

OBJECTIVES

Reading

- Reading accuracy – Can identify the initial sound in simple words.

Listening

- Listening development – Can understand short, simple instructions addressed slowly and clearly.
- Listening comprehension – Can identify everyday objects, people, or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g., color), if spoken slowly and clearly.
- Response to spoken prompts – Can identify the names of people or places in short, simple dialogs, if spoken slowly and clearly.

Speaking

- Spoken production – Can say how many things there are, up to 10.
- Spoken production – Can name everyday objects, animals, or people around them or in pictures using single words.
- Spoken production – Can use language related to basic actions (e.g., “open,” “shut”).

Writing

- Text development and written process – Can draw a picture of a new word they’ve heard to demonstrate understanding (before they can write it).

KEY LANGUAGE

Key vocabulary	Phonics	STEAM	New language	Culture
bee chicken cow duck egg fox sheep tractor	The sounds /æ/ and /f/ ant apple five forest four fox	bees butter chickens cows ducks eggs honey milk	There’s a bee. There are six chickens. Open the gate. Shut the gate.	bee chicken music noisy piano quiet violins

PROJECT: MAKE A TOY FARM

Students will make a toy farm. They will think about different animals you can see on a farm and where they live, then choose materials to make a toy farm. Finally, they will talk about their toy farm with a partner.

Materials: coloring pencils, colored paints, a paintbrush, scissors, glue, card, foil, modeling clay, pipe cleaners, plastic toy animals, and recycled materials, for example, plastic bottles and boxes, cardboard boxes, fabric, etc.

EXPERIMENT LAB: FOOD FROM ANIMALS

Students will learn about food from animals and how it is made, and then make and taste butter.

Materials: a jar with a cap, whipping cream (or whole milk), kitchen roll, a plate, a knife, a slice of bread

Pearson English Portal digital resources

Go to the Pearson English Portal and click on “Resources” for more teaching resources, including videos and games.

CODING: ALGORITHMS/SEQUENCING AND TROUBLESHOOTING

- Students will learn how to arrange a series of simple steps to achieve a task or outcome.
- Students will learn how to search systematically for an error.

MATH

Students will review counting from 1–10 using animals.

VALUES AND SOCIAL-EMOTIONAL LEARNING: TAKE CARE OF ANIMALS

Students will learn how to take care of animals by understanding how to be responsible in the country.

CREATIVE ACTIVITIES

Make marbled eggs. Describe your eggs.

Students make marbled eggs and use them as they act out the story.

Act out the story in groups.

This feature occurs in each Story lab lesson and will help students revisit and produce core language learned so far in the unit, as well as collaborate with other students in a fun context.

Make and play *Shut the gate*.

Students make a gate and use it to play a game.

GLOBAL AND CULTURAL CITIZENSHIP: ANIMALS IN MUSIC

Students learn about music and animals in different countries.



How can I make a toy farm?

OPENER AND VOCABULARY

At the farm

How can I make a toy farm?

1 Look at the picture.
What can you see?

I will learn
farm words.

2 Stick the farm animals
on the picture.

3 Listen, point, and repeat.

4 Listen and say.

SONG TIME

5 Listen and point. Then
sing along and dance.

6 Look and say.



Lesson flow



LESSON OBJECTIVE

I will learn farm words.

KEY LANGUAGE

bee	cow	egg	sheep
chicken	duck	fox	tractor

Warm up

- Review musical instruments with students. Put the flashcards on the board and ask *What's this?* (*It's a trumpet.*). Encourage students to use full sentences.

- Show students the trumpet, put your hands over your ears, and say *It's noisy*. Then show them the triangle, cup your hand to your ear, and elicit *It's quiet*. Then ask students to point to and make sentences about the musical instruments with their partner using *It's noisy*. *It's quiet*.

CRITICAL THINKING

- Ask students *How can I make a toy farm?* Explain that they will make a toy farm as their final project. Ask them in L1 what they need to be able to complete the project. Write ideas on the board (materials to make animals and other farm items, etc.).

- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for animals and other farm items, etc.). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn farm words.*
- **Involve** Students will learn to sing a song with actions using farm words. The music and actions will help recall of the new vocabulary.

COMMUNICATION

Presentation

1 Look at the picture. What can you see?

- Ask students to look at the picture and share their ideas. Encourage them to use words they know, like *girl, boy, colors, and numbers 1–10.*

CRITICAL THINKING

Practice

2 Stick the farm animals on the picture.

(Answers: Students stick the egg in the nest, the bees under the beehive and the duck in the pond.)

- Ask students to look at the picture and think about where the stickers can go. Write ideas on the board. Ask questions in L1 to ensure understanding and encourage discussion around the reasons for students' guesses.
- Give students time to add their stickers to the picture.
- **Assist** Look back at the ideas on the board and discuss any similarities or differences with students in L1.
- Introduce the new vocabulary (*bee, duck, egg*) and encourage students to say the words aloud.

Presentation

3 036 Listen, point, and repeat.

- Play audio 036. Students listen, point to the farm animals and items in the main picture and repeat what they hear. They will say the word, spell it out in sound chunks, then say the word again.
- Point to each of the farm animals and items in the picture and ask students *What's this? (tractor).*

Practice

4 037 Listen and say.

(Answers: 1 It's a fox., 2 It's a bee., 3 It's a duck., 4 It's a cow., 5 It's a sheep., 6 It's a chicken.)

- Play audio 037. Students listen to the different animal sounds and say the animal.
- **Monitor** Check answers with the class. Play the audio again if needed.

Song

5 038 Listen and point. Then sing along and dance.

- Play audio 038. Ask students to listen and point to the farm animals and items they hear in the picture.
- Play the audio again. Ask students to sing along and show them the actions. You may need to repeat the song with actions a few times.

Listen! Listen to the animals. (*cup hand to ear*) Listen to the ducks. (*flap arms and waddle*) Listen to the chickens. (*bend at waist and peck head*) It's noisy here, at the farm! (*hands on ears*) Let's sing, (*mime singing*) And play the drums! (*mime playing the drum*) This is my tractor, brum brum! (*mime driving*) It's noisy here, at the farm! (*hands on ears*) Listen! Listen to the animals. (*cup hand to ear*) Listen to the cows. (*mime milking a cow*) Listen to the white sheep. (*mime trotting with hands*) Listen! Listen to the animals. (*cup hand to ear*) Listen to the bees. (*arms out as if flying*) Listen to the red fox. (*hands on head like ears*).

- **Extra** Divide the class into two groups to sing the song. One group sings the chorus, and the other group sings the verses. Swap so that both groups practice the different parts. You could use the dance move cards to help guide students.

CRITICAL THINKING

Practice

6 Look and say.

(Answers: 1 It's a tractor., 2 It's a chicken., 3 It's a fox., 4 It's a sheep., 5 It's a cow., 6 It's a duck.)

- Point to the first picture and ask *What's this? (It's a tractor).* Explain that the magnifying glass shows the prints left by farm animals and items. Students work with a partner and guess what left the prints.

Objective review

- Revisit the lesson objective. Say *Now I can use farm words.*
- **Involve** Encourage awareness of what students know by eliciting the new vocabulary and the corresponding sound and actions, and having students point to pictures of them.

Story lab

ENJOYING A STORY



Story lab

ENJOYING A STORY

I will listen to a story about a fox.

1 Listen to the story.

The red fox



2 Help the fox find its cubs. Look and say.



42 forty-two



3 Make marbled eggs. Describe your eggs.



4 Act out in groups. Use your eggs.



43 forty-three

Lesson flow



Warm up



Lesson objective



Pre-listening



Listening



Comprehension



Production



Act out



Objective review

LESSON OBJECTIVE

I will listen to a story about a fox.

KEY LANGUAGE

There's a bee.

There are six chickens.

Warm up

- Ask students to stand up. Remind them of the actions for the song on page 41. Play audio 038 and ask students to sing along and do the actions.

- Monitor** Ask more confident students to stand at the front of the class for others to copy. Watch and listen to students and provide support if needed. Take notes on any general issues with pronunciation and intonation.
- Extra** Review farm animals and items with students. Put the flashcards on the board and ask *What's this?* as you point to each picture and elicit the words. Students work with a partner and take turns pointing to the flashcards and saying the words aloud.

Lesson objective

- Introduce the lesson objective. Say *Today I will listen to a story about a fox.*

- **Involve** Students will listen to a story about a fox. They will use the information from the pictures and audio to understand the story.

Pre-listening

- Ask students to look at the pictures in the story. Then say an animal and ask them to count the number of those animals as quickly as they can, then raise their hand. When half the class have raised their hands, ask the student whose hand was raised first. If they give an incorrect answer, ask the next student, and so on. Repeat for all the animals in the story.

Listening

1 039 Listen to the story.

- Play audio 039 and ask students to listen and follow the story in their book.
- **Monitor** Ask questions to check understanding. Point to Lucy in Frame 1 and ask *Where are they?* (at the chicken shed). Point to Oscar in Frame 4 and ask *What does he say?* (There are 10 bees!). Point to the red fox in Frame 7 and ask *What's this?* (It's a red fox.).
- **Challenge** Ask students to close their books. Hold up the story cards one by one and ask students to retell the story in their own words.

Comprehension

2 Help the fox find its cubs. Look and say.

(Answers: Students draw a line from the fox to the five chickens, the two eggs, the 10 bees, the shed, and the three cubs.)

- Ask students to draw a path from the fox to its cubs. Explain that the path will take them through the pictures. Then check answers as a class.
- Ask students to look at the pictures and say what they see with their partner using *There's a (fox). There are (five chickens)*. Encourage them to count the animals before they make sentences.
- **Extra** Explain that foxes don't only eat chicken, but also fruit, berries, insects, and eggs. Ask students to find out about foxes, what they eat and where they live. Students can make a fact file with pictures of foxes, the food they like, and the places they live.



CREATIVITY

Production

3 Make marbled eggs. Describe your eggs.

- **Materials:** hard-boiled eggs, two bowls, different colored food dye, cold water, warm water, vinegar, oil, a fork

- Give students an egg each and ask them to choose two different colored food dyes. First, they mix cold water, a little vinegar, and a little of one food dye in a bowl. They put their egg under the water until it becomes the same color as the food dye. Then they take the egg out and let it dry. Next, they mix warm water, a lot of the other food dye, and a little vinegar, then add oil and mix it with a fork. They put their egg into the bowl and roll it around quickly, then take it out and let it dry.
- Ask students to work with their partner and describe their egg using *This is my egg. My egg is (purple) and (green)*.



CREATIVITY



COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Act out

4 Act out in groups. Use your eggs.

- Put students in groups of three. Ask them to decide who plays each character and who makes the animal sounds. Ensure students are happy to play the character they have picked. Remind them to use the eggs they made.
- **Assist** Before students act out the story, ask them to discuss what happens as a group and the lines in English. Encourage them to make up their own lines if they don't remember the exact wording and use their imagination to make the sounds, for example, with musical instruments, classroom items, or their own voices. Then ask them to act it out with each student saying their character's lines.
- Ask each group of students to practice individually before bringing them together to act out in front of the class. Encourage students to provide support and encouragement for each other. After each group has acted out the story, tell them to clap or say *Good job!*
- **Differentiation** Put students in groups of the same ability. Have less confident students practice acting out the story as it is, while more confident students make changes to the story. For example, they can change the ending, change what happens, or extend the story.

Objective review

- Revisit the lesson objective. Say *Now I can understand a story about a fox.*
- **Involve** Encourage awareness of what students can do by pointing to a frame in the story and eliciting a few words to describe what is happening.

Sound lab

A AND F

Sound lab

A AND F

I will learn the a and f sounds.

1 Listen, point, and repeat.



2 Listen, point, and repeat. Follow the maze and say.



3 Say the numbers. Circle the numbers that start with f.



4 Make letters using natural materials. Say the sound.



44 forty-four

Experiment lab

SCIENCE: FOOD FROM ANIMALS

I will learn about food from animals.

1 Listen and follow.



Watch a video about bees.

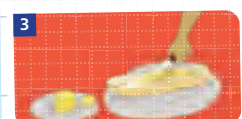
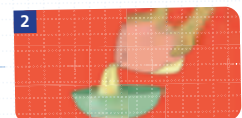
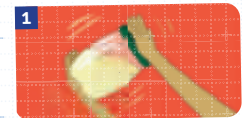
2 Number in order.



3 Make a collage about where food comes from.

EXPERIMENT TIME

How can I make butter?



45 forty-five

Lesson flow



Warm up



Lesson objective



Presentation



Practice



Practice



Production



Objective review

LESSON OBJECTIVE

I will learn the a and f sounds.

KEY LANGUAGE

The sounds /æ/ and /f/
ant
apple
five
forest
four
fox

Warm up

- Review the sounds from Units 1–3 with students. Put the flashcards for the sounds /k/ cake, /b/ balloon, /s/ six, /p/ pink, /t/ table, and /d/ door on the board. Ask *What's this?* (/k/ cake) as you point to each picture and elicit the sounds and the words.
- Ask students to work with a partner and take turns to pointing the pictures and saying the sounds and the words.

- **Differentiation** Ask students to work with a partner and take turns choosing a sound. The other student then says words beginning with that sound. Less confident pairs can say one or two words, while more confident pairs can say three or four words.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn the a and f sounds.*

- **Involve** Students will learn the sounds /æ/ and /f/ through words that start with those sounds. They will learn to remember and recall the sounds through listening to and saying key words that start with those sounds.

Presentation

1 040 Listen, point, and repeat.

- Play audio 040. Ask students to listen quietly and point to the pictures in their Student's Books of the letters and words they hear.
- Play the audio again. Ask students to listen and repeat what they hear. Encourage them to emphasize the /æ/ and /f/ sounds.
- **Assist** Play the *Phonics Pronunciation* video. Ask students to sit and watch quietly. Play it again and ask students to copy what they see and hear.
- **Extra** Divide the class into two groups. Ask one group to say /æ/ four times and then *ant*, and then the other group to say /f/ four times and then *fox*. Repeat several times, getting faster and faster. Swap so that both groups practice the different sounds.

Practice

2 041 Listen, point, and repeat. Follow the maze and say.

(Answers: Students draw a line from the ant to the apple, and the fox to the forest.)

- Play audio 041. Ask students to listen, point and, repeat what they hear. Encourage them to emphasize the /æ/ and /f/ sounds.
- **Assist** Point to the first picture and elicit the word and initial sound (/æ/ *ant*). Repeat for the other pictures. You can also ask students to point to and say the sounds for the alligator and farmer. Then ask students to point to and say the words with the /æ/ sound. Repeat for the /f/ sound.
- Ask students to draw a line following the path for the /æ/ sound and say the initial sounds and words. Then repeat for the /f/ sound. Check answers as a class.

- **Challenge** Show students the flashcards for *ant*, *apple*, *forest*, *fork*, and *fox*. Ask them to say the /æ/ or /f/ sound. Give less confident students an opportunity to answer. Then ask students if they know any other words that start with the /æ/ or /f/ sounds.



CRITICAL THINKING

Practice

3 Say the numbers. Circle the numbers that start with f.

(Answers: 4, 5)

- Ask students to point to and say the numbers. They can count them from 1–10, or just choose randomly and say them. Remind students to emphasize the initial sounds.
- Explain that students have to find and circle the numbers that start with the /f/ sound. Ask them to point to and say the numbers again, and circle the correct ones.
- **Assist** Tell students that there are only two numbers that start with the /f/ sound.
- **Monitor** Monitor students and provide support if needed. Take notes on any general issues with identifying sounds.



CREATIVITY

Production

4 Make letters using natural materials. Say the sound.

- Ask students to make the shapes of the letters from natural materials. They can use sand, small stones, leaves, flowers, small twigs, and shells, etc.
- Ask students to say aloud the sounds (/æ/ and /f/) of the letters they make.
- **Differentiation** Fast finishers can work with a partner and make a sequence of letters from natural materials. Then they can take turns saying the sounds of the letters in the sequence.

Objective review

- Revisit the lesson objective. Say *Now I know the a and f sounds.*
- **Involve** Encourage awareness of what students know by eliciting words with the /æ/ and /f/ sounds.

Experiment lab

SCIENCE: FOOD FROM ANIMALS

Sound lab

A AND F

I will learn the a and f sounds.

1 Listen, point, and repeat.



2 Listen, point, and repeat. Follow the maze and say.



3 Say the numbers. Circle the numbers that start with f.



4 Make letters using natural materials. Say the sound.



44 forty-four

Experiment lab

SCIENCE: FOOD FROM ANIMALS

I will learn about food from animals.

1 Listen and follow.



Watch a video about bees.

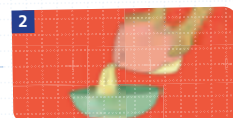
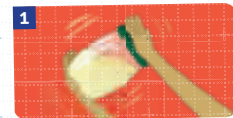
2 Number in order.



3 Make a collage about where food comes from.

EXPERIMENT TIME

How can I make butter?



45 forty-five

Lesson flow



Warm up



Lesson objective



Video



Presentation



Code Cracker Practice



Practice



Experiment time



Objective review

LESSON OBJECTIVE

I will learn about food from animals.

KEY LANGUAGE

bees	chickens	ducks	honey
butter	cows	eggs	milk

Warm up

- Review farm animals and items with students. Put the flashcards on the board and ask students *What's this?* (cow) as you point to each picture and elicit the words.

- Ask students to work with a partner and take turns pointing to the pictures and making sentences using *Look! There's (a cow). There are (three cows)!*
- Challenge** Put the farm animals and items flashcards on the board and tell students to try to remember the pictures they can see. Then ask students to close their eyes and remove two of them. When students open their eyes, ask *What's missing?* Students have to guess the missing flashcards. You can make it more challenging by changing the order and removing more flashcards each time.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about food from animals.*

- **Involve** Students will learn about food from animals and how it is made, then make and taste butter.

Video

Watch a video about bees.

Go to the Pearson English Portal and click on “Resources” for more teaching resources about this topic, including a video about bees.

Presentation

1 042 Listen and follow.

- Play audio 042. Ask students to listen quietly and follow the pictures in their Student’s Books.
- Put the flashcards on the board for *cow, milk, bee, honey, duck, chicken, egg*. Point to each picture and elicit the words they know. Say the words they don’t know aloud, then ask students to repeat.
- Point to the flashcards and ask *What’s this? (honey)*.
- **Extra** Ask students to work with a partner. Students take turns pointing to the pictures in their Student’s Books and saying the words aloud.

CODE CRACKER

Practice

2 Number in order.

(Answers: 3, 4, 1, 2)

- **Coding Syllabus:** Students will learn how to arrange a series of simple steps to achieve a task or outcome.
- Ask students to think about how honey is made and number the pictures in order. They can start from the end of the process if it is easier.
- **Assist** Discuss with students in L1 how honey is made. Guide them through the process by asking them to think about what food bees eat (*pollen*), where they get it from (*flowers*), where they live (*beehives*), what they make (*honeycomb*), how people get the honey (*wearing a beekeeping suit*), and what we buy in a supermarket (*jar of honey*).
- **Digital literacy** Discuss with students in L1 how to search the internet to find videos showing how milk or eggs are produced. Show them how to use a search engine and look for reliable websites. Type in “How is milk produced?”, “How are eggs produced?” Go through the list of results and make suggestions as to the most reliable sources, for example, educational websites connected to schools and official bodies.
- **Differentiation** Ask students to draw a picture flowchart showing steps of how to get milk or eggs from the animal to the shelf in the supermarket. Less confident students can include three or four steps, while more confident students can try to include five or six steps.



CRITICAL THINKING

Practice

3 Make a collage about where food comes from.

- Divide the class into groups. Give each group a different farm animal to make a collage about, e.g., cows, ducks, and bees. Ask them to discuss different food that comes from the animals.
- Give each group old magazines with pictures of food and a large piece of colored paper. They can draw pictures or cut out pictures of food and stick them on to the paper to make their collage.
- **Challenge** Ask students *What animals produce milk? (cows, sheep, goats)*. Then ask in L1 which plants produce milk (*almonds, coconuts, soybeans, rice*). Put students in groups to discuss plant-based food, for example, vegetables, fruit, grains. Give them more colored paper to make a collage about food that comes from plants.



COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Experiment time

How can I make butter?

- **Materials for the experiment:** a jar with a cap, whipping cream (or whole milk), kitchen roll, a plate, a knife, a slice of bread
- **Assist** Before you start, ask students to look at the pictures and explain in L1 what they need and what they will do.
- Show students what to do. Add whipping cream (or whole milk) to the jar and close the cap. Then shake it until the cream turns into butter. When the butter is ready, there will be some liquid left in the jar. This is buttermilk. Take the butter out and rinse it to remove the buttermilk. If you want to, you can add salt. Then spread some butter on bread.
- Students work in groups to do the experiment. Remind them to close the cap tightly and take turns shaking. They will need to shake it for a long time. Check that students don’t have any allergies, then give each one a slice of bread to taste the butter.

Objective review

- Revisit the lesson objective. Say *Now I know about food from animals*.

Shut the gate!

COMMUNICATION

Shut the gate!

COMMUNICATION

I will give instructions.

1 Circle five differences and say.

CODE CRACKER



2 Watch and write the number. Then say and match to a picture in 1.



46 forty-six

Values Take care of animals.

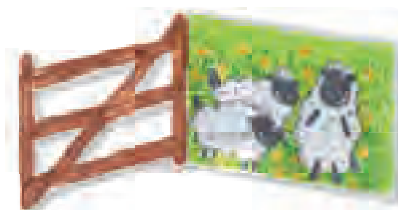
3 Watch again. Draw ☺ or ☹.



4 Listen and play Teddy says.



5 Make and play Shut the gate.



forty-seven 47

Lesson flow



Warm up



Lesson objective



Code Cracker Practice



Math Practice



Values Practice



Production



Production



Objective review

LESSON OBJECTIVE

I will give instructions.

KEY LANGUAGE

Open the gate.
Shut the gate.

Warm up

- Ask students to stand up. Remind them of the actions for the song on page 41. Play audio 038 and ask students to sing along and do the actions.

- Review farm animals and items with students. Put the flashcards on the board and ask students to make sentences as you point to each picture using *Look! There's (a tractor). There are (bees).*
- Extra** Give each student a picture of a farm animal or item, for example, *chicken, egg, fox*. Make sure you use all the farm animals and items more than once. Then say one of the farm animals or items, for example, *Fox!* All students with the picture of a fox have to stand up and change seats. Remind students not to run in the classroom.

Lesson objective

- Introduce the lesson objective. Say *Today I will give instructions.*

- **Involve** Students will learn how to give instructions. They will practice using the new language in different contexts.

CODE CRACKER

Practice

1 Circle five differences and say.

(Answers: In the second picture, students circle two cows, one sheep, and two ducks.)

- **Coding Syllabus:** Students will learn how to search systematically for an error.
- Point to the first picture and ask *How many cows are there?* (*There's one cow.*). Repeat for the second picture (*There are three cows.*). Students circle each of the two cows in the second picture to show what's different.
- Ask students to complete the activity. Then they work with a partner and make sentences using *There's (one cow).* *There are (three cows).*

MATH ZONE

Practice

2 043 Watch and write the number. Then say and match to a picture in 1.

(Answers: cow: 1, sheep: 3, duck: 4, matches picture 1)

- Students will review counting from 1–10 using animals.
- Play the video *Unit 4: Open the gate!* or audio 043. Ask students to watch or listen quietly.
- Play the video again and pause after Oscar says *Hello ducks! Quack, quack!* and ask *How many ducks are there?* (*There are four ducks.*). Then pause after Lucy says *Shut the gate, Oscar.* and ask *What did Lucy say?* (*Shut the gate.*). Then play the video to the end.
- Ask students to write the number of animals in the video for each picture. Then ask *Which animals are missing?* (*chickens*) *How many chickens are there?* (*There are eight chickens.*).
- Ask students to look at Activity 1 and find the picture that matches the video by counting the animals. Then they make sentences with a partner using *There's (a cow).* *There are (three sheep).*
- **Monitor** Monitor students and provide support if needed. Take notes on any general issues with understanding the content of the video or audio.

Values

Practice

3 Watch again. Draw 😊 or ☹️.

(Answers: Students draw ☹️ on the first picture and 😊 on the second.)

- Students will learn the value of how to take care of animals by understanding how to be responsible in the country.
- Play the video or audio again. Ask students to sit and watch or listen quietly.
- Point to the first picture and ask *Open the gate or shut the gate?* (*Open the gate.*). Repeat for the second picture (*Shut the gate.*). Then discuss with students in L1 why we shut gates and why animals live in different fields.
- Ask students to draw a happy or sad face for each picture. Then work with a partner and make sentences about each picture using *Open the gate. Shut the gate.*
- Remind students of the value *Take care of animals.*

COMMUNICATION

Production

4 044 Listen and play *Teddy says*.

(Answers: Students only do the action when they hear "Teddy says"; otherwise, they do not move.)

- Tell students to listen and mime the instructions they hear. They should only mime the instruction if Teddy says the instruction, but if Teddy does not say the instruction, then they should not move. Play audio 044.
- **Challenge** Repeat the game with you playing Teddy. Say *Teddy says open the door*, etc. Gradually make the pauses between each instruction shorter.

CREATIVITY COMMUNICATION

Production

5 Make and play *Shut the gate*.

- Students use the press-out in the back of their Student's Books. They draw and color one or more animals in the space. Then show them how to fold it so that the gate covers their picture.
- Students work in groups and put their shut gates on the table. They take turns choosing a gate and the other students say *Open the gate*. The student who chose the gate opens it and says what they see using *There are (two chickens)*. The other students then say *Shut the gate*.

Objective review

- Revisit the lesson objective. Say *Now I can give instructions.*
- **Involve** Encourage awareness of what students can do by giving them instructions to check understanding using *Open the (book).* *Shut the (door).* Then ask them to give you instructions using the new language, too.

Project and Review

MAKE A TOY FARM



PROJECT AND REVIEW

Step 1
Research

Research farm animals.

What animals can you see at a farm?

Step 2
Plan

Decide where the animals live.

Where do the animals live?

Step 3
Create

Make your toy farm.

What materials can I use?

Step 4
Show and tell

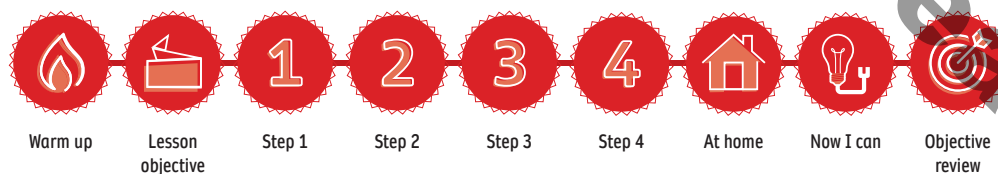
Talk about your toy farm.

Find out about baby animals.

Now I can ...

- ... use farm words.
- ... talk about farm animals.
- ... give instructions.

Lesson flow



LESSON OBJECTIVE

I will make a toy farm.

Warm up

- Ask students to stand up. Remind them of the actions for the song on page 41. Play audio 038 and ask students to sing along and do the actions.
- Hold up the story cards one by one and ask students to retell the story in their own words. Encourage them to make up their own lines if they don't remember the exact wording.

- Act like an animal and imitate the sound they make. Ask students to guess as quickly as possible which animal you are and make sentences using *Look! There's (a fox)*. More confident students could act like an animal and imitate the sound they make for other students to guess, too!

Lesson objective

- Introduce the lesson objective. Say *Today I will make a toy farm.*
- Involve** Students will learn how to make a toy farm. They will use the language learned from the unit to understand how to complete their project and talk about their toy farm with their partner.

Step 1

Research

- Students will make a toy farm. Ask them to think about the farm animals and items they know, and discuss with their partner.
- **Assist** Take time to check students' work and provide support if needed. Provide students with the English words for any farm animals and items they don't know. You can also ask more confident students to help.
- Give students old magazines to cut out pictures of farm animals and stick them in their notebooks. You can also tell them to draw pictures.

Step 2

Plan

- **Materials for the project:** coloring pencils, colored paints, a paintbrush, scissors, glue, card, foil, modeling clay, pipe cleaners, plastic toy animals, and recycled materials, for example, plastic bottles and boxes, cardboard boxes, and fabric.
- Students choose the farm animals and items they want, then think about where different animals live on a farm. Remind them to think about the gates!
- Ask students to draw and color a picture of their farm, so that they know what it will look like when they are making it.

Step 3

Create

- Ensure students have the space, tools, and materials they need to make their toy farm.
- Ask students to choose the materials they want to use to make their toy farm, then make it using their picture from Step 2. They can decorate it using colored paints. If students have time, they can make the animals from modeling clay, but if not, they can use plastic toy animals.
- **Challenge** Put students in groups and ask them to use their own toy farms to make one big toy farm. Encourage them to discuss how to do this first so that all the students are involved in the decision making. Remind them to ensure there is space for all the animals.

Step 4

Show and tell

- Ask students to take turns talking about their toy farm to their partner. They can talk about the animals using *Look! There's (a sheep). There are (10 bees).* They can move the animals around on their toy farm and talk about it using *Open the gate. Shut the gate.* Remind them to use other language they know, too, for example, *This is my toy farm. Cows produce milk.*

- **Differentiation** Ask each student to present their toy farm to the rest of the class. Less confident students can say two or three sentences, while more confident students can say five or six sentences. Encourage students to provide support and encouragement for each other. After each student has presented, tell them to clap or say *Good job!*

At home +

Find out about baby animals.

- Ask students to find out about baby animals. They can ask their families or look in books and on the internet. Encourage students to find pictures of the baby animals and compare them to the adult animals. Ask them to make a poster and stick or draw pictures of different baby animals next to the adult animals.
- **Extra** Ask students to bring their posters to school and display them in the classroom. Students can take turns describing the animals in their posters to each other, talking about the numbers and colors of the animals. Then they have to find the poster their partner is describing and show them.

Now I can ...

- Show students the *Now I can ...* box and read the examples. Ask students to repeat, then check understanding in L1.
- **Involve** Ask students to think about how they feel about these statements. Explain that if they feel confident about a statement, they can stick on the light bulb sticker. If they do not feel confident about a statement, tell them that they can come back to that statement and stick on the sticker when they do feel confident.
- **Monitor** Ask students to choose the statement they are the most confident about and tell the rest of the class. Make notes of the statements that the fewest students choose and make sure you review the content in the future.

Objective review

- Revisit the lesson objective. Say *Now I can make a toy farm.*
- **Involve** Encourage awareness of what students can do by asking them to talk about their toy farm using *Look! There are (three sheep). Open the gate. There's (a cow). Shut the gate!*

Pearson English Portal games

Go to the Pearson English Portal Presentation Tool, choose the unit and the Project and Review lesson for a Class game.

2 Checkpoint & Culture

UNITS 3 AND 4 / ANIMALS IN MUSIC



2 Checkpoint

UNITS 3 AND 4

1 Point and say. Then draw four pictures from Units 3 and 4.

2 Listen and play *Four in a row*.



3 Play *Look and find* with your partner.

50 fifty

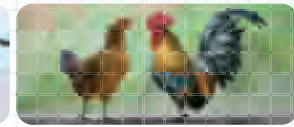
Culture 2

ANIMALS IN MUSIC

1 Listen and guess the animals.



2 Listen and point.



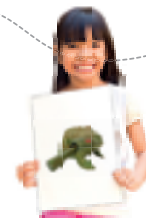
3 Make your own chicken in a cup musical instrument. Play *What's that music?*



My Culture

Find out about music and animals in your country.

4 Describe the music to your partner.



fifty-one 51

Lesson flow



Warm up

Lesson objective

Production

Listening

Speaking

Objective review

CHECKPOINT 2

LESSON OBJECTIVE

I will review Units 3 and 4.

Warm up

- Ask students to look at their picture dictionary and review the new words from Units 3 and 4. Tell them to work with a partner and take turns pointing to a picture and saying the word.
- Ask students to look at the stories on pages 32–33 and 42–43, and make sentences using the new grammar structures from the unit, for example, *Let's play (the drum).* *There's (a fox).*

- Extra** Either watch the video from *Unit 3: Let's make music* or *Unit 4: Open the gate!*, or listen to audio 033 or 043. Ask questions to check understanding.

Lesson objective

- Introduce the lesson objective. Say *Today I will review Units 3 and 4.*

- Involve** Students will review all of the language learned in Units 3 and 4. They will consolidate their knowledge in a series of activities to test their listening and speaking skills. Then they will learn about animals in music and make their own musical instrument.

CREATIVITY

Production

- Point and say. Then draw four pictures from Units 3 and 4.
 - Ask the class to point to each picture and say what it is, starting from the top-left picture.

- Students draw four pictures in the empty squares of the other new vocabulary that they learned in Units 3 and 4 (*drum, triangle, egg, sheep*).

Listening

2 045 Listen and play Four in a row.

- Give students counters. Explain that when they hear the word for the picture, they put a counter on it. When the student has four in a row, they raise their hand and are the winner.
- Play audio 045. Students listen and play.

COMMUNICATION

Speaking

3 Play Look and find with your partner.

- Students take turns making sentences about the pictures in their grids. Their partner points to it.

Objective review

- Revisit the lesson objective. Say *Now I know Units 3 and 4*.
- Involve** Encourage awareness of what students know by eliciting the new language, and by showing them pictures of musical instruments and asking them which animal it sounds like.
- Ask students to go to the *Progress Chart* in their Workbooks and stick on their *Now I can* stickers.

Lesson flow



CULTURE 2

KEY LANGUAGE

bee	music	piano	violins
chicken	noisy	quiet	

Warm up

- Review the new words from Units 3 and 4 using flashcards. Students ask and answer with a partner.

Lesson objective

- I will learn about animals in music.

CRITICAL THINKING

Pre-listening

1 046 Listen and guess the animals.

- Play audio 046. Tell students to listen and guess what animals the music sounds like.

- Ask students what animals they think they heard and write some ideas on the board. Encourage them to use English, but accept words in L1 and translate.

Listening

2 047 Listen and point.

- Play audio 047 and ask students to listen and point to the pictures in their book.
- Introduce the new vocabulary (*music, piano, violins*). Encourage students to say the words aloud.

CREATIVITY

Production

3 Make your own chicken in a cup musical instrument. Play *What's that music?*

- Give students a plastic cup with a hole in the bottom, a piece of string, a paper clip, and a paper towel. They tie one end of the string to the paper clip and pull it through the hole in the cup. The paper clip holds the string in place. Students fold the paper towel, make it damp, and use it to pull the string down in sharp movements. This makes the chicken sound.
- Put students in small groups to practice playing different songs with their chicken in a cup. When they feel confident, ask students to take turns playing a song for the others to guess.

MY CULTURE

Find out about music and animals in your country.

COMMUNICATION

Production

4 Describe the music to your partner.

- Ask students to think about other musical instruments that make animal-like sounds and find or draw pictures of them.
- Ask students to take turns describing the music to their partner using *Listen! It's (quiet). There's a (bird singing)*.

Objective review

- Revisit the lesson objective. Say *Now I know about animals in music*.

Workbook answer key and notes

UNIT 4: AT THE FARM

1 Follow and check ☒. Then say.

(Answers: 1 b, 2 a, 3 a, 4 b)

2 046 Listen and sing. Number in order.
What's missing?

(Answers: The egg is missing.)



3 Continue the sequence. Then say.

(Answers: Students draw: 1 a chicken, a fox, 2 a sheep, an egg, 3 a cow, a duck.)

- In this coding activity, students learn to recognize patterns by identifying the farm animals in each picture and drawing the one that continues the pattern.

4 Look and say. Trace.

- Students practice the new vocabulary from the unit and trace the initial letters.
- Encourage students to continue the picture dictionary in their notebooks by drawing pictures of the other new vocabulary from the unit.

Extra vocabulary

5 047 Listen, point, and say.

- Students listen, point, and say the new vocabulary items (goat, horse, rabbit).

Story lab

1 Remember the story. What's missing? Number, then draw.

(Answers: a 7, b 4, c 2)

2 048 Listen and check your answers.

- Students listen and check their answers in Activity 1.

3 What do they eat in the story? Match and say.

(Answers: 1 picture of berries, 2 picture of corn seeds, 3 picture of flowers)

4 049 Listen and check ☒. Then say.

(Answers: 1 b, 2 b, 3 a, 4 a)

5 Count and draw. Then say.

(Answers: Students draw 1 nine bees, 2 one egg)

- In this math activity, students review counting and basic addition and subtractions with numbers from 1–10.

Sound lab

1 050 Color and match. Then listen, point, and say.

(Answers: a: apple, ant, f: fox, five)

2 051 Listen and check ☒. Then say.

(Answer: 2)

3 Say a tongue twister for picture 1.

(Suggested answer: Four foxes, one fork, four tomatoes, and five ants.)

4 Find the path. Then color and say.

(Answers: ant – pink – cake – five)

- In this coding activity, students learn about sequences by using the key to color the stepping stones with the same initial sounds in the same order.

Experiment lab

1 052 Match and say. Then listen and check.

(Answers: 1 photo of milk, 2 photo of honey, 3 photo of eggs)

2 Think and draw.

(Answers: Students draw eggs next to the chicken, a cow or sheep next to the cheese, and milk or cheese next to the goat.)

3 Think about your experiment. Then number in order.

(Answers: 3, 1, 2)

Shut the gate!

1 053 Listen and check ☒.

(Answers: 1 b, 2 a, 3 b, 4 a)

2 054 Listen and check ☒ the correct sequence.

(Answer: 3)

3 Look and say a sequence from 2.

- Students choose and say a sequence from Activity 2.

4 Number in order. Watch the video again to check.

(Answers: 4, 2, 1, 3)

5 Make a gate. Role-play the video with a partner.

- Students make a gate from popsicle sticks and role-play the video with their partner.

6 Look and circle 😊 or ☹️.

(Answers: 1 ☹️, 2 😊)

- Remind students of the value *Take care of animals*.

PROJECT

1 What do you have on your farm? Write the number.

- Students think about the project in their Student's Books and write the number of animals in their toy farm.

2 055 Listen and point. Then complete your project report and draw.

- Ask students to draw a picture of their toy farm. They can use the information in Activity 1 to complete their report.

3 Show your drawing in 2 to your family and friends.

- Ask students to show the picture of the toy farm to their family and friends. They can talk about what they drew in their toy farm using the English words they know.

REVIEW

1 056 Listen and write the numbers.

(Answers: girl: tractor – 1, chicken – 3, cow – 5, duck – 1, boy: tractor – 4, chicken – 9, cow – 1, duck – 7)

2 Draw and color for you. Then say.

- Ask students to draw a picture of their perfect farm. Then they describe their picture to a partner using the new language from the unit.

CHECKPOINT 2

1 Say the words. Then circle the odd one out.

(Answers: 1 tractor, 2 shaker, 3 triangle, 4 sheep)

2 057 Listen and trace the paths.

(Answers: 6 ants, 1 tractor, 4 drums, 2 ducks)

- Ask students to listen and draw lines between the numbers, farm animals, and instruments they hear.

3 Draw a path in 2. Then say.

- Students draw a line between a number and farm animal or instrument of their choice in Activity 2.

4 Trace the letters.

- Students trace the initial letters of some of the vocabulary from the units.

CULTURE 2

1 058 Listen and number. Then role-play.

(Answers: 3, 1, 4, 2)

2 059 What animals are in the songs? Listen and check ☒.

(Answers: 1 a, 2 b, 3 a, 4 a)

3 What songs do you know about animals? Tell a partner.

- Students discuss songs they know about animals with their partner.

4 Play your musical instrument. Tell and share.

- Ask students to take turns playing a song with the instrument they made in the Student's Book. Then their partner describes the sound it makes and guesses the song using the new language from the unit.