

1 Old toys, new toys

Key learning outcomes

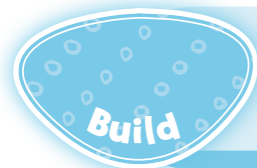
in Unit 1, the pupils will:



Name or describe people or common objects or express basic opinions in a few words



Recognise familiar words in phrases, sentences and texts



Exchange information on familiar topics



Participate in social exchanges in English



Create a class toy box and 'swap' toys

Unit overview

Target vocabulary

Toys: *ball, car, doll, elephant, robot, tablet, teddy bear, train*
 Adjectives: *big, new, old, small*
 Toys past and present: *bike, kite, music box, plane*

Functional language

Can I play, please? Yes! Let's play!

Recycling and building

What's this? It's a/an It's (red). What colour?

Language stretch

It's my favourite toy!

Target structures

*What's this? It's a (car).
 It's (old).*

Phonics

t (teddy bear, toy), d (doll, Dora).

Values

I appreciate and share my toys!

Competency focus

Critical and creative thinking.

Key progress indicator chart

| GSE range for Level 1: 10–22 (stretch 26) | Competency indicator: |
|--|--|
| Speaking | Talk about myself and my world |
| Working towards: taking part in a short dialogue of 1–2 exchanges or give a short monologue of 2–3 sentences. | |
| Learners can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (19) | Use a few single words to name or describe familiar people or objects or express basic opinions. |
| Learners can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (19) | Recognise familiar words in phrases, sentences and texts. |
| Learners can ask about the identity of an object using a basic phrase (e.g. 'What is it?'). (21) | Use simple words to take part in brief informational, instructional or transactional exchanges and/or conversations. |
| Learners can ask people to do things with them, using a fixed expression (e.g. 'Let's play!'). (29) | Use a few words to briefly participate in a narrow range of everyday social exchanges. |

Objectives

- Lesson aim: to recognise and name toys
- Target language: *ball, car, doll, elephant, robot, tablet, teddy bear, train*
- Recycled language: *blue, brown, green, orange, red, yellow; It's (blue).*
- Receptive language: toy box

GSE

- Productive: Speaking: Can name a few everyday objects.
- Receptive: Reading: Can recognise single, familiar, everyday words if supported by pictures.
- Receptive: Listening: Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.

Wonder: spark curiosity

- Encourage pupils to create questions and make connections to the world around them.
- Point to the 'Wonder' stepping stone and write *We're learning words for toys* on the board.

Materials:

- Audio; Video; Flashcards - Toys; Quest poster



1 Old toys, new toys

Lesson 1

What can you see?

1 Listen and explore.

1 doll

4 car

5 teddy bear

6 ball

7 train

Tell me! What's in your toy box?

2 Listen, point and say.

3 Stick and say. 4 Watch and listen.

10 Vocabulary Toys

Starting the lesson: warm up and song

- Write toys on the board. Ask pupils if they know any English words for toys. Write their answers on the board. Then show pupils the Welcome unit flashcards and ask them to say each word as fast as they can.
- Play the Rise and Shine Welcome Song. Encourage pupils to use actions from the Welcome unit. Then practise with the karaoke version.
- Draw pupils' attention to the glow item, the music box in the picture. In L1, ask *What do you think is inside? Do you think it is heavy? What noise does it make?*

Big Picture: What can you see?

- Look at the main picture. Ask pupils, *What colour is the...? What toys can you see on the page?* Ask them what other toys might be in the toy box. **SUPPORT** Ask pupils if they can see anything in the picture from the Welcome lesson (there is a desk). **STRETCH** Ask pupils if they can see anything else in the picture (there is a table, some boxes and a music box).

1 Listen and explore.

- Ask pupils to look at the main picture. Play the audio and tell pupils to point to each toy as they hear it. Ask a follow-up question e.g. *What colour is the train?* **SUPPORT** Before listening, get pupils thinking about toys by asking them to say the words in L1. **STRETCH** After playing the track, ask follow-up questions, e.g. *What noise does the train make?*

TEACHER TIME TO SHINE: using flashcards

After practising vocabulary once, stick flashcards around the classroom. Say *One, two, three, point to the... (doll)* or divide pupils into small groups and give them instructions, e.g. *Group 1 walk to the train, Group 2 hop to the robot, etc.*

2 Listen, point and say.

- Play the audio and present the vocabulary flashcards for pupils to repeat each word. Then hold up each card for them to say without prompting and ask them to point to each toy on the page.

3 Stick and say.

- Help pupils find the stickers in the back of their books. Point to each one, say *What's this?* and elicit the words for them then ask pupils to put them in the correct place on the page.

ANSWER KEY: 1 a doll, 2 a tablet, 3 a robot, 4 a car, 5 a teddy bear, 6 a ball, 7 a train, 8 an elephant

FUTURE SKILLS: enquiry and imagination

In L1, ask pupils what toys children have in other countries. Are they the same or different to theirs?

4 Watch and listen.

- Revise colours and toys vocabulary using flashcards or objects in the classroom. Tell pupils they are going to watch a video about toys. Before watching, pre-teach some vocabulary, e.g. *factory, plastic.*
- Ask pupils to watch the video and say as many colour words as they can remember. Play the Toys video.



WONDER HELPER Assess

Read Bruno's question. Ask pupils to invent a toy box and include as many toys as they can. Then tell them to find out what's in their partner's box and share their answers as a class.

Ending the lesson

- Ask pupils to vote for the 2 toys they liked most from the lesson. Say *Hands up if you chose a (doll)*. Write the result on the board. Repeat for each toy and ask what the most/least popular toys are.

Activity Book page 4

Pupils find the toys in the Pupil's Book and colour the Activity Book toys the same colour.

- 1 Trace and match. Pupils match the words to the pictures and trace the letters.

ANSWER KEY: ball 4, car 7, doll 8, elephant 2, robot 3, tablet 5, teddy bear 1, train 6

Wonder Helper: Pupils match the middle picture to picture a or b and then colour.

ANSWER KEY: a Toys

Extra time: Pupils say the toys in alphabetical order.

ANSWER KEY: ball, car, doll, elephant, robot, tablet, teddy bear, train

Activity 1

Audioscript

Elena Hey Dexter! What's this?
 Dexter Oh! It's my toy box.
 Bruno Let's open it, Elena!
 Elena Look! A teddy bear and a red ball.
 Bruno A yellow car, a tablet ... and a robot. Hello, Elena!
 Elena Ha ha! An elephant, a doll. Waah, waah!
 Bruno WOW! A green train. Look! Choo, choo!
 Elena Hey, What's this?
 Bruno It's a cat!
 Dexter It's Kiki!
 All Ha ha ha!
 Kiki Miaow!

Activity 2

a doll a tablet a robot a car
 a teddy bear a ball a train an elephant

Objectives

- Lesson aim: to ask and answer about toys using target language
- Target language: *What's this? It's a/an...*
- Recycled language: *a (red)(pencil); It's (red); What colour...?*

GSE

- Productive: Speaking: Can name a few everyday objects.
- Receptive: Reading: Can recognise single, familiar, everyday words if supported by pictures.
- Receptive: Listening: Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.

Wonder: spark curiosity

- Engage pupils with the Big Picture by writing categories on the board (in L1), e.g. *Toys for playing inside/outside; Toys that move/don't move; Toys that need /don't need batteries.*
- Point to the 'Wonder' stepping stone and write *We're learning to ask and answer about toys on the board.*

Materials:

- Audio; Flashcards – Toys; Quest poster

Starting the lesson

- Draw a toy from Lesson 1 on the board and ask pupils what it is. Ask the pupil who guessed first to come to the board and draw another toy. Repeat with all the toys.

1 1.03 Sing and act.

- Play the audio and ask pupils if they heard any words for toys. Can they find the toys in the main picture?
- Demonstrate actions that pupils can do (using a steering wheel for car, bouncing a ball for ball, crying for doll, train wheels going round for train) and play the track again for pupils to sing and act along.
- When pupils are confident, play the karaoke version (audio track 1.04) and have them sing and act along.

2 1.05 Listen and number.

- Practice using the target question (*What's this?*) by pointing to familiar things in the classroom (door, desk, board) and letting pupils answer. Then look at the pictures on the page and using the same question ask them to say what they can see. Play the audio and tell them to number



the pictures 1–3.

- Read the question and answer in the box. Ask half the class to repeat the question and half the class to repeat the answer. Check the intonation is correct. Ask pupils to switch roles so they both get the chance to ask and answer. **SUPPORT** Hold up two fingers to represent the number of words in the question. Ask pupils to repeat. Hold up three fingers and practice the answer, word by word and then all three words together. **STRETCH** Put pupils in pairs and encourage them to practice the question and answer using objects in the classroom (e.g. *What's this? It's a chair/bag/pencil, etc.*)

ANSWER KEY: 1 a teddy bear, 2 an elephant, 3 a tablet

3 Ask and answer about toys.

- Ask pupils to tell you the question and answers from Activity 2 (*What's this? It's a car.*). Point to an item in the Big Picture, practise modelling the question and elicit different answers from pupils. Repeat with all the toys, saying 'Well done' when pupils give the correct answer. **SUPPORT** Model an answer but only make the sound of the first letter of the toy. Point to the toy at the same time and let pupils say the full word. **STRETCH** Encourage stronger pupils to choose toys from the picture and ask a partner *What's this?*

I Can Shine Assess

ACHIEVE The learner can ask a question *What's this?* And answer *It's a/an...*

ADJUST The learner can attempt part of the question and answer.

EXCEED The learner can add additional information about the toy in their answers, e.g. *It's a red car.*

- Give pupils time to put their Wonder checkpoint sticker on the page.

Ending the lesson

- Ask a pupil to come to the front of the class and draw a toy on the board. The rest of the class have to guess the toy. Have them ask the question (*What's this?*) as a class and raise their hands if they know the answer. Award one point per correct answer and repeat with different pupils until all the toys have been drawn.

Activity Book page 5

- 1 1.06 Listen and circle.** Pupils listen to the audio and circle the toy they hear.

ANSWER KEY: 1 a, 2 b, 3 b, 4 b

- 2 Read and tick (✓) or cross (x).** Pupils read the sentence and tick if it matches the picture or cross if it does not.

ANSWER KEY: 1 X, 2 ✓, 3 ✓, 4 X

- 3 Colour a toy in Activity 2. Write. Then tell a friend.** Pupils colour a toy from Activity 2, complete the sentence and tell a friend.

Extra time: Pupils choose a toy from Lesson 1, Activity 1 then copy and write the word carefully.

Pupils colour the Wonder checkpoint pebble.

Activity 1

Audioscript

| | |
|------|------------------------------|
| Girl | <i>What's this?</i> |
| Boy | <i>It's a car.</i> |
| Girl | <i>What's this?</i> |
| Boy | <i>It's a ball.</i> |
| | <i>A car!</i> |
| | <i>A ball!</i> |
| | <i>Let's play with toys!</i> |
| Boy | <i>What's this?</i> |
| Girl | <i>It's a doll.</i> |
| Boy | <i>What's this?</i> |
| Girl | <i>It's a train.</i> |
| | <i>A doll</i> |
| | <i>A train</i> |
| | <i>Let's play with toys!</i> |

Activity 2

| | |
|---------|---------------------------|
| 1 | |
| Child 1 | <i>What's this?</i> |
| Child 2 | <i>It's a teddy bear.</i> |
| 2 | |
| Child 1 | <i>What's this?</i> |
| Child 2 | <i>It's an elephant.</i> |
| 3 | |
| Child 1 | <i>What's this?</i> |
| Child 2 | <i>It's a tablet.</i> |

Objectives

- **Lesson aim:** to understand a simple story
- **Recycled language:** *elephant, robot, teddy bear, toys, train; What's this? It's a/an... What colour...?*
- **Receptive language:** *music box*

GSE

- **Receptive: Reading:** Can understand the main idea in a short, simple story.
- **Receptive: Listening:** Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.

Imagination: fostering imagination

- Encourage pupils to be imaginative and creative. Invite pupils to act out the unit story, playing the characters or telling it with their own words and gestures.
- Point to the 'Imagine' stepping stone and write *We're learning to understand and act out a story on the board.*

Materials:

- Audio; Video; Story cards; Quest poster; toys from story (optional)

Lesson 3

1 Which toys can you see in the story? Tick (✓).

2 Listen or watch.

Rise & Shine Towers

What's this?

It's my robot. It's new.

No, Mia! My teddy bear! It's my favourite toy!

I can shine!

3 Circle Dexter's favourite toy.

4 Act out.

Assess

I can understand a story about toys.

Starting the lesson

- Ask one pupil to sit with his/her back to the board. Draw a toy from Lesson 1 or 2 on the board. Ask the class to mime the toy for the pupil to guess. Repeat with other pupils and toys.

FUTURE SKILLS: enquiry and imagination

Ask pupils to think about what they do with old toys. In L1, ask them if they can think of any places they take old toys or people they give them to?

1 Which toys can you see in the story? Tick (✓).

- **Assess** Ask pupils to look at the pictures in Activity 1. Say each toy and ask them to repeat. Tell them to look quickly at the story (Activity 2) and tick the toys they can see. Ask them where the toys are in the story.

ANSWER KEY: elephant, car, robot, train, teddy bear

RECEPTIVE SKILLS TIP

Before listening in Activity 2, ask pupils a question to ensure they listen actively, e.g. *What colour is the car in Mia's box?* (It's red) Pupils look at the story and make suggestions then listen and check.

2 Listen or watch.

- Play the audio and ask pupils to follow the story in their books and repeat the words together.
- Then play the video and pause to give pupils time to answer Mia's questions. Let confident pupils choose a character and play the video without sound, letting them play the characters.

SUPPORT Before watching the video, tell pupils to look at the story in their books and ask them what they think they will hear or see. **STRETCH** Ask confident pupils to listen for particular words and phrases, e.g. *It's new, It's old* and to raise their hands when they hear them.



IMAGINE HELPER

Read Dexter's task out to the class. Ask pupils to imagine what sort of toy Kiki would like to play with. What would it look like? Tell pupils that everyone has a favourite toy and ask them what theirs is.

3 Circle Dexter's favourite toy.

- Ask pupils to circle Dexter's favourite toy. Ask if they can also find the toy in the story.

ANSWER KEY: teddy bear

SUPPORT Help pupils by pointing to the story frame which tells them the answer. **STRETCH** Ask pupils to choose the answer without looking back at the story.

4 Act out.

- Put pupils in 4 groups. Give each group a set of story cards. Ask them to choose a character from the story (Mia, Dexter, Elena, Granny) and repeat their lines as they hear them. Play the audio and pause after each frame. Encourage pupils by pointing to the characters and reading their lines for them to repeat.

I Can Shine Assess

ACHIEVE The pupil can read a line or lines from the story (e.g. *What's this? It's my robot*) without support and in a way that is clearly understood.

ADJUST The pupil can repeat lines from the story when prompted using the correct intonation.
→ Help pupils by going through the story cards and building each phrase word by word.

EXCEED The pupil can read a line or lines from the story unprompted and add new describing words (e.g. *It's my robot. It's new and white.*)
→ Have pupils imagine alternative toys and ask them to describe them.

- Give pupils time to put their Imagine checkpoint sticker on the page.

Story extension activity

- Have a bag with the toys (or pictures of the toys) from the story (elephant, car, train, teddy bear, robot, music box). Take out a toy and ask the class to say what the character in the story said about it (e.g. *It's old. It's new., etc.*).

TEACHER TIME TO SHINE: using stories in the classroom

Putting pupils in groups to play each role will help more self-conscious pupils. Focus on the key phrases in each frame and encourage groups to repeat them. More confident pupils could play the different roles individually within a group. Bring props to help act out stories and make them fun.

Ending the lesson

- Put the following flashcards around the classroom: elephant, music box, robot, train, car, teddy bear. Ask questions and have pupils point or move to the correct answer, e.g. *Which toy is Granny's? Which toy goes in the box? Which toy is new?*

Activity Book page 6

- 1 Which toy is new? Look and tick (✓). Pupils look at the pictures and tick the toys that are new.

ANSWER KEY: robot

- 2 Find and colour. Then circle. Pupils find and colour the toy in the picture then circle it.

ANSWER KEY: an elephant

- 3 Draw. Then say. Pupils draw their own favourite toy at school and tell a friend.

Extra time: Pupils rate the story and tell a friend.

Pupils colour the Imagine checkpoint pebble.

Activity 2

| | Audioscript |
|-------------|--|
| 1 Mia | <i>Old books, old toys, please!</i> |
| 2 Dexter | <i>Oh, Hi Mia!</i> |
| 3 Mia | <i>What's this?</i> |
| Dexter | <i>It's my robot. It's new.</i> |
| Mia | <i>Hmm...</i> |
| 4 Mia | <i>What's this?</i> |
| Dexter | <i>It's a train. It's old. Here!</i> |
| Mia | <i>Thank you!</i> |
| 5 Mia | <i>And this? It's old.</i> |
| Dexter | <i>No, Mia! My teddy bear! It's my favourite toy!</i> |
| 6 Elena | <i>Look, what's this?</i> |
| Dexter | <i>It's a box. It's small...</i> |
| Mia | <i>Oh, it's old! In the box, please!</i> |
| 7 Granny | <i>Oh! My favourite toy! It's a music box. Listen.</i> |
| 8 Kiki | <i>Miaowwww!</i> |
| Elena/Bruno | <i>Aarrgh!</i> |
| Mia/Dexter | <i>Ha ha!</i> |

Objectives

- Lesson aim: to describe toys using target language
- Target language: *It's big/small/old/new.*
- Recycled language: *black, blue, green; doll, elephant, robot, teddy bear, train*

GSE

- Productive: Speaking: Can describe the size of everyday objects using a basic phrase (e.g. *It's big.*).
- Receptive: Listening: Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.

Build: building confidence

- Build confidence in English through whole class speaking and repetition of key words as well as finding similar words on the page.
- Point to the 'Build' stepping stone and write *We're learning words to describe toys* on the board.

Materials:

- Audio; Flashcards; colouring pencils; pictures of toys; Quest poster



Starting the lesson

- Ask what toys Mia had in her box in the story. Ask pupils if they can remember anything about the toys (e.g. colour). They check their answers in the story.

- ★ Ask pupils questions about the toys to check what they already know, e.g. *Which toy is big? Which toy is small?*

1 1.08 Listen and find.

- Look at the picture and explain in L1 that Mia is selling the toys on the table. Present the vocabulary using flashcards. Hold up each flashcard and say the word for pupils to repeat. Then hold up the flashcards for pupils to say the word without prompting.

- Play the audio and ask pupils to listen carefully and point to the toys they hear. Play again if necessary and check pupils are pointing to the correct toys. **SUPPORT** Review the words *elephant, ball, car, train* before playing the audio. **STRETCH** After playing the audio track, ask pupils what toy Bruno takes.

RECEPTIVE SKILLS TIP

Before listening, remind pupils they won't understand all the words they hear. They just need to listen out for the words they need for this activity (*elephant, ball, car, train*).

2 1.09 Listen and number. Say.

- Play the audio. Tell pupils to write numbers 1-4 next to the correct picture. Play again and ask them to repeat the words.

ANSWER KEY: big 1, small 2, new 3, old 4

Lesson 4

- 1 1.06 Listen and find.** **2 1.09 Listen and number. Say.**



3 1.10 Listen and say.

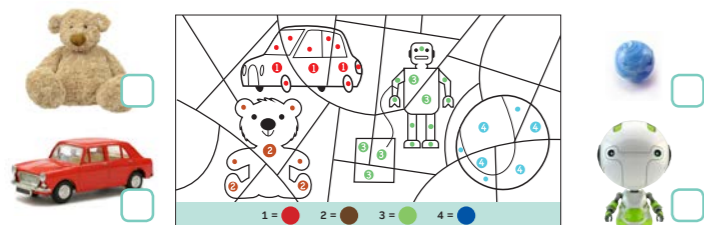


Chant

*It's a doll, it's new.
It's a car, it's blue.
It's a train, it's old.
It's a ball, it's small!*

It's old.

4 Find, colour and number. Then say.



14 Vocabulary and structures Adjectives; *It's a (train). It's (old).*

Extra activity

Look at the toys in Activity 2 and ask pupils if they have any of the same toys at home. What words can they use to describe their own toys?

3 1.10 Listen and say.

- Ask pupils to read the sentences as you play the audio.
- Play the audio again and ask pupils to join in and follow the words with their fingers on the page.



BUILD HELPER

Ask pupils to look at Elena the Build Helper. Read the words in the box (*It's old.*). Then point to the picture in Activity 1 and say *It's an elephant. It's...*, pausing for pupils to complete the sentence (*big!*). Next, play the chant and allow pupils to listen and follow. Then play it again and ask them to join in and repeat the words.

4 Find, colour and number. Then say.

- Ask pupils what they can see in each photo. and what colours they use for numbers 1-4. Give them time to colour the pictures.
- Ask pupils to number the photos 1-4. Check answers, asking *What toy is number 1/2/3/4?* **SUPPORT** Write the names of the toys on the board and read them out for pupils to repeat before starting the activity. **STRETCH** Ask pupils to describe 2 toys with both a colour and an adjective, e.g. *A big red car and a new blue ball.*

ANSWER KEY: 1 old car, 2 big teddy bear, 3 new robot, 4 small ball

Extra activity

Pupils choose which of the 4 toys they would most and least like to play with. Ask them to work in pairs and tell their partner. Do they agree?

Ending the lesson

- Display or draw pictures of toys on the board. Write or say 3 words about each (e.g. *old/ brown/big*), with 2 of

them being true and the other false. Ask pupils to identify the incorrect one.

Activity Book page 7

- 1 Read and trace. Then circle.** Pupils read what Mia and Bruno are saying, circle the correct word then trace it.

ANSWER KEY: teddy bear, big

- 2 Follow, find and number. Then say.** Tell pupils to follow the lines, find the toys and write the correct number. Then say each toy.

ANSWER KEY: It's new. 4; It's a teddy bear. 1; It's old. 3; It's green. 2

Extra time: Pupils draw an old toy and tell a friend.

Activity 1

Audioscript

Bruno *Wow! Look at this teddy bear!*
Mia *It's an elephant.*
Bruno *Oh yes! It's big. What's this? Do you know?*
Mia *It's a ball. It's small. And look, Bruno! A car. It's new!*
Bruno *Hmm ... Ooh! A train! A green train.*
Mia *Oh yes! It's old. Here Bruno.*
Bruno *Wow! Thank you! A new train!*

Activity 2

1 big 2 small 3 new 4 old

Activity 3

Elena *Let's go everybody, listen to me!
It's a doll, it's new.
It's a car, it's blue.
It's a train, it's old.
It's a ball, it's small!
Now, come on everybody chant with me!
(Repeat verse)*

Objectives

- Lesson aim: to ask for information using *What's this?* to offer information using *It's a/an...*. To practise the sounds *t/d*
- Speaking function: to describe a toy
- New language: *What's this?*
- Recycled language: *big, blue, brown, grey, new, old, pink, small, yellow; tablet, teddy bear, toy, train; It's a/an... It's...*

GSE

- Productive: Speaking: Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures.
- Receptive: Reading: Can understand basic sentences naming everyday items, if supported by pictures.

Build: building confidence

- Build autonomy in English through noticing patterns in target language, building on a bank of known words and encouraging pupils to notice mistakes.
- Point to the 'Build' stepping stone and write *We're learning to name and describe toys on the board.*

Materials:

- Audio; Scissors; colouring pencils; Flashcards; Quest poster

Build

Starting the lesson

- Play a game. Read out the following words: *yellow, train, robot, old, new, doll, pink, big, teddy bear, small, blue, tablet.* If you say the name of a toy pupils stand up. If you say a word to describe it they put their hands on their heads. Present a few examples doing the actions yourself.

- 1.11 Listen and number.

- Ask pupils to look at the Activity 1 pictures and tell a partner what they can see. Ask them if they can make a full sentence using a colour and/or an adjective.
- Play the audio. Tell pupils to listen and number the pictures 1-4.
- Play the track again to check answers.

ANSWER KEY: teddy bear 2, elephant 4, door 3, tablet 1

RECEPTIVE SKILLS TIP

To help pupils with the listening task in Activity 1, tell them to look at the pictures in pairs before the listening and ask them to predict the words they will hear.

- 2.12 Look and play.

- Read the question *What's this?* and answers *It's an elephant./It's small.* and ask the class to repeat.
- Point to a picture in Activity 1 and ask *What's this?* Let pupils answer. Then put pupils in pairs. One asks *What's this?* The other pupil answers *It's a/an... It's...*

Lesson 5

- 1.11 Listen and number.

- 2.12 Look and play.

What's this?
It's an elephant.
It's small.

1.12 My sounds

t d

Two toy teddy bears and Dora the doll.

- 3.12 Listen and say.

I can shine!

- 4.13 Cut out and guess the toys.

What's this? It's new. It's blue.
It's a robot.

I can ask and answer about toys.

Communication Describing toys; sounds t and d 15

TEACHER TIME TO SHINE: pair and small group work

Set up pair/small group work clearly. Demonstrate the activity with a pupil first. Set a clear time limit and put a signal in place (e.g. raising your hands above your head) to show pupils when to stop. If pupils finish early, switch pairs and repeat the activity. With groups of 3, make one student monitor before taking their turn.

- 3.12 My sounds Listen and say.

- Point to the teddy bear and say *What's this?* Answer *Yes, it's a t - t - teddy. It's a t - t - toy.* Then point to the doll and repeat *What's this?* Answer *Yes, it's a d - d - doll. It's D - D - Dora.*
- Ask pupils to look at the letters in the picture. Say *These are the letters t and d* and write them on the board. Say *t says t - t - t, d says d - d - d.* Ask pupils to trace over them with their finger.
- Play the audio. Ask pupils to say *t - t - toy* and *t - t - teddy.* Then play the audio again and have them say the words along with the audio. **SUPPORT** Drill the sounds as a class and draw a mouth on the board showing the position of the tongue and teeth when the sounds are produced. **STRETCH** Ask pupils to think of other words in English or L1 that use the *t* or *d* sounds.

- 4 Cut out and guess the toys.

- Ask pupils to cut out the toy box and draw/colour 3 toys. Ask them to think if the toy is big or small, new or old.
- When pupils have finished, tell them to look at a partner's drawing, ask questions and make descriptions. (*What's this? It's big. It's pink.*, etc.) Their partner points to the toy they are describing.

I Can Shine Assess

ACHIEVE The learner can ask and answer about a toy using *What's this?, It's.../It's a...*

ADJUST The learner can form the question and relevant description in a way that can be understood when clearly modelled.
→ Support learners with additional practice using flashcards and modelling sentences.

EXCEED The learner can produce descriptions clearly and independently using new and additional adjectives.

- Give pupils time to put their Build checkpoint sticker on the page.

FUTURE SKILLS: critical and reflective thinking

Ask pupils to work in pairs and look at their toy boxes. Tell them they are going to create a new toy box and 3 toys. Ask them to each choose their favourite toy from their partner's box then together think of one extra toy. If there's time, have them draw a new toy box with their chosen toys.

Ending the lesson

- In pairs, ask pupils to look back at the story on pages 12-13 and take turns to describe a toy they can see using *It's...* for their partner to guess which one they are describing.

Activity Book page 8

- 1.13 Listen and colour. Pupils listen to the audio and colour the toys.

ANSWER KEY: big blue ball, old yellow doll

- 2.14 Listen and repeat. Trace. Then tick (✓) the odd one out. Pupils listen to the audio and repeat the words they hear. They trace the letters then tick the odd one out.

ANSWER KEY: robot ✓, elephant ✓

- 5 Listen to a friend and draw. Then swap. Tell pupils to think of a toy and describe it to a friend, who draws it. They check the toy and swap roles

Pupils colour the Build checkpoint pebble.

Activity 1

- | | Child 1 | Child 2 |
|---|--------------------|---|
| 1 | Look! What's this? | It's a tablet. It's new. It's pink. |
| 2 | Look! | What's this? It's my teddy bear. It's old. |
| 3 | Look! It's a door. | Oh, a brown teddy bear. |
| 4 | Look! It's big. | Oooh! It's big. |
| 5 | What's this? | It's an elephant. It's grey. |
| | | It's a small elephant. |

Activity 3

t - t - t
teddy bear
d - d - d
doll
Two toy teddy bears and Dora the doll.

Audioscript



Objectives

- **Lesson aim:** to recognise familiar words in short, basic descriptions
- **Cross curricular/Culture connection:** History and culture
- **Global citizenship theme:** Comparing modern toys with historical ones
- **Target language:** *bike, kite, music box, plane*
- **Recycled language:** *black, blue, green, old, pink, red, small, white, yellow; bike, doll, elephant, teddy bear*

GSE

- **Productive: Speaking:** Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures.
- **Receptive: Reading:** Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly.

Growth: Nurturing growth in society

- Promote global citizenship by encouraging pupils' awareness of their role in society. Use effective questioning strategies and board-based activities to instil a sense of social responsibility.
- Point to the 'Grow' stepping stone and write *We're learning to recognise familiar words in short, basic descriptions and we're looking at new and old toys on the board.*

Materials:

- Audio; Video; colouring pencils; Quest poster

Lesson 6

1 **1.15** Listen, look and find. 2 **1.16** Listen, point and say.

3 Circle old toys in blue. Circle new toys in green.

4 **1.16** Watch and listen.

16 **Global Citizenship** A toy museum; new and old toys

Starting the lesson

- In L1, ask pupils if they like visiting museums and what types of things are in museums. Tell them to look at the toys in Activity 1 and say why they might be in a museum. Then ask *Which toy(s) do you use outside? Which toy(s) has/have wheels? Which toy(s) can fly?* Ask if they can think of one word in English that describes all the toys (old).

1 **1.15** Listen, look and find.

- Play the audio. Pupils listen and find the correct toy.
- Ask pupils what they can see in the photos. Allow answers in L1 but encourage them to use English.
- **Diagnose** Point to each toy and ask, *What's this?* Encourage pupils to answer with the structure *It's a...*

2 **1.16** Listen, point and say.

- Play the audio, pausing after each description. Pupils listen and point to the correct toy.
- Play the track again, pausing after each one to ask *What's this?* Help pupils form the description by holding up the same number of fingers as words (e.g. 4 fingers for 'An old music box.'). Reduce the number of fingers as each word is said and repeat the audio until they have a complete sentence.

RECEPTIVE SKILLS TIP

After doing the task, ask pupils to work in pairs and tell their partner something about 3 of the toys (e.g. *It's a music box. It's old.*). Their partner then describes the 3 other toys.

3 **Assess** Circle old toys in blue. Circle new toys in green.

- Ask pupils to look at all the pictures of toys. Say the name of each toy and ask them to raise their hands if they have that toy at home.
- Ask pupils to point to the new toys, then to the old toys.
- Ask pupils to circle the old toys in blue and the new toys in green.

Extra activity

Ask pupils what old and new toys they have at home. Tell them to draw and colour their own toys using one colour for new toys and another for old toys. They tell the class about their toys.

FUTURE SKILLS: critical and reflective thinking

After Activity 3 ask pupils to explain in L1 how the old toys are different from the version of that toy today. Ask them to think about how they would look different and what materials they would be made of.

4 **1.16** Watch and listen.

- Revise the unit vocabulary. Say a toy word from the book or use flashcards and ask pupils to come up with words describing that toy (e.g. *ball – blue, small*).
- After watching, ask pupils if they can remember what toys were mentioned in the video (a car, a plane, a robot).



GROW HELPER

Read Granny Belinda's question as a class. Ask pupils to say whether new toys or old toys are better. Help them by giving them ideas (e.g. *new toys don't break easily, old toys are interesting and different from your friends' toys, etc.*). Ask them to look at each toy in Activity 3 and say whether they prefer the old or new version.



Ask pupils if they think their parents or grandparents would prefer old toys or new toys. Ask pupils in L1 if their parents or grandparents have kept any of their old toys and if they play with them sometimes.

Ending the lesson

- Give pupils 2 minutes to look at the page then ask them to close their books. In pairs, ask pupils to name ten toys that were on the page. Ask pairs to raise their hands when they have ten answers.

Background information (Culture and CLIL)

Bring in pictures of old and new toys and in L1 ask pupils to identify the old and new ones. Tell pupils there are toy museums around the world that show old and new toys. Ask them to think about how toys were different in the past (e.g. materials, technology) and why previous generations may have played differently (e.g. more time outdoors, no games on screen). How may previous generations have benefitted from how they played and what they played with? Will this change how they themselves play?

Activity Book page 9 (Lessons 6 and 7)

- 1 Circle the odd one out. Then say. Pupils look at the toys and circle the odd one out then say which it is to their partner.

ANSWER KEY: teddy bear, train

- 2 Look and write. Then act out. Pupils look at the picture, write what toy the children are playing with then act out the conversation with a friend.

Extra time: Pupils tell a friend what toys they share.

Pupils colour the Grow checkpoint pebble.

Activity 1

1 *music box* 2 *kite* 3 *plane* 4 *bike*

Audioscript

Activity 2

- 1 Child 1 *Look! What's this?*
Child 2 *An old music box.*
- 2 Child 2 *It's a plane. A yellow plane.*
- 3 Child 1 *And look at this! A small bike. It's old.*
- 4 Child 2 *What's this?*
Child 1 *It's a kite! It's red, black, green, yellow and white!*



Objectives

- Lesson aim: to learn to choose and share toys.
- Functional language: *What's this? Can I play? Yes! Let's play!*
- Text type: Reading labels
- Recycled language: *new, old; book, doll, elephant, kite, plane, robot*

GSE

- Productive: Speaking: Can ask about the identity of an object using a basic phrase (e.g. *What is it?*) and ask for and give permission to play with someone (*Can I play, please? Yes, let's play./Here you are.*).
- Receptive: Reading: Can understand some simple, everyday signs.

Growth: Nurturing growth in society

- Encourage a further sense of pupils' social responsibility and actions by using mini roleplays and class vote activities to explore social initiatives.
- Point to the 'Grow' stepping stone and write *We're learning to ask other children to play* on the board.

Materials:

- Audio; Paper; colouring pencils; Quest poster

Lesson 7

Playing with friends

1 Look and number.

Can I play?

1 book 2 doll 3 kite 4 plane

Yes! Let's play.

2 Listen and tick (✓).

I can shine!

3 Choose a toy. Let's play!

Can I play?

Yes! Let's play.

I can ask to play.

My Everyday English Sharing toys; Can I play? Yes! Let's play. 17

Starting the lesson

- Ask pupils to think of 3 toys they play with a lot. Then in L1 ask them to say if they prefer playing with that toy on their own or with someone else.

1 Look and number.

- Ask pupils to look at the 4 labels and read them together as a class.
- Ask pupils to match them to the correct items in the picture, numbering them 1–4.
- Check the answers as a class, asking pupils to say the words to check their pronunciation.

SUPPORT Revise the words for the 4 toys.

STRETCH Ask what other toys or objects pupils can see in the picture.

RECEPTIVE SKILLS TIP

Encourage pupils to look at the pictures on the labels as well as the words to see if there is any other information that could help them guess the answers.

2 Listen and tick (✓).

- Ask pupils to look at the photos. Say each toy for pupils to repeat.
- Play the audio and ask pupils to tick the toy they hear described. Then check their answers.
- Play the track again and pause after each line for pupils to repeat the phrases. With confident pupils, ask *Can I play?* for them to respond.

SUPPORT Before listening, write the first letter of each toy on the board and elicit the toys from the class. **STRETCH** After listening, ask pupils if the plane is new or old.

3 Choose a toy. Let's play!

- Ask pupils to look at the toys in Activities 1 and 2 and to tick the toy(s) they want to play with.
- Look at the photo of the children playing and ask *What toy are they playing with?*
- Practise the phrases *Can I play?* And *Yes, let's play with...!* as a class using different toys.
- Ask pairs to practise the dialogue with the toys they have chosen, swapping roles. Then they perform for the class.

I Can Shine Assess

ACHIEVE The learner can ask another pupil to play with them in a way that's understood and make a suggestion for a toy to play with.

ADJUST The learner can ask another pupil to play when the question is modelled for them. The learner can use shortened sentences (e.g. *with cars* rather than *Let's play with cars*).

EXCEED The learner can make requests to play in different ways (e.g. *Can you play with me?*) and respond in different ways with suggestions.

- Give pupils time to add their Grow checkpoint sticker to the page.

TEACHER TIME TO SHINE: facilitating speaking in class

Before a speaking activity, practise the phrases and vocabulary with the class first. For Activity 3, put pupils in pairs and indicate which one should ask the question first. When both pupils have asked and answered, swap pairs around or ask pupils to join another pair to make a small group. Give the pupils time to play together so the situation feels natural.

Ending the lesson

- Stick six vocabulary flashcards (*book, doll, elephant, kite, plane, robot*) on the board. Ask pupils to close their eyes and while their eyes are closed, remove one picture from the board. In L1, ask pupils to guess which card you removed and if they're correct ask the whole class to say *Let's play with the... using the missing toy.*

Activity Book page 9 (Lessons 6)

Activity 2

- 1** Child 1 *What's this?*
Child 2 *It's my doll. It's old...*
Child 1 *Can I play?*
Child 2 *Yes! Let's play with the doll!*
- 2** Child 1 *What's this?*
Child 2 *It's my new plane.*
Child 1 *Oooh! A new plane! Can I play?*
Child 2 *Let's play with the plane.*

Audioscript



Objectives

- Lesson aim: to review the language from Unit 1
- Revised language: ball, car, doll, elephant, robot, tablet, teddy bear, train; It's big/small/old/new.

Materials:

- Pictures of toys, Colouring pencils, Quest poster, flashcards

Shine: Time to shine!

- Enable pupils of all abilities to showcase achievements through differentiated steps. This can be facilitated through groupwork, promoting respectful interactions such as turn-taking and developing cooperative learning strategies such as Think, Pair, Share and Peer learning and support.
- Point to the 'Shine' stepping stone and write *We're reviewing what we've learnt in the unit* on the board.



Let's have a class toy swap!

Step 1 Review

1 Look, read and number. Then trace.



- ball
- doll
- robot
- teddy bear
- train
- tablet
- elephant
- car

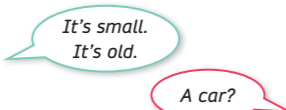
Vertical column of 8 empty boxes for tracing

2 Choose a toy. Draw, colour and circle.



It's big / small.

3 Describe the toy.



4 Think! Choose a toy for the box. Circle.



It's old / new.

18 Unit review Unit objectives review

Starting the lesson

- Ask pupils to look back through the unit, decide which was their favourite lesson and say why (in L1 if necessary).
- Display pictures of toys from the unit on the board or around the classroom. Give pupils 2-3 minutes to look at and remember the toys and think of words to describe them. Remove the pictures and ask pupils to work in pairs or small groups to remember as many as they can in 1 minute. Write correct answers on the board.

Step 1: Review

- The Review consolidates the target language of the unit from the I Can Shine checkpoints, and helps prepare pupils for the unit projects. Vocabulary from the Wonder spread is reviewed through reading and writing in Activity 1. The story ideas from the Imagine spread are reviewed in Activity 2. The speaking element in Activity 3 consolidates the target structures and language of the Build spread.

1 Look, read and number. Then trace.

- Ask pupils to look at the toy cupboard. Point to each toy and ask the class to name it. If they are unsure, say the correct answer for them to repeat.
- Ask pupils to look at the labels then match them with the correct toy. Check pupils' answers.
- Ask pupils to trace over the words.

ANSWER KEY: 1 teddy bear, 2 car, 3 elephant, 4 doll, 5 robot, 6 tablet, 7 ball, 8 train

2 Choose a toy. Draw, colour and circle.

- Ask pupils if they can remember which toy Dexter gave away in the story (an old train). Allow pupils to look back at the story to check their suggestions.
- Tell pupils to look at the toys in the toy cupboard and choose one to keep and one to give away. They draw or write the toy they want to keep in the heart and the one they want to give away in the box.
- Read through the sentences next to the heart and the box. Ask pupils to colour the shape and circle the correct word for the toy they have chosen.
- Then pupils read their sentences to a partner.

3 Describe the toy.

- Read the sentences in speech bubbles.
- Ask pupils to work in pairs. One describes a toy from the toy cupboard, the other guesses. Then they swap. They continue until they have described all the toys.
- Nominate pairs to describe one toy to the class.

Ending the lesson

- Divide the class into 3 or 4 teams. Choose a page in the unit. Tell teams they have to write down all the toys or other objects they can see, the colours and how many there are. Set a time limit. When the time is up, have groups read out their answers. Award one point for each correct answer.

Activity Book page 10

1 Trace and number. Pupils write the correct number of the picture next to the word then trace the words.

ANSWER KEY: ball 2, car 7, teddy bear 4, train 8, tablet 3, doll 5, robot 6, elephant 1

2 Choose and tick (✓). Draw and colour. Then tell a friend. Tell pupils to choose a toy and tick the words to describe it. Then they draw and colour their toy to match the description and tell a friend.

Extra time: Pupils to complete the sentence with the correct toy.

ANSWER KEY: music (box)

Unit 1 review notes

- Use this space to take notes on what your pupils might need to revisit based on their performance in the review lesson.

Horizontal lines for taking notes

Objectives

- **Lesson aim:** to make a toy poster and create a class toy box
- **Revised language:** *It's (small). This is my (doll). Can I play? Yes! Let's play!*

Materials:

- Colouring pencils; a toy (optional for each pupil); a box/toy box (optional); pictures of toys

Shine: Time to shine!

- Allow pupils of all abilities to demonstrate progress by modifying lesson objectives, adapting pair or groupwork or being creative with learning goals.
- Point to the 'Shine' stepping stone and write *We're going to make and present a toy poster on the board.*

Step 2 Create

5 Draw your toy for the class toy swap.

6 Add your toy to a class toy swap poster.

7 Guess your friend's toy.

It's old. It's red.

A doll?

Yes!

Time to shine!

8 Share your toy with the class.

Can I play?

Yes!

I can share my toys with my class!

Unit project A class toy swap 19

Starting the lesson

- Ask pupils which toy they would like to play with most from the unit. Ask pupils if they like to share or swap their toys and who with.

Step 2: Create

- This section revises Global Citizenship skills from the Build and Grow spreads like critical thinking and collaboration. Activity 5 focuses on a critical thinking task and Activity 6 looks at creativity and 'making' their project. In Activity 7, pupils are invited to collaborate and communicate in a pair or small group before presenting their project in front of the class in Time to Shine.
- Make sure that pupils understand the steps to success for the project, to enable them to carry out the project successfully and to the best of their ability. For example, instead of just asking them to create a poster, give them clear step-by-step instructions:
 - 1 Choose or draw the pictures you want to use.
 - 2 Fill the page.
 - 3 Use lots of colour.
 - 4 Write the words neatly next to the pictures.
- Show pupils what is required of them. Some pupils may need more support to keep in mind all the key elements of a successful project. Other pupils may be aware of the key elements but may require further suggestions to motivate them to improve. Above all, project work is a chance for pupils to produce the language they have been learning in class, and will provide useful assessment and remediation opportunities.

5 Draw your toy for the class toy swap.

- Look at the toy poster and ask pupils to name all the toys.
- Ask pupils to choose the toy they would like most for the class. **SUPPORT** Let pupils work in pairs to name all the toys on the poster together. **STRETCH** Ask pupils to explain why they chose their toy. Why is it best as a class toy?

PROJECT TIP

If pupils are creating a poster, suggest they draw it in pencil so they can make changes. Ask them to think about how to show it's old/new or big/small. After the activity, think of a way to display or store the posters, e.g. have part of the wall for old toys and another for new toys. If pupils have brought in their own toys, have one box for old toys and another for new ones. Pupils choose where their poster/toy belongs.

6 Add your toy to a class toy swap poster.

- Ask pupils to look at the toy poster in Activity 1 and draw the toy they've chosen for the class. Remind them to think about colours and whether it's big/small, old/new, etc. before they start drawing.
- Give pupils time to draw.
- Alternatively, they can bring their toy to class.

7 Guess your friend's toy.

- Read the speech bubbles or nominate 2 pupils to read them.
- Give pupils time to think of words to describe their toy. Pupils write down their descriptions in sentences starting *It's...*
- In pairs, pupils read their descriptions for their partner to guess. Then they swap partners and repeat.

Time to shine!

8 Share your toy with the class.

- Tell pupils they are going to share their poster/toy. Read the example on the page.
- Give pupils time to think about what they want to say about their toy. Allow them to practise with a partner before presenting to the class.
- Ask pupils if they enjoyed learning about toys. Tell them to find the I Can Shine! sticker at the back of the book and add it to the page



Ask pupils to choose 3 or 4 toys they would like to play with. Ask them to think about why it's good to swap and share. Ask pupils to think about the toys they have chosen and if they have both old and new toys.

Ending the lesson

- Put pupils in small groups and give them pictures of toys (or real toys) to play with. Ask them to ask each other questions about the toys in English and invite each other to play.

Activity Book page 11

- 3** **Stick and colour. Then play the game.** Pupils put their stickers on the board and colour them. Then play the game.
- 4** **Read. Then think and write.** Pupils think of different toys and write their words in the different categories.

Home-school link: Pupils make a toy box to show their families.

Pupils colour the corner picture. Ask pupils to look at the Progress Chart for Unit 1 and tick the things they can now do.

I Can Shine **Assess**

ACHIEVE The pupil can name their toy using *It's a/an...* . The pupil can describe their toy using *It's (colour and size).*

ADJUST The pupil can name and describe their toy but with errors in the sentence.
→ Play the chant from Lesson 4 again, asking pupils to repeat each sentence.

EXCEED The pupil can name and describe their toy using language from previous units. The pupil can ask to play with a toy using correct articles.
→ Work on pupil's polite answer to encourage saying more than *Yes!*, e.g. *Yes, let's play!*

