

# 2

# My

# School

## Objectives

- ✓ To learn classroom vocabulary
- ✓ To sing songs and chant
- ✓ To do new TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To understand and role-play a story
- ✓ To learn and practise the new language structures *Is it a (pen)? / Yes, it is. / No, it isn't.*
- ✓ To learn how to produce the sounds that *p* and *t* stand for at the beginning of words
- ✓ To review colours, numbers, and shapes
- ✓ To learn a new shape (rectangle)
- ✓ To learn the value of putting things away
- ✓ To practise new language by listening and speaking
- ✓ To learn and review unit vocabulary and language structures

## Vocabulary

**New:** backpack, computer, markers, notebook, pen, scissors; rectangle  
**Review:** pencil, tree, turtle; black, blue, brown, grey, green, orange, pink, red, white, yellow; numbers 1–5; circle, square, triangle; school vocabulary; toys

## Materials

Pupil's Book pages 14–21; Activity Book pages 12–17; Flashcards 1–6; Class Audio CD A: Tracks 20–31; Course Posters: *My Little Island* Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil's Book and shown on page TI06)

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

# Unit Overview

## Songs and Chants

- ✓ At My School (Class Audio CD A: Tracks 24 and 25)
- ✓ P Sounds Like Puh Chant and T Sounds Like Tuh Chant (Class Audio CD B: Tracks 34 and 35)
- ✓ It's a Rectangle Chant (Class Audio CD A: Tracks 29 and 30)
- ✓ Put Things Away Chant (Class Audio CD A: Tracks 31 and 32)



## Home-School Connections

Copy the Letter Home for children to bring home to share what they'll be learning in Unit 2 of *My Little Island*. The Letters are available online at: [www.pearsonelt.com/mylittleisland](http://www.pearsonelt.com/mylittleisland).

## Values

Put things away.






## Story

"What Is It?": Billy draws a picture of Sammy the Squirrel on his computer. After a few tries, Lilly guesses what Billy is drawing.

**Language Structures:** *This is my (computer). / Is it a (pen)? / Yes, it is. / No, it isn't.*

## SKILLS



### Cross-Curricular Connections

-  review shapes, trace and find rectangles, count to 5
-  learn the value of putting things away
-  draw, trace, colour, decorate notebook
-  directionality and letter recognition (p, t)
-  sing chant, and move to music

### Preschool Learning Outcomes

- ✓ Listen and respond to intonations.
- ✓ Use short, simple answers to questions.
- ✓ Understand new language structures.
- ✓ Recognize and produce the sounds that initial *p* and *t* stand for.
- ✓ Follow a picture story.
- ✓ Make predictions using pictures.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact.
- ✓ 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 or for review.
-  Use ActiveTeach to go over Pupil's Book pages together as a class.

## LEARN BY DOING

### TPR

- ✓ carry, clap, cut, draw, stamp, stretch arms, trace a rectangle in the air, type, wiggle hands, write, write a letter in the air

### Phonics

- ✓ Practise recognizing sound-symbol correspondences: initial *p* /p/ and *t* /t/.
- ✓ Recognize the letters *p* and *t*.
- ✓ Complete Phonics page 86.
- ✓ Listen to the audio.
- ✓ Sing songs and say chants.

### Prereading and Prewriting

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

Encourage families to arrange play dates with new children at school. Socializing outside of school helps create a happy classroom environment!

## NOTICE BOARD DISPLAY

### Our Classroom

- ✓ Make a notice board showing classroom supplies.

### Materials

- drawings of classroom items
- magazine cutouts of classroom items
- photographs of classroom items
- real classroom items
- sticky tape

### Instructions

1. Ask the children to draw classroom items.
2. Invite the children to bring in photos of classroom items.
3. Gather magazine cutouts of classroom items.
4. Hand-write labels for the items.
5. Let the children tape the pictures and realia to the notice board.
6. Ask the children to tape the labels near the images or items.



2

# My School



1

Listen and sing. Move. **SONG**





## Presentation

**Objectives:** to identify classroom vocabulary in a scene, to learn a song and some new actions

**New Vocabulary:** backpack, computer, markers, notebook, pen, scissors

**TPR:** carry, cut, draw, type, write

**Materials:** Class Audio CD A, Flashcards

**Optional Materials:** *My Little Island* Map poster, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

### GETTING READY

#### Look at the Poster (5 minutes)

- Display the *My Little Island* Map poster.
- Ask the children to name the places they know.
- Invite them to guess where they will go next.
- Explain that in this unit they will visit the school.

### Share What You Know (5 minutes)


- Use the Sammy the Squirrel puppet or a volunteer to engage children and get them laughing. Begin by making Sammy ask different children if they go to school.
  - As they answer, make Sammy pretend not to understand that children are in a school.
  - Finally, make Sammy say: *Oh, this is a school?* as he gestures to the classroom.
- Invite the children to talk about school: What do they do? What do they like?
- Review familiar school vocabulary, such as *book, chair, crayon, pencil, table, teacher*, using Level 1 Flashcards 1–6.
  - For each card, make Sammy point and ask: *What's this?*
  - Prompt the class to answer if they know the word. If not, say it yourself: *It's a (book).*
  - Let the class repeat.
  - Gesture to yourself and say: *I'm the teacher.*

### Warm Up with TPR (5 minutes)

- Play a quick game to get the children moving and to review TPR from Unit 1: clap, climb, look around, make a circle, point, run.
- Say the word or phrase and do the action and let the children repeat it.
- Call on small groups to do specific actions. For example, say: (*Raul, Martina, Lee*), *clap!* Let the group clap and say the word: *Clap*.
- Continue in this way.

### WORKING IN THE BOOK: PAGE 14

#### Introduce Vocabulary, Using TPR

- Tell the children to open their books at page 14.
  - Explain that Lilly and Billy are in their classroom.
  - Invite the children to talk about the picture using words they know, such as colours, shapes, numbers, and school vocabulary.
  - Point out and demonstrate the different actions to clarify meaning: The teacher is *carrying* a book. Lilly is *writing*. Another girl is *drawing*. Billy is *typing* at the computer. Another boy is *cutting*.
  - Hold up the Unit 2 Flashcards, one at a time, to introduce the vocabulary.
  - Say: *Backpack*. Let the children repeat.
  - Say: *Find the backpack*. Ask the children to find a picture of a backpack in the scene.
-  **I. Listen and sing. Move.**
- Display Flashcards 1–6 and say the words. Explain that you will play a song. Tell the children to listen for the words.
  - Play the audio. Do the actions to clarify meaning. When the key vocabulary words are mentioned, point to the Flashcard.
  - Play the song again and ask the children to do the actions with you.
  - Invite the children to sing along when they are ready.

### Audio Script

#### At My School

With my pen

I write, write, write. (*pretend to write*)

In my notebook

I write, write, write. (*pretend to write*)

With my computer

I type, type, type. (*pretend to type*)

I click and play

And type, type, type. (*pretend to type*)

With my markers

I draw, draw, draw. (*pretend to draw*)

With each colour

I draw some more. (*pretend to draw*)

With my scissors

I cut, cut, cut. (*pretend to use scissors*)

With my scissors

I cut things up. (*pretend to use scissors*)

With my backpack

I carry, carry, carry. (*pretend to put on backpack*)

On my back

It's easy to carry. (*pretend to put on backpack*)

### CONSOLIDATING

#### **TPR March (5 minutes)**

- Ask the children to line up behind you.
- Play “At My School.”
- March around the room in a line.
- For each verse of the song, lead the class in doing the action: (*write* in verse 1, and so on).

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Encourage the children to take the CD-ROM home to show their families what they're learning.

#### **ActiveTeach**

Reinforce vocabulary using the Flashcard images on ActiveTeach.

## Vocabulary

**Objective:** to practise new words

**New Vocabulary:** backpack, computer, markers, notebook, pen, scissors

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Flashcards; backpack, pen, marker, children's safety scissors, notebook, book, crayon, pencil, blindfold; Sammy the Squirrel puppet; CD-ROM; ActiveTeach

### GETTING READY

#### **Review the Song (5 minutes)**

- Say: *Let's sing the song.*
- Sing and act out "At My School" with children.
- Divide the class into six groups, one for each classroom object. Give each group a real classroom object or a Flashcard of one.
- Tell each group to stand up when they hear their word in the song. Play the song again and encourage the children to sing along. Prompt groups to stand up.

#### **Prepare for the Activity (5 minutes)**

- On the board, create a grid that looks like the one on Pupil's Book page I5: Make six frames and draw a shape or write a number in each one.
- Draw a small tick box under each frame.
- Explain that Sammy will say a word and a volunteer will draw a tick in the box under the appropriate frame.
- Model the first one. Make Sammy say: *Circle.* Then put a tick in the box under the picture of the circle.
- Invite volunteers to continue.

### WORKING IN THE BOOK: PAGE I5

#### **2. Listen. Find and tick ✓. Say.**

- Tell the children to open their books at page I5.
- Explain that the children will listen and tick the pictures as they hear the words.
- Play the audio, pausing after each word. Tell the children to tick the picture and say the word.

#### **Audio Script**

computer  
pen  
markers  
notebook  
backpack  
scissors

- For additional practice, say each vocabulary word aloud and ask the children to clap twice, pause, clap twice again, and repeat the word.

### CONSOLIDATING

#### **Mystery Bag (I0 minutes)**

- Have available: a backpack, pen, marker, child's safety scissors (taped shut), notebook, book, crayon, and an unsharpened pencil.
- Show the items. Let the children say the words.
- Blindfold a volunteer. Then show the class one item and put it in the backpack.
- Hide the other items out of sight.
- Ask the volunteer to reach into the backpack and try to guess the item by feeling it.
- Let the class confirm the guesses by saying: *Yes, it's a (notebook) or No, it isn't.*
- Repeat with other items and volunteers.

### What's Missing? (I0 minutes)

- Use the objects from the Mystery Bag activity.
- Display four items and hide the others.
- Tell the children to look closely while you count to five. Then say: *Close your eyes!*
- Remove one of the items.
- Say: *Open your eyes! What's missing?*
- Play again, but this time, use five items.
- Continue in this way until all eight items are used.

#### **Make a Home Connection**

Encourage the children to use the English words they've learned to talk about school items they have at home.

#### **Activity Book Page I2**

Ask the children to draw, say, and colour the missing item in each row. Invite partners to talk about the items they have drawn, using the school and colour words they know.

### OPTIONAL: USING DIGITAL COMPONENTS

#### **CD-ROM**

Ask the children to take the CD-ROM home and use it with their families to show them the school vocabulary they are learning.

#### **ActiveTeach**

Use the large digital format to model ticking the boxes on the page. Then after the children have completed the activity, show them the correct responses on the big screen.

# VOCABULARY

A26

2

Listen and tick ✓. Say.

☐☐☐☐☐☐

Practice: computer, pen, markers, notebook, backpack, scissors

UNIT 2

15



## Story

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

**New Structures:** *Is it a (pen)? / Yes, it is. / No, it isn't.*

**Review:** animal; *This is my (computer). / It's (Sammy).*

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

### GETTING READY

#### Story Concepts (5 minutes)

- Explain that the children are going to listen to a story.
- Reinforce literacy concepts using either the Pupil's Book or another book.
- Encourage the children to share what they know about reading stories in books. Make it fun by using Sammy the Squirrel.
  - Make Sammy pretend to read a book upside down; shake your head and say: *No, no, Sammy.* Turn the book the right way up.
  - Make him read the last page first; shake your head and say: *No, no, Sammy.* Show children how to start from the beginning.
  - Make him flip through the pages randomly; shake your head and say: *No, no, Sammy.* Model turning the pages in order.

#### Introduce the Story (5 minutes)

- Hold up the Pupil's Book, open at page 16.
- Focus on the first page of "What Is It?". Ask the children to talk about the picture.
- Explain that Billy and Lilly are in Billy's room and that Billy is showing Lilly his computer.



- Talk about computers. Ask the children if they like to play games on computers and if they've ever drawn a picture on a computer. (Use TPR and gestures as needed in the discussion.)

### WORKING IN THE BOOK: PAGES 16–17

#### 3. Look and listen. Act it out.

- Tell the children to turn to page 16.
- Play the audio, pausing after each frame to make sure children are looking at the correct one and understand what is going on.
- Help children understand that Billy is drawing a picture on his computer and Lilly is trying to guess what it is.

- Play the audio for the story again, pausing and pointing to each frame as children listen to the words.
- Encourage the children to speak along with the characters.
- Invite volunteers to act out the story with the audio.

#### Audio Script

##### What Is It?

Frame 1: Billy: This is my computer.

Frame 2: Lilly: Is it a pen?

Billy: No, it isn't.

Frame 3: Lilly: Is it a marker?

Billy: Yes, it is.

Frame 4: Billy: I can draw. Look!

Lilly: Wow!



Frame 5: Lilly: Is it a backpack?  
Billy: No, it isn't.  
Frame 6: Lilly: Is it scissors?  
Billy: No, it isn't.  
Frame 7: Lilly: Is it an animal?  
Billy: Yes, it is.  
Frame 8: Billy: Look!  
Lilly: Wow! It's Sammy.

### Look at New Language

- Point out the language Lilly uses to ask about Billy's drawing: *Is it a (pen)?*

- Focus on Billy's answers: *No, it isn't. / Yes, it is.*
- Provide practice using Sammy. Show him a pen and ask: *Is it a notebook?*
- Make Sammy answer: *No, it isn't.*
- Ask: *Is it a pen?*
- Make Sammy answer: *Yes, it is.*
- Invite the children to practise the exchanges with Sammy, and then in pairs.

### Listen to the Intonation

- Ask the children to close their eyes and listen as you play the story audio.

- Pause after each question and repeat it, emphasizing how Lilly's voice goes up at the end of the questions: *Is it a (pen)?*
- Ask the children to repeat each question, copying the intonation.

## CONSOLIDATING

### Role-Play (10 minutes)

- Let pairs of children act out the story.
- First, play the audio and let pairs of children act out the story.
- Then invite volunteers to act it out without the audio.
- For a challenge, ask the child playing Billy to draw a picture of a classroom object on a piece of paper and ask the child playing Lilly to guess what it is.

### Make a Home Connection

Encourage the children to draw something on a computer or a piece of paper and ask their families to guess what it is.

### Activity Book Page 13

Ask the children to draw and colour Sammy the Squirrel on the computer screen. Then let partners role-play Lilly (who asks the question) and Billy (who answers it) and ask and answer: *Is it Sammy? / Yes, it is.*

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Encourage the children to take the CD-ROM home to share the story with their families.

### ActiveTeach

Use the large digital format to focus on the frames as the story audio plays. Point to the story character who is speaking.



# LISTENING

A28 4 Listen and circle.

1



2



3



Is it a notebook?



## Listening

**Objectives:** to practise listening comprehension, to practise new unit vocabulary and structures

**Review:** colours

**Materials:** Class Audio CD A

**Optional Materials:** photocopies of story pages, classroom objects, Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

### GETTING READY

#### Revisit the Story (5 minutes)

- Photocopy and enlarge the story pages, cutting them into two-frame pairs. Display the pairs, in order, where the children can see them. Then mix up the order.
- Explain that Sammy is going to try to put them back in order.
- Sammy says: *One, two, three, four* as he rearranges the pages.
- At first, make Sammy arrange them out of story order.
- Say: *No, no, Sammy. Try again.*
- Make Sammy try again, but still not get the correct order.
- Say: *No, no, Sammy.*
- Gesture to the class. Say: *Let's help Sammy.*
- Point to each page and ask: *Is this one?* until the class identifies the first page of the story.
- Repeat with the other pages.

#### Prepare for the Activity (5 minutes)

- Tape or display the Flashcards for *scissors* and *computer* on the board, one directly above the other so they are arranged like the items on Pupil's Book page 18.
- Say: *Is it a computer? Yes, it is.*
- Draw a circle around the Flashcard for the computer.

- Repeat with the Flashcards for *notebook* and *backpack*.
- Say: *Is it a notebook? No, it isn't. It's a backpack.*
- Draw a circle around the backpack.

### WORKING IN THE BOOK: PAGE 18

#### 4. Listen and circle.

- Tell the children to open their books at page 18.
- Point to and say the names of the classroom objects on the page and ask the children to repeat them.
- Talk about the colours of the items.
- Focus on the objects in item 1.
- Play the audio for item 1.
- Show the children how to trace the sample red circle around the notebook.
- Play the audio for items 2 and 3.
- Pause after each item is named, so the children can circle the correct picture.

#### Audio Script

1. Is it a notebook?  
Yes, it is.
2. Is it a backpack?  
No, it isn't. It's a computer.
3. Is it a marker?  
Yes, it is.

- Point to Sammy at the bottom of the page and read out the speech bubble.

### CONSOLIDATING

#### Guessing Game (5 minutes)

- Gather and display as many classroom objects of one colour as you can: (review) book, chair, crayon, pencil, table; (new) pen, backpack, marker, notebook, computer, scissors.
- Use Sammy (or a volunteer) to help you model how to play the game.

- Make Sammy choose an item from the display and not tell which one it is.
- Ask Sammy questions to try to guess what it is: *Is it red? Is it a notebook?*
- Make Sammy answer: *No, it isn't* until you guess correctly.
- Play a few more times. Invite volunteers to choose the item.

#### Play "Sammy Says" (10 minutes)

- Play "Sammy Says" (a version of "Simon Says") to practise listening and to review TPR actions.
- Begin by reviewing the TPR from "At My School" on page T14: carry, cut, draw, type, write.
- You may also review TPR from Unit 1: clap, climb, look around, make a circle, point, run.
- To play, Sammy gives instructions to the players. Players should follow the instructions ONLY if Sammy says: *Sammy says*.
  - Sammy says: *Sammy says CARRY*. The players should pretend to carry a book.
  - Sammy says: *DRAW*. Players should NOT do anything because Sammy didn't say *Sammy says*.
- If you don't have a Sammy puppet, play "Simon Says" and lead the game.
- Allow the children to join in once they understand how to play.

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Encourage the children to use the CD-ROM at home to review vocabulary.

#### ActiveTeach

Use the large digital format to model circling the correct pictures.

## Speaking

**Objectives:** to practise speaking, to practise new unit vocabulary and structures

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** Flashcards; markers, crayons, paper; CD-ROM; ActiveTeach

### GETTING READY



#### Pass the Card (10 minutes)

- Ask the children to sit in a circle. Play some music. Let the children pass a Flashcard around while the music plays.
- Stop the music and prompt the child holding the card to ask the next child: *Is it a (notebook)?* The second child answers.
- Continue with different cards.



#### Practise Intonation (5 minutes)

- Prepare for the speaking practice by focusing on intonation.
- Play the audio for “What Is It?” on pages 16–17. Tell the children to listen carefully to the speakers’ voices.
- Point out that the speakers’ voices go up at the end of the questions and down at the end of the answers.
- Let the children practise repeating after the audio, copying the rise and fall of the speakers’ voices.

### WORKING IN THE BOOK: PAGE 19

#### 5. Colour. Ask and answer.

- Preteach the concept of speech bubbles.
  - On the board draw a picture of a simple face and make a speech bubble with the tail pointing to the face: *I’m Sammy.*
  - Point to the tail of the speech bubble and explain that it shows the character who’s talking. Explain that the words in the bubble tell what the character is saying.

- Tell the children to open their books at page 19, and ask them to talk about the picture.
- Point to the computer, notebook, marker, and backpack. Invite the children to colour these items.
- Ask questions as you point to details on the page: *Is it a marker? Is it green?*
- Then focus on the children and speech bubbles on the page. Explain that the girl is pointing to the computer.
- Point to each speech bubble as you read the dialogue.
- Invite partners to practise the dialogue for the items they coloured. Ask the child who asks the question to point to the item on the page.
- Help the children to recall the different intonation patterns for the questions and answers.

### CONSOLIDATING

#### Focus on Pronunciation (5 minutes)

- Focus on the sound /p/ in words like *pen*, *pencil*, and *pink*.
- Let the children practise isolating the sound by popping their lips apart and making a pop sound /p/.
- Say: *Pencil*. Ask individuals to repeat it.
- Repeat with *pen* and *pink*.



#### Draw a Classroom (15 minutes)

- Gather art supplies: markers, paper, crayons.
- Invite the children to draw the classroom, including items they can name in English.
- Ask partners to practise asking and answering about their pictures.
- Ask one partner to point to a detail in his or her partner’s drawing and ask: *Is it a (computer)?* Ask their partner to answer.
- Then invite the pair to swap roles and continue.



#### Make a Home Connection

Encourage the children to take home their drawings to share with their families. Help the children practise pointing and saying *It’s a (computer)*.

#### Phonics: Pupil’s Book page 86 and T86

For work on the /p/ and /t/ sounds and letters, ask the children to turn to page 86 in the back of their books. For teacher support, turn to page T86 in this book.

#### Extra Practice: Student Book page 87 and T87

For extra practice speaking, ask the children to turn to page 87 in the back of their books. For teacher support, turn to page T87 in this book.

#### Activity Book Page 14

Ask the children to circle and talk about or point to the differences. (In B: the children will circle the cap on the marker; the fifth leg on the table; the keyboard on the computer; the pocket on the backpack). Tell the children to colour the classroom objects. Then invite partners to ask and answer: *Is it a (marker)? Yes, it is. / No, it isn’t.*

#### Activity Book Page 15

Ask the children to trace the lines to the objects, colour them, and say the name. Then invite them to practise with a partner: *Is it a (pencil)? Yes, it is. / No, it isn’t.*

### OPTIONAL: USING DIGITAL COMPONENTS



#### CD-ROM

Encourage the children to play the audio on the CD-ROM at home. Tell them to mimic the audio to practise their speaking skills.



#### ActiveTeach

Use the large digital format to model colouring and identify the objects on the page.



# SPEAKING

5 Colour. Ask and answer.

PHONICS  
Pages  
86-87  
EXTRA PRACTICE

Is it a computer?

Yes, it is.

Practice: Is it a (computer)? Yes, it is. / No, it isn't.

UNIT 2

19



Listen and say. Trace and count. **SONG**





## CLIL

**Objectives:** to learn a new shape (rectangle), to say a chant

**New Vocabulary:** rectangles

**Review:** shapes and colours, counting 1–5

**TPR:** trace a rectangle in the air

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** coloured cutouts of shapes, tape, Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

## GETTING READY

### Secret Actions (10 minutes)

- Do a quick TPR activity to get the children moving and engaged.
- Invite a few volunteers to stand in the front of the room, facing the class.
- Hold up a Flashcard for the class to see. Make sure the volunteers do *not* see the card.
- Let the class use TPR and other gestures to elicit the word from the volunteers.

### Shape Treasure Hunt (10 minutes)

- Hide different coloured cutouts of squares, triangles, and circles around the classroom beforehand.
- Tell the children that they are going to go on a treasure hunt to find shapes.
- Ask pairs to walk around the room and gather as many shapes as they can.
- At the end of the activity, ask the pairs to count how many shapes they found.

### Introduce the Shape (5 minutes)

- Hold up a circle cutout from the Shape Treasure Hunt.
- Ask: *What's this?* and encourage the children to answer: *It's a circle.*
- Repeat with a square and a triangle.
- Hold up a rectangle cutout. Say: *It's a rectangle.* Ask the children to repeat it.

- Help the children compare the square and the rectangle.
- Invite the children to talk about how they are the same and how they are different.
- Use gestures and other visual clues to point out that:
  - A square has four equal sides. A rectangle has two short equal sides and two long equal sides.
  - Both squares and rectangles have straight edges. (A circle has a curved edge.)
  - Both shapes have four equal corners.

## WORKING IN THE BOOK: PAGE 20

### 6. Listen and say. Trace and count.

- Tell the children to open their books at page 20.
- Let the class look at the border and point to and name the shapes: *Blue circle, yellow triangle, green square...*
- Point to one of the rectangles.
- Trace the outline and say: *It's a rectangle.*
- Explain that the children are going to listen to and say a chant and then trace and count the rectangles on the page.
- Play the audio. Do the actions.
- Play it again and let the children do the actions and chant when they're ready.

### Audio Script

#### It's a Rectangle Chant

Trace the shape.

Trace the shape.

*It's a rectangle. (trace a rectangle in the air)*

How many do you see?

Count the rectangles with me.

- Now ask the children to trace the rectangles on the page and count them: 1, 2, 3, 4, 5.

## CONSOLIDATING

### Musical Shapes (10 minutes)

- This game is based on Musical Chairs. It encourages the children to co-operate and help each other.
- Use tape to create four giant shapes on the floor (circle, square, triangle, rectangle).
- Play some music and tell the children to dance around the room until the music stops. Then call out a shape: *Circle!*
- Everyone has to squeeze together to stand in the circle. The goal is for everyone to be inside the circle with nobody outside.
- Continue in this way.

### Pass the Shape (5 minutes)

- Tell the children to sit in a circle.
- Give out shape cutouts.
- Play some music.
- While the music plays, let the children pass the shapes around the circle.
- Stop the music. Say: *Stand up, squares!*
- Prompt the children holding squares to stand up. Ask those children to draw a square in the air and say: *It's a square.*
- Continue in this way.

### Activity Book Page 17

Ask the children to count the shapes, trace the numbers, and draw lines to match the numbers with the shapes. Let pairs point and say: *It's a rectangle. (1, 2, 3, 4). (4) rectangles.*

## OPTIONAL: USING DIGITAL COMPONENTS

### CD-ROM

Encourage the children to play the games on the CD-ROM at home to practise shapes, colours, and numbers.

### ActiveTeach

Model tracing and counting the rectangles.



## Values

**Objective:** to learn about the value of putting things away

**New Values Language:** Put (things) away.

**Review:** school vocabulary, toys

**Materials:** Class Audio CD A, Activity Book

**Optional Materials:** cutouts of shapes, classroom objects, coloured paper, teacher-made labels and signs for classroom objects, child-made drawings for classroom object labels, Flashcards, Sammy the Squirrel puppet, CD-ROM, ActiveTeach

### GETTING READY

#### Introduce Putting Things Away (15 minutes)

- Prepare piles of classroom objects for groups of children.
- Use Sammy (or a prepared volunteer) in a role play.
- Make Sammy “sit” with one of the groups and say: *Let's go and play!*
- Gesture to the objects in Sammy's group. Look at the rest of the children with a questioning expression. If possible, elicit that Sammy needs to help put things away first.
- Say: *No, no, Sammy. Put things away.*
- Make Sammy say: *Okay, put things away.*
- Then make him put markers in the marker pot, books in the book area, and so on. As he cleans up, make him say: *Put things away. Hooray!*
- Ask the children to put their things away. To keep the activity orderly, let one group at a time do this.
- Ask the children to say: *Put things away. Hooray!* as they work.
- Praise the class at the end: *Very good!*

### WORKING IN THE BOOK: PAGE 21

#### 7. Listen and say. Look and draw.

- Tell the children to open their books at page 21.
- Play the dialogue on the first part of the audio and ask the children to look at the photos as they listen.
- Let volunteers repeat the dialogue with you.

#### Audio Script

Teacher: Put your things away, please.

Children: Yes, let's put them away.

Teacher: Thank you.

- Then play the chant on the second part of the audio. Let the children listen once or twice and then chant along with the audio when they are ready.

#### Audio Script

##### Put Things Away Chant

Put away your markers.

Put away your notebooks.

Put away your scissors.

Please, please, put things away!

That's all for today!

- Talk about each photo with the class and let the children discuss whether the children in each photo are putting things away or not.
- Now point to the faces below each photo. Tell the children to draw a smile on the face below the photo where children are putting things away. (The photo on the left.) Then let them draw a frown on the face under the photo where someone is *not* putting things away.
- Play this chant at the end of activities in other units when you want the children to tidy up.
- Once they know the words and rhythm, they can chant with you without the audio.

### CONSOLIDATING

#### Act It Out (10 minutes)

- Let the children role-play different scenarios where they put things away.
- Include Sammy in the role-plays so he can model language: *Put the markers away. Put the paper away. Put the scissors away.*
  - The class has just finished an art project. It's time to put the art supplies away.
  - A brother and sister are doing a puzzle at home. It's time to put the puzzle away.
  - Some friends are playing in the garden. It's time to put their toys away.

#### Classroom Clean-Up (10 minutes)

- Place labels and signs around the room to show where classroom objects belong.
- Let the children help decorate the signs.
- Write the word in English, then ask the children to draw a picture or glue a cutout from a magazine on the sign.
- Ask the children to help you place the signs around the room.

#### Activity Book Page 17

Ask the children to draw lines to match the classroom object with its place. Let partners practise saying: *Put (the scissors) away.* Then let them colour.

### OPTIONAL: USING DIGITAL COMPONENTS

#### CD-ROM

Encourage the children to take the CD-ROM home to show their families that they are learning to put their things away.

#### ActiveTeach

Focus on the two photos. Use the pointer to highlight who is cleaning up and who isn't. Confirm answers.

# VALUES

A31

7

Listen and say. Look and draw. **SONG**



Put things away.



Values: Put things away. Review: school vocabulary, toys

UNIT 2

21