

1 Archie's pet



Main language children use

- *Here's my ...*
- *pen, ruler, notebook, desk, chair, school bag*
- *Where is it?*
- *It's ...*
- *in, on, under*
- *What is it?*
- *What's that noise?*
- *hamster, dog, tortoise, bird, fish, spider, grasshopper, ant*
- *legs, wings, antennae, head*

Recycled language

- *Where's ...?*
- *father, mother, teacher, flower*
- *eyes, mouth*
- *red, blue, yellow, pink, white, purple, brown, green, orange, black*
- *It's a ...*

Receptive language

- *Sit down, please.*
- *pet*
- *I don't know.*
- *But the grasshopper jumps.*
- *Oh no!/ Oh dear!*
- *Catch it!*
- *Then*
- *Today is Pet Day*

Link to other area of learning

- *Natural science:* Parts of a grasshopper's body.

Communicative skills and language functions

- Using language related to classroom objects
- Describing where things are
- Listening to and understanding a story
- Reading a story
- Singing a song
- Saying a chant
- Identifying and describing pets
- Making a minibook
- Showing awareness of sound/spelling relationships
- Reading a comic strip

Socio-cultural aspects

- Willingness to follow routines
- Interest in talking about things in class
- Pleasure in listening to and reading the story
- Enjoyment in making a minibook
- Interest in talking about pets and listening to others
- Interest in accuracy when doing written Activity Book activities.

Further materials for this unit

- Web spinner and spider counters (see page 212)
- Learning Routines Resource Bank (pages 214–215)



MACMILLAN
EDUCATION

Sample marketing text © Macmillan Publishers LTD

1 Archie's pet

Lesson 1

Aims

- To name classroom objects
- To sing the song *It's school again!*

Main language children use

Here's my ...

desk, chair, school bag, notebook, pen, ruler

Main activities

- Guess the flashcard
- Play *Missing flashcard*
- Match the word cards with the flashcards
- Listen to the song *It's school again!*
- Sing the song *It's school again!*
- Play *Spike's Web Game*. Tick ✓
- Read and colour. Write

Materials

- Flashcards (Spike the spider, Gracie the grasshopper, *Spike's Web Flashcard*, desk, chair, school bag, notebook, pen, ruler)
- Word cards (desk, chair, school bag, notebook, pen, ruler)
- CD 1/Cassette
- Pupil's Book page 5
- web spinner (see page 212) or coins, spider counters (optional, see page 212)
- Activity Book page 5
- coloured pencils or pens

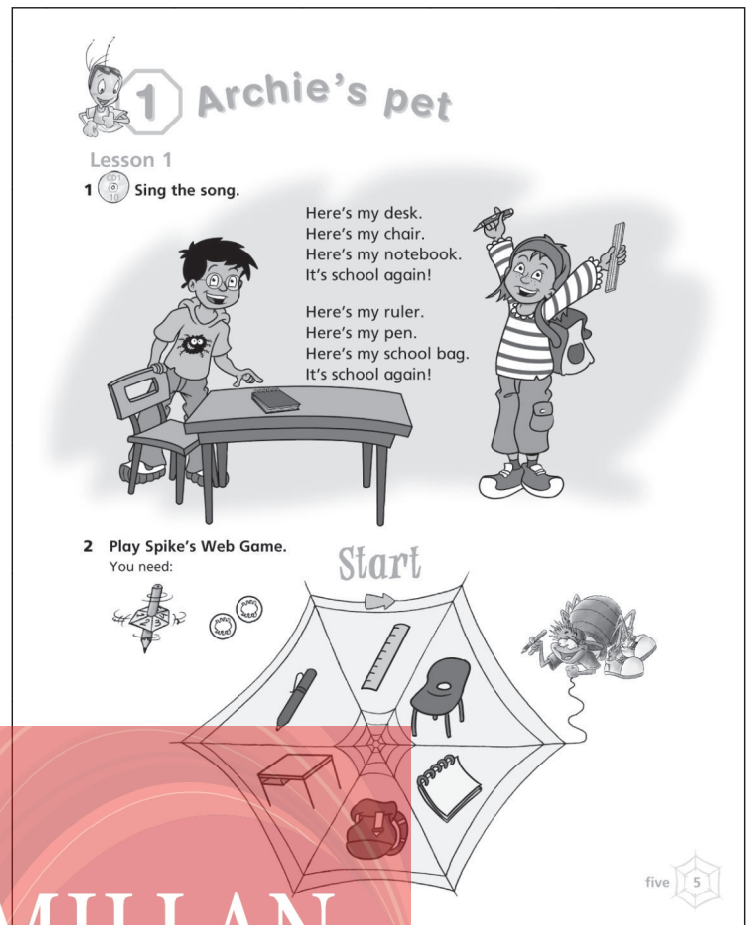
Starting the lesson routine

Say hello

- Greet the children, e.g. say *Hello, children!* Encourage them to reply *Hello!* Ask *How are you today?* and encourage them to reply *Fine*.
- Hold up the flashcard of Spike the spider. Encourage the children to say *Hello Spike*. Repeat for Gracie the grasshopper.
- Use the flashcards to ask *What's your name?* Prompt the children to answer *I'm ...* and say their own names.
- Invite individual children to the front of the class to hold one of the flashcards and ask other members of the group *What's your name?*

Listen and join in

- Say the following chant with rhythm, doing the actions and touching the parts of the body as you say them.
- Repeat, encouraging the children to join in and do the actions with you.



Listen and join in (Unit 1)

Stand up straight

Touch your nose

Touch your head

And touch your toes

- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 214–215).

Developing the lesson

Guess the flashcard

- Hold up the web flashcard with the hole cut out and say *Look! This is Spike's Web Flashcard*.
- Cover one of the classroom object flashcards with the Web Flashcard and move the hole over the picture, gradually revealing parts of the object until one of the children can name the picture correctly, either in L1 or in English. Say, e.g. *Very good! It's a ruler* and stick the flashcard on the board.
- Repeat for all the classroom object flashcards (pen, ruler, school bag, chair, desk, notebook).

Play *Missing flashcard*

- Point to the flashcards on the board in turn and ask the children to say the words with you.
- Say *Close your eyes* and take one of the flashcards away without the children seeing which one it is.

- Say *Open your eyes* and encourage the children to tell you which one is missing, e.g. *Pen! School bag!*
- Repeat the procedure taking away one flashcard each time, until all of the flashcards have been named.

Option: Ask individual pupils to come to the front and take away a flashcard instead of you.

Match the word cards with the flashcards

- Put all the flashcards on the board again, so the pictures can be seen.
- Invite individual children to come up to the board, take a word card and stick it next to the correct flashcard.

Listen to the song *It's school again!*

- Say e.g. *Here's my pen* and mime writing with a pen. Repeat for all the classroom words using the actions described in the song below.
- Say *Here's my pen / ruler / notebook / school bag / desk / chair* again, this time encouraging the children to do the mimes with you.
- Say *Listen to the song and do the actions*. Play CD 1 Track 10/the cassette and encourage the children to do the mimes for the classroom objects when they hear them and raise their right arm in the air three times in the last line of each verse.

Option: If the children have all the classroom objects, they can point to them instead of miming.



It's school again!

Here's my desk. (put hands out together, palms down, then move them apart)

Here's my chair. (mime sitting down)

Here's my notebook. (mime opening a book)

It's school again! (raise right arm in the air three times)

Here's my ruler. (use your fingers to show the shape of a ruler)

Here's my pen. (mime colouring with a pen)

Here's my school bag. (mime putting a school bag on your shoulder)

It's school again! (raise right arm in the air three times)

Sing the song *It's school again!* (PB page 5, activity 1)

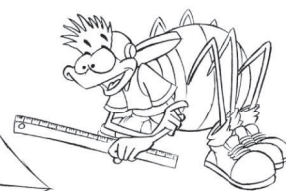
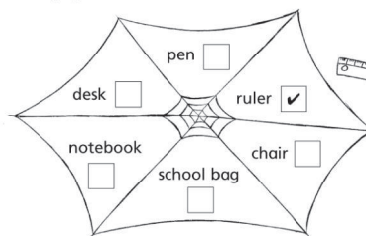
- Ask the class to open their Pupil's Books at page 5 and follow the lyrics in activity 1 while listening to the song.
- Play CD 1 Track 10/the cassette. The children listen to the song and follow the lyrics in their books.
- Repeat, encouraging the children to sing along.



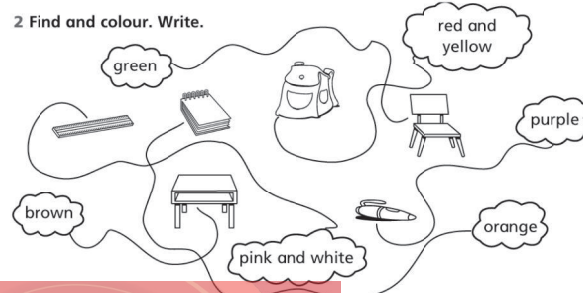
Archie's pet

Lesson 1

1 Play Spike's Web Game. Tick ✓.



2 Find and colour. Write.



- 1 The school bag is red and yellow.
- 2 The _____ is brown.
- 3 The _____ is pink and white.
- 4 The _____ is green.
- 5 The _____ is purple.
- 6 The _____ is orange.

five



It's school again!

Play Spike's Web Game. Tick ✓ (PB page 5, activity 2 / AB page 5, activity 1)

- Hold up Pupil's Book page 5 and point to the web. Say *Let's play Spike's Web Game*. Then say, e.g. *Point to the ruler!* and encourage the children to find and point to the ruler in the web. Repeat for all the classroom objects.
- Give each child a spider counter (see page 212) and ask them to colour it. Explain that they should colour it different colours, e.g. with spots or stripes, so that their counter will be different from the other pupils' counters. Alternatively, ask the children to use a rubber or a small piece of scrap paper with their name on it as a counter.
- Distribute the web spinners the pupils made in Lesson 3 of the Introduction unit, or ask them to find the spinner in the envelope at the back of their Pupil's Books. Alternatively, have enough coins ready to give out one per pair of pupils.
- Divide the class into pairs.
- Demonstrate the game by asking all the children to put their counter on START in the web on Pupil's Book page 5. Spin the web spinner and call out the number it falls on or toss a coin and move forward one space for heads and two for tails. Hold up the Pupil's Book and point to each segment as you

count, encouraging the children to join in. Point to the segment you have landed on and encourage the children to tell you what the classroom object is e.g. *school bag!* / *chair!*, etc.

- Now hold up Activity Book page 5. Point to the web and the classroom object words. Explain, in L1 if necessary, that the children should work in pairs, taking it in turns to spin the web and move around the board 'collecting' classroom objects. Every time they land on a different object in the web in their Pupil's Books, they say the name and then tick the corresponding word in their Activity Books. The winner in each pair is the one who ticks most classroom objects or all the classroom objects first.
- Continue demonstrating the game until the children are familiar with how it works. If you like, invite a child to the front of the class to demonstrate with you.
- Put a time limit on the game.
- When the game has finished, ask the children to count up how many classroom objects they have ticked to find out **who is the winner**.
- Either collect the spider counters and spinners, or remind the children to put them away in the envelope at the back of their Pupil's Books after the game.

Option: If you like, extend *Spike's Web Game* by encouraging the pupils to say, e.g. *It's a ruler. It's a pen*, etc. when they land on each classroom object.

Read and colour: Write (AB page 5, activity 2)

- Hold up Activity Book page 5 and ask the class to look at activity 2.
- Invite a volunteer to read the instructions *Read and colour: Write aloud and check understanding*.
- Ask the children to take their coloured pens or pencils and to follow each of the lines to colour in the classroom objects correctly.
- When they have finished colouring, ask them to write the words to complete the sentences.
- Check the activity as a class by saying, e.g. *Number 1 The ... (school bag) is red and yellow* etc.
- **Answers:** 1 school bag / 2 desk / 3 ruler / 4 chair / 5 pen / 6 notebook

Ending the lesson routine

Say goodbye

- Say *It's time to finish now. Let's sing the Goodbye song*.
- Play CD 1 Track 3/the cassette, sing and do the actions. Encourage the children to join in.



Goodbye song (1)

Time to finish.

Time to go.

Goodbye Bugs!

Off we go!

Extra activity for fast finishers

Ask fast finishers to draw and colour items of their own school equipment, e.g. their ruler, pen and school bag. Then ask them to label each item by writing, e.g. *Here's my red and yellow pencil.* etc.

MACMILLAN
EDUCATION

Sample marketing text © Macmillan Publishers LTD

1 Archie's pet

Lesson 2

Aims

- To say where something is
- To make predictions
- To follow and understand a story

Main language children use

Where is it?

It's in / on / under ...

ruler, pen, notebook, desk, chair, school bag

Main activities

- Play *In, on, under*
- Listen to the story
- Check understanding of the story
- Listen and number
- Play *Hide the grasshopper*
- Read and draw

Materials

- Flashcards (Spike the spider, Gracie the grasshopper, ruler, pen, notebook, desk, chair, school bag)
- CD 1/Cassette
- Story Cards for story 1
- Activity Book page 6
- pencils

Starting the lesson routine

Say hello

- Greet the children, e.g. say *Hello, children!* Encourage them to reply *Hello!* Ask *How are you today?* and encourage them to reply *Fine.*
- Hold up the flashcard of Spike the spider. Encourage the children to say *Hello, Spike.* Repeat for Gracie the grasshopper.

Listen and join in

- Say the chant on page 24, doing the actions and touching the parts of the body as you say them.
- Repeat, encouraging the children to join in and do the actions with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 214–215).

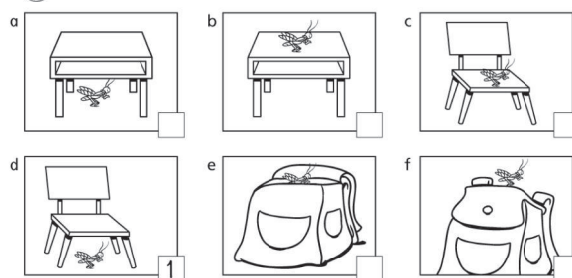
Developing the lesson

Play *In, on, under*

- Ask the children if they can remember the classroom objects from the previous lesson. As they name an item, hold up the corresponding flashcard.
- Take the flashcard of the pen and put it on the desk. Say *Where's the pen?* and elicit *It's on the desk.* Repeat, this time putting the flashcard on a chair.

Lesson 2

3 Listen and number.



4 Play *Hide the grasshopper*.

5 Read and draw.



Then put the flashcard under the desk, say *Where's the pen?* and elicit *It's under the desk.* Repeat, this time putting the flashcard under the chair. Finally put the pen flashcard in a school bag, say *Where's the pen?* and elicit *It's in the school bag.* Repeat the procedure, getting faster each time.

- Ask one of the children to go out of the class and hide the pen flashcard in the classroom, so it is still visible. Hide it in, on, or under an object which the children know how to say in English.
- Encourage the class to call *Come in* to the child outside. The class should then help the child to find the pen by calling *Where's the pen?*, softly if the child is far away from the flashcard or loudly if the child is near it. Once the child finds the pen, he/she says where it is, e.g. *It's under the chair.*
- Repeat with different children. Hide one of the other classroom object flashcards in a different place in the classroom each time.

Listen to the story

- Say *It's time for a story.* Open your hands like a book to convey the meaning of story.
- Hold up story card 1 and create interest in the story by asking questions, e.g. *Who's this?* (pointing to the teacher) / *Where are the teacher and the children?* / *What can the teacher hear?* Listen to the children's predictions and guesses in L1.

- Either tell the story yourself, or play CD 1 Track 11/the cassette, using the story cards.



Story 1: Archie's pet

STORY CARD 1

Storyteller: *Archie and Emily are at school. Today is Pet Day.*

Teacher: *Hello, everyone. Sit down please. Now ... what's that noise?*

STORY CARD 2

Archie: *It's my pet.*

Emily: *Oh! What is it?*

STORY CARD 3

Archie: *It's a grasshopper. Look, Emily!*

Storyteller: *But the grasshopper jumps ...*

Emily: *Oh no!*

STORY CARD 4

Sam: *Where is it?*

Archie: *It's under the desk!*

Teacher: *Catch it, Archie!*

Storyteller: *But the grasshopper jumps ...*

STORY CARD 5

Holly: *Oh no! Where is it?*

Archie: *It's on the chair!*

Teacher: *Catch it, Archie!*

Storyteller: *But the grasshopper jumps ...*

STORY CARD 6

Tom: *Oh no! Where is it?*

Archie: *It's in my school bag!*

Teacher: *Catch it, Archie!*

Storyteller: *But the grasshopper jumps ...*

STORY CARD 7

Sunita: *Oh no! Where is it?*

Archie: *I don't know!*

Teacher: *Oh dear!*

Storyteller: *Then the grasshopper jumps again.*

STORY CARD 8

Teacher: *Look! The grasshopper!*

Emily: *It's on your head!*

Check understanding of the story

- Hold up the story cards again. Ask questions to check understanding, using mime, gesture and the pictures to clarify meaning, e.g.

(story card 1) *Who's this? (The teacher)*

Where are the children? (At school)

Why is today a special day? (It's Pet Day)

What can the teacher hear? (Archie's pet/a grasshopper)

(story card 2) *Who's this? (Archie)*

Who's this? (Emily)

(story card 3) *What is Archie's pet? (A grasshopper)*

Is Archie's grasshopper in his hands now? (No)

(story card 4) *Where's the grasshopper? (It's under the desk)*

(story card 5) *Where's the grasshopper? (It's on the chair)*

(story card 6) *Where's the grasshopper? (It's in the school bag)*

(story card 7) *Is Archie happy? (No)*

Can he see the grasshopper? (No)

(story card 8) *Where's the grasshopper? (It's on Archie's head)*

Listen and number (AB page 6, activity 3)

- Ask the class to open their Activity Books on page 6.
- Invite a volunteer to read the instructions *Listen and number* aloud and check understanding.
- Point to the first picture and ask *Where's the grasshopper?* Encourage the children to reply *It's under the desk.* Repeat for the other pictures.
- Demonstrate the activity with the example. Then play CD 1 Track 12/the cassette. Use the pause button to give the children time to write the numbers.
- Check the activity as a class by saying, e.g. *Number 1: The grasshopper's ... (under the chair).*



Number 1: The grasshopper's under the chair.

Number 2: The grasshopper's on the desk.

Number 3: The grasshopper's in the school bag.

Number 4: The grasshopper's on the chair.

Number 5: The grasshopper's on the school bag.

Number 6: The grasshopper's under the desk.

Answers: 1d / 2b / 3e / 4c / 5f / 6a

Play *Hide the grasshopper* (AB page 6, activity 4)

- Tell the children that you have marked one of the boxes in the previous activity (Activity Book page 6, activity 3). Say *Find the grasshopper!* and encourage them to guess, e.g. *It's on the desk!* / *It's in the school bag!*, etc. When a child guesses correctly say *Yes! Very good!* and point to your marked cross on the Activity Book.
- Now divide the class into pairs and ask each child to use a pencil to draw a cross on one of the pictures in activity 3 without showing their partner.
- In pairs, the children take it in turns to guess which box their partner has marked. One child asks *Where is it?* and the other guesses, e.g. *It's on the chair.* / *It's under the desk.*, etc. The winner is the first child in

the pair to guess correctly. The children can play again by rubbing out the cross and marking a new box.

Read and draw (AB page 6, activity 5)

- Hold up Activity Book page 6 and say *Look at activity 5*.
- Invite a volunteer to read the instructions *Read and draw* aloud and check understanding.
- The children read the sentences and draw the classroom objects in the correct location.
- Check the activity as a class by drawing the classroom objects in the correct locations on the board, or invite a child to the front of the class to draw the objects.

Ending the lesson routine

Say goodbye

- Say *It's time to finish now. Let's sing the Goodbye song*.
- Play CD 1 Track 3/the cassette, sing and do the actions. Encourage the children to join in.



Goodbye song (1)

Extra activity for fast finishers

Ask the pupils to write anagrams with the classroom object words they have learnt, e.g. *keds* = *desk*. When they have finished, ask them to exchange their anagrams with another fast finisher. They should then solve each other's anagrams and write the classroom object words correctly.

MACMILLAN
EDUCATION

Sample marketing text © Macmillan Publishers LTD

1 Archie's pet

Lesson 3

Aims

- To read a story and show comprehension
- To write about where things are

Main language children use

Where is it?

It's in / on / under ...

desk, chair, school bag, pen, ruler, notebook

Main activities

- Act out the song *It's school again!*
- Play a word card game
- Listen and respond
- Find the hidden spider
- Listen and read the story
- Remember the story. Draw true or false
- Find and write

Materials

- Flashcards (Spike the spider, Spike's Web Flashcard, Gracie the grasshopper, desk, chair, school bag, notebook, pen, ruler)
- CD 1/Cassette
- Word cards (desk, chair, school bag, notebook, pen, ruler)
- Story cards for story 1
- Pupil's Book pages 6 and 7
- Activity Book page 7
- pencils

Starting the lesson routine

Say hello

- Greet the children, e.g. say *Hello, children!* Encourage them to reply *Hello!* Ask *How are you today?* and encourage them to reply *Fine.*
- Hold up the flashcard of Spike the spider. Encourage the children to say *Hello, Spike.* Repeat for Gracie the grasshopper.

Listen and join in

- Say the chant on page 24, doing the actions and touching the parts of the body as you say them.
- Repeat, encouraging the children to join in and do the actions with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 214–215).

Lessons 2 and 3

3 Listen and read the story.



MACMILLAN
EDUCATION
Act out the song *It's school again!*

- Divide the class into two groups. Demonstrate that Group 1 should sing the first three lines of the first verse and do the actions, and Group 2 should sing the first three lines of the second verse and do the actions. Everybody should sing the last line of each verse and raise their right arm in the air three times.
- Play CD 1 Track 10/the cassette. The children sing and do the actions.

Option: Play the karaoke version of the song and ask the children to sing the words. This can be done in groups to perform to the rest of the class.



It's school again!

Here's my desk. (put hands out together, palms down, move them apart)

Here's my chair. (mime sitting down)

Here's my notebook. (mime opening a book)

It's school again! (raise right arm in the air three times)

Here's my ruler: (use your fingers to show the shape of a ruler)

Here's my pen. (mime colouring with a pen)

Here's my school bag. (mime putting a school bag on your shoulder)

It's school again! (raise right arm in the air three times)

Play a word card game

- Put the classroom object flashcards and word cards in two separate piles in front of you.
- Say *Let's play a game.* Explain that if the picture and the word you hold up match, the children should say the word. If they don't match they should remain quiet.
- Take a flashcard from one pile and a word card from the other and hold them up facing the pupils.
- When they say the word, look at the cards and if they are correct say *Yes, that's right. Well done!*

Option: Ask the pupils to perform an action when the flashcard and the word card match, e.g. stand up, put their hands on their heads, etc.

- Now take one of the word cards and cover it with Spike's Web Flashcard. Gradually reveal the letters of the word in turn and encourage the pupils to tell you as soon as they know what the word is. Repeat for all the word cards.

Listen and respond

- Organise the class into eight groups.
- Give each group one of the story cards.
- Ask the children to listen and stand up when they hear the part of the story related to their card.
- Either play CD 1 Track 11/the cassette or tell the story.
- Invite two children to come and help you stick the story cards in order on the board. Remind the class of the story by asking questions and pointing to the pictures, e.g. *Where are the children? (At school) / Why have they got pets? (It's Pet Day) / Who is this? (The teacher/ Archie/ Emily) / What can the teacher hear? (Archie's pet) / What is Archie's pet? (A grasshopper) / Where is the grasshopper? (It's under the desk/ on the chair/ in the school bag/ on Archie's head).*

Find the hidden spider (PB pages 6 and 7)

- Ask the children to open their Pupil's Books at pages 6 and 7. Say *In the story there is a spider. Can you find it?* Encourage the children to look closely at all the frames of the story to find the hidden spider.
- When the children have finished ask *Where's the spider? (It's on the ruler)*. Encourage the children to point to the spider in frame 2 of their Pupil's Books.



Listen and read the story (PB pages 6 and 7, activity 3)

- Say *Now listen and read the story.*
- Play CD 1 Track 11/ the cassette. The children listen and follow the story in their Pupil's Books.



Story 1: Archie's pet

FRAME 1

Storyteller: *Archie and Emily are at school. Today is Pet Day.*

Teacher: *Hello, everyone. Sit down, please. Now ... What's that noise?*

FRAME 2

Archie: *It's my pet.*

Emily: *Oh! What is it?*

FRAME 3

Archie: *It's a grasshopper. Look, Emily!*

Storyteller: *But the grasshopper jumps ...*

Emily: *Oh no!*

FRAME 4

Sam: *Where is it?*

Archie: *It's under the desk!*

Teacher: *Catch it, Archie!*

Storyteller: *But the grasshopper jumps ...*

Lesson 3


6 Remember the story. Draw true ☐ or false ☐.

1

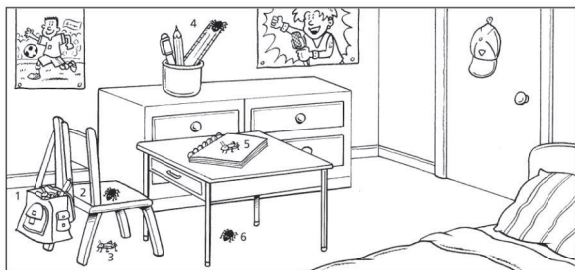
The grasshopper is under the chair. Then it's in the schoolbag. Then it's on the desk. Then it's on Archie's head.

2

The grasshopper is under the desk. Then it's on the chair. Then it's in the schoolbag. Then it's on Archie's head.



7 Find and write.



- 1 A grasshopper is in the school bag.
- 2 A spider is _____.
- 3 A grasshopper is _____.
- 4 A spider is _____.
- 5 A grasshopper is _____.
- 6 A spider is _____.

Remember the story. Draw true or false aloud and check understanding.

- Now encourage the children to read the texts and decide, according to the story, which one is true and which one is false. They should draw a smile on Spike's face next to the one which is true and a sad face for Spike next to the text which is false.
- Check the activity as a class by saying, e.g. *Number one is ... (false)*, etc.

Answers: 1 false / 2 true

Find and write (AB page 7, activity 7)

- Ask the children to look at activity 7 in their Activity Books. Say *Look! This is Archie's bedroom.*
- Invite a volunteer to read the instructions *Find and write* aloud and check understanding. Demonstrate the activity with the example.
- The children look for the spiders and grasshoppers and complete the sentences.
- Check the activity as a class by asking, e.g. *Number 1 A grasshopper is ... (in the school bag).* etc.

Answers: 1 A grasshopper is in the school bag. / 2 A spider is on the chair. / 3 A grasshopper is under the chair. / 4 A spider is on the ruler. / 5 A grasshopper is on the notebook. / 6 A spider is under the desk.

FRAME 5

Holly: *Oh no! Where is it?*

Archie: *It's on the chair!*

Teacher: *Catch it, Archie!*

Storyteller: *But the grasshopper jumps ...*

FRAME 6

Tom: *Oh no! Where is it?*

Archie: *It's in my school bag!*

Teacher: *Catch it, Archie!*

Storyteller: *But the grasshopper jumps ...*

FRAME 7

Sunita: *Oh no! Where is it?*

Archie: *I don't know!*

Teacher: *Oh dear.*

Storyteller: *Then the grasshopper jumps again.*

FRAME 8

Teacher: *Look! The grasshopper!*

Emily: *It's on your head!*

Remember the story. Draw true ☐ or

false ☐ (AB page 7, activity 6)

- Ask the class to open their Activity Books at page 7.
- Invite a volunteer to read the instructions

Ending the lesson routine

Say goodbye

- Say *It's time to finish now. Let's sing the Goodbye song.*
- Play CD 1 Track 3/the cassette, sing and do the actions. Encourage the children to join in.



Goodbye song (1)

Extra activity for fast finishers

Ask the pupils to draw two or three more spiders or grasshoppers in the picture in Activity Book page 7, activity 7. When they have finished, ask them to write down where they have drawn the spiders or grasshoppers. Alternatively, ask them to exchange books with another fast finisher who should find the bugs and write down where they are hidden.

1 Archie's pet

Lesson 4

Aims

- To name and describe pets
- To say a chant
- To play a guessing game

Main language children use

What's that noise?

What is it?

It's ...

hamster, dog, tortoise, bird, fish, grasshopper, spider

brown, white, yellow, green, orange, black

Main activities

- Say the pets
- Listen and point
- Say the chant *What's that noise?*
- Play a guessing game
- Write
- Draw, colour and write

Materials

- Flashcards (Spike the spider and Gracie the grasshopper)
- CD 1/Cassette
- Story Cards 1, 2, 6 and 7 for story 1
- Pupil's Book pages 6, 7 and 8
- Activity Book page 8
- coloured pens or pencils

Starting the lesson routine

Say hello

- Greet the children, e.g. say *Hello, children!* Encourage them to reply *Hello!* Ask *How are you today?* and encourage them to reply *Fine.*
- Hold up the flashcard of Spike the spider. Encourage the children to say *Hello, Spike.* Repeat for Gracie the grasshopper.

Listen and join in

- Say the chant on page 24. Sing the song, doing the actions and touching the parts of the body as you say them.
- Repeat, encouraging the children to join in and do the actions with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 214–215).

Lesson 4

4 Listen and point. Say the chant.

bird



Come on girls!
Come on boys!
Sit down, please!
What's that noise?

hamster



What is it?
What's that noise?
It's a dog.
Look, girls and boys!

dog



fish



tortoise



5 Play a guessing game.



It's black and white.
What is it?



It's a dog!

Developing the lesson

Say the pets (PB pages 6 and 7)

- Hold up story cards 1, 2, 6 and 7 one by one. Ask the children to look closely at the same picture in the story in their Pupil's Book. Point to the pet in each picture. Say *What is it?* and encourage the children to respond, in L1 if necessary. Say, e.g. *Very good! It's a hamster/bird/fish/dog/tortoise.*

Option: Ask the class if they have any pets and which kind they have.

Listen and point (PB page 8, activity 4)

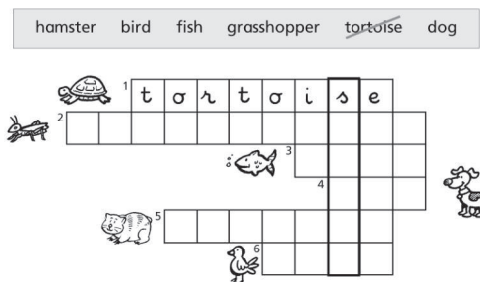
- Ask the class to open their Pupil's Books at page 8 and look at the pictures in activity 4.
- Say, e.g. *Point to the hamster* and encourage the class to point to the corresponding picture. Repeat for the other pets.

Say the chant *What's that noise?* (PB page 8, activity 4)

- Say, e.g. *hamster* and do the mime suggested below. Repeat for the other animals.
- Repeat the names of the pets at random and encourage the children to do the actions. Then play CD 1 Track 13/the cassette and encourage the children to do the actions when they hear the names of each pet.

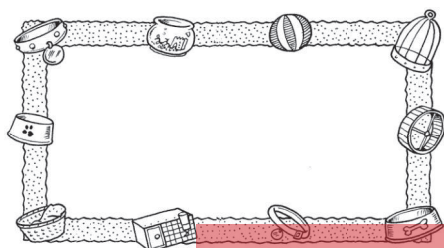
Lesson 4

8 Write.



What's the secret word? _____

9 Draw, colour and write.



This is my pet. It's a _____.

It's _____.

_____.

from Pupil's Book page 8, activity 4 and describing it without saying the name. Say, e.g. *It's brown and white. What is it?* Encourage the children to guess the pet, e.g. *It's a hamster!* Repeat for all the pets.

- Divide the class into pairs and explain that they should take it in turns to describe a pet for their partner to guess.

Write (AB page 8, activity 8)

- Ask the class to open their Activity Books at page 8 and to look at activity 8.
- Invite a volunteer to read the instruction *Write* and check understanding.
- Explain that the children should look at the pictures and write the words in the boxes. After they have finished writing all of the words, the puzzle should reveal a secret word.
- Check the activity as a class by asking, e.g. *What's this?* and pointing at the picture of the tortoise. Write the words correctly on the board. When you have checked all the words, ask *What is the secret word?*

Answers: 1 tortoise / 2 grasshopper / 3 fish / 4 dog / 5 hamster / 6 bird. The secret word is spider.

PERSONALISATION Draw, colour and write (AB page 8, activity 9)

- Ask the class to look at activity 9.
- Invite a volunteer to read the instructions *Draw, colour and write* and check understanding.
- Demonstrate what to do. Draw a box on the board. Draw your pet (or an imaginary one) inside it and complete the sentences with the kind of animal it is and its colour. Then encourage the children to draw their own pet and write about it by completing what kind of pet it is and its colour in the space provided. If they do not have a pet, ask them to imagine the pet they would most like to have and to write about this.

- Ask the pupils to listen again and follow the words in their Pupil's Books.
- Play the CD/cassette again and encourage the children to join in, doing the actions.



What's that noise?

Come on girls! (beckon with your hand)

Come on boys! (beckon with your hand)

Sit down, please! (pretend to sit down)

What's that noise? (put your hand to your ear)

What is it? (shrug your shoulders)

What's that noise? (put your hand to your ear)

It's a dog. (hold hands as if they are paws)

Look, girls and boys! (point to an imaginary dog)

... *It's a fish.* (pretend to swim like a fish)

... *It's a hamster.* (move your fingers in front of your face like little paws)

... *It's a bird.* (flap your arms like a bird's wings)

... *It's a tortoise.* (move your head from left to right or backwards and forwards, mimicking tortoise)

Play a guessing game (PB page 8 activity 5)

- Hold up Pupil's Book page 8 and point to activity 5. Point to Archie and Emily in turn and say *Who's this?* Encourage the children to respond *It's Archie/Emily.*
- Demonstrate the activity by choosing one of the pets

Ending the lesson routine

Say goodbye

- Say *It's time to finish now. Let's sing the Goodbye song.*
- Play CD 1 Track 3/the cassette, sing and do the actions. Encourage the children to join in.



Goodbye song (1)

Extra activity for fast finishers

Ask the pupils to invent a word puzzle by drawing lines to represent the letters of one of the pet words from the lesson. They can include one or two letters of each word as illustrated below for hamster and bird.

h _ _ _ _ r _ _ r _

Ask the pupils to give their word puzzles to another fast finisher to solve. They can also draw the objects next to each word when they have completed it.

1 Archie's pet

Lesson 5

Aims

- To find out about grasshoppers
- To make and read a minibook

Main language children use

eyes, mouth, legs, wings, antennae
Where is it?

It's in, on, under ...
chair, desk, school bag

Main activities

- Listen and read
- Write
- Recall the story
- Make your minibook
- Put on the speech bubble stickers
- Read the story with your minibook
- Make a minibook cover

Materials

- Flashcards (Spike the spider, Gracie the grasshopper)
- CD 1/Cassette
- Pupil's Book page 9
- Activity Book pages 9, 61 and speech bubble stickers for Unit 1
- Story cards for story 1
- prepared example minibook of story 1
- scissors, thin card, string, stapler, coloured pencils or pens, pencils

Starting the lesson routine

Say hello

- Greet the children, e.g. say *Hello, children!* Encourage them to reply *Hello!* Ask *How are you today?* and encourage them to reply *Fine*.
- Hold up the flashcard of Spike the spider. Encourage the children to say *Hello, Spike*. Repeat for Gracie the grasshopper.

Listen and join in

- Say the chant on page 24, doing the actions and touching the parts of the body as you say them.
- Repeat, encouraging the children to join in and do the actions with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 214–215).

Lesson 5

Spike's web page

6 Listen and read.

7 Make your minibook. Read the story.
You need: Activity Book page 61, string, thin card, scissors.

1 Cut out your minibook. Fold.

2 Put on the stickers.

3 Read your minibook.

4 Make a cover.

nine 9

Developing the lesson

Listen and read (PB page 9, activity 6)

- Ask the pupils to open their Pupil's Books at page 9 and look at activity 6.
- Say *This is Spike's Web Page*. Point to the grasshopper and say *What's this?* Encourage the children to respond. Explain that they are going to find out about real grasshoppers.
- Invite a volunteer to read the instructions *Listen and read* aloud and check understanding.
- Play CD 1 Track 14/the cassette. The children listen and read the information about grasshoppers.



Grasshoppers

Grasshoppers are insects. They are brown or green.
They've got two antennae and two eyes.
Here's the mouth. Grasshoppers eat plants.
Grasshoppers have got six legs. They walk with these legs.
They jump with these legs.
They've got four wings. They can fly.

Write (AB page 9, activity 10)

- Ask the pupils to open their Activity Books at page 9 and look at activity 10.
- Invite a volunteer to read the instructions *Write* and check understanding.

- The children label the picture with the words in the box.
- Check the activity as a class.

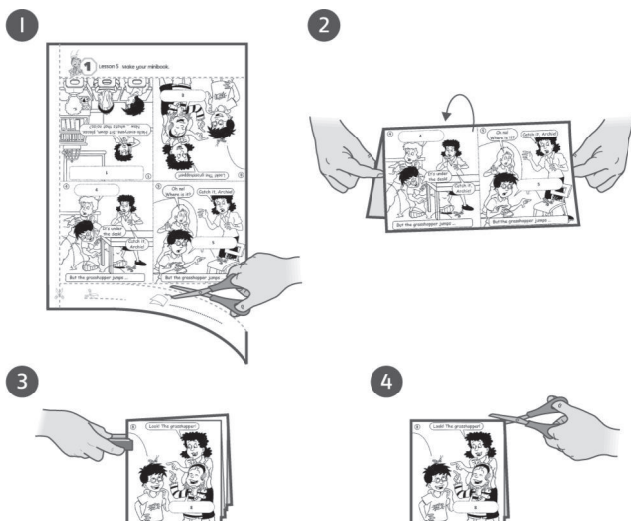
Answers: 1 antennae / 2 eye / 3 mouth / 4 legs / 5 wings

Recall the story

- Ask *Can you remember the story about Archie and the grasshopper?* Invite eight children to the front of the class. Give them one of the story cards each, in random order. Ask them to make a line in the order of the story.
- Encourage the rest of the class to recall the story briefly, e.g.
 - (story card 1) *Here's ... (the teacher).*
 - (story card 2) *This is ... (Archie and Emily).*
 - (story card 3) *Archie's pet is a ... (grasshopper).*
 - (story card 4) *Now the grasshopper is ... (under the desk).*
 - (story card 5) *Now the grasshopper is ... (on the chair).*
 - (story card 6) *Now the grasshopper is ... (in the school bag).*
 - (story card 7) *Now Archie can't see the ... (grasshopper).*
 - (story card 8) *Now the grasshopper is on Archie's ... (head).*

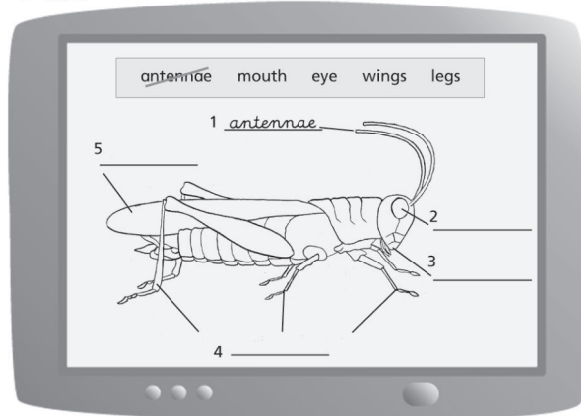
Make your minibook (PB page 9, activity 7 / AB page 61, cut out)

- Ask the class to open their Pupil's Books at page 9 and look at activity 7. Explain that they are going to make a minibook. Ask a child to read the instructions in each frame.
- Tell the pupils to open their Activity Books at page 61 and cut out the page along the dotted line.
- Show the children the minibook you have prepared. Say *Let's make a book of the story. Cut and fold the pages like this* and demonstrate what you mean.
- Staple the children's books together as soon as they have folded the pages correctly. Then say *Now cut here* and demonstrate cutting along the dotted line at the top to separate the pages.
- When the children are ready, say e.g. *Look at page 1. Find the teacher. Now turn the page* (demonstrate this) *Look at page 2. Find Archie.* etc.



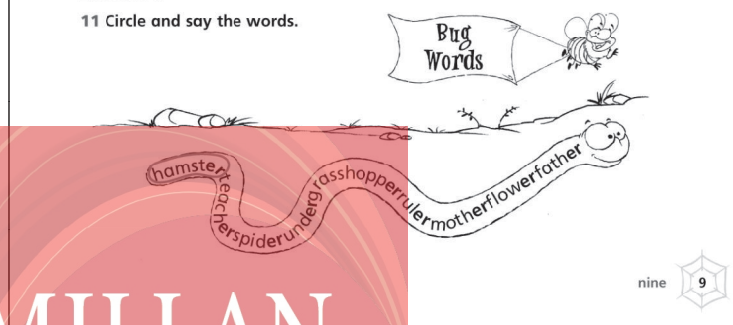
Lesson 5 10 Write.

Spike's web page



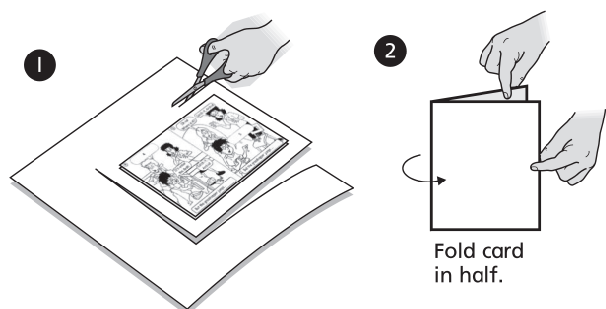
Lesson 6

11 Circle and say the words.

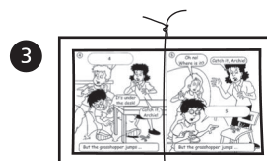


Put on the speech bubble stickers (AB stickers)

- Ask the children to open their Activity Books and find the stickers page. Tell them to look at the first set of 8 speech bubble stickers.
- Explain that each empty speech bubble in the minibook has a number. The children should read the texts on the stickers and decide which text matches each empty speech bubble, e.g. on page 1 of the minibook, the empty speech bubble has a number 1 in it. The children should read all of the texts on the stickers, decide which text corresponds to this speech bubble and write a number 1 in pencil, outside the sticker.
- The children continue with the other empty speech bubbles in the same way, deciding which text sticker should go where. They should not stick any of the text stickers on their minibooks yet, just note the corresponding speech bubble number next to each sticker. Give the children time to do this activity individually.
- Now check the activity as a class by eliciting the text that goes with each speech bubble. Make sure the children all have the correct number written next to each text sticker.
- Now ask the pupils to stick the text stickers in the corresponding speech bubbles.



Cut out thin card to just slightly larger than size of minibook pages.



Put the pages in the middle of the cover and tie the minibook together with string.

Ending the lesson routine

Say goodbye

- Say *It's time to finish now. Let's sing the Goodbye song.*
- Play CD 1 Track 3/the cassette, sing and do the actions. Encourage the children to join in.



Goodbye song (1)

CD 1
3

Extra activity for fast finishers

Ask fast finishers to decorate their minibook covers.

Read the story with your minibook

- Play CD 1 Track 11/the cassette and ask the pupils to listen to the story and follow in their minibooks.
- Now play CD1 Track 11/the cassette again and ask them to read along with the CD/cassette, but this time aloud, whispering the text while following.
- Divide the class into pairs.
- Now encourage the pupils to read their minibooks aloud in pairs. Clarify that they should not take turns, but both read the story aloud together.
- Monitor to help with any words the children may find difficult to read aloud.



Story 1: Archie's pet

Make a minibook cover

- Show the pupils the minibook cover you have made as an example. Say *Now make a cover for your minibook.*
- Demonstrate how to make the cover using the following instructions.
- Give each pupil a piece of thin card and a piece of string to make their minibook cover.
- The pupils write the title of the story on the front cover of their minibook.

FRAME 5

Spike: *What's the matter, Gracie?*

FRAME 6

Gracie: *It's in my T-shirt!*

Check understanding of the story (PB page 10, activity 10)

- Check understanding of the story by pointing to each frame in turn and asking questions, e.g.
 - (frame 1) *What is Spike's pet? (An ant)*
 - (frame 2) *What is the ant doing? (It's running)*
 - (frame 3) *Where's the ant? (It's under the leaf)*
 - (frame 4) *Where's the ant? (It's on the flower)*
 - (frame 5) *Can Spike see the ant? (No)*
 - (frame 6) *Where's the ant? (It's in Gracie's T-shirt)*

Read the story aloud (PB page 10, activity 10)

- Play CD 1 Track 16/the cassette again and encourage the children to read along, whispering the text while following.
- Divide the class into pairs.
- Now encourage the children to read the story aloud in pairs. Clarify that they should not take turns, but both read the story aloud together. Monitor and help the pairs of pupils if necessary.



Spike's pet



MACMILLAN
EDUCATION

Ending the lesson routine

Say goodbye

Sample marketing text © Macmillan Publishers LTD

- Say *It's time to finish now. Let's sing the Goodbye song.*
- Play CD 1 Track 3/the cassette, sing and do the actions. Encourage the children to join in.



Goodbye song (1)

Extra activity for fast finishers

Ask the pupils to choose one or more words from the *Bug Words Game* and draw and label them in their notebooks.

1 Archie's pet

Lesson 7

Aims

- To review learning
- To help children assess and reflect on their learning

Main language children use

Where's ...?

It's on / in / under ...

desk, chair, school bag, pen, notebook, ruler, bird, hamster, fish, tortoise, dog, grasshopper, spider

Main activities

- Listen and number
- Write
- Look, read and write
- Check the Bug Evaluation activities
- Colour Gracie the grasshopper
- Complete Spike's Dictionary Web

Materials

- Flashcards (Spike the spider, Gracie the grasshopper)
- CD 1/Cassette
- Activity Book pages 10, 57 and stickers for Spike's Dictionary Web Unit 1
- coloured pencils or pens

Starting the lesson routine

Say hello

- Follow the routine as described on page 27.

Listen and join in

- Say the chant on page 24, doing the actions and touching the parts of the body as you say them.
- Repeat, encouraging the children to join in and do the actions with you.
- In addition, or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 214–215).

Do the Bug Evaluation

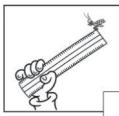
Listen and number (AB page 10, activity 12)


- Hold up the flashcard of Spike. Say *Spike wants to know how much English you have learnt* and explain what you mean in L1 if necessary. Say *Find this page* and hold up Activity Book page 10.
- Ask the class to take a pencil and a rubber and look at activity 12.
- Invite a volunteer to read the instructions *Listen and number* and explain that they are going to listen to Archie and the teacher, and they should number the pictures in the correct order. Demonstrate the activity with the example.


Bug Evaluation 1

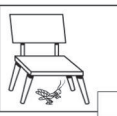
Lesson 7

12 Listen and number.

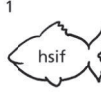
a 


b 


c 

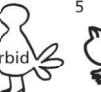
d 


13 Write.

1 
hsif

2 
odg


3 
isoterot

4 
rbid

5 
reshamt

fish _____ _____ _____ _____

14 Look, read and write.






1 Where's the pen? It's on the desk.

2 Where's the ruler? _____

3 Where's the schoolbag? _____

4 Where's the notebook? _____

Remember!
Where is it?
It's in/on/under the chair.

OK Good Excellent!

- Play CD 1 Track 17/the cassette. Use the pause button to give the children time to write each number.



Bug Evaluation (Unit 1)

Number one: Teacher: *Where's the grasshopper?*
Archie: *It's in the school bag.*

Number two: Teacher: *Where's the grasshopper?*
Archie: *It's under the chair.*

Number three: Teacher: *Where's the grasshopper?*
Archie: *It's on my ruler.*

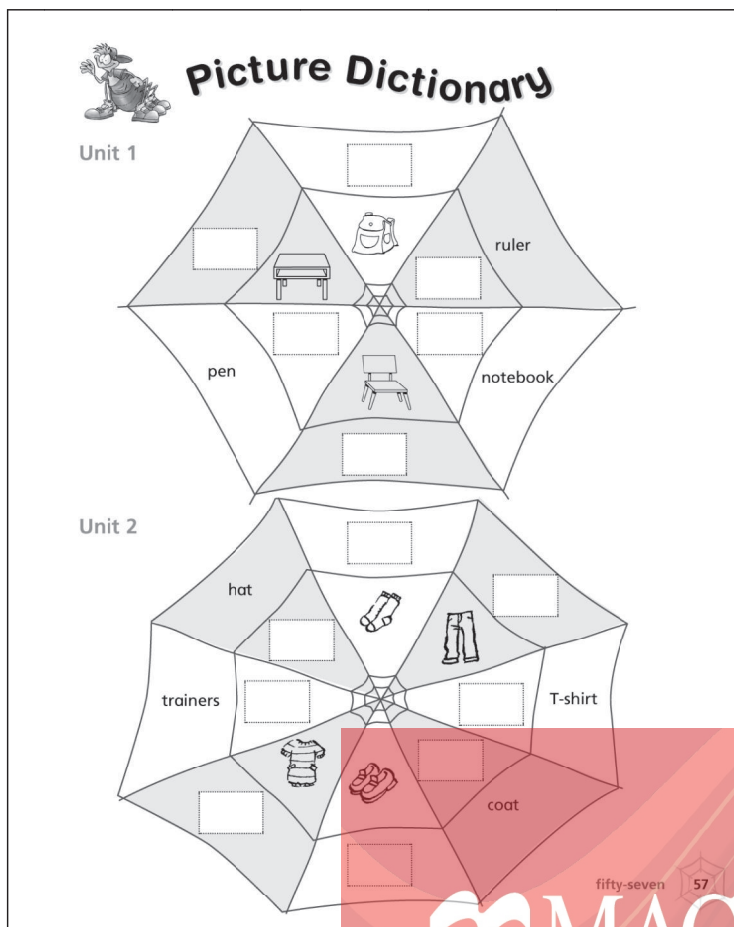
Number four: Teacher: *Where's the grasshopper?*
Archie: *It's on my head!*

Answers: 1c / 2d / 3a / 4b

Write (AB page 10, activity 13)

- Ask the children to look at activity 13.
- Invite a volunteer to read the instruction *Write* and explain that the children should identify the animals from their shapes and then use all the letters in each shape to write the names of the animals in the spaces provided. Demonstrate the activity with the example.
- The children write the name of each animal.

Answers: 1 fish / 2 dog / 3 tortoise / 4 bird / 5 hamster



the picture of her near the ground. If they think they have done OK, they should colour the picture of her on the ground.

- The children colour their chosen picture of Gracie.

Complete Spike's Dictionary Web (AB page 57, stickers)

- Say *Now let's complete Spike's Dictionary Web*. Ask the pupils to take the dictionary web stickers and to open their Activity Books at page 57.
- Ask the pupils to complete the web by sticking either the words or the pictures next to the corresponding pictures and words in the web for Unit 1.
- When the children have finished, point to each picture sticker and elicit the words (*pen, desk, chair, ruler, notebook, school bag*).

Ending the lesson routine

Say goodbye

- Say *It's time to finish now. Let's sing the Goodbye song*.
- Play CD 1 Track 3/the cassette, sing and do the actions. Encourage the children to join in.



Goodbye song (1)

Look, read and write (AB page 10, activity 14)

- Ask the children to look at activity 14. Invite a volunteer to read the instructions *Look, read and write* and explain that the children should look at the picture and read and answer the questions. Demonstrate the activity with the example.

- The children write answers for each question.

Answers: 1 It's on the desk. / 2 It's in the school bag. / 3 It's on the chair. / 4 It's under the desk.

Check the Bug Evaluation activities (AB page 10, activities 12, 13 and 14)

- Correct all the evaluation activities together.
- Either ask individual children to say the answers, or invite them to come to the board to write up their answers.

Colour Gracie the grasshopper (AB page 10)

- Say *How was the Bug Evaluation? Was it difficult? Was it easy?* Explain in L1 that the children should now decide how well they completed the evaluation activities.
- Ask the children to look at the three little pictures of Gracie the grasshopper at the foot of the evaluation page. If they think they have done very well, they should colour the picture of Gracie jumping high. If they think they have done well, they should colour

Extra activity for fast finishers

Ask the pupils to write a list of all the new words they have learnt from this unit.