



Toy Team



Teacher's Guide



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1

Colors

Overview

New language

It's ... blue, green, pink, yellow.

I'm ... happy, sad.

clap, nod, stamp

Value

We value each other.

Materials

Archie puppet, Archie stamper

Audio

Flashcards: characters (*Archie, Blue Bird, Bunny, Dino, Doll, Ted*); colors (*blue, green, pink, yellow*); feelings (*happy, sad*); traditional song (*clap, nod, stamp*); numbers (*1–3*); letter sounds (*s, a*).

Student Book pages 4–15, 95–96

Stickers: colors, value

Classroom Presentation Tool (CPT)

Pop-outs: colors

Activity Book pages 4–13

Posters: *Hello* and *Routines* posters

Realia: different colored crayons or countables up to 3; world globe or map, and any multimodal materials (such as photos or video) of happy and sad children from Mexico, or other countries

Oxford English Hub: Mini flashcards Unit 1, Assessment worksheet Unit 1, Evaluation grids 1–3, Fast finisher worksheets Unit 1 Lesson 1, Lesson 5

Unit story

Pictures

listening 023 or story video

TEACHING TIP: The words in bold in the story transcript are key words that you can encourage children to do the vocabulary actions for and join in with once they are familiar with the story.

- 1 It's morning.
Hello, Archie.
Hello, Bunny.
Hello, Blue Bird.
Hello, Ted, Doll, and Dino.
'Let's draw!' says Archie.
- 2 Archie is drawing.
'Look at my picture,' says Archie. 'It's **pink!**'
'Wow!'
- 3 Bunny is drawing.
'Look at my picture,' says Bunny. 'It's **yellow!**'
'Wow!'
- 4 Blue Bird is drawing.
'Tweet!' says Blue Bird.
'Wow! Your picture's **blue!**' says Ted.

- 5 Doll is drawing.
'Look at my picture,' says Doll. 'It's **green!**'
'Wow!'
- 6 Dino is drawing, too.
'Look at my picture!' says Dino. 'It's pink and yellow and blue and green!'
'But what is it, Dino?' asks Archie.
Oh, no! Dino is sad.
- 7 'It's a dinosaur!' says Dino.
Oh, yes!
'Good job, Dino! It's great!' says Ted.
Now Dino is happy.
- 8 It's time to tidy up. Good job, Toys!
It's night time.
Goodnight, everyone.
Goodnight, Archie!

Unit story questions

Below are some examples of what to talk about in each story frame from Lesson 3, after reading the story, if you choose:

- 1 Point to the characters and say their names, encouraging children to join in.
- 2 Point to Archie and then to Archie's picture. Ask what color it is.
- 3 Point to Bunny and then to Bunny's picture. Ask what color it is.
- 4 Point to Blue Bird and then to Blue Bird's picture. Ask what color it is.
- 5 Point to Doll and then to Doll's picture. Ask what color it is.
- 6 Point to Dino and then to Dino's picture and ask what the colors are. Ask questions like **Is it a doll? Is it a ball? Is Dino happy or sad?**
- 7 Point to Dino's picture, asking children **What is it?** Ask if Dino is happy or sad now.
- 8 Point out the pictures and ask what the colors are. Point to the sleeping characters. Say **Goodnight.**

Vocabulary actions

Colors

- *blue, green, pink, yellow*: point to the relevant color

Feelings

- *happy, sad*: smile or look sad for the relevant feeling

Unit songs and actions

Lesson 2

What color is it?

listening 022 or song video

Chorus

It's the colors song. Sing with me. [make an open circle gesture in front and point to self]

Lots of colors for you to see. [do jazz hands in an arch in front]

Look at the picture. It's yellow and blue. [arms open, point to left, point to right]

Look at the picture. It's pink and green, too. [arms open, point to left, point to right]

What color is Dino's picture? [hands flat out either side]

It's yellow. It's yellow. It's yellow. [wipe arms in front]

Well done! Let's have fun. [thumbs up and do jazz hands in an arch in front]

Let's all sing the colors song. [thumbs up and dance]

What color is Ted's picture? [hands flat out either side]

It's blue. It's blue. It's blue. [wipe arms in front]

Well done! Let's have fun. [thumbs up and do jazz hands in an arch in front]

Let's all sing the colors song. [thumbs up and dance]

(Chorus)

What color is Bunny's picture? [hands flat out either side]

It's pink. It's pink. It's pink. [wipe your arms in front]

Well done! Let's have fun. [thumbs up and do jazz hands in an arch in front]

Let's all sing the colors song. [thumbs up and dance]

What color is Archie's picture? [hands flat out either side]

It's green. It's green. It's green. [wipe your arms in front]

Well done! Let's have fun. [thumbs up and do jazz hands in an arch in front]

Let's all sing the colors song. [thumbs up and dance]

(Chorus)

Lesson 5

I'm happy, let's play!

listening 025 or song video

Chorus

I'm happy, happy, happy. [thumbs up and smile]

Let's dance and play today. [dance]

I'm happy, happy, happy. [thumbs up and smile]

Let's dance and play today. [dance]

Oh dear, oh dear. I'm sad. [look sad and make a boo hoo action]

I'm sad, sad, sad. [look sad and make a boo hoo action]

I like to play but it's rainy today. [thumbs down and shake head]

I'm sad. I'm sad today. [look sad and make a boo hoo action]

Hurray! Hurray! I'm happy. [smile and jump]

I'm happy, happy, happy. [smile and jump]

I like to play and it's sunny today. [thumbs up and nod head]

I'm happy, happy, hurray! [smile and jump]

(Chorus)

Hurray!

Lesson 8

Traditional song: If you're happy and you know it

listening 029 or traditional song video

If you're happy and you know it, clap your hands. [two claps]

If you're happy and you know it, clap your hands. [two claps]

If you're happy and you know it, and you really want to show it, [wriggle]

If you're happy and you know it, clap your hands. [two claps]

If you're happy and you know it, nod your head. [two nods]

If you're happy and you know it, nod your head. [two nods]

If you're happy and you know it, and you really want to show it, [wriggle]

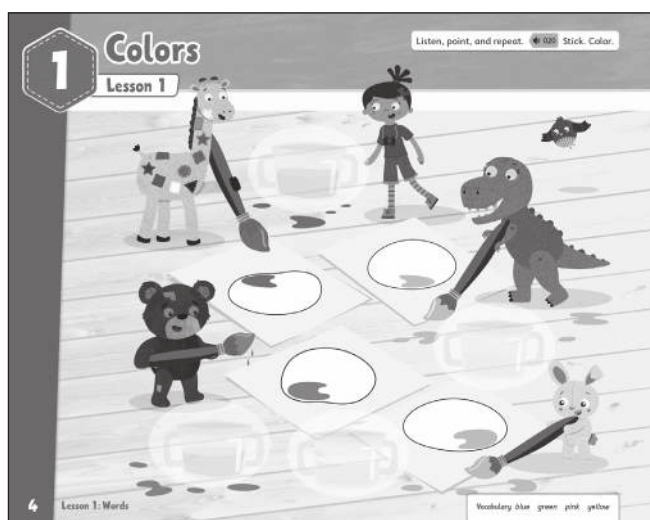
If you're happy and you know it, nod your head. [two nods]

If you're happy and you know it, stamp your feet. [two stamps]

If you're happy and you know it, stamp your feet. [two stamps]

If you're happy and you know it, and you really want to show it, [wriggle]

If you're happy and you know it, stamp your feet. [two stamps]



TEACHING TIP: The vocabulary and values stickers are provided at the back of the Student Book. You may prefer to remove stickers for safekeeping and only hand them out in the appropriate lessons.

Lesson 1

Key language

New: *blue, green, pink, yellow*

Materials

Archie puppet, Archie stamper, audio, character flashcards, colors flashcards, colors stickers (vocabulary stickers are provided at the back of the Student Book), Student Book page 4, CPT, Activity Book page 4, colored crayons or pencils (in green, blue, yellow, and pink)

Lesson preparation

Bring a photo of yourself to class (optional).

1 Hello routine

- Do your chosen Hello routine (see the *Hello routine* section in Routines on page 24).

2 Unit introduction

- Show your photo to the class and tell them about it. If you don't have a photo, point to yourself. Tell children about yourself and your favorite things. Explain that this term they are going to learn how to talk about themselves in English and celebrate their differences.
- Hold up the character flashcards and ask children if they can remember the characters' names.

3 Vocabulary presentation: colors

- Have Archie look for and find the colors flashcards.
- Ask your class helper to come to the front. Give your helper the colors flashcards, one by one, to hold up. Say the word at the same time (or use listening 020). Encourage children to repeat each word.
- Alternatively, introduce the new vocabulary using the CPT by launching the flashcard presenter.

- Stick the flashcards around the room. Say a color, for example, **Yellow!** and tell children to point to it. When they are familiar with the flashcard placement, ask your class helper to collect in the flashcards. Mix them up and repeat the activity. When children are familiar with the game, choose a child to be the caller.

Vocabulary: colors 020
green, green, blue, blue, yellow, yellow, pink, pink

4 Student Books

- Play the *Table time* song (listening 016 – see page 26), motioning for children to sit down at their tables.
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 4. Point to the colors and say each one in order (or use listening 020). Encourage children to point in their books and repeat the words.
- Show children where to find the colors stickers for this unit at the back of their books (or hand them out if you have chosen to remove all the stickers for safekeeping).
- Use the CPT to show where the stickers need to go, doing them together one by one.
- Make sure children all have green, yellow, blue, and pink crayons or pencils. Point to the incomplete painting in front of each Toy, and tell them to use their crayons or pencils to complete the coloring, using the correct color for each painting.
- Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the tasks.

ANSWERS

Archie's shape is green. Dino's shape is yellow.
Bunny's shape is pink. Ted's shape is blue.

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 017).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

classroom materials

- Ask children to choose a color. They then make a collage of things that color with available classroom materials, e.g., paper, card, tissue paper, glitter, stickers.

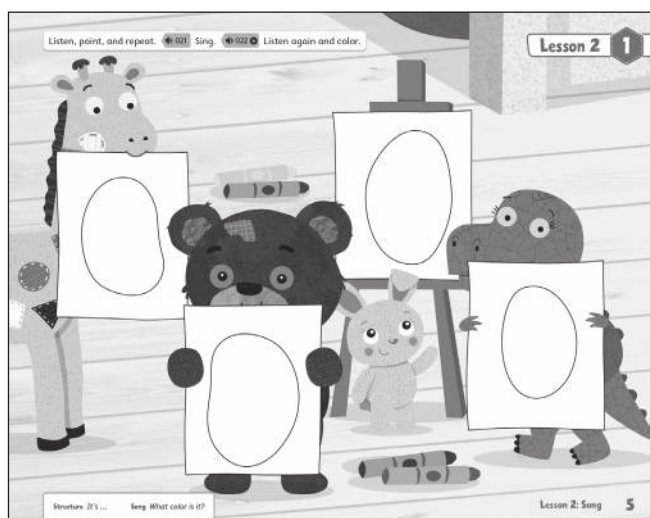
Outdoor

colors flashcards

- Tell children you are going to ask them to find some things. Say **Find me something pink**. Point to or hold up the flashcard to remind them what color it is and help them to find something pink (they can point to something, not necessarily bring it to you), such as a pink flower, something pink they are wearing, a pink color on a poster or mural. Repeat with other colors.

Further practice

Oxford English Hub: Fast finisher worksheet Unit 1 Lesson 1



Lesson 2

Key language

New: *It's ... blue, green, pink, yellow.*

Incidental: *Look at the picture. What color is (Dino)'s picture? Well done! Let's have fun.*

Materials

Archie puppet, Archie stamper, audio, colors flashcards, Student Book page 5, CPT, Activity Book page 5

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Vocabulary review: colors and structure presentation: *It's ...*

- Have Archie get excited as he finds the colors flashcards. Have him pick them up one by one and say what they are, using the structure ***It's (pink)!*** (or use listening 021). Encourage children to repeat.
- Alternatively, introduce the new structure using the CPT by launching the flashcard presenter.
- When children are confident, have Archie pick up a flashcard and say the wrong color, for example ***It's green!*** Laugh and say ***No, Archie! It's ...***. Encourage children to join in with you.
- Go to the Games bank for more practice (pages 30–31).

Structure: *It's ...* 021

It's yellow. It's yellow.

It's green. It's green.

It's blue. It's blue.

It's pink. It's pink.

3 Song presentation: *What color is it?*

- Have Archie begin to dance and sing. Then say ***Ah, you want to sing the song.*** Play the *What color is it?* song (listening 022 or song video), for children to listen to and join in with if possible. See the unit Overview on page 34 for the song words and actions.
- Play the song again, encouraging children to sing as much as they can of the new structure with the color words, and do the actions.

4 Student Books

- Play the *Table time* song (listening 016), motioning for children to go back to their tables.

- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 5.
- Engage children with the page by pointing to the Toys' pictures and eliciting what is happening.
- Review the colors vocabulary by pointing to each crayon on the page and asking ***What color is it?*** Children answer *It's (yellow).*
- Play the recording (listening 021) and encourage children to point to the correct crayon and repeat each sentence.
- Play the song again (listening 022) for children to sing and do the actions.
- Point to Archie's drawing, and say ***What color is Archie's picture?*** Encourage children to guess. If a child guesses correctly, say ***Yes, it's green!*** Ask children to find their crayons: blue, green, pink, and yellow, but not to color yet.
- Play the first part of the song, pausing after *It's yellow, it's yellow, it's yellow.* Ask ***What color is Dino's picture?*** and encourage children to answer *It's yellow.* Explain that children need to color the pictures the same color as in the song. If you like, point to the pictures, one by one, and ask children if they remember what color they are. Play the song all the way through, pausing as needed for children to color.
- Encourage children to work individually to color the pictures. Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the activity.
- Once children have finished coloring, play the song again (listening 022) for children to sing and point to their completed pictures.

ANSWERS

Archie: green Ted: blue Bunny: pink Dino: yellow

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 017).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

colors flashcards

- Stick the colors flashcards around the room. Tell children to stand in a line behind you and start walking slowly around the classroom. Call out ***Stop!*** and have them stand still like statues. Point to one of the colors flashcards near you and ask ***What color is it?*** Encourage children to say, e.g., ***It's (green)!*** Start walking again and repeat as many times as you wish.

Outdoor

blue, green, pink, and yellow hoops

- Put blue, green, pink, and yellow hoops on the ground. Divide the class into four groups and stand them in lines near the hoops. Call out one of the colors. e.g., ***Pink!*** Children at the front of each group jump into the hoop of that color. They then go to the back of their lines. Repeat with four new children.



Lesson 3

Key language

Revised: *It's ... blue, green, pink, yellow.*

Incidental: *happy, sad, (Archie) is drawing. Look at my picture. It's (green)! Wow! Good job!*

Materials

Archie puppet, audio, colors flashcards, Student Book pages 6–7, CPT, Activity Book page 6

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Vocabulary review: colors

- Put the colors flashcards up in different locations around the class. Play the *What color is it?* song (listening 022 or song video). Tell children to point to the colors as they hear them.
- Go to the Games bank for more practice (pages 30–31).

3 Story presentation: *Pictures*

- Have Archie whisper to you that he wants to watch a story.
- Play the *Story time* song (listening 015) while asking children to sit quietly. (See page 26 for the song words.)
- Use the CPT and show children the first frame of the story.

NOTE: You can use the Focus function within the CPT to enlarge each frame. Simply click on the 'Focus' button in the tool bar, then click on the dotted lines around the frame you wish to display. It will appear enlarged on the screen. Click on the 'x' in the top right corner of the frame to return to the whole-page view.

- Talk about what might happen in the story. For example, say **Look! Here's (Archie). What's this?** Ask children what Archie has (crayons) and what he might be going to do (draw a picture).

PERSONALIZATION QUESTION: Ask if anyone likes to draw, and if so, what. Ask them what their favorite colors are.

- Play the story video using the CPT.

4 Student Books

- Show that Archie is excited to look at the story in the book with you now.
- Have your class helper hand out the Student Books. Help children to find the story pages 6–7 and point to the frames. Explain that they can listen, follow the frames, and enjoy the story. Use the CPT or a Student Book and point

to each frame along with the *Pictures* story (listening 023). You can also tell the story yourself (see the unit Overview on page 33 for the story words).

- Have children listen all the way through to enjoy. At the end, ask them what their favorite part of the story was.
- Tell the story again. See the *Unit story questions* section on page 33 for example questions to ask for each story frame.

5 Goodbye routine

- Play the *Quiet time* song (listening 018) to get children to sit quietly. (See page 26 for the song words.)
- Do your chosen Goodbye routine (see page 26).

Extra activities

Indoor

colors mini flashcards

- Print and cut out the colors mini flashcards. In pairs, children color two cards in the same color. Then play a memory game as a class, placing all the cards face down on the floor. Demonstrate by picking up two cards and saying what colors they are. If they match, keep them. If they don't, put them back face down. Allow different children to take a turn turning over two cards and saying what colors they are. When someone gets a pair, remind the class to say *Good job!*

Outdoor

food coloring, water, four tubs, an assortment of objects

- Use food coloring to create four tubs of different colored water for water play (blue, green, pink, yellow). Provide an assortment of objects, e.g., toys, containers, funnels, for children to experiment with. Include things that float and things that sink.



Lesson 4

Key language

Revised: *It's ... blue, green, pink, yellow.*

Incidental: *happy, sad, (Archie) is drawing. Look at my picture. It's (green)! Wow! Good job!*

Materials

Archie puppet, Archie stamper, audio, colors pop-outs, Student Book pages 8–9, value stickers, CPT, Activity Book page 7

Lesson preparation

Prepare the pop-outs.

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Watch the story video: Pictures

- Have Archie get excited as he finds a set of the colors pop-outs. Show each one and have him say **Oh! It's pink! It's yellow!**, etc. Show the pop-outs again and say the colors together.
- Give the pop-outs to four volunteers and have them stand at the front.
- Play the *Pictures* story video, encouraging the volunteers to hold up the pop-outs as the colors are mentioned in the story. The rest of the class can join in with any words and actions, for example miming drawing the different pictures along with the Toys.

3 Student Books

- Play the *Table time* song (listening 016), motioning for children to go back to their tables.
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 8.
- Engage children with the page by pointing to the Toys and eliciting their names, e.g., **Who's this? (It's Dino!)** Ask children if they remember what colors the Toys used in the story. Show them that the crayons need to be colored in and invite volunteers to tell the class what color each crayon needs to be colored.
- Point to each crayon in the picture again. Have children point with you and say together **It's (pink)**, etc. Ask children to find their crayons: blue, green, pink, and yellow.
- Encourage children to work individually to color the crayons.
- Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the activity.

ANSWERS

Archie's crayon is pink. Blue Bird's crayon is blue. Bunny's crayon is yellow. Doll's crayon is green.

4 Student Books: Story performance

- Use the CPT to show page 9 and explain that children will do their own story performance.
- Choose new volunteers to play the roles of Archie, Blue Bird, Bunny, Dino, and Doll. Give the pink pop-out to Archie, the blue pop-out to Blue Bird, the yellow pop-out to Bunny, and the green pop-out to Doll. Have these volunteers come out to the front of the class.
- Play the story video. Support all volunteers to hold up the pop-outs and act out their parts with actions and any words they can manage, pausing the recording as needed. Archie, Bunny, Blue Bird, and Doll can use the colors pop-outs as props while they act, and pass them to Dino when it is her turn to draw.
- Encourage the rest of the class to join in with the story and / or to mime drawing as before.
- Swap the roles frequently with others in the class.

TEAM UP! Encourage children not to interrupt each other during the performance and let each child speak in turn.

5 Student Books: Value: We value each other.

- Show frame 6 of the story again and ask children why Dino is sad. Confirm that it is because the other Toys don't recognize her picture. Point out that some people are better at drawing than others, but it doesn't matter that we have different abilities, as everyone has their own special talents and qualities. Tell children that it is important to appreciate each other's differences and abilities, and that they should value all their friends and classmates.
- Have Archie tell them he is happy that they understand, and they can have a special value sticker. Help them find it at the back of the Student Book, or give the stickers out if you have removed them for safekeeping. Give children time to put their sticker on the page.

6 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 017).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Indoor

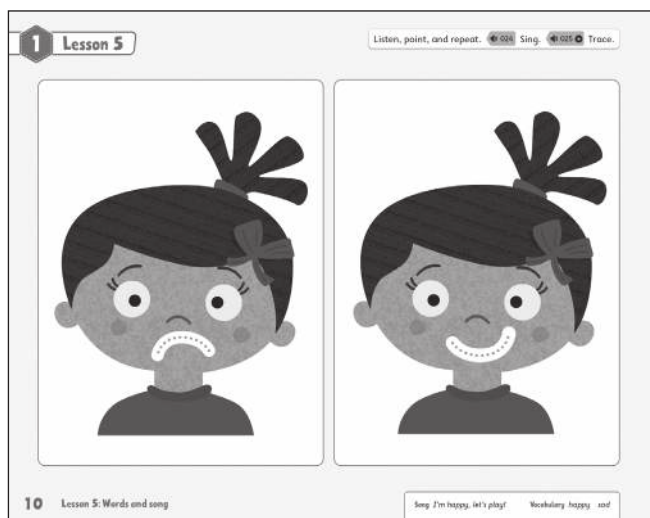
Archie puppet, value sticker

- Make your value sticker into a medal or badge. Have Archie award it to children who demonstrate the unit value during this lesson or others. Give praise and encourage discussion around the good behaviour.

Outdoor

crayons, paper, clipboards

- Take children outside and get them to find something they want to draw that is blue, green, pink, or yellow. Give them each something to lean on and crayons to use.



Lesson 5

Key language

New: *happy, sad*

Incidental: *Oh dear. Hurray! I like to play. I'm (happy). It's (sunny / rainy) today. Let's play.*

Materials

Archie puppet, Archie stamper, audio, *happy* and *sad* flashcards, Student Book page 10, CPT, Activity Book page 8

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Vocabulary presentation: feelings

- Have Archie look sad (e.g., by lowering his head) and ask **What's the matter, Archie?** Point to Archie and tell children he is sad today. You can invent a reason if you like, e.g., a bump on his head. Say **Archie's sad.** Encourage children to make a sad face and repeat after you **Sad.** Then suggest they cheer Archie up. Smile and say **Happy!** Tell children to copy you and then eventually Archie joins in.
- Show the feelings flashcards for *happy* and *sad* as you say the words (or use listening 024) and do the relevant actions (see the unit Overview on page 34 for suggested actions), encouraging children to copy you.
- Alternatively, introduce the new vocabulary using the CPT by launching the flashcard presenter.
- Have children sit in a circle and place the *happy* and *sad* flashcards face down on the floor. Ask **Where is the 'happy' picture?** Children volunteer to come up and guess and turn it over. Mix up the order and play again. Ask **Where is the 'sad' picture?** Repeat this several times.
- Go to the Games bank for more practice (pages 30–31).

Vocabulary: feelings 024
sad, sad, happy, happy

3 Song presentation: *I'm happy, let's play!*

- Have Archie begin to dance and sing. Then say **Ah, you want to sing the song.** Play the *I'm happy, let's play!* song (listening 025 or song video), for children to listen to and

enjoy it first. Then play it again, encouraging children to join in. See the unit Overview on page 34 for the song words and actions.

- At the end, have Archie look happy and ask **Is Archie happy or sad now?** Everyone says *Happy!*

4 Student Books

- Play the *Table time* song (listening 016).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 10. Engage children with the page by pointing to each picture of Doll and asking **Happy or sad?**
- Explain that they will hear the different feelings words and they must point to the correct face.
- Play the recording (listening 024), pausing after the first word and pointing to the correct face as an example. Then continue the recording for children to listen, point, and repeat.
- Play the song *I'm happy, let's play!* again (listening 025) for children to point to the faces as they sing.
- Point to Doll's mouths and explain that they need to draw the happy and sad mouths.
- Encourage children to work individually to complete each picture by tracing the mouths. Then they point and say *happy* or *sad*.
- Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the activity.

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 017).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

Archie puppet

- Have Archie act happy (move the puppet in a lively way) and encourage children to say *happy*. Have Archie look sad (lowering his head) and encourage children to say *sad*. Repeat several times. If appropriate with your class, allow individual children to take turns making Archie look happy and sad for the rest of the class to say the words.

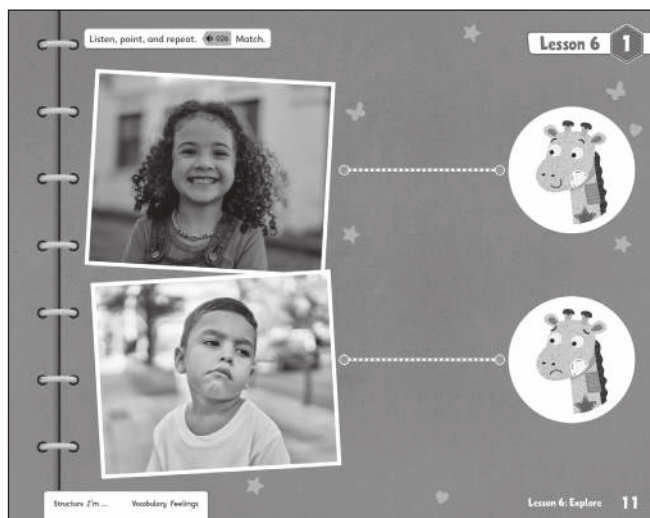
Outdoor

outside bench, paper plates (optional)

- Create a 'buddy bench' in the classroom or play area. Mark out an area or put two or three seats together to form a bench. When a child feels lonely or left out, they can sit in this area. When a child sees someone sitting in that area, they can go and join them and chat, or they can invite them to play something together. To help practice this, make a happy and sad face using paper plates and role play with a few children, asking **Are you happy or sad?**

Further practice

Oxford English Hub: Fast finisher worksheet Unit 1 Lesson 5



Lesson 6

Key language

New: *I'm ... happy, sad.*

Incidental: *Oh dear. Hurray! I like to play. I'm (happy). It's (sunny / rainy) today. Let's play.*

Materials

Archie puppet, Archie stamper, audio, feelings flashcards, Student Book page 11, CPT, Activity Book page 9

Lesson preparation

Bring a world globe or map, and any multimodal materials (such as photos or video) of happy and sad children from Mexico, or other countries.

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Song review: *I'm happy, let's play!*

- Play the *I'm happy, let's play!* song (listening 025 or song video), for Archie and children to join in with the actions.
- Play the song again. This time, divide the class in two to take turns singing each verse as loudly and clearly as possible, or practicing the actions for their verse.

3 Structure presentation and practice: *I'm ...*

- Revise *happy* and *sad* by holding up the feelings flashcards. Encourage children to show you their happy faces and sad faces. Show a flashcard, make the expression and prompt children to say how Archie is feeling. Say **Archie says 'I'm ... (happy)'** (or use listening 026). Repeat with the other flashcard. Repeat several times, encouraging children to join in with you.
- Have children stand in a big circle. Have Archie call out ***I'm happy!*** and direct them to walk around in a circle. They can walk or skip happily, smiling, etc. Have Archie call out ***I'm sad,*** and direct them to walk sadly, heads down, sad faces, etc. Continue saying ***I'm happy ..., I'm sad,*** etc. and have children repeat as they walk. Whisper the instructions sometimes, to try and catch them out!
- Alternatively, introduce the new structure using the CPT by launching the flashcard presenter.
- Go to the Games bank for more practice (pages 30–31).

Structure: *I'm ...* 026

I'm happy. I'm happy. I'm sad. I'm sad.

4 Student Books

- Play the *Table time* song (listening 016).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 11.
- Engage children with the page by asking what they can see. Explain that these photos are of children in Mexico. Ask the class how the children are feeling in the photos. Then ask the class what makes them feel happy and sad.
- Use your globe or world map to show the country (Mexico) and use any multimodal materials to explore the concepts and / or the culture further.

EXPLORE WITH TOY TEAM: Children learn that people experience similar emotions everywhere. Photos of children in Mexico provide a real-world context to explore the concepts of feeling happy and sad.

- Point to each of the photos, eliciting what the children in the pictures are saying. Say ***I'm (happy)*** (or use listening 026). Encourage children to point and repeat.
- Play the recording (listening 026) as you show children how to draw a line to link each photo with the corresponding picture of Archie.

TEACHING TIP: Always model new activity types carefully. Keep pencils away from children until after you have demonstrated how to complete the task.

- Move around the class as children work individually, using the Archie stamper to reward children who have completed the activity.
- Check answers by playing the recording again, pausing for children to point to the correct picture of Archie. Point on the CPT to confirm their answers.

ANSWERS

1 happy Archie (top picture) 2 sad Archie (bottom picture)

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 017).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

crayons, paper

- Give children paper and crayons. Ask them to draw a picture of something that makes them happy. Share these with the class when they are finished. Encourage children to point to their pictures and say *I'm happy*.

Outdoor

outside objects

- Tell children to find objects outside, e.g., leaves, stones, shells, grass. As a class or in small groups, tell them to make a happy face using the objects, e.g., leaves to make the outline of the face, stones for eyes. Encourage them to point and say *I'm happy*.



Lesson 7

Key language

New: 1, 2, 3

Materials

Archie puppet, Archie stamper, audio, number flashcards 1–3, Student Book page 12, CPT, Activity Book page 10, realia (different colored crayons or countables up to 3)

Lesson preparation

Prepare colored board pens in pink, green, and blue.

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Numbers presentation: 1, 2, 3

- Have Archie get excited as he finds the number flashcards or countable items. Say **Archie wants to play with numbers today!**
- Show the materials as you elicit the numbers and count.
- If you like, you can play the *Numbers 1–5* song (listening 008 or song video) for children to listen to and join in with as much as possible.
- Write numbers 1, 2, and 3 on the board. Say **Show me your finger!** Hold up your finger and encourage each child to do the same. With your back to the class, point to number 1 and demonstrate tracing it in the air. Have children copy you. Repeat the process for the rest of the numbers, inviting children to do the same.
- Play the *Numbers* chant (listening 027), encouraging the class to join in with the line 1, 2, 3.

MATH SKILL: Children learn how to count items in groups.

- Use Student Book page 12 as a guide for your board work. Say **Let's count numbers today!**
- Write 1, 2, and 3 at the top of your board. Under the numbers, draw a pink flower. In a different area, draw a group of two green leaves, and in a final area, draw a group of three blue balls.
- Circle the flower and count with the class. Encourage children to say the number: *one*. Point to the number 2 on the board, and ask **Is it two?** Repeat until children say

*No, it's one! Say **Yes, there is one flower!** Repeat with the other items. Point to the resulting number, 1, 2, or 3 on the board.*

- Go to the Games bank for more practice (pages 30–31).

Numbers chant: 1, 2, and 3 027

Numbers, numbers, numbers.

Let's have fun.

Let's all learn with numbers.

Come on, everyone.

1, 2, 3

1, 2, 3

Numbers, numbers, numbers.

Let's all play.

Archie wants to learn

how to count today.

1, 2, 3

3 Student Books

- Play the *Table time* song (listening 016).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 12.
- Engage children with the page by pointing to Archie and Doll, and asking what they can see in the picture.
- Play the *Numbers* chant again (listening 027) for children to chant and count.
- Model pointing to each number on the page and tracing it with a finger while you say the number. Have children join in.
- Point to the drawings next to the numbers and explain that they have to find and count the balls, flowers, and leaves in the main picture.
- Have a volunteer help demonstrate the activity, helping them to use the math skill you practiced.
- Encourage children to work individually to complete the task. Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the activity.

ANSWERS

There is 1 ball. There are 2 flowers and 3 leaves.

4 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 017).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Indoor

Archie puppet, colored crayons

- Have Archie act confused as he drops some colored crayons on the floor. Put children in small groups and hand out different colored crayons to sort and count.

Outdoor

balls

- Before class, hide the balls around the outside area. Divide the class into groups of five and have them find: one ball, two flowers, and three leaves. Encourage children to count with you.



Lesson 8

Key language

New: *clap, nod, stamp*

Revised: *It's (pink). I'm (happy).*

Incidental: *happy, clap your hands, nod your head, stamp your feet*

Materials

Archie puppet, Archie stamper, audio, colors flashcards, *happy* and *sad* flashcards, traditional song flashcards (*clap, nod, stamp*), Student Book page 13, CPT, Activity Book page 11

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Unit vocabulary and structures review

- Review both vocabulary sets and structures in the unit by playing the vocabulary songs *What color is it?* and *I'm happy, let's play!* (listenings 022 and 025 or the song videos). Encourage children to join in with the words and the actions.
- Alternatively, ask children to choose a favorite song or pick a flashcard game from the Games bank (pages 30–31).

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

3 Traditional song vocabulary presentation

- Use the traditional song flashcards to present the vocabulary and say the words (or use listening 028).
- Alternatively, introduce the new vocabulary using the CPT by launching the flashcard presenter.

Traditional song vocabulary 28
stamp, stamp, nod, nod, clap, clap

4 Traditional song presentation: *If you're happy and you know it*

- Play the *If you're happy and you know it* song video once through for children to enjoy (see the unit Overview on page 34 for the song words and actions).

- Smile broadly and point to your smile, saying ***I'm happy!*** Encourage children to copy you as you clap your hands, nod your head, and stamp your feet.
- Play the video again, pausing to explain and describe. If you wish, you can play it without sound and, as it is playing, describe what is happening and ask children to copy the actions. Point out the actions: clap, nod, stamp.
- Play the video again for children to join in.

5 Student Books

- Play the *Table time* song (listening 016).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 13.
- Engage children with the page by asking what actions they can see.
- Play the recording (listening 028), pausing after the first item (*stamp, stamp*) to point to the first picture of stamping in row 1. Play the remainder of the recording for children to listen, point (to the first item in each row), and repeat.
- Play the traditional song *If you're happy and you know it* (listening 029) for children to sing and do the actions.
- Point to the pictures in row 1 and ask ***What's different?*** Go through the pictures saying them one by one (***stamp feet, clap hands, stamp feet, stamp feet***). Ask children to point to the one that is different (clap hands). Explain that they need to circle the different action in each row.
- Encourage children to work individually to find and circle the pictures.
- Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the activity.
- Once all children have finished, play the traditional song again (listening 029) for them to point to the actions on the page as they sing.

ANSWERS

1 clap hands 2 stamp feet 3 nod head

6 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 017).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

Archie puppet

- Play *Archie says ...*. Tell children to only copy Archie when he says something beginning with *Archie says*, e.g., say ***Archie says nod your head. Archie says stamp your feet. Nod your head!***

Outdoor

- Play happy music and encourage children to do a happy dance. As they dance, call out other actions for them to do.

Further practice

Oxford English Hub: Assessment worksheet Unit 1
Evaluation grids 1–3



Extra: Letters and sounds

Key language

Letter sound: s

New: sun

Materials

Archie puppet, Archie stamper, audio, letter sound flashcard (s), Student Book page 14, CPT, Activity Book page 12

Lesson preparation

Place letter sound flashcard in a bag. Check letter sound pronunciation on the audio (optional).

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Letter sound presentation: s

- Take the letter s flashcard from a bag. Point to the letter, look curious, and ask **What's this?** Highlight that this flashcard has both a picture and a letter.
- Point to the letter and finger trace it while you carefully make the letter sound: /s/ /s/ /s/. Note that this is not the letter name as in the alphabet, but the sound it makes (refer to listening 030 to check).
- Have children stand up. With your back turned, air trace the letter s while making the sound /s/ and invite children to follow your model using their whole arm and bodies, as this reinforces the shape of the letter. Repeat several times.
- Point to the sun on the flashcard and ask **What's this?** Say **It's a sun. /s/ - /s/ - sun!** Emphasize the /s/ sound.
- Air trace the letter shape one more time and then mime the sun (e.g., using both hands, palms open facing out, and arms stretching out). Repeat the sound, word, and actions several times, encouraging children to copy.

3 Student Books

- Play the *Table time* song (listening 016).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 14.
- Engage children with the page by pointing to the big letter, cupping your ear, and saying **Listen!**

- Play the chant (listening 030), encouraging children to make the sound when they hear *You try now!*

Chant and trace. 030

Listen, listen.

What's the sound?

/s/, /s/, /s/ /s/ /s/

Can you say it?

You try now!

/s/, /s/, /s/ /s/ /s/

Good job!

- Play the chant again, finger tracing the letter on the CPT as you chant the sound. Encourage children to join in. Then repeat.
- You may wish to focus only on finger tracing at this stage, which provides plenty of fine motor practice and is enough for starting to learn the shape of the letter.
- If you wish to introduce pencil tracing, distribute pencils. Model an effective pencil grip and demonstrate the correct stroke for the letter, highlighting where to start.
- Encourage children to try to pencil trace the letter independently. Move around the class, helping children with pencil grip and correct strokes, and praising them for their efforts.
- Move onto the letter sound in context, playing the recording, encouraging children to repeat the sound and key word when they hear *You try now!*

Listen and say. 031

Listen. Can you hear the sound?

/s/, /s/, sun.

/s/, /s/, sun.

You try now!

/s/, /s/, sun.

Find, point, and say.

- Point to the main picture. Ask children what they can see. Discuss where the children are, the weather, etc. Children may point to and say the key word (*sun*) on their own. If not, say the word and allow them to find, point, and say.
- Move around the class asking volunteers to point and say the sound or the word. Use the Archie stamper to reward children who try to make the sound and / or say the word.

4 Goodbye routine

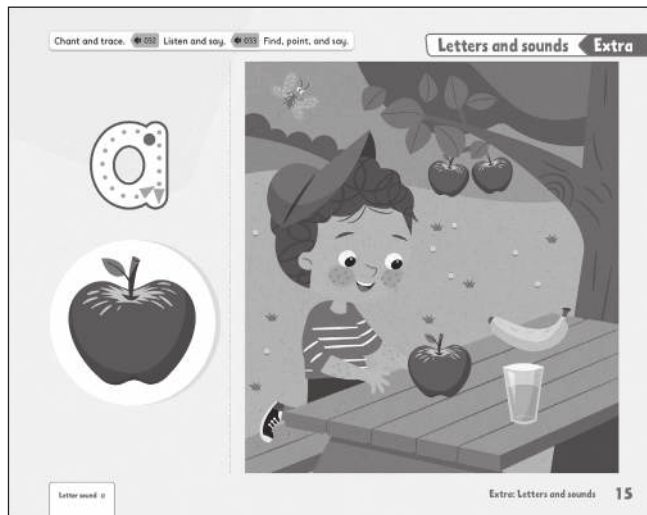
- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 017).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Indoor

Archie puppet, flashcards (*happy, sad, pink, yellow, rainy, sunny, stomp, clap*)

- Play *Archie gets it wrong!* (see page 30 in the Games bank) with Archie saying /s/ /s/ /s/ before all the words shown on the flashcards listed above. Have children shout *Yes, Archie!* for *sad, sunny, stomp* and *No, Archie!* when the word has a different initial letter sound (*happy, pink, yellow, rainy, clap*).



Extra: Letters and sounds

Key language

Letter sound: *a*

New: *apple*

Materials

Archie puppet, Archie stamper, audio, letter sound flashcard (*a*), Student Book page 15, CPT, Activity Book page 13

Lesson preparation

Place letter sound flashcard in a bag. Check new letter sound pronunciation on the audio (optional).

1 Hello routine

- Do your chosen Hello routine (see page 24).

2 Letter sound presentation: *a*

- Follow the procedure outlined in the first Letters and sounds lesson (page 43) for the presentation of the letter *a* and its sound /æ/.
- For additional fine motor skill development, when air tracing the letter *a*, guide children to make smaller and smaller circles for the letter, encouraging them to see how small a circle they can form with their finger.
- After air tracing the letter, model an associated mime for the key word *apple*, e.g., pretend to hold a large imaginary apple in your hand and take a bite. Repeat the sound, word, and actions several times, encouraging children to copy.

3 Student Books

- Play the *Table time* song (listening 016).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 15.
- Engage children with the page by pointing to the big letter, cupping your ear, and saying **Listen!**
- Play the chant (listening 032), encouraging children to make the sound when they hear *You try now!*

Chant and trace. 032

Listen, listen.

What's the sound?

/æ/, /æ/, /æ/ /æ/ /æ/

Can you say it?

You try now!

/æ/, /æ/, /æ/ /æ/ /æ/

Good job!

- Follow the routine outlined on page 43, finger tracing the letter and chanting the sound.
- If you wish to focus only on finger tracing, skip to the next stage (the letter sound in context). You can decide when to introduce pencil work as and when your class is ready.
- Either way, demonstrate the correct strokes for the letter. Explain to children that when we write some letters, we don't lift our pencils, but for others we do. Here, we make the first stroke – the circle – then lift the pencil and make the second stroke. Model carefully and provide support where necessary.
- Distribute pencils and encourage children to try to pencil trace the letter independently. Move around the class, helping children with pencil grip and correct strokes, and praising them for their efforts.
- Move onto the letter sound in context, playing the recording, encouraging children to repeat the sound and key word when they hear *You try now!*

Listen and say. 033

Listen. Can you hear the sound?

/æ/, /æ/, apple.

/æ/, /æ/, apple.

You try now!

/æ/, /æ/, apple.

Find, point, and say.

- Point to the main picture. Ask children what they can see. Discuss where the boy is and what he's doing.
- Children may point to and say the key word (*apple*) immediately. If not, ask them to find an apple, point, and say. Challenge them to find more examples of the key word, and to point and say each time.
- Move around the class, asking volunteers to point and say the sound and the word. Use the Archie stamper to reward children who try to make the sound and / or say the word.

4 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 017).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Indoor

- Revise the letter sound from the first Letters and sounds lesson (/s/) and contrast it with the letter sound for *a* (/æ/). Encourage children to listen out for and make the different sounds. Write several examples of both *a* and *s* on the board, point to them in random order, and ask children to make the sounds. Speed up, pointing faster and faster as long as children can keep up.