

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?	-	-
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.	Math	We make new friends.
2 What Weather!	stormy, snowy, windy, cloudy, rainy, sunny, wet, dry, cold, hot, today, I don't understand! Let's check.	What's the weather like (today)? It's (rainy).	Geography	We share our things.
Culture Birthday Parties	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.

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Unit	Vocabulary	Grammar	CLIL	Value
4 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			
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 (cook).	Social studies	We follow the rules.
6 Animal Fun!	horse, cow, goat, pig, chicken, duck, bat, squirrel, frog, fox, night time, day time, awake, asleep; What's your favorite animal? 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.
Culture 3 Visitors In the Yard	snail, rabbit, chipmunk, butterfly			

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Unit	Vocabulary	Grammar	CLIL	Value
7 Picnic Time!	chicken, rice, pasta, milk, salad, cheese, ice cream, fries, water, candy, grass, store; What's wrong? I feel sick!	I like (salad)! I don't like (cheese).	Science	We choose healthy food.
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 together.
Culture 4 Lunch at School	school lunch, banana, sandwich, packed lunch			
Mother's Day	hug, cookies, flowers, breakfast			
Halloween	skeleton, ghost, mask, pumpkin			

For more information about planning your classes, go to the *Shine On! Plus* Teacher's Resources on

[Oxford English 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 01 for students to listen and join in as much as possible.

1 Listen and point. Say. 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 nearby to take turns coming to the front and holding Megabyte. Say a word. The student touches the correct flashcard with the puppet and says the word. The class repeat the word.

Transcript

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

2 Stick. 07

- 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



1 Listen and point. Say. 07

clown

present

card

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

Extra watering can, hose, cup, pot

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

balloon, balloon, balloon
clown, clown, clown

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

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 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 repeat.
- Point to the cards in the picture and ask *How many cards?* Encourage students to count. Praise them and repeat the structure *Excellent! There are five cards.*

2 Count and make a ✓ A or B. Listen and check. 10

- Point to the two pictures. Place the *two clowns* 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.

Lesson 2

1 Listen and read. Say. 09

Learn with **Lucy and Jack**

There's a present!

There are five cards.

2 Count and make a ✓ A or B. Listen and check. 10

Picture A

Picture B

	Picture A	Picture B
two clowns	<input checked="" type="checkbox"/>	<input type="checkbox"/>
there's a candle	<input type="checkbox"/>	<input checked="" type="checkbox"/>
eight presents	<input checked="" type="checkbox"/>	<input type="checkbox"/>
three cards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ten balloons	<input type="checkbox"/>	<input checked="" type="checkbox"/>
a cake	<input checked="" type="checkbox"/>	<input type="checkbox"/>

There's a present. There are five cards.

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

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

- Play the *Happy Birthday!* song from Unit 1 Lesson 2 page 9 11 for students to listen and join in.

1 Watch or listen. 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 Jack hear? (Music.)

Frame 2: What does Ellie have? (Presents and a cake.) Why? (It's her birthday.)

Frame 3: Where is Megabyte? (He's in the tree.) What is she holding? (A cat.)

Frame 4: What does Megabyte do? (He jumps on the table.)

Frame 5: Why does Jack say sorry? (Because Megabyte frightens Ellie.)

Frame 6: How do the children feel? (They feel 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. 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

- There's a robot. The two sides are the same.
- There's a teddy bear. The two sides are different.
- There's a basketball. The two sides are the same.
- There's a bike. The two sides are different.

2 Point and say *the same or different.*

- Explain the meaning of *same* and *different*.

Ask 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.

Lesson 4

- Listen and point. 15 **Stick.**
- Point and say *the same or different.*

- Draw. Make the sides the same.

- Make a chain of robots. Point and say.

Vocabulary *sides, the same, different*

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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

1

Review



1 Find, count, and write. Say.



2



9



1



3



5



1



1



2 Make the party hat. Play and say.

Page 133



This is my hat. It's blue.

3 Complete your picture dictionary.

Page 88

13

Review page 13

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit.

Language and structures

Active: balloon, clown, candles, present, card, cake, robot, basketball, puzzle, car; *There is a (cake). There are (nine balloons).*

Passive: play; Make the party hat. Complete your picture dictionary.

Materials

Unit 1 flashcards; Craft cut-out Unit 1 Review; card, paper, scissors, glue, colored pens

Warmer

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

1 Find, count, and write. Say.

- Place the following flashcards vertically on the right of the board: *robot, balloon, clown, card, present, basketball, cake*. Elicit the vocabulary as you go.
- Point to the picture in the Student Book and ask what students can see. Point to the small picture of the robot. Say *Find and count the robots*.
- Point to and count them as a class 1, 2. Say *Write 2 in the box*. Students write 2 as you write 2 on the board. Say *There are two robots*. Students repeat the structure *There are two robots*.
- Continue the process for the remaining objects. With a more confident class, allow students to work independently. Check answers together as a class, eliciting the structure, e.g. *There are (9) balloons*.

Fast finishers

Ask fast finishers to color the items in the picture the same colors as the small pictures on the right.

Extra activity

Give each student a piece of paper. Ask them to draw some balloons, some cards, some presents, and some cakes. They choose how many they draw from 1–10. They show their picture to their partner and tell them what they have drawn using the structure *There are five cards*, etc.

21ST CENTURY SKILL

Problem solving

Students use visual information to problem solve.

2 Make the party hat. Play and say.

Tell students they are going to make a party hat. Point to the pictures and ask students what they need to make one (card or paper, scissors, glue, colored pens).

- Tell students to turn to page 133 and cut the Craft cut-out from their Student Books. Model how to make a party hat by coloring it in and cutting out the shape. Then bend it around and stick the sides together.
- Make sure students have all the materials. Move around the class offering help if necessary. Ask students questions about their party hats, e.g. *What is it? What color is it?*
- Students can talk about their party hats in pairs, saying *This is my hat. It's (red and green)*.

3 Complete your picture dictionary.

- Tell students to turn to page 88 of their Student Books and look at the Picture Dictionary section for Unit 1.
- Point to each of the pictures and ask students to say the words.
- Students color the items in the Picture Dictionary. Move around the class as they work, asking questions, e.g. *What is it? Is it a (card)? Where's the (robot)?*

Finisher

- Play *Which one is missing?* See Ideas Bank (Teacher's Book page 152) for instructions.

Further practice

Unit 1 Test in Teacher's Resources on Oxford English Hub
Workbook page 9

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 use Megabyte to act out the different weather types.

Transcript

stormy, snowy, windy, cloudy, rainy, sunny
rainy, windy, snowy, sunny, stormy, cloudy

21ST CENTURY SKILLS:

Communication

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



Vocabulary stormy, snowy, windy, cloudy, rainy, sunny

Extra dome, stroller, snowman, Frisbee

2 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.