



# Teacher's Book 2

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## Key to Teacher's Book icons



Wellbeing



Cambridge Life Competencies Framework

Presentation Plus

Video

Table time

Extra activity

Activity Book



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# Scope and sequence





	Vocabulary	Language	Cross-curricular	<b>○</b> Wellbeing	School Readiness
Our friends	hi, friend, teacher	Hi, (Sofia). How are you? I'm (great).			Form relationships with others.
Weather page 7	cloudy, cold, hot, rainy, snowy, sunny, windy	It's (rainy). Is it (cloudy)? Yes, it is. / No, it isn't.	science	I feel safe.	Put on my own coat and shoes.
Our families page 15	aunt, baby, big (sister), cousin, uncle; scared, surprised	My (aunt) is / isn't (scared).	social studies	I feel people care about me.	Know that what I do and say can make others happy or unhappy.
Our places page 23	beach, library, market, park, playground, pool, shop	Let's go to the (beach).	social studies	I feel people are friendly.	Tell friends and grown-ups what I need and feel.
Our colours and shapes page 31	black, brown, pink, white; circle, square, triangle	Draw a (circle). Colour the (circle black). What colour is it?	art	I feel good about myself.	Cut out a shape.

	Vocabulary	Language	Cross-curricular	<b>Wellbeing</b>	School Readiness		
Our activities page 39	catch, fly, jump, run, sing, swim, throw	l can (catch). I can't (fly).	science	I feel confident.	Be interested in exploring new activities.		
Our furniture page 47	bed, chair, floor, shelf, sofa, table, toy box	Where's the (crayon)? In / On / Under the (bed).	science	I feel lots of things are exciting.	Help at home.		
At home page 55	flat, garden, house, pond, tree; new, old	The (house) is (new). The (pond) isn't (big). It's (small).	science	I feel I enjoy things.	Enjoy learning about the world around me.		
In the kitchen page 63	beans, bread, grapes, pasta, water; hungry, thirsty	Can I have some (beans), please?	maths	I feel healthy.	Understand why we need to follow instructions.		
In the wild page 71	bee, elephant, monkey, parrot, snake; colourful, furry	What's this? It's (an elephant). It's (big).	drama	I feel I'm doing well.	Listen to a story and talk abou		
Sounds page 79	Oo /a/ (hot), U Bb /b/ (bread),	u /ʌ/ (uncle), Ll /l/ (library), ( Ff /f/ (furry)	Cc /k/ (cousin), Rr /r/	(run), Ee /e/ (bed), Hh /h/ (	(house),		
Numbers page 88	1–10, 10 and 11, 12, 13, 14, 15, 16 and 17, 18 and 19, 20						
Stickers page 97							

## Welcome to



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 that 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 4 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**



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





## **Home Practice**

There are routine boards

the week and much more.



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 safe*.

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 abilities and the human body in Unit 5, the video describes how children do activities that make them feel confident. Doing so links it to the wellbeing focus *I feel confident*. It encourages children to think about the things they do that make them feel confident.

## 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 that 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 skill 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 in every unit focuses 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 putting on their own coat and shoes to understanding why they need to follow instructions. 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 is featured 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, cutting out a shape, 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





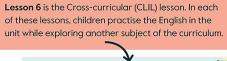


The stickers have got shapes that make them easy to peel off and stick.

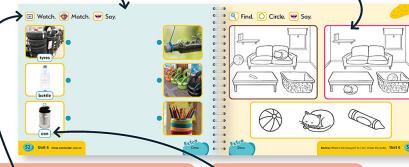


Every Language presentation lesson has got a video with a fun language chant presented by Hug and Hummy. Children listen and tap, clap or stamp to the beat as they say the examples. Hummy picks up the pace with a faster version.





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



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

Additional vocabulary items are labelled on the CLIL pages.

**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. It is presented through a child-friendly *I feel* ... statement.



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

Each of the
Lesson 4 stories
are reproduced
in large format
with full-colour
illustrations
and come
with teaching
tips and a
suggested
teaching script.



Big Book



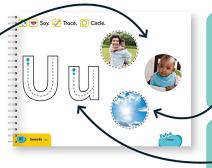
The set of Posters contains a poster for every unit, helping to reinforce the vocabulary introduced in Lesson 1.

## Sounds, Letters and Numbers

#### Sounds and Numbers

The Sounds and Numbers lessons are at the back of the Pupil's Book to provide you with the flexibility to choose when to 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, these sections' placement at the back of the book gives 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, in Level 2, children build on Level 1 by learning a further nine useful sounds.



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.

In Level 2, children are encouraged to trace the letter shape from the beginning.

## In the **Numbers** section, children learn a new number (sometimes two numbers) in each lesson using vocabulary from each unit.



In Level 2, children review numbers 1 to 10 and learn numbers 11 to 20.

## **Counting songs**

There is one counting song in Level 2, suitable for use from the Welcome unit, since children will have already learned classroom objects, body vocabulary and numbers 1–10. You could play the Level 1 counting song once before introducing the Level 2 counting song. Children can go through numbers 1–5 quickly since they will already know these numbers and will be familiar with the actions from the Level 1 song. For numbers 6–10, children mime biting an apple, throwing a ball, flapping their arms like a bird, peeling a banana and holding up two hands for ten. They can try to mime each action the correct number of times to match the

## Ready for Letters and Numbers

number. See TB page 184 for the counting song script.

The Letters and Numbers Workbook, *Ready for Letters and Numbers*, is an optional component that 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\*\* or English, 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 or English, 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 (or English) 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.
- $\cdot \,$  In L1 or English, explain that children can think about how they feel today.
- Play the Wellbeing song. In Level 2, this song can be used from the beginning.
- You can tell children how you feel today. Ask some of the children how they feel. Encourage children to use the feelings vocabulary they have learned. You can choose different children each time you do so.

## Tidy up and Goodbye routine

- Play the Tidy up song and, in L1 or English, 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! Hi, Hug! Hi, Hummy! Hello, hello! How are you? Hello, hello! Let's play and learn!

# Table time song

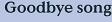
Let's go to our table, One, two, three! Off we go, Quiet and slow. Then open our book, Listen and look! (Repeat)

# 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 angry? Tell me, tell me, how do you feel? Tell me, tell me, how do you feel?

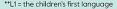
## Tidy up song

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



Thank you! Goodbye! Thank you! Goodbye! Goodbye, friends! Bye, Hug! Bye, Hummy! Goodbye! It's time to go! Goodbye, everyone! (Repeat)







## Our friends Lesson 1 Vocabulary presentation



## Unit objectives

- Review Level 1 language (greetings, goodbye, emotions)
- Reintroduce Level 1 course characters

#### Lesson objectives

Say hi and introduce themselves to friends

#### Vocabulary

hi, friend, teacher

#### Creative Thinking

Use own ideas for doing creative activities like colouring, drawing and building

#### Emotional Development

Nurturing friendships



Recognise and say own name; Form relationships and can interact with others

#### **Materials**

Puppet, Character flashcards, Welcome Unit flashcards, Audio

#### Circle time

Do the Hello routine (see TB page 13).

## Vocabulary presentation

- Introduce yourself. Say Hi! I'm (your name). Encourage children to introduce themselves.
- Show the teacher flashcard. Point to yourself. Say Teacher. I'm a teacher.
- Use the puppet. Say Hi, everyone! I'm Hug! Have children say hi to Hug in English. Show children how to mime hug.
- Show the flashcard for Hug. Say This is Hug. Then show the flashcard for Hummy and say This is Hummy. Hummy is a bird. Introduce a mime for Hummy. Show the flashcard for Daniel. Say This is Daniel. Repeat for Sofia.

## Teaching tip



Children may remember the characters' names from Level 1. Remind them (in L1 if necessary) about their personalities and who they are.

- Put all the flashcards for this lesson face up in the circle.
- Hold up the flashcards for Daniel and Sofia. Say friends.
   Mime a friendly hug. Ask children to find the friend flashcard. Say friend again.
- Use Hug and say Find my friend! Children find the Hummy flashcard.
- Point to the teacher flashcard. Say teacher. Ask children to point to you. Say teacher again.

#### Game time

- Place the four character flashcards face down in the middle of the circle (for a Pelmanism game). Nominate one child to turn over a flashcard. Ask them to say the character's name. Have a second child repeat with another flashcard. Ask Friend? Children say yes or no.
   For example, if Hug and Hummy are turned over, or Daniel and Sofia, then they form a pair. Say Well done!
- Mix up the flashcards and play with more children.

## Table time: Pupil's Book p. 4

 Do the Table time routine (see TB page 13). Play the Table time song (see TB page 13) and show or remind children how to move calmly from the circle to their places at their table.

## Teaching tip



Familiar songs are useful for classroom management. The Table time song helps children to understand it is time to stop an activity and to move to their places for table-based work. This will help them understand what you expect of them.

- Once all children are settled, show them the PB page.
   Ask questions about the picture and each character:
   Who's this? Where are they?
- Hold up the puppet and say Listen to Hug. Play the audio. Then pause it after the first example. Have Hug say Where's Hummy? Point to Hummy. Children point to Hummy. Repeat for Sofia, Daniel and the teacher.

## Track 01

**Hug:** Hi! I'm Hug! This is my friend. This is Hummy. **Hummy:** Hi! I'm Hummy.

Sofia: Hi! I'm Sofia. This is my friend. This is Daniel.

Daniel: Hi! I'm Daniel! And this is our teacher.

Teacher: Hi, everyone!

**Extra** Children can colour the containers.

## Activity Book p. 4

 Ask Who can you see? Elicit Sofia, Daniel, Hug, Hummy and two teachers. Play the audio.

#### AB Track 01

Sofia: Hil I'm Sofia. This is my friend. This is Daniel. Teacher: Hil I'm Sara. I'm a teacher. This is my friend. This is Niko. He's a teacher, too! Hug: Hil I'm Hug. This is my friend. This is Hummy.

- Ask children to put their pencil on Sofia. Play Sofia's line. Pause the audio and show children how to draw a line to match Sofia to Daniel, her friend.
- Play the teacher's line. Ask children to draw a line to match the two teachers.
- Play Hug's line. First, children find Hug and then draw a matching line to Hummy, her friend.
- Check answers by asking children to retrace the lines with their finger while saying friend.

## Goodbye

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

# Our friends Lesson 2 Language presentation



### Lesson objectives

Review and practise the character names, greetings and emotions

#### Language

Hi, (Sofia). How are you? I'm (great).

Creative Thinking

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

## Emotional Development

Recognise the value of being nice to others

📺 School Readiness

Wait for their turn to talk

#### Materials

Puppet, Character flashcards, Welcome Unit flashcards, Level 1 flashcards from Teacher's Resources (Unit 3 emotions), Audio

Use Presentation Plus to do the interactive activity.

## Circle time

Do the Hello routine (see TB page 13).

# Vocabulary review and Language presentation

- Show the character flashcards and have children say their names. Show the friend and teacher flashcards. Ask children to point to each one. Have children match the friend pairs (Hug and Hummy; Daniel and Sofia).
- Use the Level 1 emotions flashcards to review OK, happy, sad, excited, angry and tired. Show each card, do the action and say the word. Children repeat the action. Ensure children understand all the emotions.
- Introduce the flashcard for great. Mime great. Children mime and say great.
- Have Hug ask you How are you? Reply I'm great! Mime great and show the great flashcard. Ask children How are you? Encourage them to copy the gesture if they feel great. Show the emotions flashcards and ask some children How are you? They point to an emotion flashcard. Encourage children to say I'm (excited).

## **Teaching tip**



Children may need to hear and understand words several times before they feel confident saying them themselves in English. It is important not to rush them. Instead, encourage them by praising them when they do say a word in English.

## Song time

 Ask children to listen to the Wellbeing song (see TB page 13) and do any gestures for words they hear.
 Play it again and encourage them to join in.

## Table time: Pupil's Book p. 5

- Do the Table time routine (see TB page 13). Show the PB page. Ask children to point to Daniel and Sofia. Elicit how they are feeling in each picture.
- Play the audio and ask children to listen and circle.
   Mime the instructions using gestures.

#### Track 02

Sofia: Hi. Daniel!

Daniel: Hi, Sofia! How are you?

Sofia: I'm great!

Sofia: Hi, Daniel. How are you?

Daniel: I'm OK.

- Help children as they circle picture 1, which shows Daniel as OK and Sofia as great. Help children to understand that Daniel and Sofia are happy to see each other because they are friends.
- Ask children how Daniel and Sofia feel in picture 2.
   Explain Daniel is not happy because he dropped his crayons. Suggest that Sofia will help Daniel pick up his crayons because friends help each other.
- Ask for volunteers to role play Daniel and Sofia in picture 1. Support them as they say the dialogue for the picture. Repeat with more volunteers.
- Ask children for ideas about the words Daniel and Sofia would use in picture 2, such as sad and tired. Ask for volunteers to role play Daniel and Sofia in this dialogue.

**Extra** Children can count the crayons in picture 2.

## Activity Book p. 5

- Explain that the picture shows a man (maybe a daddy) greeting a boy (maybe his son) after school.
- Ask children to think about what they are saying to each other. Play the audio and ask children to listen carefully.

### **AB Track 02**

Daddy: Hi, Luca! Luca: Hi. Daddy!

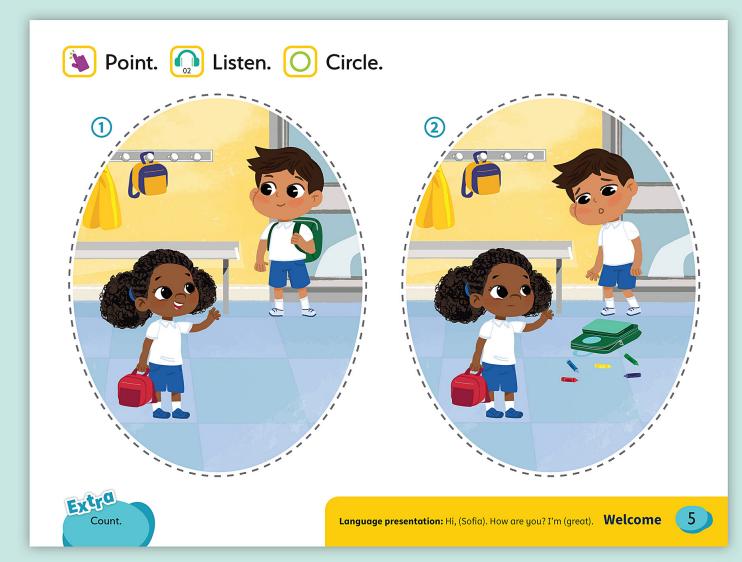
Daddy: How are you?

Luca: I'm great!

- Ask children what the boy answered. Have them say great and mime great.
- Have children draw the boy's face to show he's great. When they are finished, ask children to hold up their books with their drawings.
- They could repeat the dialogue and point to the speakers in their books.

## Goodbye

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





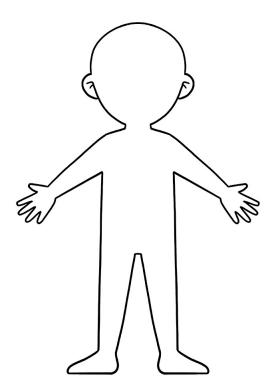






















Welcome Language practice



# Our friends Lesson 3 Language practice





## Lesson objectives

Review the character names, greetings and emotions

#### Vocabulary and language

Daniel, Hug, Hummy, Sofia; angry, excited, great, happy, OK, sad, tired; hello, hi; friend, teacher; How are you? I'm (great).

#### Critical Thinking

Identify similarities and differences

## **©** Emotional Development

Ask how others are when greeting them

#### 📻 School Readiness

Know how to take turns and share when playing

#### **Materials**

Puppet, emotions flashcards (Level 1), Audio, name tags/ stickers with names on them (one for each child, you and Hug), photo of a friend

## Circle time

Do the Hello routine (see TB page 13).

## Language review

- Show children a photo of a friend and say This is my friend.
- Ask children to point to their friend (or the person next to them) and say This is my friend.
- Point to yourself and say Friend? Elicit teacher. Have a child next to you point to you and say This is my teacher.
- Review the emotion adjectives by slowly revealing each emotion flashcard and asking children to tell you what they see. Ask if their friend is showing this emotion.

## Song time

 Hand out the flashcards. Play the Wellbeing song (see TB page 13). Children hold up the flashcards when they hear their adjective.

## **Teaching tip**



If you have got a larger class, children can take turns using flashcards or work in pairs. Alternatively, ask for volunteers to hold the flashcards and make sure that different children have a turn in different parts of the lesson.

 Play the song again and encourage children to sing along and do the actions.

## Game time

- Show the name tags/stickers one by one, including your own and Hug's. Help children recognise their own names and hand them out to each child accordingly. Help children stick them on their clothes or place them in front of them.
- Hold up Hug and say This is Hug. Hi, Hug. How are you?
   Have Hug respond I'm great.
- Ask children to greet Hug (repeat the dialogue). Then ask different children to greet their classmates in the same way. Encourage children to use a range of adjectives to say how they are feeling.

## Table time: Pupil's Book p. 6

- Do the Table time routine (see TB page 13).
- Ask children what they can see on the PB page.
- Ask a child How are you? Show them how to draw a face on the child in the picture that reflects how they are feeling, e.g., a small smile for OK, a big smile for great, a sad mouth for sad. Children draw how they are feeling.
- When children have finished, ask some children How are you? They reveal their picture and reply.
- Ask children to ask the person next to them How are you? They answer and show their picture. Encourage children to understand that some people may feel the same and others may feel different, and that's OK.

## **Teaching tip**



Pairwork may be unfamiliar to children. It is important to help them understand how to speak together in English. If they find it difficult, return to asking individual children to speak in front of the class. Praise children if they do pairwork well.

**Extra** Children can draw clothes or other details in their picture of themselves.

## Activity Book p. 6

- Point to the four photos and ask children to say which one shows great, happy, angry and tired.
- Ask some children How are you? They answer I'm (great). They may use the emotions shown in the pictures or other emotion vocabulary. Review the words shown and ask other children How are you? Ask them to circle the photo that shows how they are feeling. Then ask all children to do the same.
- Ask two volunteers to ask and answer How are you?
   They point to the picture as they say how they are feeling. Repeat for more pairs.

## Goodbye

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