

# I Me

By the end of Unit 1 the children will be able to:

- identify and name the main characters
- greet people using *Hello* and introduce themselves using *I'm ...*
- identify and name four colours (*red, green, yellow, blue*)
- respond to simple instructions (*Stand up! Sit down! Point to ... Colour ...*)
- say and understand *Yes* and *No*
- identify and write the letters *A* and *a*, and *B* and *b* and understand their corresponding sounds
- identify words beginning with *Aa* and *Bb*
- understand that capital letters are used at the beginning of names and sentences
- understand left to right progression
- identify and draw a shape (circle)
- identify and write the number 1.

## Lesson 1 • Pupil's Book session pages 4 and 5



**New words:** *Hello, Stand up! Sit down! Tom, Lucy, Jojo, Miss Miles*

**New grammar:** *Point to ...*

**Classroom language:**

*Good morning, class. Open your books. Close your books. Look! Who's this? Put your hand up! Good boy/girl! Good work! It's song time! Come to the front! Listen and look! Colour the picture.*

**Materials:** Jojo soft toy or Jojo poster, Poster 1, Template B, crayons

**Vocabulary flashcards:** *Jojo, Lucy, Tom, Miss Miles*

### Warm-up

- Say *Good morning, class*. Gesture for the class to sit down. Say *Sit down!*
- Introduce the class to Jojo using your Jojo soft toy or the poster. Say *Hello, Jojo*. Encourage the class to reply using *Hello, Jojo*.
- Say *Open your books*. Hold up the correct page for the children to see.
- Display Poster 1. Talk about the picture. Ask *Where are the children? Can Jojo speak English? Who can help him? What can you see in the picture?*

### Introduce the new words: *Tom, Lucy, Jojo, Miss Miles*

- Introduce the characters *Tom, Lucy, Jojo, Miss Miles* using your flashcards and your Jojo soft toy or poster (see how to introduce new words, page 12).

### 1. Listen and repeat.

- Ask the children to look carefully at Poster 1. Say *Look!* as you point to each person on the poster.
- Play the recording. Pause after each name for the children to point to the correct person in their books.
- Repeat. This time ask the class to repeat each name, while pointing to the correct person.
- Hold up each flashcard in turn and ask *Who's this?* Elicit the character name from the whole class and then from individuals. Say *Put your hand up!*

### **Tapescript (CD1 Track 1/Cassette 1.1)**

Tom, Lucy, Jojo, Miss Miles

## **2. Point and say.**

- Stick the four character flashcards on the board.
- Play the recording. Pause after each sentence for the class to point to the correct flashcard.
- Repeat the recording and ask individuals to come to the front and point to the correct flashcard. Say *Come to the front.* while indicating with your hand. Demonstrate the meaning of *Point to ...* by demonstrating with your finger.
- Praise the children using *Good boy!* and *Good girl!* If you prefer to praise the work, rather than the child, say *Good work!*

### **Tapescript (CD1 Track 2/Cassette 1.1)**

*Point to Jojo. Point to Miss Miles.*

*Point to Tom. Point to Lucy.*

## **3. Song: Lucy, Lucy, Jojo**

- Say *It's song time!*
- Teach and sing the song (see *How to teach songs*, page 14).

### **Tapescript (CD1 Track 3/Cassette 1.1)**

*Lucy, Lucy,  
Jojo. (repeat)*

*Miss Miles,  
Tom. (repeat)  
(repeat all)*

## **4. Listen. Show you understand.**

- The children don't need to understand every word of the receptive listening activities and don't need to repeat them (see *How to teach receptive listening*, page 15).

- Say *Listen and look.* Point to your ear to explain the meaning of *Listen* and your eye to explain *Look*.
- The children listen quietly to the recording.
- Play the recording again. This time pause after each sentence for them to point to the correct pictures in their book. Say *Listen and point.* Demonstrate with the poster.

### **Tapescript (CD1 Track 4/cassette 1.1)**

*Lucy, Tom and Jojo are at school. They are happy.*

*'Good morning,' says Miss Miles. Miss Miles is a teacher.*

*'Hello, I'm Lucy,' says Lucy.*

*'I'm Tom,' says Tom.*

*Miss Miles points to Jojo. 'Hello,' she says.*

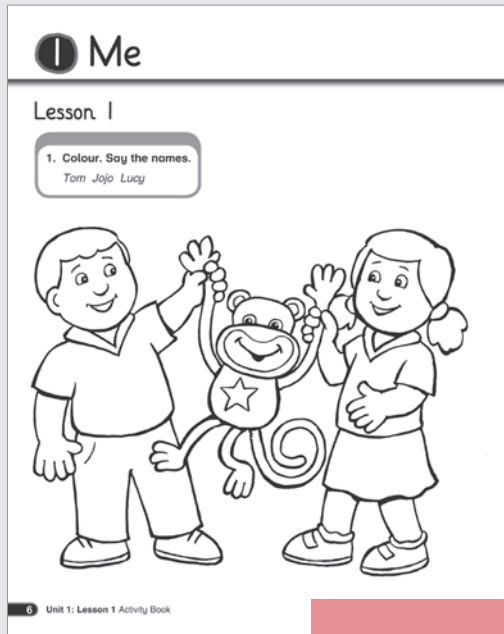
*'Hello, Miss Miles,' says Jojo. 'I'm Jojo. I'm a monkey.'*

## **5. Game: Stand up, Jojo!**

- Invite four children to the front and give each one a character flashcard, either Lucy, Tom, Jojo or Miss Miles. Ask the children to sit down.
- Say *Stand up, Jojo!* Encourage the child with the Jojo flashcard to stand up. Continue with the remaining characters.
- Then say *Sit down Jojo.* The child with the Jojo flashcard sits down. Continue with the remaining characters. Repeat with other groups of children.  
**Option:** Play the game as a whole class activity.
- Point to each child and give him or her a character name.
- Say *Stand up, Tom.* All the children who are Tom stand up. Continue with the other character names, randomly choosing between *Stand up* and *Sit down*.

## **STICKER TIME**

- Say *Good work, class. It's sticker time!*
- Tell the children that they have worked well, so they can stick a star in the space at the bottom of page 4. Give them a sticker and show them where to stick it.



### Warm-up

- Sing *Lucy, Lucy, Jojo* a few times (CD1 Track 3 / Cassette 1.1).

### 1. Colour. Say the names.

- Say *Open your books*. Hold up the correct page for the children to see.
- Ask the class to look carefully at the picture. Say *Point to Jojo!* Encourage the children to point.
- Repeat with Lucy and Tom.
- Hold up some crayons and say *Colour the picture!*
- Demonstrate what you want the class to do.
- Encourage the children to colour the picture as carefully as possible.
- Move around the class offering praise as they work and asking individuals *Who's this?* Elicit the correct character names.

### Homework

Give each child a copy of Template B, on page 109, to colour.

### Here's more!

#### 1. Sing and do the actions.

- Give each child a character name: *Lucy, Tom, Jojo* or *Miss Miles*.
- Say *Lucy, put your hand up!* Continue with the other characters.
- Play and sing the song, *Lucy, Lucy, Jojo*. The children must put their hands up when they hear their character name.
- Repeat. This time ask the children to stand up and then sit down when they sing their name.

#### 2. Game: Clap the name!

- Say a character name followed by two claps with your hands.
- Repeat and ask the class to clap with you, maintaining the rhythm, e.g.

*Jojo*  
(clap, clap)

*Jojo*  
(clap, clap)

- After a few times, point to a child and encourage them to say another character name, while keeping the rhythm going, e.g.

*Lucy*  
(clap, clap)

*Lucy*  
(clap, clap)

- Then point to another child and encourage him/her to say another character name, while keeping the rhythm going. Continue in this way.

#### 3. Game: Who's this?

- Attach a character flashcard to the board.
- Cover it with a piece of paper or card.
- Slowly move the paper up so that the class can see the character's feet. Ask *Who's this?*
- The class try to guess the identity of the character.
- Continue to move the paper up slowly until the character is revealed. Stop regularly to ask *Who's this?*

## Lesson 2 • Pupil's Book session pages 4 and 5



**New words:** *Good morning, teacher*

**New grammar:** *I'm ...*

**Classroom language:**

*Where's Robbie?*

*Draw a line! Louder!*

*Go back to your seat.*

*Put it in the bin. Come*

*to the front. Point to Robbie.*

*Put your coats here.*

*Put your bags here.*

*Open/Close your books.*

**Review:** *Hello, Jojo,*

*Tom, Lucy, Miss Miles. Good*

*morning. Sit down! Stand up!*

**Materials:** Poster 1, card, scissors, glue, lollipop sticks or drinking straws, Template B, one name card for each child (their own name on it)

**Vocabulary flashcards:**

*Jojo, Tom, Lucy, Miss Miles*

### Warm-up

- As the children come into the classroom indicate for them to put their coats and bags in the correct place. Say *Put your coats here. Put your bags here.*
- Say *Good morning, class.* Encourage individual children to reply using *Good morning.*
- Repeat *Good morning, class.* This time ask the whole class to say *Good morning.*
- Play: *Stand up, Jojo* (see Lesson 1).
- Display Poster 1. Point to the small picture of Robbie the Rabbit.
- Say *Open your books.* Show the children the correct page. Explain that Robbie is Jojo's pet rabbit and is too young for school. But he wants to go and is hiding in the picture (see *How to use Find Robbie*, page 16). Ask *Where's Robbie?* The children find Robbie in their books. Invite volunteers to the front to point to him. Say *Come to the front. Point to Robbie.*

### Introduce the new language: Hello, I'm ...

- Point to yourself, wave and say *Hello. I'm Miss/Mrs/Mr (your name).*
- Encourage the class to respond with *Hello, Miss/Mrs/Mr (your name).*
- Point to yourself and say *I'm a teacher.* Point to the poster on the board and say *Point to the teacher.* The children point to Miss Miles. Invite volunteers to the front to point to the teacher.

### 1. Listen and repeat. Then point.

- Play the recording. Pause after each sentence for the class to point to the correct person in their books.
- Hold up two character flashcards, Miss Miles and one other. Play the recording again. Pause after the first sentence. The children point to the correct flashcard.
- Continue in this way with the rest of the recording, changing the flashcards each time.
- Repeat. This time ask the class to repeat the sentences, while pointing to the correct flashcard.



- Encourage them to speak loudly and clearly. Say *Louder!* Speak louder and raise your hands to indicate the meaning.
- Divide the class into four groups and give each group a character name. Hold up a character flashcard. The corresponding group responds with *Hello, I'm (character name)*.

**Tapescript (CD1 Track 5/Cassette 1.1)**

*Hello, I'm Miss Miles. I'm a teacher.*

*Hello, I'm Jojo.*

*Hello, I'm Lucy.*

*Hello, I'm Tom.*

## 2. Chant: *Hello, hello*

- Teach and practise the chant (see *How to teach chants*, page 14).
- Encourage them to chant loudly. Say *Louder, please.*

**Tapescript (CD1 Track 6/Cassette 1.1)**

*Hello, hello,  
I'm Tom.*

*Hello, Tom.  
Hello, Tom.*

*Hello, hello,  
I'm Lucy.*

*Hello, Lucy.  
Hello, Lucy.*

*Hello, hello,  
I'm Jojo.*

*Hello, Jojo.  
Hello, Jojo.*

## 3. Say.

- Invite four children to the front. Say *Come to the front.* Give each child a character flashcard.
- Each child takes a turn to say *Hello, I'm (character name)*. Encourage the whole class to respond *Hello, (character name)*.
- Say *Go back to your seats.* Point to their seats and demonstrate what you want them to do.

## 4. Game: *Hello, I'm ...*

- Say *Hello, I'm Miss/Mrs/Mr (your name)*.
- Point to a child. Indicate for the child to stand up and encourage them to say *Hello, I'm (their name)*. The child then points to another child who stands up and says *Hello, I'm (their name)*.
- When everyone has introduced themselves and is standing, point to a child and say *Sit down, (child's name)*. The child sits down, points to another child and says *Sit down, (child's name)*. Continue until all the children are seated.

## 5. Make: *Character stick puppets* (Template B)

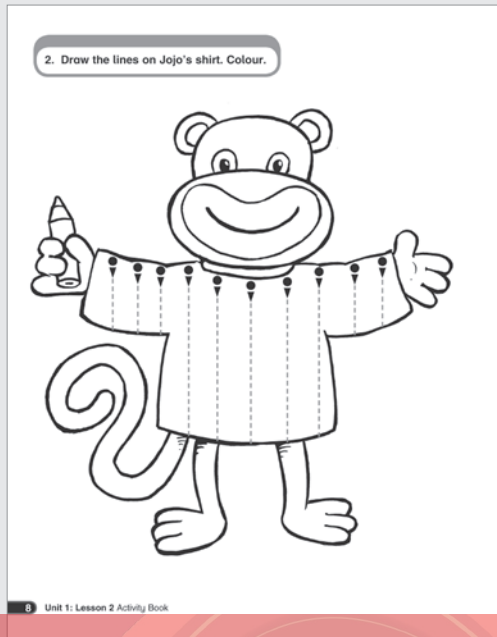
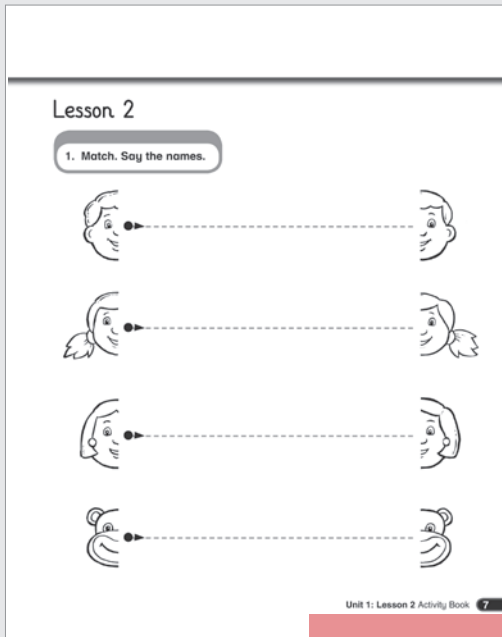
- See *How to use puppets* page 16 and *How to do art and craft*, page 15.
- Show the children finished stick puppets of the characters.
- Use Template B (page 240). Ask the children to colour the pictures, if they have not already done so for homework.
- Stick them onto card and cut out the character shapes. Then stick them onto lollipop sticks or drinking straws.
- Encourage tidiness in the classroom. Point to the dustbin, demonstrate and say *Put it in the bin.*

**NB** This activity may take longer than the available classroom time. You may wish to use an Art Room session to do this activity.

## STICKER TIME

- Say *Good work, class. It's sticker time!*
- Tell the children that they have worked well, so they can stick a star in the space at the bottom of page 5.
- Say *Close your books.* Demonstrate what you want the children to do.

# Lesson 2 • Activity Book session pages 7 and 8



## Warm-up

- Repeat the chant *Hello, hello* (CD1 Track 6/Cassette 1.1) a few times.
- Tell the children to hold up their stick puppets as they chant.

## 1. Match. Say the names.

- Draw a line on the board and put a dot at the start.
- Say *Draw a line* and trace the line with your finger from left to right.
- Invite three volunteers to the front to trace the line from left to right with their fingers.
- Say *Open your books*. Hold up the correct page for the children to see.
- Point to the first picture and ask *Who's this?* Elicit *Tom*. Say *Hello, Tom*.
- Say *Draw a line*. The class draws a line from one half of Tom's face to the other, carefully from left to right. Continue with the remaining pictures.

## 2. Draw the lines on Jojo's shirt. Colour.

- Draw vertical lines on the board and demonstrate tracing from top to bottom with your finger. Invite three volunteers to the board to trace the lines.
- Say *Draw the lines*. The class draws the lines on Jojo's T-shirt to complete the picture.

## Homework

Ask the children to draw their own picture of Jojo. This is a creative activity. Do not expect accuracy.

## Here's more!

### 1. Chant with real names.

- Invite four volunteers to the front.
- Repeat the *Hello, hello* chant with the whole class.
- This time, ask the class to chant the real names of the four volunteers.

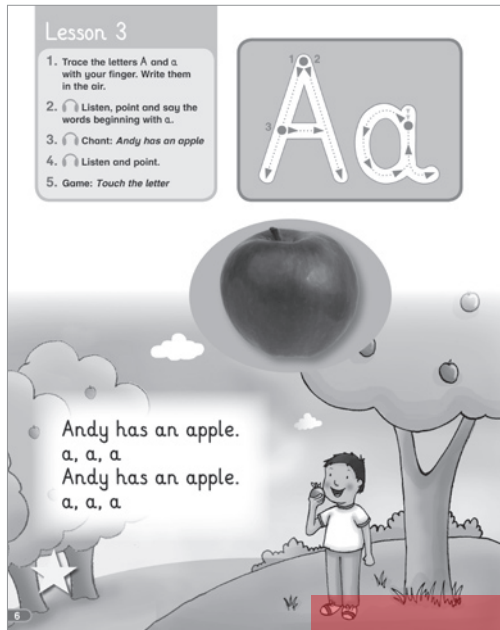
### 2. Reading real names.

- Give each child a card with his or her name on it.
- Ask them to look at it carefully. They do not need to identify the individual letters.
- Collect five cards and lay them out on your table.
- Invite the five individuals to the front to identify and take their name card. Praise them, say *Good work!*
- Continue in this way.

### 3. Art: Draw a self portrait

- Give each child a piece of white paper. Say *Draw you!* The children draw pictures of themselves. They can also colour them if there is time.
- Invite individual children to the front. Ask them to hold up their pictures and introduce themselves using *Hello, I'm (name)*.
- Display their pictures. Point to the pictures and ask the class *Who's this?* The children have to guess the identity of the child from his/her self portrait.

# Lesson 3 • Pupil's Book session page 6



**New words:** letter name *a*, *Andy*, *apple*

**Classroom language:**

*It says /æ/. It begins with a.*

*Write it in the air! Write the letter! Run! Apple begins with a. Say the words. Listen and point. Come to the front. Go back to your seats. Open/Close your books.*

**Materials:** stick puppets or character flashcards, Jojo soft toy or poster, strong paper or card, glue, sand

**Phonics flashcard:** *apple*

## Warm-up

- Say *Good morning, class*. Elicit *Good morning, Miss/Mrs/Mr (your name)*.
- Say *Stand up! Sing Hello, hello* (CD1 Track 6/ Cassette 1.1). Use the stick puppets or character flashcards.

## Introduce letters

- Using your Jojo soft toy or poster, ask the class to find and point to any English letters they can see in the classroom.
- Use some mother tongue if necessary so that the children understand what letters are for (making words, helping us read).

## Introduce the letters A and a

- Write the letters *A* and *a* on the board. Use your Jojo soft toy or poster and the phonics flashcard to introduce the letter name, sound and the sequence for writing the letter (see *How to introduce letters and sounds*, page 13).
- Invite any children whose names begin with *A* to the front. Write their names on the board and ask them to trace over the beginning letter with their fingers.

## 1. Trace the letters A and a with your finger. Write them in the air.

- Say *Open your books*. Show the class the correct page.
- Invite a group of volunteers to the front to trace over the letters on the board. Say *Come to the front!* The class makes the sound /æ/ as they do so. Then say *Go back to your seats*.
- Ask the class to trace the letters in their books with their fingers, starting at the dot and going in the direction of the arrows, making the sound /æ/.
- Say *Write the letters A and a in the air*. Demonstrate this to the class first and ask them to say the sound /æ/ as they write.
- Point to the capital letter first and then the little letter on the board so that they know which they are drawing.

## 2. Listen, point and say the words beginning with a.

- Teach the word *apple* using Jojo and the phonics flashcard (see *How to introduce the phonics words*, page 13).
- Say *Apple begins with a. Letter a says /æ/*.
- Play the first part of the recording. Say *Listen and point*. The children listen and point to the pictures in their books.
- Play the recording again. Ask the children to repeat the words. Say *Say the words*. Point to your mouth to demonstrate the meaning.
- Play the second part of the recording. The children listen and point to the correct picture. Hold up the flashcards.

### **Tapescript (CD1 Track 7/Cassette 1.1)**

Letter a

/æ/, /æ/, /æ/ – apple

/æ/, /æ/, /æ/ – apple

/æ/ – apple, /æ/ – apple

## 3. Chant: *Andy has an apple*

- Point to the boy and say *Hello, I'm Andy*. The children need to know that Andy is the boy's name.
- Teach and practise the chant (see *How to teach chants*, page 14).

### **Tapescript (CD1 Track 8/Cassette 1.1)**

*Andy has an apple.*

/æ/, /æ/, /æ/

*Andy has an apple.*

/æ/, /æ/, /æ/

(repeat all x2)

## 4. Listen and point.

- Tell the children to look at the written words of the chant. Remember that you are not going to teach the class to read the words. They will learn to recognise the letters *A* and *a* in the words and sentences (see *How to teach chants*, page 14).

- Write the words of the chant on the board.
- Point out the capital letter *A* at the beginning of Andy's name and at the beginning of the sentences.
- Play the chant (CD1 Track 8/Cassette 1.1) again. Point to the words as they chant, demonstrating how words are read from left to right.

## 5. Game: *Touch the letter*

- Write large letters *A* and *a* on the board.
- Invite four children to front and ask them to stand at a distance from the board.
- Call out words already learnt, e.g. *stand, sit, coat, bag*. Among them include a word beginning with *a*, e.g. *Andy, apple*.
- When they hear a word beginning with *a*, the children come to the front to touch the correct letter. Make sure they touch *A* when you say *Andy*. Continue a number of times, then invite different children to the front.



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STICKER TIME

- Say *Good work, class. It's sticker time!* The children stick a star in the space at the bottom of the page.
- Say *Close your books*. Demonstrate what you want the children to do.

STAR OF THE WEEK TIME!




- Say *It's star of the week time!* Give your certificates to the stars of the week (see *How to use the certificates*, page 16).
- Sing *Jojo says you're the star of the week*.  
**Tapescript (CD1 Track 9/Cassette 1.1)**  
*Jojo says,*  
*You're the star of the week!*  
*The star of the week,*  
*The star of the week!*  
*Jojo says,*  
*You're the star of the week!*  
*Well done (child's name)!*
- Repeat for each child and insert his/her name after *Well done ...!*




# Lesson 3 • Activity Book session pages 9 and 10

Lesson 3

1. Join the dots to draw apples.



2. Trace the letters. Say the words.




Unit 1: Lesson 3 Activity Book 9

3. Trace and write the letters.

a a a

A A A

4. Trace the letters. Finish the words.



Andy has an apple.

Unit 1: Lesson 3 Activity Book 10

## Warm-up

- Chant *Andy has an apple* (CD1 Track 8/Cassette 1.1) to review letter *a*.

### 1. Join the dots to draw apples.

- Draw an apple with a dotted outline and direction arrow on the board.
- Demonstrate tracing the outline in the direction of the arrow.
- Ask the children to trace the apple in their books in the same way, first with their fingers and then drawing with pencils.

### 2. Trace the letters. Say the words.

- Ask the class to trace the letters with their fingers.
- Then ask them to trace the letters with coloured crayons, starting at the dot and using the correct sequence of strokes.
- Ask them to point to the pictures and say the words.

### 3. Trace and write the letters.

- Ask the class to practise tracing, then writing the letters *A* and *a* on the grids.
- Do not expect too much accuracy.

### 4. Trace the letters. Finish the words.

- The children complete the words with *A* and *a*.
- Point out the capital *A* at the beginning of *Andy*. Remind them that this is because it is a name. Do not expect the children to name any other letters.

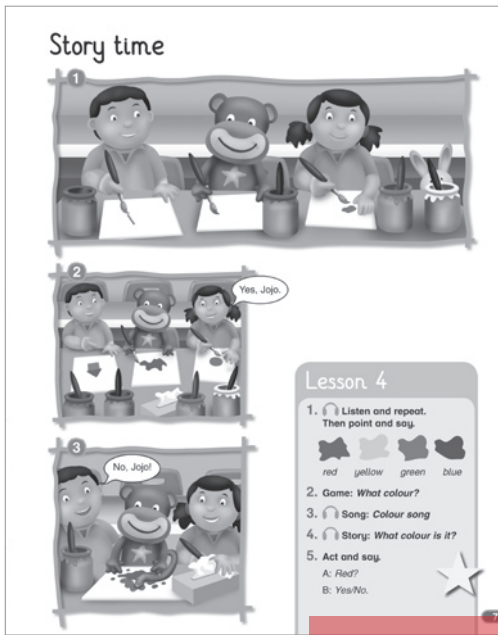
## Homework

- Ask the children to colour the letters *A* and *a* on page 9 of their Activity Books.

## Here's more!

1. **Chant and mime** (see *How to use TPR*, page 15).
  - Repeat the chant (CD1 Track 8/Cassette 1.1). Ask the children to mime eating an apple. A child holds up the *Aa* flashcard when the sound is made.
2. **Make: Sand letters A and a**
  - Write large letters *A* and *a* on the sheets of paper or card. Give one to each child.
  - The children trace the letters with a glue stick.
  - Ask the children to carefully pour sand over the glue and then shake away the sand. The sand will stick to the letters. Leave to dry.
  - The children practise tracing the sand letters with their fingers (see *Multi-sensory learning*, page 12).
3. **Game: Feel the letters**
  - Invite a child to the front. Write *A* then *a* on his/her back. You and the child say /æ/. Repeat with different children.

# Lesson 4 • Pupil's Book session page 7



**New words:** *blue, red, green, yellow; yes, no*

**New grammar:** *How are you? I'm fine, thank you.*

**Classroom language:**

*Colour it ..., What colour is it? You are ..., Draw the line, Point to ..., Is it ...? Open your books. Close your books. It's break time. Stand in line! Put on your coats.*

**Materials:** Poster 2, Jojo puppet or poster, character stick puppets, coloured crayons or paints (blue, red, green, yellow), a sheet of paper for each child divided into four sections

**Colour flashcards:** *red, blue, green, yellow*

## Warm-up

- Repeat the chant, *Andy has an apple* (CD1 Track 8/Cassette 1.1).
- Display Poster 2. Say *Open your books*. Show the children the correct page.
- Let your Jojo whisper in your ear. Tell the class that Jojo says that Robbie the rabbit is hiding in the picture. Ask *Where's Robbie?* (see *How to use Find Robbie*, page 16.) The children find Robbie in their books. Invite volunteers to the front to point to him. Say *Come to the front. Point to Robbie*.
- Talk about the pictures with the class using the poster. Ask *What are they doing? What are Tom and Lucy teaching Jojo? What does Jojo do? Is it good or bad?*

## Introduce the new words: blue, red, green, yellow

- Use your Jojo soft toy or poster and the pictures on the poster to introduce the new words (see *How to introduce new words and structures*, page 12).

## 1. Listen and repeat. Then point and say.

- Play the recording. Pause after each word to give the children time to point to the corresponding colour on the poster.
- Play the recording again. Pause for the children to repeat the words, while pointing to the correct colour in their books.
- Point to a colour on the poster and ask Jojo *What colour is it?* Encourage the class to call out the colour word to help Jojo.

**Tapescript (CD1 Track 10/Cassette 1.1)**

*red*

*yellow*

*green*

*blue*

## 2. Game: What colour?

- Point to blue, green, red and yellow objects around the classroom and ask *What colour is it?* They can be items of clothing, bags, etc. If you have a Jojo soft toy, carry Jojo around the room and use him to point to the objects.
- Respond to the children's answers using *Yes, No*.

### 3. Song: *Colour song*

- Say *It's song time!* Attach the colour flashcards to the board.
- Teach and sing the song with the class (see *How to teach songs*, page 14).
- Ask the children to point to the correct flashcard as they sing.

**Tapescript (CD1 Track 11/Cassette 1.1)**

*Red, yellow  
green and blue.*

*Hello, Jojo,  
How are you?*

*Red, yellow  
green and blue.*

*Hello, friends,  
I'm fine, thank you.*

*(repeat all)*

### 4. Story: *What colour is it?*

- See *How to introduce stories and dialogues*, page 14.
- After the children have listened to and repeated the story, point to the poster and ask a few comprehension questions, e.g. *Who's this? What colour is it? Is it blue/red/yellow/green?*

**Tapescript (CD1 Track 12/Cassette 1.1)**

Picture 1

Lucy      *Jojo. Blue, red, green, yellow.*

Picture 2

Tom      *What colour is it?*

Jojo      *Blue?*

Lucy      *No, Jojo.*

Jojo      *Red?*

Lucy      *Yes, Jojo.*

Picture 3

Tom      *No, Jojo!*

### 5. Act and say.

- Invite a child to the front and give him/her a Jojo stick puppet. Say *You're Jojo. Hello, Jojo.*
- Put different coloured crayons or paints on your table.
- Point to a colour and ask *What colour is it?* The child says the colour. Respond using *Yes/No, Jojo.*
- Repeat with another child. This time the whole class says *Yes, Jojo* or *No, Jojo.*

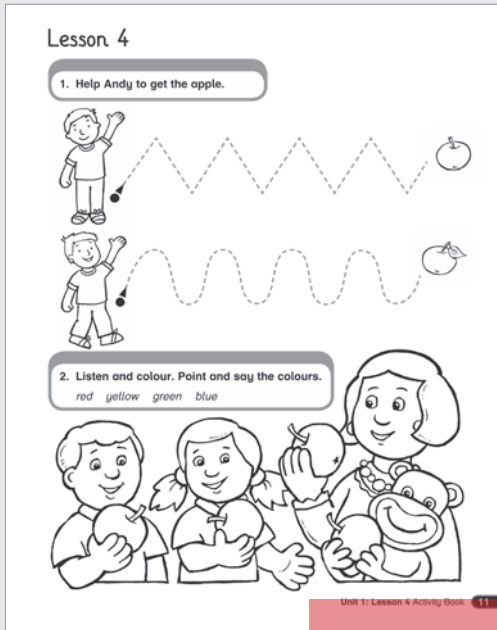
## STICKER TIME

- Say *Good work, class. It's sticker time!* The children stick a star in the space at the bottom of the page.
- If it is break time after the class, say *It's break time! Get your coats* (if appropriate). If you line your class up to go outside, say *Stand in line!*

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# Lesson 4 • Activity Book session page 11



## Warm-up

- Sing the *Colour song* (CD1 Track 11/Cassette 1.1) again.
- Ask the class to point to classroom objects in the corresponding colours as they sing.
- Repeat the chant *Andy has an apple* (CD1 Track 8/Cassette 1.1).

## 1. Help Andy to get the apple.

- Say *Open your books*. Hold up the correct page for the children to see.
- Explain that Andy wants his apple.
- Draw diagonal lines on the board. Invite a group of volunteers to the front to trace over them with their fingers, moving from left to right.
- Repeat with a curved line.
- Say *Draw the lines*. The children draw over the lines in their books from left to right.

## 2. Listen and colour. Point and say the colours.

- Show the children the colouring picture in their books.
- Point to the people and ask *Who's this?*
- Say *Point to Tom. Point to Tom's apple*. Check that

the class is pointing to the correct apple. Then say *Colour it blue*. Tell the children to put a blue dot in the apple.

- Continue with the remaining apples. Say *Point to Lucy. Point to Lucy's apple. Colour it red. Point to Miss Miles. Point to Miss Miles' apple. Colour it green. Point to Jojo. Point to Jojo's apple. Colour it yellow*. Each time the children put in the correct colour dot.
- Give the children time to finish colouring the apples. Walk around the room praising the children, pointing to the apples and asking *What colour is it?*

## Homework

Ask the children to colour the pictures.

## Here's more!

### 1. Sing and do.

- Repeat the *Colour song*. Ask the children to hold up the correct coloured crayons as they sing.
- Invite three children to the front and give them stick puppets of Jojo, Lucy and Tom.
- The class sings the song again, while the three children do actions (Jojo points to himself when he says his name and then they all shake hands at the end as a greeting). The other children continue to hold up the correct coloured crayon.
- Divide the class into four groups, one for each colour. Sing the song again, with each group singing its colour word very loudly.

### 2. Game: Touch the colour

- Make large colour marks on the board (red, yellow, green, blue). Invite four children to the front.
- Call out a colour word. The children come to the board to touch the correct colour.
- Repeat with other children.

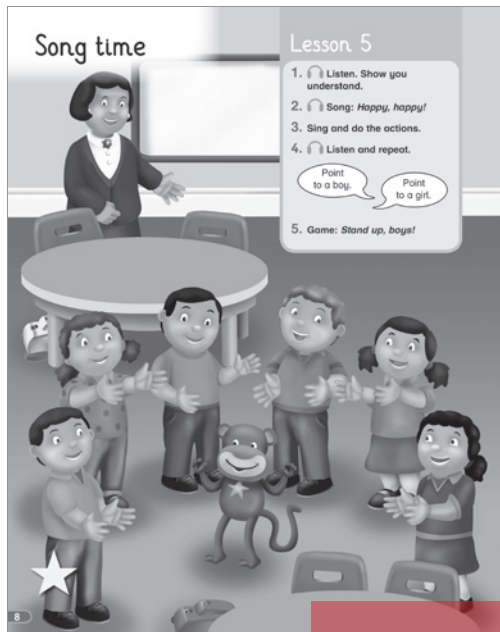
### 3. Make: Colour collage

- Give each child a sheet of paper divided into four sections for red, yellow, green and blue.
- Ask the children to look for classroom objects in each colour and to draw and colour them in the correct section.
- Give the children some receptive exposure to classroom objects, e.g. if a girl draws a red bag, say, *Yes. It's red. Good girl. It's a red bag*.

**Option:** You might prefer to do this activity in pairs or small groups.



# Lesson 5 • Pupil's Book session page 8



**New words:** *girl, boy, monkey, happy*

**Classroom language:** *red, yellow, green, blue; Point to ... Stand up, Sit down. Hello, I'm ...*

**Classroom language:** *It's song time! Do the actions. Listen and sing. Listen and clap. Are you a boy? What colour is it? Open/Close your book. Listen and point. Come to the front. Go back to your seats. Sing.*

**Materials:** Template A, Jojo soft toy or poster,  
**Colour flashcards:** *red, yellow, green, blue*

## Warm-up

- Sing *Colour song* (CD1 Track 11/Cassette 1.1) a few times. Ask the children to hold up coloured crayons as they sing. Say *Sing!*
- Use your Jojo soft toy or poster. Invite individual children to the front to introduce themselves to Jojo. Each child says *Hello, I'm (name)*. Imitate Jojo saying *Hello, (name)* back to the children.
- Say *Open your book*. Hold up your own book and show the children the correct page. Talk about the picture with the class. Ask *Where are the children? What are they doing? Are they happy?*

## Introduce the new words: *girl, boy, monkey, happy*

- Use your Jojo soft toy or poster to teach the new words (see *How to introduce new words and structures*, page 12).

## 1. Listen. Show you understand.

- The children don't need to understand every word of the receptive listening activities and don't need to repeat them (see *How to teach receptive listening*, page 15).
- Say *Listen and look*. Point to your ear to explain the meaning of *Listen* and your eye to explain *Look*.
- The children listen quietly to the recording.
- Play the recording again. This time pause after each sentence for them to point to the correct pictures in their book. Say *Listen and point*. Demonstrate what you want the children to do.

### Tapescript (CD1 Track 13/Cassette 1.1)

*Look at the picture. Can you see Tom and Lucy? Can you see Jojo? Point to the teacher. Yes. It's Miss Miles.*

*The children stand up. They sing a song. They clap their hands. They are happy. Tom is a happy boy. Lucy is a happy girl. Jojo is a happy monkey.*

## 2. 🎧 Song: *Happy, happy!*

- Say *It's song time!*
- Teach and sing the song with the class (see *How to teach songs*, page 0).
- This is a fun and motivating classroom song. Do not expect the children to understand every word. Explain the meaning by performing actions where possible.
- Say *Listen and sing*. Sing the song a few times, with everyone clapping after *Happy! Happy!* Say *Listen and clap!* Demonstrate.

### **Tapescript (CD1 Track 14/Cassette 1.1)**

*Happy!* (clap, clap)

*Happy!* (clap, clap)

*A happy class for you and me.*

*Happy!* (clap, clap)

*Happy!* (clap, clap)

*Happy as can be.*

*Singing songs together.*

*Having lots of fun.*

*Singing songs together.*

*Having lots of fun.*

(repeat verses 1 and 2)

## 3. 🎧 Sing and do the actions.

- Teach actions for the song (see *How to use TPR*, page 15).
- Use these actions:
  - A happy class* – pointing around the class
  - for you* – point to another child
  - and me* – point to yourself
  - happy as can be* – opening arms gesture to whole class, smile
  - singing songs together* – hands to represent opening mouths
  - having lot's of fun* – jumping in air
- Demonstrate the actions from the front as the children sing. Then say *Do the actions!* and repeat the song, encouraging the children to do the actions with you.
- Make sure they have big smiles on their faces when they sing *Happy! Happy!*

## 4. 🎧 Listen and repeat.

- Invite a boy and girl to the front. Say *Come to the front*. Stand them near to your Jojo soft toy or poster.
- Play the first part of the recording and point to the children or monkey. Say *Sit down*. The children go back to their seats. If you have a single sex group, use the character flashcards of Lucy, Tom and Jojo.
- Play the recording again. The children repeat.
- Tell the children to look at the picture in their books. Play the second part of the recording. The children point to children of the correct sex and Jojo in their books.
- Repeat, with the children pointing to children in the class and the poster or soft toy of Jojo.

### **Tapescript (CD1 Track 15/Cassette 1.1)**

*boy*

*girl*

*monkey*

*Point to a boy.*

*Point to a girl.*

*Point to a monkey.*

## 5. 🎧 Game: *Stand up, boys!*

- Say *Stand up, boys!* The boys stand up.
- Say *Stand up, girls!* The girls stand up.
- Then say *Sit down, girls/boys.*
- If a child gets it wrong, ask *Are you a boy?* to elicit *Yes/No.*
- Tell a few children that they are Jojo. Continue giving random commands using *Sit down/Stand up girls/boys/monkeys.*

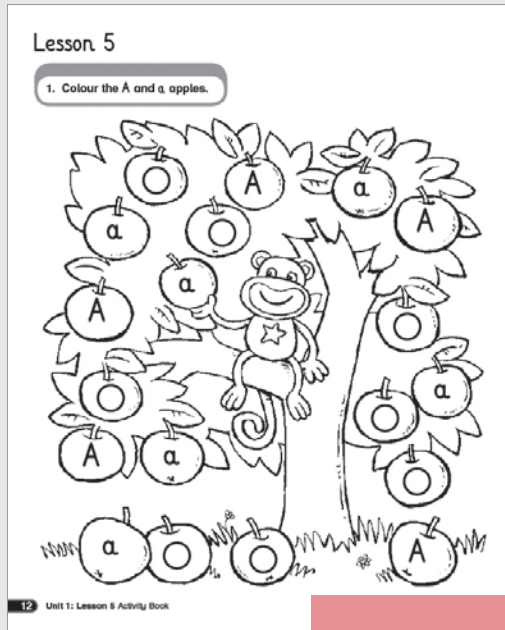
## STICKER TIME

- Say *Good work, class. It's sticker time!* The children stick a star in the space at the bottom of the page.
- Say *Close your books.* Demonstrate only if necessary.

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# Lesson 5 • Activity Book session page 12



## Warm-up

- Sing *Happy, happy!* (CD1 Track 14/Cassette 1.1) a few times. Encourage the class to do the actions as they sing.
- Draw large letters *A* and *a* on the board. Ask the class to draw the letters in the air, while saying the sound /æ/.

## 1. Colour the A and a apples.

- Say *Open your books.* Hold up the correct page for the children to see.
- Talk about the picture with the class. Explain that Jojo only likes apples that have got the letters *A* and *a* in.
- Ask them to look carefully at each apple, and to colour the ones that contain the letters *A* and *a*.
- Move around the class as they are working to offer praise and encouragement.

## Homework

- Give each child a copy of Template A (page 239). Before photocopying, put a capital *A* and a little *a* on alternate lines as guides for the children to copy.
- Ask them to practise writing the letters *A* and *a* on the lines. They can then illustrate the sheet by drawing pictures of apples.

## Here's more!

### 1. Game: *Guess the colour*

- Put the colour flashcards face-down on your table. Hold up a card but don't let the children see what colour it is. Ask *What colour is it? Put your hand up!*
- When a child guesses the colour, turn the card round. Say *Yes* or *No*. If the child is correct, invite them to the front.
- Put the card back on the table face-down, and hold up another.
- Continue, with the children trying to remember the position of the colour cards they have seen.
- After each child's guess, ask the class *Is it red?* Elicit *Yes* or *No* before showing it to the class.
- End the game when you have five or more children at the front. Ask the class to congratulate them. Say *Well done! Clap everyone!*

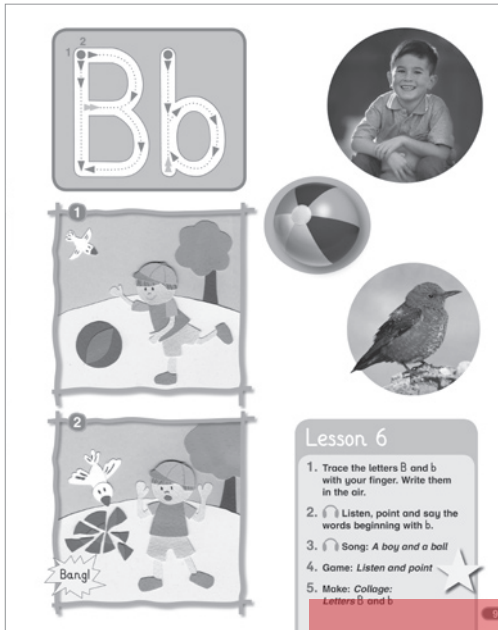
### 2. Colour sequence game.

- Stick the colour flashcards on the board in this order: *red, green, yellow, blue*. Point to each one for the children to learn the sequence.
- Point to a child and then point to the red flashcard. Elicit *red*.
- Point to another child. The child says the next colour in the sequence: *green*.
- Continue in this way getting faster and faster, as the children try to stay alert and remember the sequence.

### 3. Game: *Point to a boy*

- Invite a child to the front and blindfold him or her.
- Say *Point to a boy!* The child tries to point to a boy.
- Ask the class *Is (child's name) a boy?* Elicit *Yes* or *No*.
- Ask the child who was pointed at *Are you a boy?* Elicit *Yes* or *No*.
- Continue with other children, varying between *boy* and *girl*.

# Lesson 6 • Pupil's Book session page 9



The image shows a collection of resources for Lesson 6. At the top left is a card with the letters 'Bb' and numbered arrows (1 and 2) showing the stroke order for writing them. To the right is a circular photo of a smiling boy. Below these are three circular images: a beach ball, a boy playing with a ball, and a bird. At the bottom left is another card with a boy and a ball, labeled 'Bang!'. At the bottom right is a small card titled 'Lesson 6' with five numbered instructions: 1. Trace the letters B and b with your finger. Write them in the air. 2. Listen, point and say the words beginning with b. 3. Song: A boy and a ball. 4. Game: Listen and point. 5. Make: Collage: Letters B and b.

**New words:** letter name *b*; *ball*, *bird*

**Review:** letter *a*: *apple*, *boy*; *Point to a ...*

**Classroom language:** *Bird begins with b. It says /b/. Write the letters. Look and draw the lines. Draw the letters B and b in the air. Come to the front. Go back to your seats. Listen and point. Say the words. Tidy up! Put it in the bin. Be quiet, please.*

**Materials:** Jojo soft toy or poster, a piece of strong paper for each child, glue, dry rice or beans, pasta, rolled up tissue paper, pieces of material

**Phonics flashcards:** *apple*, *bird*, *ball*

## Warm-up

- Sing *Happy, happy!* (CD1 Track 14/Cassette 1.1) a few times. Encourage the children to do the actions as they sing.
- If the children start to talk among themselves, say *Be quiet, please*.

## Introduce the letters *B* and *b*

- Write the letters *B* and *b* on the board. Use your Jojo soft toy or poster and the flashcard to introduce the letter name, its sound and how to form it (see *How to introduce letters and sounds*, page 13).
- Hold up flashcards of the letters *A* and *a*, and *B* and *b* and say *Point to a. Point to b*.
- Invite any children whose names begin with *B* to the front. Say *Come to the front!* Write their names on the board and ask them to trace over the beginning letter with their fingers. Explain that names begin with a big letter. Say *Go back to your seats*.

## 1. Trace the letters *B* and *b* with your finger. Write them in the air.

- Say *Open your books*. Hold up the correct page.
- Write the letters *B* and *b* on the board. Invite a group of volunteers to the front to trace over the letters. The class makes the sound /b/ as they do so.
- Ask the class to trace the letters in their books with their fingers, making the sound /b/.
- Say *Write the letters B and b in the air*. Demonstrate this to the class first and ask them to say the sound /b/ as they write.
- Point to the capital letter first and then the little letter on the board so that they know which they are writing.



## 2. Listen, point and say the words beginning with b.

- Teach the words *bird*, *boy* and *ball* using Jojo and your flashcards (see *How to introduce phonics words*, page 13). For *boy* point to a boy in the class.
- Say *Bird begins with b. Letter b says /b/*. Repeat with the other *b* phonics words.
- Play the first part of the recording. The children listen and point to the pictures in their books. Say *Listen and point*. Then ask the children to repeat the words. Say *Say the words*.
- Play the second part of the recording. The children listen and point to the correct picture. Hold up the flashcards.

### **Tapescript (CD1 Track 16/Cassette 1.1)**

Letter b

/b/, /b/, /b/

/b/ – boy

/b/ – ball

/b/ – bird

Point to a boy.

Point to a ball.

Point to a bird.

## 3. Song: *A boy and a ball*

- Talk about the pictures and what is happening. Elicit the words *boy*, *ball* and *bird*.
- Teach the phonics song and sing it a number of times (see *How to teach songs*, page 14).

### **Tapescript (CD1 Track 17/Cassette 1.1)**

*A boy and a ball.*

*A boy and a ball.*

*Here is a bird.*

*'Bang!' goes the ball!*

*(repeat all)*

## 4. Game: *Listen and point*

- Put the phonics flashcards for the words beginning with *a* and *b* in different parts of the room.
- Call out the words at random. The children repeat and point to the correct flashcard.
- Move the flashcards around and play the game again.

## 5. Make: *Collage: Letters B and b*.

- See *How to do art and craft*, page 15. Give each child a piece of strong paper.
- Help each child to write large letters *B* and *b* on the paper.
- The children now stick objects onto the lines to make a collage. Use dry rice, pasta, rolled up tissue paper, pieces of material, etc.
- Encourage the children to stick the objects onto the letters in the same sequence that they would write them.
- Encourage tidiness in the classroom. Say *Tidy up! Put it in the bin*.
- When the collage is dry, encourage the children to touch their letters in the correct sequence for writing and to feel their texture (see *Multi-sensory learning*, page 12).

- If possible, display the children's work.

**Option:** You might prefer to do this activity in pairs or small groups.

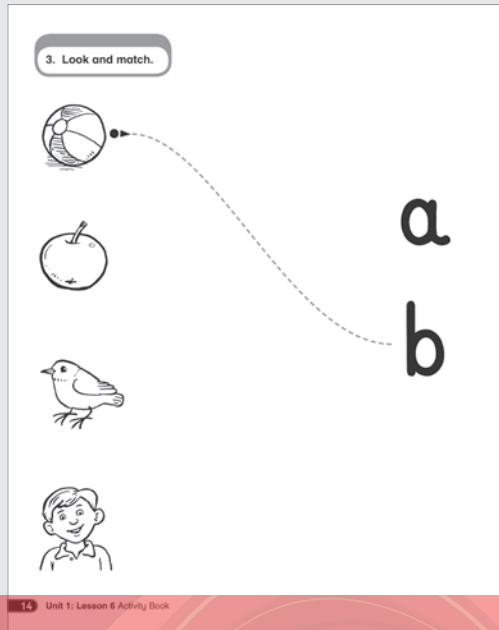
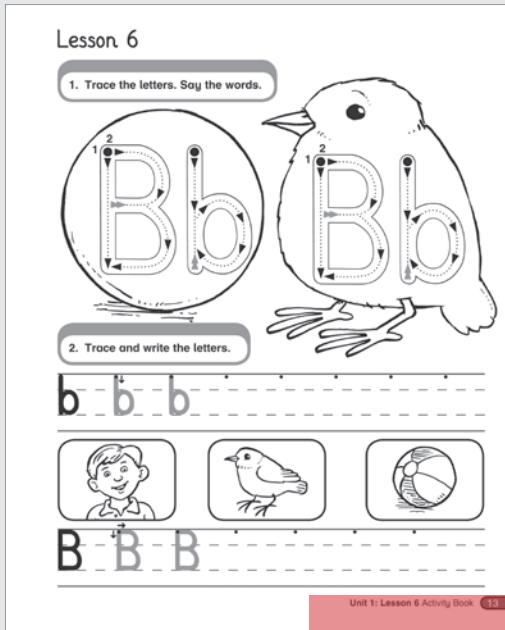
**NB** This activity may take longer than the available classroom time. You may wish to use an Art Room session to do it.

- Say *Good work, class. It's sticker time!* The children stick a star in the space at the bottom of the page.
- Say *Close your books*.

**STAR OF THE WEEK TIME!** 

- Say *It's star of the week time!* Give your certificates to the stars of the week (see *How to use the certificates*, page 16).
- Sing *Jojo says you're the star of the week* (CD1 Track 9/Cassette 1.1).
- Repeat for each child and insert his/her name.

# Lesson 6 • Activity Book session pages 13 and 14



## Warm-up

- Write the letters *B* and *b* on the board. Sing *A boy and a ball* (CD1 Track 17/Cassette 1.1) a few times.

## 1. Trace the letters. Say the words.

- Ask the class to trace the letters *B* and *b* with their fingers.
- They can practise tracing over the letters a number of times, using different coloured crayons.
- Ask them to point to the pictures and say the words.

## 2. Trace and write the letters.

- Ask the class to practise tracing, then writing the letters *b* and *B* on the grids. Say *Write the letters*.

## 3. Look and match.

- Point to each picture and ask the children to name the object.
- Point to the first picture. Say *b – ball*. *Ball begins with b*. Ask the children to draw a line from the ball to the letter *b*.

- Point to the second picture. Say *Apple begins with ...* Elicit 'a'. Say *Draw a line*.

- Continue with the remaining pictures.

## Homework

- The children can colour the pictures on Activity Book page 14.

## Here's more!

### 1. Game: Clap or stamp

- Say the phonics words beginning with *a* or *b* at random. Ask the children to clap if they hear a word beginning with *a*. Ask them to stamp their feet if they hear a word beginning with *b*.

### 2. Sing and do the actions.

- Sing *A boy and a ball* with actions (see *How to teach TPR*, page 15).

*A boy and a ball* – mime holding a ball.

*Here is a bird* – with other hand they mime a bird arriving and bursting the ball

Encourage them to shout out *Bang!*

- Invite two children to the front, one boy and one girl. Ask the boy to mime holding a ball. The girl mimes flying towards the boy and bursting the ball.

### 3. Game: Guess the letter

- Invite three children to the front.
- Draw either the letter *a* or *b* on a child's back. The child feels the letter and guesses which it is.
- Repeat with other children.

# Lesson 1 • Numbers Book session pages 5 and 6

**Me**

Lesson 1

1. Help Jojo finish his picture. Join the dots.

Unit 1: Lesson 1 Numbers Book 5

2. Help Jojo find Tom and Lucy.

3. Match and circle the picture that is the same.

Unit 1: Lesson 1 Numbers Book 6

- Aims: To:**
- develop fine motor skills
  - develop familiarity with the characters
  - develop visual discrimination skills
  - match objects using horizontal strokes in a left to right progression.

## Warm-up

- Sing *Lucy, Lucy, Jojo* (CD1 Track 3/Cassette 1.1)
- Invite four children to the front to hold the stick puppets. The class points to the characters as they sing.

## 2. Help Jojo find Tom and Lucy.

- Explain that Jojo wants his friends. Ask the class to trace the lines from Jojo to Tom and then to Lucy, drawing from left to right.

## 1. Help Jojo finish his picture. Join the dots.

- Say *Open your books*. Hold up the correct page for the children to see.
- Ask the children to draw over the dotted lines carefully to complete the picture of Jojo. Encourage them to draw as close to the lines as possible.
- Move around the class as they are working to offer praise and encouragement. Ask *Who's this?* Elicit *Jojo*.

**NB** Remember that young children develop fine motor skills at different times.

## 3. Match and circle the picture that is the same.

- For each line, point to the first picture and ask *Who's this?* Elicit the name.
- Ask the children to look at the other pictures on the line and tell them to circle the picture that is the same.
- Continue with the remaining pictures.

## Homework

Ask the children to colour the picture of Jojo on page 5.

# Lesson 2 • Numbers Book session pages 7 and 8

Lesson 2

1. Help Andy find his apple.

2. Colour Andy and the apple.

Unit 1: Lesson 2 Numbers Book 7

3. Trace and write number 1.

4. Count. Trace the number.

5. Count. Trace number 1.

Unit 1: Lesson 2 Numbers Book 8

**Aims: To:**

- match objects using horizontal strokes, top to bottom
- develop fine motor skills
- recognise and write the number 1
- count 1 object
- find number 1 on a number line.

## Warm-up

- Chant *Andy has an apple* (CD1 Track 8/Cassette 1.1) with the class to remind them of the character.

### 1. Help Andy find his apple.

- Say *Open your books*. Hold up the correct page for the children to see.
- Ask the class to draw vertical lines, top to bottom to help Andy find his apple. Demonstrate how to do this on the board first.

### 2. Colour Andy and the apple

- Ask *What's this?* Elicit *Andy, apple*.
- Say *Colour Andy and the apple*.

### 3. Trace and write number 1.

- Write a large number 1 on the board. Invite individual children to the front to trace it with their fingers, moving top to bottom.
- Hold up one finger and say *One*. The class repeats.
- Point to Jojo's T-shirt. Ask *What number is it?* Elicit *One*.

### 4. Count. Trace the number.

- Point to the picture of the apple and ask *How many?* Hold up one finger and point to the number 1 on the board. Elicit *One*.
- Ask the class to trace the number 1. Repeat with the next picture.

### 5. Count. Trace number 1.

- Point to the number line and tell the children to look at it.
- Count to ten with the class. It does not matter if they do not know these numbers yet, as this will help them become familiar with the words.
- Ask them to find number 1 and to trace it.

## Homework

Give each child a copy of Template A for more practice in writing the number 1.

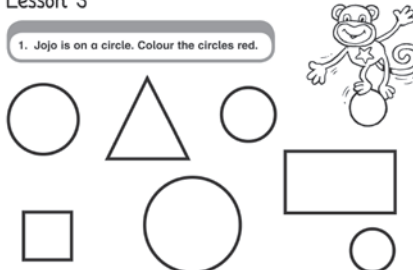
Then ask them to draw one apple on the back of the writing sheet.



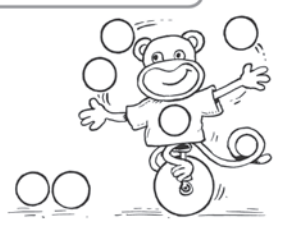
# Lesson 3 • Numbers Book session pages 9 and 10

Lesson 3

1. Jojo is on a circle. Colour the circles red.

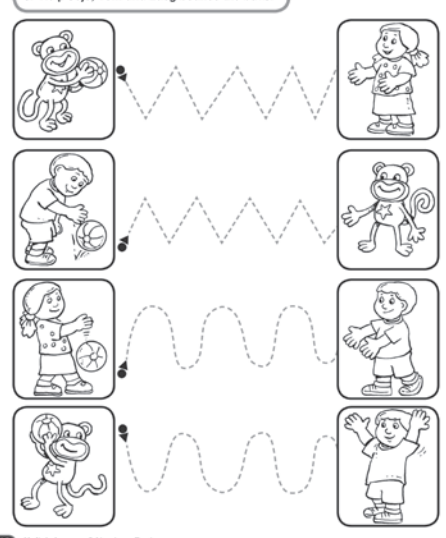


2. Look at the picture. Colour the circles blue.



Unit 1: Lesson 3 Numbers Book 9

3. Help Jojo, Tom and Lucy bounce the balls.



Unit 1: Lesson 3 Numbers Book 10

- Aims: To:**
- identify and name a shape (circle)
  - develop fine motor colouring skills
  - visually discriminate shapes
  - develop a relationship between colour and shape
  - match, with left to right progression, straight and curved lines.

## Warm-up

- Sing *Colour song* (CD1 Track 11/Cassette 1.1) to review the colours used in this lesson.
- Invite four children to the front to hold the colour flashcards. The class points to the correct flashcard as they sing.

## 2. Look at the picture. Colour the circles blue.

- Ask the children to find the circles in the picture. Hold up the page, point to a circle and say *Look! A circle.*
- Invite volunteers to the front to point to other circles in your book.
- They do not need to name the other objects in the picture. However, you may wish to mention the words for exposure only.
- Ask the class to colour all the circles in the picture blue.

## 1. Jojo is on a circle. Colour the circles red.

- Say *Open your books.* Hold up the correct page for the children to see.
- Draw a circle on the board. Use your Jojo soft toy or poster to teach the word *circle* (see *How to introduce new words and structures*, page 12).
- Draw a number of different shapes on the board. Include at least two of each shape.
- Invite a group of volunteers to the front to point to the circles. Do not name the other shapes at this stage. Ask the class *Is he/she right?*
- Hold up some coloured crayons. Say *Point to red.*
- Ask the class to find the circles in their book and to colour them red.

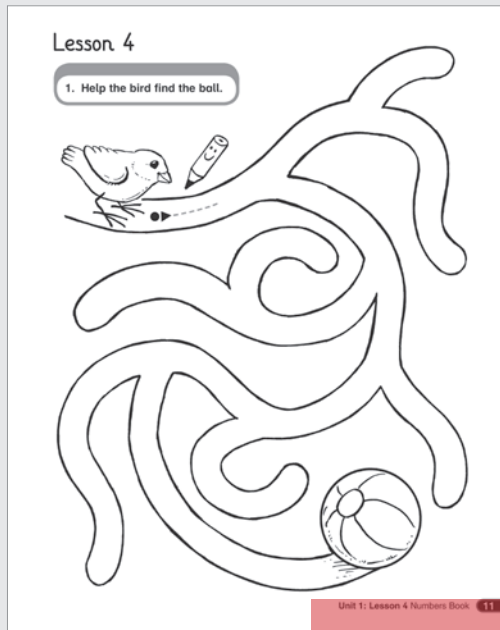
## 3. Help Jojo, Tom and Lucy bounce the balls.

- Explain that Jojo is playing ball with his friends.
- Ask the class to trace the movement of the ball from left to right, following the dotted lines.
- Some children may find it difficult to trace accurately. Offer praise and encouragement for all their attempts.

## Homework

Ask the class to colour the pictures of Jojo and his friends in activity 3. Then ask them to draw over the dotted lines again, using a different coloured crayon.

# Lesson 4 • Numbers Book session pages 11 and 12



**Aims: To:**

- develop visual discrimination skills to match like with like
- develop visual and spatial skills to work out how to get through a maze
- see cause and effect of an action.

## Warm-up

- Sing *Happy, happy!* (CD1 Track 14/Cassette 1.1).

## 1. Help the bird find the ball.

- Say *Open your books.* Hold up the correct page for the children to see.
- Point to the bird and then the ball. Ask *What's this?*
- Talk about the picture. Elicit that the bird wants to get to the ball. Ask if they can guess why he wants to get to the ball – to burst it. Say *Bang!* and make gestures to show what the bird will do.
- Ask them to trace their way through the maze to help the bird find the ball.
- When they have done this, ask the class to hold up their pages and shout, *Bang!*

## 2. Match the pictures that are the same.

- Point to the pictures and ask *What's this?*
- Ask the class to draw lines to match the pictures that are the same. Say *Draw a line.*

## Homework

Ask the children to match the pictures that are the same by colouring them the same colour.

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