

Before listening

- 1 Lesson 1 warm-up. ↓
- 2 Show poster 1. Read the title. Ask questions. ↓
- 3 Point and name new objects (*helicopter, island*). Children come forward; find objects on the poster.
- 4 Show flashcards (10–11) and name new objects. Class repeats.
- 5 Explain *adventure*, if necessary.

Shared listening

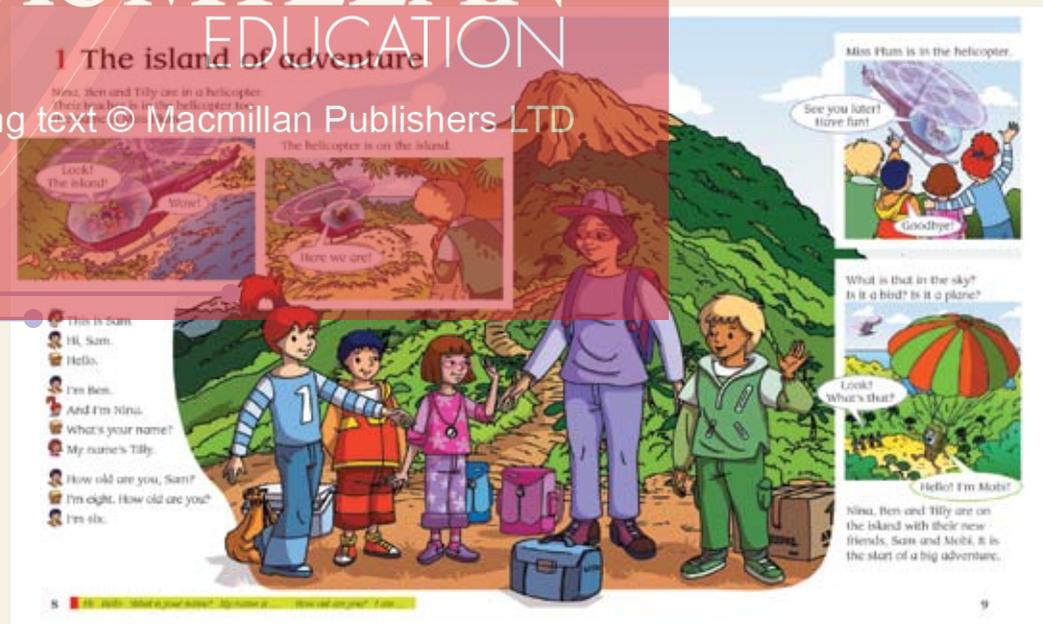
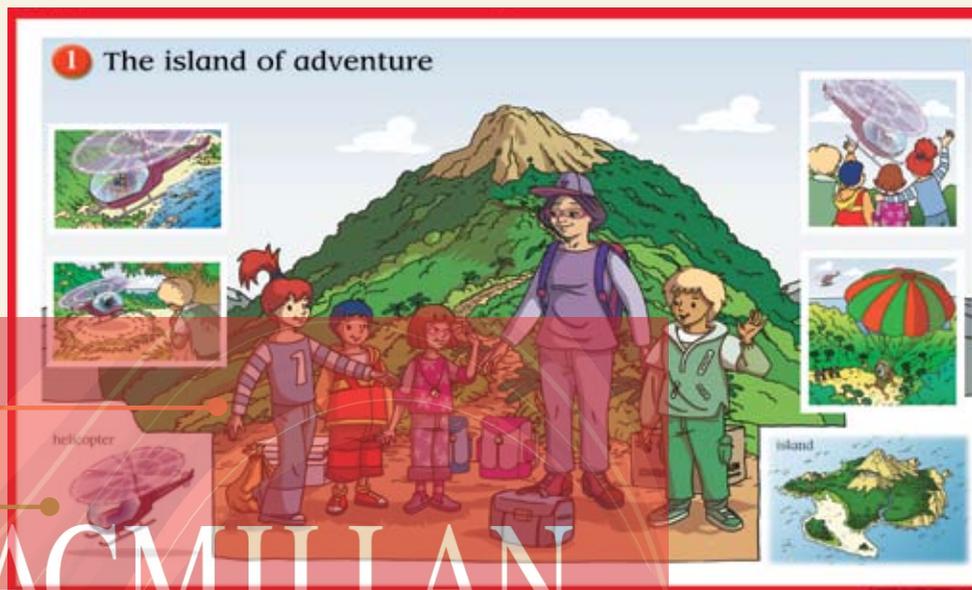
- 1 Play FC track 2. Point to characters when they speak.
- 2 Show flashcards 1–6. Name the characters. Class repeats.
- 3 Ask questions about characters. ↓
- 4 Play FC track 2 and point to characters again.

Dialogue practice

- 1 Name characters. Children point in books (FB pp8–9). Point on poster for children to check.
- 2 Show flashcards 1–6, 10–11. Children name.
- 3 Children close books. Play FC track 3 and show flashcards 1–6. Class repeats lines in pauses.
- 4 Groups say lines by character.
- 5 (optional) Individuals act dialogue.
- 6 Play FC track 2 again. Children follow text or point to main picture.

After listening

- 1 Practise dialogue with individuals. ↓
- 2 Practise dialogue with pairs. ↓
- 3 Ask about Mobi. ↓



Lesson aim Phonic recognition

Lesson targets Children:

- read, pronounce and spell cvc (consonant–vowel–consonant) words with short *a*
- recognise and say the individual sounds that make up the cvc words
- write the words from picture prompts.

Target words *Sam, cat, hat, mat, cap, map, tap*

Materials Language Book p16, Practice Book p7, Language Cassette track 13, cards for sounds

Preparation Listen to the cassette before the lesson. Make large cards for the sounds/phonemes for *cat, mat, hat* (see p12). Make word cards for *cat, hat, tap, van* for the rhyming words game.

Detailed teaching procedures See Introduction, p10

Lesson 5 time division:



↓ Lesson 5 Warm-up

- 1 Play the song from Lesson 4 (LB p15, LC track 12) two or three times. Children join in. After the first time, encourage them to sing the first line without looking in their books.

↓ Activity 1

- 5 Ask *Who has got a cat?*
What colour is the mat?
Where is the cat?
What has the cat got?
What colour is the hat?
Where is the cat now?

Make sure all the words in the text are understood.

↓ Activity 2

Follow the procedure for introducing the phonemes and sounding out each word which is given in detail in the Introduction (p10).

↓ Activity 4

- 1 Write the four words on the board. Point in random order. Individuals and/or the class reads them.
- 2 Children can practise reading the words in pairs.
- 3 When you are satisfied that children can read the words, they may tick them.

↓ Practice Book

Cap, map and *tap* are introduced here, so sound these out with the children and point to the pictures in the book.

Children complete the five exercises.

Check they can sound out all the target words before they move on to Exercise 5.

↓ Phonics games and activities

1 Letter-changing game

Write up a known word, e.g. *mat*. Class reads.

Replace the first letter with, e.g. *c*. Class reads the new word. Then replace *c* with *b*, etc.

When appropriate initial letters have been tried, change final letters e.g. *mat – map, cat – can*, etc.

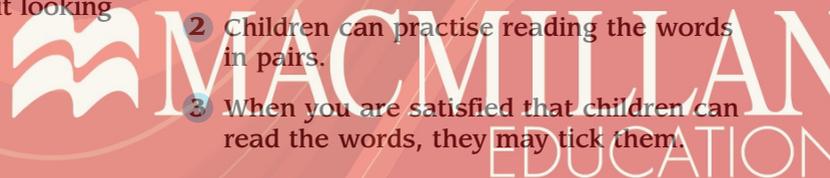
2 Match the rhyming words

Write on the board *mat, bat, map, can*.

Put the word cards you made on your desk.

Children take a word card and stick it next to the word it rhymes with on the board.

Class reads the pairs of rhyming words.



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Lesson aim Fluency

Lesson targets Children:

- listen for pronunciation and intonation
- repeat dialogue accurately
- act out dialogue with expression
- introduce themselves and give their age.

Key language (words) *helicopter, island; Ben, Nina, Sam, Tilly; Miss Plum*
(structures) *What is your name? My name is ... How old are you? I am ...*

Language for understanding

adventure, bird, boy, friends, name, plane, sky, teacher; am, is, are; Look! Wow! Here we are! Hi! Hello! See you later! Have fun! Goodbye!

Materials Poster 1, Fluency Book pp8–9, Fluency Cassette tracks 2–3, flashcards 1–6, 10–11

Preparation Listen to the cassette before the lesson.

Detailed teaching procedures See Introduction, p8

Lesson 1 time division:



↓ Lesson 1 Warm-up

- 1 Sing the *Alphabet song* (LB p6, LC track 1).

↓ Before listening

- 2 Ask *Can you see girls and boys?*
How many girls?
How many boys?
Can you see the teacher?
What else can you see?

Let children come to the poster, point and name anything they can.

↓ Shared listening

- 3 (1st small picture) Ask *Who is in the helicopter?*
(2nd small picture) *Who is on the island?*
Point to child characters in turn. Ask
What is his/her name?
How old is he/she?
Point to Miss Plum. Ask
What is her name?
Who is she?
Point to Mobi. Ask
What is his name?
What is he?

↓ Dialogue practice

For a detailed explanation of dialogue practice, see Introduction, p8.

↓ After listening

- 1 Practise around the class:
What's your name?
My name's ...
How old are you?
I'm ...
- 2 Repeat the previous activity, but bring two children forward and let one of them ask the questions.
Repeat with other pairs.
- 3 Ask children where they think Mobi has come from. How do they know? Teach *parachute*, if necessary.

Before reading

- 1 Lesson 2 warm-up. ↓
- 2 Teach new family member words with flashcards 12-17.
- 3 Children open books (LB pp10-11). Ask questions. Children point. ↓

Shared reading

- 1 Play LC track 10. Children follow text in book.
- 2 Read line by line. Ask questions. ↓
- 3 Read with the class.

unit 1 My family and me

Hi I am Tim. I am six. Meet my family.

This is my big brother. He is ten ... and this is me.

This is my mum. She is very helpful ... and this is me.

This is my sister. She is funny ... and this is me.

This is my baby brother. He is little ... and this is me.

And this is my grandma and my grandpa. They are very kind ... and this is me.

These are my friends and this is my teacher ... and this is me.

This is my pet dog, Jack. He is a lot of fun ... and this is me.

10 Parents: see extra material on page 166 11

Reading practice

- 1 Give reading practice. Use some or all of the following:
 - Children read again as a class.
 - Groups read different sections.
 - Individuals read different sections.
- 2 Class listens again to LC track 10 and follows in LB.

After reading

- 1 Do the matching words and flashcards activity. ↓
- 2 Ask *Who is this?*

Lesson aim Reading

Lesson targets Children:

- follow a text read out to them
- listen for pronunciation and intonation
- read the text aloud with accurate pronunciation and intonation
- learn and understand new vocabulary items
- understand the sense of the text as a whole
- answer simple comprehension questions.

Key language (words) *brother, father, grandmother, grandfather, mother, sister; big, funny, helpful, kind, little, tall*

(structures) *This is ..., He/She is ..., They are ...*

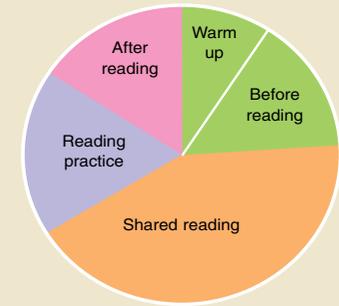
Words for understanding *baby, fun, pet; meet; really, very*

Materials Language Book pp10–11, Language Cassette track 10, flashcards 12–17, word cards

Preparation Listen to the cassette before the lesson. Make family word cards for *brother, father, grandmother, grandfather, mother, sister*. Make adjective word cards for *big, funny, helpful, kind, little, tall*

Detailed teaching procedures
See Introduction, pp8–9

Lesson 2 time division:



↓ Lesson 2 Warm-up

- 1 Sing the *Numbers* song (LB p9, LC track 6).

↓ Before reading

- 3 Ask *Can you see mother/a big/little brother, etc? Point to mother/father, etc. Can you see a dog? What colour is the dog?*

↓ Shared reading

- 2 Ask *How many in Tim's family? Is Tim's brother big? How old is he? Is Tim's dad tall or short? Who is helpful/funny/little? Is Grandma kind? Is Grandpa kind? Can you see Tim's friends? How many friends can you see? How many boys/girls? What is the dog's name?*

After reading

- 1 Put the six family flashcards on the board. Class names them.
Show family word cards in any order. Class reads. Shuffle and place on your desk.

Children take turns to take a word card and place it under the correct picture.

Ask the rest of the class if it is correct. If it is not, another child has a turn.

Show adjective word cards. Class reads. Shuffle and place on your desk.

In turns, children take a card and place under the correct person. Check with class.

- 2 (Extension activity) Point to family flashcards. Say *Think about Tim's family. Ask Who is helpful? Elicit Tim's mother is helpful. Ask other questions Who is kind/? tall/?funny? etc.*

Teacher's note

Mum, dad, grandma and grandpa are used by children in everyday conversation to address these family members and to speak about them to other people. *Mother, father, grandmother and grandfather* are used in formal situations and often to talk about other children's family members.

Reading and understanding

SESSION 1

- 1 Session 1 warm-up.
- 2 Re-read *My family and me* (LB pp10-11).
- 3 Write on board *This is Tim's ...*. Hold up flashcards (12-17) at end of phrase. Prompt, e.g. *This is Tim's brother.*
- 4 Children complete Activity 1 (LB p12).
- 5 Hold up adjective word cards. Class reads. Ask, e.g. *Who is funny?* Prompt/elicite *Tim's sister is funny.*
- 6 Children complete Activity 2 (LB p12).
- 7 Play the *Get active!* game.
- 8 Prepare children for PB p4. Read the passages with them and check they understand the tasks. Children complete.

Working with words

SESSION 2

- 1 Session 2 warm-up.
- 2 Stick up word cards/flashcards 12-17. Ask questions. Children match flashcards. Class reads sentences.
- 3 Children complete Activity 1 (LB p13).

Sentence building

- 1 Read Mobi's speech bubbles (LB p13). Read sentence.
- 2 Write sentence. Point and prompt *It's a capital letter/full stop.*
- 3 Children complete Activity 1.
- 4 Prepare children for PB p5. Go through the box and check they understand the tasks. Children complete.

Extension activities

- 1 Do the capital letter/small letter matching activity.
- 2 Play *Scrambled names.*

Reading and understanding

- 1 Look and read. Then choose and circle.

1 This is Tim's brother. sister.

2 This is Tim's mother. father.

3 This is Tim's friend. teacher.

- 2 Choose the word from the box.

tall kind funny helpful

You can also say **very** before these words.



- 1 Tim's father is _____.
- 2 Tim's mother is _____.
- 3 Tim's grandmother and grandfather are _____.
- 4 Tim's sister is _____.

Get active!

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Working with words

- 1 Write the words.

1 My _____ is big. 2 My _____ is kind. 3 My _____ is kind, too.

4 My _____ is funny. 5 My _____ is tall. 6 My _____ is helpful.

Sentence building

ABCDEFGHIJKLMNOPQRSTUWXYZ

A sentence begins with a **capital letter**.

A sentence ends with a **full stop**.

My brother is ten.

- 1 Read the sentences. Circle the capital letters and full stops.
 - 1 Tim is six.
 - 2 This is my sister.
 - 3 Jack is my pet dog.
 - 4 My mum is helpful.
 - 5 My grandma and grandpa are kind.

Language focus family members, capital letters and full stops

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Unit 1

Reading and understanding

- 1 Read and write.

Ben is six.
Ben's big brother is ten.
Ben's sister is funny.
Ben's baby brother is little.

- 1 Ben is six.
- 2 Ben's _____ is ten.
- 3 Ben's _____ is funny.
- 4 Ben's _____ is little.



- 2 Read and write.

Ben's mother is helpful.
Ben's father is tall.
Ben's grandfather and grandmother are kind.

- 1 Who is tall?
Ben's _____ is tall.
- 2 Who is helpful?
Ben's _____ is helpful.
- 3 Who is kind?
Ben's _____ and _____ are kind.



Sentence building

capital letter This is the island full stop



- 1 Circle the capital letters. Circle the full stops.

- 1 This is my big brother .
- 2 Here is my friend .
- 3 I am seven .
- 4 This is my dad .
- 5 My sister is six .

- 2 Write the sentences correctly.

Remember capital letters and full stops.

- 1 the boy has a dog
The boy has a dog _____
- 2 he is nine

- 3 my brother is three

- 4 she is my friend

- 5 this is my mum and dad



Unit 1

5

Lesson aim Comprehension, vocabulary and sentence building

Lesson targets Children:

- read and complete sentences choosing from given words
- read and complete sentences from picture prompts
- answer simple oral comprehension questions
- write answers to simple comprehension questions
- identify capital letters
- use correct punctuation: capital letter and full stop.

Key language

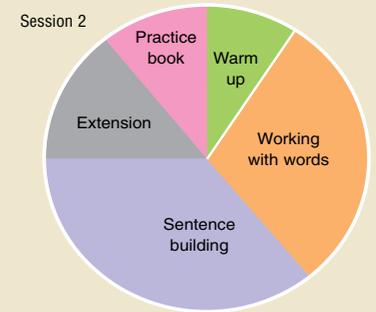
(words) *brother, father, grandma, grandpa, mother, sister; funny, helpful, kind, little, tall*

(structures) *This is ..., He/She is ..., They are ...*

Words for understanding *baby; fun, pet; meet; really, very*

Materials Language Book pp12–13, Practice Book pp4–5, flashcards 12–17, word cards from Lesson 2

Lesson 3 time division:



Lesson 3 Session 1 Warm-up

- 1 Use flashcards/word cards to revise and read words for family members.
Sing the *Rainbow song* (LB p7, LC track 4).

Lesson 3 Session 2 Warm-up

Lesson 3 Session 2 Warm-up

Write four or five pairs of capital and small letters scattered on the board. Children draw lines joining the capital and small letter in each pair. Other children circle the capital in each pair.

Reading and understanding

7 Get active!

Tell the class to turn back to LB pp10–11 and look at the people. Show a child from team 1 a flashcard of a family member. The child mimes the family member doing the activity as shown in Tim's photos, e.g. brother – skateboarding; grandma – sitting in park, etc. Other children from team 1 guess who it is: *It's Tim's brother.* Ask team 2 a question about the character, e.g. *How old is he?* Play again, showing a team 2 child a different character to mime.

Working with words

- 2 Stick adjective word cards on the board, well spaced out. Class reads. Stick the flashcards and family member word cards underneath. Say, *Think about Tim's family. Who is helpful?* Elicit *Tim's mother is helpful.* Ask a child find the flashcard for *mother* and place it above the correct adjective. Choose another child to find the correct family word and stick it in front of the adjective. Write *Tim's* and *is* to complete the sentence. Class reads. Repeat with the other adjectives.

Class reads all the sentences in any order. Rub them off the board.

Extension activities

- 1 Write a column of capital letters on the left of the board. Stick small letters in scrambled order on the right. Children take turns to match correct small letter next to the capital.
- 2 **Scrambled names**
Write the letters of a book character's name in scrambled order on the board, e.g. *eBn*. Children volunteer to write the name correctly. Continue with other names.

Grammar

- 1 Lesson 4 warm-up. ↓
- 2 Read speech bubbles (LB p14). Children follow.
- 3 Class reads speech bubbles. ↓
- 4 Activity 1: Children speak in pairs. ↓
- 5 Activity 2: Children read and complete.
- 6 Prepare children for PB p6 by checking they understand the tasks. Children complete.

Look at this!

Grammar

1 Point and say.

2 Write.

14 Grammar focus: expressing name and age.

Grammar

- 1 Read and match.
- | | | | | |
|-------|------|-------|-------|------|
| one | four | three | seven | six |
| 4 | 8 | 1 | 2 | 3 |
| 10 | 6 | 5 | 7 | 9 |
| eight | two | ten | five | nine |

- 2 Look and write.
-
- 1 Look at Freddy. He is three.
 - 2 Look at Lily. She _____.
 - 3 Look at Tom. _____.
 - 4 Look at Jane. _____.
 - 5 Look at Dan. _____.
 - 6 Look at Mike. _____.
 - 7 Look at Molly. _____.
 - 8 Look at Bill. _____.

- 3 Draw and write.
- Like this:
-
- I am Dan. _____
- I am six. _____
- I am a boy. _____
- This is me. _____

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Listening

- 1 Read Nina's speech bubble (LB p15).
- 2 Ask *Who can you see?* ↓
- 3 Activity 1: Play LC track 11. Children listen. Play it again. Children tick. ↓
- 4 Activity 2: Play LC track 12 twice. Children listen and sing. ↓

This is my family.

1 Listen to Nina and her family. Tick ✓ the box.

1 dad	<input type="checkbox"/>	mum	<input type="checkbox"/>
2 sister	<input type="checkbox"/>	brother	<input type="checkbox"/>
3 grandma	<input type="checkbox"/>	grandpa	<input type="checkbox"/>
4 dad	<input type="checkbox"/>	brother	<input type="checkbox"/>
5 grandma	<input type="checkbox"/>	sister	<input type="checkbox"/>
6 grandpa	<input type="checkbox"/>	mum	<input type="checkbox"/>

2 Listen and sing.

Father, mother, sister, brother,
Sister, brother, father, mother,
Father, sister, mother, brother,
And me.

Listening focus words relating to the family.

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After listening

- 1 Play LC track 12. Sing the song with flashcards. ↓

Activity 1

- 1 Lesson 5 warm-up.
- 2 (LB p16) Point out pictures and words with *a*.
- 3 Play rhyme twice (LC track 13). Children follow in books.
- 4 Read rhyme.
- 5 Read line by line and ask questions. ↓
- 6 Read with the class.

Activity 2

- 1 ↓ Children hold sounds cards. Say the sounds.
- 2 Close up gradually.
- 3 Say the word.
- 4 Children look, say and write.

Activity 3

- 1 Children look at the picture and read the words. Ask/Help a child to say the whole sentence. Class repeats.
- 2 Children write the word.
- 3 Do the same with the second sentence.

Activity 4

- 1 Write up words. Class/individuals read.
- 2 Children read in pairs. Listen to pairs.
- 3 Children check words and tick.

Practice Book

Children complete PB p7. ↓

Phonics games and activities

- 1 Play the *Letter-changing game*. ↓
- 2 Play *Match the rhyming words*. ↓

Phonics

1 Listen and read.

Sam has got a cat. The cat is on the mat.

The cat has got a hat. Can you see the cat?

2 Say the sounds. Make the words.

1 2 3

c a t m a t h a t

cat

3 Write.

1 _____ has got a _____.

2 The _____ is on the _____.

4 Tick ✓ the words you can read.

Sam cat hat mat

16 Phonics facts: [Tap the sound](#)

Phonics

1 Say the sounds. Make the words.

c a t 1 2 3

2 Say the sounds. Make the words.

1 2 3

c c a c p m c a c p t c a c p

4 Write.

1 The _____ has a _____.

2 The _____ has a _____.

3 The _____ and the _____ are on the _____.

4 The _____ and the _____ are on the _____.

5 Read and colour.

Colour the *at* words red. Colour the *ap* words green.

cat map tap map hat

7

Activity 1

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- 2 (LB p16) Point out pictures and words with *a*.
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- 3 Children check words and tick.

Practice Book

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Phonics games and activities

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Phonics

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The cat has got a hat. Can you see the cat?

- 2 Say the sounds. Make the words.



c a t m a t h a t

cat _____

- 3 Write.

1 _____ has got a _____.

2 The _____ is on the _____.

- 4 Tick ✓ the words you can read.

Sam cat hat mat

16 Phonics facts: *Words with a short a sound*

Phonics

- 1 Say the sounds. Tick the words.



- 2 Match and write.

- 3 Say the sounds. Make the words.



- 4 Write.

1 The _____ has a _____.

2 The _____ has a _____.

3 The _____ and the _____ are on the _____.

4 The _____ and the _____ are on the _____.

- 5 Read and colour.

Colour the *at* words red. Colour the *ap* words green.

cat map tap map hat