Scope and sequence

Unit	Vocabulary	Grammar	CLIL	Value
Starter Unit Welcome Back!	one, two, three, four, five, six, seven, eight, nine, ten, book, backpack, toys, family members, the alphabet; Is it D? Hello, I'm	I'm (sad/happy). Look! New neighbors. Welcome! Nice to meet you! And you! Who's that?	- XIS	
1 Happy Birthday!	balloon, clown, candles, present, card, cake, robot, basketball, puzzle, car, sides, the same, different; How old are you? I'm eight. Me, too! Look!	There's a (present)! There are (five) cards.	lath	We make new friends.
2 What Weather!	stormy, snowy, vindy, cloudy, rainy sunny, wet, dry, cald, not, today, I don't understand! Let's check.	What's the weather like (today)? It's (rainy).	Geography	We share our things.
Culture Birchduy Conties	decorations, party games, pool, sing, party items			
3 My Clothes!	jacket, socks, hat, pants, boots, shoes, T-shirt, sweater, shorts, skirt, wool, cotton, sheep, plant; How about a sweater? Thank you. I'm (hot/cold).	Take off your (jacket)! Put on your (hat)! It's (hot)!	Science	We take care of our clothes.

4 Scope and sequence

Unit	Vocabulary	Grammar	CLIL	Value
Home, Sweet Home	bedroom, bathroom, living room, dining room, kitchen, yard, bed, sofa, bathtub, table, old, new; I'm scared! Don't worry.	Where's (Uncle Alex)? (He)'s in the (yard). (She)'s in the kitchen.	History	We clean up after • craft.
Culture 2 Vacation!	hotel, boat, motor home, tent, clothes		<i>T difs</i>	
5 At the Beach	swim, dive, sing, climb, cook, run, dance, jump, fly, catch, safe, dangerous, lifeguard, sign, flag; Oh no! Quick!	I can (swim) I can't (coor).	Social studies	We follow the rules.
6 Animal Fun!	horse, cow, goat, pis chicken, duck, but, squirrel, froa Tax, night time, dat time, awake asteep; What's our favorite anima? A horse!	(A duck) can swim. Can (a cow) swim? Yes, it can. Can it fly? No, it can't!	Science	We are good losers.
Cultures Visitors In Levy Yard	snail, rabbit, chipmunk, butterfly			

	Vocabulary	Grammar	CLIL	Value
7	chicken, rice, pasta, milk, salad, cheese, ice cream, fries, water, candy, grass, store;	I like (salad)! I don't like (cheese).	Science	We choose healthy food.
Picnic Time!	What's wrong? I feel sick!			
8 Numbers Everywhere!	eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, trampoline, hula hoop, jump rope, skateboard, block, graph, students; You can do it!	I have (eleven) (shoes)! I don't have (eleven) (shoes). How many ?	Math	We work
e de la companya de la compa	school lunch, banana,	Ó.		
Culture 4 Lunch at School	sandwich, packed lunch	Jins		
Mother's Day	hug, cookies, flowers breakfast)X		
Halloween	skeleton, ghost, mask, pumpkin			
	ひっ	irces on nglish Hub		

Unit 1 Happy Birthday!

Lesson 1 pages 6–7 Classroom Presentation Tool

Objectives

To present and practice six new items of vocabulary. To review vocabulary from a previous unit.

Language and structures

Active: balloon, clown, candles, present, card, cake; bike Passive: listen, point, say, stick, stickers, chant, find it, picture dictionary

Extra: watering can, hose, cup, pot

Materials

Unit 1 flashcards; Class Audio; Megabyte puppet; stickers section; colored pens

Warmer

 Play the Shine On! Plus song from Starter Unit page 2 10 01 for students to listen and join in as much as possible.

1 Listen and point. Say. (1) 07

- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Place the flashcards on the board. Use Megabyte to point to the flashcards and say the words for students to repeat (see *How to* ... section on using puppets, Teacher's Book page 33).
- Books open. Play the recording for students to listen and point to the items, in the picture. Play the recording again for students to listen, point, and repeat the words.

Extra activity

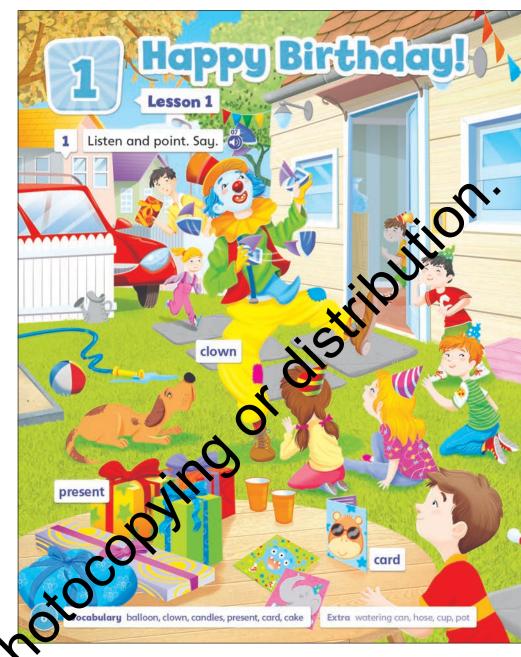
Ask students who are sitting quark to take turns coming to more front and holding Megabyte. Say a word. The student touches the context flashcard with the pupper and says the word. The class repeat the word.

Transcript

baaron, clown, candles, present, card, cake and present, balloon, candles, clown, cake

Stick.

- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the birthday object stickers in turn. Encourage students to say the words. Then say the words for students to point to the correct stickers.
- Students stick the stickers in the correct spaces on page 7. When they have



finished, ask students to point to the stickers and say the words.

Fast finishers

Ask fast finishers to count the different birthday objects in the main picture and write the correct number next to them (*cards* (3), *presents* (6), *candles* (8), *balloons* (4), *clown* (1), and *cakes* (1)).

3 Chant. 🕥 08

- Play the chant for students to listen and point to the birthday objects in their Student Books.
- Place the flashcards on the walls around the room. Play the chant again for students to join in, stand, and point to the correct flashcard when it is mentioned.

Chant

cake, cake, cake present, present, present card, card, card candles, candles, candles balloon, balloon, balloon clown, clown, clown



• Walk around the class as students work, askin Weat's this? What color is it? If they can't remember all six items, they can work with a partner to remember the missing ones. When students have fuished, they should tell their partner about their pictures, saying, e.g. *It's a blue present*. You can also ask some students to present their pictures to the class.

Tip Remind students to use *an* instead of *a* before *orange*.

• Congratulate students for the items they remembered and explain that making their own pictures and

• Tell students to turn to the Picture Dictionary for Unit 1 (Student Book page 88) and find a bike. Ask students to color the bike in the Picture Dictionary the same colors as the main artwork on Student Book page 7.

21STCENTURY SKILLS:

Information literacy

Students work with their Picture Dictionary to keep a clear and organized record of new vocabulary.

Finisher

 Play Mystery flashcard. See Ideas Bank (Teacher's Book page 152) for instructions.

Lesson 2 pages 8–9

Classroom Presentation Tool

Objectives

To present a new grammar structure. To practice the new grammar structure with the Lesson 1 vocabulary. To sing a song using the Lesson 1 vocabulary and the new grammar. To do a personalization activity that involves a simple craft activity.

Language and structures

Active: birthday objects; There's a (present)! There are (five) (cards). Passive: read, count, check, sing, make, friend; Happy birthday!

Materials

Unit 1 flashcards; Class Audio; Craft Worksheet Unit 1 Lesson 2; colored pens, scissors, glue

Warmer

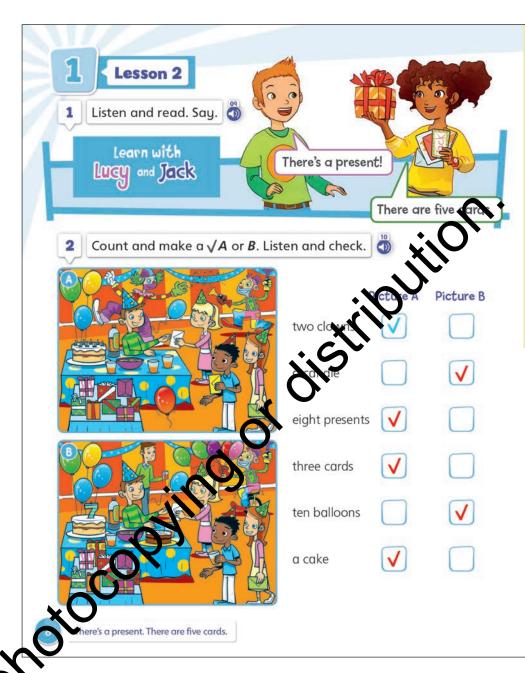
- Play the chant from Unit 1 Lesson 1 page 7 (1) 08 for students to listen and join in.
- Place the birthday objects flashcards around the room and ask students to point to the objects as they say the chant.

1 Listen and read. Say. **()** 09

- Point to the picture and ask students to say the names of the course characters.
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Point to the present in the picture and ask *How many presents?* Encourage students to reply, *One*. Praise students and repeat the structure *Excellent*. *There's a present*. The students expeat.
- Point to the cards in the potture and ask How many cards? Epsourace students to count. Praise the card repeat the structure Excellent! There are five cards.

2 Count indinake a / A or B. Listenandsbeck. **1**0

- Spint to the two pictures. Place the clove flashcard on the board and ask How many clowns in Picture A? Encourage students to answer There are two clowns. Ask How many clowns in Picture B? Elicit There's a clown.
- Write *Picture A* and *Picture B* at the top of the board as in the Student Book. Write *two clowns* on the board and say *There are two clowns, Picture A or Picture B*? Students respond, *Picture A*. Draw a check under A on the board and show students the example in the Student Book.



• Work through the remaining objects. Students check the correct boxes in their Student Books.

• Play the recording for students to listen and check their answers. Pause the recording after each sentence and ask students to repeat the structure.

Transcript

4

5

- 1 There are two clowns.
- 2 There's a candle. Picture B
- 3 There are eight presents. Picture A
 - There are three cards. Picture A
 - There are ten balloons. Picture B
- 6 There's a cake.
- Picture A

Picture A



Lesson 3 pages 10-11

Classroom Presentation Tool

Objectives

To present new vocabulary in the context of the story. To practice the new vocabulary using the grammar from Lesson 2. To practice a short Everyday English role play taken from the story. To talk about a value.

Language and structures

Active: robot, basketball, puzzle, car, How old are you? I'm (eight). Me, too! Passive: Look! watch, act it out, write, repeat; We make new friends!

Materials

Unit 1 flashcards; Class Audio; Megabyte puppet; Our Values sticker

Warmer

1 Watch or listen. (1) 12 Act it out.

- Point to the first frame of the story and ask students who they can see in the picture (Jack, Lucy, and Megabyte).
 Point to Ellie in the second frame and ask the class if they can remember who she is. Point to known items (balloons, presents, cake, candle) and ask students to name them.
- Play the recording. Encourage students to point to the correct pictures as they listen.
- Play the recording again and ask students questions about each frame.

Frame 1: What can Megabyte see? (A balloon.) What can Lucy and the hear? (Music.)

Frame 2: What does Elfern ver (Presents and a cake.) Why? (It's her bin hday.)

Frame 3: Where is megrobyte? (He's in the tree.) What is the holding? (A cat.) Frame 4: Mart does Megabyte do?

(He jumps on the table.)

Frame St Why does Jack say sorry? (bscause Megabyte frightens Ellie.)

Aame 6: How do the children feel? (They See happy.)

Allow students to talk about the story. Do they think the children will be friends?

 Divide the class into groups to act out the story. Allow students time to practice in their groups. Then invite groups to act out the story for the class.



2 Listen and point. Say. 🕥 13

- Hold up the Megabyte puppet and encourage students to say *Hello*, *Megabyte!* Introduce the new words with Megabyte using the flashcards or bring real toys to class. Hold up or point to the flashcard items and say the words for students to repeat.
- Play the recording for students to listen and point to the correct items in their Student Books. Play the recording again for students to listen, point, and repeat the words.
- Students point to the items in the story and say the words.

Transcript

robot, basketball, puzzle, car puzzle, robot, car, basketball

3 Find, count, and write. Say.

- Point to the picture in the Student Book and ask students what they can see. Point to the robot at the bottom of the picture. Say *Find the robots*. Ask *How many robots*? Elicit *There's a robot*. Say *Write one*.
- Repeat the process for basketball, puzzle, and car. Students write the number of items in the boxes. With a more confident class, allow students to work independently.
- Check answers by inviting confident students to come up and write the answers on the board next to the relevant flashcard.



Lesson 4 page 12

Classroom Presentation Tool

Objectives

To present a CLIL concept (Math). To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: sides, the same, different, robot, teddy bear, basketball, bike, balloon, kite, pencil, present

Passive: draw, make a chain

Materials

Unit 1 and Starter Unit flashcards; Class Audio; CLIL stickers; CLIL Worksheet Unit 1 Lesson 4; scissors, colored pens, sticky tape, ball (optional)

Warmer

• Play *Little by little*. See Ideas Bank (Teacher's Book page 152) for instructions. Use the flashcards from Unit 1 and the Starter Unit.

1 Listen and point. (1) 15 Stick.

- Point to pictures 1–4 in the Student Book. Play the recording. Pause after each item and ask students to point to the correct pictures on page 12.
- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the CLIL stickers in turn. Encourage students to name the items.
- Play the recording again for students to listen and stick the stickers in the correct spaces on page 12.

Transcript

- 1 There's a robot. The two sides are the same.
- There's a teddy bear. The two sides are different.
 There's a heaterball. The two sides are an area of the term of the term of the term of the term.
- 3 There's a basketball. The the sides are the same.
- 4 There's a bike. The soldes ar different.

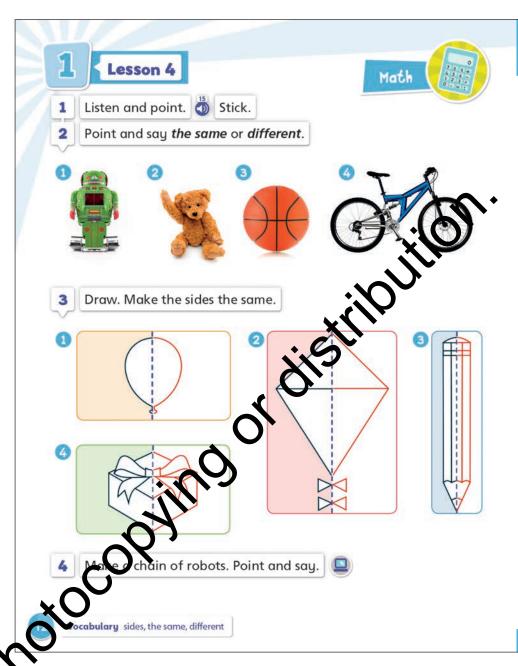
2 Point and say the same or different

• Stolain the meaning of *same* and *line ont*.

Ak students to point to the toys that have two sides the same (the robot and the basketball). Elicit *same*. Ask students to point to the two toys that have sides that are different (the teddy bear and the bike). Elicit *different*.

3 Draw. Make the sides the same.

• Draw one half of a present on the board. Ask *What is it?* Say *Draw the sides the same*. Draw the other half of the present.



- Point to the four pictures in the Student Book and elicit the words (*balloon, kite, pencil, present*).
- Say *Draw the sides the same.* Move around the room monitoring and offering help.
- When the class is ready, point to each picture and chant as a class *The two* sides are the same.

4 Make a chain of robots. Point and say.

- Play *Simon Says* to review parts of the body. See Ideas Bank (Teacher's Book page 153) for instructions. Tell students to act like robots, making jerky, robotic movements. Use a robot voice to give instructions.
- Hand out CLIL worksheets. Point to the robot half and ask *What is it? A robot!*
- Go through the instruction pictures together. Check that students understand which lines are fold lines and which lines are cut lines. Demonstrate how to fold the strip

along the dotted lines and only cut the robot once. Unfold the paper chain.

- When students have cut out the chain and unfolded it, point to a robot. Hold it up and say *Look at the two sides*. Ask *Same or different? Same!*
- Allow students time to color their robots. Move around the room asking students about their pictures: *What is it?* A robot. What is it? The head. What color is it?
- Make a big chain of robots and display it on the classroom wall. Invite students to come to the front and stick their robots together using tape.

Finisher

- Play *Hit the card!* with the Unit 1 and Starter Unit flashcards. See Ideas Bank (Teacher's Book page 152) for instructions. Use a rolled up piece of paper if you don't have a ball.
- Further practice Workbook page 8



 Play Memory game. See Ideas Bank (Teacher's Book page 153) for instructions.

Unit 2 What Weather!

Lesson 1 (pages 14–15) Classroom Presentation Tool

Objectives

To present and practice six new items of vocabulary. To review vocabulary from a previous unit.

Language and structures

Active: stormy, snowy, windy, cloudy, rainy, sunny; present Passive: weather Extra: dome, stroller, snowman, Frisbee

Materials

Unit 1, 2 and Starter Unit flashcards; Class Audio; Megabyte puppet; stickers section; colored pens

Warmer

 Play Which one is missing? See Ideas Bank (Teacher's Book page 152) for instructions. Use 10 flashcards from the Starter Unit and Unit 1 and the alphabet poster to review the alphabet, numbers, and birthday vocabulary.

1 Listen and point. Say.
 16

- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Place the flashcards on the board. Use Megabyte to point to the flashcards and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.

TEACHING TIP

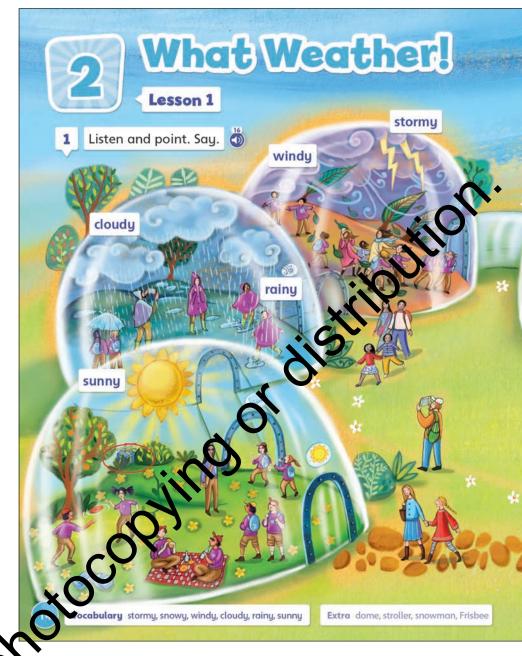
Make weather sounds and us Megabyte to act out the drive weather types.

Transcript

stormy, snowy which, cloudy, rainy, sunny rainy, word, snowy, sunny, stormy, cloudy

21 CENTURY SKILLS:

Communication Students learn to describe the weather in oral and written form.



Stick.

- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the weather stickers in turn. Encourage students to say the words. Then say the words for students to point to the correct stickers.
- Students stick the stickers in the correct spaces on page 15. When they have finished, ask students to point to the stickers and say the words.

Extra activity

With a less confident class, ask students to turn to their sticker page. Call out a weather word, e.g. *sunny*. Students point to the correct sticker and say the word, checking with their partner. They stick the sticker in the correct place in their Student Books and repeat the word, *sunny*. Repeat with the remaining words.