

Aims

- to present and practise toys

New language: *ball, car, puzzle, doll, It's a (blue) (ball)*

Recycled language: *my, Hello, Look, colours, characters*

Materials: CD 1, flashcards (toys), real toys (a ball, a toy car, a jigsaw puzzle and a doll), the puppet (Polly), coloured crayons or pencils (red, blue, green, orange and yellow) for each child, Yes/No cards

Optional: small classroom objects (a book, a pencil), a tray and piece of cloth (to cover the tray)

Language competences: The children will be able to name toys.

Warm-up

Aim: to introduce the topic

- Show one of the real toys and say, e.g. *Look! My car.* Repeat with *ball, puzzle* and *doll*. Point at all of the toys and say *My toys!* Give each of the toys to children in different parts of the classroom. They pass the toys around for everyone to look at. Collect the toys and put them at the front.

Presentation



PB p32 Listen and point. Say the toys.

Aim: to present toys

- Point to the characters and ask *Who's this?* The children say the names.
- Say *Listen*. Play the audio. The children just listen.
- Say *Listen and point*. Play the audio. The children listen and point to the toys.
- Play the audio again. The children point and say.

Audio script page T97

Practice

- Show the toy flashcards. Say each word. The children repeat. Say the words at different volumes. The children repeat in the same way.

- Teach the following mimes:
Ball = Bouncing a ball.
Car = Holding a steering wheel.
Puzzle = Hands in front of you, palms towards you, interlinking your fingers.
Doll = Rocking a baby in your arms.
- Say each word. The children mime with you. When they are confident, they say and mime at the same time.
- Say one of the words. The children do the mime without your help. Choose a volunteer. He/She says a word. You do the mime.



AB p32 Listen and colour. Say the toys.

Aim: to practise toys, review colours and practise listening skills

- Make sure each child has crayons or pencils (red, blue, orange, green and yellow). Hold up a yellow pencil and say *Look! It's yellow! It's a yellow pencil. Show me yellow.* The children pick up the correct colour. Do the same for the other colours. Repeat, but without showing the colour yourself. The children pick up the correct colour.
- Say *Listen and point*. Then say, e.g. *It's a doll*. The children point to the correct picture. Repeat for the rest of the toys.
- Say *Listen and colour*. Play the first line of the audio. Point to the picture of the ball and ask *What colour?* The children reply *Blue*. Show the

children how to colour the picture. Play the rest of the audio. Pause after each item for the children to colour.

- Point to the finished pictures and ask *What's this? What colour is it?* Rephrase the responses, e.g. *Yes! It's a ball. It's blue. It's a blue ball.*

Audio script page T97

Extension activity

Aim: to practise toys

- Put the real toys, the pencil, the book and Polly onto a tray. Pick up each item and ask *What's this?* and (if it's red, green, yellow, orange or blue) *What colour is it?* Place all the items back on the tray and say *Look! Remember!* Let them look for one minute at the objects on the tray, then cover it with a large cloth. Turn away and secretly remove one of the items (you can ask the children to close their eyes). Show the tray again and ask *What's missing?* Elicit guesses from different volunteers. You can also ask *What colour is it?* Hold up the missing item and elicit the name and the colour.
- Repeat the game several times, removing a different item each time.

Ending the lesson

Aim: to review toy words

- Put on the puppet. Play *No, Polly!* with the toy flashcards/real toys. Polly makes right or wrong sentences about the colour of the toys, e.g. *It's a red car*. Give out the Yes/No cards. Say *Show me No*. The children hold up the correct card. Repeat for Yes. Do as many sentences as time allows.
- Make Polly wave and say *Goodbye!* The children wave and say *Goodbye, Polly!*

Aims

- to present *I've got a (car)* and practise toys; to say a chant

New language: *I've got a (car)*

Recycled language: *ball, car, puzzle, doll, classroom objects*

Materials: CD 1, flashcards (toys, classroom objects), real toys (ball, car, puzzle, doll) and real classroom objects (bag, pencil, book), CD of lively music, coloured pencils or crayons, Yes/No cards

Optional: character flashcards, character masks

Language competences: The children will be able to talk about possession with *I've got a* The children will be able to join in with a chant.

Warm-up

Aim: to review toys

- Show the toy flashcards in turn. Say/Elicit the names. The children repeat.
- Show the flashcards again. The children say the names.
- Repeat the mime activity from page T32 Practice.

Presentation



PB p33 Listen and match. Chant.

Aim: to present *I've got a ...*, review toys and say a chant

- Show the car flashcard or toy car and elicit the word. Say *Look! I've got a car.* Repeat for the other toys.
- Point to the first picture on PB page 33. Say *Listen and match* and play the first line of the chant. Trace the line from the boy to the car with your finger. The children copy. Repeat for the other toys.
- Play the chant again. The children draw the lines with a pencil.
- Say *Listen and chant.* Play the chant again line by line. The children listen and repeat. Play the

chant again for the children to join in. They trace the lines they drew as they chant.

Audio script page T97

Practice

- Hold up a toy and say, *I've got a* The children name the toy. Say the whole sentence (e.g. *Yes! I've got a puzzle.*). Repeat with different toys and classroom objects.
- Give out the Yes/No cards. Say *Show me No.* The children hold up the correct card. Repeat for Yes.
- Hold up a doll and say *I've got a ball.* The children hold up the No card. Repeat for the other toys and classroom objects, mixing correct and incorrect sentences.

Note: Alternatively, move your children to a larger space and stick a Yes card to one wall and a No card to another wall. Hold up an object and make a true or false sentence. The children run to the correct wall.



AB p33 Draw a toy. Say the sentence.

Aim: to practise *I've got a ...* and toys

- Point to the example drawing on AB page 33 then the frame. Show some crayons and say *Draw a toy.* Make sure the children understand that they can draw a car, ball, doll or puzzle.

- Circulate and say *I've got a ...* to individual children. They reply according to what they're drawing, e.g. *Car.* Encourage them to say the sentence *I've got a car.* Invite volunteers to show their picture and say, e.g. *I've got a doll.*
- Invite volunteers to stand up and show their picture.

Extension activity

Aim: to practise *I've got a ...*

- Stick the character flashcards on the board and elicit their names.
- Divide the class into four groups. Give out the character masks, one type to each group.
- Stick a toy flashcard next to each character flashcard. Point to the Gina group and to the doll flashcard and say *I've got a ...* The children in that group say *Doll.* Encourage them to say the whole sentence *I've got a doll.* Repeat for the other groups. Change the order of the toy flashcards and elicit the new sentences. Speed up as the children get the idea.

Ending the lesson

Aim: to practise *I've got a ...*

- The children sit in a large circle. Hand out toys and classroom objects (doll, car, puzzle, ball, pencil, book, bag) to six children (not next to each other). Alternatively, use flashcards. Elicit a sentence from each of the children with an object/card, e.g. *I've got a book.* Play the music. The children pass the objects to their left. When the music stops, elicit sentences from the children who are now holding the objects. Repeat until everyone has had at least one turn to speak.

Aims

- to present and practise responding to *throw* and *catch*; to review toys

New language: *Throw your ..., Catch your ..., Oh, no!*

Recycled language: toys, *I've got a ..., Tidy up the ..., instructions (Hands up, Hands down, Go to sleep, Wake up, Show me something (green), etc.), colours*

Materials: CD 1, flashcards (toys, classroom objects, characters), a large soft ball, the puppet (Polly)

Optional: toy car, doll, puzzle, soft ball and cardboard box/basket for each team of three to six children (the cardboard box/basket must be large enough to hold all the toys)

Language competences: The children will be able to follow new and familiar instructions.

Warm-up

Aim: to review toys, classroom objects and *I've got a ...*

- Review the toys with the flashcards. Show each flashcard and elicit the word. Confirm by saying a sentence with *I've got* (e.g. *I've got a puzzle*). Practise the classroom object words and *I've got* using the flashcards in the same way.
- Put the toy and classroom object flashcards together, mix them up and take one, holding it so the children can't see what it is. Say *I've got a ...* Volunteers guess by saying one of the words. When a child guesses correctly say the whole sentence, e.g. *Yes! I've got a chair!* Repeat with different flashcards. Then make the activity competitive by dividing the class into teams.

Presentation



AB p34 Listen and act.

Aim: to present new instructions and practise listening and responding physically

- Books closed. Ask the children to sit in a circle. Sit in the centre. Throw a soft ball into the air and say *Throw*. Catch it and say *Catch*. Repeat several times. Encourage the children to mime

as you throw and catch, then join in with the words. Let volunteers try throwing and catching the ball.

- Set the ball aside. Play the first line of the audio and mime throwing. The children copy. Say *Throw your ball*. Do the action again, along with the children. Play the next line and do the action. The children copy. Repeat for the rest of the recording.
- Play the audio again without pausing, doing the actions with the children. Repeat several times. Play the audio for the children to follow the instructions without your help.
- Give more instructions, adding language from earlier units, e.g. *Stand up. Throw your ball*. The children follow. Speed up when they are confident.

Audio script page T97

Practice



AB p34 Listen and colour.

Aim: to practise new instructions and listening

- Say *Listen and colour*. Explain in L1 that the children have to choose the correct colour to colour the circles below the pictures. Play the first line of the audio and point to the example circle next to picture 1. Then play the rest of the audio, pausing for children to colour the circle each time.

Audio script page T97



AB p34 Listen and circle.

Aim: to practise new instructions, listening and pencil control

- Point to the pictures on AB page 34 and elicit *Tidy up* and *Throw your ball*.
- Say *Listen and circle. Tidy up or throw your ball?* Play the audio. The children point at the correct picture. They draw the circle around the second picture. Circulate and elicit *Throw your ball* from individuals.

Audio script page T97

Extension activity

Aim: to practise following instructions and take part in a team game

- If possible, move your class out into the playground, school gym or an empty classroom.
- Divide the class into teams of three to six. In front of each team place a doll, a car, a ball, a puzzle and, furthest away, a box or basket.
- Say *Tidy up the doll!* The first child in each team runs to pick up the doll in their line of objects, puts it in the box/basket and runs to the back of their team. Say *Tidy up the car!*
- Practise the game slowly at first. You need to take the objects out of the boxes once you have given all the instructions, and place them in line again. Mix up the order of the instructions.
- Make the game competitive.

Ending the lesson

Aim: to practise following instructions

- Put on the puppet. Play *Polly says ...* using known instructions, *throw* and *catch* (see Introduction, page xvii).



Aims

- to sing a song with the class; to present and practise *big* and *small*

New language: *big, small*, adjectives: *a (big) (red) (ball)*

Recycled language: toys, colours, classroom objects, *Show me (something) (blue), throw, catch, mum, dad, brother, I've got a ...*

Materials: CD 1, a soft ball, toys, classroom objects, pencils and crayons in known colours, a big ball, a small ball, large circles of red and blue card, small circles of red and blue card (enough for a quarter of the class to have big red circles, a quarter big blue circles, etc.), pencils

Optional: big and small toys and classroom objects, one for each child

Language competences: The children will be able to join in with a song.
The children will be able to describe the colour and size of an object.

Warm-up

Aim: to review *throw, catch, toys, classroom objects and colours*

- The children stand in a circle. Place toys and classroom objects in the centre. Elicit the words and colours. Say, e.g. *Angela, please show me the doll*. The child picks up the doll and brings it to you. She puts it back. Repeat with different children and different objects. When the children are confident, add in colours, e.g. *Philippe, please show me the red pencil/something red*.
- Say, e.g. *Victor, catch the ball*. and throw the soft ball. Say *Victor, throw the ball*. The child throws the ball back to you. Encourage him to say (Your name), *catch the ball*. Repeat with different children. When the children are confident, let them choose who to throw to. They say (Name), *catch the ball* each time.

Presentation



PB p35 Listen and sing.

Aim: to present *big* and *small* and sing a song

- Show the children a big ball and say *A big ball*. Hold up a small ball and say *A small ball*.

Repeat several times. Encourage the children to join in. Then hold up the big ball and say *I've got a big ball*. Repeat with *I've got a small ball*.

- Point to the little girl on PB page 35 and say *Look! It's Rosemary. Children, say hello to Rosemary*. The children say *Hello, Rosemary*. Point to Rosemary's family and ask *Who's this?* The children say *Brother/Mum/Dad*. They say hello to each of them.
- Say, e.g. *Point to a big ball*. The children point. Repeat several times, mixing up big and small. Then say, e.g. *Point to a small, red ball*. The children point to the first ball. Repeat for *big, red ball/small, blue ball/big, blue ball*.
- Play the song. The children listen and point to the appropriate ball.
- Play the song again, pausing to teach each line.
Audio script page T97

Practice



AB p35 Listen again. Trace and colour.

Aim: to practise listening and identifying size and colour

- Point at the picture on the left and say *Listen. Big or small? What colour?* Play the first verse of the song. Elicit the answer *A big, red ball*. Show the children how to trace around the ball

and colour it red. Play the song verse by verse, pausing for the children to trace and colour. Circulate and check they are using the correct colours.

- Say, e.g. *I've got a small, blue ball*. The children say the correct person from AB page 35, e.g. *Dad*.

Audio script page T98

Extension activity

Aim: to practise *I've got a (big/small) (blue) ...*, toys and classroom objects

- Hand each child a big or small toy/classroom object. Elicit sentences from volunteers about their object, according to ability, e.g. *I've got a ball./I've got a small book./I've got a small, blue pencil*.
- Ask all the children to say a sentence to their neighbour. They take turns to speak. Circulate and check/help. Then say *Pass it on*. Show the children how to pass their object to the person on their right. Repeat the pairwork activity, with the children making a sentence about their new object. The game continues until the children have made five or six sentences.

Ending the lesson

Aim: to practise the song

- Divide the class into four groups (Brother, Mum, Dad and Rosemary). Hand out the coloured circles to match the balls in the song. Play the song. The groups join in with the correct verse and hold up their circles as they sing. Everyone sings the chorus.

Aims

- to present a picture story; to review language from the unit

New language: *Where is it? Is it there? It's there*

Recycled language: toys, classroom objects, colours, *big/small, I've got ..., Thank you, egg*

Materials: CD 1, a large soft bag, eight to ten big and small toys, including a puzzle, and classroom objects (most of these should be red, yellow, green or blue), Leo mask, a cushion, the puppet (Polly), a toy egg/hard-boiled egg

Language competences: The children will be able to listen and follow a picture story. The children will be able to respond to the questions *Where is it?* and *Is it there?*

Warm-up

Aim: to review *I've got a big/small (red) (ball)*

- Show the children each of the big/small objects you have brought to class. Say, e.g. *I've got a small, red car*. Then put it in the bag.
- Invite a volunteer to come to the front. With eyes closed, he/she takes an object out of the bag. Encourage the child to make a sentence with *I've got ...,* according to ability. The child takes the object back to his/her place. Repeat with different volunteers. Collect the objects by saying, e.g. *Where's my small, red car?* The child with the correct object puts it back in the bag. Say *Thank you, (name). Good. I've got my small, red car.*

Presentation



PB pp36–37 Story: The puzzle

Aim: to listen and follow a picture story

- Point to the characters on PB page 36 and ask *Who's this?* The children say, e.g. *(It's) Gina*. Review toys by asking, e.g. *Where's the car?* The children point. Ask what Leo is doing in L1 (a puzzle) and why he is sad (the last piece is missing).

- Play the CD. The children point at the pictures as they listen.
- Play the story again, stopping after each picture. The children explain what's happening in L1. Elicit translations for *Where is it? Is it there?* and *It's there!*
- Put on the Leo character mask. Play the story. Pretend to be Leo and join in with his reactions/questions. Point to a shelf in the classroom/open a cupboard and lift the cushion as in the story. The children join in with the other animals' lines. At the end, turn round and pretend you are Leo, looking at your tail. Encourage the children to point and join in with *Look! It's there!*

Audio script page T98

Practice



AB p36 Listen and colour the correct circle.

Aim: to listen and identify the correct picture

- Point to the characters in the pictures on AB page 36. Ask *Who's this?* Say *Listen and colour the circle*. Point to the circles. Play the audio. Elicit the answer (the second picture).
- Play the audio again. Check the children's work as they colour.
- Play the recording again. The children repeat the question and answer exchange.

Audio script page T98

Extension activity

Aim: to practise *big/small, colours, Where is it?, Is it there? and There it is!*

- Place three or four of the items from the beginning of the lesson in different places around the classroom (if possible when the children are not looking). Make sure the children can see the items. Say, e.g. *My book! My big, green book. Where is it?* Go around the classroom looking. As you look, ask the class and individuals *Is it there?* They respond *No!* When the children point at the object and say *Look!/It's there!* 'find' the object and say *Thank you! I've got my big, green book*. Repeat with the rest of the objects.

Ending the lesson

Aim: to practise *Where's my ...?, Is it there? and There it is!*

- Put on the puppet. Make her pick up an egg. Point and ask her *What's this?* Polly says *My egg. I've got an egg*. Say *Polly, let's play a game!* Make Polly cover her eyes with her wings and hide the egg somewhere in the classroom. The children can suggest places in L1. Say *OK, Polly!* Make Polly uncover her eyes and say *My egg! Where is it?* She flies around the room looking for the egg on shelves, in cupboards, under the cushion, etc. Make Polly ask *Is it there?* each time. The children respond *No!* Make Polly point to the egg and say *It's there! Look! I've got my egg.*
- Make Polly wave and say *Goodbye!* The children wave and say *Goodbye, Polly!*

Aims

- to talk about the meaning of a story; to review language from the unit

Recycled language: toys, classroom objects, language from the story

Materials: CD 1, Unit 4 stickers, coloured pencils or crayons, pencils

Optional: character masks, a large jigsaw piece, sticky tape

Language competences: The children will be able to appreciate the values shown in the story. The children will be able to use and respond to language from the story.

Warm-up

Aim: to review language from the story

- Before the class, hide things that you need around the room (e.g. your bag, your book, a pencil, your chair). Pretend that you have lost the items and say, e.g. *My bag! Where's my bag?* Move around the classroom looking, and asking *Is it there?* The children help by saying *No* and pointing or saying *It's there!* 'Find' each thing and say *Thank you!*

Practice



PB pp36–37 Story: The puzzle
Listen to the story. Stick.

Aim: to review the story

- Guide the children to tell you what they remember about the story on PB pages 36 and 37. Ask while miming *Why is Leo sad? What has he lost? Where does he look? Who helps him?*
- Play the story again, pausing after each picture to ask what is happening and elicit what the characters are saying.
- Hand out the stickers for Unit 4. Say *Where's the car?* The children point to the correct sticker on the sheet. Repeat for *ball*.
- Point to the picture on PB page 37. Say *Where's the ball?* The children point to the sticker outline. Mime peeling the sticker of the ball off the sheet.

The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the other sticker.

Audio script page T98

Story values PB pp36–37

Aim: to think about the meaning of the story: helping

- Play the story again. The children listen and point. Pause after picture 2 and ask in L1 *What's Gina doing?* (She's helping look for the puzzle piece.) Play the rest of the story and ask about what Polly and Mike are doing. Talk about how important it is to help people. Ask the children how they help people at school and at home.



AB p37 Complete the face. Colour the picture.

Aim: to apply values from the story to new situations

- Tell the children in L1 *We're going to look at a boy and a woman now. Look at the picture and think.* Talk in L1 about how we can help someone who is not as strong as us. Ask in L1 *What is the boy doing?* (Helping.) *What is the woman saying?* (Thank you.) Point to the happy face and remind the children in L1 that if they think the boy is doing the right thing, they trace the happy smile. Show them how to trace the line with a pencil. Circulate and check as they trace. Then the children can colour the picture.

Extension activity

Aim: to reinforce understanding of the story

- Invite four volunteers to the front. Assign them the roles of Gina, Polly, Leo and Mike. The children playing the main characters put on the character masks. Stick a large jigsaw piece to the back of the child playing Leo using sticky tape. Play the story. The children act out the story along with the CD. Encourage them to join in with the CD and look around as the characters do ('Gina' looking on a shelf, 'Polly' opening a cupboard and 'Mike' looking under a chair). The child playing Leo 'finds' the jigsaw piece after the others point at it on his back.
- Invite another group of four children to come to the front and act.

Ending the lesson

Aim: to practise helping and thanking someone for their help

- Ask the children to put three objects in front of them (e.g. a book, a red pencil and a yellow pencil). Demonstrate with a volunteer. Put three items on your desk and ask the child, e.g. *Where's my book?* Encourage the child to point to it and say *Look! It's there!* Say *Thank you* and pick it up. The children practise the same dialogue in pairs with the items in front of them. Circulate and help as necessary.

Aims

- to integrate other areas of the curriculum through English: Geometry

Recycled language: *big, small, toys, classroom objects, colours*

Materials: CD 1, flashcards (toys), big and small toys/bags/books (some in known colours), the puppet (Polly), air-drying modelling clay (one piece for each child), paints and paintbrushes, pencils

Optional: eight to ten pictures or photographs of big and small things (e.g. a lorry, a large building, a tree, an aeroplane, an elephant, a tennis ball, a mouse, a sweet, a daisy, an ant)

Language competences: The children will be able to differentiate between big and small objects.

Warm-up

Aim: to review toys and *big/small*

- Put some big and small objects at the front of the classroom (e.g. a big book and a small book, a big toy car and a small toy car, a big ball and a small ball, a big bag and a small bag). Hold up an object and ask *Is it big or small?* The children respond. Repeat with different objects.
- Put on the puppet. Make Polly say, e.g. *Oscar, please show me a small bag.* The child comes to the front and holds up the correct object. Polly says *Thank you!* Repeat with different volunteers.

Presentation



PB p38 Listen and point. Trace and say the words.

Aim: to differentiate between big and small objects

- Ask the children to look at PB page 38. Point to the first picture and ask *What's this?* Elicit *Car.* Ask *Big or small?* Elicit *A big car.* Repeat for the other photos.

- Play the first section of the recording. The children listen and point to each photo in turn. Join in yourself. Play the second section for the children to point without your help.
- Point to the line around the first picture and trace it with your finger. At the same time say *A big car.* The children copy. Do the same for the other photos. The children trace around the photos and say the phrases.

Audio script page T98

Practice



AB p38 Make a big toy and a small toy.

Aim: to take part in a craft activity and encourage recognition of size and shape

- Show the pictures on AB page 38. Explain in L1 that you are all going to make a big toy and a small toy, like the boy in the picture. Point to the toys he has made in turn and ask *What is it? Is it big or small?*
- Hand out the materials. Circulate and help the children make their toys. Ask individual children *What's this? Is it big or small?*
- The children paint their toys then leave them to dry. Ask volunteers to show their toys to the class and say, e.g. *A small doll* or *I've got a small doll.*

Extension activity

Aim: to extend awareness of the sizes of things around us

- Stick the photographs of big and small objects at the bottom of the board, all mixed up, at a height the children can reach. Draw a line down the centre of the board. Move one of the pictures of a big object on one side of the line on the board, e.g. the lorry. Ask *Is it small?* The children say *No, big.* Choose a picture of a small object. Hold it next to the picture of the large object and ask *Is it like this? Is it big?* The children say *No, small.* Stick the picture on the other side of the line on the board. Call a volunteer to the board to choose a picture and stick it on the correct side of the board, according to its size. Help by asking *Is it big? Is it small?* The rest of the class respond, too. Encourage the child to say *It's a big (car)* or *It's a small (car).* Repeat until all the pictures have been stuck on the board. Mix up the pictures and repeat the activity with different children.

Ending the lesson

Aim: to review *big/small* and practise the unit song

- Play the song from page T35 (CD 1, Track 51). Mime holding a small ball or a big ball as you sing each verse. The children copy.

Aims

- to review language and values from the unit; to encourage children to reflect on their learning

Recycled language: *big, small, toys, classroom objects, I've got a ..., Tidy up ...*

Optional: coloured pencils or crayons, pencils, a selection of big and small objects (e.g. a big book, a small book, a big doll, a small doll, a big bag, a small bag) and two large boxes, one with a picture of an elephant on it, one with a picture of a mouse

Language competences: The children will be able to sort objects according to their size. The children will be able to use language from the unit.

Warm-up

Aim: to review *big/small, toys, classroom objects and I've got a ...*

- Mime using a big or small object which the children know, e.g. writing with a small pencil. Ask *What is it?* Encourage the children to guess *A small pencil.* Say *Yes! I've got a small pencil.* Repeat with different mimes, e.g. carrying a big bag, driving a small car, throwing a big ball, doing a big puzzle, reading a big book, sitting on a small chair.

Practice

7

Think!

PB p39 Look and draw lines.
Say 'big' or 'small'.

Thinking skills: sorting

- Point to the photographs on PB page 39. Say, e.g. *Point to the small book.* The children point. Repeat with *small bag, big bag, big book, small ball and big ball.*

- Say *Look and draw lines.* Demonstrate by pointing to the first photo and asking *Big or small?* Then drawing a line with your finger from the photo to the small square. Repeat for photo 2. The children draw lines for the remaining photos. Circulate and help. Ask individual children *What's this? Is it big? Is it small?* Encourage them to make a phrase, e.g. *A small ball.*

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AB p39 Say the toys. Colour the circles.

Aim: to create a record of learning

- Point to the pictures on AB page 39. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to practise sorting objects according to size

- If possible, move your class into the playground, school gym or an empty classroom.
- Point to the box with the elephant on it and say *Big or small?* The children say *Big!* Point to the box with the mouse on it and repeat the question. The children say *Small!* Place the two boxes at one end of the space. Ask the children to stand at the other end. Between the children and the boxes, put a pile of big and small objects which the children know (e.g. books, bags, dolls, toy cars, balls). Choose a volunteer and say, e.g. *Tidy up the big book!* The child chooses the correct object and puts it in the appropriate box. Repeat with different children and different items.
- Once the children are playing with ease, you can choose to play it as a team game. You can make the game competitive if you wish, by choosing two children at a time. They race to find the correct object and put it in the right box.

Ending the lesson

Aim: to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

Phonics

- See page T83 for Unit 4 Phonics.