



# UNIT 1 OVERVIEW



Key Vocabulary	Key Structures	Phonics	Recycled Language
<ul style="list-style-type: none"> <li>• <b>Family:</b> <i>brother, dad, grandma, grandpa, mom, sister</i></li> <li>• <b>Adjectives:</b> <i>bored, happy, hungry, sad, scared</i></li> <li>• <b>Extra:</b> <i>friend, me</i></li> <li>• <b>CLIL – Life stages:</b> <i>baby, child, teenager, adult</i></li> </ul>	<p><i>This is my (dad). How are you? I'm (scared)!</i></p>	<ul style="list-style-type: none"> <li>• initial sound <b>s</b> as in <i>sock</i></li> </ul>	<ul style="list-style-type: none"> <li>• Numbers</li> </ul>

## Language Objectives

Key Vocabulary	Key Structures	Phonics	Functions
<ul style="list-style-type: none"> <li>• To understand and use vocabulary related to the family.</li> <li>• To identify feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• To practice introducing people.</li> <li>• To identify the stages of life.</li> <li>• To express feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• To produce the initial sound <b>s</b> correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce their family.</li> <li>• To talk about how they are feeling.</li> <li>• To find out about the different stages of life.</li> </ul>

## Skills Objectives

Speaking	Reading	Listening	Writing
<ul style="list-style-type: none"> <li>• To say the family member words.</li> <li>• To introduce their family members.</li> <li>• To say how they are feeling.</li> <li>• To introduce a friend.</li> <li>• To say words with the initial sound <b>s</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• To read and understand family vocabulary.</li> <li>• To demonstrate understanding by reading and matching.</li> <li>• To read and follow a song.</li> <li>• To read, trace, and understand adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and repeat target vocabulary.</li> <li>• To understand and join in with songs.</li> <li>• To understand the narrative of a story.</li> <li>• To recognize the initial sound <b>s</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• To trace target language.</li> <li>• To complete sentences with target vocabulary.</li> <li>• To write a sentence independently following a model.</li> </ul>

## Materials

- Unit 1 Student's Book
  - Unit 1 Stickers
  - Unit 1 Pop-outs
- Unit 1 Activity Book
- Unit 1 Story Cards
- Unit 1 Flashcards and Word Cards
- Unit 1 Poster
- **Richmond Learning Platform** (see below)
- Pictures of different types of families, cardboard (one sheet per child), Post-it notes, the children's own photos, a world map or globe, a scarf or blindfold, poster putty, six small pieces of cardboard

## Richmond Learning Platform

### Class Materials

- Student's Book Audio Tracks 6–19 & 124
  - Activity Book Audio Tracks 2, 3 & 18
  - Videos
    - Unit 1 Chant Video: *Time for a photo!*
    - Unit 1 Song Videos: *This is my family* and *How are you?*
    - Unit 1 Animated Story: *Jasmin's day!*
    - Unit 1 Culture Video: *My family*
  - Teacher's Resource Bank
    - Unit 1 Language Worksheets
    - Unit 1 Reading Worksheet
    - Unit 1 Writing Worksheet
    - Unit 1 Listening Worksheet
      - Unit 1 Listening Worksheet Audio Tracks L1 & L2
    - Unit 1 Speaking Worksheet
    - Unit 1 Phonics Worksheet
      - Unit 1 Phonics Worksheet Audio Tracks P1 & P2
    - Unit 1 CLIL Worksheet
    - Tests (PDF) and Audio – also available on the Test Manager (see below)
  - Teacher's i-book **IWB**
  - GO Innovate!
    - Teacher's Guide
    - Cooperative Learning Resources
    - Flipped Learning Worksheet
    - Thinking-based Learning Worksheet
  - Digital Student's Book
  - Digital Activity Book
  - Unit 1 Picture Dictionary
- ### Test Manager
- Unit 1 Tests (Digital, PDF, Word)
    - Unit 1 Tests Audio Track T2

## Assessment Criteria

- The children can identify, understand, and produce the structure *This is my (mom)* while talking about family members.
- The children can identify, understand, and produce the structure *How are you?* and answer.
- The children can identify, understand, and produce family member vocabulary.
- The children are becoming more familiar with language related to family and friends.

## Key Competencies



### Linguistic competence

The children learn to introduce their family members. They also learn to say how they are feeling.



### Competence in math, science, and technology

The children are introduced to science while identifying the stages in a person's life.



### Digital competence

The children become familiar with the use of technology working together on the unit using the IWB.



### Social and civic competence

The children learn the basic social interaction skills of taking turns to speak and listening to others.



### Cultural awareness and expression

The children develop their artistic expression by singing songs and drawing pictures of family members.



### Learning to learn

The children develop learning strategies through a variety of activities aimed at multiple intelligences.



### Sense of initiative and entrepreneurship

The children develop a sense of personal autonomy by drawing a family member of their choice and writing a sentence to say who it is.

### GO Innovate!



**Flipped Learning:** Lesson 1

**Thinking-based Learning:** Lesson 5

**Cooperative Learning:** Lesson 6

**Drama:** Unit review

# HAPPY FAMILIES



grandma



grandpa



brother



sister



dad



mom



1 Listen, point, and repeat. Then match and say. 



2 Listen and chant.   

8 • Lesson 1 • Family vocabulary



The children develop their listening skills and learn a set of vocabulary related to the family.



The children improve the rhythm of their speech by listening to and saying a chant.

## Key competencies continuous assessment

Check if the children can:

- 1 Recognize the vocabulary and match the numbered pictures to the correct family members in the column on the right.
- 2 Keep the rhythm by clapping and participate in saying the chant.

### Language Objectives

To practice listening skills to identify the family members.

To introduce family vocabulary: *brother, dad, grandpa, grandma, mom, sister.*

To sing a chant.

### Materials

Student's Book pages 8 & 96

Activity Book page 6

Unit 1 Poster

Unit 1 family Flashcards and Word Cards

#### From the Richmond Learning Platform:

Student's Book Audio Tracks 6, 7 & 124

Teacher's i-book

Unit 1 Chant Video: *Time for a photo!*

Unit 1 Picture Dictionary

Unit 1 Flipped Learning Worksheet

### WARMER

Display the Unit 1 **Poster**. Drill each family word (ignore the adjectives for the moment) chorally and in pairs. Vary your drilling technique by variously drilling loudly, quietly, quickly, slowly, etc. Silently mouth one of the family words and tell the children to read your lips. Ask the first child to guess to come and point to the family member in the Poster. Then they can have the next turn to mouth a word.

#### 1 Listen, point, and repeat. Then match and say.

Ask the children to look at Activity 1. Elicit that the image is of a family. Play number 1 on the audio and tell the children to point to the corresponding family member. Elicit the correct answer (*dad*) and tell the children to repeat the word with you. Play the audio again, pausing after each item, and then tell the children to match the numbered person in the picture to the photo on the right. Encourage the children to repeat the words as they hear them.

A **Picture Dictionary** is provided on page 96 of the Student's Book.

#### 2 Listen and chant.

Display the family **Flashcards** on the board. Point to each Flashcard in turn, say the word, and ask the children to repeat with a clap. Play the audio and let the children listen to the chant as you point to the corresponding Flashcards. Ask the children to stand up and point to the Flashcards as they hear them in the chant. Play the audio again and encourage the children to say the chant.

### FAST FINISHERS

The children draw their family group.

### WRAP-UP

Organize the children into groups of four or five and ask them to stand together in order of height. Mime taking a photo of each group, using the words from the chant (instead of the family member names, use the children's names): *Time for a photo! Quick! Quick! Quick!* (Children's names here.) *Click! Click! Click!* (Children's names here.) *Smile please, everyone!*

### EXTRA ACTIVITY

Stick the **Flashcards** around the classroom. Say *Point to dad* and ask the children to point to the correct Flashcard. As the children become more confident with the words, say them more quickly, or say two family members at a time: *Point to grandma and mom.*

### TRANSCRIPTS

#### 6 Listen, point, and repeat. Then match and say.

1 dad 2 mom 3 grandpa  
4 grandma 5 sister 6 brother

#### 7 Listen and chant: *Time for a photo!*

Time for a photo!  
Quick! Quick! Quick!  
Grandma, Grandpa.  
Click! Click! Click!  
Brother, sister,  
Dad and Mom.  
Smile please, everyone!

(Repeat)

### Initial Evaluation

Make sure the children are able to identify the different family members by pointing at them.

### ACTIVITY BOOK

Page	Answer Key / Transcript
Page 6	TB page 68

### GO Innovate!



#### Flip this lesson!

Flipped Learning dynamic available. See page 64.



1 Read and stick. Then listen and number.



4



1



2



3



2 Trace and match.



1 This is my dad.

2 This is my sister.

3 This is my grandma.



This is my (dad). • Lesson 2 • 9



The children develop their reading and listening skills by placing Stickers correctly and numbering conversations.



The children broaden their vocabulary and structures by practicing the structure *This is my (sister)* through tracing.

### Key competencies continuous assessment

Check if the children can:

- 1 Place the Stickers in the correct pictures, and then listen and number the conversations.
- 2 Trace the words and match the sentences to the pictures.

**Language Objectives**

To introduce the structure *This is my (dad)*.  
To review family vocabulary.

**Materials**

Student's Book page 9  
Activity Book page 7  
Unit 1 family Flashcards and Word Cards  
Unit 1 Stickers

**From the Richmond Learning Platform:**

Student's Book Audio Track 8  
Unit 1 Listening Worksheet  
Unit 1 Listening Worksheet Audio Track L1  
Teacher's i-book

**WARMER**

Display the **Flashcards** and elicit the word for each family member. Then tell the children to close their eyes. Remove a Flashcard. When the children open their eyes, encourage them to say which Flashcard is missing.

**1 Read and stick. Then listen and number.**

Ask the children to look at Activity 1 and elicit the names of the characters. Tell them to read in order to identify and stick on the corresponding **Sticker**. Then tell the children to listen to the audio and number the conversations. Do the first conversation together. Play the audio and pause it after the first part. Elicit the answer and ensure that all the children understand the task. Play the remainder of the audio, pausing after each part. Play a second time if necessary, and then check the answers.

**2 Trace and match.**

Mime the situation from the conversation where Mike is introducing his sister to convey the meaning of *This is my...*. When you are sure that the children fully understand the structure, tell them to trace the sentences in Activity 2 and to match them to the pictures. Drill the structure *This is my...* chorally and individually or in pairs. Vary how you do the drilling to make it fun and meaningful.

**FAST FINISHERS**

With a drawing of a family group member, the children practice saying *This is my...*. The sentences can be true or false.

**WRAP-UP**

Hold a **Flashcard** above your head so that the children can see it, but you can't. Say *This is my (dad)* and ask the class to say *Yes* or *No* depending on whether your statement is correct. Keep guessing until you name the person correctly. Then invite different children to have a turn.

**TRANSCRIPT****8 Read and stick. Then listen and number.**

**1 Ryan:** Hello, Mike!

**Mike:** Oh! Hi, Ryan! Come in.

**2 Grandpa:** Oh, no!

**Grandma:** Oh yes! I'm the champion!

**Mike:** This is my grandma and this is my grandpa.

**Ryan:** Hello, my name's Ryan.

**Grandma and Grandpa:** Hello, Ryan. Come and play!

**3 Sue:** 1, 2, 3! Boogie, boogie! 1, 2, 3! Boogie, yeah! Oh! Hello, Mike.

**Mike:** This is my sister.

**Ryan:** Hello.

**Mike:** Sue, this is my friend, Ryan.

**Sue:** Hi, Ryan. Let's dance!

**4 Mike:** This is my mom!

**Mom:** Hello!

**Mike:** And this is my dad.

**Dad:** Hi! What's your name?

**Ryan:** I'm Ryan.

**Dad:** Have some soup, Ryan. Here you are.

**Ryan:** Mmmm, delicious!

**Continuous Assessment**

Find out whether the children remember the names for the family members and are able to copy or trace the names of the family members.

They should be using the expression *This is...* correctly.

**ACTIVITY BOOK**

Page	Answer Key / Transcript
Page 7	TB page 68

**Teacher's Resource Bank**

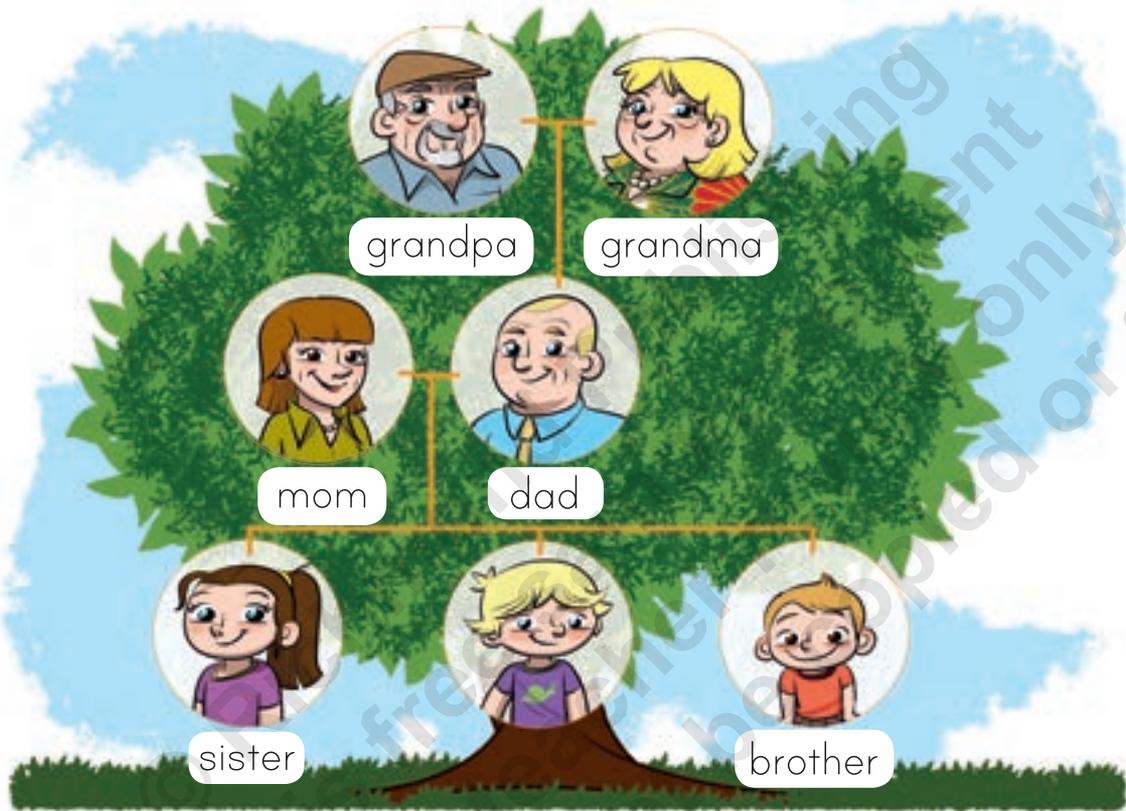
**Unit 1 Listening:** worksheet, audio, transcript, and answer key

1

SCC



1 Stick. Then listen and sing.   



This is my family,  
This is my family,  
I love them, and they love me,  
This is my family.



CAE



2 Make finger puppets.  **TIME TO TALK**

10 • Lesson 3 • This is my (brother).



The children become aware of how families are made up of different members.



The children develop their creativity and sense of autonomy when making their finger puppets.

### Key competencies continuous assessment

Check if the children can:

- 1 Put the Stickers in the correct places and join in with the song.
- 2 Make and then use their finger puppets to practice family vocabulary.

**Language Objectives****To sing a song.****To practice the structure** *This is my (sister).***To introduce the structure** *I love them.***Materials**

Student's Book page 10

Activity Book page 8

Unit 1 family Flashcards and Word Cards

Unit 1 Stickers

Unit 1 Pop-outs

**From the Richmond Learning Platform:**

Student's Book Audio Track 9

Activity Book Audio Track 2

Unit 1 Song Video: *This is my family*

Teacher's i-book

Your own family photos

**WARMER**

Show the children your family photos and describe them to the class. Say, for example, *This is me. This is my dad. This is my sister.* Ask the children to bring in their own family photos for use in the next lesson. Review the family word spellings using the **Flashcards**. Stick the Flashcards up around the room. Hold up a **Word Card**, elicit the word, and ask the children to point to the corresponding Flashcard.

**1 Stick. Then listen and sing.**   

Tell the children to look at Activity 1 and ask what they can see in the picture. Explain that this is a family tree. Ask them to find the grandpa **Sticker** and hold it up. Then tell them to point to the correct circle in the family tree and to put the Sticker there. Let them continue with the remaining Stickers. Now ask the children to listen to a song about family. Play the audio and, as the children listen, encourage them to point to the characters in the family tree. Play the audio again and encourage the children to sing along.

**2 Make finger puppets.**  **TIME TO TALK**

Distribute the Unit 1 **Pop-outs**, colored pencils, and glue. Tell the children to draw up to five people in their family, one face on each Pop-out. Encourage them to draw the family members that they have learned, but be mindful that families may be made up of different members, for example, a mom and an aunt, and give children any new vocabulary they need. Ask the children to pop out the templates. Show them how to fold back the tabs of the Pop-outs and to glue them together to make their finger puppets. Demonstrate wearing some finger puppets and introduce them using the structure *This is my (brother). This is my (grandma).* Use voices to make the activity more fun. Put the children into pairs or small groups and tell them to introduce their finger puppets by saying *This is my (brother).*

**FAST FINISHERS**

The children practice singing the song to themselves quietly. They can check their version when you play the song again.

**WRAP-UP**

Play the song from Activity 1 again. Pause just before each family member and hold up the corresponding **Flashcard** for the children to call out the missing word, for example, *This is my...* (pause the audio and point to the grandpa Flashcard for the children to sing or call out *grandpa*). Continue with the remainder of the audio.

**EXTRA ACTIVITY**

Recreate the family tree from Activity 1 on the board using the **Flashcards**. Start by putting the Flashcard of grandpa at the top of the tree, and elicit the position of grandma, and then the other family members, as seen in Activity 1. Drill the words as the children call them out and use funny voices for the children to imitate for each family member. Tell the children that this is one example of a family tree, but that there are many more versions so that the children understand that there are many types of families.

**TRANSCRIPT** **Stick. Then listen and sing:** *This is my family*

This is my family,  
This is my family,  
I love them, and  
they love me,  
This is my family.

This is my grandpa,  
This is my grandma.  
This is my brother Tom,  
Say hello to everyone.

This is my family,  
This is my family,  
I love them, and  
they love me,  
This is my family.

This is my mom,  
And this is my dad.  
This is my sister Sue  
Saying hello to you.

This is my family,  
This is my family,  
I love them, and  
they love me,  
This is my family.

**Continuous Assessment**

Can the children identify the family members at the end of the lesson? See if they understand their position in the family tree. They should be able to understand and join in with the song.

**ACTIVITY BOOK**

Page	Answer Key / Transcript
Page 8	TB page 68



1 Trace. Then listen and repeat.



baby



child



teenager



adult



2 Listen and color.



1



2



3



Natural Science: life stages • Lesson 4 • 11



The children increase their vocabulary relating to the different stages of life.



The children develop their receptive skills through listening to dialogues and identifying the corresponding frame.

### Key competencies continuous assessment

Check if the children can:

- 1 Trace, listen to, and repeat words related to the stages of life.
- 2 Listen to descriptions in order to color the correct picture frame.

**Language Objectives**

To practice tracing family words.

To learn vocabulary for the stages of life: *baby, child, teenager, adult*.

To practice listening skills.

**Materials**

Student's Book page 11

Unit 1 family Flashcards and Word Cards

**From the Richmond Learning Platform:**

Student's Book Audio Tracks 10 & 11

Unit 1 CLIL worksheet

Teacher's i-book

Cardboard for the photo frames (one sheet per child),  
Post-it notes, the children's own photos

**WARMER**

Display the family **Flashcards** and **Word Cards** on the board and ask volunteers to come forward and match up the pairs of words and pictures. Then stick the Flashcards in order of age with grandma/grandpa at the top and baby at the bottom. Introduce the idea of the stages of life for the first activity. Point to the baby and the other pairs in turn and name the stages, asking the children to repeat them. Call forward seven volunteers and give each one a family Flashcard. Designate three separate areas in the classroom to represent three different stages: baby, child, and adult. Ask the volunteers one by one to hold up their Flashcard. Then invite the rest of the class to point to the corresponding stage and tell that child to go there.

**1 Trace. Then listen and repeat.**

Tell the children to look at Activity 1 and trace the words. Play the audio and ask them to repeat the words as they point to the pictures. Hold up a **Flashcard** and ask the children to use a word from Activity 1 to describe it, for example, hold up the Flashcard of a grandma and elicit *adult*.

**2 Listen and color.**

Tell the children to look at Activity 2 and elicit words to describe the people in the pictures, for example, *Grandpa and child* in photograph one. Tell the children that they are going to listen to three conversations. Play the first section and then pause to elicit which picture it describes (*number three*) and the color of the frame (*blue*). Repeat the procedure for the remainder of the audio. Play the audio again, pausing after each conversation and allowing time for the children to color the frames in the correct colors.

**FAST FINISHERS**

The children say what stage of life their family members are at.

**WRAP-UP**

Go around the classroom and point to the frames at random, inviting volunteers to describe the photograph using the structure *It's (Juan) with his dad*. You may have to review *his/her* and write a model sentence on the board for the children to refer to. As the children give the sentences, write them on a Post-it and stick them under each photo frame to create a gallery.

**EXTRA ACTIVITY**

Distribute the cardboard and glue and help the children stick their photos onto the cardboard, leaving a border (approx. 5 cm) around the edges. Tell the children to color in the border however they wish, and then display the framed photos around the classroom.

**TRANSCRIPTS****10 Trace. Then listen and repeat.**

baby, child, teenager, adult

**11 Listen and color.**

**Adult 1:** Look at this photo!  
There's an adult and a baby.

**Adult 2:** Oh yes, it's a dad  
with his baby.

**Adult 1:** What color is the  
frame?

**Adult 2:** It's blue.

**Adult 1:** Blue, OK!

**Adult 1:** There's a child and  
an adult in this photo.

**Adult 2:** Oh yes! It's a girl  
and her grandpa. What color  
is the frame?

**Adult 1:** It's yellow. Color it  
yellow!

**Adult 2:** Look! There's a child  
and a teenager.

**Adult 1:** Ah! They're brother  
and sister.

**Adult 2:** Yes! What color is  
the frame?

**Adult 1:** It's purple.

**Adult 2:** Purple! I like purple!

**Continuous Assessment**

Check that the children can say the names for the stages of life.

Do they recognize the family members by audio alone? Make sure they can do the listening activity independently.

**Teacher's Resource Bank**

Unit 1 CLIL: worksheet and answer key

1

# JASMIN'S DAY!

LC

1 Find and check ✓ or cross ✗.



SCC

2 Listen to the story.  



12 • Lesson 5 • Key vocabulary and grammar in context

LC

The children consolidate their vocabulary by identifying the items in the story.

SCC

The children develop their ability to empathize with others by identifying feelings in the story.

SCC

The children are made aware of the importance of helping their friends and family.



★ **Value:** Feelings are important!

13



### Key competencies continuous assessment

Check if the children can:

- 1 Correctly identify which items are in the story.
- 2 Follow the story and answer questions to show understanding of how the characters are feeling.
- 3 Ask their classmates if they can help them, and respond appropriately.

**Language Objectives**

To listen to and understand a story.

To recognize key vocabulary in context: *bored, happy, hungry, sad, scared.*

**Materials**

Student's Book pages 12 & 13  
Activity Book page 9  
Unit 1 feelings Flashcards and Word Cards  
Unit 1 Story Cards

**From the Richmond Learning Platform:**

Student's Book Audio Track 12  
Unit 1 Animated Story: *Jasmin's day!*  
Unit 1 Reading worksheet  
Teacher's i-book  
Unit 1 Thinking-based Learning Worksheet

**WARMER**

Teach the vocabulary for feelings using the **Flashcards**. Hold up a Flashcard, mime the sentiment, and say the word for the children to repeat. Once the children are used to the words, call up a volunteer and hold a Flashcard over their head. Tell the other children to mime the adjective for the volunteer to guess the word. If they struggle to remember, mouth the word for the child to say. Repeat the procedure with other children and the rest of the feelings Flashcards until everyone has had a chance to take part.

**1 Find and check ✓ or cross X.**

Tell the children to look at Activity 1 and elicit the names of the six objects (*balloon, apple, bike, pizza, flowers, cotton candy*). Ask the children to look for the balloon in the story. Stop the children after one minute and elicit from them that there is a balloon in scene 7. Tell them to draw a check underneath the balloon. Tell the children to look for the other items and to draw a cross if they can't find them or a check if they can. Check their answers.

**2 Listen to the story.**  

Display the first **Story Card**, point to Jasmin, and ask the children who she is. Tell the children that they are going to listen to a story about Jasmin. Play the audio and display the corresponding Story Cards. Pause the audio after each Story Card and ask the literacy help questions on the back. Model and drill *I'm bored/happy/scared*, etc. Elicit an action for each feeling and play the audio again. When the children hear the adjective to describe how the characters feel, they mime the feeling.

**FAST FINISHERS**

The children draw a picture of a face showing how they feel today and write the adjective below.

**WRAP-UP**

Divide the class into two teams and show a different feelings **Flashcard** to the first player on each team. These children have to draw something on the board to express the feeling for their team to guess. Award a point for the team that guesses first and encourage everyone to repeat the expression *I'm (happy)*, and then continue with different players and Flashcards.

**EXTRA ACTIVITY**

Call eight volunteers to the front and give them each a **Story Card** (in random order). Ask them to act out what Jasmin is doing and how she is feeling in their Story Card. The other children must guess the corresponding number of the Story Card in their Student's Book. Repeat the procedure until everyone has had a chance to mime a Story Card.

**Continuous Assessment**

A strong sign that the children have followed the story is showing enjoyment or empathy with the story and recognizing that it is about Jasmin's feelings.

**ACTIVITY BOOK**

Page	Answer Key / Transcript
Page 9	TB page 69

**Teacher's Resource Bank**

**Unit 1 Reading:** worksheet and answer key

**GO Innovate!** **Thinking-based Learning**

Thinking routine available for extension activity.  
See page 66.

V

VALUE

Feelings are important!



Use the story to reflect on the importance of friendship and family. Elicit how Jasmin felt when she fell off her bike (*sad*) and ask who helped her (*her dad*). Try to elicit or explain how Carla is having fun with her family in **Story Card 5** and how her grandpa helps her when she's scared in **Story Card 6**. Explain that it is nice to help friends and family, and that it makes us feel good when someone helps us. Elicit a few ways in which the children could help the teacher in class, for example, mime cleaning the board, putting books away, distributing paper, and so on. Model and drill *Can I help you?* and *Thanks!*

Divide the class into two, with the children facing each other in two lines. Mime holding a big pile of books. Make it fun by exaggerating your movements as if the books are very heavy and are all about to fall. Encourage the children in the first line to copy you. Now mime reaching out to help, for the children in the second line to copy, and tell them to repeat with you *Can I help you?* The two rows role play the scene, doing the actions and saying the two lines of dialogue. Switch sides and repeat. Point out to the children that this is a nice question to ask friends and family and that we should help people when we can.



TRANSCRIPT

12 Listen to the story. **JASMIN'S DAY!**

**Story Card 1**

**Narrator:** Jasmin is at home with Mom.

**Jasmin:** Hmm.

**Jasmin's mom:** What's the matter, Jasmin?

**Jasmin:** I'm bored!

**Jasmin's mom:** OK, go and play in the backyard.

**Jasmin:** OK!

**Story Card 2**

**Jasmin:** Ouch! My knee!

**Narrator:** Jasmin falls off her bike. Now, Jasmin's sad.

**Jasmin's dad:** Oh, dear!

**Story Card 3**

**Narrator:** Look! Here are Carla and her grandpa.

**Carla:** Hello, Jasmin!

**Jasmin:** Hi, Carla! This is my dad and my grandma.

**Jasmin's dad and grandma:** Hello, Carla.

**Carla:** Hello! There's a fair in the park.

**Jasmin:** Can we go? Pleeeeease!?

**Jasmin's dad:** Oh, OK!

**Story Card 4**

**Narrator:** Carla and Grandpa, Jasmin and Dad are at the fair.

**Jasmin:** Look, Dad, a carousel! Can we go on it?

**Jasmin's dad:** Err...

**Jasmin:** Oh, pleeeeeease, Dad!

**Jasmin's dad:** Oh, OK.

**Story Card 5**

**Carla:** This is fun!

**Jasmin:** Yes, I'm happy now!

**Carla:** Me too! Grandpa! Look at me! Weeee!

**Story Card 6**

**Carla's grandpa:** One, two, three... Weee!

**Carla:** Oh, no! I'm scared!

**Carla's grandpa:** Come on, Carla! It's fun!

**Story Card 7**

**Jasmin:** I'm hungry!

**Carla:** Me too! Can we have pizza, please?

**Carla's grandpa:** Well...

**Carla:** Oh, pleeeeeease, Grandpa!

**Carla's grandpa:** Oh, OK!

**Jasmin's dad:** I'm hungry too. Let's all have pizza!

**Story Card 8**

**Narrator:** Jasmin and Dad are home again. Here's Mom.

**Jasmin's mom:** Hello, Jasmin!

**Jasmin:** Hello, Mom!

**Jasmin's mom:** How are you now?

**Jasmin:** I'm happy!

**Jasmin's dad:** I'm happy too!



1



1 Listen and number. Then trace. 

3



bored

1



sad

2



hungry

4



scared



2 Listen, sing, and make faces.   

Hello! How are you?  
Hello! How are you?  
I'm bored! I'm bored!  
I am too! I am too!



14 • Lesson 6 • How are you? I'm (scared)!



The children develop their receptive and active skills by listening, numbering, and tracing.



The children are made aware of the social convention of asking *How are you?*

Key competencies continuous assessment

Check if the children can:

- 1 Follow the audio and trace the words.
- 2 Listen, respond, and participate in the song.

**Language Objectives**

To introduce the structures *How are you?*

*I'm (bored). / I am too.*

To sing a song.

**Materials**

Student's Book page 14

Unit 1 Poster

Unit 1 feelings Flashcards and Word Cards

**From the Richmond Learning Platform:**

Student's Book Audio Tracks 13 & 14

Unit 1 Song Video: *How are you?*

Unit 1 Language Worksheets

Unit 1 Speaking Worksheet

Teacher's i-book

Unit 1 Cooperative Learning Resources

**WARMER**

Display the Unit 1 **Poster**. Mime and say one of the emotions shown by a family member in the Poster, for example, *bored*, and ask the children to say which family member it is (*grandpa*). Then say a family member and tell the children to mime the feeling.

**1 Listen and number. Then trace.**  13

Ask the children to look at Activity 1 and mimic the emotions. Tell the children to look back at the story on pages 12 and 13 and find characters showing those emotions. Play the audio and pause after the first part to elicit the corresponding picture. Play again and pause after each one for the children to write in the numbers. To check their answers, point to each of the pictures and call on some children to say the number. Ask the children to trace the words.

**2 Listen, sing, and make faces.**  14  

Ask the children to look at Jasmin's chalk drawings and identify the emotions. Tell them to listen to the song and make a face according to the emotion they hear in each verse. Play the audio again and encourage the children to sing along.

**FAST FINISHERS**

The children write down the names of other children and what they think their emotion is. They then ask *How are you?* to check their answer.

**WRAP-UP**

Divide the class into two groups (Group A and Group B). Tell Group A that they have to ask the other group *How are you?* Hold up a feelings **Flashcard** to Group B so that they know the answer: *I'm (happy)*. Tell both groups that they must begin by whispering the question and answer, gradually increasing the volume over three repetitions so that in the end they are very loud. Play again, holding up different Flashcards. Swap the groups around after several turns.

**TRANSCRIPTS** **13 Listen and number. Then trace.**

**1 Boy:** Neeewwwwwww, brrrrrrrrrm! Oh no! I'm sad!

**2 Girl:** Mmm! I'm hungry.

**3 Boy:** Me too!

**4 Girl:** I'm bored!

**5 Boy:** I'm scared!

 **14 Listen, sing, and make faces: How are you?**

Hello! How are you?

Hello! How are you?

I'm bored! I'm bored!

I am too! I am too!

Hello! How are you?

Hello! How are you?

I'm sad! I'm sad!

I am too! I am too!

Hello! How are you?

Hello! How are you?

I'm hungry! I'm hungry!

I am too! I am too!

Hello! How are you?

Hello! How are you?

I'm scared! I'm scared!

I am too! I am too!

Hello! How are you?

Hello! How are you?

I'm happy! I'm happy!

I am too! I am too!

**Continuous Assessment**

Check that the children associate the word with a feeling. They should reproduce the words for feelings correctly.

**Teacher's Resource Bank**

**Unit 1 Language:** worksheets (*Reinforcement, Consolidation, and Extension*) and answer key

**Unit 1 Speaking:** worksheet

**GO Innovate!** **Cooperative Learning**

Cooperative Learning structure available for language consolidation. See page 65.



1 Listen. Then trace and write. **TIME TO WRITE**

1 This is my sister.

2 This is my mom.

3 Child's own drawing. This is Child's own answer.



# PHONICS



2 Listen and repeat. 16



3 Listen and say. 17

My **s**ister **S**ue has  
**s**even **s**illy **s**ocks.



Writing: describing pictures • Phonics: initial sound **s** as in *sock* • Lesson 7 • 15



The children develop their writing skills to produce full sentences using the target language.



The children develop their knowledge of pronunciation by practicing the initial sound **s**.



The children apply their knowledge of pronunciation by practicing the initial sound **s** in a tongue twister.

### Key competencies continuous assessment

Check if the children can:

- 1 Listen, trace, and write the structure *This is my...*
- 2 Listen and repeat the words correctly.
- 3 Listen and reproduce the initial sound **s** correctly in the tongue twister.

**Language Objectives**

**To practice writing the structure** *This is my (mom).*

**Phonics:** to practice the initial sound **s** as in *sock*.

**To introduce the structure** *My (sister) has...*

**Materials**

Student's Book page 15

Activity Book page 10

Unit 1 Flashcards and Word Cards

Unit 1 Story Cards

**From the Richmond Learning Platform:**

Student Book Audio Tracks 15, 16 & 17

Unit 1 Writing Worksheet

Unit 1 Phonics Worksheet

Unit 1 Phonics Worksheet Audio Tracks P1 & P2

Teacher's i-book

**WARMER**

Take the Unit 1 **Flashcards** and **Word Cards** and lay them face down on the floor. Put the children into teams and play a memory game: each team takes a turn to turn over two cards and says the name of the words or pictures. If they find a matching word and picture, they get to keep the cards. If the cards don't match, they turn them over again. At the end of the game, count the cards. The team with the most cards is the winner.

Display **Story Card 6** and ask the children to say how Carla was feeling in this part of the story (scared). Continue to elicit the feelings from the story using the other Story Cards.

**TIME TO WRITE!****1 Listen. Then trace and write.**  15

Elicit the two animals (*dog* and *cat*) and tell the children that they are talking about someone in their family. Play the audio and encourage the children to follow the words with their finger as they hear them. Play the audio again and tell the children to trace the words shown and write in the missing words. Allow plenty of time for them to do the activity. Then tell them to complete the drawing in part 3 showing themselves and a family member. Invite the children to show the class their drawings and to introduce their family. Now ask them to write the description, for example, *This is my (brother)*.

**PHONICS****2 Listen and repeat.**  16

Play the audio and ask the children to listen and point to each word as they hear it. Play the audio again and this time tell the children to also repeat the words. Ensure that they are pronouncing the initial sound **s** correctly. Repeat the activity if necessary.

**3 Listen and say.**  17

Ask how many socks are on the line (seven). Play the audio. The children listen and say the sentences. Pause the audio to allow time to repeat and ensure that the children are emphasizing the initial sound **s** correctly.

**FAST FINISHERS**

The children repeat the following tongue twister quietly to themselves: *Six silly sisters sing a sad song.*

**WRAP-UP**

Draw a sock on the board. Next to it write **\_ock** and ask the children to provide the missing sound, not the letter. Repeat with other words that they might know which begin with **s**, for example, *sister, sad, soup, scared, seven*. Then practice repeating all the words chorally and individually, paying special attention to the initial sound **s**. Ask the children if they know another number with the sound **s** (*six*).

**EXTRA ACTIVITY**

Repeat the tongue twister from Activity 3 and ask the children to repeat the sentence in pairs. The children practice, getting faster every time.

**TRANSCRIPTS** 15 Listen. Then trace and write.

**1 Dog:** This is my sister. **2 Cat:** This is my mom.

 16 Listen and repeat.

seven, sock, silly

 17 Listen and say.

My sister Sue has seven silly socks.

**Continuous Assessment**

Make sure the children can complete a tracing activity correctly and give their own example.

They should be able to pronounce the initial sound **s** correctly. It should sound sharp and piercing.

**ACTIVITY BOOK**

Page	Answer Key / Transcript
Page 10	TB page 69

**Teacher's Resource Bank**

**Unit 1 Writing:** worksheet and answer key

**Unit 1 Phonics:** worksheet, audio, transcript, and answer key

1

# GO AROUND THE WORLD



Hello!  
I'm Liam  
from Ireland.



1 Listen and say the number.



2 Trace and draw.

This is me.

This is my friend.

Child's own drawing

Child's own drawing

16 • Lesson 8 • Learn about family and friends in Ireland



The children develop their cultural awareness with an image of houses in Ireland.



The children use their imagination and creativity by drawing themselves and their friend.

### Key competencies continuous assessment

Check if the children can:

- 1 Listen and identify the correct picture.
- 2 Draw pictures of themselves and of their friend and trace the words.

**Language Objectives**

To recycle structures with new vocabulary *This is my (house).*

To introduce new vocabulary: *fantastic, friend.*

To learn about family and friends in Ireland.

To practice colors.

**Materials**

Student's Book page 16

Unit 1 Poster

Unit 1 Flashcards and Word Cards

**From the Richmond Learning Platform:**

Student's Book Audio Track 18

Unit 1 Culture Video: *My family*

Teacher's i-book

A world map or globe, a scarf or blindfold, poster putty, six small pieces of cardboard

**Preparation:** Write a family member from the Poster on each of the small pieces of cardboard and stick poster putty on the back.

**WARMER**

Show the children a world map or globe. Locate your country and say *I'm (Ana). I'm from (Mexico)*. Ask a few volunteers to repeat the phrase. If you have children in the class from different countries, help them find their country and have the child say *I'm (Susana). I'm from (Ecuador)*.

Draw the children's attention to Liam's introduction at the top of the page. Tell the children they are going to find out some things about Liam's life in Ireland. Show the children the map or globe and ask them if they know where Ireland is. Invite individual children to come up and point it out. Point to Ireland if none of the children are able to do it and ask if anyone has been there. Encourage the children to tell you anything they know about Ireland.



Watch the video **My family** to introduce the lesson theme.

**1 Listen and say the number.**

Ask the children to point to the Irish flag and elicit the colors (*green, white, and orange*). Encourage them to describe what they can see in each picture and elicit *house* and the color of some. The children should also be able to identify the family members in the first picture. Tell the children to listen to Liam speaking about his house and family and to number each picture. Play the first part of the audio and pause it. Ask what picture it corresponds to, elicit the answer, and tell the children to hold up that number of fingers and say the number.

**2 Trace and draw.**

Tell the children to draw a picture of themselves in the red frame and a picture of their friend in the yellow frame. When they are finished, ask them to trace *This is me* and

*This is my friend.* Divide the class into small groups and encourage the children to present their drawing to their group using the target structure.

**FAST FINISHERS**

The children choose another friend to draw and write about.

**WRAP-UP**

Divide the children into two teams. Display the **Poster** and call forward the first player from one of the teams. Give them a minute to memorize the Poster, and then tell them to turn around to face the class. Give them a family **Word Card** and tell them to read it out loud. Then blindfold the player and turn them around. They have to stick the Word Card on the right family member. Pick another Word Card and do the same with the first player from the other team. You can award points depending on which team is closer or how close they both get.

**EXTRA ACTIVITY**

Play the audio again and pause at given intervals as follows: *Hello! I'm* (pause for the children to say *Liam*) *from Ireland. This is my house. Look! It's* (pause for the children to say *orange*). *This is my family. Look! This is my* (pause for the children to say *mom*) *and this is my dad. And there's my* (pause for the children to say *sister*) *and my grandpa. Ask the children to provide the missing words and give the first letter if they struggle to remember. Repeat the procedure with the last two lines: This is my... friend. His name's... Danny. This is my... cat. She's a... fantastic cat!*

**TRANSCRIPT****18 Listen and say the number.**

**Liam:** Hello! I'm Liam from Ireland. This is my house. Look! It's orange.  
This is my family. Look! This is my mom, and this is my dad. And there's my sister and my grandpa.  
This is my friend. His name's Danny.  
This is my cat. She's a fantastic cat!

**Continuous Assessment**

Evaluate whether the children understand that other children can have a similar background to themselves even though they come from very different countries. Make sure they recognize words and expressions that they have learned previously in an audio.

# GO AGAIN!

1



1 Trace and number.



grandma (4)    dad (5)    grandpa (3)  
 brother (1)    sister (6)    mom (2)



2 Listen and number.



3 Choose your favorite activity in the unit and stick.



Unit review • 17



The children become aware of their own progress as they complete the review activity.



The children consolidate their knowledge of the unit vocabulary by listening and then numbering the pictures.



The children learn to learn by reflecting on the unit activities and selecting their favorite one.

## Key competencies continuous assessment

Check if the children can:

- 1 Trace and number the family members correctly.
- 2 Listen and number the pictures correctly.
- 3 Choose their favorite activity in the unit by putting the Sticker on it.

## Language Objective

To review vocabulary and structures from Unit 1.

## Materials

Student's Book page 17  
 Activity Book pages 11 & 54  
 Unit 1 Poster  
 Unit 1 Flashcards and Word Cards  
 Trophy Stickers

## From the Richmond Learning Platform:

Student's Book Audio Track 19  
 Activity Book Audio Track 18  
 Unit 1 Tests (Digital, PDF, Word)  
 Unit 1 Tests Audio Track T2  
 Teacher's i-book

## WARMER

Display the Unit 1 **Poster** and say a family member. The children must respond with the corresponding action for the feeling, for example, say *grandpa* and encourage the children to act out *bored*. Then teach the structure *Grandpa's bored*. Elicit other sentences for the other family members.

### 1 Trace and number.

Ask the children what they can see in the picture. Say the family members and ask the children to point to them. Tell them to work in pairs, with one child naming a family member and the other pointing to that person. Then ask the children to trace the words underneath and number the words. Do the first one together (grandma, number 4).

### 2 Listen and number. 19

Ask the children what they can see in the pictures. Elicit any words they remember. Then play the audio, pausing after the first part. Invite volunteers to tell you which picture the first sentence corresponds to and allow time for everyone to write the number in the circle. Play the rest of the audio to complete the activity.



### 3 Choose your favorite activity in the unit and stick.

Allow the children time to look back over the unit and decide which activity they liked the most and why. Tell them to put the **Trophy Sticker** on that activity.

## FAST FINISHERS

The children try to remember the feelings from Activity 2.

## WRAP-UP

Play *Telescopes*. Display the Unit 1 **Flashcards** around the classroom. Mime holding a telescope and encourage the children to copy you. Play some music, stop, and say *mom*. The children mime looking through the telescope at the Flashcard depicting mom. Then encourage the children to say how she's feeling, for example, *She's happy*.

## Final Assessment

Check the children can name the family members and feelings and also describe the family relationship they have with others, both in written and oral form. Can they identify key vocabulary in listening activities?

## EXTRA ACTIVITY

Make two "feelings" posters. Write *I'm happy* and draw a smiley face in the center of a big sheet of cardboard. Distribute colored paper and ask the children to draw pictures of themselves when they are happy. Talk about some ideas to help them, for example, they might be eating a favorite food, playing a game, talking to a friend, and so on. When they are finished, help them glue their pictures to the cardboard. Repeat the procedure with *I'm sad*. Display the posters in the classroom and comment on them, encouraging the children to describe what makes them happy and sad.

## TRANSCRIPT

### 19 Listen and number.

**Girl:** Hello, boys and girls. Look at these photos. This is my family.

- 1 Look, this is my mom. She's happy.
- 2 This is my grandpa. He's hungry.
- 3 This is my grandma. She's bored.
- 4 This is my brother. He's a baby. He's sad!
- 5 And look! This is my dad. He's scared!

## ACTIVITY BOOK

Page	Answer Key / Transcript
Page 11	TB page 69
<b>My new words</b> , page 54	TB page 282

## Teacher's Resource Bank

**Unit 1 Tests:** tests, audio, transcript, and answer key  
 Also available as Digital Tests or as Word Tests.

## GO Innovate!



### Drama

Drama games available for language consolidation. See page 67.

# FLIPPED LEARNING

## LESSON 1

This dynamic replaces the standard Lesson 1 proposal.



### HOW TO FLIP THIS LESSON

#### LANGUAGE OBJECTIVES

- To introduce family vocabulary: *brother, dad, grandpa, grandma, mom, sister.*
- To practice listening skills.
- To sing a chant.
- To practice the pronunciation of new words.

#### WHY FLIP THIS LESSON



- To **engage** the **children's own lives** with their **learning process** in the classroom by linking their families and the lesson content.
- To have the chance to **personalize** the **children's learning process**.
- To **develop the children's thinking** and **study skills** by organizing the key vocabulary and their personal information in a chart.

For a complete description of the benefits of Flipped Learning, see page 8 of the **GO Innovate! Teacher's Guide** (on the Richmond Learning Platform).

#### RESOURCES AND MATERIALS

##### AT HOME

From the **Richmond Learning Platform**:

- Unit 1 Flipped Learning Worksheet (1 per child)
- Unit 1 Chant Video: *Time for a photo!*



##### AT SCHOOL

- Unit 1 family Flashcards
- Student's Book, page 8
- Unit 1 Poster

From the **Richmond Learning Platform**:

- Unit 1 Chant Video: *Time for a photo!*
- Student's Book Audio Track 6
- Photos of families from different parts of the world – **optional**
- Activity Book, page 6 – **optional**

#### STEPS

- 1 Give a copy of the **Flipped Learning Worksheet** to each child so they can complete it at home. Make sure it is clear what they have to do.

##### AT HOME

- 2 The children watch the **Unit 1 Chant Video** at home as many times as they need (at least three). Encourage them to learn the lyrics before the class session.
- 3 The children complete the **Flipped Learning Worksheet**: They draw their family to bring to class.

##### AT SCHOOL

- 4 **GO Check! activity**: Ask the children if they liked the video and if they already know the chant. Walk around the class to check that they have completed the worksheet.

Draw a **Family organizer** on the board. Write the family words or just stick the **Flashcards** on the board. If you choose to use the Flashcards, ask the children to say the family member as you stick them.

Then choose some volunteers and help them present their family drawings to the class. Ask them to point to and say one of the family members in their drawing *Sister!* Then ask *What's your sister's name?* Write the name of the family member in the corresponding category on the board. Repeat with the rest of the family members, adding categories to the organizer if needed.

- 5 Complete the **Student's Book, Activity 1**

Play the audio and tell the children to point to the family members and to repeat the words.

Then play the audio again, pausing after each item, and tell the children to match the numbered person in the photo to the pictures on the right. Encourage the children to repeat the words as they hear them.

- 6 Display the **Unit 1 Poster**, point, and ask the children to say the family member.

- 7 To finish the lesson, watch the **Chant Video** on the Richmond Learning Platform and encourage the children to chant along. Most of them will know the lyrics already!

#### E×TRAS

- **Families of the world**: If there is time, repeat step 6, using photos of families from different parts of the world so the children become familiar with cultural diversity while they consolidate the lesson content.
- Complete the **Activity Book**: The children trace the family words and color the frames.

# COOPERATIVE LEARNING



UNIT  
1

## LESSON 6

Use this structure for language consolidation.



### THINK-PAIR-SHARE

#### GENERAL DESCRIPTION

The teacher explains the task to the whole class. Each child thinks about what they have to do individually. The children form pairs and each child explains to their partner what they have to do to complete the task the teacher has assigned. If they both understand perfectly what they have to do, they start working. If not, they explain the task again. If they are still not clear, they ask the teacher for help.

#### LANGUAGE OBJECTIVES

- To review family and feelings vocabulary.
- To practice the structures *This is... I'm...*

#### COOPERATIVE GOALS

SOCIAL SKILLS

- Positive interdependence
- Equal participation
- Individual responsibility
- Simultaneous interaction

#### ACADEMIC PERFORMANCE

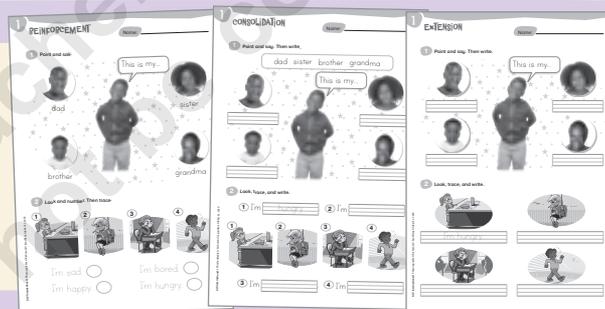
This structure **activates the understanding of a task** and promotes the development of the children's **planning skills, independent work, and self-discipline**. It also helps the children complete the task successfully and **increases motivation**.

#### RESOURCES AND MATERIALS

- Student's Book, page 14
- Pencils (1 per child)

From the Richmond Learning Platform:

- Unit 1 Language Worksheet, Teacher's Resource Bank (1 per child)



#### STEPS

- 1 Complete the **Student's Book** lesson with the children. Then the children sit in their Cooperative Learning teams. For instructions on how to manage this, see page 17 of the **GO Innovate! Teacher's Guide** (on the Richmond Learning Platform).
- 2 The **Materials Manager** collects the copies of the worksheets and pencils for the team and hands them out.
- 3 Explain to the whole class how to complete the worksheet. Then ask a child to repeat the instructions and check that everyone understands.
- 4 Form pairs within the teams by getting them to touch shoulders with the child sitting next to them.
- 5 The children spend a few minutes thinking about what they have to do. If they are unsure, they ask their partner.
- 6 The children complete the worksheet individually.
- 7 When both partners have finished, they compare their work and check that they have both done it correctly.
- 8 Then together, they point to and name the family members and the feelings from the worksheet (*dad, sister, brother, grandma; hungry, sad, bored, happy*).
- 9 The **Materials Manager** puts away the worksheets and pencils.
- 10 The pairs celebrate their success and hard work with a **Team High Five!**



#### TIPS

- If there is an odd number of children in the class and someone does not have a partner, some groups can have three children.
- Remind the children that they must help each other, not do their partner's work.
- If there is time, let the children draw their family on the back of the worksheet. Fast finishers can also write the family words to label their picture.



# THINKING-BASED LEARNING

## LESSON 5

Use this routine as an extension activity for the Story lesson.



### GREEN THINKING HAT

Type of work: Individual    Type of thinking: Creative thinking

#### LANGUAGE OBJECTIVES

- To review family vocabulary.
- To practice the structures *This is (Jasmin). It's (red).*
- To describe a picture.
- To practice speaking skills.

#### THINKING GOALS

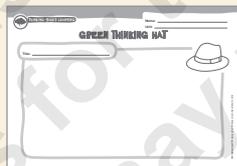
- To stimulate the children's **creative** and **lateral thinking**.
- To **think about all possible options**, to look for **alternatives**, and to go beyond what they already know.
- To control the **flow of ideas** in order to be **organized** and **focused**.
- To stimulate **self-knowledge**.

#### RESOURCES AND MATERIALS

- Student's Book, pages 12 & 13
- Pencils (1 per child)
- Crayons (1 set per child)
- A green hat

From the Richmond Learning Platform:

- Green Thinking Hat Worksheet (1 per child)



#### MODEL LANGUAGE

The children are likely to draw situations they cannot describe in English. **Guide all the answers** by providing sentence starters and any missing vocabulary. Some children may offer just **single words** or answers in their native language, which the teacher **will recast in complete English sentences**.

#### STEPS

- 1 Complete the **Student's Book** lesson with the children. Then introduce the routine to the whole class: Put the green hat on and say *Let's be creative!* Then explain that when you bring the green hat in the classroom, they have to use their **imagination** to invent something new.
- 2 Show the **Green Thinking Hat Worksheet** and explain the activity: The children have to draw one more scene to continue the story.
- 3 Hand out the copies of the worksheets and ensure that children still have their **Student's Books** available.
- 4 First, the children copy the story title and color the hat green. Coloring the hat should be used as a sign of entering the **creative** mode.
- 5 Then give them some time to look at the story in their Student's Books again and to think of possible ideas before they draw. Make them aware that silence helps **concentration**.
- 6 Clap your hands when the time for thinking is up so the children are clear when they can start drawing.
- 7 While the children are drawing, write the key vocabulary and structures on the board so that language models are available for the next step: *This is (dad); It's (blue); yellow, red, grandpa, mom, park, pizza, apples, etc.*
- 8 Fast finishers can look at their pictures and write the words they know in English at the bottom of their worksheets. This can also be assigned as homework.
- 9 Clap your hands when time for drawing is up.
- 10 The children take turns to describe their pictures to their classmates. They put on the green hat when it is their turn to speak: *This is Jasmin. Jasmin and her mom are (at home). Jasmin is (happy) now.*

#### HOW TO INTERPRET THE THINKING PROCESS

- + **Cognitive flexibility:** Considering different alternatives and different idea combinations develops the children's capacity to rationalize in a flexible manner and helps them to move away from fixed or rigid thought processes.
- + **Ask yourself questions:** Providing unexpected and challenging situations creates a need to question these situations and so puts a complex cognitive process in motion.
- + **Active listening:** Setting some time aside for finding out what classmates think allows the children to listen to the opinions of others in an active manner and helps to overcome egocentricity.
- + **Develop empathy:** Continuing a story, placing oneself in the shoes of the characters, helps the children to include the perspective of others in their thought processes.

- For more information and tips on this routine, see pages 25 and 26 of the **GO Innovate! Teacher's Guide** (on the Richmond Learning Platform).

# DRAMA GAMES

## UNIT REVIEW



UNIT  
1

Use the games as consolidation activities for the unit.



### DRAMA GAME 1

#### KEY VOCABULARY

- *bored, happy, hungry, sad, scared*

#### STEPS

- 1 Ask the children to mime and say the different feelings. The action of rubbing their tummy might accompany *I'm hungry*. Rubbing their eyes as though crying could accompany *I'm sad*.
- 2 Once the children are familiar with the actions, explain the activity: *One, two, three, FREEZE!* Mime and say a feeling as the children imitate you. Then turn away from the children and count slowly to three. Then turn around very quickly and say *FREEZE!* They are to immediately stop miming and say their sentence. Walk slowly among them, trying to find children moving.
- 3 Repeat the game as long as the children are engaged by it.

### DRAMA GAME 2

#### KEY STRUCTURES

- *This is my (dad). How are you?*

#### RESOURCES AND MATERIALS

- Cardboard crowns
- Blanket or fabric capes
- Hats

#### STEPS

- 1 Create a context for the role play. You are going to visit the King and Queen to present a member of your family. Simple props like cardboard crowns or blanket/fabric capes for the King and Queen will help add authenticity.
- 2 Ask the children to form a line of pairs to visit the palace. One member of the pair will formally introduce their family member to the royal couple and these will respond by asking about their health.
- 3 Model the exchange: *Hello, this is my (dad). Hello, how are you?* Model the exchange with lots of pomp and ceremony to contribute to the authenticity. You might like to negotiate with the children who they would like to visit. Perhaps they would prefer to present their families to some pirates or cowboys. Simple hat props can quickly change the context of the visit.
- 4 Make sure all the children have an opportunity to present a family member or to be the hosts receiving the visit.

1

# HAPPY FAMILIES

1 Trace and color.



6

1

2 Read and match.



3 Trace and circle.

- ① This is my grandpa.
- ② This is my brother.
- ③ This is my mom.



7

1

4 Look and write. Then listen and number.



mom grandpa  
 brother sister  
 grandma dad



8

## TRANSCRIPT

2 Listen and number.

- Boy:** Hi, Simon!  
**Simon:** Hello! Look, this is my family.
- 1 **Boy:** Oh! Who's this?  
**Simon:** This is my grandpa.  
**Boy:** Your grandpa? Great!
- 2 **Boy:** Who's this?  
**Simon:** This is my brother. His name's Carl.
- 3 **Boy:** Is this your mom?  
**Simon:** No, this is my grandma.  
**Boy:** Ah! Your grandma, I see.
- 4 **Boy:** Simon, where's your dad?  
**Simon:** Here, this is my dad.  
**Boy:** Oh, yes.
- 5 **Boy:** Is there a picture of your sister?  
**Simon:** Yes, this is my sister.  
**Boy:** Oh, yes. I like her hat!
- 6 **Boy:** Is this is your mom?  
**Simon:** Yes, this is my mom.  
**Boy:** Ah, yes. Her hat's amazing. Thanks, Simon. They're nice photos.

5 Trace. Then number and color.

- 1 I'm bored.
- 2 I'm hungry.
- 3 I'm sad.
- 4 I'm happy.
- 5 I'm scared.



6 Trace and complete. Then draw and write for you. TIME TO WRITE

This is my grandpa



Child's own answer

### PHONICS

7 Circle and color the S words.



## GO AGAIN!

1 Look and write.

<input type="text" value="dad"/>		<input type="text" value="mom"/>
<input type="text" value="brother"/>		<input type="text" value="grandpa"/>
<input type="text" value="grandma"/>		<input type="text" value="sister"/>

2 Write. Then listen and number.

 I'm bored. <input type="text"/>	 I'm happy. <input type="text"/>
 I'm hungry. <input type="text"/>	 I'm scared. <input type="text"/>

## TRANSCRIPT

3 Listen and number.

- 1 **Adult:** Hello, how are you?  
**Jasmin:** I'm happy! This is great music.
- 2 **Adult:** Hi, how are you?  
**Carla:** I'm bored!  
**Adult:** Oh dear!
- 3 **Adult:** Hello, how are you?  
**Ryan:** I'm hungry! But look, a red apple! Mmmm!
- 4 **Adult:** Hi, how are you?  
**Mike:** I'm scared! Oh, no!