Unit overview

Key Competences and Key Learning Outcomes

- Ask for someone’s name and give your name (Lesson 1)
- Say a chant (Lesson 1)
- Identify and say the numbers 1–10 (Lesson 1)
- Ask and answer the question What’s this? (Lesson 2)
- Identify and say colours (Lesson 3)
- Say the days of the week (Lesson 4)
- Ask and answer the question What day is it today? (Lesson 4)
- Identify and say five shapes (Lesson 2)
- Use the Pupil’s App on Navio
- Make a cut-out and evaluate your learning (Lesson 4)
- Get to know your teacher and classmates (Lesson 1)
- Work with a Talk Partner to practise and reinforce learning (all lessons)
- Sing a song (Lesson 1 and 4)
- Read, listen and understand a story about a magic bike (Lesson 3)

Vocabulary

Core vocabulary
- goodbye, hello; numbers 1–10 (words and figures); shapes (circle, oval, rectangle, square, triangle); colours (blue, brown, green, orange, red, yellow); days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday); balloons, balls, bananas, bike, books, dogs, hats, socks

Extension vocabulary (optional)
- black, grey, pink, purple, white

Other vocabulary
- bell, clean, children, idea, fantastic, magic bike, ring, surprise

Structures

Core structures
- What’s your name? I’m (Jake).
- What’s this? It’s a (bike).
- What colour is it? It’s (green).
- What day is it today? It’s (Thursday).

Other structures
- Ring the bell again. Let’s (clean the bike). The (bike) is (green).
- It’s a (bike). Good idea! This magic bike is fantastic!

Skills: Listening to your classmates (Lesson 1); Learning to learn (Lesson 2); Turn taking (Lesson 4)

Cross-curricular links

Links to Science
- Counting the boys and girls in the class.

Suggested Arts and Crafts concepts
- Understanding that artists find inspiration in the world around them; thinking about what inspires you.
Lesson 1

Hello, friends!

1. Listen and point. Sing What's your name?
2. Say The ten balloons chant.
3. Find, count and write.

Key language
- goodbye, hello; balloons, balls, bananas, bike, books, dogs, hats, socks; numbers 1–10
- What's your name? I'm (Jake).
- Extension: black, grey, pink, purple, white

Materials
- Pupil's Book p4; Activity Book p2; Class CD1; Teacher's App on Navio
- Character flashcards; numbers and colours balloon flashcards
- Teacher's Resource Bank: Numbers word cards
- Teacher's Resource Bank: Task flashcards: listen, sing, Talk Partners, say, find, write, read, match, think

At a Glance Lesson Plan

Starting the lesson
- Set learning outcomes using the task flashcards.

Vocabulary presentation
- Present the characters using the flashcards.

Activity 1
- Listen and point. CD1 Track 1 p256
- Sing What's your name?
- Talk Partners: Ask and answer in pairs.

Activity 2
- Say The ten balloons chant. CD1 Track 3 p256

Activity 3
- Find, count and write.
- Go to the Activity Book.

Digital resources
Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.

Ending the lesson
- Review the lesson.
- Review the task flashcards.

Extra activities
Reinforcement
- Act out The ten balloons chant.

Vocabulary Extension
- Present five additional vocabulary items.

Cooperative learning
Listening to your classmates
- Do a counting chain.

Link to Science
- Physical characteristics: Count the boys and girls in the class.

Activity Book

Hello, friends!

Activity 1
- Read and match. Say.
- Talk Partners: Ask and answer in pairs.

Activity 2
- Think and write. Say.
- Talk Partners: Ask and answer in pairs.

Recycled vocabulary
- Look, remember and write the word.
Starting the lesson

Set learning outcomes using the task flashcards.
• Say Today we’re going to learn how to say hello to friends.
• Hold up the task flashcards for the lesson in turn and teach the activities. Stick them on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

Vocabulary presentation

Present the characters using the flashcards.
• (Books closed.) Greet the class. Hold up the flashcard of Jake and say This is Jake. Say Hello to Jake. The children greet the character. Repeat with the flashcards of the other characters. Stick the flashcards on one side of the board.

Pupil's Book Activity 1

Listen and point. Sing What's your name?
► CD1 Track 1 p256
• (Books open.) The pupils find and point to the four characters in the scene.
• Play the CD. Listen and point to the characters.
• Ask pupils What's your name? and elicit I’m (Paula).
• Play the CD again. The pupils sing and do the actions. Talk Partners. The pupils ask What's your name? and answer I'm (David) with a Talk Partner.

Pupil's Book Activity 2

Say The ten balloons chant.
► CD1 Track 3 p256
• (Books open.) Hold up the numbers and colours balloon flashcards. Say or elicit each number in turn. Say One! Stick the flashcard on the board. The pupils repeat the number. Repeat with the other numbers.
• Play the CD and do the actions. The pupils listen and watch you do the actions.
• Play the CD again. The pupils say the chant and do the actions.

Pupil's Book Activity 3

Find, count and write.
• Point to the picture in Activity 1. Ask Can you see the balloons?
• Say Let's count! One, ... The pupils count the balloons with you.
• Say Let's count the balls. The pupils find, count and write the number of balls in the circle.
• Repeat for the other objects.

Answers: 10 balloons, 8 bananas, 7 balls, 5 hats, 4 socks, 7 books, 3 dogs, 1 bike

Ending the lesson

Review the lesson.
• (Books closed.) Say Today we’ve learnt numbers. What numbers do you remember? Elicit the numbers.

Review the task flashcards.
• Point to the task flashcards. Say Look at the activities you’ve done today. Which activity was your favourite? Elicit the pupils’ favourite activities.

Extra activities

Reinforcement
• The pupils act out The ten balloons chant. Give ten pupils a numbers and colours balloon flashcard. They stand up when they hear their number. Repeat several times with different pupils.

Vocabulary Extension
• Use the Vocabulary Booster on Navio to present and practise five additional words to describe colours: black, grey, pink, purple, white

Cooperative learning

Listening to your classmates
• Do a counting chain with the class. Go round the class and each child says a number.
• Start again when you reach number ten.

Link to Science
• If you are studying the Science topic of Physical characteristics in English, you could encourage the pupils to give more personal information, e.g. I’m a (boy). Ask them to review and extend numbers by counting the number of boys and girls in the class to investigate and compare how many of each there are.

Recycled vocabulary
• The pupils look at the picture and complete the word.
Answer: hat
**Key Competences and Key Learning Outcomes**

- Ask and answer the question *What's this?*
- Identify and say five shapes
- Listen for specific information

**Key language**

- shapes (circle, oval, rectangle, square, triangle)
- *What's this? It's a (bike).*
- Recycled: balloons, bananas, bikes, books, dogs, hats, socks

**Materials**

- Pupil's Book p5; Activity Book p3; Class CD1; Teacher's App on Navio
- Character flashcards; numbers and colours balloon flashcards
- Teacher's Resource Bank: Task flashcards: listen, sing, act out, Talk Partners, say, find, write, read, circle

---

**At a Glance Lesson Plan**

**Starting the lesson**

- Review the *What's your name?* song.
  - CD1 Track 1 p256
  - CD1 Track 2 p256 (optional karaoke version)
- Review *The ten balloons* chant.
  - CD1 Track 3 p256
- Set learning outcomes using the task flashcards.

**Activity 1**

- Listen and repeat. Act out.
  - CD1 Track 4 p256

**Activity 2**

- Listen and find.
  - CD1 Track 5 p256
- Point.

**Activity 3**

- Point.
- Talk Partners: Ask and answer.

---

**Pupil's Book**

**Activity 4**

- Find these shapes in the picture.
  - Go to the Activity Book.

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Extra activities**

**Reinforcement**

- Play Magic finger.
- Play *What's missing?*
- Play *Guess the shape.*

**Cooperative learning**

**Learning to learn**

- Use the teacher as a resource.

---

**Digital resources**

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.

---

**Activity Book**

**Activity 1**

- Read and circle. Say.

**Activity 2**

- Talk Partners: Ask and answer.
  - Read, trace and write.
  - Ask and answer.

**Recycled vocabulary**

- Look, remember and write the word.

---

**Materials**

- Pupil's Book p5; Activity Book p3; Class CD1; Teacher's App on Navio
- Character flashcards; numbers and colours balloon flashcards
- Teacher's Resource Bank: Task flashcards: listen, sing, act out, Talk Partners, say, find, write, read, circle
Detailed Lesson Plan

Starting the lesson

Review the What's your name? song.
- CD1 Track 1 p256
- CD1 Track 2 p256 (optional karaoke version)
  - Hold up the character flashcards and ask Who's this?
  - Play the CD. The pupils sing and do the actions.

Review The ten balloons chant.
- CD1 Track 3 p256
  - Use the numbers and colours balloon flashcards to review the numbers. Give the flashcards to ten pupils.
  - Play the CD.
  - The pupils sing and hold up their number when it appears in the song.
  - The pupils swap flashcards. Repeat the procedure.

Set learning outcomes using the task flashcards.
- Say Today we're going to learn the question What's this?
- Stick the task flashcards for the lesson on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

Pupil's Book Activity 1
Listen and repeat. Act out.
- CD1 Track 4 p256
  - (Books open.) Focus the class on the picture. Point to Dad and say This is Dad. Let's listen.
  - Play the CD. The pupils listen and read.
  - Play the CD again. Pause the CD after each sentence and the pupils repeat.
  - Ask pairs of pupils to act out the conversation.

Pupil's Book Activity 2
Listen and find. Point.
- CD1 Track 5 p256
  - Focus on the people in the picture on Pupil's Book pages 4 and 5.
  - Play the CD, pausing after each conversation. The pupils point to the people and say the object they are talking about.

Answers: 1 a balloon 2 a hat 3 a banana 4 a book

Pupil's Book Activity 3
Point. Ask and answer.
- Hold up your Pupil's Book pages 4 and 5 and point to different objects as you ask What's this? The pupils answer It's a (balloon).
- Review all the vocabulary from page 4.
- Talk Partners The pupils ask and answer with a Talk Partner.

Pupil's Book Activity 4
Find these shapes in the picture.
- Focus the pupils' attention on the shapes and say the names of each one. The pupils repeat.
- Say Can you find a red circle? Once the pupils have located the circle in the picture, encourage them to find the other shapes hidden in the picture.

Answers: Red circle is one of the juggler's balls. Orange rectangle on the ice cream stall. Blue square on the car. Yellow triangle on the clothes stall. Green oval on the fruit stall.

Activity Book

Activity 1
Read and circle. Say.
- (Books open.) Ask a confident pupil to read the first sentence. Point to the correct picture. Repeat with other pupils.
- The pupils read the sentences and circle the objects.

Answers: 1 third picture 2 third picture 3 first picture 4 third picture 5 second picture 6 second picture

Activity 2
Read, trace and write. Ask and answer.
- Focus the pupils on Activity 2. Ask for volunteers to read the question then the words in the word box.
- The pupils trace over the objects and complete the sentences. Fast finishers can also colour the objects.

Talk Partners The pupils ask and answer the questions with a Talk Partner.

Answers: 1 ball 2 hat 3 book

Recycled vocabulary
- The pupils look at the picture and complete the word. If they can't remember, they look back at the previous lesson.

Answer: dog

Ending the lesson

Review the lesson.
- (Books closed.) Say Today we've learnt a question. What was the question? Elicit the question and some possible answers from the pupils.

Review the task flashcards.
- Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

Extra activities

Reinforcement
- Play Magic finger to review vocabulary items that pupils know (numbers, banana). The pupils point to the number or object in the Pupil's Book.
- Play What's missing? (see p23) with the numbers and colours balloon flashcards.
- Play Guess the shape. Ask a pair of pupils to come to the front of the class. Pupil A draws a shape on Pupil B's back. Pupil B guesses the shape and says It's a (circle). They swap places and repeat. Repeat the activity with different pairs of pupils. If you have a confident class, the pupils could then play the game in pairs.

Cooperative learning

Learning to learn
- Help pupils to understand that you are an important resource for learning English. Encourage the pupils to touch different objects in the classroom and ask the question What's this, please? Tell them the name of the object in English.
Key Competences and Key Learning Outcomes

- Identify and say colours
- Read, listen and understand a story about a magic bike

At a Glance Lesson Plan

Starting the lesson
- Review vocabulary from Lessons 1 and 2.
- Set learning outcomes using the task flashcards.

Before you read
- Present and practise the colours.
- Explain the story title.

Activity 1
- Listen and read.
  - CD1 Track 6 p256
  - Act out.
  - Now watch the animated story!
  - Go to the Activity Book.

Pupil's Book

Ending the lesson
- Review the lesson.
- Review the task flashcards.

Extra activity

Vocabulary Extension
- Pink, purple, black, white.
- Play Memory! with ten flashcards (see p23).

Key language
- Colours: blue, brown, green, grey, orange, red, yellow
- What colour is it? It’s (green). The (bike) is (green). Ring the bell again. Let’s (clean the bike). This magic bike is fantastic! Good idea!
- Recycled: banana
- Recycled: What’s this? It’s a (bike).

Materials
- Pupil's Book p6; Activity Book p4; Class CD1; Teacher's App on Navio
- Numbers and colours balloon flashcards
- Teacher's Resource Bank: Numbers and colours word cards
- Teacher's Resource Bank: Task flashcards: listen, read, act out, colour, Talk Partners, write
- Teacher's Resource Bank: Starter Unit Lesson 3 Animated Story
- Crayons or coloured pencils

Digital resources

Teacher's Digital: Don’t forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.

Activity Book

Ready for school!
Lesson 1 Vocabulary

Starting the lesson
- Review vocabulary from Lessons 1 and 2.
- Set learning outcomes using the task flashcards.

Before you read
- Present and practise the colours.
- Explain the story title.

Activity 1
- Listen and read.
  - CD1 Track 6 p256
  - Act out.
  - Now watch the animated story!
  - Go to the Activity Book.

Ending the lesson
- Review the lesson.
- Review the task flashcards.

Extra activity

Vocabulary Extension
- Pink, purple, black, white.
- Play Memory! with ten flashcards (see p23).

Key language
- Colours: blue, brown, green, grey, orange, red, yellow
- What colour is it? It’s (green). The (bike) is (green). Ring the bell again. Let’s (clean the bike). This magic bike is fantastic! Good idea!
- Recycled: banana
- Recycled: What’s this? It’s a (bike).

Materials
- Pupil's Book p6; Activity Book p4; Class CD1; Teacher's App on Navio
- Numbers and colours balloon flashcards
- Teacher's Resource Bank: Numbers and colours word cards
- Teacher's Resource Bank: Task flashcards: listen, read, act out, colour, Talk Partners, write
- Teacher's Resource Bank: Starter Unit Lesson 3 Animated Story
- Crayons or coloured pencils

Digital resources

Teacher's Digital: Don’t forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.
Starting the lesson

Review vocabulary from Lessons 1 and 2.
- Review objects from the previous lessons. Mime peeling and eating a banana. Ask What's this? Repeat with other key vocabulary, e.g. a balloon, a ball, a hat, a sock, a book and a bike.

Set learning outcomes using the task flashcards.
- Explain the aims of the lesson. Say Today we're going to learn the colours.
- Stick the task flashcards for the lesson on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

Before you read

Present and practise the colours.
- Hold up the number one balloon flashcard. Ask What number is it? Point to the colour of the balloon. Ask What colour is it? (Red.) Say Point to something (red) in the class. Stick the flashcard on the board and repeat with the other colours.
- Hold up the word card for the colour (red) and say the word. A pupil sticks the word card on the board next to the corresponding flashcard. Repeat with the other word cards and colours.

Explain the story title.
- (Books open.) Focus on the story title. Mime being very surprised.
- Ask What's the surprise in the story?
- The pupils guess and then scan the story to check.
- Point to frame 1 and ask Who's this? Is it Molly? What's this?

Pupil's Book Activity 1

Listen and read. Act out.
- CD1 Track 6 p256
  - The pupils place their 'magic finger' (i.e. their index finger) on the first frame of the story.
  - Play the CD. The pupils point to the different frames as the story progresses. Pause the CD after each frame to check that all the pupils are following.
  - Play the CD again. If necessary, ask questions about each story frame to help and check understanding.

Suggested comprehension questions
- Frame 1: What's this? (A bike.) Are Jake and Molly happy with the bike? (Yes.)
- Frame 2: What do the children clean? Mime cleaning the bike. (The bike and the bell.)
- Frame 3: Is the bike special? (Yes.) What colour is the bike now? (Green and red.)
- Frame 4: Who rings the bell? (Beth.) What colour is the bike now? (Green, red and orange.)
- Frame 5: What colour is it now? (Green, red, orange and blue.)
- Frame 6: What colour is it now? (Green, red, orange, blue, brown and yellow.) Are Jake and Molly happy with the bike now? (Yes.)
- Finally, ask the pupils Is this a good story? The pupils give their opinion through gesture (thumbs up / down) or orally (yes / no).
- Organise the class into three groups (Beth, Molly and Jake). You can say Dad's two lines at the start of the story.
- Play the CD. Each group joins in when their character speaks. If necessary, pause the CD after each sentence for the pupils to repeat.
- The groups swap roles, and repeat several times.

Activity Book

Activity 1: After you read.
Read and colour the bike. Say.
- (Books open.) Ask the pupils to read out the speech bubbles. Check comprehension using the numbers and colours flashcards.
- The pupils colour the bikes.
  - Talk Partners The pupils say the conversation with a Talk Partner.

Activity 2

Colour and write. Ask and answer.
- Focus the class on Activity 2. Ask a volunteer to read out the question.
- Each pupil chooses two colours. They complete the answer and colour their bike.
  - Talk Partners The pupils ask and answer with a Talk Partner using the text in the speech bubbles.

Ending the lesson

Review the lesson.
- (Books closed.) Say Today we've learnt the colours. What colours do you know? Elicit the colours.
- Review the task flashcards.
  - Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

Extra activity

Vocabulary Extension
- Use the numbers and colours flashcards to teach 'pink', 'purple', 'black' and 'white'. Then play Memory! with ten flashcards (see p23).

Recycled vocabulary
- The pupils look at the picture and complete the word. If they can't remember, they look back at the previous lessons.

Answer: circle
At a Glance Lesson Plan

**Key Language**
- Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
- What day is it today? It’s (Thursday).

**Recycled: ball**

**Materials**
- Pupil's Book p7; Activity Book p5; Class CD1; Teacher's App on Navio
- Numbers and colours balloon flashcards
- Teacher's Resource Bank: Days of the week word cards
- Teacher's Resource Bank: Traffic light cut-out, scissors, red, yellow and green crayons or coloured pencils
- Teacher's Resource Bank: Task flashcards: listen, sing, Talk Partners, read, write, cut out, colour, think
- Teacher's Resource Bank: Starter unit Lesson 4 Activity 3 cut-outs

**Starting the lesson**
- Review the colours.
- Set learning outcomes using the task flashcards.

**Vocabulary presentation**
- Present the new vocabulary using the word cards.

**Activity 1**
- Listen and sing Seven days a week.
  - CD1 Track 7 p256

**Activity 2**
- Listen.
  - CD1 Track 8 p256
  - Talk Partners Ask and answer.
  - Go to the Activity Book.

**Ending the lesson**
- Review the task flashcards.

**Cooperative learning**
- Turn taking
  - Play Your turn!

**Recycled vocabulary**
- Look, remember and write the word.

**Digital resources**
- Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.
- Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.
Starting the lesson

Review the colours.
• Revise the colours with the numbers and colours balloon flashcards. Hold up one of the flashcards so the pupils can’t see it and ask What colour is it? The pupils guess the colour of the flashcard. Repeat with the other flashcards. Different pupils come to the front of the class and take your role.

Set learning outcomes using the task flashcards.
• Say Today, we’re going to sing a song.
• Stick the task flashcards for the lesson on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

Pupil’s Book Activity 1
Listen and sing Seven days a week.
► CD1 Track 7 p256
• (Books closed.) Point to the days of the week word cards and they say the words.
• Stick the word cards on the board in order. Say the seven days of the week and the class repeats.

Vocabulary presentation
Present the new vocabulary using the word cards.
• (Books closed.) Point to the class calendar and say Today is (Monday).
• Show the pupils the days of the week word cards and they say the words.
• Stick the word cards on the board in order. Say the seven days of the week and the class repeats.

Pupil’s Book Activity 2
Listen. Ask and answer.
► CD1 Track 8 p256
• (Books open.) Ask What can you see?
• Play the CD. The pupils listen.
• Play the CD again. The pupils repeat.
• Point to the class calendar or the date written on the board. Ask What day is it today?
• Talk Partners The pupils ask and answer the question with a Talk Partner.

Activity Book
Activity 1
Trace. Listen and point. Say the missing day.
► CD1 Track 9 p256
• (Books open.) Say the seven days of the week with the pupils.
• Tell the class they are going to listen to the days of the week, but one day is missing each time.
• Play the CD, pausing after each text. The pupils point to the days as they hear them. Elicit the missing day each time.
• The pupils trace the words.

Answers: 1 Friday 2 Tuesday 3 Saturday 4 Thursday 5 Sunday 6 Wednesday

Activity 2
Read and write. Ask and answer.
• Ask a pupil to read the question. Elicit the answer.
• The pupils write the day in the speech bubble.
• Talk Partners The pupils ask and answer with a Talk Partner.

Activity 3
Make your traffic light. Listen to the teacher and point.
• The pupils cut out the traffic light.
• Go to the Teacher’s Resource Bank.
• Point to each circle and ask What colour is it? (Red, yellow, green.) The pupils colour their traffic light.

Self-assessment statements
1. I can say the numbers 1–10.
2. I can say the colours.
3. I can ask and answer What day is it today?
4. I listen to the teacher.
5. I listen to other pupils.

Recycled vocabulary
• The pupils look at the picture and complete the word. If necessary, they look back at the previous lesson.

Answer: ball

Ending the lesson
Review the task flashcards.
• Point to the task flashcards. Say Look at the activities you’ve done today. Which activity was your favourite? Elicit the pupils’ favourite activities.

Cooperative learning
Turn taking
• Active listening is essential for communication. The pupils need practice in focussing on the speaker and turn taking.
• The pupils work with a Talk Partner to play Your turn! They take turns to read or say the days of the week, e.g. Pupil A: Monday. Pupil B: Tuesday.
• The pupils repeat the game with the colours and then numbers.
Reflective Teacher

Date: ___________________ Unit: __________

1 What did my pupils learn in this unit?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2 How did my pupils work? (✓)
   individually ☐ in pairs ☐ in small groups ☐
   in large groups ☐ as a class ☐

3 Which key competences did my pupils develop?
   Competence in linguistic communication ☐
   Competence in mathematics, science and technology ☐
   Digital competence ☐
   Learning to learn ☐
   Social and civic competences ☐
   Sense of initiative and entrepreneurship ☐
   Cultural awareness and expression ☐

4 Which lessons / activities were the most successful and why?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

5 Which lessons / activities did my pupils find the most difficult and why?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

6 What did I try in the classroom for the first time? How did it go?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

7 Which resources did I find most useful? (including webpages)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

8 What could I do differently next time I teach this unit?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________