

# 1

# The first day of school

## Learning Path



Provide the children with the Unit 1 **Flip this Lesson** worksheet available on the iBook, a few days before the lesson.

### Warm up

Hold up the classroom items one by one and drill the words. Place the items on a table and ask the children to stand around so that they can see them. Ask individual children to point to specific items. Then tell them to close their eyes and then remove one of the objects. Elicit the name of the missing object. Repeat several times.

### 1 Watch.

Pause the video in various places, name a vocabulary item and ask the children to point to it on the screen.

### 2 Listen, point and say. 1.1

Ask questions about the picture: *It's (blue). What is it? What colour is the (ruler)?*

### 3 Watch and sing. 1.2

### Fast Finishers

The children write the words for the items that they have on their table.

### Wrap up

Divide the class into teams and nominate a first player in each one. Invite the players to the board and show them a flashcard of an item to draw. The first team to say the word wins a point. Continue playing until all the children have participated.

### Extra activity

Have ready a piece of paper. Hold up each flashcard in turn, covered completely by the paper at first. Slowly reveal the flashcard and tell the children to guess what it is before you show it completely. Tell them to put up their hand when they think they know what the classroom object is, and call on a child to give you their answer.

➤ **Activity Book** page 6

**Key Vocabulary 1 - drama activity** page 113

➤ **Student's Book** Picture Dictionary page 86

📄 **Teacher's Resources:** Vocabulary worksheet

# 1

# The first day of school



### 1 Discover Watch.

### 2 Listen, point and say. 1.1



### 3 Watch and sing. 1.2

8 Lesson 1 • Classroom vocabulary

## Materials

- Teacher's i-solutions
- Teacher's Resources
- Unit 1 Flashcards
- Classroom items

## Audio Transcripts

- |     |             |           |
|-----|-------------|-----------|
| 1.1 | school bag  | rubber    |
|     | pencil case | pencil    |
|     | book        | crayons   |
|     | ruler       | sharpener |

### 1.2 It's time for school

This is my **book**,  
it's time for school.

This is my **pencil**,  
school is cool!

*Repeat verse with (rubber, ruler)  
(pencil case, sharpener)*

This is my **school bag**,  
it's time for school.

These are my **crayons**,  
school is cool!

# 1 Vocabulary and Grammar

## Learning Path

### Warm up

Display the flashcards. Point to one and tell the children to repeat the word if it is correct, but to stay silent if it is not. For example, point to the pencil and say *I've got a pencil.* (The children repeat *pencil*) Then point to the rubber and say *I've got a book.* (The children stay silent)

### 1 Listen, find and stick. 1.3

After the stickers are in place ask the children to name the items that each character has. Then name an item and the children say *Ellie* or *Finn*.

### 2 Look and match.

Read each sentence aloud several times getting the children to join in with you first.

### Your turn!

Say *I've got a blue pencil case.* Ask all the children who also have a blue one to stand up, show their pencil case and say the sentence. Repeat with different colours and continue until all the children are standing up.

### Fast Finishers

The children look at the stationery item pictures in Activity 1 and say which two items from Lesson 1 are missing. (*Book, pencil case*)

### Wrap up

Put the classroom items into a bag and tell the children to come forward. Invite a child to close their eyes and take an item from the bag. They have to guess what they are holding using the structure *I've got a (book).* The rest of the children say *Yes* or *No*.

### Extra activity

Sit in a circle. Hold a pencil and act out a dialogue with the child on your left. Say *I've got a pencil!* The child says *A what?* using very exaggerated intonation as if they have no idea what it is. Say *A pencil!* The child responds *Aah! A pencil!* as if they have just realised what it is. That child then takes the pencil and repeats the dialogue with the person on their left. When you see that the children are confident, add items to the circle until all the vocabulary is reviewed.

► **Activity Book** page 7





**Key Grammar 1 - drama activity** page 113

 **Teacher's Resources:** Skills worksheet

### 1 Listen, find and stick. 1.3



### 2 Look and match.

I've got a green ruler.  ✓  
I've got a yellow book.  ✓  
I haven't got a blue pencil.  ✗  
 ✓

### Your turn!

I've got a blue pencil case.  
And you?



I've got a (yellow) (ruler). I haven't got a (green) (pencil). • Lesson 2

## Materials

- Teacher's i-solutions
- Teacher's Resources
- Unit 1 Stickers
- Unit 1 Flashcards
- Classroom items
- An opaque bag

## Audio Transcript

- 1.3 **Woman:** Hello, Ellie!  
**Ellie:** Hello! Look at my school things!  
I've got a pencil.  
I've got a rubber.  
I've got a school bag.  
I haven't got a green school bag.  
My school bag is orange!
- Woman:** Hello, Finn!  
**Finn:** Hello! Look at my school things!  
I've got a sharpener.  
I've got crayons.  
I haven't got a green ruler.  
I've got a yellow ruler.

# 1 Time for class

## Learning Path

### Warm up

Hold a flashcard behind your back and say *I've got a (ruler)*. The children put their hand up if they think it's true and keep their hands down if they think it's false. Reveal the flashcard and the children who got it right give themselves a clap. Repeat several times.

### 1 Find and say. Colour.

### 2 Listen and follow. Watch. 1.4

Give the children time to look at the story pictures. You can choose to have them listen and follow the audio story first. From there, have them follow the story again with the video. Pause the video in several places to ask questions about objects and colours. Name an item from the story, then ask the children to say which picture(s) they can see it in. For example, a green rubber. (Scenes 3, 5 and 6)

### 3 Look and draw.

### 4 Ellie is calm at the end of the story. Stick.

Ask the children to identify the picture of the children looking calm. (Scene 5) Ask them to sit calmly like the characters for ten seconds.

### Your turn!

### Fast Finishers

The children point and say all the items and characters they recognise in the story.

### Wrap up

Say some statements about the story, either true or false, for the children to say *Yes* or *No* to. For example, *I'm Ellie, I haven't got a pencil. (Yes!) I'm Greta, I've got a red rubber. (No!)*

### Extra activity

Put the children into groups of two (scene 1), three (scene 2) or 5 (scenes 3-6). Assign a story scene to each group. Tell them to each choose a character and to mime their position as in the scene. Play the story through and ask each group to come to life and move around to act out their scene as it is played. They keep still when it is not their turn.

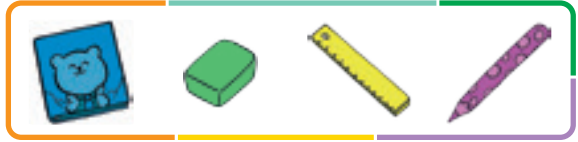
➤ **Activity Book** page 8

### Teacher's Resources:

Skills worksheet  
SEL Colour-in worksheet

# 1 Time for class

### 1 Find and say. Colour.



### 2 Observe Listen and follow. Watch. 1.4



10 Lesson 3 • Language in context

## Materials

- Teacher's i-solutions
- Teacher's Resources
- Unit 1 heart Stickers
- Unit 1 Flashcards



3 Look and draw.



I haven't got a

Child's own drawing of a pencil



4 Ellie is calm at the end of the story. Stick.



Your turn!

Explore

Do you organise your school things?



Audio Transcript

1.4 Time for class

1

**Narrator:** It's the first day of school.

Ellie is very excited!

**Ellie:** ... I've got my school bag, I've got my pencil case, I've got my pink pencil...

**Mum:** Ellie! Time for school!

2

**Narrator:** Ellie arrives at school.

**Ellie:** Bye, Mum!

**Mum:** Bye, Ellie! Have a good day!

3

**Narrator:** Mr Parker is the teacher. He shows Ellie to her table.

**Greta:** Hi, Ellie! Look! I've got a green rubber!

4

**Mr Parker:** Time for class!

**Bob:** I've got a blue book!

**Finn:** I've got a yellow ruler!

**Ellie:** I haven't got my pink pencil!

5

**Narrator:** The teacher calms the class.

**Mr Parker:** It's time for calm. Breathe in... Breathe out... In... Out... Very good.

6

**Narrator:** Ellie is calm now.

**Ellie:** Have you got a pencil, Finn?

**Finn:** I've got two pencils. Here you are!

**Ellie:** Thank you, Finn!

# 1 Phonics and Vocabulary

## Learning Path

### Warm up

Hold a piece of scrap paper in front of your mouth and say *pink pencil* so that the paper moves on each letter *p*. Tell the children to do the same to see if they can move the paper too.

### 1 Watch Lucy and repeat. 🎬

### Do and say.

Say the rhyme out loud but don't say the last word of each line so the children have to say it.

### 2 Trace.

### 3 Listen and say. 🎧 1.5

### Fast Finishers

The children write a line of alternating small and capital letter *p*.

### Wrap up

Say the phonics rhyme in a different way, for example whispering, shouting, singing or in a silly voice. Repeat it in the same voice line by line and ask the children to imitate your style.

### Extra activity

Agree a simple mime for each new word. Do the mime and ask the children to say the word. Then call out a word and the children do the mime.

➤ **Activity Book** page 9

📄 **Teacher's Resources:** Skills worksheet

## 1 Phonics and Vocabulary

Sounds fun!

### 1 Watch Lucy and repeat. 🎬



pink



pencil



hop



pop

### Do and say.

Hop, hop, hop!  
Pop, pop, pop!  
Hop! Pop! Hop! Stop!

### 2 Trace.

P p

### 3 Listen and say. 🎧 1.5



classroom



playground



teacher



uniform

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Lesson 4 • School vocabulary • Phonics: p sound

## Materials

- Teacher's i-solutions
- Teacher's Resources
- Unit 1 Flashcards
- Scrap paper

## Audio Transcript

- 1.5 This is my classroom.  
This is our playground.  
This is my teacher.  
We wear a uniform for school. It's red.

# 1 Culture and Grammar

## Learning Path

### Warm up

Display the four flashcards on the board in any order. Recite the words from left to right several times with the children joining in. Remove one of the cards but continue to recite the four words as before. Remove another card and then the others so the children chant the words without the pictures.

### 1 Watch and listen to Tom and Lucy. Colour the school uniform.

Display the flashcards and tell the children to call out the words when they see or hear them in the video.

► **Activity Book** page 10

### 2 Look and match for you. Say.

### 3 Listen and tick or cross. 1.6

### Fast Finishers

The children draw a picture of themselves wearing an invented school uniform.

### Wrap up

Write the word *classroom* on the left-hand side of the board and *playground* on the right-hand side. Mime an action and tell the children to wave their left or right hand to indicate the place. For example, mime writing or reading for *classroom* and running and playing for *playground*.

### Extra activity

Ask a child a question, for example, *Have you got a blue pencil?* If the child answers *No, I haven't*, they then ask the same question to another person. Continue round until someone answers *Yes, I have*.

► **Activity Book** page 11

📄 **Teacher's Resources:** Skills worksheet



**This is my school**

**Culture and Grammar** 1

**1** Watch and listen to Tom and Lucy. Colour the school uniform.



**2** Look and match for you. Say.

Have you got a school uniform?

• Child's own answer

Yes, I have. ✓

No, I haven't. ✗

**3** Listen and tick ✓ or cross ✗. 1.6



Learn about school in the UK • Have you got a (school uniform)? Yes, I have. No, I haven't. • Lesson 5 13

### Materials

- Teacher's i-solutions
- Teacher's Resources
- Unit 1 Flashcards

### Audio Transcript

- 1.6** **Narrator:** Have you got a playground?  
**Bob:** Yes, I have.  
**Narrator:** Have you got a teacher?  
**Bob:** Yes, I have. Mr Parker!  
**Narrator:** Have you got a red school bag?  
**Bob:** No, I haven't. My school bag is blue.

# 1 My skills

## Learning Path

### Warm up

Tell the children to close their eyes and listen carefully. Ask *What's this?* and make a sound with one of the classroom objects, for example, open and close the zip on a pencil case. Encourage different guesses, then repeat the procedure with some of the other objects. Call on individual children to select an item and make the sound for you to guess too.

### 1 Listen and number. 1.7

Have the children identify each photo before listening.

### 2 Read and trace. Look and say.

### Fast Finishers

The children draw and label a classroom object.

### Wrap up

Nominate a child to sit at the front and hand them a flashcard with the picture side facing the class, so that everyone else can see it, but they can't. The child then makes statements about the card, for example, *I've got a book*. The class call out *Yes* or *No* depending on whether the statement is right or wrong, until the child guesses correctly.

### Extra activity

Sit the children in a circle and hand out four flashcards to random children. Tell them to pass the cards round in a clockwise direction. Say *Stop!* Then ask each child who is holding a card to say what they have got.

► **Activity Book** page 12

## 1 My skills

### 1 Listen and number. 1.7



### 2 Read and trace. Look and say.



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Lesson 6 • Skills practice

## Materials

- Teacher's i-solutions
- Teacher's Resources
- Unit 1 Flashcards

## Audio Transcript

- 1.7
- 1 school bag
  - 2 pencil case
  - 3 ruler
  - 4 sharpener
  - 5 book
  - 6 crayons

# 1 Stop, breathe, create

## Learning Path

### Warm up

Ask the children to sit comfortably and be as still and quiet as possible, like statues. See if they can sit still for ten seconds. Try several times until they are more relaxed and able to comfortably sit in a calm and quiet position.

### 1 Look and trace.

Have the children breathe in and out a few times whilst saying the phrases so they understand the meaning.

### 2 Listen and breathe. 1.8

### 3 Think. How can we be organised?

### 4 Make a pencil holder.

Teach the words *cat* and *dog*.

### 5 Show and tell the class.

### Fast Finishers

The children help others to finish their pencil holder.

### Wrap up

Display all the flashcards. Ask the children to look at them for a minute. Then tell them to close their eyes and breathe in and out five times. As they are breathing remove four flashcards. The children open their eyes and name the missing items.

### Extra activity

Show the class an empty pencil holder. Hold up various items and put them into the pencil holder. Put the holder somewhere that the children cannot see it. Play and sing one of the unit songs. Then divide the class into teams and ask each team to name an item that was in the pencil holder.

## Stop, breathe, create

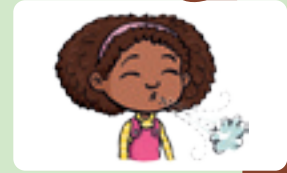
1

Mindful me!

### 1 Look and trace.



breathe *in*



breathe *out*

### 2 Listen and breathe. 1.8

### 3 Structure Think. How can we be organised?

### 4 Apply Make a pencil holder.



### 5 Show and tell the class.



I've got an orange cat for my pencils!

Mindfulness • Learning situation • Lesson 7

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## Materials

- Teacher's i-solutions
- Teacher's Resources
- Unit 1 Pop-outs
- Unit 1 Flashcards
- Glue, paint, paper rolls

## Audio Transcript

- 1.8** Sit on your chair.  
Relax and close your eyes.  
Now breathe in. And breathe out.  
Breathe in. And breathe out.  
Very good! Now let's count!  
Breathe in. 1... 2... 3...  
And breathe out. 1... 2... 3... 4.  
Breathe in. 1... 2... 3...  
And breathe out. 1... 2... 3... 4.  
One more time.  
Breathe in. 1... 2... 3...  
And breathe out. 1... 2... 3... 4.  
And relax. Breathe normally.  
Very good! Well done! Bye-bye!

# 1 Review

## Learning Path

### Warm up

Put the four character flashcards at the top of the board. Then put the other flashcards in random order below. Say *I'm (Finn). I've got a (uniform)*. Invite a volunteer to come and draw a matching line between the two cards. Continue with other characters and objects.

### 1 Listen and choose. 1.9

### 2 Find and count. Say.

### 3 Choose your favourite activities in the unit and stick.

Have the children look back through the unit to choose their top three favourite activities. They share their choices with the people sitting near them.

### 4 Look and colour.

The children decide if they can organise their things and rate themselves by colouring the stars.

### Fast Finishers

The children count how many pictures of school bags they can see in the unit. (Ten)

### Wrap up

Play the opening video from Lesson 1 with the sound off. Ask the children to name the objects as they appear. Then pause the video on the main scene and ask questions. Say *You are Ellie, have you got a ruler? Have you got a blue pencil?*

### Extra activity

Play a memory game. Say *I've got a pencil*, then invite a volunteer to repeat and add another classroom object: *I've got a pencil and (a ruler)*. Continue round the room until someone forgets the chain, then start again.

➤ **Activity Book** page 13

### Teacher's Resources:

Unit Test  
Unit Evaluation Checklist

## 1 Review Show what you know!

### 1 Listen and choose. 1.9



### 2 Find and count. Say.

Eight crayons.



8 crayons      3 pencils      3 rulers  
1 book      2 rubbers      1 sharpener

### 3 Choose your favourite activities in the unit and stick.

### 4 Look and colour.

✓ Conclude

Child's own answer



I can organise my school things.



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Lesson 8 • Unit Review

## Materials

- Teacher's i-solutions
- Teacher's Resources
- Unit 1 rosette Stickers
- Units 5 and 1 Flashcards

## Audio Transcript

1.9

1

**Woman:** Hello, Liam. Have you got a pencil?

**Liam:** Yes, I have.

**Woman:** Have you got a blue pencil?

**Liam:** No, I haven't. I've got a yellow pencil.

2

**Woman:** Hello, Jasmine. Have you got a school uniform?

**Jasmine:** Yes, I have. It's red.

3

**Woman:** Hi, Amina.

**Amina:** Hi! Look. These are my crayons.

I've got red, orange, yellow, green and blue. I haven't got purple.

# 1 STEAM

## Learning Path

### Warm up

Show the bowl with water and teach the terms *sink* and *float* by demonstrating with some items (not the items from the activity). Then hold up another item and ask the class to say if they think it floats or sinks. Give your opinion too – sometimes being wrong to show that you are guessing like they are, and it is OK to be wrong.

### 1 Stop and think.

After the children have told a classmate their thoughts on the items, have a vote. Ask them to put their hand up if they think the crayon floats. Repeat with the sharpener and the ruler. Insist that it does not matter if they are right or wrong; we experiment to find out.

### 2 Do the experiment. Tick or cross.

### 3 Tell the class.

### Show what you know at home!

Encourage the children to do the experiment at home, asking their family members what they think first before doing the experiment to find out.

### Fast Finishers


The children try various other items in the classroom – checking with the teacher first.

### Wrap up


Display the flashcards for *crayon*, *pencil*, *rubber*, *ruler* and *sharpener*. Point to one and have the class call out *The (rubber) (sinks)!* Continue pointing to them in random order, getting faster so the children have to think and call out quickly.

S
T
E
A
M

## Float or sink? 1






It floats!



It sinks!




**1 Predict** Stop and think.


I think the crayon floats.

I think it sinks!

**2 Find out** Do the experiment. Tick ✓ or cross ✗.


Child's own answers			
float			
sink			

**3 Reflect** Tell the class.



The crayon floats!

Show what you know at home!



STEAM Project: Science • Lesson 9 17

## Materials

- Teacher's i-solutions
- Unit 1 Flashcards
- Large bowl(s) with water
- Items that float and sink (in addition to the ones from the activity)