

1 My birthday

Unit Overview

Unit Objective

- I can talk about colors and numbers

Language

Target Vocabulary	Colors: pink, purple, orange, brown, black, white, gray Numbers: eleven, twelve, thirteen, fourteen, fifteen
Target Structures	What's your name? My name's Cody. How old are you? I'm seven. Is it purple? Yes it is. / No, it isn't. What color is it? It's pink.
Features	Values: It's good to share. Cross-curricular: Science: Nature Phonics: <i>a, p, s, t</i> (at, pat, sat, tap)

Skills

Reading	<ul style="list-style-type: none">• Can understand a simple story• Can understand details of a story
Writing	<ul style="list-style-type: none">• Can make a poster about animals and plants• Can trace simple words• Can complete simple sentences to give my name and age• Can trace simple sentences to say how old I am (<i>Workbook</i>)• Can write simple words (<i>Workbook</i>)
Listening	<ul style="list-style-type: none">• Can identify more colors• Can understand a simple story• Can identify words for animals and plants
Speaking	<ul style="list-style-type: none">• Can ask and answer using <i>What's your name?</i> and <i>How old are you?</i>• Can count up to 15• Can ask and answer about colors using <i>What color is it?</i>• Can role-play a story• Can talk about sharing• Can use the sounds <i>a, p,</i> and <i>t</i>


Lesson 1 SB page 12 or Poptropica English World

Learning Objective

Can identify more colors

Target Language

pink, purple, orange, brown, black, white, gray

 The learning adventure poster shows the adventure that students can make through each lesson objective. See pages 9–10 in the Introduction for how to use this with your classes.

1 What do you know?

- Open books and ask students to look at the picture. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning color words.*
- Close books. Ask students what words they know for colors, e.g., *red, blue.* Write these on the board.
- Introduce students to the learning adventure poster. Say, *Great! You are already moving along your learning adventure!*

2 Listen.

- Hold up the Picture Cards one by one. Ask students to repeat after you: *pink, purple,* etc. Then point to the colors of the flags in their book. Ask students to say the colors.
- Ask students to look at the scene in their books and listen as you play the audio.

Beth: Hello, my name's Beth. It's my birthday! Look at the flags! Pink, purple, orange, brown, black, white, and gray!

Cody and Harry: Happy Birthday, Beth!

Waldo: Mmm! Happy Birthday, Beth.

Beth: Thank you!

- Play the audio again. Ask students, *Who's Beth?* *Who's Harry?*, etc. Ask, *Is it Beth's birthday?* Prompt students to answer, *Yes, it is.*

3 Listen and number.

- Focus on the colored flags. Play the audio and have students number the flags.

1 orange 2 pink 3 black 4 white
5 purple 6 brown 7 gray

- Put the Picture Cards on the board. Pair students and have them play a game. One student points to




something on his/her desk. His/Her partner says the color of the object. Students take turns.

4 Listen and say.

- Ask students to look at the scene again. Play the audio.

Boy: orange
Girl: number 1
Girl: brown
Boy: number 6

- Play the audio again. Have students number the flags in the boxes according to the color they hear.
- Check answers as a class.

 Ask students, *How many color words do you know now?* Give students a minute to tell their partner the new words they know.

- As a whole class or in pairs, ask, *Where are you on your learning adventure?* Tell students, *Good job!* Ask students which words they find easiest or most difficult to remember.

Pop Quiz: As students are leaving the class, show them colored items (e.g. a colored pencil/Picture Card) and ask, *What color is it?*



Lesson 2 SB page 13 or Poptropica English World

Learning Objective

Can ask and answer using *What's your name?* and *How old are you?*

Target Language

What's your name? My name is (Cody).
How old are you? I'm (seven).

Warm-up

- Play the chant from the Welcome Unit again (track A:07). Ask students to do the chant together first, then split the class into two groups. Have one group say the chant, while the other group claps.

★ Open books and ask students to look at the chant and the Look! box. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to ask questions about our name and age.*

5 Listen and chant.

- Review numbers 1–10.
- Have students look at the scene. Remind students what the scenario is (Beth's birthday). Ask questions about the picture, e.g., *How many (balloons) can you see? Who's this? What color is it?*

- Read through the Look! box with the class and play the audio (track A:20).
- Play the chant again and have students chant along. Ask students to hold up the correct number of fingers when they say Beth's age.
- Use the chant to ask students their name and age. Say, *name, name What's your name?* The student replies, *(Eric, Eric) My name's (Eric)*. You continue, *age, age How old are you?* The student replies, *(seven, seven) I'm (seven)*. If students are confident, use the karaoke version.

6 Listen and write. Then ask and answer.

- Ask students to listen to the dialog between Harry and Waldo. Students write Waldo's age (*three*).
- Ask students to ask and answer the question in pairs, using the speech bubbles as a model.
- Ask several students to line up at the front of the room and present themselves to their classmates, e.g., *My name is (Anita) and I'm (eight)*.

Listen and sing. Then stick.


- Play the audio and have students listen for the quest item.

Come with us, come on a quest.
Come on a quest today!
Come with us, come on a quest.
Look for a cake today.
A balloon and ... a cake!
Look for a cake today.


- Students then look at the main scene to find the Quest item (the cake). Direct them to the Quest stickers at the back of their Student Book. They find the cake sticker and stick it in place. They say, *a (pink) cake*.


🌐 Direct students' attention to the butterfly card on page 13. Tell students to go online to the Poptropica English Island Adventure Game and find the item. Once students click on it, they are taken to a supplementary language task.

Pop Quiz: Ask students around the class, *What's your name?* Ask each student as they are leaving the class, *How old are you?*

7  Listen and say.

11 eleven **12** twelve **13** thirteen **14** fourteen **15** fifteen

8  Look at Activity 7. Listen and circle.

9  Listen and circle. Then sing and act.

VOCABULARY

SONG

Happy Birthday!

It's my birthday!
Hip hip hooray! Happy Birthday!
Clap, clap, clap!
I'm (7 / 11) today!

It's my birthday!
Hip hip hooray! Happy Birthday!
Stamp, stamp, stamp!
I'm (14 / 12) today!

It's my birthday!
Hip hip hooray! Happy Birthday!
Jump, jump, jump!
I'm (13 / 11) today!
Happy birthday! Happy birthday!

14 Lesson 3 Can count up to 15

Lesson 3 SB page 14 or Poptropica English World

Learning Objective


Can count up to 15

Target Language

eleven, twelve, thirteen, fourteen, fifteen

Warm-up

- Review numbers 0–10 using Picture Cards 6–15. Stick them on the board and divide students into two teams. Ask a student from each team to come to the board and explain that when they hear you call out a number, they should touch that card as quickly as they can. The student who touches the card first, scores a point for his/her team.

 Open books and ask students to look at the picture. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning number words.*

- Close books. Ask students what words they can remember in English for numbers, e.g., *three, four*. Write these on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

7 Listen and say.

- Ask students if they know any numbers above 10.
- Introduce the new numbers *eleven, twelve, thirteen, fourteen, and fifteen* with Picture Cards 23–27. Hold them up one by one and ask students to repeat the number after you.
- Play the audio and have students listen as they look at the vocabulary in their books.

eleven twelve thirteen fourteen fifteen

8 Look at Activity 7. Listen and circle.

- Ask students to look at Activity 7 and play the audio. Students listen and circle the numbers they hear.
- One number is missing. Ask students which number is missing (*fourteen*).

fifteen thirteen eleven twelve

9 Listen and circle. Then sing and act.

- Ask students questions about the pictures. Ask, *What's happening?* Prompt students to answer, *It's a birthday party*. Ask students to look at the characters and see if they can spot the numbers on their clothing. Point to the little boy and ask, *How old?* Do the same with the other characters.
- Review: *clap, stamp, and jump*. Say, *clap, clap, clap* as you clap. Say, *stamp, stamp, stamp* as you stamp. Say, *jump, jump, jump* as you jump. Then ask students to do the appropriate actions as you say them and have them repeat and do the actions with you.
- Play the song and have students listen.
- Play the audio again and ask students to circle the correct numbers in the spaces.
- Invite students to sing the song. Play the audio again and ask students to do the actions as they sing the song. If students are confident, use the karaoke version.

Pop Quiz: Play *Bingo* with the vocabulary items from this lesson, plus Lesson 1 combined. Ask students to draw a grid of nine squares (demonstrate on the board first), and to write a number from 1–15 in each square of the grid. Call out numbers from 1–15. The first player to cross out all the numbers in their Bingo grid is the winner.



10 Listen and stick.

LOOK!

Is it purple?	Yes, it is. / No, it isn't.
What color is it?	It's pink.
isn't = is not	It's = It is

1 2 3 4

11 Look and play.

SPEAKING

1 2 3 4

Is it pink?
Yes, it is.
Number 3!

Lesson 4 Can ask and answer about colors using *What color is it?* **15**

Lesson 4 SB page 15 or Poptropica English World

Learning Objective

Can ask and answer about colors using *What color is it?*

Target Language

Is it (purple)? Yes, it is. / No, it isn't.
What color is it? It's (pink).

Open books and ask students to look at the picture. Ask, *What are we learning today?* Write the lesson objective on the board *We're asking questions about colors.*

Warm-up

- Show students the color Picture Cards in turn. Say either the correct or incorrect color word, e.g. show the red Picture Card and say, *red* then show the blue Picture Card and say, *green*. Students clap when you say the correct color and stamp their feet when you make a mistake.

10 Listen and stick.

- Tell students that the children in the pictures are missing their party hats.
- Read through the Look! box with the class and play the audio (track A:27).
- Have students listen and find the right colored hat for each character. Pause the audio to allow sufficient time for students to find the correct sticker at the back of their Student Book and stick it on each picture.

- Is it orange? No, it isn't. What color is it? It's green.
- Is it pink? Yes, it is.
- Is it yellow? No, it isn't. What color is it? It's orange.
- Is it yellow? Yes, it is.

- When students have stuck the hats on, play the audio again, and have students say the answers along with the audio.
- Pair students and have them ask each other about the hats using the target language. Model the language by pointing to number 3 and saying, *Is it orange?* Help students answer, *Yes, it is.* Students continue to play in pairs until they have practiced all the target items.

11 Look and play.

- Ask students to look at the pictures. Ask, *What are they?* Help students answer, *birthday cakes*. Ask students to tell you the color of the cakes. Use the example to model the language students should use to ask and answer about the cakes. Do some examples orally with the whole class. The students work in pairs, asking and answering about the colors of the cakes.
- After students have practiced asking about colors, point to number 1 and say, *It's my birthday. How old am I today?* Students count the candles and reply, *eight*. Write the dialog on the board and have students practice in pairs.

Pop Quiz: Put a selection of color Picture Cards on the board and ask students to work in pairs and take turns asking and answering questions using different colors, *Is it (red)? Yes, it is / No, it isn't.*



12 Listen to the story. Read.



13 Role-play the story.

16 Lesson 5

Can understand a simple story / Can role-play a story

Lesson 5 SB page 16 or Poptropica English World

Learning Objectives

Can understand a simple story
Can role-play a story

Functional Language

Very good! ... for you!
Hooray! Thank you!



Open books and ask students to look at the story. Ask, *What are we learning today?* Write the lesson objective on the board: *We're reading a story, and role-playing a story.*

Warm-up

- Stick some pictures of colorful cakes on the board and ask the class, *Who wants cake?* Ask several students to come to the front and write their name under the cake or cakes they want. Then say, *two pink cakes for Susie, one brown cake for Max*, etc. as you mime giving the cakes to the students. Encourage students to "eat" them and make appreciative noises.



12 Listen to the story. Read.

- Direct students' attention to the story and ask questions about the characters and the scenes: *Who's this? What's this? What color is it? How many cakes can you see?*, etc.
- Play the audio and have students listen to the story and follow along in their books.
- Check students' understanding of the story by asking questions and pointing to the pictures.
- Play the audio again. Encourage students to read aloud to the audio and mime counting and Waldo eating the cakes.



13 Role-play the story.

- See the "How to use stories" section on page 22 of the Introduction for more ideas on how to build your students' confidence with role-plays.
- Divide students into groups. Give each group a set of cut-up Story Cards (see page 46) and have students place them in order.
- Invite a group of volunteers to act out the roles. Play the audio while students mime the story first. Then play the audio again and have students speak along to the audio.
- Ask other groups of students to come to the front to role-play the story.



You might like to give the students feedback on their role-play.

Pop Quiz: Say some statements from the story, but change some of them so you say both true and false sentences. Students stand up if they think a statement is true, and put up their hands if they think a statement is false, e.g., *I can see a red ball.* (false; students put up their hands)

14 Read the story again. Match and color.

15 Look and stick.

Lesson 6 Can understand details of a story / Can talk about sharing 17

Lesson 6 SB page 17 or Poptropica English World

Learning Objectives

Can understand details of a story
Can talk about sharing

Value

It's good to share.

Open books and ask students to look at the picture. Ask, *What are we learning today?* Write the lesson objectives on the board: *We're reviewing a story. We're learning to share.*

Warm-up

- Play the story audio again (track A:29) and review the story with students. Review the characters' names and the colors. Ask questions about the story, *Who is this?* (It's Waldo.) *Who's that?* (It's Harry.)

14 Read the story again. Match and color.

- Tell students to look at the characters and the objects below them. Put them in pairs or small groups. Ask them to match the objects to the character by drawing a line.
- Ask students to color the objects as per the story.
- Check students' answers. Ask, *One blue ball?* and point to the picture. Prompt students to answer, *Harry.*

15 Look and stick.

- Read the value, *It's good to share*. Direct students' attention to the pictures of the children playing. Point and ask students, *What are they?* (They're cars.) Explain sharing, and point to the boy with all the cars in the picture. Ask, *Sharing?* (no) Say, *It's good to share.*
- Ask students to name the colors of the cars in the picture on the left. Ask, *How many cars are there?* (six) Then have students find the car stickers at the back of their Student Book and stick them on the main picture in a way that shows the children sharing. (Evenly distributed in front of them.)




Write the following statement on the board:
Waldo is good.


- Tell students to work with a partner. Give pairs two minutes to discuss and note down their answers. Ask students to share their answers with the class.


Pop Quiz: Say a line of text/statement from the story, e.g. *Brown for me*. Students put their hands up if they know who said it (Cody). Repeat with other statements/text said by the characters in the story.

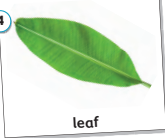
16 Listen and point. Then say.


SCIENCE

1  bird


2  fish

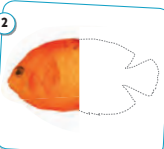
3  flower


4  leaf

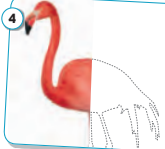
5  butterfly


17 Complete the pictures. Then say.

1 

2 

3 

4 

5 

18 Lesson 7 Can identify words for animals and plants

Lesson 7 SB page 18 or Poptropica English World

Learning Objective


Can identify words for animals and plants

Additional Language

It's a (bird). It's (brown). A (brown bird).

Warm-up

- Show students some pictures of individual colorful flowers and ask, *What's this?* Prompt students to answer, e.g., *It's a pink flower.* Show another picture and ask, *What's this?*

 Open books and ask students to look at the picture. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about animals and plants.*

16 Listen and point. Then say.


- Ask the students what animals and plants they can name in English. Then look at the pictures and read the labels/say the words.
- Ask, *Is the bird black?* (*No, it isn't. It's brown.*) Ask, *Is the fish orange?* (*Yes, it is. It's orange.*) Do the same with *leaf* and *butterfly*.
- Play the audio. Ask students to listen as they look at the pictures and to point to the one they hear.


- 1 It's a bird. It's brown. A brown bird.
- 2 It's a fish. It's orange. An orange fish.
- 3 It's a flower. It's pink. A pink flower.
- 4 It's a leaf. It's green. A green leaf.
- 5 It's a butterfly. It's blue. A blue butterfly.

- Play the audio again. Ask students to listen and number the pictures.

17 Complete the pictures. Then say.

- Ask students to identify the plants and animals in each picture.
- Have students complete the pictures with their colored pencils. Then ask them to identify the pictures. Ask, *What's this?* (*It's a yellow flower.*)
- Have students practice asking and answering in pairs.

 Show a set of four pictures (cut from magazines): *bird, fish, butterfly, leaf*, and ask students which one is the odd-one-out. Give pairs two minutes to think of their answers. They might like to write their ideas in their notebooks. Write their suggestions on the board. Ask students to say why they chose their ideas. There is no set answer, but answers could include: *The leaf, because it's a plant not an animal.*

 Ask students, *How many plants and animals words do you know now?* Give students a minute to tell their partner the new words they know. Ask students, *Where are you on your learning adventure?* Tell students, *Good job!* to reinforce the progress they are making.

Pop Quiz: As students are leaving the class, show them a picture of a plant or animal from the lesson and ask them to tell you what it is/what color it is.

18 Make a poster about animals and plants. **PROJECT**

19 Listen.

1 **at** 2 **pat** 3 **sat** 4 **tap**

20 Listen and blend the sounds.

21 Underline *a*, *p*, and *t*. Read the words aloud.

1 pat 2 tap

Lesson 8 Can make a poster about animals and plants / Can use the sounds *a*, *p*, and *t* 19

Lesson 8 SB page 19 or Poptropica English World

Learning Objectives

Can make a poster about animals and plants
Can use the sounds *a*, *p*, *s*, and *t*

Warm-up

- Write the letter *a* on the board and say, *a*. Have students repeat, *a*. Draw an ant and say, *ant*. Point to the letter *a* and say, *a*. Now elicit *ant* or *a* from the students, depending on what you point at. Follow the same approach to introduce the other letter-sounds.

Open books and ask students to look at the picture. Ask, *What are we learning today?* Write the lesson objectives on the board: *We're learning to make a poster. We're learning to pronounce s, a, t, p.*

18 Make a poster about animals and plants.

- Ask students what plants and animals they know.
- Show some pictures cut from magazines to elicit answers, and ask, *What's this? What color is it? Is it an animal? Is it a plant?* Encourage students to say, *animal*, or *plant*.
- Hand out the materials. Students make their posters.

When students have finished their posters, they can swap their work and tell their partner what they did well and one thing to improve.

You may also wish to give students feedback on their projects.

- Home-School Link:** Have students take their posters home and share their work with their families.

19 Listen.

- Have students open their books. Play the audio twice.

a /a/ /a/ /a/	at	s /s/ /s/ /s/	sat
p /p/ /p/ /p/	pat	t /t/ /t/ /t/	tap

20 Listen and blend the sounds.

- With books closed, introduce the concept of blending sounds. Start with the word *at*, as it will be the easiest for students to follow. Make letter cards for the letter-sounds in this lesson. Put the *a* card on the board and sound out *a*. Have students repeat after you. Then add the *t* card and sound out *t*. Have students repeat after you. Now sound out *a-t* while tapping your finger under each card and have students repeat. Finally blend and say the word, *a-t* at a few times, eventually having students join in with you. Now repeat with the rest of the words.
- Play the audio, pausing after each letter-sound and word to allow students to do the activity. Repeat.

1 a t	at	3 s a t	sat
2 p a t	pat	4 t a p	tap

21 Underline *a*, *p*, and *t*. Read the words aloud.

- With books closed, write *pat* on the board. Sound out *t* and select a student to come and underline the letter *t* in that word. Do the same for *p* and *a*. Then select another student to read the word out. Have students open their books to find the same word on the page, then underline the letter-sounds and read the word aloud. Do the same with the other sample word.

Pop Quiz: Choose two or three of the letter cards, and give each one to a student. The three students come to the front of the class. Say a word using the letters (e.g., *p-a-t*, *pat*), and students put themselves in the correct order, holding up their letters. Repeat with other known words containing the target sounds.








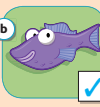
Materials

Pictures of animals and plants, letter cards (*a*, *p*, *s*, *t*), sheets of paper, colored pencils or pens, glue, scissors

22 Write and color.

1 pink 2 brown 3 purple
4 white 5 black
6 orange 7 gray

23 Listen and check (✓). Then say.

1 a  b 
2 a  b 
3 a  b 
4 a  b 

24 Write. Then ask and answer.

What's your name? My name's _____
How old are you? I'm _____

20 Lesson 9 Can assess what I have learned in Unit 1


Lesson 9 SB page 20 or Poptropica English World


Learning Objective

Can assess what I have learned in Unit 1

Warm-up

- Display Picture Cards 1–27 to review numbers and colors vocabulary. Hold up the pink card and say, *What's this? Is this pink? (Yes, it is.)*

 Open books and ask students to look at the activities on the page. Explain to students that they are going to review what they have learned in this unit. Write the lesson objective on the board: *We're thinking about our learning adventure.*

 Ask students what they have been learning in the unit. Put their ideas on the board, e.g. *colors, numbers, plants, and animals.*

- For each idea, ask students to tell their partner where they think they are on their learning adventure.

22 Write and color.

- Ask students to trace the words and color the balloons.
- Ask students to take out a star sticker from the back of their books. They stick the sticker in place if they feel they've learned the unit vocabulary words successfully.

23 Listen and check (✓). Then say.


- Play the audio and have students check the correct picture.

- Is it brown? Yes, it is.
- Is it blue? No, it isn't.
What color is it? It's white.
- Is it orange? No, it isn't.
What color is it? It's yellow.
- Is it purple? Yes, it is.

- Play the audio again, pausing for students to repeat the dialog.
- Ask students to take out a star sticker from the back of their books. They stick the sticker in place if they feel they've learned the unit vocabulary words successfully.

24 Write. Then ask and answer.

- Ask students to write their answer to the questions.
- Have students ask and answer the questions with a partner.
- Ask students to take out a star sticker from the back of their books. They stick the sticker in place if they feel they've learned the unit vocabulary words successfully.

 Ask students how they feel about their learning in this unit. Ask students to tell you what they found easy and what they found the most difficult to learn in the unit.

- Ask students, *Where are you on your learning adventure?* Students indicate where they think they are on the learning adventure poster. Tell students, *Good job!* to reinforce the progress they are making.

Pop Quiz: Tell students to look back through the unit and find a word they found difficult and try to remember it.



25 Find, count, and write. **HAVE FUN** **1**

1 11 **2** 6 **3** 12 **4** 13 **5** 14 **6** 7

26 Find and say.

Three red balloons.

Now go to Poptropica English World

Lesson 10 Can use what I have learned in Unit 1 21

Lesson 10 SB page 21 or Poptropica English World

Learning Objective

Can use what I have learned in Unit 1

Warm-up

- Play the audio for the chant on page 13 (track A:18). Have students chant along and do the actions. Then play the chant again and when it gets to the number, turn the audio volume down low and hold up a Picture Card with a different number on, e.g., *ten*. Students complete the chant with the number you are holding up. Use a different Picture Card for every number mentioned in the chant.

Open books and ask students to look at the picture. Ask, *What are we learning today?* Write the lesson objective on the board: *We're talking about a birthday party.*

Point to a (red) object in the classroom and say, *What color is it?* Elicit from the students, *It's (red).* Point to a (green) item and try to elicit the question from students. (*What color is it?*) Ask questions about other known objects in the room: *What's this? What color is it?*

25 Find, count, and write.

- Ask questions about the scene, e.g., *What's this? What color is it? How many ...?*
- Have students look at the numbered objects below the main picture. Ask students to find and count them in the scene. Then they write the number next to each object.

26 Find and say.

- Ask students to look at the scene and find examples of objects and colors. Point to the example and say, *Three red balloons.* Say another example from the scene.
- Ask students to find items in the scene, and to compare their answers in pairs/groups, using the language in the speech bubble as an example.
- Ask students, *What do you think you have learned in Unit 1?* Give students a minute to tell their partner the new language they know. Ask students, *Where do you think you are on your learning adventure?*
- Ask students if they are ready to move onto the next unit. Tell students that it is fine if they do not remember everything as they will continue to practice throughout the level.
- Encourage students to ask if they have any questions about what they've learned in the unit. Tell students, *Good job!* to reinforce the progress they are making.

You may wish to give Unit 1 Test (see page 180) at this time.



Unit 1 Story Cards

