

# Ferris Wheel!

1

Teacher's  
Book



# Family

## The Ferris Wheel

### Vocabulary and language

- **Main vocabulary:** mommy, daddy, grandma, grandpa, brother, sister; blue, green, red, yellow
- **Key language:** Where's your (grandma)? Here. This is my (mommy).
- **Content language:** round, wheel; This is a wheel. Wheels go round and round.
- **Other language:** Ferris Wheel, orange, pink, bus; Here we go. Round and round. I love my (mommy). The wheels on the bus go round and round.

### Unit objectives

- Identify and name family members
- Sing the language song *Where's your grandma?*
- Ask and say where family members are
- Understand and join in the story *The Ferris Wheel*
- Sing and act out the story song *The Ferris Wheel song*
- Sing the values song *I love my family*
- Recognize the value of loving your family
- Understand that wheels go round
- Sing and act out the traditional song *The wheels on the bus*
- Review your learning and progress
- Participate in a collaborative project

### Story



CD1 Track 21

#### Picture 1

**Narrator:** Grandma, Grandpa, Mimi and Dylan go on the Ferris Wheel.  
**Mimi:** Where's Grandma?  
**Grandma:** Here! I'm with your brother. In yellow!  
**Dylan:** Where's Grandpa?  
**Grandpa:** Here! I'm with your sister. In orange!  
**Dylan:** Great!  
**Mimi:** Here we go! Round and round.  
**Dylan:** Oh, this is fun.

#### Picture 3

**Mimi:** Oh, look! It's Eddie and his daddy in blue. Hello, Eddie.  
**Eddie:** Hello, Mimi.  
**Dylan:** Oh, look! It's Leo and his grandma in pink. Hello, Leo.  
**Leo:** Hello, Dylan.  
**Mimi:** And look! It's Zara and her mommy. Hello, Zara.  
**Zara:** Hello, Mimi.  
**Mommy:** Time to hop off now!

#### Picture 2

**Zara:** Look, Mommy. It's the Ferris Wheel!  
**Mommy:** Hello, Mrs. Zebra. Hello Zara. Hop on!  
**Zara:** Thank you. Here we go! Round and round. This is fun.

#### Picture 4

**Mimi, Dylan, Eddie, Zara, Leo:** Hurray! I love the Ferris Wheel!  
**Mimi:** I have an idea! Can we go on the Ferris Wheel again, please?  
**Eddie, Zara, Leo:** Oh yes, please! Can we go on the Ferris Wheel again too?  
**Parents:** Yes, of course. Come on!

### Songs



#### Language song

**Where's your grandma?** CD1 Track 19

**Where's your grandma?** (Hold out arms questioningly)  
**Here!** (Point to grandma flashcard)  
**Where's your grandma?** (Hold out arms questioningly)  
**Here!** (Point to flashcard)  
**Where's your grandma?** (Hold out arms questioningly)  
**Where's your grandma?** (Hold out arms questioningly)  
**Here! Here! Here!** (Point three times)  
**Where's your grandpa?** (Hold out arms questioningly)  
**Here!** (Point to grandpa flashcard)  
(etc)  
**Where's your mommy?** (Hold out arms questioningly)  
**Here!** (Point to mommy flashcard)  
(etc)  
**Where's your daddy?** (Hold out arms questioningly)  
**Here!** (Point to daddy flashcard)  
(etc)  
**Where's your brother?** (Hold out arms questioningly)  
**Here!** (Point to brother flashcard)  
(etc)  
**Where's your sister?** (Hold out arms questioningly)  
**Here!** (Point to sister flashcard)  
(etc)

#### Story song

**The Ferris Wheel song** CD1 Track 22

**Ferris Wheel, Ferris Wheel** (Make shape of wheel with arms)  
**Hop on! Here we go!** (Pretend to jump on wheel)  
**Round and round, round and round.** (Make circular movements with one hand)  
**Round and round we go.**  
**We love the Ferris Wheel** (Make shape of wheel with both arms)  
**The Ferris Wheel is fun** (Wave arms in air)  
**Fun for you, fun for me** (Gesture to friend and to yourself)  
**Fun for everyone.** (Gesture to everyone)  
(Repeat)

#### Values song

**I love my family** CD1 Track 25

**I love my family** (Hug yourself)  
**My family loves me.** (Point to self)  
**I love my family.** (Hug yourself)  
**My family loves me.** (Point to self)  
**I love my mommy.** (Point to mommy flashcard)  
**I love my daddy ooh, ooh, ooh.** (Point to daddy flashcard)  
**I love my brother.** (Point to brother flashcard)  
**I love you.** (Point to a child)  
(Chorus)  
**I love my grandma.** (Point to grandma flashcard)  
**I love my grandpa ooh, ooh, ooh.** (Point to grandpa flashcard)  
**I love my sister.** (Point to sister flashcard)  
**I love you.** (Point to a child)  
(Chorus)

#### Culture song

**The wheels on the bus** CD1 Track 27

**The wheels on the bus go round and round,** (Make circular movements with both hands)  
**Round and round, round and round.**  
**The wheels on the bus go round and round, all through the town.**  
**Brother and sister on the bus go tee, hee, hee,** (Pretend to giggle)  
**Tee, hee, hee, tee, hee, hee**  
**Brother and sister on the bus go tee, hee, hee, all through the town.**  
**Mommy and Daddy on the bus go ssh, ssh, ssh,** (Put finger to mouth to be quiet)  
**Ssh, ssh, ssh, ssh, ssh, ssh.**  
**Mommy and Daddy on the bus go ssh, ssh, ssh, all through the town.**  
**The wheels on the bus go round and round,** (Make circular movements with both hands)  
**Round and round, round and round.**  
**The wheels on the bus go round and round, all through the town.**



# Family

## The Ferris Wheel

### Vocabulary

Lesson 1

1:16

hello

1:17

**Listen, point and repeat. Listen and play. Stick the family stickers. Say.**

**Language:** mommy, daddy, brother, sister; blue, green, red, yellow

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# Family

## Learning objectives

- Identify and name family members
- Listen and point to family members
- Listen and play *Round and round and round*

## Materials

- Class CDs, flashcards, *Ferris Wheel* mat, Mimi puppet

## Main vocabulary

- mommy, daddy, brother, sister; blue, green, red, yellow

## Teacher's tip: Working with stickers

Small children may find it difficult to work with the stickers at first. Demonstrate how to peel them off using a pincer movement with the tip of the forefinger and thumb. Monitor carefully to make sure that children do this slowly, so that they don't tear the stickers.



## Circle time

*Hello* song & puppet (CD1 Track 2; see TB p 17 & 21)  
Opening routines (see TB p 16)  
Lesson aims (see TB p 18)

## Introduce members of the family.

- Use the puppet and flashcards to introduce each member of the family. Say each word and children repeat.
- Put the *Ferris Wheel* mat on the floor or board with the family flashcards face down (one on red, one on blue, one on green, one on yellow). Use the puppet to turn over and name each flashcard. Children repeat the names of the colors and the family words.

## Game: Find Mommy!

- Name the family members in turn and ask one or two children to find and touch the correct flashcards as fast as they can.

## Game: Say the color!

- Name the colors and children say the family words. Then the reverse.

## Table time

### Student's Book p 5

#### Listen, point and repeat.

- Play the audio. Children listen and point to each word as they hear it.

#### CD1 Track 16

**Mimi:** Look, Dylan! Brother ... sister... Daddy ... Mommy ... hee, hee, hee! Repeat, Dylan!

**Dylan:** Yes, Mimi! Brother ... sister ... Daddy ... Mommy ... hee, hee, hee!

**Mimi:** Very good, Dylan. Let's say the words together!

**Both:** Brother... sister ... Daddy... Mommy... hee, hee, hee, hee!

- Play the audio again. Children listen and repeat the words.

#### Listen and play.

- Hold up your index finger and move it around clockwise like a wheel. Children do the same. Play the audio. Children listen, point to the color when they hear it, and say the word.

#### CD1 Track 17

**Mimi:** Round and round and round: green ... Mommy!

**Dylan:** Mommy!

**Mimi:** Round and round and round: yellow ... Daddy!

**Dylan:** Daddy!

**Mimi:** Round and round and round: blue ... sister!

**Dylan:** Sister!

**Mimi:** Round and round and round: red ... brother!

**Dylan:** Brother!

- Play the game with you and/or individual children naming colors and others responding with the words.

#### Stick the family stickers. Say.

- Children put on the family stickers.

#### Say.

- Children point to the family members and say the words.

#### Activity Book p 5



**Trace to circle Daddy in yellow. Trace to circle Mommy in green. Trace to circle brother in red. Trace to circle sister in blue.**

- Children trace to circle each family member using the colors specified.

#### Point and say.

- They point and name the family members and the colors.

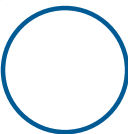
## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

*Bye bye* song and puppet (CD1 Track 3; see TB p 17 & 21)





## Family

## Family

## Learning objectives

- Talk about family members
- Identify and name two new family members
- Sing the language song *Where's your grandma?*
- Ask and say where family members are

## Teacher's tip: Children's readiness to speak

At this early stage, you may find children are quiet or reluctant to speak. This is completely normal. It is important not to force any child to speak if he/she is not ready. Encourage children to listen and point in response until they are ready to join in.



## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (four family words from Lesson 1) (see TB p 19)

Lesson aims (see TB p 18)

## Introduce the new family words.

- Put all six family flashcards on the floor or board. Children identify the two new members of the family.
- Use the puppet to point to and say the words in turn. Children repeat in chorus.
- Turn the two new flashcards face down. Mix them up. Point to one and ask *Grandma or Grandpa?* Children guess. Repeat several times.

Introduce *Where's your (grandma)? Here.*

- Lay out the flashcards and children say the words.
- Hold up the *brother* or *sister* flashcard and ask, e.g. *Where's your mommy?* Encourage children to point to the *mommy* flashcard and model the response: *Here.*
- Repeat asking about different family members.

## Materials

- Class CDs, flashcards, *Ferris Wheel* mat, Mimi puppet

## Main vocabulary

- mommy, daddy, grandma, grandpa, brother, sister

## Key language

- Where's your (grandma)? Here.

Game: *Where's your mommy?*

- Stick the family flashcards in different places around the classroom.
- Get children to ask the brother or sister with you in chorus, e.g. *Where's your mommy?* Ask two children to stand up, go and touch the flashcard and say *Here.*
- Repeat several times with different children and flashcards.

*Where's your grandma?* song 🎵

## CD1 Track 19

- Leave the flashcards in different places around the classroom.
- Play the song. Children listen and hold out their arms questioningly and point to the flashcards in each verse.
- Repeat once or twice. Children do the actions and sing the song (see TB p 33).

## Table time

## Student's Book p 6 🎧

- Point to Tom and Sophie with Auntie Jenny at the top of the page and say the names. Explain that Tom and Sophie are friends and, together with Auntie Jenny, will help children learn English (as well as Mimi, Dylan and the Meerkat family).

## Listen and find the new family members.

- Play the audio. Children listen and find the two new family words. Repeat and children say the words.

## CD1 Track 18

**Tom:** Find ... Grandma! Grandma!

**Sophie:** Grandma! Here!

**Tom:** Find ... Grandpa! Grandpa!

**Sophie:** Grandpa! Here!

Listen, point and sing *Where's your grandma?* 🎵

## CD1 Track 19

- Play the song. Children listen, sing and point to the family members in the photo.
- Remember that you can use the karaoke version of the song when the children are confident.

## Color the circle next to Grandpa red. Color the circle next to Grandma blue.

- Hold up your book and demonstrate coloring the circle next to Grandpa.
- Play the audio again. Pause after each verse and children color the circles in the correct color.

## Ask and say.

- Ask *Where's your (grandma)?* Children point to the photos and say the words.

## Activity Book p 6

## Find and color Grandma and Grandpa.

- Children find and color Grandma and Grandpa.

## Ask and say.

- They ask and answer about all the family members.



## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

*Bye bye* song and puppet (CD1 Track 3; see TB p 17 & 21)



Listen and find the new family members. Listen, point and sing *Where's your grandma?* Color the circle next to Grandpa red. Color the circle next to Grandma blue. Ask and say.  
**Language:** mommy, daddy, **grandma**, **grandpa**, brother, sister; Where's your (grandma)? Here.





**Watch.** Listen to the story *The Ferris Wheel*. Color the character on the wheel with Zara Zebra. **Stick the story sticker.** Ask and say. **Language:** mommy, daddy, grandma, grandpa, brother, sister, Ferris Wheel; blue, orange, pink, yellow; Where's (Grandma)? Here.

## Learning objectives

- Watch, understand and enjoy the story *The Ferris Wheel*
- Make a prediction about the story
- Look and find family members
- Color the character on the wheel in the story

## Materials

- Class CDs, printable story cards, flashcards, *Ferris Wheel* mat, Mimi puppet

## Main vocabulary

- mommy, daddy, grandma, grandpa, brother, sister; Ferris Wheel; blue, orange, pink, yellow

## Key language

- Where's (Grandma)? Here.

## Teacher's tip: Using the story resources

Children may find it easier to follow the story if you use the video first. Reinforce comprehension by telling the story again using the printable story cards. Finally, use the book and ask the comprehension questions.



- Repeat the story. Encourage children to join in with the words and phrases in the story.
- Ask *Do you like the story? Do you want to go on the Ferris Wheel?*

## Look and find.

- Say e.g. *Find Grandma!* Children look at the story and point to Grandma as fast as they can.
- Repeat with other family members and colors (red, blue, green and yellow) of the Ferris Wheel

## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (*Where's your ...?* and family members) (see TB p 19)

Lesson aims (see TB p 18)

Introduce the story *The Ferris Wheel*.

- Say *It's story time!* Play the *Story rhyme* (CD1 Track 4; see TB p 17).
- Say *Tom and Sophie are listening to a story about Mimi and Dylan and the Ferris Wheel. Who goes on the Ferris Wheel in the story?* Listen to children's answers.

## Watch or listen to the story.

## CD1 Track 21

- Play the audio, watch the video or read the story using the printable story cards. Pause, repeat words, point to the pictures, ask questions. Then say the characters' names and encourage children to point and repeat, e.g. *Mimi, Leo, etc.*
- Ask *Who goes on the Ferris Wheel in the story?* (*Mimi, Dylan, Grandma, Grandpa, Zara and her mommy, Leo and his grandma, Eddie and his daddy.*)

## Table time

Student's Book p 7

**Watch.** Listen to the story *The Ferris Wheel*.

## CD1 Track 21

- Play the story again. Children listen and point to the pictures in their books.

## Story questions

## Picture 1

Where's Grandma? (*In yellow*)  
Where's Grandpa? (*In orange*)

## Picture 2

Who does Mommy see? (*Mrs. Zebra/Zara*)  
Does Zara like the Ferris Wheel? (*Yes*)

## Picture 3

Where are Eddie and his daddy? (*In blue*)  
Where are Leo and his grandma? (*In pink*)

## Picture 4

Do the children like the Ferris Wheel? (*Yes*)  
Do they go on the Ferris Wheel again? (*Yes*)

## Color the character on the wheel with Zara Zebra.

- Demonstrate coloring the character on the wheel with Zara Zebra (i.e. her mommy).

## Stick the story sticker.

- Children stick on the story sticker.

## Ask and say.

- Children ask and answer questions.
- Ask e.g. *Do Mimi and Dylan go on the Ferris Wheel again at the end of the story? Who with? Do you want to go on the Ferris Wheel?*

## Activity Book p 7



**Color the pod with Dylan and Grandma yellow. Color the pod with Mimi and Grandpa orange.**

- Children color the two pods.

## Ask and say.

- They ask and answer about all the family members.

## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

Use the **Navio App** to watch the video, and encourage children to do the same at home.





Watch. Listen, point and sing *The Ferris Wheel song*. Color Mimi. Say.  
Language: mommy, grandma, sister; Ferris Wheel; Here we go. Round and round.

## Family

### Learning objectives

- Watch, sing and act out the story song *The Ferris Wheel song*
- Listen to the story again and identify the family members
- Play *Round and round*
- Color Mimi and say where she is
- Trace the movement of the Ferris Wheel

### Materials

- Class CDs, printable story cards, flashcards, *Ferris Wheel* mat, Mimi puppet

### Main vocabulary

- mommy, grandma, sister; Ferris Wheel

### Key language

- Here we go. Round and round.

### Teacher's tip: Being positive about each other's work

Demonstrate being positive about children's work by pointing to their completed pictures and saying, e.g. *Very good* or giving a thumbs up. Once the children have finished coloring Mimi, get them to show their pictures to the child next to them and to be positive about each other's work. Make sure you discourage any negativity and encourage them to show they appreciate each other's efforts.



### Circle time

*Hello* song & puppet (CD1 Track 2; see TB p 17 & 21)  
Opening routines (see TB p 16)  
Recycling activity (family vocabulary) (see TB p 19)  
Lesson aims (see TB p 18)

### Retell the story *The Ferris Wheel*.

- Play the audio, video or read the story using the printable story cards.
- Demonstrate that children should wave their arms in the air every time they hear a family word in the story.

### Game: *Round and round*

- Say *The Ferris Wheel goes round and round*. Move your arm in a circle and children do the same. Say *The Ferris Wheel stops* and freeze in position.
- Repeat several times and children respond.

### *The Ferris Wheel song*



#### CD1 Track 22

- Play the video or audio of the story song. Children watch/listen and make the shape of a wheel with their arms every time they hear *Ferris Wheel* in the song.
- Play the song again. Children stand in a circle, listen, sing and act out the song (see TB p 33).
- Repeat once or twice.

### Table time

#### Student's Book p 8

Watch. Listen, point and sing *The Ferris Wheel song*.



#### CD1 Track 22

- Play the audio of the song. Children listen, sing and point to the Ferris Wheel.
- Remember that you can use the karaoke version of the song when the children are confident.

### Color Mimi.

- Children color the picture of Mimi on the Ferris Wheel.

### Say.

- Children ask and answer questions about their picture, e.g. *Where's Mimi? Here! In blue!*

### Activity Book p 8



### Trace the Ferris Wheel going round.

- Children trace the line around the Ferris Wheel.

### Color the pod you want to go in.

- Children color the pod they want to go in.

### Ask and say.

- They point and say *Round and round*. Then they ask and answer about the characters.

### Closing time

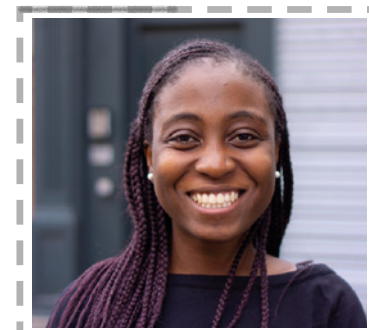
Learning review (see TB p 18)

Closing routines (see TB p 16)

*Bye bye* song and puppet (CD1 Track 3; see TB p 17 & 21)

Use the **Navio App** to watch the video, and encourage children to do the same at home.





**Watch. Listen and point. Follow and draw a path to connect the pictures in order. Trace around Mommy. Ask and say.** **Language:** mommy, daddy, grandma, grandpa, brother, sister; Where's your (sister)? Here. This is my (mommy).



## Learning objectives

- Ask and answer questions about where family members are
- Watch, understand and enjoy a video
- Identify family members in the video

## Materials

- Class CDs, flashcards, Ferris Wheel mat, Mimi puppet

## Main vocabulary

- mommy, daddy, grandma, grandpa, brother, sister

## Key language

- Where's your (sister)? Here. This is my (mommy).

Teacher's tip:  
Starting to work in pairs

Encouraging children to work in pairs right from the start is a great way to set them off on the road to working together cooperatively. Show them how to place one book on top of another so that they can work together while they listen to the audio and point to the pictures.



- Ask *Who's in the family?* (mommy, daddy, grandma, grandpa, brother, sister).
- Watch again. Pause and children repeat the questions and what Sophie and Tom say.

## Table time

Student's Book p 9



## Watch. Listen and point.

- Children identify Tom, Sophie and Auntie Jenny in the photo.
- Play the audio or video. Use the pause button. Children point to the family members.

## CD1 Track 24

**Sophie:** Hi, Auntie Jenny. Hello, Tom. This is my photo album. This is my family.  
**Auntie Jenny:** Great! Where's your sister?  
**Sophie:** Here. This is my sister.  
**Tom:** Where's your daddy?  
**Sophie:** Here. This is my daddy.  
**Auntie Jenny:** Where's your grandma?  
**Sophie:** Here. This is my grandma.  
**Tom:** Where's your grandpa?  
**Sophie:** Here. This is my grandpa.  
**Auntie Jenny:** Where's your brother?  
**Sophie:** Here. This is my brother.  
**Auntie Jenny:** Where's your mommy?  
**Sophie:** Here. This is my mommy.  
**Sophie:** Here. This is my mommy!  
**Mommy:** Hello!  
**All:** Hello!

## Follow and draw a path to connect the pictures in order.

- Play the audio again. Children follow the path with their finger and point to the different members of the family as they listen.

## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (story song) (CD1 Track 22; see TB p 19)

Lesson aims (see TB p 18)

## Game: Where's your (sister)?

- Give out the family flashcards to individual children.
- Ask e.g. *Where's your sister?* The child with the flashcard stands up and says *Here!*
- Repeat with the other flashcards.

## Game: Guess where!

- Put the flashcards face down on the floor or board and mix them up.
- Ask e.g. *Where's Grandma?* and invite a child to guess and turn over one of the flashcards. Say *Hurray!* and children clap if it is Grandma. Say *Oh no! It's ...* (naming the family member). *Let's try again!* if it isn't Grandma. Repeat several times.

## Watch the video.

- Explain that Auntie Jenny comes to Tom and Sophie's house and asks about the family.
- Play the video of Sophie, Auntie Jenny and Tom.

Use the Navio App to watch the video, and encourage children to do the same at home.

- They then draw the path to show the order of the pictures.

## Trace around Mommy.

- Children trace around the photo of Mommy.

## Ask and say.

- Children ask and say as if talking to Sophie, e.g. *Where's your mommy? Here!*

## Activity Book p 9



## Draw and color you and your family.

- Children draw and color themselves on the silhouette and any family members they choose in the rest of the frame.

## Ask and say.

- Children ask and answer about the family members in their picture.

## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)



Listen, point and sing *I love my family*. Color the frame red. Say.  
Language: mommy, daddy, grandma, grandpa, brother, sister; I love my (mommy).

## Family

## Learning objectives

- Recognize the value of loving your family
- Sing the values song *I love my family*
- Say *I love my (mommy)*

## Materials

- Class CDs, flashcards, Ferris Wheel mat, Mimi puppet

## Main vocabulary

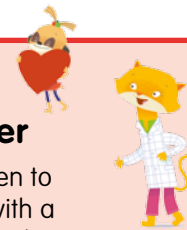
- mommy, daddy, grandma, grandpa, brother, sister

## Key language

- I love my (mommy).

**Teacher's tip:**  
**Creating a caring corner**

Before the lesson, ask the children to bring in a photo of themselves with a member of their family. Alternatively, they can draw a picture. Stick all the photos and pictures into a scrapbook. Get children to look at the photos and pictures together and say *I love my (mommy)*. Keep the scrapbook in an accessible place so that any children who start to miss family members during the school day can look at it with a classmate.

**I love my family song****CD1 Track 25**

- Stick the family flashcards on the board.
- Use the Mimi puppet to say *Listen and find out. Who do we love in the song?*
- Play the audio. The children point to the flashcards and name the family members in the song (*mommy, daddy, grandma, grandpa, brother, sister*).
- Play the audio again. The children sing the song and do the actions (see TB p 33).

**Table time****Student's Book p 10**

Listen, point and sing *I love my family*.

**CD1 Track 25**

- Play the audio of the song. Children sing and point to the members of the family.

**Color the frame red.**

- Children color the frame around the photo red.

**Say.**

- Children talk about their own family members and say, e.g. *I love my daddy*.

**Activity Book p 10****Color the circles to show the family members you love.**

- Children color the circles next to the family members they love.

**Say.**

- Children say who they love.

**Closing time**

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)





**Listen and point. Color the wheels. Say.**

**Language:** round, wheel; This is (a wheel). Wheels go round and round.

### Learning objectives

- Understand that wheels go round
- Listen and understand a dialogue about wheels
- Identify and talk about wheels in the classroom
- Count and say how many wheels

### Materials

- Class CDs, printable flashcards, *Ferris Wheel* mat, Mimi puppet

### Main vocabulary

- round, wheel

### Key language

- This is a (wheel). Wheels go round and round.

### Teacher's tip: Reinforcing the concept of round and round

Once the children have finished coloring the wheels in their books, encourage them to go around the wheels with a finger, saying *round and round, round and round*. Remind the children that the Ferris Wheel also goes round and round. Have them stand up and join hands to make a large circle. Slowly walk round and round like the Ferris Wheel. Encourage the children to say *Round and round* as they walk.



### Circle time

*Hello* song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

### Introduce content vocabulary.

- Use the printable flashcards and the puppet to introduce the content words (*wheel, round*). Children repeat.
- Say *Wheels go round and round*. Demonstrate what you mean and children make a circular movement with their arms.

### Game: Round and round

- Remind children of the Ferris Wheel in the story and story song.
- Lay out the printable flashcards. Say *This is a wheel and it goes round and round*.
- Repeat the game from Lesson 4. Say *The wheel goes round and round*. Move your arm in a circle and children do the same. Say *The wheel stops* and freeze in position.
- Repeat several times and children respond.

### Find wheels in the classroom.

- Make sure that classroom toys with wheels, such as toy cars or trucks, or picture books or posters of things with wheels are visible.
- Invite pairs of children to take turns standing up and finding something with wheels in the classroom. Respond by saying, e.g. *Yes, very good. And the wheels go round and round like this*.

### Table time

### Student's Book p 11



### Listen and point.

- Say *Sophie and Tom are talking to Auntie Jenny about wheels*.
- Play the audio. Children listen and point to the wheels in turn. Use the pause button as necessary.

### CD1 Track 26

**Sophie:** This is a wheel. This is a wheel.

**Tom:** This is a wheel. This is a wheel.

**Auntie Jenny:** Yes, very good. Wheels go round and round.

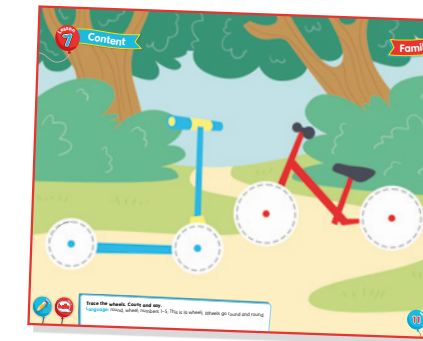
**Sophie:** Round and round; round and round.

**Tom:** Yes, wheels go round and round; round and round.

### Color the wheels. Say.

- Children color the wheels.
- Play the audio again. Use the pause button. Children repeat the sentences and point to the completed pictures in their books.

### Activity Book p 11



### Trace the wheels.

- Children trace the wheels.

### Count and say.

- Children count the wheels on the scooter and the bike and say how many.

### Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

*Bye bye* song and puppet (CD1 Track 3; see TB p 17 & 21)



## Learning objectives

- Watch, sing and act out the traditional song *The wheels on the bus*
- Play an action game
- Identify and name the people in the song

## Materials

- Class CDs, flashcards, *Ferris Wheel* mat, Mimi puppet

## Main vocabulary

- mommy, daddy, brother, sister; bus, wheels

## Key language

- The wheels on the bus go round and round.

## Teacher's tip: Acting out a simple role play

Seat the children on the floor in pairs as if they are on a bus. Choose one child to sit at the front and be the driver. Allow the children to choose a role: mommy, daddy, brother or sister. Play the audio of the song and the children act out their part. If space is limited, have children take turns coming to the front and acting out the song in groups of five.



## The wheels on the bus song 🎵

## CD1 Track 27

- Show children a picture or toy bus and introduce the word.
- Say *Stand up. Let's learn the song "The wheels on the bus."*
- Play the audio. The children listen and do the actions for the song (see TB p 33).
- Repeat. The children sing and do the actions.

## Watch The wheels on the bus song video. ⭐

- Children watch the video and join in singing the song and doing the actions with Tom and Sophie.

## Table time

## Student's Book p 12

## Watch. Listen, point and sing The wheels on the bus. ⭐ 🎵

## CD1 Track 27

- Play the audio. Children listen, sing and point to the pictures of the wheels and family members as they hear the words in the song.

## Color the circles under the family members in the song. Say.

- Children color the circles under each of the family members in the song (i.e. all of them).
- Children point to and name the family members on the bus, e.g. *brother*.

## Activity Book p 12



## Draw your family or friends on the bus. Color the wheels.

- Children draw four of their family members or friends on the bus. Then they color the wheels.

## Point and say.

- Children point and name the people they drew.

## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

Watch. Listen, point and sing *The wheels on the bus*. Color the circles under the family members in the song. Say. **Language:** mommy, daddy, brother, sister; bus, wheels; The wheels on the bus go round and round.





## Review

## Family



**Listen, point and say. Color the pods to show the family members you know. Stick the star sticker. Ask and say.** **Language:** mommy, daddy, grandma, grandpa, brother, sister; blue, green, orange, pink, red, yellow; Where's your (sister)? Here. This is my (brother).

13

## Family

### Learning objectives

- Review your learning and progress
- Ask and say where family members are
- Stick on a star sticker for achievement

### Materials

- Class CDs, flashcards, *Ferris Wheel* mat, Mimi puppet

### Main vocabulary

- mommy, daddy, grandma, grandpa, brother, sister; blue, green, orange, pink, red, yellow

### Key language

- Where's your (sister)? Here. This is my (brother).

### Teacher's tip: Introducing the concept of self-evaluation

The concept of self-evaluation is likely to be new to children. Explain and demonstrate that they should only color the pods of the family members they know. Encourage them to say the words as they do this. Give lots of encouragement and praise, pointing out the things they learned and achieved in this unit.



### Game: *I love my daddy.*

- With the flashcards still in position around the classroom, say, *I love my daddy!* Choose a volunteer to pick up the corresponding flashcard and mime giving "daddy" a hug.

### Watch the story video.



- Children watch the story video. Ask *Who's in orange?* (*Mimi and Grandpa*) *Who's in yellow?* (*Dylan and Grandma*) *Who helps in the story?* (*Mommy and Daddy*).

### Table time

### Student's Book p 13



### Listen, point and say.

- Say e.g. *Find daddy!* and children point to the correct pod.
- Play the audio. Children listen, point to the pictures and say the words.

### CD1 Track 28

**Mimi:** I'm the teacher! Can you remember our family, Dylan?

**Dylan:** Yes, I can. Mommy.

**Mimi:** Mommy.

**Dylan:** Daddy.

**Mimi:** Daddy.

**Dylan:** Brother

**Mimi:** Brother.

**Dylan:** Sister.

**Mimi:** Sister.

**Dylan:** Grandma.

**Mimi:** Grandma.

**Dylan:** Grandpa.

**Mimi:** Grandpa. Great job, Dylan. Very good!

### Game: *Where's mommy?*

- Stick the flashcards at the children's height on different walls around the classroom. Say *Where's mommy?* Children point to the corresponding flashcard and say *Here!*

### Color the pods to show the family members you know.

- Children color the pods of the family members they know.

### Stick the star sticker.

- Children stick on the star sticker for achievement.
- Monitor and encourage children to think positively about their progress.

### Ask and say.

- Children ask and answer questions about the family, e.g. *Where's Grandma? Here!*

### Activity Book p 13

### Color the faces to show the family members you know. Ask and say.

- Children color the faces next to the family members they know. They imagine they are Mimi or Dylan and ask and answer about the family members.



### Think and color the stars to show your progress.

- Children color the number of stars that they feel shows their progress in this unit.

### Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

Use the **Navio App** to review what children have learned in this unit, and encourage children to do the same at home.



# Project



## Family



**Choose a member of your family. Paint and decorate your picture. Make a family display.**  
**Ask and say. Language:** mommy, daddy, grandma, grandpa, brother, sister;  
 Where's your (grandpa)? Here. This is my (sister). I love my (daddy).

14

# Family

## Learning objectives

- Work together to do a collaborative project
- Make a family member for the display
- Talk about the family display
- Express enjoyment of the family display

## Materials

- Class CDs, Mimi puppet, project template, finger paints, yarn, tissue paper, glue, clothes line and clothespins for display
- optional: crayons

## Main vocabulary

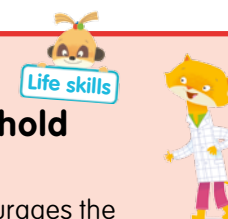
- mommy, daddy, grandma, grandpa, brother, sister

## Key language

- Where's your (grandpa)? Here. This is my (sister). I love my (daddy).

## Teacher's tip: Reinforcing how to hold a crayon

Coloring with crayons encourages the correct hold the children will need to establish for writing. Children of this age group may need to be shown how to hold a crayon correctly. Demonstrate the correct hold and gently adjust the hold of any children using an incorrect grip.



## Table time

### Student's Book p 14

- Say e.g. *We're going to make a family display like this. Look at what we need for our project: pictures of the family, finger paints, yarn, tissue paper, glue, string, clothespins.* Children listen and point to the pictures.
- Divide the children into groups or tables.

### Choose a member of your family. Paint and decorate your picture.

- Children choose the family template they want to complete or you can assign this.
- Make sure children have finger paints, yarn, tissue paper and glue available.
- Children use finger paints, yarn and tissue paper to paint and decorate their family template.

### Make a family display.

- When they are ready, children hang their completed template on the string clothes line you have prepared. Each table or group makes one family.

### Ask and say.

- Children identify the different members of each family in their display. Make the point that all families are different but equally special.
- Ask children *Do you like our family display?* Make the point that everyone helped make it and that they couldn't have made such a beautiful display on their own.

## Alternative version of project

- Children could color their template with crayons instead of painting and decorating it.

## Activity Book p 14



## Glue a photo or draw and color a picture of your family.

- Children either glue a photo or draw and color a picture of their family.

## Point, ask and say. Talk about your family.

- Children use their picture to ask and talk about their family.

## Closing time

Learning review (see TB p 18)  
 Closing routines (see TB p 16)  
 Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)