7 In the ocean

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Unit Overview

Vocabulary

fish, octopus, ray, seahorse, turtle, whale, I'm scared

Grammar

The (octopus) is (pink)

GSE Learning Objectives

Speaking

- Can use a few basic words to say how they feel, if supported by pictures.
- Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts.

Listening

- Can recognize a few basic words related to familiar topics, if spoken slowly and clearly and supported by pictures.
- Can understand a few basic words and fixed expressions in a story that is read aloud to them, if supported by pictures.

Phonics and letters

- bed

The seahorse (Sheldon) is a daring seahorse and a friend of Nemo. He is allergic to water!

The whale is big and friendly. It is gentle with the young sea animals.

Dory is a funny and kind tang fish. She talks a lot, but she can't remember anything.

The turtle (Squirt) is a playful sea turtle. He is relaxed and fearless.

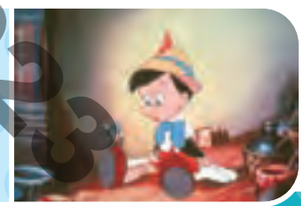
The octopus (Pearl) is a small pink flapjack octopus. She is easily scared.

Nemo is a young clownfish with lots of energy. He is friendly, but he can be shy. He tries to be brave.

The ray (Mr. Ray) is a blue-and-white spotted eagle ray. He is smart, helpful, and friendly.

Disney movie lesson

Pinocchio



Lesson aims

- to introduce the main unit characters
- to introduce sea animal vocabulary
- to review action words

Target language

- fish, octopus, ray, seahorse, turtle, whale

Main GSE Learning Objective

- Can recognize a few basic words related to familiar topics, if spoken slowly and clearly and supported by pictures.

Future Skills

- Persistence and growth

Materials

- Unit 7 Picture Cards (fish, octopus, ray, seahorse, turtle, whale)
- Sticker (starfish)
- Mickey Mouse puppet

Extra resources

- stick, string, paper clip
- a blue box

Student's Book

Workbook

7.1
Fish, octopus, ray, seahorse, whale, turtle

7.2 *Blub, blub, blub*
Blub, blub, blub,
In the ocean.
What can you see?
Wiggle your arms and legs,
It's an octopus!
Swim, swim,
It's a fish!
Spray! Spray!
It's a whale!
Hide your head,
It's a turtle!
Glide, glide,
It's a ray!
Don't move!
It's a seahorse!
Blub, blub, blub,
In the ocean.
What can you see?

7.3
Fish, fish
Ray, ray
Octopus, octopus
Seahorse, seahorse
Whale, whale
Turtle, turtle

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Hello

0.1 Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time

- Place the sea animal Picture Cards so that all students can see them.
- Use the Mickey Mouse puppet to introduce the new vocabulary. Hold your nose and say *blub, blub, blub.*

Where am I, Mickey?

- Mickey says *You're in the ocean. What can you see?*

I can see a fish.

- Point to the *fish* Picture Card.
- Continue in this way to introduce the names of the rest of the sea animals.

Book time

Student's Book p52

1 **7.1 Listen, point, and say.**

- Play the audio for *fish*, point to the picture, then demonstrate an action.
- Continue, demonstrating actions for each of the sea animals.
- Play the whole audio again, and have students repeat the words and do the actions.
- Ask *Where's Nemo? What's Nemo?* (*a fish*)

2 ***7.2 Blub, blub, blub*** **Chant and move.**

- Play the chant and demonstrate the actions (*wiggle, swim, spray, hide, glide, don't move*).
- Play the chant again. Have students do the actions and say the key words.

3 ***The fishing game*** **Play.**

- In this game, students pretend to go fishing to find the sea animals.
- Put the sea animal Picture Cards in a blue box, then hold up the box, saying *This is the ocean.*
- Demonstrate with a volunteer. Have them hold up the fishing rod, with the end of the string falling into the box/ocean. Attach a Picture Card to the end of the string and have the volunteer pull it out of the box/ocean.

What is it? (*It's an octopus.*)

- Have students repeat the answer.
- Give as many students as possible the chance to "go fishing."

4 **Stick.**

- Have students find the starfish sticker.

What's this? (*a starfish*)

- Students can stick this anywhere on the page.

Persistence and growth

0.6 Play and act out the *Good job* chant.

Workbook p50

1 **7.3 Listen, match, and say.**

- Play the audio for the first word.

Where's the fish?

- Demonstrate drawing a line to match the fish in the right column to the fish in the big picture.
- Do the same for the rest of the sea animal words.
- Play the whole audio again. Have students point and say the words.

Have students work on their own to draw lines to match. Then check with the class.

2 **Which is your favorite? Circle and say.**

- Point to the small pictures in the left and right columns.

Is your favorite a turtle/ray/seahorse octopus/whale/fish?

- Demonstrate circling the ray.

My favorite is the ray. What's <u>your</u> favorite?

- Have students circle their favorite sea animal, then have a class vote.

Hands up! My favorite is … .

Goodbye

0.5 Play the *Clean up* song and have students clear up.

- Hold Mickey and say *Show Mickey what you know!* Have students say the new words and do the actions.

0.2 Sing the *Goodbye* song.

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The fish is pink

Lesson aim

- to introduce the grammar structure *The fish is (pink)*

Target language

- The (fish) is (pink)

Recycled language

- yellow, pink, black, orange, blue, green, brown, white

Main GSE Learning Objective

- Can recognize a few basic words and phrases in short, simple songs or chants, if supported by pictures.

Future Skills

- Self-awareness

Materials

- Unit 1 & Unit 7 Picture Cards (colors, sea animals, colors)
- Colors poster
- Mickey Mouse puppet

Student's Book

Workbook

7.4 & 7.5

1 The seahorse is yellow.
2 The fish is pink.
3 The ray is black.
4 The octopus is orange.
5 The whale is blue.
6 The turtle is green and brown.

7.6 *In the blue ocean!*

In the blue ocean, in the blue ocean,
They swim with their friends,
In the blue ocean.

The fish is pink,
It splashes and swims.
The ray is black,
It glides and swims.
The turtle is green and brown,
It crawls and swims.
The whale is blue and white,
It spouts and swims.
The octopus is orange,
It wiggles and swims.
The seahorse is yellow,
It hides and swims.
[Chorus]

7.7

What color is the fish?
The fish is pink.
What color is the ray?
The ray is blue and white.
What color is the octopus?
The octopus is pink.
What color is the seahorse?
The seahorse is brown.
What color is the whale?
The whale is black and white.
What color is the turtle?
The turtle is green and brown.

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Hello

0.1 Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time

- Point to the Colors poster and ask the Mickey Mouse puppet *Can you remember your colors, Mickey?*
- Have Mickey point to colors, e.g., green and say *This is pink.*
- Ask students *Can you help Mickey?*
- Have students correct Mickey.
- Then display the sea animals Picture Cards.
- Point to the octopus and ask Mickey *What color is the octopus? (pink)*
- Have students repeat the answer.
- Ask about the colors of the other sea animals.

Self-awareness

Book time

Student's Book p53

1 **7.4 Listen and number.**

- Play the first part of the audio and demonstrate writing 1 in the circle below the seahorse.
- Continue, pausing the audio to give students time to identify the correct pictures and write the numbers.

2 **7.5 Listen again. Point and say.**

- Play the first part of the audio. Point to the first picture and repeat the sentence.
- Continue with the rest of the pictures.
- Show the Picture Cards and have students compare the colors of the characters from Lesson 1 with the colors of the sea animals in the pictures.
- Explain that many sea animals can have different colors.

3 ***Guess the colors*** **Play.**

- Use the Picture Cards to revise the colors of the sea animals.
- Put the Picture Cards into a stack and hold up one card (e.g., *seahorse*) so that students can't see it.

What color is the seahorse?

- Have students guess the color. When they guess correctly, show the card and say *The seahorse is brown.* Have students repeat the sentence.
- Continue with the rest of the cards.

Play the game with the animal Picture Cards from Unit 1 as well.

4 ***7.6 In the blue ocean!***

Watch, sing, and act.

- Divide students into six groups. Give each group a Picture Card.
- Play the video.
- Point to each group and ask what their sea animal does, e.g., *What does the fish do?* Say and demonstrate: *splashes and swims.*
- Play the video again. Each group does the actions and says the words for their sea animal.
- Play the video once more, and have all students join in with the actions and key words.

Workbook p51

1 **7.7 Listen and color. Say.**

- Play the first part of the audio, and demonstrate coloring the fish pink.
- Continue, pausing the audio for students to color the sea animals.
- Play the whole audio again, and have students point and say the sentences.

2 **Which sea animals have two colors? Check ✔.**

- Point to each picture.

How many colors? One or two?

- Have students check the animals with two colors, and then say sentences, e.g., *The whale is black and white.*

Goodbye

0.5 Play the *Clean up* song and have students clear up.

- Ask questions about the colors of the sea animals, e.g., *What color is Nemo?* (*Nemo is orange.*)

0.2 Sing the *Goodbye* song and have students pretend to swim out of class.

- You can now do the Unit 7 Phonics lesson (see Student's Book page 79 and Teacher's Book page 189).

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Lesson 3 ○ Feelings

I'm scared

Lesson aim

- to recognize, understand, and express the feeling of being scared

Target language

- I'm scared

Main GSE Learning Objective

- Can use a few basic words to say how they feel, if supported by pictures.

Future Skills

- Social awareness
- Self-awareness

Materials

- Sticker (octopus)
- Feelings poster
- Unit 7 Picture Cards (fish, octopus, ray, seahorse, turtle, whale)
- Mickey Mouse puppet

Extra resources

- picture of something scary, e.g., dinosaur, monster, etc.

Student's Book

Workbook

7.8

1 I'm in a tree! I'm scared.
2 It's a bee! I'm scared.
3 It's a whale! I'm scared.
4 It's night! I'm scared.
5 I don't like water! I'm scared.

7.9 *I'm scared*

How do you feel? How do you feel?
How do you feel today?
I'm scared, I'm scared,
I'm scared today.
I'd like my friends. I'd like my teddy.
But I'm OK. I'm OK.
[Repeat]

7.10

Ready? Go! *[scary music]*
Stop. How do you feel?
Ready? Go! *[happy music]*
Stop. How do you feel?
Ready? Go! *[waves and water]*
Stop. How do you feel?
Ready? Go! *[bees buzzing]*
Stop. How do you feel?
Ready? Go! *[scary animals]*
Stop. How do you feel?
Ready? Go! *[upbeat music]*
Stop. How do you feel?

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Hello

0.1 Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time

Self-awareness: Children are often scared by things. They need to be encouraged to share their fears, as well as to find ways of feeling safe and secure.

- Turn the lights off or show Mickey the scary picture and make a 'monster' sound.

How do you feel, Mickey?

- Mickey says *I'm scared!* and he shakes.
- Turn the lights on/Move the picture away. Mickey says *I'm OK now.*
- Demonstrate the action for *scared* (shake) and say *I'm scared.* Have students repeat. Then point to *scared* on the Feelings poster.

Book time

Student's Book p54

1 7.8 Listen, number, and say.

- Ask students what makes them feel scared, e.g., *animals, water, nighttime,* etc.
- Play the first two sentences of the audio and demonstrate. Write number 1 in the circle for the picture of the boy on the left of the page.
- Continue, pausing the audio so that students can identify the correct picture and write the number.
- Play the whole audio again. Have students point at the correct pictures and repeat the sentences.
- Point to the pictures one by one, and say *What about you? Are you scared? Hands up.*

Social awareness

2 7.9 *I'm scared* Sing.

- Play the *I'm scared* song and do the actions together. Repeat.

3 7.10 Listen and move.

When talking about negative feelings, keep things calm. Don't let students really feel scared.

- In this activity, students listen and move to music and say how they feel.
- Play the first part of the audio. Have students move to the music. Pause after *How do you feel?*

How do you feel?

- Have students say how they feel, e.g., *I'm excited/sad/happy,* etc.
- Continue with the rest of the audio.

4 What about you?

- Use the Mickey Mouse puppet to ask individual students *How do you feel?*
- Have students say a feelings word, mime, or point to a picture on the poster.

Self-awareness

5 Stick.

- Point to the octopus and say *I'm scared!*
- Have students stick the sticker on the page and say *I'm scared!*

Social awareness

Workbook p52

1 Who is scared? Trace and say.

Who is scared? Trace.

- Demonstrate tracing the lines around the picture of the boy in the blue coat. Have students do the same.
- Then have students find and trace the other picture of a scared child (girl bottom right).
- Together with students, point and say the feelings for each picture: *I feel scared/happy/love/scared.*

2 What makes you feel scared? Draw and say.

What about you? What makes you scared?

- Have students draw a picture of something that makes them feel scared.
- Have volunteers show and tell, e.g., *It's a (bee). I'm scared, but I'm OK.*

Goodbye

0.5 Play the *Clean up* song and have students clear up.

- Ask *How do you feel now?* Have students say how they feel, e.g., *I feel happy.*

0.2 Sing the *Goodbye* song.

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Sample Material © Pearson 2023

Lesson aim

- to introduce numbers 16–20

Target language

- numbers 16–20

Recycled language

- numbers 1–15
- blue, purple, green, pink

Main GSE Learning Objective

- Can say how many things there are, up to twenty.

Future Skills

- Persistence and growth

Materials

- Numbers poster
- Number Cards 1–20
- Mickey Mouse puppet

Extra resources

- make an extra set of Number Cards 1–20

Student's Book

Workbook

7.11 *Numbers*

Numbers, numbers,
Jump and clap,
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
11, 12, 13, 14, 15!
What's next? 16, 16, 16!
Say it again! 16!
What's next? 17, 17, 17!
Say it again! 17!
What's next? 18, 18, 18!
Say it again! 18!
What's next? 19, 19, 19!
Say it again! 19!
What's next? 20, 20, 20!
Say it again! 20!
Now let's say all the numbers.
Are you ready? Let's go!
Numbers, numbers,
Jump and clap,
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
11, 12, 13, 14, 15, 16, 17, 18,
19, 20!
Phew … I'm tired!

Hello

0.1 Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time

- Use the Numbers poster to review numbers 1–15.
- Point to individual numbers and ask *What's this?*
- Have a volunteer say the number and have the rest of the class repeat.
- Do the same for different numbers.
- Present the Number Cards for 16–20 one by one. Say the number and have students repeat.
- Then point and say numbers 16–20 on the Numbers poster.

Persistence and growth

Book time

Student's Book p55

1 Count and say.

Present numbers 16–20 using early math ideas, such as estimating and grouping with numbers.

- Have students guess the total number of fish. Then count all the fish together (*20*).
- Together with students, point and say the numbers in the red circles (*1–15*).
- Then point and say the numbers in the blue circles (*16–20*).
- Point to the group of green fish.
- Ask *How many green fish?* Have students count and say *Ten*.
- Do the same with the pink fish.
- Then ask *How many fish altogether? Guess!*
- Count the fish together.

2 Trace.

- Have students trace numbers 16–20.
- Point and say the numbers together.

3 7.11 *Numbers*

Chant and move.

- Hand out Number Cards 16–20 to five volunteers. Have them sit at the front of the class.
- Play the audio and have the volunteers at the front stand up when they hear their number.
- Then hand out the cards to five new volunteers.
- Play the audio again, and have students join in with the actions and the words.

4 *What's next?* Play.

- In this game, students have to find the next card in numerical order.
- Put students into teams, and have them sit in a circle with their team.
- Put the Number Cards face down in a stack (take out the *20* card). Then spread the Number Cards you have made around in the circle.
- Have a volunteer from each team stand up.
- Take a card from the stack and ask *What's this?* (*e.g., 11*) *What's next?*
- The first student to find the correct card (e.g., *12*) and say the number *12* wins a point for the team.
- Continue in the same way until all the cards (except *1*) have been picked up.

Workbook p53

1 How many? Count and circle.

- Have students look at the first circle of fish, and have them count by colors: *How many blue/purple/green/pink fish?*
- Then count all the fish together. *Ask How many fish?* (*16*)
- Demonstrate circling *16* in the number line.
- Do the same for the other two circles of fish.

Have students count and circle on their own.

2 Write the missing numbers.

- Together, point and say the numbers row by row, from left to right. When you get to the first missing number, say *What's next?* (*3*)
- Say and demonstrate writing number 3.
- Continue in the same way for the rest of the numbers.
- Then point and say all the numbers together.

Have students work on their own to write the numbers.

Goodbye

0.5 Play the *Clean up* song and have students clear up.

- Use the Mickey Mouse puppet to ask *Can you count to 20?* Have students count to 20 together.

0.2 Sing the *Goodbye* song and have students clap for themselves as the class ends.

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Lesson aim

- to understand the target language in the context of a story

Target language

- octopus, seahorse, whale, The (octopus) is (pink), I'm scared

Recycled language

- I can see, big, brown, blue, pink

Main GSE Learning Objective

- Can understand a few basic words and fixed expressions in a story that is read aloud to them, if supported by pictures.

Future Skills

- Social awareness
- Persistence and growth
- Self-awareness

Materials

- Story Cards
- Mickey Mouse puppet

Student's Book

7.12 & 7.13 *What is it?*

1: "Can you see the octopus and the seahorse?" asks Nemo.
"What color is the octopus? What color is the seahorse?" asks Dory.
"The octopus is pink. The seahorse is brown," says Nemo.
"Yes! I can see them!" says Dory.

2: "Come on! Let's play!" says Dory.
"Oh, no! Look!" says Nemo. "I'm scared!"

3: "What color is it?" asks Dory.
"It's blue! And it's very big!" says Nemo.

4: "Oh! Ha ha! It's the whale! He's my friend," says Dory. "Let's play!"
"No. I'm scared!" says Nemo.

5: "Be brave, Nemo!" says Dory.
"Uhhhhh … OK," says Nemo.
Whooosh!

6: "Wee! This is fun," says the seahorse.
"Hee! Hee! The whale is my friend now!" says Nemo.
"Whale?" says Dory. "What's a whale?"

Workbook

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Hello

0.1 Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time

Story synopsis

Dory and Nemo are in the ocean. They see an octopus and a seahorse. Dory wants to play with the whale, but Nemo is scared. Dory explains that the whale is her friend and Nemo should be brave. They become friends and all play together.

- Make sure students are calm, ready to listen, and they can all see the Story Cards.
- Use the Mickey Mouse puppet to say *It's storytime!*
- Use the Story Cards. Read the whole story to students without stopping and point to the relevant characters as they are mentioned in the story. The script for each frame is on the back of each card.

Book time

Student's Book pp56–57

1 Point and say.

- Talk about each of the pictures on the Story Cards, one by one, and ask the questions on the back of the cards.

Social awareness

2 7.12 Look and listen.

- Have students look in their Student's Books.
- Play the audio and have students point to the pictures as they listen.

Persistence and growth

3 Who is scared? Find.

- Arrange the Story Cards in order so that all students can see them (or use the whiteboard).
- Do the action for *scared* and ask:
- *Who is scared?* (*Nemo is scared. He's scared of the whale.*)
- Have students point to Nemo in frame 2 and mime and say *I'm scared.*
- Have them do the same for frame 4.

Workbook p54

1 7.13 Order the story (1–6). Then listen and check.

- Have students look at the pictures from the story. Explain that the pictures are in the wrong order.
- Play the audio for the first story frame and demonstrate finding the correct picture and writing 1 in the circle below the picture.
- Play the rest of the audio, pausing after each story frame for students to find the correct picture and write the number.
- Play the whole audio again and have students check their answers.
- Have students repeat as much of the audio as possible.

Feelings peekaboo (see page 16). Cover your face with your hands. Make a face to show one of the feelings the students have learned. Take your hands away, and say how you're feeling. Repeat several times and then encourage students to do the same. When students know the game well, have them guess the feeling instead of telling them.

2 Who is your favorite character? Circle and say.

- Point to the characters and say their names together.
- Ask *Who is your favorite character?*
- Have students circle a character and say *My favorite character is … .*
- Have a class vote: *My favorite character is Nemo/Dory,* etc. *Hands up!*

Self-awareness

Goodbye

0.5 Play the *Clean up* song and have students clear up.

- Use the Mickey Mouse puppet to ask *Who is big and blue and white?* (*the whale*)

0.2 Sing the *Goodbye* song and have students pretend to swim out of class.

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Lesson 5B ○ Values

I'm brave

Lesson aims

- to evaluate the story and give a personal response to it
- to recognize and understand the value *be brave*

Target language

- I'm brave

Recycled language

- octopus, seahorse, whale, The (octopus) is (pink), I'm scared, I can see, big, colors

Main GSE Learning Objective

- Can use a few basic words and phrases to talk about a familiar topic.

Future Skills

- Persistence and growth
- Social awareness

Materials

- Story Cards
- Sticker (Nemo)
- Values poster
- Mickey Mouse puppet

Extra resources

- a big stuffed toy animal

Student's Book

7.12 & 7.13 *What is it?*

1: "Can you see the octopus and the seahorse?" asks Nemo.
"What color is the octopus? What color is the seahorse?" asks Dory.
"The octopus is pink. The seahorse is brown," says Nemo.
"Yes! I can see them!" says Dory.

2: "Come on! Let's play!" says Dory.
"Oh, no! Look!" says Nemo. "I'm scared!"

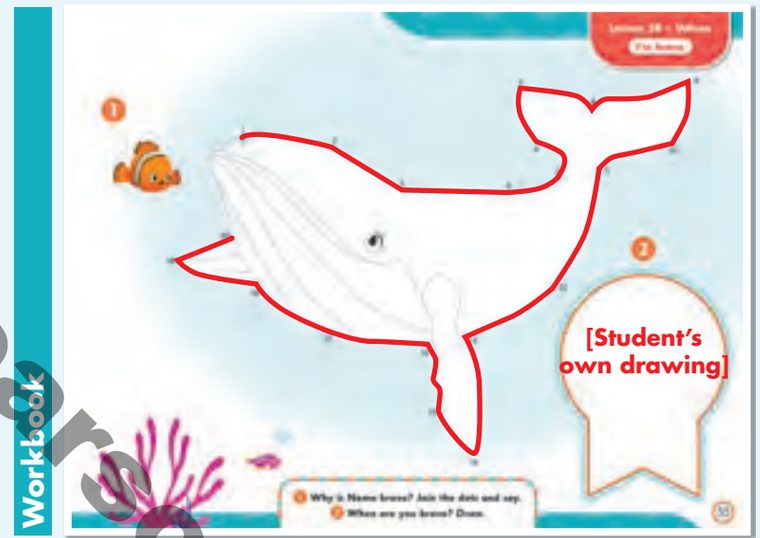
3: "What color is it?" asks Dory.
"It's blue! And it's very big!" says Nemo.

4: "Oh! Ha ha! It's the whale! He's my friend," says Dory. "Let's play!"
"No. I'm scared!" says Nemo.

5: "Be brave, Nemo!" says Dory.
"Uhhhhh … OK," says Nemo.
Whooosh!

6: "Wee! This is fun," says the seahorse.
"Hee! Hee! The whale is my friend now!" says Nemo.
"Whale?" says Dory. "What's a whale?"

Workbook



7.14

I'm scared.
Be brave!
Be brave!
Be brave!

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Hello

0.1 Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time

- Use the Mickey Mouse puppet to find out what students remember about the story: *Can you remember the story?*
- Show the Story Cards one by one. Have students identify characters, vocabulary, and colors.

Book time

Student's Book pp56–57

1 **7.12 Look and listen.**

- Show the Story Cards one by one again, and ask the questions on the back of the cards.
- Play the audio and have students point to the pictures as they listen.
- Play the audio again. Have students repeat some of the sentences.

Persistence and growth

2 **Choose and circle.**

How about you? Do you like the story?

- Have students circle the emoji that is true for them, then have a class vote.

I like the story – hands up! I don't like the story – hands up!

3 ***I'm brave*** **Find.**

- Place a big stuffed toy animal somewhere in the classroom or draw one on the board, and do a mini role play with the Mickey Mouse puppet.

Come and play with the (big animal).

- Mickey says *No. I'm scared.*

Be brave, Mickey. (Do an action for "be brave.")

- Mickey says *I'm brave!* He plays with/approaches the big animal.

Good job, Mickey!

- Point to the story and ask *Where is Nemo brave?*
- Have students find and circle story frame 5 and say *I'm brave!*
- Show the Values poster and have students identify the value in the story (*be brave*).

Social awareness: Students can understand not only big brave acts, but also little acts of bravery, like asking questions. Students should learn to recognize when they are being brave.

4 **7.14 Chant.**

- Play the chant and demonstrate actions for *I'm scared* and *be brave.*
- Play the chant again, and have students join in with the words and actions.

5 **Stick.**

- Have students say the chant as they stick the sticker on the page.

Persistence and growth

6 **Act.**

- Have students act out parts of the story and say some of the words, with or without the audio.

Workbook p55

1 **Why is Nemo brave? Join the dots and say.**

- Demonstrate drawing a line from *1* to *2* in the join-the-dots picture.
- Have students join the dots in their books, saying the numbers as they draw the lines.
- When they have finished, ask *What's this?*, and have students answer (*a whale*).
- Point to Nemo and ask *Is Nemo big or small?* (*small*)
- Point to the whale and ask *Is the whale big or small?* (*big*)
- Ask *Why is Nemo brave?* (*Nemo is small and the whale is big.*)

2 **When are you brave? Draw.**

- Talk about different things students are scared of.
- Have students draw a picture of themselves being brave.
- Have volunteers show their pictures to the class and say *I'm brave!*

Goodbye

0.5 Play the *Clean up* song and have students clear up.

- Ask *Who's brave?* (*I'm brave!*)

0.2 Sing the *Goodbye* song.

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Ocean colors

Lesson aim

- to consolidate unit language and themes in a real-world context

Recycled language

- whale, ray, fish, octopus, turtle, seahorse
  The (octopus) is (red), colors

Main GSE Learning Objective

- Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts.

Future Skills

- Social awareness

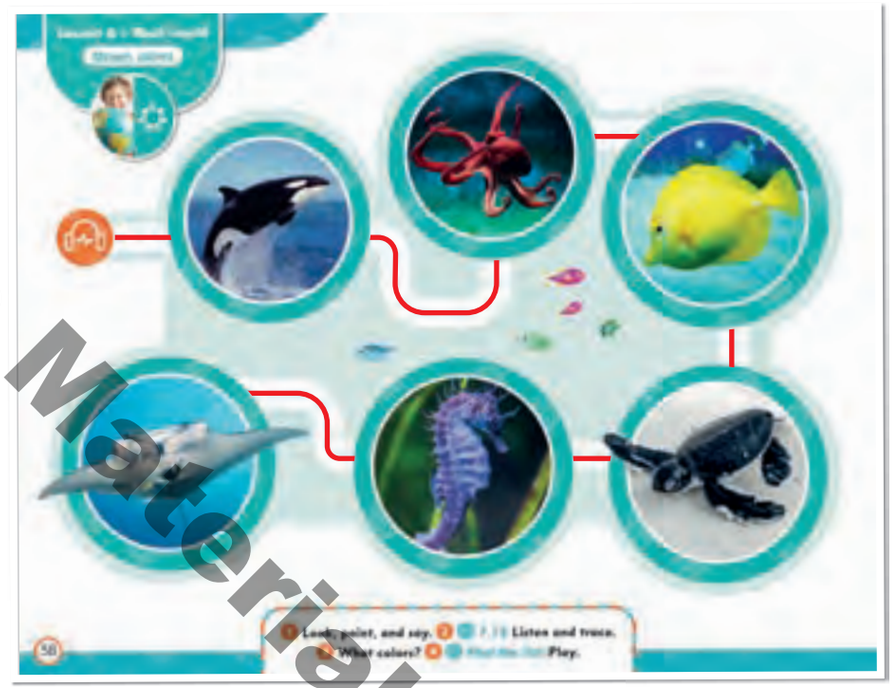
Materials

- Unit 7 Picture Cards (fish, octopus, ray, seahorse, turtle, whale)
- Mickey Mouse puppet

Extra resources

- a flashlight

Student's Book



Workbook

7.15

What color is the whale?
The whale is black and white.
What color is the octopus?
The octopus is red.
What color is the fish?
The fish is yellow.
What color is the turtle?
The turtle is black.
What color is the seahorse?
The seahorse is purple.
What color is the ray?
The ray is white.

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Hello

0.1 Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time

Lesson summary

These pictures show real sea animals. Students compare their colors against what they already know and are encouraged to think about how the natural world has a great diversity of color.

- If possible, make the classroom dark. Put the sea animal Picture Cards in different places around the classroom.
- Mickey says *Let's swim in the ocean.*
- Students pretend to swim around the room.
- Shine a flashlight on (or point to) a sea animal Picture Card.
- Mickey says *What's this?* (e.g., *It's an octopus.) What color is it?* (e.g., *The octopus is pink.*)

Wiggle like an octopus!

- Repeat for all the Picture Cards.

Book time

Student's Book p58

1 Look, point, and say.

- Point to the first picture and ask *What's this?* (*a whale*) *What color is it?* (*black and white*)
- Do the same for all the pictures.

Social awareness

2 7.15 Listen and trace.

- Play the audio, pausing as necessary for students to trace the lines.
- Play the audio again. Have students point at the pictures and repeat the sentences.

3 What colors?

- Draw a chart on the board with six columns. At the top of each column draw a fish, whale, octopus, seahorse, turtle, and ray.
- Point to the chart on the board.

What color are fish?

- Have students explore the pictures in this unit and say the fish colors they find (*yellow, blue, orange, pink, green*).
- For each color, have volunteers put colored dots below the fish in the chart.
- Do the same for the other sea animals.
- Then talk about the chart: *Fish are blue, orange, pink, green,* etc.

4 *Find the fish* Play.

- Ask for one or two volunteers to come to the front of the class. Show them the six sea animal Picture Cards. Then say and demonstrate: *Close your eyes.*
- Hide the cards around the classroom, so that only a bit of each card shows.

Open your eyes and find the cards.

- Have the class count from one to twenty.
- Students have to find the cards before you reach twenty.
- If they don't find all six cards, have them say the names of the sea animals they found.

What's missing?

- Have the rest of the class help the volunteers find the missing cards and say what they are.
- Repeat the game with different volunteers.

Workbook p56

1 Match and say.

- Point to the first puzzle in the top left corner and say *What's this?* (*a puzzle*)
- Demonstrate how to match it to the missing piece, saying *This is a whale. The whale is black and white.*
- Have students match the puzzle pieces and draw lines.
- Then have students point to each completed puzzle and say the name of the sea animal.

2 What color is your favorite fish? Color and say.

What about you? What's your favorite fish?

- Have students color the fish any color they like.
- Volunteers show their fish to the class, e.g., *This is my favorite fish. It's green and red.*

Goodbye

0.5 Play the *Clean up* song and have students clear up.

- Ask *Which sea animal is black and white?* (*whale, fish, or ray*)

0.2 Sing the *Goodbye* song.

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Make and Remember

Lesson aims

- to review the unit language through project-based learning
- to make a creative project linked to the theme of the unit

Recycled language

- The (fish) is (pink)
- whale, ray, fish, octopus, turtle, seahorse
- blue, pink, black, green, brown, orange, yellow, purple, red, white

Main GSE Learning Objective

- Can follow basic instructions to color, draw, or make something, if spoken slowly and clearly.

Future Skills

- Persistence and growth
- Social awareness
- Self-awareness

Materials

- Sticker (seahorse)
- Press-outs
- Unit 7 Picture Cards (fish, octopus, ray, seahorse, turtle, whale)
- Mickey Mouse puppet

Student's Book

Workbook

7.16 *In the blue ocean!*

In the blue ocean,
In the blue ocean,
They swim with their friends,
In the blue ocean.

The fish is pink,
It splashes and swims.
The ray is black,
It glides and swims.
The turtle is green and brown,
It crawls and swims.
The whale is blue and white,
It spouts and swims.
The octopus is orange,
It wiggles and swims.
The seahorse is yellow,
It hides and swims.
[Chorus]

7.17

1 The fish is yellow.
2 The octopus is purple.
3 The turtle is green.
4 The whale is white.
5 The ray is black.
6 The seahorse is red.

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Hello

0.1 Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time

- Display the sea animal Picture Cards so that all students can see them.

Can you help Mickey guess the words?

- Say a sentence to describe a sea animal, but replace the sea animal's name with *beep*, e.g., *This beep is brown.*
- Have Mickey guess the wrong answer (e.g., *whale*).
- Have students help Mickey. Have them point to the correct Picture Card and say *This seahorse is brown.*
- Do the same with the rest of the sea animal Picture Cards.
- Have Mickey say *Thank you!*

Book time

Student's Book p59

1 **7.16** ***In the blue ocean!*** **Sing.**

- Play the video. Have students join in with the actions and the words.
- Play the song again. This time students should be more confident.
- Congratulate them on how well they sing and move: *Great job! Take a bow!*

About the project

This project develops students' fine motor skills as they press out the sea animals and open the "waves" in the ocean. They create their own sea scenes by slotting the characters into the wave openings. Students can change the scenes and create as many different arrangements of the sea animals as they like.

2 **Make.**

- In this project, students make an ocean scene.
- Show students how to press out the characters and the slots in the ocean scene.
- Then have students create their own ocean scenes by putting the characters in the slots as they like.

Persistence and growth

3 **Show and tell.**

- Have volunteers show their scenes to the class.
- Have them describe the colors and sizes of the sea animals.

Social awareness

4 **Stick.**

- Have students stick the seahorse reward sticker on the page. Praise things students have done well.

Persistence and growth

0.6 Play and act out the *Good job* chant.

Workbook p57

1 **7.17** **Listen and circle.**

- Play the first part of the audio and demonstrate circling the yellow fish in the first row.
- Play the rest of the audio, pausing for students to find and circle the correct sea animals.
- Point and say the sentences together.

2 **Color and say.**

- Point and say the numbers and colors in the key.
- Find the numbers on the turtle and ask *What color is this?*
- Demonstrate coloring one section.
- Have students follow the key to color the turtle. Help students as necessary.
- When students have finished, ask *What color is the turtle?*

3 **Color your star.**

- Use the Student's Book or the whiteboard to review the unit.
- Tell students they have done a good job and they can color their star.

You're a star!

Self-awareness

Goodbye

0.5 Play the *Clean up* song and have students clear up.

- Ask *What words do you know now?* Have students say the new words they have learned in this unit.

0.2 Sing the *Goodbye* song and have students high-five Mickey as the class ends.

You can now do the Unit 7 Disney movie lesson (see Teacher's Book page 146).

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Disney movie lesson

Pinocchio

Video script

Pinocchio is in the ocean.
Where's his dad? Where's the whale?
Where's Pinocchio's dad?
Can you see the fish? Look!
It's a small fish!
Where's the whale?
Whale? Oh! They're scared.
What's that? Seahorses!
Brown seahorses!
Where's the whale? Whale?
Oh! They're scared!
Where's the whale?
Can you see the fish?
Can you see the octopus?
Where's the whale?
What's this? It's an eye … It's a big eye!
It's the whale! Swim! It's the whale!
Be careful, Pinocchio! It's the whale!
Swim! Swim! Swim, Pinocchio!
Oh no!
Now Pinocchio is in the whale.
Be brave, Pinocchio! But … what's that?
A boat! Who's that? It's Pinocchio's dad!
Pinocchio? It's a fish!
Now it's Pinocchio!
Pinocchio and his dad are happy!

Language

- whale, fish, seahorses, octopus, This fish is red, scared, Be brave
- can see, small, colors, boat
- dad, eye, swim, happy (extra)

Materials

- Mickey Mouse puppet
- Unit 7 Picture Cards (fish, octopus, ray, seahorse, turtle, whale)
- drawing paper and crayons

Hello

0.1 Greet students and sing the *Hello* song.

Circle time

- Have Mickey appear to greet you and the students.
- Have Mickey hold up each of the Unit 7 Picture Cards and show students.
- Have students say the words and Mickey praise their efforts: *Yes! Good job!*

Do you like the ocean, Mickey?

- Have Mickey say *Yes.*

Can you swim? (mime swimming)

- Have Mickey say *No.*

What about you? Can you swim?

- Have different volunteers answer.

Video time

About the clip

Pinocchio is in the sea and he is looking for his dad. He frightens all the sea life by asking them where the whale is. Gepetto, Pinocchio's dad, then fishes Pinocchio out of the water inside the whale and they're reunited.

- Have students look at the still in the title screen, and introduce the clip.

Do you know the story of Pinocchio?

- Have volunteers say what they know about the story or the characters.

What does Pinocchio see in the ocean? Let's watch!

- Play the clip. Have students watch and listen carefully.
- Pause at **00:29**.

What color are the fish? (point and say the colors)

- Pause at **01:00**.

How many seahorses can you see? (count the seahorses on the screen)

- Pause at **01:27**.

What color is the octopus? (black) Is it small? (no, it's big)

- Pause at **02:08**.

Where is Pinocchio now? (in the whale)

- At the end of the clip, ask general questions , e.g., *Is Pinocchio scared? Is Pinocchio brave? What does he see in the ocean?*

+ Hand out drawing paper and crayons. Have the students draw a picture of their favorite fish from the clip. They say *The fish is (red).*

Goodbye

0.2 Sing the *Goodbye* song.

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