

# Unit 1 I want to be a robot

## Objectives

Consolidate the routines language from *Hello!* and establish the opening and closing routines for the lessons

Via Daisy's new words, introduce the children to actions words in English

Introduce the *Who do you want to be?* routine, establishing the costume for the unit (robot) and sharing in Daisy and Robin's adventures

Explore the value of joining in and having a go

**Body smart:** Teach the children about the importance of being active and that exercise makes you strong

**Nursery school:** Introduce language for some common playground games

## Key language

**Daisy's new words:** *dance, clap, point, sit down, stand up, wave*

**Daisy's story structure:** *Let's ...*

**Body smart new words:** *run, jump, stretch, climb, We're strong!*

**Nursery school new words:** *Can you ...?, play hopscotch, roll the hoop, catch the ball, throw the beanbag*

**Revised:** *Look! dressing up box, routine language; greetings; weather; colours; numbers; birthdays; Hello! language*

## About Unit 1

### Costume

Daisy and Robin's costume of choice for this unit is a robot. In the story, Daisy and Robin join a robot exercise club, which represents a fitting context for the new actions vocabulary and a good foundation for the cross-curricular Body smart topic: Exercise makes you strong.

Enhance your class' experience of the story by preparing the robot wristbands and ankle bands props for Mouse from the Teacher's Resource CD-ROM (PM6). There are also robot wristband props for each child to make (PM24) and the opportunity for the class to make their very own full-sized robot in Lesson 7! Don't forget the robot costume sticker, provided with the Class Book sticker sheets, which will also serve to enhance the topic.

### Value

The main value for this unit, as presented in the story, is the importance of joining in. This is a very relevant value so early on in the year when children are often shy and reluctant to get involved. Link Daisy's experience in the story to the children's own development by introducing the class to the concept of the Mouse merits (see p.34), which can be awarded whenever an individual overcomes shyness and has a go.

## Body smart topic

The Body smart cross-curricular topic focuses on the benefits of being active and how moving your body will make you strong. The new actions taught in this topic are ones that most children will have the opportunity to do on a daily basis, ensuring that the message is both accessible to and understandable for everyone in class.

## Phonics

In this unit, children will encounter the sounds s, a, t, p and i as part of the phonics syllabus.

## Nursery school topic

The Nursery school topic for this unit is about playground games. When watching the DVD of children playing in the playground, encourage the class to make connections between the types of games presented and their own experiences. For any games that are unfamiliar to the children, you could take the opportunity to teach them.

## Making the most of this unit

As this is the first time your class will encounter the Lesson 1 sticker worksheet and the Lesson 5 pop-outs, you may need to spend some extra time on these activities and provide the children with additional support.

The actions words taught in the unit lend themselves brilliantly to spending time being active out of doors. This unit is therefore particularly well-suited to the optional outdoor extra activities you'll find at the end of each lesson. You can use your Interactive Whiteboard resource throughout the unit for both presentation and practice. The *Let's begin*, *Let's learn*, *Let's play* and *Let's review* lesson markers in both the teaching notes and the Interactive Whiteboard resource make it clear when and how you can do this.

## Unit song actions

### Lesson 1 Actions song

robot – do robot actions; Dance with me – dance like a robot; Clap your hands – clap your hands three times, to the beat; And point to me – gesture to yourself with both hands; Sit down, stand up – sit down and then stand up again; Stretch up high – stretch your hands high above your head; And wave goodbye – wave

### Lesson 5 Move your body song

Move your body – move to the rhythm of the song  
run – run on the spot; Exercise will make you strong! / We're strong! – do a strong-man pose; jump – jump on the spot; stretch – stretch your hands high above your head; climb – pretend to climb on the spot

### Nursery School Lesson 2 Playground games song

Clap your hands – clap your hands; Clap with a friend – clap your hands with someone opposite you; play hopscotch – mime playing hopscotch; roll the hoop – mime rolling a hoop; catch the ball – mime catching a ball; throw the beanbag – mime throwing a beanbag



# Unit 1 Lesson 2

## Who do you want to be?

### New language

**Daisy's story structure:** *Let's ... (dance / clap / point / sit down / stand up / wave)*

### Materials

- Audio CD1
- Big Story Book Unit 1
- DVD / Interactive Whiteboard resource
- Hello routine* materials
- Mouse merit reward stamper
- Mouse prop: robot wristbands and ankle bands (PM6) (optional)
- Story prop: robot wristbands (PM24) (optional)
- Unit 1 Actions flashcards
- Who do you want to be? poster

**TEACHING TIP:** If you wish to enrich the story-telling experience by using the Mouse prop (PM6), you will need to prepare this before the lesson.

### Let's begin

#### 1 Hello

- Follow the *Hello routine* you have chosen to do with your class. (See *Routines* p.23.)

### Let's learn

#### 2 Daisy's new words and song

- Display the six actions flashcards at the front of the class. Using the Mouse puppet, point to the pictures in turn. Play the audio CD (CD1 track 21) and encourage the class to do the actions.

**TEACHING TIP:** Since the new words are all actions, it makes sense for the children to confirm their understanding by doing the appropriate action. They can repeat the words if they wish, but there is no pressure to do so.

#### Daisy's story structure: Actions 1-22

- Let's wave. Wave.
- Let's clap. Clap.
- Let's point. Point.
- Let's sit down. Sit down.
- Let's stand up. Stand up.
- Let's dance. Dance.

**TEACHING TIP:** This audio sets the new words from Lesson 1 into a simple structure so that the children are given a meaningful context in relation to the new vocabulary. The children will hear this structure repeated in the story.

- Say *Let's sing the Actions song*. Play the song (CD1 track 20) and encourage everyone to join in with the actions (and any words they are able to).

#### 3 Who do you want to be? routine

- Display the Who do you want to be? poster and complete the *Who do you want to be? routine*. (See *Routines* p.23.) Play the *Who do you want to be? chant* (CD1 track 23).

#### Who do you want to be? (Unit 1) 1-23

1, 2, 3  
Come with me.  
Who do you  
Want to be?

**Daisy** I want to be a robot!

**TEACHING TIP:** This is the first time the children encounter the *Who do you want to be? routine*, but this routine will become a familiar part of their lessons. Use your Mouse puppet and encourage the class to get actively involved in the guessing game.

- If you are using the robot wristbands and ankle bands Mouse prop (PM6), make Mouse say ***I want to be a robot, too!*** Secretly put on his costume and repeat the chant, with Mouse answering. Then bring Mouse out dressed up and say ***Look! Mouse is a robot!***

#### 4 Story: I want to be a robot

- Gather the children around you so that everyone can see and hear. Say ***Let's listen to the story: I want to be a robot.***
- Play the story on the audio CD (CD1 track 24) and hold up the Big Story Book for the class to see, turning the pages as you follow the story.

**TEACHING TIP:** The words highlighted in bold (below) and in colour (in the Big Story Book) are key words that you can encourage the children to join in with from Lesson 4 onwards, once they become more familiar with the story. (See *Stories* p.25 for more information.)

#### I want to be a robot 1-24 or [Unit 1 Story DVD]

- 1 One rainy day, Daisy and Robin are playing with the dressing up box.  
'I want to be a **robot**,' says Daisy.  
'I want to be a **robot**, too,' says Robin.  
Daisy puts on her robot costume. Robin puts on his robot costume.  
And off they go ...
- 2 **Daisy** and **Robin** see lots of robots.  
'Hello,' says the leader robot. 'What's your name?'  
'I'm Daisy,' says Daisy. 'And this is Robin.'  
'Well, Daisy and Robin,' says the robot. 'We're doing exercises. Join in!'
- 3 'Let's **wave!**' says the robot. The robots wave.  
'Let's **clap!**' says the robot. The robots clap.  
'Join in, Daisy,' says Robin, but Daisy is shy. She doesn't know what to do.
- 4 'Let's **point!**' says the robot. The robots point.  
'Let's **sit down!**' says the robot. The robots sit down.  
'Join in, Daisy,' says Robin, but Daisy is shy. She doesn't know what to do.
- 5 'Let's **stand up!**' says the robot. The robots stand up.  
'Let's **dance!**' says the robot. The robots dance.  
'Join in, Daisy,' says Robin, but Daisy is shy. She doesn't know what to do.

- 6 'Don't worry, Daisy. Copy me,' says the robot.  
'1, 2, 3 ... **wave** and **clap** and **point** to me!  
4, 5, 6 ... **sit down, stand up, dance** like this!'
- 7 Daisy isn't shy anymore!  
'1, 2, 3 ... **wave** and **clap** and **point** to me!  
4, 5, 6 ... **sit down, stand up, dance** like this!' says the robot. 'That's great, Daisy! Well done!'  
'It's fun to join in,' says Daisy.
- 8 Daisy and Robin have lots of fun with the robots, but now it's time to go home.  
They wave goodbye to the robots.  
'**Goodbye**,' say Daisy and Robin.  
'**Goodbye**,' say the robots.

- Say **Let's** + one of the action words. The group with the relevant flashcard holds up the flashcard and does the action.
- Repeat several times, using all six action words, varying the pace and the order.

## Let's play

### 5 Discuss the value: Joining in

- Say **Now help me tell the story**. Ask your helper, Daisy, to give the six Actions flashcards to six groups of children.
- Tell the story again, using the Big Story Book or the Interactive Whiteboard. The children in each group hold up their flashcards and do their action whenever their word is mentioned.
- When you've finished, discuss the value of joining in. Using the story to demonstrate, talk about how Daisy was shy and had not wanted to join in with the robots, but that when she did, she had lots of fun! Use the language of the story to help make your point, e.g. *Daisy is shy. She doesn't know what to do.* and *'It's fun to join in,' says Daisy*
- Explain that it's OK to feel shy, but often you feel better if you have a go. Award a mouse merit to children who have overcome shyness to join in enthusiastically with an activity in English lessons.

### 6 Goodbye

- Say **It's time to say goodbye**. Follow your chosen *Goodbye routine* (see *Routines* p.23).

## Extra activities

### Indoor option: Story prop (robot wristband)

PM24, colouring pencils, punzón or scissors, glue, shiny paper

- Give each child the story prop PM24 (the robot wristband).
- Ask the children to colour and cut out the wristband. They can use bright colours and stick on shiny paper to decorate the controls.
- Help the children to fix the bands around their wrists.
- Once the robot wristbands are complete, the children pretend to be the leader robot from the story and press the control buttons on their wristbands as they give instructions to each other, e.g. (*Let's*) *wave*.

**TEACHING TIP:** This story prop can be used in subsequent lessons to enhance the children's experience of the story.

### Outdoor option: Let's ...

Unit 1 Actions flashcards

- Divide the class into six groups and give each group one of the actions flashcards.



## Unit 1 Lesson 3

### Story DVD and comprehension

#### Materials

- Audio CD1
- Big Story Book Unit 1
- Class Book worksheet 5
- DVD / Interactive Whiteboard resource
- Hello routine materials
- Story prop: robot wristbands (optional)
- Unit 1 Actions flashcards
- Who do you want to be? poster

#### Let's begin

##### 1 Hello

- Follow the *Hello routine* you have chosen to do with your class. (See *Routines* p.23.)

#### Let's play

##### 2 Game with song

- Do a quick review of the action words and story structure. Display the six flashcards. Say, e.g. *Let's dance* and point to the flashcard. The class do the action and repeat the word. Continue for the other flashcards.
- Say *We're going to play a game with the Actions song*. Divide the class into six groups and have them stand in lines next to each other. Give each group a flashcard, ensuring they know which action they have been given.
- Play the *Actions song* (CD1 track 20) and encourage the person at the front of each group to perform their given action when they hear it in the song. (You can help by gesturing to the relevant child each time.) Once they have performed their action, they must go to the back of their group's line.
- Repeat the song until everyone has had a go at performing their own action.

##### 3 Story: Who do you want to be? (A robot)

- Display the Who do you want to be? poster and complete the *Who do you want to be? routine*. (See *Routines* p.23.) Play the *Who do you want to be? chant* (CD1 track 23).

**TEACHING TIP:** If the children made the robot wristband story props in the previous lesson, they can put them on for this activity.

- Say *I want to be a ...* Encourage the class to complete the sentence with *robot*, supporting them as necessary.
- Help the children to remember the story, using actions and the Big Story Book to prompt their answers. Say, e.g. *The robots do exercises. What do they do?* Wave or show the appropriate page in the Big Story Book to elicit *wave* from the children. Repeat for *clap*, *point*, *sit down*, *stand up* and *dance*.

#### 4 Story DVD

- Gather the children where everyone can see the DVD. Say *Let's watch the story: I want to be a robot*.
- Play the story on the DVD (DVD XX). Encourage children to join in with the story where they can, e.g. with words, actions and sound effects.
- Play the DVD again, but press 'pause' just before the leader robot gives an instruction in the story. Encourage the children to do and say the action word. Prompt them by doing the action yourself before pressing 'play'.

#### 5 Class Books

- Play the *Sit down song* (CD1 track 10).
- Give out the worksheet from the Class Book. Hold up the worksheet and point to the main scene. Say *Count the robots and circle the number*. Demonstrate circling the correct number underneath the first robot cue picture.
- Say *Circle the leader robot from the story*. Point to different robots in turn, asking *Is it the leader robot?* If the children need more support, show a relevant story scene (e.g. scene 2) from the Big Story Book and give some descriptions in English, e.g. *She's yellow*. Once the leader robot has been located, repeat the instruction *Circle the leader robot*.
- Ask *Where's Mouse?* Say *Find and point*.

#### 6 Goodbye

- Encourage the children to tidy up by playing the *Tidy up song* (CD1 track 11) while they put away their worksheets.
- Say *It's time to say goodbye*. Follow your chosen *Goodbye routine* (see *Routines* p.23).

#### Extra activities

##### Indoor option: Story prop or Yes/No Mouse

- If you have not yet created the robot wristband story props with your class, take the opportunity to do so here. (See Lesson 2 Indoor option p.49.)
- Alternatively, play *Yes/No Mouse* (see p.36) using the Actions flashcards.

##### Outdoor option: Remote-control robots

story prop: robot wristbands (optional)

- Tell the children that they are robots and give them the six actions as commands, putting on a robot voice like the leader robot from the story. If the children have made a robot wristband, they can wear this while playing the game.

# Unit 1 Lesson 4

## Story performance

### New language

Extended language: *Let's ...*

### Materials

Audio CD1

Big Story Book Unit 1 (optional)

DVD / Interactive Whiteboard resource

*Hello routine* materials

Mini flashcards (PM15)

Numbers flashcardsL 1, 2, 3, 4, 5, 6 (optional)

Story prop: robot wristbands (optional)

Unit 1 Actions flashcards

**TEACHING TIP:** Make copies of PM15 and cut out the pictures before this lesson. You need enough copies for each child to have one of the small pictures.

## Let's begin

### 1 Hello

- Follow the *Hello routine* you have chosen to do with your class. (See *Routines* p.23.)

## Let's play

### 2 Class game

- Explain to the class that you are going to play a memory game.
- Show an Actions flashcard and then take it away. Prompt the class by saying *Let's ...* The class must remember the action on the flashcard by saying the word and doing the action.
- Continue with the remaining Actions flashcards.

**TEACHING TIP:** You can increase the difficulty of this game by showing a few flashcards at a time, and encouraging children to remember them all in the correct order.

## Let's learn

### 3 Extended language: *Let's ...*

- The children can all wear their robot wristbands for this activity, if they have made them.
- Give each child a picture from PM15 and keep one (e.g. *clap*) for yourself. Demonstrate looking at your picture. Pretend to be the leader robot and say. *I'm the leader robot. Let's clap.* Other children with the *clap* pictures come and join you and you all start clapping.
- Continue for other actions, encouraging children to take on the role of the leader robot.

## Let's review

### 4 Daisy's game

#### Pairs

- Play *Pairs* using two copies of PM15 (see *Ideas Bank* p.36).

### 5 Story performance

- Play the story *I want to be a robot* on the DVD or tell the story with the Big Story Book so that it is fresh in the children's minds before they do their own performance.
- Choose four children to take the roles of Daisy, Robin, Mouse and the leader robot. Everyone else can be the robots doing their exercises. Everyone can wear their robot wristbands, if they have made them.
- Play the story on the audio CD (CD1 track 24), encouraging the main characters to act out their parts with actions and any words they can manage. Pause the audio CD, as needed, to allow them the time to do this.
- Encourage the rest of the class to participate with the join-in words and any actions they know..
- Repeat the procedure, giving other children the chance to take the lead roles.

### 6 Goodbye

- Say *It's time to say goodbye.* Follow your chosen *Goodbye routine* (see *Routines* p.23).

## Extra activities

### Indoor option: *Point to the numbers*

numbers flashcards

- Say to the children *Close your eyes.* and demonstrate what this means. Hide the flashcards for numbers 1–6 around the room. Say, e.g. *Point to 3.* Everyone looks around to locate and point to the flashcard for number 3. Ask a child to fetch it and give it to you.
- Hold up the flashcard and say *Let's count to 3.* The class counts together. Repeat with the other numbers.

### Outdoor option: *Outdoor story performance*

story prop: robot wristbands (optional), Big Story Book

- Give four children the lead roles: Daisy, Robin, Mouse and the leader robot. Everyone else can be the robots doing their exercises. All can wear their robot wristbands.
- Read the Big Story Book and help the children to act out the story. Walk with the main characters so they know where to go. As you are outdoors, this can be a lively enactment. Encourage the other children to participate with the join-in words and robot actions.
- Act out the story as many times as you like, changing the lead characters each time.



## Unit 1 Lesson 5

### Smart topic new words

#### New language

**Body smart new words:** *run, jump, stretch, climb, We're strong!*

#### Materials

- Audio CD1
- DVD / Interactive Whiteboard resource
- Hello routine materials
- Unit 1 Body smart flashcards: *run, jump, stretch, climb*
- Unit 1 Body smart pop-outs

### Let's begin

#### 1 Hello

- Follow the *Hello routine* you have chosen to do with your class. (See *Routines* p.23.)

### Let's learn

#### 2 Body smart song: Move your body song

- Say *We're going to learn a new song.*
- Play the *Move your body song* (CD1 track 25), demonstrating the actions (see p.46) for the children.

#### Move your body song 1•25

Move your body,  
Run, run,  
Run, run,  
Run, run!  
Move your body,  
Run, run,  
Exercise will make you strong!

Run, run, run,  
Jump, jump, jump,  
Stretch, stretch, stretch,  
We're strong!

Move your body,  
Climb, climb,

Climb, climb,  
Climb, climb!  
Move your body,  
Climb, climb,  
Exercise will make you strong!

Climb, climb, climb,  
Jump, jump, jump,  
Stretch, stretch, stretch,  
We're strong!

- Play the song two or three times, encouraging the class to begin participating in the actions themselves.

#### 3 Body smart new words

- Present the new words using the audio CD and the Unit 1 Body smart flashcards. Play the audio CD (CD1 track 26). Use the Mouse puppet to point to or hold up the appropriate flashcard for everyone to see.
- Play the audio again, encouraging the children to point to the flashcards as they hear each action.

#### Body smart new words: Move your body 1•26

Let's run. Run.  
Let's jump. Jump.  
Let's stretch. Stretch.  
Let's climb. Climb.  
We're strong!

- Play the audio once more and this time encourage the children to join in with the actions themselves.

### Let's play

#### 4 Pop-outs

- Play the *Sit down song* (CD1 track 10).
- Give out the Unit 1 Body smart pop-outs.
- Show the class how to press out the pop-outs and thread the longer strip through the slits in the viewer. Demonstrate how the strip can move freely through this viewer to create different scenes.

**TEACHING TIP:** As this is the first time the children have encountered the pop-outs, they may require a little additional support to begin with. Alternatively, you can prepare the pop-outs for each child in advance of the lesson, allowing you more time to concentrate on language learning. Preparing the pop-outs for the whole class should only take around 15 minutes.

- Say, e.g. *Let's run.* Everyone threads through their strip so that the *run* picture is in the centre of the frame.
- Now say, e.g. *Move your body, jump, jump!* The children thread through their strip to reveal the correct picture each time.

#### 5 Game with pop-outs

- Ask two volunteers to come to the front of the class and play *Pop-out snap.*
- Without conferring, two children slide their strip through their frame to reveal an action. They then show these to each other. If they are the same, they say, e.g. *Jump* and they both jump. If they are not the same, they try again.

- When a match is made, encourage the whole class to repeat the action and follow up with a collective call of *We're strong!* (and associated action) to reflect the message of the topic.
- Invite different pairs of children to the front to play the game.

**TEACHING TIP:** Some children may be reluctant to speak aloud. Don't worry if this is the case; they can whisper the word to you or simply show their understanding by doing the action; conversely, more confident children can be encouraged to use the structure, e.g. *Let's jump!*

## 6 Goodbye

- Encourage the children to tidy up by playing the *Tidy up song* (CD1 track 11) while they put away their pop-outs.

**TEACHING TIP:** The pop-outs will be used again next lesson.

- Say *It's time to say goodbye*. Follow your chosen *Goodbye routine* (see *Routines* p.23).

## Extra activities

### Indoor option: *Slow motion*

Unit 1 Actions flashcards, Body smart flashcards

- Have the children sit in a circle with you standing in the middle. Do one of the actions from the unit (*dance, clap, point, sit down, stand up, wave, run, jump, stretch, climb*), but in slow motion. The children call out the word.
- Ask a child to join you in the centre of the circle. Say, e.g. (*Maria*), *come here, please*. Whisper one of the actions or secretly show one of the actions flashcards to a child. They carry out the action in slow motion. The rest of the class calls out the word. Repeat with other children and actions.

### Outdoor option: *Mouse says ...*

Mouse puppet

- Play *Mouse says ...* (see *Ideas Bank* p.36).



## Unit 1 Lesson 6

### Smart topic DVD

#### Materials

- Audio CD1
- Class Book worksheet 6
- DVD / Interactive Whiteboard resource
- Hello routine materials
- Unit 1 Actions flashcards
- Unit 1 Body smart flashcards
- Unit 1 Body smart pop-outs

### Let's begin

#### 1 Hello

- Follow the *Hello routine* you have chosen to do with your class. (See *Routines* p.23.)

### Let's play

#### 2 Pop-outs and song

- Hold up each of the Unit 1 Body smart flashcards in turn, saying each word and encouraging the class to repeat and do the action.
- Give the class their pop-outs. Play the *Move your body song* (CD1 track 25). The children thread the strip through to reveal the appropriate picture each time they hear the corresponding action.
- Encourage the children to tidy up by playing the *Tidy up song* (CD1 track 11) while they put away their pop-outs.

#### 3 DVD

- Say *It's time to watch the DVD*.
- Play the *Move your body* sequence through once, encouraging the children to watch closely.

#### Move your body [Unit 1 Smart topic DVD]

Look at the boy. He's moving his body.  
 'Run!' says the boy. He runs and runs. He's strong!  
 Look at the girl. She's moving her body.  
 'Jump!' says the girl. She jumps and jumps. She's strong!  
 Look at the boy. He's moving his body.  
 'Stretch!' says the boy. He stretches and stretches. He's strong!

Look at the girl. She's moving her body.  
 'Climb!' says the girl. She climbs and climbs. She's strong!  
 Look at the boys and the girls. 1, 2, boys; 1, 2 girls.  
 They're moving their bodies. They're strong!  
 Can you move your body? Are you strong?

#### 4 DVD with flashcards

- Divide the class into four groups and ask your helper to give each group a Unit 1 Body smart flashcard before joining their own group. Make sure everyone understands which flashcard they have.
- Play the DVD. Every time an action is mentioned on the DVD, the group with the appropriate flashcard stands up and does their action. Pause the DVD to allow them time to do this.

#### 5 Class Books

- Play the *Sit down song* (CD1 track 10). Give out the worksheet from the Class Book. Hold up the worksheet and point to and say each of the actions in turn.
- Now focus on the first frame and elicit the word for the girl's action in the second photo (*run*). Say ***Move your body! Is the girl moving her body?*** (Yes) Point to the boy in the first picture and ask ***Is the boy moving his body?*** (No). Say ***Look and tick 'run'.*** and show where the picture has been ticked as an example. Finally, say ***We're strong!***
- Continue in this way with the other pictures, ticking the pictures of the active children. Go around talking to the children as they work. Ask them what exercise they do by saying, e.g. *Can you run?*
- Play the *Move your body song* (CD1 track 25). The children join in and point to the appropriate actions on their worksheet.

#### 6 Goodbye

- Encourage the children to tidy up by playing the *Tidy up song* (CD1 track 11).
- Say ***It's time to say goodbye.*** Follow your chosen *Goodbye routine* (see *Routines* p.23).

### Extra activities

#### Indoor option: Review worksheet

Unit 1 Review worksheet (PM32), pencils, crayons

- Complete the Review worksheet for this unit. The children find and circle the items from the key in the big picture, then point to and say the words they know. The worksheet features language from both Daisy's new words and the Body smart topic.
- If there is time, the children can colour the picture.

#### Outdoor option: Follow the leader

- Organize the class into a long line behind you. Ask them to follow you around the outside area, in the style of 'Follow the leader'.
- Count each six steps (*one, two, three, four, five, six*) with the children and then say, e.g. *Let's stretch*. Everyone stretches. Continue, making sure that everyone is following you, and covering all the ten actions covered in the unit so far.

# Unit 1 Lesson 7 (optional)

## Craft

### Materials

Audio CD1

*Hello routine* materials

Unit 1 Actions flashcards

Unit 1 Body smart flashcards

**Individual craft:** Craft (PM40), completed actions cube, punzón or scissors, glue

**Class craft:** Mini flashcards (PM15), cardboard boxes, decorations (e.g. foil, polystyrene packaging), cardboard tubes, card/newspaper, pencils, paint, paintbrushes, glue

**TEACHING TIP:** With any craft activity, it is always highly recommended that you prepare an example before the lesson, to ensure that you are clear about how to make it, and the children can see what they will be making.

### Let's begin

#### 1 Hello

- Follow the *Hello routine* you have chosen to do with your class. (See *Routines* p.23)

### Let's play

#### 2 Game with song

- Divide the class in half and play the *Actions song* (CD1 track 20). One half of the class sings the song along with the audio CD, giving the instructions to the other half who pretend to be robots and do the actions, in a robotic manner.

#### 3 Craft

**TEACHING TIP:** Depending on the time you have available, and also the activity that you feel best suits your class, choose either the Individual craft or the Class craft activity.

- Play the *Sit down song* (CD1 track 10), motioning for the children to go back to their tables.

#### Individual craft: Actions cube

- Show the children a copy of a finished actions cube and ensure everyone has their own copy of PM40.
- Demonstrate how to cut, fold and glue the actions cube. Go around the class, helping the children as necessary.
- Once the actions cubes are complete, call out a word from the cube (e.g. *jump*). Everyone finds the *jump* picture and holds up the cube pointing to the picture.
- Demonstrate a pair game with one child rolling their cube and calling out the word for the action that lands facing upwards. The second child mimes the action.
- Encourage the children to tidy up by playing the *Tidy up song* (CD1 track 11) while they put away their things.

#### Class craft: Robot

- Tell the class that they are going to make a robot. Show how a head and a body can be fashioned from two

cardboard boxes – the body being a slightly bigger box than the head. The robot can be decorated in numerous ways, e.g. by sticking on foil, different coloured circles, small pieces of polystyrene packaging and other such materials for features.

- Show how robot limbs can be made from cardboard tubes or by rolling and securing large pieces of card or newspaper. Once the different body parts are complete, help the class to stick the robot together.

**TEACHING TIP:** To ensure everyone in the class has a role, divide the class into groups, giving each a particular task.

- Make four control buttons: one red, one yellow, one green and one blue and stick them on to the robot's body. Use PM15 to add an actions picture above each button.
- Play a class game with the robot. Choose and press a control button, saying the action in a robot voice, e.g. *Let's point!* The children repeat and do the action.
- Encourage the children to tidy up by playing the *Tidy up song* (CD1 track 11) while they put away their things.

#### 4 Class game

- Display the ten Unit 1 Actions and Body smart flashcards around the room. Say **Move your body**. Everyone chooses a flashcard to go to and then mimes the appropriate action.
- Say **Stop!** and **Sit down**. In turn, ask the groups at the different flashcards to mime and say their action for the rest of class.

#### 5 Goodbye

- Say **It's time to say goodbye**. Follow your chosen *Goodbye routine* (see *Routines* p.23).

### Extra activities

#### Indoor option: DVD Listen and find the mistakes

Unit 1 Lesson 6 DVD

- Say **It's time to watch the DVD**.
- Play the sequence through once, encouraging the children to watch closely.
- Say **Let's watch the DVD again. Tell me if I am wrong**. Play the DVD with the volume down and read the script from Lesson 6 (p.54) but making very obvious mistakes, e.g. swap *runs* with *claps*. Exaggerate the mistakes and encourage the children to say *No* when they recognize that you are wrong. Say **Silly me!** in response.

#### Outdoor option: Actions cubes

actions cubes

- Choose two children to lead a game whereby one rolls the cube and the other calls out the word for the exercise picture which lands facing upwards. The rest of the class then does that exercise.



#### 4 Class Books

- Play the *Sit down song* (CD1 track 10). Give out the worksheet from the Class Book.
- Hold up the worksheet and point to each of the children in turn. Elicit the actions from different children. The rest of the children point to the pictures as they hear them.
- Ask the class to colour in the children. You may wish to keep this quite uncontrolled; alternatively, you could provide more guidance by saying, e.g. *Colour 'run' blue. Colour 'jump' green.*
- Ask individuals *What's your favourite action?* Listen to some replies, then ask everyone to choose and circle their favourite action on the worksheet.
- Go around as they work, using the Mouse merit reward stamper to reward children who have completed the worksheet tasks.
- Tell individuals *Do your favourite action.*

**TEACHING TIP:** Use the 'Notes' section on the back of the worksheet to communicate the learning objectives of Unit 1, or to pass on a message to the parents regarding the child's progress.

**TEACHING TIP:** If you are following the Phonics syllabus, now is a good opportunity to review and practise the sounds and letters from Unit 1 with the class: *s, a, t, p, i.*

## Unit 1 Lesson 8

### Review and Portfolio

#### Materials

- Audio CD1
- Class Book worksheet 7
- Hello routine* materials
- Interactive Whiteboard resource
- Mouse merit reward stamper
- Unit 1 Actions flashcards
- Unit 1 Body smart flashcards

### Let's begin

#### 1 Hello

- Follow the *Hello routine* you have chosen to do with your class. (See *Routines* p.23.)

### Let's review

#### 2 Songs

- Remind the children of the songs in Unit 1: *Actions song* (CD1 track 20) and *Move your body song* (CD1 track 25).
- Play and sing both songs and encourage the children to join in.
- After you have sung both songs, ask the children *What's your favourite song?* Sing the preferred song through one more time.

**TEACHING TIP:** Revisit the songs regularly to ensure the children don't forget them and in order to revise the language they have learned.

#### 3 Daisy's review game

##### Let's...

- Choose a Unit 1 Actions or Body smart flashcard and say the action, e.g. *Let's stretch.* Pass the flashcard around the circle. The children say and mime the action as they pass on the flashcard.
- Add more flashcards when the children are ready.

#### 5 Goodbye

- Encourage the children to tidy up by playing the *Tidy up song* (CD1 track 11).
- Say *It's time to say goodbye.* Follow your chosen *Goodbye routine* (see *Routines* p.23).

### Extra activities

#### Indoor option: *Mouse says ...*

- Play *Mouse says ...* (see *Ideas Bank* p.36).

#### Outdoor option: *Dressing up*

story prop: robot wristbands (optional), gadgets / costume items (optional)

- Take the children outdoors. They can dress up as robots by putting on their robot wristbands and (if you wish) any other gadgets and costume items useful for being a robot. Prompt by saying *I want to be a ...* and encourage them to complete the sentence with *robot.*
- Using a robot voice, call out all the actions they know from Unit 1 for them to mime.
- Encourage them to do the same for each other.

# Unit 1 Nursery school Lesson 1

## At nursery school

### New language

**Nursery school new words:** *play hopscotch, roll the hoop, catch the ball, throw the beanbag*

### Materials

Audio CD1

DVD / Interactive Whiteboard resource

*Hello routine* materials

Small pieces of paper / sticky notes

Unit 1 Nursery school poster

## Let's begin

### 1 Hello routine

- Follow the *Hello routine* you have chosen to do with your class. (See *Routines* p.23.)

## Let's learn

**TEACHING TIP:** The Nursery school DVD provides the perfect opportunity for children to get a glimpse of UK culture. Encourage children to notice any differences or similarities between their own lives and those of the children in the UK.

### 2 Nursery school DVD

- Say *It's time to watch the DVD. Let's visit a school in the UK.*
- Play the sequence once, encouraging the children to watch closely.

### Let's go to nursery school! [Unit 1 Nursery school DVD]

Let's go to nursery school.

It's play time. The children are in the playground. They're playing. What can you see?

Katie is jumping. Jump, jump, jump!

These children are climbing. Climb, climb, climb!

These children are running. Run, run, run!

Look at Poppy. What's she doing? She's playing hopscotch.

Hop, jump, hop, jump, hop!

Look at the girls. What are they doing? They're playing hopscotch.

Can you play hopscotch?

Emma's got a hoop. What colour is the hoop? It's yellow.

Lily's got a hoop, too. It's red. Can she roll the hoop? Yes, she can!

Can you roll a hoop?

Let's look for Mouse. Where is he? Can you see him? Here he is! Hello, Mouse!

Eva, Lewis and Finlay are playing a game with some beanbags.

Eva throws the beanbag.

Hurray! It's in the bucket.

Lewis throws the beanbag. Whoops!

Can you throw a beanbag?

Look at the children. Can they catch the ball?

Oh dear!

Can Bella catch the ball? Yes! Well done, Bella!  
Play time is fun!

- After watching, elicit children's observations about what they've seen. Encourage them to make comparisons between what they do at nursery and what the children do in the UK.

### 3 Nursery school new words

- Present the new words using the audio CD and the Unit 1 Nursery school poster.
- Play the audio CD (CD1 track 27). Use the Mouse puppet to point to the photos at the side of the poster in turn.

### Nursery school new words: Playground games 1•27

Hopscotch. Play hopscotch.

Hoop. Roll the hoop.

Ball. Catch the ball.

Beanbag. Throw the beanbag.

- Play the audio again, this time drawing attention to the relevant detail in the illustrated playground scene.
- Help the children to make connections between the photos in the poster and the main illustration. For example, point to the hopscotch photo and say *Hopscotch*. Then point to the illustration and say *Where's hopscotch?* Point to the children catching the ball and ask *Is this hopscotch?* (No) Point to the children playing hopscotch and ask *Is this hopscotch?* (Yes). Repeat for the other new words.

## Let's play

### 4 Class game

#### Memory game

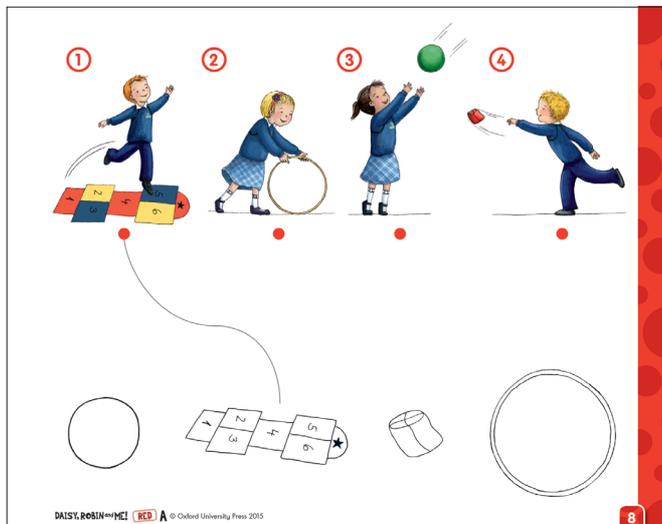
- Play a memory game using the Unit 1 Nursery school poster. Point to the illustrated part of the poster and say the new words in turn. The class can repeat if they are ready and able, though there is no expectation for them to do so at this stage.
- Now cover up the illustrations on the poster with individual pieces of paper or sticky notes.
- Ask an individual to come to the front of class and say, e.g. *Find 'Catch the ball!'*. You can point to the ball photo as a prompt if you wish. Encourage the individual to uncover the correct image by removing the piece of paper. Repeat several times to practise all the new language and give other members of the class a turn.

### 5 Goodbye

- Say *It's time to say goodbye*. Follow your chosen *Goodbye routine* (see *Routines* p.23).

## Extra activities

- Choose a game from the *Ideas Bank* (p.36) to play with your class. Alternatively, you could take the children outdoors to try any of the playground games seen in the DVD.



## Unit 1 Nursery school Lesson 2 At nursery school

### Materials

Audio CD1

Class Book worksheet 8

DVD / Interactive whiteboard resource

Hello routine materials

Unit 1 Nursery school poster

### Let's begin

#### 1 Hello

- Follow the *Hello routine* you have chosen to do with your class. (See *Routines* p.23.)

### Let's play

#### 2 Nursery school poster

- Display the Nursery school poster and review the new vocabulary by pointing to the pictures and saying the words.
- Now point to, e.g. the children playing hopscotch and say **Roll the hoop. Yes or No?** Encourage the children to respond with *No*. Repeat for the other new words, as well as for any revision words on the poster, e.g. *climb* or *jump*.

#### 3 Nursery school DVD

- Gather the children where everyone can see the DVD. Ask children what they can remember about the children at the UK nursery school.
- Say **It's time to watch the DVD. Let's watch the children at the school.** Play the sequence once, and let the children enjoy the story.
- Play the DVD again. Press the pause button or turn off the volume when the children on screen do the new words. Say, e.g. **What's this? Let's roll the hoop.** Encourage your class to mime the action.

### Let's learn

#### 4 Song: Playground games song

- Say **We're going to learn a new song.** Play the *Playground games song* (CD1 track 28) once, demonstrating the actions to the children.
- Invite a child to the front and play the song again to demonstrate the action for *Clap with a friend*.

#### Playground games song 1:28

Clap your hands,  
Clap with a friend.  
Play hopscotch  
And start again.

Clap your hands,  
Clap with a friend.  
Roll the hoop  
And start again.

Clap your hands,  
Clap with a friend.  
Catch the ball  
And start again.

Clap your hands,  
Clap with a friend.  
Throw the beanbag  
And start again.

- Play the song two or three times, encouraging more participation in the actions. You may wish to arrange everyone into pairs so that everyone does the actions with their partner.

#### 5 Class Books

- Play the *Sit down song* (CD1 track 10), motioning for the children to go back to their tables.
- Give out the worksheet from the Class Book. Say each of the new words in turn, pointing to them on the worksheet.
- Say **Look and match the pictures. What's this?** Point to the picture of the boy playing hopscotch and elicit *hopscotch* from the class. Point to the corresponding hopscotch image at the bottom of the page and ask again **What's this?** Establish the two pictures of hopscotch are a match, and demonstrate drawing a line between them.
- The children match the remaining pictures themselves.
- When the children have finished matching, say **Colour the ball, the hopscotch, the beanbag and the hoop.** If you wish, you can encourage them to practise colours vocabulary by instructing them to, e.g. *Colour the ball green*.
- When the children have completed the worksheet, play the *Playground games song* (CD1 track 28) once more, encouraging the children to point to the correct action.

#### 6 Goodbye

- Encourage the children to tidy up by playing the *Tidy up song* (CD1 track 11).
- Say **It's time to say goodbye.** Follow your chosen *Goodbye routine* (see *Routines* p.23).

### Extra activities

- Choose a game from the *Ideas Bank* (p.36) to play with your class.

# Unit 1 Nursery school Lesson 3

## At nursery school

### New language

#### Nursery school extended language question:

Can you ...?

### Materials

A hoop, a ball and a beanbag (optional, but recommended)

Audio CD1

Hello routine materials

My Book Unit 1 (PM49)

Unit 1 Actions flashcards

Unit 1 Body smart flashcards

Unit 1 Nursery school poster

## Let's begin

### 1 Hello

- Follow the *Hello routine* you have chosen to do with your class. (See *Routines* p.23.)

## Let's play

### 2 Song: Playground games song

**TEACHING TIP:** From the options that follow, choose the activity that best suits the requirements of your class at this stage in the unit. You may wish to do the other activity at a later date.

#### Option 1

- Play the *Playground games song* (CD1 track 28) and encourage the class to sing along and do the actions.
- Now divide the class into four groups: *play hopscotch, roll the hoop, catch the ball, throw the beanbag*.
- Ask a representative from each group to point to their activity on the Unit 1 Nursery school poster to confirm to the rest of the group which it is. Play the song again, with each group singing and doing the actions for their verse of the song.

#### Option 2

- Organize the children into two concentric circles with each child in the inner circle turned to face a child in the outer circle.
- Play the *Playground games song* (CD1 track 28). The children do or mime all the actions. When they hear *Clap with a friend*, they clap hands with the child opposite.
- At the beginning of each new verse, the children in the inner circle move around one place so that everyone has a new partner.

## Let's learn

### 3 Extended language: Can you ...?

- Draw the class' attention to the Unit 1 Nursery school poster. Point to each activity in turn and review each new word with the class.
- Play the Extended language audio (CD1 track 29) miming each action in turn.

### Nursery school extended language: Can you ...?

1.29

Can you play hopscotch?

Can you roll the hoop?

Can you catch the ball?

Can you throw the beanbag?

- Repeat each question, miming the action and making it clear you are asking a question with the intonation in your voice and by gesturing to the class. The class respond with *Yes* or *No*.
- Ask individuals, e.g. *Can you catch the ball?* miming the action for them. They call out *Yes* if they think they can catch a ball and *No* if they don't think they can.

**TEACHING TIP:** It's recommended that you bring in a hoop, a ball and a beanbag to enhance this activity. You can also create a hopscotch grid on the floor with chalk, or draw the grid on a large piece of paper and fix this to the floor with sticky tape.

- Extend the activity by practising some of the revision vocabulary on the poster with the question, e.g. *Can you jump?*

## Let's review

### 4 My Book

- Play the *Sit down song* (CD1 track 10), motioning for the children to go back to their tables.
- Give out the Unit 1 My Book page (PM49). Ask the children to circle the things they can do and draw their favourite playground game.

**TEACHING TIP:** The My Book page allows children to personalise the topic. Encourage them to think about how they are the same or different from the children in the UK.

### 5 Review game

- Review some of the actions and Body smart vocabulary from the main unit. Conceal an actions flashcard behind a plain piece of paper and reveal it very slowly. The children start miming the action when they recognize the picture. They call out the words if they can remember them. Do similar for the Nursery school actions using the poster.

### 6 Goodbye

- Encourage the children to tidy up by playing the *Tidy up song* (CD1 track 11).
- Say *It's time to say goodbye*. Follow your chosen *Goodbye routine* (see *Routines* p.23).

## Extra activities

- Choose a game from the *Ideas Bank* (p.36) to play with your class.