



The Missing Skateboard

Objectives and key competences

- Identify toys
- Listen and say *Tiger's word chant*
- Listen, understand and repeat the Ping and Pong story
- Listen and respond to classroom language
- Listen and say materials
- Ask about and identify materials
- Use the Pupil's App on Navio
- Recall and repeat the story
- Practise pronunciation: /b/
- Read and write key words
- Review own learning
- Give a personal response and be aware of values in the story
- Play the games
- Make the cut-out
- Listen and understand the story
- Sing the songs
- Act out the story using the cut-out

Active language

- Core vocabulary: toys**
bike, board game, car, computer game, doll, kite, scooter, skateboard
- Story vocabulary**
chair, cupboard, table
- Cross-curricular vocabulary: materials**
metal, paper, plastic, wood
- Structures**
Where's my (skateboard)?
Is it in/on/under the (table)? Yes, it is./No, it isn't.
The (car) is in/on/under the (book).
My (pencil) is made of (wood).
In the holidays, I play with my (bike).

Recycled language

- It's ...
Do you like ...? Yes, I do./No, I don't.
ball, big, book, pencil case, ruler, small
- Classroom language**
I can't find my ... Where's my ... ? It's in/on/
under your ...

Pronunciation

The /b/ sound (bike, book)

Cross-curricular content

Natural Science: Materials

Values and attitudes

- Interest in talking about toys
- Pleasure in the humour of the story
- Awareness of when to wear a helmet for safety
- Willingness to take turns
- Enjoyment in completing activities in the book
- Pleasure in the humour of the Ping and Pong story
- Interest in identifying what things are made of
- Awareness of how many things we use in our daily lives are plastic
- Confidence in using classroom language
- Willingness to review own learning
- Enjoyment in singing and acting out a version of a traditional song
- Interest in learning about typical toys children play with in the UK and comparing them with toys in your country

Receptive language

- I ...
... are playing ...
boring

Lesson 1

Objectives and key competences

- to recognise and identify toys
- to listen and say *Tiger's word chant*
- to put on toy stickers and play a game
- to use the Pupil's App on Navio

Active language
bike, board game, car, computer game, doll, kite, scooter, skateboard

Materials

Teacher's App on Navio, Flashcards and/or Tap and Teach flashcards: *bike*, *board game*, *car*, *computer game*, *doll*, *kite*, *scooter*, *skateboard*, Class CD, Unit 6 stickers, Tiger masks

Optional materials

AB / EAB page 49

Class Audio for Lesson 1

- Hello, everyone ► CD3 Track 1 p23
- Jump, fly, swim, run ► CD3 Track 20 p23
- Look in the bag ► CD3 Track 21 p23
- Goodbye, everyone ► CD3 Track 2 p23

1 Listen, look and repeat.

- CD3 Track 22
- car, bike, doll, kite, computer game, scooter, board game, skateboard

2 Listen, point and say *Tiger's word chant*.

- CD3 Track 23

Tiger, Tiger,
listen to me!

Name the toys,
you can see!

- Number 1! It's a computer game!
- Number 2! It's a skateboard!
- Number 3! It's a kite!
- Number 4! It's a car!
- Number 5! It's a doll!
- Number 6! It's a bike!
- Number 7! It's a scooter!
- Number 8! It's a board game!

Activity Book

Activity Book

Activity 1

- Look, read and circle.

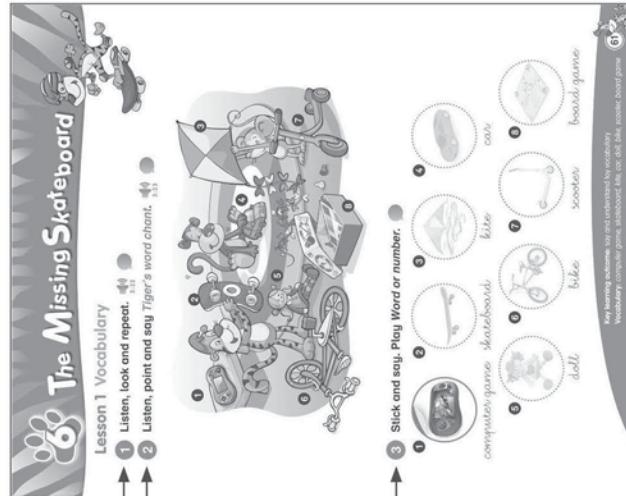
Essential Activity Book

Essential Activity Book

Activity 1

- Read, look and circle.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.
Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



At a Glance Lesson Plan

Starting the lesson

- Sing Hello, everyone.
► CD3 Track 1 p23
- Do the opening routine.
► CD3 Track 20 p23
- Explain the aims of the lesson.

Activity 1

- Listen, look and repeat.
► CD3 Track 22 p130
- Play flashcard games.

Activity 2

- Listen, point and say *Tiger's word chant*.
► CD3 Track 23 p130

Activity 3

- Stick and say.
• Play Word or number.

Ending the lesson
• Review the lesson.
• Do the closing routine.
► CD3 Track 21 p23



Sing Goodbye, everyone.
► CD3 Track 2 p23

Key learning: Name, say and understand vocabulary
Vocabulary: game, toy, skateboard, kite, doll, bike, scooter, board game

Pupil's Book Activity 2

Listen, point and say *Tiger's word chant*.

► **CD3 Track 23 p130**

- Greet the children. Play the *Hello, everyone* song. The children sing and do the actions.
- **CD3 Track 1 p23**
- **Do the opening routine. Sing *Jump, fly, swim, run*.**
 - Introduce the opening routine for Unit 6. Play the audio, miming the actions on the spot.
 - **CD3 Track 20 p23**
 - Repeat once or twice. The children say the rhyme and mime the actions with you.
- Say **Today we're going to learn the names of toys and say *Tiger's word chant*.**

Activity Book

Activity 1: Look, read and circle.

Answers: 1 computer game 2 car 3 doll 4 skateboard 5 bike 6 board game 7 kite 8 scooter

► **CD3 Track 1 p23**

Essential Activity Book

Activity 1: Read, look and circle.

Answers: 1 b 2 a 3 b 4 a 5 a 6 b 7 b 8 a

Pupil's Book Activity 3

Stick and say. Play *Word or number*.

► **CD3 Track 22 p130**

- (Books closed.) The children name toys they know. Stick corresponding flashcards on the board or use the Tap and Teach presentation from the Teacher's App on Navio.
- Introduce the remaining toys using the *bike*, *board game*, *car*, *computer game*, *doll*, *kite*, *scooter* and *skateboard* flashcards.
- Play the audio. Point to the toys. The children listen and repeat.
- Play one or two flashcard games, e.g. *Slowly, slowly!* and *What's missing?* (see TB page 24).

Answers: 1 computer game 2 skateboard 3 kite 4 car 5 doll 6 bike 7 scooter 8 board game

Starting the lesson

Sing *Hello, everyone*.

- Greet the children. Play the *Hello, everyone* song. The children sing and do the actions.

► **CD3 Track 1 p23**

Do the opening routine. Sing *Jump, fly, swim, run*.

- Introduce the opening routine for Unit 6. Play the audio, miming the actions on the spot.
- **CD3 Track 20 p23**
- Repeat once or twice. The children say the rhyme and mime the actions with you.
- Say **Today we're going to learn the names of toys and say *Tiger's word chant*.**

Pupil's Book Activity 1

Listen, look and repeat.

► **CD3 Track 22 p130**

- (Books closed.) The children name toys they know. Stick corresponding flashcards on the board or use the Tap and Teach presentation from the Teacher's App on Navio.
- Play the audio. Point to the toys. The children listen and repeat.
- Play one or two flashcard games, e.g. *Slowly, slowly!* and *What's missing?* (see TB page 24).

Activity Book

Activity 1: Look, read and circle.

Answers: 1 computer game 2 car 3 doll 4 skateboard 5 bike 6 board game 7 kite 8 scooter

► **CD3 Track 1 p23**

Essential Activity Book

Activity 1: Read, look and circle.

Answers: 1 b 2 a 3 b 4 a 5 a 6 b 7 b 8 a

Ending the lesson

Review the lesson.

- Ask **What names of toys do we know? What names are easy or hard to remember? What can you do to help you remember the words?**

Do the closing routine. Sing *Look in the bag*.

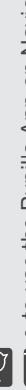
- Introduce the closing routine for Unit 6. Play the audio. Mime looking in different places. Make the meaning of the prepositions very clear. Hold out your arms questioningly at the end.
- **CD3 Track 21 p23**
- Repeat once or twice to help children memorise the chant. Then the children tidy up and put their books away.
- **Note:** You may wish to postpone introducing this closing routine until the end of Lesson 2. In that case, repeat the closing routine for Unit 5 at the end of this lesson.
- Play the **Goodbye, everyone** song. The children sing and say goodbye.
- **CD3 Track 2 p23**



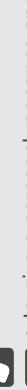
Lesson 2

Objectives and key competences

- to identify the toys in the story



- to use the Pupil's App on Navio



- to give a personal response and be aware of values in the story



- to listen and understand the story

Active language

bike, board game, car, computer game, doll, kite, scooter, skateboard, chair, cupboard, table

At a Glance Lesson Plan

Starting the lesson

- Sing **Hello, everyone.**
► **CD3 Track 1 p23**
- Do the opening routine.
► **CD3 Track 20 p23**
- Say **Tiger's word chant.**
► **CD3 Track 23 p130**
- Explain the aims of the lesson.

Pre-story activities

- Predict what happens in the story (books open).
- Listen (books closed).
► **CD3 Track 24 p132**
- Listen with the story cards.

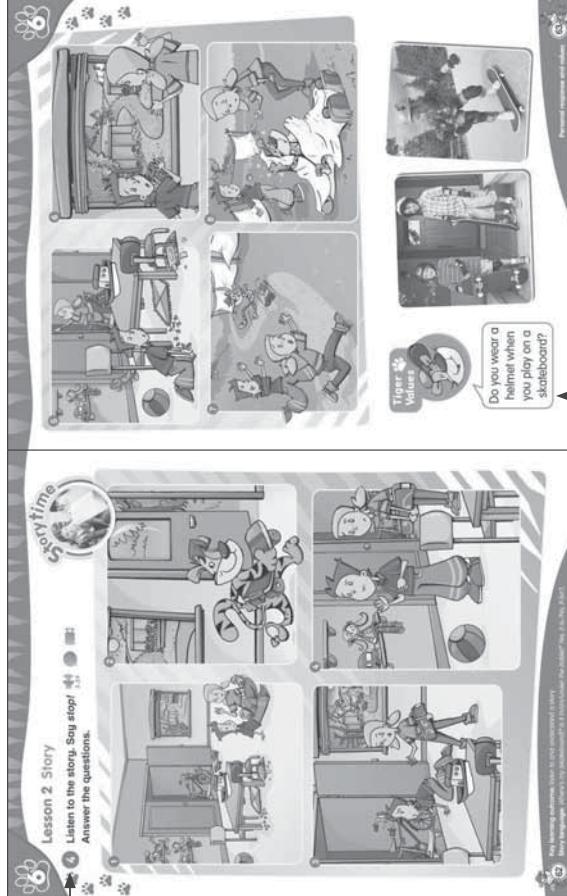
Activity 4

- Listen to the story.
- Say stop!
► **CD3 Track 24 p132**
- Answer the questions.



Tiger Values

- Talk about the importance of wearing a helmet when playing on a skateboard.



Ending the lesson

- Review the lesson.
- Do the closing routine.
► **CD3 Track 21 p23**
- Sing Goodbye, everyone.
► **CD3 Track 2 p23**

Essential Activity Book

Essential Activity Book

Activity 2

- Look and circle.

I can't find my (skateboard). Where's my (skateboard)? Is it in/on/under the (table)? Yes, it is./No, it isn't.

Materials

Teacher's App on Navio, Flashcards: bike, board game, car, computer game, doll, kite, scooter, skateboard, Class CD, Animated story: *The Missing Skateboard*, Story cards and/or Tap and Teach story presentation: *The Missing Skateboard*

Optional materials

Tiger masks, AB / EAB page 50

Story: *The Missing Skateboard*.

► **CD3 Track 24**

1 Narrator: Sue and Jay are playing with their toys.

Jay: This computer game is boring.

Sue: Let's play with our skateboards.

Jay: Yes, great idea. Come on.

2 Tiger: Mmm. Skateboard ... I want to play with a

skateboard, too.

3 Sue: I've got my skateboard, Jay. I'm ready!

Jay: Oh no. I can't find my skateboard. Where's my skateboard?

Sue: Is it in the cupboard?

Jay: No, it isn't. The bike is in the cupboard. And the scooter is in the cupboard. But no skateboard.

4 Sue: Oh dear. Is it on the shelf?

Jay: No, it isn't. The car is on the shelf. And the doll is on the shelf. But no skateboard.

5 Sue: Oh dear. Is it under the table?

Jay: No, it isn't. The kite is under the table.

6 Sue: Is your skateboard in the garden?

Jay: Yes, it is! Look!

Sue: Oh no. Tiger!

Jay: Hello, Sue. Hello, Jay. Look at me! I'm on the skateboard. I can go very fast! Watch me! It's fun!

Sue: Oh no! Be careful, Tiger!

7 Tiger: Stop, Tiger! Stop!

8 Sue: Oh dear. Poor Tiger!

Jay: Silly Tiger! Tiger: Ow! My head! I'm sorry, Jay. You can have your skateboard now.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to watch the story from this lesson.

Detailed Lesson Plan

Starting the lesson

Sing *Hello, everyone.*

- Greet the children. Play the ***Hello, everyone*** song.
The children sing and do the actions.

► **CD3 Track 1 p23**

Do the opening routine. Sing *Jump, fly, swim, run.*

- Play the audio, miming the actions on the spot.

► **CD3 Track 20 p132**

Repeat once or twice. The children say the rhyme and mime the actions with you.

Say *Tiger's word chant.*

- Give eight children the flashcards, which they hold up in the order of Tiger's word chant. Play the audio. The rest of the class says the chant, (optional) with their Tiger masks.

► **CD3 Track 23 p130**

Explain the aims of the lesson.

- Say Today we're going to listen to a story about Tiger and talk about what we like about and learn from the story.

Pre-story activities (continued)

Listen with the story cards.

- Say Let's listen and look at the **story cards!** Play the audio again. Hold up the story cards or use the Tap and Teach story presentation. The children name the toys.
- **CD3 Track 24 p132**
- Ask Do you like the story? Is it funny? Does Tiger hurt his head in the story? Use mine. (Yes.) Is Tiger wearing a helmet? Point to the helmet in the photo. (No.)
 - The children look at the picture of Tiger. Read the speech bubble. Ask what's happening in the photos.
- Ask Is it important to wear a helmet on a skateboard? Why? When should you also wear a helmet? Listen to responses in English and/or L1.

Pupil's Book Tiger Values

- Ask Do you like the story? Is it funny? Does Tiger hurt his head in the story? Use mine. (Yes.) Is Tiger wearing a helmet? Point to the helmet in the photo. (No.)
 - The children look at the picture of Tiger. Read the speech bubble. Ask what's happening in the photos.
- Ask Is it important to wear a helmet on a skateboard? Why? When should you also wear a helmet? Listen to responses in English and/or L1.

Activity Book

Activity 2: Look, read and write.

- Answers: 1 car 2 doll 3 bike 4 skateboard 5 scooter
6 kite 7 board game 8 computer game

Essential Activity Book

Activity 2: Look and circle.

- Answers: 1 doll 2 car 3 bike 4 skateboard 5 scooter
6 kite 7 board game 8 computer game

Ending the lesson

Review the lesson.

- Ask Which toys are in the story? Who's got Jay's skateboard?
- Do the closing routine. Sing ***Look in the bag.***
 - Play the audio. Mime looking in different places. Make the meaning of the prepositions very clear. Hold out your arms questioningly at the end.
- **CD3 Track 21 p23**
- Repeat once or twice.
- Play the ***Goodbye, everyone*** song. The children sing and say goodbye.

► **CD3 Track 2 p23**

Pre-story activities

Predict what happens in the story.

- (Books open at pages 62 and 63.) Say Look! Sue and Jay are playing with the computer game. In the story Sue and Jay think the computer game is boring. (Use mime.) They want to play with another toy. Can you guess the toy? What do you think happens? Briefly listen to ideas (in L1).
- Listen.
- **CD3 Track 24 p132**
- (Books closed.) Ask Which toy do Sue and Jay want to play with? What's the problem? Play the audio. The children listen.
- Repeat the questions. Check the answers. (They want to play with the skateboard. They can't find it.) If necessary, use mime and translate the second answer into English.
- Write the names of the toys or draw simple pictures on the board. Point to each one in turn and ask Which toys do Sue and Jay talk about? (Computer game, skateboard, bike, scooter, car, doll, kite, board game.)



Lesson 3

Objectives and key competences

- to listen to the story and say the missing words
- to identify where the toys are in the story
- to listen and sing *Where's my skateboard?*

Active language

bike, board game, car, computer game, doll, kite, scooter, skateboard, chair, cupboard, table

I can't find my (skateboard). Where's my (skateboard)? Is it in/on/under the (table)? Yes, it is./No, it isn't.

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, everyone.*
► CD3 Track 1 p23
- Do the opening routine.
► CD3 Track 20 p23
- Do a flashcard activity.
- Review *The Missing Skateboard* story.
- Explain the aims of the lesson.

Activity 5

- Listen and say the missing words.
► CD3 Track 25 p134

Activity 6

- Match the toys to the places in the story.
• Say.

Activity 7

- Listen and sing *Where's my skateboard?*
► CD3 Track 26 p134
- Draw the skateboard.
• Do you like the song? Colour.

Activity Book

Activity 3

- Read and circle. Sing *Where's my skateboard?*
► CD3 Track 26 p134
- Do you like the song? Colour.

Materials

Teacher's App on Navio, Flashcards: bike, board game, car, computer game, doll, kite, scooter, skateboard, Class CD, Story cards: *The Missing Skateboard*

Optional materials

AB / EAB page 51

- ▶ CD3 Track 25
(For full audioscript see TB page 132.)
- ▶ CD3 Track 26
- ▶ CD3 Track 21 p23

5 Listen and say the missing words.

- ▶ CD3 Track 25

(For full audioscript see TB page 132.)

- 1 Jay: This *** (computer game) is boring.
3 Jay: [...] Where's my *** (skateboard)?

- Jay: [...] The *** (bike) is in the cupboard. And the *** (scooter) is in the cupboard. [...]
4 Jay: [...] The *** (car) is on the shelf. And the *** (doll) is on the shelf. [...]
5 Jay: [...] The *** (kite) is under the table.

- Jay: [...] The *** (board game) is under the chair.
7 Tiger: [...] I'm on the *** (skateboard). [...]

- 8 Tiger: [...] You can have your *** (skateboard) now!
Song: *Where's my skateboard?*

- ▶ CD3 Track 26

Where's my skateboard? (Raise arms as if looking for something)
It isn't here.
I can't find my skateboard.
Oh, dear! Oh, dear!

The scooter is in the cupboard, keep looking.

The bike is in the cupboard, keep looking.
Look on, look in, look under things to find my skateboard, too!

The car is on the shelf, keep looking.

The doll is on the shelf, keep looking.

The kite is under the table, keep looking.

The board game is under the chair, keep looking.

Look on, look in, look under things to find my skateboard, too!

(Repeat as above)

(Repeat as above)

(Repeat as above)

Essential Activity Book

Essential Activity Book

Activity 3

- Read and circle. Sing *Where's my skateboard?*
► CD3 Track 26 p134
- Do you like the song? Colour.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this lesson.

Detailed Lesson Plan

Pupil's Book Activity 6

Sing Hello, everyone.

- Greet the children. Play the **Hello, everyone** song.
The children sing and do the actions.
► **CD3 Track 1 p23**
- Do the opening routine. Sing Jump, fly, swim, run.**
 - Play the audio, miming the actions on the spot.
► **CD3 Track 20 p23**
 - Repeat once or twice. The children say the rhyme and mime the actions with you.

Do a flashcard activity.

- Stick the toys flashcards on the board. The children say the words.

Review The Missing Skateboard story.

- Ask **Can you remember where the toys are in the story?**
- Ask **Which toys are on the shelf?** Point to a shelf or draw a shelf on the board. (*The car, the doll.*) **Which toys are in the cupboard?** Point to a cupboard or draw. (*The scooter, the bike.*) **Which toy is under the table?** (*The kite.*) **Which toy is under the chair?** (*The board game.*) **Which toy is in the garden?** (*The skateboard.*)

Explain the aims of the lesson.

- Say **Today we're going to do story activities and sing a song.**

Pupil's Book Activity 7

Match the toys to the places in the story. Say.

- For all the toys, say **Where's the (kite)? It's (on the shelf).** The children match the toys to their location in the story.
- Check the answers by repeating the first stage. Check that the children understand the difference between 'in', 'on' and 'under'.

Answers: 1 b 2 c 3 a 4 b 5 a 6 d

Pupil's Book Activity 8

Listen and sing Where's my skateboard? Draw the skateboard.

► **CD3 Track 26 p134**

- (Books closed.) Ask **Which toys can you hear in the song?** Play the audio.
- Check the answers (*skateboard, scooter, bike, car, doll, kite, board game*).
- (Books open.) Play the audio again. The children sing.
- Ask **Do you like the song?**
- The children draw the skateboard in the correct place (under Tiger).
- Play the audio a third time. The children say where the toys are. (*The scooter is in the cupboard. The doll is on the shelf ...*) You can also use the karaoke version of this song.

CD3 Track 27

Pupil's Book Activity 9

Starting the lesson

Sing Hello, everyone.

- Greet the children. Play the **Hello, everyone** song.
The children sing and do the actions.
► **CD3 Track 1 p23**
- Do the opening routine. Sing Jump, fly, swim, run.**
 - Play the audio, miming the actions on the spot.
► **CD3 Track 20 p23**
 - Repeat once or twice. The children say the rhyme and mime the actions with you.

Do a flashcard activity.

- Stick the toys flashcards on the board. The children say the words.

Review The Missing Skateboard story.

- Ask **Can you remember where the toys are in the story?**
- Ask **Which toys are on the shelf?** Point to a shelf or draw a shelf on the board. (*The car, the doll.*) **Which toys are in the cupboard?** Point to a cupboard or draw. (*The scooter, the bike.*) **Which toy is under the table?** (*The kite.*) **Which toy is under the chair?** (*The board game.*) **Which toy is in the garden?** (*The skateboard.*)

Explain the aims of the lesson.

- Say **Today we're going to do story activities and sing a song.**

Pupil's Book Activity 5

Listen and say the missing words.

► **CD3 Track 25 p134**

- (Books open at pages 62 and 63.) Say **Find the picture of Jay looking for his skateboard in the cupboard!** The children point to the picture. Repeat, naming other toys and places.
- Say **Listen to the story and say the missing words.**
Play the first frame to practise, then play the entire track. The children listen and say the missing words.

Answers: (See answers in audioscript)



Lesson 4

Objectives and key competences

- to practise pronunciation: /b/ /l/ /v/
- to play a game
- to make the cut-out and act out the story

Active language

bike, board game, car, computer game, doll, kite, scooter, skateboard, chair, cupboard, table
I can't find my (skateboard). The (car) is in/on/under the (book). Where's my (car)? Is it (under) the book?
 Yes, it is./No, it isn't.

Materials

Teacher's App on Navio, Flashcards: bike, board game, car, computer game, doll, kite, scooter, skateboard, Class CD, Cut-out (PB page 101), scissors
Optional materials
 AB / EAB page 52, prepared cut-out

Class Audio for Lesson 4

- Hello, everyone ► CD3 Track 1 p23
- Jump, fly, swim, run ► CD3 Track 20 p23
- Where's my skateboard? ► CD3 Track 26 p134
- The Missing skateboard ► CD3 Track 42 p132
- Look in the bag ► CD3 Track 21 p23
- Goodbye, everyone ► CD3 Track 2 p23

8 Tiger Phonics: Listen, look and say.

► CD3 Track 28

A brown bike and a blue board game.
 A brown bike and a blue board game.
 A brown bike and a blue board game.

At a Glance Lesson Plan

Starting the lesson

- Sing Hello, everyone.
 ► CD3 Track 1 p23
- Do the opening routine.
- Sing Where's my skateboard?
 ► CD3 Track 20 p23
- Sing Where's my skateboard?
 ► CD3 Track 26 p134
- Explain the aims of the lesson.

Activity Book

Activity Book

Activity 4

- Listen, look and say.
 ► CD3 Track 28
- Look and write. Read and circle the answer.

Essential Activity Book

Essential Activity Book

Activity 4

- Trace. Read, look and circle.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this lesson.

Ending the lesson

- Review the lesson.
- Do the closing routine.
 ► CD3 Track 21 p23
- Sing Goodbye, everyone.
 ► CD3 Track 2 p23

Starting the lesson

Sing *Hello, everyone.*

- Greet the children. Play the ***Hello, everyone*** song.

The children sing and do the actions.

► **CD3 Track 1 p23**

Do the opening routine. Sing *Jump, fly, swim, run.*

- Play the audio, miming the actions on the spot.

► **CD3 Track 20 p23**

- Repeat once or twice. The children say the rhyme and mime the actions with you.

Sing *Where's my skateboard?*

- Place the toys flashcards in different places, as in the *Where's my skateboard* song. (If you haven't got a cupboard or shelf, draw one on the board and stick the flashcards there.) Play the audio. The children point to the flashcards, do the actions and sing.

► **CD3 Track 26 p134**

Explain the aims of the lesson.

- Say **Today we're going to practise pronunciation.**
We're also going to make toy cards, act out the story and play a game.

Pupil's Book Activity 9

Make the cut-out on page 101. Act out the story.

- Hold up page 101. Show the children the cut-out toy cards you have prepared.

• The children cut out the toy cards.

- Say **Show me the (scooter)!** The children hold up the correct toy cards.

- The children arrange the toy cards on their desks: scooter with bike; car with doll; kite with board game; skateboard. They hold and pretend to play the computer game (for frame 1). Mime looking and pointing to the toy cards to act out the story.

- Play *The Missing Skateboard* story. The children point to the toy cards and act out the story.

► **CD3 Track 24 p134**

Pupil's Book Activity 10

Over to You: Play *Where's my car?*

- Explain that the children can hide their toy cards face down on their books, *in* their books or *under* their books. Check they understand the places and prepositions.

- Demonstrate the game with a child. Choose three toy cards. Look away while the child hides the cards *in*, *on* or *under* their book. Say **I can't find my (computer game). Where's my (computer game)? Is it (on) the book? (No, it isn't./Yes, it is.)** Repeat for the other two toys.

- The children play the game in pairs and then change roles.

Activity Book

Activity 4: Look and write. Read and circle the answer.

Answers: 1 kite, on 2 car, in 3 bike, under

Essential Activity Book

Activity 4: Trace. Read, look and circle.

Answers: 1 kite, on 2 car, in 3 bike, under

Ending the lesson.

Review the lesson.
• Ask **Where are the toys in the story? What dialogue from the story can you use in the game?**

Do the closing routine. Sing *Look in the bag.*

- Play the audio. Mime looking in different places. Make the meaning of the prepositions very clear. Hold out your arms questioningly at the end.

► **CD3 Track 21 p23**

- Repeat once or twice.

- The children tidy up and put their books away.

- Play the **Goodbye, everyone** song. The children sing and say goodbye.

► **CD3 Track 2 p23**



Lesson 5

Objectives and key competences

- to listen, understand and repeat the Ping and Pong story

- to listen and identify materials

Active language

metal, paper, plastic, wood

The (car) is made of (plastic).

Is it made of (wood)? Yes, it is./No, it isn't.

Do you like ...? Yes, I do./No, I don't.

It's (wood).

Materials

Teacher's App on Navio, Flashcards: *bike*, *board game*, *car*, *computer game*, *doll*, *kite*, *scooter*, *skateboard*, Class CD

Optional materials

Ping and Pong finger puppets, AB / EAB page 53

- Hello, everyone ► CD3 Track 1 p23
- Jump, fly, swim, run ► CD3 Track 20 p23
- Look in the bag ► CD3 Track 21 p23
- Goodbye, everyone ► CD3 Track 2 p23

11 Listen, point and say.

- CD3 Track 29

1 wood

2 plastic

3 metal

4 paper

At a Glance Lesson Plan

Starting the lesson

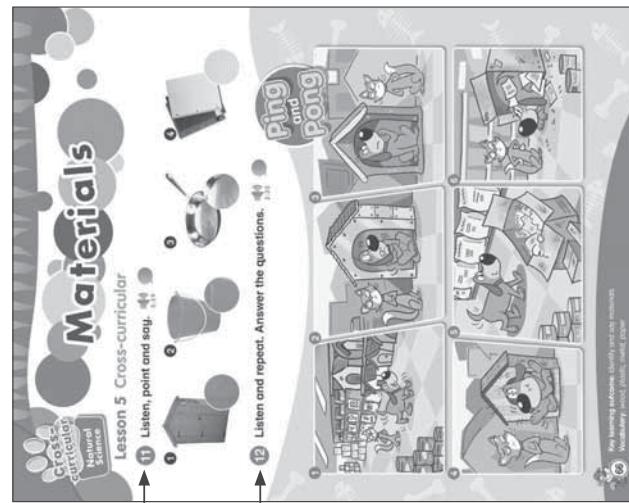
- Sing Hello, everyone.
► CD3 Track 1 p23
- Do the opening routine.
► CD3 Track 20 p23
- Review the story.
- Explain the aims of the lesson.

12 Listen and repeat.

- CD3 Track 30

1 Listen, point and say.

- Pong:** I need a new house.
Ping: Look. Here are the houses for dogs.
- Ping:** Look at this house, Pong.
Pong: Is it made of wood, Ping?
Ping: No, it isn't, Pong. It's made of metal. Do you like it?
Pong: Umm ... No, I don't. It's cold.
- Ping:** Look at this house, Pong.
Pong: Is it made of metal, Ping?
Ping: No, it isn't, Pong. It's made of plastic. Do you like it?
- Pong:** Umm ... No, I don't. I don't like the colours.
- Ping:** Look at this house, Pong.
Pong: Is it made of wood, Ping?
Ping: Yes, it is. Do you like it?
Pong: Umm ... No, I don't. It's small.
- Pong:** Ah! Here's a house I like ... with lots of paper to lie on!
Ping: Look, Ping. This house made of paper is perfect!
- Pong:** I love it!
Ping: Oh, Pong. This isn't a house. It's a box!



Activity Book

Activity 11

- Listen, point and say.
► CD3 Track 29 p138

Activity 12

- Listen and repeat.
► CD3 Track 30 p138
- Answer the questions.
- Play Touch wood!

Essential Activity Book

Essential Activity Book

Activity Book

Activity 5

- Read and match. (See Pupil's Book page 66, Activity 12.)

Activity Book

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this lesson.

Starting the lesson

Sing *Hello, everyone.*

- Greet the children. Play the *Hello, everyone* song.

The children sing and do the actions.

► CD3 Track 1 p23

Do the opening routine. Sing *Jump, fly, swim, run.*

- Play the audio, miming the actions on the spot.

► CD3 Track 20 p23

- Repeat once or twice. The children say the rhyme and mime the actions with you.

Review the story.

- Ask **Can you remember the story? Is the (doll) (on the shelf)?** (Yes, it is./No, it isn't.)

Explain the aims of the lesson.

- Say **Today we're going to learn about materials and listen to a story about Ping and Pong.**

Pupil's Book Activity 12

Listen and repeat. Answer the questions.

► CD3 Track 30 p138

- (Books open.) Explain that in this story Pong goes to buy a new house (elicit or explain meaning) and learns about wood, plastic, metal and paper. Say **Listen and find out: Which houses doesn't Pong like? Which house does Pong like?** Play the audio. The children listen and look at the pictures.

- Point to the final frame. Ask **Is it a house? (No, it's a box.) Why doesn't Pong like the house made of metal/plastic/wood? (It's cold./He doesn't like the colours./It's small.) Which house is perfect? (The 'house' made of paper.)**

- Divide the class into two groups (Ping and Pong). (Optional) The groups wear the Ping and Pong finger puppets. Play the audio. The groups listen and repeat. They change roles (and puppets) and repeat.

- Ask **Do you like Ping and Pong? Are they funny? Like? Which house does Pong like?** Check the answers. (Pong doesn't like the houses made of metal, wood or plastic. Pong likes the 'house' made of paper.)

- Play **Touch wood!** The children stand up and walk slowly (clockwise) round the classroom. Give an instruction. **Touch ... (wood)!** They quickly respond and say **It's (wood)!** Comment **Yes, very good. You're right. It's (wood).** Repeat with different materials. Then individual children give the instructions.

Activity Book

Activity 5: Read and match. (See Pupil's Book page 66, Activity 12.)

Answers: 1 b 2 d 3 a 4 c

- Direct the children to Activity Book page 64. They complete the Cross-curricular Picture Dictionary for Unit 6.

Answers: wood, plastic, metal, paper

Essential Activity Book

Activity 5: Read and match. (See Essential Activity Book page 66, Activity 12.)

Answers: 1 d 2 b 3 a 4 c

- Direct the children to Essential Activity Book page 64. They complete the Cross-curricular Picture Dictionary for Unit 6.

Ending the lesson

Review the lesson.

- Ask **What materials can you name? Which house does Pong like?**

Do the closing routine. Sing *Look in the bag.*

- Play the audio. Mime looking in different places. Make the meaning of the prepositions very clear. Hold out your arms questioningly at the end.

► CD3 Track 21 p23

- Repeat once or twice.
- The children tidy up and put their books away.
- Play the **Goodbye, everyone** song. The children sing and say goodbye.

► CD3 Track 2 p23

Answers: 1 wood 2 plastic 3 metal 4 paper

Lesson 6

Objectives and key competences

- to say what toys are made of
- to ask about and identify materials
- to sing Materials are fantastic!

Active language

metal, paper, plastic, wood
ball, book, pencil case, ruler
This is my (doll). My (pencil) is made of (wood).
Is it made of (wood)? Yes, it is./No, it isn't.

Materials

Teacher's App on Navio, Class CD

Optional materials

Ping and Pong finger puppets, AB / EAB page 54

Class Audio for Lesson 6

- Hello, everyone ► CD3 Track 1 p23
- Jump, fly, swim, run ► CD3 Track 20 p23

- Unit 6 Ping and Pong story ► CD3 Track 30 p138
- Look in the bag ► CD3 Track 21 p23

- Goodbye, everyone ► CD3 Track 2 p23

13 Listen, match and repeat.

- CD3 Track 31

1 This is my doll. My doll is made of plastic.

2 This is my skateboard. My skateboard is made of wood.

3 This is my bike. My bike is made of metal.

4 This is my car. My car is made of metal.

5 This is my guitar. My guitar is made of wood.

6 This is my scooter. My scooter is made of metal.

7 This is my book. My book is made of paper.

14 Song: Materials are fantastic!

- CD3 Track 32

Metal, wood, paper and plastic,
different materials are fantastic!

The guitar is made of wood.

The doll is made of plastic.

The bike is made of metal.

It's fantastic!

The car is made of metal.

The skateboard is made of wood.

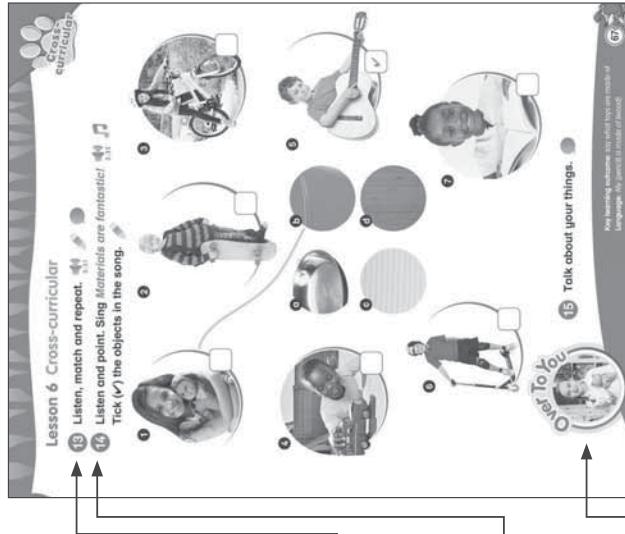
The book is made of paper.

It's very good!

Metal, wood, paper and plastic,
different materials are fantastic!

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to sing the song from this lesson.



At a Glance Lesson Plan

Starting the lesson

- Sing Hello, everyone.
► CD3 Track 1 p23
- Do the opening routine.
► CD3 Track 20 p23
- Review the Ping and Pong story.
► CD3 Track 30 p138
- Explain the aims of the lesson.

Activity 13

- Listen, match and repeat.
► CD3 Track 31 p140
- Tick (✓) the objects in the song.

Activity 14

- Listen and point. Sing Materials are fantastic!
► CD3 Track 32 p140
- Tick (✓) the objects in the song.

Activity 15

- Over to You: Talk about your things.
- Complete the sentences.

Activity Book

Activity Book

- Look, listen and tick (✓). Sing Materials are fantastic!
► CD3 Track 32 p140

Activity 7

- Join the dots and match.

Essential Activity Book

Essential Activity Book

- Activity 6
 - Review the lesson.
 - Do the closing routine.
- CD3 Track 21 p23
- Sing Goodbye, everyone.
► CD3 Track 2 p23

- Activity 7
 - Join the dots and match.

Pupil's Book Activity 13

Listen, match and repeat.

► **CD3 Track 31 p140**

- Point to pictures a–d. Say **This is (metal).**
- The children name the objects in photos 1–7 and predict the material. (*I think the (doll) is made of (plastic).*)
- Play the audio. The children listen and match the photos.
- Check the answers. Play the audio again. The children repeat the sentences.

Answers: 1 b 2 d 3 a 4 a 5 d 6 a 7 c

Pupil's Book Activity 14

Listen and point. Sing Materials are fantastic! Tick (✓) the objects in the song.

► **CD3 Track 32 p140**

- The children identify the objects. Play the audio. They listen and point to the photos.
- Check that the children understand ‘fantastic’. Play the audio again. The children listen, look at the photos and tick the objects in the song. Check the answers.

Ask Is the (book) in the song? Which object is not in the song? (Scooter.)

- Play the audio a third time. The children listen, point to the photos and sing.

Answers: guitar, doll, bike, car, skateboard, book

Pupil's Book Activity 15

Over to You: Talk about your things.

- Hold up some personal possessions and say sentences. **My (bag) is made of (plastic).**
- The children think of sentences about two of their personal possessions. They tell the class. **My (sharpener) is made of (metal).** **Note:** If they don’t know the name of an item, they can hold it up or point to it and say **It’s made of (plastic).**

Activity Book

Activity 6: Look, listen and tick (✓). Sing Materials are fantastic!

► **CD3 Track 32 p140**

Answers: guitar: wood, doll: plastic, bike: metal, car: metal, skateboard: wood, book: paper

Activity 7: Complete the sentences.

Essential Activity Book

Activity 6: Look, listen and circle. Sing Materials are fantastic!

► **CD3 Track 32 p140**

Answers: 1 wood 2 plastic 3 metal 4 metal 5 wood 6 paper

Activity 7: Join the dots and match.

Answers: 1 a 2 c 3 d 4 b

Ending the lesson

Review the lesson.

- Ask **How many materials can you name? What can you say about your things?**

Do the closing routine. Sing Look in the bag.

- Play the audio. Mime looking in different places. Make the meaning of the prepositions very clear. Hold out your arms questioningly at the end.

► **CD3 Track 21 p23**

- Repeat once or twice.
- The children tidy up and put their books away.
- Play the **Goodbye, everyone** song. The children sing and say goodbye.

► **CD3 Track 2 p23**

Sing Hello, everyone.

- Greet the children. Play the **Hello, everyone** song. The children sing and do the actions.

► **CD3 Track 1 p23**

Do the opening routine. Sing Jump, fly, swim, run.

- Play the audio, miming the actions on the spot.

► **CD3 Track 20 p23**

- Repeat once or twice. The children say the rhyme and mime the actions with you.

Review the Ping and Pong story.

- Ask if the children remember the house Pong likes (the ‘house’ of paper) and the houses he doesn’t like (metal, plastic, wood). (Optional) The children put on the Ping and Pong finger puppets.
- Play the audio. The children join in telling the story, (optional) holding up the finger puppets as Ping and Pong speak.

► **CD3 Track 30 p138**

- Ask questions about each frame: (Frame 1) **What does Pong need? (A new house.)** Continue with all the frames.

Explain the aims of the lesson.

- Say **Today we’re going to talk about materials and sing a song.**

Lesson 7

Objectives and key competences

- to listen and respond to classroom language

- to review the main language of the unit

Active language

bike, board game, car, computer game, doll, kite, scooter, skateboard, metal, paper, plastic, wood, in/on/under, my/the I can't find (my bike). Where's my (skateboard)? Is it made of (wood)? Yes, it is./No, it isn't.

At a Glance Lesson Plan

Starting the lesson

- Sing *Hello, everyone.*
► CD3 Track 1 p23
- Do the opening routine.
► CD3 Track 20 p23
- Sing *Materials are fantastic!*
► CD3 Track 32 p140
- Explain the aims of the lesson.
- Do a language review quiz.

Activity 16

- Listen, number and repeat.
► CD3 Track 33 p142
- Read, stick and write.

Activity 17

- Listen and tick (✓) or cross (✗).
► CD3 Track 34 p142
- Say.

Activity 18

- Class Chat: Listen, point and repeat.
► CD3 Track 35 p142
- Ask and answer.
- Go to the Picture Dictionary on page 90.

Activity Book

Activity Book

Activity 8

- Read and draw. Use the right colour.

Activity 9

- Tick (✓) what you can do.

Essential Activity Book

Essential Activity Book

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this unit.

Class Audio for Lesson 7

Hello, everyone ► CD3 Track 1 p23

Jump, fly, swim, run ► CD3 Track 20 p23

Materials are fantastic! ▶ CD3 Track 32 p140

Look in the bag ► CD3 Track 21 p23

Goodbye, everyone ► CD3 Track 2 p23

16 Listen, number and repeat.

► CD3 Track 33

1 A: Where's my bike? B: Is your bike in the cupboard?

A: No, it isn't.

2 A: Where's my scooter? B: Is your scooter in the cupboard?

A: Yes, it is.

3 A: I can't find my computer game. B: Is your computer game in your bag? A: No, it isn't.

4 A: I can't find my doll. B: Is your doll on the shelf?

A: Yes, it is.

5 A: Where's the board game? B: Look! The board game is on the table.

6 A: Where's my car? B: Is your car on the shelf?

A: No, it isn't.

7 A: I can't find my skateboard. B: Is your skateboard in the cupboard? A: No, it isn't.

8 A: Where's my kite? B: Look! Your kite is under the chair.

17 Listen and tick (✓) or cross (✗) or repeat.

► CD3 Track 34

1 A: I can't find my book. Oh, where's my book?

B: Look! It's in the bag! A: Oh, great! Thanks!

2 The bike is made of paper. Yes or No? No!

3 The car is made of wood. Yes or No? Yes!

4 The kite is made of metal. Yes or No? No!

5 The computer game is made of plastic. Yes or No? Yes!

6 The scooter is made of metal. Yes or No? Yes!

18 Class Chat: Listen, point and repeat.

► CD3 Track 35

1 A: I can't find my book. Oh, where's my book?

B: Look! It's in the bag! A: Oh, great! Thanks!

2 A: I can't find my pencil case. Oh, where's my pencil case? B: Look! It's under the chair!

A: Oh, great! Thanks!

3 A: I can't find my sharpener. Oh, where's my sharpener?

B: Look! It's on the table.

A: Oh, great! Thanks!

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to review what they've learnt in this unit.

Essential Activity Book

Essential Activity Book

Activity 8

- Read and draw. Use the right colour.

Activity 9

- Tick (✓) what you can do.

Detailed Lesson Plan

Pupil's Book Activity 16

Sing *Hello, everyone.*

- Greet the children. Play the ***Hello, everyone*** song.

The children sing and do the actions.

► CD3 Track 1 p23

Do the opening routine. Sing *Jump, fly, swim, run.*

- Play the audio, miming the actions on the spot.

► CD3 Track 20 p23

- Repeat once or twice. The children say the rhyme and mime the actions with you.

Sing **Materials are fantastic!**

- Ask the children if they remember the six objects and materials in the Materials are *fantastic!* song.

- Count as the children say sentences. **Number 1** The (book) is (*paper*). Give clues through mime to aid recall. Praise them if they remember all six objects.

- The children stand up. Demonstrate a simple dance. Play the song. The children sing and dance.

► CD3 Track 32 p140

Explain the aims of the lesson.

- Say Today we're going to review what we've learnt in the unit and practise classroom language.

Do a language review quiz.

- Two teams choose a name relating to Unit 6 (Skateboards)/(Bikes). Team members take turns to answer questions and score points. The teams lose points if answers are called out. Ask questions. i) Using the toys flashcards, ask **What's this?** ii) Using the story cards, say sentences which the children complete. **Where's my ...** (skateboard)? iii) Hold up the word cards, which the children read and match to the flashcards. iv) Point to or hold up objects; the children name the materials. (The pencil is made of wood./It's wood.) Keep the score on the board. The team with most points wins.

Activity Book

Activity 8: Read and draw. Use the right colour.

Answers: (See sentences and key.)

Activity 9: Tick (✓) what you can do.

Essential Activity Book

Activity 8: Read and match. Colour.

Answers: 1 b 2 a 3 d 4 e 5 c

Activity 9: Tick (✓) what you can do.

Ending the lesson

Review the lesson and the unit.

- Ask What have you learnt in this unit? What have you enjoyed? What has been easy or difficult? What can you do to work harder and improve your English? What can we say in class when we can't find things?

Progress Journal

- Hand out the Progress Journals. The children complete pages 14 and 15, either during the lesson or for homework.

Do the closing routine. Sing *Look in the bag*.

- Play the audio. Mime looking in different places. Make the meaning of the prepositions very clear. Hold out your arms questioningly at the end.
► CD3 Track 21 p23
 - Repeat once or twice.
 - The children tidy up and put their books away.
 - Play the **Goodbye, everyone** song. The children sing and say goodbye.
- CD3 Track 2 p23

Answers: bike, board game, car, computer game, doll, kite, scooter, skateboard



Kids' Culture 6

Objectives and key competences

- to listen, sing and act out a song: *Four great toys in a toy shop*
- to use the Pupil's App on Navio



Materials

Teacher's App on Navio, Flashcards: *bike, board game, car, computer game, doll, kite, scooter, skateboard*, Class CD and/or video clip

Optional materials

AB / EAB page 56
computer game, doll, kite, scooter, skateboard, numbers 1–4

Active language

boy, girl, great, shelf, shop, top, toy, bike, board game, car,

computer game, doll, kite, scooter, skateboard, numbers 1–4

At a Glance Lesson Plan

Starting the lesson

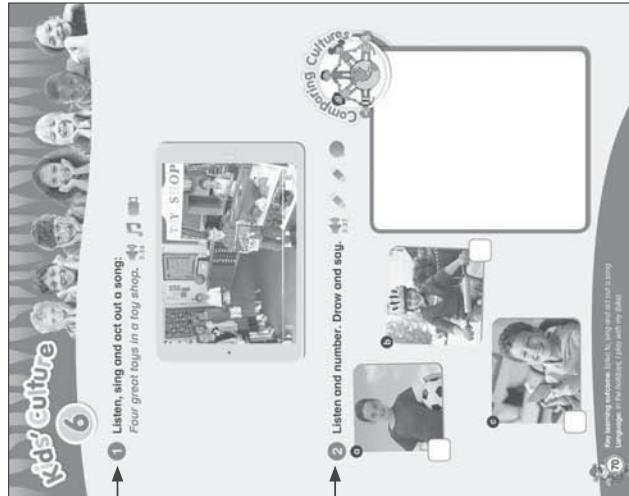
- Sing *Hello, everyone.*
► **CD3 Track 1 p23**
- Do the opening routine.
► **CD3 Track 20 p23**
- Explain the aims of the lesson.

Activity 1

- Listen, sing and act out a song:
Four great toys in a toy shop.
► **CD3 Track 36 TB p144**
- Do a role play.

Activity 2

- Comparing Cultures: Listen and number.
► **CD3 Track 37 p144**
- Draw and say.



Activity Book

Activity Book

- Activity 1
 - Circle and write for you. Draw you and your toy.
 - Sing.
► **CD3 Track 36 p144**
- Activity 2
 - Read, look and write.

Class Audio for Kids' Culture 6

Hello, everyone ► **CD3 Track 1 p23**

Jump, fly, swim, run ► **CD3 Track 20 p23**

Look in the bag ► **CD3 Track 21 p23**

Goodbye, everyone ► **CD3 Track 2 p23**



1 Song: *Four great toys in a toy shop.*



► **CD3 Track 36**

Four great toys in a toy shop
on a shelf at the top.

Along comes a boy one day,
asks for a computer game,
and takes it away.

Three great toys in a toy shop
on a shelf at the top.

Along comes a girl one day,
asks for the scooter,
and takes it away.

Two great toys in a toy shop
on a shelf at the top.

Along comes a girl one day,
asks for the skateboard,
and takes it away.

One great toy in a toy shop
on a shelf at the top.

Along comes a boy one day,
asks for the board game,
and takes it away.

2 Comparing Cultures: Listen and number.



► **CD3 Track 37**

- In the holidays, I play with my bike. It's great!*
- In the holidays, I play with my computer game. It's fantastic!*
- In the holidays, I play with my ball. It's great!*

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to watch the video from this lesson.

Essential Activity Book

Essential Activity Book

- Activity 1**
 - Circle and write for you. Draw you and your toy.
 - Sing.
► **CD3 Track 36 p144**
- Activity 2**
 - Match. Read and circle.

Starting the lesson

Sing *Hello, everyone.*

- Greet the children. Play the ***Hello, everyone*** song.

The children sing and do the actions.

► CD3 Track 1 p23

Do the opening routine. Sing *Jump, fly, swim, run.*

- Play the audio, miming the actions on the spot.

► CD3 Track 20 p23

- Repeat once or twice. The children say the rhyme and mime the actions with you.

Explain the aims of the lesson.

- Say **Today we're going to sing and act out a version of a traditional song. We're also going to talk about toys children play with in the UK and in your country.**

Pupil's Book Activity 1



Listen, sing and act out a song: *Four great toys in a toy shop.*

► CD3 Track 36 p144

- The children look at the photo. Explain that they're going to learn a version of a traditional song. Explain 'shop'. Play the audio or the video clip. The children name the toys. Stick these flashcards on the board in order.

- A child stands behind the desk as the shop assistant. Two boys and two girls (customers) make a line. Play the audio. They act out the song; the class sings. Repeat with other children and different toys.
- Do a role play. Stick the flashcards on the board. Assign roles to five children. The customers stand in a line. Demonstrate. One customer asks for a toy. *Hello.* / *Hello. Can I have the board game, please?* / *Yes, of course. Here you are.* (Shop assistant gives customer the board game flashcard.) *Thank you. Goodbye.* / *Goodbye.* (Customer takes the flashcard away.) Repeat for all the toys and flashcards. Five other children come to the front. Assign roles and repeat.

Activity Book

Activity 1: Circle and write for you. Draw you and your toy. Sing.

► CD3 Track 36 p144

Activity 2: Read, look and write.

- Answers:** 1 scooter, kite 2 car, computer game 3 doll, board game

Essential Activity Book

Activity 1: Circle and write for you. Draw you and your toy. Sing.

► CD3 Track 36 p144

Activity 2: Match. Read and circle.

- Answers:** 1 ball b 2 computer game c 3 bike a

Ending the lesson

Review the lesson.

- Ask **What traditional song can you sing and act out? What toys do children play with in the holidays in the UK and in your country?**

Do the closing routine. Sing *Look in the bag.*

- Play the audio. Mime looking in different places. Make the meaning of the prepositions very clear. Hold out your arms questioningly at the end.

► CD3 Track 21 p23

- Repeat once or twice.
- The children tidy up and put their books away.

► CD3 Track 2 p23

- Play the **Goodbye, everyone** song. The children sing and say goodbye.

Pupil's Book Activity 2

Comparing Cultures: Listen and number. Draw and say.

► CD3 Track 37 p144

- Explain that the photos show children playing with different toys in the holidays in the UK. The children identify the toys (**ball, bike, computer game**).
- Play the audio. The children listen and number the photos. Check the answers. They say the numbers and repeat the audio.
- The children draw a toy that they play with in the holidays.
- A few children show their pictures, saying **In the holidays, I play with my (kite). It's great/fantastic!** Offer help with additional toy vocabulary.

- Answers: 1 b 2 c 3 a**



Tiger Review 3

Objectives and key competences

- to revise the main language in Units 5 and 6
- to review and assess own learning
- to listen, read and understand a story

Active language

Vocabulary and structures in Units 5 and 6

At a Glance Lesson Plan

Activity 1

- What's your favourite toy?

Activity 2

- Listen to the story.
► CD3 Track 38 p147
- Who talks to a parrot?

Activity 3

- What movements can you see in the story?

Activity 4

- Look at the story and the pictures. Tick (✓) or cross (✗).

Activity 5

- Listen and circle.
► CD3 Track 39 p147

Activity Book

Activity Book

Activity 1

- Read, Look and remember. Write.

Essential Activity Book

Essential Activity Book

Activity 1

- Look, read and circle.

Activity 2

- Draw, colour and trace.

Materials

Teacher's App on Navio, Flashcards and/or Tap and Teach flashcards: carrots, cheese, eggs, mushrooms, milk, peas, potatoes, sausages, crocodile, elephant, frog, giraffe, monkey, mouse, parrot, snake, bike, board game, car, computer game, doll, kite, scooter, skateboard, Tiger Class CD, Tap and Teach story presentation, Animated story: *The Big Splash*

Optional materials

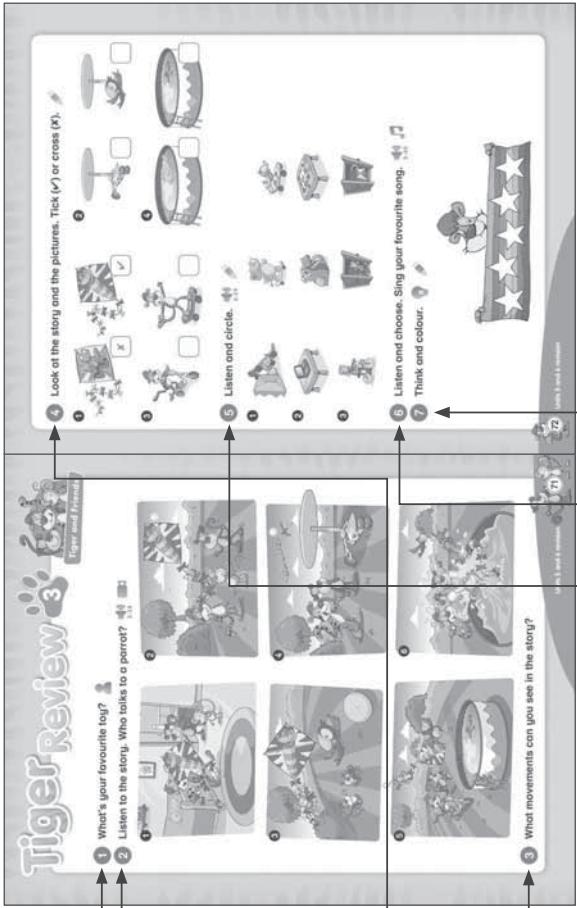
Tiger masks, AB / EAB pages 57 and 58

Class Audio for Tiger Review 3

Story: *The Big Splash*

► CD3 Track 38

- Tiger:** Monkey! Mouse! Look at this! **Mouse:** What is it, Tiger? **Monkey:** It's a kite! Cool! **Mouse:** Look at this! **Mouse:** What's a kite, Monkey? **Tiger:** A kite can fly, Mouse! **Monkey:** Let's try it. Let's go to the garden. **Tiger:** Great idea!
- Mouse:** Whoa! **Monkey:** Oh, no! Mouse! **Mouse:** Wee-heee! I can fly! Up, up and away!
- Parrot:** Hello, Mouse! **Mouse:** Hello, Parrot. Look, I can fly! **Parrot:** Uh, no. You can't fly. You're a mouse. **Mouse:** Ooh! Oh! Parrot, can you help me, please? **Parrot:** Yes, of course I can. Come on!



- Activity 7**
• Think and colour.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to watch the story from this lesson.

Detailed Lesson Plan

Pupil's Book Activity 1

What's your favourite toy?

- Ask the children if they can remember the names of the different toys. Ask the question and encourage the children to say what their own favourite toy is.

Pupil's Book Activity 2

Listen to the story. Who talks to a parrot?

► CD3 Track 38 p147

- Play the audio for the story or use the Tap and Teach story presentation. The children follow in their books.
- You can also play the animated story from the Teacher's App on navio. The children watch and listen.
- Ask questions about each frame in the story to aid and check understanding, e.g. Frame 1: **Who can you see in the picture? What has Tiger got?**
- Ask the question **Who talks to a parrot?** and elicit the answer (a mouse/Mouse).

Pupil's Book Activity 4

Look at the story and the pictures. Tick (✓) or cross (✗).

- Use the Unit 5 flashcards to review animals.
 - The children look at the sets of pictures and tick which one appears in the story and the cross the one which doesn't.
- Answers:** 1 a ✗ b ✓ 2 a ✓ b ✗ c ✗ d ✗ e ✗ f ✗ g ✗ h ✓ i ✗ j ✗ k ✗ l ✗ m ✗ n ✗ o ✗ p ✗ q ✗ r ✗ s ✗ t ✗ u ✗ v ✗ w ✗ x ✗ y ✗ z ✗

Pupil's Book Activity 7

Think and colour.

- Remind the children that in this activity they should colour the stars to show how well they think they have done in Units 5 and 6. (Five stars = excellent, four stars = very good, three stars = satisfactory, two stars = need to do better, one star = poor.) Make sure they understand there are no right answers. The important thing is that they reflect on their work and on how much they think they have learnt in the two units.
- The children colour the number of stars they think they deserve. Advise as necessary. Be positive and encourage them not to judge themselves too harshly.
- Sign and date this page in the Pupil's Book and add any appropriate comment.

Pupil's Book Activity 5

Look and remember. Write.

► CD3 Track 39 p147

- Use the Unit 6 flashcards to review toys.
 - Point to the pictures in Activity 5. Say each toy and where it is and encourage children to point to each one.
 - Play the audio. Pause as appropriate to give children time to circle the correct picture.
- Answers:** 1 kite 2 fly 3 mouse 4 Parrot 5 scooter 6 swim

Activity Book

Activity 1: Read. Look and remember. Write.

Answers: 1 kite 2 fly 3 mouse 4 Parrot 5 scooter 6 swim

Pupil's Book Activity 3

What movements can you see in the story?

- Ask children the question and encourage them to say the different actions. If necessary, point to the movements in the frames to help.

Answers: fly (frames 2/3/4/5) run (frame 5) swim, jump (frame 6)

Pupil's Book Activity 6

Listen and choose. Sing your favourite song.

► CD3 Track 40

- The children listen to the songs they've learnt in Units 5 and 6 and choose their favourite.
- Play the audio, pausing after each song extract. The children clap softly or loudly to show how much they like the song.
- Decide with the children which song to sing.
 - Play the audio or karaoke version of their favourite song. The children sing and do any accompanying actions.

Essential Activity Book

Activity 1: Look, read and circle.

Answers: 1 kite 2 can 3 mouse 4 under 5 can 6 Parrot

Activity 2: Draw, colour and trace.