

| | Phonics | Numbers | Skills | Values |
|--|---|----------------|--|---|
| | Aa <i>apple, Annie</i> Bb <i>boy, bat</i> | 1, 2 | Reading: Left-to-right progression; visual discrimination; recognizing sequences Writing: Left-to-right progression; drawing horizontals and verticals; drawing long and short lines | Greeting people interacting with others in a polite and friendly manner) |
| | Cc <i>cat, car</i> Dd <i>dog, duck</i> | 3, 4 | Reading: Left-to-right progression; visual discrimination; identifying the odd-one-out Writing: Left-to-right progression; drawing diagonals, curves and curve sequences; drawing downstrokes (lines, curves and diagonals) | Be clean and tidy (understanding ways of looking after yourself and your home environment) |
| | Ee <i>egg, elephant</i> Ff <i>fish, farm</i> | 5, 6 | Reading: Left-to-right progression; visual discrimination; identifying differences Writing: Left-to-right progression; drawing large and small loops | Play respectfully (understanding appropriate behaviour required for building good family relationships) |
| | Gg <i>girl, guitar</i> Hh <i>hat, horse</i> li <i>insect, ill</i> | 7, 8 | Reading: Left-to-right progression; visual discrimination; recognizing fragments of a pattern Writing: Left-to-right progression; complex loops and pathways; drawing wave patterns | Be kind to others (sharing and playing co-operatively) |

Project: a rainbow

| | | | | |
|--|---|--------|--|--|
| | Jj <i>jug, juice</i> Kk <i>kangaroo, key</i> Ll <i>lion, lollipop</i> | 9, 10 | Reading: Word recognition (identifying words that are the same); matching words to pictures; reading simple sentence patterns Writing: Word tracing; guided word writing; completing simple sentence patterns with individual words | At other people's homes (showing respect for family and friends at home) |
| | Mm <i>man, mango</i> Nn <i>nose, neck</i> Oo <i>orange, octopus</i> | 11, 12 | Reading: Word recognition; matching words to pictures; reading simple sentence patterns Writing: Word tracing; guided word writing; completing simple sentence patterns | Take care in the park (understanding appropriate behaviour outside the home environment) |
| | Pp <i>panda, pen</i> Qq <i>queen, quilt</i> Rr <i>river, rainbow</i> | 13, 14 | Reading: Word recognition; matching words to pictures; reading simple sentence patterns Writing: Word tracing; guided word writing; completing simple sentence patterns with individual words | Take care at the zoo (understanding that living creatures should be respected and treated with care) |

Project: a family portrait

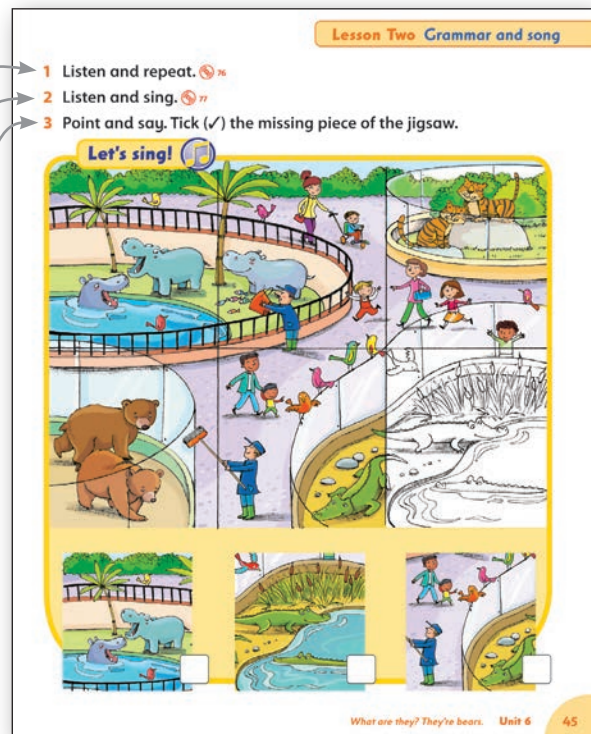
Lesson Two Grammar and song

Lesson 2 teaches the grammar points. The children also practise the language with a song and Total Physical Response activities.

The children listen to and repeat the grammar structure.

The children learn and sing the song.

The children practise the unit's words along with the grammar structure in a speaking activity.



Teaching the grammar and songs

Grammar

- Teach the grammar through example rather than explanation. Reinforce meaning with actions.
- Play the recording and have the children repeat the words in chorus. Use the song picture to consolidate meaning if necessary.
- Use flashcards to substitute new words. The children will see how the grammar structure works with different words. The children repeat the new sentences. (From Unit 7, read the grammar examples and write them on the board.)

Songs

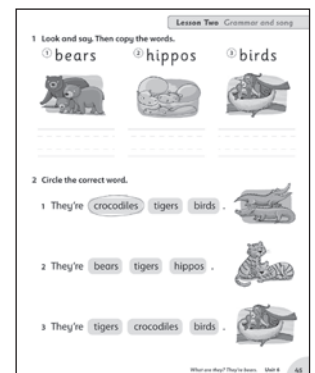
- Play the song to the class. The children listen and point to the pictures to show understanding of the words.
- Recite the words of the song with the class, without the music. Say each line and ask the children to repeat.
- Now sing the song with the class a number of times with the recording.
- Teach actions to accompany the song (see the suggested actions in the lesson notes, or ask the children to suggest their own).
- Sing the song again, this time with the actions.
- You could allow some children to provide accompaniment with drums, shakers, etc.

Children use the Student Website at home to practise the new grammar structures.

Workbook

The children further practise recognizing and writing the unit's new words. They then use them in a speaking activity.

In later units, children practise writing the full structure.



Online Practice allows children to recognize the grammar structure in a different context and to consolidate their understanding of the song.

Values Time! Everyday English

The Values Time! lessons come after every three units and focus on teaching real-world values. The Everyday English lesson provides practice of new language used in functional situations that are linked to the main value.

The children read and listen to the story for the first time. The children listen again, repeating the dialogues with the recording.

The children look at the main, large picture to help them understand the context, before they listen to a recording and complete the listening comprehension activity.

The children practise speaking in pairs, using the Everyday English phrases, and refer to the various contexts of the listening activity above.



Values Time! 2
Everyday English

Share with others

1 Listen, read and say. 🎧

1 Here, share my crayons.

2 Thank you.

3 You're welcome.

2 Listen and number. 🎧

3 Now point and say.

Share my desk.

You're welcome.

Thank you.

50 Values Time! 2 Share with others

Teaching Everyday English

Story

- Focus on the pictures. Ask children to say where the people are (*at home / in a living room*) and what they think the characters are talking about. Ask children what objects they can see in the pictures.
- Play the recording for children to listen and follow the dialogue in their Class Books.
- Play the recording again, pausing if necessary, for children to say the dialogue along with the recording.
- Children practise the dialogue in pairs or groups.
- Ask groups of children to act out the dialogue for the class.

Listening

- Show children the pictures and ask them to say who / what they can see in the picture. Explain that they need to listen and decide which part of the picture matches each dialogue in the recording.
- The recording contains examples of the Everyday English phrases, and some additional 'passive' phrases, which simply set the context. Remind the children that they don't need to understand every word.
- Play the recording for the children to listen and number the correct boxes.
- Ask the children to point and identify what each person is saying.

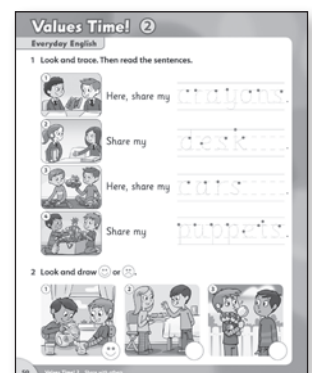
Speaking

Ask children to work in pairs.

- Read the first expression to the class and ask the students to point to the correct written expression.
- Hold up some classroom objects the children know in English. Elicit the Everyday English expressions from the children. (Teacher holds up a book. The class chant *Share my book*. The teacher says *Thank you*. The children chant, *You're welcome*.)
- Ask children to use the picture from exercise 2. Ask them to point to different people in the picture and say the relevant expression to their partner.
- Monitor children's performance. Ask some pairs to act out their dialogues in front of the class.

Workbook

The children practise reading and writing the Everyday English phrases in a new context. They then consolidate their understanding of the main value.



Values Time! 2
Everyday English

1 Look and trace. Then read the sentences.

Here, share my _____.

Share my _____.

Here, share my _____.

Share my _____.

2 Look and draw. 🎨

50 Values Time! 2 Share with others

Children do exercises to practise the Everyday English phrases in the Online Practice Values Time! section.

Lesson Three CB page 62

Learning outcomes

To recognize the upper- and lower-case forms of the letter *v* and associate them with the sound /v/


To pronounce the sound /v/

Language

Core: *violin, vase*

Extra: *I've got a, Victor, Vicky*

Materials

CD  102–103; Clothes flashcards 51–55; Phonics cards 43–44 (Vv violin, vase)

Warmer

- Play *A long sentence* using the structure *I've got to* to revise the vocabulary and structure from the previous lesson (see page 25).

Lead-in

- Draw dotted outlines of the letter *V* and *v* on the board.
- Facing the board, draw the letters in the air as you say the sound /v/. Children draw the letters in the air with you.
- Join the dotted lines to complete the letter *V* and *v*.
- Draw more dotted examples on the board and ask children to come and join the dots.

1 Listen, trace and point. Repeat. 102

- Say *Open your book*. Play the first part of the recording for children to listen to the letter sound /v/.
- Point to the *V* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Point to the *v* and trace the letter with your finger. Children trace the letter with their finger in their books.
- Then listen and point to the words *violin* and *vase* as they appear on the audio.
- Play the second part for children to repeat in chorus.

Transcript 102

Listen, trace and point.

/v/
/v/ violin
/v/ vase


Listen and repeat.


/v/
/v/ violin
/v/ vase


2 Listen and chant. 103

- Hold up your Class Book and point to the picture of the boy with the violin. Point to yourself and say *I'm (your name)*. Then point to the boy and say *I'm Victor*. Point to the violin and say ... *I've got a violin*. Point to Vicky and do the same. Encourage the class to repeat as a chorus.
- Play the recording for children to listen to the chant.
- Put the phonics cards /v/ *violin* and /v/ *vase* in different places around the room. Play the chant again for children to point to the cards as they hear the words.
- Play the chant again, pausing for children to repeat.
- Place the chant once more all the way through for children to repeat as they listen.


Lesson Three Sounds and letters

1 Listen, trace and point. Repeat.  102







violin




vase

2 Listen and chant.  103


3 Stick. Then circle the beginning v sound and say. 

V




I'm Victor.
I've got a violin.

v




I'm Vicky.
I've got a vase.

4 Join the letter Vv. Help Victor find the violin.



| | | | | | |
|---|---|---|---|---|---|
| J | N | V | q | U | L |
| V | l | M | v | s | v |
| n | v | r | t | V | a |



Complete the writing task on page 80 of the Workbook.

page
80

62 Unit 8 Vv – violin, vase

Transcript 103

I'm Victor. *I'm Vicky.*
I've got a violin. *I've got a vase.*
/v/, /v/, /v/ */v/, /v/, /v/*
I've got a violin. *I've got a vase.*

3 Stick. Then circle the beginning v sound and say.

- Hold up your Class Book and point to the pictures of Victor with a violin, and Vicky with a vase. Point to the upper-case *V* and elicit /v/.
- Say *Let's stick the sticker*. Hold up the *V* sticker and encourage children to place it correctly on their books.
- Then point to the example circle and say *Circle /v/*. Trace the circle with your finger as you say the word *circle*. Point and say /v/ – *Victor, Vicky*. Children repeat in chorus.
- Repeat with lower-case *v* and *violin, vase*.
- Children circle the corresponding letter in blue.

4 Join the letter Vv. Help Victor find the violin.

- Point to the picture of Victor on the left of the page and the picture of the violin on the right.
- Point to the example line. Say *Join the letter v*. Trace the line from Victor to the letter *v* with your finger.
- Point to the next letter *v* in the bottom line and continue tracing the line with your finger.
- Children find the letters *V* and *v* and join them with a continuous line until they reach the picture of the violin.

Further practice

Workbook page 62

Handwriting, Workbook page 80

Handwriting practice, Teacher's Resource Centre

80 Unit 8

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Everyday English CB page 72

Learning outcomes

To learn the value of being kind to animals
To use everyday English expressions connected with this value

Language

(James) Be kind to the (cat). Yes, OK. Sorry (Kate).

Materials

CD 119–120, animal flashcards and phonics cards, including phonics cards 5 (*cat*), 7 (*dog*), 8 (*duck*), 16 (*horse*)

Warmer

- Play *Musical Cards* (see page 24) using animal flashcards and phonics cards from the course. Include animals from this lesson (*cat, horse, dog, and duck*).
- Ask how we can be kind to animals (*love them, be nice to them, feed them, pat them, do not hurt them*).
- Refer the children to the first picture in Exercise 1. Ask *How does the cat feel? (sad) Was the boy kind to the cat? (no)*.
- Focus on the second picture in Exercise 1. Ask *How does the cat feel now? (It is happy.) Why? (The boy is being kind.)*

1 Listen, read and say. 119

- Play the recording. Children follow in their Class Books.
- Play it again, pausing for children to say the dialogue with the recording.
- Children practise the dialogue in pairs. Then invite pairs of children to act out the dialogue for the class.

Transcript 119

1 **Kate** James, be kind to the cat.

2 **James** Yes, OK. Sorry, Kate.

2 Listen and number. 120

- Focus on the picture. Ask *Where are the people? (On a farm.)* Ask *What are they doing? (Being kind to animals.)*
- Show children the example. Explain that they need to listen and match the dialogues they hear to the pictures.
- Play the recording. Children listen and number the pictures.

Transcript 120

1 **Boy** Be kind to the dog.

Girl OK, sure.

2 **Woman** Be kind to the ducks.

Girls Yes, OK. We will.

3 **Farmer** Be kind to the horse.

Girl Yes, OK.

4 **Girl 1** Be kind to the cat.

Girl 2 Yes, OK.

ANSWERS

Clockwise order from dog on Class Book page :1, 4, 2, 3

Values Time! ③

Everyday English

1 Listen, read and say. 119

James, be kind to the cat.

Yes, OK. Sorry, Kate.

2 Listen and number. 120

3 Now point and say.

Be kind to the ducks.

Yes, OK.

72 Values Time! 3 Be kind to animals

3 Now point and say.

- Focus on the Everyday English expressions (*Be kind to the ducks. Yes, OK.*) Read the first expression to the class and ask children to point to the correct written expression. Repeat with the next expression.
- Hold up some flashcards of animals from the lesson (*horse, cat, dog*). Elicit the expressions from the children: hold up a *dog* flashcard and the class chants *Be kind to the dog*. Reply *Yes, OK*. Repeat with the remaining flashcards.
- Ask children to choose and point to an animal in the picture in Exercise 2. Their partner uses this animal in the expression. (*Be kind to the horse. Yes, OK.*)

Optional activity

- Create four stations around the classroom with three different flashcards of animals from the Warmer, e.g. *horse, cat, duck* at one station, *dog, elephant, fish* at another. Place the flashcards face down on the desks.
- Divide the class into four groups. Ask each group to stand at a station. One child in the group becomes the teacher. They turn over a flashcard, e.g. *horse*. The rest of the children in the group say *Be kind to the horse*. The child with the flashcard says, *Yes, OK*. Continue with the remaining flashcards.
- Move the groups to the next station. Repeat the activity with a new 'teacher'. Continue until the children have been to each station.

Further practice

Workbook page 72

Online Practice • Values Time! 3

The Course Resources section of the Teacher's Resource Centre contains Extra Handwriting and Values worksheets for each unit, three Values Time! project templates, Values Time! extension activities and three Cut and Make activities.

The Extra Handwriting worksheets can be used after Lesson 5 in each unit and the Values worksheets after Lesson 6. Information on the values element of this course can be found in the Introduction to this Teacher's Book. These pages give information on how to use the Cut and Make activities, the Values Time! project templates and extension activities.

Cut and Make 1 (Unit 2) Desk tidy

Materials

One photocopy of the desk tidy cut-out and an A4 piece of card per child, coloured pencils or crayons, scissors and glue.

Method

- Children stick the template of the desk tidy onto the piece of card and cut it out. Then they colour the pencils and the background on the template.
- Demonstrate folding the template along the dotted lines. Then show how to fold and glue the tabs to hold it in place.

Activities

- Use the desk tidy to practise colours and school vocabulary.
- Tell children to put their pencils and crayons in their desk tidy. Do a simple question and answer activity. Ask individual children *How many (red) crayons in your desk tidy? How many pencils in your desk tidy? Elicit two red crayons, one yellow crayon, three pencils, etc.*

Cut and Make 2 (Unit 6) Bird in a cage spinner

Materials

One photocopy of the bird in a cage cut-out per child, coloured pencils or crayons, scissors and glue.

Method

- Children cut out the circles with the picture of the bird and the cage and colour them.
- Demonstrate gluing each circle to either side of a pencil so that the bird is visible on one side and the cage is visible on the other. When finished it should look like a lollipop.
- Using your own spinner, demonstrate how to roll the pencil rapidly back and forth between the palms of your hands to make the bird appear in the cage.

Activities

- Show your spinner to the class. Spin it in front of them and ask children *What colour is it? Elicit It's red, It's blue, etc.*
- Children roll their spinners and ask each other in pairs or in groups about the colour of their birds.

Cut and Make 3 (Unit 9) Drink mats

Materials

One photocopy of the drink mats cut-out and an A4 piece of card per child, coloured pencils or crayons, scissors and glue. One cellophane sheet per child (optional).

Method

- Children stick the template of the two drink mats onto the piece of card and cut them out. Then they colour the milkshake and jug on each drinks mat.
- To make the drink mats waterproof, give each child a sheet of cellophane. Ask them to cut out four squares the same size as their mats. Demonstrate how to peel off the backing and stick one square to either side of the drink mat.

Activities

- Children hold up one of their drink mats and make a sentence to say to the class, e.g. *I like milkshakes. I've got a jug. It's a jug. This is my milkshake.*
- Play the song from Lesson 2. Children hold up their milkshakes drinks mat when they sing the word.

Values Time! 1 A rainbow CB PAGE 29

Materials

Six photocopied circles of differing sizes on the appropriately coloured card for each child. The circle on the red paper is 20 cm in diameter. The orange is 17.5 cm. The yellow is 15 cm. The green is 12.5 cm. The blue is 10 cm. The purple is 7.5 cm. Scissors and glue for each child.

Note: you can use the rainbow template from the Teacher's Resource Centre. One rainbow worksheet per child, two sets of colouring pencils for each group.

Method

- Before class, photocopy the differing sized circles onto different coloured paper. Make your own rainbow to use as a model to clarify instructions in the lesson.
- Refer children to the project photos in the Class Book. Use the pictures and instructions to talk the children through the process of making their rainbows. Demonstrate with your rainbow and check understanding.
- Divide the class into groups of four and give each group the material they will need. Lay the coloured paper circles out in piles of the same colour, or place the piles of circles at the front of the class. Children come to the front and use the correct Everyday English expressions to ask for the paper they need. This will encourage the children to practise Everyday English expressions, as they will ask and thank each other for the different material on the table.
- Children cut out their circles and stick them on to one another from the biggest to the smallest.
- Hang the rainbows in class to create a colourful display and to remind the children of what they can achieve when they are polite.