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Paul Drury
Excerpt
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1 Lesson 1, Big Question: What do you like about school?

Objectives

To predict what the unit is about.

To activate prior knowledge about school.

To name actions children do at school.

Key Vocabulary

paint, draw, color, cut, glue

Key Language

What do you like about school? What am I doing? (Painting.) Do you like to paint? (Yes.)

Materials and Preparation

Tickles, Flashcards: *paint*, *draw*, *color*, *cut*, *glue*, paint, crayons, scissors, glue, paper

Little Step 1: Start the Class

Children may feel a little anxious on their first day at school. You will probably have a mix of old and new children. Some children may not want to speak or take part in any of the activities. Don't push them too hard but encourage them. When they are ready, with the right nudge, they will join in.

For ideas on how to start the lesson see Tips and Tricks in your online Resource Bank.

Little Step 2: Before the Book

Discuss how children feel about starting a new year at school. Ask: *Are you happy? Do you like school?* Say: *At school we have friends,* and *we play games, we sing songs.* Support examples with actions.

Show children the Flashcards one by one. Encourage them to copy the action, but don't say the word just yet. Start again, but this time, have children do the action and then say the word. Mime painting. Ask questions: *What am I doing? (Painting.) Do you like to paint? (Yes.) Where can you paint? (At school.)* Repeat for the other actions. Accept whole class answers at first. Then remind children about taking turns and encourage them to raise their hands and practice with a few volunteers.

Finally, play Video 1.1.

With the Book

Listen. Say. Sing.

Have children look at page 3. Say: *Look at the pictures. What do you think this unit is about?* Provide children with any necessary language. Play Track 2. Children listen and point to the pictures. Play Track 2 again. Children listen and repeat the words. Then play Track 1. Encourage children to sing along.

After the Book

Model greeting and responding appropriately with Tickles. *Hello, Tickles. How are you today? (I'm fine, thank you.)* Ask children to turn to the person next to them and greet one another. Then have them exchange high-fives.

Put up the Flashcards on the board and ask individual children: *What do you like to do at school?* Encourage them to look at the Flashcards and mime one of the actions for the class to guess.

Little Step 3: Finish the Class

Get the children ready to leave. Use Tickles to say goodbye to each child, making sure to say their name: *Goodbye, goodbye, (Luisa). See you tomorrow!* Encourage children to respond *Goodbye!*

Little Step 4: More Practice

Creativity Set out craft materials, including paint, crayons, scissors, and glue. Ask children to draw a picture of the person next to them. As they work, ask them what that person is doing. Encourage them to use the words *paint*, *draw*, *color*, *cut*, and *glue*. Help children write the names of the person they drew on the drawing and display their work.

Use the portraits as your class attendance list. Encourage children to stick their nametag or a star on their picture as they come in to register their attendance.

Little Step 5: Activity Book and CLIL Connection

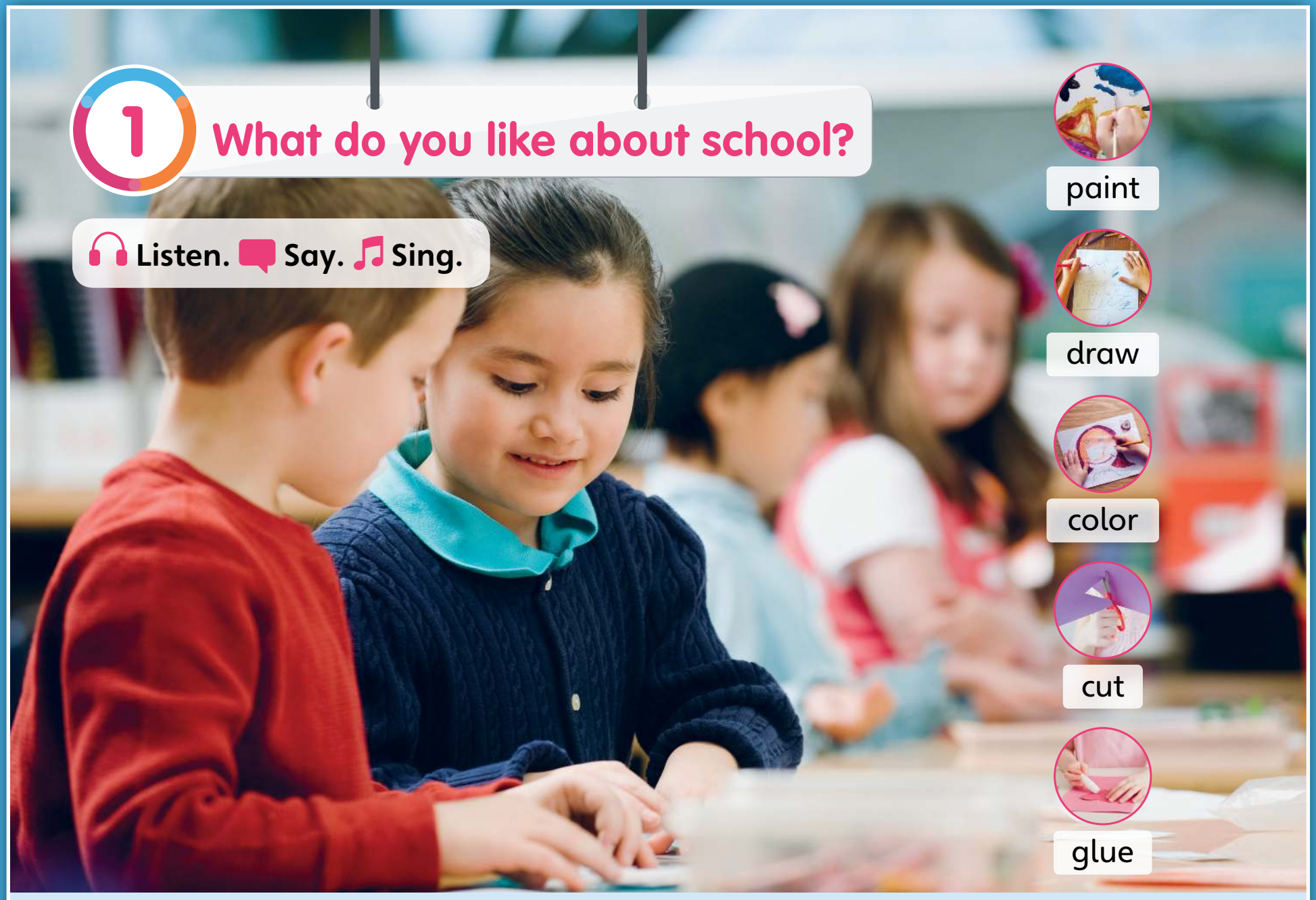
Do Activity Book page 3.

See CLIL Connection Activities on page 272.

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Key Vocabulary: *paint, draw, color, cut, glue*

Tracks: 1 and 2

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What is the story about?

Listen. Point. Say.

My Favorite Thing



book

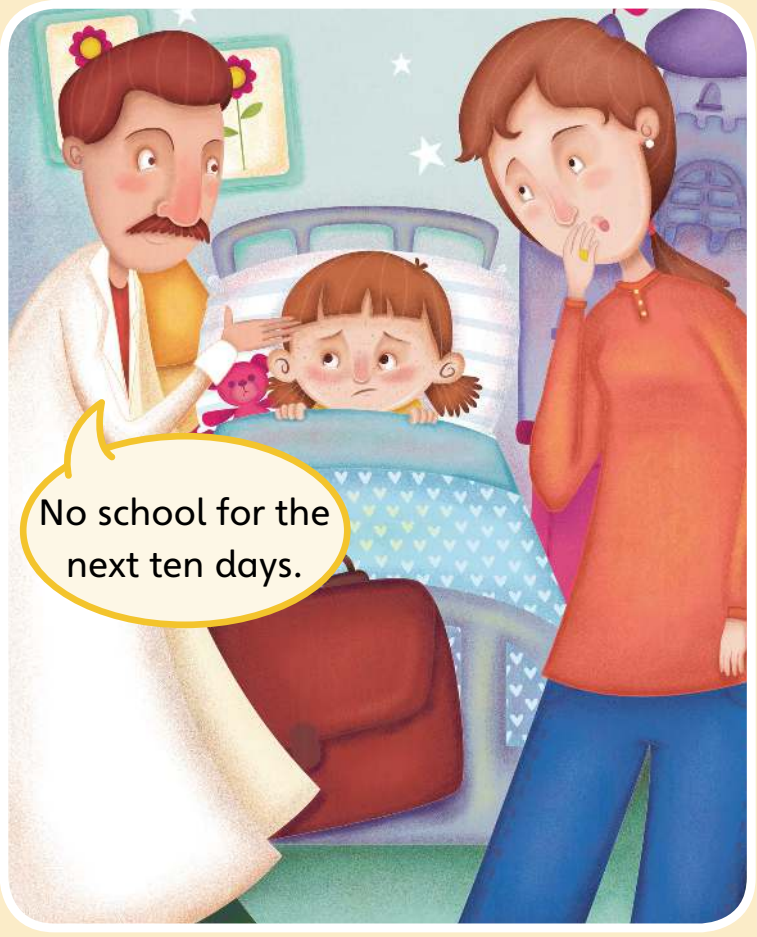


house



mouse





Key Vocabulary: *book, house, mouse, sad, sick, happy, teacher*

Key Language: *What's the story about? What can you see?*

Track: 3

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1 Lesson 2, Story

Objectives

To predict what a story is about.

To identify characters and actions in a story.

To act out parts of a story.

To practice beginning sounds *s*, *t*, *b*.

Key Vocabulary

book, house, mouse, sad, sick, happy, teacher

Key Language

What's the story about? What can you see?

Materials and Preparation

Tickles, Big Book 2, construction paper, crayons, popsicle sticks

Draw circles on construction paper and cut them out (about 15 cm in diameter, one per child).

Little Step 1: Start the Class

Sing the *Good Morning Song* (Track 1).

Little Step 2: Before the Book

Teach this *Story Time Chant* to say each time children will listen to a new story:

Story time is near.
Story time is here.
I sit down quietly.
I fold my arms like this.
I open my eyes.
And I listen carefully.
Let's start at the count of three ...
One, two, three.

Open the Big Book to *My Favorite Thing*. Read the title aloud. Look at each scene and help children name what they can. Ask why they think the girl is sad in the second scene. Encourage children to say what they think the story is about.

Play Track 3. Point to each scene. Children follow along. Play the track again and act out the story to help children understand. Have Tickles play a happy Betty in the first scene, a sad Betty in the second scene, and a happy Betty at the end. You play the doctor. Ask what made Betty happy at the end.

With the Book

Listen. Point. Say.

Have children look at page 4. Point to and say the phonics words *book*, *house* and *mouse*. Children look at the scenes. Ask: *What's the story about? What can you see?* Say: *Let's listen to the story!* Play the first two scenes of Track 3. Pause after each and ask: *What can you see? Who is this? What is Betty doing? What is she drawing? Why is Betty in bed? Is she happy?* Provide support with language as needed. Play the track again. Children listen and point.

Pre-literacy Children listen to and repeat the phonics words at the end of the track. Point to them in the Student's Book. Write the word *sad* on the board and draw a picture next to it. Point to the letter *s* as you say its sound several times: *s-s-s-sad*. Make an *s* shape in the air and have children imitate you. Repeat with: *t-t-t-teacher* and *b-b-b-book*.

After the Book

Point to the scenes in the Student's Book and explain that the speech bubbles are what characters say. Say the beginning of each and encourage children to complete the sentence: *Coloring is my ... No school for the next ... Let's make her get-well ...* Support meaning with facial expressions and gestures and help children answer as needed.

Little Step 3: Finish the Class

Mime some of the story actions. Encourage children to say: *Betty takes out her coloring book. Betty starts coloring.*

Little Step 4: More Practice

Hand out construction paper circles. Children draw a smiley face on one side and a sad face on the other. Help them glue a popsicle stick on the bottom. Ask: *How do you feel, happy or sad?* Children show you the corresponding face. Keep these faces on hand and be sure to ask children regularly: *Do you feel happy or sad?*

Little Step 5: Activity Book and CLIL Connection

Do Activity Book page 4.

See CLIL Connection Activities on page 272.

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1 Lesson 3, Story

Objectives

To name objects and characters in a story.

To understand what happens in a story.

To retell a story.

Key Vocabulary

book, house, mouse, sad, sick, happy, teacher

Key Language

What's the story about? What can you see? How does the story help us answer our Big Question?

Materials and Preparation

Tickles, Flashcards: *paint*, *draw*, *color*, *cut*, *glue*, Big Book 2, happy/sad faces from page 17, paper, crayons, ball

Fold paper in half to make cards (one per child).

Little Step 1: Start the Class

Have Tickles say hello to everyone and then whisper something in your ear. Say: *Tickles wants to sing the song from yesterday. Do you want to sing the song?* Play Track 1. Encourage children to join in, clapping or singing.

Little Step 2: Before the Book

Distribute happy/sad faces (see Materials). Turn your back to the class and, in a happy voice, ask: *Am I happy or sad?* Children hold up their guess. Turn around with a very (happy) face and have children show the corresponding face.

Sing the *Story Time Chant* (see page 17). With the Big Book closed, see what children remember about *My Favorite Thing*. Ask questions accompanied by supporting gestures: *Who's in the story? Is Betty happy? What is Betty's favorite thing?* Play Track 3, pausing to ask questions: *What can you see? Who's this?*

With the Book

Listen. Point. Say.

Have children look at the scenes on page 5. Say: *Let's listen to the story!* Play the last two scenes of Track 3. Pause after each scene and ask: *What can you see? Who's this?* Children point and say. Play the recording again. Children listen and point. Help children name the characters: *I can see a (teacher). I can see a (girl). (Her) name is (Betty).* Ask: *What's the story about? (School. Coloring at school.)*

Finally, ask the Big Question: *What do you like about school?* Then ask: *How does the story help us answer our Big Question?* Guide children as needed: W*hat does Betty like at school? (Coloring.) What do you like?* Encourage children to raise their hands to take turns.

After the Book

Help children retell a shortened version of the story. Point to the speech bubble in the first scene. Say the sentence several times. Children repeat the sentence. Continue for the rest of the story:

Scene 1: *Coloring is my favorite thing!*
Scene 2: *No school for the next ten days.*
Scene 3: *Let's make her get-well cards!*
Scene 4: *Coloring is my favorite thing!*

Little Step 3: Finish the Class

Creativity Ask: *At the end of the story, is Betty happy or sad?* Express surprise, ask: *Why is Betty happy if she's sick?* Elicit that the card and present from her friends made her happy. Ask: *Who do you want to make happy? Let's make them a card.* Encourage children to take their time and make cards for anyone they want.

Little Step 4: More Practice

Personalization Children sit in a circle. Place the Flashcards in the middle. Throw a ball to a child. Ask: *What do you like to do at school?* The child stands up, points to the corresponding picture, and says the word. Encourage children to say sentences if possible. *(I like to cut.)* Allow all children to participate.

Little Step 5: Activity Book and CLIL Connection

Do Activity Book page 5.

See CLIL Connection Activities on page 272.

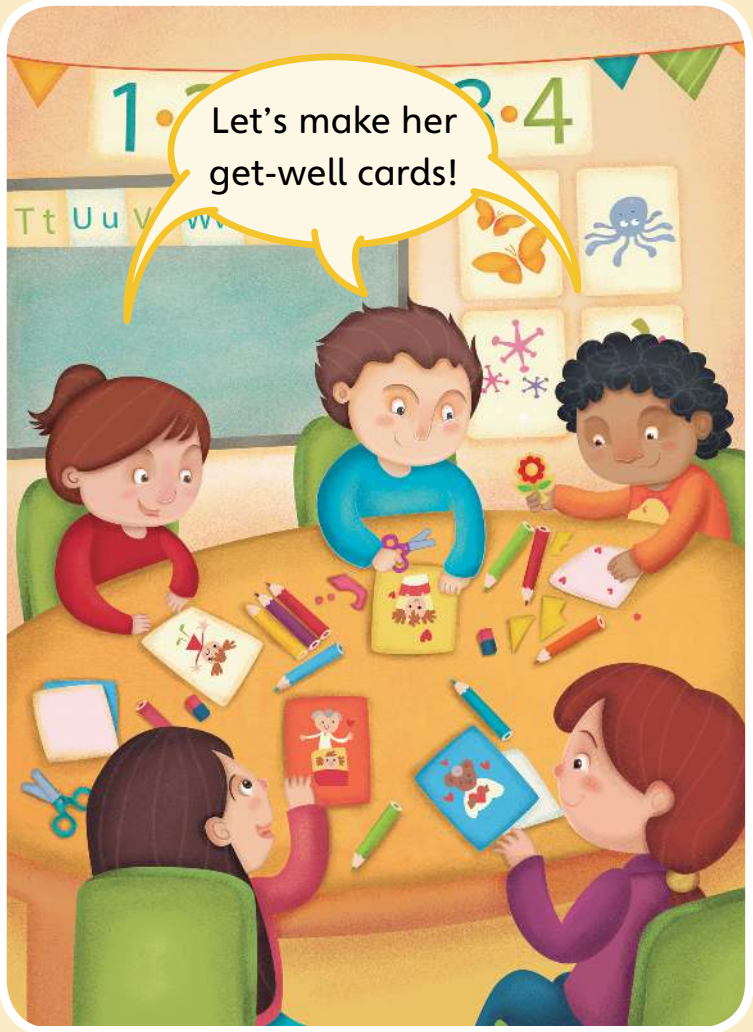
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How does the story help us answer our Big Question?

Listen. Point. Say.





Key Vocabulary: *book, house, mouse, sad, sick, happy, teacher*

Key Language: *What's the story about? What can you see? How does the story help us answer our Big Question?*

Track: 3

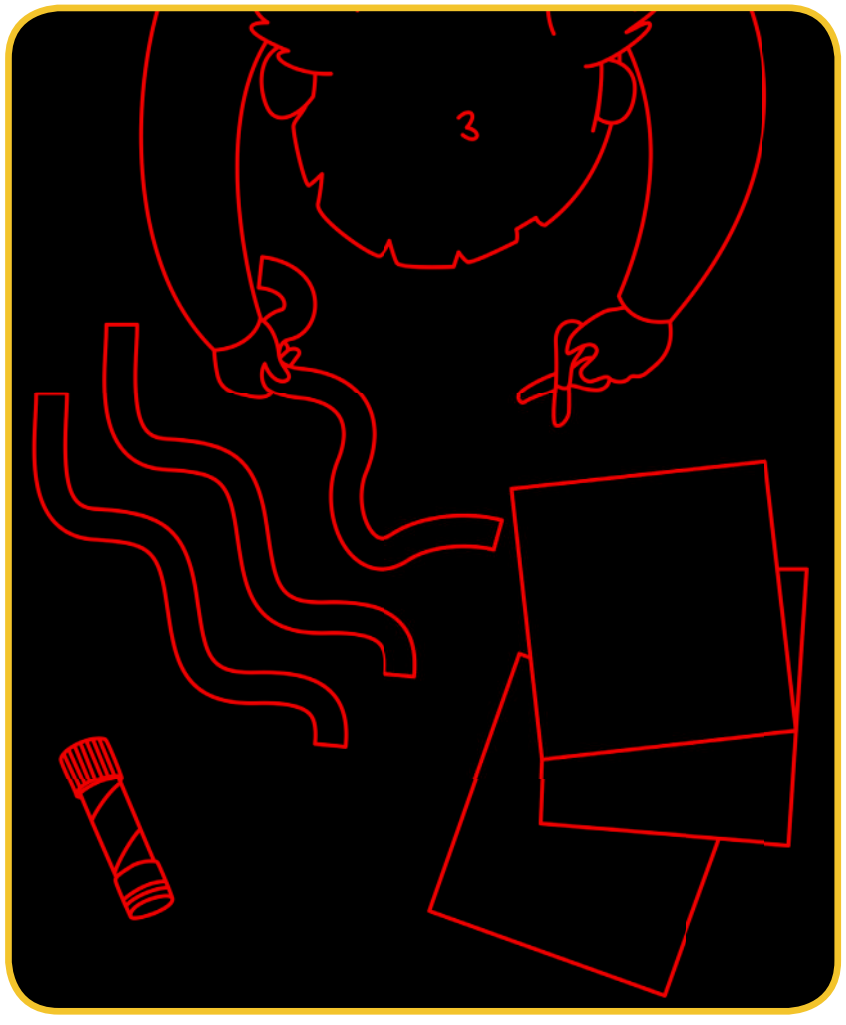
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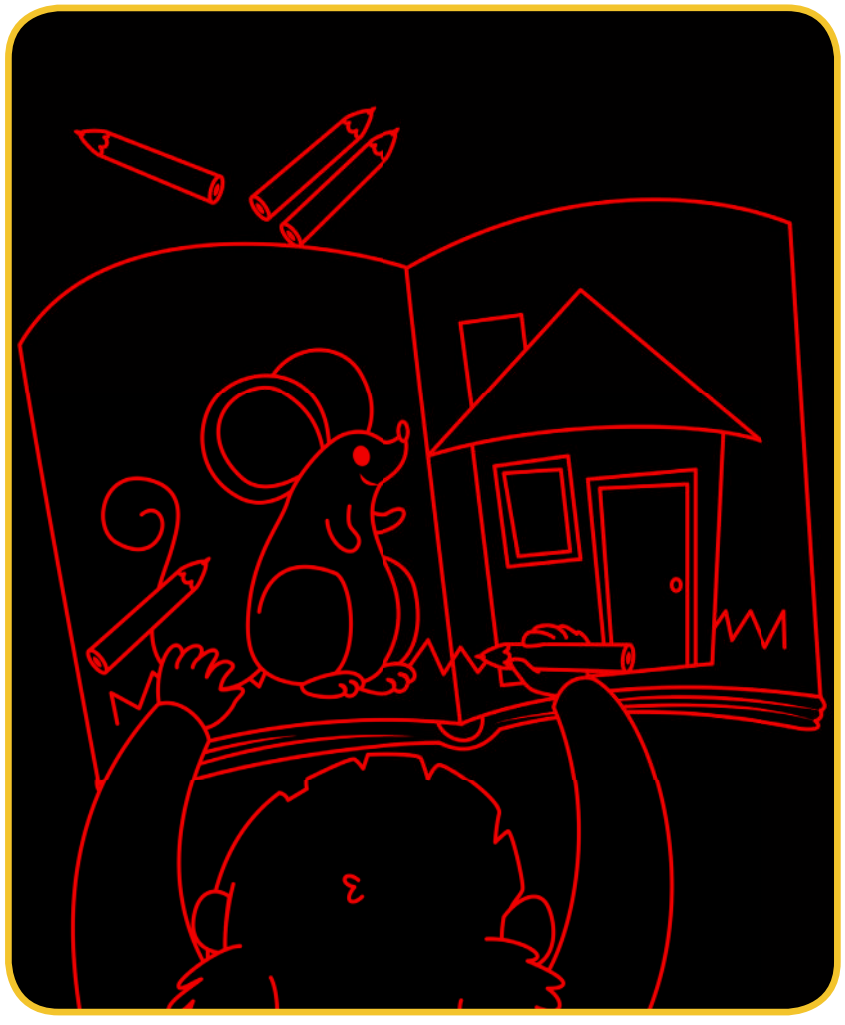
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What does Betty like to do at school?

Look. Say. Color.





Key Vocabulary: *cutting, coloring*

Key Language: *What's the story about? Think about the story. What's Betty doing? (Cutting.)*

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1 Lesson 4, Literacy

Objectives
To identify what happens in a story.
To distinguish story details.

Key Vocabulary
cutting, coloring

Key Language
What's the story about? Think about the story. What's Betty doing? (Cutting.)

Materials and Preparation
Tickles, Big Book 2, variety of pictures of people showing happy and sad faces and doing different actions, happy/sad faces from page 17, music

Little Step 1: Start the Class
Sing the *Good Morning Song* (Track 1).

Distribute happy/sad faces (See Materials). Ask: *How do you feel today, happy or sad?* Children show you the face that shows how they feel.

Recycling Show the *paint*, *draw*, *color*, *cut*, and *glue* Flashcards. Then mix them up and put them face down on the floor. Have a volunteer turn one over and name it. Repeat with several times.

Little Step 2: Before the Book
To review *My Favorite Thing*, help children reenact a shortened version. Display the Big Book. Reread the story with children. Assign roles (Betty, the doctor, a group of children at school) and have them act out the story:

Scene 1: Betty and children at school coloring. *Coloring is my favorite thing!*
Scene 2: Betty is sick. Doctor says *No school for the next ten days.*
Scene 3: Children at school say *Let's make her get-well cards!*
Scene 4: Betty at home says *Coloring is my favorite thing!*

Help children says the sentences as possible. Repeat with different volunteers.

With the Book
Look. Say. Color.

Have children look at the two scenes on page 6. Point to the first scene and ask: *What's Betty doing? (Cutting.)* Repeat for the second scene. Then ask: *Which scene happens in the story?* Children color in the second scene. As they are coloring, walk around the room, asking individual children: *Do you like to color?*

After the Book
Play Yes or No. Say a true or a false statement about the story. Children stand up and say *Yes* if the statement is true or stay seated and say *No* if the statement is false: *I can see a dog in the story. I can see a girl in the story. Betty likes to color. I can see a dentist in the story. Betty is angry.*

Little Step 3: Finish the Class
Play the Telephone Game. Have five children come to the board and stand in a line. Whisper an action to the first child, for example, *draw*. That child whispers the action to the next child in line and so on. The last child mimes and names the action.

Little Step 4: More Practice
Personalization Lay out a range of pictures of people showing a range of emotions and actions. Encourage children to choose one of the pictures and say: *(She)'s (happy). I'm (happy)*. Some children may be able to contrast the picture with how they feel, for example: *She's (sad). I'm (happy)*. Children may also be able to talk about other people in their class.

Using the happy/sad faces the children made on page 17, play a game of Musical Statues. Children hold their circles and dance to some music. When you stop the music, hold up a happy or sad face. Children should freeze, hold up the corresponding face, and adopt the same expression.

Little Step 5: Activity Book and CLIL Connection
Do Activity Book page 6.

See CLIL Connection Activities on page 272.

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1 Lesson 5, Values

Objectives

To discuss the importance of cleaning up the classroom.

To practice participating actively.

Key Vocabulary

clean up

Key Language

Let's clean up our classroom. Why is it important to clean up?

Materials and Preparation

Tickles, Flashcards: *paint*, *draw*, *color*, *cut*, *glue stick*, *boxes*

Fill a box with classroom objects all mixed together (pens, crayons, glue, etc.) and have boxes in which to sort the items.

Little Step 1: Start the Class

Play What's Missing? Attach the five Flashcards to the board. Ask children to close their eyes and take one Flashcard down. Children open their eyes. Ask: *What's missing? (Glue stick.)* Repeat the game several times.

Little Step 2: Before the Book

Carry a pile of books, pencils, glue, etc. Pretend to have an accident and drop them on the floor. Say: *Oh, no! Can you help me clean up?* As children help you work, say: *Pick it up. Put it away. Put the pencils in the cup.* Be sure to thank children for their help. Talk about what happened: *I dropped things, and you helped me. Now our classroom is clean. We worked together.*

Oracy Active Participation

Explain to children that you'll discuss keeping the classroom clean and it's important that everyone gets to take a turn in the discussion.

With the Book

Look. Say. Color.

Have children look at page 7. Point to the first picture and ask: *What are they doing? Are these children cleaning up their classroom?* Continue with the other three photos, encouraging children to supply any language they know (*cleaning, painting, washing*). Ask: *Why is important to clean up our classroom?* Accept all answers, leading children to understand that, if they don't clean up, the classroom will be messy, there won't be room to play, etc. Finally, children color the frames of the photos that show children cleaning up.

Invite children to say or mime different ways they each can help keep the classroom clean: *Put garbage in the garbage can. Clean the tables. Pick things up off the floor. Put away the books.* Encourage everyone to participate and provide support with language as needed.

After the Book

Make sure there is something for the children to clean up. Look around and say: *We worked hard today, but now it's time to clean up.* Identify areas that need cleaning and teach children this chant:

Pick it up. Put it away.
Now it's ready for another day!

Little Step 3: Finish the Class

As children leave the class, give them each a high-five and thank them for helping to clean the classroom.

Little Step 4: More Practice

Creativity Present each group with a box full of classroom objects. Say: *Oh, no. Everything got mixed up. Can you help me?* Encourage children to work together to sort the items. Try not to be prescriptive about how they sort the items; they may want to sort by color, by type, by objects they like, etc.

Present children with a challenge: *Now we have to organize ourselves. How can we organize all the children in the class?* Encourage children to explore different possibilities. For example, they could get into groups of boys and girls, stand in order of height, make neat lines or form a circle, etc. Prompt as needed.

Little Step 5: Activity Book and CLIL Connection

Do Activity Book page 7.

See CLIL Connection Activities on page 272.

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Why is it important to clean up our classroom?

Look. Say. Color.









Key Vocabulary: *clean up*

Key Language: *Let's clean up our classroom.*

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