

Objectives

- ✓ To learn classroom vocabulary
- ✓ To sing songs and chants
- ✓ To do new TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To understand and role-play a picture story
- ✓ To learn and practise the language structure *I've got a (pencil)*.
- ✓ To learn and practise the preposition *in*
- ✓ To learn a new colour (red)
- ✓ To learn a new shape (circle)
- ✓ To learn the value of asking nicely
- ✓ To practise new language by listening and speaking
- ✓ To review and show understanding of unit vocabulary and language structures

Vocabulary

New: book, chair, circle, crayon, in, pencil, red, table, teacher

Unit Overview

**Home-School Connections**

Copy the Letter Home for children to take home to share what they'll be learning in Unit 2 of *My Little Island*. The letter is on page T115 and is available online at www.pearsonelt.com/mylittleisland.

Values

Ask nicely. Use *please* and *thank you*.

Materials

Pupil's Book pages 12–19; Activity Book pages 10–15; Flashcards 1–6; Class Audio CD A: Tracks 13–24; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil's Book and shown on page T96)

Optional: CD-ROM, ActiveTeach, Sammy the Squirrel puppet

Songs and Chants

- ✓ Look, Look, Look! (Class Audio CD A: Tracks 13, 14)
- ✓ It's Red! (Class Audio CD A: Tracks 17, 18)
- ✓ Circle Chant (Class Audio CD A: Tracks 19, 20)
- ✓ Ask Nicely Chant (Class Audio CD A: Tracks 22, 23)






Story

"Timmy's Bag": Kimmy and Timmy show each other the items they have in their backpacks. Timmy surprises Kimmy with the elephant he has in his backpack.

Language Structure: *I've got a (pencil)*.

SKILLS



Cross-Curricular Connections

-  trace a circle, look for circles in the classroom, remember patterns
-  learn the value of asking nicely
-  make a school collage, make a pencil cup, make red artwork
-  understand and talk about a story
-  sing and chant, dance and move

Preschool Learning Outcomes

- ✓ Respond to questions with short, simple answers.
- ✓ Understand a new language structure and the preposition *in*.
- ✓ Listen to a story and look at pictures.
- ✓ Use pictures to make predictions.
- ✓ Sing songs and chants with TPR.
- ✓ Interact with other children.
- ✓ Share information about themselves.
- ✓ Develop a positive attitude towards the English language.

Digital Practice

-  Ask the children to use the CD-ROM for vocabulary practice in class or at home.
-  Use ActiveTeach to view Pupil's Book pages together as a class.

LEARN BY DOING

TPR

- ✓ clap, emphatic gesture, look action, make circles in the air, paint action, point to head, pretend to colour, pretend to draw, pretend to read, question action, shake arms, sit down, tap on table, trace a circle in the air

Phonics

- ✓ Practise phonemic awareness: initial *p*.
- ✓ Complete phonics pages 76–77.
- ✓ Listen to the audio.
- ✓ Sing songs.

Prereading and Prewriting

- ✓ Follow an eight-frame picture story.
- ✓ Talk about the characters.
- ✓ Act out the story to show comprehension.
- ✓ Practise fine motor skills in appropriate activities.
- ✓ Draw, colour, and trace.

NOTICE BOARD DISPLAY

Our Class Backpack

Materials

- large photo of a child's backpack
- drawings of pencils, crayons, books
- sticky tape or drawing pins
- marker

Instructions

1. Place a photo of a child's backpack in the centre of a notice board. Add the heading *Our Class Backpack*.
2. Ask the children to draw a picture of a pencil, a crayon, or a book.
3. Use tape or drawing pins to mount the children's drawings around the backpack.
4. Point to and name the items.
5. Ask the children to point and repeat.

Remind children to clean up after each complete activity.



2

My Class

A13



1

Listen and sing. Move.

SONG



12

Presentation: table, chair, pencil, crayon, book, teacher. TPR: look, tap on table, sit down, draw, colour, read, point

Presentation

Objectives: to identify classroom items in a scene, to sing a song and learn actions

New Vocabulary: book, chair, crayon, pencil, table, teacher

TPR: colour, draw, look, point, read, sit down, tap on table

Materials: Class Audio CD A, My Little Island Map poster, Flashcards

Optional Materials: tray, pencils, crayons, books; photos or magazine pictures of tables, chairs, and teachers; toy table and chair, cardboard box with hole in it, bag; CD-ROM; ActiveTeach

GETTING READY

Hello Game (5–10 minutes)

- Review the greetings from Unit 1: *Hello, Hi, Goodbye, Bye, and I'm (name).*
- Walk around the classroom and say *hello* to different children. Encourage them to use a greeting and introduce themselves.
- Ask the children to sing the song “I See You!” (see page T5) as a warm-up.

Action, Action, 1, 2, 3 (10 minutes)

- Review the classroom actions: look, speak, listen, sing, draw, colour.
- Explain that you are going to call out an action, and they should do it.
- Say: *Look, look, 1, 2, 3!* The children should do the “look” action (shade eyes with hand).
- Repeat with the other actions.

Look at the Map Poster (5 minutes)

- Display the My Little Island Map poster.
- Explain that the children will be visiting the preschool on the island. Point it out.
- Tell the children that there are classrooms in the preschool. Ask them to look around the classroom and talk about things they see.

WORKING IN THE BOOK: PAGE 12

Present Vocabulary

- Tell the children to open their books at page 12.
- Ask questions about the scene: *Who do you see? Where are they? What are they doing?* Encourage the children to use English words in their answers: *girl, boy, look, sit down, stand up, children, teacher.*
- Use the Flashcards, holding them up one at time, to present the vocabulary.
- Say: *book*, and ask the children to repeat it. Say: *Touch the book.* Model touching the picture of the book.
- Repeat with the other words.

1. Listen and sing. Move.

- Play the song and demonstrate the TPR actions that go with it.
- Play the song and let the children do the actions.
- Then play the song again. Encourage the children to sing along and do the actions.

Audio Script

Look! Look! Look!

Look! Look! Look! (look action)

I've got a table – tap, tap, tap. (tap table)

I've got a chair – sit, sit, sit. (sit down)

Look! Look! Look! (look action)

Look! Look! Look! (look action)

I've got a pencil. Draw, draw, draw.

(pretend to draw)

I've got a crayon. Colour, colour, colour.

(pretend to colour)

Look! Look! Look! (look action)

Look! Look! Look! (look action)

I've got a book. Read, read, read.

(put hands together as if reading)

I've got a teacher. Learn, learn, learn.

(point to head)

Look! Look! Look! (look action)

CONSOLIDATING

What's Missing? (10 minutes)

- Prepare a tray with a crayon, a pencil, and a book on it. Also include a picture of a table, a chair, and a teacher.
- Walk around and let everyone see the tray. Give the children time to look at the items.
- Ask the children to cover their eyes. Then remove an item from the tray.
- Count 1, 2, 3, and then ask everyone to name the missing item together.
- Continue in this way.

Secret Box (15 minutes)

- Gather a pencil, a crayon, a book, and, if possible, a small toy table and chair and show the children the items.
- Explain that you are going to put one item in a secret box and that a volunteer will guess what it is by feeling it.
- Put one item in a cardboard box with a hole cut in it. Don't let anyone see the item.
- Invite a volunteer to the front of the room. Show the class the item in the box, but don't let the volunteer see it.
- Ask the volunteer to reach in and feel the item and try to guess what it is.
- Let the class confirm.
- Invite other volunteers to play.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Let the children take the CD-ROM home and play the games to show family members what they've learned.

ActiveTeach

When you present the vocabulary, use ActiveTeach to show the children what to do.

Vocabulary

Objectives: to practise new vocabulary words

New Vocabulary: book, chair, crayon, pencil, table, teacher

Materials: Flashcards, Class Audio CD A, Activity Book

Optional Materials: pencils, crayons, books, photocopies of Flashcards, magazine cutouts of school supplies, paper, glue; CD-ROM; ActiveTeach

GETTING READY

Review Classroom Words (5 minutes)

- Quickly review the classroom vocabulary, using the Flashcards.
- Hold up the card for *pencil* and ask: *What is it?* Prompt the children to say: *pencil*. Repeat for the other words.

Sing the Song (5 minutes)

- Say: *Let's sing the song.*
- Sing and act out "Look, Look, Look!" (see page T12) with the children.
- Divide the class into six groups. Assign each group a classroom item and give each group the Flashcard for the item.
- Play and sing the song again.
- Ask the children in each group to stand up and show the card when they hear their word.

WORKING IN THE BOOK: PAGE 13

2. Listen and say.

- Ask the children to open their books at page 13.
- Say: *Listen*. Let the children listen to the audio, point to the pictures of the classroom objects, and say each word.

- Play the audio again. Pause after each word, and encourage the children to repeat the word. Demonstrate doing the first item.

Audio Script

pencil
crayon
teacher
book
table
chair

CONSOLIDATING

Patterns (10 minutes)

- Make multiple photocopies of the classroom Flashcards.
- On the board, display a row of pictures that make a pattern. For example, *pencil, pencil, crayon, pencil, pencil, crayon*, and so on.
- Point to the pictures as you chant. Clap to indicate the end of the pattern. *Pencil, pencil, crayon* (clap). Invite children to chant and clap with you.
- Continue the chant pattern without pointing to the pictures.
- Slow it down and stop in the middle: *Pencil, pencil, ...* Prompt the children to tell you what comes next.
- Repeat in this way with other patterns.
- As the children become more comfortable with the activity, make the patterns more complex and/or do the activity without using the pictures.

School Collage (15 minutes)

- Cut out pictures (from the Internet, catalogues, or magazines) of different classroom items. Photocopy these pictures so that you have a lot to use for the activity.

- Ask the children to create school collages, using the pictures.
- Encourage the children to share their collages and to name the pictures they used.

Activity Book Page 10

Ask the children to draw a line from each item to the same one in the scene and colour the page. Then let the children work with a partner to check each other's work. They can point to each picture and the matching item and say the name of the item.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Let the children practise the vocabulary by playing the games on the CD-ROM. Then invite the children to take the CD-ROM home to show family members what they are learning about.

ActiveTeach

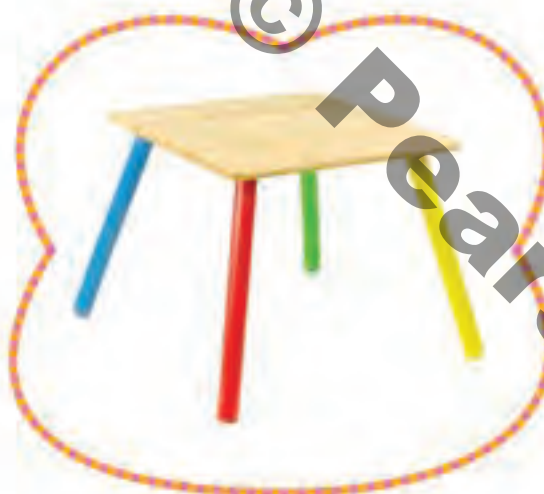
Use ActiveTeach to make an activity a whole-class experience. As you play the audio for the page, point to a picture on the screen as each word is mentioned.

VOCABULARY

A15

2

Listen and say.



Practice: pencil, crayon, teacher, book, table, chair

Story

Objectives: to understand a picture story, to learn a new language structure, to listen to and recognize the intonation in a sentence, to role-play

New Structure: *I've got a (pencil).*

Materials: Class Audio CD A, Flashcards, Activity Book

Optional Materials: Sammy the Squirrel puppet; two backpacks/bags, crayons, pencils, books, silly items, pictures (table, chair, teacher), blank paper; CD-ROM; ActiveTeach

GETTING READY

Thumbs-Up or Thumbs-Down (5 minutes)

- Explain that Sammy the Squirrel doesn't always remember all the words correctly.
- Hold up classroom objects or Flashcards, one at a time. Each time, make the Sammy puppet say a word, correctly or incorrectly naming the item.
- Tell the children that if Sammy says the correct word, they should give him a thumbs-up. If he says the wrong word, they should give him a thumbs-down and chorally say the correct word.

Introduce the Story (5 minutes)

- Hold up the Pupil's Book, opened at page 14. Talk about who is in the first picture.
- Ask the children what's happening.
- Ask: *Can you see any classroom objects? Where is Sammy the Squirrel?*
- Ask the children to predict what will happen next in the story.
- Return to their predictions later to check them.
- Go through the pictures together and talk about them.



WORKING IN THE BOOK: PAGES 14–15

3. Look and listen. Act it out.

- Ask the children to open their books at page 14.
- Say: *Look and listen.*
- Play the audio for the story. Invite the children to point to each picture as they listen.
- Play the audio of the story again. Invite volunteers to act out the story along with the audio.
- Play the audio again and ask the children to repeat chorally.

Audio Script

Timmy's Bag

Frame 1: Kimmy: I've got a pencil.
Timmy: A pencil.

Frame 2: Kimmy: I've got a book.
Timmy: A book.

Frame 3: Kimmy: I've got some crayons.
Timmy: Crayons.

Frame 4: Timmy: I've got a pencil.

Frame 5: Timmy: I've got a book.

Frame 6: Timmy: I've got some crayons.

Frame 7: Timmy: Look!

Frame 8: Timmy: I've got an elephant.
Kimmy: An ELEPHANT?!

Look at New Language

- Point out the language Kimmy uses to say what is in her bag: *I've got a (pencil).*
- Hand a pencil to Sammy the Squirrel. Hold the pencil in Sammy's arm and make Sammy say: *I've got a pencil.*
- Make Sammy give the pencil to a volunteer in the class. Ask the volunteer to say: *I've got a pencil.*



- Ask the volunteer to hand the pencil to someone else and repeat. Continue in this way a few times. Then repeat with the words *book, crayon, chair, table* and *teacher*.

Listen to the Intonation

- Point out that the voice goes down at the end of the statement *I've got a pencil*. Repeat the statement, emphasizing the intonation.
- Then point out that the voice goes up at the end of Kimmy's line: *An elephant?! Say it for the children*, emphasizing the intonation.

- Explain to children that, in general, the voice goes down at the end of a statement. But the voice goes up at the end of a simple yes/no question.

A16 Act It Out

- Ask the girls to pretend to be Kimmy and the boys to pretend to be Timmy. (If you have all girls or all boys, just arrange the children in two groups.)
- Play the audio and ask the children to speak chorally with the characters.
- Then let children work in pairs, acting out the story with and without the audio.

CONSOLIDATING

I've got a ... (15 minutes)

- Let the children work with partners to act out the story, using their own props.
- Prepare two backpacks by placing a few school supplies in one and something silly in the other, such as a stuffed animal.
- Invite two volunteers to act out the story for the class, using the props you prepared. Be sure they know the English name for all the items in the backpacks.

Make a Home Connection (10 minutes)

- Ask the children to draw a picture of their favourite part of the story.
- Then let the children talk about their pictures with a partner.
- Finally, encourage the children to take their pictures home to show their family members.

Activity Book Page II

Tell the children to draw lines from the story characters to their backpacks and then colour the page. Then let the children work with partners to talk about what each character has in the backpack, using the structure *I've got a (book)*.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Let the children take the CD-ROM home and play the games with their family members to show them what they are learning in class.

ActiveTeach

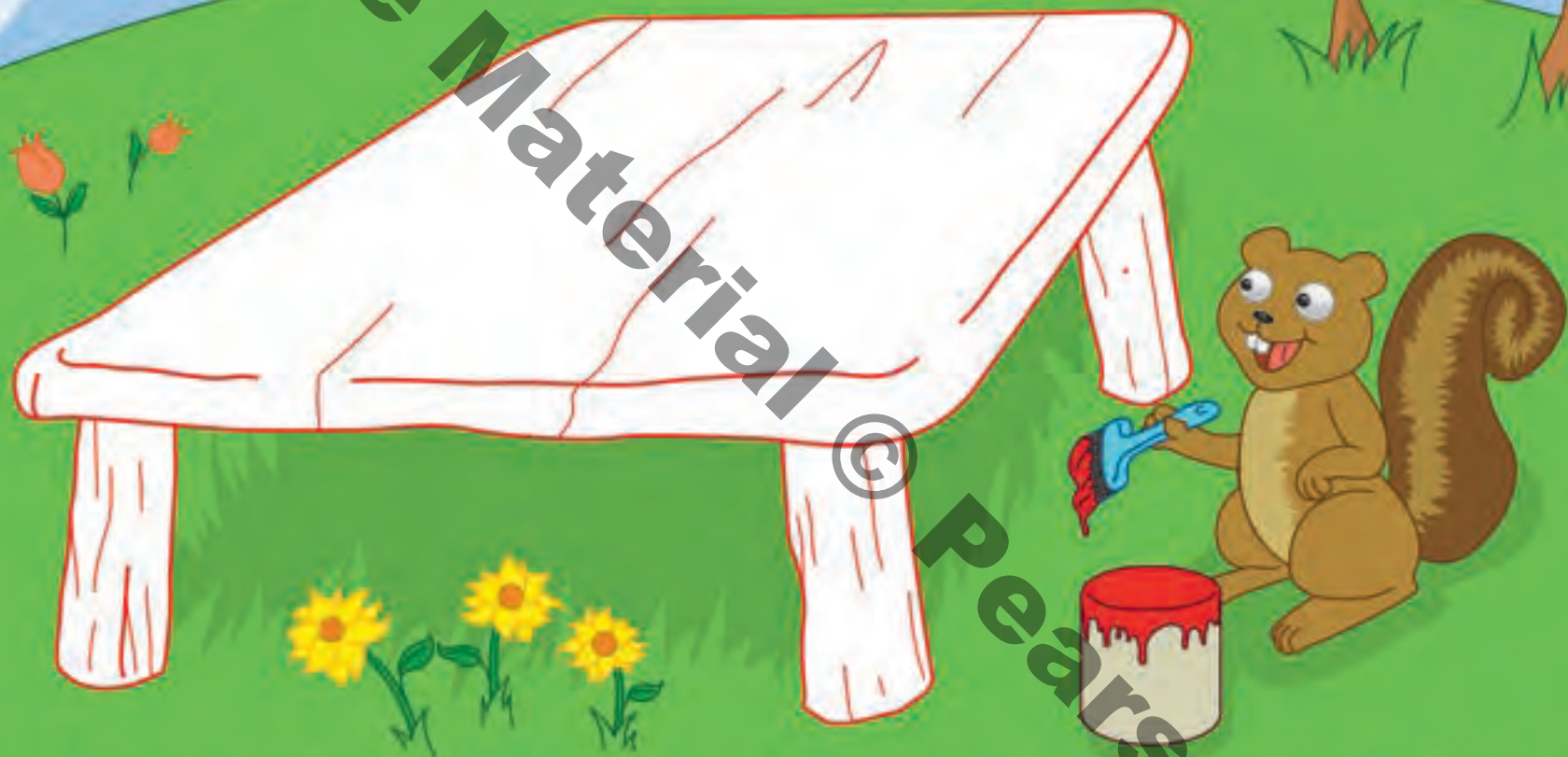
Use ActiveTeach to go through the story pictures together. When you play the audio, point to the items from the backpacks as they are mentioned.

COLOURS



4

Listen and sing. Colour. SONG



Colours

Objectives: to learn a new colour (red), to sing a song

New Vocabulary: red

TPR: emphatic gesture, paint action, question action

Materials: Class Audio CD A, Flashcards, Activity Book, Shapes and Colours poster

Optional Materials: photocopies of Flashcards, large envelopes, sticky tape, boxes, art supplies for collages, crayons, strips of paper that say *RED*; CD-ROM; ActiveTeach; Sammy the Squirrel puppet

GETTING READY

Find a Group (10 minutes)

- Make photocopies of the Unit 2 Flashcards. Give one to each child.
- Make sure everyone knows the names of the items pictured.
- Ask the children to walk around the room and find classmates that have the same card.
- Encourage the children to use new language while they look: *I've got a (pencil)*.
- Once the children have found their groups, collect all the cards and tell the children to return to their seats, or play Relay Race.

Relay Race (10 minutes)

- Use the photocopies of Flashcards from "Find a Group" (above) and ask the children to remain in their groups.
- Shuffle the photocopies of the cards.
- Place the Flashcards around the room. Stick an envelope next to each one.
- Place a box in front of each group of children and put the same number of photocopies into each.
- Tell the groups to line up, facing the boxes.

- The first child in each group (C1) picks a card from the box, hands it to the next child (C2), and names the picture.
- C2 finds the Flashcard that matches the card, and puts the card into the envelope.
- C2 gets a new card from the box and hands it to the next child in line (C3).
- Continue in this way until all the photocopies are placed in envelopes.

Introduce the Colour (5 minutes)

- Show the children a red crayon. Say: *Red*.
- Display the Shapes and Colours poster. Point to two things that are red and say: *Red*. Ask the children to repeat.
- Ask the children to find red things in the classroom. Tell individuals to touch red items and say: *Red*. Ask the class to repeat.

WORKING IN THE BOOK: PAGE 16

4. Listen and sing. Colour.

- Ask the children to look at the picture on page 16. Say: *Point to red*.
- Play the song and tell the children to listen.
- Play it again and encourage the children to join in with you in doing the actions.

Audio Script

It's Red!

I've got a table.

It's nice and new.

I've got a table.

I paint it, too! (paint action)

Colours, colours.

Which one today? (question action: arms out, palms up, shrug shoulders)

It's red. It's red.

It's red, I say! (emphatic gesture: pump fist)

- Point to the table on page 16. Say: *Sammy is painting the table red*.
- Hold up a red crayon and say: *Colour the table red*.

CONSOLIDATING

Is It Red? (10 minutes)

- Display two different classroom objects, one that is red and one that isn't.
- Ask the Sammy puppet to decide on one item and not tell which one.
- Ask Sammy: *Is it red?* Make Sammy answer: *Yes*. Say: *It's the (crayon)!*
- Repeat with two other classroom objects; for example, a red book and a yellow pencil.
- Make Sammy choose the item that isn't red. Say: *Is it red?* Make Sammy answer: *No*. Say: *It's the pencil!*
- Continue in this way.

Red Artwork (15 minutes)

- Create strips of paper that say *RED*.
- Distribute these with other red art supplies, such as crayons, paints, and markers.
- Ask the children to create red mixed-media artwork, using one *RED* label.

Activity Book Page 12

Encourage the children to paint or colour the book red. Let the children talk about the picture.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Encourage the children to take the CD-ROM home and share the games with family members.

ActiveTeach

Use ActiveTeach to show the children how to colour in the table on the page.

CLIL

Objectives: to learn a new shape (circle); to say a chant

New Vocabulary: circle, in

TPR: clap, make a circle, shake arms, trace a circle

Materials: Sammy puppet, Class Audio CD A, Flashcards, Activity Book, Shapes and Colours poster

Optional Materials: crayons, paper circles; CD-ROM; ActiveTeach

GETTING READY

Pass the Crayons (10 minutes)

- Arrange the children in a circle and give each of them a different coloured crayon. Make sure that only one of the crayons is red.
- Make Sammy say: *Pass the crayons.*
- Ask the children to pass the crayons in the same direction until you say: *Stop!*
- Make Sammy ask: *Who has got the red crayon?* Ask the child with the red crayon to hold it up and say: *Red crayon.*
- Continue in this way.

Introduce the Shape (5 minutes)

- Draw a circle on the board. Say: *Circle.* Prompt the children to repeat.
- Make big circles in the air and encourage the children to join you. Say: *Make circles.*
- Display the Shapes and Colours poster. Guide the children to look at the large shapes. Point to the circle shape and say: *circle.* Call for volunteers to find and point to objects in the house that are circles. Reinforce correct responses by saying: *Yes, it's a circle.*
- Ask the children to find different circular objects or paper circles that you have positioned around the classroom. Say: *Find the circles.*

WORKING IN THE BOOK: PAGE 17



5. Trace. Listen, say, and do.

- Tell the children to open their books at page 17. Point out the big red circle on the page. Ask the children to trace it with their fingers.
- Then tell them to trace it with a pencil.
- Ask the children if they can see any other circles on the page. Point out that the girl is making a big circle with her arms and that Sammy is shown inside three circles.
- Ask the children to make a circle with their arms.
- Play the audio. Let the children listen and watch as you demonstrate the actions.
- Play it again and encourage the children to do the actions with you.
- Play it again, and invite the children to do the actions and chant if they are ready.

Audio Script

Circle Chant

Arms ready? (shake arms)
Make a circle
high, high, high. (make a circle high in the air)
Make a circle
low, low, low. (make a circle low in the air)
Make a circle
big, big, big. (make a big circle in the air)
Trace a circle
small, small, small. (trace a small circle in the air)
Then CLAP! (clap)
No more circle.

- Help the children to see that Sammy is “in” the circles at the bottom of the page.
- Say: *In* and ask the children to repeat it.

CONSOLIDATING



TPR March (10 minutes)

- Tell the children to stand around in a circle.

- Play “Circle Chant.” Ask the children to turn to the right and march to the music.
- Stop the music and call out an action. (*Hands up!*) Then ask the children to stop marching and do the action.
- Repeat, using other actions they know: wave, dance, jump, walk, sit down, stand up, hands down, make a circle, clap.



Find a Circle (10 minutes)

- Remind the children that there are circles everywhere; for example, clock faces, wheels, plates, and so on.
- Ask the children to find other examples of circles at home. Tell them to ask family members, too. Back in the classroom, let them tell their classmates about the circles they found.

Phonics Time

- Go to Pupil's Book pages 76–77 (Teacher's Book pages T76–T77) for the presentation and practice of the letter *p* and the sound it stands for.

Activity Book Page 13

- Tell the children to trace and colour the circles. Let them work with a partner to talk about their circle pictures.

OPTIONAL: USING DIGITAL COMPONENTS



CD-ROM

Let the children take the CD-ROM home to show their family members what they are learning about in class.



ActiveTeach

Use ActiveTeach to model tracing the circle. Then take advantage of the digital format to demonstrate to the whole class how Sammy is “in” the circles at the bottom of the page.



A19

5

Trace. Listen, say, and do. **SONG**



Pages 76-77



Presentation/Practice: circle, in TPR: shake arms, make a circle, clap



VALUES

A21

A22



Listen and say. **SONG**



Values

Objectives: to learn about the value of asking nicely, to role-play

New Vocabulary: please, thank you

Materials: Class Audio CD A, Flashcards, Activity Book

Optional Materials: Sammy the Squirrel puppet; toys, crayons; CD-ROM; ActiveTeach

GETTING READY

Sing and Play TPR (5 minutes)

- Review classroom vocabulary by singing and doing the actions for the song “Look, Look, Look!” (See page T12).
- Organize the children into small groups.
- Give each group an object from the song or a Unit 2 Flashcard.
- Ask each group to sing the line from the song that includes their object. Lead everyone in singing the chorus.

Introduce Asking Nicely (5 minutes)

- Use the Sammy puppet to introduce the idea of asking nicely to the class.
- Make Sammy grab a crayon out of your hands without asking.
- Say: *No, Sammy! That's not nice!*
- Make Sammy say: *I want the crayon.*
- Say: *Sammy, you have to ask nicely.*
- Make Sammy give you back the crayon and say: *Please give me the crayon.*
- Give the crayon to Sammy and say: *Here.*
- Make Sammy say: *Thank you!*
- Invite volunteers to role-play the same scene with you or with a partner.

WORKING IN THE BOOK: PAGE 18

6. Listen and say.

- On the board, draw two faces without mouths.
- Do a role play with the Sammy puppet and a volunteer. Make Sammy ask for something in a rude way.
- Draw a frown on the first face. Say: *Not nice.*
- Do another role play – this time, make Sammy ask nicely.
- Draw a smile on the second face. Say: *Nice.*
- Ask the children to open their books at page 18.
- Let the children look at the picture and guess what's happening.
- Play the audio and let the children listen.

Audio Script

Girl 1: Please give me the crayon.

Girl 2: Here.

Girl 1: Thank you.

CONSOLIDATING

Use the “Ask Nicely Chant” (5 minutes)

- Play the chant once and ask the children to listen.
- Play it again and encourage them to join in and chant when they're ready.
- Continue using the chant throughout the year to remind children to ask nicely.

Audio Script

Ask Nicely Chant

Please and thank you.

Please and thank you.

Ask nicely: please and thank you!

I ask please.

I say, “Thank you.”

Please and thank you, please!

Act It Out (10 minutes)

- Put various classroom objects out on a table and invite pairs of children to practise asking nicely for them.
- Ask pairs to role-play for the class.
- Clap when they ask nicely.
- Encourage children to use target language by including *I've got a (book)* in the role play.

Activity Book Page 14

Ask the children to colour the picture. Ask them to guess what the boy and his mother might be saying.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Let the children use the CD-ROM to practise the language they are learning in class. Encourage them to ask for things nicely at home and to talk with family members about the importance of asking nicely.

ActiveTeach

Talk about the scene on the page with the whole class, and then keep the page displayed for reference as children role-play. Also, with the page still displayed, ask the children to discuss why it's good to ask nicely for things.

Review/Assessment

Objectives: to review and assess unit vocabulary and language structures

Review: classroom vocabulary; circle, in, red; *I've got a (pencil); please/thank you*

Materials: stickers (in the back of the Pupil's Book and shown on page T96), Class Audio CD A, Flashcards, Activity Book

Optional Materials: Sammy the Squirrel puppet; classroom items, hat, stick for a magic wand, crayons, materials for making pencil cups (paper cups, glue, buttons, and other items to use as decorations); CD-ROM; ActiveTeach

GETTING READY



Play a Review Game (10 minutes)

- Display the Unit 2 Flashcards at the front of the classroom.
- Divide the class into two teams.
- Tell a player from one team to point to one of the Flashcards.
- A player from the other team calls out the word shown on the Flashcard.
- Continue in this way for all six words.
- Then ask the teams to switch roles.

Have a Magic Show (5 minutes)

- In advance, put Flashcards or real classroom objects into a bag or hat.
- Make Sammy pretend to be a magician.
- Make Sammy wave a magic wand and say: *I have something in my hat/bag, one, two THREE! What is it?*
- Prompt the children to guess words they learned in Unit 2: *a pencil, a crayon*, and so on.
- Let the child who guessed correctly be the magician.

WORKING IN THE BOOK: PAGE 19



7. Stick and say.

- Tell the children to open their books at page 19.
- Distribute the stickers.
- Say: *Stick the pencil sticker.*
- Repeat for the chair sticker.
- Let the children place the stickers on the page and then check with a partner.

8. Listen and circle.

- Tell the children to listen as you play the audio. Explain that they will circle pictures of the words they hear.

Audio Script

1. I've got a crayon.
2. I've got a chair.

Use the Reward Sticker

- Help the children talk about what they've learned in Unit 2, using positive language:
 - I can say: *book, chair, crayon, pencil, table, teacher.* I can point to these things, too!
 - I can say: *I've got a (pencil) and in.*
 - I can name the colour *red.*
 - I can say *circle.* I can point to a circle, too!
 - I can follow these directions: *Tap on the table. Make a circle.* I can say them, too!
 - I can ask nicely for things. I know *please* and *thank you.*
- Distribute the reward stickers.
- Show children where to stick the reward stickers (on the Unit 2 Good Job placeholder). Congratulate individuals, as well as the group, on their progress.
- Ask the children what they liked best.



Art Project: Pencil Cup

- Tell the children to look at the picture of the unit project. Tell them they are going to make pencil cups.
- Gather decoration supplies.
- Let the children choose decorations.
- Give each child one cup and some glue.
- Help them decorate their cups.

CONSOLIDATING



Freeze Dance (10 minutes)

- End the unit with a freeze dance.
- Play each unit song or chant at least once.
- Invite the children to dance along with the music and then freeze when it stops.
- Then call out an action: *Tap on the table!*
- Ask the children to tap on the table.
- Repeat, using other actions children learned in Unit 2.

Activity Book Page 15

Let the children draw pictures on the books. Then ask the children to use the structure *I've got a (book)* to talk with a partner about the page.

OPTIONAL: USING DIGITAL COMPONENTS



CD-ROM

Encourage the children to take home the CD-ROM and play the games with their family members to show them what they are learning about in class.



ActiveTeach

Use ActiveTeach to preview the page, to complete it together, or to check children's work. Review any pages in the unit that the children need extra help with.

UNIT 2 REVIEW

7 Stick and say. A24 8 Listen and circle.



1



2



Project



Review/Assessment: I've got a (pencil). Project: art

UNIT 2