: It's time for school. Dylan's excited.
Dylan: Hurray! Hurray! It's a school day!
Mommy: Yes, Dylan. Let's get ready. Be good.
Mimi: Do you have your backpack, Dylan?
Dylan: Yes, I do.
Mimi: Do you have your pencil case?
Dylan: Yes, I do. And I have a pencil, crayons, scissors and glue.
Mommy: Now remember, Dylan. Be good.
Dylan: Yes, Mommy.

Picture 4

Dylan: And look, Mimi. I have yellow paint here. And I have green paint there.
Mimi: Oh, Dylan. You have yellow and green paint everywhere! Remember, be good.
Dylan: Yes, Mimi.

Picture 2

Mrs. Cat: Good morning, children.
Children: Good morning, Mrs. Cat.
Mrs. Cat: Today please paint a picture of your favorite place.
Children: Oooh! Hurray!
Dylan: Yippee!
Mrs. Cat: Do you have paper, Dylan?
Dylan: Yes, I do.
Mrs. Cat: Do you have paints?
Dylan: Yes, I do.
Mrs. Cat: Great. You can start!

Picture 5

Dylan: And look, Mimi. I have orange paint here. And I have pink paint there.
Mimi: Oh, Dylan. You have orange and pink paint everywhere! Remember, be good.
Dylan: Yes, Mimi.

Picture 3

Dylan: This is fun! Look, Mimi. I have red paint here. And I have blue paint there.
Mimi: Oh, Dylan. You have red and blue paint everywhere! Remember, be good.
Dylan: Yes, Mimi.

Picture 6

Mrs. Cat: OK, everyone. It's time to stop. Show me your pictures, please. What a beautiful picture, Mimi. Great job!
Dylan: And look at my picture, Mrs. Cat. It's the Ferris Wheel!
Mrs. Cat: Oh, it's fantastic, Dylan! Now wash your hands, please. Good boy.
Dylan: You see, Mimi. I am good!
Mimi: Yes, Dylan, you are good. And your picture is fantastic too!

Songs



Language song

Do you have your backpack? CD1 Track 22

Do you have your backpack, backpack? (Shrug and place hands close to shoulders)
Yes, I do. Hurray! (Thumbs up and arms in the air for hooray)
Do you have your pencil case, pencil case? (Shrug and zip a pencil case up)
No, I don't. Not today. (Shake head and fold arms)
Do you have your scissors, scissors? (Shrug and open and close two fingers as if cutting)
Yes, I do. Hurray! (Thumbs up and arms in the air for hooray)
Do you have your glue, glue? (Shrug and mime gluing)
No, I don't. Not today. (Shake head and fold arms)
Do you have your paints, paints? (Shrug and mime painting)
Yes, I do. Hurray! (Thumbs up and arms in the air for hooray)
Do you have your paper, paper? (Shrug and mime waving a piece of paper)
No, I don't. Not today. (Shake head and fold arms)

Story song

The paint song CD1 Track 25

I have red paint here. (Point right)
I have blue paint there. (Point left)
I have red and blue paint everywhere. (Point left, right and gesture all around)
Red and blue paint. Yeah! (Point left, right and throw arms up for yeah)
I have yellow paint here. (Point right)
I have green paint there. (Point left)
I have yellow and green paint everywhere. (Point left, right and gesture all around)
Yellow and green paint. Yeah! (Point left, right and throw arms up for yeah)
I have orange paint here. (Point right)
I have pink paint there. (Point left)
I have orange and pink paint everywhere. (Point left, right and gesture all around)
Orange and pink paint. Yeah! (Point left, right and throw arms up for yeah)

Values song

Be good at home CD1 Track 28

Be good at home (Thumbs up and mime a roof over your head)
Be good at school (Thumbs up and gesture around)
Be good with Mommy (Thumbs up and point to Mommy flashcard)
It's super cool! (Make a circle with thumb and forefinger)
Be good at home (Thumbs up and mime a roof over your head)
Be good at school (Thumbs up and gesture around)
Be good with Daddy (Thumbs up and point to Daddy flashcard)
It's super cool! (Make a circle with thumb and forefinger)
Be good at home (Thumbs up and mime a roof over your head)
Be good at school (Thumbs up and gesture around)
Be good with Teacher (Thumbs up and point to yourself)
It's super cool! (Make a circle with thumb and forefinger)

Culture song

Wind the bobbin up CD1 Track 30

Wind the bobbin up (Roll arms)
Wind the bobbin up (Roll arms)
Pull, pull, clap, clap, clap (Pull outwards and clap 3 times)
Point to the ceiling (Point up to the ceiling)
Point to the floor (Point down to the floor)
Point to the window (Point to a window)
Point to the door (Point to a door)
Clap your hands together
One, two, three (Clap 3 times)
And put your hands
On your knee (Place hands on knees)
Wind the bobbin up (Roll arms)
Wind the bobbin up (Roll arms)
Pull, pull, clap, clap, clap (Pull outwards and clap 3 times)

Classroom

Fun with paint!

Vocabulary

Lesson 1

1:19

 1:20

Listen, point and repeat. Listen and play. Stick the classroom object stickers. Circle the classroom objects that you have. Say. **Language:** backpack, crayons, glue, pencil, pencil case, scissors; blue, green, orange, pink, red, yellow

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Classroom

Learning objectives

- Identify and name classroom objects
- Listen and point to classroom objects
- Identify which classroom objects children have

Materials

- Class CDs, flashcards, *Ferris Wheel* mat, Mimi puppet

Main vocabulary

- backpack, crayons, glue, pencil, pencil case, scissors

Teacher's tip: Identifying objects by touch

As well as playing vocabulary games with the flashcards, play them using real classroom objects, either in a feely bag or in the pockets of the *Ferris Wheel* mat. Identifying objects by touch is a helpful, kinesthetic way for children to remember new words.



Circle time

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

Introduce classroom objects.

- Use the puppet and real items in a backpack to introduce the classroom objects. Say each word and the children repeat it.
- Put the *Ferris Wheel* mat on the board or the floor with the classroom object flashcards face down (one on each color). Use the puppet to turn over and name each flashcard. The children repeat the words.

Game: Find the object!

- Name the objects in turn and ask one or two children to find and touch the correct flashcards as fast as they can.

Game: Say the color!

- Name the objects and children say the color of the wheel. Then do it in reverse.

Table time

Student's Book p 5

Listen, point and repeat.

- Play the audio. The children listen, point to each object as they hear it, and repeat the words.

CD1 Track 19

Mimi: Look Dylan! Backpack ... pencil case ... pencil ... crayons ... scissors ... glue. Repeat, Dylan!

Dylan: Yes, Mimi. Backpack ... pencil case ... pencil ... crayons ... scissors ... glue.

Mimi: Very good, Dylan. Let's name the classroom objects together!

Both: Backpack ... pencil case ... pencil ... crayons ... scissors ... glue.

Listen and play.

- Use finger in air to pretend to spin wheel. Children spin their fingers, point to the color when they hear it on the audio and say the word.

CD1 Track 20

Mimi: Spin the wheel
One, two, three
Point and name
The classroom objects with me!

Mimi: Red ... backpack!

Dylan: Orange ... pencil!

Mimi: Yellow ... crayons!

Dylan: Blue ... pencil case!

Mimi: Pink ... scissors!

Dylan: Green ... glue

- Play the game with you and/or individual children naming colors and others responding with the words.

Stick the classroom object stickers.

- Children stick the classroom object stickers in the correct places.

Circle the classroom objects that you have.

- Children circle the classroom objects they have.

Say.

- Children name the classroom objects they have.

Activity Book p 5



Look, find and match.

- Children find and match the classroom objects.

Color the objects in your classroom.

- They color the objects that are in their classroom.

Point and say.

- Children name the objects.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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

Use the **Navio App** to play the vocabulary game, and encourage children to do the same at home.



Listen and find the new classroom objects. Listen, point and sing **Do you have your backpack?** Circle the objects Sam has. Ask and say. **Language:** backpack, glue, paints, paper, pencil case, scissors; Do you have your (backpack)? Yes, I do. / No, I don't.

Learning objectives

- Talk about classroom objects
- Identify and name two new classroom objects
- Sing the language song *Do you have your backpack?*
- Ask and say what classroom objects you have

Materials

- Class CDs, flashcards, *Ferris Wheel* mat, Mimi puppet

Main vocabulary

- backpack, crayons, glue, paints, paper, pencil, pencil case, scissors

Key language

- Do you have your (backpack)? Yes, I do. / No, I don't.

Teacher's tip: Encouraging children to speak

To help children feel confident about asking and answering questions, use the Mimi puppet to model them. Answer the questions yourself or elicit answers from confident students. If you include this activity as part of your daily routine, soon children will gain enough confidence to ask and answer questions with a friend.



- Repeat several times with different flashcards.
- Give individual children flashcards. Use the puppet to ask questions and encourage them to respond *Yes, I do. / No, I don't.*
- Hold up different flashcards in turn. Use the puppet to get the children to ask you in chorus, e.g. *Do you have the backpack?* and respond *Yes, I do. / No, I don't.*

Table time

Student's Book p 6



Listen and find the new classroom objects.

- Play the audio. Children listen and find the two new words.
- Play the audio again. The children listen and say the words.

CD1 Track 21

*One, two, Which words are new?
Paints! Paints!
Paper! Paper!*

Listen, point and sing

Do you have your backpack?

CD1 Track 22

- Play the song. The children listen and point to each object as they hear it.
- Play the song again. Children sing and do the actions (see TB p 33).
- Remember that you can use the karaoke version of the song when children are confident.

Circle the objects Sam has.

- Play the first two lines of the song again. Ask *Does Sam have his backpack?* Elicit Yes. Demonstrate circling the backpack. Play the next two lines. Ask *Does Sam have his pencil case?* Elicit No. Shake your head and don't circle the pencil case.

- Play the song again, pausing after each answer. Children listen and circle the objects Sam has.

Ask and say.

- Ask *What does Anna ask Sam?* Encourage children to ask and answer the questions as in the song.

Activity Book p 6



Find and match the objects in the backpack.

- Children should draw lines to match the objects in the circles to the objects inside the backpack.

Color.

- Children color the objects in the backpack to look like the objects in the circles.

Ask and say.

- Children ask and answer about the items in their backpacks, e.g. *Do you have a pencil?* Yes, I do. / *Do you have paper?* No, I don't.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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

Lesson 3 Story



Classroom



Watch. Listen to the story *Fun with paint!* Circle the classroom objects Dylan uses to do his picture. Stick the story sticker. **Language:** backpack, crayons, glue, paints, paper, pencil, pencil case, scissors; colors; Do you have (paper)? Yes, I do. / No, I don't. I have (red) paint.

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Classroom

Learning objectives

- Watch, understand and enjoy the story *Fun with paint!*
- Make a prediction about the story
- Listen and identify the story frame
- Identify classroom objects used in the story

Materials

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

Main vocabulary

- backpack, crayons, glue, paints, paper, pencil, pencil case, scissors; colors

Key language

- Do you have (paper)? Yes, I do. / No, I don't. I have (red) paint.

Teacher's tip: Engaging children in the story

As you tell the story, use eye contact to engage the children. Be ready to repeat words and ask questions to support comprehension. Show your own interest and enthusiasm in the story – it's contagious!



Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)
Opening routines (see TB p 16)
Recycling activity (*Do you have ... ?* and classroom objects) (see TB p 19)
Lesson aims (see TB p 18)

Introduce the story *Fun with paint!*

- Say *It's story time!* Play the *Story rhyme* (CD1 Track 4; see TB p 17).
- Say *Anna and Sam are listening to a story about Mimi and Dylan. Mimi and Dylan are at school. Who has fun with paint in the story?* Listen to children's answers and respond.

Watch or listen to the story *Fun with paint!*

CD1 Track 24

- Watch the video, play the audio, or read the story using the printable story cards. Pause, repeat words, point to the pictures, ask questions.
- Ask children *Who has fun with paint in the story? (Dylan, but also Mimi and the other classmates).*
- Repeat the story. Encourage children to join in with the words and phrases in the story.
- Ask: *Do you like the story? Do you like Mimi's picture / Dylan's picture?*

Look and find.

- Say e.g. *Find Dylan's backpack!* Children look at the story and point to the picture as fast as they can.
- Repeat with other objects and characters.

Table time

Student's Book p 7

Watch. Listen to the story *Fun with paint!*

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

Circle the classroom objects Dylan uses to do his picture.

- Children find the objects Dylan uses to do his picture (paints) and circle them.

Stick the story sticker.

- Children stick on the story sticker.
- Say sentences from the story in random order. Children point to the correct frames.

Activity Book p 7

Trace and say the numbers.

- Children trace and say the numbers.

Match to order the pictures.

- They match the numbers to the pictures to order them.

Circle your favorite picture.

- Children choose and circle their favorite picture.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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



Story questions

Picture 1

Is Dylan excited about school? (*Yes*)
What does Dylan have? (*Backpack/pencil case/pencil/crayons/scissors/glue*)

Picture 2

Who is the teacher? (*Mrs. Cat*)
Are the children going to draw? (*No*)

Picture 3

Is Dylan happy? (*Yes*)
What color paint does Dylan have? (*Red/blue*)

Picture 4

What color paint does Dylan have? (*Green/yellow*)
Where is the paint? (*Everywhere*)

Picture 5

What color paint does Dylan have? (*Orange/pink*)
Is Mimi happy? (*No*)

Picture 6

What is Dylan's picture? (*The Ferris Wheel*)
Is Dylan good? (*Yes*)

Use the Navio App to watch the video, and encourage children to do the same at home.

Lesson 4

Story Song

Classroom

Watch. Listen, point and sing *The paint song*. Draw a picture of your favorite place. Say the colors in your picture. Say the classroom objects you use.

Language: crayons, glue, paints, pencil, scissors; colors; I have (blue) here.

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Classroom

Learning objectives

- Watch, sing and act out the story song *The paint song*
- Listen to the story again and identify classroom objects
- Identify and say colors
- Identify and say classroom objects used

Materials

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

Main vocabulary

- colors; crayons, glue, paints, pencil, scissors

Key language

- I have (blue) here.

Teacher's tip: Playing the story song at Table time

Play the story song again quietly during Table time while the children are drawing their pictures. Music often settles the mood and helps children concentrate. If the words of the song distract the children, play the karaoke version instead.



The paint song

CD1 Track 25

- Play the video or audio of the story song. Children watch/listen and say the colors in the song.
- Play the song again. Pause after each verse and invite individual children to stick the color flashcards on the board in three rows of two as per the song.
- Play the song again. Children listen, sing and act out the song (see TB p 33).

Table time

Student's Book p 8

Watch. Listen, point and sing *The paint song*.

CD1 Track 25

- Play the audio of the song. Children listen, sing and point to the colors in Dylan's picture.
- Remember that you can use the karaoke version of the song when children are confident.

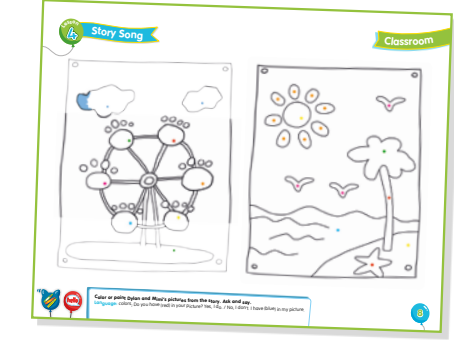
Draw a picture of your favorite place. Say the colors in your picture.

- Ask *Do you want to make a picture of your favorite place?* Children draw and color or paint a picture of their favorite place and say the colors.

Say the classroom objects you use.

- Children name the objects they use to make their pictures.

Activity Book p 8



Color or paint Dylan and Mimi's pictures from the story.

- Children color or paint each picture, following the colored dots.

Ask and say.

- Ask a child *Do you have (red) in your picture?* and have them answer *Yes, I do.* or *No, I don't.*
- Children ask and answer about their pictures in pairs.

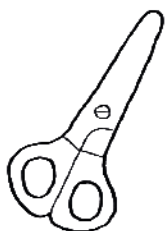
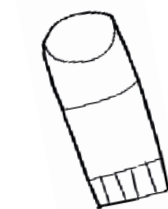
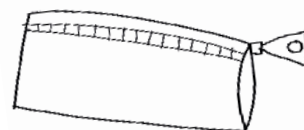
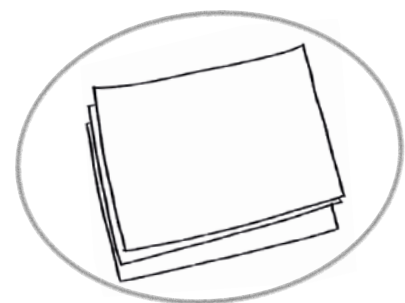
Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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

Use the Navio App to watch the video, and encourage children to do the same at home.



Watch. Listen and point. Circle the objects Uncle Dan has. Color the star if Uncle Dan is ready. Color the objects you have. Ask and say. **Language:** crayons, glue, paints, paper, pencil, pencil case, scissors; Do you have (a pencil)? Yes. / No. I have (paper). I don't have (scissors).



Learning objectives

- Ask and answer questions about what classroom objects you have
- Watch, understand and enjoy a video
- Identify classroom objects used in the video

Materials

- Class CDs, flashcards, *Ferris Wheel* mat, Mimi puppet

Main vocabulary

- crayons, glue, paints, paper, pencil, pencil case, scissors

Key language

- Do you have (a pencil)? Yes. / No. I have (paper). I don't have (scissors).

Teacher's tip:
Speaking in groups

As additional practice, divide the class into two groups and do the dialogue in groups. By speaking together with others, children's confidence will increase and this will help them develop the important life skill of asking and answering questions and maintaining a conversation.



Watch the video.

- Explain that Sam and Anna are talking to Uncle Dan. Uncle Dan is going to paint a picture. Play the video of Anna, Sam and Uncle Dan.
- Ask *What does Uncle Dan have?* (paper, pencil, crayons, paints)
- Watch again. Pause and children repeat the questions and what Uncle Dan says.

Table time

Student's Book p 9

Watch. Listen and point.

- Children point to Anna, Sam and Uncle Dan in the photo. Play the audio or video. Children point to the objects as they hear them in the dialogue.

Circle the objects Uncle Dan has. Color the star if Uncle Dan is ready.

- Play the audio again. Pause it after each question and answer. Children circle the objects Uncle Dan has. Play the audio again to check children have circled the objects correctly.
- Ask *Is Uncle Dan ready to do a picture?* Elicit Yes, and demonstrate coloring the star.

CD1 Track 27

Uncle Dan: Hello, Sam. Hello, Anna.
Sam & Anna: Hello, Uncle Dan.
Uncle Dan: Look. I'm ready to do a picture!
Anna: Do you have paper?
Uncle Dan: Yes, I do.
Sam: Do you have a pencil case?
Uncle Dan: No, I don't.
Anna: Do you have a pencil?
Uncle Dan: Yes, I do.

Sam: Do you have crayons?
Uncle Dan: Yes, I do.
Sam: Do you have paints?
Uncle Dan: Yes, I do. Look. I have paper. I have a pencil. I have crayons. I have paints. I'm ready to do a picture. Come on. Let's go!

Color the objects you have. Ask and say.

- Children color the objects they have.
- Remind children of the question *Do you have (paper)?* Children ask and answer questions about all the objects.

Activity Book p 9

Draw and color the classroom objects you have (✓) and don't have (X).

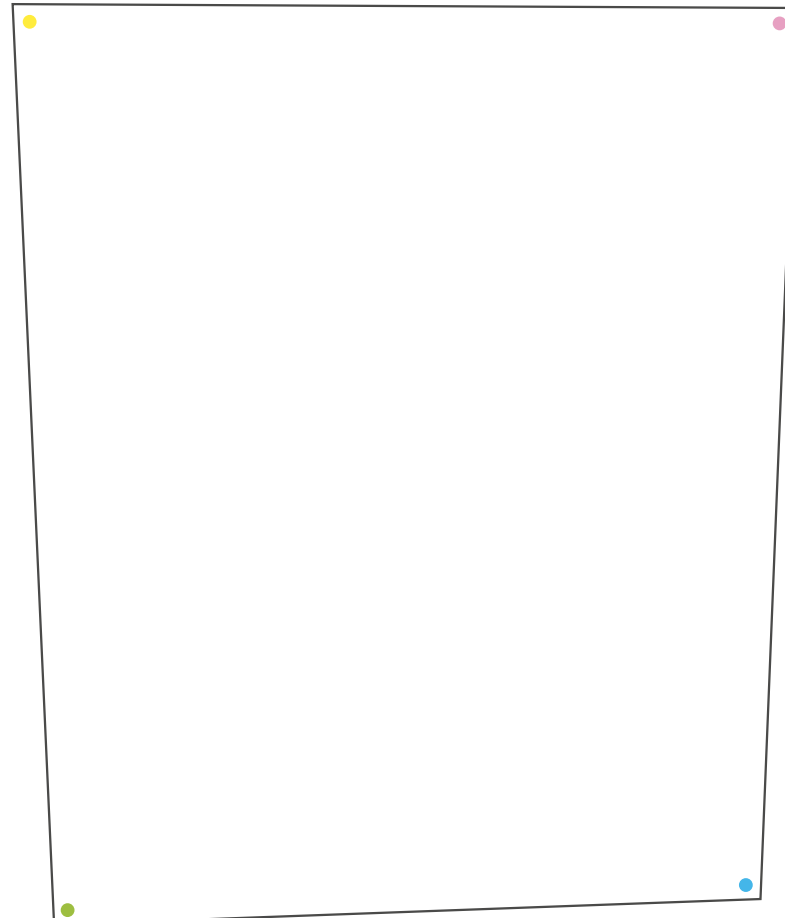
- Point to each object and elicit its name.
- Point to the check mark and say *I have this*. Point to the cross and say *I don't have this*. Children draw the objects in the correct place and color them.

Ask and say.

- Children talk about the objects they have and don't have.

Closing time

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



Listen, point and sing *Be good at home*. Color the pictures of good behavior.
Draw a picture of you being good at home or school. Say.
Language: home, school; Daddy, Mommy, Teacher; I'm good at (home).



SOCIAL AND
EMOTIONAL
LEARNING

Learning objectives

- Understand the value of good behavior at home and at school
- Act out the story
- Sing the values song *Be good at home*
- Identify who's being good
- Talk about your good behavior

Materials

- Class CDs, flashcards, *Ferris Wheel* mat, Mimi puppet

Main vocabulary

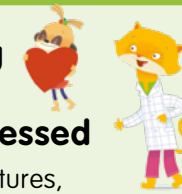
- home, school; Daddy, Mommy, Teacher

Key language

- I'm good at (home).

Teacher's tip: Listening to children's ideas, however they are expressed

When children describe their pictures, be ready to accept single words such as *home, school, teacher*, rather than complete sentences, when children describe their pictures to you. Alternatively, children can use their shared language to talk about when they are being good.



Circle time

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

Opening routines (see TB p 16)

Recycling activity (*Do you have a (pencil)?*

Yes, I do. / No, I don't.) (see TB p 19)

Lesson aims (see TB p 18)

Watch the Fun with paint! story video.


- Play the story video.
- Take the parts of narrator, Mrs. Cat and Mommy yourself. Encourage children to join in acting out the story in two groups (Mimi, Dylan).
- Ask e.g. *Is Mimi good? (Yes.) Is Dylan good? (Yes). Are you good at school? Are you good at home? Is it important to be good? What does being good mean?*

Be good at home song

CD1 Track 28

- Use the Mimi puppet to say *Listen and find out: Where are Dylan and Mimi good? Who are they good with?*
- Play the audio. Children name the places (school, home) and people (Mommy, Daddy, Teacher).
- Play the audio again. Children sing the song and do the actions (see TB p 33).

Table time


Student's Book p 10
Listen, point and sing *Be good at home*.

CD1 Track 28

- Focus children on the pictures. Point to them one by one and ask *Where are they? Is it good behavior?* Play the song. Children listen, point to the pictures of Mimi and Dylan being good, and sing.

Color the pictures of good behavior.

- Children color the correct pictures.

Draw a picture of you being good at home or school. Say.

- Children draw a picture of themselves being good at home or school.
- Children show you and each other their pictures and say *I'm good at (home) or I'm good with my (mommy).*

Activity Book p 10

Circle the pictures of good behavior.

- Children circle the pictures that show good behavior.

Talk about you.

- Children talk about when they are good, e.g. *I'm good (at home/with my daddy).*

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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



Listen and point. Follow and draw the paths from the children to the places at school. Say the places.

Language: cafeteria, classroom, library, playground; Go to the (playground).

Classroom

Learning objectives

- Identify and name places at school, and understand what we do in each place
- Listen and identify places at school
- Give instructions
- Talk about you in your favorite place at school

Materials

- Class CDs, printable content flashcards, *Ferris Wheel* mat, Mimi puppet

Main vocabulary

- cafeteria, classroom, library, playground

Key language

- Go to the (playground).

Teacher's tip: Discovering places at school

If possible, take the children around the school to the places in the lesson. In each place, ask *Where are we?* When a child gives the correct answer, say *Yes! It's time for/to ...* After the last place, say *It's time for lessons. Let's go to the classroom!* and take the children back to their classroom. This will help children associate the new words with their own familiar environment, and make English more "real" to them.



- Repeat with the other places. Mime eating (cafeteria), using a pencil (classroom), hands open as a book (library) and children name the places.
- Reverse the procedure. Point to the places in turn and children do the mimes.

Game: Go to the playground.

- Stick the flashcards on different walls in the classroom.
- Name the places e.g. *playground* and children point to the flashcards.
- Ask pairs or groups of children to stand up in turn. Say e.g. *It's time for lunch. Go to the cafeteria!* Children walk to the correct flashcard.

Table time

Student's Book p 11



Listen and point.

- Say *Sam, Anna and their friends David and Nicola are at school.* Explain that the teacher is telling them where to go. Play the audio. Children point to the places as they hear them.

CD1 Track 29

Sam! It's time to play. Go to the playground, please!
Anna! It's time for lunch. Go to the cafeteria, please!
David! It's time for lessons. Go to the classroom, please!
Nicola! It's time to get a book. Go to the library, please!

Follow and draw the paths from the children to the places at school.

- Play the audio again. Children listen and follow the maze lines to each place with their finger. Use the pause button as necessary.

- Demonstrate that children should draw the path to each place.
- When they have finished, play the audio again. Children repeat the instructions, e.g. *Go to the classroom!* Check they have drawn the lines correctly.

Say the places.

- Children point and name each place.

Activity Book p 11



Match the children to the places at school.

- Children draw lines from the children to the places.

Draw and color a picture of you in your favorite place in school.

- They draw themselves in one of the four pictures.

Say.

- Children show each other their picture and say, e.g. *I'm in the (cafeteria).*

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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



Watch. Listen, point and sing *Wind the bobbin up*. Color the ceiling, floor, window and door. Say.
Language: ceiling, clap, door, floor, hands, knee, window; Point to the (ceiling).

Learning objectives

- Watch, sing and act out the traditional song *Wind the bobbin up*
- Play an action game
- Identify and say parts of a classroom

Materials

- Class CDs, flashcards, *Ferris Wheel* mat, Mimi puppet

Main vocabulary

- ceiling, clap, door, floor, hands, knee, window

Key language

- Point to the (ceiling).

Teacher's tip: Enjoying traditional songs

Traditional songs develop an affinity with culture from the English-speaking world as well as an awareness of the rhythm and sounds of English, and listening and attention skills. Do not worry if children do not understand every word of the song; the most important thing is their pleasure and enthusiasm in joining in.



Wind the bobbin up song 🎵

CD1 Track 30

- Say *Stand up. Let's learn the song "Wind the bobbin up."*
- Pre-teach actions for the song (see TB p 33).
- Play the audio. Children listen and do the actions for the song with you.
- Repeat. Children join in singing and doing the actions for the song.

(Note: A "bobbin" is a traditional reel for winding wool.)

Watch the *Wind the bobbin up* song video. ⭐

- Children watch the video and join in singing the song and doing the actions with Anna and Sam.

Table time

Student's Book p 12

Watch. Listen, point and sing *Wind the bobbin up*. ⭐ 🎵

CD1 Track 30

- Play the song. Children listen, sing and point to the ceiling, floor, window and door in the picture.

Color the ceiling, floor, window and door. Say.

- Children color the ceiling, floor, window and door in the picture. If you like, turn this into a color dictation, e.g. *Color the ceiling blue.*
- Children point and name the places.

Activity Book p 12

Match the children doing the actions for *Wind the bobbin up*.

- Children match the pictures that show the same action.

Point and say.

- Children point to each picture and say the action.

Closing time

Learning review (see TB p 18)

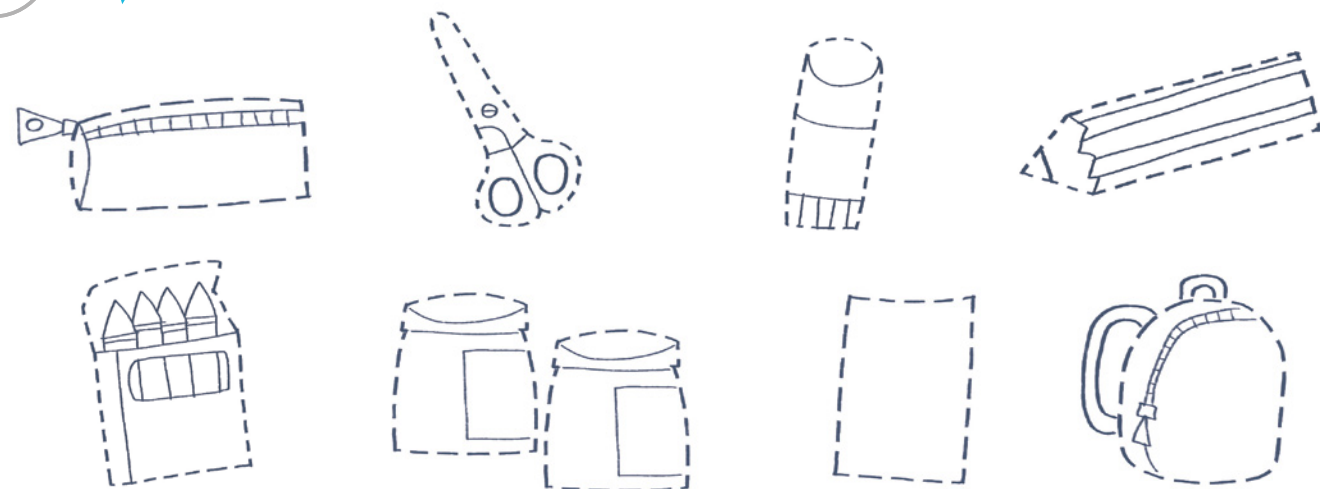
Closing routines (see TB p 16)

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



Review

Classroom



I can ...

Vocabulary



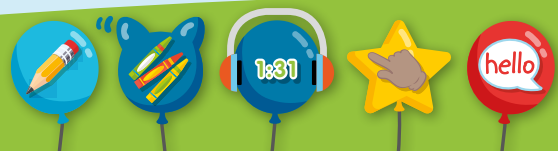
Story



Speaking



Content



Trace and color the classroom objects you know. Listen, point and say. Ask and say. Complete the faces to show what you can do. **Language:** backpack, crayons, glue, paints, paper, pencil, pencil case, scissors; Do you have (glue)? Yes, I do. / No, I don't. I have (crayons). I don't have (paints).

13

Classroom

Learning objectives

- Review what you have learned in this unit
- Complete a self-evaluation
- Point to and say classroom objects you have

Materials

- Class CDs, flashcards, *Ferris Wheel* mat, Mimi puppet

Main vocabulary

- backpack, crayons, glue, paints, paper, pencil, pencil case, scissors

Key language

- Do you have (glue)? Yes, I do. / No, I don't. I have (crayons). I don't have (paints).

Teacher's tip: Self-evaluation

Be prepared for children to take time to understand the concept of reviewing their learning. Model out loud the thinking processes involved and give encouragement as children identify what they have learned and achieved in this unit.



Watch the story video.

- Children watch the story video. Ask *What color paints does Dylan have in his picture? Is Dylan good in the story?*

Table time

Student's Book p 13

Trace and color the classroom objects you know.

- Explain and demonstrate the activity.

Listen, point and say.

- Play the audio. Children listen, point to the objects, and say the words.

CD1 Track 31

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

Dylan: Yes, I can.
Backpack.

Mimi: Backpack.

Dylan: Pencil case.

Mimi: Pencil case.

Dylan: Pencil.

Mimi: Pencil.

Dylan: Crayons.

Mimi: Crayons.

Dylan: Scissors.

Mimi: Scissors.

Dylan: Glue.

Mimi: Glue.

Dylan: Paper.

Mimi: Paper.

Dylan: Paints.

Mimi: Paints. Great job, Dylan! Very good!

Ask and say.

- Ask children questions about the classroom objects they have. Encourage the children to ask you or the puppet similar questions.

Complete the faces to show what you can do.

- Explain the four pictures: *I can name classroom objects; I can understand the story; I can ask and answer questions about classroom objects; I can identify places at school.*
- Demonstrate that children should complete the face with a smile or downturned mouth depending on how well they think they have done in the unit.

Circle time

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

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

Classroom object flashcard games

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

Sing *Do you have your backpack?*

CD1 Track 22

- Play the audio. Children sing and do the actions.
- Children ask and answer questions about classroom objects they have.

Game: *Guess the object.*

- Hide a classroom object behind your back. Children guess the object by asking *Do you have a (pencil case)?*

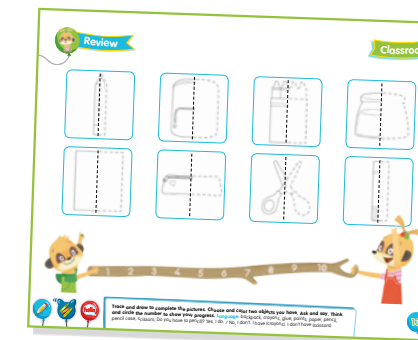
Game: *Where's Mimi?*

- Choose one of the school area flashcards. Put it face down on the floor. Put Mimi on top. Ask *Where's Mimi?*
- Children name the school areas until they guess the correct one.

Review Lesson

- Monitor and encourage children to think positively about their progress.

Activity Book p 13



Trace and draw to complete the pictures. Choose and color two objects you have.

- Children complete the pictures and color two objects they have.

Ask and say. Think and circle the number to show your progress.

- Children ask and answer about what they have. They then circle the number to show their progress.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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

Use the Navio App to review what children have learned in this unit, and encourage them to do the same at home.

Project



Classroom



Name the classroom objects you need. Make the Ferris Wheel. Say the colors. Draw a picture of you to go on the Ferris Wheel. **Language:** Ferris Wheel; crayons, glue, paints, paper, pencil; colors; I have (paints). My wheel is (orange). I'm on (blue). I like the (blue) wheel. Our Ferris Wheel is (fantastic)!

Classroom

Learning objectives

- Work together to do a collaborative project
- Name classroom objects and colors
- Draw and color a picture of yourself

Materials

- Class CDs, Mimi puppet, photocopyable templates: Ferris Wheel pods, crayons, finger paints, pencil, scissors, small pieces of paper and glue, or sticky notes

Main vocabulary

- Ferris Wheel; crayons, glue, paints, paper, pencil; colors

Key language

- I have (paints). My wheel is (orange). I'm on (blue). I like the (blue) wheel. Our Ferris Wheel is (fantastic)!

Teacher's tip: Helping children draw and color correctly

A good way to help children hold the crayon properly as they color or draw is to give them a small balloon filled up with flour for them to hold with their baby and ring finger as they hold the crayon with their other fingers (middle, pointer, and thumb).



Circle time

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

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

Prepare for your project.

- Say *Let's do a project! Let's make a Ferris Wheel for our class with pictures of everyone to go on the Wheel!* Explain that children should work together in groups for this project.
- Show children the six copies of the pod template you have prepared as the basis of the wheel.
- Demonstrate using finger paint to paint the pods.
- Demonstrate drawing a picture of your face on a sticky note to stick on the pod.

Table time

Student's Book p 14

Name the classroom objects you need.

- Say e.g. *We're going to make a Ferris Wheel like this. Look at what we need for our project.* Hold up the objects and elicit the words: *paints, crayons, pencil, pieces of paper, glue, paper* (templates).
- Say the words again. Children listen and point to the pictures in their books.

Make the Ferris Wheel. Say the colors.

- Divide the children into six groups or tables. Hand out one large pod template to each group or table. Assign or have children choose a color for their pod.
- Make sure children have finger paints of that color available, as well as scissors and sticky notes.
- Children paint their pod. Ask them what color it is.

Draw a picture of you to go on the Ferris Wheel.

- When they are ready, children use crayons to draw a picture of their face on a piece of paper or sticky note and stick it on the pod. If you like, you can write the first names of the children on the sticky notes under their pictures.
- Arrange the pods to make a Ferris Wheel on the classroom noticeboard. Use thick black felt-tip pen or strips of white card to draw the structure and spokes of the wheel.
- Ask children *Do you like our Ferris Wheel?* Make the point that everyone helped make the Ferris Wheel and that they couldn't have made such a beautiful Ferris Wheel on their own.

Alternative version of project

- Children could use crayons instead of finger paints to color the pods.

Activity Book p 14



Use finger paints to paint the classroom objects.

- Children paint the objects.

Point and say the colors.

- Point to the objects and elicit the colors.

Talk about the classroom objects you have and don't have.

- Remind children of the question *Do you have (a backpack)?* They talk about the things they have and don't have.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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