

4 Look at the balloon

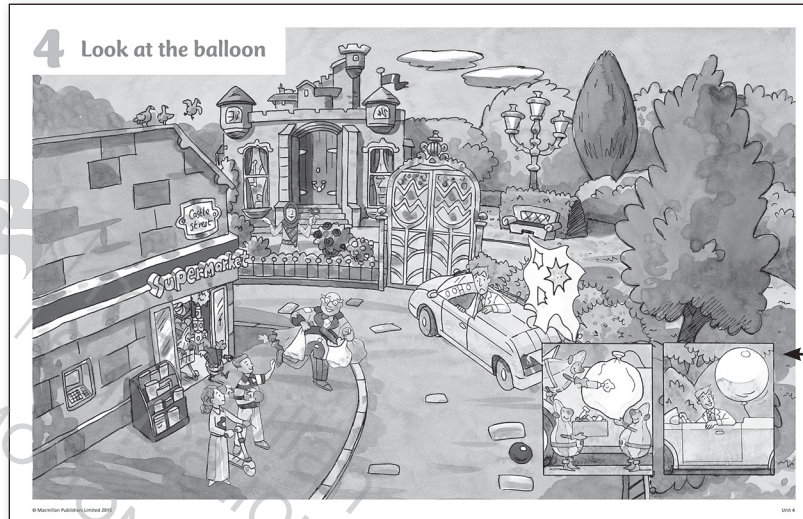
Lesson 1 New words and speaking (PB pp50-51)

Warm-up

Play the chant from PB p27, CD1 track 27 for the children to join in.

Poster 4

- 1 Show poster 4. Read the title. Class looks for a few moments.
- 2 Show flashcards 57, 58. Name the new character and object. Class repeats. Name the adjectives. Class repeats.
- 3 Ask different children to find and point to the character, object and adjectives on the poster.



4 Ask questions:

What colour is the car? Is it big? Is it fast? What colour is the balloon?

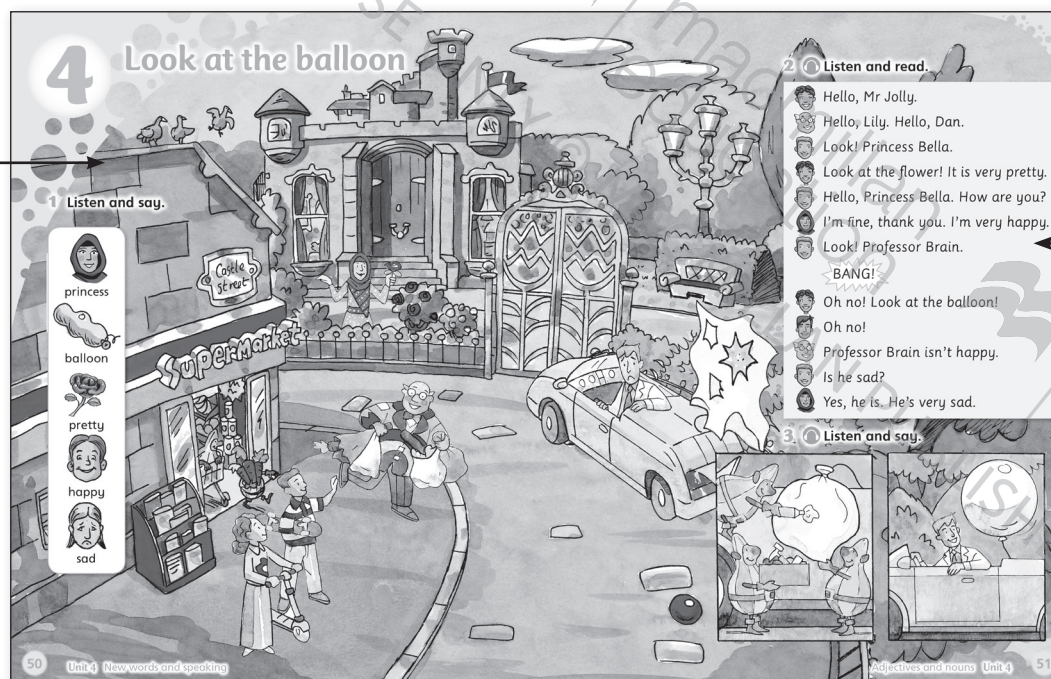
- 5 Play CD1 track 52. Children listen and look at the poster. Point to the objects as they are mentioned. Point to the characters when they speak.

Check understanding of the small pictures: The Bodkins have a tool box and they are mending the balloon; the balloon has been mended and Professor Brain is happy again.

PB Dialogue

Activity 1

- 1 Children look at the big picture in their books for a few moments.
- 2 Show flashcards. Class names the character and object.
- 3 Name the character and object. Children point to the character/object in the box. Show flashcards. Children check they are pointing to the correct picture.
- 4 Name the object and character in a different order. Children find them in the big picture in their books.



Activity 2

- 1 Play CD1 track 52. Children listen and follow the dialogue.

Activity 3

- 1 Play CD1 track 53. Children follow and repeat in the pauses. If they find a sentence difficult, pause the track. They say it once or twice more.
- 2 Play CD1 track 53 again. Class listens and follows.
- 3 (Optional) Individuals read the dialogue together.*

Words, Learning to learn (WB pp32–33)

Check that children understand the tasks before they begin.

Exercise 1

Children read and tick the sentence that matches the picture.







Exercise 2

Children look at the numbered pictures and write them next to the numbers in the grid.

Point out that the first word goes down. The others go across.

4 Words

1 Read and tick ✓

1 	2 	3 
She is a princess. <input type="checkbox"/>	He is a boy. <input type="checkbox"/>	It is a balloon. <input type="checkbox"/>
She is a king. <input type="checkbox"/>	He is a girl. <input type="checkbox"/>	It is a ball. <input type="checkbox"/>
4 	5 	6 
He is happy. <input type="checkbox"/>	She is happy. <input type="checkbox"/>	It is black. <input type="checkbox"/>
He is sad. <input type="checkbox"/>	She is sad. <input type="checkbox"/>	It is pretty. <input type="checkbox"/>

2 Find the words.

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

32 Unit 4 Words: adjectives and nouns

Learning to learn

1 Find the different picture. Circle it.

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

2 Find the different letter. Circle it.

1	d	d	d	b	d
2	g	g	y	g	g
3	n	n	n	n	h
4	i	j	i	i	i
5	p	p	p	q	p

Learning to learn: finding a different item Unit 4 33

Exercise 1

Children scan the line and pick out the picture that is different. They circle it.

Exercise 2

Children scan the line and pick out the letter that is different. They circle it.

Summary

Lesson aim Speaking

Lesson targets Children:

- learn and practise new vocabulary
- listen to the dialogue
- read and follow the dialogue
- repeat the dialogue
- (optional) read the dialogue together
- practise scanning and thinking skills

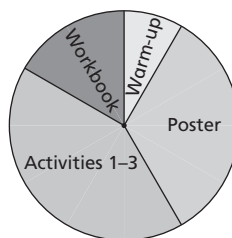
Key structures *I'm ... He/She is ... Is he/she ...? Yes, he/she is.*

Key language *I'm [adjective].*

Key words *princess, balloon; pretty, happy, sad*

Materials PB pp50–51; poster 4; flashcards 57, 58; WB pp32–33; CD1 tracks 27, 52, 53

Time division



Resources

* Some children may be willing to play the characters and read their lines if they have not already done so. If possible, choose five children to be Lily, Dan, Mr Jolly, Princess Bella and Professor Brain. Help them with the lines as necessary. If more children want to try, let a second group read the dialogue.

WB answers

p32 Exercise 1: 1 She is a princess. 2 He is a boy. 3 It is a balloon. 4 He is happy. 5 She is sad. 6 It is pretty.

Exercise 2: 1 balloon 2 bus 3 plane 4 boy 5 princess

p33 Exercise 1: 2 2nd pencil 3 4th cat 4 2nd lorry 5 1st car 6 3rd doll
Exercise 2: 2 y 3 h 4 j 5 q

Session 1 Warm-up

Draw a happy face and a sad face on the board. Children say the words. Write *happy* and *sad*.

Session 2 Warm-up

Show flashcards 144–148, children name the characters.

Activity 1

1 Children name the characters in the photos. Read or ask different children to read the bubbles. Class repeats.

2 Point out the boy. Ask *Happy? Sad?* Elicit *happy*. Prompt *He's happy*. Class repeats. Continue with the other faces.

3 Children practise sentences in pairs.

Grammar

1 Look! She's happy. He's sad.

Point and say.

1 2 3 4 5 6

Look!

Is he Dan? Yes, he is. Is he Mr Jolly? No, he isn't.

Is she Mum? Yes, she is. Is she Grandma? No, she isn't.

Ask and answer.

1 Mr Jolly? 2 Mum? 3 Lily?

4 Grandpa? 5 Grandma? 6 Dad?

52 Unit 4 Grammar: He's ... She's ... Is he ...? Is she ...?

Grammar in conversation

1 Listen and say.

I'm happy. I'm happy. I'm sad. I'm sad.

I'm fast. I'm fast. I'm slow. I'm slow.

Happy. Sad. Fast. Slow. Come on, everybody! Let's go!

2 Listen and say.

Am I Nadia? No, you aren't.

Am I Grandma? No, you aren't.

Am I Bella? Yes, you are.

Hello, everybody! I'm Bella.

3 Listen and say.

4 Play the game!

Grammar in conversation: I'm ... Am I ...? Yes, you are. No, you aren't. Unit 4 53

Activity 1

1 Point out the girl. Ask *Is she happy?* Elicit the answer. Do the same with the boy. Point out the other pictures. Ask *Is she fast? Is he slow?*

2 Play CD1 track 54. Children listen and follow in their books.

Play the track again. Class joins in. Teach the words if you wish.

3 Class says the rhyme with or without the track.

Activity 2

1 Children name the characters in the photos. Children look at Dan. Ask the question. Ask a child to answer, or read the answer. Do the same with the other photos.

2 Use flashcards 144–148 to ask about each character. Class replies.

3 Bring a pair forward. Child 1 holds flashcard 146. Help the child to ask *Is he Mr Jolly?* Child 2 answers.* Continue with the other flashcards. **Finally, the class works in pairs.****

Go to Workbook Session 1 ↓

Activity 2

Point out the girl on the left and the name on her head. Explain the game. The girl on the left asks questions to find out which character she is. Play CD1 track 55. Children listen and follow.

Activity 3

Play CD1 track 55 again. Children listen and repeat in the pauses.

Activity 4

Children use name cards and play the game in pairs or small groups. Alternatively, give one child a flashcard to hold so the class can see but the child cannot. The child asks *Am I ...?* The class answers.

Go to Workbook Session 2 ↓

Grammar (WB p34) Session 1 Grammar in conversation (WB p35) Session 2

Check that children understand the tasks before they begin.

Exercises 1 and 3

You may wish to practise the short and long forms in class as described on p29, Exercise 1 but using word cards, letter cards and an apostrophe card.

Exercise 2

Children complete the first pair of sentences. They write the next two pairs.

Exercise 4

Children write sentences.

Grammar

1 Look!

2 Write.

1 happy sad He is _____ She is _____

2 big small _____

3 fast slow _____

3 Look!

4 Write.

1 Lily She is not Lily. _____ Dan _____

3 Dad _____ Mum _____

Grammar in conversation

1 Write the words.

small slow big fast

1 I'm _____ 2 I'm _____ 3 I'm _____ 4 I'm _____

2 Look and read.

Hello _____
I am Mr Jolly _____
I am happy _____

3 Draw and write.

34 Unit 4 Grammar: He/She is ... He/She is not ...

Grammar in conversation: I am + name/adjective Unit 4 35

If children are completing this page for homework, check that they understand the tasks.

Exercise 1

Children look at the pictures and choose the best word from the box to complete each bubble.

Exercise 2

Children look and read about Mr Jolly.

Exercise 3

Children draw and write three sentences about themselves.

Summary

Lesson aim Grammar

Lesson targets Children:

- practise the target language
- listen to and say a rhyme
- listen to a guessing game and repeat the dialogue
- play the game

Key structures *He's/She's ... Is he/she ...?*

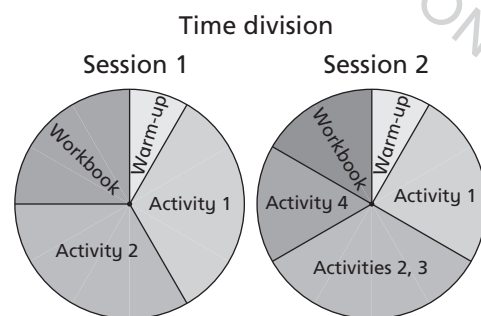
Key language *I'm ... Am I ...? No, you aren't. Yes, you are.*

Key words Vocabulary from Lesson 1

Materials PB pp52–53; CD1 tracks 54–55; WB pp34–35; flashcards 144–148

Preparation To practise the long/short forms on WB p34 Exercises 1 and 3, download or make word and letter cards and an apostrophe.

Make name cards of characters from the lesson for PB p53, Activity 4.



Resources

* Children may ask the questions about the character they are holding, so will not ask a question to produce a negative answer. This is acceptable as the important activity is forming the question correctly.

** Children work in pairs at their desks. They take turns to point to each character, ask the question and answer. Go around listening to them as they work.

WB answers

p34 Exercise 2: 1 (He is) happy. (She is) sad. 2 He is big. She is small.

3 He is slow. He is fast.

Exercise 4: 2 He is not Dan. 3 He is not Dad. 4 She is not Mum.

p35 Exercise 1: 1 big 2 fast 3 slow 4 small

Exercise 3: Hello. I am [name of child]. I am [adjective to match child's picture].


Grammar Practice Worksheets Unit 4

Children may begin the practice exercises when they have completed the PB and WB Grammar pages. They should complete them before the end of the unit. They may be done for homework after Reading and Class composition.

Lesson 3 Reading (PB p54) Session 1 Reading comprehension (PB p55) Session 2

Session 1 Warm-up
Say the rhyme from PB p53, CD1 track 54.



- Activity 1**
- 1 Teach *short, fat* and *old* using objects, e.g. an old book.
 - 2 Children open their books. Give them time to look at the whole page. Point out Sporty Dan. Read the phrases. Class repeats.
 - 3 Read the title of the first poem. Play CD1 track 56. Children listen and follow.

Reading 


a man a short man a fat man an old man

Sporty Dan

Sporty Dan is a happy man.
He's a big man, too.
He isn't short.
He isn't fat.
And look! The bike is new!

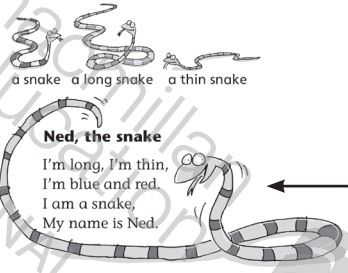



Sporty Dan is a happy man.
And he's funny, too.
He isn't old.
He isn't sad.
And look! The bike is blue!



Ned, the snake

I'm long, I'm thin,
I'm blue and red.
I am a snake,
My name is Ned.



a snake a long snake a thin snake

54 Unit 4 Reading, rhyming poems

- 4 Read the first line. Ask *Is Sporty Dan sad?* Read the other lines and ask questions.*
- 5 Read the whole text. Children join in and read with you. Repeat if the class is not confident.
- 6 Ask the class to read on their own; or, ask groups of children to read lines; or, ask individuals to read lines.
- 7 Show flashcard 59. Say *Ned is a snake*. Teach *long* and *thin* using objects, e.g. a pen. Repeat steps 3–6 with the second poem and CD1 track 57. See Resources for questions.**




Optional homework tasks
Learn vocabulary words on p5 of Dictionary 1. Continue Grammar Practice Worksheets Unit 4.

Session 2 Warm-up
Revise all the adjectives using objects, e.g. a thin book.

- Activity 1**
- 1 Play CD1 tracks 56 and 57 or read the two poems again to the class.
 - 2 Read or ask a child to read the first question. Class repeats.
 - 3 Elicit the answer. Class repeats. Point out the circled answer.

Reading comprehension

1 Read and circle.

1 Is he happy?		Yes, he is.	No, he isn't.
2 Is he fat?		Yes, he is.	No, he isn't.
3 Is it old?		Yes, it is.	No, it isn't.
4 Is it blue?		Yes, it is.	No, it isn't.
5 Is it long?		Yes, it is.	No, it isn't.
6 Is it a rabbit?		Yes, it is.	No, it isn't.

- 4 Continue in the same way with the other questions. When the answer is negative, prompt the class to give the correct affirmative answer, e.g. *Is he fat? No he isn't. He is thin.*
- 5 When the activity has been completed, children do the WB Reading comprehension page in class or for homework.

Reading comprehension (WB p36) Session 2

Check that children understand the tasks before they begin.

Remind them that they will need colours for Exercise 3.

Exercise 1

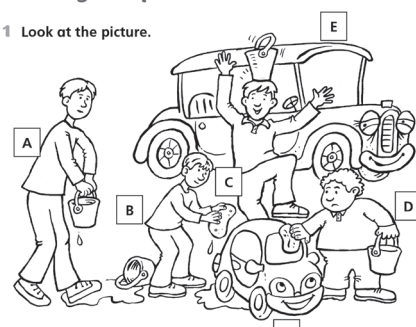
Children look carefully at the picture.

Exercise 2

Children read the pairs of sentences and find the person they describe. They write the letter in the box beside the sentences.

Reading comprehension

1 Look at the picture.



2 Read. Write the letters.

1 He is not fat.	<input type="checkbox"/>	2 It is not big.	<input type="checkbox"/>
He is short.	<input type="checkbox"/>	It is small.	<input type="checkbox"/>
3 He is sad.	<input type="checkbox"/>	4 He is not small.	<input type="checkbox"/>
He is not thin.	<input type="checkbox"/>	He is not fat.	<input type="checkbox"/>
5 It is not new.	<input type="checkbox"/>	6 He is not small.	<input type="checkbox"/>
It is big.	<input type="checkbox"/>	He is happy.	<input type="checkbox"/>

3 Read. Colour the picture.
The small car is red. The old car is blue.
The sad boy is green. The happy boy is purple.
The big boy is orange. The short boy is yellow.

36 Unit 4 Reading comprehension: matching descriptions to pictures, understanding colours

Exercise 3

Children colour the cars and children according to the sentences.

Summary

Lesson aim Reading

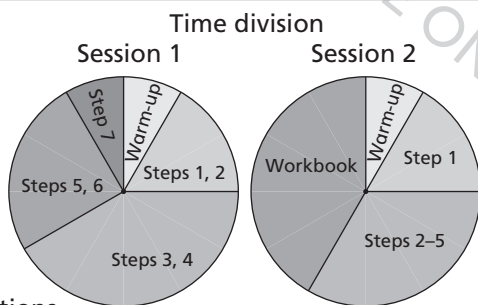
Lesson targets Children:

- learn new vocabulary
- listen to and follow two poems
- understand the poems
- read with good pronunciation
- answer simple comprehension questions

Key structures *He's ... He isn't ... I'm ...*

Key words *man, snake; short, fat, old, long, thin, new, funny*

Materials PB pp54–55; CD1 tracks 54, 56, 57; flashcard 59; WB p36; objects to teach and revise adjectives, e.g. an old book, a thin book



Resources

* Use these questions or any of your own; numbers refer to lines of the poems:

(Sporty Dan verse 1) 2 *Is Sporty Dan big?* 3 *Is he short?* 5 *Is the bike new?*
(Sporty Dan verse 2) 2 *Is Sporty Dan funny?* 3–4 *Is he old and sad?* 5 *What colour is the bike?*

** (Ned) 1 *Is Ned short?* 2 *What colours is Ned?* 3 *What is Ned?*

PB answers

p55 Activity 1: 2 No, he isn't. 3 No, it isn't. 4 Yes, it is. 5 Yes, it is. 6 No, it isn't.

WB answers

Exercise 2: 1 B 2 F 3 D 4 A 5 E 6 C

Lesson 4 Phonics (PB p55) Listening (PB p56)

Warm-up

Play *Muddled letters*. See Resources.

Mr Jolly's box

1 Children find Mr Jolly. Tell them to point to the box and listen.

Play CD1 track 58. Children listen the first time. Then they repeat in the pauses.

2 Write *o* and *log* on the board. Point to each one. Class says the sound and the word.

Repeat until they say them accurately and confidently.

Use phonics cards 10–12 to introduce the phonics words.

Activity 1

1 Give children a few moments to look at the pictures. Tell them to find, e.g. the princess.

2 Ask *Is she pretty?* Elicit an answer. Tell them to find the other people and ask questions.

Activity 2

1 Play CD1 track 60. Children listen and look.

2 Play it again. Pause the recording each time where indicated in the audioscript on p67 of the TG to give children time to write the letter. Children write the letters. Check answers together.

See Resources for audioscript.

Phonics Look and listen.

o log

1 Look and say.

l o g log f o g fog d o g dog

2 Listen, read and say.

Is it a dog? Is it a log? It's a dog in the fog. It's a log in the fog. It's a dog and a log in the fog.

Reading comprehension: yes/no short answers; Phonics: short o Unit 4 55

Activity 1

1 Three children hold the cards for *l*, *o* and *g*. Stand them in a line facing the class, with space between each one. Point and say each sound. Class says the sounds with you.

2 Move the children closer. Point to each card and say the sounds with less pause. Class says them with you. Keep doing this until the cards touch and the class says the whole word.

3 Children point in their books, say each phoneme and the whole word.

4 Do the same with *fog* and *dog*.

Activity 3

1 Read or ask different children to read the bubbles. Class repeats.

2 Say two sentences about another picture. Class guesses the answer.

3 Continue with the other pictures or let a child say two sentences about each picture for the class to guess. When all the people have been described, children practise in pairs.

Listening Listen.

1 Look.

A B C D E F

2 Listen and write the letters.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

3 Now you!

He's a boy. He's funny.

Is it picture B?

Yes, it is.

56 Unit 4 Listening: matching statements and pictures

Phonics (WB p37)

Make sure that children understand the tasks before they begin.

Exercises 1 and 4

Check that children can say the sounds in these exercises accurately.

Exercises 2 and 5

Children use different phonemes to make words with the ending *og* and *ox*.

Exercises 3 and 6

Children write the words.

Phonics

1 Say the sounds.

d f l

2 Write the words. Say the words.

d f l → og → dog _____

3 Write the words. Read the words.

4 Say the sounds.

b f

5 Write the words. Say the words.

b f → ox → box _____

6 Write the words. Read the words.

Phonics: short o Unit 4 37

Check children's work at the end of the lesson or at the beginning of the next if these exercises are done for homework.

For Exercises 2 and 5, ask different children to say the whole word.

Different children read the word they have written for each picture.

Summary

Lesson aim Phonics and Listening

Lesson targets Children:

- sound out, read and write cvc words with short o
- listen to and say a rhyme
- listen to a description of people
- play a guessing game describing the people

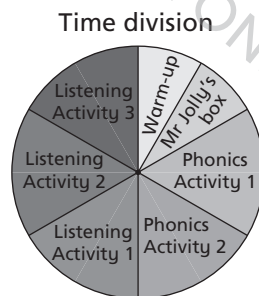
Key words *log, fog, dog, box, fox*

Key language Vocabulary and structures from Unit 4

Materials PB pp55–56; CD1 tracks 58–60; WB p37; flashcards of cvc words for Phonics, Warm-up (optional); phonics cards 10–12; phoneme cards for PB p55, Activity 1 (see below)

Preparation Make phoneme cards for *log, fog* and *dog*, with each letter on a separate card, as shown in the PB.

(Optional) Download or make letter cards for the *Muddled letters* game. See Resources.



Resources

Phonics practice game: Muddled letters

Put up a flashcard for one of the cvc words that children have learned to spell, e.g. cat. Put up letter cards in muddled order, e.g. a t c. Children arrange them in order to make the word. Class reads. Do the same with other flashcards and letter cards, e.g. hat, van, pen, red, man.

Activity 2 audioscript (CD1 track 70)

- Voice: Number 1. She's a girl. She's small. [pause]
 Voice: Number 2. He's a boy. He's funny. [pause]
 Voice: Number 3. She's a doll. She's pretty. She's a princess. [pause]
 Voice: Number 4. He's a man. He's very, very big. [pause]
 Voice: Number 5. She's a girl. She's happy. [pause]
 Voice: Number 6. He's a boy. He's sad.

PB answers

p56 Activity 2: 1 D 2 B 3 F 4 E 5 C 6 A

Lesson 5 Class composition (PB p57) Session 1

Session 1 Warm-up

Play the chant from PB p35, CD1 track 37 for the children to join in.

Dan's box

- 1 Ask a child to read Dan's bubble.
- 2 Ask another child to read the sentence. Write it on the board. Class reads.
- 3 Volunteers underline the name and circle the capital letter.

Activity 1

- 1 Ask what is in the picture **a fish**. Ask what colour it is **blue and yellow**. A child reads the words in the first box. Ask *Is the fish fat? Is it thin? Is it short?* Elicit **It is thin**. Read the first line of the poem.

- 2 A child reads the words in the second box. Ask *Is the fish green? Is it red? Is it yellow?* Elicit **It is yellow and blue**. Read the second line.

- 3 Do the same with the third box and the third line. Write *l* and *L* on the board. A child circles the capital. Read the fourth line.

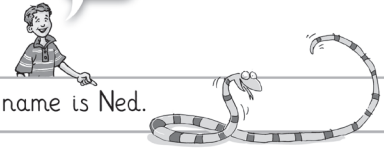
Activity 2

Play CD1 track 61. Children listen and follow. Play it again. Pause the recording at the end of each line for children to repeat in the pauses.

Writing

Look.

My name is Ned.



1 Read.

I'm long and thin.

fat thin short

I'm yellow and blue.

green red yellow

I am a fish.

fish cat snake

My name is Lou.

l L

2 Listen and say.

3 Read and write.

I'm orange and _____

white yellow grey

I'm short. I'm _____

thin fat old

I am a _____

hat bike kitten

My name is _____at.

P p

4 Listen and say.



Writing: completing and listening to rhyming poems Unit 4

Activity 3

- 1 Ask what is in the second picture **a kitten**. Ask questions. Elicit short answers.

What colours is it? It's orange and white. Is it thin? No, it isn't.

- 2 Write *I'm orange and* on the board.

- A child reads the words in the first box. Class repeats.

Read the words on the board. Ask what the missing word is **white**. Complete the line. Class reads.

- 3 Do the same with the next two boxes and lines.

Write *P* and *p* on the board. A child circles the capital letter. Write the last line. Class reads.

- 4 Children complete the lines in their books.*

Activity 4

Play CD1 track 62. Children listen and follow. Play it again. Pause the recording at the end of each line for children to repeat. Children may learn the poems.**

Homework tasks

Dictionary

Children revise all words on p5.

Grammar Practice Worksheets

Children complete Unit 4.

Writing skills (WB p38) Composition practice (WB p39) Session 2

Session 2 Warm-up

Write up a few children's names.
Volunteers circle the capital letters.

Dan's box

Write the sentence on the board.
Remind the class of the capital letter for a name.

Exercise 1

Explain the task. While children work, write the sentences on the board. To check work, ask volunteers to underline and circle on the board. Other children check.

Exercise 2

While children work, write up the names without the capitals. Volunteers write them correctly.


Exercise 3


Children draw and write. Check individually.



Writing skills

Remember!

My name is Ned.



- Underline the names. Circle the capital letters.
 - My name is Mr Jolly.
 - Pat is a fat Kitten.
 - Hello, Lily. How are you?
 - Look at Ned! Ned is a snake.
 - Mr Jolly is happy.
 - Look, Dan! It's a rabbit.
- Write the names.
 
- Draw and write the names.

Me  My friend 

38 Unit 4 Writing skills: capital letters for proper names

Composition practice


- Read.

I am small. big small

I'm white and black. kitten rabbit

I am a kitten. j J

My name is Jack.



- Read and write.

I am new. new old

I am a. fat pretty

I'm pink and blue. k K

My name is itty.



- Read and write.

I'm brown and grey. long funny

I'm very . cat rabbit

I am a . b B

My name is unny.


- Colour the pictures.
- Listen and say.

39 Composition practice: completing and listening to rhyming poems Unit 4

Let children read, complete and colour, working alone if possible.

Exercise 1
If necessary, ask different children to read the words in the boxes then the poem.

Exercise 2
If necessary, follow the procedure as for PB p57 Activity 3. Ask similar questions. Go around helping and monitoring as they work.

Exercise 3
Children colour the pictures according to the descriptions in the poems.

Exercise 4
Play CD1 track 63. Children listen and repeat.

Homework tasks
Portfolio (see Resources)
Check-up 4 WB pp40–41 (Answers on p93)

Summary

Lesson aim Writing

Lesson targets Children:

- practise capital letters for names
- complete short poems

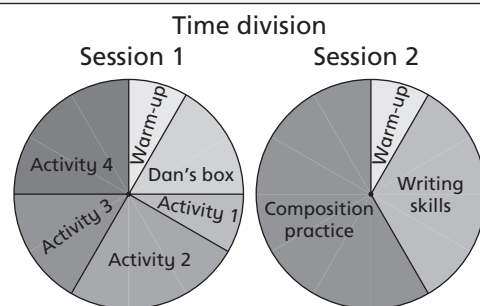
Text type Rhyming poems

Key structures I am ... I'm ...

(Note: In poems, either the long form or short form is used to keep the correct rhythm.)

Key words Vocabulary from Unit 4

Materials PB p57; WB pp38–39; CD1 tracks 37, 61–63



Resources

* If your class is confident, erase the last word of the first three lines and the capital letter from *Pat*. Children find the correct word and letter in the boxes in their books. Leave the complete lines on the board if children need support.

** If you wish, ask children to learn the completed poems in the PB or WB. Alternatively, teach the poems using the method described on p39 of this book.

Class composition: target writing

(I'm orange and) white. (I'm short. I'm) fat. (I am a) kitten. (My name is) Pat.

Composition practice: target writing

(I am) new. (I am) pretty. (I'm pink and blue. My name is) Kitty.
(I'm brown and grey. I'm very) funny. (I am a) rabbit. (My name is) Bunny.

Portfolio Children choose one poem from the PB or WB and copy it out neatly. They may illustrate it if they wish.