

1 Lucy's new pencil case



Main language children use

- *pencil case, pencil, crayons, rubber, pencil sharpener, scissors, glue*
- *I've got a ...*
- *Fantastic, brilliant*
- *Can I borrow your ...?*
- *..., sorry!*
- *Here's your ...!*
- *How are you?*

Recycled language

- *hello, goodbye, yes, of course, no, fine*
- *Please. Thank you.*
- *Here you are. / Come on.*
- *Great. / Very good!*
- *caterpillar, snail, bee, ladybird, butterfly*
- Numbers 1–10
- *I can ...*
- *walk, jump, run, dance, stand*

Receptive language

- *It's time for school.*
- *teacher, new*
- *What's your name?*
- *swim / fly*
- *friends, bugs, legs, wings, insect*
- *centipede, spider, worm*
- *How many?*

Unit routine

- Responding to action words, e.g. *walk, jump*

Link to other area of learning

- *Natural science:* Insects and other bugs

Communicative skills and language functions

- Greeting people and saying goodbye
- Identifying Lucy the ladybird and her friends
- Identifying classroom objects
- Listening to and understanding the story
- Re-telling the story
- Acting out songs and chants
- Saying what you've got in your pencil case
- Asking and responding to requests to borrow things
- Following instructions
- Counting the legs of bugs in order to identify insects
- Following a minibook of the story
- Reading and writing key words

Socio-cultural aspects

- Pleasure in greetings and goodbyes
- Interest in learning English
- Willingness to follow routines
- Pleasure in doing a story related to school in English
- Enjoyment in participating in class activities
- Curiosity in learning about insects and other bugs through English
- Willingness to review and reflect on own learning

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Lesson 1

Aims

- To greet Lucy the ladybird and her friends
- To say the chant *I've got a pencil*

Main language children use

hello, goodbye

ladybird, bee, snail, butterfly, caterpillar

pencil case, pencil, crayons, rubber, scissors,

pencil sharpener, glue

I've got ...

Main activities

- Say hello to the bugs
- Play *Find the pencil!*
- Listen to the chant *I've got a pencil*
- Say the chant and point to the pictures
- Play the Bug Race!

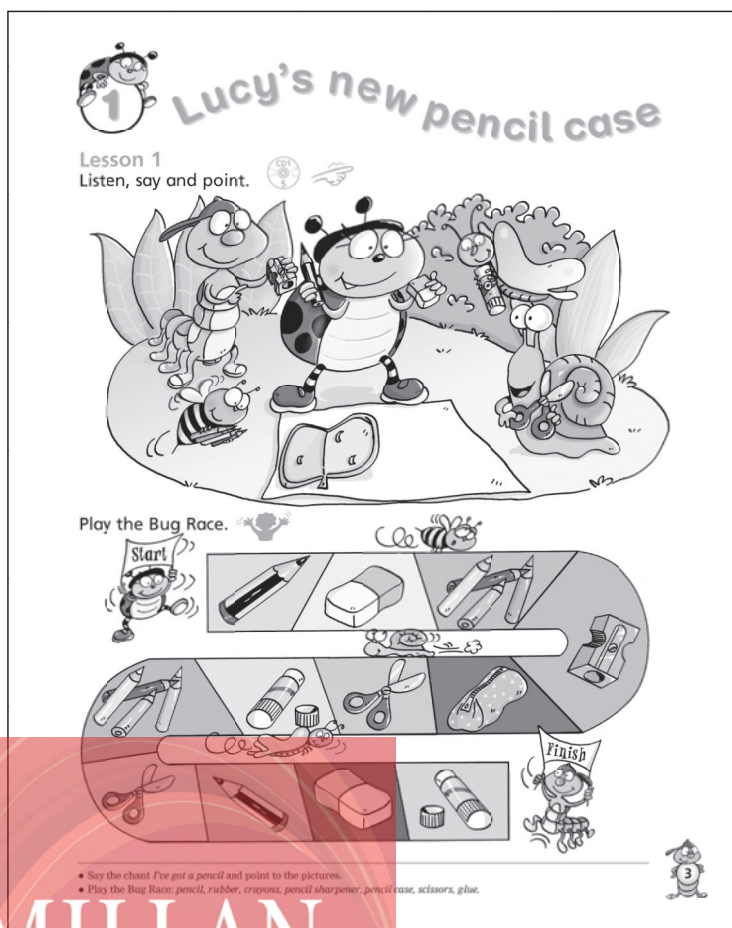
Materials

- Flashcards (Lucy the ladybird, Colin the caterpillar, snail, bee, butterfly [from Level 1], pencil case, pencil, rubber, pencil sharpener, crayons, scissors, glue)
- CD/Cassette
- pencil picture card (Pupil's Book page 57) and an envelope
- Pupil's Book page 3
- bag with real classroom objects inside
- Bug Race dice and counters (one copy for each child, see page 169)

Starting the lesson routine

Say hello and say the *Hello rap* together

- Greet the children, e.g. T: *Hello, children!* / PP: *Hello, ...* / T: *How are you today?* / PP: *Fine*. If you don't know the children or if there are new children in the class, say *Hello, I'm ... What's your name?* and get them to tell you their names.
- Hold up the flashcard of Lucy the ladybird. If the children have done *Little Bugs 1*, ask *Who's this?* (*Ladybird*). Then say *Yes. Very good. And her name is Lucy. She's Lucy the ladybird! Lucy the ladybird is our special friend in Little Bugs 2. She's going to help you learn English.* Use L1 to explain what you mean if necessary. If the children haven't done *Little Bugs 1*, use the flashcard to introduce Lucy the ladybird and continue in the same way.
- Encourage the children to say *Hello, Lucy* in chorus and individually.
- Play the *Hello rap* (CD 1 track 2/the cassette). Children listen and do the actions.



Hello rap

Hello, hello, (wave to different people)

How are you today? (raise your arms questioningly)

I'm fine, I'm fine, (move your head from side to side and smile)

It's English! Hurray! (raise your arms in the air twice)

Hello, hello, (wave to different people)

How are you today? (raise your arms questioningly)

I'm fine, I'm fine, (move your head from side to side and smile)

Let's work and play! (pretend to write; make a big circle with your arms)

Listen and respond

- Say *Stand up, please!* Give the children instructions to do actions that are familiar from *Bugs 1* and demonstrate these, e.g. *Jump!* / *Run!* / *Swim!* / *Fly!* Demonstrate that when you say *Stop!* the children should freeze. Children listen, do the actions and freeze when you say *Stop!*
- In addition or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 172–174).



Lucy's secret word

- Hold up the flashcard of Lucy the ladybird. Use L1 to explain that in every lesson Lucy the ladybird has a secret word.
- Say in a stage whisper *Today Lucy's secret word is ... ssh! It's a secret!* Use gesture to convey meaning and put the picture card of the pencil in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Use L1 to explain that at the end of the lesson you will ask the children to guess Lucy's secret word which is hidden inside the envelope.

Developing the lesson

1 Say hello to the bugs

- If the children have done *Bugs 1*, ask *Can you remember Lucy the ladybird's friends?* Hold up the flashcards in turn as children name the bugs (*Colin the caterpillar, Butterfly, Snail, Bee*). If the children haven't done *Little Bugs 1*, encourage them to guess Lucy the ladybird's friends, listen to their ideas in L1 and then introduce the flashcards in turn.
- Stick the flashcards on different walls around the classroom and say, e.g. *Here's Colin the caterpillar!* / *Here's Bee*, etc. as you do this.
- Wave to the flashcards in turn, say, e.g. *Hello Colin!* / *Hello Bee!* and encourage the children to join in waving and repeating this with you.
- Give instructions to the whole class, e.g. *Say hello to Butterfly!* Children respond by waving to the appropriate flashcard and saying *Hello Butterfly!*
- Give instructions to pairs of children in turn, e.g. *Stand up, please! Jump to the snail. Say 'Hello Snail!'* Children respond by jumping to the correct flashcards and saying *Hello ...* Encourage the rest of the class to clap and say *Very good!* with you if they do this correctly.
- Collect in the flashcards in turn by saying, e.g. *Bring me the bee, please, ...* (naming a child) / *Thank you.*

2 Play Find the pencil!

- Hold up the flashcard of the pencil case. Say *Look. This is my pencil case! Have you got a pencil case? Show me your pencil case!* Demonstrate that children should hold up their pencil cases. Respond by saying to individual children, e.g. *What a lovely pencil case!* / *A red pencil case! Fantastic!* and repeat the new word several times.
- Point to the flashcard, ask *Can you guess what's in my pencil case?* and use gesture or L1 to explain what you mean if necessary. Listen to the children's ideas in L1 or in English and say, e.g. *Very good! That's right! I've got a pencil!* Hold up the flashcards in turn and stick them on the board.

- Say *In my pencil case I've got ...*, point to the flashcards in turn and say the words again once or twice.
- Hold up the bag containing real classroom objects that you have prepared. Invite a child to the front of the class. Say, e.g. *Find the pencil!* and point to the flashcard on the board as a reminder of meaning.
- Demonstrate that the child should put their hand into the bag, try and find the pencil by feeling the objects only and then take the pencil out of the bag. Ask the rest of the class *Is this a pencil?* and get them to respond *Yes!* or *No!*
- Repeat the game several times with different objects, inviting different children to the front of the class each time.

3 Listen to the chant I've got a pencil

- Make sure that at least the majority of children have all the objects in the chant to hand on their desks. Give out classroom materials such as scissors and glue to ensure this, if necessary.
- Say, e.g. *Show me your rubber!* / *Show me your scissors!* Point to the flashcards on the board as a reminder of meaning if necessary and children hold up the objects in turn. If they haven't got the objects, they can mime using them instead.
- Say *Listen to the chant. Hold up the objects* and demonstrate this. Play CD 1 track 5/the cassette. Children listen and hold up the objects named in each verse and wave them rhythmically three times.
- Repeat. Children hold up the objects and join in saying the chant.



I've got a pencil

*I've got a pencil
I've got a pencil
I've got a pencil
In my pencil case.*

*I've got a rubber
I've got a rubber
I've got a rubber
In my pencil case.*

*I've got a pencil sharpener ..., etc.
I've got crayons ..., etc.
I've got scissors ..., etc.
I've got glue ..., etc.*

4 Listen, say and point (PB page 3)

- Say *Open your books* and hold up page 3. Say *Point to Lucy the ladybird* and demonstrate this. Repeat for all the bugs.
- Say, e.g. *Look! Lucy's got a ... (pencil) and a ... (rubber)* and get the children to identify the classroom objects that each bug is holding.

- Say *Listen to the chant. Point to the pictures.* Play CD 1 track 5/the cassette. Children listen to the chant and point to the classroom objects in the picture as they hear them. Play the chant again. Children point to the classroom objects in the picture and say the chant.

5 Play the Bug Race! (PB page 3)

- Say *Let's play the Bug Race! Look. We need a dice and counters* and show the children the Bug Race dice and counters which you have prepared.
- Give a copy of the photocopiable dice and counters to each child (see page 178). Make sure the children have scissors, glue and crayons available. Say *Cut and stick the dice like this. / Cut the counters like this. / Colour the ladybirds like this* and demonstrate what you mean.
- Children make the Bug Race dice and counters. Get them to write their name or initials on each one. They will use these to play the Bug Race in every unit.
- Hold up the book, move one of the counters from square to square and say the words. Encourage the children to join in doing this and saying the words with you.
- Hold up the Bug Race dice. Point to the numbers on each side and say *Look. In the Bug Race you move one, two, three, or four squares.* Demonstrate what you mean by throwing the dice and, depending on which side is uppermost when it lands, moving your counter one, two, three, or four squares.
- Throw the dice and call *One! / Two! / Three! / Four!* Get the children to move their counters the right number of squares on the board and to call out the name of the object.
- Repeat the procedure with the whole class until the children have got to the end of the board. If necessary, get the children to repeat the words in chorus as they land on each square.
- Divide the class into pairs. Explain and demonstrate that each pair needs one book, one dice, and a counter for each child to play the game.
- Demonstrate the game with one pair. Get the children to take turns to throw the dice, move their counters one, two, three, or four squares and name the object. If they can do this, they have another turn (with a maximum of two turns in succession); if not, they stay where they are and their partner has the next turn.
- Children play the game with their partner. The child who reaches the end of the board first is the winner.
- At the end, either collect in the dice and counters or get the children to put them in the envelope on the inside back cover of their book.

Ending the lesson routine



Lucy's secret word

- Take the envelope with the picture card off the board. Hold it up and ask *What's Lucy's secret word today?* Use L1 to explain what you mean if necessary. Explain that the secret word is a word they have used in the lesson.
- Listen to the children's guesses, e.g. *pencil case, rubber* and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Say *Make your hands into Lucy the ladybird's wings like this.* Hold your hands close to your side and make them 'fly' and get the children to do the same.
- Play *Lucy's secret word jingle* (CD 1 track 3/the cassette). Demonstrate pretending to fly like a ladybird to the rhythm of the jingle and get the children to do the same.



Lucy's secret word jingle

*Lucy's secret word today
Lucy's secret word today
Lucy's secret word today is ...!*

- Take the picture card out of the envelope, hold it up to the class and say in a stage whisper *Lucy's secret word today is ...* Mouth the word *pencil* and get the children to lip-read what you say. Then say *Stand up if you said 'pencil'! Very good!* Encourage everyone to clap the children who guessed the word correctly.

Say the Tidy up rap

- Say *It's time to finish now.* Use gesture to show what you mean. Say *Let's tidy up and put our books away* and demonstrate what you mean. Play CD 1 track 4/the cassette, say the rap and do the actions. Encourage the children to join in.



Tidy up rap

It's time to tidy up (tidy up the classroom)
And put our books away (close and put away books)
Hurry, hurry now (make running movements with your arms)
See you another day! (wave bye-bye)

Extra activity

Game – Guess the object: Invite a child to the front of the class and get them to stand with their hands behind their back. Give them a classroom object, e.g. a pencil and the child identifies the object. Repeat several times with different children. Children can then play the game in pairs.

1 Lucy's new pencil case

Lesson 2

Aims

- To listen to the story for global understanding
- To say the classroom objects you've got

Main language children use

pencil case, pencil, rubber, pencil sharpener, crayons, scissors, glue
I've got ...

Main activities

- Say and act out the chant *I've got a pencil*
- Listen to the story
- Check understanding of the story
- Listen and follow the story
- Play *What's missing from Lucy's pencil case?*
- Read, match and colour
- Draw three things in your pencil case. Play a guessing game.

Materials

- Flashcards (Lucy the ladybird, pencil case, pencil, rubber, pencil sharpener, crayons, scissors, glue)
- Class word cards for Unit 1
- CD/Cassette
- scissors picture card (Pupil's Book page 57) and an envelope
- Story cards for story 1
- Pupil's Book pages 4, 5 and 6
- pencils and crayons

Starting the lesson routine

Say hello and say the *Hello rap* together

- Greet the children, e.g. T: *Hello, children!* / PP: *Hello, ...* / T: *How are you today?* / PP: *Fine.*
- Hold up the flashcard of Lucy. Say *Look. Here's Lucy the ladybird.* Encourage the children to say *Hello, Lucy.*
- If you are not yet familiar with the children's names, use the flashcard to ask *What's your name?* As the children answer, say *Hello, ...* and get them to respond *Hello, Lucy.*
- Play the *Hello rap* (CD 1 track 2/the cassette). Children join in saying the rap and doing the actions.



Hello rap

Hello, hello, (wave to different people)
How are you today? (raise your arms questioningly)
I'm fine, I'm fine, (move your head from side to side and smile)
It's English! Hurray! (raise your arms in the air twice)

Hello, hello, (wave to different people)

How are you today? (raise your arms questioningly)

I'm fine, I'm fine, (move your head from side to side and smile)

Let's work and play! (pretend to write; make a big circle with your arms)

Listen and respond

- Say *Stand up, please!* Give the children instructions to do actions and demonstrate these, e.g. *Jump!* / *Run!* / *Swim!* / *Fly!* Demonstrate that when you say *Stop!* the children should freeze. Children listen, do the actions and freeze when you say *Stop!*
- In addition or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 181–3).



Lucy's secret word

- Hold up the flashcard of Lucy the ladybird. Say in a stage whisper *Today Lucy's secret word is ... ssh! It's a secret!* Use gesture to convey meaning and put the picture card of the scissors in an envelope without the children seeing the picture.
- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Lucy's secret word.

Developing the lesson

1 Act out the chant *I've got a pencil*

- Teach the children the actions for the chant (pencil: pretend to write; crayons: pretend to colour; rubber: pretend to hold a rubber and rub out; pencil sharpener: pretend to sharpen a pencil; scissors: pretend to cut with index and third finger; glue: pretend to put glue on paper using a stick of glue).
- Say the words in random order several times and children respond by doing the actions.
- Say *Listen and say the chant. Do the actions* and demonstrate what you mean.
- Play CD 1 track 5/the cassette. Children say the chant and do the actions.



I've got a pencil

I've got a pencil
I've got a pencil
I've got a pencil
In my pencil case.

I've got a rubber
I've got a rubber
I've got a rubber
In my pencil case.



I've got a pencil sharpener ..., etc.

I've got crayons ..., etc.

I've got scissors ..., etc.

I've got glue ..., etc.

2 Listen to the story

- Say *It's time for a story!* Open your hands like a book to convey the meaning of *story*. Say *The story is about Lucy the ladybird and her friends!*
- Hold up the flashcards in turn and ask, e.g. *Is Butterfly in the story, do you think?* and encourage the children to guess *Yes* or *No*.
- Say *In the story it's time for school. Lucy the ladybird's got a new pencil case.* Use L1 if necessary to explain the meaning of *school* and *new*. Ask *What happens, do you think?* Listen to the children's predictions and guesses in L1.
- Say rhythmically *Are you ready? / One, two, three. / Here's a story. / Listen to me!* and wait for the children to be quiet before you begin.
- Either tell the story yourself, or play CD 1 track 6/the cassette, using the story cards.



Story 1: Lucy's new pencil case

STORY CARD 1

Storyteller: *It's time for school. This is Miss Worm, the bugs' teacher.*

Miss Worm: *Hello, Bugs! How are you today?*

Bugs: *Fine, thank you. How are you?*

Miss Worm: *I'm fine, thank you.*

STORY CARD 2

Lucy: *Look at my new pencil case!*

Colin: *Wow!*

Bee: *Fantastic!*

Snail: *Great!*

Butterfly: *Brilliant!*

Lucy: *Look! I've got a pencil ... crayons ... a rubber ... a pencil sharpener ... scissors ... and glue!*

Miss Worm: *Very nice, Lucy.*

STORY CARD 3

Miss Worm: *Come on now, bugs! Let's start our work.*

Bugs: *Yes, Miss Worm.*

Colin: *Can I borrow your pencil, please, Lucy?*

Lucy: *Yes, of course. Here you are.*

Colin: *Thank you.*

Bee: *Can I borrow your rubber, please, Lucy?*

Lucy: *Yes, of course. Here you are.*

Bee: *Thank you.*

STORY CARD 4

Snail: *Can I borrow your pencil sharpener, please, Lucy?*

Lucy: *Yes. Here you are.*

Snail: *Thank you.*

Butterfly: *Can I borrow your crayons, please, Lucy?*

Lucy: *Yes. Here you are.*

Butterfly: *Thank you.*



STORY CARD 5

Colin: *Can I borrow your scissors, please, Lucy?*

Lucy: *Oh dear. Yes. Here you are.*

Colin: *Thank you.*

Bee: *Can I borrow your glue, please, Lucy?*

Lucy: *Mmm. Yes. Here you are.*

Bee: *Thank you.*

STORY CARD 6

Lucy: *Oh dear. I can't work now.*

Miss Worm: *Come on, everyone. Hurry up. Finish your work.*

Lucy: *I can't!*

STORY CARD 7

Bugs: *Oh! Sorry, Lucy!*

Colin: *Here's your pencil!*

Bee: *Here's your rubber!*

Snail: *Here's your pencil sharpener!*

Butterfly: *And your crayons!*

Colin: *And your scissors!*

Bee: *And your glue!*

Lucy: *Oh, thank you. I can work now!*

STORY CARD 8

Lucy: *This is great!*

Colin: *Yes, fantastic!*

Bugs: *Finished, Miss Worm!*

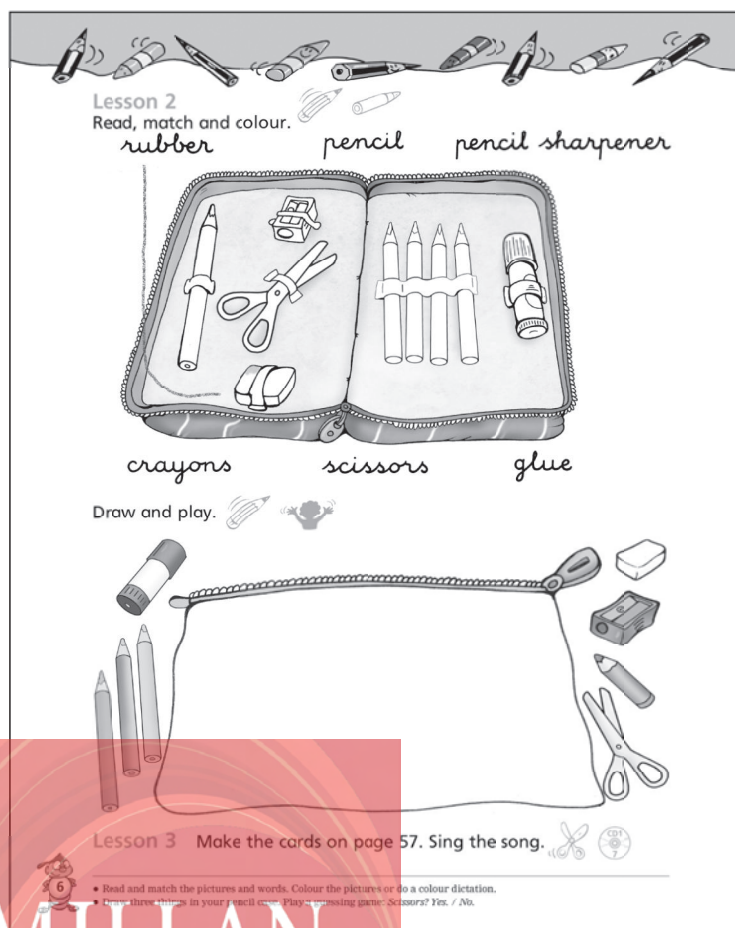
Miss Worm: *Very good, bugs! Well done! Great work!*

3 Check understanding of the story

- Hold up the story cards in turn again. Ask questions to check understanding, using mime, gesture and the pictures to clarify meaning, e.g. (story card 1) *Who's at school?* (Colin the caterpillar, Lucy the ladybird, Bee, Butterfly, Snail)
- (story card 2) *What's in Lucy's pencil case?* (pencil, rubber, pencil sharpener, crayons, scissors, glue)
- (story card 3) *What does Colin borrow?* (pencil) *What does Bee borrow?* (rubber)
- (story card 4) *What does Snail borrow?* (pencil sharpener) *What does Butterfly borrow?* (crayons)
- (story card 5) *What does Colin borrow?* (scissors) *What does Bee borrow?* (glue)
- (story card 6) *Is Lucy sad?* (Yes) *Why?* *She's got no ...* (pencil, pencil case, rubber, pencil sharpener, crayons, scissors, glue)
- (story card 7) *Are the bugs sorry?* (Yes) *Who gives Lucy back the pencil / the rubber / the pencil sharpener / the crayons / the scissors / the glue?* (Colin / Bee / Snail / Butterfly / Colin / Bee)
- (story card 8) *Have the bugs finished their work?* (Yes) *What does Miss Worm say?* (Very good!)

4 Listen and follow the story (PB pages 4 and 5)

- Say *Find page four* and write the number on the board.
- Say *Make your fingers into Lucy the ladybird like this*. Make your index and third fingers run along



the desk like an insect and get the children to do the same.

- Say *Listen and follow the story with Lucy the ladybird!* and demonstrate following the pictures in the book with your fingers 'walking' like an insect.
- Play CD 1 track 6/the cassette. Children listen and follow the story in their books.
- Ask *Do you like the story?* and listen to the children's response.

5 Play What's missing from Lucy's pencil case?

- Say *Look*. This is Lucy's pencil case and draw a simple outline of a pencil case on the board.
- Ask *What's in Lucy's pencil case?* As children name the items (pencil, rubber, pencil sharpener, crayons, scissors, glue), hold up the flashcards and stick them inside the outline on the board.
- Say *Close your eyes!* and demonstrate what you mean. Remove one of the flashcards. Say *Open your eyes! What's missing from Lucy's pencil case?* and children identify the missing object.
- Play the game several times. As the children gain confidence, increase the number of flashcards you remove each time. In the last round of the game, remove all the flashcards and children identify all six objects from memory. Stick the flashcards back on the board as they do this.

6 Read, match and colour (PB page 6)

- Stick the class word cards on the board around the pencil case. Elicit what each one says as you do this.
- Get the children to read the words out loud with you. Draw a line to match the words and flashcards as you do this.
- Get the children to read the words again, then rub out the lines.
- Say *Find page six* and write the number on the board.
- Say *Read, match and colour* the things in Lucy's pencil case. Demonstrate what you mean and draw their attention to the example.
- When the children are ready, check the answers by inviting individual children to draw lines to match the words and flashcards on the board.

Option: If you like, children can do the colouring part of the activity as a colour dictation, e.g. *The scissors are blue. / The sharpener is red*, etc.

7 Draw and play (PB page 6)

- Say *Draw three things in your pencil case* and demonstrate what you mean. Children can also colour their pictures. You may like to give a time limit for this, e.g. three to four minutes.
- Divide the class into pairs. Demonstrate that they should hold their books so their partner can't see their pictures.
- Demonstrate the guessing game with one pair by getting the children to take turns to make three guesses about what's in their partner's picture, e.g. Child A: *Scissors?* Child B: *No.* Child A: *Glue?* Child B: *Yes.*
- Children play the guessing game with their partner. The child who makes the most correct guesses is the winner.

Option: Children change partners and play the game again.

Ending the lesson routine



Lucy's secret word

- Take Lucy's secret word envelope off the board. Hold it up and ask *What's Lucy's secret word today?* Use L1 to explain what you mean if necessary.
- Listen to the children's guesses and respond to their ideas, e.g. *Good idea! Yes, maybe.*

- Say *Make your hands into Lucy the ladybird's wings like this.* Hold your hands close to your side and make them 'fly' and get the children to do the same.
- Play *Lucy's secret word jingle* (CD 1 track 3/the cassette). Demonstrate pretending to fly like a ladybird to the rhythm of the jingle and get the children to do the same.



Lucy's secret word jingle

*Lucy's secret word today
Lucy's secret word today
Lucy's secret word today is ...!*

- Take the picture card out of the envelope, hold it up to the class and say in a stage whisper *Lucy's secret word today is ...* Mouth the word *scissors* and get the children to lip-read what you say. Then say *Stand up if you said 'scissors'!* *Very good!* Encourage everyone to clap the children who guessed the word correctly.

Say the Tidy up rap

- Say *It's time to finish now.* Use gesture to show what you mean. Say *Let's tidy up and put our books away* and demonstrate what you mean.
- Play CD 1 track 4/the cassette, say the rap and do the actions. Encourage the children to join in.



Tidy up rap

It's time to tidy up (tidy up the classroom)
And put our books away (close and put away books)
Hurry, hurry now (make running movements with your arms)
See you another day! (wave bye-bye)

Extra activity

Chant: Stick the classroom object flashcards on different walls in the classroom in the same order as the chant *I've got a pencil* (pencil, rubber, pencil sharpener, crayons, scissors, glue). Divide the class into six groups and get them to stand by the flashcards. Play CD 1 track 5/the cassette. Each group says the verse and does the action for their flashcard. Then say *Fly!* and demonstrate that the children should pretend to be ladybirds and 'fly' to the next flashcard. They then repeat the chant, saying a different verse, in the same way.

1 Lucy's new pencil case

Lesson 3

Aims

- To sing the story song *Can I borrow your rubber, please?*
- To ask and respond to requests to borrow things

Main language children use

pencil, rubber, pencil sharpener, crayons, scissors, glue

Can I borrow ..., please? Yes, of course. Here you are. No, sorry.

Main activities

- Play a borrowing game
- Sing the story song *Can I borrow your rubber, please?*
- Make the classroom object cards
- Match the words and pictures
- Sing and hold up the classroom object cards
- Play with the classroom object cards

Materials

- Flashcards (Lucy the ladybird, pencil, rubber, pencil sharpener, crayons, scissors, glue)
- Class word cards for Unit 1
- CD/Cassette
- rubber picture card (Pupil's Book page 57) and an envelope
- Pupil's Book page 57 (classroom object cards)
- scissors

Starting the lesson routine

Say hello and say the *Hello rap* together

- Greet the children, e.g. T: *Hello, children!* / PP: *Hello, ...* / T: *How are you today?* / PP: *Fine.*
- Hold up the flashcard of Lucy and children say *Hello, Lucy!*
- Play the *Hello rap* (CD 1 track 2/the cassette). Children join in saying the rap and doing the actions.

Listen and respond

- Say *Stand up, please!* Give the children instructions, e.g. *Jump!* / *Run!* / *Swim!* / *Fly!* Children listen, do the actions and freeze whenever you say *Stop!*
- In addition or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 172–74).



Lucy's secret word

- Hold up the flashcard of Lucy the ladybird. Say in a stage whisper *Today Lucy's secret word is ... ssh! It's a secret!* Use gesture to convey meaning and put the picture card of the rubber in an envelope without the children seeing the picture.

- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Lucy's secret word.

Developing the lesson

1 Play a borrowing game

- Pretend to look for a pencil. Say, e.g. *Oh dear. I can't find my pencil!*
- Ask a child, e.g. *Can I borrow your pencil, please?* Encourage the child to say *Yes, of course. Here you are* and give you the pencil. Say *Thank you* as they do this.
- Repeat, pretending to look for crayons. Ask another child, e.g. *Can I borrow your crayons?* This time encourage the child to shake their head and say *No, sorry.*
- Repeat several times, asking to borrow different things from different children. Children choose whether to respond *Yes, of course. Here you are* or *No, sorry.*
- At the end, give all the objects back and encourage the children to say *Thank you.*
Note: If the children don't have the objects, you can give out the flashcards at the start of the activity and play the game with these instead.

2 Sing the story song *Can I borrow your rubber, please?*

- Show the children the classroom object flashcards in turn very fast and children say the words. Stick the flashcards on the board.
- Say *Let's listen to the song Can I borrow your rubber please?* Point to the flashcards and ask *What does the singer ask to borrow in the song?* Use L1 to clarify what you mean if necessary.
- Play CD 1 track 7/the cassette. Then check the answer (rubber, crayons, scissors).
- Play the CD/cassette again. Children do the actions below with you and join in singing the song.



Can I borrow your rubber, please?

Can I borrow your rubber, please? (hold out both arms to make a request)

Yes, of course. Here you are. (pretend to give rubber)

Can I borrow your rubber, please? (actions as for line 1)
Here you are. Thank you. (pretend to give rubber; clasp your hands together in a thank you gesture)

Can I borrow your crayons, please? (actions as for verse 1)

Yes, of course. Here you are.

Can I borrow your crayons, please?
Here you are. Thank you.

Can I borrow your scissors, please? (actions as for verse 1)

Yes, of course. Here you are.

Can I borrow your scissors, please?

Here you are. Thank you.

3 Make the classroom object cards (PB page 57).

- Say *Find page 57* and write the number on the board. Make sure the children have scissors available.
- Show the children the classroom object cards you have prepared. Say *Cut out the page. Then cut out the classroom object cards* and demonstrate what you mean.
- Children work individually and make the classroom object cards. They also cut out the word cards underneath the picture cards. Get them to write their names or initials on the reverse side of each card.

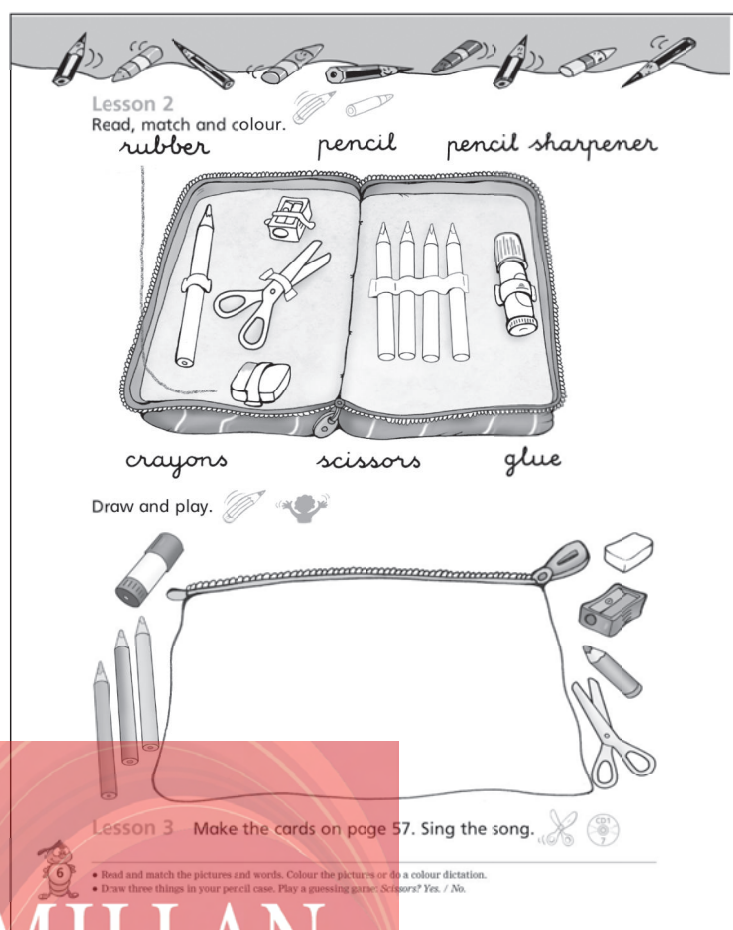
4 Match the words and pictures

- Stick the flashcards on the board and elicit the words.
- Ask individual children to come to the front of the class in turn. Give them one of the class word cards to read and stick by the appropriate flashcard. Get the rest of the class to say whether this is correct and/or help the child do this.
- Read the words with the children and then remove the flashcards and class word cards from the board.
- Say *Hold your cards like this* and demonstrate, holding the picture cards in a pack. Then say *Shuffle your cards!* and demonstrate this.
- Say *Now match the words and pictures like this.* Demonstrate laying out the pictures with the corresponding words underneath. Monitor and give help if necessary as the children do this.
- When the children are ready, get them in pairs to compare how they have matched the pictures and words and to read the words together.
- Say *Now put the word cards here* and demonstrate that the children should put these to one side in a pile.

5 Sing and hold up the classroom object cards

- Say *Let's sing Can I borrow your rubber, please?* again. Hold up the cards and pretend to give them and demonstrate what you mean.
- Play CD 1 track 7/the cassette. Children sing, hold up the correct classroom object cards and pretend to give them in each verse.

Option: Play the karaoke version of the song. Children sing additional verses and hold up other classroom object cards.



6 Play with the classroom object cards

- Say *Choose three cards.* Demonstrate or explain that the children should choose any three picture cards they like and hold them in a fan.
- Ask, e.g. *Can I borrow your pencil sharpener, please?* Demonstrate that children who have got the pencil sharpener as one of their three picture cards should pretend to give it to you, say *Yes, of course. Here you are* and put the card down on the desk. Children who haven't got the pencil sharpener as one of their cards should shake their head and say *No, sorry!*
- Repeat the game three times asking for different objects each time. The children who still have three cards left in their hand at the end of the game are the winners.
- Get the children to choose three different cards and play the game with the whole class again.
- Divide the class into pairs. Demonstrate the game with one pair, i.e. Child A chooses three cards and Child B has three turns to ask to borrow things; they then change roles. The child who has most cards at the end of their turn is the winner.
- Children play the game once or twice with their partner.
- At the end, either collect in the cards or get children to put them in the envelope in the inside back cover of their books.

Ending the lesson routine



Lucy's secret word

- Take Lucy's secret word envelope off the board. Hold it up and ask *What's Lucy's secret word today?* Use L1 to explain what you mean if necessary.
- Listen to the children's guesses, e.g. *pencil case, rubber*, etc. and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Say *Make your hands into Lucy the ladybird's wings like this.* Hold your hands close to your side and make them 'fly' and get the children to do the same.
- Play *Lucy's secret word jingle* (CD 1 track 3/the cassette). Demonstrate pretending to fly like a ladybird to the rhythm of the jingle and get the children to do the same.



Lucy's secret word jingle

Lucy's secret word today

Lucy's secret word today

Lucy's secret word today is ...!

- Take the picture card out of the envelope, hold it up to the class and say in a stage whisper *Lucy's secret word today is ...* Mouth the word *rubber* and get the children to lip-read what you say. Then say *Stand up if you said 'rubber'!* *Very good!* Encourage everyone to clap the children who guessed the word correctly.

Say the *Tidy up rap*

- Say *It's time to finish now. Let's say the Tidy up rap.* Play CD 1 track 4/the cassette, say the rap and do the actions. Encourage the children to join in.

Extra activity

Card game – *Arrange the objects*: Divide the class into pairs and get them to put a screen, e.g. an open book, between them. Demonstrate that one child in each pair should lay their picture cards in a row and then give instructions, e.g. *glue, pencil, rubber*, etc., to their partner to order their cards in the same way. At the end, children check that their cards are in the same order and then change roles.

MACMILLAN
EDUCATION

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1 Lucy's new pencil case

Lesson 4

Aims

- To develop familiarity and understanding of the story
- To mime and say key parts of the story

Main language children use

pencil, rubber, pencil sharpener, crayons, scissors, glue

I've got ..., Can I borrow your ..., please?

Yes, of course. Here you are. Thank you.

Main activities

- Act out the story song *Can I borrow your rubber, please?*
- Ask to borrow things from your friends
- Listen, mime and say key parts of the story
- Play *Word and picture memory*
- Match and write what the bugs borrow from Lucy
- Listen and circle

Materials

- Flashcards (Lucy the ladybird, pencil, rubber, sharpener, crayons, scissors, glue)
- Class word cards for Unit 1
- CD/Cassette
- crayons picture card (Pupil's Book page 57) and an envelope
- Story cards for story 1
- Pupil's Book page 7
- sets of classroom object cards
- pencils and crayons

- Signal which child in each pair should ask to borrow the objects in the song (Child A below).
- Play CD 1 track 7/the cassette. Children sing and do the actions with their partner.
- Children change roles. Play the CD/cassette again.



Can I borrow your rubber, please?

Child A: *Can I borrow your rubber, please?* (points to rubber)

Child B: *Yes, of course. Here you are.* (nods agreement and moves rubber near partner)

Child A: *Can I borrow your rubber, please?* (as for line 1)

Child B: *Here you are.* (gives rubber and child A takes it)

Child A: *Thank you.*

Child A: *Can I borrow your crayons, please?* (actions as for verse 1)

Child B: *Yes, of course. Here you are.*

Child A: *Can I borrow your crayons, please?*

Child B: *Here you are.*

Child A: *Thank you.*

Child A: *Can I borrow your scissors, please?* (actions as for verse 1)

Child B: *Yes, of course. Here you are.*

Child A: *Can I borrow your scissors, please?*

Child B: *Here you are.*

Child A: *Thank you.*

Option: Play the karaoke version of the song.

Children sing and act out additional verses in the same way with different objects.

Starting the lesson routine

Say hello and say the *Hello rap* together

- Follow the routine as described on page 22.

Listen and respond

- Follow the routine as described on page 22.



Lucy's secret word

- Follow the routine as described on page 22. Today's word is *crayons*.

Developing the lesson

1 Act out the story song *Can I borrow your rubber, please?*

- Divide the class into pairs. Make sure each pair has a real rubber, crayons and scissors on the desk between them or give these out, or children get out their word cards and use these instead.
- Sing one verse of the song and demonstrate the actions with one child as below.

2 Ask to borrow things from your friends

- Arrange real objects on your desk or use the flashcards. Say, e.g. *Look. Here's my ... (pencil, rubber, etc.)* and children say the words.
- Say, e.g. *Ask to borrow my pencil* and get the children to ask you in chorus, e.g. *Can I borrow your pencil, please?* Respond *Yes, of course. Here you are* and encourage the children to say *Thank you*.
- Repeat for all the objects or flashcards.
- Invite individual children to ask to borrow things of their choice either from you or from other children in the class.
- Say *Now ask to borrow things from two friends near you* and demonstrate this.
- Children take turns to ask to borrow things from their friends.
- At the end of the activity, demonstrate that they should give the things back and say *Thank you*.

3 Listen, mime and say key parts of the story

- Hold up the story cards. Ask *Do you remember the story about Lucy's new pencil case?* and invite two children to come and help you stick the story cards in order on the board.
- Say *Stand up, please*. Children stand behind their desks. Say rhythmically *Are you ready? / One, two, three. / Mime and say the story with me!*
- Play CD 1 track 6/the cassette, or tell the story yourself. Mime the actions with the children and encourage them to join in saying or repeating key parts of the story.



Story 1: Lucy's new pencil case

STORY CARD 1

Storyteller: *It's time for school.* (point to your watch)
This is Miss Worm, the bugs' teacher. (make a worm-like movement with your finger)
 Miss Worm: *Hello, bugs! How are you today?* (wave and gesture)
 Bugs: *Fine, thank you. How are you?* (nod and gesture in the same way)
 Miss Worm: *I'm fine, thank you.* (nod and smile)

STORY CARD 2

Lucy: *Look at my new pencil case!* (hold up and point to imaginary pencil case)
 Colin: *Wow!* (make gestures of admiration and delight as each bug speaks)
 Bee: *Fantastic!*
 Snail: *Great!*
 Butterfly: *Brilliant!*
 Lucy: *Look! I've got a pencil* (pretend to write) ... *crayons* (pretend to colour) ... *a rubber* (pretend to rub out) ... *a pencil sharpener* (pretend to sharpen a pencil) ... *scissors* (pretend to cut) ... *and glue!* (pretend to stick)
 Miss Worm: *Very nice, Lucy.* (make a worm-like movement and smile)

STORY CARD 3

Miss Worm: *Come on now, bugs! Let's start our work.* (make a beckoning gesture)
 Bugs: *Yes, Miss Worm.* (nod in agreement)
 Colin: *Can I borrow your pencil, please, Lucy?* (point to imaginary pencil)
 Lucy: *Yes, of course. Here you are.* (pretend to give pencil)
 Colin: *Thank you.* (pretend to take pencil and look pleased)
 Bee: *Can I borrow your rubber, please, Lucy?* (point to imaginary rubber)
 Lucy: *Yes, of course. Here you are.* (pretend to give rubber)
 Bee: *Thank you.* (pretend to take rubber and look pleased)

STORY CARD 4

Snail: *Can I borrow your pencil sharpener, please, Lucy?* (point to imaginary pencil sharpener)

Lucy: *Yes. Here you are.* (pretend to give pencil sharpener, but less enthusiastically)
 Snail: *Thank you.* (pretend to take pencil sharpener and look pleased)
 Butterfly: *Can I borrow your crayons, please, Lucy?* (point to imaginary crayons)
 Lucy: (even less enthusiastic) *Yes. Here you are.* (pretend to give crayons but even less enthusiastically)
 Butterfly: *Thank you.* (pretend to take crayons and look pleased)

STORY CARD 5

Colin: *Can I borrow your scissors, please, Lucy?* (point to imaginary scissors)
 Lucy: *Oh dear. Yes. Here you are.* (pretend to give scissors reluctantly)
 Colin: *Thank you.* (pretend to take scissors and look pleased)
 Bee: *Can I borrow your glue, please, Lucy?* (point to imaginary glue)
 Lucy: (very reluctant) *Hmm. Yes. Here you are.* (pretend to give glue very reluctantly)
 Bee: *Thank you.* (pretend to take glue and look pleased)

STORY CARD 6

Lucy: *Oh dear. I can't work now.* (look aghast and sad at imaginary pencil case which now has nothing in it)
 Miss Worm: *Come on, everyone. Hurry up. Finish your work.* (point to your real or imaginary watch and clap your hands twice)
 Lucy: *I can't!* (put your face in your hands as if about to cry)

STORY CARD 7

Bugs: *Oh! Sorry, Lucy!* (put your hands out to comfort Lucy)
 Colin: *Here's your pencil!* (pretend to give back all the objects in turn)
 Bee: *Here's your rubber!*
 Snail: *Here's your pencil sharpener!*
 Butterfly: *And your crayons!*
 Colin: *And your scissors!*
 Bee: *And your glue!*
 Lucy: *Oh, thank you. I can work now!* (look relieved and very happy)

STORY CARD 8

Lucy: *This is great!* (pretend to cut)
 Colin: *Yes, fantastic!* (pretend to colour)
 Bugs: *Finished, Miss Worm!* (raise your hand in the air)
 Miss Worm: *Very good, bugs! Well done! Great work!* (make a worm-like movement and give a big smile)

4 Play Word and picture memory

- Divide the class into two teams.
- Demonstrate the game as follows. Stick the flashcards and class word cards face down on the board in jumbled order. Invite a child from one team



to choose a flashcard and say the word. The same child then chooses a class word card and reads the word. If the two cards are a pair, the team keeps the cards. If not, put them back face down on the board. A child from the other team then has the next turn. The team with the most pairs of cards at the end of the game is the winner.

- Divide the class into pairs. Either give out or children get out the sets of classroom object cards. Children shuffle their sets of picture and word cards together and lay them face down in random order on their desks. They then play *Word and picture memory* with their partner in the same way.
- At the end, either collect in the cards or get the children to put them in the envelope in the inside back cover of their books.

5 Match and write (PB page 7)

- Say *Find page seven* and write the number on the board.
- Read the words at the top of the activity.
- Ask, e.g. *Can you remember what Colin the caterpillar borrows from Lucy in the story?* (pencil, scissors). Demonstrate looking back at the story to find the answers if necessary. Repeat for all the bugs.
- Say *Now match the pictures and write the words.* Draw the children's attention to the example and demonstrate what you mean.
- Children match the pictures and write the words. Encourage them to look back at the story as often as necessary to do this.
- When the children are ready, check the answers by asking, e.g. *Who borrows the pencil?* (Colin).

6 Listen and circle (PB page 7)

- Say *Look at the children. Listen and circle what they ask to borrow.* Demonstrate what you mean and draw their attention to the example.
- Play CD 1 track 8/the cassette. Use the pause button if necessary to give the children time to circle the answer.



Number one:

Girl 1: Can I borrow your scissors, please?

Boy 1: Yes, of course. Here you are.

Girl 1: Thank you.

Number two:

Girl 2: Can I borrow your pencil, please?

Boy 2: Yes, of course. Here you are.

Girl 2: Thank you.

Number three:

Girl 3: Can I borrow your rubber, please?

Boy 3: Yes, of course. Here you are.

Girl 3: Thank you.

Number four:

Boy 4: Can I borrow your pencil sharpener, please?

Girl 4: Yes, of course. Here you are.

Boy 4: Thank you.

Lesson 4
Match and write.

pencil pencil sharpener glue scissors rubber crayons

Listen and circle.

• Match and write what the bugs borrow from Lucy in the story.
• Listen and circle what the children ask to borrow. Name the objects.

- Check the answers by saying, e.g. *Number one: Can I borrow your ...?* and children name the objects.

Ending the lesson routine



Lucy's secret word

- Follow the routine as described on page 25. Reveal the word is *crayons*.

Say the Tidy up rap

- Follow the routine as described on page 25.

Extra activity

Card game – Snap!: In pairs, children play a game with the classroom object cards. They either use just the picture cards or the word cards as well. Each child shuffles their cards and holds them face down in a pack. They take turns to place one card on the table and name the object or read the word. As soon as they have a picture or word the same, they say *Snap!* The child who says *Snap!* first keeps the cards and adds them to the bottom of their pack. The child with most cards at the end of the game is the winner.

1 Lucy's new pencil case

Lesson 5

Aims

- To count from 1–10
- To sing *The centipede's song*

Main language children use

one, two, three, four, five, six, seven, eight, nine, ten

I've got ... legs. I can jump / dance / stand

Main activities

- Play *Numbers in the air*
- Guess how many
- Listen to *The centipede's song*
- Draw ten legs and write the numbers. Sing *The centipede's song*.
- Read, match and colour the numbers

Materials

- Flashcards (Lucy the ladybird, one, two, three, four, five, six, seven, eight, nine, ten [from Level 1])
- Class word cards for numbers 1–10
- CD/Cassette
- number ten cut-out (see page 179) and an envelope
- Pupil's Book page 8
- pencils and crayons
- pencil case or bag with different numbers of real classroom objects inside, e.g. four rubbers, six sharpeners, eight pencils, etc.

Starting the lesson routine

Say hello and say the *Hello rap* together

- Greet the children, e.g. T: *Hello, children!* / PP: *Hello, ...* / T: *How are you today?* / PP: *Fine*.
- Hold up the flashcard of Lucy and children say *Hello, Lucy!*
- Play the *Hello rap* (CD 1 track 2/the cassette). Children say the rap and do the actions.

Listen and respond

- Say *Stand up, please!* Give the children instructions to do actions, e.g. *Jump!* / *Run!* / *Swim!* / *Fly!* Children listen, do the actions and freeze whenever you say *Stop!* If you like, add or substitute other actions, demonstrating these first if necessary, e.g. *walk, dance, hop*.
- In addition or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 172–74).



Lucy's secret word

- Hold up the flashcard of Lucy the ladybird. Say in a stage whisper *Today Lucy's secret word is ... ssh! It's*

a secret! Use gesture to convey meaning and put the card with the number 10 on it in an envelope without the children seeing.

- Stick the envelope with the card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Lucy's secret word.

Developing the lesson

1 Play *Numbers in the air*

- Ask *Can you remember how to count in English?* Show the children the number flashcards in sequence and children count to ten with you. Be ready to remind them of the numbers if necessary.
- Repeat the procedure once or twice, going faster each time. Depending on the children's recall, remain silent yourself as they count or, the second time, get different children around the room to take turns to say the numbers.
- Stand almost with your back to the children and draw a number in the air with your index finger, e.g. 3. Children look and identify the number.
- Repeat several times drawing different numbers.
- Invite individual children to take turns to come to the front of the class and draw a number in the air in the same way. The rest of the class guesses the number.
- Divide the class into pairs. Children take turns to draw a number in the air for their partner to guess. Or, if you prefer, children can do the activity pretending to write on their desks with their index finger instead.

2 Guess how many

- Hold up the pencil case or bag you have prepared with different numbers of classroom objects inside, e.g. four rubbers, six pencil sharpeners, eight pencils, etc.
- Say *Here's my pencil case! Who can guess how many pencils I've got?* Listen to the children's guesses and, if you like, record them on the board.
- Invite a child to the front of the class to take the pencils out of the pencil case one at a time while everyone counts: *One ... two ...* etc.
- Say, e.g. *Yes! I've got eight pencils! So (Antonio) and (Elena) are right!* Get everyone to clap the children who guessed correctly and say, e.g. *Very good!* / *Great!* / *Fantastic!*
- Repeat the procedure with the other objects in the pencil case.

Option: In pairs, children take turns to guess and count the objects in their own pencil cases.

3 Listen to *The centipede's song*

- Pat your hands on your legs or hold them out as you say *Look. These are my legs. I've got two legs. One ... two ...*

- Draw a simple centipede (without legs) on the board as below. Say *Look. This is a centipede. How many legs has it got, do you think?* Listen to the children's guesses.
- Draw ten legs on the centipede and get the children to count them with you as you do this.



Say *Let's listen to The centipede's song. What can the centipede do?* Give an example to show what you mean, e.g. *He can walk* and demonstrate the action.

- Play CD 1 track 9/the cassette. Point to the centipede's legs and do the actions in the song to support children's understanding as they listen.



The centipede's song

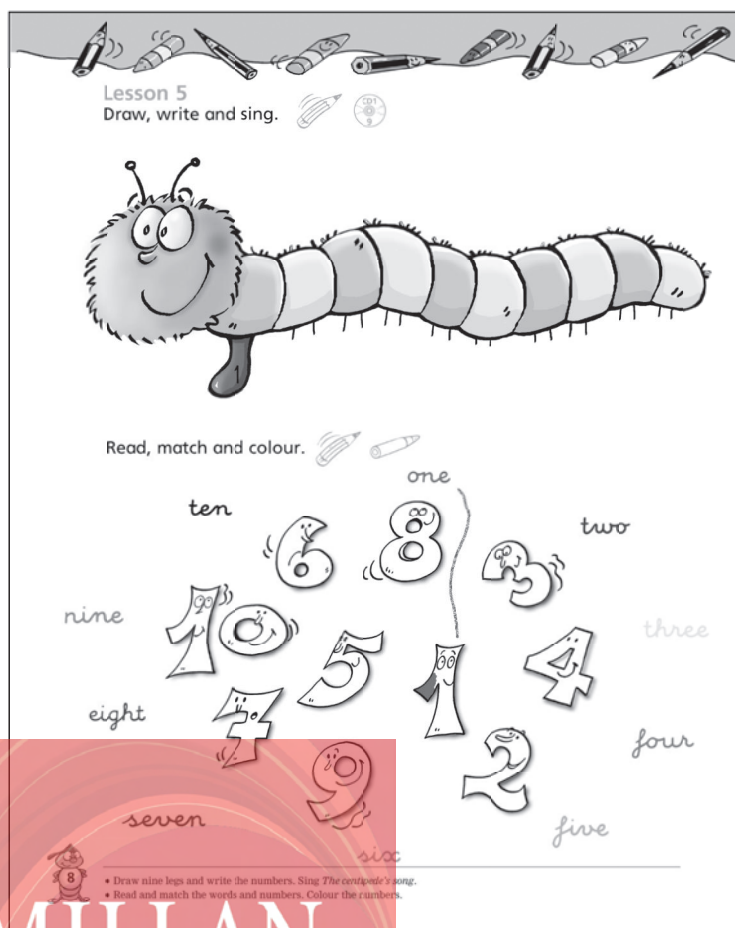
*I've got ten legs, ten legs
One, two, three, four, five
Six, seven, eight, nine, ten.
I can walk, I can jump
I can dance, I can run
I can stand on five legs – yeah!*

*I've got ten legs, ten legs
One, two, three, four, five
Six, seven, eight, nine, ten.*

- Check the answer by saying *The centipede can...* and elicit or say the words and do the actions (*walk, run, dance, jump, stand (on five legs)*).
- Say *Let's listen again. Use your fingers to count the centipede's legs and do the actions.* Demonstrate what you mean.
- Play CD 1 track 9/the cassette again. Children use their fingers to count the legs, do the actions and join in singing the song.

4 Draw, write and sing (PB page 8)

- Say *Find page 8* and write the number on the board.
- Say *Look at the centipede. Draw ten legs on the centipede and write the numbers* and demonstrate what you mean.
- Children draw ten legs on the centipede and write the numbers. They can also colour the legs.
- When the children are ready, get them to point to the legs they have drawn and numbered and count them together.
- Say *Now let's sing The centipede's song again. Point to the legs and do the actions on your desk with your fingers.* Demonstrate making your fingers walk, run, jump, etc. to clarify what you mean.
- Play CD 1 track 9/the cassette again. Children sing the song, count the legs and do the actions with their fingers.



5 Read, match and colour (PB page 8)

- Stick the class word cards of numbers one to ten in a row on the board. Encourage the children to read the words with you as you do this.
- Hold up one of the number flashcards and children say the number, e.g. *three*.
- Invite a child to come and stick the flashcard by the word card *three* on the board.
- Repeat the procedure with all the numbers in random order.
- Read the words again with the children and then remove them from the board.
- Say *Now read, match and colour the numbers in your book.* Draw the children's attention to the example. Explain or demonstrate that children should colour the numbers the same colours as the words.
- Children read, match and colour the numbers.
- Children compare and check their work in pairs.

Ending the lesson routine



Lucy's secret word

- Take Lucy's secret word envelope off the board. Hold it up and ask *What's Lucy's secret word today?* Use L1 to explain what you mean if necessary.

- Listen to the children's guesses, e.g. *pencil, crayons, one, two*, etc. and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Say *Make your hands into Lucy the ladybird's wings like this.* Hold your hands close to your side and make them 'fly' and get the children to do the same.
- Play *Lucy's secret word jingle*. (CD1 track 3/the cassette) Demonstrate pretending to fly like a ladybird to the rhythm of the jingle and get the children to do the same.



Lucy's secret word jingle

Lucy's secret word today

Lucy's secret word today

Lucy's secret word today is ...!

- Take the card out of the envelope, hold it up to the class and say in a stage whisper *Lucy's secret word today is ...* Mouth the word *ten* and get the children to lip-read what you say. Then say *Stand up if you said 'ten'!* *Very good!* Encourage everyone to clap the children who guessed the word correctly.

Say the Tidy up rap

- Say *It's time to finish now. Let's say the Tidy up rap.* Play CD 1 track 4/the cassette. Children say the rap and do the actions.



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Extra activity

Musical game: Children stand or sit in a circle. Give out the number flashcards in random order. Play any music on the CD/cassette. Children pass the flashcards clockwise round the circle. Pause the music and call a number, e.g. *Three!* The child who has the number you call chooses a friend. Both children stand in the middle of the circle and carry out an instruction you give, e.g. *Jump!* / *Touch your nose!* / *Say hello to three friends!* / *Dance!* / *Sing a song!* / *Touch something red.* / *Count to ten!*, etc. If the two children do this correctly, everyone claps and says, e.g. *Very good!* / *Fantastic!* and the game continues in the same way. Once the children are familiar with the game, you can invite them to give the instructions instead of you.

1 Lucy's new pencil case

Lesson 6

Aims

- To observe whether bugs have wings and to count their legs
- To identify insects

Main language children use

I've got ... I can jump, dance, stand legs, wings, ladybird, bee, snail, butterfly one, two, three, four, five, six, seven, eight, nine, ten

Main activities

- Sing and act out *The centipede's song*
- Play *Legs and wings*
- Guess the insects
- Tick, count and write. Circle the insects.
- Draw your favourite bug

Materials

- Flashcard (Lucy the ladybird)
- CD/Cassette
- number six cut-out (see page 170) and an envelope
- Pupil's Book page 9
- pencils and crayons

Starting the lesson routine

Say hello and say the *Hello rap* together

- Follow the routine as described on page 22.

Listen and respond

- Follow the routine as described on page 22.



Lucy's secret word

- Hold up the flashcard of Lucy the ladybird. Say in a stage whisper *Today Lucy's secret word is ... ssh! It's a secret!* Use gesture to convey meaning and put the card with the number 6 on it in the envelope without the children seeing it.
- Stick the envelope with the number inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Lucy's secret word.

Developing the lesson

1 Sing and act out *The centipede's song*

- Ask *Do you remember the centipede?* and hum the tune of the song. Ask, e.g. *How many legs has the centipede got?* (using gesture to remind the children of meaning if necessary) *Four? Six? Eight?*, etc. and children say *No!* until you finally ask *Ten?* (*Yes!*)

Lesson 6

Look, write and circle.

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Draw and colour.

Lesson 7 Make the minibook of the story on page 59.

- Tick if the bug has wings. Then count the legs and write the number. Circle and name the insects.
- Draw and colour your favourite bug.

- Say *Let's sing and act out The centipede's song.*
- Invite five children to the front of the class to be the centipede. Demonstrate that the children should stand in a line and hold on to each other's waists.
- Say, e.g. *Walk! / Jump! / Run! / Dance! / Stand on five legs!* and get the 'centipede' to practise the actions in the song.
- Play CD 1 track 9/the cassette. Children who are the centipede act out the song while the rest of the class sings.
- Repeat the procedure with different children as the centipede or organise the class into groups of five and have several 'centipedes' acting out and singing the song at once.



The centipede's song

*I've got ten legs, ten legs
One, two, three, four, five
Six, seven, eight, nine, ten.
I can walk, I can jump
I can dance, I can run
I can stand on five legs – yeah!*

*I've got ten legs, ten legs
One, two, three, four, five
Six, seven, eight, nine, ten.*

Note: If you prefer, the children can remain seated and act out the song with their fingers on their desks.

2 Play *Legs and wings*

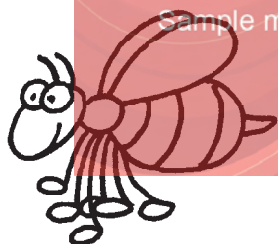
- Say *Stand up, please*. Say *Legs!* and demonstrate that children should pat their legs and walk on the spot. Then say *Wings!* and demonstrate that they should move their arms as if they are wings.
- Alternate saying *Legs!* / *Wings!* and children do the actions. Increase the speed as the children gain confidence.
- Draw a spider on the board as below. Say *This is a spider. Has a spider got legs?* Demonstrate that the children should respond *Yes!* and walk on the spot. Then ask *Has a spider got wings?* and demonstrate that they should say *No!* and fold their arms.



- Draw a worm on the board as below. Ask questions and get the children to respond in the same way as for the spider.



- Draw a bee on the board as below. Ask questions and get the children to respond in the same way.



3 Look, write and circle (PB page 9)

- Say *Insects are a group of very small animals. Insects have got wings and six legs*. Use gesture and/or L1 to explain what you mean if necessary.
- Point to the pictures of the spider, worm and bee on the board. Ask *Is a spider an insect?* (No) *Is a worm an insect?* (No) *Is a bee an insect?* (Yes).
- Say *Let's find out which bugs are insects. Open your books. Find this page* and write the number *nine* on the board.
- Say, e.g. *Find the butterfly!* / *Find the worm!* And children point to the photos in turn.
- Say *Remember! Insects have got wings and six legs. Look at the photos in turn. Tick if the bug has got wings* (write a tick on the board to show this). *Then count the legs and write the number*. Draw their attention to the example.
- Children tick, count and write the number of legs in each photo.

- Check the answers by asking, e.g. *Has the butterfly got wings?* (Yes) *Has the butterfly got legs?* (Yes) *How many?* (Six)
- Say *Insects have how many legs?* (Six) *And wings?* (Yes) Say *Now circle the insects* and demonstrate what you mean.
- Children circle the insects.

Option: Ask the children if they can name any other insects in L1, e.g. grasshopper, beetle, wasp, etc. Use L1 to explain that insects are the biggest group of bugs (small animals without a backbone or skeleton). Insects have got six legs and three parts to their body. Most insects have also got wings.

4 Draw and colour (PB page 9)

- Say *Draw and colour your favourite bug* and use L1 to explain what you mean if necessary. Either get the children to choose their favourite bug from the first activity or you may like to get them to draw any other bug of their choice.
- As the children work, monitor and ask questions about their bugs, e.g. *Has it got wings?* / *How many legs has it got?* / *Is it an insect?*
- When the children have finished, say *Listen and raise your hand if your bug has got what I say* and explain what you mean in L1 if necessary.
- Say, e.g. *Six legs!* / *No wings!* / *Eight legs!* / *No legs!* / *Wings!*, etc. Children listen and raise their hands if their bug has the features you say.

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Ending the lesson routine



Lucy's secret word

- Follow the routine as described on page 25. Reveal the word is *six*.

Say the *Tidy up rap*

- Follow the routine as described on page 25.

Extra activity

Art and craft – Bug mural: Either prepare yourself or get the children to prepare a simply painted background of green grass, blue sky, trees and flowers on a large roll of paper and stick it on the classroom wall. Give the children outline shapes of different bugs. Children colour or paint and cut out the bugs and stick them anywhere they like on the mural. Children can then look and talk about the mural, e.g. *How many butterflies?* Three. / *What colour are they?* Red and yellow. / *Where's the centipede?* Here!, etc.

1 Lucy's new pencil case

Lesson 7

Aims

- To recall the story
- To make the minibook and follow the story
- To tell the story using the minibook

Main language children use

pencil, pencil case, rubber, pencil sharpener, scissors, glue, crayons

I've got ..., Can I borrow your ..., please. Yes, of course. Here you are. Thank you. No, sorry.

Main activities

- Recall the story
- Make the minibook and follow the story
- Listen and tell the story
- Sing the story song *Can I borrow your rubber, please?*
- Colour the pictures in the minibook

Materials

- Flashcards (Lucy the ladybird, pencil, pencil case, rubber, pencil sharpener, crayons, scissors, glue)
- CD/Cassette
- pencil sharpener picture card (Pupil's Book page 57) and an envelope
- Story cards for story 1
- Pupil's Book pages 59 and 60 (minibook)
- a minibook you have prepared
- scissors, stapler and staples, pencils, crayons

Starting the lesson routine

Say hello and say the **Hello rap** together

- Greet the children, e.g. T: *Hello, children!* / PP: *Hello, ...* / T: *How are you today?* / PP: *Fine.*
- Hold up the flashcard of Lucy and children say *Hello, Lucy!*
- Play the *Hello rap* (CD 1 track 2/the cassette). Children say the rap and do the actions.

Listen and respond

- Say *Stand up, please!* Give the children instructions to do actions, e.g. *Jump!* / *Run!* / *Swim!* / *Fly!* Children listen, do the actions and freeze whenever you say *Stop!* If you like, add or substitute other actions, e.g. *walk, dance, hop.*
- In addition or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 172–74).



Lucy's secret word

- Hold up the flashcard of Lucy the ladybird. Say in a stage whisper *Today Lucy's secret word is ... ssh! It's*



a secret! Use gesture to convey meaning and put the picture card of the pencil sharpener in an envelope without the children seeing the picture.

- Stick the envelope with the picture card inside on the board.
- Explain that at the end of the lesson you will ask the children to guess Lucy's secret word.

Developing the lesson

1 Recall the story

- Ask *Can you remember the story about Lucy's new pencil case?* Invite eight children to the front of the class. Give each of them one of the story cards in random order. Ask them to make a line in the order of the story. Encourage the rest of the class to help.
- Ask the children at the front to hold up the story cards in turn and briefly get the rest of the class to recall the story, e.g. (story card 1) *Here's ... (Lucy the ladybird) and ... (Colin the caterpillar, Snail, Bee, Butterfly) at school. And this is Miss Worm, the bugs' teacher.* (story card 2) *Lucy's got a new ... (pencil case). What's in the pencil case? (a pencil, rubber, pencil sharpener, crayons, scissors, glue)* (story card 3) *What does Colin borrow? (the pencil) What does Bee borrow? (the rubber), etc.*



2 Make the minibook and follow the story (PB pages 59 and 60)

- Say *Find pages 59 and 60* and write the numbers on the board.
- 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, use L1 to explain that the minibook has some sentences from the story. Say, e.g. *Listen and follow with your finger* and demonstrate what you mean.
- Read the minibook (page 1: *Hello, bugs!* / page 2: *Look!* / page 3: *Can I borrow your pencil, please?* / page 4: *Here you are!* / page 5: *Can I borrow your scissors, please?* / page 6: *Oh dear!* / page 7: *Thank you. I can work now.* / page 8: *Very good, bugs!*). Give a signal to turn the pages as you read. Children listen and follow with their fingers.

3 Listen and tell the story

- Say *Now let's listen and tell the story using the minibooks. Point to the pictures. Demonstrate this. Look at the next page when you hear ...* (imitate the signal). Use L1 to clarify what you mean if necessary.
- Play CD 1 track 10/the cassette. Children follow the story in their minibooks and join in saying the characters' parts with you as much as they can.



Story 1: Lucy's new pencil case

STORY CARD 1

Storyteller: *It's time for school. This is Miss Worm, the bugs' teacher.*

Miss Worm: *Hello, bugs! How are you today?*

Bugs: *Fine, thank you. How are you?*

Miss Worm: *I'm fine, thank you.*

STORY CARD 2

Lucy: *Look at my new pencil case!*

Colin: *Wow!*

Bee: *Fantastic!*

Snail: *Great!*

Butterfly: *Brilliant!*

Lucy: *Look! I've got a pencil ... crayons ... a rubber ... a pencil sharpener ... scissors ... and glue!*

Miss Worm: *Very nice, Lucy.*

STORY CARD 3

Miss Worm: *Come on now, bugs! Let's start our work.*

Bugs: *Yes, Miss Worm.*

Colin: *Can I borrow your pencil, please, Lucy?*

Lucy: *Yes, of course. Here you are.*

Colin: *Thank you.*

Bee: *Can I borrow your rubber, please, Lucy?*

Lucy: *Yes, of course. Here you are.*

Bee: *Thank you.*

STORY CARD 4

Snail: *Can I borrow your pencil sharpener, please, Lucy?*

Lucy: *Yes. Here you are.*

Snail: *Thank you.*

Butterfly: *Can I borrow your crayons, please, Lucy?*

Lucy: *Yes. Here you are.*

Butterfly: *Thank you.*

STORY CARD 5

Colin: *Can I borrow your scissors, please, Lucy?*

Lucy: *Oh dear. Yes. Here you are.*

Colin: *Thank you.*

Bee: *Can I borrow your glue, please, Lucy?*

Lucy: *Mmm. Yes. Here you are.*

Bee: *Thank you.*

STORY CARD 6

Lucy: *Oh dear. I can't work now.*

Miss Worm: *Come on, everyone. Hurry up. Finish your work.*

Lucy: *I can't!*

STORY CARD 7

Bugs: *Oh! Sorry, Lucy!*

Colin: *Here's your pencil!*

Bee: *Here's your rubber!*

Snail: *Here's your pencil sharpener!*

Butterfly: *And your crayons!*

Colin: *And your scissors!*

Bee: *And your glue!*

Lucy: *Oh, thank you. I can work now!*

STORY CARD 8

Lucy: *This is great!*

Colin: *Yes, fantastic!*

Bugs: *Finished, Miss Worm!*

Miss Worm: *Very good, bugs! Well done! Great work!*

4 Sing the story song *Can I borrow your rubber, please?*

- Say *Look at page two* and hold up this page of the minibook. Say *Let's sing and pretend to ask Lucy Can I borrow your rubber, please?*
- Play CD 1 track 7/the cassette. Children sing the song and hold out their hands pretending to ask Lucy for each item.



Can I borrow your rubber, please?

Can I borrow your rubber, please?

Yes, of course. Here you are.

Can I borrow your rubber, please?

Here you are. Thank you.

Can I borrow your crayons, please?

Yes, of course. Here you are.

Can I borrow your crayons, please?

Here you are. Thank you.

Can I borrow your scissors, please?

Yes, of course. Here you are.

Can I borrow your scissors, please?

Here you are. Thank you.

5 Colour the pictures in the minibook

- Say *Colour the pictures in the minibook. Look. On page two, colour the ... (pencil case). On page 3, colour the ... (pencil). On page 4, colour the ... (pencil sharpener). On page 5, it says 'Can I borrow your ...?' (eliciting scissors) so you colour the ... (scissors).*
- Children colour the pictures in their minibooks.

Ending the lesson routine



Lucy's secret word

- Take Lucy's secret word envelope off the board. Hold it up and ask *What's Lucy's secret word today?* Use L1 to explain what you mean if necessary.
- Listen to the children's guesses, e.g. *pencil, crayons, one, two*, etc. and respond to their ideas, e.g. *Good idea! Yes, maybe.*
- Say *Make your hands into Lucy the ladybird's wings like this.* Hold your hands close to your side and make them 'fly' and get the children to do the same.
- Play *Lucy's secret word jingle* (CD 1 track 3/the cassette). Demonstrate *pretending to fly like a ladybird to the rhythm of the jingle* and get the children to do the same.



Lucy's secret word jingle

*Lucy's secret word today
Lucy's secret word today
Lucy's secret word today is ...!*

- Take the card out of the envelope, hold it up to the class and say in a stage whisper *Lucy's secret word today is ...* Mouth the word *pencil sharpener* and get the children to lip-read what you say. Then say *Stand up if you said 'pencil sharpener'!* Very good! Encourage everyone to clap the children who guessed the word correctly.

Say the *Tidy up rap*

- Say *It's time to finish now. Let's say the Tidy up rap.* Play CD 1 track 4/the cassette. Children say the rap and do the actions.

Extra activity

Minibook cover: Give each child a copy of the photocopiable minibook cover on page 169. If you like, write the title of the story in light dotted lines in the space provided before photocopying. Children draw and colour an illustration for the cover of their books. They then write over the dotted lines of the title and write their names in the space provided. When they are ready, staple the covers onto their books.

1 Lucy's new pencil case

Lesson 8

Aims

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

Main language children use

pencil, rubber, pencil sharpener, crayons, scissors, glue

Can I borrow your ..., please? Yes, Here you are. Thank you.

Main activities

- Play the *Bugs team game*
- Listen and put on the stickers. Write the words.
- Read and write the numbers
- Put on the sticker of Lucy
- Colour and write on Lucy's Pictionary Page

Materials

- Flashcards (Lucy the ladybird, caterpillar, butterfly, bee, snail, pencil, rubber, pencil sharpener, crayons, scissors, glue, numbers 1–10)
- Class word cards for Unit 1
- CD/Cassette
- Unit 1 stickers
- Pupil's Book pages 10 and 52–53
- pencils, crayons

Starting the lesson routine

Say hello and say the *Hello rap* together

- Greet the children yourself and using the flashcard of Lucy.
- Play the *Hello rap* (CD 1 track 2/the cassette) and/or another favourite song, rhyme or chant the children know. Children say the rap and do the actions.

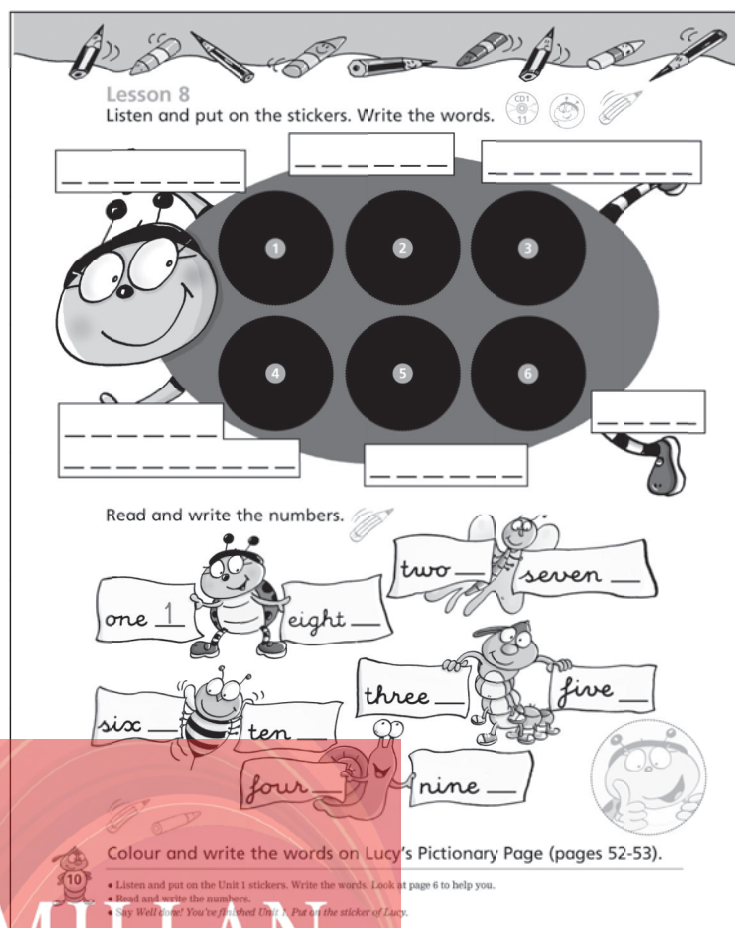
Listen and respond

- Say *Stand up, please!* Give the children instructions to do actions, e.g. *Jump! / Run! / Swim! / Fly!* Children listen, do the actions and freeze whenever you say *Stop!* If you like, add or substitute other actions, e.g. *walk, dance, hop.*
- In addition or alternatively, you may wish to do one or two other activities from the *Learning Routines Resource Bank* (see pages 172–74).



Lucy's secret word

- Use L1 to explain that Lucy hasn't got a secret word today. In this lesson children are going to review all Lucy's secret words from the unit.



Developing the lesson

1 Play the *Bugs team game*

- Divide the class into two or three teams. Get each team to choose the name of a bug for their team, e.g. *caterpillars, bees, etc.*
- Write the names of the teams on the board and draw the body of a ladybird (no legs or spots yet) to use for scoring under each one.
- Have ready all the flashcards which have been used in the unit in jumbled order in a pile (bugs, numbers 1–10 and classroom objects).
- Show the flashcards to each team in turn. Children raise their hands if they can say the word. Choose different children to answer each time. If they say the word correctly, they score a point for their team and you draw one leg or spot on their team's ladybird on the board. If they can't remember the word, a child from the next team has a turn. Make it clear that the teams lose legs or spots from their ladybird if they call out. The team with the most legs or spots on their ladybird at the end of the game is the winner.

2 Listen and put on the stickers. Write the words (PB page 10)

- Hold up the stickers and say *Find the stickers for Unit 1.*
- Point to the stickers in turn and children say the words.
- Say *Listen and put the stickers on Lucy!* Demonstrate what you mean.

- Play CD 1 track 11/the cassette. Pause to give the children time to put on the stickers.



Number one: Can I borrow your crayons, please? / Yes. Here you are. / Thank you.
Number two: Can I borrow your rubber, please? / Yes. Here you are. / Thank you.
Number three: Can I borrow your scissors, please? / Yes. Here you are. / Thank you.
Number four: Can I borrow your pencil sharpener, please? / Yes. Here you are. / Thank you.
Number five: Can I borrow your pencil, please? / Yes. Here you are. / Thank you.
Number six: Can I borrow your glue, please? / Yes. Here you are. / Thank you.

- Check answers by saying, e.g. *Number one* and children say the sentences or name the objects.
- Say *Now write the words to match the stickers* and demonstrate what **you mean**. **You could also put the class word cards on the board and have children copy them into the correct places on the page.**

3 Read and write the numbers (PB page 10)

- Say *Look at the bugs. Read and write the numbers.*
- Demonstrate the activity by saying *Look at Lucy. Her numbers say ... (one) and (eight) so you write '1' here and ...*
- Children read and write the numbers.
- Check the answers by saying, e.g. *Lucy's got numbers ...* and children call out the numbers.

4 Put on the sticker of Lucy

- Say *Find the stickers* and hold up the page of stickers.
- Say *We've finished Unit 1. Ask questions, e.g. What have you learnt in English? / Are you happy with your work*, using L1 to explain what you mean. As the children respond say, e.g. *Lucy the ladybird is very happy with your work! Put a sticker of Lucy here!* and point to the place on the Pupil's Book page.
- Children put a sticker of Lucy in their books to show that they have completed the unit successfully.

5 Colour and write the words on Lucy's Pictionary Page (PB pages 52 and 53)

- Say *Find this page*. Write number 52 on the board and hold up the page.
- Use L1 to explain that, at the end of every unit, children find and colour the pictures and write the words they have learnt on *Lucy's Pictionary Page*. Explain that the children should use *Lucy's Pictionary Page* whenever they forget a word or want to know how to write a word.
- Children colour the pictures and write the words for all the key vocabulary for Unit 1 (*rubber, pencil, glue, pencil sharpener, scissors, crayons*).

Ending the lesson routine



Lucy's secret word

- Say, e.g. *Let's see if you can remember Lucy's secret words for this unit!* Mouth the words without making a sound and children lip-read what you say (*pencil, pencil case, rubber, crayons, ten, six, pencil sharpener*).
- Praise the children, e.g. *Very good! Well done! Fantastic!* and give the whole class a big clap (let them also join in!) for all the work they have done.

Say the Tidy up rap

- Say *It's time to finish now. Let's say the Tidy up rap*. Play CD 1 track 4/the cassette. Children say the rap and do the actions.

Extra activity

Lucy's Pictionary Page: Children test each other in pairs using their completed pictionary pages. Child A says, e.g. *Find the pencil case*. Child B points to the picture as fast as they can. They change roles after three turns. They can also ask each other to find numbers which are around the edge of the pictionary pages, e.g. *Find six/two*.