

Unit 1 Overview

Unit objectives: understand and give instructions; practise the alphabet

Vocabulary: *sit down, stand up, talk, clean up, shout, run*, the alphabet

Grammar: *Don't shout!, Sit down, please., How do you spell ...?*

Phonics: sound /eɪ/

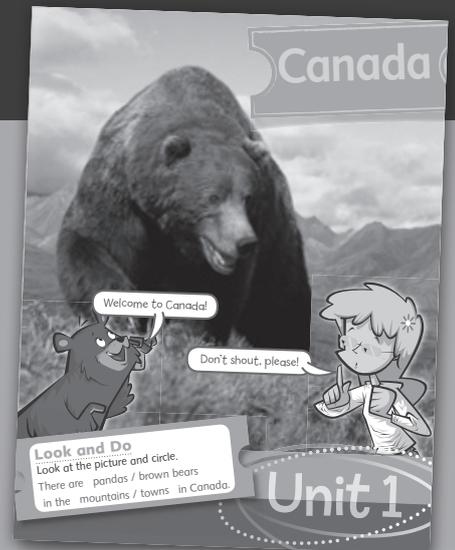
Value: Politeness – Be polite!

Cross-curricular focus:
Science – Beavers

Country focus: Canada

Overview materials: world map or globe; realia representative of Canada (e.g. toy bear, real or cut-out maple leaf), pictures of famous places, people or events in Canada

Short lesson option: b & c



Culture Connection

- The picture shows a Canadian brown bear. Brown bears are very powerful. They eat mostly roots, berries and fish.
- Canada produces 75% of the world's maple syrup. People usually eat it with pancakes or waffles.

a Warmer

Ask the children to look at the pictures of Bubba and Niki on p.4 of their book. Point to Bubba and say *I'm Bubba*. Repeat with Niki. Encourage the children to wave and say *Hi!* Point to Niki again and say *We're explorers*. Elicit or explain *explorer* in L1. Then point to Bubba again and read out loud his second speech bubble.

Point to Canada on the world map/globe. Ask the children to guess the country. Confirm or tell them that next they are going to explore Canada. Use the realia or pictures you brought in to generate interest and find out what the children already know about Canada. Ask questions, e.g. *What continent is Canada in? What is Canada famous for? What animals live in Canada?*

b Picture activity

Ask the children to look at the unit opener picture on p.5 of their book. Read Bubba's speech bubble loudly and then put your finger to your lips and say *Shhh. Don't shout, please!* quietly. Ask the children why they think Niki is telling Bubba not to shout.

Point to the bear and have the children say the word. Repeat with *grass* and *mountains*. Ask the children to name other animals that come from Canada (*moose, beaver*). Discuss with the

children the animals' habitats, e.g. *mountain* and *river*. Ask if they have any of these animals or habitats in their country.

c Visual literacy: Look and Do

This feature develops visual literacy by allowing the children to use their prior knowledge to interpret the picture. Tell the children to look at the picture again and circle the correct words. Check answers with the class.

Answer: *There are brown bears in the mountains in Canada.*

d Wrap up

Tell the children to draw a picture of a bear, moose or beaver in its habitat and write about it, e.g. *This is a bear. It lives in the mountains.*

Picture activities for Unit 1

Lesson 2, after Activity 2

Ask the children to look at the unit opener picture. In pairs, the children act out the dialogue.

Lesson 5, after Activity 3

Ask the children to say what letters of the alphabet they can see on the unit opener page, e.g. *b* for *bear*.

Lesson 6, after Activity 1

Tell the children to look at the unit opener picture. Ask children to tell you how to spell *Canada, bear, mountain*.

Learning objective: learn and practise commands for actions

New vocabulary: *sit down, stand up, talk, clean up, shout, run*

Warmer

Say and mime actions from Activity 1. Ask children to repeat. Then name the actions for children to mime. Do this faster and faster to make it fun!

1 **CD 1, Track 2** Point to the picture. Play the CD. Ask children to point to the bears in the picture doing the actions they hear. In pairs, the children take turns pointing to the pictures and naming the actions.

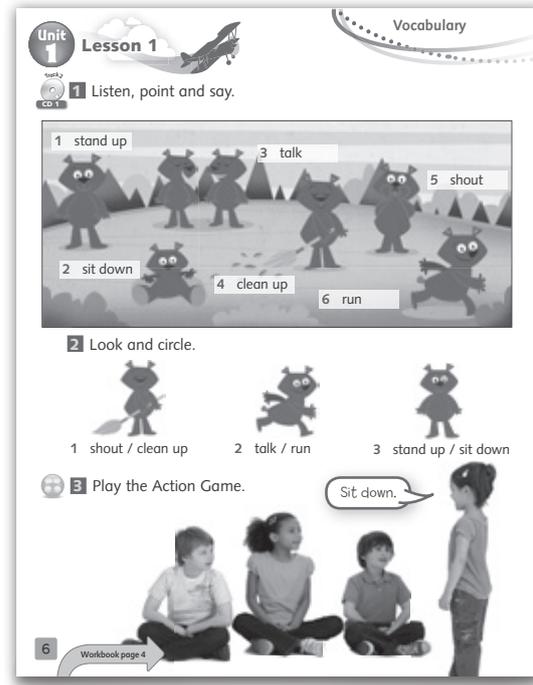
2 Ask the children to look at the picture in Activity 1 again. Read out loud the words for them to repeat. Then tell the children to look at the three pictures in Activity 2 and circle the correct words. In pairs, the children compare answers. Check answers orally.

Answers: 1 clean up 2 run 3 stand up

3 Ask the children to stand up in an open space. Call out different actions for them to mime. As the children become more confident, give the instructions faster. Invite confident children to give instructions to the class. Then put the class into groups of four. The children take turns giving the instructions in the action game.

Competency development: Collaborate and Communicate

This activity demonstrates the ability to **work as part of a team**. Each child has a specified role in the game and they have to both give and follow instructions. Ensure that each child has an opportunity to take on each role so they can develop this competency. The use of movement will help them remember the new language and will be especially good for kinesthetic learners.



Blended Teaching Tip

Use the Interactive Pupil's Book page in the Presentation Kit to review the new language. Draw a text box over the vocabulary underneath each picture and invite children to use the text tool to label the pictures. After each picture has been labelled, check with the rest of the class if they agree that it is the correct word.

Wrap up

Write the words from Activity 1 in scrambled letters on the board, e.g. *tasdnpu* (*stand up*), *kalt* (*talk*). In pairs, the children unscramble the words. Invite children to write an answer on the board.

Learning objective: practise giving and following commands

New grammar: *Don't shout! Sit down, please.*

New vocabulary: *walk*

Vocabulary review: action words

Materials: soft ball

Warmer

Say *Look!* and point to your eyes. Say *Don't look!* and cover your eyes. Say *Shout!* and cup your hands around your mouth. Say *Don't shout!* and cover your mouth. Repeat and ask the children to join you.

- 1** **CD 1, Track 3** Point to the moose in the picture and say *moose* for the children to repeat. Play the CD and ask the children to listen and read. Play the CD again and have the children repeat. Ask the children which word Bubba uses to ask Niki not to do something (*don't*) and which to be polite (*please*). Point out that we should use *please* as often as we can. In pairs, the children read the dialogue.

- 2** Point to the scrambled commands. Ask the children to number the sentences in order. Ask children to say the answers.

Answers: 1 2,3,1 – Clean up, please.
2 3,1,2 – Don't sit down.

Competency development: Think

In this activity, the children **process** information to order words correctly. Encourage them to use the capital letters and punctuation to help them identify the word order in the sentences. Numbering the words will help the children to remember the order and apply this when forming other commands.

Activity extender

Throw the ball to a child and give a command for him/her to mime. The child mimes the action and then he/she throws the ball and gives a command for another child to mime. Repeat.

← You can now go back to the unit opener (Teacher's Book Pack p.21, Pupil's Book p.5) and do the additional picture activity for this lesson.

Unit 1 Lesson 2 **Grammar** Don't shout. Sit down, please.

1 Listen, read and say.

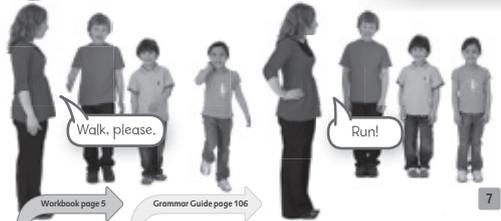


2 Number in order.

1 up, please. Clean

2 down. Don't sit

3 Play the Please Game.



Workbook page 5 Grammar Guide page 106 7

- 3** Point to the children in the pictures. Explain that they only follow commands with *please*. Say commands from Lesson 1 with *please*. Have the children do the actions quickly. Then give a command without *please*. The children who do the action are out of the game. Continue playing the game and have children who are out help you choose commands.

Competency development: Collaborate and Communicate

This activity **recreates an almost real situation** in which the children can practise the new language. It is a fun way to practise the new grammar in a class activity and it reinforces the importance of the polite use of *please* in everyday English.

Lesson extender

Point to the grammar box. Ask children why we use *please* (to be polite) and why we use *don't* (when we don't want somebody to do something). Tell the children to think of some school rules and write them on the board, e.g. *Don't run. Don't eat in the classroom. Listen to your teacher, please.* Ask the children which one they think is the most important.

Wrap up

Write on the board: *run, talk, sit* and the opposites: *walk, shout, stand*. Say a pattern of the words and have the class call out the opposite pattern, e.g. *run, run, walk (walk, walk, run)*. Repeat with different patterns.

Learning objectives: recognise the sound /eɪ/; practise it through a chant

New phonics sound: /eɪ/

New vocabulary: *cake, snake, lake, plate*

Materials: prepare simple sketches of a cake, snake, lake and plate

Warmer

Draw pictures of a cake, snake, lake and plate across the board. Name them for children to repeat. Exaggerate the /eɪ/ sound. Distribute the sketches on paper to four children. Have them name them and match them to those on the board. Repeat with different children.

1 **CD 1, Track 4** Play the CD. Tell the children to listen and point to the picture. Play the CD again. Pause after each line for the children to repeat. Play it again while the children chant along.

2 **CD 1, Track 5** Play the CD. Tell the children to listen, point to the words and repeat. Hold up the four sketches at random. Have children point to the same picture in their book and name it.

3 Ask the children to look at the pictures and complete the missing letters in the words. Point to the pictures. Tell children to shout out the words. Ask children to write the words on the board.

Answers: snake, plate, lake, cake

Blended Teaching Tip

Open the Animated Phonics Presentation in the Presentation Kit. Play the chant for the children to listen. Repeat several times and encourage them to join in and gain confidence. Finally, turn down the volume while the children chant, following the words as they appear on the screen. In pairs, the children chant one more time in unison with the words on the screen.

Unit 1 Lesson 3 Sounds Great!

1 Listen and chant.
Look at my cake!
It's a snake in a lake.
Take a plate!

2 Listen and say.
a k e a t e

cake plate snake lake

3 Look and write.
_ _ a k e _ _ a t e _ _ a k e _ _ a k e

4 Read the chant and underline *ate* and *ake*.

8 Workbook page 6

Activity extender

In pairs, the children dictate a word from this lesson letter by letter for their partner to write in their notebook.

4 Ask the children to read the chant again and underline the letters *ate* and *ake* in different colours in their book. Invite children to write the words with these letters on the board and say them.

Answers: cake, snake, lake, Take, plate

Competency development:
Learn

In this activity, the children identify the sound studied in the lesson and recognise the different spellings to **demonstrate previously acquired understanding**. Using a different colour to underline the letters will help them to remember the sound/spelling combinations.

Lesson extender

Write *rake, date, make, late* on the board for children to copy. Read the words out loud one by one. Have children circle the words that rhyme with *cake* (*rake, make*).

Wrap up

Put the four sketches on the walls. Give commands, e.g. *Walk to the cake. Sit next to the snake. Look at the lake*. Ask three or four children to follow the commands each time.

Learning objectives: read a story about being polite; explore the value of politeness

New vocabulary: *apples, banana, cherries, polite*

Vocabulary review: *fruit, plate, cake*

Grammar review: *Don't shout!*

Materials: prepare simple sketches of an apple, a banana, a cherry, a cake, a plate

Warmer

Draw an apple, a banana, a cherry and a cake on the board. Point and help children repeat the words. Then invite a child to draw six cherries on the board. Repeat with different children, numbers and words.

- 1** **CD 1, Track 6** Ask the children in L1 where their parents buy fruit (*in the market*). Point to the market in the picture. Preteach *Here you go* by handing children objects and saying the phrase. Play the CD while the children listen and read. Play the CD again. Ask questions to check comprehension, e.g. *What does the girl do wrong? (She takes the fruit.) What does the woman buy? (A banana and some cherries.)*

Activity extender

Place the sketches on your desk. Invite one child to be the grocer and two children to be customers. Have the children act out the dialogue using the sketches. Repeat with as many children as possible.

- 2** Ask the children to read the story again. Read the two values out loud and check understanding. Ask the children to think about the story and decide which box to tick. Invite children to say which box they ticked and why (L1). If any children chose 'Eat fruit,' do not tell them that they are incorrect but guide a class discussion about what the important message in the story is and why.

Talk about the value of being polite with the children. Allow the children to answer in L1 to help them better understand the importance of the value. Elicit ways of being polite, e.g. say 'please' and 'thank you', smile. Make a list on poster board and put it up in the classroom.

Answer: Be polite.

Reading Time

Unit 1 Lesson 4

1 Listen and read.

1 Please, don't take the fruit.

2 A banana and some cherries, please.

3 Please take the plate.

Thank you.

4 Sorry, Six apples, please.

Here you go. Six apples ... and a cake!

Oh, thank you.

2 Read the story again. Tick (✓) the **value**.

Eat fruit. Be polite.

3 Circle the polite words. Do you use these words?
please / don't / thank you / sorry / cherries

9

- 3** Ask the children to circle the polite words in their book. Refer them to the list from Activity 2 if necessary. Ask children for their answers and ask when they use these words.

Answers: please, thank you, sorry

Competency development: Me

This activity allows the children to **build their pro-social skills**. Help them to understand the importance of being polite in a range of different situations, e.g. at school, with their parents, in shops. Encourage them to think of as many different situations as possible.

Lesson extender

Ask the children to work in pairs to choose a simple situation when it is important to be polite, e.g. being given a gift. In L1, they create a short dialogue, e.g. *Happy birthday! This is for you. / Thank you!* Invite pairs to act out their dialogue for the class.

Wrap up

Hold up a number of fingers behind your back. Ask *How many fingers?* Invite children to guess the number. The first child to guess correctly comes to the front and repeats the game.

Learning objective: review and practise the alphabet

New vocabulary: the alphabet

Materials: coloured board markers/chalk, Language File template 1, 'Bingo' template 1 from games resource pack

Warmer

Write *tlbpahae* on the board. Write the letters with different colours. Ask the children to unscramble the letters to make a word (*alphabet*). Ask what colours the different letters are, e.g. *A – green, L – blue*.

1 **CD 1, Track 7** Point to the grid and have children say what it is (the alphabet). Play the CD. Tell the children to listen and point to the letters. Play the CD again and encourage the children to sing.

2 Point to the grid in Activity 1. Explain that the code is made of colours and numbers. Give some codes for the class to name the letters, e.g. *Red, 2: J*. In pairs, the children give and answer codes from the grid. Walk round and listen.

3 Distribute the Language File template to each child. (Alternatively, you could make a code for the alphabet with a different symbol for each letter, code *my cake* and have the children decode it in their notebook.) Have them fill in the blanks on the alphabet. Ask them to decode the message and write the correct letters on the cake. Have children read the secret words.

Answer: my cake

← You can now go back to the unit opener (*Teacher's Book Pack p.21, Pupil's Book p.5*) and do the additional picture activity for this lesson.

Lesson extender

Play 'Bingo' using the template from the Games Resource Pack. Ask the children to choose nine different letters and write them in the squares. Tell them you are going to call out letters and when they hear the ones they have, they mark them off their grid. The first child to mark off all his/her letters shouts *Bingo!*

Wrap up

Tell the children to say the alphabet round the classroom. Each child says one letter in order. Encourage them to go as fast as possible.

Learning objectives: ask how to spell words; practise spelling

New grammar: *How do you spell ...?*

Vocabulary review: *clock, pencil, eraser, ruler*

Materials: prepare two sets of alphabet cards (double copies of all letters)

Warmer

Write the alphabet on the board. Recite the letters with the class. Distribute the alphabet cards. Have children name the letters and attach them under the corresponding letters on the board.

- 1** **CD 1, Track 8** Ask the children to look at the picture and tell you what they can see. Play the CD while the children listen and read. Ask *Why are they scared?* (because of the snake). Play the CD again. Point to the grammar box and have the children read the question out loud. Explain (in L1) that this question asks people to say each letter in a word. In pairs, the children read the dialogue in the picture story.

Activity extender

Put the class into groups of three. Each child chooses a part from the story: Niki, Bubba and the snake. Have the groups act out the story. Monitor and congratulate the children.

← You can now go back to the unit opener (*Teacher's Book Pack p.21, Pupil's Book p.5*) and do the additional picture activity for this lesson.

- 2** Point to and read the words in the scrambled question. Have the children number the correct order. Ask one of the children to call out the numbers. Invite one child to write the sentence on the board.

Answer: 2, 4, 3, 1, 5 – How do you spell 'dog'?

Competency development: Think

In this activity, the children **process information** in order to identify the correct word order. Encourage them to use punctuation and capitalisation clues to help them work out the order of the words.

Unit 1 Lesson 6 Grammar How do you spell "snake"?

1 Listen, read and say.

How do you spell "panda"?

P-a-n-d-a.

How do you spell "snake"?

S-N-A-K-E!

2 Number in order.

do spell you How "dog"?

3 Ask and answer.

How do you spell "clock"?

C-l-o-c-k.

Workbook page 9 Grammar Guide page 106 Grammar File 1 11

- 3** Point to the pictures for the children to say the words. In pairs, the children ask and answer about the spelling of the words. Walk round and check the children's spelling.

Competency development: Learn

In this activity, the children **apply and practise the new grammar** with classroom objects. Take advantage of other opportunities to practise as they arise, by asking children to spell words and encouraging them to ask you how to spell words.

Blended Teaching Tip

Ask the children to look at the picture in Activity 1. Ask the children the name of the animal in the circle picture (*a snake*) and then ask *How do you spell 'snake'?* Pick other objects in the picture and ask the same question.

Wrap up

Use real pens, pencils and books. Hold the book up. Write *_ook* on the board. In pairs, the children write the completed word in their notebook (*book*). Then have children spell the object. Repeat with the other objects.

Learning objective: learn about the national sport and animal of Canada

New vocabulary: *beaver, ice hockey, skate*

Grammar review: *Skate! Don't sit down! This is a beaver.*

Materials: modelling clay (optional)

Warmer

Write the chant on the board and have children chant together: 5, 4, 3, 2, 1 – *Let's have fun! Let's explore Canada!*

- 1 Ask the children to describe what they can see in the pictures. Write *skate, ice hockey* and *beaver* on the board. Say the words and have the children point to the corresponding parts of pictures. Have the children read the texts silently. Make true or false statements about the text, e.g. *Football is the national sport of Canada. Beavers have black eyes.* Ask children to say *true* or *false* each time. Ask other children to correct the false statements.

Activity extender

Ask the children to close their book. Write the first text on the board. Erase some words. See if the children can remember them.

Think Twice

- 1 Read out loud the options and the rest of the statements. In pairs, the children decide which option is correct and circle it in their book. Check the answers as a class.
- 2 Read the question out loud. In pairs, the children decide on their answer. Help with vocabulary if necessary. Invite children to tell the class.

Answers: 1 Ice hockey is the national sport of Canada. The beaver is the national animal of Canada. 2 Children's own answer.

Stop and reflect

Reflect back on what the children have learnt about Canada. Pause for ten seconds to allow them time to think. Ask *What languages do they speak in Canada? (English and French) What is the national animal of Canada? (beaver) What is*

Unit 1 Lesson 7

Canada

Let's visit ...

1 Read about national favourites from Canada.

Hi, I'm Sara.
My favourite sport is ice hockey.
It's the national sport of Canada.
Let's play. OK? Don't sit down!
It's cold. Skate with me,
please. It's fun!

This is a beaver. It's the national animal of Canada! Beavers are brown and have black eyes. They're cute! There are lots of beavers in Canada. Are there beavers in your country?

Think Twice

1 Circle.
Ice hockey / Football is the national sport of Canada.
The brown bear / beaver is the national animal of Canada.

2 What is the national sport of your country?

12

the national sport of Canada? (ice hockey) Why do you think this particular sport is so popular in Canada? (because the climate is so cold). Encourage the children to use English, but if they use L1 that's fine, too.

Lesson extender

Cross-curricular focus: Science – Beavers

Ask the children what they know about beavers. Encourage them to tell you any details using L1 if necessary. Draw a beaver on the board and label the key body parts, e.g. *teeth, fur, tail*. Explain that they have sharp teeth to cut wood, which they eat. They use their tail to help them swim and to warn others of danger. They need thick fur to keep them warm. In pairs, the children draw a beaver and label the different body parts.

Other information: the beaver is the second largest rodent in the world. They often live for 20 years or more. They are usually nocturnal creatures. They build dams to protect themselves and provide easy access to food in winter.

Wrap up

Tell the children to make a modelling clay figure or a drawing of something they like about Canada and write a sentence about it, e.g. *There are moose in Canada.* Have children hold up their model or drawing and say the sentence.

Learning objectives: focus on the national animal from their country; act out meeting someone and spelling out their name

Vocabulary review: *national, animal, beaver*

Grammar review: *What's your name? My name's ..., How do you spell ...?*

Materials: pictures of animals from their country

Warmer

Hold up the pictures of animals from the children's country for them to name. Help with vocabulary if necessary. Have children describe the animals and say which ones they like best and why.

- 1 Read Niki's speech bubble. Ask the children what their national animal is. Write it on the board.
 Have the children draw a picture of their national animal in the box and write a sentence about it. Walk round and admire the children's work.

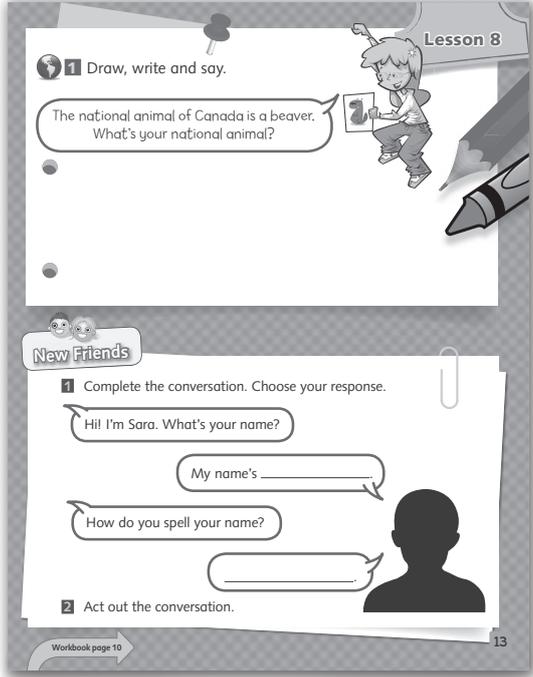
Competency development: Act

This activity encourages the children to **identify their own circumstances in a wider context** by having them draw and write about their national animal.

To assess the children's awareness of the theme, ask them to work in pairs and think about the kinds of habitats these animals like. Encourage them to relate this to the geography of their country. Ask the children to think about the national animals of other countries they know about and help them to recognise that national animals usually reflect the climate and geography of the country.

New Friends

- 1 Tell the children to read the conversation and then complete it by writing a name and how to spell it in their book. Tell them that they can use their own name or another name. Ask a few children for their answers.
- 2 Tell the children to act out the conversation in pairs, taking turns with the different roles. Monitor and help with pronunciation and intonation if necessary. Invite confident pairs to act out their conversation for the class. Admire their conversation.



Lesson 8

1 Draw, write and say.

The national animal of Canada is a beaver.
What's your national animal?

New Friends

1 Complete the conversation. Choose your response.

Hi! I'm Sara. What's your name?

My name's _____

How do you spell your name?

2 Act out the conversation.

Workbook page 10

13

Blended Teaching Tip

Open the Interactive Pupil's Book page in the Presentation Kit and point to the dialogue. Read the left side of the dialogue chorally with the children and answer the information on the right about yourself. Then use the text box tool to block out key phrases. Repeat the dialogue chorally, with the children including the missing phrases from memory. Repeat until nearly all the words are blocked out.

Activity extender

Tell the children to walk round the classroom and practise the conversation with as many other children as possible in the time allowed.

Wrap up

Write on the board *The symbol national maple leaf Canada is the (The national symbol of Canada is the maple leaf.)* Ask the children to write the sentence correctly in their notebook and illustrate it with a picture of a maple leaf.

Learning objective: review grammar and vocabulary from Unit 1

Vocabulary review: action words

Grammar review: commands, *How do you spell ...?*

Warmer

Play the 'Please' game to review commands. Remind children only to follow the commands that are followed by the word *please*, e.g. *Stand up, please. Sit down, please.*

- 1 Ask the children to look at the picture and say what the people are doing. Read the commands out loud. Ask the children to number the people according to the commands.

Answers: 1, 4, 3, 2

- 2 Point to the pictures and encourage children to describe them orally. In pairs, the children say and write the commands next to the pictures. Remind them to use *please*.

Answers: 1 Don't run, please. 2 Don't shout, please. 3 Sit down, please. 4 Clean up, please.

Blended Teaching Tip

Open the Interactive Pupil's Book page 7 in the Presentation Kit. Invite children to point to an item in the picture and choose another child to say the word. Correct any pronunciation mistakes. Then ask the children to write two sentences using the grammar and vocabulary learnt in the unit, e.g. *How do you spell 'ruler'?* Choose children to read their sentences.

Progress check

Unit 1

1 Read, look and write the numbers.

1 Clean up, please. 2 Sit down, please. 3 Don't talk. 4 Don't run.

2 Look, say and write.

1 _____

2 _____

3 _____

4 _____

Think Again!

An animal from Canada is the _____

My favourite lesson is on page _____

The national sport of Canada is _____

14 Workbook page 11

Think Again!

Read the beginnings of the three sentences out loud. Ask the children to look through the unit and complete the sentences in their book. Invite children to share their answers with the class. Ask the children what they found interesting, what they found easy and what they found difficult in the unit. Congratulate them on completing Unit 1.

Possible answers: beaver; children's own answer; ice hockey

Wrap up

Divide the class into two teams. Have the teams give commands to each other, one child at a time. The team that performs most of the commands correctly wins.