Unit 1: Lesson 1

**OPENING ROUTINE**
- Wake up Tommy by guessing the magic word (TRB, page 19).
- Sing Hello! (1.1) and pass Tommy round for all to greet.
- Check attendance and sing The weather song (1.2) and The days of the week (1.3).
- Have a sing song. For the first few lessons remind them of songs from last year or sing Tina’s gym (1.4).
- Use the following songs to move the children: All together (1.5) Table time (1.6).

**CLOSEING ROUTINE**
- Sing Tidy up! (1.8)
- Say goodbye to Tommy and sing Goodbye! (1.9)

**VOCABULARY AND EXPRESSIONS**
- picture, table, chair, pencil, rubber, paper, crayon, book, teacher, floor
- I can paint a picture. I can clean my table. I can push my chair in.

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

**ACTIVITY BOOK**
This is a good time to work with Unit 1, Worksheet 1.1, page 3.

**LESSON A**

**PREPARATION**
- Tommy
- Flashcards: picture, table, chair, pencil, rubber, paper, book, crayon, floor, book, crayon
- CD
- Stickers
- Make sure there are classroom objects in prominent places in the classroom
- Put post-its over the self portraits of Tommy and Folly on the worksheet

**ALL TOGETHER TIME**
1.5
- Playing with Tommy: picture, table, chair, pencil, rubber, paper, book, crayon, floor, teacher
- Create interest: Ask children to stand up and find things in the classroom that they can say in English. Tommy can help. Say: What does Tommy have?
- Introduce new vocabulary: Ask the children to find things in the classroom and say what they can. Repeat what the children say in English. Say: Yes, I can paint a picture. Repeat with: I can clean my table, I can push my chair in. Show the flashcards one by one and say: Oh! It’s a picture/table/chair! For each, ask the children: Can you paint a picture?
- Play a flashcard game: Stop and Help the teacher
  (Teacher’s Resource Book, pages 26 and 27)
- Action song 1: I can paint a picture (1.22)
  Use Tommy to act out the song with real objects in the classroom. Point to the characters on the worksheet in turn. The children act out and sing the relevant verse of the song.
- Worksheet 1.1: picture, table, chair, pencil, rubber, paper, book, crayon, floor, teacher
- Display and talk about the worksheet: Point and say: Look! Here are some pictures. What are they? Take off the post-its slowly and one by one. Say: Yes! It’s (Tommy). Point and say: What’s Tommy doing? Revise vocabulary from last year. Point and say: What’s this? Yes, it’s a (rubber). Here’s the teacher and, oops, here is some paper on the floor!
- Practise the task: Ask children to come out and point to different classroom objects on the worksheet. Say: Point to the (table). Good! Point to the (pictures). This one’s empty! Draw your face. Very good! Thank you! Trace the dotted line with your finger. Call children out to do the same. Using their fingers, they trace the same pattern on their desks or the floor.

**TABLE TIME**
1.6
- Give out the stickers saying: It’s a (picture). Play the song while the children put the stickers in the correct place and draw their faces on the blank picture. They trace over the dotted lines.
- Play or sing the song. The children point to the worksheet as they listen.
- Encourage the children to identify the classroom objects and the characters.

**OPTIONAL ACTIVITY**
Musical painting
Say: Paint a big picture of a table. Play some music and the children paint their imaginary pictures. Say: Stop! Then, say: Paint a very little picture of Tommy and put the music on again. Continue revising vocabulary with this activity.

**LESSON B**

**PREPARATION**
- Tommy
- Flashcards: picture, table, chair, pencil, rubber, paper, teacher, floor, book, crayon
- CD
- Photocopy of the worksheet for all the class
- A tray with a pencil, a crayon, a rubber, a piece of paper and a book
- Percussion instruments: a drum, a triangle, cymbals, a tambourine, etc.

**ALL TOGETHER TIME**
1.5
- Playing with Tommy: pencil, rubber, paper, teacher, floor, book, crayon, picture
- Recap vocabulary: Ask the children to look carefully at the classroom objects on the tray. Remove the objects and say: What’s missing? As they name the objects put them back on the tray. Tommy can mime any objects they forget.
- Play a flashcard game: Watch my lips
  (Teacher’s Resource Book, page 27)
- Action song 1: I can paint a picture (1.22)
  Sing the song. Children can sing and act out the song with real objects.
- Play the first verse of the song, clapping or using the percussion instruments to mark the beat.
- Divide the children into two groups. One group are the singers. The other group is the band. Play the song again. The singers sing and the band marks the beat with the instruments. The groups then swap roles.
- Tommy’s music 1 (1.22)
  Paint a picture of a table. Tap the floor with your hand. Read a book. Tap the floor with your foot. Paint a picture of a chair. Dance with your teacher.
- Practise the actions, doing them first without the words and then with the words. The children copy.
- Play Tommy’s music and the children follow the instructions.
- Display and talk about the worksheet: Point and say: Look, here are two pictures. Here is a teacher and here is a chair. It’s the same teacher. Here is a chair and here is a chair. Oops! It’s a different chair. This chair is big. And this one? Here are some crayons. Here are there are one, two, three… And here?
- Practise the task: Call out a child and say: Look at the (books). How many can you see? And here? Colour the extra book(s) in this picture, please.

**TABLE TIME**
1.6
- The children find the five differences and colour them in picture 2.
- Encourage the children to identify the school objects.
- Sing or play I can paint a picture (1.22) as the children work.

**OPTIONAL ACTIVITY**
I can paint a picture of…
Give out paints and paintbrushes (or crayons) and paper. Each child paints or draws what they want. At the end, do a show and tell session. The children show their pictures and talk about them. Help them to say: I can (paint) a picture of (mummy).
LESSON A

PREPARATION

- Tina
- A red and a blue circle, and a green and a yellow square in the bag
- Flashcards: red, blue, green, yellow, 1, 2, 3, circle, square
- CD
- 3 of each: red, blue, green, yellow circles and squares
- Stickers

ALL TOGETHER TIME

- Playing with Tina: red, blue, green, yellow, circle, square, one, two, three
  - Create interest: Call out a child to find what Tina has in her bag. Ask the geometrical shapes out one at a time and ask: What colour is it? What shape is it? Red circle, blue circle, yellow square, green square.
  - Revise the concept: Display all the geometrical shapes. The children help Tina to sort them, first by colour, then by shape and then by colour and shape. Tina says: Put all the (red) shapes here. Put all the (green) shapes here. Put all the (green circles) here. Each time the children sort the shapes, ask them to count them. Keep checking by asking: What colour are these shapes? What shape are these? What shape and colour are these? How many shapes are there?
  - More practice: Help Tina build a simple series with the shapes. Ask the children to close their eyes, and remove a shape. The children open their eyes and say what is missing. Then, ask the children to continue the series by adding more of the geometrical shapes. Repeat the procedure with a slightly more complicated series.
  - Recap: Colour song: verses 1-4
    - Play the song and the children sing and join in with the actions.

- Song: Do you know your numbers, colours and shapes? 1
  - Display the flashcards. Give a visual clue, for example, hold up three fingers, draw a square in the air or touch something green and the children point to the right flashcard. Then, clap your hands and all the children say the word. More practice: Place the flashcards and remove one without looking at it. Display all the flashcards again. Children look at the cards and shout out the missing word. Repeat several times. Take out two or more cards to make the activity more challenging.

- Songs: Do you know your numbers, colours and shapes? 1
  - Play Tina’s sing song. Choose from: Hello! and I can paint a picture. Have a sing song. Choose from: Goodbye!

OPTIONAL ACTIVITY

- What is it? A tree, a tractor, a house, a window, a door, a flower, the sun.
- Practise the task: Show the children the page in their book and the shape stickers. Point to a sticker and ask a child to come out and show you where to stick it.

TABLE TIME

- Children match the pairs of shapes and put the shape stickers in the right place.
- Encourage the children to identify red, blue, yellow, green, circle, square, one, two, three.

LESSON B

PREPARATION

- Tina
- Flashcards: red, blue, green, yellow, circle, square, 1, 2, 3
- CD
- Photocopy of the worksheet for all the class
- Card, wool, hole-puncher, coloured round and square gometes (optional)

ALL TOGETHER TIME

- Playing with Tina: red, blue, green, yellow, circle, square, one, two, three
  - Recap: Colour song: verses 1-4
    - Play the song and the children sing and join in with the actions.

- Song: Do you know your numbers, colours and shapes? 1
  - The children hold up three fingers. Say: Tina says: Please show me (three). The children point to the right flashcard. Ask the children what colour they are. More practice: Place the flashcards and remove one without looking at it. Display all the flashcards again. Children look at the cards and shout out the missing word. Repeat several times. Take out two or more cards to make the activity more challenging.

- Songs: Do you know your numbers, colours and shapes? 1
  - Play Tina’s sing song. Choose from: Hello! and I can paint a picture. Have a sing song. Choose from: Goodbye!

OPTIONAL ACTIVITY

- Worksheet 1.2: green, yellow, circle, square
  - Display and talk about the worksheet: Point and say: What is it? A tree, a tractor, a house, a window, a door, a flower, the sun. Point and say: Look, it’s a circle. Can you see any more circles? Call out children to point to circles and squares in the picture.
  - Practise the task: Call out two children and give them each a pencil to trace one of the shapes. Call out two more children and give one a yellow crayon to colour the circle and the other a green crayon to colour the square. Call out more children to colour a circle from the picture yellow or a square from the picture green.

TABLE TIME

- Children trace the shapes and colour the circle yellow and the square green. Then they find the shapes in the picture, colouring the circles yellow and the squares green.
- Encourage the children to identify green, yellow, square, circle.

OPTIONAL ACTIVITY

- Make belts
  - For each child, prepare a narrow strip of card with a hole punched in both ends and two short pieces of wool tied through each of the holes. The children decorate their belts by sticking on geometrical shapes (gometes) to form a series.
Unit 1: Lesson 3

LESSON A
PREPARATION
- Tommy
- Flashcards: table, chair, picture, crayon, floor
- Story cards + CD: Story 1: Tina's chair
- A picture of a woodpecker tapping at a tree (downloaded from the internet)

ALL TOGETHER TIME 1.5
- Playing with Tommy: woodpecker, table, chair, picture, crayon, floor
  - Create interest and introduce new vocabulary: Show the children the picture of the woodpecker pecking at a tree (or draw one on the board) and ask what they have ever heard a woodpecker? Instruct the noise it makes by ‘chattering’ your teeth together quickly.
  - Optional activity Woodpeckers: Show the children the flashcards one by one asking them to find the corresponding classroom objects. In each case, ask: Is the (made of wood)? If the answer is yes, the children ‘chatter’ their teeth like a woodpecker.
  - Play a flashcard game: What's Tommy sitting on? (Teacher’s Resource Book, page 27)
- Story 1: Tina’s chair 1.24
  - Create interest: Ask the children if they have ever fallen off a chair. Repeat what they say in English. Demonstrate good and bad ways of sitting. Say: Is this a good way to sit? Don’t cry! Look at it. Hello. Goodbye. Thank you.
- Story 1: Tina’s chair 1.25
  - Display and talk about the worksheet: Point to each of the pictures and ask: Who/What is this? What is (he) saying?
  - Practise the task: Show the children the dotted lines around the pictures. Say: Get your scissors and cut here. Show the children worksheet 1.3B, point to the first picture and say: Which picture goes here? Point to the circles and squares. Say: Pick up a (red) crayon and colour the (circles).
  - Worksheets 1.3A and 1.3B: Tommy, Tina, Polly, Woody, teacher, chair, floor, square, circle
  - Display and talk about the worksheet: Point to each of the pictures and ask: Who/What is this? What is (he) saying?

TABLE TIME 1.6
- Children cut out the pictures on worksheet 1.3A and stick them in the correct place on worksheet 1.3B. They colour the circles red and the squares yellow.
- Encourage the children to identify the characters, shapes and colours.

LESSON B
PREPARATION
- Tommy
- Flashcards: rubber, pencil, book, yellow, red, blue
- Photocopy of the worksheet for all the class
- Story cards + CD: Story 1: Tina’s chair

ALL TOGETHER TIME 1.5
- Playing with Tommy: rubber, pencil, book, yellow, red, blue
  - Recap vocabulary: Ask the children to remember the colour of the classroom objects in Tommy, Tina and Polly’s picture in the story. Show them story card 8 if necessary. Put the flashcards in pairs on the carpet: yellow rubber, red pencil, blue book. Call out a child. Tommy puts his paws over his eyes. The child turns one of the flashcards over. Tommy opens his eyes and tries to remember the flashcard. Say: Close your eyes, Tommy (Lucía) turn one card over. Open your eyes, Tommy (in Tommy’s voice) (blue), humm... is it the (pencil)? (No), it’s the book! (Yes) The children help Tommy
  - Story 1: Tina’s chair 1.24
  - Recap the story: Put all the story cards on the carpet or board out of order and choose one child to be the story monitor (Note: you may like to choose the story monitor in the order of the register). Say a phrase from the story, for example: Be careful, Tina! Don’t cry, Tina! Hello Woody. Thank you, Woody. Here’s a circle in Tina’s chair! The story monitor chooses the appropriate card with help from the rest of the class. The children repeat the phrases.
  - Listen to the audio: The story monitor puts the story in order and points to the cards as the rest listen to the CD Pause the CD occasionally for the children to repeat the lines.
  - Story chant 1: Tina’s chair 1.25
  - Listen to the audio: Display story cards 2, 5, 6 and 7. The children listen to the chant and point to the corresponding story cards.
  - Listen to the audio and join in: The children listen to the audio and clap in time with the repetition of each line. They listen again and join in with the words.

OPTIONAL ACTIVITY Act it out
Call out two children to act out the chant as the rest of the class say it. Repeat with other pairs of volunteers.
  - Photocopyable Worksheet 1.3: picture, rubber, pencil, book, yellow, red
  - Display and talk about the worksheet: Point and say: Look, it’s the picture from the story. What colour is it (the rubber)? (yellow). As the children tell you, colour the shapes at the top.
  - Practise the task: Call a child out and say: What colour is the rubber? Find a (red) crayon and colour it yellow. How many rubbers?

TABLE TIME 1.6
- The children colour the code: rubber = yellow, pencil = red, book = blue. Then, they colour the objects in the picture the same colour.
- Encourage children to identify colours and the classroom objects, and to count them.

VOCABULARY AND EXPRESSIONS
- table, chair, picture, crayon, book, teacher, floor, pencil, rubber, paper, circle, triangle, square, rectangle, yellow, purple, pink, brown, woodpecker
- What colour is the...? Be careful!
- What's he saying? Don’t cry, Tina!
- What’s this? Tina’s on the floor.

BASIC COMPETENCES
- The children listen to and look at a story.

OPENER ROUTINE
- Wake up Tommy by guessing the magic word (e.g. classroom objects) (TRB, page 19).
- Say goodbye to Tommy and sing Tommy, Tina and Polly round for all to greet.
- Check attendance and sing The weather song 1.15 and The days of the week 1.15
- Have a sing song. Choose from: I can paint a picture 1.22
- Tina’s gym 1.17
- The weather song 1.18

CLOSING ROUTINE
- Sing Tidy up! 1.15
- Say goodbye to Tommy and sing Goodbye! 1.18

AUDIO
- Story 1: Tina’s chair 1.24
- Story chant 1: Tina’s chair 1.25
- Tina’s on the floor! Hello! Tina!
- Don’t cry, Tina!
- A special chair for Tina! Thank you! Thank you! Goodbye Woody!

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Activity 2
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Unit 1: Lesson 4

LESSON A

PREPARATION
- Tommy, Tina, Polly
- Poster game 1, poster game pop-outs and Blu tack
- Pop-out 1 and a split pin for each child (optional)

ALL TOGETHER TIME 1.5
- Poster game 1: teacher, book, crayon, paper, pencil, rubber, picture, table, chair, red, green, yellow, blue, one, two, three, circle, square
- Create interest: Tommy shows the children the football pitch. Ask: What game does Tommy want to play? (Football). Do you want to play with Tommy?
- Play the poster game. Football: Display the football pitch and place all the balls, with the picture side facing up, underneath the pitch. Divide the children into two teams. Give Tina to one team and Polly to the other.
- Name a child from Tina’s team to say the word on one of the footballs. Then, name another child from the same team to come out and point to the corresponding football. If they point to the right ball, Tommy says: Goal! and sticks the ball on their side of the pitch. Repeat the procedure with Polly’s team.
- Continue in the same way until all the balls are on the pitch. The team with the most balls on their side of the pitch are the winners.
- Pop-out 1: paper, pencil, rubber, picture, table, chair
- Display and talk about the pop-out: Demonstrate how to assemble the picture-wheel. Rotate the top part and the children say what they see in the window.
- Play a game in pairs. Guess! Child A places a picture in the window of their wheel and Child B guesses which one: B: Is it a pencil? A: Yes/No.
- Worksheet 1.4: teacher, book, crayon, paper, pencil, rubber, picture, table, chair, red, green, yellow, blue
- Display and talk about the worksheet: Cover the picture in the centre. Point to each item round the edge and ask: What is it? What colour is it? Remove the cover from the picture and ask: Who is it? The teacher. Point to an item from the edge and ask: Can you find the (book) in the picture? Call out a child to point to the item in the picture
- Practise the task: Call a child out and give them a crayon. They find an object round the edge of the same colour, find the same object in the picture and colour it. Call out more children and do a few more examples.

TABLE TIME 1.6
- Children find the objects in the picture and colour them according to the code.
- Encourage children to identify teacher, book, crayon, paper, pencil, rubber, picture, table, chair, red, green, yellow, blue.
- Children prepare their pop-outs and play Guess!

OPTIONAL ACTIVITY Listen and play
Do Action song 1: I can paint a picture 1.22 and children find the corresponding picture on their wheel in each verse. Invent new verses for the other three words.

LESSON B

PREPARATION
- Tommy, Tina and Polly
- Flashcards: teacher, book, crayon, paper, pencil, rubber, picture, table, chair, red, green, yellow, blue, one, two, three, circle, square
- CD
- Poster game 1 and Blu-tack
- Photocopy of the worksheet for all the class
- Stickers

ALL TOGETHER TIME 1.5
- Playing with Tommy: teacher, book, crayon, paper, pencil, rubber, picture, table, chair, red, green, yellow, blue, one, two, three, circle, square
- Recap vocabulary: Tommy shows the flashcards one by one and the children name them. Sometimes he shows a flashcard upside down!
- Play a flashcard game: Partial reveal (Teacher’s Resource Book, page 22)
- Poster game 1: teacher, book, crayon, paper, pencil, rubber, picture, table, chair, red, green, yellow, blue, one, two, three, circle, square
- Flash football: Display the football pitch and put an equal number of pieces of Blu-tack, between three and seven, on each side of the pitch. Divide the children into two teams. Give Tommy to one team and Polly to the other.
- Pick up one of the footballs and flash the picture side at Tommy’s team. If they can say the word, say: Goal! and stick the football on their side of the pitch. Repeat the procedure with Polly’s team.
- Continue in the same way until one team has balls stuck on all its pieces of Blu-tack. This team are the winners. Ensure both teams have the same number of shots at goal!

- Continuous assessment
1. Sing and do Action song 1: I can paint a picture 1.22
2. Listen and join in with Story 1 1.46 and/or Story chant 1: Tina’s chair 1.23
3. Sing and do Do you know your numbers, colours and shapes? 1.13

TABLE TIME 1.6
- Photocopiable Worksheet 1.4: teacher, book, crayon, paper, pencil, rubber, picture, table, chair, red, green, yellow, blue, one, two, three, circle, square
- Do this worksheet with a small group of children at a time.
- Display and talk about the worksheet: Point to each of the pictures and ask: What is it? What is it?
- Give each child their stickers. Play the audio 1.26 Activity 1. Pause to allow time for all the children to peel off the appropriate sticker. Faus again until they have all stuck their sticker on the page.
- Encourage all children to have red, green and yellow crayons. Play the audio 1.26 Activity 2. Pause to allow all the children time to select a crayon. Faus again until they have all traced the number or shape.
- After the listening activities, check production of the target words. Point to a sticker and say: Who is it? (Petal). Then, ask the child: Where is (Petal)?
- Check numbers and shapes. Ask: What number is it? What shape is it?

VOCABULARY
- teacher, book, crayon, paper, pencil, rubber, picture, table, chair, red, blue, green, yellow, one, two, three, circle, square

AUDIO
- Continuous assessment 1.26

Activity 1
- Get the Tommy sticker and stick it next to the chair. Give the Polly sticker and stick it next to the book. Get the Tina sticker and stick it next to the picture. Get the Petal sticker and stick it next to the book. Get the Blu-tack sticker and stick it next to the table. Get the babies stickers and stick it next to the pencil.

Activity 2
- Pick up a red crayon and trace the 1.
- Pick up a blue crayon and trace the 3.
- Pick up a crayon and trace the 2.
- Pick up a red crayon and trace the square.

BASIC COMPETENCES
- The children play a game in teams and learn to use game rules.

ACTIVITY BOOK
- This is a good time to work with Unit 4, Worksheet 1.2, page 5.

LESSON B

PREPARATION
- Tommy, Tina and Polly
- Flashcards: teacher, book, crayon, paper, pencil, rubber, picture, table, chair, red, green, yellow, blue, one, two, three, circle, square
- CD
- Poster game 1 and Blu-tack
- Photocopy of the worksheet for all the class
- Stickers

ALL TOGETHER TIME 1.5
- Playing with Tommy: teacher, book, crayon, paper, pencil, rubber, picture, table, chair, red, green, yellow, blue, one, two, three, circle, square
- Recap vocabulary: Tommy shows the flashcards one by one and the children name them. Sometimes he shows a flashcard upside down!
- Play a flashcard game: Partial reveal (Teacher’s Resource Book, page 22)
- Poster game 1: teacher, book, crayon, paper, pencil, rubber, picture, table, chair, red, green, yellow, blue, one, two, three, circle, square
- Flash football: Display the football pitch and put an equal number of pieces of Blu-tack, between three and seven, on each side of the pitch. Divide the children into two teams. Give Tommy to one team and Polly to the other.
- Pick up one of the footballs and flash the picture side at Tommy’s team. If they can say the word, say: Goal! and stick the football on their side of the pitch. Repeat the procedure with Polly’s team.
- Continue in the same way until one team has balls stuck on all its pieces of Blu-tack. This team are the winners. Ensure both teams have the same number of shots at goal!

- Continuous assessment
1. Sing and do Action song 1: I can paint a picture 1.22
2. Listen and join in with Story 1 1.46 and/or Story chant 1: Tina’s chair 1.23
3. Sing and do Do you know your numbers, colours and shapes? 1.13

TABLE TIME 1.6
- Photocopiable Worksheet 1.4: teacher, book, crayon, paper, pencil, rubber, picture, table, chair, red, green, yellow, blue, one, two, three, circle, square
- Do this worksheet with a small group of children at a time.
- Display and talk about the worksheet: Point to each of the pictures and ask: What is it? What is it?
- Give each child their stickers. Play the audio 1.26 Activity 1. Pause to allow time for all the children to peel off the appropriate sticker. Faus again until they have all stuck their sticker on the page.
- Encourage all children to have red, green and yellow crayons. Play the audio 1.26 Activity 2. Pause to allow all the children time to select a crayon. Faus again until they have all traced the number or shape.
- After the listening activities, check production of the target words. Point to a sticker and say: Who is it? (Petal). Then, ask the child: Where is (Petal)?
- Check numbers and shapes. Ask: What number is it? What shape is it?

VOCABULARY
- teacher, book, crayon, paper, pencil, rubber, picture, table, chair, red, blue, green, yellow, one, two, three, circle, square

AUDIO
- Continuous assessment 1.26

Activity 1
- Get the Tommy sticker and stick it next to the chair. Give the Polly sticker and stick it next to the rubber. Get the Tina sticker and stick it next to the picture. Get the Petal sticker and stick it next to the book. Get the Blu-tack sticker and stick it next to the table. Get the babies stickers and stick it next to the pencil.

Activity 2
- Pick up a red crayon and trace the 1.
- Pick up a blue crayon and trace the 3.
- Pick up a green crayon and trace the 2.
- Pick up a red crayon and trace the square.

BASIC COMPETENCES
- The children play a game in teams and learn to use game rules.
Unit 1: Lesson 5

LESSON A

PREPARATION
- Tommy
- CD
- Cover the left hand side of the worksheet

ALL TOGETHER TIME 1.3
- Playing with Tommy: Tommy Thumb, Peter Pointer, Middle Man, Ruby Ring, Baby Small
- Create interest: Tommy whispers to you to play a game. Put your right hand behind your back and then pull it out holding up a number of fingers. The children hold up the same number of fingers and together you count them. Repeat several times, holding up a different number of fingers each time.
- Introduce new vocabulary: Introduce a name for each of your fingers, starting with the thumb. Hold up your thumb and say: Look, this is Tommy Thumb. Say hello to Tommy Thumb and encourage the children to repeat the name. Continue in order. The names are Peter Pointer, Middle Man, Ruby Ring and Baby Small.

- Authentic song 1: Tommy Thumb 3.1
  - 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. Start with both hands behind your back. Where are you? Look around. Here I am = put your right hand up. How are you? = hold your two thumbs opposite each other and bend and unbend them. Continue doing the actions for the rest of the verses. 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.

OPTIONAL ACTIVITY Same or different
Put both hands behind your back and stick up one finger on each hand. The children say 1, 2, 3 and you pull out both hands. The children shout same (and the name of the finger) if you are holding up the same finger on each hand. If the fingers are different they shout different. Continue in the same way, but call out two children at a time put a hand behind their back and raise one finger.

- Worksheet 1.5: Tommy Thumb, Peter Pointer, Middle Man, Ruby Ring, Baby Small, fingers all, red, blue, green, yellow, pink
  - Display and talk about the worksheet: Point and say: Look at the hands. Can you find Tommy Thumb/Peter Pointer, etc.? Is Middle Man yellow? What colour is Ruby Ring?
  - Prepare for the task: Call children out to point to, for example, the red finger. Ask: Who is it? (Ruby ring) Ask them to show you Ruby Ring with their own finger. Uncover the right-hand side of the worksheet and ask the child to colour the fingers. Say: Yes, that’s Ruby ring, too. Colour her red, please.

TABLE TIME 1.6
- Children colour the fingers the same colour.
- Encourage the children to identify the different fingers and colours.

LESSON B

PREPARATION
- Tommy
- Two large sheets of coloured card, glue
- Print and stick the words of the song onto a sheet of card (optional)

ALL TOGETHER TIME 1.5
- Playing with Tommy: Tommy Thumb, Peter Pointer, Middle Man, Ruby Ring, Baby Small
- Tommy: says Show me Tommy Thumb, Baby small, etc. and the children hold up the corresponding picture. Every so often he says: Show me fingers all and the children stretch their arms up above their heads and wiggle all their fingers.

- Authentic song 1: Tommy Thumb 3.1
  - Ask the 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.

OPTIONAL ACTIVITY A mini roll-play
Sing the song or say the words, replacing Tommy Thumb with the name of a child from the class. That child responds by putting their hand up and singing/saying: Here I am, here I am. You then sing: How are you? and the child can answer: Fine thanks.

- Photocopiable Worksheet 1.5
  - Tommy shows the children a picture of a hand. First colour the hand pink, then demonstrate how to draw a face on each finger tip with dots for eyes and a curly line for a mouth. Colour each of the hats a different colour.

TABLE TIME 1.6
- Give each child a picture of a hand to decorate 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 hands onto the two pieces of card. Display the children’s song poster, then use it as a page in the Very Big class song book. Children can watch videos of 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**

**OBSERVING ROUTINE**
- Wake up Polly by guessing the magic word (TRB, page 19).
- Sing, **Hello!** and pass Polly round for all to greet.
- Check attendance and sing *The weather song* (1.1) and *The days of the week* (1.9).
- Have a sing song. Choose from: I can paint a picture (1.2) / **Tommy Thumb** (3.1).
- Use the following songs to move the children: All together (1.5) / Table time (1.6).

**CLOSING ROUTINE**
- Sing **Tidy up!** (1.3).
- Say goodbye to Polly and sing **Goodbye!** (1.6).

**LESSON A**

**PREPARATION**
- **Polly**
- **Flashcards:** classroom, playground, writing, reading
- **Photo poster 1**
- **CD**
- **Stickers**

**ALL TOGETHER TIME**
- **Playing with Polly:** Say names of countries
  - **Create interest:** Polly asks the children the name of their country. She then asks if any child has lived/visited another country/has family or friends in another country/knows the name of another country.
- **Photo poster 1:** (1.2) school, classroom, playground, do sums, do writing, do reading, have a snack
  - **Display and talk about the poster:** Introduce John and read/listen to what he is saying. Is John a girl or a boy? How old is he? What is the name of his country? Ask children to come out and name and point to items on the poster that they know the word for in English, for example: School, boy, girl, door, window, teacher, etc. Count the number of words they know. Talk about each picture: for example: The children do writing and choose and practise a mime with the children.
  - **Play the audio** (in order): Pause after each sentence. Point to the corresponding picture and do the mime with the children. Repeat the activity without pausing the audio. Play the audio again, pausing after each sentence for children to repeat what they hear. As they repeat, point to the pictures.
  - **Flashcard practice:** classroom, playground, writing, reading
  - Show flashcards one at a time and call out children to point to the corresponding picture on the poster. Help them form sentences, for example: This is the classroom. We do reading. Do the children in the classroom and playground flashcards on opposite walls of the classroom and say and do actions, for example: We do reading. We play. We say good morning. We run. We speak quietly. We listen to the teacher. We have a snack etc and children move to the corresponding wall depending on where they carry out the activity.
  - **Play more flashcard games.** See games bank.

**OPTIONAL ACTIVITY In what ways is John’s school different?**
- Look at the pictures of the school, classroom and playground and encourage children to notice ways in which John’s school is different from theirs.
- **Worksheet 1.6:** school, classroom, playground, do sums, do writing, do reading, have a snack
  - **Display the teachers’ worksheet:** Point to the two parts and say: This is John’s classroom. This is John’s playground. Point to the picture of a boy reading and ask: Where does John do reading? In the classroom or in the playground? Continue in the same way with the rest of the pictures.
  - **Practise the task:** Display the children’s version of the worksheet for the children to compare with the teachers’ version. Ask: What’s missing? Show children the stickers. Call out a child to point to where each sticker goes.

**TABLE TIME**
- The children stick each sticker in the right place and colour the playground.
- Encourage the children to identify: school, classroom, playground, do sums, do writing, do reading, have a snack.

**LESSON B**

**PREPARATION**
- **Polly**
- **Flashcards:** classroom, playground, writing, reading
- **Photo Poster 1:** cover each of the pictures on the poster
- **CD**
- **Photocopy of the worksheet for all the class**

**ALL TOGETHER TIME**
- **Playing with Polly:** do reading, do writing, play in the classroom, play in the playground
  - **Recap phrases:** Play an action game with Polly. Display the four flashcards and practise mimes with the children. Say, for example: **Everyone do reading** and Polly points to one of the flashcards. If she points to the correct flashcard the children mime the action. If she points to a different flashcard they must remain frozen like a statue. As the game progresses ask the children to repeat what Polly says at the same time as they do the mimes.
  - **Photo poster 1:** (1.3) school, classroom, playground, do sums, do writing, do reading, have a snack
  - **Play games with the poster:** Play a memory game. Point to a covered picture on the poster and ask: What is this picture? As the children guess correctly uncover the picture and say, for example: It’s the school. It’s green and orange. Do the mime for one of the pictures and call out a child to point to the picture, and if possible say a sentence, for example: We do writing. Say sentences about the poster that are either true, for example: There are trees in the playground or false, for example: The school is very big. And children respond: Yes! or No!
  - **Play the audio** (out of order). Name a child to come out to the poster. Pause the audio after each sentence for the children to do the corresponding mime and the child at the front to point to the right picture. You can make this more challenging by not pausing the audio. Listen again, pausing after each sentence, and children repeat what they hear.

**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 like, for example: Do you like reading? Or: Which do you like best sums or writing? What is your favourite snack? What do you play in the classroom/playground? You can also name children to come out to the poster, to point and tell the rest of the class about their preferences.
- **Photocopyable Worksheet 1.6:** reading, writing, sums, playing in the classroom, playing in the playground
  - **Display and talk about the worksheet:** Look at the pictures. What are the children doing? Writing, playing in the playground etc. Colour each of the faces a different colour. Name a child to come out. Point to the first picture and ask the child to look at the code and choose the appropriate colour for them and trace the frame. Continue calling out more children to trace the remaining pictures according to their likes.

**TABLE TIME**
- The children colour the faces and trace the frames of the pictures according to the code.
- Encourage the children to identify: reading, writing, sums, playing in the classroom, playing in the playground.