

OXFORD

BUZZ

Teacher's Guide

with Digital Pack

Starter

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- **Classroom Presentation Tools**
(Student Book, Workbook, and Phonics & Literacy)
- **Online Practice**
- **Teacher's Resources**
- **Assessment**

Mary Roulston

BUZZ

Teacher's Guide Starter

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Starter Unit Hello! page 4	Hello! / Hi! ● I'm ... ● The Alphabet ● Numbers 1-10
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	Lesson 1 Words	Lesson 2 Grammar	Lesson 3 Words and Grammar
1 Let's Learn! page 6	Classroom items Functional Language Where's my ...? Here it is. Thanks!	It's a ...	Classroom items
2 Colors page 16	Colors Functional Language What's your favorite color?	What color is it? It's ...	Colors

Unit 1 and 2 Review page 26

3 Farm Animals page 28	Farm animals Functional Language Can I have a ..., please? Here you go. Thanks.	What is it? It's a ...	Animals
4 Let's Eat! page 38	Food Functional Language Do you like ...? Yes, I do. / No, I don't.	I like ... I don't like ...	Food and drink

Unit 3 and 4 Review page 48

5 Let's Play! page 50	Actions Functional Language Is it my turn? Yes, it is.	I can ... I can't ...	Abilities Can you ...? Yes, I can. / No, I can't.
6 Sea Animals page 60	Sea animals Functional Language Look at the ...! Wow!	There's a ...	Adjectives It's ...

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7 My Body page 72	Parts of the body Functional Language Touch your ...! OK!	I have (a) ... I have ...	Parts of the body I have (two) ...
8 Let's Celebrate! page 82	Family Functional Language This is for you. Thank you.	Who's this? He's / She's my ...	Jobs He's / She's a ...

Unit 7 and 8 Review page 92

You Have Learned ... page 94	The Alphabet ● Numbers 1-20
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Poster	Days of the Week ● The Weather
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Lesson 4 Numbers	Lesson 5 Story	Lesson 6 Phonics
1, 2, 3	Teacher's Helper Emotional Well-being Be helpful.	Aa, Bb, Cc
4, 5, 6	What's Your Favorite Color? Emotional Well-being Show interest in the world around you.	Dd, Ee, Ff

7, 8, 9	What Is It? Emotional Well-being Be imaginative.	Gg, Hh, Ii
10, 11, 12	I Like Carrots! Emotional Well-being Try new foods.	Jj, Kk, Ll

13, 14	I Can Dance! Emotional Well-being Be proud of what you can do.	Mm, Nn, Oo
15, 16	There's a Fish! Emotional Well-being Respect all animals.	Pp, Qq, Rr

17, 18	Let's Draw a Monster! Emotional Well-being Be creative.	Ss, Tt, Uu, Vv
19, 20	A Surprise! Emotional Well-being Work together with your family.	Ww, Xx, Yy, Zz

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Learning Objectives

- Students will learn the names of the team characters.
- Students will start to introduce themselves.
- Students will start to say the alphabet.
- Students will start to count from 1–10.

Language

Team Characters: *Nina, Tang, May, Hector, Emma, Omar*

Alphabet: *a–z*

Numbers: *1–10*

Functional Language: *Hello! / Hi! I'm (Nina).*

Warm-up

- Greet the students as they come into the classroom. Say *Hello!* and encourage students to say *Hello!* to you in return. Give each student a blank sticky label. Ask them to draw a picture of themselves and to write their name (if they can). Ask students to hold up their labels and say their names. Students can then wear their name labels.
- Arrange students in a circle. Hold up a soft ball or beanbag. Point to one student and say *Hello (student's name)*. Gently toss the ball or beanbag to that student. Encourage the student to greet another student and throw the ball or beanbag to them. Repeat until all students have had a chance to greet someone.

Lead-in

- Tell the class, in the students' own language, *Today, we are meeting some new children. We will learn some letters and numbers in English. Say the alphabet in English.* Ask students if they know any letters of the alphabet in English.
- Display the *Classroom Language* poster to begin to familiarize students with classroom language in English. Point to each action and say the word or phrase. Encourage students to do the same action as the children in the poster. Discuss what each child is doing in the students' own language. Play a game of *Simon Says* using the action words and phrases, pointing to the poster for support (see *Ideas Book*, page 106).

Optional Activity

If you want to discuss the days of the week and the weather in your morning routine, you can start to introduce this language now. Display the *Days of the Week, Weather, and the Alphabet* poster. Introduce the days of the week (you will need to use students' own language for this as it is hard to represent visually) and the weather using the weather pictures. Teach the questions *What day is it today?* and *What's the weather like?* as receptive language. Point to each corresponding item on the poster and use gestures when you ask the questions. Students can answer by pointing or giving one-word answers. As the course progresses, you can begin to introduce *It's + day of the week / weather* for students' responses.

Assessment for Learning

- By preparing students for what they are going to learn in each lesson, you set clear objectives. These objectives are also called learning intentions. Knowing what the learning intention of each lesson is helps students to feel more confident about what they are going to learn.
- Establishing an English-speaking classroom environment from the start will help students to learn. Continue to use the *Classroom Language* poster for support during the year when giving instructions in English.
- Use flashcards, posters, and other visuals, games, gestures, and mime, as well as the students' own language, so that students don't feel overwhelmed. Set realistic expectations and realize that different students will learn at different rates and in different ways.

Student Book pages 4–5**1 Listen and learn.** 001

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Books. Tell students that they are going to meet the team characters (the team characters are six children who play together in the Buzz Park. Students will meet these characters in every unit throughout the series).
- Play the recording and point to the characters using the Classroom Presentation Tool or your copy of the Student Book as they say their names (from left to right: Nina, Tang, May, Hector, Emma, Omar).
- Play the recording again for students to listen and point to the characters in their Student Books.
- Point to each of the characters and ask *Who's this?* using gestures or the students' own language to make the meaning clear. Encourage students to say the names.

Audio Transcript

Nina Hi! I'm Nina.

Tang Hi! I'm Tang.

May Hello! I'm May.

Hector Hi! I'm Hector.

Emma Hello! I'm Emma.

Omar Hi! I'm Omar.

2 Listen, find, and repeat. 002

- Point to the pictures of the team characters and elicit the names from the class in chorus. Then call on individual students to say the name of the team character.
- Play the recording for students to listen and point to the correct character.
- Play the recording again, pausing after each character to check the answers.

Audio Transcript

Tang I'm Tang.

May I'm May.

Omar I'm Omar.

Nina I'm Nina.

Hector I'm Hector.

Emma I'm Emma.

Optional Activity

Arrange students in a circle. Take a place in the circle yourself. Turn to the student on your right and say *Hello! I'm (your name)*. Encourage the student to say their name to the student on their right. Students continue around the circle until the last student says their name to you.

3 Listen and chant. 003

- Focus students' attention on the alphabet. Tell students that they are going to hear the letters.
- Display the poster showing the letters of the alphabet. Play the recording and point to each letter of the alphabet in turn as you chant, and students listen.
- Play the recording again for students to listen and point to the letters in their Student Books.
- Play the recording again, encouraging students to join in as much as possible as each line is repeated.
- Play the recording again. Chant the alphabet as a class until students are more confident saying the letters.
- If students seem confident, say an alphabet letter and invite a student to continue with a few more letters. Continue in this way around the class, as many times as necessary, for all students to have a turn at saying some of the letters.

Audio Transcript

Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz

Optional Activity

Say the alphabet as a chain around the classroom, with one student saying each letter. Then ask each student in the chain to say three letters. Repeat as many times as necessary until students are confident saying the alphabet.

Mixed Ability

If students don't use the Roman alphabet in their own language, spend extra time following the chant in the Student Book and on the poster showing the letters of the alphabet so students begin to understand the left-right and top-bottom conventions of English.

4 Listen, point, and repeat. 004

- Focus attention on the numbers. Tell students that they are going to hear the numbers.
- Write the numbers 1–10 on the board, counting as you write. Play the recording and point to the numbers on the board as you chant.
- Play the recording again for students to listen and point to the numbers in their Student Books.
- Play the recording again, pausing after each number and encouraging students to repeat the numbers.

Audio Transcript

one, two, three, four, five, six, seven, eight, nine, ten

Mixed Ability

Students will learn the numbers in each unit, so keep this activity light and fun. Don't expect students to be able to remember or produce all the numbers just yet. If some students can already count to ten in English, praise them for their learning and make sure the other students who can't count to ten yet understand that they will soon learn, too.

Assessment for Learning

Time for feedback! Ask the class, in their own language, *How do you feel about introducing your name and saying the letters and numbers?* Using your usual feedback routine, e.g., traffic light cards (see *Assessment for Learning*, page 12), ask students to show you whether they understand the new language or whether they need more help. Make sure students know that it is OK not to understand something – they are here to learn!

Workbook page 62

1 Match and say Hi, I'm ...

- Students look at the headshots and draw lines to match them to the team characters in the group.
- Students then say their introduction *Hi, I'm ...* from the point of view of each child.

Look and color

- Students look at the letters and color them. You can play the *Alphabet Chant* (track 003) for the students to point and chant.

Trace and match.

Students trace along the lines to match the numbers to the same number of items.

Assessment for Learning

Tell students to take out their traffic light cards. Ask the class how well they think they can introduce themselves and say the alphabet and numbers now. Students hold up the traffic light card to show how they feel they are doing. Explain they will get a lot more practice with letters and numbers during the course. Students then complete the record sheet to assess their learning for the lesson.

Lesson 1: Words

Learning Objective

Students will be able to talk about classroom items.

Language

Classroom Items: *bag, crayon, ruler, book, pencil, notebook*

Functional Language: *Where's my (notebook)? Here it is. Thanks!*

Warm-up

- Play a game of *Pass the Ball!* with students to review how to introduce themselves by asking and answering about their names. Encourage students to say *Hello! / Hi! I'm (name)* as they pass the ball in the circle (see *Ideas Bank* page 106).

Lead-in

- Tell the class *Today we are going to learn about classroom items.* Write *Classroom Items* on the board. Show the unit flashcards or the *Vocabulary* poster and invite students to name the classroom items that they know. Students take turns pointing to the classroom items on their desks or in the classroom and naming what they know.

Assessment for Learning

To encourage diversity in the class, use the *No Hands Up* method from the beginning of the lesson. Otherwise, you will notice that the same students give answers and volunteer for activities all the time and others never do. Ask students to write their names on an ice pop stick and decorate it. Take in all the sticks and place them in a pot on your desk. See the *No Hands Up* section in the *Assessment for Learning* page 12 for more ideas.

Student Book pages 6–7

1 Look, share, learn.

- If you are using the Classroom Presentation Tool, ask students to now close their books and show them the picture. Alternatively, students look at the picture in their Student Book.
- Encourage students to share their knowledge with the class, in their own language, by talking about the things they can see.
- Tell students that they are going to learn six new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards or *Vocabulary* poster to present the new words.

2 Listen, point, and repeat. 🎧 005

- Play the recording for students to listen and point to the things in the picture.
- Play the recording again for students to repeat the words.

Audio Transcript

1 bag 2 crayon 3 ruler 4 book 5 pencil
6 notebook

Optional Activity

- Play a game of *Draw and Guess*, slowly drawing classroom items on the board for students to guess (see *Ideas Bank* page 106).

3 Point and say.

- Point to the pictures of the classroom items and elicit the names from the class in chorus. Then call on individual students to say the words.
- Students work in pairs. Have one student point to the pictures for their partner to say, and then switch roles.

4 What's different? Circle Then say.

- Point to the groups of classroom items. Tell students that four of the classroom items are the same but one is different.
- Point to the example circled in the first group. Ask *What is it? (crayon)* and elicit that the other classroom items are pencils. Students work individually to circle the word that is different in each group and then compare their answers in pairs.

ANSWER

1 crayon 2 book 3 pencil 4 notebook

Mixed Ability

- Weaker students can work with a partner to decide which object is different. They can then join with another pair to check answers as a group before taking turns pointing to the classroom items in each group and saying the words.
- Stronger students, who finish the task quickly, can draw their own group of classroom items with one that is different. They then exchange with a partner and point to the different ones and say the words.

5 Listen and repeat. 🎧 006

- Pretend you can't find one of your classroom items (but have it somewhere the students can see, for example, your pencil behind your ear). Say *Where's my (pencil)?* and search around for it. Encourage students to call out or point to where it is.
- Point to the children in the picture. Elicit the name of the classroom item the boy is holding (notebook).
- Play the recording for the students to listen.
- Play the recording again, pausing after each line for the students to repeat. Then students work in pairs and, with the support of the audio recording, act out the question, answer and response in the dialogue.
- Have students create a new dialogue by replacing *notebook* with one of the other new classroom items. They can act out the dialogue using their own classroom items.

Audio Transcript

Girl Where's my notebook?

Boy Here it is.

Girl Thanks!

Global Skills: Communication and Collaboration

Build communication skills using the recording (track 006). Have students listen and repeat the questions, answers and responses until they are comfortable using the new structures. Then allow students to practice communicating more freely once they feel confident using the new functional language.

Assessment for Learning

- Time for feedback! Ask students, in their own language, *How do you feel about the new words for classroom items?* Using your usual feedback routine (see *Assessment for Learning* page 12), ask students to show you whether they understand the new language or whether they need more help.
- If necessary, repeat the vocabulary presentation using the Classroom Presentation Tool, or play some more flashcard games (see *Ideas Bank* pages 107–108) to provide further practice of the new words.
- Repeat the feedback routine after students have had some further practice.

Team Up! 1 DOWNLOAD

- Download the worksheet and cut out the cards. Use the classroom items from the first template or use the flashcards. Hide them around the classroom.
- Students look around the classroom in teams to find the items. Assign a specific item for each team to find and repeat several times with different items assigned to the team.
- Encourage students to say the names of the objects they find.

Workbook pages 4–5

1 Trace and say.

- Students look at the pictures and trace the classroom items. They then say each word.

ANSWERS

(left to right) book, ruler, crayon, pencil, bag, notebook

2 What's next? Look and circle.

- Students look at the picture patterns and say what comes next in the pattern. They then circle the correct picture.

ANSWERS

1 crayon 2 book 3 notebook

3 Look and trace.

- Students trace the lines between the items. Encourage students to work slowly and neatly so that they trace on the lines.

4 Find and circle the classroom items. Say *Here it is!*

- Students look at the boy's thought bubble and say what he's looking for. They then find and circle the items in his bedroom.
- Encourage students to point to the items they circled and say *Here it is!*

ANSWERS

Circle the ruler next to the soccer ball, the book under the pillows, the backpack under the bed, the pencil next to the socks, and the notebook behind the curtain.

Assessment for Learning

- Tell students to take out their traffic light cards. Ask students how well they think they can talk about classroom items now. Students hold up the traffic light card that shows how confident they feel. Students then complete the record sheet to assess their learning for this lesson.
- Help students to understand that it's OK to say if they don't know something yet and to tell you if they are unsure. Create a culture of openness in your classroom where students can give honest feedback to help them with their learning.

Lesson 2: Grammar

Learning Objective

Students will be able to talk about classroom items.

Language

It's a (pencil).

Warm-up

- Play a game of *What's in the Bag?* (see *Ideas Bank* page 107) with classroom items to review the vocabulary from lesson 1.

Lead-in

- Ask students to point to and name some classroom items. Say *Show me a (crayon)! Ask students to point to the correct items in the classroom and to say their names.*
- Tell students, in their own language, that today they will learn how to ask about classroom items.

- Slowly start to draw a classroom item from lesson 1 on the board. As you draw, ask *What is it?* and point to your picture. Have students think in pairs, then call on pairs to guess the item. Recast their answers in the lesson grammar, for example, *Yes! It's a (ruler).* Repeat with other known classroom items.

Assessment for Learning

Allow time for students to think of their answers. During thinking time, encourage all students to think of the answer. You can use a timer on your phone or count to 20 in your head. To make sure all students are thinking of the answer, you can ask them to draw the answer if working individually or talk with their partner. Alternatively, students can just think quietly. Make sure students know that you will call on them randomly, so they should all think of the answer.

Student Book pages 8–9

1 Listen and learn. 007

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters. Ask *Who's this?* (Emma; Tang). Encourage them to say the classroom items they can see.

- Play the recording for students to listen and follow the story. Then model each phrase for students to repeat chorally.
- Play the recording again for students to follow and point to each frame.
- Students work in pairs to act out the grammar cartoon. In their pairs, students choose which character they are going to play.
- Play the recording one line at a time for students to repeat and act out the story in pairs.
- Invite some of the pairs to act out the story for the class.

Audio Transcript

Emma Look!

Tang It's a crayon.

Emma No. It's a pencil.

Tang It's a book.

Emma No.

Emma It's a notebook.

2 Listen and repeat. 🎧 008

- Focus on the pictures in the grammar cartoon. Point to each classroom item in the story and ask *What is it?* Choose students at random to answer. Encourage students to answer using *It's a ...*
- Play the recording for students to listen. Tell students to point to the crayon in the grammar cartoon. Elicit from students where it is (in Tang's thought bubble).
- Play the recording again for students to repeat the sentence. Then show the lesson flashcards and invite students to say what it is using the new language, for example, *It's a (bag)*.

Audio Transcript

It's a crayon.

It's a pencil.

3 Listen and sing. 🎧 009–010 ▶

- Tell students they are going to sing a song. Point to the picture and elicit the names of the classroom items students know.
- Play the video or recording of the song for students to watch or listen and point to the items in the picture as they hear them.
- Play the video or recording of the song again for students to sing along.
- Once students are confident, they could play the karaoke version of the song for students to sing, using the pictures in the Student Book as prompts.

Audio Transcript

It's a Pencil

It's a pencil. It's a pencil.

It's a crayon. It's a crayon.

It's a ruler. It's a ruler.

It's a bag. It's a bag.

It's a notebook. It's a notebook.

It's a book. It's a book.

It's a ruler. It's a ruler.

It's a bag. It's a bag.

Optional Activity

To support early literacy skills, place the flashcards on the board from left to right, in the order they are mentioned in the *It's a Pencil* song. Play the recording of the song (track 009) and point to each flashcard for students to 'read' and sing. This helps to establish some of the conventions of literacy in English, such as directionality, and shows that words carry meaning.

4 Trace and say.

- This visual discrimination task helps students to understand that one item can look different but still be the same thing.
- Do the first example with the class. Show students how to trace the line with their fingers first and then carefully with their pencils.
- Students then do the activity individually. Check the answers as a class.

ANSWERS

1 crayon 2 pencil 3 ruler 4 notebook
5 book 6 bag

Mixed Ability

- Some students won't yet have the fine motor skills for tracing lines. Help these students by showing them how to hold their pencils correctly in their preferred hand. Let them trace the lines with the non-writing end of the pencil to practice before they mark the page.
- Have stronger students say how the items in the top row and bottom row are different.

5 Look and say.

- Point to the pictures and have students say the names of the classroom items in chorus.
- Have students work in pairs and take turns pointing at a picture for their partner to say.

ANSWERS

1 ruler 2 pencil 3 notebook 4 bag 5 crayon
6 book

Assessment for Learning

Assign each student a partner. Encourage students to discuss ideas with their partners when they are thinking of an answer or an idea, trying to understand the instructions for an activity or assessing what they have learned. Having a partner to discuss things with makes students feel more confident and allows them to support each other in their learning.

Global Skills: Creativity and Critical Thinking

Make a poster of classroom objects. Provide magazines or catalogues from stationery stores. Divide the class into six groups. Assign one of the classroom items to each group and have them find and cut out as many different examples of their object as they can find and glue them onto a sheet of paper. Display the collages together to make a classroom poster.

Team Up! 2 [DOWNLOAD](#)

- Download the worksheet and have students cut out the cards. Name the items on the cards with students.

- Students then use the cards to play a matching game in pairs or small groups.

Assessment for Learning

When you have set Workbook activities for homework, take students' Workbooks in and check their work. Circle or mark their mistakes, but don't correct them. Allow some time in class for students to look over their work and try to correct their mistakes. Students can work in pairs to do this, but make sure they are all kind about helping their classmates to correct their mistakes. Teach them words of praise to say in English, such as *Good work!* and *Good job!*

Workbook pages 6–7

1 Match and say.

- Students look at the pictures and draw lines to match the items.
- Students then say the name of each item using *It's a ...*

ANSWERS

- 1 e It's a book.
- 2 a It's a crayon.
- 3 f It's a ruler.
- 4 b It's a pencil.
- 5 c It's a notebook.
- 6 d It's a bag.

2 What's missing? Look and draw.

- Students look at the items in the first picture, then draw what's missing in the other three boxes. Remind students that all the boxes should look similar to the first picture.

ANSWERS

Draw: 1 the notebook 2 the crayon 3 the bag

3 Trace and say.

- Students trace and complete the items in the pictures.
- Students then say what each picture is using *It's a ...*

ANSWERS

- 1 It's a ruler. 2 It's a pencil. 3 It's a book.
- 4 It's a crayon. 5 It's a notebook. 6 It's a bag.

4 Look and circle.

- Students look at the pictures and guess what the present is by looking at the shape of the item.
- Students circle the correct object below each child.

ANSWERS

- 1 a bag 2 b book 3 a ruler

Assessment for Learning

- Use the traffic light cards and the record sheet to check the learning objective for this lesson.
- If further practice of the new language is needed, ask students to go to the Picture Dictionary on page 92 of their Workbooks and say what each of the classroom items is using *It's a ...*. Repeat the feedback routine after students have had some further practice.

Lesson 3: Words

Learning Objective

Students will be able to say four more classroom items.

Language

Classroom items: *table, chair, board, bookcase*

Warm-up

- Play the *Memory Game* (see *Ideas Bank* page 108) with the unit flashcards to review the vocabulary and grammar for the classroom items from lesson 1.

Lead-in

- Tell the class *Today we are going to learn more classroom items.* Show some of the lesson flashcards and invite students to point to the similar objects in their classroom.
- Ask the class a simple question about the lesson topic, for example, *What items can you see in the classroom?* Elicit answers from different students. If necessary, prompt students by asking *Can you see (a table/ a chair)?*

Student Book page 10

1 Listen, point, and repeat. 🎧 011

- Focus students' attention on the photos. Play the recording for students to listen, point to the photos, and repeat the words.
- Play the recording again for students to point and say the words.

Audio Transcript

1 table 2 chair 3 board 4 bookcase

2 Look and say.

- Tell students that there's one of the new classroom items in each picture.
- Point to each picture in turn and have students say the objects. Encourage them to say *It's a ...*
- In pairs, have students take turns pointing to one of the pictures for their partner to say *It's a ...*

ANSWERS

- 1 It's a chair. 2 It's a board. 3 It's a bookcase.
- 4 It's a table.

3 What's different? Look and circle. Then listen and check. 🎧 012

- Point to each of the pictures and ask students to say what classroom items they can see in each one, first chorally, then individually.
- Tell students to find four differences between the two pictures and to circle them.
- Play the recording for students to listen and check their answers. Point to the things that are different in the two pictures.

Audio Transcript

1 chair 2 board 3 table 4 bookcase

ANSWERS

Circle: the board, the table, the chair, the bookcase

1 Match and say.

- Students match the smaller pictures on either side to the main picture in the middle. They then say each word using *It's a...*

ANSWERS

- match to the board
- match to the chair
- match to the table
- match to the bookcase

2 Look and trace.

- Students carefully trace the lines between the matching items. If necessary, they can first trace with their finger and then with their pencil.

Assessment for Learning

- Ask the class *Do you know more classroom items?* Using your usual feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, you can repeat the vocabulary presentation using the flashcards.
- If only a few students need extra practice, you can ask them to work in pairs to help and support each other. They take turns pointing to the objects in your classroom (or pointing to one of the photos in lesson 3 exercise 1). Their partner tries to remember and then says the word.
- Repeat the feedback routine after students have had some further practice.

Lesson 4: Numbers

Learning Objective

Students will be able to say, trace, and count the numbers 1, 2, and 3.

Language

Numbers: 1, 2, and 3

Warm-up

- Play track 004 to review counting numbers 1–10.
- Play the recording again, encouraging students to join in as much as possible.

Lead-in

- Tell the class *Today we are going to learn three numbers.*
- Write the numbers 1–3 on the board and count, encouraging students to count along with you.

Student Book page 11

1 Listen, point, and repeat. 013 Then trace.

- Focus students' attention on the big numbers.
- Play the recording for students to listen and point to the numbers.
- Choose different students and ask *What number is this?*

- Play the recording again for students to repeat the numbers.
- Tell students to trace the lines in each number, starting at the dark circle and following the direction of the arrows. Encourage them to say the number as they trace.

Audio Transcript

one, two, three

2 Listen and chant. 014 Then count.

- Tell students to look at the pictures and say what object they can see. Tell them to say the colors. Students can count how many objects there are in each box.
- Tell students that they are going to hear the numbers and objects in a chant. Play the recording for students to listen and point to the pictures in their Student Books.
- Play the chant a few more times for students to join in as much as possible. Then chant the numbers from 1–3 as a class.

Audio Transcript

Adult One, two, three.

Children One, two, three.

Adult One pencil.

Children One pencil.

Adult Two crayons.

Children Two crayons.

Adult Three rulers.

Children Three rulers.

Adult One, two, three.

Children One, two, three.

Global Skills: Creativity and Critical Thinking

Encourage creativity with songs and chants. For this chant (track 014), tell students to clap out each spoken number in the chant.

3 Count and trace the correct number.

- Ask students to name the objects in each picture using *It's a...*
- Do the first picture together as a class. Point and ask *How many bags?* and elicit that there's one bag. Tell students to point to the number 1. Show them that it has been traced as an example.
- Tell students to do the other pictures in pairs and then check the answers as a class. Encourage students to say the number and the object in their answers, for example, *one bag.*

ANSWERS

bag – 1 notebooks – 3 chairs – 2 table – 1

Optional Activity

Play a game. Display number cards or pieces of paper with the numbers 1, 2, and 3 written on them on the classroom walls. Ask students to stand in the middle of the classroom. Say one of the numbers at random and have the students go to (or point to) the correct number. Repeat a few times and then clap the numbers instead of saying them.

1 Trace and write the numbers.

- Students trace the numbers, focusing on the correct directionality. They then write the numbers along the rest of the lines. Encourage students to have a finger space between each number.

2 Look at the number and circle.

- Students look at the picture on the left and say the object. They then look at the number and say the number.
- Students count and circle the same number of small pictures.

ANSWERS

Circle: one chair, three tables, two pencils, three books

3 Color the numbers 1, 2, and 3.

- Students look at the number line and color the numbers 1, 2, and 3. They can then count the numbers.

Mixed Ability

Check students' learning. Adapt to suit students with different learning styles and present the numbers in different ways for the students to say, for example, clap out the numbers, air trace the numbers, or show fingers or number cards. Praise students for their learning.

Assessment for Learning

- Use the traffic light cards and complete the record sheet to check how students are progressing as they will now have been introduced to all the new core language in this unit. Checking students' understanding allows time to work on any areas the students are not secure with.
- If further practice of the new language is needed, revisit the presentations in the vocabulary and grammar lessons or number lesson. Repeat the feedback routine after students have had some further practice.

Lesson 5: Story

Learning Objectives

Students will be able to understand and talk about a story on being helpful in class.

Language

Vocabulary and grammar from lessons 1–4

Warm-up

- Play the *Number Chant* from the previous lesson (track 014) and encourage students to join in as much as possible.
- If students have their own classroom items, or have access to them, say a number and an item, for example, *three crayons*, and have students hold up the corresponding number of items.

Lead-in

- Tell students to look at the Student Book page and say what they think they will be doing in this lesson (reading

a story). Read aloud the story title to the class: *Teacher's Helper*.

- Ask students to look at the pictures and guess what the story is about in their own language (animals / children at school). Tell students, in their own language, that they are going to read a story about a helpful class.

Student Book pages 12–13

1 Talk about the pictures.

- Focus students' attention on the story. Ask them to say, in their own language, who the people in the story are (children / animals and a teacher).
- Ask students to say English words for the classroom items that they know (table, board). Tell them that some of the classroom items in this classroom look a little different (ask if they can guess what is a crayon, a pencil, a chair, and a bag in the story).
- Invite students to make predictions about what happens in the story in their own language.

2 Listen and point.

- Tell the class that they are going to watch or listen to the story.
- Play the video or the recording for students to follow the story pictures. Encourage students to point to the pictures in their Student Book as they follow the story.
- Play the video or recording again. If you wish, play the video a final time for students to enjoy.

Audio Transcript
Teacher's Helper

1
Teacher Good morning, class.
Child Good morning!
Teacher It's a crayon.
Rabbit No! It's a pencil.
2
Teacher Hmm. Where's my crayon?
Rabbit Here it is.
Teacher Thanks. It's a crayon.
3
Teacher It's a table.
Children Yes! It's a table.
4
Teacher Where's my bag?
Squirrel Here it is.
Teacher Thanks.
5
Teacher Phew! Where's my chair?
6
Bear Here it is. It's a chair.
Teacher Yes, it's a chair. Thank you!

3 Look and match.

- Tell students to look at the pictures. Ask students at random to name the classroom items in the top row.
- Tell students to match each of the items to the corresponding items in the story.
- Check the answers as a class. Say *Where's my (crayon)?* like the teacher in the story. Encourage students to point to the item in the story and say *Here it is*.

ANSWERS

1 b 2 a 3 d 4 c

Optional Activity

- Students work in groups of four, with one student for each of the following parts: Teacher, Rabbit, Squirrel, and Bear. As a group, students decide who should take each part.
- Play the recording of the story (track 015) and ask students to act it out while they are listening. They can act out just the actions using their own classroom items or stronger students can say some of the words.
- Invite different groups to act out the story for the class.

Global Skills: Communication and Collaboration

Working together to act out the story requires the participation of every member of the group. Giving students responsibility not only for performing the story, but for planning it (for example, deciding who should play each part) increases opportunity for collaboration, while building a sense of independence.

Think, Feel, Grow

- Talk about being helpful. In the students' own language, explain what this means.
- Ask, in the students' own language, how the children in the story are helpful (they help the teacher find his things). Ask what the teacher says when the children are helpful (Thanks). Explain that it's polite to say *Thanks* when someone is helpful.
- In their own language, ask students how they are helpful in class. Invite students at random to share their ideas. Ask students to give examples of how they are helpful at home. Ask them to think of other ways they can be helpful and how it makes them feel to be helpful to others.

Global Skills: Emotional Self-regulation and Well-being

- Discussing the emotional well-being features in the story lessons helps students to express their own thoughts and feelings and share their opinions and beliefs with others. Each of the stories has a positive message that students can apply to their own lives, and which will help them to develop a positive attitude and important social skills.
- Thinking about being helpful is very important, especially when children are perhaps learning in a more formal classroom setting for the first time. Encourage students to think of ways in which they can be helpful to each other and to the teacher in the classroom and how the teacher can help them. Also focus on the way students feel when they are helpful, and how they feel when someone is helpful to them.

Team Up! **DOWNLOAD**

- Download the worksheet and cut out the bag template and the cards.
- Have students sit around a table in small groups to play. Give the bag template to one member of each group, and give the classroom item cards to the other members of the group.

- The student with the bag asks for each of the classroom items in turn using *Where's my (crayon)?* The student with the crayon card gives it to them, saying *Here it is*. Each group continues until they have collected all the items. Then students switch roles.

Workbook pages 10–11**1 Look and check ✓.**

- Students look and check the picture in each pair that is in the story.

ANSWERS

1 b 2 a 3 b

2 Color and say.

- Students color the scene. They then point to the classroom items from the story and say *It's a (board, table, crayon, pencil)*.

ANSWERS

It's a table.
It's a crayon.
It's a pencil.

3 Who's helpful? Look and circle.

- Students say what is happening in the picture. Elicit examples from students of students who are being helpful in the classroom picture.
- Students then circle the children who are being helpful in the picture.

ANSWERS

Circle the girl picking up a pencil and giving it to a friend, the boy cleaning the board with a board eraser, the girl returning a book to the bookcase, and the boy putting crumpled paper into a recycle bin.

4 Color.

- Students rate how much they liked and learned from the story by coloring the stars.

ANSWERS

Students' own answers

Assessment for Learning

- Students use the traffic light cards and the record sheet to check the learning objective for this lesson. Play *Who Said It?* to check students' understanding of the story (see *Ideas Bank* page 108).
- If further practice is needed, see *Ideas Bank* pages 106–108 for ideas for games to help practice the new vocabulary and grammar from the unit.
- Repeat the assessment after students have had some further practice.

Lesson 6: Phonics**Learning Objective**

Students will learn to write and say the letters *A a, B b,* and *C c*.

Language

Phonics words: *apple, ant, boat, butterfly, crab, caterpillar*

Warm-up

- Play *Word Chain* (see *Ideas Bank* page 106) to review classroom items.
- Play the recording of the song *It's a Pencil* (track 009) from lesson 2. Encourage students to join in and sing. Play *Pass the Flashcards* with the students (see *Ideas Bank* page 107).

Lead-in

- Display the poster with the alphabet on. Play the *Alphabet Chant* (track 003) and point to the letters on the poster. Encourage students to join in.
- Write *A a*, *B b*, and *C c* on the board. Tell students, in their own language, that they will be learning to say and write these letters and will learn some words that begin with these letters.
- Explain, in the students' own language, the difference between the uppercase and lowercase letters in written English in a simple way. Ensure that students understand they are the same letter and have the same sound.

Student Book pages 14–15

1 Listen, point, and repeat. 1 016 Then trace.

- Elicit the name of the letter *A a*. Say the sound of the letter /æ/.
/æ/, /æ/, apple.
- Play the recording for students to listen and point to the letter and pictures. Play the recording again for students to repeat the letter, sound, and words.
- Slowly model how to write each letter on the board. Then tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Book. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters.

Audio Transcript

A says /æ/.
/æ/, /æ/, apple.
/æ/, /æ/, ant.

2 Listen and chant. 2 017

- Tell students to look at the pictures and say, in their own language, what they can see.
- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/æ/, /æ/, apple.
/æ/, /æ/, ant.
/æ/, /æ/, /æ/.
An apple and an ant.

3 Circle the letters *A* and *a*.

- This activity helps students to recognize the uppercase and lowercase forms of the letter among other shapes and symbols.
- Point to the example. Then tell students to circle the other letters *A* and *a*. Students then compare answers with a partner.

ANSWERS

Circle five *A* and five *a*.

Optional Activity

Students work in pairs. They take turns tracing *A* and *a* and other shapes on the back of their partner's hand or on the desk. If they trace *A* or *a*, their partner says the sound; if they trace another shape their partner says *No*.

4 Listen, point, and repeat. 4 018 Then trace.

- Tell students they are going to learn to say and write the next two letters of the alphabet, *B b* and *C c*.
- Play the recording for students to listen and point to the letter and pictures.
- Play the recording again for students to repeat the letter, sound, and words.
- Tell students to air trace the letters using the correct stroke order, before tracing the letters in their Student Books. Show students the starting dots and directional arrows to help them trace.
- Tell students to trace the letters in their Student Books.

Audio Transcript

B says /b/.
/b/, /b/, boat.
/b/, /b/, butterfly.
C says /k/.
/k/, /k/, crab.
/k/, /k/, caterpillar.

5 Listen and chant. 5 019

- Tell students to look at the picture and say, in their own language, what they can see.
- Tell students that they are going to listen to a chant. Play the recording for students to listen and point to the pictures in their Student Book.
- Play the recording a few more times for students to join in as much as possible.

Audio Transcript

/b/, /b/, butterfly.
/b/, /b/, boat.
/b/, /b/, /b/.
A butterfly in a boat.
/k/, /k/, crab.
/k/, /k/, caterpillar.
/k/, /k/, /k/.
A crab and a caterpillar.

6 Look and circle the correct letters. Then say.

- Point to each picture in turn and ask students at random *What's this?*
- Focus on the example. Say *Butterfly*. /b/, /b/, butterfly or /k/, /k/, butterfly? Establish that the initial sound is /b/ and show the students that *B b* has been circled.
- Tell students to work in pairs. Encourage them to say the words aloud to each other to help them choose the correct initial letters.

ANSWERS

1 Bb 2 Cc 3 Cc 4 Bb

Optional Activity

- Play a game. Display pieces of paper with the letters *A*, *B*, *b*, and *C* written on them on the classroom walls. Ask students to stand in the middle of the classroom. Say one of the letter sounds at random and have the students go to (or point to) the correct letter. Repeat a few times and then say words that begin with these letter sounds.
- Early finishers can draw pictures of items from this unit that begin with *b* or *c* (bag, book, board, bookcase, crayon).

Global Skills: Digital Literacies

Find a phonics app or computer game for the students to play on class tablets or computers.

Workbook pages 12–13

1 Trace and write the letters.

- Students trace the letters and then write more letters on the lines. Encourage students to leave a finger space between the letters.

2 Find and color *A* and *a*. Then say.

- Students look at what they see in the picture. They find and color the letters *A* and *a* hidden in the picture.

ANSWERS

Students color the *A* in the step ladder and the *a* in the tree. Students say *ant* and *apple*.

3 Trace and write the letters.

- Students trace the letters and then write more letters on the lines. Encourage students to leave a finger space between the letters.

4 Find and color *B* and *b*. Then say.

- Students look at what they see in the picture. They find and color the letters *B* and *b* hidden in the picture.

ANSWERS

Students color the *B* in the butterfly and the *b* on the boat. Students say *butterfly* and *boat*.

5 Trace and write the letters.

- Students trace the letters and then write more letters on the lines.

6 Find and color *C* and *c*. Then say.

- Students look at what they see in the picture. They find and color the letters *C* and *c* hidden in the picture.

ANSWERS

Students color the *C* in the grass and the *c* on the crab's claw. Students say *caterpillar* and *crab*.

7 What's different? Circle.

- Point to each picture in turn and ask students at random *What's this?*
- Focus on the example. Establish which pictures have the initial sound /æ/. Elicit from students that the crab is the sound that is different and it has been circled.

- Encourage students to say the words aloud to help them choose the different word.

ANSWERS

1 crab 2 caterpillar 3 apple

Assessment for Learning

- Using your usual feedback routine, ask students to show you how confident they are about the letters and sounds. From the students' feedback, think about which aspect of the lesson needs more practice: grapheme-phoneme correspondence, auditory discrimination, pronunciation or letter formation, and tailor the further practice accordingly, for example, with matching sounds to letters, repeating the chants, or tracing the letters.
- If further practice is needed, present the new sounds and phonics words again.
- Repeat the feedback routine after students have had some further practice.

Global Skills: Emotional Regulation and Well-being

Developing a growth mindset is vital for a happy, successful life. Students who have a growth mindset believe that they can get better at things with practice and work. Teach students that it doesn't matter if they can't remember all the words from the unit now. They can practice, and they will get there.

Unit test DOWNLOAD

The students are now ready to do the Unit 1 test, downloadable from Oxford English Hub.

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