### Objectives

- Identifying family members
- Understanding how we grow and change
- Expressing abilities
- Making size comparisons
- Practising the initial sounds e, f, h and l
- Learning about independence

### Language

- I have a (sister).
- Danny can (run).
- It’s (small).
- I can (brush my teeth).
- baby, child
- brush your hair, brush your teeth, flush the toilet, get dressed, have a bath, wash your hands

### Vocabulary

- mummy, daddy, sister, brother, grandma, grandad
- family
- numbers 1-8
- adult, child, baby
crawl, draw, eat, have a bath, run, grow
- mummy, daddy, baby
- bear
dear, chair, porridge
- big, medium, small
egg, elephant, family, fish, hand, horse, lamp, lollipop
- baby, child
- brush your hair, brush your teeth, flush the toilet, get dressed, have a bath, wash your hands

### Materials

- Blu-Tack
- Children’s own photographs
- Construction paper
- Crayons
- Glitter
- Glue
- Lolly sticks
- Objects in three sizes (small, medium, big)
- Paintbrushes
- Paints
- Paper and card (various colours)
- Paper fasteners
- Safety pins
- Salt
- Scissors
- Sticky tape
- A teddy bear
- Toothbrush
- Shallow trays or boxes
- Wool

### Teacher’s i-solutions

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

- Quick lesson guides and tips
- Animated Songs
- Animated Story
- Values video for the All about me! lesson
- 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.
Sing. Listen and point. Trace.
3 Me and my family

See the family

Where is Mummy? Where is she?
Where is Mummy? Where is she?
There is Mummy. Can you see?
See the family! 1, 2, 3!

Where is Daddy? Where is he?
Where is Daddy? Where is he?
There is Daddy. Can you see?
See the family! 1, 2, 3!

Where is Grandma? Where is she?
Where is Grandma? Where is she?
There is Grandma. Can you see?
See the family! 1, 2, 3!

Where is Grandad? Where is he?
Where is Grandad? Where is he?
There is Grandad. Can you see?
See the family! 1, 2, 3!

Where is sister? Where is she?
Where is sister? Where is she?
There is sister. Can you see?
See the family! 1, 2, 3!

Where is brother? Where is he?
Where is brother? Where is he?
There is brother. Can you see?
See the family! 1, 2, 3!

Name: ____________________________

mummy  daddy  sister  brother  grandma  grandad  eight  Lesson 1
Lesson 1

Objectives
Identifying family members

Vocabulary
mummy, daddy, sister, brother, grandma, grandad
family
numbers 1-8

Language
I have a (sister).

Resources and Materials
Teacher’s i-solutions 3
Puppet
Flashcards 3, Unit 3: mummy, daddy, sister, brother, grandma, grandad; eight
Teacher’s Audio Material 3, CD 1
Student’s Book 3

Wake up Ollie and say ‘Hello’ 🐙

Ask the children to sit in a circle. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: One, two, three… Wake up, Ollie!

Move the puppet to make Ollie ‘wake up’ and sing 1.1 Hello, Ollie! Tell the children to look at Ollie.

T: Look. What has Ollie got? Let’s see.

Use the puppet to show the mummy Flashcard and encourage the children to name it with you.

T/C: Mummy.

Repeat with the other members of the family, holding up the Flashcards in turn.

Display the Flashcards around the room. Play 1.25 See the family as they are mentioned in the song. Play 1.26 See the family (instrumental version) and tell the children to pass the Flashcards clockwise around the circle. Stop the music and have the children say what’s on their Flashcard.

C: (Grandad!)

Play several times using different Flashcards until all the children have participated.

Display the puppet. Tell the class that Ollie is tired and he is going back to sleep. Sing 1.5 Bye-bye Ollie!

T: Sssh, everyone! Ollie is tired. Bye-bye, Ollie! See you next time!

C: Bye-bye, Ollie! See you next time! Ssssh!

Hold up the sister Flashcard and tell the children that you have a sister. Encourage them to say with you:

T/C: I have a sister.

Repeat with the other Flashcards.

Student’s Book
Open the Student’s Book at page 29. Play 1.27 Unit 3. Lesson 1. Listening. Alternatively, read the transcript aloud. The children point to the members of the family.

Transcript 1.27 Unit 3. Lesson 1. Listening.

Boy: Where is Mummy? Point to Mummy.

Girl: Where is Daddy? Point to Daddy.

Boy: Where is brother? Point to brother.

Girl: Where is sister? Point to sister.

Boy: Where is grandma? There are two grandmas. Point.

Girl: Where is grandad? There are two grandads. Point.

Boy and girl: One… two… three… four… five… six… seven… eight. There are eight people. Eight!

Show the children the Flashcard of the number eight. Tell the children to hold up eight fingers:

T: Show me eight fingers. One, two, three, four, five, six, seven, eight!

Count the family members again together with the children, then ask them to get their pencils out. Demonstrate the correct way to hold the pencil, between the thumb and first finger. Ask them to hold their pencils up in the air and check they are holding them correctly. Then trace the number, first on the board and then in the air, to demonstrate the correct formation. Ask the children to imitate you, tracing the number in the air. Finally, tell the children to trace carefully over the numbers in the Student’s Book.
Objectives
Identifying family members
Reviewing numbers 1-8
Identifying shapes

Vocabulary
sister, brother; circle, square, triangle
numbers 1-8

Language
I have (two) (brothers).

Resources and Materials
Teacher’s i-solutions 3
Flashcards 3, Unit 3: mummy, daddy, sister, brother, grandma, grandad; numbers 1-8
One large sheet of construction paper
Coloured construction paper (red and blue)
Blank cards
Crayons
Glue
Photocopiable Worksheet Unit 3 Maths
(see Teacher’s Book page 253)
Blu-Tack

Preparation
Make a chart on a large sheet of construction paper.
At the top of the chart write the title Do you have any brothers or sisters? Divide the chart into rows, one for each child. If you have a large class, you can make the chart in two columns. Take the coloured construction paper and cut out lots of red triangles to represent sisters and lots of blue squares to represent brothers. Copy one Photocopiable Worksheet per child.

Let’s make a brother and sister chart
Ask the children to sit in a circle. Play What’s missing? (see Game Bank, pages 16-17). Show the children the Flashcards of the members of the family, laying each Flashcard face up on the floor as the children say the names. Then ask the children to close their eyes and take away a Flashcard. The children guess who is missing. Play the game a few times, and finish by taking away the brother and sister Flashcards.

T: Who’s missing?
C: Brother and sister.
T: That’s right! (David) do you have any brothers or sisters?
C: Yes, I have (two brothers).

Tell the children that they are going to make a brother and sister chart. Display the chart you have prepared and distribute the blank cards and crayons. Get the children to write their name on the card and draw and colour a picture of their face.

Call the children to the front of the class one by one and tell them to stick their pictures on a row. Ask each child if they have any brothers or sisters:

T: (Maria) do you have any brothers or sisters?
C: Yes.
T: How many do you have?
C: I have (one) (brother).

Give the children blue squares to represent brothers and/or red triangles to represent sisters. Help them to glue the corresponding number of squares or triangles next to their picture on their row. If any children do not have siblings, enlist them to help a classmate who has more than one, or have them glue on squares and/or triangles to represent your siblings.

Display the chart and talk about it with the class, for example:

T: How many children are in (Daniel’s) family?
C: Three.
T: How many sisters are there?
C: One.
T: How many brothers are there?
C: Two.

Let’s Play!
Clear a space in the classroom. Stick the number Flashcards on the walls. Call out numbers one to eight at random. The children run to the appropriate Flashcard. If you wish, you can nominate volunteers to call out numbers to the rest of the class.

Put the children into groups of four. Call out numbers and tell them to raise the correct number of arms in their group.

Finally, ask the groups to lie on the floor and make the shapes of the numbers with their bodies. If you have extra time, choose a game from the Game Bank, pages 16-17.

Maths

Hand out the Photocopiable Maths Worksheets. Ask the children to look at the keys at the top of the page.

T: What shape is key (six)?
C: A (triangle).
Repeat with the other two keys. The children respond: ’circle’, ‘triangle’ or ‘square’. Tell the children to look at the keyholes in the doors of the houses.

T: Which key is for this door?
C: Number (eight).

The children match the keys with the doors and write the corresponding numbers in the boxes.
Sing. Look and stick. Match.
3 Me and my family

When I was a baby
When I was a baby,
I was very small.
Now I'm growing very tall.
Tall!
Small!
Tall!
Small!
Now curl up in a tiny ball!
Lesson 2

Objectives
Understanding how we grow and change
Expressing abilities

Vocabulary
adult, baby, child; crawl, draw, eat, have a bath, run

Language
Danny can (run).

Resources and Materials
Teacher’s i-solutions 3
Puppet
Teacher’s Audio Material 3, CD 1
Flashcards 3, Unit 3: baby
Poster and Poster pop-outs 3, Unit 3
Finger Pointer
Blu-Tack
Student’s Book 3
Stickers 3, Unit 3

Wake up Ollie and say ‘Hello’ 🐸

Ask the children to sit in a circle. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: One, two, three… Wake up, Ollie!

Sing 1.1 Hello, Ollie! Tell the children to look at Ollie.

T: Look. What has Ollie got? Let’s see.

Use the puppet to show the Flashcard of the baby, revealing it gradually.

T: Look. What is it?

Encourage the children to say with you:

T/C: It’s a baby.

Tell the children they are going to listen to a rhyme about a baby.

Play 1.28 When I was a baby and model the actions. Crouch down on the floor to indicate being small, and stand up slowly and go on your tiptoes to indicate growing tall. At the end, curl up in a ball. Encourage the children to copy you. Play 1.28 When I was a baby again and do the actions with the children.

Poster

Display the Unit 3 Poster and have the Poster Pop-outs visible next to it. Use the Finger Pointer to point to the adult on the Poster and ask:

T: Where is the baby? Is this the baby?

Encourage the children to respond and point to the correct picture. Say:

T: Oh, of course, this is the baby.

Point to the other pictures and say:

T: This is the child. This is the adult.

Give the Finger Pointer to a volunteer and say:

T: (Paloma), where is the child?

The volunteer points to the correct picture and everyone says:

T/C: This is the child.

Repeat with the other two pictures. Ask for more volunteers and give each one a Poster Pop-out. Tell the volunteers to show the class their Poster Pop-outs.

T: What have you got, (David)? Let’s see. Is it for the baby, the child or the adult?

The rest of the class call out the correct category. Help the volunteers to stick the Poster Pop-outs on the Poster.

If you wish, you could include some simple vocabulary.

T: What have you got (Ana)? Look, it’s a (rattle). Is the (rattle) for the baby, the child or the adult? That’s right! The (rattle) is for the baby.

Student’s Book

Open the Student’s Book at page 31. Point to the pictures of Danny and encourage the children to describe them in any way they can. You could try to elicit information about his physical appearance and colours. Finally, describe what he is doing and get the children to say with you:

T/C: Danny can eat his lunch. Danny can have a bath.

Extra Activity

Open the Student’s Book at page 32. The children draw and colour a picture of themselves when they were a baby in the frame.

Tidy-up and say ‘Bye-bye’ 🐸

Play 1.4 The tidy up song. Call on volunteers to collect the materials and put them away. Encourage the children to tidy up and join in with the song.

Play Growing numbers. Count from one to eight with the children. They crouch down with their heads down and their arms around their knees for number one and gradually ‘grow’ bigger as they count. They end up stretched up high for number eight.

Display the puppet. Tell the class that Ollie is tired and he is going back to sleep. Sing 1.5 Bye-bye Ollie!

T: Sssh, everyone! Ollie is tired. Bye-bye, Ollie! See you next time!

C: Bye-bye, Ollie! See you next time! Sssshh!
**Objectives**
Understanding that living things grow and change

**Vocabulary**
baby, grow

**Resources and Materials**
Teacher’s i-solutions 3
Children’s own photographs
A3 sheets of construction paper
Crayons
Glue
Labels (optional)
Coloured Stickers
Activity Book 3

**Preparation**
Bring in some photographs of you when you were a baby and when you were a child.
Ask the children to bring in three photographs of themselves: one when they were a baby, one when they were two years old and one of them now.
Cut the sheets of construction paper in half lengthways to make two long strips. Fold each strip into thirds to make a simple zigzag booklet which can stand up. You will need to make one zigzag booklet per child.

Optional: print labels for the children to stick in their booklets with the following texts: Baby, Age 2 and Now (one set of labels per child).

**Let’s Play!**
Ask the children to get out their photographs. Tell them to write their name on the back of their photos and then collect them.
Ask the children to sit in a circle. Show them the pictures of you when you were a baby and when you were a child. Ask the children if they can guess who it is in the photograph. Explain that the pictures are of you when you were small, but you have changed as you have grown.
Shuffle the children’s baby pictures and display them one by one. The children try to guess who is in the pictures.
Repeat the game with the pictures of the children aged 2.

**Let’s make a life history booklet**
Ask the children to sit down and return their photographs.
Explain that they are going to make a life history booklet. Distribute the folded construction paper and ask the children to put their photographs on top of the paper in age order: baby, age two and now. Check that all the children have put their photographs in the correct order before distributing glue.
The children glue their photographs onto their booklets, one on each page.
Write the following titles on the board: Baby, Age 2 and Now. The children copy the titles into their booklets above the corresponding photographs. Alternatively, you can print out labels for the children to glue or stick on (see Preparation).
Distribute crayons and Coloured Stickers. Encourage the children to decorate their booklets as they wish.

**Activity Book**
Open the *Activity Book* at page 13. Ask the children to look at the pictures and point to the baby animals and plants. Explain to the children that all living things grow and change, and that plants and animals change in the same way as people do.
Tell the children to match the pictures of the babies with the adults. After they have finished matching, they can colour in the pictures.
If you have extra time, the children can draw and colour a picture of themselves when they were a baby and a picture of themselves now in the frame on page 14 of the *Activity Book*. 
Let’s make a family tree.
Objectives
Identifying family members
Understanding that families are different

Let’s make a family tree
Display the Flashcards around the classroom. Call out names of members of the family and ask the children to point to them. Play 1.25 See the family. Encourage the children to sing along and point to the corresponding family members as they are mentioned in the song.

Explain to the children that they are going to make a family tree. Show them the example you made earlier and describe it. Pause before you name the family members to give the children the opportunity to use the target vocabulary:

T: This is my…
T/C: (Grandma)

Hand out the Photocopiable Worksheets and distribute paints and paintbrushes. Tell the children to paint the trunk of the tree brown and the leaves of the tree green.

Put the worksheets to one side to dry, then distribute the squares or circles of blank paper, crayons and glue. Tell the children to draw pictures of members of their family (from the family members they have learnt), one face on each piece of paper. When the children have finished, help them to glue the pictures on their tree painting to make a family tree.

Call on individual children to show the class their family tree and encourage them to talk about it.

C: This is me. This is my (grandad).

The children can take their family trees home. Alternatively, you can display them in the classroom.

Let’s Play!
Play What’s missing? (see Game Bank, pages 16-17). Display the Flashcards and ask the children to name them. Hide them behind your back and take one Flashcard away. Display the Flashcards again and see if the children can identify the missing Flashcard.

T: Who’s hiding?
C: Grandma!
T: Yes!

Repeat the game, hiding different family members. You can also hide two Flashcards at a time to make the game more difficult.

Play 1.26 See the family (instrumental version) while the children play.

If you have extra time, choose another game from the Game Bank, pages 16-17.
Look and colour.
Once upon a time there were three bears: Daddy Bear, Mummy Bear and Baby Bear. One day, Mummy Bear made some porridge. The porridge was very hot, so the three bears went for a walk. While they were out, a little girl called Goldilocks saw the three bears’ house. She opened the door and went inside. Goldilocks was hungry. She saw the porridge. First, she tried Daddy Bear’s porridge, but it was too hot. Then, she tried Mummy Bear’s porridge, but it was too cold. Then, she tried Baby Bear’s porridge. It was just right! Goldilocks ate it all. Goldilocks was tired. She saw three chairs. First, she tried Daddy Bear’s chair, but it was too hard. Then, she tried Mummy Bear’s chair, but it was too soft. Then, she tried Baby Bear’s chair. It was just right! Crash! The chair broke and Goldilocks fell on the floor. Goldilocks went into the bedroom. She saw three beds. First, she tried Daddy Bear’s bed, but it was too hard. Then, she tried Mummy Bear’s bed, but it was too soft. Then, she tried Baby Bear’s bed. It was just right! Goldilocks went to sleep. The three bears came home. ‘Someone’s been eating my porridge!’ said Daddy Bear. ‘Someone’s been eating my porridge!’ said Mummy Bear. ‘Someone’s been eating my porridge!’ said Baby Bear, ‘And it’s all gone!’ ‘Someone’s been sitting on my chair!’ said Daddy Bear. ‘Someone’s been sitting on my chair!’ said Mummy Bear. ‘Someone’s been sitting on my chair!’ said Baby Bear, ‘And it’s broken!’ The three bears went into the bedroom. ‘Someone’s been sleeping on my bed!’ said Daddy Bear. ‘Someone’s been sleeping on my bed!’ said Mummy Bear. ‘Someone’s been sleeping on my bed!’ said Baby Bear, ‘And look! There she is!’ Goldilocks woke up! She jumped out of bed and ran away!
Lesson 3

Objectives
Listening to a story and joining in
Answering questions about a story
Making size comparisons

Vocabulary
mummy; daddy; baby; bear; bed; chair; porridge
big, medium, small

Language
It's (small).

Resources and Materials
Teacher’s i-solutions 3
Puppet
Teacher’s Audio Material 3, CD 1
Realia: a small teddy bear
Story Cards 3, Unit 3
Student’s Book 3
Crayons
Poster and Poster Pop-outs 3, Unit 3

Wake up Ollie and say ‘Hello’ 🐻

Ask the children to sit in a circle. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: One, two, three… Wake up, Ollie!

Sing 🎵 Hello, Ollie! Tell the children to look at Ollie.

T: Look. What has Ollie got? Let’s see.

introduce the teddy bear as Ollie’s friend. Invite the children to guess the teddy’s name and encourage them to describe it. Point out its size:

T: Look! Ollie is big, teddy is small…

Tell the children that they are going to listen to a story about bears.

Story 🎬

Play 🎬 Story: Goldilocks and the three bears. Show the corresponding Story Cards while the children listen. Display each Story Card again and read the text or play the corresponding part of 🎬. Point to the pictures and ask questions. Encourage the children to answer.

Story Card 1: Who’s this? Is this (Daddy Bear)?
Story Card 2: Who’s this? Where is she going?
Story Card 3: Whose porridge is this? Is (Daddy Bear’s) bowl (big)?
Story Card 4: Whose chair is this? Is it (Mummy Bear’s)?
Is it (small)?
Story Card 5: Whose bed is this? Is it (Baby Bear’s)? Is it (big)?
Story Card 6: Who’s this? Is this (Daddy Bear)?
Are the bears happy?
Story Card 7: Who’s this? Are the bears happy? Is the chair broken?
Story Card 8: What happened? What did Goldilocks do?
Do you think she will go to the bears’ house again?

Alternatively, watch the animated version of the story on the Teacher’s i-solutions.

Student’s Book

Open the Student’s Book at page 33. Point to the picture of Daddy Bear at the top of the page.

T: Who’s this?
C: Daddy Bear.
T: Is Daddy Bear big, medium or small?
C: He’s big.

Repeat with the other bears. Then point to the big bowl.

T: Whose bowl is this?
C: Daddy Bear’s.

Distribute blue, yellow and red crayons. Ask the children to point to the crayons on page 33. Instruct the children to colour the bowls, spoons and chairs in the corresponding colours. When they have finished, ask the children to describe the objects:

C: Baby Bear has a small bowl. Mummy Bear has a medium bowl. Daddy Bear has a big bowl.

Poster

Display the Unit 3 Poster. Ask for volunteers and give each one a Poster Pop-out. The volunteers take turns to show their Poster Pop-outs. The rest of the class call out the correct category: ‘big’, ‘medium’ or ‘small’. Help the volunteers to stick the Poster Pop-outs on the Poster.

Point to the adult’s bicycle. Ask:
T: Is it big or small?
C: It’s big.

Repeat the procedure with the child’s bicycle and the baby’s tricycle, practising the vocabulary ‘medium’ and ‘small’. Continue, using other objects from the Poster.

T: Are these (shoes) big, medium or small?
C: They’re (small).

Tidy-up and say ‘Bye-bye’ 🐻

Play 🎵 The tidy up song. Call on volunteers to collect the materials and put them away. Encourage the children to tidy up and join in with the song.

Play a game. Clear a space and have three volunteers make a small circle by holding hands. Now call up six volunteers and tell them to make a medium circle. Tell the rest of the class to hold hands to make a big circle. Play 🎬. See the family (instrumental version) and get the children to walk around clockwise. Say to the big circle:

T: Take big steps.

Demonstrate by taking a big step. Repeat with the other two groups to practise ‘medium’ and ‘small’. After a minute or two, mix up the class so the children are in different groups and play again. Add other instructions if you wish:

T: Take small hops.

Have a Relay race. Ask the children to line up in two teams at a short distance from the board. Give the first child in each line a board pen and say:

T: Draw a big bowl.

The first child in each line runs to the board, draws the bowl, then runs back and gives the pen to the next child in their line. Continue, calling out different instructions to practise ‘big’, ‘medium’ and ‘small’.

Display the puppet. Tell the class that Ollie is tired and he is going to sleep. Sing 🎵 Bye-bye Ollie!

T: Sssh, everyone! Ollie is tired. Bye-bye, Ollie! See you next time!
C: Bye-bye, Ollie! See you next time! Ssssh!

Me and my family

99
Lesson 3 Extra

Objectives
Listening to a story and joining in
Answering questions about a story
Making size comparisons

Vocabulary
mummy, daddy, baby
big, medium, small

Language
It's (small).

Resources and Materials
Teacher's i-solutions 3
Teacher's Audio Material 3, CD 1
Three pieces of construction paper (big, medium and small)
Realia: objects in three sizes (big, medium and small), e.g. spoons, bowls, teddy bears, counters, balls of plasticine, plastic containers, plastic shapes, etc.
Story Cards 3, Unit 3
Pop-outs 3, Unit 3
Crayons
Lolly sticks
Sticky tape

100

Story 🎤
Ask the children to sit in a circle. Put the three pieces of construction paper on the floor. Elicit the three different sizes: big, medium and small. Show the children the objects and hand them out one at a time to volunteers. The children classify the objects by placing them on the corresponding piece of paper.

T: Is it big, medium or small?
C: It's small.

The child places the object on the small piece of construction paper. Continue until all the objects have been classified.

Tell the children that they are going to listen to the story about the three bears again. Show the corresponding Story Cards and play Story: Goldilocks and the three bears.

Alternatively, watch the animated version of the story on the Teacher's i-solutions.

Read the story aloud, leaving out key words and encouraging the children to complete the sentences.

T: Once upon a time there were (three bears).
Daddy Bear, Mummy Bear and (Baby Bear).
One day, Mummy Bear made some (porridge).

Point to the Story Cards to help the children fill the gaps.

Pop-outs
Distribute the Unit 3 Pop-outs, crayons and lolly sticks. Ask the children to identify the characters from the story and to colour the pictures. When they have finished, help them to pop out their pictures and stick lolly sticks to the back of them to make stick puppets.

Put the children into groups of four. Each child chooses a character. The children act out the story using their stick puppets. Encourage the children to re-tell the story and invent voices for the characters. Encourage the children who take the parts of the three bears to say ‘Someone’s been (sleeping in my bed).’ The children can act the story out several times, changing characters each time.

The children can take their stick puppets home to play with.

Let’s Play!
Play Jack-in-the-Box (see Game Bank pages 16-17). Explain that you are going to play a game where everyone is a Jack-in-the-box. Tell the children that they must be quiet and still for this game.

Put the children into three groups and assign each group a word: big, medium and small. Tell the children to curl up into a ball and that they cannot jump up or ‘pop out of their box’ until you say their word. Call out the three words at random. When they hear their word, the children ‘pop out of their boxes’.

If you have extra time, choose another game from the Game Bank, pages 16-17.