

Unit Overview

Unit Objective

- I can talk about nature

Language

Target Vocabulary	Nature: birds, sun, clouds, trees, animal, pond, mushrooms, rock, insects, flowers, butterflies, wind, ants, sky, worms, spiders, roses, rainbow
Target Structures	<p>How many animals are there? There's one purple animal.</p> <p>How many birds are there? There are two blue birds.</p> <p>There are some spiders. / There aren't any spiders.</p> <p>Is there a rainbow? Yes, there is. / No, there isn't.</p> <p>Is there any wind? Yes, there's some wind. / No, there isn't any wind.</p> <p>Are there any ants? Yes, there are. / No, there aren't.</p>
Features	<p>Values: Play outside. Play safe!</p> <p>Cross-curricular: Math: Plus, minus, equals</p> <p>Phonics: <i>air</i>, <i>ear</i> (hair, year)</p>

Skills

Reading	<ul style="list-style-type: none"> • Can understand a simple story • Can understand details of a story 	<ul style="list-style-type: none"> • Can do simple sums and number puzzles
Writing	<ul style="list-style-type: none"> • Can do simple sums and number puzzles • Can complete simple sentences using numbers and colours (<i>Workbook</i>) • Can copy simple nature words (<i>Workbook</i>) • Can write simple answers (<i>Workbook</i>) • Can complete simple sentences about playing safe, nature, and my favorite place (<i>Workbook</i>) 	
Listening	<ul style="list-style-type: none"> • Can identify common nature words 	<ul style="list-style-type: none"> • Can understand a simple story
Speaking	<ul style="list-style-type: none"> • Can ask and answer about how many there are • Can ask and answer using <i>Is there a...? / Are there any...? and Where is he/are they?</i> 	<ul style="list-style-type: none"> • Can role-play a story • Can talk about playing outside and playing safe • Can pronounce the sounds <i>air</i> and <i>ear</i>

Lesson 1 SB page 12 or Poptropica English World

Learning Objective

Can identify common nature words

Target Language

birds, sun, clouds, trees, animal, pond, mushrooms, rock, insects, flowers

1 What do you know?

- Open books and ask students to look at the activities on the page. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning nature words.*
- Close books. Ask students what English words they know for nature, e.g., *tree, flower.* Write on board.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

2 Listen and find. What's missing?

- Use the Picture Cards of nature words (50–59) to teach the new vocabulary.
- Ask questions about the main illustration: *Who's this? Where are they?* Call out the nature words and have students find and point.
- Play the audio. Students listen to the dialog and circle the pictures when they hear the words. Ask, *What's missing?* (an animal, mushrooms, clouds)

Park keeper: Hello! Welcome to the park. There are lots of things to see. Look! There's a pond here and there's a big rock.

PROD 1: There are insects!

Katy: Ooh, yes.

Park keeper: There are trees.

Kim: And there are blue birds. Look!

PROD 2: The flowers are beautiful. Mmm...

Kim: Ooh, the sun is hot. I like the park.

3 Listen and number.

- Ask students to look at the scene in their books and listen. Play the audio and ask them to find the items and number them.

- 1 There's a brown rock.
- 2 Look! Four pink insects, one, two, three, four.
- 3 There are two tall trees.
- 4 Look! Two birds! They're blue!



- 5 Can you see any mushrooms? There are four blue mushrooms.
- 6 There are two white clouds.
- 7 The sun is yellow. Ooh, it's hot!
- 8 The pond is blue.
- 9 The animal is funny. It has seven legs.
- 10 I can see five yellow flowers. One, two, three, four, five!

4 Listen and say.

- Ask students to look at the main scene again. Play the audio. Students point to the items as they listen.
- Play the audio again, pausing for students to repeat.
- Ask students how many nature words they know now. Give students a minute to tell their partner the new words they know.
- Ask students to say where they are on their adventure now. Ask students which words they find easiest or most difficult to remember. Tell students, *Good job!* to reinforce the progress they are making.
- **Pop Quiz:** Before the end of the lesson, show students a picture of something from nature and ask them to tell you what it is.

5 Listen and chant.

There's a pond, a blue pond.
There's a rock, a brown rock.
There's an animal, a purple animal.
There are birds, blue birds.
There are insects, pink insects.
There are flowers, yellow flowers.

6 Look at the scene. Count and say.

How many animals are there?	There's one purple animal.
How many birds are there?	There are two blue birds.

7 Play a memory game.

How many brown rocks are there? There's one brown rock.

How many blue birds are there? There are two blue birds.

Lesson 2 **13**

Lesson 2 SB page 13 or Poptropica English World

Learning Objective

Can ask and answer about how many there are

Target Language

How many animals are there?

There's one purple animal.

How many birds are there?

There are two blue birds.

Warm-up

- Prepare some color cards and matching word cards. Divide the class into groups. Give each group a word card (colors) or color card. Say a color, e.g., *green*, then call out an action, e.g., *turn around*. Students in the group with the green card turn around. Continue with other colors and actions.

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 and answer about how many things there are.*

5 Listen and chant.

- Play the chant about nature. Ask students to tell you what nature words they hear on the chant. Then ask them to point to the items in the main scene.
- Play the chant a few times and have students chant along. If students are confident, use the karaoke version.


6 Look at the scene. Count and say.

- Read through the Look! box with the class and play the audio (track A:19).
- Have students count the items in the scene and make sentences, e.g. *two birds. There are two birds. one pond. There's one pond.*


7 Play a memory game.


- Have students take turns to close their books and ask and answer questions about the picture, recalling from memory and using the new vocabulary and structure.
- Direct students' attention to the frog 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: Have students write *How many...?* questions about the classroom or things they can see from the window. Pair students and have them ask their partner the questions, e.g., *How many pencils are there? How many trees are there?*


8  Listen and number. Then say.


VOCABULARY


a  4
butterflies

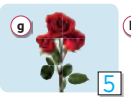
b  7
wind


c  1
ants


d  8
sky

e  2
worms

f  3
spiders

g  5
roses

h  6
rainbow


9  Listen. Then sing and do the actions.

SONG

How many birds are there?
There are seven birds.
There are six mushrooms.
There are five rocks.
Seven, six, five,
Stamp, stamp, stamp!

How many animals are there?
There are four animals.
There are three trees.
There are two clouds,
Four, three, two,
Clap, clap, clap!

How many ponds are there?
There's one pond.
One blue pond.
Only one blue pond,
Jump, jump, splash!



14 Lesson 3 Can identify more nature words

Lesson 3 SB page 14 or Poptropica English World

Learning Objective


Can identify more nature words

Target Language

butterflies, wind, ants, sky, worms, spiders, roses, rainbow

Warm-up

- Hold up Picture Cards 50–59 in turn and ask, *What's this?/What are these? What color is it?* Then ask individual students to come to the front and write the words on the board. Students say all the words.

 Open books and ask students to look at the activities on the page. Ask, *What are we learning today?* Write the lesson objectives on the board: *We're learning more nature words, and we're following an action song.*


- Close books. Ask students what English words they know for nature, e.g., *sky, butterflies*. Write on board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

8 Listen and number. Then say.


- Introduce the new words with Picture Cards 60–67. Hold them up one by one and ask students to repeat the words after you. Then ask students to look in their books and point at the words as you say them.
- Play the audio and have students number the items as they hear them. Then play the audio again and have students repeat.
- Point to individual pictures and ask students to tell you the word.

9 Listen. Then sing and do the actions.

- Draw a bird on the board. Flap your arms up and down and ask, *What am I? (a bird)* Have children flap their arms and repeat, *flap, flap, flap!* Draw an insect on the board. Make a buzzing noise and ask, *What am I? (an insect)* Have children make the buzzing noise. Draw a pond on the board. Then jump and make a splashing noise. Ask students where you are (*in the pond*). Have them jump and splash. Then point to the different pictures on the board in random order and have them do the appropriate actions.
- Draw students' attention to the plural form of nouns. Draw a cloud on the board and ask, *How many clouds? (one cloud)*. Now draw two more clouds and ask, *How many clouds? (three clouds)*. Say, *three clouds*, emphasizing the *s* sound.
- Ask students to look at the picture in their books and ask, *How many mushrooms?*
- Play the song audio and have students listen.
- Play the audio again and ask students to do the actions at the end of each verse.
- Play the song audio again and have students do the actions as they sing the song. If students are confident, use the karaoke version.

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

- Ask students to say where they are on their adventure now. Ask students which words they find easiest or most difficult to remember. Tell students, *Good job!* to reinforce the progress they are making.

 **Pop Quiz:** Play *Parachute* with the vocabulary items from this lesson, plus Lesson 1 combined. Put students into two teams and have them take turns to guess a letter. Teams win a point for each correct guess.



Look!

There are some spiders.	There aren't any spiders.
Is there a rainbow?	Yes, there is. / No, there isn't.
Is there any wind?	Yes, there's some wind. / No, there isn't any wind.
Are there any ants?	Yes, there are. / No, there aren't.

1

10 Listen and circle the correct screen. Then ask and answer.

Are there any rocks?

Yes, there are.

West?

Yes.

11 Look, ask, and answer.

1 At the library

2 At the park

3 At the museum

4 At the playground

There are some trees.

Yes, there are. Where are they?

Are there any children?

At the playground.

LOOK!

Where are they? At the library.

Where is he? At the museum.

Lesson 4

Can ask and answer using *Is there a...? / Are there any...? and Where is he/she/are they?*

15

Lesson 4 SB page 15 or Poptropica English World

Learning Objective

Can ask and answer using *Is there a...? / Are there any...?* and *Where is he/she/are they?*

Target Language

There are some spiders. There aren't any spiders.
 Is there a rainbow? Yes, there is. / No, there isn't.
 Is there any wind?
 Yes, there's some wind. / No, there isn't any wind.
 Are there any ants? Yes, there are. / No, there aren't.

Warm-up

- Stick five Picture Cards (from 60–67) on the board in a row. Call out four of the items. Have students name the card you didn't mention.

Open books and ask students to look at the book and the Look! box. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to ask and answer using Is there a...? / Are there any...? and Where is he / are they?*

10 Listen and circle the correct screen. Then ask and answer.

- Direct students' attention to the four screens. Have them identify the objects using, *There is* or *There are...*
- Focus on the sentences in the Look! box and play the audio (track A:23). Ask students to read the text aloud.
- Explain that students are going to listen to a conversation between two aliens, one on Space Island, the other on the ground. Pre-teach *Ground Control* and the expression *over* (used to indicate end of communication).
- Play the audio and have students listen.

Space Island: Space Island to Ground Control. There is rain and there is wind. Over.

Ground Control: Are there any trees? Over.

Space Island: Yes, there are. And there are some flowers. Over.

Ground Control: Are there any birds? Over.

Space Island: No, there aren't. And there aren't any insects. There are some mushrooms. Over.

Ground Control: Thank you, Space Island. Over.

Space Island: Goodbye, Ground Control. Over and out.

- Play the audio again. Have students look at the pictures and identify the correct screen. Ask them to circle the screen in their books.
- Pair students. Have one student choose a screen. The other student tries to guess the screen by asking questions. Partners can switch roles.

11 Look, ask, and answer.

- Focus on the sentences in the Look! box and play the audio (track A:25). Ask students to read the questions and answers. Check that they understand the meaning.
- Students work in pairs. They take turns to ask and answer the question, *Where are they?*, using the answers given. Check answers as a class.
- Ask a pair of students to read the example dialog for the class. Explain that the first sentence is a clue to the answer in the last sentence.
- Elicit more dialogs from the class, e.g., *There are some books. Where are they? In the library.*

Pop Quiz: Before the end of the lesson, ask volunteers to come to the front and act out being at the library, the park, the museum, or the playground, using appropriate actions. The class asks questions: *Are there any trees? No. Are there any books? Yes, there are lots of books. Are you at the library? Yes!*



12 Talk about the pictures. Then listen and 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

big, small, animal, pond
What color is it?
Is it big or small?
Is this...? I don't know. It's an...

Warm-up

- Ask students to look back at the main scene on the opening spread of Unit 1. Describe some items, but make deliberate mistakes, e.g., *There are ten yellow birds*. Have students say, *false* when they spot the mistake, and correct it, e.g., *There are two blue birds*.



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



12 Talk about the pictures. Then listen and read.

- Direct students' attention to the story and ask questions about the characters and the scene: *Who can you see? Where are they? What are they doing? Are there any flowers?*
- Play the audio and have students listen and follow. Check understanding, pointing at the pictures and asking questions: *What are they looking for? What does the tiffiff flower look like? Can you see a tiffiff flower? Who pushes PROD 1 in the water? Is PROD 1 happy?*
- Play the audio again, stopping after each line. Have students repeat.
- Play the audio again. Have students speak along to the audio and mime the action.



Ask the students: Is it safe in the park? Which things are dangerous? (*the pond, the trickster, some insects*) Students need to find the correct question for each of your answers.

- 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 in two categories. Ask students to say why they chose their ideas.



13 Role-play the story.

- See the "How to use stories" section on page 22 for more ideas on how to build your students' confidence with role-plays.
- Divide students into groups of four. Give each group a set of cut-up Story Cards and have students place them in order.
- Have the groups role-play the story. When you say, *change*, they should change character and role-play a new character. Rotate through the characters, giving students the chance to play each one.



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



Pop Quiz: Before the end of the lesson, make true and false statements about the story. Students say if they are *true* or *false*, e.g., *PROD 1 sees a tiffiff*. (*true*) *PROD 2 is in the pond*. (*false*)

1

14 Look at the story. Read and write the number of the picture.

a PROD 1 isn't happy.

b There are seven flowers.

c There's a tiffiff plant.

d There's an animal.

e There aren't any flowers.

f There are five mushrooms.

15 Write Y = Yes or N = No. Then ask and answer.

VALUES
Play outside.
Play safe!

1 Me ☐ My friend ☐
play at the playground.

2 Me ☐ My friend ☐
Play in the streets.

3 Me ☐ My friend ☐
Play at night.

4 Me ☐ My friend ☐
Play by yourself.

5 Me ☐ My friend ☐
Play with friends.

6 Me ☐ My friend ☐
Play in the hot sun.

Do you play at the playground?
Yes, I do.

Lesson 6 Can understand details of a story / Can talk about playing outside and playing safe **17**

Lesson 6 SB page 17 or Poptropica English World

Learning Objectives

Can understand details of a story
Can talk about playing outside and playing safe

Additional Language

play, playground, streets, at night, by yourself,
with friends, hot

Value

Play outside. Play safe!

Open books and ask students to look at the activities on the page. Ask, *What are we learning today?* Write the lesson objectives on the board: *We're understanding details of a story and we're learning to play safely.*

Warm-up

- Play the story audio again (track A:26), and review the story with students. Review the characters' names and the objects.

14 Look at the story. Read and write the number of the picture.

- Have students work in pairs. They read the sentences and look carefully at the story frames to find which one they relate to. They write the number of the frame after each sentence.

15 Write Y = Yes or N = No. Then ask and answer.

- Read the value, *Play outside. Play safe!* Direct students' attention to the pictures of children playing. Point to each one, and ask, e.g., *Where are the children playing? (in the playground)* Then ask individual students questions, such as, *How about you? Do you play in the playground? Do you play in the streets? Is it safe to play in the streets?* Ask students to think about the dangers, e.g., *cars, dark.*
- Have students look at each picture and write Y or N depending on whether they do those things. Check their answers by asking questions, e.g., *Do you play at night?*
- Pair students and have them find out about their partners. Ask them to use the question in the model and write Yes or No for their partners.

Pop Quiz: Write on the board: *Playing outside is good.* Tell students to work with a partner and decide if playing outside is good or not, and to think of reasons why. 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.

16 What do you know?

17 Count and write. Then listen and check your answers.

+ (plus) - (minus) = (equals)

18 Read the number puzzles. Then write the answer.

1 Three birds plus one spider. How many legs? **14**

2 Two insects minus one cat. How many legs? **8**

18 Lesson 7 Can do simple sums and number puzzles

Lesson 7 SB page 18 or Poptropica English World

Learning Objective

Can do simple sums and number puzzles

Additional Language

plus, minus, equals

Warm-up

- Divide the class into two teams. Call out random numbers and have students from each team walk to the front and write them on the board. Continue until students have written all numbers up to 50 on the board. The team with the most correct numbers wins.

16 What do you know?

- Open books and ask students to look at the activities on the page. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to do simple sums and number puzzles.*
- Close books. Ask students what they know about adding and subtracting. Write their ideas on the board. Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

17 Count and write. Then listen and check your answers.

- Explain to the class that they are going to do some math exercises in English. Write the symbols +, -, and = on the board and ask, *What's this?* to elicit the words. Write the words (*plus*, *minus*, and *equals*) on the board as a reference for students. Say the words and have students repeat.
- Pair students to complete the activity. Students must count the items and write the correct sum. Encourage them to use English when counting.
- Play the audio and pause after each sum for students to check their answers.

- 1 Three trees plus two trees equals five trees.
- 2 Seven flowers minus three flowers equals four flowers.
- 3 Five birds plus three birds equals eight birds.
- 4 Six rocks minus three rocks equals three rocks.

18 Read the number puzzles. Then write the answer.

- Pair students and have them work out the numbers.
- Have students change partners and compare their answers.
- Check the answers as a class. Read each riddle, pausing after each animal(s) mentioned and writing the number of legs, e.g., *I'm the number of legs on three birds. (six)* Have students do the sums and compare their answers.

Ask students: *What else do you know about insects?* Tell students to work with a partner and say what they know about insects. Give pairs two minutes to think of ideas. Give students a minute to tell their partner the new ideas and words they can remember.

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

Pop Quiz: Before the end of the lesson, ask students some mental math problems: *What's 8 + 3? What's 22 minus 7? How many legs: two spiders plus one ant? Three butterflies minus one worm?*

19 **Make a bug. Talk to a friend.**

Look at my bug. It's an insect. It has six legs and two wings.

My bug is a spider. It's blue. It has eight legs.

PROJECT 1

- 1 Think about bugs.
- 2 Choose a bug.
- 3 Make a bug.
- 4 Talk about your bug.

HOME SCHOOL LINK

Talk to your family about bugs.

20 **Listen.**

1 hair **2** year

21 **Listen and blend the sounds.**

22 **Underline *air* and *ear*. Read the sentences aloud.**

- 1 This girl has long hair.
- 2 Sit down on the chair.
- 3 I can hear with my ear.
- 4 A pair is near the chair.

Lesson 8 Can make a bug / Can pronounce the sounds *air* and *ear* **19**

Lesson 8 SB page 19 or Poptropica English World

Learning Objectives

- Can make a bug
- Can pronounce the sounds *air* and *ear*

Warm-up

- Draw simple pictures on the board of things with the grapheme *air* in them: *chair*, *air-plane*. Say, *ch-air chair*, *air air airplane*. Look around the room for anything else with *air*. All the time say, *air air air*. Encourage the group to join in saying, *air air air*.

Open books and ask students to look at the activities on the page. Ask, *What are we learning today?* Write the lesson objectives on the board: *We're learning to make a bug, and we're learning to pronounce air and ear.*

19 Make a bug. Talk to a friend.

- Show students the example models of bugs in their books. Explain that they are going to make their own bugs. Ask students to think about insects and bugs and to talk to a partner about what they know. Then have them choose a bug that they would like to make (real or imaginary).

- Provide the materials and give students time to make their bugs. Ask them to think about what materials they will use to make the body, legs, wings, etc.
- Display the bugs around the classroom and have the students talk to a partner, describing their bugs.
- Display the bugs in the classroom and ask students to choose their favorite.

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

- Home-School link:** Read the instruction with the class: *Talk to your family about bugs*. Ask students to do this at home.

20 Listen.

- Have students open their books and look at the two words, *hair* and *year*. Explain to students that they are going to read and pronounce the sounds *air* and *ear*. Play the audio.

1 air hair 2 ear year

21 Listen and blend the sounds.

- Introduce the concept of blending sounds. Make letter cards for *air* and *ear*. Start with the word *hair*. Put the *h* card on the board and sound out *h*. Have students repeat after you. Then add the *air* card, sound it out and have students repeat. Now sound out *h-air* while tapping your finger under each card and have the students repeat. Finally blend and say, *h-air hair*, a few times, eventually having the students join in with you. Now repeat with *year*.
- Turn to the book and do the activity on the page.

1 h air hair 2 y ear year

22 Underline *air* and *ear*. Read the sentences aloud.

- With books closed, write one of the sentences on the board, e.g., *This girl has long hair*.
- Ask students to scan the sentence to find the target grapheme *air*. Now run your finger under it as you sound out and read the words. Then have students open their books to find the same sentence on the page, then underline the target grapheme and read it aloud. Then they do the same with the other sentences.

Pop Quiz: Before the end of the lesson, write or show the sounds *air* and *ear* on the board. Say words containing one of the sounds, and have the students point to the right sound.

Materials

Letter cards (Unit 1), scissors, card/paper, colored pens or pencils, glue, string

23  **Listen and number.**



24  **Play a guessing game. Ask and answer.**

Are there any trees? Yes, there are.
Is there a rainbow? No, there isn't.
Picture d!

25  **Draw the view from your window. Ask and answer.**



Are there any trees? Yes, there are five trees.
Are there any flowers? No, there aren't.

I CAN

I can identify common nature words.
I can ask and answer about how many there are.
I can do simple sums and number puzzles.

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

- Write the following headings on the board: *Colors, Months, Numbers, Nature*. Say a color, month, number, or nature word, and have students say which category it belongs to.

 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 if they can remember the things they learned in this unit, e.g., *How many nature words can you remember?* Put their ideas on the board.
- For each example (e.g., *nature*), ask students, *Where are you on your learning adventure?*

23 **Listen and number.**


- Ask the students to look at the pictures and try to remember the name of each animal or object from nature.
- Play the audio and have the students point to the picture and write the number.
- Now ask students to work in pairs to help each other remember any of the words they couldn't remember.

24 **Play a guessing game. Ask and answer.**


- Ask students to work in pairs. They take turns to choose a picture from Activity 23. Their partner asks questions to find out which picture they have chosen. Then they switch roles.

25 **Draw the view from your window. Ask and answer.**

- Ask students to draw the view from their window. This can be the view from the class window, or from their bedroom window at home. In pairs, they ask and answer questions about their pictures.

 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.

- Students review the I Can statements at the bottom of the page and color each bar according to how confident they feel about the language point.
- 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:** In groups of four, students tell the others the answers to the following questions: *Which is your favorite activity in the unit? Why? Which activity don't you like? Why? What is your favorite new word? Which word is the most difficult for you?*



26 Spot the differences. Cover a picture. Ask a friend.

HAVE FUN

1

Is there a rainbow?
No, there isn't.

Are there any flowers?
Yes, there are. There are 13 flowers.

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

- Stick Picture Cards 50–67 on the board. Write the words below each, but make some intentional mistakes. Teach the words *right* and *wrong*. Point to each in turn and ask, *Right or wrong?* Invite students to the board to correct your mistakes.

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

Say, *I'm thinking of a question. The answer is: There are six.* Give students two minutes to think what the question might be. They might like to write their ideas in their notebooks. Write their suggestions on the board, e.g., *How many legs are there? How many flowers are there?* Ask students to say why they chose their ideas. With a confident class you might repeat this activity with a student giving the answer to a mystery question.

26 Spot the differences. Cover a picture. Ask a friend.

- Ask students to work in pairs. Each student chooses a picture and covers the other picture. Explain that they need to ask questions to find the differences between the two pictures. Have them circle the differences as they find them.
- When they have found several differences, have them uncover the pictures and look carefully at both pictures side-by-side to check that they have found all the differences. This activity helps build students' confidence as they are using the language they have learned in a different context.

I want to know more

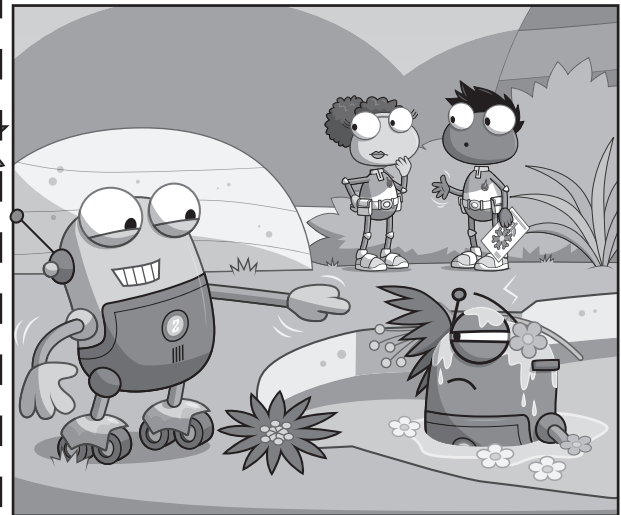
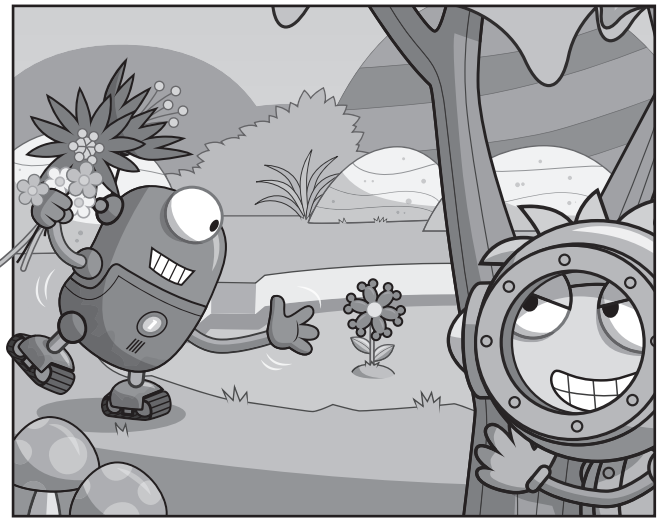
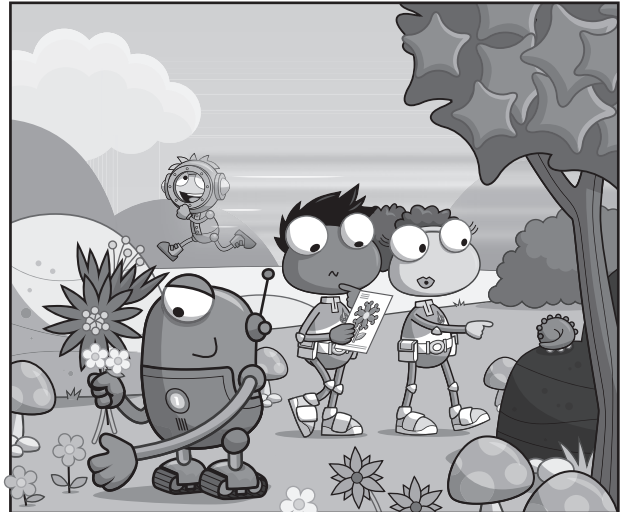
- Ask students to choose anything they enjoyed from the unit and to go and find out more. You might like to set this activity as homework with a quick feedback session at the beginning of the next class, e.g. find out more words for nature, think of more ways to play safely, find out more information about bugs.

Are you ready for Unit 2?

- 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 learned in Unit 1.

You may wish to give Unit 1 test (see page 188) at this time.

Unit 1 Story Cards



Wider World 1

SB pages 22–23 or Poptropica English World

Learning Objectives

Can understand texts about other children's birthdays.

Can talk about my birthday

Additional Language

I'm from (the United States/Mexico/Korea). I'm eight/nine (today).

birthday, cake, candles, party, candy, breakfast, seaweed soup, dishes

1 What do you know?

- Ask students when their birthday is. Ask if they celebrate birthdays in the family and if they have any special traditions.
- Bring a map of the world, or globe, and show it to the class. Locate your country on the map and say, *I'm from (Japan).*

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

2 Listen and read.

- Tell students they are going to hear how the children celebrate their birthdays. Play the audio once and have students follow in their books. Then play each part separately, and ask questions to check comprehension, e.g., *What's his name? How old is he? What's the boy hitting?*

Wider World 1

Birthdays around the world

1 What do you know?

2 Listen and read.

Hi, I'm Lucy. I'm from the United States. Today's my birthday. I'm nine. Look at my birthday cake. There are nine candles. My friends and family sing "Happy Birthday," and I blow out the candles. I love birthdays!



My name's Diego, and I'm eight. I'm from Mexico. Look! It's my birthday party. There's a big *piñata* with candy inside. We break the *piñata*, and the candy falls out.

22

Wider World 1

Can understand texts about other children's birthdays



Hello. I'm Yoon-ji, and I'm from Korea. I'm eight today. For my birthday, I have a big breakfast in the morning with seaweed soup and a lot of different dishes called *banchan*. Yum!

3 Circle.

- 1 Diego's (eight / nine).
- 2 There are (nine / ten) candles on Lucy's cake.
- 3 There's (candy / cake) in the *piñata*.
- 4 Yoon-ji likes (cake / soup) on her birthday.

4 Ask and answer.

- 1 How old are you?
- 2 Is there a cake at your birthday party?
- 3 Are there candles?
- 4 Do you have a piñata?
- 5 Is there any candy?

Tell the Class

3 Circle.

- Have students read the sentences, re-read the information about the children, and circle the correct words in the sentences.
- Check the answers with the whole class.

Tell the Class

4 Ask and answer.

- Have students work in pairs. They take turns to ask and answer about their partner's birthday parties using the questions on the page.
- Ask the children to think about how their birthdays are similar to those of the children from around the world, and how they are different.
- Point at the learning objective on the board. Ask students, *How many words do you know for Nature now?* Give students a minute to tell their partner as many nature words as they can.
- Ask students, *Where are you on your learning adventure?* Ask students which words they find easiest or most difficult to remember. Tell students, *Good job!* to reinforce the progress they are making.
- **Pop Quiz:** As students are leaving the class, ask them to tell the class one thing about their birthdays. Use the questions from Activity 4.