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Paul Drury
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1 Lesson 1, Big Question: What do we do at school?

Objectives

To predict what the unit is about.

To activate prior knowledge about school.

To name the days of the week.

To learn the alphabet.

Key Vocabulary

Monday, *Tuesday*, *Wednesday*, *Thursday*, *Friday*, *Saturday*, *Sunday*

Key Language

What do we do at school? Where's (the girl)? What's (she) doing?

Materials and Preparation

Tickles, calendar, construction paper, scissors, yellow marker, sheets of paper

Write the days of the week in large letters on strips of construction paper.

Little Step 1: Start the Class

Use the first few days of term to establish your key routines: what children do as they enter the classroom, what they do as they wait for the lesson to start, etc. For ideas on how to start the lesson refer to the Tips and Tricks section in your online Resource Bank.

Children sit in a circle. Introduce yourself and Tickles to the class. Encourage children to say their name and say hello to Tickles: *Hello, my name is (Ms. Kim). I'm your teacher. This is Tickles. Tickles is a cat. He's my friend. Tickles, let's say hello to your new friends. Hello. What's your name? My name's (Eddy). Hello, Eddy.*

Finally, play Video 1.1.

Little Step 2: Before the Book

Point to a calendar and say: *Look, today is (Monday).* Then point to each day of the week on the calendar. Name the days and invite children to repeat.

With the Book

Listen. Say. Sing.

Have children look at page 3. Ask: *What do we do at school?* You can ask simpler questions to activate their ideas: *Do we paint at school? Do we play? Do we read stories?* Mime the actions to convey meaning. Accept all the children's ideas. Write a list of their ideas on the board or draw simple pictures.

Children look at the big photo on the page. Ask: *Where's the girl? What's she doing? Do we paint at school?* Then have children look at the small pictures. Ask: *What do you think this unit is about?* Play Track 2. Children listen and point to the pictures. Play the track again. Children listen and repeat the words. Then play Track 1. Encourage children to sing along and agree on actions for the song.

After the Book

Ask seven children to come to the front of the class. Assign each child a day of the week (see Materials). Say: *Can you put yourselves in order? Which is the first day of the week?* Let children work with their classmates without your intervention as far as possible. If children cannot identify the words, read them out.

Little Step 3: Finish the Class

Point to your alphabet strip or write the alphabet on the board. Say: *These are letters.* Teach children the *Alphabet Song*. Point to the letters and have children repeat. Have volunteers say what the first letter of their name is.

Little Step 4: More Practice

Teach children *I Love the Days of the Week*, sung to the tune of *Frère Jacques:*

I love Monday.
I love Tuesday.
Wednesday, too.
Thursday's cool.
I really love Friday.
Saturday is awesome.
Sunday's cool.
Sunday's cool.

Pre-writing Distribute paper. Write each child's favorite day of the week on their paper with a yellow marker. Children trace the day of the week and draw what they do on that day.

Little Step 5: Activity Book and CLIL Connection

Do Activity Book page 3.

See CLIL Connection Activities on page 272.

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1 What do we do at school?

Listen. Say. Sing.



Wednesday



Thursday



Friday



Saturday and Sunday



Monday



Tuesday

Key Vocabulary: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*
Tracks: 1 and 2

3

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What is the story about?

Listen. Point. Say.

We Learn at School!



hat



coat



bee



On Monday, we learn to be tidy and neat.
I hang up my hat.
I put my coat next to that.
And I take my shoes with mud off my feet.



On Tuesday and Wednesday, we learn how to color things.
I use green for the trees. I use yellow and black for the bees.
And I use blue for the beautiful butterfly wings.

Key Vocabulary: *hat, coat, bee, tree, wing, thing, feet, neat, quick, click*
Key Language: *What happens? What do they do on (Monday)? Do these words rhyme?*
Track: 3

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1 Lesson 2, Story

Objectives
To identify setting, characters and actions in a story.

To act out parts of a story.

To recognize rhyming words.

Key Vocabulary
hat, *coat*, *bee*, *tree*, *wing*, *thing*, *feet*, *neat*, *quick*, *click*

Key Language
What happens? What do they do on (Monday)? Do these words rhyme?

Materials and Preparation
Tickles, Big Book 3, paper, markers
Make and copy a 2x5 table labeled *Picture Dictionary* (one per child).
On white paper, write the alphabet in capital letters, six letters very faint (one per child).

Little Step 1:
Start the Class
Hold up Tickles and say: *My name is (Ms. Kim).* Pass the puppet to the child sitting next to you to say their name. Continue with the rest of the class.

Little Step 2:
Before the Book
Teach children *Let's Get Ready to Read* to the tune of *London Bridge Is Falling Down*.

Let's get ready to read, to read, to read.
Let's get ready to read
A new story.
What do you think it's about, it's about, it's about?
What do you think it's about?
Tell me, (Aída).

Open the Big Book to *We Learn at School!* Read aloud the title and ask children what they think the story is about. Have children name what they can see. Play Track 3. Children follow along. Pause after each scene and ask children what the characters are doing. Ask children if their predictions were correct.

With the Book
Listen. Point. Say.

Have children look at page 4. Point to and say the phonics words: *hat*, *coat*, *tree*, *bee*, and *wing*. Say: *Let's listen to the story!* Play the first scene of Track 3. Pause and ask: *Where is the boy? (At school.) What happens? (He hangs up his hat and coat.)* Point to the text box and read it aloud: *On Monday, we learn to be tidy and neat. I hang up my hat. I put my coat next to that.* Then ask: *What day of the week is it? What do they learn on Mondays?* Repeat for the next scene. Provide language support as needed.

Pre-literacy: Rhyming Words Children listen to and repeat the phonics words at the end of the track. Then write the following story words on the board: *neat–feet*, *hat–that*, *things–wings*. Read them out and ask children what is special about them. Elicit or say: *They rhyme.* Encourage children to practice saying them to see how they rhyme. Then elicit other rhyming words: *hat/cat*, *mat/bat*, *sat/rat*. Play Track 3. Help children identify other pairs of rhyming words: *trees/bees*, *PC/see*, *quick/click*, *friends/ends*, *share/care*.

After the Book
Play Track 3 and have the boys act out scene one and the girls act out scene two.

Little Step 3:
Finish the Class
Distribute paper to groups of five. Assign one action from one scene each to four children. The fifth child makes a cover. Keep for the following lesson.

Little Step 4:
More Practice
Sing the *Alphabet Song*. Hand out copies of the alphabet. Have children say the letters. Then point to the grayed-out letters randomly for children to name. Children can then trace the grayed-out letters.

Vocabulary Distribute picture dictionary worksheets. On the board write: *hat*, *coat*, *bee*, *tree*, *butterfly*. Help children copy one word in each square on the left. Then have them draw a picture for each word on the right. Keep for the following lesson.

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 days and actions in a story.

To retell a story.

To identify sight words.

Key Vocabulary

hat, *coat*, *bee*, *tree*, *wing*, *thing*, *feet*, *neat*, *quick*, *click*

Key Language

What happens? Who are the characters? Where does the story take place?

Materials and Preparation

Tickles, Big Book 3, white paper, markers, drawings from previous lesson, stapler, Picture Dictionary from previous lesson

Little Step 1: Start the Class

Sing *I Love the Days of the Week* (see page 14).

Little Step 2: Before the Book

Children sit around you and sing the *Let's Get Ready to Read* song (see page 17).

Before opening the Big Book, see what children remember about *We Learn at School! What's the title of the story? What happens? Who are the characters? Where does the story take place?* Play Track 3. Point to each scene. Children follow along.

With the Book

Listen. Point. Say.

Have children look at page 5. Say: *Let's listen to the rest of the story!* Play the last two scenes of Track 3. Clarify meaning as needed. Pause the track after each scene and ask specific questions: *How many days do they go to school? Is using the computer fun? What do they do on Friday?* Then play the recording again. Children listen and point.

Finally, ask the Big Question: *What do we do at school?* Ask: *How does the story help us answer our Big Question?* Allow children to respond as possible and guide as needed: *What do they learn on Mondays? (To be tidy and neat.)*

Pe-literacy: Sight Words Children listen to and repeat the phonics words at the end of the track. Then write *and* on the board and read it aloud. Ask children if they know what it means. Give examples of its use: *cats and dogs*, *Saturday and Sunday*. Ask children if they can find *and* in the story. If they are ready, have them circle it with a red pencil in the text on pages 4 and 5 of their books.

After the Book

Help children retell a shortened version of the story. Display the Student's Book. Point to the first scene and say the first sentence: *On Monday, we learn to be tidy and neat.* several times. Children repeat. Continue for the rest of the story as follows:

Scene 2: *On Tuesday and Wednesday, we learn how to color things.*

Scene 3: *On Thursday, we learn how to use a PC.*

Scene 4: *On Friday, we learn how to have fun with our friends.*

Little Step 3: Finish the Class

Divide the class into the same groups as in Little Step 3 page 17. Distribute drawings and allow children to add details or finish them. Staple the booklets together. Invite children to take turns retelling the story as they flip the pages of their booklets. *(On Monday, he hangs up his hat. On Tuesday, she colors things.)*

Little Step 4: More Practice

Vocabulary Distribute Picture Dictionaries from page 17. Name different words and have children point to the corresponding picture. Then have pairs say the words from their partner's Picture Dictionary out loud.

Show children the Big Book open to *We Learn at School*. Read a sentence or a paragraph from the story. Have the first child who raises his or her hand point to the corresponding scene.

Little Step 5: Activity Book and CLIL Connection

Do Activity Book page 5.

See CLIL Connection Activities on page 272.

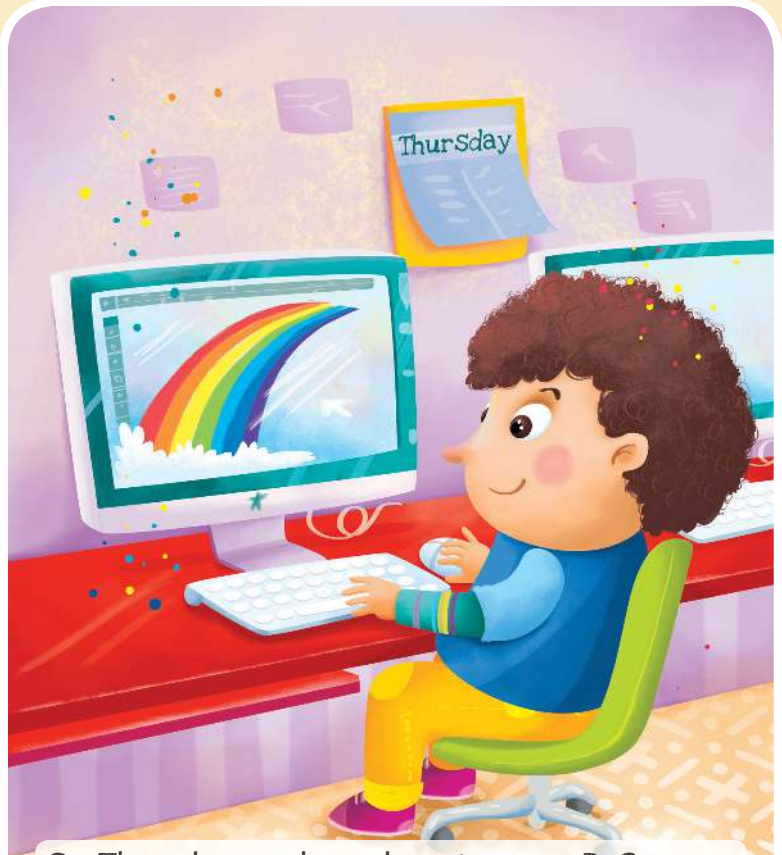
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How does the story help us answer our Big Question?

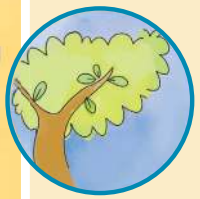
Listen. Point. Say.



On Thursday, we learn how to use a P. C.
It's fun and it's quick.
It takes just a click.
And there's a picture on the screen to see.



On Friday, we learn how to have fun with our friends.
We play and we share. We show that we care.
We say "See you next week!" when the school day ends.



tree



wing

Key Vocabulary: *hat, coat, bee, tree, wing, thing, feet, neat, quick, click*
Key Language: *What happens? Who are the characters? Where does the story take place?*
Track: 3

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Literacy

What do the children do at school?

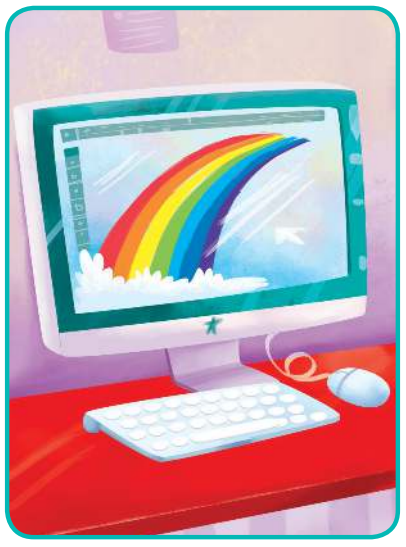
Say. Match.

Monday

Tuesday and Wednesday

Thursday

Friday









Key Vocabulary: *learn, hang up, put, color, use, have fun, play, share, care*
Key Language: *Can you remember? What's the story about? What happens?*

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1 Lesson 4, Literacy

Objectives

To identify actions and when things take place in a story.

To distinguish story details.

To distinguish capital and lowercase letters.

Key Vocabulary

learn, *hang up*, *put*, *color*, *use*, *have fun*, *play*, *share*, *care*

Key Language

Can you remember? What's the story about? What happens? My name is (Azra). It's (Tuesday). We (color) on (Tuesday).

Materials and Preparation

Tickles, days of the week cards (from page 14), story booklets (from page 18), music, alphabet strip (optional), days of the week cards from page 17

Little Step 1: Start the Class

Ask: *What day is today? What day is tomorrow? What comes after Monday?* Compare what the children in the book do with what your class does. Ask: *Do we color? Do we hang up our coats?*

Little Step 2: Before the Book

Divide the class into the same groups as Little Step 3, page 17. Help children take turns retelling the story using their booklets.

With the Book

Say. Match.

Have children look at page 6. Hold up the first page of the story and read the title. Ask: *What's the story about? Can you remember?* Provide any necessary language. Write *Monday* on the board. Point and say it aloud. Children find the word in the story. Ask: *What do the children do on Monday? (They learn to be tidy and neat.)* Repeat this procedure for the remaining days of the week and story activities. Finally, say each day of the week in order and encourage children to help you re-tell the story.

After the Book

Say true and false sentences about the story, for example: *On Monday, we learn how to color things.* Children say *Yes* if the sentence is correct and *No* if the sentence is incorrect. If the sentence is incorrect, ask a child to say the correct sentence: *On Monday, we learn to be tidy and neat.*

Little Step 3: Finish the Class

Personalization Point to the alphabet strip or write the alphabet on the board in capital letters. Have children say the alphabet and then have children say what the first letter of their name is. *(A. My name is Ahmet.)* Then ask: *What day is today? What do we do on (Tuesday)?* Encourage children to say what they do at school on that day.

Then have pairs tell each other their names and what they do on (Tuesday): *My name is Emma. It's Tuesday. We (color) on (Tuesday). My name is Eric. It's Tuesday. We paint on Tuesdays.* If children are ready, have pairs spell their names to one other.

Little Step 4: More Practice

Recycling Show children the days of the week cards and see if children recognize the words. Allow them some free time to arrange the days in order. Ask: *Which is your favorite day of the week? Why?*

Pre-writing Write the alphabet on the board with capital letters in one row and lowercase letters below them. Point to each row and say: *These are (capital) letters.* Then write *Monday*, *Ms. (Ale)*, and *We Learn at School.* Children identify the capital letters.

Display the days of the week cards. Encourage children to practice copying the words on a piece of paper. Alternatively, write the words in light marker for children to trace. Children identify the upper and lowercase letters.

Play some lively music. Pause and say an action: *hang up my hat*, *use a computer*, *have fun*. Children mime it until you restart the music.

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 being kind to others.

To practice being kind.

To practice establishing ground rules.

Key Language

Be kind to others. How can we be kind?

Materials and Preparation

Tickles, music, paper, crayons, construction paper, paint, paintbrushes, scissors, hole punch, string, plastic letters, alphabet strip (optional)

Cut out construction paper stars (12x12 cm). Punch a hole at the top of each, insert a string through it, and tie a knot (one per child).

Little Step 1: Start the Class

Play some music. Pause and name an action: *use a computer*. Children mime it until you restart the music.

Little Step 2: Before the Book

Mime the following actions and ask children what you are doing: feed a baby, water some plants, help a child walk, play a game by yourself. Recast in English as needed. Ask: *Which actions help others?*

Oracy Establishing Ground Rules

Brainstorm with children how we can make sure everyone can participate. Have children offer suggestions (take turns, raise hands, go around the circle, say *It's your turn*, etc.). Have Tickles start.

With the Book

Draw. Trace. Talk.

Have children look at page 7. Ask: *What are the children doing?* Help with language as needed. Discuss which pictures show someone helping others. Children to point to the pictures. Children draw a happy face on those pictures and a sad face on the picture that doesn't show anyone being kind. Ask: *Is it important to be kind? Why?* Ask: *How can we be kind?* Invite children to share their ideas. Optional: Children trace the sentence *Be kind to others.*

After the Book

Form small groups. Tell children to think of a way to be kind and then mime it. Have groups decide how all group members will get to take a turn. Then children take turns and practice being kind to one another. Ask groups how they are taking turns or how they are being kind.

Little Step 3: Finish the Class

Personalization Distribute materials. Ask: *How can you be kind to your friends at school?* Children share their ideas. Then have them draw a picture of how they can be kind at school. Invite children to present their drawings to their classmates. Attach children's drawings to the bulletin board. Leave them up for the rest of the month to remind children of different ways they can be kind to one another.

Little Step 4: More Practice

Recycling Point to your alphabet strip or write the alphabet on the board and ask: *What are these?* Prompt children to say *letters*. Sing the *Alphabet Song*. Then point to a letter and have children whose names start with that letter say it aloud.

Pre-writing Show the plastic letters and ask: *What are these?* Elicit: *letters*. Then model spelling *Tickles* with the letters: *Tickles* spells his name *T-i-c-k-l-e-s*. Then encourage children to spell their names with the plastic letters.

Creativity Distribute stars and paint (see Materials). Children paint their stars. Allow the paint to dry. Ask children to say one thing they can do to show kindness to their family. Allow children to answer in their own language and recast in English as needed. Congratulate children for all the ways they are kind to their families. Then children wear their stars around their necks. Ask: *How can you be kind to your family?* Children take their stars home.

Little Step 5: Activity Book and CLIL Connection

Do Activity Book page 7.

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Is it important to be kind?

Draw. Trace. Talk.









Be kind to others.

Key Language: *Be kind to others. How can we be kind?*

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