

**A sample plan for the first lesson**

- 1 Introducing the sounds
- 2 1–30
- 3 Phonic mime
- 4 Introducing the words
- 5 A game or song from a previous unit
- 6 Counting sheep
- 7 Writing the letters
- 8 Home Book preparation

**A sample plan for a follow-up lesson**

- 1 A game or song from a previous unit
- 2 Game – *Up down*
- 3 Count
- 4 A game or song from a previous unit
- 5 *I have ...*
- 6 Song – *Potato Chant*
- 7 Exercise
- 8 Home Book preparation



## Phonics

**Introducing the sounds**

**Equipment:** Class Book page 35. Yy, Zz, Rr, Xx alphabet cards and the alphabet cards from previous units. Class Audio (optional).

- 1 Play one of the games from a previous unit using the alphabet cards from the previous units. When

the children are focused on the game, innocently slip one or two of the new alphabet cards into the game and step back.

- 2 When the children notice the cards or need to identify the sound they make in order to play the game, give them a chance to try to guess the sound of the letters, turn over the cards to see the pictures on the other side or ask you what they are.

- 3 If they do not do any of these things or try but cannot guess one of the sounds, smile mischievously or look puzzled in order to stimulate their interest in solving this new puzzle, and then say the sound of one of the letters with them (e.g., *yuh*). Encourage one of the children to turn over the card. If they cannot say *yacht* by themselves, help them.

- 4 The children discover each of the sounds in a similar way, and refer to them as *yuh-yacht* or just *yuh*, *zuh-zebra* or *zuh, ruh-ring* or *ruh*, and *ks-box* or *ks*.

- 5 Open Class Books to page 35. Appear fascinated by the page. Let the children guess what is happening. If the children don't or can't say the letter on the page, point to the letter Yy and indicate the children should do the same. All the children say *yuh-yacht* together. Continue with the other letters.

**Option:** Play the recording for model pronunciation.

**Variation on the first three steps suggested above:**

- 1 Either hold up the Yy card, look at it curiously and smile, or hide it behind something (e.g., a book, a toy or your back) and slowly reveal it to the children. If the children are wondering what the letter is and possibly making suggestions but can't or don't say the sound of the letter, say *yuh*. Encourage the children to say this with you. They should feel that they are discovering this with you, not saying it after you.

2 Either show the children the yacht on the other side of the card, encourage one of the children to turn it over, hide the picture and slowly reveal it or gradually draw a picture of a yacht. If the children can't guess what to say, say *yacht* with them. The objective is for them to feel that both they and you are discovering something together.

3 Turn back to the letter **Yy** and encourage the children to practice saying *yuh-yacht* a little.

### Phonic mime

1 Mime putting a ring on your finger, and encourage the children to guess the sound you are thinking of. You could give them a hint by suggesting *zuh-zebra?* If they don't say *ruh-ring* themselves, help them say this.

2 See if the children can figure out mimes for **Yy**, **Zz**, and **Xx**. If they need help, do your own mimes for letters they can't think of mimes for, such as sitting on the edge of a yacht to balance it, moving and making the sound of wind blowing for **Yy**, marking stripes on your body with your finger and then galloping for **Zz**, putting things in a box and then folding it closed for **Xx**.

3 These mimes can sometimes be used from now on when the children are saying the sound of a letter, or as hints when the children are trying to spell a word.

### Writing the letters

**Equipment: Notebooks.**

1 Write **Z** on the board, saying the sound and/or miming a zebra as you do so. Then quickly erase it with a playful grin. The children try to write the letter in their notebooks. (If the class is small, they can write on the board with you.)

2 Write **Z** again a bit more slowly, stroke by stroke, and then quickly erase it.

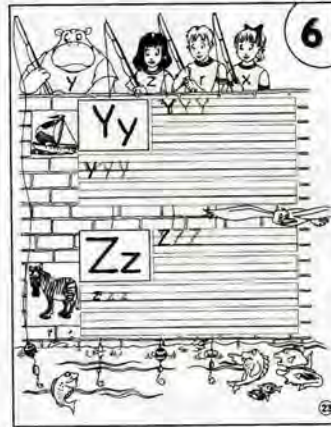
3 Do the same for **z**.

4 Get one of the children to write **Zz** on the board. You can hint by drawing one or both of the letters in the air with your finger. All the children then write **Zz** a few times in their notebooks.

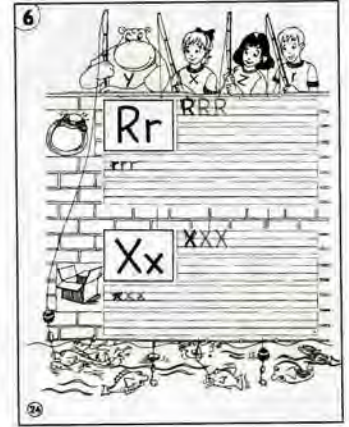
Repeat this procedure for each of the other letters.

### Home Book

The Home Book pages can be completed at any point between here and the end of the unit. Before being asked to do any of the exercises in the Home Book, children should be shown exactly what they are expected to do.



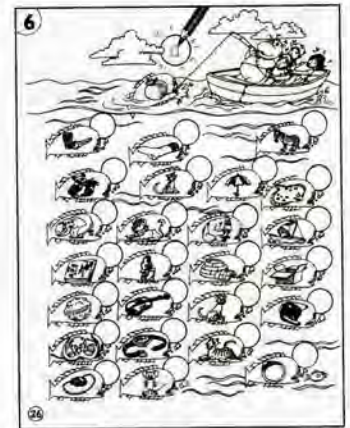
Children write the letters as neatly as possible.



Children write the letters as neatly as possible.



Children write the letters as neatly as possible. They then trace the whole alphabet.



Children write the starting letter next to each picture.

6

Numbers

Listening  
Speaking

1-30

...13 14 15 16 17...  
26 27 28 29 30

Phonic words

Listening  
Speaking




36

## Counting sheep

**Equipment:** Class Book page 36. Some animal vocabulary cards, including a sheep.

- 1 Open Class Books to page 36. Appear fascinated by the picture. Let the children guess what is happening.
- 2 Hold up the picture of a sheep, slowly draw a sheep, or gradually reveal it, and elicit the question and answer *What is it? It's a sheep.*
- 3 Close your eyes and start counting with the children, *1 sheep, 2 sheep, 3 sheep, 4 sheep ...*. As you do so, pretend to fall asleep.
- 4 Continue for other animals, *1 cow, 2 cows ... , 1 horse, 2 horses ...*. There is no need to analyze the way the ending changes – the children just enjoy the activity.
- 5 Put the children into pairs and give them some animal cards. One of them closes her eyes and starts counting, and the other one helps her count. Walk around the class, gently correcting the noun endings where necessary.

**Teaching tip:** The objective of this activity is to gently introduce the idea that the ending of a noun may change when it is plural. There is no need to analyze. The children will learn more by simply enjoying the activity and by trying and making mistakes.

## Numbers

1-30

**Equipment:** A soft ball and/or a stuffed animal.  
Class Audio (optional).

- 1 Say and mime *Please stand up*. Gesture that you are going to throw the ball to one of the children and get the children to say *one* with you.
- 2 Indicate that the child who has the ball should throw it to somebody else. The whole class says *two*. The children continue counting up to 30. If they find 12-30 difficult, help after giving them a chance to wonder and maybe guess what the next number is.
- 3 The children do the activity again throwing a stuffed animal or a different kind of ball.

**Option:** Play the recording.

**Teaching tip:** Throwing a ball is a useful way to learn and practice many words and patterns. The children can learn sequences such as numbers or days of the week; categories such as vegetables or colors; patterns such as *I like ...* or *I can ...*; tell stories with each child adding a sentence; and so on. In fact, there are endless possibilities.

## Phonic words

### Introducing the words

**Equipment:** Class Book page 36. Rabbit, frog, ring, box, hippopotamus, fox vocabulary cards and vocabulary cards from previous units. These cards can be supplemented with real objects or toys.

- 1 Hide one of the new pictures and slowly reveal it or gradually draw a picture of it. If the children don't say *What is it?* with genuine curiosity, continue slowly revealing or drawing the picture, and, if necessary, finally help them say *What is it?*
- 2 When they ask you the question, pretend you can't hear or tease them a little in another way, in order to get them to ask you again.
- 3 Discover the answer with them: *It's a (fox).*
- 4 Get the children to reveal other cards slowly or draw pictures of the things on the cards to stimulate them to ask and answer the question *What is it?* among themselves. Help with either the question or answers when necessary.

5 The children play one of the flashcard games from the previous units with the vocabulary cards from this unit mixed up with the cards from previous units.

6 Open Class Books to page 36. The children ask and answer *What is it? It's a ...* about the pictures.



## Game

### Up down

**Equipment:** Class Book page 37.

1 Open Class Books to page 37. Appear fascinated by the page. Give the children time to guess what is happening.

2 Close Class Books. Point your finger up and encourage the children to start counting *One, two, three ...*. Point your finger down. If the children continue counting ... *four, five, six* just smile and say *Uh-oh!* or use a stuffed animal to do this. If necessary, help them start counting back down.

3 Once the children understand the activity, point your finger horizontally. If the children count up or down, smile and either say or use a stuffed animal to say *Uh-oh!* If necessary, help the children repeat the same number until you move your finger up or down.

4 The children do the same activity in pairs or groups.

**Variations:** This activity can be used for counting in multiples of two, five, ten, and so on. Two fingers can be used to indicate that the speed should double.

The activity can also be used for other language targets by using a pile of cards or words instead of numbers. When one child points her finger up, a child (or group of children) moves the top card face down onto another pile, saying or reading each one. A finger pointing down means the cards need to be moved back again, and a horizontal finger means the card needs to be repeated.

**6**

**Words in action**

**Count**

Listening  
Speaking

**I have ...**

I have 1 dog.

I have 2 legs.

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**2** Say *I have one (computer)*. Challenge one of the children to say *I have two ...*, The children then continue, *I have three ...*, *I have four ...*, and they see how far they can go. When they run out of ideas, they can start again.

**Teaching tip:** One of the objectives of this activity is to encourage the children to want to know the English for things they are trying to say. If necessary, give hints (such as giving the starting sound) or help them when they are trying to say new words.

**Words in action**

**Count**

**Equipment:** Class Book page 38. Pictures showing many objects or animals.

- 1 Open Class Books to page 38 and give the children a chance to look at the top picture and get a feel for what's happening.
- 2 Put a picture on the table or board. Say the name of an object or animal, and encourage the children to see how many they can find, counting each time – for example, *1 duck, 2 ducks ...*
- 3 The children do the same activity in pairs or groups.
- 4 The children do the activity without pictures, saying the names of things around the room. They can either point at the things or go and touch them each time they count one.

**3** The children do the same activity in pairs or groups.

**4** The children do the activity without pictures, saying the names of things around the room. They can either point at the things or go and touch them each time they count one.

**I have ...**

**Equipment:** Class Book page 38.

**1** Open Class Books to page 38 and give the children a chance to look at the bottom picture and get a feel for what's happening.

**6**

**Potato chant** Action song

Listening  
Speaking

**1** potato, **2** potatoes, **3** potatoes, **4** potatoes, **5** potatoes, **6** potatoes, **7** potatoes, more!

1 po - ta - to, 2 po - ta - toes, 3 po - ta - toes, 4 po - ta - toes, 5 po - ta - toes, 6 po - ta - toes, 7 po - ta - toes, more!

39

**Action song**

**Potato chant**

**Equipment:** Class Book page 39. Three potatoes, other objects (e.g., a tomato, a banana, a toy gorilla – each word should contain two or three syllables).

**1** Open Class Books to page 39. Appear fascinated by the page. Let the children guess what is happening.

**2** Close Class Books. Hold up a potato and look at it curiously to elicit *What is it?* Feed the answer *It's a potato.*

3 Hit the potato with your fist and say with the children *One potato*.

4 Produce another potato – the more dramatically the better – from your pocket or a bag. Hit the first potato and everybody says *One potato*, hit the second potato and everybody says *Two potatoes*. Continue with a third potato.

5 The children sit or stand in a circle around you and put their fists in front of them.

6 Hit each fist in turn, chanting with the children: *One potato, two potatoes, three potatoes, four, five potatoes, six potatoes, seven potatoes, more*. The fist that is hit on more is out, and the child puts it behind her back.

7 Just before starting the chant again, produce one of the other objects (e.g., a tomato, a banana, a melon or a toy gorilla). The children chant *One (banana), two (bananas)*, and so on. This time one of the children can be the leader and hit the other children's fists.

8 Continue chanting until only one child has a fist in front of her.

**Teaching tip:** The next time this chant is used, one of the children can be the leader. It is best if the number of children in the circle is varied; so, for example, split the children into groups, play when one child is absent or play sometimes with you and sometimes with a child as the leader.

## Exercise

**Equipment:** Class Book page 40. The alphabet, vocabulary and word cards learned so far. Notebooks.

1 The children look at pictures on the reverse side of the alphabet cards. They say the associated letters, either individually or as a group.

2 Open Class Books to page 40. Look at the Exercise section as if you are wondering how to do it, and encourage the children to show you.

3 The children match the letters to the appropriate pictures.

4 Open notebooks. The children write the starting letter of each picture that you hold up. Mix in pictures that have been learned in the Word set sections.

## Dictation

**Equipment:** Class Book page 40. Notebooks. Class Audio (optional).

1 Open Class Books to page 40. Dictate gently or play the recording:

- 1 ruh- ring
- 2 luh- lion
- 3 zuh- zebra
- 4 puh- panda
- 5 ks- box
- 6 guh- gorilla
- 7 yuh- yacht
- 8 kwuh- queen

2 Dictate **a**, **d**, **g** and **q** for the children to write in their notebooks so they can see the similarity in the way they are written, without the hand leaving the page.





3 Do the same for **b** and **p** so the children can see that both have two different strokes.

**Teaching tip:** If the children make mistakes when writing **a**, **d**, **g**, **q**, **b** and **p**, they may not see the distinction. Dictate these letters occasionally in future lessons, sometimes focusing on them as two different groups of letters, and sometimes mixing them up.

6








**Exercise**

Reading

y			f
b			r
h			z
x			w

**Dictation**

Listening Writing

1		2		3		4	
5		6		7		8	

30