

OXFORD

Toy Team

Teacher's Guide

with Digital Pack

2

- **Classroom Presentation Tools**
(Student Book and Activity Book)
- **Teacher Resources**
(videos, audio, photocopiable worksheets)

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Toy Team



Teacher's Guide **2**

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Parts of the body

Overview

New language

Look at my ... arms, body, feet, hands, head, legs.

clap (your hands), nod (your head), stamp (your feet), wave (your arms)

knees, shoulders, toes

Value

We're careful when we play.

Materials

Archie puppet, Archie stamper

Audio

Flashcards: characters (*Archie, Blue Bird, Dino, Doll, Little Bear, Ted*); family (*Sister Mouse*); parts of the body (*arms, body, feet, hands, head, legs*); actions (*clap, nod, stamp, wave*); traditional song (*knees, shoulders, toes*); numbers 1–12; letter sounds (*s, a, t, p*)

Student Book pages 4–15, 95–96

Stickers: parts of the body, value

Classroom Presentation Tool (CPT)

Pop-outs: parts of the body

Activity Book pages 2–13

Posters: *Hello* and *Routines* posters

Realia: photo of yourself, world globe or map, multimodal materials (such as music or video) of Spanish flamenco and traditional Indian dance, sets of 11 and 12 colored adhesive bandages or countable items

Oxford English Hub: Mini flashcards and wordcards Unit 1, Assessment worksheet Unit 1, Evaluation grids 1–3, Fast finisher worksheets Unit 1 Lesson 1, Lesson 5, Explore craft Unit 1 Lesson 6

Unit story

Ouch, my body!

listening 027 or story video

- 1 It's morning!
Hello, Doll.
Hello, Ted.
Hello, Blue Bird.
Hello, Archie. Archie? Wake up, Archie!
'What's that noise?' asks Ted. 'Look! One, two **arms** and one, two **legs**.'
- 2 The Toys see a new friend.
'Oh, thank you!' he says. 'Hello. I'm Little Bear.'
'Hello. I'm Ted.'
'Hello. I'm Doll.'
'Tweet!'
'Hello. I'm Archie,' say the Toys.
- 3 Look! One, two cushions.
'Look at my arms! Look at my legs! Come and play!' says Little Bear.
'Be careful!' says Ted.
'Tweet!'

- 4 Look! One, two, three cushions.
'Look at my arms! Look at my legs! Come and play!' says Little Bear.
'Look at my **feet**!' says Doll.
'Be careful!' says Ted.
'Tweet!'
- 5 Look! One, two, three, four cushions.
'Look at my arms! Look at my legs! Come and play!' says Little Bear.
'Look at my **head**! Look at my **hands**!' says Doll.
'Be careful!' says Ted.
'Tweet!'
- 6 Look! One, two, three, four, five cushions.
'Look at my arms! Look at my legs! Come and play!' says Little Bear.
'Look at my head! Look at my hands! Look at my feet!' says Doll.
'Look at my **body**!' says Archie.
'Be careful!' says Ted.
'Tweet!'
- 7 'Ouch, my arms! Ouch, my legs!' says Little Bear.
'Ouch, my head! Ouch, my hands! Ouch, my feet!' says Doll.
'Ouch, my body!' says Archie.
- 8 'Here you are!' says Ted.
'Tweet!'
What a fun day!
Goodnight, everyone.
Goodnight, Archie.

Unit story questions

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

- 1 Point to the characters. Point to the word *Help!* and Little Bear under the cushions. Ask what the Toy's name is.
- 2 Ask the characters' names.
- 3 Point to the colors and count the cushions. Ask children to point to Little Bear's arms and legs. Ask them what Little Bear is saying to Doll and why Ted is saying *Be careful!*
- 4 Ask children to point to Little Bear's arms and legs and to Doll's feet. Point to Blue Bird saying *Tweet!* Ask them what they think she's saying.
- 5 Ask children to point to the body parts. Ask them what they think Archie is thinking and what they think he will do.
- 6 Point to the body parts. Ask them what they think Archie is doing and what will happen. Ask them what they think Blue Bird is saying.
- 7 Point to the body parts. Ask what the characters are saying and ask what has happened. Ask where they think Blue Bird is going.
- 8 Point to the bandages and say the parts of the body. Point to Little Bear's sleeping place in the small picture. Ask children to say *Goodnight* to all the characters.

Vocabulary actions

Parts of the body

- *arms, body, feet, hands, head, legs*: point to the relevant parts of your body

Actions

- *clap, nod, stamp, wave*: do the relevant actions

Unit songs and actions

Lesson 2

Ouch, my head!

listening 026 or song video

Chorus

Come and play! 1, 2, 3. [beckon somebody then count using fingers]

Sing the body song with me. [move hands from head to toe]

Come and play! 1, 2, 3. [beckon somebody then count using fingers]

Bounce, bounce, bounce. [bounce 3 times]

Are you ready? [thumbs up then hands out]

Ouch, my head! Look at my head. [point at head x 2]

My head, my head. [point at head x 2]

Look at my head. [point at head]

Ouch, my body! [point at body]

My body, my body. [point at body x 2]

Look at my body. [point at body]

Ouch, my arms! Look at my arms. [point at arms 1 at a time]

My arms, my arms. [point at arms 1 at a time]

Look at my arms. [point at arms 1 at a time]

(Chorus)

Ouch, my hands! Look at my hands. [show palms x 2]

My hands, my hands. [show palms x 2]

Look at my hands. [show palms]

Ouch, my legs! Look at my legs. [point at legs x 2]

My legs, my legs. [point at legs x 2]

Look at my legs. [point at legs]

Ouch, my feet! Look at my feet. [point at feet x 2]

My feet, my feet. [point at feet x 2]

Look at my feet. [point at feet]

Lesson 5

Let's dance!

listening 029 or song video

Chorus

Let's dance! Let's dance! [dance]

Point to your head and dance. [point to head and dance]

Look at me! Look at me! [point at yourself x 2]

Everyone, dance with me. [dance]

Let's go! Hurray! [beckon somebody then run on the spot]

Clap your hands. [clap your hands]

Clap your hands. [clap your hands]

Stamp your feet. [stamp your feet]

Stamp your feet. [stamp your feet]

Clap your hands. [clap your hands]

Stamp your feet. [stamp your feet]

Dance, dance, dance to the beat. [dance and 3 claps]

(Chorus)

Wave your arms. [wave your arms]

Wave your arms. [wave your arms]

Nod your head. [nod your head]

Nod your head. [nod your head]

Wave your arms. [wave your arms]

Nod your head. [nod your head]

Dance, dance, dance to the beat. [dance and 3 claps]

Lesson 8

Traditional song: *Head, shoulders, knees, and toes*

listening 034 or traditional song video

Head, shoulders, knees, and toes, [point to body parts]

Knees, and toes. [point to body parts]

Head, shoulders, knees, and toes, [point to body parts]

Knees, and toes. [point to body parts]

Eyes and ears, and mouth, and nose. [point to body parts]

Head, shoulders, knees, and toes, [point to body parts]

Knees, and toes. [point to body parts]

[x 2]



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: *arms, body, feet, hands, head, legs*

Materials

Archie puppet, Archie stamper, audio, character flashcards, parts of the body flashcards, Student Book page 4, vocabulary stickers, CPT, Activity Book page 4

Lesson preparation

Bring a photo of yourself to class (optional).

1 Hello routine

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

2 Unit introduction

- If you've brought a photo of yourself, have Archie find it and show it to the class. Point to your clothes and body saying, e.g., ***This is my head. These are my shoes.*** Encourage children to point to their own body and clothes as you say the words. Encourage them to notice and celebrate the differences in their heights, clothes, lengths of arms, etc., and explain that we're all different. Explain that this term they are going to learn how to talk about themselves and celebrate our differences in English.

3 Vocabulary presentation: parts of the body

- Have Archie look for and find the parts of the body flashcards.
- Ask your class helper to come to the front. Give your helper the parts of the body flashcards, one by one, to hold up. Say the word at the same time (or use listening 024) and touch the relevant parts of your body with two hands to demonstrate (see unit Overview page 34 for suggested actions), encouraging children to do the same.

- Show each of the flashcards again, encouraging children to say the words and point to the parts of their body. Invite some children to touch Archie's head, legs, body, and feet.
- Alternatively, introduce the new vocabulary using the CPT by launching the flashcard presenter.

Vocabulary: parts of the body 024

head, head, body, body, arms, arms, hands, hands, legs, legs, feet, feet

4 Student Books

- Play the *Table time* song (listening 018), motioning for children to sit down.
- Ask your class helper to hand out the Student Books and help children to find page 4. Point to the parts of the body and say each one in order (or use listening 024). Encourage children to say them with you.
- Show children where to find the parts of the body stickers at the back of their books.
- Use the CPT to show where the stickers need to go, doing them together one by one.
- Once children have finished sticking their stickers, ask them to trace Ted's legs.
- Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the tasks.

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 019).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

- Have a small group of children walk freely in a circle. Call out ***Stop!*** and have them stand still. Call out ***Walk!*** and children walk freely again. Repeat several times.

Outdoor

- Make sure children have enough space between them. Do some simple yoga poses and explain how to do them using the different parts of the body.

Further practice

Oxford English Hub: Fast finisher worksheet Unit 1 Lesson 1



Lesson 2

Key language

New: Look at my ... arms, body, feet, hands, head, legs.

Revised: numbers 1–3

Incidental: Come and play! Ouch, my (head)! Bounce, bounce, bounce. Are you ready?

Materials

Archie puppet, Archie stamper, audio, parts of the body flashcards, Student Book page 5, CPT, Activity Book page 5

1 Hello routine

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

2 Vocabulary review: parts of the body and structure presentation: *Look at my ...*

- Have Archie get excited as he finds the parts of the body flashcards. Have Archie hand the flashcards to you, one by one. As you see each one, touch that part of your body and say **Look at my (head)** (or use listening 025). Encourage children to do the same and repeat.
- 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: *Look at my ...* 025

Look at my head.	Look at my hands.
Look at my feet.	Look at my arms.
Look at my legs.	Look at my body.

3 Song presentation: *Ouch, my head!*

- Have Archie begin to dance and sing. Then say **Ah, you want to sing the song.** Play the *Ouch, my head!* song (listening 026 or song video) for children to listen and join in with if possible. See unit Overview 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 parts of the body words, and do the actions.

4 Student Books

- Play the *Table time* song (listening 018), 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, looking comically shocked, and elicit what's happened. (The Toys have fallen over and hurt themselves.)
- Point to the Toys and parts of their body one by one, saying **Look at my (head)** (or use listening 025). Encourage children to do the same and repeat.
- Play the *Ouch, my head!* song again (listening 026) for children to point to the picture.
- Show children the example cross on Doll's head. Explain that this is a bandage as Doll hurt her head in the song video. Explain that they will stick other bandages (draw crosses) on the parts of the Toys' bodies where they get hurt in the song video. Point to the Toys, one by one, and ask children if they remember the injured part of the body. Play the song again if needed.
- Encourage children to work individually to draw the bandages. Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the activity.
- Check answers by playing the *Ouch, my head!* song again (listening 026) for children to point to the Toys' body parts with you.

ANSWERS

Doll: head, hands, feet Little Bear: arms, legs

Archie: body

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 019).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

- Tell children to walk around the class. Call out **Stop!** and have them stand still like statues. Point to a part of your body and call out **Look at my (arms)!** and children touch that part of the body. Call out **Walk!** and they walk freely again.

Outdoor

blue, green, red, and yellow hoops

- Put blue, green, red, 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., **Red!** The child at the front of each group jumps into the hoop of that color. They then go to the back of their lines. Repeat with different children.



Lesson 3

Key language

Revised: numbers 1–5, *Look at my ... arms, body, feet, hands, head, legs. Hello, I'm (Ted).*

Incidental: *cushions, friend, Come and play! Be careful! Here you are! Ouch, my (head)!*

Materials

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

1 Hello routine

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

2 Vocabulary review: parts of the body

- Play the *Ouch, my head!* song (listening 026 or song video). Tell children to join in with the words as much as they can and to touch the parts of their bodies when they hear the words in the song.
- Go to the Games bank for more practice (pages 30–31).

3 Story introduction: *Ouch, my body!*

- Have Archie whisper to you that he wants to listen to a story. Use the CPT and show children the first two frames 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, e.g., **Look! Here's (Archie). This is (Blue Bird). Who's this?**

PERSONALIZATION QUESTION: Ask children if they have any cushions in their bedrooms. If so, how many and what color are they? Encourage them to try to tell you in English.

4 Student Books

- Show that Archie is excited to read the story with you now. Play the *Story time* song (listening 017) while asking children to sit quietly.
- Have your class helper hand out the Student Books and 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 *Ouch, my body!* story (listening 027). You can also tell the story yourself (see unit Overview 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 unit Overview page 33 for example questions to ask for each story frame.

5 Goodbye routine

- Play the *Quiet time* song (listening 020) to get children to sit quietly.
- Do your chosen Goodbye routine (see page 26).

Extra activities

Indoor

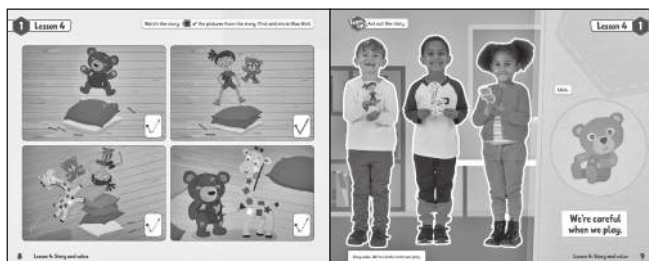
Archie puppet

- Sit in a circle and ask children to help Archie play and do things carefully. For example, Archie tries to carry a pile of books that is too big. Have children say *Be careful, Archie!* and then show him how to carry a small number of books. Repeat with other activities e.g., running or jumping in the class for children to show Archie how to be careful.

Outdoor

a ball or balloon

- Divide the class into small groups and give each group a ball or balloon. Say **Pass the (ball) with your (feet).** Each group tries to pass the ball to each other using that part of the body.



Lesson 4

Key language

Revised: numbers 1–5, *Look at my ... arms, body, feet, hands, head, legs. Hello, I'm (Ted).*

Incidental: *cushions, friend, Come and play! Be careful! Here you are! Ouch, my (head)!*

Materials

Archie puppet, Archie stamper, audio, parts of the body flashcards, parts of the body pop-outs, Student Book pages 8–9, value stickers, CPT, Activity Book page 7

Lesson preparation

Prepare the pop-outs. Prepare five cushions (optional).

1 Hello routine

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

2 Watch the story video: *Ouch, my body!*

- Have Archie get excited as he finds a set of the pop-outs. Show the pop-outs of Little Bear, Doll, Archie, and the bandage. Put your fingers through the holes of the Little Bear and Doll pop-outs to show their legs.
- Pick up Little Bear and have him jump along. Have Doll, then Archie, join in. Hold up Doll and say ***Ouch, my feet!*** Rub her feet (and your own) and then 'put' the bandage on Doll's feet by holding up the bandage pop-out.
- Give the pop-outs to four volunteers.
- Play the *Ouch, my body!* story video, pausing for the volunteers to hold up the pop-outs as the characters are mentioned in the story, along with any actions they can manage. The volunteer with the bandage pop-out should put it on the part of the body when it is mentioned.
- Encourage the rest of the class to join in with any actions, sound effects, and words they can.

3 Student Books

- Play the *Table time* song (listening 018), 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.
- Show children the pictures and ask them if any of the pictures were in the story. Explain that they need to draw a check if the picture is from the story and then find and circle Blue Bird.
- Encourage children to work individually to check the pictures and find and circle Blue Bird.
- Move around the class monitoring, using the Archie stamper to reward children who have completed the activity.

ANSWERS

The top right and bottom left pictures are from the story. Blue Bird is in the top left picture, behind the cushions.

4 Student Books: Story performance

- Use the CPT to show page 9 and explain that children will do their own story performance like the children in the photo.
- Hand out the pop-outs to three different volunteers to play the roles of Little Bear, Doll, and Archie. Other volunteers will be Ted, who will have the bandage pop-out, and Blue Bird. 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 any actions and words they can manage, pausing the recording as needed. If you like, use cushions as props, and have a fifth volunteer pile them one by one up as the pile grows in the story.
- Encourage the rest of the class to join in with the story.
- 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're careful when we play.*

- Show frame 6 of the story again. Ask children why Ted and Blue Bird are getting worried and why Ted tells them to be careful. Ask them if people ever tell them to be careful.
- Show frame 7 of the story. Ask them if Ted was right to be worried. Explain that Little Bear, Doll, and Archie should have listened to Ted. Explain that we need to be careful when we play.
- Have Archie tell them he is happy that they understand, and they can have a special value sticker. 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 019).
- 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 behavior.

Outdoor

parts of the body pop-outs

- Find somewhere high up for Little Bear, Doll, or Archie to balance, have children say *Be careful!* and hand out the bandage to a volunteer to place on the character if they fall.



Lesson 5

Key language

New: *clap, nod, stamp, wave*

Revised: *head, hands, feet, arms, pink, green, red, blue*

Incidental: *Hurray! Let's dance! Point to your (head). Look at me! Everyone, dance with me. Let's go! Dance to the beat.*

Materials

Archie puppet, Archie stamper, audio, actions flashcards, Student Book page 10, CPT, Activity Book page 8

1 Hello routine

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

2 Vocabulary presentation: actions

- Have Archie nod his head. Look surprised, then ask him **Archie, what are you doing?** Have him whisper in your ear, then say **Oh! You're nodding.** Tell children to do the same as Archie. Say **Nod** and nod your head along with Archie. Encourage children to copy you and repeat *Nod*. Do the same for *wave, stamp, and clap*. (See unit Overview page 34 for suggested actions). Then show the actions flashcards as you say the words (or use listening 028) and do the relevant actions, encouraging children to copy you.
- Alternatively, introduce the new vocabulary using the CPT by launching the flashcard presenter.
- Go to the Games bank for more practice (pages 30–31).

Vocabulary: actions 028

nod, nod, clap, clap, stamp, stamp, wave, wave

3 Song presentation: *Let's dance!*

- Have Archie begin to dance and sing. Then say **Ah, you want to sing the song.** Play the *Let's dance!* song (listening 029 or song video), for children to listen and join in with if possible. See unit Overview on page 34 for the song words and actions.

4 Student Books

- Play the *Table time* song (listening 018).
- 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 and point to the different actions. Encourage children to point and say them with you.

- Explain that they will hear the different action words and they must point to the correct Toy in the main picture.
- Play the recording (listening 028), pausing after the first word, and point to the correct Toy as an example. Then continue the recording for children to listen, point, and repeat.
- Play the *Let's dance!* song again (listening 029) for children to point to the actions as they sing.
- Point to the circles on the right and ask what the colors are. Show the example of Doll circled in green as in *clap* in the circle. Ask them what colors the other Toys should be circled in, helping them if necessary.
- Encourage children to work individually to complete the rest of the page by circling the Toys in the correct colors.
- Move around the class monitoring and checking answers, using the Archie stamper to reward children who have completed the tasks.
- Once all children have completed the task, play the *Let's dance!* song (listening 029) for them to do the actions as they sing.

ANSWERS

Doll: green Archie: red Ted: blue Little Bear: pink

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 019).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

cut-up bits of straw or spaghetti

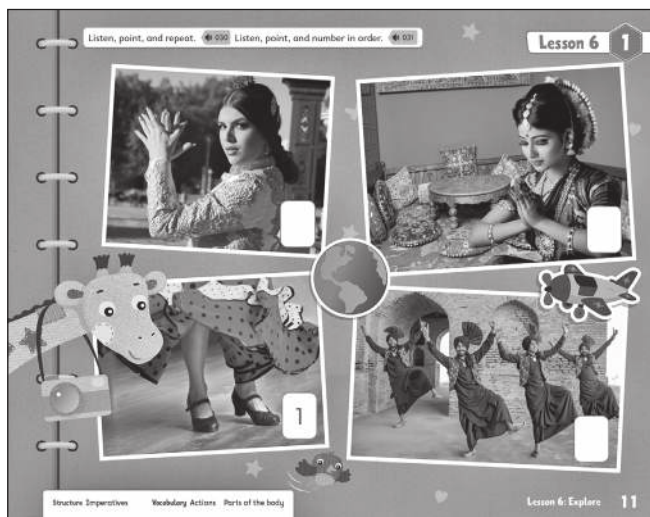
- Take in cut-up bits of straw or spaghetti and show children how to make up body skeletons. Encourage them to point and say the body parts.

Outdoor

- Children walk freely around in a circle. Call out **Stop!** Tell them to stand still like statues. Call out an action, e.g., **Nod!** and they do that action. Call out **Stop!** again, and they stand still. Call out **Walk!** and they walk freely again. Repeat with different actions.

Further practice

Oxford English Hub: Fast finisher worksheet Unit 1 Lesson 5



Lesson 6

Key language

New: *clap (your hands), nod (your head), stamp (your feet), wave (your arms)*

Revised: numbers 1–4

Incidental: *Hurray! Let's dance. Point to your (head). Look at me! Everyone, dance with me. Let's go! Dance to the beat.*

Materials

Archie puppet, Archie stamper, audio, actions flashcards, parts of the body flashcards, Student Book page 11, CPT, Activity Book page 9

Lesson preparation

Bring a world globe or map and multimodal materials (such as music or video) of Spanish flamenco and traditional Indian dances.

1 Hello routine

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

2 Song review: *Let's dance!*

- Play the *Let's dance!* song (listening 029 or song video), for Archie and children to join in with the actions.

3 Structure presentation and practice: Imperatives

- As you place the actions flashcards in a visible place, have children do the actions and say the words.
- As you put the parts of the body flashcards face down in a pile, have children say each part of the body.
- Ask a volunteer to pick up a part of the body flashcard and say the word, e.g., *hands*. Look for the matching action with the class. Point and say **(Clap) your (hands)** with the class (or use listening 030). The volunteer puts the parts of the body flashcard next to the action. Repeat with the other three pairs.
- 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: Imperatives 030
Clap your hands. Nod your head.
Stamp your feet. Wave your arms.

4 Student Books

- Play the *Table time* song (listening 018). 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 explaining that Archie and Blue Bird took these photos of dances on a journey. Ask children if they and their family like dancing and when and why they dance.
- Use your globe, world map, or any multimodal materials to explore the cultures.

EXPLORE WITH TOY TEAM: Children learn about traditional dances from Spain and India. Spanish flamenco involves hand clapping and the stamping of feet. Many traditional Indian dances include movements like waving hands and nodding heads.

- Point to each photo, saying **(Clap) your (hands)** (or use listening 030). Encourage children to point and repeat.
- Use the example from listening 031 to show children they listen and number the photos in order.
- Encourage children to work individually to listen and number the photos.
- Move around the class checking answers, using the Archie stamper to reward children who have completed the task.
- Check answers by playing the recording again, pausing after each answer for children to point to the photo.

ANSWERS

1 bottom left 2 top left 3 bottom right 4 top right

Listen, point, and number in order. 031

- Stamp, stamp, stamp your feet.
- Clap, clap, clap your hands.
- Wave, wave, wave your arms.
- Nod, nod, nod your head.

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 019).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

Archie puppet, actions flashcards

- Ask a volunteer to sit, holding Archie, with their back to the board. Place an action flashcard behind them, so it's visible to the class. The class mimes the action for the volunteer to guess. Repeat with different volunteers.

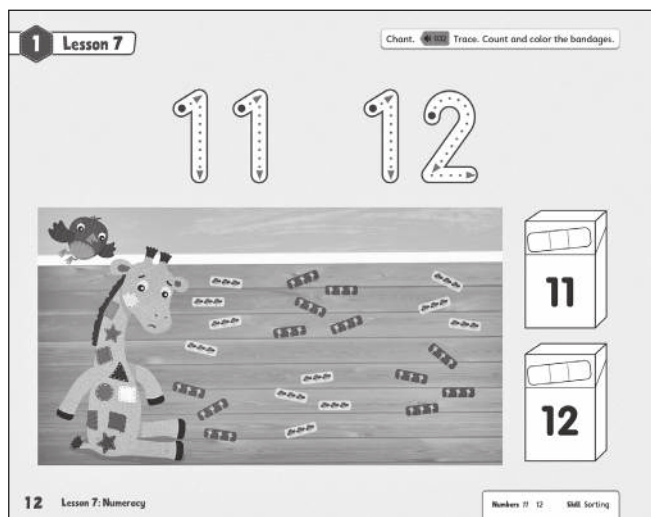
Outdoor

traditional Spanish flamenco and / or Indian dance music

- Play the dance music as children dance. Stop the music, say **Stop!**, and have them stand still. Say an action for them to do. Play the music, say **Dance!**, and they dance again.

Further practice

Oxford English Hub: Explore craft Unit 1



Lesson 7

Key language

New: 11, 12

Revised: numbers 1–10

Materials

Archie puppet, Archie stamper, audio, number flashcards 1–12, Student Book page 12, CPT, Activity Book page 10, Level 1 *Hello* poster, realia (sets of 11 and 12 colored bandages or other countable items, e.g., erasers, building blocks)

Lesson preparation

Bring two different color board markers.

1 Hello routine

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

2 Numbers review: 1–10

- Have Archie get excited as he finds the number flashcards and countable items. Say **Archie wants to play with numbers today!**
- Show the flashcards or countable items as you elicit the numbers and count with the children up to ten. If you like, play the *Numbers 1–10* song (listening 010 or song video) for children to join in.
- Hold up the Level 1 *Hello* poster and point to Archie's train. Elicit the numbers, then say the numbers for children to say the color.

3 Numbers presentation: 11, 12

- Write numbers 11 and 12 on the board. Trace the new numbers in the air and encourage children to copy you.
- Play the *Numbers* chant (listening 032) and encourage children to join in with the words, count, and clap.

MATH SKILL: Children learn how sorting and grouping the same items helps them count.

- Use Student Book page 12 as a guide to your board work. Say **Let's count numbers today.**
- Use two different colors. Draw 11 and 12 rectangles in smaller groups around the board. Draw circles around the

small groups of the rectangles in one color as you count them with the class. Point to the resulting number 11 or 12 on the board. Do the same for the other color.

- Adapt the shapes and groups on the board so volunteers can practice sorting, grouping, and counting together with the class.
- Go to the Games bank for more practice (pages 30–31).

Numbers chant: 11, 12 032

Numbers, numbers, numbers.

Let's have fun.

Let's all learn with numbers.

Come on, everyone.

11, 11

12, 12

Numbers, numbers, numbers,

Let's all play.

Archie wants to learn

how to count today.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

4 Student Books

- Play the *Table time* song (listening 018).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 12.
- Play the *Numbers* chant again (listening 032) for children to chant.
- Engage children with the page by pointing to Archie and Blue Bird and ask what they can see on the floor.
- Ask children if they know what to do: trace the numbers, then find and count the bandages. They then color the bandages and the boxes to match the correct number.
- Have a volunteer help demonstrate the activity, helping them use the math skill you practiced.
- Encourage children to work individually to complete the task. Move around the class, offering help if necessary and using the Archie stamper to reward them as they finish.

ANSWERS

There are 11 yellow bandages and 12 red bandages.

5 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 019).
- Do your chosen Goodbye routine (see page 26).

Extra activities

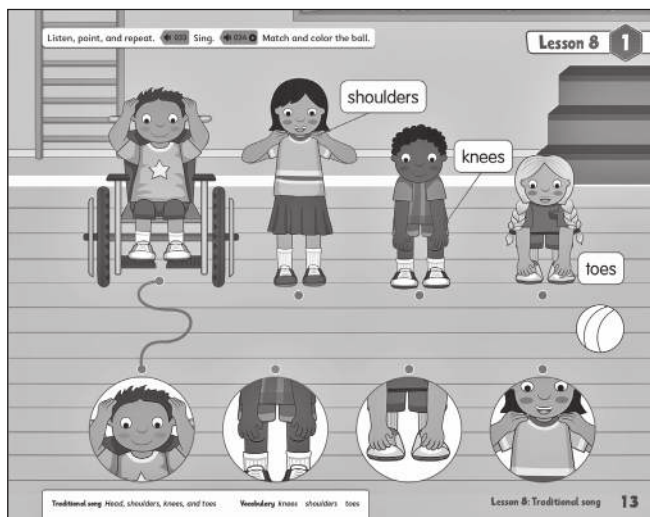
Indoor

sets of 11 and 12 different colored bandages, erasers, or building blocks

- Before class, hide groups of different sets of countable items around the classroom. Have volunteers take turns to search. Count the groups and the total number together.

Outdoor

- Tell children to walk freely around the class. Call out **Stop! Make groups of (three)!** and show how they form groups of that number. Repeat with other numbers.



Lesson 8

Key language

New: *shoulders, knees, toes*

Revised: *ball, red, ears, eyes, mouth, nose*

Materials

Archie puppet, Archie stamper, audio, traditional song flashcards (*knees, shoulders, toes*), 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 songs *Ouch, my head!* and *Let's dance!* (listenings 026 and 029 or the song videos) for children to join in with the words and the actions. Alternatively, ask children to choose a favorite song or pick a 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 presentation: *Head, shoulders, knees, and toes*

- Play the *Head, shoulders, knees, and toes* song video once through for children to enjoy. (See unit Overview page 34 for the song words and actions.)
- Play the video again for children to join in with as much as possible.

4 Traditional song vocabulary presentation

- Use the traditional song flashcards or your own body to present the vocabulary and say the words (or use listening 033).
- Alternatively, introduce the new vocabulary using the CPT by launching the flashcard presenter.

Traditional song vocabulary 033
shoulders, shoulders, knees, knees, toes, toes

5 Student Books

- Play the *Table time* song (listening 018).
- Ask your class helper to hand out the Student Books and use the CPT to help children to find page 13.
- Point to the new parts of the body in the main picture, one by one, and encourage children to say them.
- Play the recording (listening 033), pausing after *shoulders* to point to the second character and say the word. Play the remainder of the recording for children to listen and point and encourage children to repeat with you.
- Play the song *Head, shoulders, knees, and toes* (listening 034) for children to sing and do the actions.
- Show children the example answer and demonstrate how to trace lines to the remaining characters. Play the song (listening 034) or video again, if necessary. Explain that they should then find and color the ball red.
- Encourage children to work individually to draw matching lines from the parts of the body to the characters.
- Move around the class monitoring and checking, using the Archie stamper to reward children who have completed the tasks.

ANSWERS

Character 1 first circle **Character 2** fourth circle

Character 3 second circle **Character 4** third circle

6 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 019).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Digital fun

- See pages 16–22 for more information.

Indoor

listening 034

- Sing *Head, shoulders, knees, and toes* or play the song (listening 034) and have children do the actions in pairs. (See the suggested actions in the Overview.)

Outdoor

listening 034

- Put children in four lines – one line for each part of the body: head, shoulders, knees, and toes. Play or sing the traditional song again (listening 034), encouraging the lines of children, in turn, to sing as they touch that part of their body.

Further practice

Oxford English Hub: Assessment worksheet Unit 1

Evaluation grids 1–3



Extra: Letters and sounds

Key language

Letter sounds: *s, a*

New: *sun, apple*

Materials

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

Lesson preparation

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

1 Hello routine

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

2 Letter sounds presentation: *s, a*

- Take the letter *s* flashcard from the bag. Point to the letter and ask **What's this?**
- Point to, finger trace, and say the letter *s* sound /s/ /s/ /s/, making sure you say the letter sound not the name.
- Have children stand and turn your back to them. Air trace the letter and make the sound. Encourage children to join you using their whole arm and bodies – this helps to reinforce the shape of the letter.
- Repeat the routine for the letter *a* sound /æ/.
- Air trace the letter *s*, then model a mime for *sun*. (Use both hands, palms open facing out, and arms stretching out to show the sun's rays.)
- Air trace the letter *a*, then model a mime for *apple*. (Pretend to take a bite of an imaginary apple.)
- Encourage children to copy the mimes and say the sounds.

3 Student Books

- Play the *Table time* song (listening 018).
- Ask your class helper to hand out the Student Books. Use the CPT to help children to find page 14.
- Point to the letters, cupping your ear, and saying **Listen!**
- Play the *Sounds* chant (listening 035) for children to make the sounds when they hear *You try now*.

Chant and trace. 035

Listen, listen. What's the sound? /s/ /s/ /s/ /s/ /s/

Can you say it? You try now. /s/ /s/ /s/ /s/ /s/

Listen, listen. What's the sound? /a/ /a/ /a/ /a/ /a/

Can you say it? You try now. /a/ /a/ /a/ /a/ /a/ Good job!

- Play the *Sounds* chant again (listening 35), finger tracing the letters on the CPT as you chant the sounds. Encourage children to join in.
- Move onto the pencil tracing activity, encouraging children to work individually as you monitor pencil grip and correct strokes.
- Play the recording (listening 036) for children to hear the letter sounds in the context of the key words. Encourage children to repeat the sounds and their associated key words when they hear *You try now*.
- At this point in the course, you may wish to point out the letter at the beginning of each word. Children are not expected to be reading, but their awareness of the letter within a word is an important step towards it.

Listen and say. 036

Listen. Can you hear the sound? /s/ /s/, sun. /s/ /s/, sun.

You try now. /s/ /s/, sun. /s/ /s/, sun.

Listen. Can you hear the sound? /æ/ /æ/, apple. /æ/ /æ/, apple.

You try now. /æ/ /æ/, apple. /æ/ /æ/, apple.

Find, point, and say.

- Point to the main picture. Ask what they can see. Children may say the key words immediately. If not, say the words and allow them to find the sun and apple(s) in the scene and say the words.
- Move around the class asking volunteers to say the sounds or the words. Use the Archie stamper to reward children who try to make the sounds and say the words.
- Extra challenge: Ask children to count the apples and tell you how many they found (five).

ANSWERS

The sun is top left and there are four apples on the trees and one on the ground.

4 Goodbye routine

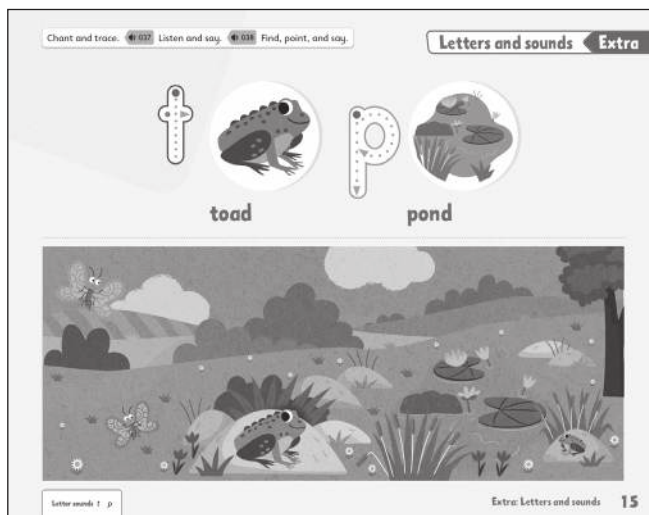
- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 019).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Indoor / Outdoor

letter sound flashcards *s, a*, Hello poster for *angry, sad*

- Display the flashcards for *s* (*sun*) and *a* (*apple*), and the *Hello* poster. Focus children's attention on how you position the mouth, tongue, and teeth to make each letter sound and word as you say *sun*, *apple*, *angry*, and *sad*. Play the *Silent words* game from the Games bank (page 31).



Extra: Letters and sounds

Key language

Letter sounds: *t, p*

New: *toad, pond*

Materials

Archie puppet, Archie stamper, audio, letter sound flashcards (*t, p*), Student Book page 15, CPT, Activity Book page 13

Lesson preparation

Place letter sound flashcards in a bag. Listen to the letter sounds in the chant for this lesson.

1 Hello routine

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

2 Letter sounds presentation: *t, p*

- Follow the procedure outlined in the first Letters and sounds lesson (page 43) for the presentation of letters *t* and *p* and sounds /t/ and /p/.
- Air trace the letter *t*, then model a mime for *toad*. (Hop like a toad.)
- Air trace the letter *p*, then model a mime for *pond*. (Make a fist and open your fingers quickly to mime water spray.)
- Encourage children to follow you in making all the mimes and saying the sounds.

3 Student Books

- Play the *Table time* song (listening 018).
- 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 letters, cupping your ear, and saying **Listen!**
- Play the *Sounds* chant (listening 037) for children to make the sounds when they hear, *You try now*.

Chant and trace. 037

Listen, listen. What's the sound? /t/, /t/, /t/ /t/ /t/

Can you say it? You try now. /t/, /t/, /t/ /t/ /t/

Listen, listen. What's the sound? /p/, /p/, /p/ /p/ /p/

Can you say it? You try now. /p/, /p/, /p/ /p/ /p/ Good job!

- Play the chant again, finger tracing the letters on the CPT as you chant the sounds. Encourage children to join in. Repeat.
- Move onto the pencil tracing activity, encouraging children to work individually as you monitor pencil grip and correct strokes.
- Play the recording (listening 038) for children to hear the letter sounds in the context of the key words. Encourage children to repeat the sounds and their associated key words when they hear *You try now*.
- Point out the letter at the beginning of each word if you wish to raise children's awareness of letters in word context.

Listen and say. 038

Listen. Can you hear the sound? /t/, /t/, toad. /t/, /t/, toad.

You try now. /t/, /t/, toad. /t/, /t/, toad.

Listen. Can you hear the sound? /p/, /p/, pond. /p/, /p/, pond.

You try now. /p/, /p/, pond. /p/, /p/, pond.

Find, point, and say.

- Point to the main picture. Ask what they can see. Children may say the key words immediately. If not, say the words for them to find and say.
- Move around the class asking volunteers to say the sounds or the words. Use the Archie stamper to reward children who try to make the sounds and say the words.
- Extra challenge: Ask children if they can see anything else with the /t/ sound (tree).

ANSWERS

The toads are sitting on rocks. The pond is to the left of the tree.

4 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 019).
- Do your chosen Goodbye routine (see page 26).

Extra activities

Indoor / Outdoor

letter sound flashcards (*s, a, t, p*)

- Revise letter sounds for *s* and *a* with the new sounds *t* and *p*. Mime the letter words in random order. Encourage children to say the sound and word and do the mime.