

## Course and Philosophy

*My Little Island* is a three-level course for teaching English to 3 to 5-year-old children whose first language is not English. It is based on four over-arching beliefs:

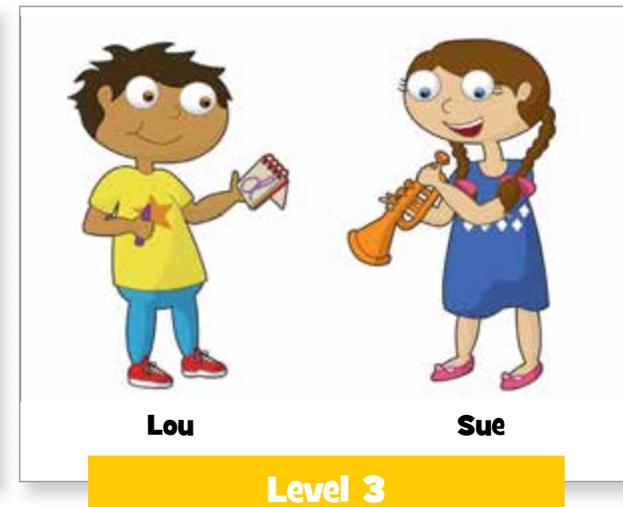
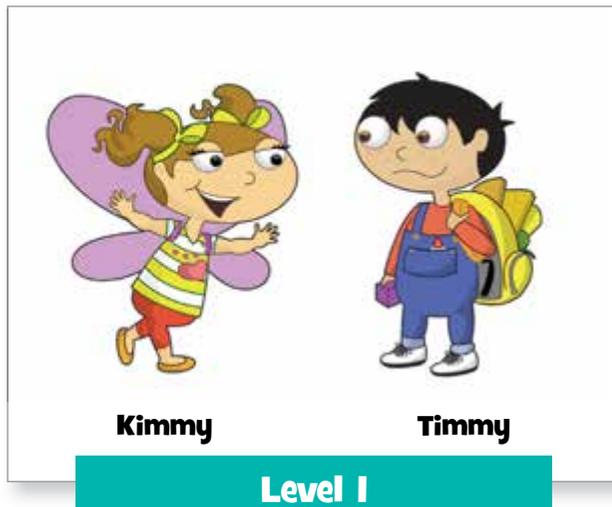


**Sammy the Squirrel**

1. Realities of the child's world must be at the core of the course and the basis for materials chosen.
2. A learner who is engaged will learn better.
3. Each child is unique in personality, interests, and learning styles and will benefit from materials that reflect this.
4. Successful learning only occurs when skills presented build on each other and are reviewed meaningfully.

This unique and engaging course takes children on an exciting fantasy-island adventure with characters their own age, introducing two new characters at each level. Each level has nine units. After an introductory or review welcome unit, there are eight thematic units which are recycled and build on each other at each level of the course. In this level's Welcome unit, children meet Lilly and Billy, and learn some greetings and actions to use. They also are reacquainted with Sammy the Squirrel, the course's mascot, who appears throughout the course and supports children as they learn (when he isn't getting into mischief!). The welcome unit also reviews target language and vocabulary from the previous level.

The course is designed to help children learn to communicate in English through a four-skills-based approach that builds increasing language proficiency through prereading/reading, prewriting, listening, and speaking lessons and activities. Children begin the course looking at and listening to picture stories. In this second book, children continue to enjoy stories and songs. Listening and speaking skills, which are critical for language learning, are developed throughout the course, with increasing emphasis beginning at this level.



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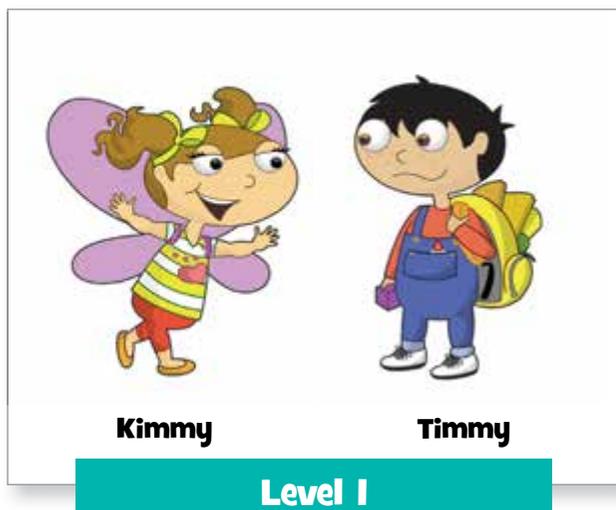


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The course uses a natural approach to teaching language through TPR® (Total Physical Response). Associating gestures with vocabulary and language structures builds a positive attitude and confidence, while at the same time, helps children attach meaning to the language they are learning. The opening scene in each unit shows characters engaged in activities and includes a song about what they are doing, along with suggested actions for children to do. Lessons build, using a kinesthetic approach. Throughout the course, children learn English through a wide range of activity types to accommodate all learning styles, and learners get to experience all mediums. Children do traditional activities in their books and Activity Books. They participate in class activities and projects, as well as engage with the course's digital tools as they interact with their classmates on the interactive whiteboard (ActiveTeach) and on the CD-ROM.

*My Little Island* equips young learners for the technological, global world of the 21<sup>st</sup> century not only by teaching them English and digital literacy, but also by fostering critical skills to help them become successful, contributing members of society. Skills most helpful for the future include: *flexibility, adaptability to constant change, critical and analytical thinking, communication, collaboration, creativity, and problem solving.* By nurturing these critical skills and abilities in children, the course ensures that children develop into more autonomous primary-age learners and beyond.

By addressing these preprimary objectives and developing skills and strategies for communicating in a global community, *My Little Island* prepares children to meet expectations of the Starter level of **CYLET (Cambridge Young Learners English Tests)** and ensures that they will continue to be successful and enjoy their learning experiences in English.

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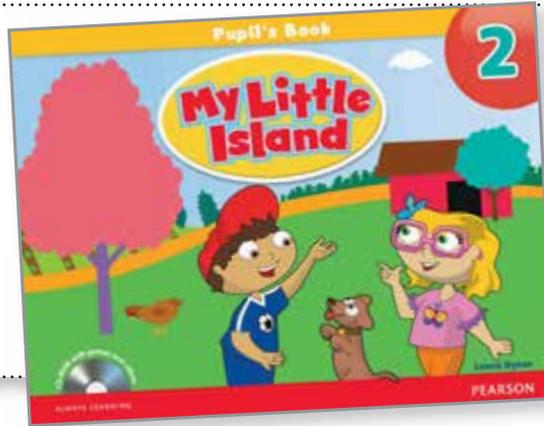
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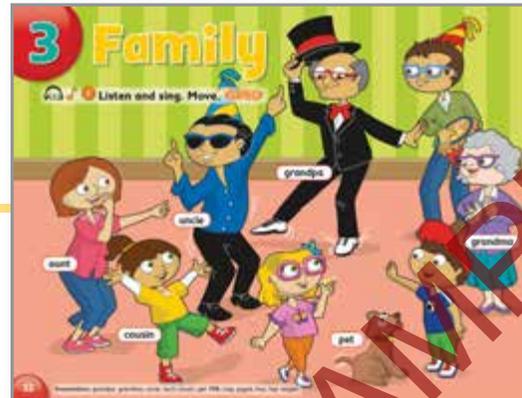
## Components



### PUPIL'S BOOK WITH CD-ROM

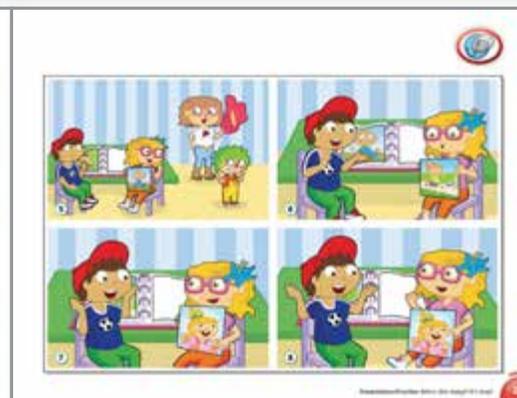
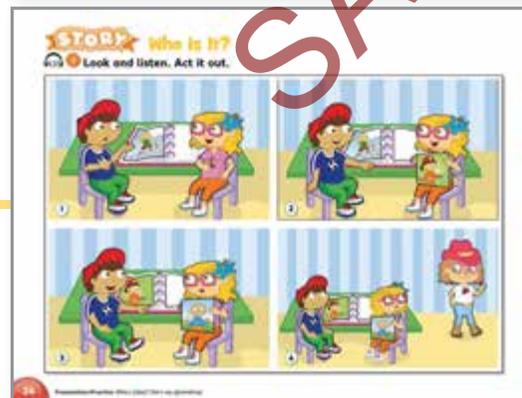
A welcome unit opens the Pupil's Book and serves as a review of the course's first book. Eight thematic units follow, and include presentation and practice of the new lexical sets of vocabulary and language structures. Vocabulary builds throughout the course, from basic greetings, classroom objects and the family, to words used to talk about community workers and places, school activities, and feelings. Children listen to stories with target language; sing songs and say chants; colour, match, and draw; and play games, collaborate, and communicate with partners, in small groups, and with the whole class.

The first lesson presents the unit's target vocabulary in a scene, along with a thematic song accompanied by meaningful gestures and actions.



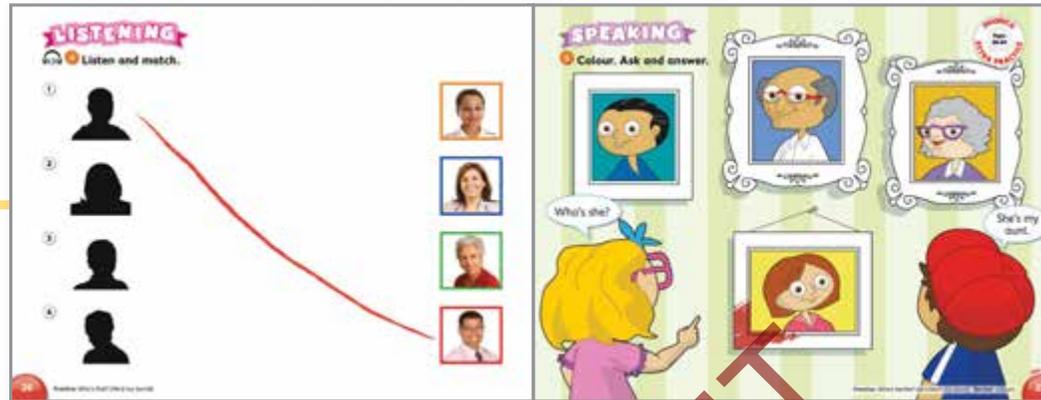
The vocabulary lesson presents target vocabulary with photographs. There are six new words per unit.

Next, children listen to and act out a story that presents new language structures.



Stories are included on the Class Audio CDs, on the CD-ROM, and ActiveTeach.

This lesson develops listening skills. Children listen to and follow directions that include target vocabulary and language.



This lesson develops speaking skills. Children ask and answer questions using a conversation model on the page. An Extra Practice icon directs children to a practice lesson at the back of the book.

The next lesson helps children develop skill in numeracy and maths concepts. In this one, children trace and count the stars.

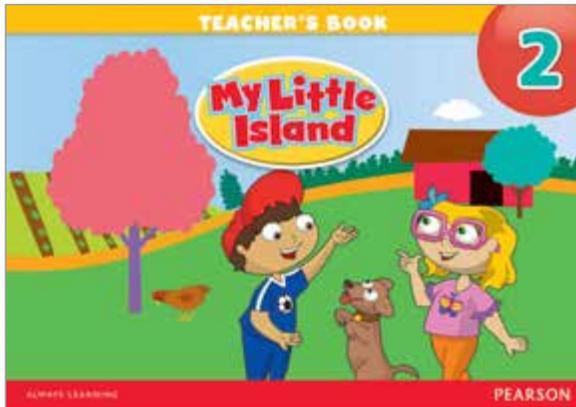


This lesson prompts children to choose the right course of action in a given situation, helping them develop good values.

The Review lessons include a sticker activity for children to check their comprehension of vocabulary and language, and a cross-curricular project.



The review section covers the preceding two units, allowing pupils a chance to think back and review what they have learned.

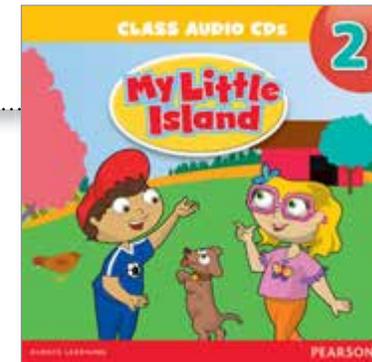
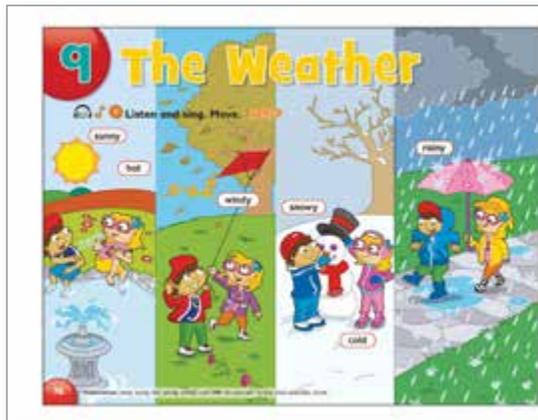


### TEACHER'S BOOK WITH ACTIVETEACH

The interleaved Teacher's Book has full-size Pupil's Book pages next to the teaching lessons. Simple four-step lesson plans include Getting Ready activities, a Working in the Book section, Consolidating activities, and an Optional: Using Digital Components section. Icons signal when to use components. A two-page Unit Overview maps each unit's content and objectives. It also provides notice board ideas and story summaries, and shows how curriculum and home-school connections are made.

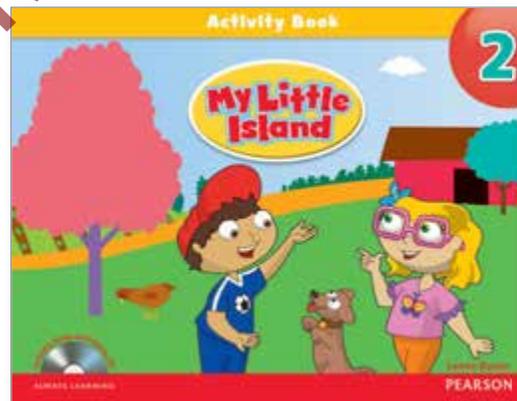
### AUDIO PROGRAM

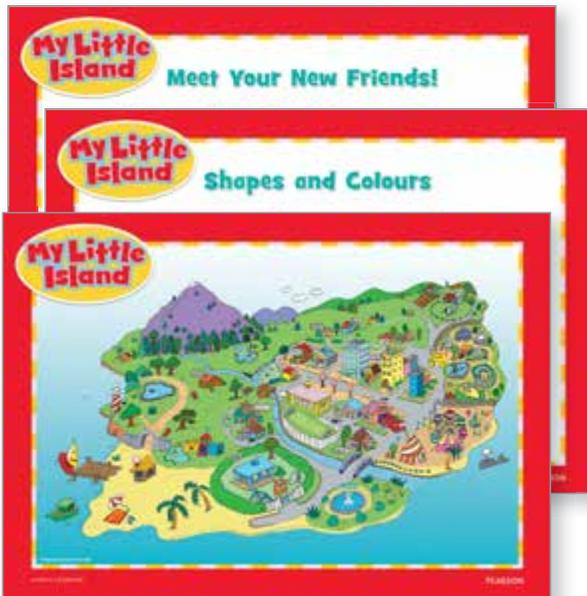
Class Audio CDs contain all of the level's songs, chants, stories, and listening comprehension activities. The Teacher's Book indicates when and how to use these. Audio icons with track numbers on the Pupil's Book pages also provide cues for which songs, chants, and listening exercises to use with the activities.



### ACTIVITY BOOK WITH AUDIO CD

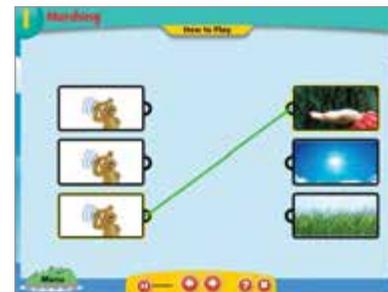
The Activity Book provides practice and reinforcement of Pupil's Book lessons. Children practise developing fine motor skills as they trace, match, and colour theme-related pictures. The level's characters, Lilly and Billy, and the course's mascot, Sammy the Squirrel, appear throughout for continuity and fun. An Audio CD with songs and chants is included. Annotated pages, with answers, can be found in the Teacher's Edition.





### POSTERS

Three colourful posters motivate children as they set off to learn English. The *My Little Island* map gives children a bird's-eye view of the island. *Meet Your New Friends!* introduces each Pupil's Book's main characters. *Shapes and Colours* presents a reference for important concepts.



### CD-ROM

The CD-ROM features course stories, as well as matching, sorting, concentration, and multiple-choice games and activities. An animation rewards children at the end of each activity. Stories are also accessible word-by-word. Live-action videos are included, and scripts are available on pages T129–T132 of this book.

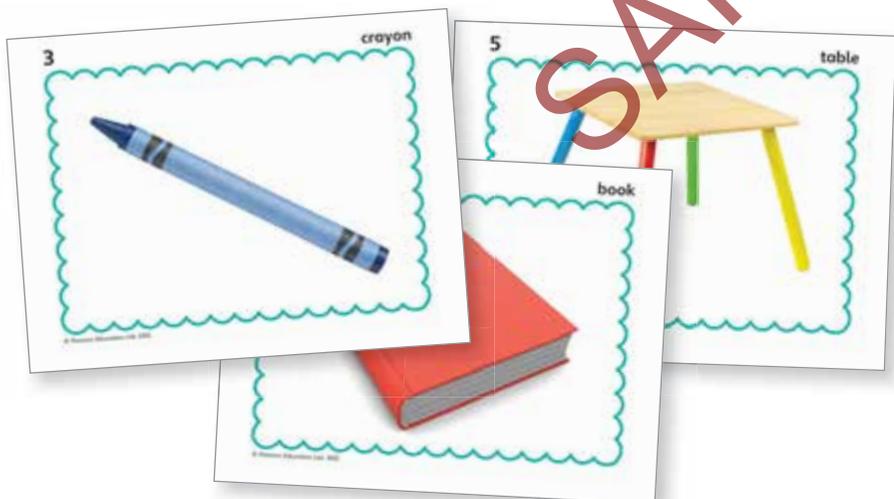
### FLASHCARDS

Forty-eight colourful photographs of the target vocabulary appear on Flashcards for presentation, review, and games. These also appear in ActiveTeach. An index of the cards is available on page T128 of this book.



### ACTIVETEACH

Student Book pages can be projected onto the big screen, using this interactive whiteboard program with tools. Audio for songs, chants, instructions, listening activities, videos, and Flashcards is included.



### WEBSITE

The companion website has complete product information, component descriptions, a sample unit, scope and sequences, letters home, the theme song, and videos. The link is: [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

### BIG BOOK

The *My Little Island Big Book* engages children in a shared reading experience. Children will feel at ease as their teacher turns the pages and models reading the selections aloud, encouraging them to join in when they are comfortable. The large, over-sized pages allow children to easily point to words and to picture details.

## Digital Tools: CD-ROM and ActiveTeach

### YOUNG LEARNERS AND TECHNOLOGY

Research shows that appropriate use of computer technology in education is beneficial for learners (Clements and Sarama, 2003; Waxman, Connell, and Gray, 2002; Byram and Bingham, 2001). Broadly speaking, children can learn *from* computers and *with* computers. Children learn *from* computers when the computer assumes the role of a tutor, with the goal of importing and increasing basic knowledge and skills. Children learn *with* computers when the computers serve as a facilitating tool, with the goal of developing critical thinking skills, research skills, and the creative imagination (Ringstaff and Kelley, 2002).

Computer activities should be age-appropriate and foster instruction in ways that increase learning, motivation, personal productivity, and creativity. For example, Perry (2009) noted that “Children three to five years old are natural ‘manipulators’ of the world – they learn through controlling the movement and interactions between objects in their world – dolls, blocks, toy cars, and their own bodies.” Children are naturally curious and willing to interact with computers, and they enjoy their ability to control the type, pace, and repetition of an activity. In some cases, children have even managed to learn how to use a computer with no instruction at all, through their own curiosity, fearlessness, and persistence (Mitra, 1999).



## References

- Byram, E., and Bingham, M.** (2001). "Factors Influencing the Effective Use of Technology for Teaching and Learning: Lessons Learned from SEIR-TEC Intensive Site Schools, 2<sup>nd</sup> Edition." Greensboro: NC: SERVE.
- Clements, D.H., and Sarama, J.** (2003). "Strip Mining for Gold: Research and Policy in Educational Technology—A Response to 'Fool's Gold.'" *Educational Technology Review*, 11 (1), 7-69.
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## **TECHNOLOGY IN MY LITTLE ISLAND**

Children in the *My Little Island* course become familiar with digital learning activities through ActiveTeach and the CD-ROMs. These components prepare them for more intensive digital tool and computer- and game-based courses like *Our Discovery Island*. The CD-ROM offers a variety of fun-filled games for each thematic unit, with each level's games increasing in difficulty. At the end of each unit, children also play "Look and Find" – a Quest-like activity in which children must find unit-related items in scenes. The children can take the CD-ROM home and share what they are learning with caregivers and even play the games and view the course's videos together.

ActiveTeach provides access to the entire *My Little Island* Pupil's Book and allows teachers to project pages up on the big screen, using interactive tools like a pen, highlighter, and rubber, so that all the children become involved with a page at the same time. Teachers can demonstrate how to do activities, highlight target vocabulary and language, show children how to trace, and focus their attention on story characters and lesson features. In addition, the Flashcard images, story cards, the songs and chants, and the unit videos make this an invaluable teaching aid.

# Course Highlights

## CROSS-CURRICULAR CONNECTIONS

Research shows language courses that help young learners to make curriculum connections among school subjects have more successful learning outcomes. *My Little Island* offers integrated, level-appropriate curriculum connections in every unit through engaging activities. Colourful icons help teachers find these activities easily.



### Art

A wide range of art activities helps young children develop fine motor skills, recognize and reproduce patterns, learn about colours, and create pictures that have meaning for them. In addition, the art course develops visual literacy through illustrations that help young learners construct meaning and develop related language and communication skills.



### Maths

Maths and shapes lessons (CLIL) expose children to basic concepts that help them build skill in numeracy and other maths skills. Games on the CD-ROM and other activities also help young children develop basic understandings in maths.



### Music and Movement

Each unit opens with a song, accompanied by TPR. Other songs, as well as chants, appear throughout the units and provide opportunities for the children to move and gesture along with the music.



### Science

Simple science activities engage the children in the fascinating world of science and provide opportunities for the children to communicate about it.



### Social Studies

As young children find out about the culture on the island, they are reminded of the social structures that make up their own world, such as family, school, and friends, as well as town and country life.



Each unit has a culminating cross-curricular project. These are integrated into the Review sections, which come after each block of two units.



## HOME-SCHOOL CONNECTIONS AND VALUES

Support from family and others at home is very important to a child's total learning experience. Research shows that language acquisition is enhanced through parental interest, involvement, and support. *My Little Island* encourages strong home-school connections. A general letter about the course and then letters for each unit, along with activities and tips, serve to involve families. Unit projects can be taken home and shared. Children should be encouraged to take home the CD-ROM and Songs and Chants CD and share the course's songs, chants, and stories with their families.

Each thematic unit includes a values lesson, with a short, catchy chant. The children look at two photographs in their Pupil's Book and choose the right thing to do in a given situation. These values lessons encourage young children to think about themselves and how they interact with their family members, friends, and others.

## Phonics

Young children in the *My Little Island* course are probably just beginning to discover sound-symbol relationships in their first language. Since sounds in English may have multiple spellings and a child's first language may be more straightforward, the *My Little Island* course takes a gradual approach to phonics, beginning with phonemic awareness (becoming aware of the sounds in words) and gradually introducing sound-symbol correspondences. Because some teachers may not wish to teach phonics at this early level, the phonics lessons are placed at the back of the Pupil's Book and the Teacher's Book. Children are introduced to sound-symbol correspondences for consonant letters and sounds as they begin to understand that letters stand for sounds.

Later in the course, children review these sound-symbol correspondences for consonant letters and sounds, and go on to learn vowel letters and short vowel sounds. The course guides children from receptive language development to language production as they move from phonemic awareness to reading simple words. The course presents common words that do not follow spelling rules (sight words) in environmental print throughout the course.

## Prewriting

*My Little Island* reinforces the development of prewriting skills as an important part of a child's early learning development. In preparing for primary school, children need to develop the cognitive and physical skills they need for writing as well as the necessary skills for reading. The course helps children develop gross motor skills through movement, songs with accompanying actions, and games; and fine motor skills, as well as hand-eye coordination, through a variety of activities. The Pupil's Book and Activity Book offer a wide range of opportunities to develop these skills through activities such as: colouring, painting, drawing, connecting dots, tracing, matching, manipulating cutouts and stickers, and making unit projects.

## Prereading

Before children read the printed word, they learn basic literacy concepts, such as left-to-right directionality and holding a book in the appropriate orientation. Literacy activities appear throughout the Teacher's Book, providing teachers with suggestions for developing young children's reading skills. Children progress from looking at and listening to picture stories without words to experiencing stories with words at Level 3.

## ASSESSMENT

As children enjoy their learning experiences in *My Little Island*, it is important to assess their progress at regular intervals. The review of each unit after Units 3, 5, 7 and 9 provides opportunities to review and evaluate what children have understood and retained. The Review lesson is also a great way to help children recall songs, stories, concepts, and vocabulary that they particularly like or remember, and to stimulate class discussions. The culminating unit project serves as another demonstration of what children have learned. Children build self-esteem as their efforts are rewarded with *Good Job!* stickers and as they are praised and commended for their achievements.

*My Little Island* endorses portfolios as an excellent way to keep track of children's progress. Portfolios for *My Little Island* should include samples of children's work collected throughout the year and notes that include the children's own reflections and opinions about what they are learning. Children can decorate their portfolios and should be encouraged to take pride in them as they share them with one another at school. Children's portfolios can also be shown to parents and family during meetings to highlight progress or be sent home at the completion of units as well as at the end of the term.

Informal assessment is ongoing. Watching and listening to children as they do their work and learn English, recording progress and problems, checking comprehension, and having informal conversations to keep track of how a child is doing are all important. Encouraging children to check one another's work also helps in this process.

## Time Guidelines

*My Little Island* is flexibly designed to suit individual teacher's specific classroom needs and scheduling requirements. It is estimated that teaching materials for the Pupil's Book and related practice in the Activity Book may take up to 30–60 minutes of classroom time. By using the digital components, the optional activities in the Teacher's Book, and other course resources, teachers can plan to add 15–30 minutes a lesson. For classes meeting three to five hours a week, this means covering approximately two to three Pupil's Book pages and other component segments per week. This adds up to about one unit per month. Below is a chart with recommendations for pacing one thematic unit, along with optional course suggestions.

The actual time it may take for teachers to cover a Pupil's Book unit depends on many factors, such as: how much time is needed for review or for presentation of new material, how many optional components are used, and how many times features are revisited. Approximate time frames are given for optional activities. The degree to which teachers integrate the digital components, the posters, the Flashcards, and so on, will also affect planning. Additionally, the makeup and needs of any given class, as well as how well the children co-operate as a group and how engaged and well-behaved they are, are all factors for teachers to consider in planning time.

Teachers can choose whether to review each unit at the end, or to set aside time for a 'Review lesson' and go over the block of two units together.

### PLANNING MODEL: LEVEL 2, UNIT 2 IN MONTH 2

Week	Day	Pupil's Book	Activity Book	Other Components: add 15–30 minutes
1	Day 1	Song and vocabulary presentation	Activity practising vocabulary*	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Days 2–3	Story (two pages) with new structure presentation	Activity supporting story*	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
2	Day 4	Listening/speaking practice	Two activities supporting speaking*	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
3	Day 5	Phonics	Activity supporting phonics	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Day 6	Shapes or maths introduced with chant	Activity supporting shapes or maths	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
4	Day 7	Values activity and chant	Activity supporting values	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Day 8	Review/Assessment, project and sticker activity	Activity for review/personalization	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Anytime	Optional lessons for extra practice with phonics, speaking and for festivals in back section		Class Audio CD, Flashcards, ActiveTeach

\*Note that there are eight Activity Book pages for each ten-page Pupil's Book unit. While generally there is one Activity Book page for each Pupil's Book page, there are a few exceptions: The vocabulary practice page in the Activity Book is designed to be used with the second vocabulary lesson in the Pupil's Book. There is one practice page in the Activity Book for the two-page story in the Pupil's Book. And for the listening/speaking lessons, there are two practice pages in the Activity Book for the speaking lesson in the Pupil's Book instead of one for listening and one for speaking.

# Map



## Objectives

- ✓ To meet characters
- ✓ To learn basic classroom instructions
- ✓ To learn greetings
- ✓ To sing songs and chant
- ✓ To do new TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To review the language structure *Hello. Hi. I'm (Billy)*.
- ✓ To learn and practise the new language structures *What's your name? / My name is (Billy)*.
- ✓ To learn the colours black, grey, and white
- ✓ To review colours, numbers, and shapes
- ✓ To review the prepositions of location *in, on, and under*
- ✓ To practise new language by listening and speaking
- ✓ To review vocabulary from Level I
- ✓ To learn and review unit vocabulary and structures

## Vocabulary

**New:** Billy, Lilly; black, grey, white

**Review:** Sammy; circle, square, triangle; numbers 1–5; blue, brown, green, orange, pink, purple, red, yellow; book, chair, crayon, pencil, table; bed, clock, door, lamp, toy box, window; ball, blocks, doll, kite, puzzle, teddy bear; ears, eyes, face, hair, mouth, nose; cake, cheese, juice, milk, water, yogurt; baby, brother, dad, mum, sister; bird, cat, dog, fish, mouse, turtle

## Materials

Pupil's Book pages 4–13; Activity Book pages 4–11; Class Audio CD A: Tracks 3–19; Course Posters: Meet Your New Friends!, *My Little Island* Map, Shapes and Colours; stickers (back of Pupil's Book and shown on page T106)

**Optional:** CD-ROM, ActiveTeach, Sammy the Squirrel puppet

## Songs and Chants

- ✓ What's Your Name? (Class Audio CD A: Tracks 7 and 8)
- ✓ In The Playground Chant (Class Audio CD A: Tracks 9 and 10)
- ✓ The Duck Is White Chant (Class Audio CD A: Tracks 11 and 12)
- ✓ Count to 5 Chant (Class Audio CD A: Tracks 13 and 14)
- ✓ Look at the Colours (Class Audio CD A: Tracks 17 and 18)

# Unit Overview



## Home-School Connections

Copy the General Letter Home on page T127 for children to bring home to introduce the second level of *My Little Island*. The Unit I Letter Home is available online at [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

# SKILLS

## Cross-Curricular Connections

-  review numbers and shapes from Level 1, count to 5, take a survey
-  sing, chant, and move to music
-  make a shape mobile, draw a room, trace pictures, colour pictures, create a self-portrait

## Preschool Learning Outcomes

- ✓ Understand basic classroom instructions.
- ✓ Understand vocabulary, language structures, and prepositions from Level 1.
- ✓ Understand basic TPR movements.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact with other children.
- ✓ Share information about themselves.
- ✓ Develop a positive attitude towards the English language.

## Digital Practice

-  Encourage the children to use the CD-ROM for vocabulary practice or for review.
-  Use ActiveTeach to go over Pupil's Book pages together as a class.

# LEARN BY DOING

## TPR

- ✓ clap, climb, colour, jump, look around, look up, make a circle, point, run, show fingers, touch knee

## Prereading and Prewriting

- ✓ Talk about the characters.
- ✓ Practise fine motor skills.
- ✓ Draw, colour, and trace.

Encourage children to participate only when they feel comfortable.



# NOTICE BOARD DISPLAY

## Pop-up Hello!

- ✓ Make a notice board to welcome children to the class.

## Materials

- photos from home or hand-drawn self-portraits
- coloured paper
- teacher-made labels of children's names
- card
- scissors
- sticky tape

## Instructions

1. Before class, write each child's name on a separate piece of coloured paper.
2. Cut strips of stiff card; each strip should be about an inch wide and four inches long.
3. Cut one strip for each name label.
4. Fold each strip four times, like an accordion.
5. Tape one end to the notice board, and one end to the name label.
6. Ask the children to bring in a photo from home or to draw self-portraits.
7. Help the children find their pop-up names and tape their pictures next to them.
8. Cue them to point and say: *Hi, I'm (Mina).*

I

# Welcome



1

Listen and sing. Move. **SONG**



What's your name?

My name is (Billy).

## Presentation

**Objectives:** to introduce the book and the new characters, to learn and practise greetings, to sing a song

**New Structure:** *What's your name? / My name is (Billy).*

**Review:** *Hello. Hi. I'm (Billy).*

**TPR:** climb, run

**Materials:** Class Audio CD A

**Optional Materials:** *My Little Island* Map poster, Meet Your New Friends! poster; Sammy the Squirrel puppet; CD-ROM; ActiveTeach

### GETTING READY

#### Look at the Poster (5 minutes)

- Display the *My Little Island* Map poster. Ask the children if they remember any of the places. Let volunteers speak about their favourite ones.
- Invite the children to guess where they will visit next.

#### Play the “Hello Song”

Teach the children the “Hello Song,” using the Sammy the Squirrel puppet, and then use the song as a warm up for every class.

#### Audio Script

##### Hello Song

Hello. Hello (*wave, wave*), children.  
Are you ready to play?  
Hello. Hello (*wave, wave*), children.  
Let's learn English today.

Hello. Hello (*wave, wave*), teacher.  
We're ready to play.  
Hello. Hello (*wave, wave*), teacher.  
We speak English—HOORAY!

### WORKING IN THE BOOK: PAGE 4

#### Meet the Characters

- Tell the children to open their books at page 4.

- Point to each character and say: *This is (Billy / Lilly).*
- Each time, prompt the children to say: *Hi, (Billy / Lilly)!*
- Follow a similar procedure with the Meet Your New Friends! poster to make sure the children know the characters.

#### I. Listen and sing. Move.

- Talk about what is happening in the picture. Use gestures and TPR to help clarify meaning.
- Point to the picture as you describe it:
  - The children are at a playground.
  - Billy is climbing on the climbing frame.
  - Lilly is running toward Billy.
- Introduce the actions *run* and *climb*. Say the word for each action, pretend to do the action, and let the children repeat it.
- Play the song and invite the children to pretend to run and climb with you.

#### Audio Script

##### What's Your Name?

Lilly: Hi. Hello. What's your name?

Billy: My name is Billy. I'm Billy! Watch me climb. (*pretend to climb*)  
I climb here.  
I climb there.  
I climb everywhere!  
Hi. Hello. What's your name?

Lilly: My name is Lilly.  
I'm Lilly!  
Watch me run. (*run in place*)  
I run here.  
I run there.  
I run everywhere!

Both: Hi. Hello. What's your name?

Child: My name is \_\_\_\_\_. (*personalize*) I'm \_\_\_\_!  
(*personalize*)

### CONSOLIDATING

#### Act It Out (10 minutes)

- Divide the class into two groups (girls and boys, if possible) so that one group can be Lilly and the other can be Billy.
- Ask them to cut out and make stick puppets for Lilly and Billy on Student Book page 109 (and shown on page T105 of this book). Practise the song. Encourage each group to sing their part, using the stick puppets for introductions, and do the actions.
- Invite individuals to sing the last two lines by themselves.

#### Karaoke (10 minutes)

- Play the karaoke version of the song.
- Invite three volunteers at a time to sing and act out the song, using their own names.

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Encourage the children to take the CD-ROM home to show their families what they are doing in class. The CD-ROMs include games and activities and the images from the Flashcards.

#### ActiveTeach

ActiveTeach is a fun and engaging way to share the Pupil's Book with the class, using a large digital format. Children enjoy seeing the book on the big screen, and teachers appreciate how easy it is to focus children's attention on details on a page.

# Colours

**Objectives:** to learn and review colours, to practice TPR

**New Vocabulary:** black, grey, white

**TPR:** make a circle, colour

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, Shapes and Colours poster, crayons, CD-ROM, ActiveTeach

## GETTING READY

### Play a Hello Game with TPR (10 minutes)

- Reinforce the TPR actions (climb and run) and the target language for greetings.
- Approach a child in the class. Clap three times and say: *What's your name?*
- Prompt the child to answer: *My name is (Kim).*
- Say: *Hello (Kim). (Run / Climb), (Kim). Say hello.*
- Let the children do the action and say *hello*.
- Repeat several times with other children.

### Shapes and Colours Poster (10 minutes)

- Display the poster.
- Invite one child at a time to come up to the poster and point to a colour or shape that he / she knows and then say: *It's (red / a circle).*
- Then invite volunteers to find things in the classroom that are the same colour or shape.
- Use the poster to introduce the new colours: *black, grey, white*. Point to the item, say the colour, and let the children repeat.

## WORKING IN THE BOOK: PAGE 5

### 2. Listen and colour.

- Tell the children to open their books at page 5. Say: *Look at the playground.*

- Point out the merry-go-round and the duck. For each item, ask: *What colour is it?*
- Ask the children to point to each item and say the colour(s).
- Play the chant and act it out. Help the children listen and colour.
- Play it again. Invite the children to join in.

### Audio Script

#### In the Playground Chant

See the slide.  
It's grey, grey, grey.  
Get your crayon.  
And colour it grey. (*pretend to colour*)  
It's grey.  
It's grey.  
Colour it today.  
The tyre's black.  
Black and round. (*make a circle with your arms*)  
Colour it black. (*pretend to colour*)  
All around.  
It's black.  
It's black.  
Black and round. (*make a circle with your arms*)

### 3. Point and say.

- Play "The Duck Is White Chant."
- Ask the children to point to the picture as they chant with the audio.

### Audio Script

#### The Duck Is White Chant

The duck is white,  
White, white, white.  
Yes, you're right.  
It's white.  
It's white.  
Yes, you're right.  
The duck is white.

- Ask the children to point to other colours they see on the page and identify them: *It's (yellow).*

## CONSOLIDATING

### Pass the Crayon (10 minutes)

- Tell the children to sit in a circle. Give out different colour crayons.
- Play "In the Playground Chant" and let the children pass the crayons around.
- Stop the music and say: *Show me grey!*
- Tell the children with the grey crayons to hold them up. Then call out a TPR action (climb, run, make a circle) and ask the children to do it.
- Continue in this way.

### Goodbye Song (5 minutes)

- Teach the children the "Goodbye Song," using the Sammy the Squirrel puppet, and then use the song to end every class.

### Audio Script

#### Goodbye Song

Goodbye, children. (*clap, clap, wave*)  
Goodbye. Goodbye.  
Have a nice day!

Goodbye, teacher. (*clap, clap, wave*)  
Goodbye. Goodbye.  
Have a nice day!  
Goodbye! Goodbye! Goodbye! (*wave*)

## Activity Book Page 4

Ask the children to trace and colour the cat, bird, mouse, and tyre swing. Partners talk about the colours they used.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Encourage the children to take the CD-ROM home to show their families the colours they know from class.

### ActiveTeach

Use ActiveTeach to focus on the different colours of the playground equipment. Model colouring the slide and the swing.

# COLOURS



2

Listen and colour.



3

Point and say.

SONG



black

grey

white

Presentation: black, grey, white Review: colours TPR: colour, make a circle



4

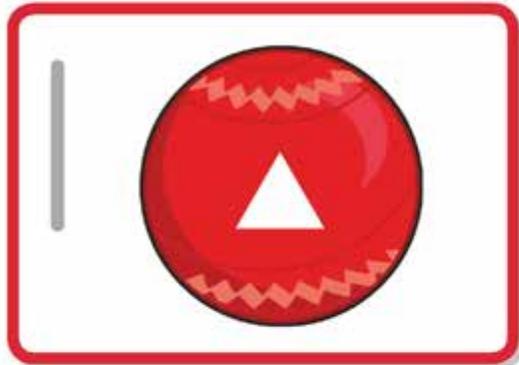
Listen and sing.



5

Trace, count and say.

SONG



SAMPLE UNIT

How many?



**Objectives:** to review numbers 1–5 and shapes

**TPR:** jump, show (3) fingers, touch knee

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** crayons, ball, five empty plastic bottles, food colouring, hangers, shapes cut out from different coloured paper, string, decorative items (glitter and glue, markers, stickers), hole punch; Sammy the Squirrel puppet; Shapes and Colours poster; CD-ROM; ActiveTeach

## GETTING READY

### Shapes and Colours Poster (5 minutes)

- Use the poster to review colours and shapes.
- Invite children to point to and name the shapes and colours.
- Ask volunteers to find items in the houses that are the shape or colour you say.

### Review Numbers (5 minutes)

- Begin a review of the numbers 1–5 by writing them on the board. Point and say: 1, 2, 3, 4, 5. Ask the children to repeat.
- Hold up fingers, groups of crayons, or gesture to the children as you count (1, 2, 3, 4, 5). Ask the children to count with you.

## WORKING IN THE BOOK: PAGE 6

### 4. Listen and sing.

- Tell the children to open their books at page 6.
- Play the audio and do the actions.
- Play it again. Invite the children to join in when they're ready.

### Audio Script

#### Count to 5 Chant

Are you ready?

Count with me: 1, 2, 3, (*show 3 fingers*)

Touch your knee. (*touch knee*)

4 and 5 (*show 4<sup>th</sup> and 5<sup>th</sup> fingers*)

Jump and jive! (*jump*)

### 5. Trace, count, and say.

- Point to the number 1, count the shape, and say the number. Model tracing the number. Let the children do the same.
- Repeat with 2, 3, 4, and 5.

## CONSOLIDATING

### Bowling (5 minutes)

- Have a ball and five empty plastic bottles available. (Put a little water in each bottle to help it stand upright. Then add a few drops of food colouring to the water so each bottle is a different colour, and put the lid back on.)
- Place the plastic bottles with one at the front, then two and two (similar to a bowling alley).
- Let the children take turns rolling the ball and trying to knock over the bottles. Each time, ask them to count the number of bottles that they knock over and say their colours.

### Shape Mobiles (15 minutes)

- Have available: hangers, shapes cut out from different coloured paper, string, decorative items (glitter and glue, markers, stickers), and a hole punch.
- Punch a hole at the top of each shape.
- Tell the children they are going to make shape mobiles to decorate the classroom.
- After a child decorates a shape, thread string through the hole and tie it. Tie the other end to a hanger.

## Activity Book Page 5

Let the children work in pairs or independently to trace and colour the shapes. Let partners point to the circle, triangle, and square shapes and say which colour they used.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Encourage the children to take the CD-ROM home to show their families what they know about shapes and numbers.

### ActiveTeach

Use ActiveTeach to model tracing the numbers on the page. Use the pointer to help the children count the shapes on each of the balls.

**Objectives:** to review classroom objects and colours

**TPR:** clap, look around, look up, point

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** crayons or coloured paper, classroom objects; Sammy the Squirrel puppet; CD-ROM; ActiveTeach

## GETTING READY

### **Touch (Green)! (5 minutes)**

- Use crayons or coloured paper to review colours quickly.
- Explain that you will play some music and as the children hear the music playing, they should march around the room until the music stops, and then everyone should freeze.
- When you stop the music, call out: *Touch (green)!* Explain that everyone has to touch something green with their own hands or by holding hands with someone else who is.
- Tell the children that the goal of the game is to have everyone connected in each round.
- To make the entire group connect, call out a specific object: *Touch the (green table)!* Demonstrate the chain by positioning the children so they are holding hands in a chain and are all connected to the one child who's touching the table.
- Play a few times.

### **Review Classroom Objects (5 minutes)**

- For each word, point to the item in your classroom and ask Sammy the Squirrel: *What's this?* Make Sammy think about it and answer: *It's a (pencil).*
- Prompt the class to repeat: *It's a (pencil).*
- Ask volunteers to find and point to other of the same items in the room.

## WORKING IN THE BOOK: PAGE 7

### **6. Listen, sing, and colour. Say.**

- Tell the children to open their books at page 7.
- Say: *Look at the balloons. Show me the (yellow) balloon.*
- Repeat with the other colours.
- Point to each classroom object on the page. Ask: *What's this?* Invite volunteers to answer.
- Play the song and do the TPR actions.
- Play it again. Invite the children to point to the colours on the page and do the actions with you. Point out the white and grey clouds, and the black fence.
- Encourage the children to sing along when they are ready.

### **Audio Script**

#### **Look at the Colours**

Look around. (*look around*)

Look at the sky. (*look up*)

Look at the colours with your eyes. (*point to eyes*)

Yellow, red, and blue,

Brown, green, and orange, too.

Here's white, black, and grey.

We love colours – Hooray! (*clap*)

- Tell the children to colour the classroom objects to match their balloons. (Colour the pencil yellow, and so on.)
- Hold up a finished page. Point and say: *It's a (pencil). It's (yellow).*
- Invite the children to share their own finished pages this way.

## CONSOLIDATING

### **I Spy (10 minutes)**

- Play "I Spy" with colours and classroom objects.
- Model the game with Sammy the Squirrel.

- Point to your eye and gesture to clarify meaning as you say: *I spy with my little eye something blue. Sammy, look around.*
- Make Sammy look around and guess: *The chair? (No.) The marker? (No.) The table? (Yes!)*
- Repeat the game. Make Sammy lead the game and let the children guess.

### **Thumbs-Up or Thumbs-Down (10 minutes)**

- Review all the TPR actions the children have learned so far in Unit 1: clap, climb, jump, look around, look up, point, pretend to colour, run, show fingers, touch knee, wave. Tell the children they will use them in a game.
- Demonstrate with Sammy. Say: *Sammy, look around.* Make Sammy pretend to look around and then give him a thumbs-up. Say: *Sammy, clap.* Make Sammy point to the sky and then give him a thumbs-down.
- Continue the game, but invite the children to give Sammy thumbs-up or thumbs-down.
- Extend the game by making Sammy point to specific classroom objects or colours.

## Activity Book Page 6

Tell the children to match and colour the classroom objects. Encourage partners to tell each other which items they matched.

## OPTIONAL: USING DIGITAL COMPONENTS

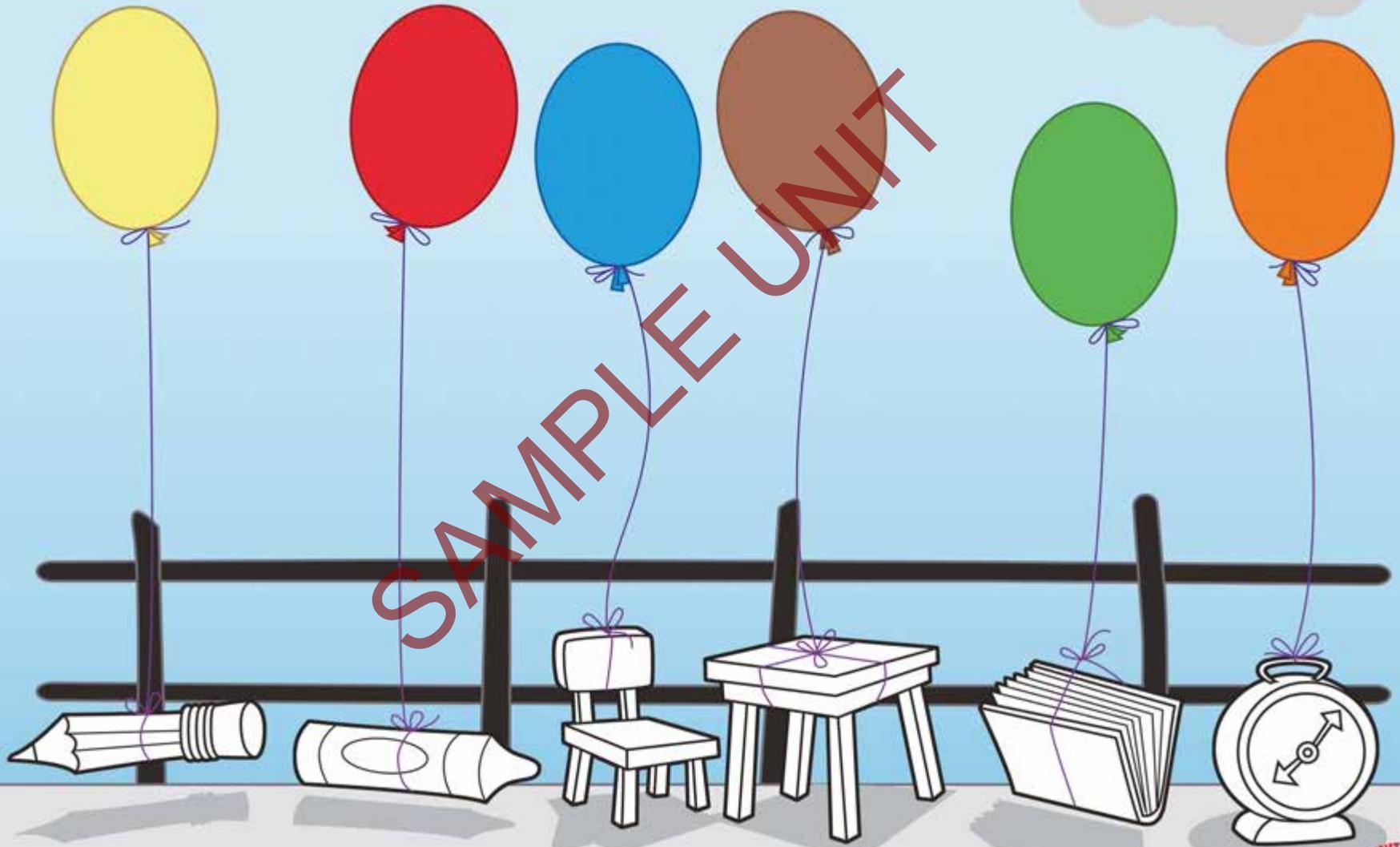
### **CD-ROM**

Encourage the children to take the CD-ROM home to show their families the colours they know.

### **ActiveTeach**

Use ActiveTeach to make the connection between the object and the colour of the balloon to make sure the children understand the directions.

A17   6 Listen, sing, and colour. Say. **SONG**



Review Level I vocabulary: colours, classroom objects TPR: clap, look around, point

UNIT 1

7

7 Match and say.



**Objective:** to review room objects

**Materials:** Activity Book, Class Audio CD A

**Optional Materials:** coloured paper; *My Little Island* Map poster; classroom clock; pictures illustrating the words *door*, *window*, *lamp*, *toy box*, and *bed*; markers or crayons, white paper, magazine cutouts, photos from home, glue; Sammy the Squirrel puppet; CD-ROM; ActiveTeach

## GETTING READY

### **Review the Song (5 minutes)**

- Play the song “Look at the Colours.” (See page T7).
- Ask the children to do the actions as they listen and sing along.
- Give sheets of different coloured paper to pairs of children.
- Play the song. Tell partners that when they hear their colour, they should lift their paper in the air.

### **Share What You Know (5 minutes)**

- Show the *My Little Island* Map poster and point to Lilly’s house.
- Explain that one room in Lilly’s house is her bedroom.
- Ask the children to talk about and describe things in their own bedrooms. Encourage them to use words they know in English (colours, shapes, numbers, and vocabulary from Level 1).
- Tell the children that they are going to review words people use to talk about rooms and things in them.

## Review Room Objects with TPR (5 minutes)

- Make Sammy point to a clock and ask: *What is it?* Help the children answer: *It’s a clock.*
- Hold up pictures for *door*, *window*, *lamp*, *toy box*, and *bed*.
- Each time, make Sammy ask: *What is it?*
- To answer, help the children do TPR and say: *It’s a (door).* Then pretend to open a door.
- For *window*, pretend to open a window and look outside. For *lamp*, pretend to turn on a lamp. For *toy box*, pretend to open one and put toys away. For *bed*, rest your head on folded hands as though sleeping. For *clock*, move your arms around as though they are clock hands.
- Ask the children to copy the action and say each word with you.

## WORKING IN THE BOOK: PAGE 8

### 7. Match and say.

- Tell the children to open their books at page 8. Talk about Lilly’s bedroom with them.
- Invite the children to name any furniture, toys, colours, and shapes they recognize.
- Direct the children to the items along the bottom of the page. Ask them to point and say: *It’s a clock.* Then call their attention to the outlines of the items in Lilly’s bedroom. Ask: *Where’s the clock?*
- Follow a similar procedure for the lamp, toy box, and window.

## CONSOLIDATING

### **Draw Your Room (15 minutes)**

- Gather art supplies, such as white paper, markers, and crayons.

- If possible, have available: magazine cutouts of bedrooms and photos of children’s own bedrooms.
- Ask the children to create drawings of their bedrooms. Invite them to talk about their pictures. Model language they can use: *It’s my bedroom. It’s (green). This is the (door).*

## Guess the Word (5 minutes)

- Review actions the children know.
- Explain that you will do an action and that the children will guess it.
- Do the action for *door*. Invite volunteers to guess which word you are thinking of.
- Continue in this way.

## Activity Book Page 7

Ask the children to trace the lines to complete each object on the page. After they trace an object, let them tell a partner what it is and then colour it.

## OPTIONAL: USING DIGITAL COMPONENTS

### **CD-ROM**

Encourage the children to take the CD-ROM home and play the games with family members to reinforce what they are learning about in class.

### **ActiveTeach**

Use ActiveTeach to highlight the room objects. Use the pointer to connect the pictures at the bottom of the page to the outlines of the same ones in the room.

**Objectives:** to review counting 1–5 and toys

**Materials:** Activity Book

**Optional Materials:** toys or pictures of toys; unlined index cards with different numbers of circles drawn on them; ball, beanbag, or other item to toss; Sammy the Squirrel puppet; CD-ROM; ActiveTeach

## GETTING READY

### Review Toys with TPR (5 minutes)

- Hold up a ball. Ask: *What's this?*
- If necessary, make Sammy answer: *It's a ball.*
- Gently throw the ball to different children and ask: *What's this?* Prompt the children to answer: *It's a ball* and then throw it back to you.
- Hold up real objects or pictures of a doll, teddy bear, kite, and toy box.
- Make Sammy ask: *What's this?*
- To answer, do TPR and say: *It's a (doll)*, and pretend to (rock a baby in your arms). For a teddy bear, pretend to hug it close. For a kite, pretend to hold a kite string and fly a kite. For a toy box, pretend to open it and put toys away.
- Ask the children to say the word and copy the action with you.

### 1, 2, Clap, 4, 5 (5 minutes)

- Tell the children to sit in a circle.
- Go around the circle. Ask the children to count in turn: *1, 2, 3, 4, 5, 1, 2, 3, 4, 5*, and so on.
- Explain that to play the game, the children will count the same way, but the children who are “3” will clap instead of saying 3.
- Go around the circle once this way.
- Then repeat, but this time, ask the children who are “5” to clap instead of saying 5.

- Continue in this way so that all children have a chance to play.

## WORKING IN THE BOOK: PAGE 9

### 8. Count and match.

- Tell the children to open their books at page 9. Say: *Look at the toys! It's a toy shop!*
- Invite the children to talk about each toy. Ask: *What is it? What colour is it? How many are there?*
- Ask the children to count the toys and say the numbers.
- Show the children that the first item in the activity is done as an example and say: *Balls. 1, 2, 3, 4, 5. Five balls.*
- Model tracing the matching line on the board.
- Encourage the children to complete the page on their own.

## CONSOLIDATING

### Get in Order (10 minutes)

- Prepare cards with one, two, three, four, or five circles on each one.
  - Divide the class into groups of five.
  - Distribute the cards so that each group has one of each.
  - Tell the children to line up in order at your signal, according to the number of circles on their card (1, 2, 3, 4, 5).
  - Race to see which group lines up first.
  - Mix up the cards and the groups and play again.
- ### Circle Game (5 minutes)
- Tell the children to sit in a circle.
  - Throw a ball, beanbag, or other item to a child.

- Do one of the actions associated with a toy (reviewed in this lesson's activity “Review Toys with TPR”). Ask: *What's this?*
- Let the child guess what toy you're pretending to play with.
- Then tell the child to throw the ball to another child and continue the game.

## Activity Book Page 8

Ask the children to trace the numbers at the top of the page. Then ask them to match the numbers to the correct toy or group of toys. Encourage partners to say each number and the name of each toy (one, one kite).

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Invite the children to practise numbers using the games on the CD-ROM. Encourage the children to count toys, school supplies, and other objects at home with their families and then share what they find out in class.

### ActiveTeach

Use ActiveTeach to model tracing the numbers at the side of the page and let the children do the same. Help the children check the completed pages together, using the big screen.

8 Count and match.



3

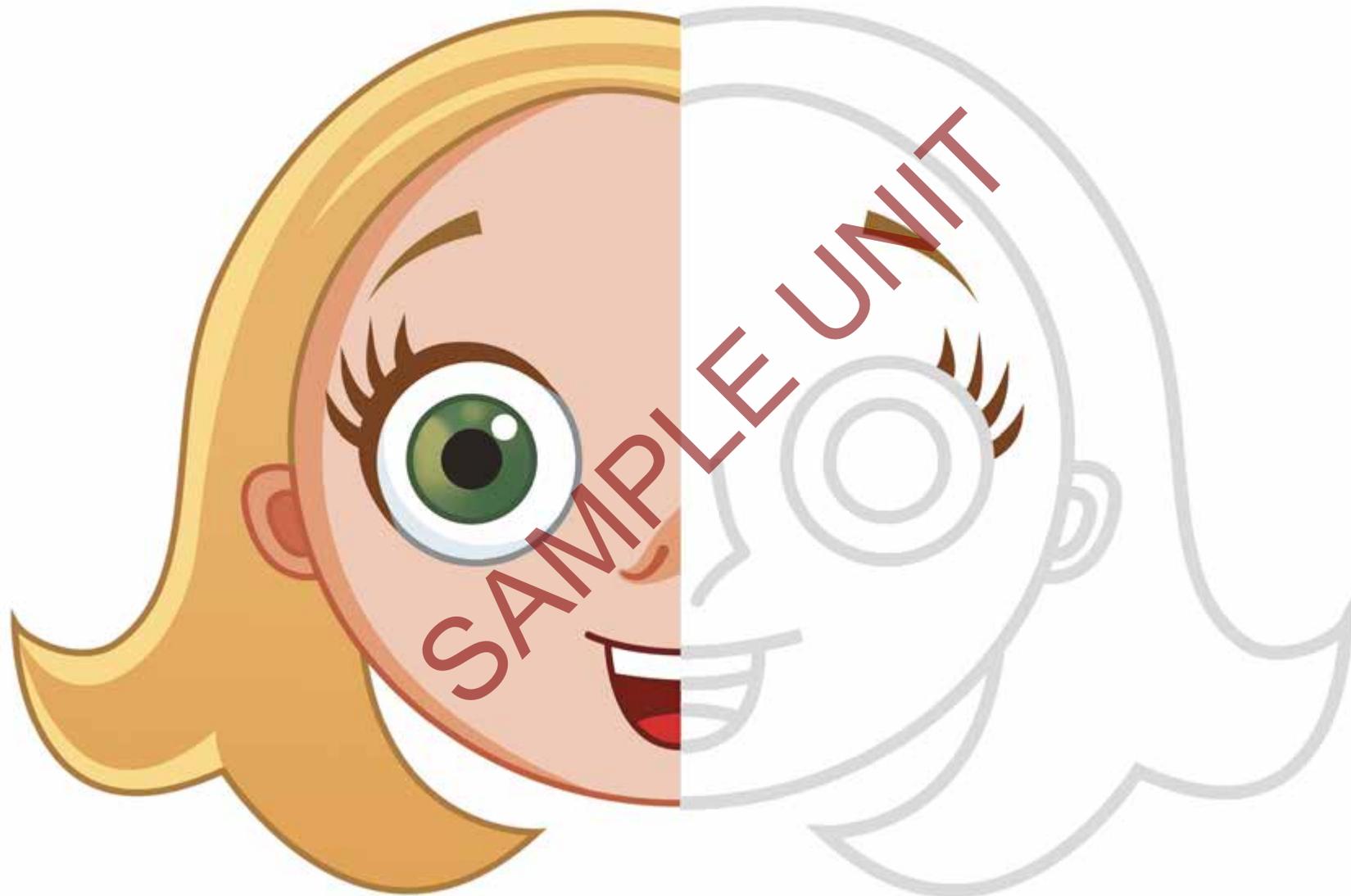
1

5

2

4

9 Trace and colour. Say.



**Objective:** to review parts of the face

**Materials:** Activity Book

**Optional Materials:** crayons, paper, glue, cutouts (white, black, and coloured circles for eyes; triangles for noses; crescents for mouths), different coloured string for hair; Sammy the Squirrel puppet; CD-ROM; ActiveTeach

## GETTING READY

### **Group Game (10 minutes)**

- Divide the class into two groups, such as girls and boys.
- Explain that Sammy will call out a word or action for one of the groups and that the group will do the action, with the other group staying still.
- Demonstrate first with two volunteers. Sammy says: *(Child 1) bed*. C1 does the action (rests head on folded hands) and says *bed*; C2 should remain still. Sammy says: *(Child 2) make a circle*. C2 makes a circle in the air and says *circle*; C1 doesn't move. Repeat a few more times.
- Then try it with the two groups. Say, for example: *Boys, clock*. Tell the boys to do the action and say: *clock*, and tell the girls not to move.
- To make it more challenging, call out a command for each group at the same time. For example, say: *Boys, teddy bear. Girls, lamp*.

### **Review the Parts of the Face (5 minutes)**

- Draw a face on the board.
- Point and say: *eye, ear, mouth, nose, hair, face*.
- Point to your own face and repeat each word.
- Prompt the children to point to their faces and say the words.

## WORKING IN THE BOOK: PAGE 10

### **9. Trace and colour. Say.**

- Tell the children to open their books at page 10.
- Point to the face. Say: *Show me the girl's (nose)*.
- Prompt the children to point to the girl's nose. Let the children check with a partner to make sure each of them is pointing to the nose.
- Ask the children to trace the nose.
- Repeat for *eyes, ears, mouth, and hair*.
- When the children finish tracing, let them colour in the rest of the picture.
- Walk around the room while the children are colouring, and let individual children say the words as they point to the picture.

## CONSOLIDATING

### **Self-Portrait Collage (15 minutes)**

- Invite the children to create self-portrait collages.
- Prepare and distribute cutouts (white, black, and coloured circles for eyes; triangles for noses; crescents for mouths) and different coloured string for hair. Provide glue and paper.
- When the children finish their collages, let them share their work with their classmates.

### **I Tricked You! (5 minutes)**

- Teach (or review) these actions from Level 1: Open / Close your eyes. Open / Close your mouth. Point to your nose. Wiggle your ears. Shake your head.
- For each one, do the action and say the words. Let the children do the action and repeat.

- Explain that you are going to try to trick the children by saying one thing, but doing something else. Explain that the children have to do what you say, not what you do.
- Model with a volunteer. Shake your head, but say: *Point to your nose*.
- If the volunteer shakes his or her head, say: *I tricked you!*
- If the volunteer points to his or her nose, say: *Good job!*

### **Activity Book Page 9**

Ask the children to draw their own features. Let partners share their pictures and practise the target language by talking about them: *This is my face / nose / mouth / hair. These are my eyes / ears.*

## OPTIONAL: USING DIGITAL COMPONENTS

### **CD-ROM**

Encourage the children to take the CD-ROM home to play the unit games and show their families what they're learning in class.

### **ActiveTeach**

Use ActiveTeach to show the children how to trace the facial features. Demonstrate colouring the picture to match your own features.

**Objectives:** to review food items and family members

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** pictures (magazine or other) of food items, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### Talk About Family (5 minutes)

- On the board, draw a simple picture of a family: Mum, Dad, brother, sister, baby. Ask the children to name the different family members.
- Ask the class to repeat the words.
- Then invite the children to tell the class about their own families.
- Make Sammy go first: *I've got a mum, a dad, and a sister.*

### I Like Food (5 minutes)

- Display some pictures of food: milk, juice, cheese, yogurt, and cake.
- Point and say: *Mmmm, I like (milk).*
- Then tell Sammy: *Your turn.*
- Make Sammy point to each item and say either: *I like (milk) or I don't like (juice).*
- Then invite the children to do the same.

### Matching Game (5 minutes)

- Display, in a row on the board, pictures of food: milk, juice, cheese, yogurt, and cake. Underneath, draw a row of faces to represent family members.
- Point and say: *Mum, Dad, sister, brother, baby.*
- Explain that Sammy will listen and match a family member with a food you name.
- Say: *I'm the baby. I like milk.* Make Sammy match the baby with the milk.

- Continue with the other family members.
- Ask volunteers to come up and match.
- Erase the lines and repeat the activity.

## WORKING IN THE BOOK: PAGE II

### 10. Listen and match.

- Ask the children to open their books at page II. Ask: *Where's Billy?*
- Help the children identify Billy and his family.
- Review the food items at the bottom of the page.
- Play the audio. Pause after each item so the children can match the food with its outline in the family picture.
- Check answers together as a class.

### Audio Script

Mum: Hi! I'm Mum. I like yogurt.  
Dad: Hello! I'm Dad. I like cheese.  
Billy: Hi! I'm Billy. I like cake.  
Sister: Hello! I like milk.  
Brother: Hi! I like juice.

## CONSOLIDATING

### Take a Survey (10 minutes)

- Tape the food pictures in a column on the board.
- Tell the children to raise their hands if they like the food.
- Make a tick for each child who likes the food and then count how many.
- Which food is the most popular? Which is the least popular?

### Make a Home Connection

Tell the children to ask someone at home about the food he or she likes. Ask them to report to the class: *My mum likes milk!*

## Activity Book Page 10

Ask the children to join the dots to draw outlines of different food items and then colour them. Encourage partners to take turns saying the word for each item.

## OPTIONAL: USING DIGITAL COMPONENTS

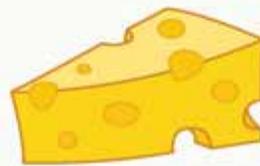
### CD-ROM

Encourage the children to use the CD-ROM at home to play the games and show their families what they're learning in class.

### ActiveTeach

Take advantage of the large digital format of ActiveTeach to review family members and food items. Model matching each food item to its outline, and then confirm the correct answers, using the big screen.

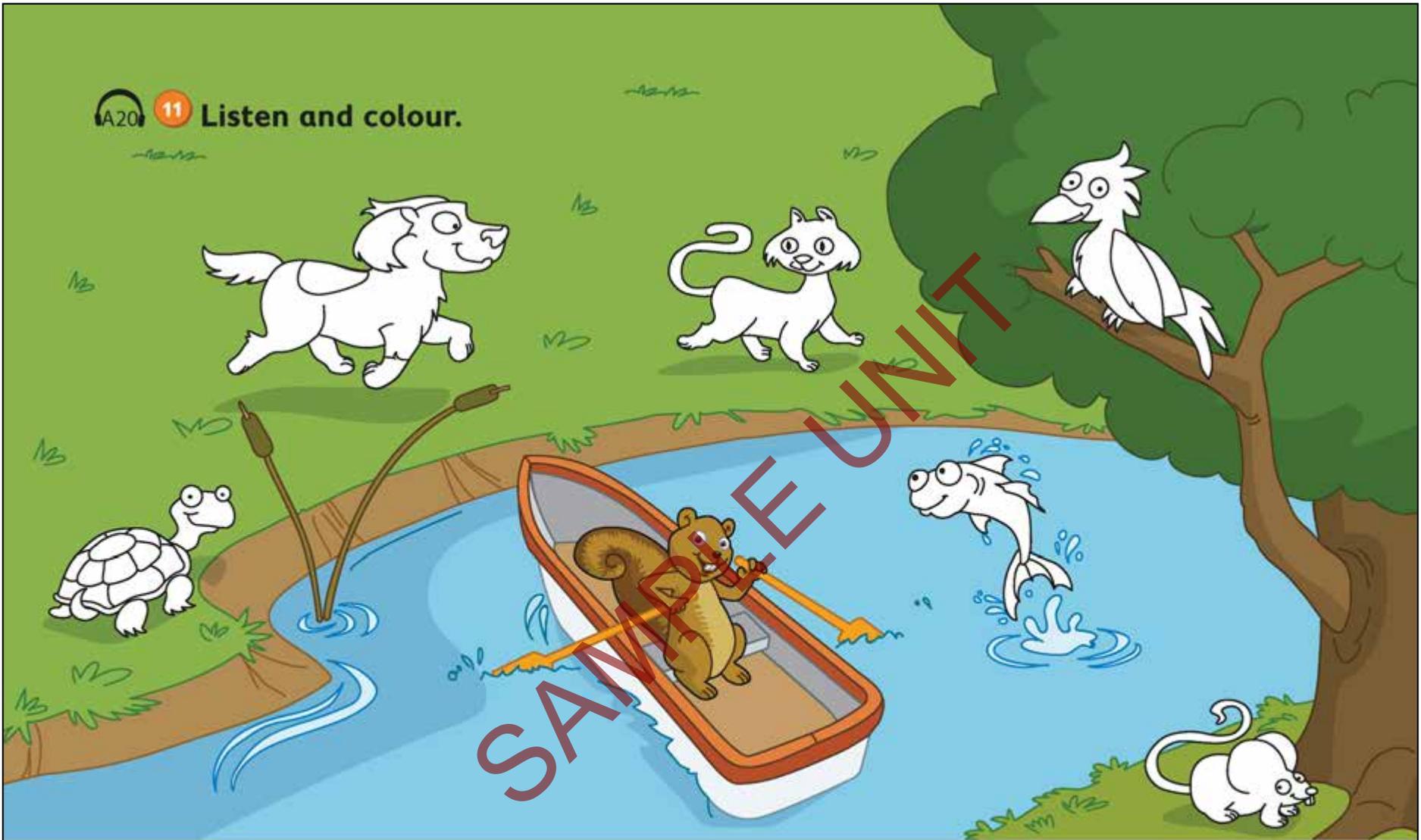
A19 10 Listen and match.



Review: food items, family members



A20 **11** Listen and colour.



**Objectives:** to review animals and colours

**Materials:** Class Audio CD A

**Optional Materials:** pictures (magazine or other) of animals, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### Review Animals with TPR (5 minutes)

- Hold up a picture of a fish. Ask: *What's this?* Make Sammy say: *It's a fish.*
- Say: *Show me a fish!* Lead the class in "swimming" in place like a fish.
- Hold up pictures for *mouse, cat, bird, dog, and turtle.*
- Each time, make Sammy ask: *What's this?*
- To answer, do TPR and say: *It's a (mouse).* Add a noise if appropriate.
- Here are the TPR actions:
  - Mouse (curl hands up on chest like mouse paws and squeak)
  - Turtle (move arms out and away to swim like a turtle)
  - Dog (pant and bark like a dog)
  - Cat (purr and meow like a cat)
  - Bird (chirp and flap arms as though flying)
  - Fish (place hands together and "swim" in place)
- Let the children copy the action and say the word each time.

### Move Like an Animal (10 minutes)

- Teach the children a simple chant:  
Move like an animal.  
Move like an animal.  
Move like an animal.  
1, 2, 3!
- Lead the class in chanting.
- After *1, 2, 3!*, call out a child's name and ask that child to move like an animal.

- Encourage the children to take their time and move for at least 20 seconds before allowing the class to guess.
- Invite the class to guess the animal.
- Repeat with other children and animals.

## WORKING IN THE BOOK: PAGE 12

### II. Listen and colour.

- Tell the children to open their books at page 12. Point to each animal at the bottom of the page and ask them to say the word.
- Then hold up your book, point to the larger pictures, and say: *Find the (turtle).*
- Help the children find the turtle.
- Explain that you will play the audio and that they will listen and colour the pictures.
- Play the audio. Pause after each item to let the children colour.

#### Audio Script

The mouse is grey.  
The fish is red.  
The cat is orange.  
The bird is blue.  
The dog is brown.  
The turtle is green.

- When the children finish colouring, ask questions, such as: *What colour is the (mouse)?*

## CONSOLIDATING

### Animal Treasure Hunt (10 minutes)

- Give the children a few minutes to look through books in the classroom and find pictures of animals.
- Then invite volunteers to share: *It's a (cat). The cat is (white).*

### Charades (10 minutes)

- Play a game of charades. Model with Sammy. Do the action for one of the animals.
- Make Sammy guess what you are: *A bird!*
- Then invite a volunteer to act out an animal. Help the class guess the animal.
- To extend the activity, include words from other themes covered in Unit 1, making sure to review the words and actions first.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Encourage the children to use the CD-ROM at home to play the games and show their families what they're learning in class.

### ActiveTeach

Use the pointer on ActiveTeach to review animals, to model colouring them in, and to help the children check their answers.

**Objectives:** to review animals and prepositions of location

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** props to pass out (toys, crayons, rubbers), simple container (cup or bowl), Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### Animal March (5 minutes)

- Review the animal actions and noises from the “Review Animals with TPR” activity on page T12.
- Ask the children to line up to march around.
- Tell the child at the front of the line to move like an animal, and the others to follow. Give each child a turn at the front of the line.

### Review Prepositions (5 minutes)

- On the board, draw three pictures to illustrate *in*, *on*, and *under*:
  - a circle *in* a square
  - a circle *on* a square
  - a circle *under* a square
- For each picture, say: *The circle is (in) the square. (In.)* Let the children repeat.
- Walk around the room. Using items that the children can name, review the prepositions.

## WORKING IN THE BOOK: PAGE 13

### 12. Listen and match. Sing.

- Tell the children to turn to page 13. Point to the pictures of places for animals: *dog bed, tree, grass, pond, flower, nest.*
- Point to the animals and ask the children to name them.
- Explain that the children will listen to the audio and then match the animal to the correct place.

- Go over the first sample item together, then allow the children to work independently.

### Audio Script

Mouse: Squeak! Squeak! I'm a mouse. I'm under the flower!

Dog: Woof! Woof! I'm a dog. I'm on my bed!

Cat: Meow! Meow! I'm a cat. I'm under the tree!

Bird: Peep! Peep! I'm a bird. I'm in the nest!

Fish: I'm a fish. I'm in the water!

Turtle: I'm a turtle. I'm on the grass!

- When the children finish, ask questions such as: *Where's the (fish)?*
- Encourage the children to answer in complete sentences, using the prepositions.
- Play the audio and encourage children to sing “In, On, Under”

### Audio Script

“In, On, Under”

Where is Sammy? (*look action*)

Where is Sammy?

Is he IN the tree?

Is he IN the tree?

Where is Sammy? (*look action*)

Where is Sammy?

Is he UNDER the bed?

Is he UNDER the bed?

Where is Sammy? (*look action*)

Where is Sammy?

Is he ON my head?!

Is he ON my head?!

No, he's not! Phew!

## CONSOLIDATING

### Pass and Place (10 minutes)

- Tell the children to sit in a circle. Give each child a prop, such as a toy, crayon, or rubber.

- Hold up a container, such as a bowl or cup. Pass the container around the circle while you play music. Pause the music to signal that the children should stop.

- Say: *In*. The child holding the container places his or her prop in it, and says: *In*.
- Play again. This time, say: *On*. The child holding the container turns it upside down and places the prop on it and says: *On*.
- Continue, using *in*, *on*, and *under*.

### Hide-and-Seek with Sammy (5 minutes)

- Play a hiding game with Sammy (or another stuffed animal).
- Place Sammy under a chair. Pretend to look around and ask: *Where's Sammy?* Elicit: *He's under the chair.*
- Repeat a few times. Then ask the children to close their eyes or put their heads down so they can't see.
- Place Sammy in, on, or under something.
- Ask the children to open their eyes and find Sammy. Invite a volunteer to tell you: *He's (on the book).*

## Activity Book Page 11

Ask the children to match each animal to a place and then colour the pictures. Ask the partners talk to about their work, using the words *bird, dog, fish, nest, dog bed, and water.*

## OPTIONAL: USING DIGITAL COMPONENTS

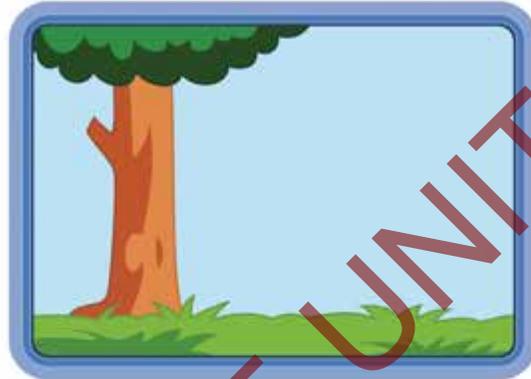
### CD-ROM

Encourage the children to use the CD-ROM to review Unit 1.

### ActiveTeach

Use ActiveTeach to focus on the details. Use it to model making simple drawings of animals in the different places.

A21 A22  12 Listen and match. Sing. **SONG**



Review: animals, *in, on, under* TPR: look

UNIT 1

The course uses a natural approach to teaching language through TPR® (Total Physical Response). Associating gestures with vocabulary and language structures builds a positive attitude and confidence, while at the same time, helps children attach meaning to the language they are learning. The opening scene in each unit shows characters engaged in activities and includes a song about what they are doing, along with suggested actions for children to do. Lessons build, using a kinesthetic approach. Throughout the course, children learn English through a wide range of activity types to accommodate all learning styles, and learners get to experience all mediums. Children do traditional activities in their books and Activity Books. They participate in class activities and projects, as well as engage with the course's digital tools as they interact with their classmates on the interactive whiteboard (ActiveTeach) and on the CD-ROM.

*My Little Island* equips young learners for the technological, global world of the 21<sup>st</sup> century not only by teaching them English and digital literacy, but also by fostering critical skills to help them become successful, contributing members of society. Skills most helpful for the future include: *flexibility, adaptability to constant change, critical and analytical thinking, communication, collaboration, creativity, and problem solving*. By nurturing these critical skills and abilities in children, the course ensures that children develop into more autonomous primary-age learners and beyond.

By addressing these preprimary objectives and developing skills and strategies for communicating in a global community, *My Little Island* prepares children to meet expectations of the Starter level of **CYLET (Cambridge Young Learners English Tests)** and ensures that they will continue to be successful and enjoy their learning experiences in English.

### JOIN US AT THE GREAT TEACHERS PRIMARY PLACE!

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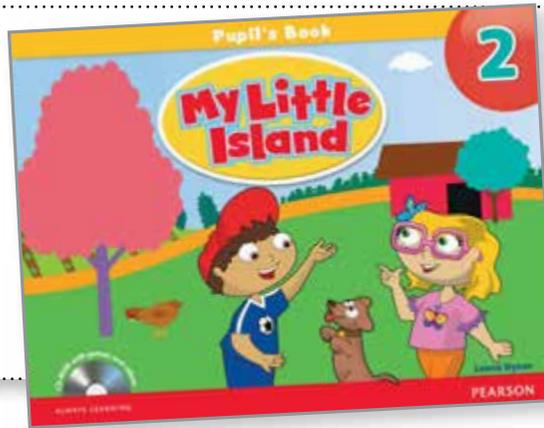
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- ✓ exclusive access to professional development via print materials and web conferences!



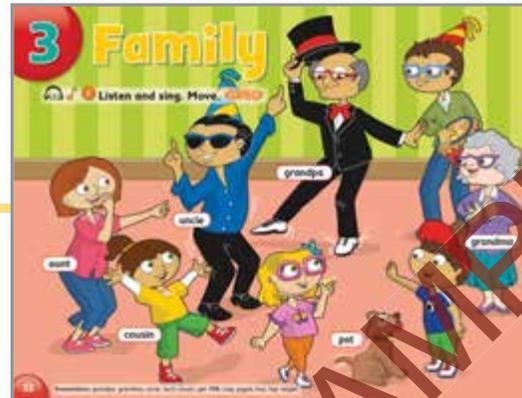
## Components



### PUPIL'S BOOK WITH CD-ROM

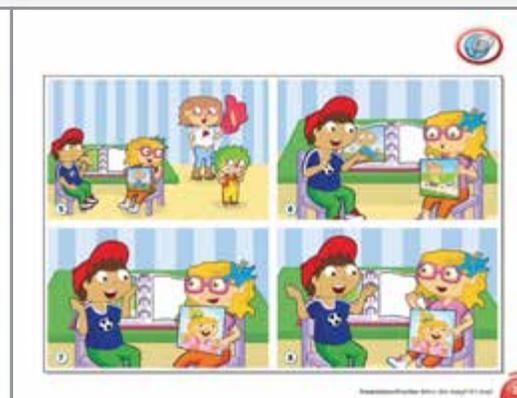
A welcome unit opens the Pupil's Book and serves as a review of the course's first book. Eight thematic units follow, and include presentation and practice of the new lexical sets of vocabulary and language structures. Vocabulary builds throughout the course, from basic greetings, classroom objects and the family, to words used to talk about community workers and places, school activities, and feelings. Children listen to stories with target language; sing songs and say chants; colour, match, and draw; and play games, collaborate, and communicate with partners, in small groups, and with the whole class.

The first lesson presents the unit's target vocabulary in a scene, along with a thematic song accompanied by meaningful gestures and actions.



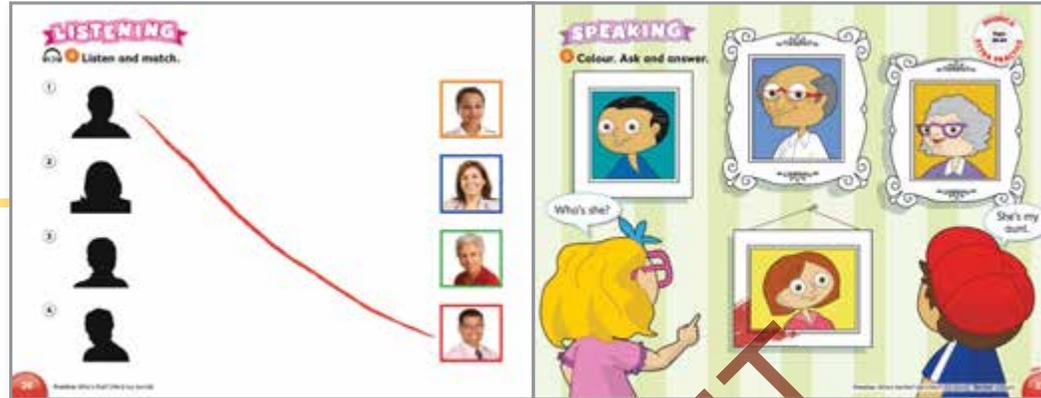
The vocabulary lesson presents target vocabulary with photographs. There are six new words per unit.

Next, children listen to and act out a story that presents new language structures.



Stories are included on the Class Audio CDs, on the CD-ROM, and ActiveTeach.

This lesson develops listening skills. Children listen to and follow directions that include target vocabulary and language.



This lesson develops speaking skills. Children ask and answer questions using a conversation model on the page. An Extra Practice icon directs children to a practice lesson at the back of the book.

The next lesson helps children develop skill in numeracy and maths concepts. In this one, children trace and count the stars.

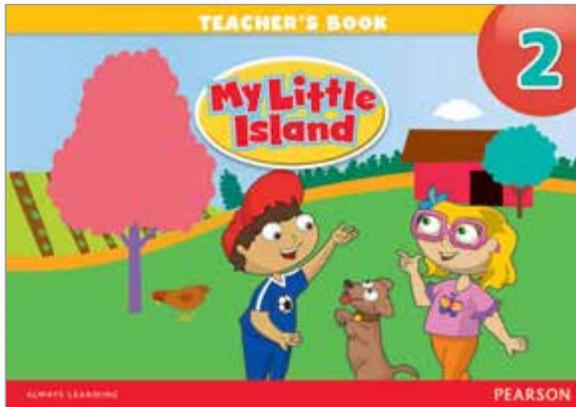


This lesson prompts children to choose the right course of action in a given situation, helping them develop good values.

The Review lessons include a sticker activity for children to check their comprehension of vocabulary and language, and a cross-curricular project.



The review section covers the preceding two units, allowing pupils a chance to think back and review what they have learned.

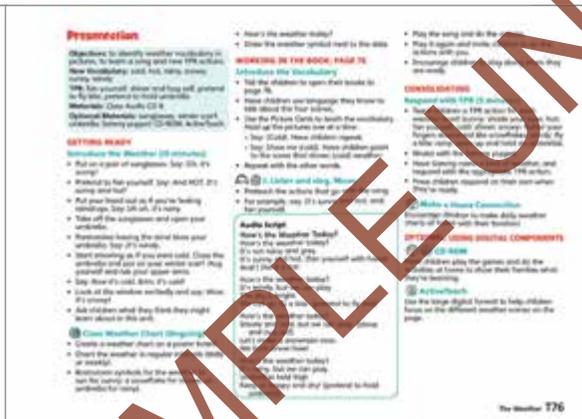
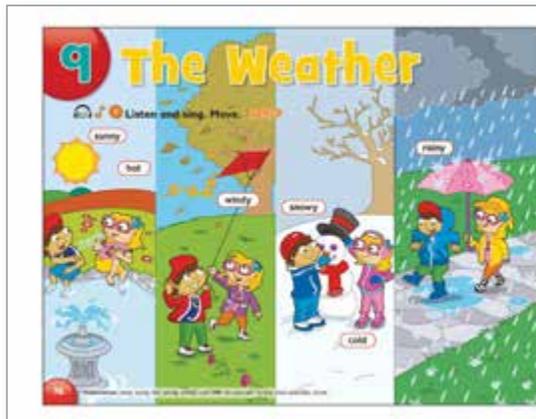
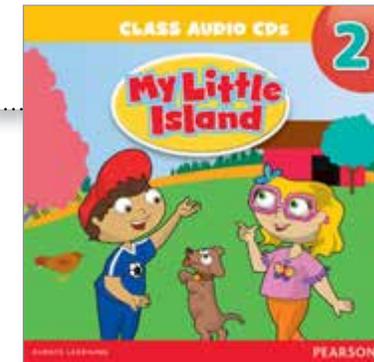


### TEACHER'S BOOK WITH ACTIVETEACH

The interleaved Teacher's Book has full-size Pupil's Book pages next to the teaching lessons. Simple four-step lesson plans include Getting Ready activities, a Working in the Book section, Consolidating activities, and an Optional: Using Digital Components section. Icons signal when to use components. A two-page Unit Overview maps each unit's content and objectives. It also provides notice board ideas and story summaries, and shows how curriculum and home-school connections are made.

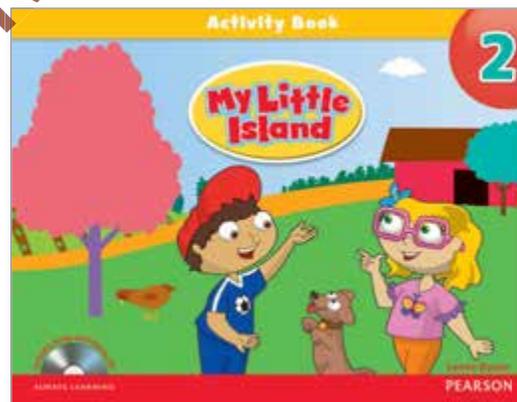
### AUDIO PROGRAM

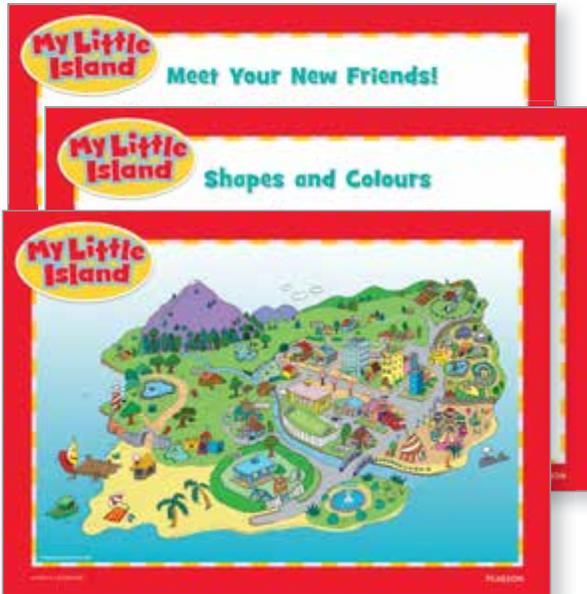
Class Audio CDs contain all of the level's songs, chants, stories, and listening comprehension activities. The Teacher's Book indicates when and how to use these. Audio icons with track numbers on the Pupil's Book pages also provide cues for which songs, chants, and listening exercises to use with the activities.



### ACTIVITY BOOK WITH AUDIO CD

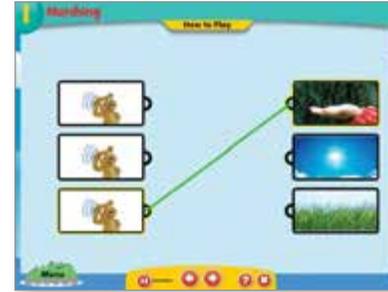
The Activity Book provides practice and reinforcement of Pupil's Book lessons. Children practise developing fine motor skills as they trace, match, and colour theme-related pictures. The level's characters, Lilly and Billy, and the course's mascot, Sammy the Squirrel, appear throughout for continuity and fun. An Audio CD with songs and chants is included. Annotated pages, with answers, can be found in the Teacher's Edition.





### POSTERS

Three colourful posters motivate children as they set off to learn English. The *My Little Island* map gives children a bird's-eye view of the island. *Meet Your New Friends!* introduces each Pupil's Book's main characters. *Shapes and Colours* presents a reference for important concepts.

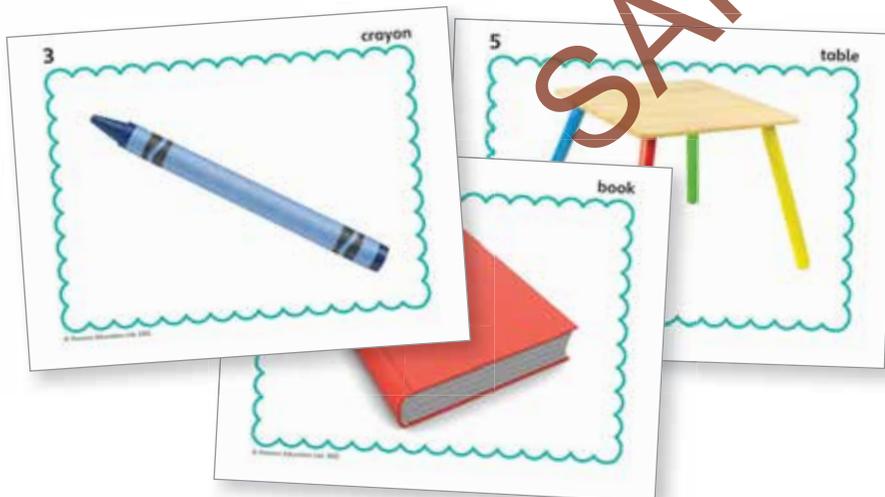


### CD-ROM

The CD-ROM features course stories, as well as matching, sorting, concentration, and multiple-choice games and activities. An animation rewards children at the end of each activity. Stories are also accessible word-by-word. Live-action videos are included, and scripts are available on pages T129–T132 of this book.

### FLASHCARDS

Forty-eight colourful photographs of the target vocabulary appear on Flashcards for presentation, review, and games. These also appear in ActiveTeach. An index of the cards is available on page T128 of this book.



### ACTIVETEACH

Student Book pages can be projected onto the big screen, using this interactive whiteboard program with tools. Audio for songs, chants, instructions, listening activities, videos, and Flashcards is included.

### WEBSITE

The companion website has complete product information, component descriptions, a sample unit, scope and sequences, letters home, the theme song, and videos. The link is: [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

### BIG BOOK

The *My Little Island Big Book* engages children in a shared reading experience. Children will feel at ease as their teacher turns the pages and models reading the selections aloud, encouraging them to join in when they are comfortable. The large, over-sized pages allow children to easily point to words and to picture details.

## Digital Tools: CD-ROM and ActiveTeach

### YOUNG LEARNERS AND TECHNOLOGY

Research shows that appropriate use of computer technology in education is beneficial for learners (Clements and Sarama, 2003; Waxman, Connell, and Gray, 2002; Byram and Bingham, 2001). Broadly speaking, children can learn *from* computers and *with* computers. Children learn *from* computers when the computer assumes the role of a tutor, with the goal of importing and increasing basic knowledge and skills. Children learn *with* computers when the computers serve as a facilitating tool, with the goal of developing critical thinking skills, research skills, and the creative imagination (Ringstaff and Kelley, 2002).

Computer activities should be age-appropriate and foster instruction in ways that increase learning, motivation, personal productivity, and creativity. For example, Perry (2009) noted that “Children three to five years old are natural ‘manipulators’ of the world – they learn through controlling the movement and interactions between objects in their world – dolls, blocks, toy cars, and their own bodies.” Children are naturally curious and willing to interact with computers, and they enjoy their ability to control the type, pace, and repetition of an activity. In some cases, children have even managed to learn how to use a computer with no instruction at all, through their own curiosity, fearlessness, and persistence (Mitra, 1999).



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## TECHNOLOGY IN MY LITTLE ISLAND

Children in the *My Little Island* course become familiar with digital learning activities through ActiveTeach and the CD-ROMs. These components prepare them for more intensive digital tool and computer- and game-based courses like *Our Discovery Island*. The CD-ROM offers a variety of fun-filled games for each thematic unit, with each level's games increasing in difficulty. At the end of each unit, children also play "Look and Find" – a Quest-like activity in which children must find unit-related items in scenes. The children can take the CD-ROM home and share what they are learning with caregivers and even play the games and view the course's videos together.

ActiveTeach provides access to the entire *My Little Island* Pupil's Book and allows teachers to project pages up on the big screen, using interactive tools like a pen, highlighter, and rubber, so that all the children become involved with a page at the same time. Teachers can demonstrate how to do activities, highlight target vocabulary and language, show children how to trace, and focus their attention on story characters and lesson features. In addition, the Flashcard images, story cards, the songs and chants, and the unit videos make this an invaluable teaching aid.

# Course Highlights

## CROSS-CURRICULAR CONNECTIONS

Research shows language courses that help young learners to make curriculum connections among school subjects have more successful learning outcomes. *My Little Island* offers integrated, level-appropriate curriculum connections in every unit through engaging activities. Colourful icons help teachers find these activities easily.



### Art

A wide range of art activities helps young children develop fine motor skills, recognize and reproduce patterns, learn about colours, and create pictures that have meaning for them. In addition, the art course develops visual literacy through illustrations that help young learners construct meaning and develop related language and communication skills.



### Maths

Maths and shapes lessons (CLIL) expose children to basic concepts that help them build skill in numeracy and other maths skills. Games on the CD-ROM and other activities also help young children develop basic understandings in maths.



### Music and Movement

Each unit opens with a song, accompanied by TPR. Other songs, as well as chants, appear throughout the units and provide opportunities for the children to move and gesture along with the music.



### Science

Simple science activities engage the children in the fascinating world of science and provide opportunities for the children to communicate about it.



### Social Studies

As young children find out about the culture on the island, they are reminded of the social structures that make up their own world, such as family, school, and friends, as well as town and country life.



Each unit has a culminating cross-curricular project. These are integrated into the Review sections, which come after each block of two units.



## HOME-SCHOOL CONNECTIONS AND VALUES

Support from family and others at home is very important to a child's total learning experience. Research shows that language acquisition is enhanced through parental interest, involvement, and support. *My Little Island* encourages strong home-school connections. A general letter about the course and then letters for each unit, along with activities and tips, serve to involve families. Unit projects can be taken home and shared. Children should be encouraged to take home the CD-ROM and Songs and Chants CD and share the course's songs, chants, and stories with their families.

Each thematic unit includes a values lesson, with a short, catchy chant. The children look at two photographs in their Pupil's Book and choose the right thing to do in a given situation. These values lessons encourage young children to think about themselves and how they interact with their family members, friends, and others.

## Phonics

Young children in the *My Little Island* course are probably just beginning to discover sound-symbol relationships in their first language. Since sounds in English may have multiple spellings and a child's first language may be more straightforward, the *My Little Island* course takes a gradual approach to phonics, beginning with phonemic awareness (becoming aware of the sounds in words) and gradually introducing sound-symbol correspondences. Because some teachers may not wish to teach phonics at this early level, the phonics lessons are placed at the back of the Pupil's Book and the Teacher's Book. Children are introduced to sound-symbol correspondences for consonant letters and sounds as they begin to understand that letters stand for sounds.

Later in the course, children review these sound-symbol correspondences for consonant letters and sounds, and go on to learn vowel letters and short vowel sounds. The course guides children from receptive language development to language production as they move from phonemic awareness to reading simple words. The course presents common words that do not follow spelling rules (sight words) in environmental print throughout the course.

## Prewriting

*My Little Island* reinforces the development of prewriting skills as an important part of a child's early learning development. In preparing for primary school, children need to develop the cognitive and physical skills they need for writing as well as the necessary skills for reading. The course helps children develop gross motor skills through movement, songs with accompanying actions, and games; and fine motor skills, as well as hand-eye coordination, through a variety of activities. The Pupil's Book and Activity Book offer a wide range of opportunities to develop these skills through activities such as: colouring, painting, drawing, connecting dots, tracing, matching, manipulating cutouts and stickers, and making unit projects.

## Prereading

Before children read the printed word, they learn basic literacy concepts, such as left-to-right directionality and holding a book in the appropriate orientation. Literacy activities appear throughout the Teacher's Book, providing teachers with suggestions for developing young children's reading skills. Children progress from looking at and listening to picture stories without words to experiencing stories with words at Level 3.

## ASSESSMENT

As children enjoy their learning experiences in *My Little Island*, it is important to assess their progress at regular intervals. The review of each unit after Units 3, 5, 7 and 9 provides opportunities to review and evaluate what children have understood and retained. The Review lesson is also a great way to help children recall songs, stories, concepts, and vocabulary that they particularly like or remember, and to stimulate class discussions. The culminating unit project serves as another demonstration of what children have learned. Children build self-esteem as their efforts are rewarded with *Good Job!* stickers and as they are praised and commended for their achievements.

*My Little Island* endorses portfolios as an excellent way to keep track of children's progress. Portfolios for *My Little Island* should include samples of children's work collected throughout the year and notes that include the children's own reflections and opinions about what they are learning. Children can decorate their portfolios and should be encouraged to take pride in them as they share them with one another at school. Children's portfolios can also be shown to parents and family during meetings to highlight progress or be sent home at the completion of units as well as at the end of the term.

Informal assessment is ongoing. Watching and listening to children as they do their work and learn English, recording progress and problems, checking comprehension, and having informal conversations to keep track of how a child is doing are all important. Encouraging children to check one another's work also helps in this process.

## Time Guidelines

*My Little Island* is flexibly designed to suit individual teacher's specific classroom needs and scheduling requirements. It is estimated that teaching materials for the Pupil's Book and related practice in the Activity Book may take up to 30–60 minutes of classroom time. By using the digital components, the optional activities in the Teacher's Book, and other course resources, teachers can plan to add 15–30 minutes a lesson. For classes meeting three to five hours a week, this means covering approximately two to three Pupil's Book pages and other component segments per week. This adds up to about one unit per month. Below is a chart with recommendations for pacing one thematic unit, along with optional course suggestions.

The actual time it may take for teachers to cover a Pupil's Book unit depends on many factors, such as: how much time is needed for review or for presentation of new material, how many optional components are used, and how many times features are revisited. Approximate time frames are given for optional activities. The degree to which teachers integrate the digital components, the posters, the Flashcards, and so on, will also affect planning. Additionally, the makeup and needs of any given class, as well as how well the children co-operate as a group and how engaged and well-behaved they are, are all factors for teachers to consider in planning time.

Teachers can choose whether to review each unit at the end, or to set aside time for a 'Review lesson' and go over the block of two units together.

### PLANNING MODEL: LEVEL 2, UNIT 2 IN MONTH 2

Week	Day	Pupil's Book	Activity Book	Other Components: add 15–30 minutes
1	Day 1	Song and vocabulary presentation	Activity practising vocabulary*	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Days 2–3	Story (two pages) with new structure presentation	Activity supporting story*	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
2	Day 4	Listening/speaking practice	Two activities supporting speaking*	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
3	Day 5	Phonics	Activity supporting phonics	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Day 6	Shapes or maths introduced with chant	Activity supporting shapes or maths	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
4	Day 7	Values activity and chant	Activity supporting values	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Day 8	Review/Assessment, project and sticker activity	Activity for review/personalization	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Anytime	Optional lessons for extra practice with phonics, speaking and for festivals in back section		Class Audio CD, Flashcards, ActiveTeach

\*Note that there are eight Activity Book pages for each ten-page Pupil's Book unit. While generally there is one Activity Book page for each Pupil's Book page, there are a few exceptions: The vocabulary practice page in the Activity Book is designed to be used with the second vocabulary lesson in the Pupil's Book. There is one practice page in the Activity Book for the two-page story in the Pupil's Book. And for the listening/speaking lessons, there are two practice pages in the Activity Book for the speaking lesson in the Pupil's Book instead of one for listening and one for speaking.

# Map



## Objectives

- ✓ To meet characters
- ✓ To learn basic classroom instructions
- ✓ To learn greetings
- ✓ To sing songs and chant
- ✓ To do new TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To review the language structure *Hello. Hi. I'm (Billy).*
- ✓ To learn and practise the new language structures *What's your name? / My name is (Billy).*
- ✓ To learn the colours black, grey, and white
- ✓ To review colours, numbers, and shapes
- ✓ To review the prepositions of location *in, on, and under*
- ✓ To practise new language by listening and speaking
- ✓ To review vocabulary from Level 1
- ✓ To learn and review unit vocabulary and structures

## Vocabulary

**New:** Billy, Lilly; black, grey, white

**Review:** Sammy; circle, square, triangle; numbers 1–5; blue, brown, green, orange, pink, purple, red, yellow; book, chair, crayon, pencil, table; bed, clock, door, lamp, toy box, window; ball, blocks, doll, kite, puzzle, teddy bear; ears, eyes, face, hair, mouth, nose; cake, cheese, juice, milk, water, yogurt; baby, brother, dad, mum, sister; bird, cat, dog, fish, mouse, turtle

## Materials

Pupil's Book pages 4–13; Activity Book pages 4–11; Class Audio CD A: Tracks 3–19; Course Posters: Meet Your New Friends!, *My Little Island* Map, Shapes and Colours; stickers (back of Pupil's Book and shown on page T106)

**Optional:** CD-ROM, ActiveTeach, Sammy the Squirrel puppet

## Songs and Chants

- ✓ What's Your Name? (Class Audio CD A: Tracks 7 and 8)
- ✓ In The Playground Chant (Class Audio CD A: Tracks 9 and 10)
- ✓ The Duck Is White Chant (Class Audio CD A: Tracks 11 and 12)
- ✓ Count to 5 Chant (Class Audio CD A: Tracks 13 and 14)
- ✓ Look at the Colours (Class Audio CD A: Tracks 17 and 18)



## Home-School Connections

Copy the General Letter Home on page T127 for children to bring home to introduce the second level of *My Little Island*. The Unit 1 Letter Home is available online at [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

# SKILLS

## Cross-Curricular Connections

-  review numbers and shapes from Level 1, count to 5, take a survey
-  sing, chant, and move to music
-  make a shape mobile, draw a room, trace pictures, colour pictures, create a self-portrait

## Preschool Learning Outcomes

- ✓ Understand basic classroom instructions.
- ✓ Understand vocabulary, language structures, and prepositions from Level 1.
- ✓ Understand basic TPR movements.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact with other children.
- ✓ Share information about themselves.
- ✓ Develop a positive attitude towards the English language.

## Digital Practice

-  Encourage the children to use the CD-ROM for vocabulary practice or for review.
-  Use ActiveTeach to go over Pupil's Book pages together as a class.

# LEARN BY DOING

## TPR

- ✓ clap, climb, colour, jump, look around, look up, make a circle, point, run, show fingers, touch knee

## Prereading and Prewriting

- ✓ Talk about the characters.
- ✓ Practise fine motor skills.
- ✓ Draw, colour, and trace.

Encourage children to participate only when they feel comfortable.



# NOTICE BOARD DISPLAY

## Pop-up Hello!

- ✓ Make a notice board to welcome children to the class.

## Materials

- photos from home or hand-drawn self-portraits
- coloured paper
- teacher-made labels of children's names
- card
- scissors
- sticky tape

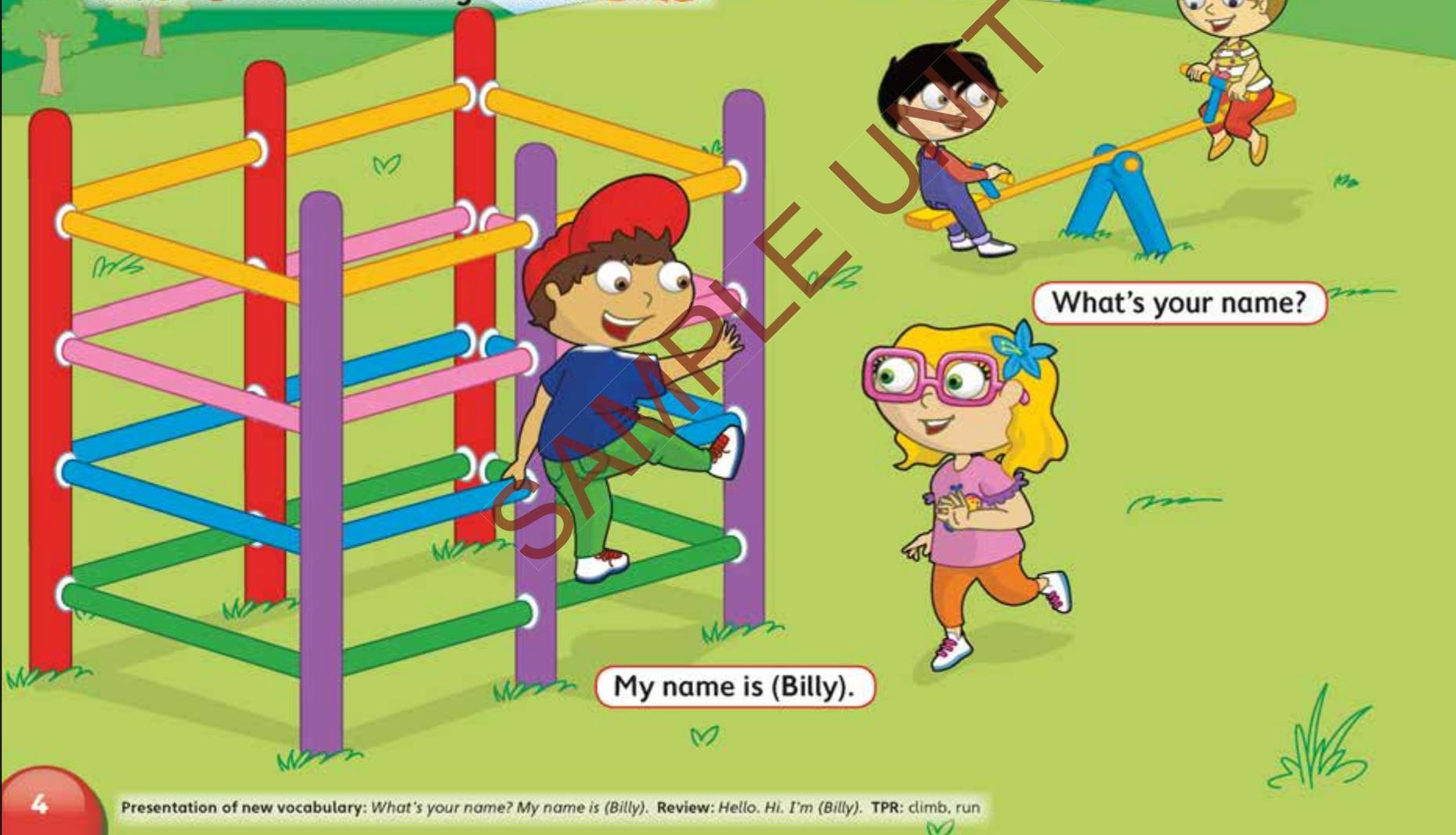
## Instructions

1. Before class, write each child's name on a separate piece of coloured paper.
2. Cut strips of stiff card; each strip should be about an inch wide and four inches long.
3. Cut one strip for each name label.
4. Fold each strip four times, like an accordion.
5. Tape one end to the notice board, and one end to the name label.
6. Ask the children to bring in a photo from home or to draw self-portraits.
7. Help the children find their pop-up names and tape their pictures next to them.
8. Cue them to point and say: *Hi, I'm (Mina)*.

# I Welcome



1 Listen and sing. Move. **SONG**



What's your name?

My name is (Billy).

## Presentation

**Objectives:** to introduce the book and the new characters, to learn and practise greetings, to sing a song

**New Structure:** *What's your name? / My name is (Billy).*

**Review:** *Hello. Hi. I'm (Billy).*

**TPR:** climb, run

**Materials:** Class Audio CD A

**Optional Materials:** *My Little Island Map* poster, *Meet Your New Friends!* poster; Sammy the Squirrel puppet; CD-ROM; ActiveTeach

### GETTING READY

#### Look at the Poster (5 minutes)

- Display the *My Little Island Map* poster. Ask the children if they remember any of the places. Let volunteers speak about their favourite ones.
- Invite the children to guess where they will visit next.

#### Play the “Hello Song”

Teach the children the “Hello Song,” using the Sammy the Squirrel puppet, and then use the song as a warm up for every class.

#### Audio Script

##### Hello Song

Hello. Hello (*wave, wave*), children.  
Are you ready to play?  
Hello. Hello (*wave, wave*), children.  
Let's learn English today.

Hello. Hello (*wave, wave*), teacher.  
We're ready to play.  
Hello. Hello (*wave, wave*), teacher.  
We speak English—HOORAY!

### WORKING IN THE BOOK: PAGE 4

#### Meet the Characters

- Tell the children to open their books at page 4.

- Point to each character and say: *This is (Billy / Lilly).*
- Each time, prompt the children to say: *Hi, (Billy / Lilly)!*
- Follow a similar procedure with the *Meet Your New Friends!* poster to make sure the children know the characters.

#### I. Listen and sing. Move.

- Talk about what is happening in the picture. Use gestures and TPR to help clarify meaning.
- Point to the picture as you describe it:
  - The children are at a playground.
  - Billy is climbing on the climbing frame.
  - Lilly is running toward Billy.
- Introduce the actions *run* and *climb*. Say the word for each action, pretend to do the action, and let the children repeat it.
- Play the song and invite the children to pretend to run and climb with you.

#### Audio Script

##### What's Your Name?

Lilly: Hi. Hello. What's your name?

Billy: My name is Billy. I'm Billy! Watch me climb. (*pretend to climb*)  
I climb here.  
I climb there.  
I climb everywhere!  
Hi. Hello. What's your name?

Lilly: My name is Lilly.  
I'm Lilly!  
Watch me run. (*run in place*)  
I run here.  
I run there.  
I run everywhere!

Both: Hi. Hello. What's your name?

Child: My name is \_\_\_\_\_. (*personalize*) I'm \_\_\_\_!  
(*personalize*)

### CONSOLIDATING

#### Act It Out (10 minutes)

- Divide the class into two groups (girls and boys, if possible) so that one group can be Lilly and the other can be Billy.
- Ask them to cut out and make stick puppets for Lilly and Billy on Student Book page 109 (and shown on page T105 of this book). Practise the song. Encourage each group to sing their part, using the stick puppets for introductions, and do the actions.
- Invite individuals to sing the last two lines by themselves.

#### Karaoke (10 minutes)

- Play the karaoke version of the song.
- Invite three volunteers at a time to sing and act out the song, using their own names.

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Encourage the children to take the CD-ROM home to show their families what they are doing in class. The CD-ROMs include games and activities and the images from the Flashcards.

#### ActiveTeach

ActiveTeach is a fun and engaging way to share the Pupil's Book with the class, using a large digital format. Children enjoy seeing the book on the big screen, and teachers appreciate how easy it is to focus children's attention on details on a page.

# Colours

**Objectives:** to learn and review colours, to practice TPR

**New Vocabulary:** black, grey, white

**TPR:** make a circle, colour

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Sammy the Squirrel puppet, Shapes and Colours poster, crayons, CD-ROM, ActiveTeach

## GETTING READY

### Play a Hello Game with TPR (10 minutes)

- Reinforce the TPR actions (climb and run) and the target language for greetings.
- Approach a child in the class. Clap three times and say: *What's your name?*
- Prompt the child to answer: *My name is (Kim).*
- Say: *Hello (Kim). (Run / Climb), (Kim). Say hello.*
- Let the children do the action and say *hello*.
- Repeat several times with other children.

### Shapes and Colours Poster (10 minutes)

- Display the poster.
- Invite one child at a time to come up to the poster and point to a colour or shape that he / she knows and then say: *It's (red / a circle).*
- Then invite volunteers to find things in the classroom that are the same colour or shape.
- Use the poster to introduce the new colours: *black, grey, white*. Point to the item, say the colour, and let the children repeat.

## WORKING IN THE BOOK: PAGE 5

### 2. Listen and colour.

- Tell the children to open their books at page 5. Say: *Look at the playground.*

- Point out the merry-go-round and the duck. For each item, ask: *What colour is it?*
- Ask the children to point to each item and say the colour(s).
- Play the chant and act it out. Help the children listen and colour.
- Play it again. Invite the children to join in.

### Audio Script

#### In the Playground Chant

See the slide.  
It's grey, grey, grey.  
Get your crayon.  
And colour it grey. (*pretend to colour*)  
It's grey.  
It's grey.  
Colour it today.  
The tyre's black.  
Black and round. (*make a circle with your arms*)  
Colour it black. (*pretend to colour*)  
All around.  
It's black.  
It's black.  
Black and round. (*make a circle with your arms*)

### 3. Point and say.

- Play "The Duck Is White Chant."
- Ask the children to point to the picture as they chant with the audio.

### Audio Script

#### The Duck Is White Chant

The duck is white,  
White, white, white.  
Yes, you're right.  
It's white.  
It's white.  
Yes, you're right.  
The duck is white.

- Ask the children to point to other colours they see on the page and identify them: *It's (yellow).*

## CONSOLIDATING

### Pass the Crayon (10 minutes)

- Tell the children to sit in a circle. Give out different colour crayons.
- Play "In the Playground Chant" and let the children pass the crayons around.
- Stop the music and say: *Show me grey!*
- Tell the children with the grey crayons to hold them up. Then call out a TPR action (climb, run, make a circle) and ask the children to do it.
- Continue in this way.

### Goodbye Song (5 minutes)

- Teach the children the "Goodbye Song," using the Sammy the Squirrel puppet, and then use the song to end every class.

### Audio Script

#### Goodbye Song

Goodbye, children. (*clap, clap, wave*)  
Goodbye. Goodbye.  
Have a nice day!

Goodbye, teacher. (*clap, clap, wave*)  
Goodbye. Goodbye.  
Have a nice day!  
Goodbye! Goodbye! Goodbye! (*wave*)

## Activity Book Page 4

Ask the children to trace and colour the cat, bird, mouse, and tyre swing. Partners talk about the colours they used.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Encourage the children to take the CD-ROM home to show their families the colours they know from class.

### ActiveTeach

Use ActiveTeach to focus on the different colours of the playground equipment. Model colouring the slide and the swing.

# COLOURS



2

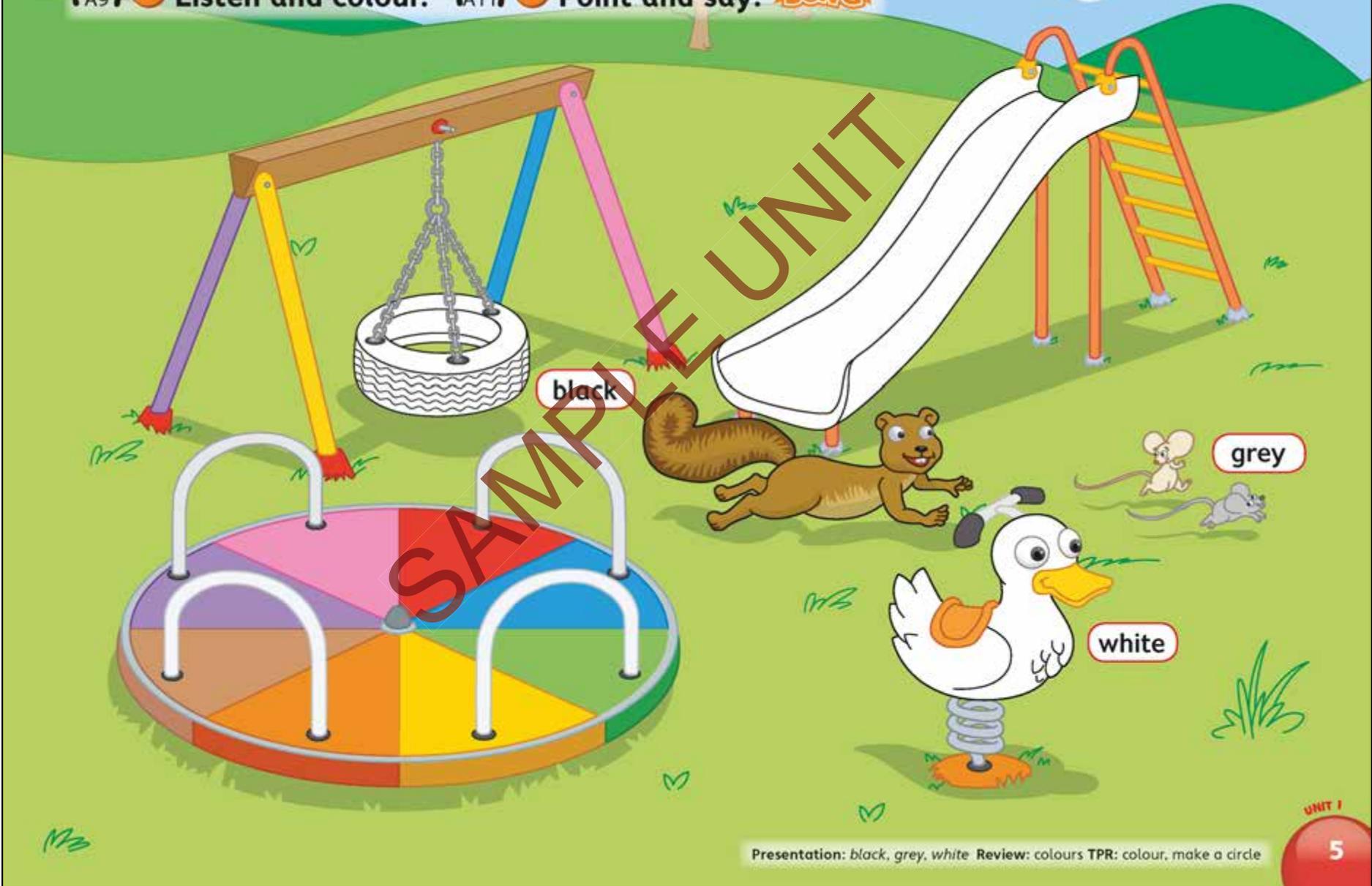
Listen and colour.



3

Point and say.

SONG



Presentation: black, grey, white Review: colours TPR: colour, make a circle

UNIT 1

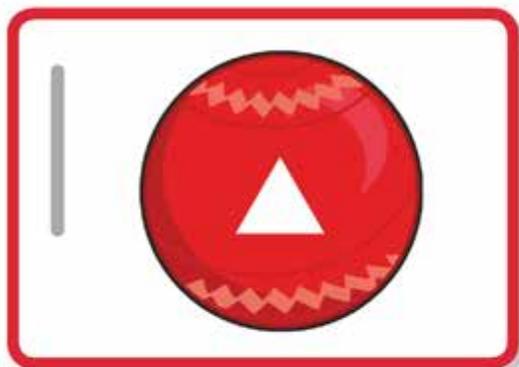
5



4 Listen and sing.



5 Trace, count and say. **SONG**



SAMPLE UNIT

How many?



**Objectives:** to review numbers 1–5 and shapes

**TPR:** jump, show (3) fingers, touch knee

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** crayons, ball, five empty plastic bottles, food colouring, hangers, shapes cut out from different coloured paper, string, decorative items (glitter and glue, markers, stickers), hole punch; Sammy the Squirrel puppet; Shapes and Colours poster; CD-ROM; ActiveTeach

## GETTING READY

### Shapes and Colours Poster (5 minutes)

- Use the poster to review colours and shapes.
- Invite children to point to and name the shapes and colours.
- Ask volunteers to find items in the houses that are the shape or colour you say.

### Review Numbers (5 minutes)

- Begin a review of the numbers 1–5 by writing them on the board. Point and say: 1, 2, 3, 4, 5. Ask the children to repeat.
- Hold up fingers, groups of crayons, or gesture to the children as you count (1, 2, 3, 4, 5). Ask the children to count with you.

## WORKING IN THE BOOK: PAGE 6

### 4. Listen and sing.

- Tell the children to open their books at page 6.
- Play the audio and do the actions.
- Play it again. Invite the children to join in when they're ready.

### Audio Script

#### Count to 5 Chant

Are you ready?

Count with me: 1, 2, 3, (*show 3 fingers*)

Touch your knee. (*touch knee*)

4 and 5 (*show 4<sup>th</sup> and 5<sup>th</sup> fingers*)

Jump and jive! (*jump*)

### 5. Trace, count, and say.

- Point to the number 1, count the shape, and say the number. Model tracing the number. Let the children do the same.
- Repeat with 2, 3, 4, and 5.

## CONSOLIDATING

### Bowling (5 minutes)

- Have a ball and five empty plastic bottles available. (Put a little water in each bottle to help it stand upright. Then add a few drops of food colouring to the water so each bottle is a different colour, and put the lid back on.)
- Place the plastic bottles with one at the front, then two and two (similar to a bowling alley).
- Let the children take turns rolling the ball and trying to knock over the bottles. Each time, ask them to count the number of bottles that they knock over and say their colours.

### Shape Mobiles (15 minutes)

- Have available: hangers, shapes cut out from different coloured paper, string, decorative items (glitter and glue, markers, stickers), and a hole punch.
- Punch a hole at the top of each shape.
- Tell the children they are going to make shape mobiles to decorate the classroom.
- After a child decorates a shape, thread string through the hole and tie it. Tie the other end to a hanger.

## Activity Book Page 5

Let the children work in pairs or independently to trace and colour the shapes. Let partners point to the circle, triangle, and square shapes and say which colour they used.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Encourage the children to take the CD-ROM home to show their families what they know about shapes and numbers.

### ActiveTeach

Use ActiveTeach to model tracing the numbers on the page. Use the pointer to help the children count the shapes on each of the balls.

**Objectives:** to review classroom objects and colours

**TPR:** clap, look around, look up, point

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** crayons or coloured paper, classroom objects; Sammy the Squirrel puppet; CD-ROM; ActiveTeach

## GETTING READY

### **Touch (Green)! (5 minutes)**

- Use crayons or coloured paper to review colours quickly.
- Explain that you will play some music and as the children hear the music playing, they should march around the room until the music stops, and then everyone should freeze.
- When you stop the music, call out: *Touch (green)!* Explain that everyone has to touch something green with their own hands or by holding hands with someone else who is.
- Tell the children that the goal of the game is to have everyone connected in each round.
- To make the entire group connect, call out a specific object: *Touch the (green table)!* Demonstrate the chain by positioning the children so they are holding hands in a chain and are all connected to the one child who's touching the table.
- Play a few times.

### **Review Classroom Objects (5 minutes)**

- For each word, point to the item in your classroom and ask Sammy the Squirrel: *What's this?* Make Sammy think about it and answer: *It's a (pencil).*
- Prompt the class to repeat: *It's a (pencil).*
- Ask volunteers to find and point to other of the same items in the room.

## WORKING IN THE BOOK: PAGE 7

### **6. Listen, sing, and colour. Say.**

- Tell the children to open their books at page 7.
- Say: *Look at the balloons. Show me the (yellow) balloon.*
- Repeat with the other colours.
- Point to each classroom object on the page. Ask: *What's this?* Invite volunteers to answer.
- Play the song and do the TPR actions.
- Play it again. Invite the children to point to the colours on the page and do the actions with you. Point out the white and grey clouds, and the black fence.
- Encourage the children to sing along when they are ready.

### **Audio Script**

#### **Look at the Colours**

Look around. (*look around*)

Look at the sky. (*look up*)

Look at the colours with your eyes. (*point to eyes*)

Yellow, red, and blue,

Brown, green, and orange, too.

Here's white, black, and grey.

We love colours – Hooray! (*clap*)

- Tell the children to colour the classroom objects to match their balloons. (Colour the pencil yellow, and so on.)
- Hold up a finished page. Point and say: *It's a (pencil). It's (yellow).*
- Invite the children to share their own finished pages this way.

## CONSOLIDATING

### **I Spy (10 minutes)**

- Play "I Spy" with colours and classroom objects.
- Model the game with Sammy the Squirrel.

- Point to your eye and gesture to clarify meaning as you say: *I spy with my little eye something blue. Sammy, look around.*
- Make Sammy look around and guess: *The chair? (No.) The marker? (No.) The table? (Yes!)*
- Repeat the game. Make Sammy lead the game and let the children guess.

### **Thumbs-Up or Thumbs-Down (10 minutes)**

- Review all the TPR actions the children have learned so far in Unit 1: clap, climb, jump, look around, look up, point, pretend to colour, run, show fingers, touch knee, wave. Tell the children they will use them in a game.
- Demonstrate with Sammy. Say: *Sammy, look around.* Make Sammy pretend to look around and then give him a thumbs-up. Say: *Sammy, clap.* Make Sammy point to the sky and then give him a thumbs-down.
- Continue the game, but invite the children to give Sammy thumbs-up or thumbs-down.
- Extend the game by making Sammy point to specific classroom objects or colours.

## Activity Book Page 6

Tell the children to match and colour the classroom objects. Encourage partners to tell each other which items they matched.

## OPTIONAL: USING DIGITAL COMPONENTS

### **CD-ROM**

Encourage the children to take the CD-ROM home to show their families the colours they know.

### **ActiveTeach**

Use ActiveTeach to make the connection between the object and the colour of the balloon to make sure the children understand the directions.

A17   6 Listen, sing, and colour. Say. **SONG**



Review Level I vocabulary: colours, classroom objects TPR: clap, look around, point

UNIT 1

7

7 Match and say.



**Objective:** to review room objects

**Materials:** Activity Book, Class Audio CD A

**Optional Materials:** coloured paper; *My Little Island* Map poster; classroom clock; pictures illustrating the words *door*, *window*, *lamp*, *toy box*, and *bed*; markers or crayons, white paper, magazine cutouts, photos from home, glue; Sammy the Squirrel puppet; CD-ROM; ActiveTeach

## GETTING READY

### **Review the Song (5 minutes)**

- Play the song “Look at the Colours.” (See page T7).
- Ask the children to do the actions as they listen and sing along.
- Give sheets of different coloured paper to pairs of children.
- Play the song. Tell partners that when they hear their colour, they should lift their paper in the air.

### **Share What You Know (5 minutes)**

- Show the *My Little Island* Map poster and point to Lilly’s house.
- Explain that one room in Lilly’s house is her bedroom.
- Ask the children to talk about and describe things in their own bedrooms. Encourage them to use words they know in English (colours, shapes, numbers, and vocabulary from Level 1).
- Tell the children that they are going to review words people use to talk about rooms and things in them.

## Review Room Objects with TPR (5 minutes)

- Make Sammy point to a clock and ask: *What is it?* Help the children answer: *It’s a clock.*
- Hold up pictures for *door*, *window*, *lamp*, *toy box*, and *bed*.
- Each time, make Sammy ask: *What is it?*
- To answer, help the children do TPR and say: *It’s a (door).* Then pretend to open a door.
- For *window*, pretend to open a window and look outside. For *lamp*, pretend to turn on a lamp. For *toy box*, pretend to open one and put toys away. For *bed*, rest your head on folded hands as though sleeping. For *clock*, move your arms around as though they are clock hands.
- Ask the children to copy the action and say each word with you.

## WORKING IN THE BOOK: PAGE 8

### 7. Match and say.

- Tell the children to open their books at page 8. Talk about Lilly’s bedroom with them.
- Invite the children to name any furniture, toys, colours, and shapes they recognize.
- Direct the children to the items along the bottom of the page. Ask them to point and say: *It’s a clock.* Then call their attention to the outlines of the items in Lilly’s bedroom. Ask: *Where’s the clock?*
- Follow a similar procedure for the lamp, toy box, and window.

## CONSOLIDATING

### **Draw Your Room (15 minutes)**

- Gather art supplies, such as white paper, markers, and crayons.

- If possible, have available: magazine cutouts of bedrooms and photos of children’s own bedrooms.
- Ask the children to create drawings of their bedrooms. Invite them to talk about their pictures. Model language they can use: *It’s my bedroom. It’s (green). This is the (door).*

## Guess the Word (5 minutes)

- Review actions the children know.
- Explain that you will do an action and that the children will guess it.
- Do the action for *door*. Invite volunteers to guess which word you are thinking of.
- Continue in this way.

## Activity Book Page 7

Ask the children to trace the lines to complete each object on the page. After they trace an object, let them tell a partner what it is and then colour it.

## OPTIONAL: USING DIGITAL COMPONENTS

### **CD-ROM**

Encourage the children to take the CD-ROM home and play the games with family members to reinforce what they are learning about in class.

### **ActiveTeach**

Use ActiveTeach to highlight the room objects. Use the pointer to connect the pictures at the bottom of the page to the outlines of the same ones in the room.

**Objectives:** to review counting 1–5 and toys

**Materials:** Activity Book

**Optional Materials:** toys or pictures of toys; unlined index cards with different numbers of circles drawn on them; ball, beanbag, or other item to toss; Sammy the Squirrel puppet; CD-ROM; ActiveTeach

## GETTING READY

### Review Toys with TPR (5 minutes)

- Hold up a ball. Ask: *What's this?*
- If necessary, make Sammy answer: *It's a ball.*
- Gently throw the ball to different children and ask: *What's this?* Prompt the children to answer: *It's a ball* and then throw it back to you.
- Hold up real objects or pictures of a doll, teddy bear, kite, and toy box.
- Make Sammy ask: *What's this?*
- To answer, do TPR and say: *It's a (doll)*, and pretend to (rock a baby in your arms). For a teddy bear, pretend to hug it close. For a kite, pretend to hold a kite string and fly a kite. For a toy box, pretend to open it and put toys away.
- Ask the children to say the word and copy the action with you.

### 1, 2, Clap, 4, 5 (5 minutes)

- Tell the children to sit in a circle.
- Go around the circle. Ask the children to count in turn: *1, 2, 3, 4, 5, 1, 2, 3, 4, 5*, and so on.
- Explain that to play the game, the children will count the same way, but the children who are “3” will clap instead of saying 3.
- Go around the circle once this way.
- Then repeat, but this time, ask the children who are “5” to clap instead of saying 5.

- Continue in this way so that all children have a chance to play.

## WORKING IN THE BOOK: PAGE 9

### 8. Count and match.

- Tell the children to open their books at page 9. Say: *Look at the toys! It's a toy shop!*
- Invite the children to talk about each toy. Ask: *What is it? What colour is it? How many are there?*
- Ask the children to count the toys and say the numbers.
- Show the children that the first item in the activity is done as an example and say: *Balls. 1, 2, 3, 4, 5. Five balls.*
- Model tracing the matching line on the board.
- Encourage the children to complete the page on their own.

## CONSOLIDATING

### Get in Order (10 minutes)

- Prepare cards with one, two, three, four, or five circles on each one.
  - Divide the class into groups of five.
  - Distribute the cards so that each group has one of each.
  - Tell the children to line up in order at your signal, according to the number of circles on their card (1, 2, 3, 4, 5).
  - Race to see which group lines up first.
  - Mix up the cards and the groups and play again.
- ### Circle Game (5 minutes)
- Tell the children to sit in a circle.
  - Throw a ball, beanbag, or other item to a child.

- Do one of the actions associated with a toy (reviewed in this lesson's activity “Review Toys with TPR”). Ask: *What's this?*
- Let the child guess what toy you're pretending to play with.
- Then tell the child to throw the ball to another child and continue the game.

## Activity Book Page 8

Ask the children to trace the numbers at the top of the page. Then ask them to match the numbers to the correct toy or group of toys. Encourage partners to say each number and the name of each toy (one, one kite).

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Invite the children to practise numbers using the games on the CD-ROM. Encourage the children to count toys, school supplies, and other objects at home with their families and then share what they find out in class.

### ActiveTeach

Use ActiveTeach to model tracing the numbers at the side of the page and let the children do the same. Help the children check the completed pages together, using the big screen.

8 Count and match.



3

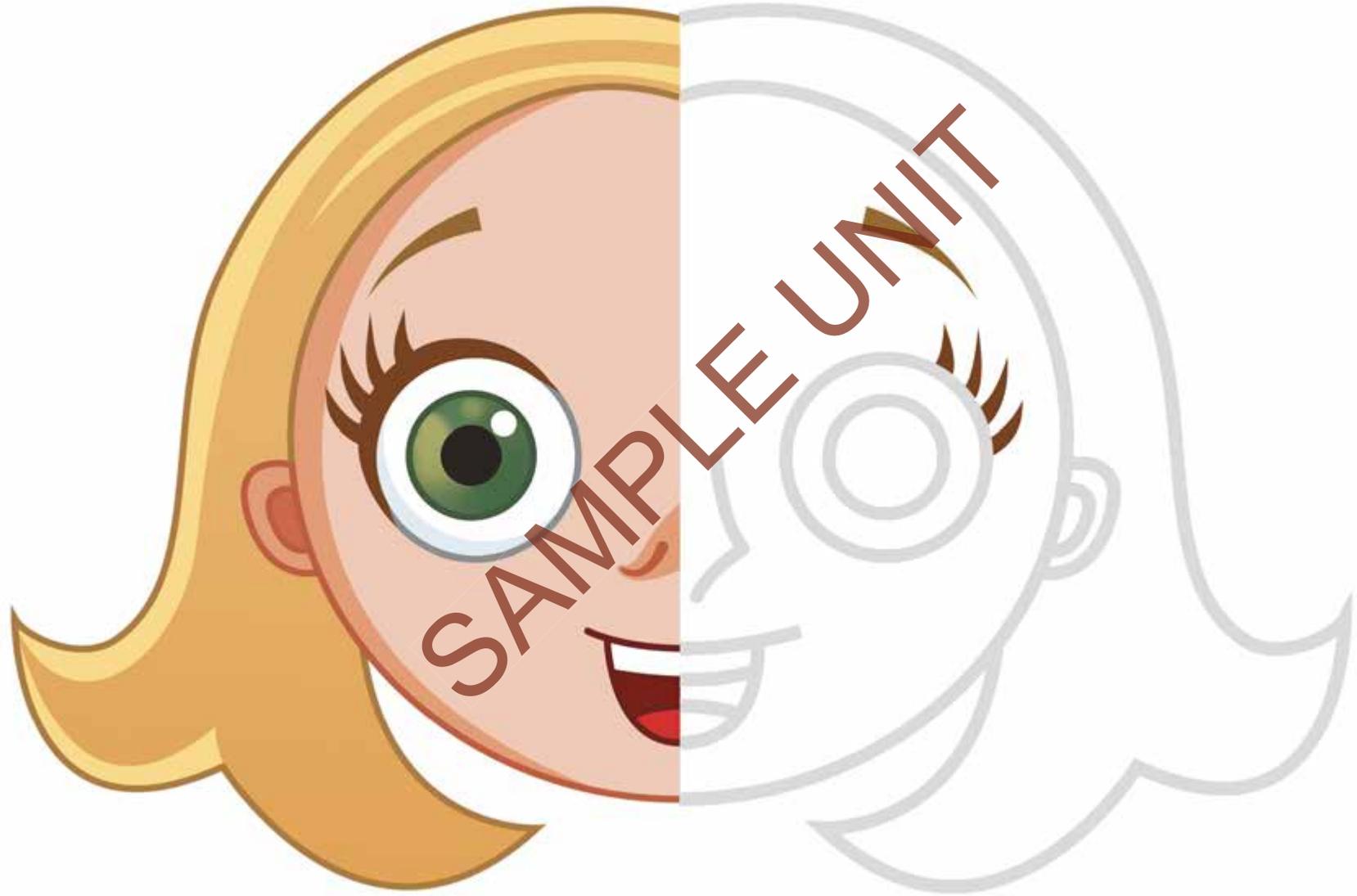
1

5

2

4

9 Trace and colour. Say.



**Objective:** to review parts of the face

**Materials:** Activity Book

**Optional Materials:** crayons, paper, glue, cutouts (white, black, and coloured circles for eyes; triangles for noses; crescents for mouths), different coloured string for hair; Sammy the Squirrel puppet; CD-ROM; ActiveTeach

## GETTING READY

### **Group Game (10 minutes)**

- Divide the class into two groups, such as girls and boys.
- Explain that Sammy will call out a word or action for one of the groups and that the group will do the action, with the other group staying still.
- Demonstrate first with two volunteers. Sammy says: *(Child 1) bed*. C1 does the action (rests head on folded hands) and says *bed*; C2 should remain still. Sammy says: *(Child 2) make a circle*. C2 makes a circle in the air and says *circle*; C1 doesn't move. Repeat a few more times.
- Then try it with the two groups. Say, for example: *Boys, clock*. Tell the boys to do the action and say: *clock*, and tell the girls not to move.
- To make it more challenging, call out a command for each group at the same time. For example, say: *Boys, teddy bear. Girls, lamp*.

### **Review the Parts of the Face (5 minutes)**

- Draw a face on the board.
- Point and say: *eye, ear, mouth, nose, hair, face*.
- Point to your own face and repeat each word.
- Prompt the children to point to their faces and say the words.

## WORKING IN THE BOOK: PAGE 10

### **9. Trace and colour. Say.**

- Tell the children to open their books at page 10.
- Point to the face. Say: *Show me the girl's (nose)*.
- Prompt the children to point to the girl's nose. Let the children check with a partner to make sure each of them is pointing to the nose.
- Ask the children to trace the nose.
- Repeat for *eyes, ears, mouth, and hair*.
- When the children finish tracing, let them colour in the rest of the picture.
- Walk around the room while the children are colouring, and let individual children say the words as they point to the picture.

## CONSOLIDATING

### **Self-Portrait Collage (15 minutes)**

- Invite the children to create self-portrait collages.
- Prepare and distribute cutouts (white, black, and coloured circles for eyes; triangles for noses; crescents for mouths) and different coloured string for hair. Provide glue and paper.
- When the children finish their collages, let them share their work with their classmates.

### **I Tricked You! (5 minutes)**

- Teach (or review) these actions from Level 1: Open / Close your eyes. Open / Close your mouth. Point to your nose. Wiggle your ears. Shake your head.
- For each one, do the action and say the words. Let the children do the action and repeat.

- Explain that you are going to try to trick the children by saying one thing, but doing something else. Explain that the children have to do what you say, not what you do.
- Model with a volunteer. Shake your head, but say: *Point to your nose*.
- If the volunteer shakes his or her head, say: *I tricked you!*
- If the volunteer points to his or her nose, say: *Good job!*

### **Activity Book Page 9**

Ask the children to draw their own features. Let partners share their pictures and practise the target language by talking about them: *This is my face / nose / mouth / hair. These are my eyes / ears.*

## OPTIONAL: USING DIGITAL COMPONENTS

### **CD-ROM**

Encourage the children to take the CD-ROM home to play the unit games and show their families what they're learning in class.

### **ActiveTeach**

Use ActiveTeach to show the children how to trace the facial features. Demonstrate colouring the picture to match your own features.

**Objectives:** to review food items and family members

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** pictures (magazine or other) of food items, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### Talk About Family (5 minutes)

- On the board, draw a simple picture of a family: Mum, Dad, brother, sister, baby. Ask the children to name the different family members.
- Ask the class to repeat the words.
- Then invite the children to tell the class about their own families.
- Make Sammy go first: *I've got a mum, a dad, and a sister.*

### I Like Food (5 minutes)

- Display some pictures of food: milk, juice, cheese, yogurt, and cake.
- Point and say: *Mmmm, I like (milk).*
- Then tell Sammy: *Your turn.*
- Make Sammy point to each item and say either: *I like (milk) or I don't like (juice).*
- Then invite the children to do the same.

### Matching Game (5 minutes)

- Display, in a row on the board, pictures of food: milk, juice, cheese, yogurt, and cake. Underneath, draw a row of faces to represent family members.
- Point and say: *Mum, Dad, sister, brother, baby.*
- Explain that Sammy will listen and match a family member with a food you name.
- Say: *I'm the baby. I like milk.* Make Sammy match the baby with the milk.

- Continue with the other family members.
- Ask volunteers to come up and match.
- Erase the lines and repeat the activity.

## WORKING IN THE BOOK: PAGE II

### 10. Listen and match.

- Ask the children to open their books at page II. Ask: *Where's Billy?*
- Help the children identify Billy and his family.
- Review the food items at the bottom of the page.
- Play the audio. Pause after each item so the children can match the food with its outline in the family picture.
- Check answers together as a class.

### Audio Script

Mum: Hi! I'm Mum. I like yogurt.  
Dad: Hello! I'm Dad. I like cheese.  
Billy: Hi! I'm Billy. I like cake.  
Sister: Hello! I like milk.  
Brother: Hi! I like juice.

## CONSOLIDATING

### Take a Survey (10 minutes)

- Tape the food pictures in a column on the board.
- Tell the children to raise their hands if they like the food.
- Make a tick for each child who likes the food and then count how many.
- Which food is the most popular? Which is the least popular?

### Make a Home Connection

Tell the children to ask someone at home about the food he or she likes. Ask them to report to the class: *My mum likes milk!*

## Activity Book Page 10

Ask the children to join the dots to draw outlines of different food items and then colour them. Encourage partners to take turns saying the word for each item.

## OPTIONAL: USING DIGITAL COMPONENTS

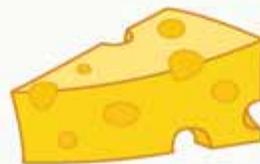
### CD-ROM

Encourage the children to use the CD-ROM at home to play the games and show their families what they're learning in class.

### ActiveTeach

Take advantage of the large digital format of ActiveTeach to review family members and food items. Model matching each food item to its outline, and then confirm the correct answers, using the big screen.

A19 10 Listen and match.



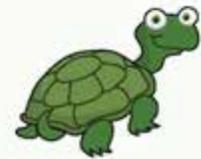
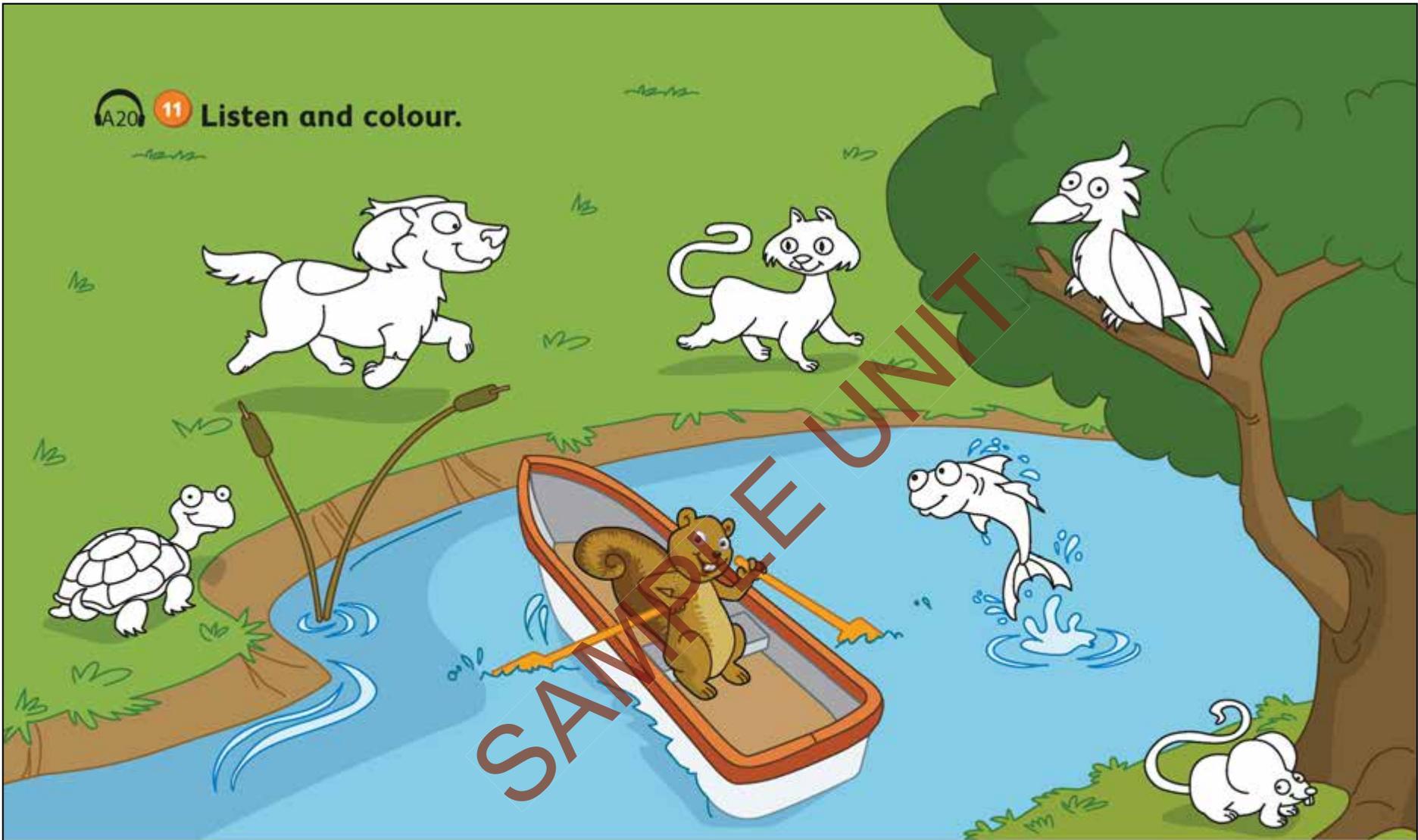
Review: food items, family members





11

Listen and colour.



**Objectives:** to review animals and colours

**Materials:** Class Audio CD A

**Optional Materials:** pictures (magazine or other) of animals, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### Review Animals with TPR (5 minutes)

- Hold up a picture of a fish. Ask: *What's this?* Make Sammy say: *It's a fish.*
- Say: *Show me a fish!* Lead the class in "swimming" in place like a fish.
- Hold up pictures for *mouse, cat, bird, dog, and turtle.*
- Each time, make Sammy ask: *What's this?*
- To answer, do TPR and say: *It's a (mouse).* Add a noise if appropriate.
- Here are the TPR actions:
  - Mouse (curl hands up on chest like mouse paws and squeak)
  - Turtle (move arms out and away to swim like a turtle)
  - Dog (pant and bark like a dog)
  - Cat (purr and meow like a cat)
  - Bird (chirp and flap arms as though flying)
  - Fish (place hands together and "swim" in place)
- Let the children copy the action and say the word each time.

### Move Like an Animal (10 minutes)

- Teach the children a simple chant:  
Move like an animal.  
Move like an animal.  
Move like an animal.  
1, 2, 3!
- Lead the class in chanting.
- After *1, 2, 3!*, call out a child's name and ask that child to move like an animal.

- Encourage the children to take their time and move for at least 20 seconds before allowing the class to guess.
- Invite the class to guess the animal.
- Repeat with other children and animals.

## WORKING IN THE BOOK: PAGE 12

### II. Listen and colour.

- Tell the children to open their books at page 12. Point to each animal at the bottom of the page and ask them to say the word.
- Then hold up your book, point to the larger pictures, and say: *Find the (turtle).*
- Help the children find the turtle.
- Explain that you will play the audio and that they will listen and colour the pictures.
- Play the audio. Pause after each item to let the children colour.

#### Audio Script

The mouse is grey.  
The fish is red.  
The cat is orange.  
The bird is blue.  
The dog is brown.  
The turtle is green.

- When the children finish colouring, ask questions, such as: *What colour is the (mouse)?*

## CONSOLIDATING

### Animal Treasure Hunt (10 minutes)

- Give the children a few minutes to look through books in the classroom and find pictures of animals.
- Then invite volunteers to share: *It's a (cat). The cat is (white).*

### Charades (10 minutes)

- Play a game of charades. Model with Sammy. Do the action for one of the animals.
- Make Sammy guess what you are: *A bird!*
- Then invite a volunteer to act out an animal. Help the class guess the animal.
- To extend the activity, include words from other themes covered in Unit 1, making sure to review the words and actions first.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Encourage the children to use the CD-ROM at home to play the games and show their families what they're learning in class.

### ActiveTeach

Use the pointer on ActiveTeach to review animals, to model colouring them in, and to help the children check their answers.

**Objectives:** to review animals and prepositions of location

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** props to pass out (toys, crayons, rubbers), simple container (cup or bowl), Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### Animal March (5 minutes)

- Review the animal actions and noises from the “Review Animals with TPR” activity on page T12.
- Ask the children to line up to march around.
- Tell the child at the front of the line to move like an animal, and the others to follow. Give each child a turn at the front of the line.

### Review Prepositions (5 minutes)

- On the board, draw three pictures to illustrate *in*, *on*, and *under*:
  - a circle *in* a square
  - a circle *on* a square
  - a circle *under* a square
- For each picture, say: *The circle is (in) the square. (In.)* Let the children repeat.
- Walk around the room. Using items that the children can name, review the prepositions.

## WORKING IN THE BOOK: PAGE 13

### 12. Listen and match. Sing.

- Tell the children to turn to page 13. Point to the pictures of places for animals: *dog bed, tree, grass, pond, flower, nest*.
- Point to the animals and ask the children to name them.
- Explain that the children will listen to the audio and then match the animal to the correct place.

- Go over the first sample item together, then allow the children to work independently.

### Audio Script

Mouse: Squeak! Squeak! I'm a mouse. I'm under the flower!  
Dog: Woof! Woof! I'm a dog. I'm on my bed!  
Cat: Meow! Meow! I'm a cat. I'm under the tree!  
Bird: Peep! Peep! I'm a bird. I'm in the nest!  
Fish: I'm a fish. I'm in the water!  
Turtle: I'm a turtle. I'm on the grass!

- When the children finish, ask questions such as: *Where's the (fish)?*
- Encourage the children to answer in complete sentences, using the prepositions.
- Play the audio and encourage children to sing “In, On, Under”

### Audio Script

“In, On, Under”  
Where is Sammy? (*look action*)  
Where is Sammy?  
Is he IN the tree?  
Is he IN the tree?  
Where is Sammy? (*look action*)  
Where is Sammy?  
Is he UNDER the bed?  
Is he UNDER the bed?  
Where is Sammy? (*look action*)  
Where is Sammy?  
Is he ON my head?!  
Is he ON my head?!  
No, he's not! Phew!

## CONSOLIDATING

### Pass and Place (10 minutes)

- Tell the children to sit in a circle. Give each child a prop, such as a toy, crayon, or rubber.

- Hold up a container, such as a bowl or cup. Pass the container around the circle while you play music. Pause the music to signal that the children should stop.
- Say: *In*. The child holding the container places his or her prop in it, and says: *In*.
- Play again. This time, say: *On*. The child holding the container turns it upside down and places the prop on it and says: *On*.
- Continue, using *in*, *on*, and *under*.

### Hide-and-Seek with Sammy (5 minutes)

- Play a hiding game with Sammy (or another stuffed animal).
- Place Sammy under a chair. Pretend to look around and ask: *Where's Sammy?* Elicit: *He's under the chair*.
- Repeat a few times. Then ask the children to close their eyes or put their heads down so they can't see.
- Place Sammy in, on, or under something.
- Ask the children to open their eyes and find Sammy. Invite a volunteer to tell you: *He's (on the book)*.

## Activity Book Page 11

Ask the children to match each animal to a place and then colour the pictures. Ask the partners talk to about their work, using the words *bird, dog, fish, nest, dog bed, and water*.

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Encourage the children to use the CD-ROM to review Unit 1.

### ActiveTeach

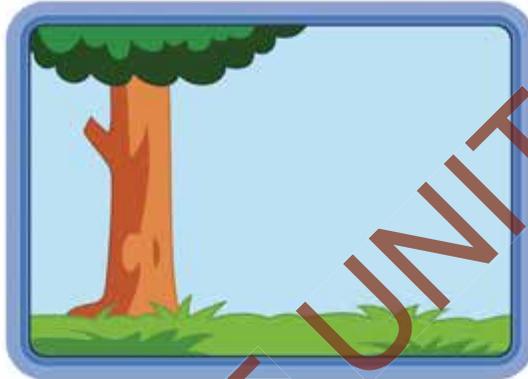
Use ActiveTeach to focus on the details. Use it to model making simple drawings of animals in the different places.

A21 A22



12

Listen and match. Sing. **SONG**



Review: animals, *in, on, under* TPR: look

UNIT 1