Lesson 1

**Theme:** Vocabulary: Family
- To name family members.
- To understand the questions: Who’s this? Is this (granny)?
- To actively participate in a song.

**Concepts:** Numbers 4 and 5
- To identify numbers 4 and 5.
- To review numbers 1-3.
- To count up to five objects.
- To actively participate in a song.

**Story:** A new cousin
- To listen to and follow a story.
- To recognise family vocabulary.
- To identify numbers 1-5.

**Consolidation:** Review of family vocabulary and numbers
- To review family members.
- To review numbers 4 and 5.

Lesson 2

**Learning objectives**
- To listen to and follow a story.
- To recognise family vocabulary.
- To identify numbers 1-5.

**Vocabulary**

- **Key** auntie, cousin, grandad, granny
- **Review**
  - brother, daddy, mummy, sister;
  - blue, green, red; numbers 1-3

- **Key** numbers 4 and 5
- **Review** numbers 1-3; brown, orange, pink, purple, yellow

Lesson 3

**Story:** Where are they going?
- To review family members.
- To review numbers 4 and 5.

**Vocabulary**

- **Key** auntie, cousin, grandad, granny;
- **Review**
  - numbers 4 and 5
  - brother, mummy; numbers 1-3
  - blue, green, red

Lesson 4

**Vocabulary**

- **Key**
  - auntie, cousin, grandad, granny;
  - numbers 4 and 5
  - daddy, mummy; blue, brown; orange, pink, purple, red, yellow; numbers 1-3
- **Review**
  - auntie, cousin, grandad, granny; numbers 4 and 5
  - brother, mummy; numbers 1-3
  - blue, green, red;
  - brown, orange, pink, purple, yellow; numbers 1-3

**Phonics**

- The sound G
Multiple intelligences

- Visual-spatial
- Bodily-kinesthetic
- Musical
- Interpersonal
- Linguistic
- Logical-mathematical

Evaluation ‘Check if the children can...’

- identify and point to family members.
- name family members.
- respond to the questions: Who’s this? Is this...?
- join in with the song.
- complete the worksheet appropriately.
- do the interactive game on the IWB.

- identify numbers 4 and 5.
- remember numbers 1-3.
- count up to five objects.
- join in with the song’s actions.
- join in with the song’s lyrics.
- complete the worksheet appropriately.
- do the interactive game on the IWB.

- listen attentively to the story.
- answer simple questions.
- join in with the repetitive words.
- follow the animated story.
- complete the worksheet appropriately.

- identify and name family members and numbers 4 and 5.
- respond to the question: Who’s this?
- manipulate the pop-outs.
- understand the audio to complete the worksheet appropriately.
- do the interactive game on the IWB.

Teacher’s i-solutions

All the teaching and learning materials organised into step-by-step lesson plans including:

- Quick lesson guides and tips
- i-posters
- i-flashcards
- i-story cards
- Animated songs
- Animated story
- Interactive games

Game Generator to create your own interactive games for consolidation, revision or just for fun.

My Worksheets section to edit or create your own personalised worksheets using any of the photocopiable material from the unit.

Key competences
Learning objectives
To name family members.
To understand the questions: Who’s this? Is this (granny)?
To actively participate in a song.

Vocabulary
auntie, cousin, grandad, granny
brother, daddy, mummy, sister; blue, green, red; numbers 1-3

Resources and Materials
Teacher’s i-solutions
Amanda Panda puppet
CD 1
Flashcards: George; auntie, cousin, grandad, granny; brother, daddy, mummy, sister (Amanda and Friends 1*)
Flashcard cube
Poster Side A
Poster pop-outs
Student’s Book
Stickers 2.1
Note: Before the lesson, ask parents to send in family photos of their child’s siblings, parents, grandparents, cousins and an auntie.
Optional: Teacher’s Resource Book Worksheet 2.1 (1 per child)
* All the flashcards available to print or project on the Teacher’s i-solutions.

Key competences
The children develop their ability to review previously learnt vocabulary and extend their knowledge of English.
The children identify members of an extended family unit.
1.1-1.3

Introduction

- Sing the Hello!, Good morning! or Good afternoon! song.
- Greet the children with the Amanda Panda puppet and the George flashcard.
- Use Amanda to tell the children they are going to learn about George’s family.
- Show the family flashcards (Amanda and Friends 1) brother, daddy, mummy, sister. Review the words with the children. Remind them that we saw Amanda’s brother, Patrick, in Unit 1, lesson 1.
- Put the flashcards on the board. Put the George flashcard above the first one and have him say: My (brother).

Vocabulary presentation

- Have George show the new family flashcards one by one to introduce his family. He says: This is my (granny). The children repeat the words.
  - Note: Auntie and cousin will probably need to be explained in the children’s own language.
  - Display the four family flashcards and use George to say: Point to my (cousin). Then point to one and ask: Is this George’s (auntie)?
  - Poster Side A: Display the poster and ask different children to point to each house. Say: Point to the (blue) house. Point to house number (1).
  - Review the house colours and numbers.
  - Show the poster pop-outs of the family members and say: This is George’s... Help the children to name each one: auntie, cousin, grandad, granny.

1.3

Song: My family

- Put the flashcards on the board in the following order: granny and grandad, auntie and cousin. Review the words.
- Use the George flashcard to point to each one and say: This is my (auntie).
- Play the song. Point to each flashcard as it is mentioned.

Table time

- Sing It’s time to work! Student’s Book Worksheet 2.1: Point to George’s family and say It’s George’s family. This is his... Get the children to name the members. Point to the photo on the side with his brother and sister in too.
- Show the stickers and explain that George goes with his auntie and cousin; his parents go with his grandparents.
- Hand out the worksheets and stickers. Remind the children to put mummy and daddy with granny and grandad, and George with his auntie and cousin.
- Sing Tidy up!

Bye bye!

- Let the children say bye bye to the Amanda Panda puppet and the George flashcard.
- Sing Bye bye!
Interactive game

- Play **Guess it!** on the **Teacher’s i-solutions**. If you have extra time, play more games from the **Game Generator**. See pages 17-20 for all games descriptions and ideas.

Table time

- **Sing It’s time to work!**
- **Teacher’s Resource Book Worksheet 2.1** (1 per child)
  
  Get the children to say the names of the family members.
  
  Show the children that they have to trace the lines.
  
  Encourage them to name the family members as they do it.

Games

- **Playground game**: Take the children to the playground or a large space. Stick photocopies of **flashcards** onto plastic bottles like skittles and arrange them in a line. The children take turns to roll a ball into the skittles and then identify all the skittles they knock over.

- **My family**: Ask the children’s parents to send in photos of themselves, the child’s siblings, grandparents, aunties and cousins. Let the children show each other their photos in small groups and tell others who the people are in the photos. Make a family display with the photos.

Arts and crafts

- The children make houses with coloured card, then stick drawings or photos of their own family members inside. They then practise the vocabulary in pairs or with the teacher: **This is my (daddy)**.
### Learning objectives
- To identify numbers 4 and 5.
- To review numbers 1-3.
- To count up to five objects.
- To actively participate in a song.

### Vocabulary
- **numbers 4 and 5**
- **numbers 1-3; brown, orange, pink, purple, yellow**

### Resources and Materials
- **Teacher’s i-solutions**
  - Amanda Panda puppet
  - CD 1
  - CD 3
  - Flashcards: Otto; numbers 4-5; numbers 1-3 (Amanda and Friends 1*)
  - Poster Side B
  - Poster pop-outs
  - Realia: various objects for the children to count up to 5
  - Student’s Book
  - Optional: Teacher’s Resource Book Worksheet 2.2 (1 per child)
  - * All the flashcards available to print or project on the Teacher’s i-solutions.

### Key competences
- The children develop their listening and speaking skills, responding to questions in English.
- The children develop their mathematical knowledge, identifying the numerals 4 and 5 and counting up to five objects.

### Introduction
- **Choose a routine song to begin the class.**
  - Greet the Amanda Panda puppet.
  - Introduce Otto with the **flashcard** and review numbers 1-3.

### Concepts presentation
- Use the **flashcards** to present number 4 and number 5.
  - Work with **Poster Side B** and **poster pop-outs**.
  - Do the listening activity.

### Concepts practice
- Use real objects to practise counting to 5.

### Songs
- Use the **flashcards** of the numbers 4 and 5 to point to during the song.
  - Sing **Number four and Number five**.

### Table time
- **Sing It’s time to work!**
  - Work with **Student’s Book Worksheet 2.2**.
  - **Sing Tidy up!**

### Optional extras
- Play **Memory** on the Teacher’s i-solutions.
  - Play **Count the claps**.
  - Arts and crafts: Make a number 1-5 display.
  - **Traditional action songs: Five little ducks and Five little monkeys**

### Bye bye!
- Say **bye bye** to the Amanda Panda puppet and the Otto **flashcard**.
  - Sing **Bye bye!**
2.2

4

5

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**Introduction**
- Sing the *Hello!, Good morning!* or *Good afternoon!* song.
- Greet the children with the Amanda Panda puppet.
- Use Amanda to introduce Otto Octopus. The children will know him if they used Amanda and Friends last year. Amanda shows the Otto flashcard and says: *This is my friend, Otto Octopus. He loves numbers.*
- Have Otto show the flashcards for numbers 1, 2 and 3. Each time the children call out the number.
- Then say a number and the children hold up that many fingers.
- **Play the number songs and encourage the children to hold up the correct number of fingers.**

**Concepts presentation**
- Hold up one finger and say: *One.* Get the children to do the same. Then continue with *two, three, four* and *five.*
- Put the flashcards for numbers 1-5 on the board in order. Point to each and count up with the children. Repeat until they are all confident saying the numbers.
- **Poster Side B:** Display the poster and count the circles all together.
- Point to a circle and ask: *What colour is it?* Make sure the children can identify each colour.
- Show the poster pop-outs and get the children to name each one.

**Concepts practice**
- Put various objects on the floor. Ask the children to count out any number of them from 1 to 5.
- Put the flashcards on the board in order, 1-5. Practise saying the numbers in order with the children. Then use other voices, e.g., get them to whisper, then shout, then speak like a monster. Get them to count up very fast or very slow.
- If the children are able to, count down from 5 to 1.

**Songs: Number four, Number five**
- Put the number 4 flashcard on the board. Point and let the children call out the number.
- Play the song through, point to number 4 and hold up four fingers.

**Table time**
- Sing *It’s time to work!*
- **Student’s Book Worksheet 2.2:** Point to each Otto and ask *What number is it?*
- Point to Otto with the number 4. Ask a child to come out and to count four sweets. They can colour four.
- Repeat with the number 5.
- Hand out the worksheets and crayons. The children colour four sweets next to the number 4 and five next to the number 5. Each time encourage them to count as they colour.

**Bye bye!**
- Let the children say *bye bye* to the Amanda Panda puppet and the Otto flashcard.
- Sing *Bye bye!*
Interactive game

- Play Memory on the Teacher’s i-solutions. If you have extra time, play more games from the Game Generator. See pages 17-20 for all games descriptions and ideas.

Table time

- **Sing It’s time to work!**

- **Teacher’s Resource Book Worksheet 2.2** (1 per child)
  - Get the children to say the names of the numbers in the balloons.
  - They trace the numbers 4 and 5.
  - Then get the children to count the objects.
  - The children match the numbers with the objects.

Games

- **Count the claps**: Clap a number of times from 1 to 5. The children listen, count and then call out the number. Then call out a number and the children clap that many times. Repeat but get them to jump that number of times.

- **Find the numbers**: Write the numbers 1-5 on the board several times. Say a number and invite the children out to find that number and rub it out.

- **Trace**: Call out a number and get the children to use their finger to write it big in the air (stand with your back to them so they can copy you correctly). In pairs, the children trace a number on their partner’s back.

Arts and crafts

- Make a number 1-5 display. Draw large numbers and get the children to decorate them. Leave them on the wall as a permanent display.

- Make a set of textured numbers to help the children learn the shapes of the numerals through their sense of touch.

Traditional action songs

- **Five little ducks**: This is a great song to practise counting down from 5 and therefore indirectly learning about subtraction. The actions are simple and can be followed on the video.

- **Five little monkeys**: Another song to count down from 5. It is a fun, vibrant song.
**Learning objectives**

- To listen to and follow a story.
- To recognise family vocabulary.
- To identify numbers 1-5.

**Vocabulary**

- auntie, cousin, grandad, granny; numbers 4 and 5
- brother, mummy; numbers 1-3
- Where are they going?

**Resources and Materials**

- **Teacher’s i-solutions**
  - CD 1
  - Flashcards: George; auntie, cousin, grandad, granny; brother, mummy (Amanda and Friends 1*)
  - Story cards
  - Student’s Book
  - Coloured stickers

- **Optional:** Teacher’s Resource Book Worksheet 2.3 (1 per child)

* All the flashcards available to print or project on the Teacher’s i-solutions.

**Key competences**

- The children participate in a story by saying repeated phrases and guessing where the characters are going.
- The children follow a story both aurally and visually developing their understanding of stories.

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**Quick lesson plan**

**Introduction**

- Choose a routine song to begin the class.
- Greet the George flashcard.
- Get George to tell the children that there is a story today.

**Story presentation**

- Review family members with the flashcards.
- Sing the Story chant.

- Listen and show the story cards.
- Listen again so the children can join in.
- Ask questions to check understanding.
- Watch the animated story.

**Table time**

- Sing It’s time to work!
- Work with Student’s Book Worksheet 2.3.
- Sing Tidy up!

**Optional extras**

- Play Which story card? on the Teacher’s i-solutions.
- Play Choose a story card.
- Literacy: Make a class book with photocopies of the story cards.

**Bye bye!**

- Say bye bye to the George flashcard.
- Sing Bye bye!
Introduction

- Sing the Hello!, Good morning! or Good afternoon! song.
- Greet the children with the George flashcard.
- Use George to tell the children they are going to listen to a story.

Story presentation

- Show the family flashcards and review the words: auntie, brother, cousin, grandad, granny, mummy.
- Sing the Story chant.

Story: A new cousin

- Show story card 1, point and ask questions: Who’s this? Is this Amanda’s mummy or daddy?
- Play the audio and show the story cards.

**Note:**

Point to the appropriate pictures:
1. Today is a very special day for...
   (Amanda Panda).
2. Mummy has got some beautiful... (flowers).
3. Amanda says ‘Hello,... (Granny)! Hello,... (Grandad)!'
4. How many people in the car? (Five.)
5. They are at the... (hospital).
6. The baby is Amanda’s new... (cousin).
   What’s her name? (Miranda.)
7. Who takes a photo? (Grandad.)
8. Who can you see in the photo? (Amanda, her brother, her mummy, her auntie, her granny and her cousin.)

- Watch the animated story.

Table time

- Sing It’s time to work!
- Student’s Book Worksheet 2.3: Point to each person and ask Who is this?
- Ask a child to put a coloured sticker on Amanda’s cousin. Ask another child to come and point to her auntie.
- Hand out the worksheets, coloured stickers and coloured pencils. The children name the family members, colour Amanda’s auntie and put a coloured sticker on her cousin.

- Sing Tidy up!

Bye bye!

- Let the children say bye bye to the George flashcard.
- Sing Bye bye!
Interactive game

- Play Which story card? on the Teacher's i-solutions. If you have extra time, play more games from the Game Generator. See pages 17-20 for all games descriptions and ideas.

Table time

- Sing It's time to work!
- Teacher's Resource Book Worksheet 2.3 (1 per child)
  Get the children to name the family members auntie and cousin.
  Get the children to follow the path from Amanda to her family with their fingers so they find the correct route.
  Give out pencils or crayons and the children trace the route. Then ask the children: Who is Amanda with?

Games

- Choose a story card: Put all the story cards on the board. Say: Show me (Amanda with her mummy and brother). The children point out the correct card.
- Which story card?: Put three story cards on the board and describe one of them. Say: I can see Amanda kissing her new cousin. The children point to the correct card.

Literacy

- Make a class book: Photocopy the story cards and staple them together to make a book. Leave it in the class so the children can read the story and say the words they know.
Learning objectives

To review family members.
To review numbers 4 and 5.

Vocabulary

auntie, cousin, grandad, granny; numbers 4 and 5
daddy, mummy; blue, brown, orange, pink, purple, red, yellow;
numbers 1-3

Resources and Materials

Teacher’s i-solutions
Amanda Panda puppet
CD 1; CD 3
Flashcards: auntie, cousin, grandad, granny; numbers 4 and 5;
numbers 1-3 (Amanda and Friends 1*)
Flashcard cube
Poster Side B
Poster pop-outs
Pop-outs
Student’s Book
Stickers 2.4
Optional: Teacher’s Resource Book Worksheet 2.4 (1 per child)
Phonics Big Book: Granny’s new glasses
Teacher’s Resource Book Worksheet G (1 per child)

* All the flashcards available to print or project on the Teacher’s i-solutions.

Key competences

The children review the new language they have learnt.
The children use the IWB.