

Teacher's Book index

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GET STARTED ON YOUR AMAZING JOURNEY!

Amazing Journey is a primary language series that takes children on an **English language learning adventure**. Emphasis is placed on both the children's **English language acquisition** and their **integral skills development**. The level and progression of the content presented in the course not only **engages the children, making learning fun**, but also **evolves with them** throughout their primary education years. The children's **all-round personal growth** is at the forefront of the methodology.

Learning routes



The **language route** provides the **essential itinerary** to the course and covers **vocabulary, grammar and skills** input and practice.



The **project** provides an **additional and flexible detour** which can be taken in order to work with the **language and presentation skills** in a **hands-on** way.

Learning threads

Course Characters



Each **Student's Book** begins with a short unit to introduce the **course characters** and revise the vocabulary and grammar from previous levels. The range of activities is also designed to reacquaint the children with an English language classroom.

In **Levels 1 and 2**, the course characters **Lily and Jack** lead the children through the unit. On the **All aboard!** pages of each unit, the characters introduce the first set of key language in a video and on the page in a large, colourful image. Lily, Jack, their families and friends are the protagonists of the story on the **Story Bridge** pages, which is also available in an engaging animated version. Here, the children see and hear the key unit language, **phonics** and **emotion** or **value** in context. Finally, on the **Fasten your seatbelt!** pages, Lily and Jack introduce the second set of key language in an engaging video.

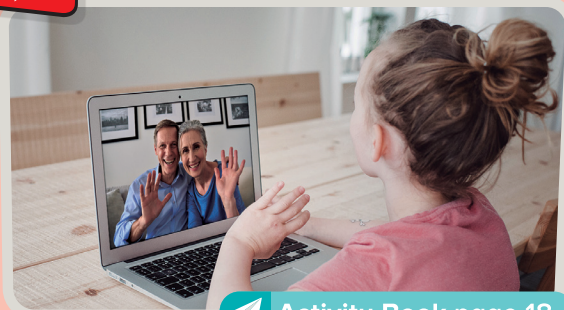
Intercultural awareness



Cultural window



My family



Activity Book page 18

In each unit, an interesting **Culture video** gives the children insight into a cultural element of a different **English-speaking country**. The video relates to the content of the unit, and gives the children an opportunity to see the unit language in a different context. Understanding of the material is consolidated in a lesson in the **Activity Book**.

Projects



In each unit, the children follow step-by-step instructions to complete a **project**. Again, the focus is on exposure to and production of the key unit language, and the opportunity to use the language in a meaningful context. The **step-by-step structure** on the page prepares the children for the more extensive projects they will complete in Levels 3 to 6. The final step is an **oral presentation**, with an example on the page to guide the children's output and help them to develop their **presentation skills**.

Life skills

Throughout **Amazing Journey**, the children are given space to focus on and develop important soft skills.

A relevant **21st century skill** is visually identified in the form of a stamp on the **Project stop** in each unit, and then further developed in the **Teacher's Book**.

The **social and emotional skills** syllabus spans the six levels, as each unit story functions as a vehicle for discussion around the topic of a specific emotion or value. The children are given the opportunity to relate the emotion from the story to photos of real children in order to show the **real-world application** of their learning. The topic is further developed in a lesson in the **Activity Book**.



Key features



Each unit is supported by **audio tracks**, **chants** and **songs** to make learning memorable and fun.



A wide variety of engaging **video** materials support and extend the children's understanding of the key unit language and develop their viewing skills.



Learning is consolidated through fun **hands-on** activities with **stickers** and **pop outs**.



Through the unit story the children develop their **social and emotional skills** and understanding of English **phonics**.



The **Help desk** box in the **Literacy Station** explains new words and promotes learner independence.



I can identify colours.



Children assess their learning through the **Trip reflection**.

How old are you? I'm five. • Lesson 2 • 7

Footnotes on each page show teachers and parents the focus of each lesson.

Learning to learn

As the children work through the unit, they **assess and self-evaluate** their learning journey through a star-rating activity in the **Trip reflection** using stickers.

At the end of the unit, the children complete the **Checkpoint** page, where their understanding of the unit material is tested through **Cambridge exam** practice activities.

In **Levels 1-2**, this self-assessment process culminates at the end of the unit on the **My Passport page** where the children record their star-rating and award themselves an **achievement sticker**. This routine is extended in **Levels 3-6** in the independent **My Passport booklet**.

In the **Term stops** at the end of units 3, 6 and 8, there are **Board games** to refresh and consolidate the children's learning. This is supported by **Term reviews** in the **Activity Book**.

Finally, the children can celebrate their success with a certificate at end of the **Activity Book**.



Cross references

Activity Book page 18



From the units in the **Student's Book**, the children are directed to the **Activity Book** pages, which consolidate and expand the content in the Student's Book. They are also directed to the **My Passport self-assessment pages** and to the **My Picture Dictionary** pages at the back of the Student's Book.



For ideas on how to exploit the course resources, see our **Activity Bank**
amazingjourney.richmonddigital.eu

In the **Teacher's Book**, teachers are directed to the **online Activity Bank** of suggested games to make the most of the course resources.



TEACHING AND LEARNING MATERIALS

»» For the student

Student's Book
with stickers and pop-outs



The **Student's Book** is made up of:

- 📍 **Here we go!** where we start the journey reviewing key language from the previous level
- 📍 **Eight main units** which not only cover the vocabulary, grammar and skills, but also:
 - »» Project-based learning
 - »» Learning situations
 - »» Social and emotional development
 - »» Thinking skills
 - »» Phonics
 - »» Viewing skills
 - »» Intercultural awareness
 - »» Functional language
 - »» Cross-curricular links
 - »» Learning to learn self-evaluation
 - »» 21st century skills
 - »» Mediation
 - »» **SUSTAINABLE DEVELOPMENT GOALS**
- 📍 **Term Stop games** review all the language covered in a fun and entertaining way
- 📍 **My Picture Dictionary**
- 📍 **My Passport**

Say hello to Lily and Jack!



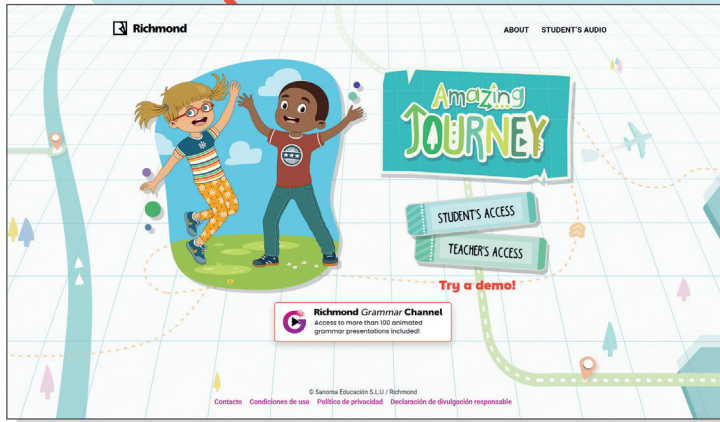
Activity Book
with stickers



The full-colour **Activity Book** with stickers reflects the language and skills covered in the Student's Book with **additional phonics and Cultural window lessons, Festivals pages and a certificate.**

The **Activity Book audio** includes all the listening activities in the **Activity Book** and is available to download from the course website amazingjourney.richmonddigital.eu

AMAZING JOURNEY WEBSITE



amazingjourney.richmonddigital.eu

Both the **Student's Book** and the **Activity Book** include an **access code to the course website** where the children can find the following resources:

»» Student's Book digital resources

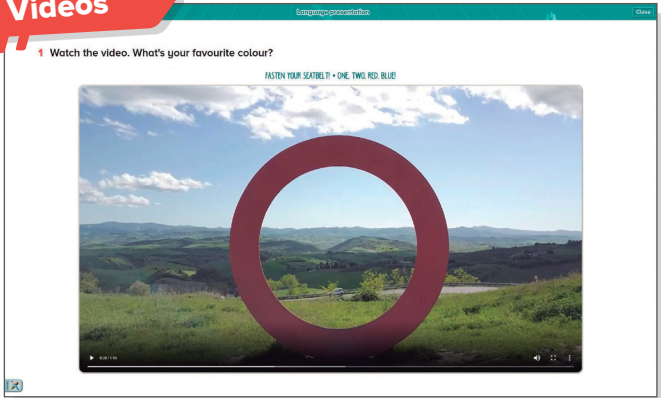
Student's i-book



Online multi-device version of the **Student's Book** to access the course material at home.

- »» One-touch zoom-in feature
- »» Video material
- »» Student's i-tools to personalise the book
- »» Audio material

Videos

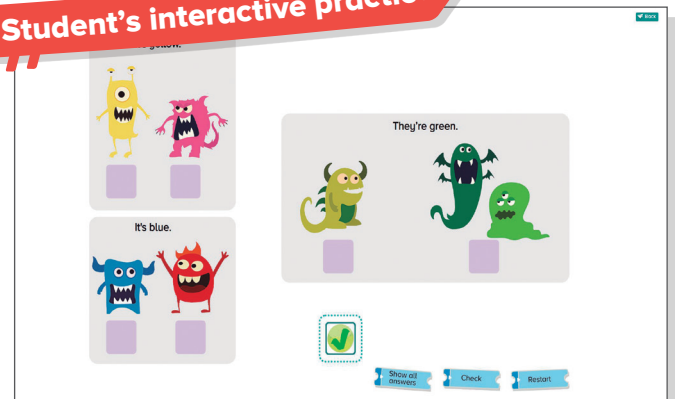


Easy access to support for all the Student's and Activity Book videos:

- »» All aboard!
- »» Animated stories
- »» Phonics chants
- »» Fasten your seatbelt!
- »» Songs
- »» Cultural window

»» Activity Book digital resources

Student's interactive practice



Additional interactive practice to consolidate the course content. It is ideal for fast finishers or for homework.

Student's interactive practice includes learning progress.

Additional resources to download

- »» My Picture Dictionary



Flipped Learning

The videos form the base for the **Flipped Learning dynamics** suggested in the **Teacher's Book**.



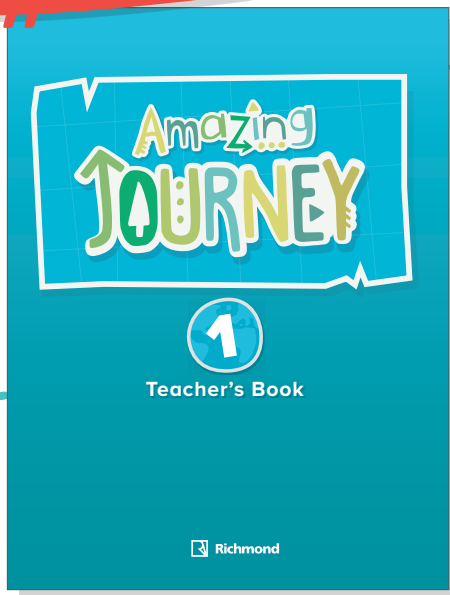
Scan the book pages and access all audios and videos on the go!

A **FREE** app that allows access to the **course audios and videos through a simple scan of the book pages**. This immediate access facilitates the teacher's work and allows families to follow what content the children are covering in English.

TEACHING AND LEARNING MATERIALS

» For the teacher

Teacher's Book



The full-colour guide contains step-by-step help to make the most of each lesson and fully exploit all the Amazing Journey components. The complete teaching notes include suggestions for:

- » Warmer activities
- » Initial evaluation, continuous and final assessment
- » Flipped learning options
- » Fast finisher activities
- » Answer keys
- » Audio and video transcripts

Flashcards and word cards

A vibrant and colourful photographic representation of all the key vocabulary along with corresponding word cards. These can be used for presenting, reinforcing or reviewing vocabulary.



Unit 2	shopkeeper	burger	Unit 4	juice	Unit 6	skirt																									
babby	brother	dad	family	granddad	grandma	grandparents	chum	parents	sister	shoemaker	table	carrots	cricket	fish	giraffe	grapes	orange	pepper	pears	potatoes	tomatoes	water	chess	jacket	jeanper	sendalls	shoes	shorts	skirt	trousers	T-shirt
Unit 7	bird	caterpillar	dog	frog	mouse	robot	spider	fly	jump	run	swim	walk																			

blue

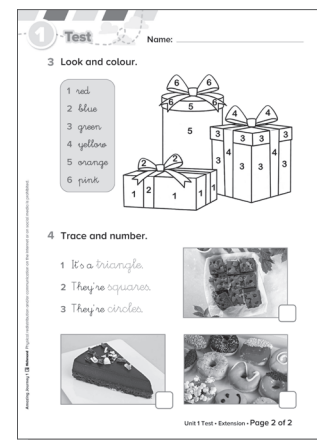
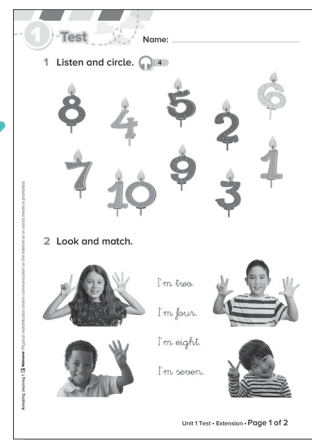
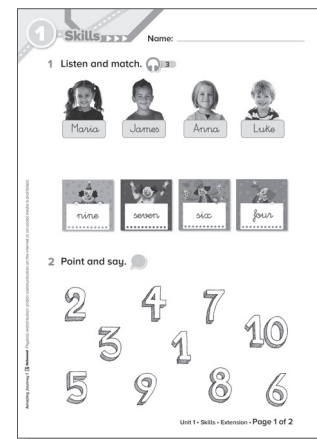
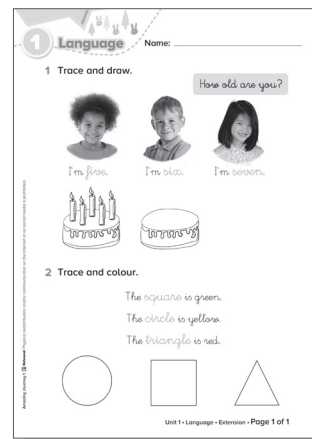


Teacher's Resources

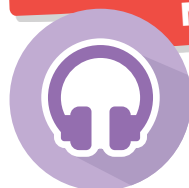
Available to edit and download from the course website.

Packed with a wealth of optional photocopiable material, it is an ideal resource for providing extra practice for the Student's Book content and an ideal solution for mixed abilities in the classroom.

- » Language worksheets at three levels of difficulty
- » Skills worksheets at two levels of difficulty
- » Tests including a diagnostic test, unit tests, term tests and an end of year test at two levels of difficulty plus additional speaking tests



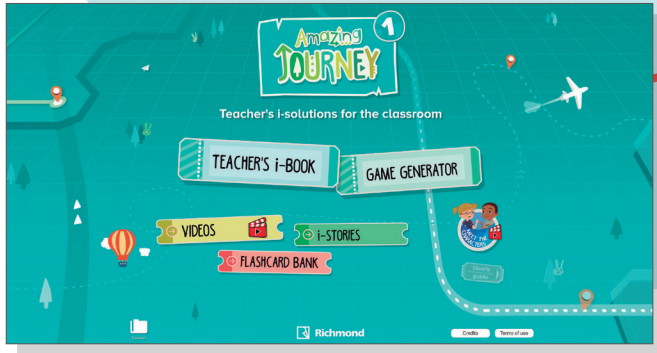
Teacher's Audio Material



All the recordings used in the Student's Book, Activity Book and Teacher's Resources are available to download from the course website.



TEACHER'S i-SOLUTIONS



For complete information about **Amazing Journey Digital Resources**, visit the **methodology section** on the course website.

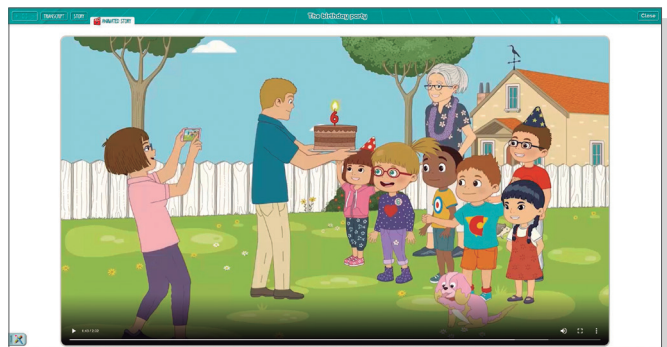
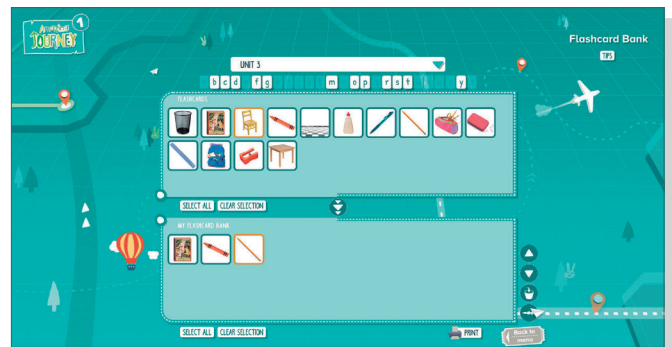
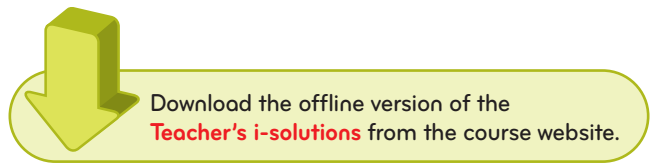
The unique **Amazing Journey Teacher's i-solutions for the classroom** provides you with the most effective, visual and easy-to-use classroom resource.

- » **Teacher's i-book** with step-by-step **lesson plans** presented in the form of **learning paths**
- » **Fully interactive Student's Book and Activity Book**
- » Interactive answer key
- » **Flipped Learning** dynamics
- » **Teacher's Resources**
- » Audio material and transcripts
- » i-flashcards and i-stories
- » **Flashcard Bank**
- » **Additional interactive games** for whole-class work
- » **Interactive routine poster**
- » **Game Generator** to create your own IWB games to play with the children
- » **Video support** for all **language presentations, chants, songs, stories, phonics** and **culture lessons**



Use the **Richmond i-tools** to add your own material for the classroom by inserting notes and links. It is also possible to write or paint on the pages and in the zoom windows.

Save all your teaching sessions to meet the needs of each individual class.



Amazing Journey website
Additional resources such as downloadable and editable material, official documents, interactive activities and videos are available on the course website.
amazingjourney.richmonddigital.eu

All aboard!

The first step of the language trip in every unit. Children fill their backpacks with new language to help them on their way.

- 1** The **All aboard!** video sets the context for the unit as well as **presenting the initial vocabulary and grammar** in a fun and dynamic way. It also provides the opportunity for a **Flipped Learning** dynamic which can **facilitate the introduction** of the lesson language at home.
- 2** The first set of **new vocabulary is presented visually** featuring the **course characters** in a lively, colourful scene which the children can relate to as a **real-life context or situation**. A complete **Picture Dictionary** is also available at the back of the **Student's Book**.
- 3** **Listen, point and say** is a 'discovery' activity where the children hear the vocabulary which prompts them to identify and find the target vocabulary in the illustration.
- 4** The **vocabulary** is reinforced in a **catchy chant and accompanying video**. Using the rhythm of the chant makes it easier for the children to remember the new words and pronounce them correctly. The video provides children visual support.

- 5** Listening activities present, practise and review the key vocabulary and grammar as well as skills practice. They also provide models for the following speaking activity.
- 6** **Clear speaking models** provide a useful reference for the children as they **practise the vocabulary and grammar orally** in order to **develop speaking skills and fluency**.
- 7** The **Trip reflection** introduces children to the concept of **learning to learn** and **self-evaluation**. Children use the **star stickers** to evaluate their learning in a fun, dynamic way.

Activity Book → pages 4-5

Story Bridge

THE BIRTHDAY PARTY

1 Look, find and colour Lily's balloon.

2 Listen and follow the story.

8 • Lesson 3 • Social and emotional skills: happy

Language in context

1

3 Tick (✓) how Lily feels.

4

Ten triangles

Activity Book page 7

I can understand the story.

Phonics: initial sound t • Lesson 3 • 9

Story Bridge

A link between the key language presentations, the Bridge also offers a holistic approach where children learn more than just language. The story provides a meaningful context for phonics language while also developing children's social and emotional awareness.

3 Each story focuses not only on improving children's reading skills, but also developing their **social and emotional skills** by recognising and analysing a series of **emotions and values**. Going beyond the narrative to **focus on characters' motivations and feelings**, as well as relating this to the children's **own experience**, is important for the children's **emotional intelligence**.

4 The **phonics syllabus** is embroidered into the story. The focus is on the most common **sounds and spellings** and is **further developed in the Activity Book** to help with writing and pronunciation. The phonics chants are also accompanied by a **fun animated video support**.

1 The illustrated story helps the children to **learn language unconsciously** by both **reinforcing** the vocabulary and grammar from *All aboard!* and providing an **initial presentation** of the vocabulary and grammar from the following *Fasten your seatbelt!* section. The stories increase children's **exposure** to English, **boost their imagination** and **motivate them to learn**.

2 Children are provided with a **framework** for tackling reading texts and promote the development of their **Learning to learn competence** using a **before reading, while reading** and **after reading** activity. These sections keep the children **attentive** and **support their understanding** of the text. All of the **stories are animated** so that children are **fully engaged** with the content.

Activity Book → pages 6-7

Fasten your seatbelt!

1 Watch the video. What's your favourite colour?

2 Listen and stick. Say. 1:8

1 blue

2 green

3 red

4 yellow

5 circle

6 square

7 triangle

3 Listen and sing. Do the actions. 1:9

Hello, hello, point to **yellow**.
 Point to **red** and point to **blue**.
 Point to **green** and point to you.
 Draw a **triangle**, draw it in the air.
 Draw a **circle**, draw a **square**.

10 • Lesson 4 • Colours and shapes

Vocabulary and grammar 2

4 Point and say.

5 Listen and colour. Count and say. 1:10

I can talk about colours and shapes.

It's blue. They're green. • Lesson 5 • 11

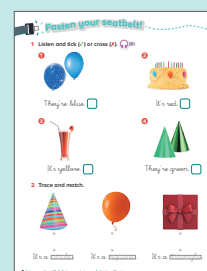
Fasten your seatbelt!

Children add more language to their backpacks as they become more confident travellers.

- 1** The **Fasten your seatbelt!** video provides a **visual presentation** of the vocabulary and grammar presented in lessons 4 and 5 and another opportunity for a **Flipped Learning** dynamic.
- 2** A variety of activity types are used to not only **develop children's language skills** but also their **communication skills** accompanied by a series of **attractive visuals**. Every unit contains two sticker activities.
- 3** The **song and accompanying video** in each unit not only provides an opportunity to focus on children's **musical development**, but also a fun way to **reinforce and remember** the language presented. The video provides children with additional visual support.

- 4** Throughout the unit, children have the opportunity to **play games** with the key language, in pairs as well as groups, and use it in a **meaningful way**.
- 5** Children are provided with another opportunity for **self-evaluation reflecting on their progress**.

Activity Book → page 8



Teacher's Resources → Language worksheets

1 Literacy Station

THE COLOURS OF THE RAINBOW

1 Listen and point. Chant.



red yellow pink green
orange purple blue

2 Circle the words in the correct colours.

Communication

3 Make a plasticine rainbow. Tell the class.

My rainbow is red, orange...



12 • Lesson 6 • Art: colours

2 Help desk



Writing

4 Trace and stick.

1 yellow + red = orange

2 red + blue = purple

3 white + red = pink

5 Look, trace and say.

 blue

 green

 yellow

Cultural window

The Union Jack



Activity Book page 10

I can identify colours. ★★☆☆

Skills practice • Lesson 7 • 13

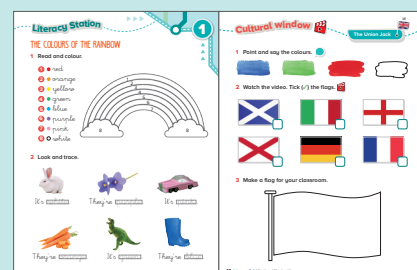
Literacy Station

Children use all the new language in their backpacks to develop their communication, writing and viewing skills.

- 1 The focus of this section is to provide a **cross-curricular link** between **English-language learning** and **other subject areas**.
- 2 The **Help desk** gives children **visual support** for any **subject-specific vocabulary**.

- 3 The **Cultural window** offers children the opportunity to develop their **viewing skills** and **intercultural awareness** within the context of a **tour around an English-speaking country**.
- 4 The **Activity Book** provides three phases to **support and develop** children's comprehension: **before, while and after** the children watch the video. This method helps to focus their attention as they analyse the **visually communicated information**.
- 5 Children focus on **word-level writing practice**, bringing together the key vocabulary of the unit.

Activity Book → pages 9-10






Literacy Station




THE COLOURS OF THE RAINBOW

1 Read and colour.

- red
- orange
- yellow
- green
- blue
- purple
- pink
- white

2 Look and trace.

They're . They're . They're .

They're . They're . They're .

Cultural window

1 Print and say the colours.

2 Watch the video. Tick (✓) the flag.

3 Make a flag for your classroom.

Teacher's Resources → Skills worksheets

Project Stop ▶ MAKE A PIZZA

1 Prepare the materials.

2 Paint the shapes.

3 Decorate your pizza.

4 Present your pizza.

Look! Three green triangles, six red circles and four pink squares!

Eight red triangles, two white circles and five green squares!

21ST CENTURY SKILLS COLLABORATION

14 • Lesson 8 • Presentation skills

POP OUT

Unit 1, page 14

AMAZING JOURNEY 1 © McGraw-Hill Education, S.L.

Project Stop

This section brings together the language and skills from the unit with a hands-on approach.

- 1 The **Project Stop** provides **step-by-step instructions to complete and present a project**. Here children have the opportunity to use the key language from the unit in a **freer, conversational way**.
- 2 The **pop-outs** provided, along with some additional classroom materials, are all the children need to complete this **fun presentation project**.
- 3 Each Project Stop also focuses on a **21st century skill**. Children begin to **learn more than just language** and prepare for **lifelong learning** and becoming **citizens of the modern world**.



MY PICTURE DICTIONARY

The **Picture Dictionary** acts as a **reference and consolidation** of the **key vocabulary** the children can use unit by unit to help **develop their autonomous learning**. Children are asked to listen to trace each word for further practice.

MY PICTURE DICTIONARY

1 2:33

blue green orange pink purple
red yellow circle square triangle

2 2:34

Family
grandfather grandma baby sister
mum dad
parents
grandparents
children
brother friends

91

MY PASSPORT



Count the stars and collect your stamp!

5 Here we go!

I can introduce myself and follow instructions. _____

STICK STARTER UNIT STAMP HERE

1 One, two, red, blue!

I can count to ten and say how old I am. _____
I can understand the story. _____
I can talk about colours and shapes. _____
I can identify colours. _____

STICK UNIT 1 STAMP HERE

2 This is my family

I can introduce my family. _____
I can understand the story. _____
I can introduce my family. _____
I can identify members of the family. _____

STICK UNIT 2 STAMP HERE

3 At school

I can identify classroom objects. _____
I can understand the story. _____
I can say where classroom objects are. _____
I can identify the numbers up to 20. _____

STICK UNIT 3 STAMP HERE

4 Everybody is different

I can identify parts of the body. _____
I can understand the story. _____
I can describe people. _____
I can identify the five senses. _____

STICK UNIT 4 STAMP HERE

95



MY PASSPORT

The **Trip reflection self-assessment** activities that children have completed throughout the unit use simple **can-do statements** to help with their **first steps of assessing their learning progress**. The **My Passport** page at the end of the Student's Book goes one step further – here children **assess their performance over the unit** as a whole by counting the stars they have awarded themselves in the Trip reflection activities and then deciding if they have earned their **Achievement unlocked** sticker. The **gamification** of this self-assessment using stickers and points system is both **motivating and fun**.



METHODOLOGY MAP

Take a look at the **Amazing Journey website** for complete information on how to implement each methodology in your classroom; amazingjourney.richmonddigital.eu

Digital teaching

Getting the best and the most from Richmond's extensive digital material:

- » **Teacher's i-solutions for the classroom**
 - Teacher's i-book
 - Game generator
- » Student's i-book
- » Student's interactive practice

Videos

Over **400 videos** providing support for:

- » Vocabulary and grammar presentations
- » Songs and chants • Levels 1-3
- » Phonics • Levels 1-3
- » Animated stories • Levels 1-4
- » Culture lessons
- » Functional language • Levels 5-6
- » Presentation tips • Levels 5-6

Richmond Grammar Channel

- » More than 100 animated grammar presentations included!
 - Levels 3-6

Viewing skills

Developing the 'fifth skill' of visual communication efficiently and effectively.

Flipped learning

Changing the order in which new material is presented to increase learner autonomy and optimise classroom time.

Project-based learning

Combining linguistic, higher-order thinking and soft skills in a meaningful task based on a real-world situation.

Situation-based learning

Using children's previous knowledge and skills to solve real, everyday problems.

Presentation skills

Improving children's confidence and public speaking abilities using simple techniques.

21st century skills

Using the 7 Cs to develop children's self-esteem and promote lifelong learning habits and learner independence.



Key competences for lifelong learning

Encouraging the development of interdisciplinary and transversal skills required for lifelong learning.



Thinking skills



Setting children up to be 'good thinkers', able to make good decisions and solve problems effectively using Thinking tools.

Social and emotional skills



Understanding feelings and behaviour and enhancing children's motivation, promoting wellbeing and mental health.

Plurilingualism



Helping children to make connections and understand the importance of their mother tongue(s) whilst learning a foreign language.

Intercultural awareness



Developing valuable attitudes and transferable skills such as acceptance, inclusion and equality by learning about places around the world.

Mediation



Incorporating simple mediation strategies into tasks as children develop their communicative competence.

Sustainable Development Goals



Constructing a better world by caring for people and the planet through 17 interlinked global objectives.

Assessment



Highlighting opportunities for peer and self-assessment as well as more 'traditional' teacher-led assessment.

Common European Framework of Reference for Languages

Describing language ability using an internationally recognised standard to ensure levels A1 to A2 are fully covered.





At school

Overview



Language objectives

Vocabulary	Grammar
<ul style="list-style-type: none"> Learn classroom objects: <i>bin, book, chair, crayon, floor, glue, pen, pencil, pencil case, rubber, ruler, school bag, sharpener, table</i> <p>Recycled vocabulary numbers 1-10 • colours • grandma</p>	<ul style="list-style-type: none"> Answer the questions <i>What's this? What are these?</i> Ask and answer about location <i>Where's the ruler? The ruler is on the floor.</i> Use prepositions of place: <i>in, on, under</i> <p>Recycled grammar singular and plural: <i>this is, these are; it's, they're</i></p>

Skills objectives

Speaking	Listening
<ul style="list-style-type: none"> Identify and describe classroom objects Ask and answer about singular and plural objects Join in with a chant and a song Ask and answer about the location of classroom objects Pronounce the sound r correctly Say the numbers 11-20 Present a robot 	<ul style="list-style-type: none"> Hear and repeat key language Follow a chant and a song Match an audio to visual cues Follow the narrative of a story Hear the initial sound r in common words Place stickers where told Listen and follow instructions
Reading	Writing
<ul style="list-style-type: none"> Read and understand key language Follow instructions Cross-curricular link: Maths 	<ul style="list-style-type: none"> Trace number words Write numbers



Learning to learn

The children learn how to self-evaluate their own progress.



Social and emotional skills

The children identify the feeling of being *angry* in oneself and in others.



Phonics

The children hear and pronounce the initial sound **r** in common words.



Mediation

The children relay specific information and manage interaction.



21st century skills

Creativity: The children think creatively and use objects in an imaginative way.

Assessment criteria

- All aboard!** The children can understand and produce the classroom objects vocabulary, ask about singular and plural objects using *this* or *these* and answer accordingly.
- Story Bridge** The children can follow and understand the story, identify the emotion *angry* and hear and pronounce the initial sound **r**.
- Fasten your seatbelt!** The children can identify more classroom vocabulary and ask and answer about the location of objects using prepositions.
- Literacy Station** The children can identify the numbers and count to 20.
- Project Stop** The children can follow instructions to make a robot and then describe it.
- Checkpoint** The children can complete activities based on **Pre-A1 Starters Listening and Speaking**.



Materials

- ✓ Teacher's i-solutions
- ✓ Student's Book Unit 3
- ✓ Student's Book audio
- ✓ Flashcards Unit 3
- ✓ Stickers Unit 3
- ✓ Pop outs Unit 3
- ✓ Activity Book Unit 3
- ✓ Teacher's Resources Unit 3

Additional materials:

- ✓ Lessons 1-3 – classroom objects
- ✓ Lesson 3 – picture of a rainbow
- ✓ Lesson 7 – a world map or globe
- ✓ Lesson 8 – classroom objects, coloured pencils or crayons, glue, paper
- ✓ Unit review – coloured pencils or crayons



For ideas on how to exploit the course resources, see our **Activity Bank** amazingjourney.richmonddigital.eu

Video support

- **All aboard!** An introduction to vocabulary and grammar 1 in context
- **All aboard! chant** Animated support for the key vocabulary chant
- **Animated story** Visual support to develop children's literacy skills
- **Phonics** An animated chant to develop and practise the key sound
- **Fasten your seatbelt!** An introduction to vocabulary and grammar 2 in context
- **Song** Animated support for the key language song
- **Cultural window** Real-world video to develop viewing skills in the context of a visit to an English-speaking country



See lesson notes for **Flipped Learning dynamics**.

Key competences for lifelong learning



Linguistic competence
Lessons 1-8



Plurilingual competence
Lessons 1-8



Mathematical competence and competence in science, technology and engineering
Lessons 2, 5, 6, 7



Digital competence
Lessons 1, 3, 4, 7



Personal, social and learning to learn competence
Lessons 2, 3, 5, 6, 8



Civic competence
Lessons 3, 8



Entrepreneurship competence
Lessons 6, 8



Cultural awareness and expression competence
Lessons 3, 7, 8

Teacher's i-solutions

IWB

Fully interactive teaching and learning materials organised into **step-by-step lesson plans** in the form of **learning paths** including:

- **Video support** for all **language presentations, songs, chants, stories, phonics** and **culture lessons**
- Flipped learning dynamics
- Teacher's Resources
- Audio material and transcripts
- i-flashcards and i-stories
- Flashcard Bank
- Additional interactive games for whole-class content reinforcement
- Interactive Routine poster
- **Game Generator** to create your own IWB games to play with the children



Use the **Richmond i-tools** to add your own material for the classroom by inserting notes and links. It is also possible to write or paint on the pages and in the zoom windows.

Save all your teaching sessions to meet the needs of each individual class.

Lesson 1

3 At school

All aboard!

1 Watch the video. What's in your schoolbag?



2 Listen, point and say. 1.23

3 Listen and chant. 1.24

26 • Lesson 1 • Classroom objects 1

Vocabulary and grammar 1

3

4 Listen and point. 1.25



5 Look. Ask and answer.



I can identify classroom objects. ★★★★★

What's this? It's a pen. What are these? They're crayons. • Lesson 2 • 27

Activity Book → page 20

3 At school

All aboard!

1 Listen and stick. Trace. 1.15



20 • Lesson 1 • Classroom objects 1

2 Listen and circle. 1.16



3 Read and draw.

It's a book.

They're crayons.



What's this? It's a book. What are these? They're crayons. • Lesson 2 • 21

Lesson 1 Objectives

Learn classroom object vocabulary
 Practise viewing skills
 Hear and repeat key language
 Join in with a chant

Materials

✓ Teacher's i-solutions
 ✓ Student's Book audio
 ✓ Flashcards Unit 3
 ✓ classroom objects

Flipped Learning option

The children watch the video at home before the class. They draw what they have in their school bag and bring it to class.

Warmer

Hold up the flashcards one at a time, and drill the words. Hold up a card and say *Find a (pencil)*. Children need to find the object, either on their desk or around the classroom. Have them hold up the object and say its name, if they can. Repeat with other objects, making sure all objects are put back in place.

1 Watch the video. What's in your school bag?

Watch the video all the way through. Watch again but pause on the first scene, point to Jack and ask *Who's this?* Then repeat with Lily. Continue the video, pausing after each object and encouraging the children to repeat the word. Play the video again without pausing and encourage the children to say the objects as they appear. Ask the question *What's in your school bag?* Encourage the children to look, and name any of the objects from the video that they find in their school bags.

For video transcript see page 91

2 Listen, point and say.

Focus the children's attention on the scene. Have them identify Lily and Jack, and prompt them to say where they are (at school). Point to each object, say, and have the children point and repeat. It might be useful to have realia examples to hand as well.

For audio transcript see page 90

3 Listen and chant.

Play the audio or watch the video several times encouraging the children to join in. When the children are familiar with it, invite eight children to the front and give each child one item from the chant, in order (crayon, pen, pencil, ruler, book, rubber, glue, sharpener). Lead the chant, and have the children at the front hold up their object when it is called. Call up further volunteers and repeat the chant so that all children have had a go at the front.

For audio transcript see page 90

Initial evaluation

Place some realia from the lesson on a table and ask the children to stand around so that they can see. Ask individual children to point to specific items. Tell the children to close their eyes and then remove one of the objects. The children then open their eyes and name the missing item. Repeat several times with different objects.

3 At school

All aboard!

1 Watch the video. What's in your schoolbag?



2 Listen, point and say. 123

3 Listen and chant. 124

Vocabulary and grammar 1

4 Listen and point. 125



5 Look. Ask and answer.



What's this?

It's a ruler.

What are these?

They're pencils.



I can identify classroom objects.



MEDIATION

Activity Book → page 21

3 At school

All aboard!

1 Listen and stick. Trace. 18



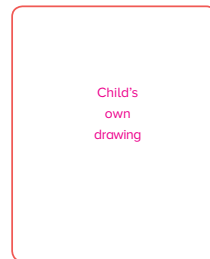
2 Listen and circle. 18



3 Read and draw.

It's a book.

They're crayons.



Lesson 2 Objectives

Match an audio to visual cues
 Ask about objects using *What's this? What are these?*
 Describe objects using *it's* and *they're*
Mediation: Relay specific information

Materials

- ✓ Teacher's i-solutions
- ✓ Student's Book audio
- ✓ classroom objects

Warmer

Watch the video from Lesson 1 and have the children name the objects as they appear. Play it again, pausing to repeat the questions *What's this?* and *What are these?* Encourage the children to answer using *It's...* or *They're...*

4 Listen and point.  1.25

Assemble the realia shown in the photos. Hold up one of the objects and say *What's this?* and answer *It's a (book)*. Have the children point to the picture in their book. Repeat with the other objects. Play the audio, pausing if necessary for children to point and to monitor responses. Play the audio again, without stopping.

For audio transcript see page 90

5 Look. Ask and answer.

Focus the children's attention on the objects in the picture. Point to the pictures in turn and ask *What's this?* or *What are these?* Then have the children form pairs to point, ask and answer about the objects. Make sure each child gets a turn asking the questions and answering them. Monitor and help as required.



Fast finishers With a partner, the children ask and answer about objects they have on their desk.

Trip reflection

Read the Trip reflection aloud and ask the children to reflect on their own learning. They stick, or colour, one, two or three stars depending on how much they agree with the statement.

Continuous assessment

Set out a table of realia at the front of the class. Make sure there are some multiples (boxes of crayons, several pencils tied with an elastic band). Divide the class into two teams. One child from each team comes to the front. The child from Team 1 chooses something and asks *What's this?* or *What are these?* The child from Team 2 answers. The next pair do the same, but swap which team asks and answers. You can score points for correct questions and answers. Continue until all children have had a turn.

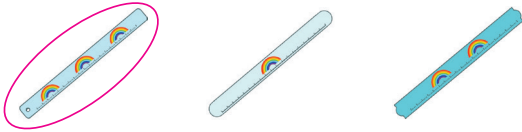


Lesson 3

Story Bridge

IT'S MY RULER!

1 Look, find and circle Jack's ruler.



2 Listen and follow the story.



28 • Lesson 3 • Social and emotional skills: angry

Language in context



3 Tick (✓) how Jack feels.



Rainbow ruler
Activity Book page 23



I can understand the story.

Phonics: initial sound r • Lesson 3 • 29

Activity Book → pages 22-23



Story

Bridge

IT'S MY RULER!

1 Order the pictures.



2 Listen and repeat. Trace and tick (✓).

I'm angry.

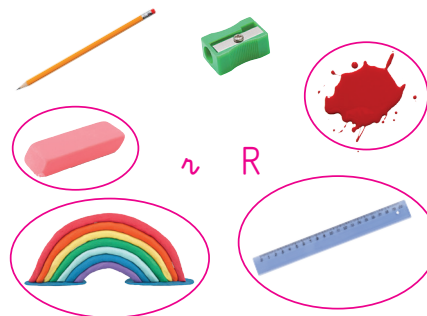


22 • Lesson 3 • Social and emotional skills: angry

1 Listen and chant.



2 Trace. Circle and say the r words.



Phonics: initial sound r • Lesson 3 • 23

Lesson 3 Objectives

Follow the narrative of a story
 Identify the feeling of being *angry* in oneself and in others
 Hear and pronounce the initial sound **r** in common words
 Practise viewing skills

Materials

- ✓ Teacher's i-solutions
- ✓ Student's Book audio
- ✓ classroom objects
- ✓ picture of a rainbow

Warmer

Assemble some classroom objects. Sit with the children in a circle. Pick up several objects and ask *What's this?* or *What are these?* and encourage the children to answer with *It's...* or *They're...* Pick another object, turn to the child on your left, and ask *What's this?* When they answer, hand the object to the child, who then asks the child to their left and the object is passed around the circle. When the chain is established, start passing more objects around the circle and continue until all objects have come back to you.

1 Look, find and circle Jack's ruler.

Focus attention on the pictures of rulers. Point and ask *What are these?* Point to the rainbows on each ruler and elicit how many rainbows are on each ruler. Ask the children to look at the story and find Jack's ruler.

2 Listen and follow the story.  1.26 

Before listening, remind children to follow the story according to the numbered scenes. Have them point and say the numbers of the scenes in order. Watch the video all the way through, then play the audio while children follow the story in their books. Play again. Pause at scene 1. Point to Jack's grandma and ask *Who's this?* Pause at scene 5. Ask *Is this Jack's ruler?* Elicit the number of rainbows. Do the same at scene 6 and scene 7.

For audio transcript see page 90

3 Tick (✓) how Jack feels.

Recap *happy* and *sad* from previous units. Draw happy and sad emojis on the board. Point and say *I'm happy* then *I'm sad*, with facial expressions. Now point to Jack in scenes 5 and 6. Say *Jack is angry*. Write *angry* on the board, and draw an angry emoji. Say *I'm angry*, with facial expression. Encourage the children to repeat, with an angry face. Look at Jack's angry picture, check that children identify the angry child and tick the correct box.

Social and emotional skills **Angry**

Children need to recognise their own feelings, and how others are feeling. The story reflects how Jack's emotions change with events. Point to Jack in scenes 1, 2 and 3. Elicit *Jack is happy. He has a new ruler!* Point to Jack in scene 4. Elicit *Jack is sad. He can't find his ruler!* Point to Jack in scenes 5 and 6 and elicit *Jack is angry*. Take a child's personal item from their table (as if you plan to keep it). Encourage them to say *I'm angry!* and show an angry expression. Calmly return the object and say *sorry*. Do this a few times. Call out *angry, happy* or *sad* in random order and have the children mime the emotions.

Phonics 

Write *Rainbow ruler* on the board, saying the words as you do, and highlighting the initial sounds **r**. Play the chant or watch the video several times, with the children joining in. Lead the chant without the audio, slowly at first, then faster. Ask the children to say a colour that starts with **r** (red). Identify any children in class whose name begins with **R**.

Phonics Activity Book page 23

On the board, stick a picture of a rainbow, along with the ruler and the rubber flashcards. Get the children into two teams, forming two lines. Say one of the items. The children at the front of the line then need to race to the front to touch the correct picture first. In Activity 1, focus children's attention on the book and play the audio. Encourage them to join in and to point to the highlighted **R**s in their books as they chant. In Activity 2, ask children to trace the letters in their books. Point to each picture and say the word and ask children to say **r** if the word starts with an **r**, and to circle the word. In pairs, children point to and say the **r** words.



Fast finishers The children draw themselves in a situation where they feel angry. They can write *I'm angry* underneath.

Trip reflection



Read the Trip reflection aloud and ask the children to reflect on their own learning. They stick, or colour, one, two or three stars depending on how much they agree with the statement.

Continuous assessment

Say a list of familiar words with or without an initial sound **r**, for example, *two, blue, red, Mum, rubber, Rebecca, pink, ruler, Rob, Fiona, glue, rainbow*. If children hear the sound **r**, they call out **r**, and if not, they put their finger on their lips.

Lesson 4

Fasten your seatbelt!

- 1 Watch the video. What's on your table?
- 2 Listen and stick. Say.  1.27 



bin



chair



floor





pencil case



school bag



table

- 3 Listen and point. Sing.  1.28 



It's a pencil case.
It's a chair.
It's a school bag.
Oh, yeah!
It's a table.
It's a bin.
It's the floor.
Point and sing!



Vocabulary and grammar 2

- 4 Listen and number.  1.29



- 5 Look around your classroom. Say. 


Where's the book?

The book is on the table.

The glue is under the chair.

The pencil is in the bin.



I can say where classroom objects are. ★★★★★

Lesson 4 Objectives

Learn more school objects vocabulary
 Practise viewing skills
 Place stickers where told
 Join in with a song

Materials

✓ Teacher's i-solutions
 ✓ Student's Book audio
 ✓ Flashcards Unit 3
 ✓ Stickers Unit 3

Flipped Learning option

The children watch the video at home before the class. They draw their school classroom and bring it to class.

Warmer

Ask a volunteer to come to the front and ask them to close their eyes and put their hands behind their backs. Put an object from Lesson 1 in their hands and ask *What's this?* Encourage the child to feel the object and guess what it is using the structure *It's a (pencil)*. Continue with other volunteers and objects.

1 Watch the video. What's on your table?

Watch the video all the way through. On the second viewing, pause at the relevant scene and ask *Where's your school bag?* and *Where's your table?* and have the children point to them. Pause at the remaining scenes, and ask children to point to the object mentioned, using *Where's the ... ?* Play the video again, encouraging the children to find and point to the things as they are mentioned. Finally, ask the question *What's on your table?* and have the children tell a partner.

For video transcript see page 91

2 Listen and stick. Say.

Prepare the flashcards: *bin, chair, floor, pencil case, school bag, table*. Help children locate the stickers for the activity. Hold up a flashcard and say *It's a (bin)*. The children find and point to the sticker and repeat. Continue with all of the flashcards, repeating several times. Play the first part of the audio and help the children to locate and place the first sticker. Continue with remaining stickers. Call out numbers and have the children tell you the object, chorally and individually.

For audio transcript see page 90

3 Listen and point. Sing.

Look at the scene and elicit what the children can see. Play the audio or watch the video several times, with children joining in and pointing to the pictures in their books. Have the children stand up. Make sure all of the things in the song are clearly visible in the classroom, (you may need to move the bin next to a desk). Sing the song again several times, with the children pointing to real objects in the classroom.



Fast finishers The children draw and label one of the items from the lesson for classroom display.



Continuous assessment

Display the flashcards on the board, point to a card and say *It's a (book)*. If it's correct, the children repeat it. If not, they keep silent.

3 Fasten your seatbelt!

Lesson 5

Fasten your seatbelt!

- 1 Watch the video. What's on your table?
- 2 Listen and stick. Say.  




- 3 Listen and point. Sing.  

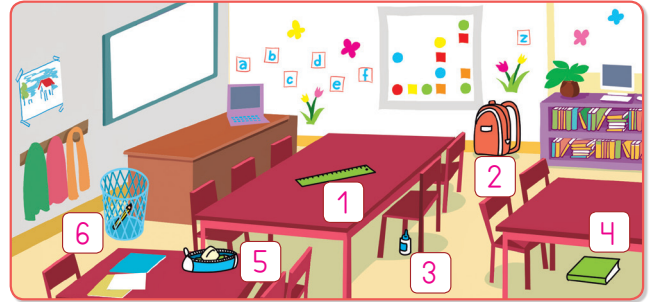
It's a pencil case.
It's a chair.
It's a school bag.
Oh, yeah!
It's a table.
It's a bin.
It's the floor.
Point and sing!




30 • Lesson 4 • Classroom objects 2

Vocabulary and grammar 2

- 4 Listen and number.  1.29



- 5 Look around your classroom. Say. 

Where's the book?

The book is on the table.

The glue is under the chair.

The pencil is in the bin.




I can say where classroom objects are. ★ ★ ★

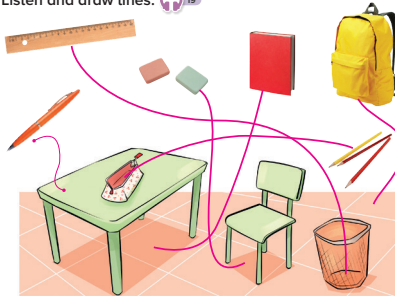
Where's the ruler? The ruler is on the floor. • Lesson 5 • 31

MEDIATION

Activity Book → page 24

Fasten your seatbelt!

- 1 Listen and draw lines.  1.30



- 2 Look at Activity 1 and tick (✓) or cross (X).

- 1 Where's the pencil case?
The pencil case is under the table.
- 2 Where's the bin?
The bin is on the table.
- 3 Where's the ruler?
The ruler is in the bin.

24 • Lessons 4 and 5 • Classroom objects 2 • Where's the ruler? The ruler is in the bin.

Activity Book transcript page 91

Lesson 5 Objectives

Listen and follow instructions
 Ask about location using *Where's the ... ?*
 Use prepositions of place: *on*, *under* and *in*
Mediation: Manage interaction

Materials

- ✓ Teacher's i-solutions
- ✓ Student's Book audio
- ✓ Flashcards Unit 3
- ✓ Teacher's Resources Unit 3

Warmer

Hold up the Unit 3 flashcards one at a time, and elicit the objects chorally and individually. Play the video from Lesson 4. Pause and say *Where's the school bag? It's on the table.* Play the next scene and ask *Where are the pencils? They're on the floor.* Pause again and ask *Where's the pencil case? It's in the school bag.* Finally ask *Where's the teacher's bag? It's under the chair.* On the board, draw simple box diagrams to represent *on*, *in* and *under*, and write the word above them. Place a classroom object on, in or under various things. Ask *Where's the (ruler)?* And have the children respond with *The (ruler) is (on) the (table).*

4 Listen and number. 1.29

Focus attention on the classroom scene. Ask *Where's the (ruler)?* and have the children point to the object in their book. Do the same for other key items. Play the first part of the audio. Pause and check that children write the number in the correct box. Play the remaining track as children number.

For audio transcript see page 90

5 Look around your classroom. Say.

Select some classroom objects. Place them around the classroom in, under or on something, describing their location as you do so. Ask *Where's the (ruler)?* and invite volunteers to answer, encouraging complete sentences. Do this several times, then have children form pairs or small groups to ask and answer. You can change the position of the objects.



Fast finishers The children draw a table with classroom objects on and under it. With a partner they can then ask and answer questions about their picture.

Trip reflection

Read the Trip reflection aloud and ask the children to reflect on their own learning. They stick, or colour, one, two or three stars depending on how much they agree with the statement.

Continuous assessment

Ask a volunteer to stand outside the classroom for a moment. Hide an object or flashcard in the classroom. Invite the volunteer back to look for it. Encourage the class to chant *Where's the (sharpener)?* quietly when the volunteer is far away from the sharpener and loudly when close.

Lesson 6

Literacy Station

COUNT TO TWENTY

1 Listen and stick. Say.

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

20

twenty

Communication

2 Guess the numbers.

Eighteen?



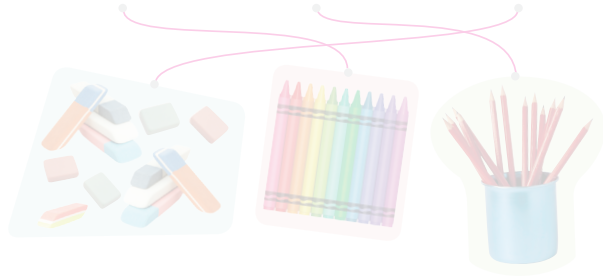
Writing

3 Trace and match.

eleven

twelve

thirteen



4 Trace and write.

fourteen

14

sixteen

16

eighteen

18

twenty

20



I can identify the numbers up to 20.

Activity Book → page 25

Literacy Station

COUNT TO TWENTY

1 Trace and match.

20

eighteen

16

19

twenty

15

17

fifteen

18

nineteen

sixteen

2 Count and circle.

1



ten / eleven / twelve pens

2



thirteen / fourteen / fifteen sharpeners

3



eleven / twelve / thirteen books

Lesson 6 Objectives

Review numbers 1-10
Learn numbers 11-20
Say the numbers to 20

Materials

- ✓ Teacher's i-solutions
- ✓ Student's Book audio
- ✓ Stickers Unit 3

Continuous assessment

Invite a volunteer to the front and ask them to show all ten fingers. Elicit *ten* from the class. Hold up one of your fingers next to theirs and elicit *eleven*. Continue with different numbers of fingers up to 20, as the children call out the number. Ask the children to form pairs and stand side by side. Call out numbers between 11 and 20 and have them hold up the correct number of fingers between them. This will require some cooperation between them, so allow time to do so.

Warmer

Review numbers 1-10. Call out numbers from 1-10 and have children hold up the correct number of fingers. Then hold up some fingers and ask children to say the number.

1 Listen and stick. Say.  1.30 

Write the numerals 1-10 across the board, encouraging the children to say each number. Point and count the numbers to ten again, then say *eleven* and write the digit. Drill the number chorally and individually. Point to and say *ten* and *eleven*, then say *twelve* and write the digit. Drill the number, then repeat with the remaining numbers up to 20. Repeat until the children are confident saying the numbers. Make sure children have their stickers. Point and say the number words and have the children repeat. Play the audio twice, encouraging children to join in the second time. Children then place the stickers in the correct order. Play the audio again, encouraging children to point and say the numbers in their books with the audio.

For audio transcript see page 90

2 Guess the numbers.

With your back to the class, write the numbers 11-20 in order in the air. Have the children say what number you are drawing. Invite several volunteers to the front, facing the board and write a number on their back for them to guess. Demonstrate writing the numbers slowly and in a large size. Get the children into groups of three or four to practise writing and guessing.



Fast finishers Prepare pieces of A4 paper with a numeral between 11 and 20. The children choose a number and draw that number of objects, and write the number in words. This activity can continue in the next lesson, and the pictures used for display.

Literacy Station

COUNT TO TWENTY

1 Listen and stick. Say.

11 eleven 12 twelve 13 thirteen

14 fourteen 15 fifteen 16 sixteen

17 seventeen 18 eighteen

19 nineteen 20 twenty

Communication

2 Guess the numbers.

Eighteen?



Writing

3 Trace and match.

eleven twelve thirteen



4 Trace and write.

fourteen 14
 sixteen 16
 eighteen 18
 twenty 20

Cultural window
 My school

Activity Book page 26



I can identify the numbers up to 20.



Activity Book → page 26

Cultural window

My school

1 Count and match.

1 13 books
 2 5 teachers
 3 8 chairs

2 Watch the video. Number the pictures in order.

3 4
 1 2

3 Draw your favourite school activity.

Child's own drawing

Lesson 7 Objectives

Read numbers 11-20
Trace number words
Write numbers
Practise viewing skills

Materials

- ✓ Teacher's i-solutions
- ✓ Teacher's Resources Unit 3
- ✓ a world map or globe

Warmer

Write the numbers 11-20 randomly across the board (low enough for children to reach). Count chorally pointing to the numbers on the board as you do so. Count chorally to ten, then invite a volunteer to come to the front, point to the next number on the board and say it. Continue with different volunteers up to 20. Repeat until all children have had a turn.

3 Trace and match.

Count the rubbers together with the class. Do this twice to check correct counting, then read the three number words and have the children match. Children count and match the remaining items then trace the words.

4 Trace and write.

Read the four number words together, then children trace the words and write the digits.



Fast finishers Continue with the number pictures from the previous lesson. If all numbers are allocated, the children can work collaboratively to draw and colour.

Cultural window

Focus children's attention on the Cultural window and read the title. Look at the flag. Ask what colours are in the flag and count the stars. Tell them that this is the flag of New Zealand. Point out that the Union Jack is part of the flag. Show the children where New Zealand is on the map, and recap where their country, the UK and the USA are. Point out the various islands (depending on the detail on your map, you could try counting them). Play the video, pausing at the scene with the flags. How many flags can the children see?

For video transcript see page 91

Cultural window Activity Book page 26

Play the video all the way through, then play it again and pause at the scene with the story telling. Point to the teacher and ask *Who's this?* Elicit or model *She's their teacher.* Point to yourself and say *I'm your teacher.* Point to the children and ask *Where are the children?* Elicit *on the floor.* Continue, then pause on the scene with the boy writing. Ask *Where is his book?* (on the table). Pause on the project scene. Count the pencils and name the colours. Look at Activity 1. Read the three words with the children, as they match them to the pictures. Children then count and write the numbers. In Activity 2, look at the four video scenes in the book. Watch the video again, then pause at the first scene. Check that the children have written a number in the correct box, then play the rest of the video while children write the remaining numbers. In Activity 3, ask the children to think of their favourite school activity. You could mime some activities as prompts. Children choose and draw their favourite activity.

Trip reflection

Read the Trip reflection aloud and ask the children to reflect on their own learning. They stick, or colour, one, two or three stars depending on how much they agree with the statement.

Continuous assessment

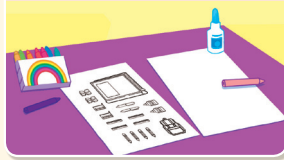
Hold up the Unit 3 flashcards one at a time, and have children name it if it was in the video and say *no* if it wasn't. If there is time, you can play the video again to check.



Project Stop ▶ DESIGN A ROBOT



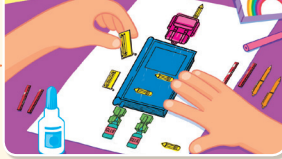
1 Prepare the materials.



2 Colour the objects.



3 Design your robot.



4 Present your robot.

This is my robot.
These are red rulers.



This is a
blue book.



Lesson 8 Objectives

Follow instructions
 Identify colours
 Present a robot
 Think creatively and use objects in an imaginative way

Materials

- ✓ Teacher's i-solutions
- ✓ Classroom objects
- ✓ Pop outs Unit 3
- ✓ coloured pencils or crayons
- ✓ glue
- ✓ A4 paper

Warmer

Put a selection of different coloured classroom objects on a table. Pick out one and say *It's a (red) (pencil)*. Do the same with other objects, encouraging the children to repeat. Choose a volunteer, say *blue ruler* and have them come and pick out the matching object. Invite further volunteers to pick out further objects.

Design a robot 

Have the children look at the instructions in their books and help them to understand the four steps they need to do in today's lesson.

- 1** The first step is to prepare the materials. They need to get their pop-outs and have coloured pencils or crayons, glue and paper to hand.
- 2** Explain that they should colour the same objects the same colour. So, for example, all pencils should be blue. When the pieces are coloured, tell the children to remove the small pieces very carefully and arrange them neatly on their desks. Encourage them to count the number of pieces to ensure none get mislaid. The outside of the pop out can be thrown away to clear space.
- 3** The children can assemble their robots in any way they like, using any of the objects to form the body, head and legs, and drawing any other elements like ears or antennae. Encourage them to lay out all of their pieces on the paper first, to create their design, and only stick when they are happy with their design.
- 4** Make a robot yourself, or borrow one of the children's to present and model how to describe it. Have the children form groups of three or four and take turns to present their robots. Invite three or four volunteers to present to the whole class. Try and choose examples of very different robots. Encourage children to notice the differences between the various robots.

21ST
CENTURY
SKILLS**CREATIVITY**

This lesson gives children the opportunity to think creatively and use the same objects in unique and different ways. They can compare how other children have used their objects differently and appreciate the range of possibilities.

Continuous assessment

Invite three volunteers to the front of the class with their robots. Describe the elements of one of the robots and ask the children to say which robot it is. Repeat with further volunteers.

Unit 3 review

Checkpoint



3

1 Listen and colour. 1.31



2 Answer the questions.

What's this?

What colour is it?

1



2



3



4

My Picture Dictionary
PAGE 92My Passport
PAGE 95

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Activity Book → page 27

Checkpoint

3

1 Look and read. Put a tick (✓) or a cross (X) in the box.

1



This is a ruler.

X

2



These are crayons.

✓

3



This is a chair.

X

4



These are rubbers.

X

5



These are books.

✓

6



This is a bin.

X

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Unit review Objectives

Review the unit language
Self-evaluate personal progress

Materials

- ✓ Teacher's i-solutions
- ✓ Student's Book audio
- ✓ Flashcards Unit 3
- ✓ Teacher's Resources Unit 3
- ✓ crayons

Warmer

Hold a flashcard behind a piece of paper. Slowly reveal the flashcard and tell the children to put up their hand when they know what it is, and call on a child to give their answer. Repeat several times.

1 Listen and colour.  1.31

Ask the children to look at the picture and point to all items in turn as you say them. Make sure the children have all the coloured pencils they need. Play the audio, pausing after the first part. Give children time to locate the object and colour it. Remind children that they do not need to colour perfectly. Continue with the remaining items.

For audio transcript see page 90

2 Answer the questions.

Point to the pencil case and ask several children *What's this?* Then ask other children *What colour is it?* Encourage the children to ask and answer with the person next to them. Do the same with the remaining objects.



Fast finishers The children count how times pictures of a bin and glue appear in the unit.

My Picture Dictionary **Student's Book page 92**

Drill the words in order. The children listen and trace the words. Then say random words and have the children point to them. Invite volunteers to say words for their classmates to point to.

My Passport**Student's Book page 95**

The children look back through the unit and count the stars they have either coloured or placed stickers for in each Trip reflection. They write the numbers in their passport and stick their Achievement unlocked sticker.

Final assessment

Set a table, chair and bin at the front of the class and place classroom objects on, in and under them. Make statements about the objects, for example, *The pencil case is under the chair*. If the statement is correct, children show thumbs up. If it's incorrect, they show thumbs down. Monitor children's responses.

Teacher's Resources

Unit 3 Test
End of Term 1 Test