

## Unit Overview

### Objectives .....

- To give name and age
- To identify and talk about colors

### Language .....

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

### Materials .....

- Student Book 1 pages 12–21
- Audio CD tracks A:15–34
- Picture Cards: (16) pink, (17) purple, (18) orange, (19) brown, (20) black, (21) white, (22) gray, (23) eleven, (24) twelve, (25) thirteen, (26) fourteen, (27) fifteen
- Story Cards
- Activity Sheets 1–2
- Workbook 1 pages 10–19
- Unit 1 Test

## Student Book page 12

### Objectives

- To listen to a conversation
- To identify colors

### Target language

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

### Materials

Picture Cards 1–4; 16–22

### Warm-up

- Ask students to look at the scene and talk about what they think is happening. Point to the children and ask, *Are they outside/in the yard?* Prompt students to answer, *Yes, they are.* Ask, *How many children are there?* (Four.)
- Point to the flags and say, *Flags.* Tell students that the children are putting flags up because someone has a birthday. Pre-teach *birthday*. Say, *Look at the children. Whose birthday is it?* They can check their prediction after they hear the audio.

## Using the page

### 1 Listen.

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

**Rita:** *Welcome to Family Island.*

**Zak:** *Hello. I'm Zak. It's my birthday.*

**Millie:** *Hello, my name is Millie. Look at the flags. Purple, orange, black, pink, white, brown, gray.*

**Oscar:** *Hello, I'm Oscar. What's your name?*

**Waldo:** *Huh?*

- Play the audio again and have students listen. Ask students to identify the characters. Say, *Who's Rita? Who's Millie? Who's Oscar? Who's Zak?* Ask, *Is it Zak's birthday?* Prompt students to answer, *Yes, it is.*

### 2 Listen and say.

- Focus on the colored flags. Play the audio and have students repeat after each word they hear.
- Put the colors Picture Cards (16–22) on the board for students to refer to. Pair students and have them play a game. One student in each pair points to some item of clothing or something on his/her desk. His/Her partner has to say the color of the object. Students take turns and find as many different colors as possible.



### 3 Listen and number.

- Ask students to look at the scene again. Play the audio and have students listen first.

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

- Play the audio again. Have students number the flags in the boxes according to the color they hear.
- Pair students and have them check each other's work. Invite pairs to give their answers to the class.

**WB** Assign Workbook page 10. For the answers, see page 162.

## Extension

### Color Call

Distribute all the colors Picture Cards (1–4, 16–22) to different students. Explain that when you call out the name of a color, the student holding the picture card must stand up and hold his/her card up. If the student stands up correctly when his/her color is called, he/she passes it to another student of his/her choice. Continue until all students have had a turn.

**4** **Listen and chant.**  
(See page 108.)

**3** **1** **5**

**5** **Write.**

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

What's = What is

1 What's your name? My name is (student's name).

2 How old are you? I'm (student's age).

**quest**

Presentation / Practice

Introductions 13

Oscar, Rita, Millie, Zak. Name, name, name!

Six, seven, eight, nine, ten. Age, age, age!

What's your name? What's your name?

My name's Zak, Zak, Zak.

How old are you? How old are you?

I'm six, six, six.

... I'm Rita, Rita, Rita ... I'm eight, eight, eight.

... I'm Millie, Millie, Millie ... I'm seven, seven, seven.

... I'm Oscar, Oscar, Oscar ... I'm five, five, five.

- Play the chant again and have students chant along. Ask students to hold up the correct number of fingers when they say the ages.
- Use the chant to ask students their name and age. Say, *What's your name? What's your name?* The student replies, *My name's (Eric, Eric, Eric).* You continue, *How old are you? How old are you?* The student replies, *I'm (seven, seven, seven).*

**LOOK!**

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

**5 Write.**

- Ask students to fill in the sentences with their names and ages. Then ask them to walk around the class and exchange information about their name and age with at least five other students.
- Ask several students to line up at the front of the room and present themselves to their classmates using *My name is (Anita).* and *I'm (eight).*

**quest**

**Listen and sing. Then stick.**

Come with us, come on a quest  
Come on a quest today  
Come with us, come on a quest  
Look for a blanket today.  
An egg and ... a blanket!  
Look for a blanket today.

**WB** Assign Workbook page 11. For the audio script, see page 158. For the answers, see page 162.

## Student Book page 13

### Objectives

- To chant about names and ages
- To ask for and give names and ages

### Target language

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

### Materials

Activity Sheet 1, Quest sticker (blanket)

### Warm-up

Play the chant from the Welcome Unit (CD track A:11). 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.

## Using the page

### 4 Listen and chant.

- Have students look at the scene. Review the names of the characters.
- Play the audio and have students listen.

## Extension

### Find Your Match

Cut out enough pictures and sentences from Activity Sheet 1 to give each student either a sentence or a picture. Check that you have an even number of students so every student will be able to find a partner. Explain the activity to students. The student with a sentence must find the picture which the sentence relates to. Have students walk around class to find their match. They can read out their sentences to each other to see if the other student is a match. Ask pairs to sit together so that you can check their match.

**6**  Listen and say.

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

**7**  Listen and write. Then sing and act.

**VOCABULARY**

**SONG**

Happy Birthday!

It's my birthday!  
Hip hip hooray! Happy birthday!  
Clap, clap, clap!

I'm **seven** today!

It's my birthday!  
Hip hip hooray! Happy birthday!  
Stamp, stamp, stamp!

I'm **twelve** today!

It's my birthday!  
Hip hip hooray! Happy birthday!  
Jump, jump, jump!

I'm **eleven** today!  
Happy birthday! Happy birthday!

**14** Presentation Numbers 11 to 15

## Using the page

**6**  Listen and say.

- Introduce the new numbers *eleven, twelve, thirteen, fourteen* and *fifteen* with the 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.
- Play the audio again and have students repeat.

**7**  Listen and write. Then sing and act.

- Ask students questions about the picture. 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 write the number words 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.

## Student Book page 14

## Objectives

- To practice colors
- To practice ages with a song

## Target language

eleven, twelve, thirteen, fourteen, fifteen

## Materials

Picture Cards (6–15; 23–27), slips of paper

## Warm-up

- Review numbers 0–10 using the Picture Cards (6–15). Stick them up on the board and then 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.
- Ask a student to drill the class on numbers by holding up the cards, one by one, at the front of the class, and have students call out the number. Reverse the procedure and allow individual students to call out a number and the student at the front to find and hold up the matching card.

**WB** Assign Workbook page 12. For the audio script, see page 158. For the answers, see page 162.

## Extension

## Number Match

Divide students into two teams. Write the numbers between zero and fifteen on slips of paper. Then write the numbers as numerals on slips of paper. Distribute the numerals to students in one team, then give the words to students in the other team. Each student should have a word or a numeral. Students mingle to find their matching word and numeral. Afterward, shuffle the items and repeat the activity.

1

**8** **Listen and stick. Then look and circle.**

1   
green

3   
orange

2   
pink

4   
yellow

**9** **Look and play.**

1

3

2

4

Is it red?  
Number 1!

Yes, it is.

**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

SKILLS

Presentation / Practice

Asking and answering about colors

15

**8** **Listen and stick. Then look and circle.**

- Tell students that the children in the pictures are missing their party hats. Have students listen to the audio and find the right colored hat for each character. Pause the audio to allow sufficient time for students to find the correct sticker and stick it on each picture.

1. *Is it orange?* No, it isn't. *What color is it?* It's green.
  2. *Is it pink?* Yes, it is.
  3. *Is it yellow?* No, it isn't. *What color is it?* It's orange.
  4. *Is it yellow?* Yes, it is.

- When students have stuck the hats on, play the questions on the audio again, and have students say the answers along with the audio. Ask them to circle the correct answer for Number 4.
- 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.* Partners play until they have practiced all the target items.

**9** **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.
- 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 exchange on the board and have students practice in pairs.

**WB** Assign Workbook page 13. For the audio script, see page 158. For the answers, see page 162.

## Student Book page 15

### Objective

To ask and answer about colors

### Target language

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

### Materials

Picture Cards 1–27, stickers (hats)

### Warm-up

Ask students to sit in a circle on chairs and have one student stand in the center of the circle. Explain that when you call out a color, any students wearing that color must change seats. Meanwhile, the student in the middle will try and grab a chair to sit on. The aim of the game is to get a seat.

## Using the page

### LOOK!

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

## Extension

### Card Search

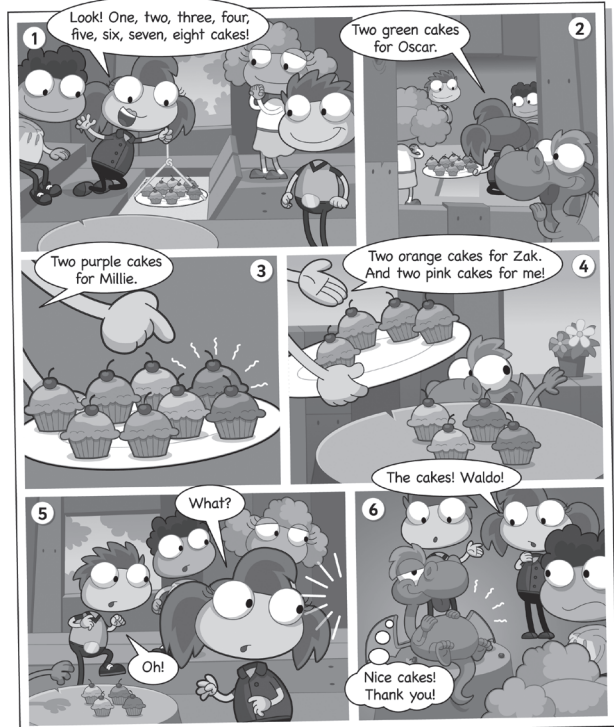
Hide several colors and numbers Picture Cards around the class. Then divide students into two teams and have them find the cards. Be sure to tell students beforehand what to look for. Afterward, each team shows its cards to the class and names each color or number. The teams get 2 points for each card they find. They get 5 points for each color they name correctly.

### Color Cards

To prepare for this activity, put the colors Picture Cards (1–4, 16–22) on the board and call students up one by one to take off the color you call out. When all the colors have left the board, ask students with the Picture Cards to give them to another student. Then call for them back, one by one. The student with that color should bring it back to the board and re-attach it. When all the colors are back on the board, write the name of each color underneath its card.

## 10 Listen to the story.

## STORY



16 Consolidation

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.

## Using the page

## 10 Listen to the story.

- Direct students' attention to the story and ask questions about the characters and the scenes: *Who can you see in the pictures? (Zak, Oscar, Millie, Rita, and Waldo.) How many cakes? (Eight.)* Ask students, *How many pink cakes? (Two.) How many orange cakes? (Two.)*
- 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. Ask, *Who are the purple cakes for? (Millie.) Who are the green cakes for? (Oscar.) Who are the pink cakes for? (Rita.) Who eats all the cakes? (Waldo.)*
- Play the audio again. Encourage students to read aloud to the audio and mime counting and Waldo eating the cakes.



Assign Workbook page 14. For the audio script, see page 158. For the answers, see page 162.

## Student Book page 16

## Objective

To consolidate target language in a story

## Additional language

Two (purple) cakes (for Millie).

Nice cakes. Thank you.

## Materials

photographs or pictures of colorful cakes, cards, Activity Sheet 2

## Warm-up

- Write two sets of numbers (zero to ten) on the board with a letter missing from each word. Divide the class into two teams. Explain that the object of the game is to complete the words as quickly as possible and that a different student from each team must do each word. As soon as a student completes a word, he/she calls out the word and then hands the turn to the next student in his/her team. Students can choose to complete any word remaining on the board. Call a student from each team to the board to start.
- Stick some photographs or pictures of colorful cakes on the board and ask the class, *Who wants cake?* Ask several students to come to the front and

## Extension

## Picture Tic-Tac-Toe

Prepare nine cards, each with the name of a color or a number on one side. Place the cards face down on a table in the form of a Tic-Tac-Toe board (a 3x3 grid). Put students into two teams. The teams take turns turning over a card and naming the card. If students are correct, the card remains face up. If not, the card is turned face down again. The first team to identify three cards in a row wins.

## Hide and Find

Divide students into groups of four (in two pairs) and distribute one copy of Activity Sheet 2 to the group. Ask students to cut out the three number cards at the bottom of the sheet. Explain how to play the game. The first pair has a minute to try and memorize the position of the pictures on the sheet. This pair then turns their backs, while the second pair puts the three number cards over three pictures on the sheet. The first pair turns around and tries to remember which three pictures are hidden under the cards. They call out the items in order, e.g. *One, Rita. Two, blanket.* etc. When they finish, ask students to change roles and play again.

**11 Look and match.**

**12 Role-play the story.**

**13 Show how to share. Look and stick.**

**VALUES**  
It's good to share.

**Suggested answers**  
Students' answers can vary

**HOME-SCHOOL LINK**  
Draw a picture of sharing.  
Show your family.

Comprehension / Values

Sharing 17

## Using the page

### 11 Look and match.

- Tell students to look at the characters and the cakes below them. Put them in pairs or small groups. Ask them to match the cakes to the character by drawing a line.
- Check students' answers. Ask, *Two green cakes?* and point to the picture. Prompt students to answer, *Oscar*.

### 12 Role-play the story.

- Divide students into groups, making sure there are the same number of students in each group as there are characters in the story. Give each group a set of Story Cards and have students place them in order. Then ask each group to act out the story.
- Divide students into five groups and give each group a character, either Rita, Zak, Oscar, Millie, or Waldo. Each group should practice their lines in class. Encourage students to say the lines from memory using prompts. Then invite a member from each group to come and role-play the story. Repeat with new sets of students and, if possible, give every student the opportunity to participate.

### 13 Show how to share. 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 and stick them on the picture on the right in a way that shows the children sharing. (Evenly distributed in front of them)

**WB** Assign Workbook page 15. For the answers, see page 162.

## Student Book page 17

### Objectives

- To provide story comprehension
- To role-play a story
- To talk about sharing

### Additional language

It's good to share.

### Materials

Story Cards, stickers (cars), building blocks

### Warm-up

- Do a drawing dictation on the board. Say, e.g., *Draw number thirteen*. Invite students individually or in pairs to come to the board and draw the numbers according to your instructions.
- Play the story audio again (CD track A:27) and review the story with students. Review the characters' names and the cake colors. Ask questions about the story: *Who is this?* (*It's Waldo.*) *Who's that?* (*It's Zak.*)


### Extension


#### Build a Tower

Get a set of building blocks and give each team an equal number of blocks. Ask a question from the story so far. Ask about colors, numbers, and characters' names and their ages. The first team to answer correctly gets to start building a tower with its blocks, one block at a time. The aim is to have the highest tower at the end of the game. If the tower falls over during the game, the team has to build it again.


**Home-School link:** Read the directive with the class: *Draw a picture of sharing. Show your family.* Ask students to do this at home.

SCIENCE


**14**  Listen and point. Then say.




bird




fish




flower





leaf



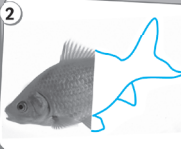
butterfly




**15**  Complete the pictures. Then say.



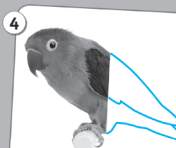
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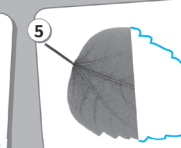
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3



4



5



18 Cross-curricular
Science: Nature

## Using the page

### **14** Listen and point. Then say.

- Pre-teach *bird*. 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 photos and 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 repeat.

**Online task:** Direct students' attention to Waldo. Tell students to go online to Family Island and find the item that he is holding. Once students click on it, they are taken to a supplementary language task.

### **15** Complete the pictures. Then say.

- 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.

**WB** Assign Workbook page 16. For the answers, see page 162.

## Student Book page 18

### Objective

To integrate cross-curricular content (science) into English class

### Additional language

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

### Materials

paper, crayons or colored pencils

### Warm-up

- Review colors. Ask students to look through the unit. Have them find something green, something brown, something pink, something blue, etc. Then ask them to tell you about what they found, e.g., *two green cakes*.
- Show students a few 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?* (It's a blue flower.)

## Extension

### Let's Go Fishing

Divide students into two teams. Have all students draw and cut out a paper fish, bird, butterfly, flower, or leaf shape. Have students attach a paper clip to their paper cut-outs with tape. Scatter the cut-outs on the floor or put them in a box. Give each team a fishing line with a magnet, and have students catch whatever you call out (either fish, butterfly, leaf, bird, or flower). Give teams a time limit to fish out as many of the targets as possible. The team with the most cut-outs wins.

**Mini-project:** Have students make a poster showing animals and plants, including those featured in the unit and others of their own choosing. They can work in pairs or in small groups. Ask students to label their drawings.

**SOUNDS FUN!** 1

16 Listen.

1 a 2 p 3 s 4 t

17 Listen, point, and say.

18 Listen and blend the sounds.

1 a - t at

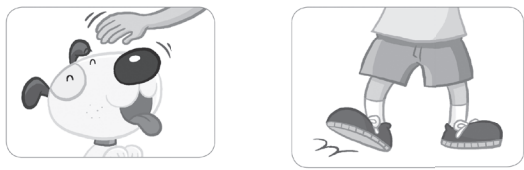
2 p - a - t pat

3 s - a - t sat

4 t - a - p tap

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

1 pat 2 tap



Phonics 19

## Student Book page 19

### Objectives

- To learn sounds and letters *a*, *p*, *s*, *t*
- To practice reading and spelling sample words (*at*, *pat*, *sat*, *tap*)

### Materials

letter cards: *a*, *p*, *s*, *t*

### Warm-up

Draw simple pictures on the board of things beginning with *a*: *ant*, *apple*. Say, *a a a a a ant*, *a a a a a apple*. Look around the room for anything else beginning with *a*, or a student whose name begins with *a*. All the time say, *a a a a*. Encourage the group to join in saying, *a a a a*. Write the letter *a* on the board and say, *a*. Have students repeat *a*. Point to the 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.

Take care to provide a good model when pronouncing the phonemes, e.g., *s* is a hissing sound, *sss*, not *suh*. If you are unsure, listen to the CD and practice the phonemes before class.

## Using the page

### 16 Listen.

- Have students open their books. Play the audio a couple of times.

*a* /a/ /a/ /a/  
*p* /p/ /p/ /p/  
*s* /s/ /s/ /s/  
*t* /t/ /t/ /t/

### 17 Listen, point, and say.

- Play the audio, pausing after each letter-sound to allow students to do the activity. Repeat several times.

/p/, /p/ /a/, /a/ /s/, /s/ /t/, /t/  
 /a/, /a/ /p/, /p/ /t/, /t/ /s/, /s/

### 18 Listen and blend the sounds.

- With books closed, introduce the concept of blending sounds. Start with the VC word *at*, as it will be the easiest for students to follow. 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.
- Turn to the book and do the activity on the page.

### 19 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. Now 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.



Assign Workbook page 17. For the audio script, see page 158. For the answers, see page 162.

### Extension

#### Build the Word

Play a game to practice spelling the sample words. Prepare letter cards and put them on the board and make a grid of two squares for the VC word and three squares for the CVC words. Say one of the sample words, e.g., *tap*. Ask a student to come up and put a letter card in the first square. Then ask another student to do the second card and another student to do the third card. Read the word out as a class and decide if it is correct. Continue until all the sample words have been spelled out.



- Pair students. Explain the game to the class. Students use a die and move along the board game from top to bottom right. When a student lands on a square, he/she looks at the picture and makes a sentence about it, e.g., *It's a blue bird*. Students take turns. The winner is the one who gets to the cake at the bottom first. Walk around the classroom and help students who may be having difficulty creating these sentences.
- Play the audio to model the language.

*Four! One, two, three, four. It's an orange butterfly.*

- Pair students again and have them play the game with their new partners.

## 21 Listen and move.

- Play the audio and have students listen to the actions.

*Clap 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11*  
*Jump 1, 2, 3, 4*  
*Clap 1, Stamp 1*  
*Stamp 1, 2, 3, 4, 5, 6, 7, 8, 9*

- Play the audio again and have students do the actions with you. Repeat until students are confident with the routine. Challenge students to be the leader and call out the actions for the rest of the class.

**WB** Assign Workbook page 18. For the answers, see page 162.

## Student Book page 20

### Objective

To review unit language with a game

### Materials

Picture Cards 16–27, bag or small box with die, drawing paper, crayons or colored pencils

### Warm-up

- Display Picture Cards 16–27 to review numbers and colors vocabulary. Hold up the *pink* card and say, *What's this? Is this pink? (Yes, it is.)*
- Ask students to jump, clap, stamp, or do other actions a certain number of times, depending on the number you call out, e.g. *Stamp five times, clap ten times*. Invite students to call out instructions.

## Using the page

### 20 Listen. Then play.

- Direct students' attention to the board game and ask questions about the pictures on the squares. Point and ask, *What's this?* Prompt students to answer, *It's a pink flower*. Check that students remember all the vocabulary on the board game.

## Extension

### Picture Charades

Choose about ten words (e.g. fish, bird, cake, flower, butterfly, flag, clap, egg, five, thirteen) and draw them on slips of paper. Put the slips of paper in a bag. Ask a student to pull a slip from the bag and act out the meaning of the word. The student who guesses correctly first gets to be the next actor.

1

PROGRESS CHECK

**22** Listen and check (✓).

1 a b

2 a b

3 a b

4 a b

**23** Write and color.

1 pink

2 brown

3 blue

4 green

5 purple

6 yellow

7 white

8 red

9 black

10 orange

**I CAN** I can say my name and age. ☐

I can count to 15 and talk about colors. ☐

Now go to Family Island.

Review & Assessment

21

## Using the page

### 22 Listen and check (✓).

- Have students look at the pictures. Ask students the names of the characters in Number 2 (Rita and Millie). Then ask, *What color are the leaves in Number 4? (Red.)* Ask about the other pictures they can see.
- Have students listen to the audio and check the box next to the item they hear.

1. How old are you? I'm fourteen!
2. What's your name? My name is Millie.
3. Look! Eight orange fish!
4. Look! One red leaf!

- Play the audio again for students to check their answers.

### 23 Write and color.

- Ask students to look at the balloons. Have them write the names of the colors, then color the balloons accordingly.
- Ask students to point to their balloons. Ask, *Where's the orange balloon? Where's the white balloon?*

**WB** Assign Workbook page 19. For the audio script, see page 158. For the answers, see page 162.

## Student Book page 21

### Objective

To assess learning progress

### Materials

Picture Cards 6–15; 23–27, crayons or colored pencils

### Warm-up

- Play the audio for the chant on page 13 (CD 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.
- Ask students to count how many fish, butterflies and birds they can find in this unit.

## Extension

### Balloon Game

Divide the students into small teams. Each team forms a circle and the students hold hands. Give each team a balloon. As a team, students have to keep the balloon in the air, but when the balloon touches a part of someone's body they have to shout out a number or a color or another English word they know. No repeat words are allowed.

### Unit wrap-up

**I can:** Read the two statements with students and invite students to check the boxes. Say, *Good job!* Then walk around the class and initial the page.

**Tests:** You may wish to give Unit 1 Test (see page 192) at this time.



Students can now go online on Family Island.

three flags

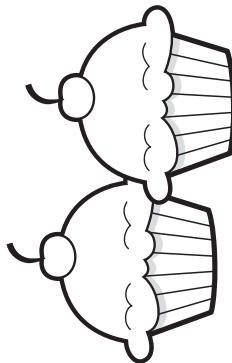
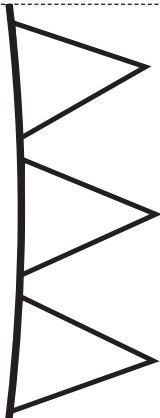
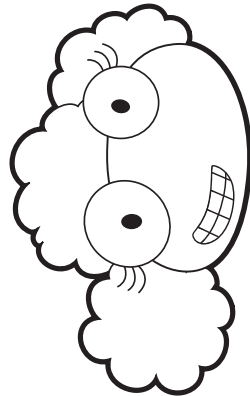
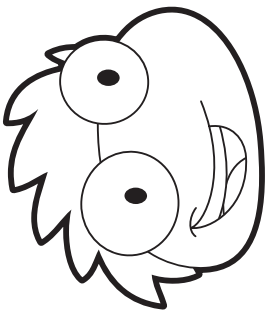
two cakes

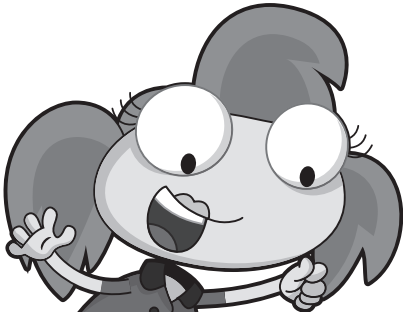
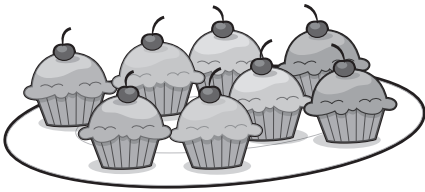
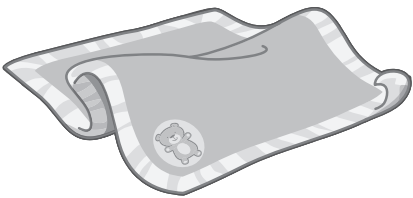
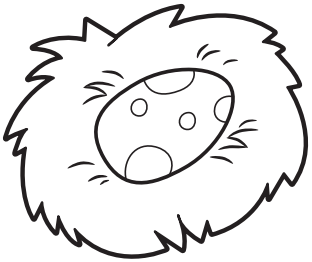
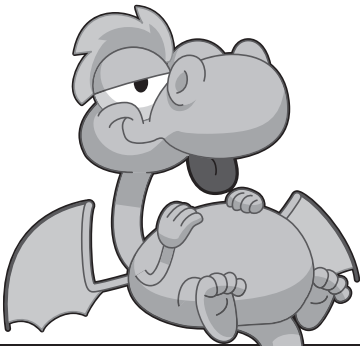
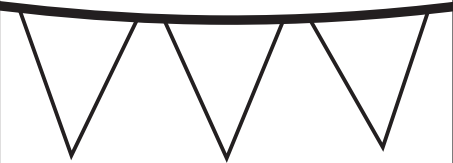



My name's Millie.

I'm twelve.

My name's Zak.

I'm seven.



	14	
		13
		
12		

1	2	3
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