Unit 1: Lesson 1

OPENING ROUTINE
- Ask the children to wake up Tommy by singing songs they know in English. For the first few lessons, remind them of songs they sang last year and sing Hello!.
- Sing Are you feeling sleepy today? 
- Call out a child to have a conversation with Tommy (See TRB, page 25).
- Use the following songs to move the children: All together 
- Table time

CLOSING ROUTINE
- Sing Tidy up! 
- Say goodbye to Tommy and sing Goodbye!

VOCABULARY
pencil, rubber, paper
crayon, book, teacher, floor

AUDIO
Action song 1: Pick up a pencil
Pick up a pencil and draw, draw. (x3)
Draw on your paper!
Clap, clap, clap. And tap the floor. (x3)
Pick up a rubber and rub out. (x3)
Rub out on your paper!
Clap, clap, clap. And tap the floor. (x3)
Rub out on your paper!

Tommy’s music 1
Pick up a pencil and paper and wave them in the air. Draw a picture. Pick up a rubber and rub out your drawing. Clap and dance.

BASIC COMPETENCES
The children are introduced to the classroom routine and what is expected of them.

LESSON A

PREPARATION
- Tommy
- Flashcards: pencil, rubber, paper, teacher, floor, book, crayon
- CD
- A pencil, a rubber, a piece of paper, a crayon and a book in a cloth bag
- Post-its over the worksheet
- Stickers

ALL TOGETHER TIME
- Playing with Tommy: pencil, rubber, paper, book, crayon, floor
  - Create interest: Show the cloth bag with the school objects in it and say: Here’s Tommy’s school bag. What is in it?
  - Introduce new vocabulary: Take out the book and the crayon and see if the children remember the words from last year. Help Tommy take the objects out of the bag, one by one. Say: Oh! Here’s Tommy’s (pencil) Put the objects back in the bag. Show the flashcards one by one and say: Oh! It’s a (pencil)! For each flashcard ask a child to look in Tommy’s bag for the real thing.
  - Play a flashcard game: Same or different? (Teacher’s Resource Book, page 27)

  - Action song 1: Pick up a pencil
  - Use Tommy to act out the song using the real pencil, paper and rubber. Show the children the worksheet. Remove the post-its slowly. Remind the children of, or introduce them to, the characters and sing the appropriate verse of the song. Put Tommy somewhere so he can watch.
  - Pick up a piece of paper. Pick up a pencil and draw a tiger. Pick up a crayon and colour it. Sing the two verses of the song from Level 1 with the children, playing with Tommy. Continue with Polly and Tina.

  - Worksheet 1.1: pencil, rubber, paper, crayon, book, teacher
  - Display and talk about the worksheet: Point and say: Look! Here’s Polly. Tommy, the teacher and Tina. Tina has a pencil. Tommy has a rubber and Polly has a piece of paper. The teacher has a book and look, here are some crayons, too!
  - Practise the task: Ask children to point to a classroom object and colour the book with a crayon. Say: Point to the pencil. Good. Now get a crayon and draw a picture in the book. Thank you!

TABLE TIME
- Give out the stickers saying: It’s a (pencil)! Play the song, passing after each verse for the children to stick the sticker in the correct place. They draw a picture in the book.
- Play or sing the song, getting the children to point to the worksheet as they listen.
- Encourage the children to identify pencil, rubber, paper, book, crayon, teacher.

OPTIONAL ACTIVITY
Musical school objects
Put the school objects into the cloth bag. Play some music and the children dance. Stop the music and ask a child to take an object out of the bag. The children say the word and mime using it. Put the music back on and continue.

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LESSON B

PREPARATION
- Tommy
- Flashcards: pencil, rubber, paper, teacher, floor, book, crayon
- CD
- Photocopy of the worksheet for all the class
- Real classroom objects in a cloth bag

ALL TOGETHER TIME
- Playing with Tommy: pencil, rubber, paper, teacher, floor, book, crayon
  - Recap vocabulary: Say: What’s in the bag? Do you remember? Tommy takes the objects out of the bag as they say them. If they don’t remember any of the objects, Tommy can mime using them.
  - Play a flashcard game: Tommy guesses game (Teacher’s Resource Book, page 27)

  - Action song 1: Pick up a pencil
  - Sing the song and do the actions, encouraging the children to join in.
  - Sing the two verses of the song from Level 1 with the children. Pick up a crayon and colour and Pick up a book and read.
  - Show a school object and sing the appropriate verse with the children, without the CD.

  - Tommy’s music 1
  - Pick up a pencil and wave them in the air. Draw a picture. Pick up a rubber and rub out your drawing. Clap and dance.
  - Practise the actions with the children.

  - Photocopyable Worksheet 1.1: pencil, rubber, paper, teacher, book, crayon
  - Display and talk about the worksheet: Point and say: Look, here’s Tommy. He has a piece of paper and a rubber. Continue with Polly and Tina.
  - Practise the task: Call out a child and say: Point to Tommy. Point to the school objects at the top of the page and ask: Does he have a rubber? (Yes) Does he have a pencil? (No) So draw a line from the rubber to Tommy. Continue with Polly and Tina.

TABLE TIME
- The children draw lines between the objects and the characters.
- Encourage the children to identify the school objects.
- Sing or play Pick up a pencil as the children work.

OPTIONAL ACTIVITY
An action game
Say: Pick up a piece of paper. Pick up a pencil and draw a tiger. Pick up a crayon and colour your tiger. Oops, you don’t like it! Pick up your rubber and rub out your tiger. Pick up a book and read. It’s a book about tigers. Orr. Help the children to carry out the instructions as necessary.
Unit 1: Lesson 2

LESSON A

PREPARATION
- Tina
- A little red construction block and a big blue construction block in the cloth bag
- Flashcards: red, blue, little mosquito, big elephant

ALL TOGETHER TIME 1.5
- Playing with Tina: red, blue, one, two, big, little
  - Create interest: Call out a child to see what Tina has in her bag. Ask: What is it? A little red brick and a big blue brick.
  - Revise the concept: Display the two bricks. Place Tina with her back to the class and put one of the bricks behind her, where she can't see it. Tina asks: Is it (red)? Is it (big)? The children answer: Yes/No. Put the two bricks together and Tina turns round and points to the brick she thinks was behind her back. Repeat several times.
  - More practice: Scatter the big and little, red and blue bricks on the floor. Tina asks one child at a time to give her some bricks: Can I have (two blue bricks), please? Thank you! Then, change the activity so that the children ask Tina to give them bricks.

- Colour songs: Red bird 1.10, Blue whale 1.11
  - Flash the red bird flashcard and the children say what they see. Do an action for bird. The children do the action and say: Tweet, tweet. Repeat the same procedure with the blue whale flashcard.
  - Play the song. The children do the actions and join in with the singing.

- Song: Big and little 1.21
  - Show the children the elephant and mosquito flashcards and do an action for each, exaggerating their size.
  - Play the song. The children do the actions and join in with the singing.

OPTIONAL ACTIVITY: Big and little
Give each child some red and blue plasticine and ask them to make big and little balls. As they work, ask them to describe their plasticine balls:

- Worksheet 1.2: red, blue, one, two, big, little, bird, whale
  - Display and talk about the worksheet: Point and say: Look! It's a whale. It's blue. Let's count the whales, one, two. Look, it's a bird. It's red. Let's count the birds, one, two. Point to the numbers. This whale is big and this whale is little. This bird is big and this bird is little.
  - Practise the task: Call children out to point to parts of the picture. Show the children the page in their book and the two stickers. Ask: Is this the big (bird) or the little (bird)?

TABLE TIME 1.6
- The children put the whale and bird stickers in the right place and colour the other bird and whale.
- Encourage the children to identify red, blue, big, little, one, two, whale, bird.

LESSON B

PREPARATION
- Tina
- Flashcards: red, blue, one, two
- CD
- Photocopy of the worksheet for all the class
- Stickers

ALL TOGETHER TIME 1.5
- Playing with Tina: red, blue, one, two, big, little
  - Recap the concept: Walk round the classroom picking up red and blue things and ask: What colour? How many? Big or little?
  - More practice: Ask groups of children to bring items from the classroom to Tina. Please, can you each bring (two little red things) for Tina? Play some music and when the music stops give an instruction: Touch something (blue). Touch something (little) Touch something (little and blue). Touch (two blue) things.

- Colour songs: Red bird 1.10, Blue whale 1.11
  - Show the children both flashcards. Then, place them face down on a table. Move them round quickly, swapping places several times. Point to one of them and the children say which one they think it is. Turn the cards over to check their answers.
  - Play the song and the children do the actions and join in with the singing.
  - Put a red gomet and a blue gomet on the back of the children's hands (one on each hand). As you give the gometes, encourage each child to say: (Blue), please. Thank you. Play the song again and, every time they hear the colours, they hold up the corresponding hand.

- Photocopyable Worksheet 1.2: one, two, blue, red, crayon, book
  - Display and talk about the worksheet: Point and ask: Who is it? It's (Tommy) What's this? (A book and two crayons.) What number is it? (One, two.) Let's count the books and the crayons.
  - Practise the task: Call out a child and give them a blue crayon to colour the book. Then, call out another child and give them red crayons to colour the crayon. Then, call out two children to count the book and crayons and colour the number one blue and the number two red.

TABLE TIME 1.6
- The children colour the book blue and the crayons red. They count them and colour the numbers the corresponding colour.
- Encourage the children to identify one, two, blue, red, crayon, book.

OPTIONAL ACTIVITY: Sequences
Thread big and little red and blue beads onto a string in a sequence. Children make different sequences, for example: two red beads then two blue beads, or one big red bead followed by two little red beads. Encourage each child to tell you their pattern.
Unit 1: Lesson 3

LESSON A

PREPARATION
- Tommy, Tina and Polly
- Flashcards: teacher, floor, book, crayon, Tommy, Tuwing, Petal
- Story cards: Story 1: The classroom castle!
- CD

ALL TOGETHER TIME
- Playing with Tommy, Tina and Polly: book, pencil, rubber, paper
- Recap vocabulary: Tommy whispers to you and say: Tommy wants a piece of paper and a pencil, please. Ask children to give these to him. Tommy draws pictures with the pencil. Each time show the picture to the children and ask: What is this? Shall we rub it out? Yes! Tommy wants a rubber, please!
- Play a flashcard game: Which one?
- Story 1: The classroom castle
- Create interest: Put the flashcards of Tommy, Petal and Twig face down on the carpet or board and ask the children: Who’s this? Is it Tommy? Several the flashcards slowly, showing Tommy last, and say: Remind them of the classroom castle. Ask: Which one? If necessary, say first in the children’s mother tongue and then in English.
- Listen to the audio: You can go through the cards commenting and asking the children questions, and then play the audio through without stopping, or you can play the audio and display the pictures one at a time. Before picture 2 and picture 4, ask the children to imagine what Petal and Twig might use the classroom objects for.
- Check comprehension: Point, mime and ask questions: Is it Petal? What is Petal doing? What is that? Listen to the audio and join in: Put the story cards on the floor and give children a pencil, rubber and piece of paper. Play the audio again, encouraging the children to join in with what Tommy, Tommy, Twig and Petal are doing. When they hear the words one, two, three, the children can make wider and wider circles in the air with their fingers.
- Worksheet 1.3: Book, pencil, rubber, paper, Twig, Petal
- Display and talk about the worksheet: Point to each of the characters and objects in turn and ask: Who’s/What’s this? Practise the task: Call a child out. Point to Petal and Twig’s see-saw and ask: What’s this and this? Point to the bottom of the worksheet and say: Find the rubber and the pencil down here. Draw a line from the pencil here to the pencil here. Now, get a crayon and colour the (rubber), please.

TABLE TIME
- The children draw a line from the school objects to the fairy see-saw and slide. They colour the school objects.

OPTIONAL ACTIVITY A classroom castle
- Give out the pictures of pencils, rubbers, books and crayons on white card. The children colour them and then punch them out. Stick them with the children onto a large piece of card to make your own classroom castle.

LESSON B

PREPARATION
- Tommy, Tina and Polly
- Flashcards: book, pencil, rubber, paper (hide the rubber flashcard somewhere in the classroom)
- Story cards: Story 1: The classroom castle
- CD
- Photocopy of the worksheet for all the class
- Gomets
- Paper, stick-on stars and multi-coloured gomets (optional)

ALL TOGETHER TIME
- Playing with Tommy, Tina and Polly: book, pencil, rubber, paper
- Recap vocabulary with a flashcard game: Hide and seek
- Story 1: The classroom castle
- Recap the story: Show the children the story cards, one at a time. Mime with the children what they see in the picture. Read the text on the back of the card at the same time.

OPTIONAL ACTIVITY Make magic wands
- The children decorate one end of a piece of paper with stars and gomets. Roll up the wands from the opposite end and fix the wands with a piece of tape. Now the children can use them to join in with Twig and Petal’s magic spells. At the end of the class, put the wands away to use with future stories.
- Act out the story: Assign the roles of Tommy, Petal and Twig. Tell the children what the story is about and help the children to act out their parts.
- Story chant 1: The classroom castle
- Listen to the audio: The children listen to the chant and tap the floor in time to the rhythm.
- Display story cards 1, 3, 4 and 6. Play the chant again and point to the relevant story card. Play the chant again, encouraging the children to join in with the actions and words.
- Photocopyable Worksheet 1.3: Book, pencil, rubber, paper, crayon, Twig, Petal
- Display and talk about the worksheet: Point and say: Look! Here’s Twig and Petal’s castle. Here is a pencil, a piece of paper, a rubber, a crayon and a book. Call a child out and say: Point to a pencil. Continue with other children.
- Practise the task: Call a child out and say: Can you finish this line here, please. Put a yellow sticker on a rubber. Thank you. Continue with other children.

TABLE TIME
- The children trace the lines to finish the castle. They put gomets on the rubbers. You can play or sing the songs from the unit as children work.
- Encourage the children to identify the school objects and to join in saying the chant from the story.

VOCABULARY AND EXPRESSIONS
- book, pencil, rubber, paper
- school, castle
- What’s this? I don’t know!
- This is fun!
- What are you doing?
- What is this?

AUDIO
- Story 1: The classroom castle
- Story chant 1: The classroom castle
- What’s this? I don’t know.
- What is this? Is it a pencil?
- This is a pencil.
- This is paper.
- This is a book.

BASIC COMPETENCES
- The children enjoy listening to a story and participating with the related activities.

OPENING ROUTINE
- Wake up Tommy, Tina and Polly by singing them some songs. Choose from the following:
  - Tommy’s gym
  - Pick up a pencil
  - Colour songs: Red bird
  - Blue whale
  - Big and little
- Sing Hello everyone and then Ask a child to have a conversation with one of the characters (See TRB, page 25)
- Use the following songs to move the children: All together

CLOSING ROUTINE
- Sing Tidy up
- Say goodbye to Tommy, Tina and Polly and sing Goodbye!
Unit 1: Lesson 4

LESSON A

PREPARATION
- Tommy, Tina, and Polly
- Flashcards: crayon, book, teacher, floor, pencil, rubber, paper, red, blue, big, little
- Poster 1 and Blu-tack
- Children's pop-out
- 1 ready-made
- Cover the bottom two series on the worksheet

ALL TOGETHER TIME 1.5
- Playing with Tommy, Tina and Polly: crayon, book, teacher, floor, pencil, rubber, paper, red, blue, big, little
- Recap vocabulary: Tommy shows the flashcards to Tina and Polly, who remember the words with the children's help.
- Play a flashcard game: Remember! (Teacher's Resource Book, page 27)
- Poster 1: crayon, book, teacher, floor, pencil, rubber, paper, bird, whale, elephant, red, blue, big, little
- Create interest: Display the pop-outs of the three schoolbags and show the children the pop-out classroom objects and toy animals. Ask the children to say what they see.
- Play with the pop-out: Call out a child and ask: Can you put a (red pencil) in Tommy's bag, please? Call out more children to place different objects in the different bags. Then, call out a child and say: Can you go to Tommy's bag and get the (red pencil) and put it in (Tina's) bag, please? Continue giving instructions to the children to move the items.

POP-OUT 1: bag, crayon, book, pencil, rubber, paper
- Display and talk about the pop-out: Show the children the bag with all the flaps closed. Open a flap, point to the back of it, and ask: What is it? Continue in the same way with the remaining three flaps. Now point to the book and ask: What is it?
- Play a circle game: Children sit in a circle and pass the pop-out. When you say: Stop! Put a pencil in the bag, the child with the pop-out closes the pencil flap. Continue until all the flaps are closed. Then, change the instruction: Take the (pencil) out of the bag.
- Worksheet 1.4: pencil, crayon, book, paper, rubber, red, blue, big, little
- Display and talk about the worksheet: Say: Look! It's Tommy. What has he got? Point and ask: Where is Tommy going to put the red pencil, here or there? Continue in the same way with Tina and Polly.
- Practise the task: Call out children to point to different parts of the picture. Call out more children and give them a crayon or a pencil to continue each of the series.

TABLE TIME 1.6
- The children finish the series.
- Encourage the children to say pencil, crayon, book, paper, rubber, red, blue, big, little.
- The children prepare their pop-outs.

OPTIONAL ACTIVITY Listen and say
Do Action song 1: Pick up your pencil 1.27 and the children open the corresponding flaps.

LESSON B

PREPARATION
- Tommy, Tina and Polly
- Flashcards: crayon, book, teacher, floor, pencil, rubber, paper, red, blue, big, little
- CD
- Poster 1
- Photocopy: the worksheet for all the class
- Stickers

ALL TOGETHER TIME 1.5
- Playing with Tommy, Tina and Polly: crayon, book, teacher, floor, pencil, rubber, paper, red, blue, big, little
- Recap vocabulary: Tommy and Tina take turns at getting the flashcards out of the cloth bag and asking the children to say the words.
- Play a flashcard game: Flash (Teacher's Resource Book, page 26)
- Poster 1: crayon, book, teacher, floor, pencil, rubber, paper, bird, whale, elephant, red, blue, big, little
- Start with all the objects in the three bags and ask: Who has got the (blue whale)? Call children out to remove the objects from the bags and give them to the owners. Can you go to Tommy's bag, please, and get his blue crayon and give it to him? Tommy then says: Thank you.
- Continuous assessment
  1. Sing and do Action song 1: Pick up your pencil 1.27
  2. Listen and join in with the Story 1 1.29 and/or Story chant 1: The classroom castle 1.30
  3. Sing Colour song: Red bird 1.10 and/or Big and little 1.21

TABLE TIME 1.6
- Photocopy: Worksheet 1.4: crayon, book, teacher, floor, pencil, rubber, paper, bird, whale, elephant, red, blue, big, little
Do this worksheet with a small group of children at a time, or one by one if children are unable to produce the words, show them where to stick each character and what colour to use to trace each number in order to evaluate their comprehension. Mix both techniques as appropriate for each individual child.
  1. Check production of the target words. Point to a sticker and say: Who is it? (Petal) Then ask the child: Where do you want to stick (Petal)? Continue in the same way so that the child names the five characters and five of the words.
  2. Check numbers and colours: Ask: What number is it? Is it big or little? What colour do you want to trace it?
Unit 1: Lesson 5

LESSON A
PREPARATION
- Tommy
- CD

ALL TOGETHER TIME
- Playing with Tommy: floor, window, door, ceiling
  - Focus on the music: Listen to the music and the children sway to the beat.
  - Focus on the actions: First, do the actions for the song in silence and encourage the children to copy the actions. Do the actions again and pause every now and again to see if the children can do the next action. Then, do the actions and say the words. Encourage the children to repeat what you say.
  - Play the audio: The children do the actions and join in with the singing. Round and round we go. Children roll one hand over the other. On the second line, they can roll their hands in the opposite direction.

OPTIONAL ACTIVITY Point to
Tommy gives instructions to the children to point to things. For example: Point to a window, the door, the ceiling, the floor, the teacher, a blue crayon, a pencil, a rubber, a book. Every so often, Tommy says: Pull, pull or clap, clap, clap. Tommy starts slowly and gradually gets faster.

- Worksheet 1.5: boy, girl, ceiling, floor, door, window
  - Display and talk about the worksheet: Point and say: Look at the children. Look at this boy/girl. Is he/she pointing to the door? What is he/she pointing to? What is the girl in yellow pointing to?
  - Prepare for the task: Call children out to point to a boy, a girl, the ceiling, floor, door and window, a child wearing red, blue, etc. Call out a child to trace the line with their finger between a child and what they are pointing to. Give a child a pencil and say, for example: Trace the line between the boy and the window.

TABLE TIME
- Children trace the lines between each child and what they are pointing to. They also colour the door.

LESSON B
PREPARATION
- Tommy
- Photocopy of the worksheet to allow one for each child and 1 extra
- CD

ALL TOGETHER TIME
- Playing with Tommy: round and round we go, pull, clap, put your hands on your knee, point to the door, window, ceiling
  - Play Tommy says. Give commands from the song. Clap your hands! Point to the floor! Pull! Round and round we go! The children only carry them out if they are prefaced by Tommy says. If they carry out a command without Tommy saying they should do it, they should sit out of the game for two turns.

- Authentic song 1: Round and round we go
  - Ask children to remember the actions from the song and do them in order.
  - Play the song, encouraging the children to join in with the mimes and the words.
  - Do the actions again and see if the children can remember the words for them.
  - Sing the song, replacing ceiling and window with objects in the classroom, for example: Point to a crayon, point to the floor, point to a book, point to the door.

OPTIONAL ACTIVITY An action dance
Play some music and the children dance. Pause the music and the children make a statue. Then, say a command from the song, for example: Point to the ceiling! Start the music again and the children dance and do the action until you pause the music again and give them a new action.

- Photocopiable Worksheet 1.5
  - The children are going to make a picture of themselves singing the song. Tommy shows the children a picture of a child rolling one hand over the other. Demonstrate how to draw a face (Tommy’s) and colour the clothes. Ask: What is Tommy’s favourite colour? and colour the tracksuit accordingly.

TABLE TIME
- Give each child a picture of a child to convert into a picture of themselves, following your example. As the children work, play the song several times.
- Encourage individual children to say the words of the song with you.

OPTIONAL ACTIVITIES Optional follow up
Cut out and glue the completed children onto the two pieces of card. Draw a window and a door on the card. Display the children’s song poster, and then use it as a page in the Very big class song book. Children can watch other children singing this song on the internet. Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.
Unit 1: Lesson 6

**LESSON A**

**PREPARATION**
- Polly
- Flashcards: draw, cut out, sing, dance
- Photo poster 1 (cover all but the picture of Jessica and the picture of the classroom)
- CD
- Stickers

**ALL TOGETHER TIME**

- Playing with Polly: I like school
  - Create interest: Polly is happy. Ask the children: Why is Polly happy? (She likes school). Polly asks the children: Do you like school? Encourage the children to say yes and put their thumb up. They can also do a high five with Polly.
- Photo poster 1: 1.22: drawing, cutting out, singing, dancing, playing, boy, girl, like school
  - Display and talk about the poster: Introduce Jessica and read/listen to what she is saying. Is Jessica a girl or a boy? How old is she? Does she like school? Uncover the first picture, mime and say: Look, it’s a boy. He’s drawing. He likes drawing. Uncover pictures one at a time, talk about them, and do a mime for the children to join in. Each time ask: Is the boy/girl happy? Does he/she like dancing, etc. Practise the mimes with the children.
  - Play the audio (in order): Pause after each picture and mime the information with the children. Play the audio again without pausing and the children mime with you as you listen and look at the pictures.
  - Flashcard practice: drawing, cutting out, singing, dancing
    - Show flashcards one at a time and call out children to identify the child doing the corresponding action on the poster. Help them say: This boy is drawing, etc.
    - Display the flashcards and say one of the activities. Then, name a child to touch the corresponding Flashcard and show the poster. Play more flashcard games. See the games bank, Teacher’s resource book, page 26.

**OPTIONAL ACTIVITY Mime game**

Call out a child and cover their eyes while Polly points to one of the scenes on the poster. Uncover their eyes and the rest of the class mimics the scene. The child then points to the right scene. Help them say, for example: This girl is dancing.

**Workbook 1.6: draw, cut out, sing, dance**

- Display and talk about the worksheet: Point to the pictures along the top one at a time. Ask: Is it a boy or a girl? What is he/she doing? Point to one of the pictures at the bottom, for example the microphone, and say: Do we use this for singing or for dancing? Ask similar questions about the remaining pictures.
  - Practise the task: Display the children’s version of the worksheet for the children to compare with the teacher’s version. Ask: What’s missing? What’s different? Show children the stickers. Call out a child to trace a line, then choose the corresponding sticker.

**TABLE TIME**

- The children trace the lines and then stick each sticker in the right place.
- Encourage the children to identify cutting, drawing, dancing, singing.

**LESSON B**

**PREPARATION**
- Polly
- Flashcards: draw, cut out, sing, dance
- Photo poster 1
- CD
- Photocopy the worksheet for all the class

**ALL TOGETHER TIME**

- Playing with Polly: draw, cut out, sing, dance
  - Recap phrases: Play an action game with Polly. Stick each of the four flashcards on a wall and draw two chalk circles on the floor, reasonably far apart. Place a book in one and a toy in the other. Polly says: Everyone draw, and the children must touch the wall with the corresponding flashcard. Say: Everyone look at a book, and the children must go to the corresponding circle on the floor. Alternatively, divide the children into four groups and each group has a turn while the others watch.
  - Photo poster 1: 1.25: drawing, cut out, singing, dancing, playing, boy, girl, school, like
    - Show flashcards one at a time and call out children to identify the child doing the corresponding action on the poster. Help them say: I like school.
    - Polly wants to know what the children like doing at school. Use the flashcards and ask questions, for example: Do you like dancing? or Which do you like better, drawing or singing? Polly can ask about other things they like and you can express their ideas in English. Polly can react by miming their ideas and saying: Me too!
    - Photocopyable Worksheet 1.6: boy, girl, drawing, cutting out, looking at a book
    - Display and talk about the worksheet: Look at the children. Look at the boys and girls and ask: How many boys/girls are there? What is this boy/girl doing? Name a child to start colouring a child that is drawing. Name another child to start colouring the other child that is drawing. Point to the other children on the poster, mime colouring and, at the same time, shake your head.

**OPTIONAL ACTIVITY Talk to Polly: What do you like at school?**

Polly wants to know what the children like doing at school. Use the flashcards and ask questions, for example: Do you like dancing? or Which do you like better, drawing or singing? Polly can ask about other things they like and you can express their ideas in English. Polly can react by miming their ideas and saying: Me too!

- Display and talk about the worksheet: Look at the children. Look at the boys and girls and ask: How many boys/girls are there? What is this boy/girl doing? Name a child to start colouring a child that is drawing. Name another child to start colouring the other child that is drawing. Point to the other children on the poster, mime colouring and, at the same time, shake your head.

**TABLE TIME**

- The children colour only the children who are drawing.
- Encourage the children to identify boy, girl, 1, 2, 3, drawing, cut out, looking at a book.

**VOCABULARY**

Draw/ drawing, cut out/cutting out, sing/singing, dance/dancing, play/playing, look/looking at books, school, boy, girl, books, like

**AUDIO**

Photo poster 1: 1.22 and 1.23 (in order)

This boy likes drawing.
This girl likes cutting out.
This boy likes looking at books.
This girl likes singing.
This boy likes looking at books.
This boy likes playing.
This girl likes dancing.
(out of order)
This girl likes singing.
This girl likes cutting out.
This boy likes playing.
This boy likes drawing.
This girl likes cutting out.
This girl likes dancing.
This boy likes looking at books.

**BASIC COMPETENCES**

The children learn some vocabulary related to creative activities.