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1 At school

We know books



Minnie Mouse is sweet and kind. She's cheerful and brings happiness to others. She always wants to help anyone with a problem.

Mickey Mouse is cheerful, caring, and clever. He loves his friends and family, and is always ready to help.

Unit Overview

Vocabulary

backpack, eraser, lunchbox, marker, pencil, pencil case, I'm worried, six, seven, I'm kind

Grammar

It's (a pencil case)

Key GSE Learning Objectives

Speaking

- Can use a few basic words to say how they feel, if supported by pictures.
- Can say how many things there are, up to twenty.
- Can use a few basic words to describe objects, if supported by pictures.

Listening

- Can recognize a few basic words related to familiar topics, spoken slowly and clearly and supported by pictures.
- Can understand a few basic words and fixed expressions in a story that is read aloud to them, if supported by pictures.

Phonics and letters

- ll; lunchbox



Ms. Clarabelle is Mickey and Minnie's friend, and she's Morty and Ferdie's teacher. She's kind-hearted and a good friend.

Morty and Ferdie are Mickey's twin nephews. They're cheeky and mischievous, and they like to have fun.



Disney movie lesson
Monsters University



Lesson aims

- to introduce the unit characters
- to introduce the topic and vocabulary of school items

Target language

- backpack, eraser, lunchbox, marker, pencil, pencil case

Main GSE Learning Objective

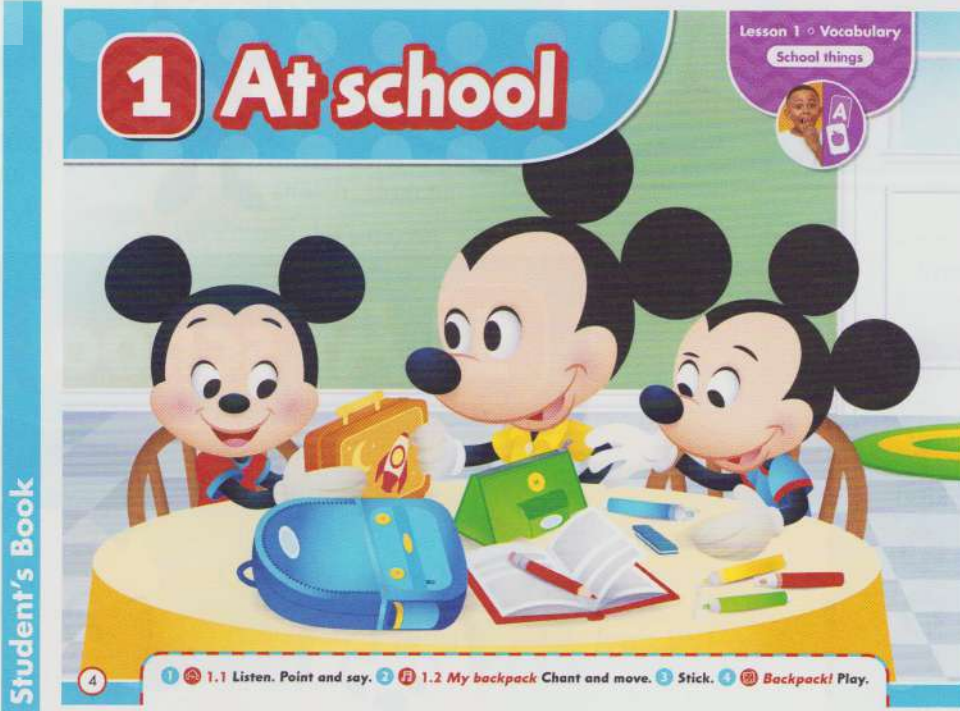
- Can recognize a few basic words related to familiar topics, if spoken slowly and clearly and supported by pictures.

Future Skills

- Persistence and growth
- Self-awareness

Materials

- Unit 1 Picture Cards (backpack, eraser, lunchbox, marker, pencil, pencil case)
- Sticker (teddy bear)
- Mickey Mouse puppet
- Colors poster




1.1


Pencil, pencil, pencil
Lunchbox, lunchbox, lunchbox
Backpack, backpack, backpack
Marker, marker, marker
Pencil case, pencil case, pencil case
Eraser, eraser, eraser

1.2 My backpack


In my backpack, in my backpack
A lunchbox and pencil case
A lunchbox and pencil case
In my backpack, in my backpack
A pencil, eraser, and markers, too
A pencil, eraser, and markers, too
In my backpack, in my backpack

Hello


 Don't expect students to remember everything they learned in English last year (if they studied it). Use the classroom routines and songs again and again, to help create an English environment.

 **0.1** Greet students and sing the Hello song.


Circle time

 **Persistence and growth:** Circle time encourages good group communication. Arrange chairs or mats so that everyone can see one another.



- Have the Mickey Mouse puppet appear from behind a desk or table.

 Hello, Mickey!

- Have Mickey say Hello to each student.
- Have students say Hello to Mickey.
- Have Mickey point to school items students may know: *teacher, chair, table, crayon, book.*
- Use Mickey to say the words for students to repeat.

 For more ideas for using the Mickey Mouse puppet in class, see the Introduction, page 18.

Book time

 Follow the Teacher Talk icons  for models of suitable English language to use in activities.

Student's Book p4

- Make students point to Mickey Mouse.
- Have the Mickey Mouse puppet point in the picture to his nephews Morty (red T-shirt) and Ferdie (blue T-shirt).

 This is Ferdie. This is Morty.

1 **1.1 Listen. Point and say.**


- Play the audio. Point to each of the school items in the picture.
- Play the audio again and have students point to each of the school items in the picture. Pause after each word for students to repeat.
- Hold up each of the Picture Cards and have students say the words.

2 **1.2 My backpack Chant and move.**

- Teach an action for each school item by miming using it.
- Play the audio and have students listen.
- Play the audio again and have students join in and do the actions.

3 **Stick.**


- Have students find the sticker of the teddy bear.
- Students can stick this anywhere on the page.

 **Persistence and growth:** As students begin to associate task completion with the reward of getting a sticker, they will be motivated to maintain and repeat their efforts.

4 **Backpack! Play.**

- Have students sit in a circle.
- Have students pass the Picture Cards around the circle. Say the name of one of the school items, e.g., *pencil.*

- The student holding the pencil card stands up.
- Continue for the rest of the school items.

 Display the Colors poster. Review the colors *red, green, blue, and yellow.* Say a color and a school item, e.g., *blue crayon,* and have students find an example in the classroom.


Workbook p2

1 **Match and say.**


- Help students point to the matching pairs and follow the trace lines with a finger.
- Show them how to use a pencil to draw the lines between the matching pairs.
- Have them point and say the school items *marker, eraser, and lunchbox.*


2 **Think and check ✓.**

- Have students point to the pictures and say the correct words.
- They check the school item they like the best.

 **Self-awareness:** Asking students to express a simple preference helps them to start developing and explaining their opinions from an early age.

Goodbye

 Make the Goodbye song part of your routine.

 **0.2** Sing the Goodbye song. Have students wave goodbye.

Lesson aim

- to introduce the grammar structure *It's a ..., It's ...*

Target language

- It's (a pencil case)

Recycled language

- (It's) green, blue, red, yellow

Main GSE Learning Objective

- Can recite a short, simple rhyme or chant.

Future Skills

- Persistence and growth
- Self-awareness

Materials

- Mickey Mouse puppet
- Colors poster

Student's Book



Lesson 2 • Grammar
It's a pencil case

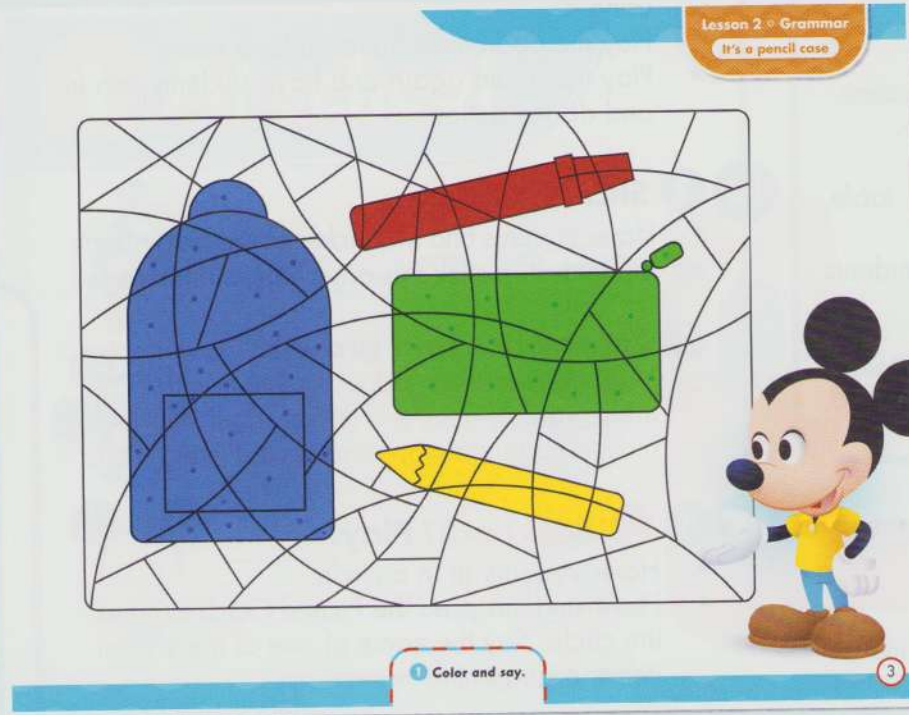
1.3

It's a pencil case. It's green.
It's a marker. It's blue.

1.4 School things!

It's a pencil. It's red.
It's a pencil case. It's green.
It's a lunchbox. It's blue.
School things for me and you!
School things for me and you!
It's a marker. It's yellow.
It's a backpack. It's red.
It's an eraser. It's blue.
School things for me and you!
School things for me and you!


Workbook




Lesson 2 • Grammar
It's a pencil case

1 Color and say.


Hello

 Have students name the school items they have in class today.


 **0.1** Greet students and sing the Hello song.

Circle time


- Put the Mickey Mouse puppet in a backpack.

 *Where's Mickey?*

- Have students point and say *Backpack!*
- Make Mickey appear and say *Hello!*


 *Hello, Mickey!*

- Have students greet Mickey in the same way.

 Display the Colors poster. Review the colors *red, green, blue, and yellow*. Say a color and have students find it on the poster. Have Mickey point to a color and say the wrong word. Have students say *No!* and say the correct word.

Book time

Student's Book p5

 **1**  **1.3 Listen and say.**


- Play the audio.
- Point to the different school items in the picture.

- Play the audio again and have students repeat what they hear.

 **2**  **1.4 School things! Sing and move.**

- Play the song and/or watch the video.
- Play and/or watch again.
- Have students join in with the words and the actions.
- Sing the song and encourage students to say the color of their own school items, e.g., *It's a pencil. It's blue.*

 **Self-awareness:** Talking about familiar topics like school items will increase students' confidence in communicating with others.


 Personalizing new language helps students remember it. Play the song on low volume and sing over it, with students including the names and colors of different items in the classroom.

 **3**  **Color hunt Play.**

- Have students move around the classroom.
- Say the names and colors of different school items. Have students look around the classroom and find examples.


 *It's a marker. It's blue.*

- When a student finds a school item you describe, they hold it up.
- Have them say the name of the item and its color, using *It's ...*
- Not all students will be able to produce full sentences or even the words. Praise all attempts to speak.


 *Good job!*


 Have students draw a picture of their favorite

school item, e.g., their backpack, pencil case, or lunchbox.


 **Persistence and growth:** Having students work on specific tasks for short periods of time improves their focus and concentration. This, in turn, builds confidence and independence.

Workbook p3


 Give blue, green, yellow, and red crayons to each group of students. Encourage them to share the crayons among one another.

 **1 Color and say.**


- Point to the dots in the shapes on the page.

 *What color is it?*

- Have volunteers suggest different colors, e.g., *yellow, blue*.
- Have students color to find the school items.
- Once students have completed coloring, have volunteers say the items and their colors, e.g., *It's a backpack. It's blue.*

 Don't worry about whether or not children are able to color inside the lines or not. Children may not yet have the fine motor skills to do so, but will be practicing by choosing and matching colors. Praise them for all attempts.

Goodbye

 **0.2** Sing the Goodbye song.

- You can now do the Unit 1 Phonics lesson (see Student's Book page 76 and Teacher's Book page 183).

Lesson aim

- to introduce the word *worried* and recognize, understand, and express the feeling of worry

Target language

- I'm worried

Main GSE Learning Objective

- Can use a few basic words to say how they feel, if supported by pictures.

Future Skills

- Self-awareness
- Persistence and growth

Materials

- Sticker (Mickey)
- Mickey Mouse puppet
- Feelings poster

Student's Book

Lesson 3 • Feelings
I'm worried

1 1.5 Listen and say. 2 1.6 How do you feel? Sing and move. 3 Choose and color. 4 Stick.

Workbook

Lesson 3 • Feelings
I'm worried

4 1 Who is worried? Circle and say. 2 Think and check (✓).

1.5

- A: It's time for school.
I'm worried.
B: I'm worried.
C: It's OK.
D: Whoops! I'm worried.
E: How do you feel?
F: I'm worried.
E: It's OK.

1.6 How do you feel?

How do you feel? How do you feel?
How do you feel today?
I'm worried, I'm worried,
I'm worried today.
I'm worried, I'm worried,
I'm worried today.
It's OK! It's OK. It's OK.