

1

Lesson 1, Big Question: What can we see at school?

Objectives

- To predict what the unit is about.
- To activate prior knowledge about school.
- To name people and things at school.

Key Vocabulary

teacher, boy, girl, school

Key Language

Look! A [teacher]. Hello, [teacher]. What can you see at school?

Materials and Preparation

Tickles, Flashcards: *boy, girl, teacher, school*

Little Step 1: Start the Class

Stand at the door as the children come into the classroom, greet each one individually and take them to their places.

As the children sit on the floor, say: *Hello, everybody. I'm (Ms. Carmen). Welcome to school!*

Show children the puppet and say: *This is Tickles the Cat. Hi, Tickles.* Have Tickles say hello to each child.

You may want children to carry out a certain routine when they arrive (hang up their coats and backpacks, wash their hands, etc.). Use the digital routine board (see page 11) or illustrate a simple poster with the routine activities. Talk about each image and have children practice each one. When the children come to class, remind them to look at the poster and get ready for class.

Little Step 2: During the Class Before the Book

To set good habits from the first class, establish rules, for example, whenever anyone is not listening, cup your hand behind your ear to demonstrate *Listen*. Do this whenever you want children to listen to you or to each other.

Have a volunteer boy and girl come to the front. Put your hand over their shoulder and say *boy / girl*; encourage

children to repeat. Point to other children in the class and have children call out *boy / girl*. Children stand in line and hold hands. Take them on a tour of the school. Say: *Look! A teacher. Hello, teacher. Look! A boy. Hello!*

Go back to the classroom and tell children they will sing a song. Play Track 1 and encourage children to sing along. Some children will prefer to remain silent, which is fine.

Finally, play Video 1.1.

With the Book

Listen. Say. Sing.

Have children look at page 3. Ask: *What can we see at school? Look, this girl is at school. Is she happy?* (Mime being happy.) Play Track 2. Children listen and point to the pictures. Play the track again. Children listen and repeat the words. Play Track 1 and sing the song.

After the Book

Have children sit in a circle. Give instructions for boys and girls to stand up: *Stand up, girls! Good! Now, sit down. Stand up, boys!*

Little Step 3: Finish the Class

Children will be tired after the first lesson. Say the *Look at your Partner* chant. Children join in chanting or simply do the actions.

Look at *your partner*, [Children look at the person next to them.]

Now look at me. [Guide children's eyes towards you.]

Close your eyes and count to three. [Sweep your hands across your face and close your eyes.]

One ... two ... three. [Count slowly in a soothing voice.]

Little Step 4: More Practice

Show the *boy, girl, teacher, and school* Flashcards. Attach them to the board. Point to each one and see if children can name them. Say the starting sound of each of the key words: *T, t, t ...* Encourage children to complete the word.

Little Step 5: Activity Book and CLIL Connection

 Do Activity Book page 3.

 See CLIL Connection Activities on page 272.



What can we see at school?

 Listen.  Say.  Sing.



teacher



boy



girl



school

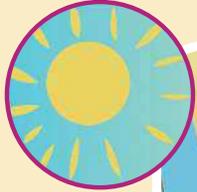
Key Vocabulary: teacher, boy, girl, school

Tracks: 1 and 2

What is the story about?

 Listen.  Point.  Say.

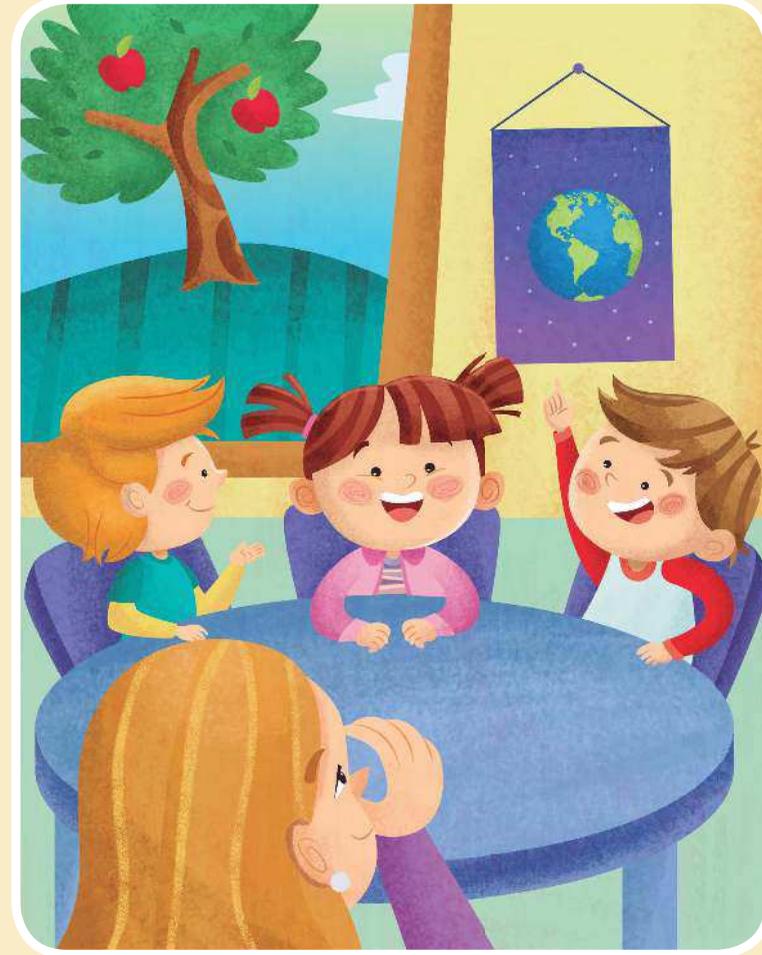
What Can You See?



sun



tree



4

Key Vocabulary: teacher, boy, girl, school, sun, tree

Key Language: What can you see?

Track: 3

1

Lesson 2, Story

Objectives

- To predict what a story is about.
- To identify characters and objects in a story.
- To act out parts of a story.

Key Vocabulary

teacher, boy, girl, school, sun, tree

Key Language

What is the story about? Let's listen to the story! What can you see? I can see a (boy).

Materials and Preparation

- Tickles, Flashcards and cutouts from magazines: school, teacher, boy, girl, sun, tree, Big Book, toilet paper rolls (two per child), markers
- Stick toilet paper rolls together to make binoculars (one per child)

Little Step 1: Start the Class

Have Tickles say hello to everyone and then pretend he is saying something in your ear. Say: *Tickles wants to sing the song from yesterday. Do you want to sing the song?* Play Track 1. Encourage children to join in, clapping or singing.

Little Step 2: During the Class Before the Book

Present the cutouts one by one (see Materials). See if anyone calls out the word, even in L1. Recast it in English, repeat a few times, and encourage children to join in. Show the cutouts with increasing speed, encouraging children to say the words.

Have children sit on the floor around you. Teach them the *Reading Time* song to the tune of *Frère Jacques*:

*Reading Time. Reading Time.
Let's sit down. Let's sit down.
Listen carefully. Listen carefully.
One, two, three. One, two, three.*

Open the Big Book to *What Can You See?* Children look at the pictures and name all the things they can. Play Track 3. Point to each scene as children follow along.

Play the track again and help children act out parts of the story. Have Tickles ask you: *Teacher! Teacher! What can you see? Say: I can see a tree with red, round fruits. Yummy!* Rub your tummy. Help children say *It's an apple tree! It's an apple tree! Yummy!* and rub their tummies.



With the Book

Listen. Point. Say.

Have children look at the scenes on page 4. Ask: *What do you think the story is about? What can you see?* Say: *Let's listen to the story!*

Teach *sun* and *tree*. Play the first two scenes of Track 3. Pause after each. Ask: *What can you see? Point to the (tree).* Children point and say. Repeat with *sun*. Play the track again. Children listen and point. Have children listen and repeat the phonics words at the end of the track.

After the Book

Personalization Say: *I liked the story. Did you like it?* Encourage responses. Then form a binocular shape around your eyes, look at a child, and say: *I can see a (girl). What can you see?* Encourage children to follow your model. Ask what they can see. If they answer in L1, recast in English.

Little Step 3: Finish the Class

Have children stand in a line. Have a volunteer cover their eyes. Move them carefully along the line. Have them uncover their eyes and say who they see: *I can see (Ernesto)!*

Recite the *Look at your Partner* chant (page 14).

Little Step 4: More Practice

Creativity Distribute binoculars (see Materials). Have children decorate them. Then have children use their binoculars to look at you. Hold up a cutout (see Materials) and ask: *What can you see?* Encourage the children to say *I can see (a tree).*

Little Step 5: Activity Book and CLIL Connection



Do Activity Book page 4.



See CLIL Connection Activities on page 272.

1 Lesson 3, Story

Objectives

To name objects and characters in a story.

To retell a story.

Key Vocabulary

teacher, boy, girl, school, sun, tree

Key Language

What can you see? I can see a (girl).

Materials and Preparation

Tickles, Flashcards and cutouts from magazines: *boy, girl, teacher, school, sun, (apple) tree*, Big Book, binoculars from page 17, big piece of paper, sheets of paper, crayons

Little Step 1: Start the Class

Use Tickles to welcome children to the class as in the previous lessons.

Play Track 1. Encourage children to sing the *Good Morning Song*.

Little Step 2: During the Class Before the Book

Display cutouts (see Materials) and have children name the items. Then ask them to use their binoculars (see Materials) or make a binocular shape with their hands. Hold up one Flashcard or cutout at a time and see which words the children remember.

Children sit around you and sing *Reading Time* (see page 17). With the Big Book closed, see what the children remember about the story *What Can You See?* Ask questions with supporting gestures: *Who was in the story? Did they see an apple tree?* Play Track 3, pausing where appropriate and ask: *Who's this? What can she see?* Play the track again. Pause just before the Key Vocabulary and encourage children to say the words.

With the Book

 Listen.  Point.  Say.

Have children look at the story scenes on page 5. Say: *What can you see? Let's listen to the story!* Play the last two scenes of Track 3. Pause after each scene and ask: *What can you see?* Children point and say. Play the recording again. Children listen and point. Help children name the characters: *I can see a (girl). (Her) name is (Jill).* Ask: *What's the story about?* Have Tickles help children answer: *School. Things at school.*

Play the recording again. Children point and repeat the story words. Have Tickles ask you: *Teacher! Teacher! What can you see?* Say *I can see a ...* See if children can finish *tree!*

Ask the Big Question: *What can we see at school?* Children name all the things they can see.

After the Book

Hide some of the Flashcards and cutouts around the classroom (not too hidden). Encourage children to look for them. Ideally, children look for one at a time. Say *I can see (a school)*. As children move around the classroom, give them clues such as *hot* (for close) and *cold* (for far). This may not be very successful right away, but children will soon understand. When they find the item, say: *What can you see?* Encourage them to say: *I can see (a teacher)*. If you have a large class, use more than one cutout of each picture.

Little Step 3: Finish the Class

Recycling Put one Flashcard or cutout up on the board and encourage children to say: *I can see...* Add another and have children say: *I can see (a boy and a sun)*. Add items and repeat for children to repeat the sequence.

Little Step 4: More Practice

Creativity Give children some paper and crayons to draw something they can see in the classroom. Attach their work on the wall. Title the display *Things We Can See*. Encourage children to tell you what they drew and acknowledge their effort.

Little Step 5: Activity Book and CLIL Connection

 Do Activity Book page 5.

 See CLIL Connection Activities on page 272.

How does the story help us answer our Big Question?

 Listen.  Point.  Say.



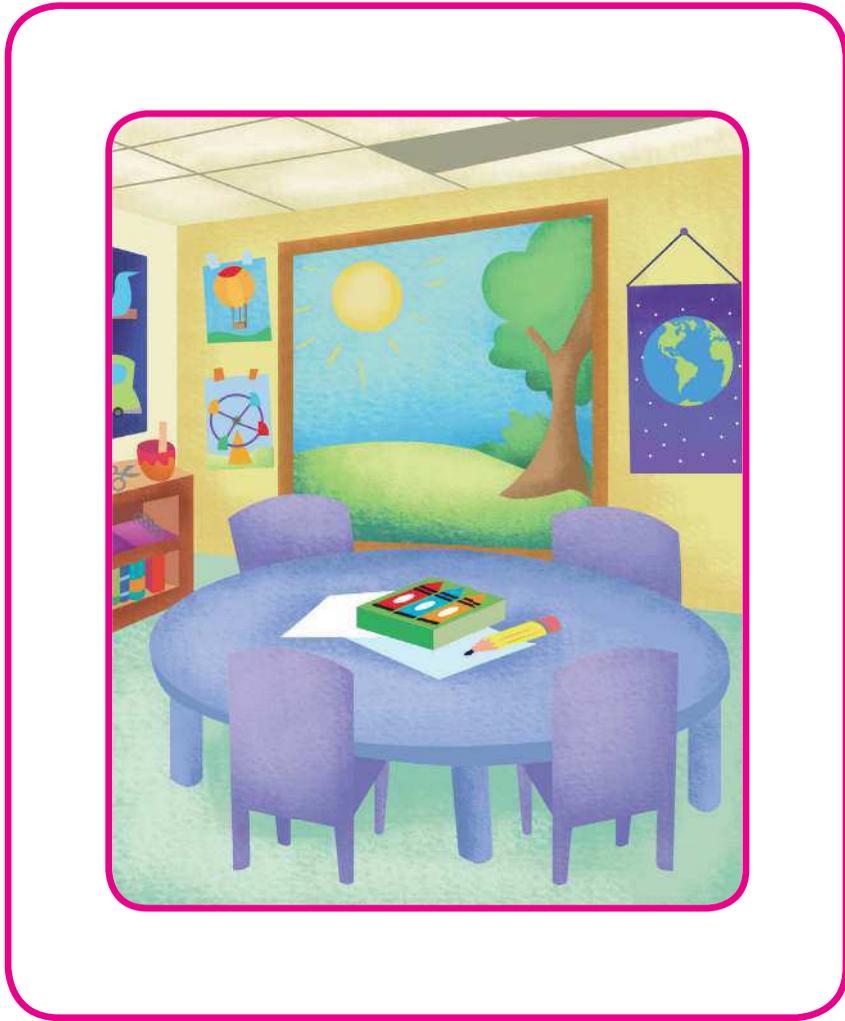
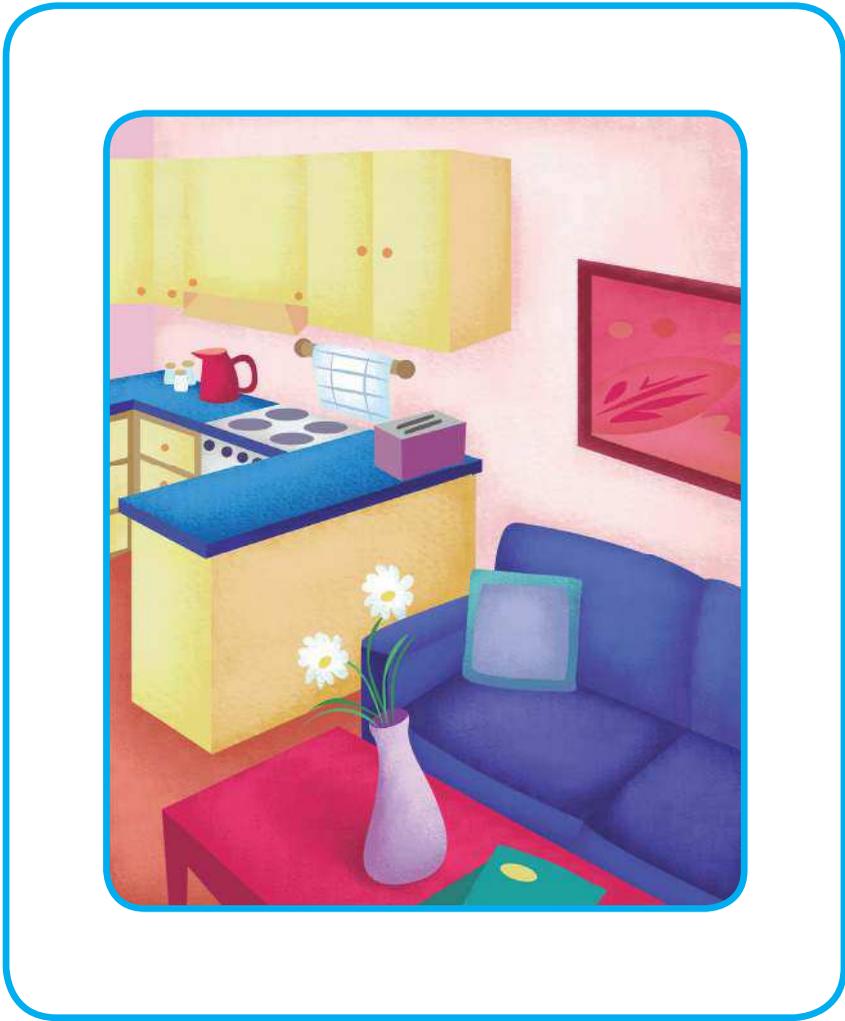
Key Vocabulary: teacher, boy, girl, school, sun, tree

Key Language: What can you see? I can see a (girl).

Track: 3

Where does the story take place?

👁️ Look. 🗨️ Say. ✏️ Color.



Key Language: *Where does the story take place? In a ...*

Objectives

To identify where a story takes place.

Key Vocabulary

sun, apple tree, boy, girl, bee, red, house, school

Key Language

*What can you see? Where are they?
Where does the story take place?*

Materials and Preparation

Tickles, Flashcards and cutouts from magazines: *boy, girl, sun, tree, apple, house, school*, binoculars from page 14, line drawing of an elephant (one per child)

**Little Step 1:
Start the Class**

Use Tickles to welcome children to the class as in the previous lessons.

Sing the *Good Morning Song* (Track 1) or any other song your class will enjoy.

**Little Step 2:
During the Class
Before the Book**

Hold up the binoculars to Tickles' eyes and say: *Tickles is looking around. What can he see?* Make a big show of Tickles stopping and focusing on something/someone. Stop when he's clearly looking at a boy/girl and ask *What can Tickles see? He can see (Kim)!* Repeat with different children. You can use this as a technique to introduce new vocabulary because children will want to know what Tickles is focusing on.

**With the Book**

 **Look.**  **Say.**  **Color.**

Hold up the first page of the story and read the title. Ask: *What is the story about? What can you see? Where does the story take place? Where are they? Are they at home? Are they at school? The story takes place at school.*

Then have children look at the two pictures on page 6 and identify the places (home and school). Ask: *Does the story take place at home? (No.) Does it take place at school? (Yes.)* Children color the frame of scene at school.

After the Book

Ask children: *Can you see (a penguin, a fish, anything that clearly should not be in the school)?* Encourage children to say: *No!* Contrast with objects or people they can see. Repeat with several objects.

Note: Talking about something that doesn't exist can be very abstract for children of this age. Choose words that are easy to demonstrate and look long and hard to make sure you can't find these things. Children can be more observant than adults and may know of a toy fish or a book with a penguin, for example; if they do bring these things to your attention, say: *Yes, we can see (a fish).*

**Little Step 3:
Finish the Class**

Play a short guessing game. Say: *1, 2, 3, what can it be?* Draw a simple picture on the board and see if children can recognize it. Encourage the children to say *It's a (school).*

**Little Step 4:
More Practice**

Creativity Ask children if they can see an elephant in the room. When they answer *No*, challenge them to look harder: *Are you sure?* Encourage them to look around, for example: on their backpacks, in books, on their T-shirts, etc. Then tell children they will make their own fantasy elephant. Distribute crayons and elephant drawings. Children decorate the elephants using non-realistic colors.

Follow up on this activity by holding a Flashcard or cutout in front of you and asking *Can you see (an apple)?* Quickly hide it behind your back; children answer *No*. Do the opposite; hold the Flashcard or cutout behind you, and, just as children are about to answer *No*, whip it out so children have to change their answer.

**Little Step 5:
Activity Book and CLIL Connection**

Do Activity Book page 6.



See CLIL Connection Activities on page 272.

1

Lesson 5, Values

Objectives

To discuss why keeping the classroom clean is important.

To clean up the classroom.

To introduce the skill of active participation.

Key Vocabulary

children, clean, cleaning

Key Language

Keep our classroom clean. It's time to clean up!

Materials and Preparation

Tickles, paper, colored crayons, balls of paper or spongy balls (optional)

Before class, make sure there are some scattered crayons and some messy papers around your desk ready to clean up.

Little Step 1: Start the Class

Use Tickles to welcome children.

Sing the *Good Morning Song* (Track 1), or any other song the children enjoy.

Little Step 2: During the Class Before the Book

Have the children gather around your messy desk. Look disappointed. Say: *Oh, no, what a mess! It's time to clean up.* Gather up the crayons and paper. Take the opportunity to count as you pick up the items. Encourage children to join in. You can also review colors. As you pick up an item, ask the children what color it is.

Oracy Active Participation

Explain to children that you'll be discussing keeping the classroom clean and that it's important for everyone to participate.



With the Book

Look. Color. Talk.

Have children look at page 7. Say: *Where are the children? (At school.) What are they doing? (Cleaning*

up.) Are they helping to keep the classroom clean? Color the happy face if the answer is Yes or the sad face if the answer is No.

Discuss with children why it is important to keep the classroom clean: *What would happen if it was messy or dirty? Would that be good?* Encourage children to take turns and encourage everyone to participate. Accept all answers. Have children share their ideas one at a time and recast in English as needed. Lead children to the idea that a clean environment is a happy and healthy place.

After the Book

Make a point of cleaning up the children's crayons and papers as you teach them the *Clean It Up* chant:

*Pick it up,
Put it away,
Clean it up,
Throw it away,
Ready to start another day!*

Make up actions for each line so the children connect each verb to the action.

Little Step 3: Finish the Class

Encourage the class to inspect the classroom and ensure that all the crayons have been put away, any paper on the floor has been thrown out, etc. Praise

children who pick up or throw away something; reinforce using the appropriate verb. Look around and ask: *Is our classroom nice and clean?* Say *Great job!* and high-five all the children. Over time, this can become part of your clean-up routine.

Little Step 4: More Practice

Gather children together in a circle and distribute spongy or paper balls. Place a garbage can in the middle. Say: *Tickles says pick it up.* Children pick up their ball. Say: *Tickles says put it down.* Children put it down. Then say: *Pick it up.* and make sure no one picks up the ball. Practice a few times until children understand that they only follow the instruction when it's preceded by *Tickles says.* After a few rounds, say: *Tickles says throw it away.* Children throw their balls into the garbage can.

Little Step 5: Activity Book and CLIL Connection



Do Activity Book page 7.



See CLIL Connection Activities on page 272.

Is it important to keep our classroom clean?

 Look.  Color.  Talk.



Key Vocabulary: children, cleaning

Key Language: Keep our classroom clean.