

## Lesson One CB page 30

Oxford  Digital classroom • Unit 4 • Words


### Lesson objectives

- To learn family names
- To practise family names in the form of a chant

### Language

Core: *mum, dad, brother, sister, grandpa, grandma*

### Materials

CD  48–49; Toys flashcards 16–20; Family flashcards 21–26

### Warmer

- Begin the class by playing the *Hello* song to introduce the lesson.
- Play *Jump* with flashcards 16–20 to revise the toy words from the previous unit and to energise the class (see page 19).

### Lead-in

- Use flashcards 21 to 26 to introduce the vocabulary for this lesson.
- Hold them up one at a time and say the words for children to repeat in chorus.
- Repeat as often as necessary until children can remember the words.

### 1 Listen, point and repeat. 48

- Say *Open your books* and model the action for children to copy. Point to the family pictures.
- Play the first part of the recording (*Listen and point*). Hold up your book and point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part of the recording (*Listen and repeat*) for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards one at a time and ask individual children to say the words.

**NOTE:** From Unit 4 onwards, the first time through the recording follows the order of the pictures on the page; the second time the order is in a different sequence.

### Transcript 48

#### Listen and point.

mum, dad, brother, sister, grandpa, grandma  
brother, sister, grandma, mum, dad, grandpa

#### Listen and repeat.

mum, dad, brother, sister, grandpa, grandma

### Optional activity

- Use flashcards 21–26 to practise words pairs: *mum / dad, sister / brother, grandma / grandpa*.
- Hold up the card pairs and say the words. Put the card pairs on the board.

- Give the cards to six children. Children with flashcards 21 (mum), 24 (sister) and 25 (grandma) come to the front of the class.
- Ask one child at the front of the class to hold up their flashcard and say the word. The child with the matching card holds up their flashcard and says the word.
- Repeat with the rest of the children.

### 2 Listen and chant. 49

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words.
- Divide the class into groups of six. Give each group a line from the chant.
- Say the chant with the class. Hold up the appropriate flashcard when you say the family word.
- Each group says their line in turn.

### Transcript 49

#### Listen and chant.

Mum, mum, mum  
Dad, dad, dad  
Brother, brother  
Sister, sister  
Grandma, grandma  
Grandpa, grandpa

### Optional activity

- Write *mum, dad, brother, sister, grandma* and *grandpa* on the board. Write the letters in dotted 'tracing' lines.
- Hold up Family flashcards 21 to 26 in turn. Invite children to come to the front of the class and trace the word on the board that matches the flashcard.

### 3 Point and say. Stick the stickers.


- Hold up your book and point to the picture. Point to each family member in turn and say the words.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the *grandpa* sticker and show it to the class. Place it on the caption box and say *grandpa*. This will require closer monitoring as students are now expected to match word stickers to the correct part of the picture.
- Children copy you and place all the stickers in the correct caption boxes.
- Go around the class and check.

### Further practice

Workbook page 30

 Student MultiROM • Unit 4 • Words

## Lesson Two CB page 31

Oxford  
iTools  Digital classroom • Unit 4 • Grammar and song

### Lesson objectives

To say the sentence *This is my (mum)*.

To sing a song


### Language

Core: *This is my (mum)*.

Recycled: *mum, dad, brother, sister*

Extra: *cuddle, play*

### Materials

CD  50–51; Family flashcards 21–26; photo(s) of your mother and family members; coloured crayons; a sheet of paper for each child (optional)

### Warmer

- Put the Family flashcards 21–26 on the board. Make sure flashcard 26 is facing the wrong way. Point to each one in turn and say, *mum, dad, brother, sister, grandpa*.
- Point to the last flashcard and encourage the children to shout out the word.
- Shuffle the cards and repeat. This time with two cards facing the wrong way.
- Continue in this way until all the cards are facing the wrong way and you can elicit all the words from memory.

### Lead-in

- Play *Match* with Family flashcards 21–26 to prepare for Exercise 3 (see page 20).

### 1 Listen and repeat. 50

- Put flashcard 21 on the board. Point to the flashcard and say *mum*.
- Hold the photo of your mum in front of yourself. Point to yourself as you say *This is my mum*. Repeat so that the meaning is clear.
- Play the recording and say the words in time with the audio.
- Play the recording again for children to repeat the words in chorus.
- Repeat and practise with all the family cards. Use more photos of your family as before, if you wish.

### Transcript 50

#### Listen and repeat.

This is my mum.

### 2 Listen and sing. 51

- Hold up the book and point to the pictures.
- Play the recording all the way through. Children listen as you sing along. In verses 1 and 2 mime a cuddle when you say the line *Cuddle. Cuddle*. Put your hand on your heart when you say *I love my mum / dad*. In verses 3 and 4 jump up and down when you say the line *Play. Play*.
- Play the recording again. As you sing, hold up flashcards 21–24 and do the actions.
- Play the recording again for the children to sing the song and do the actions.

### Transcript 51

#### Listen and sing.

This is my mum.  
This is my mum.  
Cuddle. Cuddle.  
I love my mum.

This is my dad.  
This is my dad.  
Cuddle. Cuddle.  
I love my dad.

This is my brother.  
This is my brother.  
Play. Play.  
Play with my brother.

This is my sister.  
This is my sister.  
Play. Play.  
Play with my sister.

### Optional activity

- Display the flashcards 21–24 in different places around the room.
- Play the recording again. Children point to the correct flashcard as they sing the verse with the word.

### Optional activity

- Divide the class into groups of four. Give each child a sheet of paper, and each group some crayons.
- Ask them to draw a picture of their mother, father, sister or brother.
- Play the recording again. Children hold up their pictures as they sing the name of the family member they have drawn.

### 3 Match the pictures to the words and say.


- Say *Open your books* and model the action for children to copy. Point to the picture of mum at the top of the page.
- Say *This is my ...* Then trace the path of the dotted line from left to right with your finger and continue across the page until you reach the word *mum*. Say ... *mum*.
- Repeat and this time get the class to trace the lines with their fingers and say the words with you in chorus.
- Children draw lines with a pencil or crayon.
- Repeat the same procedure with each picture.
- Go around the class and check.

### Further practice

Workbook page 31

# Lesson Three

CB page 32

Oxford  
iTools  Digital classroom • Unit 4 • Sounds and letters

## Lesson objectives

To recognize the upper- and lower-case forms of the letter *j* and associate them with the sound /dʒ/

To pronounce the sound /dʒ/

## Language

Core: *jug, juice*

Extra: *in, a*

## Materials

CD 52–53; Family flashcards 21–26; Phonics cards 19–20 (Jj juice, jug); coloured crayons; a sheet of paper for each child (optional)

## Warmer

- Play *Snap!* using Family flashcards 21–26 to revise the vocabulary from the previous lesson (see page 19).

## Lead-in

- Draw dotted outlines of the letter *J* and *j* on the board.
- Facing the board, draw the letters in the air as you say the sound /dʒ/. Children draw the letters in the air with you.
- Then join the dotted lines on the board and complete the letters *J* and *j*.
- Draw more dotted examples on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 52

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /dʒ/.
- Point to the *J* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *j* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *jug* and *juice* as you hear the words.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 52

Listen, trace and point.

/dʒ/  
/dʒ/ jug  
/dʒ/ juice

Listen and repeat.

/dʒ/  
/dʒ/ jug  
/dʒ/ juice

## Optional activity

- Give two children phonics cards *jug* and *juice*.
- Demonstrate an action for each word. Mime pouring liquid for *jug* and mime drinking a glass of juice for *juice*.
- Mime 'pouring'. The child with flashcard *jug* holds up the card and says *jug*. Do the same for the word *juice*.
- Children around the class take turns to mime the words.

## 2 Listen and chant. 53

- Hold up your Class Book and point to the picture of the jug. Mime pouring some juice and say *Juice ... in a ... jug*.
- Point to each word and say the sentence again. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards *juice* and *jug* in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing after each line for children to repeat.
- Place the chant once more all the way through for children to repeat as they listen.

## Transcript 53

Listen and chant.

Juice, juice, juice  
Juice in a jug.  
/dʒ/, /dʒ/, /dʒ/  
Juice in a jug.  
Jug, jug, jug  
Juice in a jug.  
/dʒ/, /dʒ/, /dʒ/  
Juice in a jug.

## 3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of juice in a jug. Point to the lower-case *j* and elicit /dʒ/.
- Say *Let's stick the sticker*. Hold up the *j* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /dʒ/*. Trace the circle with your finger as you say the word *circle*. Point and say /dʒ/ – *jug*. Children repeat in chorus.
- Repeat with upper-case *J* and *Juice*.
- Give children enough time to draw a circle around the letter.

## Optional activity

- Play *Point to the correct card* (see page 20). Use all the phonics cards the children know so far.

## 4 Join the letter Jj. Put the juice in the jug.

- Point to the picture of the juice carton on the left of the page and the picture of the jug on the right.
- Point to the example line. Say *Join the letter j*. Trace the line from the juice carton to the letter *j* with your finger.
- Point to the next letter *J* in the top line and continue tracing the line with your finger.
- Children find the letters *J* and *j* and join them with a continuous line until they reach the picture of the jug.
- Go around the class and check.

## Further practice

Workbook page 32

Handwriting, Workbook page 70

Handwriting practice, PMB page 10

Student MultiROM • Unit 4 • Sounds and letters

# Lesson Four

CB page 33

Oxford iTools Digital classroom • Unit 4 • Numbers

## Lesson objectives

To learn the numbers 9 and 10

To learn the number words *nine* and *ten*

## Language

Core: 9, 10, *nine*, *ten*

Recycled: 1–8, *one* – *eight*, *mum(s)*, *dad(s)*, *boy(s)*, *girl(s)*

Extra: *Let's count all*, *Look at all*, *arrive*, *in line*, *again*

## Materials

CD 54–55; Phonics cards 3 (Bb boy) and 13 (Gg girl)

## Warmer

- Play numbers *Bingo* to revise the numbers 1 to 8. Children draw a grid, two by two. Call out the numbers in any order (see page 21).

## Lead-in

- Write numbers 9 and 10 on the board. Point to each number and model the words for children to repeat.
- Point to the number 9 and count nine fingers. Encourage the children to count with you. Repeat with number 10.
- Draw dotted outlines of the numbers 9 and 10 on the board and demonstrate how to write them. Children draw the numbers in the air.

## 1 Listen, trace and repeat. 54

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to the numbers 9 and 10 as you hear the words. Clap in time with the audio after 9 and stamp after 10.
- Trace the number 9 with your finger. Children trace the number 9 with their finger in their books.
- Trace the number 10 your finger. Children trace the number 10 with their finger in their books.
- Play the recording again. Point to the words in turn and say 9, 10. Children repeat in chorus.

## Transcript 54

Listen, point and repeat.

9  
10

## 2 Point and sing. 55

- Point to the picture of the mums. Say *Let's count the mums*. Encourage the children to count with you.
- Point to the picture of the dads. Say *Let's count the dads*. Encourage the children to count with you.
- Play the recording all the way through for the children to listen to. Encourage them to clap and count in time with the audio.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

## Transcript 55

Point and sing.

1, 2, 3, 4, 5

Look at all the mums arrive.

6, 7, 8 and 9

Let's count all the mums in line.

1, 2, 3, 4, 5, 6, 7, 8, 9

9 mums, 9 mums, 9

1, 2, 3, 4, 5

Look at all the dads arrive.

6, 7, 8, 9, 10

Let's count all the dads again.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

10 dads, 10 dads, 10

## Optional activity

- Divide the class into two groups. Give one group the first three verses to sing. Give the other group the last three verses to sing.
- Play the song again. Each group sings their own verses.
- Finish with the whole class singing the complete song.

## 3 Count and say. Then write the number.

- Hold up your book and point to the picture.
- Point to the words in turn and say *mums ... dads ... boys ... girls*. Use phonics cards /b/ *boy* and /g/ *girl* to revise *boy* and *girl*. Encourage the class to say the words with you.
- Point to a mum and say *How many mums?* Point to each mum in turn and count. Encourage the children to count with you. Say *10 mums*.
- Give children time to trace the example number 10 in the first box. Repeat the procedure for dads, boys and girls. Encourage the children to count with you.
- Give children enough time to write the numbers in the boxes.
- Go through the answers with the class and write the answers on the board.

## ANSWERS

mums 10, dads 9, boys 6, girls 7

## Optional activity


- Hold up your book and ask *How many mums ... in red?* Count the mums wearing red. Say 1.
- Ask *How many dads in ...* and encourage the children to shout out a colour. (*blue*).
- Children count the dads in blue and shout out the answer.
- Continue in this way practising all the family words and different colours.

## Further practice

Workbook page 33

Student MultiROM • Unit 4 • Numbers

## Lesson Five CB page 34

Oxford  Digital classroom • Unit 4 • Sounds and letters

### Skills development

To recognize the upper- and lower-case forms of the letters *k* and *l* and associate them with the sounds /k/, /l/


To pronounce the sounds /k/ and /l/

### Language

Core: *kangaroo, key, lion, lollipop*

Extra: *has got, look at, with*

### Materials

CD  56–57; Phonics cards 21–24 (Kk key, kangaroo, Ll lion, lollipop)

### Warmer

- Play *Find your partner* to revise the phonics sounds the children have learnt so far (see page 20).

### Lead-in

- Draw dotted outlines of the letter *K* and *k* on the board.
- Facing the board, draw the letters in the air for children to copy. Then join the dotted lines on the board and complete the letters.
- Repeat the procedure for the letter *L* and *l*.
- Draw more dotted outlines of the letter *K* and *k*, *L* and *l* on the board and ask children to come and join the dots.

### 1 Listen, trace and point. Repeat. 56

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /k/. Point to the letters *K* and *k*.
- Trace the letters with your finger. Children trace the letters with their fingers in their books.
- Then listen and point to the words *kangaroo* and *key*.
- Repeat the process with the sound /l/, the letters *L* and *l*, and the words *lion* and *lollipop*.
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

### Transcript 56

Listen, trace and point.

/k/  
/k/ kangaroo  
/k/ key

/l/  
/l/ lion  
/l/ lollipop

Listen and repeat.

/k/  
/k/ kangaroo  
/k/ key

/l/  
/l/ lion  
/l/ lollipop

### 2 Listen and chant. 57

- Hold up your Class Book and point to the pictures and say the words *kangaroo, jug* and *lion*.
- Point to the kangaroo and then the key. Say *The kangaroo has got a key*. Children repeat as a chorus.
- Point to the lion and then the lollipop. Say *The lion has got a lollipop*. Children repeat as a chorus.
- Play the recording for children to listen to the chant.

- Play the chant again. Hold up phonics cards /k/ *kangaroo* and /l/ *lion* when you hear the word.
- Play the chant again, pausing after each line for children to repeat.
- Play once more all the way through for children to repeat as they listen.

### Transcript 57

Listen and chant.

Katy the kangaroo  
has got a key  
/k/, /k/, /k/  
/k/, /k/, /k/

Look at the lion  
with a lollipop  
/l/, /l/, /l/  
/l/, /l/, /l/  
(Repeat)

### Optional activity

- Demonstrate some actions for these words: *kangaroo* (jump on the spot twice), *key* (mime opening a door with a key), *lion* (make a 'clawing' action with one hand), *lollipop* (mime licking a lollipop)
- Play the chant again. Children do the actions as they say the chant.

### Optional activity

- Two children come to the front of the class. Give each a phonics cards /k/ *key* and /l/ *lollipop*.
- Play the chant again. Each child holds up their phonics cards as they hear the sounds.

### 3 Stick and say.

- Hold up your Class Book and point to the picture of the kangaroo holding a key.
- Say *Let's stick the stickers*. Hold up the *k* sticker. Say the sound /k/.
- Put it on the letter *k* under the picture of the kangaroo. Say /k/ – *kangaroo*. Children copy and repeat in chorus.
- Children put the *j* and *l* stickers on the correct letter under each picture. Go around the class and check.

### 4 Circle the letters *Kk* and *Ll*.


- Hold up phonics cards *k* and *l* and say the letter sounds /k/ and /l/ for children to repeat.
- Point to the example circle and say *Circle the letter k*. Trace a circle with your finger as you say the word *circle*.
- Children find other examples of the letter *k* and draw circles.
- Point to the letter *L* in *Look*. Say *Circle the letter L*. Trace a circle again as you say the word *circle*.
- Children find other examples of the letter *l* and draw circles. Go around the class and check.

### Further practice


Workbook page 34

Handwriting, Workbook page 70

Handwriting practice, PMB page 10

 Student MultiROM • Unit 4 • Sounds and letters

## Lesson Six CB page 35

Oxford  
iTools  Digital classroom • Unit 4 • Story

### Skills development

To recognize and identify words

To develop listening skills by listening to a short story


To revise and consolidate language introduced in the unit

### Language

Recycled: vocabulary and structures from the unit

Extra: *No, it isn't.*

### Materials

CD  51, 58; Family flashcards 21–26; School things flashcards 11–15; Toys flashcards 16–20

### Warmer 51

- Play the song from Lesson 2 to revise the vocabulary for this lesson.

### Lead-in

- Give Family flashcards 21–26 to six children.
- Say one of the words. The child with the card stands up, shows the card to the class and says the full structure *This is my (mum)*. The class repeats in chorus.
- Repeat with all the words.

### 1 Listen to the story. 58

- Say *Open your books*. Play the recording. Pause after each frame for children to listen and point to the pictures.
- Play the recording again. This time pause after each line for children to listen and point to the characters as they hear the words.

### Transcript 58

#### Listen.

Frame 1

**Rosy** This is my grandpa. Grandpa ... this is Lucy.

**Grandpa** Hello, Lucy.

**Lucy** Hello.

Frame 2

**Rosy** This is my mum.

**Mum** Hello, Lucy.

**Lucy** Hello.

Frame 3

**Lucy** Is this your grandma?

**Rosy** No, it isn't.

Frame 4

**Rosy** This is my brother, Billy.

**Lucy** Hello.

### 2 Read and say.

- Write *This is my ...* on the board. Place the *mum* picture card next to the word *my*.
- Point to each word and read slowly to elicit the full sentence *This is my mum*.
- Write the family words across the top of the board.
- Say *Point to 'mum'*. When children point to the correct word, replace the picture card with the written word to form the full sentence. Read the sentence with the class.

- Continue in this way until you have practised all the family words.
- Point to the sentences in each frame and read them with the class.
- Ask one or two individual children to read a sentence to the class.

### Optional activity

- Give School things and Toys flashcards 12–20 to nine children.
- Keep flashcard 11. Hold it up and say *This is my desk*. Then give your flashcard to a child. He / She stands up and says *This is my desk*.
- Repeat in the same way, with each child saying the sentence and then giving the flashcard to another child to do the same. Play the game around the class.

### 3 Listen again and repeat. Act. 58

- Play the recording once all the way through.
- Play the recording again pausing after each line for children to listen and repeat.
- Divide the class into groups of five to play the parts of Rosy, Lucy, Grandpa, Mum and Billy. If the class doesn't divide exactly some children can play more than one character.
- Choose and demonstrate some actions for the story.
- Play the recording again for children to mime the actions.
- Children practise acting the story. Monitor and help where necessary.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- At the end of the lesson play the *Goodbye* song.
- Children mime the actions as they sing.

### Story actions

- Picture 1: Rosy holds her arm outstretched as she introduces Lucy to Grandpa. Grandpa and Lucy wave as they introduce themselves.
- Picture 2: Rosy holds her arm outstretched as she introduces Lucy to Mum. Mum bends down and stretches out her arm as she introduces herself.
- Picture 3: Lucy points to Billy as she asks the question. Rosy shakes her head as she says *No*. Billy waves his hands.
- Picture 4: Lucy bends towards Billy with her arm outstretched. Rosy laughs. Billy smiles and waves his hands.


### Further practice

Workbook page 35

Values worksheet, PMB page 11

Unit 4 test, Testing and Evaluation Book page 12\*

 Student MultiROM • Unit 4 • Grammar

 Student MultiROM • Listen at home • Track 25 (Words and phrases), Tracks 27, 29 (Songs), Tracks 28, 30 (Phonics)

## Lesson One CB page 36

Oxford  
iTools  Digital classroom • Unit 5 • Words

### Lesson objectives


To learn feeling words

To practise feeling words in the form of a chant

### Language

Core: *happy, sad, hungry, thirsty, hot, cold*

### Materials

CD  59–60; Family flashcards 21–26; Feelings flashcards 27–32

### Warmer

- Begin the class by playing the *Hello* song to introduce the lesson.
- Play *Snap!* with Family flashcards 21–26 to revise the family words from the previous unit and to energize the class (see page 19).

### Lead-in

- Use Feelings flashcards 27 to 32 to introduce the vocabulary for this lesson.
- Hold them up one at a time and say the words for children to repeat in chorus.
- Give the flashcards to six children. They take it in turns to stand up and show their card for the class to shout out the word.

### 1 Listen, point and repeat. 59

- Say *Open your books* and model the action for children to copy. Point to the feeling pictures.
- Play the first part of the recording (*Listen and point*). Hold up your book and point to the pictures in time with the audio. Children listen and point to the appropriate pictures.
- Play the second part of the recording (*Listen and repeat*) for children to repeat the words in chorus.
- Play the recording all the way through for children to point to the pictures and repeat the words.
- Hold up the flashcards one at a time and ask individual children to say the words.

### Transcript 59

#### Listen and point.

happy, sad, hungry, thirsty, hot, cold  
sad, hungry, cold, thirsty, hot, happy

#### Listen and repeat.

happy, sad, hungry, thirsty, hot, cold

### Optional activity

- Use flashcards 27–32 to practise opposite words: *happy / sad, hungry / thirsty, hot / cold*.
- Hold up the card pairs and say the words. Put the card pairs on the board. Practise them with the class.
- Turn over all of the cards. Then turn over one of the cards in each pair so that only one card is visible. Elicit the words from the class until all the cards are visible.

### 2 Listen and chant. 60

- Play the recording for children to listen to the chant. Hold up your book and point to the pictures as you hear them.
- Play the chant a second time for children to say the words. Demonstrate an action for each word: *happy* (wave arms in the air), *sad* (mime crying), *hungry* (rub tummy), *thirsty* (mime drinking), *hot* (fan your face), *cold* (shiver).
- Divide the class into groups of six. Give each group a line from the chant.
- Say the chant with the class and do the actions for children to copy.
- Each group says their line in time with the audio.

### Transcript 60

#### Listen and chant.

happy, happy  
sad, sad  
hungry, hungry  
thirsty, thirsty  
hot, hot  
cold, cold

### Optional activity


- Play the chant again.
- Pause the recording at every alternate line and elicit the words from the children. Remind them that the words will be the opposite of the words in the previous line. Use flashcards if necessary.

### 3 Point and say. Stick the stickers.


- Hold up your book and point to the picture. Point to Billy and say *happy*. Point to each family member in turn and say the appropriate feeling words for each character.
- Repeat and encourage the children to point to the pictures and say the words with you in chorus.
- Say *Let's stick the stickers*. Take the *happy* sticker and show it to the class. Place it on the caption box and say *happy*. Tell children that Billy is happy because he's just learnt to walk.
- Children copy you and place all the stickers in the correct caption boxes.
- Go around the class and check.

### Further practice

Workbook page 36

 Student MultiROM • Unit 5 • Words

# Lesson Two CB page 37

Oxford iTools  Digital classroom • Unit 5 • Grammar and song

## Lesson objectives

To say the sentences *He's (happy). She's (hungry).*

To sing a song


## Language

Core: *He's (happy). She's (hungry).*

Recycled: *boy, girl, happy, sad, hungry, thirsty*

Extra: *Happy as can be*

## Materials

CD  61–62; Feelings flashcards 27–32; Phonics cards 3 (Bb boy), 13 (Gg girl); a sheet of paper for each child (optional)

## Warmer

- Play *Musical cards* with flashcards 27–32 to revise the vocabulary from the previous lesson (see page 19).

## Lead-in

- Put the Feelings flashcards 27–32 on the board. Point to each one in turn and say the word. Then point to the cards and do a mime for each one.
- Put the cards face down on the table. Choose a card one at a time and mime the word for the class. Children shout out the word.

## 1 Listen and repeat. 61

- Draw a smiley face on the board. Point to it and say *He's happy*. Draw another smiley face with long hair and say *She's happy*. Repeat until children understand the difference between *He's* and *She's*.
- Put flashcard 27 on the board. Point to the flashcard and elicit *He's happy*.
- Play the recording and say the words in time with the audio.
- Play the recording again for children to repeat the words in chorus.
- Repeat and practise with all the Feelings flashcards.

## Transcript 61

### Listen and repeat.

He's happy. She's hungry.

### Optional activity

- Use phonics cards /b/ *boy* and /g/ *girl* to revise *He's* and *She's*. Point to each in turn and say *He's a boy. She's a girl*. The children repeat in chorus.
- Give each child a sheet of paper. Ask them to draw a picture of a smiley face or a sad face. Tell them to draw a big face so that it fills the page.
- Children take turns to stand up and hold their picture in front of their face. The rest of the class shout *He's / She's happy* or *He's / She's sad*. Monitor and make sure they use *He's* and *She's* correctly.

## 2 Listen and sing. 62

- Hold up the book and point to the pictures.
- Play the recording all the way through. Children listen as you sing along. Repeat the mimes you did in Lesson 1 when you say the words.
- Play the recording again. As you sing, hold up flashcards 27–30 and do the actions.
- Play the recording again for the children to sing the song and do the actions.

## Transcript 62

### Listen and sing.

Happy! Happy!  
Look at the boy.  
He's happy.  
Happy! Happy!  
Happy as can be.

Sad! Sad!  
Look at the girl.  
She's sad.  
Sad! Sad!  
Sad as can be.

Hungry! Hungry!  
Look at the boy.  
He's hungry.  
Hungry! Hungry!  
Hungry as can be.

Thirsty! Thirsty!  
Look at the girl.  
She's thirsty.  
Thirsty! Thirsty!  
Thirsty as can be.

### Optional activity

- Divide the class into four groups. Give each group a verse to sing. Give one child in each group one of the Feelings flashcards.
- Play the recording again. Each group sings their verse and the child in the group holds up the flashcard when they sing the verse.

## 3 Point and say the differences.


- Hold up your book and point to the two pictures.
- Point to the girl in picture 1 and say *She's happy*. Point to the same girl in picture 2 and say *She's sad*. Repeat and encourage the children to repeat in chorus.
- Point to the man with the hat in picture 1 and say *He's thirsty*. Point to the girl in picture 2 and say *She's thirsty*.
- Point to the pictures in turn and say the differences. Encourage the children to speak in chorus with you.

### Further practice

Workbook page 37



# Lesson Three CB page 38

Oxford iTools  Digital classroom • Unit 5 • Sounds and letters

## Lesson objectives

To recognize the upper- and lower-case forms of the letter *m* and associate them with the sound /m/


To pronounce the sound /m/

## Language

Core: *man, mango*

Extra: *eats*

## Materials

CD  63–64; Feelings flashcards 27–32; Phonics cards 25–26 (*Mm man, mango*)

## Warmer

- Play *Listen, point and say* using flashcards 27–32 to revise the vocabulary from the previous lesson (see page 19).

## Lead-in

- Draw dotted outlines of the letter *M* and *m* on the board.
- Facing the board, draw the letters in the air as you say the sound /m/. Children draw the letters in the air with you.
- Then join the dotted lines on the board and complete the letters *M* and *m*.
- Draw more dotted examples on the board and ask children to come and join the dots.

## 1 Listen, trace and point. Repeat. 63

- Say *Open your books* and model the action for children to copy.
- Play the first part of the recording for children to listen to the letter sound /m/.
- Point to the *M* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *m* and trace the letter with your finger. Children trace the letter with their finger in their books (pause the track while they trace, if necessary).
- Then listen and point to the words *man* and *mango* as they appear in the audio
- Play the second part of the recording (*Listen and repeat*) and have children repeat in chorus.

## Transcript 63

Listen, trace and point.

/m/  
/m/ man  
/m/ mango

Listen and repeat.

/m/  
/m/ man  
/m/ mango

## 2 Listen and chant. 64

- Hold up your Class Book and point to the picture of the man eating a mango. Say *A man ... eats a mango*.
- Point to each word and say the sentence again. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards /m/ *man* and /m/ *mango* in different places around the room. Play the chant again for children to point to the cards as they hear the words.

- Play the chant again, pausing after each line for children to repeat.
- Play the chant once more all the way through for children to repeat as they listen.

## Transcript 64

Listen and chant.

A man eats a mango  
/m/, /m/, /m/

A man eats a mango  
/m/, /m/, /m/

mango, mango  
man, man, man

A man eats a mango  
/m/, /m/, /m/

## 3 Stick. Then circle and say.

- Hold up your Class Book and point to the picture of the man holding the mango. Point to the lower-case *m* and elicit /m/.
- Say *Let's stick the sticker*. Hold up the *m* sticker and encourage children to place it on their books in the correct position.
- Then point to the example circle and say *Circle /m/*. Trace the circle with your finger as you say the word *circle*. Point and say /m/ – *man*. Children repeat in chorus.
- Repeat with *mango*.
- Give children enough time to draw a circle around the letter.

## Optional activity

- Play the recording again. When the children hear the /m/ sound they tap their desk.

## 4 Join the letter *Mm*. Help the man find the mango.


- Point to the picture of the man on the left of the page and the picture of the mango on the right.
- Point to the example line. Say *Join the letter m*. Trace the line from the man to the letter *M* with your finger.
- Point to the next letter *m* in the middle line and continue tracing the line with your finger.
- Children find the letters *M* and *m* and join them with a continuous line until they reach the picture of the mango.
- Go around the class and check.

## Further practice

Workbook page 38

Handwriting, Workbook page 70

Handwriting practice, PMB page 12

 Student MultiROM • Unit 5 • Sounds and letters

## Lesson objectives

To learn the numbers 11 and 12

To learn the number words *eleven* and *twelve*

## Language

Core: 11, 12, *eleven*, *twelve*

Recycled: 1–10, *count*, *girls*, *boys*, *hungry*, *thirsty*

Extra: *Who's (hungry)? sandwiches, bottles*

## Materials

CD 65–66

## Warmer

- Write numbers 1 to 10 on the board. Count them in sequence and encourage the class to count with you.
- Point to the numbers at random for children to call out the words.
- Ask individual children to come to the board to point to the numbers for the rest of the class.

## Lead-in

- Write numbers 1 to 10 on the board. Count the numbers with the class. Add 11 and 12 to the list. Point to each number and model the words for children to repeat.
- Draw dotted outlines of the numbers 11 and 12 on the board and demonstrate how to write them. Children draw the numbers in the air.

## 1 Listen, trace and repeat. 65

- Say *Open your books* and model the action for children to copy.
- Play the recording and point to numbers 11 and 12 as you hear the words. Clap in time with the audio.
- Trace the number 11 with your finger. Children trace the number 11 with their finger in their books.
- Encourage the children to point at the smiley faces as they hear the chuckles on the audio after 11.
- Trace the number 12 your finger. Children trace the number 12 with their finger in their books.
- Encourage the children to point at the cold faces as they hear the shivers on the audio after 12.
- Play the recording again. Point to the numbers in turn and say 11, 12. Children repeat in chorus.

## Transcript 65

Listen, trace and repeat.

11

12

### Optional activity

- Play *One, Two and Three* to revise the numbers 1 to 12 (see page 21).
- When you reach the target number, start again from the beginning but count in threes.

## 2 Point and sing. 66

- Point to the picture of the sandwiches. Say *Let's count the sandwiches*. Encourage the children to count with you.
- Point to the picture of the bottles. Say *Let's count the bottles*. Encourage the children to count with you.
- Play the recording all the way through for the children to listen to. Encourage them to clap and count in time with the audio.
- Sing the words of the song with the class without the music. Sing each line and ask children to repeat.
- Play the recording again for the children to sing the song.

## Transcript 66

Point and sing.

Who's hungry?

Who's hungry?

Count the hungry boys.

1, 2, 3, 4

5, 6, 7, 8

9, 10, 11

11 hungry boys.

11 hungry boys.

Who's thirsty?

Who's thirsty?

Count the thirsty girls.

1, 2, 3, 4

5, 6, 7, 8

9, 10, 11, 12

12 thirsty girls.

12 thirsty girls.

### Optional activity

- Divide the class into two groups of boys and girls. Give the boys the first verse to sing and the girls the second verse.
- Play the song again. Each group sings their own verse. Boys rub their tummies when they say *hungry* and girls mime drinking a glass of water when they say *thirsty*.
- Finish with the whole class singing the complete song.

## 3 Count and add.

- Hold up your book and point to the first group of smiley faces. Say *How many?* Count the smiley faces. Encourage the class to count them with you. Say *seven*.
- Trace the number 7 with your finger. Give children time to trace the number with a pencil or crayon.
- Count the second group of smiley faces. Encourage the class to count them with you. Say *five*.
- Trace the number 5 with your finger. Give children time to write the number with a pencil or crayon. If necessary, write the number 5 on the board for children to copy.
- Demonstrate how to add 7 and 5 by counting on your fingers. Encourage the children to count with you. Point to the box and trace the number 12 with your finger. Give children time to write the number in the box.
- Repeat the stages for the sum below ( $8 + 3 = 11$ )
- Go through the answers with the class and write the answers on the board.

### ANSWERS

$$7 + 5 = 12, 8 + 3 = 11$$

### Further practice

Workbook page 39

Student MultiROM • Unit 5 • Numbers