

Hawys Morgan
with Carolyn Wright



Ready, Steady, Grow!

British
English

 CAMBRIDGE

Teacher's Book
with Digital Pack

1

Ready, Steady, Grow!

Teacher's Book 1

Hawys Morgan

Key to Teacher's Book icons

 Wellbeing	 Presentation Plus
 School Readiness	 Video
 Cambridge Life Competencies Framework	 Table time
	 Extra activity
	 Activity Book

Contents

Scope and sequence	2
Introduction	
Welcome to <i>Ready, Steady, Grow!</i>	4
<i>Ready, Steady, Grow!</i> components	5
Wellbeing	6
Mixed ability	7
School Readiness	8
Unit walkthrough	9
Sounds, Letters, and Numbers	12
Routines in <i>Ready, Steady, Grow!</i>	13
Teaching notes	
Hello	14
Unit 1 Our rainbow	20
Unit 2 Our classroom	36
Unit 3 Our feelings	52
Unit 4 Our families	68
Unit 5 Our bodies	84
Unit 6 Our clothes	100
Unit 7 Our pets	116
Unit 8 Our lunch	132
Unit 9 Our toys	148
Sounds	164
Numbers	182
Thanks and acknowledgements	200

Scope and sequence



	Vocabulary	Language	Cross-curricular	Wellbeing	School Readiness
Hello page 4	hello goodbye thank you Daniel, Sofia Hug, Hummy	I'm (Daniel).			Wait for my turn to talk.
1 Our rainbow page 7	blue green orange purple red yellow	It's (blue).	art	I feel there is lots to look forward to.	Choose the right clothes for the situation.
2 Our classroom page 15	book crayon glue stick paintbrush paint pot pencil	This is my (book).	maths	I feel people are friendly.	Share classroom items with a friend and take turns.
3 Our feelings page 23	angry excited happy OK sad tired	I'm (angry).	music	I feel I am doing well.	Know that what I do and say can make others happy or unhappy.
4 Our families page 31	brother daddy grandad grandma mummy sister	This is my (brother). This is (Hummy).	science	I feel safe.	Say goodbye to my parent/ caregiver with confidence.



5 **Our bodies**
page 39

Vocabulary	Language	Cross-curricular	Wellbeing	School Readiness
arms feet fingers hands head legs	Shake your (arms). Move your (feet).	physical education	I feel healthy.	Clap to a song / move to music.

6 **Our clothes**
page 47

coat gloves hat jumper shoes socks	Where's my (coat)? Where are my (gloves)?	social studies	I feel good about myself.	Put my own shoes and/or socks on.
---	--	----------------	---------------------------	-----------------------------------

7 **Our pets**
page 55

bird cat dog hamster lizard rabbit	I've got / I haven't got a (bird).	science	I don't feel lonely.	Enjoy learning about the world around me.
---	---------------------------------------	---------	----------------------	--

8 **Our lunch**
page 63

apple banana cheese juice milk sandwich	I like / don't like (apples).	science	I feel I've got lots of energy.	Open my snack or lunch on my own.
--	-------------------------------	---------	------------------------------------	--------------------------------------

9 **Our toys**
page 71

ball car doll robot teddy train	What's that? It's a (ball).	maths	I feel I enjoy things.	Tidy up after a task.
--	--------------------------------	-------	------------------------	-----------------------

Sounds page 79

Gg /g/ (goodbye), Pp /p/ (pencil), Aa /æ/ (angry), Dd /d/ (daddy), Ii /i/ (ink), Ss /s/ (socks), Nn /n/ (nest),
Mm /m/ (milk), Tt /t/ (teddy)

Numbers page 88

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

Stickers page 97



Welcome to

Ready, Steady, Grow!

Ready, Steady, Grow! builds a foundation in English and prepares children for success at school. With a School Readiness focus in each unit, your learners will increase their social skills and confidence, as they notice best friends Sofia and Daniel increase theirs.

Sofia and Daniel feature in stories which are designed to be relatable to the children at your school. Just like your learners, they have fun with their friends and family at home, in class and out exploring.

Your learners will enjoy laughing along with Hug the sloth and Hummy the hummingbird. The cuddly Hug puppet will help you to model the language and skills, with each unit focusing on a different aspect of wellbeing.

Backed by the *Cambridge Life Competencies Framework*, Creative Thinking, Critical Thinking and Emotional Development are developed throughout the course. Social and emotional skills like resilience, self-awareness and independence are developed through the course's focus on School Readiness, and through a complete wellbeing syllabus. Each unit has got a dedicated Wellbeing lesson and wellbeing is included throughout the course.

There are ideas for mixed-ability classes in every lesson, including an additional activity for fast finishers.

Presentation Plus makes it easy to display the books in class, play the audio and video and much more. Digital Home Practice brings together the songs, videos and games for your pupils to enjoy at home.

Ready, Steady, Grow! has got everything you need to make your class ...

Ready to learn,
Ready for school,
Ready for anything!

Meet the characters



We are the main characters in the stories along with our families and friends. We're sure your class will enjoy learning English with us, and we'll show them the skills and behaviours they need to be ready for school, too. They can also sing along to the songs with us.



I'm Hummy, an energetic hummingbird, and this is my friend Hug, a cuddly sloth. We introduce children to new language in the Language videos and you can find us in the stories, too. Hug is also a cuddly puppet for your class to interact with. They'll have fun speaking to her in English.

Ready, Steady, Grow! components

Ready, Steady, Grow! comprises a wide variety of print and digital components.

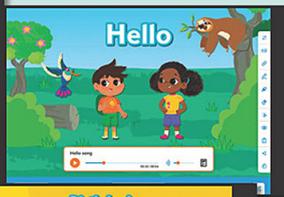
For the teacher

- The Teacher's Book with Digital Pack, which includes:
 - Presentation Plus, which contains all of the books and flashcards to display, audio, video, interactive activities, routine boards, rewards and games
 - Class audio
 - Class video
 - Teacher's Resources, which contain downloadable flashcards and word cards, flashcard games and other printable extras
 - Teacher's access to the Home Practice and Learner's Resources
- The Big Book
- Flashcards
- Posters
- Hug, the sloth puppet

For pupils

- The Pupil's Book with Digital Pack, which includes:
 - Home Practice, which contains the videos and games
 - Learner's Resources, which contain downloadable flashcards, word cards and colouring worksheets
- The Activity Book
- The Letters and Numbers Workbook

Presentation Plus



There are routine boards for regular lesson routines as well as to talk about the weather, birthdays, days of the week and much more.

Home Practice



Presentation Plus is a complete digital presentation and planning tool with all of the content in one place.

Home Practice provides a link between school and home and makes it easy for children's parents and caregivers to be involved in their learning.

The digital components are delivered through our new-generation learning environment, Cambridge One.





What is wellbeing and why is it important?

Wellbeing is a combination of feeling well and functioning well. Good wellbeing helps children flourish both in their personal development and in their learning. It helps them manage day-to-day challenges and become more resilient.

Children who feel emotionally and physically safe will be more engaged in learning. Routines are the perfect way to indicate and explain to children what we expect of them. This reduces anxiety. These routines can include using the puppet to greet the children, to begin the class by talking about the day of the week and weather, etc. You can also use fun routine songs that mark the different stages of each lesson, such as the start and finish, when to go to the table and when to tidy up.

Teaching children the language to describe their emotions is equally important. It develops self-awareness and encourages children to manage their own feelings.

We include all of the above elements in *Ready, Steady, Grow!*

Wellbeing in *Ready, Steady, Grow!*

Each unit focuses on a different aspect of wellbeing, presenting it through *I feel ...* statements, for example *I feel good about myself*.

The *I feel ...* statements in *Ready, Steady, Grow!* are adapted from the *Cambridge Wellbeing Check*, a pupil-led assessment developed by CEM – the Centre for Evaluation & Monitoring – part of the Cambridge family. The *Cambridge Wellbeing Check* draws on research by Dr Ros McLellan, Susan Steward and Tania Clarke (University of Cambridge). The wellbeing activities and the teaching support for them in *Ready, Steady, Grow!* have been carefully designed to bring the benefits of positive pupil wellbeing to Pre-Primary pupils.



You can find the wellbeing focus of each unit in the Scope and sequence. These lessons and the accompanying teaching notes invite children to think about how each aspect of wellbeing relates to them individually.

The end of each Cross-curricular video introduces the wellbeing focus. For example, in the lesson on animal families in Unit 4, the video describes how the babies feel safe with their families. Doing so links it to the wellbeing focus *I feel safe*. It encourages children to think about the people who make them feel safe.

Foundations for building relationships

Positive, stable relationships with teachers and other children aid learning. It's important to create a trusting atmosphere where children aren't afraid to make mistakes.

Group activities, such as singing songs, listening to stories and playing games, all create a supportive classroom community. In this way, children learn how to collaborate and begin to form friendships. The characters in *Ready, Steady, Grow!* model resilience, good behaviour, empathy and kindness. The animated stories provide a fun way for children to observe and comment on how we behave with each other and how we deal with challenges.

Teaching support

Activities and teaching tips in the teaching notes suggest ways to make wellbeing a core focus in the classroom every day. There are Emotional wellbeing and Everyday wellbeing boxes in the teaching notes for every unit.

Use the puppet to help children feel supported. You can find suggestions for how to use the puppet throughout the teaching notes.

Mindfulness activities also help children calm down and focus. The Reflection time activities in the Wellbeing lesson of each unit suggest breathing exercises to help children reflect on their achievements.

Mixed ability

Ready, Steady, Grow! seeks to nurture the potential in all children. Children develop at different rates, and this is particularly evident with very young learners. Celebrating effort and progress rather than outcome means all children in the class will feel valued and encouraged.

Ready, Steady, Grow! supports teachers with mixed-ability classes and children with special educational needs in a number of ways:

- 'Extra' activities on every Pupil's Book page offer additional tasks for 'fast finishers'. They are easy for children to complete independently.
- Teaching tips offer help with managing a mixed-ability class and ideas for extending the activities.
- The variety of active and seated activities helps keep children engaged and ensures that there is something for everyone, every lesson.
- Activities involving actions, flashcards and word cards in the Vocabulary lessons support learning new language. Children who have not yet learned the vocabulary, or who are not yet ready to join in with saying or singing the words, can use the vocabulary actions instead. This means that they are still participating in the speaking activities and songs, and learning along with the rest of the class. You can find ideas to support learning new language in the teaching notes.
- The Vocabulary practice lessons include two kinds of stickers. Some stickers are designed to go in a specific place, and other stickers can be placed wherever children would like to put them. This mix helps develop fine motor skills while ensuring children can be creative and don't feel upset about placing stickers in the 'wrong' place.
- In the animated Language videos, slower and quicker versions of the chant help to make the language accessible to children who are at an earlier stage of learning the structure as well as engaging those who are already more confident with it.
- Animated stories and Cross-curricular videos make English accessible to all children, no matter what their linguistic level might be.



- Many of the Pupil's Book and Activity Book activities, including the Sounds lessons, help develop pencil control. Some children will have better-developed pencil control than others, and each child will be ready to trace with a pencil at a different point. The activities in *Ready, Steady, Grow!* progress from following with a finger to tracing with a pencil, and the activities allow for different levels of fine motor skills development. In many cases, there is a line for children to follow to provide support for the children who need it.
- Cross-curricular lessons are linked to the key theme of the unit and include a wide variety of subjects from across the curriculum so that children who are stronger in other areas of the curriculum are included, helping them to learn English through other subjects.
- There are games suggested in the Game time sections of the lesson teaching notes to consolidate learning so no child is left behind. Sounds are routinely reviewed through review games. The Story and Cross-curricular lessons feature language from the unit, but also review language from previous units and useful everyday language, such as greetings and exclamations. The Sounds and Numbers sections also feature vocabulary from the unit. Check the Vocabulary and Language lists at the top of the lesson notes and find flashcard games in the Teacher's Resources to review and build on new vocabulary.
- A dedicated Review lesson every unit focuses in on the unit vocabulary and structure. This helps identify whether any children have got any gaps in their learning that need to be addressed. For further practice, go to Presentation Plus, where you can choose the vocabulary you want to include in the games.



School Readiness



Starting school is a huge step for most children. Preparing children for this change helps them continue their learning journey with confidence and enthusiasm.

Every unit in *Ready, Steady, Grow!* has got its own School Readiness focus. They range from saying goodbye to a parent or caregiver with confidence to opening their snack or lunch on their own. They can be found in the Scope and sequence. The School Readiness focus is first presented in Lesson 1 on the Pupil's Book page and features again in the unit stories.

The benefit of routines

Getting children used to familiar routines can help with School Readiness. For example, the Table time song and routine give children a clear transition from whole-group work to sitting quietly at their tables, ready to listen to instructions. The Tidy up song and routine make tidying up and being proud of the classroom a core part of every lesson. For more information about the routines in *Ready, Steady, Grow!*, see TB page 13.

Social skills

A key aspect of School Readiness is learning how to interact with other people. The stories, songs, games and activities in *Ready, Steady, Grow!* model good social behaviour and interaction. Hello and Goodbye songs are used in every lesson, to encourage polite social interaction and to mark the beginning and end of learning time.

Motor skills

There are also physical skills that children need to develop. Working on gross motor skills helps children be more independent and will enable them to perform simple tasks, such as putting on coats and shoes, opening their snack or lunch independently, etc. These skills are also modelled in the stories. The teaching notes suggest many different gross motor skill activities, such as dancing, TPR (Total Physical Response) and mindfulness activities that focus on controlled movement.

Fine motor skills are also developed through sticking stickers, drawing and colouring. They not only help children with mark-making and pre-writing skills, such as tracing, but also help them build the skills required to button or zip up their coats, hold cutlery, etc.

Most importantly of all, *Ready, Steady, Grow!* aims to build children's self-confidence so they feel able to deal with change. Not only does the progression in the activities build children's confidence, but children will also notice Daniel and Sofia's confidence grow, too.

The Cambridge Life Competencies Framework



Our world is changing fast and we need to prepare children with the skills and experiences that go beyond simply learning an additional language.

The Cambridge Life Competencies Framework supports teachers in this challenging area – we understand that the engaging nature of the Pre-Primary language classroom is the perfect place to start developing and embedding these key qualities.

How we use it in *Ready, Steady, Grow!*

The Cambridge Life Competencies Framework underpins the Creative Thinking, Critical Thinking and Emotional Development strands of *Ready, Steady, Grow!*, helping to create curious and successful lifelong learners. This means that our activities enable learners to develop these skills without teachers having to completely change their approach, or do anything extra. Find out which competencies are included in each lesson by checking the lesson overview boxes in the teaching notes.



Unit walkthrough

Lesson 1 presents the vocabulary for the unit. In Level 1, there are six items per unit.

Every Vocabulary presentation lesson has got a Song video. The Song video presents and practises the vocabulary in a fun way.

Children can see the vocabulary items on the page, in the Song video and on the flashcards.



You can play the video and audio using Presentation Plus or download it from Teacher's Resources.

3 Our feelings
Listen. Point. Sing.

Every lesson has got two or three short instructions. You will find more guidance in the teaching notes. Children can get to know the icons and later will begin to recognise the words.

Sofia and Daniel are in every Lesson 1, where the School Readiness focus of the unit is often shown. Here, it's 'Know that what I do and say can make others happy or unhappy.' Daniel knows he's made Sofia happy by painting a nice portrait of her.



Every lesson has got an optional Extra activity. You can use it with fast finishers or when there's time in class. When there isn't time in class, children could do the Extra activity at home.

Every lesson includes the lesson focus at a glance at the bottom of the page. Vocabulary and Language presentation lessons include the target language.

Lesson 2 practises the new vocabulary for the unit with a sticker activity.

There is a sticker for every vocabulary item in the back of the Pupil's Book.

Some of the stickers have got a correct position on the page. Children decide where to put the other stickers themselves.



The stickers have got easy shapes for children to peel.

Lesson 3 presents and practises the language. Each unit has got a new structure for children to learn. Children practise the structure together with the vocabulary, building on Lessons 1 and 2.

▶ Every Language presentation lesson has got a video with a fun language chant presented by Hug and Hummy. Children listen and tap or clap to the beat as they say the examples. Hummy picks up the pace with a faster version.



Lesson 4 presents a story. In Level 1, there are four parts.

▶ Every story has got a Story video and an audio version.

Lesson 5 provides even more opportunities to explore and enjoy the story. Often, the School Readiness focus is included in the story.

Sofia and Daniel are the main characters in the stories and are often joined by family and friends. Hug and Hummy have their own adventures in the background.

The stories are also available in the Big Book (see TB page 11), along with the script and teacher's instructions. The teacher can read aloud or play the audio.



Lesson 6 is the Cross-curricular (CLIL) lesson. In each of these lessons, children practise the English in the unit while exploring another subject of the curriculum.

Lesson 7, the Review lesson, is an opportunity for further practice of the unit vocabulary and language.

Lesson 8, the Wellbeing lesson, encourages children to think about the wellbeing focus of the unit and work on their personal development and learning. Each unit focuses on a different aspect of wellbeing. These are presented through child-friendly *I feel...* statements.

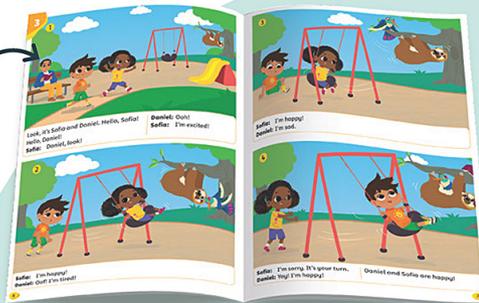


There is a video in every Cross-curricular lesson. Each video has also got a connection to the wellbeing focus of the unit.



There is often a space for children to draw a situation related to the wellbeing focus.

The nine unit stories from Lesson 4 are reproduced in large format with full-colour illustrations and come with teaching tips and a suggested teaching script.



Big Book



The set of Posters contains a poster for every unit, helping to reinforce the vocabulary introduced in Lesson 1.

Sounds, Letters and Numbers

Sounds and Numbers

The Sounds and Numbers lessons are at the back of the Pupil's Book to provide flexibility in when you use them. The content of each Sounds lesson and each Numbers lesson is closely matched to the corresponding unit, so you can teach these lessons along with the unit if it is appropriate for your class. For example, the sound can always be practised with the unit vocabulary. However, if you have got a different approach to introducing the sounds or numbers to your class, the sections at the back of the book give you the opportunity to use them at a different time.

In the **Sounds** section, children learn a sound and letter in each lesson, using vocabulary from each unit. The order of sounds is designed so that children learn the nine most useful sounds for word formation in English in Level 1.



The sound and letter are normally practised with the unit vocabulary so that children practise the sound in the context of vocabulary they already know.

Children can practise tracing the letter shape if it is appropriate for your class.

In the **Numbers** section, children learn a new number in each lesson using vocabulary from each unit.



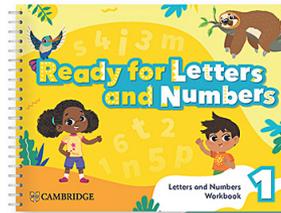
In Level 1, children learn the numbers 1 to 10.

Counting songs

There are two counting songs. The first one is suitable when children have learned 1–5. The second one can be used at the end of Level 1 when children have learned 1–10, and you can use it again in Level 2. If you would like to play the songs earlier, you can stop the song after the number that children have just learned. Children can mime actions while singing along to the songs: putting an imaginary hat on, opening and closing an imaginary book, writing with an imaginary pencil in the air, counting four fingers, holding up a hand for five, biting an imaginary apple, throwing an imaginary ball, flapping their arms like a bird, peeling a banana, holding up two hands for ten. They can try to mime the action the correct number of times to match the number. See TB pages 188 and 199 for the counting songs scripts.

Ready for Letters and Numbers

The Letters and Numbers Workbook, *Ready for Letters and Numbers*, is an optional component which provides more practice to support the learning of letters and numbers.



Letters and Numbers Workbook



Routines in *Ready, Steady, Grow!*

Circle time (Hello routine)

- Before the lesson, you could hide the Hug puppet.
- Greet the children in English by saying *Hello* and waving to them. Ask the children to sit down for Circle time. In L1**, tell children they're going to see Hug. All the children should be sitting quietly before you reveal the Hug puppet. Say to the puppet, *Hello, Hug!* Make her wave and say *Hello* to the children.
- Tell the children that they are going to say *Hello* to Hug. If it is possible, explain that Hug will greet each child, for example, with a hug, a high-five, a fist bump or by saying *Hello*. If that's not practical in your classroom, have different children greet Hug each lesson.
- Now say *Let's say hello to each other!* Play the Hello song and encourage children to join in if they can or to join in with waving hello. At the end of the song, ask them to turn to the children on either side and say *Hello* or wave.
- A variety of routine boards for starting the class are available in Presentation Plus. You can use them before or after the Hello routine.

Table time routine

- In L1, explain to children that they are going to move to their tables now and that it's important to do it quietly and calmly. If they are too noisy, make the Hug puppet put her paws on her ears and say in L1 that it's too noisy for poor Hug.
- Play the Table time song. Say *It's Table time!* Encourage everyone to sit down nicely before the end of the song.

Wellbeing routine

- There is no set time to have a Wellbeing routine or use the Wellbeing song. You can use it in the Wellbeing lesson, but also in other lessons.
- In L1, explain that children can think about how they feel today.
- Play the Wellbeing song. Unit 3 is a suitable time to start using this song.
- You can tell children how you feel today. Ask some of the children how they feel. From Unit 3 onwards, encourage children to use the feelings vocabulary they have learned. You can choose different children each time you do this.

**L1 = the children's first language

Tidy up and Goodbye routine

- Play the Tidy up song and, in L1, ask children to help tidy up the classroom before the end of the song. It's helpful to give children specific things to tidy up.
- Ask the children to stand up. Congratulate them on what they have done today. Tell them it's nearly the end of the lesson and that you want them to reflect on anything they are proud of. Ask them to spread out so they have got space to stretch out their arms. Tell them their arms are wings, like Hummy's, and they're going to flap them gently. They should breathe in as they lift them up and out as they lower them. Repeat several times.
- Now say to the children, *Let's say thank you for learning with me!* Start with Hug, *Thank you, Hug*. Then ask children to thank the children near them, *Thank you, (friend's name)*. Point to yourself and encourage them to say, *Thank you, teacher (or your name)*. If they aren't ready to speak yet, they can do a simple action for thank you.
- Say, *Let's sing goodbye* and play the Goodbye song. Encourage children to wave goodbye and to join in if they can. Have Hug wave goodbye.

Routine song scripts

Hello song

Hello, hello, everyone!
Hello, Hug! Let's have fun!
Hello, hello! Let's learn today!
Hello, Hug! Let's play!
(Repeat)



Table time song

Let's go to our table,
One, two, three!
Off we go,
Quiet and slow.
Then open our book,
Listen and look!
(Repeat)

Tidy up song

Tidy up, tidy up,
Put everything away.
Tidy up, tidy up,
It's fun at school today.
(Repeat)



Wellbeing song

How do you feel? How do you feel?
Let's talk about how we feel.
Do you feel happy? Do you feel tired?
Do you feel excited? Do you feel sad?
Tell me, tell me, how do you feel?
Tell me, tell me, how do you feel?



Goodbye song

Goodbye! It's time to go.
Goodbye! It's time to go.
Goodbye! It's time to go.
Goodbye, everyone!
Goodbye, Hug! It's time to go!
Goodbye, everyone!



Hello



Listen.



Point.



Draw.



4

Welcome Vocabulary presentation: hello, goodbye, thank you, Daniel, Sofia, Hug, Hummy

Extra
Colour.

Hello Lesson 1 Vocabulary presentation



Unit objectives

- Become familiar with the course characters using *I'm (Daniel)*.

Lesson objectives

Say hello to friends

Vocabulary and language

hello, goodbye, thank you, Daniel, Sofia, Hug, Hummy, I'm (Daniel).

Critical Thinking

Fulfil creative tasks without rushing and allow themselves time to change or adapt ideas

Emotional Development

Start to create friendships

School Readiness

Wait for their turn to talk; Know how to take turns and share when playing

Materials

Puppet, Welcome Unit flashcards, Audio, a soft ball

Circle time

- Do the Hello routine (see TB page 13).

Vocabulary presentation

- Show the four character flashcards and say *Hello* to each character or play the Vocabulary presentation audio. Wave to each character as they are mentioned.

Track 01

Narrator: Hello, Sofia!

Sofia: Hello!

Narrator: Hello, Daniel!

Daniel: Hello!

Narrator: Hello, Hug!

Hug: Hello!

Narrator: Hello, Hummy!

Hummy: Hello!

- Explain that you are going to roll a ball to a child and say *Hello, (child's name)*. The child with the ball should roll it back to you. If they can, they should say *Hello* to you. If they aren't ready to speak yet, they can simply wave to you. Ask children to sit quietly until it's their turn – they will need to pay careful attention to make sure they don't miss their turn!

Game time

- Tell children it's time for a fun game called Statues. Ask them to stand up and make sure they have got space around them. Explain that you are going to play the Hello song (see TB page 13). Children should dance along to the music. When the music stops, children should freeze like a statue.
- Play the Hello song again and pause the music several times. Because of the very young age of the children, it is best that there are no winners and that nobody is eliminated from the game.

Table time: Pupil's Book p. 4

- In L1, explain to children that they are going to move to their tables now and that it's important to do it quietly and calmly. If they are too noisy, make the sloth puppet put her paws on her ears and, in L1, say, *It's too noisy for poor Hug*.
- Play the Table time song (see TB page 13). Say *It's Table time!*

Teaching tip



Depending on the children's relationships, you may need a seating plan to help with classroom management. A seating plan can have many advantages. It can help children make new friends. Pairing children who need more help with those who are more independent can encourage peer learning and cooperation. It can separate children who distract each other so they can concentrate better on their learning. It can also speed up transitions and prevent arguments about who sits where. At the start of the school year, print out labels with each child's name and a picture of them or something they like (such as a character from a book or a TV series, an animal, a sport, etc.) on it. Place the labels in the correct places at the beginning of the day so that children can easily find their seat.

- Once all children are settled, show them the PB page. Alternatively, you can display it in Presentation Plus.

- In L1, ask children if they can remember who the characters are. You can also ask children for their ideas on where they think the characters are (a park, a garden, a forest, etc.).
- Play the Vocabulary presentation (Track 01) again and ask children to listen and point to the corresponding characters (*Sofia, Daniel, Hug, Hummy*).
- Show children the empty space on the page and ask them to draw themselves in the space with their new friends, Daniel and Sofia.

Extra Children can colour the flowers in the picture.

Activity Book p. 4

- Show the AB page. Ask children to open their books to the same page.
- Point to each character and encourage children to say their name. Those who aren't ready to say the names can just point with you.
- Play the audio (AB Track 01) and ask children to point to each character as they're mentioned and then wave as the character says *Hello*.
- Play the first part of the audio again and stop after Sofia says *Hello*. Demonstrate tracing a line round Sofia and then encourage children to do the same. Play the rest of the audio and stop after each character's greeting for children to trace round the character.
- Children can then colour the pictures.

Goodbye

- Do the Tidy up and Goodbye routine (see TB page 13).

Hello Lesson 2 Language presentation



Lesson objectives

Practise the character names

Vocabulary and language

hello, goodbye, thank you, Daniel, Sofia, Hug, Hummy, I'm (Daniel).

Critical Thinking

Use own ideas to do creative activities like colouring, drawing and building

School Readiness

Recognise and say own name

Materials

Puppet, a bag, Welcome Unit flashcards, Stickers

Use Presentation Plus to do the interactive activity.

Circle time

- Before the lesson, hide the Hug puppet in a bag. In L1, tell children that Hug is feeling shy because she doesn't know the children very well yet. Ask them to call out to her and say *Hello* in English, if they can. Gradually make the puppet emerge from the bag and say *Hello* back to them. Congratulate children on making Hug feel so welcome in their classroom.
- Do the Hello routine (see TB page 13).

Vocabulary review and Language presentation

- Present the characters again with the character flashcards. Choose four volunteers who are sitting quietly and give each of them a character flashcard. Play the Vocabulary presentation (Track 01) again and ask children to hold up their flashcard when they hear their character. The rest of the class should respond *Hello, (character name)!* and/or wave. Repeat with another group of volunteers.
- Collect the flashcards, play the audio and hold up each flashcard as the character presents him- or herself.

Track 02

Sofia: Hello! I'm Sofia.

Daniel: Hello! I'm Daniel.

Hug: Hello! I'm Hug.

Hummy: Hello! I'm Hummy.

- Now point to yourself and say *I'm (your name)*. Pass the puppet round the circle. Each child should try to say *I'm (name)* when they have got the puppet or at least their own name. The rest of the class should reply *Hello, (name)!*

Game time

- Make sure children are seated in a circle or in rows. In L1, tell them you will pass a flashcard round the circle or up and down the rows while the Hello song is playing. When you pause the audio, the child holding the flashcard should hold it up and try to say *I'm (character name)*. The whole class should respond *Hello, (character name)!*
- Repeat with a different flashcard and make sure a different child gets the next flashcard.

Table time: Pupil's Book p. 5

- Do the Table time routine (see TB page 13).
- Make sure all children are on the correct page by showing it in the book or by displaying it in Presentation Plus.
- In L1, ask children if they know where Daniel and Sofia are (at the park / in a sandpit).
- Make sure children have got the correct sticker page. Play the Language presentation (Track 02) again and ask children to listen and point to the stickers that match what they hear.

Teaching tip



You may want to cut out the stickers pages before class and only hand out the relevant stickers for today's activity.

- In L1, ask children to stick the *Daniel* and *Sofia* stickers in the correct places. Explain they can choose where to put the other two stickers.

Extra Children can draw what they think the weather might be like, e.g., a sun, some clouds.

Activity Book p. 5

- Show the AB page. Remind children how to respond to greetings by holding up one of the character flashcards, saying *Hello, I'm (character name)*, and encouraging children to respond *Hello, (character name)!*
- Focus children on the four children in the small pictures. Play the first line of the audio, wave to the girl in the first picture, and say *Hello, Lucia!* Encourage children to do the same. If they can't yet say the names, they can just say *Hello*. If some children are not ready to speak, they can just wave.

AB Track 02

Girl 1: Hello, I'm Lucia.

Boy 1: Hello, I'm Leo.

Girl 2: Hello, I'm Elena.

Boy 2: Hello, I'm Omar.

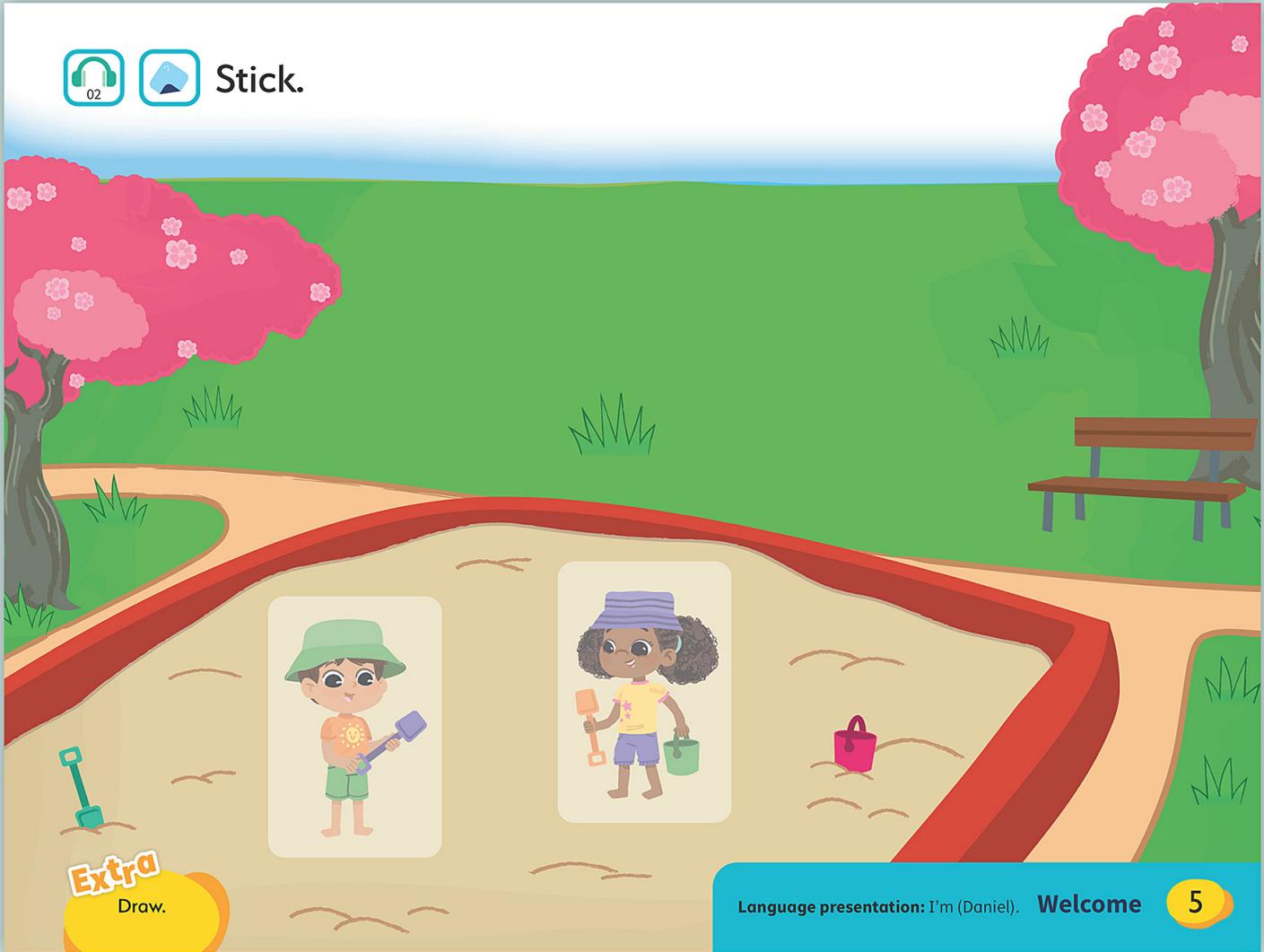
- Play the rest of the audio and encourage children to wave and respond *Hello, (name)!* after each line.
- Mime looking for the first girl, Lucia, in the main picture. Invite a volunteer to show you where she is. Then demonstrate circling the girl in the main picture.
- Children find and circle the four children in the scene.
- To check answers, play each line of the audio again while pointing to the corresponding picture of the child waving. Then invite a volunteer to show you where they are in the main picture.

Goodbye

- Do the Tidy up and Goodbye routine (see TB page 13).



Stick.



Extra

Draw.

Language presentation: I'm (Daniel). **Welcome**

5



Match.



Say.



6

Welcome Language practice

Extra

Colour.

Hello Lesson 3 Language practice



Lesson objectives

Review character names

Vocabulary and language

hello, goodbye, thank you, Daniel, Sofia, Hug, Hummy, I'm (Daniel).

Critical Thinking

Identify similarities and differences

Emotional Development

Recognise the value of being nice to others

School Readiness

Know how to be polite

Materials

Puppet, Welcome Unit flashcards, piece of paper, AB: paper plates, craft materials like buttons, pipe cleaners, wool

Circle time

- Do the Hello routine (see TB page 13).
- Play a passing game to practise *Thank you*. Children pass the puppet to another child and say *Thank you* as they receive it. In L1, discuss why we say thank you and what it feels like if someone doesn't say thank you.

Vocabulary and language review

- Do a simple role play with the puppet to review greetings. Turn to the puppet and say *Hello!* Have the puppet reply *Hello!*
- Then say *I'm (your name)*. Have the puppet reply *I'm Hug!* Then have the puppet pass you the character flashcards and respond *Thank you!*
- Cover the character flashcards with a piece of paper so the front is hidden. Slowly pull down the paper to reveal the flashcard.
- Challenge children to identify the character. Then, as a class, say *Hello, (character name)!* Repeat with the other character flashcards.

Teaching tip



In this unit, at the beginning of *Ready, Steady, Grow!*, children learn the vocabulary *Thank you*. Modelling gratitude is important, and it is included throughout the course. There are suggestions to say *Thank you* in the teaching notes, and you'll notice that Daniel and Sofia remember to say thank you in the stories. There is a reminder to give children the opportunity to say what they are grateful for in the teaching notes for the Review lesson of every unit.

Game time

- Put the character flashcards in four separate corners of the classroom, or outside, if you have got an outside space.
- In L1, ask children to stand in the middle of the classroom. Hold the puppet and make it say *Say Hello to Daniel!* Children should run to the *Daniel* flashcard and say *Hello, Daniel!* Repeat with the other flashcards.

Teaching tip



Some children may go through a silent period where they don't feel ready to speak at school. Make sure you still involve them in class activities while not forcing them to speak. They will start speaking eventually and are still learning lots of English. In the activity above, if non-verbal children don't want to speak, say *It's OK. Can you point to the matching flashcard?*

Table time: Pupil's Book p. 6

- Do the Table time routine (see TB page 13).
- Make sure all children are on the correct page and have got a pencil and some crayons/coloured pens. You can also display the page in Presentation Plus.
- Point to each character in the small pictures and ask children *Who's this? Is it Hug? Is it Hummy?*
- Ask children to find the characters in the main picture and to match them to the small pictures by drawing a line.
- Use a child's completed page to check the activity. Encourage children to say each character's name. Congratulate them on their efforts.

Extra Children can colour Hug in the main picture.

Activity Book p. 6

- Show the AB page. Tell children that they're going to make a picture of themselves called a self-portrait. Show them the examples in the book.
- Show the craft materials and invite children to suggest materials they could use.
- Give each child a paper plate. Allow children to add hair and facial features using any of the craft materials. Go round the class to help as necessary.
- Once children have completed their self-portraits, encourage them to share their creations with the class. They hold up their portrait and say *Hello, I'm (Pedro)*. Congratulate them on their efforts.

Reflection time

- Tell the children that it's gratitude time (time to say thank you). Ask children to talk in L1 about things they are grateful for. It could be in this unit, this lesson or from this week at school. For example, it could be something simple, like a sunny day, something nice a friend has done for them or something they have learned.
- Praise all responses equally and without judgement.
- Instead of a speaking activity, you can ask children to draw or make something or act out what they are grateful for.
- Don't forget to tell the children what you are grateful for, not only in this lesson but every day. For example, it could be saying thank you to a child who has helped in class.

Goodbye

- Do the Tidy up and Goodbye routine (see TB page 13).