

Sarah Dilger



Ready, Steady, Grow!

British
English



CAMBRIDGE

Teacher's Book
with Digital Pack







3

Ready, Steady, Grow!

Teacher's Book 3

Sarah Dilger

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 again!	14
Unit 1 Our day	20
Unit 2 Dinner time	36
Unit 3 With my friends	52
Unit 4 Our faces	68
Unit 5 At the farm	84
Unit 6 Clothes for today	100
Unit 7 At school	116
Unit 8 At the party	132
Unit 9 At the playground	148
Sounds	164
Numbers	182
Thanks and acknowledgements	200

Scope and sequence



	Vocabulary	Language	Cross-curricular	Wellbeing	School Readiness
Hello again! page 4	go outside go to the toilet have a drink have a snack play a game read a book	Can I (go outside), please?			Go to the toilet by myself.
1 Our day page 7	get up go home go to bed go to school have breakfast have dinner have lunch wash my hands	I (get up).	social studies	I feel healthy.	Understand a routine on a school day.
2 Dinner time page 15	carrots, fish, jam, meat, pizza, rice, toast, tomatoes	I have (fish) for (dinner). I don't have (rice) for (dinner).	science	I feel I enjoy things.	Wash my hands before eating.
3 With my friends page 23	dance dress up listen to music make a den make a sandcastle ride a bike ride a scooter watch a video	Do you want to (make a den)? Yes, I do. / No, I don't.	social studies	I don't feel lonely.	Share my toys.
4 Our faces page 31	eyes, glasses, hair, mouth, nose; blond, long, short	I've got / I haven't got (blond hair). Have you got (long hair)? Yes, I have. / No, I haven't.	art	I feel unique.	Draw a face.



5

At the farm

page 39

Vocabulary

chicken, cow,
duck, goat, horse;
beak, tail, wings

Language

It's got (a beak).
It hasn't got (a tail).

Cross-curricular

science



Wellbeing

I feel excited.



School Readiness

Enjoy learning about the world
around me.

6

Clothes for today

page 47

boots, dress,
sandals, shorts,
skirt, trainers,
trousers, T-shirt

It's (hot) today.
I'm wearing (sandals).
I'm not wearing
(boots).

science

I feel good when
I recycle.

Put on and take off my clothes.

7

At school

page 55

build a tower
cut
do a puzzle
help
make a toy
paint a picture
share
tidy up

He / She is (doing a
puzzle).

art

I feel I'm doing well
(at school).

Be happy to help and tidy up.

8

At the party

page 63

balloon, birthday
party, cake,
candle, card,
costume, family,
present

There's (a card).
There are (seven
balloons).

social studies

I feel happy.

Listen to instructions.

9

At the playground

page 71

bridge,
climbing frame,
roundabout,
sandpit, seesaw,
slide, swing, tunnel

Where is (she)?
Is (she) on the (bridge)?
Yes, (she) is. / No, (she)
isn't.

physical
education

I feel I've got lots
of energy.

Play games with others.

Sounds

page 79

Ww /w/ (wash), Jj /dʒ/ (jam), Vv /v/ (video), Yy /j/ (you), CH ch /tʃ/ (chicken), SH sh /ʃ/ (shorts), Zz /z/ (puzzle),
TH th /θ/ (birthday), Xx /ks/ (excited)

Numbers

page 88

1–20, 30 and 40, 50 and 60, 10–60, 70 and 80, 90 and 100, 10–100, one more, one less

Stickers

page 97



Welcome to

Ready. Steady. Grow!

Ready, Steady, Grow! builds a foundation in English and prepares children for success in 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.

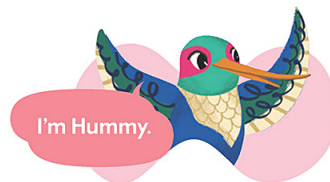
Ready, Steady, Grow! has got everything you need to make your class ...

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.

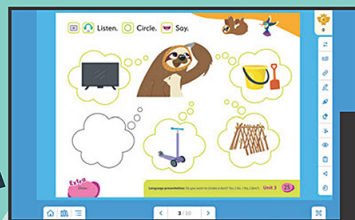
For the teacher

- The Teacher's Book with Digital Pack, which includes:
 - Presentation Plus, which contains all of the books and flashcards to display, audio, video, interactive 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

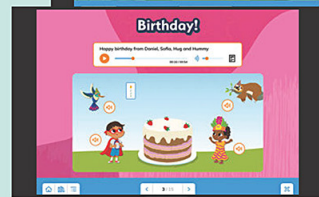
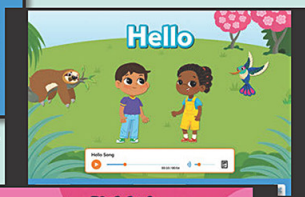
- The Pupil's Book with Digital Pack, which includes:
 - Home Practice, which contains the videos and games
 - Learner's Resources, which contain downloadable flashcards, word cards and colouring worksheets
- The Activity Book
- The Letters and Numbers Workbook

Presentation Plus



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

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



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 Packs are hosted on Cambridge One, our home for digital learning and teaching.





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.

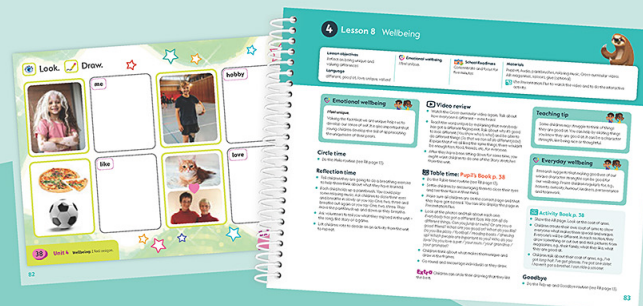
Teaching children the language to describe their emotions is equally important. It develops self-awareness and encourages children to manage their own feelings.

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 healthy*.

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.

Each Cross-curricular video introduces the wellbeing focus. For example, in the lesson on taking care of yourself in Unit 1, the video makes the connection between taking care of yourself and the wellbeing focus *I feel healthy*. It encourages children to think about how doing these everyday things will keep them healthy.

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 washing their hands before eating to sharing their toys. 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 and taking off clothes, helping to tidy up, 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 3, there are eight 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.

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 'Share my toys'. Children can notice that the two children in this scene are sharing the toy car.

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 can 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 most of the vocabulary items at 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 shapes that make them easy to peel off and stick.

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 clap, jump or stamp to the beat as they say the examples. Hummy picks up the pace with a faster version.

Lesson 4 presents a story. In Level 3 there are six 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.

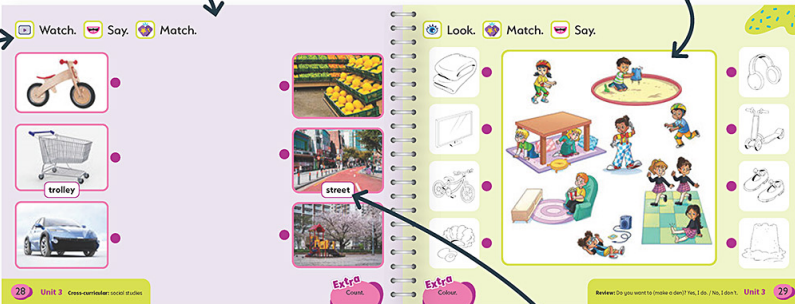


The stories are also available in the Big Book (see TB page 11), along with the script and teacher's instructions. The teacher can read aloud or play the audio.

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



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.



In some units, there is space for children to draw something 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.

Posters

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 usually 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 or vocabulary they have previously learned. The order of sounds in Levels 1 to 3 is designed so that children learn the sounds in the most useful order for them to begin forming words earlier.



Children can practise tracing the letter shape.

In the Level 3 **Numbers** section, children practise the numbers they have already learned, learn the new numbers 30, 40, 50, 60, 70, 80, 90 and 100 and then learn 'one more' and 'one less'.

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.

There are Numbers chants in each lesson.

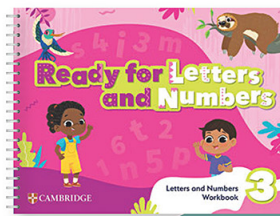


Counting chants

There are several counting chants in Level 3. Children can practise counting in tens from ten to 100 while clapping their hands and stamping their feet. There are also chants to practise *one more* and *one less*. See TB pages 184–199 for the counting chant scripts.

Ready for Letters and Numbers

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, 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.
- 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.

**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, friends! Hi, Hug and Hummy!
Hello, hello, teacher. How are you?
Hello, hello, friends. How are you?
Hello, hello! I'm OK. Let's learn and play!
Hi, everyone! I'm happy today!
(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 healthy?
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

Thank you for the day,
The fun we had today!
Bye, everyone! Goodbye,
goodbye!
Thank you for the day,
The fun we had today!
Bye, Hug! Bye, Hummy!
Goodbye, everyone!
(Repeat)

Hello again!



Listen.



Say.



Colour.

go to the
toilet

go outside

read a book

play a game

have a snack

have a drink

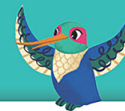
4

Welcome

Vocabulary presentation: go outside, go to the toilet,
have a drink, have a snack, play a game, read a book

Extra
Count.

Hello again! Lesson 1 Vocabulary presentation



Unit objectives

- Ask permission at school using *Can I (go outside), please?*

Lesson objectives

Learn school vocabulary

Vocabulary

go outside, go to the toilet, have a drink, have a snack, play a game, read a book

Creative Thinking

Listen and respond physically to songs, rhymes and chants

School Readiness

Go to the toilet by themselves

Materials

Puppet, Audio, Welcome Unit flashcards

Circle time

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

Teaching tip



Depending on the time available and your children, you could play some flashcard games to review language from the previous year. You could also read some stories together from *Ready, Steady, Grow!* Big Book 2, if you have used it with your class previously.

Vocabulary presentation and practice

- Have the Hug puppet whisper in your ear. Then say *Oh! Hug has got some new words for us!* Tell children that they're going to learn some phrases that are useful at school.
- Tell children that Hug is going to repeat the words slowly while you do the actions. Say *Listen and watch*. Play the audio and do the actions (see TB page 19).

Track 01

Adult: have a snack (x3)

Adult: have a drink (x3)

Adult: go outside (x3)

Adult: go to the toilet (x3)

Adult: play a game (x3)

Adult: read a book (x3)

Hug: have a snack (x3)

Hug: have a drink (x3)

Hug: go outside (x3)

Hug: go to the toilet (x3)

Hug: play a game (x3)

Hug: read a book (x3)

- Repeat the audio and actions and encourage children to join in. Use Presentation Plus to show the flashcards at the same time.

Game time

- Give out the six flashcards to different children in the class. Each child mimes the phrase on their card for the others to guess. Encourage children to put up their hand when they know the phrase. Invite everyone to say the phrase once the answer has been said.

Table time: Pupil's Book p. 4

- Do the Table time routine (see TB page 13).
- You can help children settle at their desks by doing some simple finger yoga. Demonstrate grasping your hands into tight fists and then quickly spreading out all your fingers. Children copy.
- Make sure all children are on the correct page by showing it in the book or by displaying it in Presentation Plus.
- Ask what children can see on the page (e.g., *Daniel, Sofia, books, grapes, crayons, paintbrushes*).
- Listen to and practise saying the new phrases in Presentation Plus again. Encourage children to do the actions.
- Ask children to colour the black and white elements – they represent the new words.

Teaching tip



Fine motor skills develop at different rates in children. Observe your children carefully so that you can have a general idea of their level of development. If a child seems overwhelmed or tired with a colouring activity, you can ask them to choose just a certain object to colour in.

Extra Children can count the paintbrushes and crayons in the picture.

Activity Book p. 4

- Show the AB page. Have children look at the pictures across the bottom of the page together, and elicit the six phrases.
- Explain that you can find the children in these pictures at the top of the page, but that they're silhouettes.
- Demonstrate how to match the picture to the correct silhouette by pointing to Sofia and saying *Where's Sofia? Is this Sofia?* while pointing to each silhouette. When children answer *Yes* to the fourth silhouette, draw a line between the picture and the silhouette.
- Children continue with the other five pictures.
- Play the audio and pause after the first sentence to check answers. Children repeat each new phrase.

AB Track 01

Omar: I have a drink.

Friend: I play a game.

Luis: Can I go to the toilet, please?

Sofia: I have a snack.

Daniel: I go outside.

Dilek: I read a book.

- Check the matching lines on Presentation Plus.

Goodbye

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



Lesson objectives

Review asking for permission with *Can I (go outside), please?* and the new vocabulary

Language

Can I (go outside), please?



School Readiness

Ask to go to the toilet; Be polite

Materials

Puppet, Welcome Unit flashcards, apple, cup, book, Audio

Circle time

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

Vocabulary review

- Use Presentation Plus to review the phrases and actions from Lesson 1.
- Display five of the flashcards on the board and have Hug hold the sixth one without anyone being able to see it. Children put up their hands if they know which card Hug is holding.

Language presentation

- Make Hug floppy as she points to her mouth. Say *Look. Hug is hot and thirsty after the game. Make her say Drink! Drink! Snack! Snack!*
- Shake your head and say *No, Hug*. Talk about being polite. Ask children if they know what words are polite in English (*please, thank you*).
- Have Hug say *Can I have a drink, please?* Say *Yes! Here you are* and offer her a cup. Repeat with Hug asking for a snack and a book, and you offering the apple and book.
- Play the chant.

Track 02

Hug: Listen and tap. Listen and say.

Can I have a drink, please? (x2)

Can I have a snack, please? (x2)

Can I go to the toilet, please? (x2)

Can I go outside, please? (x2)

Can I read a book, please? (x2)

Can I play a game, please? (x2)

(Hummy repeats above, but faster)

- Volunteers come up and ask Hug one of the questions. Make Hug nod and say *Yes, here you are* or *Yes, of course*.

Teaching tip



Using realia (e.g., an apple, a cup or a book) makes practice engaging and illustrates how to use the language.

Table time: Pupil's Book p. 5

- Do the Table time routine (see TB page 13).
- You can help children settle at their desks by doing some 'bee breathing'. Invite them to take a deep breath and then breathe out while humming at the same time as they put their fingers in their ears.
- Make sure children are on the correct page by showing it in the book or by displaying it in Presentation Plus.
- Play the chant again. Children find and point to the correct picture in their book as they listen. Children then repeat *Can I (go outside), please?* using each new phrase.

Extra Children can choose what they want to ask their teacher and colour the circle for that picture.

Activity Book p. 5

- Show the AB page.
- Play the audio and pause after each question for children to point to the correct picture.

AB Track 02

Girl: Can I have a snack, please, Daddy?

Dad: Yes, of course! Have an apple.

Boy: Can I play a game, Mummy?

Mum: No, sorry. It's time for school now!

Girl: Can I have a drink, please?

Teacher: Yes, of course! Here you are.

Boy: Can I go to the toilet, please?

Teacher: Yes, of course! Go!

Girl: Can I go outside now, Grandma?

Grandma: No, sorry. Look, it's rainy!

Boy: Can I read a book now?

Mum: No, sorry, you can't. It's time for bed!

- Play the audio again. If the answer is *Yes*, children put a tick in the box for the picture; if it is *No*, they put a cross.

Goodbye

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



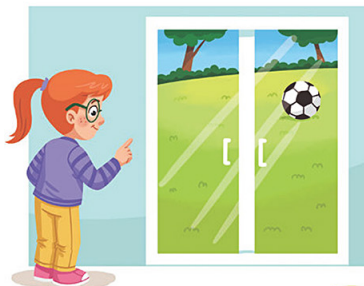
Listen.



Point.



Say.



Extra

Colour.

Language presentation: Can I (go outside), please? **Welcome**

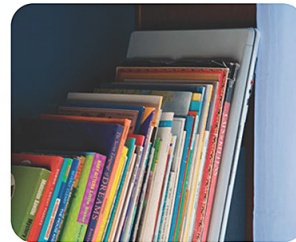
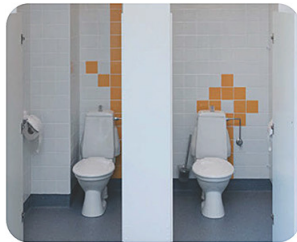
5



Say.



Match.



6

Welcome Language practice

Extra
Mime.



Lesson objectives

Practise asking for permission with *Can I (go outside), please?*

Vocabulary

go outside, go to the toilet, have a drink, have a snack, play a game, read a book

Critical Thinking


Understand links by matching objects

School Readiness

Ask to go to the toilet; Be polite

Materials

Puppet, Audio, Welcome Unit flashcards, a selection of props – enough for one per pair of children (e.g., doll, teddy, car, train, juice, bread, grapes, pasta, apple, banana, ball, crayon)

 Use Presentation Plus to do the interactive activities and to play the games.

Circle time

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

Language practice

- Play the Language chant from Lesson 2 and practise the phrases and actions again.
- The vocabulary actions are as follows:
Go outside (Mime opening a door and taking a step.)
Go to the toilet (Mime flushing a toilet and washing hands.)
Have a snack (Mime holding a snack to the mouth and taking a bite.)
Have a drink (Mime holding a cup to the mouth and taking a sip.)
Play a game (Mime throwing dice and moving a piece of a board game.)
Read a book (Hold two hands flat like a book and mime reading the pages.)
- Take the six Welcome Unit flashcards and cover them with a piece of cardboard so that the picture is hidden. Slowly reveal each flashcard for children to guess what it is.

Game time

- Have a selection of props, enough for one per pair of children, that they know the word for in English (e.g., doll, teddy, car, train, juice, bread, grapes, pasta, apple, banana, ball, crayon).
- Demonstrate with a child. Give them an object and then say *Can I have the (doll), please?* The child gives you the object, saying *Yes, here you are. Say Thank you.*
- Children do the mini-dialogue in pairs.

Teaching tip



Young children are not always willing to take part in pairwork or group activities. A little gentle encouragement can help overcome their reluctance, although it is better not to coerce children into doing something that they really don't want to. You can offer a child an alternative (such as playing alone or doing some colouring), and they may come and join in later.

Table time: Pupil's Book p. 6

- Do the Table time routine (see TB page 13).
- Settle children by asking them to take a deep breath in with their hands on their stomach and notice how it enlarges. Then ask them to breathe out slowly and notice how their stomach gets smaller.
- Make sure all children are on the correct page and that they have got a pencil. Remember that you can also display the page in Presentation Plus.
- Look at the photos together. Ask *What can you see?* Elicit ideas.
- Explain that the children in the top row of photos are asking a question with *Can I ...?* Ask children to think about the question for the first picture. (*Can I have a drink, please?*) Then say the question as a class. They look at the photos in the bottom row to find the one that answers the question.

- Repeat this procedure with all four photos.
- Then children match the photos by drawing lines with a pencil.
- They compare answers in pairs.

Extra Children can mime as they ask and answer the questions in pairs.

Activity Book p. 6

- Show the AB page. Look at the pictures together and elicit what questions the children could be asking.
- Children imagine that they are the children in the pictures. If they are the hot and thirsty child in the first picture, they can draw what they would like to drink in the thought bubble. You can draw a carton of juice or a glass of water on the board as an example.
- Children draw their own pictures on the page.
- Go round and ask questions about their pictures. Encourage children to say, e.g., *Can I have a drink, please? Can I read a book, please? Can I go outside, please? Can I play a game, please?*

Goodbye

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