

Unit 1: Kelly

Lesson 1: Come and play!

Content

The vocabulary is introduced in context through a song and the story of a young girl, Kelly. The vocabulary is further consolidated through games and fun activities.

Linguistic objectives

Children are expected:

- to learn vocabulary related to the story
(a) adjectives : *happy, strong, little*
(b) verbs: *play, come, look for*
(c) nouns: *girl, monkey, book, things*
- to learn lexical chunks related to playing: *all day long, come and play, come on, who's this?*
- to be able to greet people, introduce themselves and their friends, invite friends to play and make suggestions using lexical chunks
- to be able to identify the written form of the words

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage dramatisation and group/ pairwork
- to encourage singing, chanting and colouring

Suggested resources

- CD and CD player
- cut-out masks of Kelly, Billy and Fiona
- storycards/storyline cards
- coloured pencils
- boardmarkers

Suggested procedure (up to 5 days)

Pupil's Book.

Step 1: Discuss the picture revising the vocabulary of Years A and B. Then use the cut-out mask of Kelly while the children listen to the song from CD (Unit 1. Lesson 1). Books should be kept closed in the beginning of the lesson. Repeat as many times as you think necessary for the children to be able to sing it. Give the mask to a different child every time.

Step 2 (optional): Ask the children for their opinion about what Kelly is like and also what she does every day.

Step 3: Ask the children to open their books and listen to the story from the CD twice while looking at the pictures. Act out the story with the help of the masks. The children listen to the story again and point to the corresponding pictures. This step may be repeated as many times as is necessary.

Step 4: Check the children's understanding of the new vocabulary by asking relevant questions: e.g.: "Show me Kelly/ Billy/ Fiona/Mr. Albert/the monkey".

Step 5: Put the storycards on the board and ask the children to provide the corresponding story lines. This can be done in groups and the children should look at their books to find the correct lines. As this is the first lesson some of the story lines may be provided.

Step 6: Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well. The children listen to the story again and you can invite them to act it out. All children should be given the opportunity to participate in the role playing activity.

Step 7: First activity: The children firstly discover and then say which character is hidden in each puzzle.

Step 8: Second activity: The children listen to the CD and find the character who is speaking.

Step 9: Third activity: The children listen to the CD and mime what they hear. Pause the CD after each phrase to give the children time to respond.

Step 10: Fourth activity: The children practise saying the chant. They can be divided into groups (tables, mixed ability, boys/girls) and each group says a different line. They can listen to the CD for consolidation. As an extra activity the chant could be acted out or combined with gestures.

Step 11: Fifth activity: Ask the children to match each phrase to the corresponding picture.

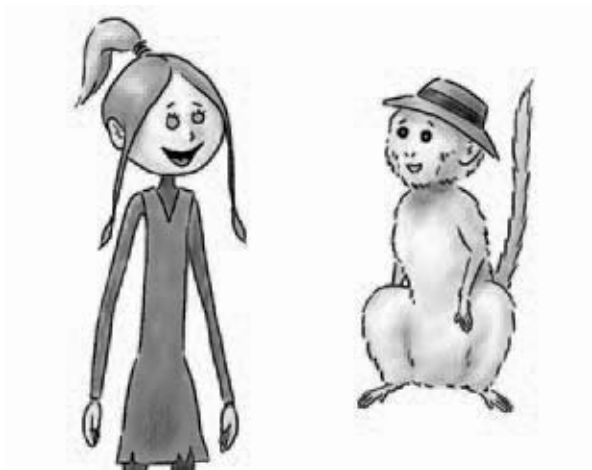
Activity book.

First activity: Ask the children to match each phrase to the corresponding picture.

Second activity: Ask the children to circle the words they recognise. This first stage is one of recognition/identification.

Third activity: Ask the children to complete the words with the missing letters. This is the first stage of producing written language. They will have the opportunity to write full words later on. Here you are able to revise and consolidate what was practised in the pre-unit.

Fourth activity: Read out the number and the colour it represents. The children colour in the picture and discover the hidden character. To do this they have to do simple addition equations. The code is given at the top of the picture.



SCRIPTS & KEYS

Pupil's Book.

Lesson 1: Come and play! Listen and read

Alex: Look, Tammy! A magic book!

Tammy: Wow! It's a book about magic things!

Kelly: I'm Kelly, hip hip hooray!
I'm happy, I'm strong
and I play all day long.

Billy: Hi, little girl. I'm Billy.

Fiona: I'm Fiona!

Kelly: Hello, Billy. Hello, Fiona. I'm Kelly!
Come and play!

Billy: Who's this?

Kelly: This is my monkey, Mr Albert.
Come on, Billy and Fiona. Come and
play.
Let's look for magic things!

Billy & Fiona: Yes!!!!

Activity 1 KEY: Who's this? Look and say.

▶ Fiona, Mr. Albert, Billy, Kelly

Activity 2 SCRIPT: Who says this? Listen and say.

1. [Example] I'm strong. (Kelly)
2. This is my monkey.
3. Come and play.
4. Hi, little girl.
5. Let's look for magic things.
6. Who's this?

Activity 2 KEY: Who says this? Listen and say.

1. I'm strong. ▶ Kelly [Example]
2. This is my monkey. ▶ Kelly
3. Come and play. ▶ Kelly
4. Hi, little girl. ▶ Billy
5. Let's look for magic things. ▶ Kelly
6. Who's this? ▶ Billy

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Activity 3 SCRIPT: Listen and mime.

1. [Example] I play all day long.
2. Look for magic things.
3. I'm strong.
4. Come and play.
5. I'm happy.

Activity 4 SCRIPT: Let's say the chant.

Kelly is happy,
Kelly is strong.
With Fiona and Billy
they play all day long.

Activity 5 KEY: Read and match.

- A. Hello, Fiona. Come and play.
- B. I'm strong and I play all day long.
- C. I'm happy and I play all day. [Example]
- D. This is my monkey, Mr Albert.

Activity book..

Activity 1 KEY: Read and match.

1. Come and play. [Example]
2. I'm happy.
3. Who's this?
4. Hi, little girl. I'm Billy.
5. This is my monkey.

Activity 2 KEY: Circle the words.

▶ happy, strong, magic, monkey [Example], girl, things

Activity 3 KEY: Write the missing letters.

1. I'm Billy. [Example]
2. I'm happy.
3. Hi, little girl.
4. I'm Fiona.
5. That's my monkey.
6. I'm strong.

Activity 4 KEY: Colour the magic picture.

Who's this? This is Kelly



Content

The vocabulary is introduced in context through the story of Kelly and her friends. The vocabulary is further consolidated through games and fun activities.

Linguistic objectives

Children are expected:

- to learn vocabulary related to nature: *garden, tree, grass, stone, nest, flower, pond*
- to learn prepositions of place: *in, under*
- to learn how to express feelings: *Wow! Great! Super! I'm so excited!*
- to form questions: *what's, where*
- to learn verbs: *look, walk, try*
- to learn and consolidate making suggestions: *Let's try it!*
- to consolidate language from previous lesson
- to learn lexical chunks: *of course, me too!*
- to be able to identify the written form of the words
- to start producing the written form of some words

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote inductive learning abilities
- to encourage dramatisation and groupwork
- to develop communication skills

Suggested resources

- CD and CD player
- cut-out masks of Kelly, Billy and Fiona
- storycards/storyline cards
- flashcards
- dice
- boardmarkers

Lesson 2: A magic key!

Suggested procedure (up to 5 days)

Pupil's Book.

Step 1: Books should be kept closed at the beginning of the lesson. Use the masks to remind the children of the characters in the story and ask them if they would like to find out more about their adventures. Remind the children that Kelly and her friends are looking for magic things and ask them what they think they will find.

Step 2: The children listen to the story on the CD while looking at the pictures (twice or more times, if necessary). You may wish to act out the story during the second time by using flashcards and then try to elicit the plot of the story and facilitate the comprehension of the story by using the storycards.

Step 3: Check the children's understanding of the new vocabulary by asking relevant questions: e.g. "Show me / Where is the stone/flower/key?"

Step 4: Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well. The children listen to the story again and you may wish to invite them to act it out. All children should be given the opportunity to participate in the role playing activity.

Step 5: First activity: The children listen to the CD twice and point to the correct picture. Go through the activity, pausing the CD after each phrase. It is important to give the children plenty of time as each child has an individual learning style and individual needs.

Step 6: Second activity: The children look at the pictures and say where the magic things are.

Step 7: Third activity: Ask each child to draw a magic thing on a piece of paper and when it is their turn they hide it somewhere in the classroom. One child who was chosen to go outside the classroom or was blindfolded tries to find it. The others say "hot" or "cold", depending on whether the child is getting closer or further away.

Step 8: Fourth activity: This game has a time limit (3-5 minutes). The children play in pairs. A die and two tokens are needed. The aim is for the children to name the objects collected (magic or not) and collect as many of the magic things as possible within the time limit. They get one point for each item collected and correctly named and 2 points if it is a magic item. The winner is the one who has most points.

Activity book.

First activity: Ask the children to listen to the CD and number the correct picture according to the order they hear them in. They will most likely need to listen to the CD more than once.

Second activity: Ask the children to circle the correct word.

Third activity: Ask the children to listen to the CD and complete the chant. They can then say the chant together.

Fourth activity: There are four differences between the two pictures that children should find and say.

Fifth activity: Ask the children to solve the crossword with words from the lesson.



SCRIPTS & KEYS

Pupil's Book.

Lesson 2: A magic key! Listen and read.

Kelly: Let's look for magic things!
Fiona: Where?
Kelly: In the garden, of course.
Billy & Fiona: Oh, OK!
Kelly: Let's look under the tree!
Billy: What's this in the grass?
A magic stone! Great!
Kelly: Let's look in the nest!
Fiona: Wow! A magic flower!
Kelly: Let's walk to the pond!
Fiona: What's this here?
Billy: A magic key!
Kelly & Fiona: Super!
Fiona: I'm so excited!
Billy: Me too!
Kelly: Let's try it!
Billy: Where?

Activity 1 SCRIPT: Listen and match.

1. [Example] Let's try it! (D)
2. Look! A magic stone!
3. I'm so excited!
4. Let's walk to the pond.
5. A magic key. Super!

Activity 1 KEY: Listen and match.

1. Let's try it! ▶ D [Example]
2. Look! A magic stone! ▶ B
3. I'm so excited! ▶ A
4. Let's walk to the pond. ▶ C
5. A magic key, Super! ▶ E

Activity 2 KEY: Let's look for magic things.

- A. in the pond. [Example]
- B. under the tree
- C. in the nest
- D. in the garden
- E. in the grass

Activity book.

Activity 1 SCRIPT: Listen and number the correct picture.

- 1. [Example] Let's look for magic things. (D)
- 2. What's this in the grass?
- 3. Let's try it.
- 4. I'm so excited!
- 5. Wow! A magic flower!
- 6. What's this here?

Activity 1 KEY: Listen and number the correct picture.

- 1. Let's look for magic things. ▶ D [Example]
- 2. What's this in the grass? ▶ F
- 3. Let's try it. ▶ C
- 4. I'm so excited! ▶ A
- 5. A magic flower! ▶ B
- 6. What's this here? ▶ E

Activity 2 KEY: Circle the correct word.

- 1. in [Example]
- 2. in
- 3. under
- 4. in
- 5. under

Activity 3 SCRIPT: Write the words and say the chant.

Look for a flower, look for a key.
Look for a stone under the tree.

Activity 3 KEY: Write the words and say the chant.

Look for a flower, look for a key.
Look for a stone under the tree.

Activity 4 KEY: Spot the differences.

In picture 1, the nest is under the tree.
In picture 2, the nest is in the tree.

[Example]

- 1. In picture 1, the magic key is under the tree.
In picture 2, the magic key is in the nest.
- 2. In picture 1, the magic stone is in the pond.
In picture 2, the magic stone is in the grass.
- 3. In picture 1, the magic flower is in the grass.
In picture 2, the magic flower is under the nest.

Activity 5 KEY: Do the crossword.

- 1. garden [Example]
- 2. stone
- 3. grass
- 4. flower
- 5. tree
- 6. nest
- 7. pond
- 8. key



Unit 1: Kelly

Lesson 3: We're pirates!

Content

The vocabulary is introduced in context through the continuation of the story of Kelly and her friends. Children learn to ask and answer questions related to possibility (and *not ability*), by using the verb 'can'. The vocabulary is further consolidated through games and fun activities.

Linguistic objectives

Children are expected:

- to learn nouns: *door, bag, box, map, pirate*
- to learn verbs: *open, stop, fight*
- to ask and answer questions showing possibility: "Can you...?" "Yes, I can. No, I can't"
- to consolidate language from previous lesson
- to learn lexical chunks: *it's mine! Friends don't fight!*
- to practise pronunciation
- to be able to identify the written form of the words
- to produce the written form of some words and sentences

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage dramatisation and group/ pairwork
- to develop communication skills
- to promote inductive learning abilities (story-sequencing task)
- to enhance hand-eye coordination skills
- to be able to convey the moral of the story: *Friends don't fight*

Suggested resources

- CD and CD player
- cut-out masks of Kelly, Billy and Fiona
- storycards
- flashcards
- boardmarkers

Suggested procedure (up to 5 days)

Pupil's Book.

Step 1: Books should be kept closed in the beginning of the lesson. Use the storycards to revise the story so far. Ask the children what they think the magic key will open.

Step 2: The children listen to the story on the CD while looking at the pictures (twice or more times, if necessary). Act out the story during the second time, trying to elicit the plot of the story and facilitate the comprehension of the story using the storycards.

Step 3: Check the children's understanding of the new vocabulary by asking relevant questions: e.g. "Show me / Where's the door/bag/box/map/pirate hat?"

Step 4: Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well. Let them listen to the story again and invite them to act it out. All children should be given the opportunity to participate in the role playing activity.

Step 5: The children sing and act out the song. They can sing it as a class or in groups e.g. girls sing line 1, boys line 2 and they all sing the 3rd line together.

Step 6: First activity: Ask the children to listen to the CD twice and point to the correct picture. Then go through the activity pausing the CD after each phrase.

Step 7: Second activity: The children practise saying the tongue twisters. They can also listen to the CD.

Step 8: Third activity: The children sequence the story and then act it out.

Step 9: Fourth activity: Bring a 'special' bag/box to collect the children's drawings. The children draw what they consider to be a 'magic' thing on a small piece of paper and put it in the bag. Ask one child "can you find your own picture?" and then ask them to put their hand in the bag and pull out one of the magic pictures. If the child (blindfolded) selects his/her picture, s/he says "Yes, I can". If it is another child's picture, then s/he says "No, I can't". This use of "can" expresses 'possibility' since drawing one's own 'magic' object is a matter of chance.

Step 10: Fifth activity: The children read and say the chant. If necessary, they can listen to it on the CD.

Activity book.

First activity: The children look at the picture and answer the question appropriately.

Note: This is the first time that they are writing more than one word.

Second activity: Ask the children to follow the lines and answer the questions.

Third activity: The children colour the parts of the picture with dots and then answer the questions.

Fourth activity: The children use the symbols for each letter to break the code and find the magic phrase.

3. Yes! ▷ D
4. It's mine! ▷ E
5. Wow! A map. ▷ A

Activity 2 SCRIPT: Can you say it?

A magic girl is in the magic garden.
A magic key is under the tree.
The monkey with the key is in the tree.

Activity 3 KEY: Tell the story.

▷ B, D, A, C

Activity 5 SCRIPT: Let's say the chant.

Friends don't fight,
it's not right.
Friends can play,
Hip, hip, hooray!

Activity book.

Activity 1 KEY: Look and answer.

1. Who's happy? ▷ Kelly [Example]
2. Who's excited? ▷ Fiona
3. What's in the box? ▷ A key
4. Where's the flower? ▷ In the grass
5. Who's this? ▷ A pirate
6. Can you open the door? ▷ No, I can't

Activity 2 KEY: Find and say.

Who's this?
▷ Billy! [Example]
▷ One Eye!
▷ Mr Albert!

What's this?
▷ A key! [Example]
▷ A (magic) flower!
▷ A (magic) stone!

Activity 3 KEY: Colour and find.

1. No, I can't. [Example]
2. Yes, I can.
3. Yes, I can.
4. No, I can't.
5. Yes, I can.

SCRIPTS & KEYS

Pupil's Book.

Lesson 3: We're pirates! Listen and read.

Billy: Can you open the door?
Kelly: No, I can't.
Billy & Fiona: Oh..
Fiona: Can you open the bag?
Kelly: No, I can't.
Billy & Fiona: Oh, no!
Billy: Can you open the box?
Kelly: Yes, I can!
What's in it?
Fiona: Wow! A map...
Billy: ...and a pirate hat!
Fiona: It's mine!
Billy: No, it's mine!
Kelly: Stop it! Friends don't fight!
All: We're pirates, we're pirates!
We're happy, we're strong.
We play together
all day long.

Activity 1 SCRIPT: Listen and match.

1. [Example] Can you open the box? (C)
2. Friends don't fight!
3. Yes!
4. It's mine!
5. Wow! A map.

Activity 1 KEY: Listen and match.

1. Can you open the box? ▷ C [Example]
2. Friends don't fight! ▷ B

Activity 4 KEY: Can you find the magic phrase?

▷ FRIENDS DON'T FIGHT

Art time!

Draw and colour your magic box! What can you find?

Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

Suggested resources

- coloured pencils/markers

Suggested procedure (up to 2 days)

Step 1: Ask the children to imagine they find a magic box and follow with a brainstorming session. Ask questions such as: *Where is the box? What colour is the box? Is it big or small? Can you open the box? Are you excited? Happy? Sad? Scared?*

Step 2: The children draw a picture of themselves opening the magic box. In the drawing they need to include the place where it was found, their feelings upon finding the magic box and as much detail they can about the magic box. They should feel free to draw whatever they wish.

Step 3: The children describe their picture either to their partner, group or whole class.

Draw your pirate hat

Step 1: Ask the children to imagine they are pirates and that they need to wear a hat on the pirate ship. Ask them to design their own pirate hat using four colours.

Step 2: When the children have finished drawing their pirate hat, ask them to say which colours they chose and show it to class.

Project

**What can you open with your magic key?
What can you find? Draw and write.**

Linguistic objective

The children are expected to practise and consolidate language they have learnt in this unit (both in written and oral form).

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

Suggested resources

- coloured pencils/markers

Suggested procedure (1 day)

Step 1: Ask the children to imagine they have found a magic key and follow with a brainstorming session about what their magic key could look like and what it could open. Allow the children a few minutes to discuss this in groups before having a class discussion once again.

Step 2: The children draw their magic key and the object/place that it opens and write the word next to the picture of the item. They can further write sentences about their magic key and object/place if they wish.

Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.