

# 4 Peter's birthday

## Unit objectives

- Identify and respond to new vocabulary. (C1)
- Listen to and join in with a song. (C1)
- Listen and respond to a story. (C1)
- Phonics: practise and respond to the /k/ sound. (C1)
- Identify and respond to the concepts of *light* and *dark*. (C1)
- My world: daily routines around the home. (C1) (C3)
- Recognise colours. (C1)
- Recognise and understand the concept of numbers. (C1) (C2)
- Recognise shapes. (C1) (C2)
- Emotional intelligence: understand how other people feel. (C1) (C3) (C5)
- My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7)

## Main criteria for evaluation

Children should:

- recognise and respond to new vocabulary via mime, gesture, etc.
- demonstrate an understanding of the story.
- attempt to produce the /k/ sound correctly while saying the tongue twister.
- attempt to identify how other people feel.
- identify colours.
- understand the concept of numbers.
- identify shapes.
- respond appropriately to activity instructions.
- understand the concepts of *light* and *dark*.
- show confidence in the face of activities which require concentration.

## Language focus

### Key language

*Bedroom, living room, bathroom, kitchen, garage, garden*

*Light, dark*

*Sleep, cook, wash*

### Recycled language

*Hello / bye-bye*

Colours

Numbers

Family

Toys

Shapes

## Receptive language

*Where's mummy?*

*Where is she?*

*Is she in the ...?*

*No, he / she isn't (here).*

*It's his house!*

*I love you!*

*Here's a hug.*

*It's the ...*

*Light*

*It's Peter's / my birthday.*

*Let's find ...*

*Come on ...*

*The light is on / off.*

*Let's turn off / on the light.*

*Are you in the (kitchen)?*

*It's dark / light.*

*Peter turns on the light.*

*Surprise!*

*Happy birthday!*

*Blow out ...*

*Cake*

*Hat, candle, balloon*

*Is this the ...?*

*What's Captain Jack*

*hiding?*

*The cat is ...*

*He's six today.*

*Let's blow out the candles!*

*I can / can't see.*

*Is teddy there?*

*On the chair*

*Teddy is there.*

*Is it dark or light?*

*Lamp*

*Do you (sleep) in ...?*

*Where do you (sleep)?*

*He's (wash)ing ...*

*You're in your (bedroom).*

*You're happy / sad / angry.*

*Is Peter ...?*

*Run, wave your arms,*

*shake your legs, tickle*

*your toes, touch your*

*nose*

*Mummy is in the (kitchen).*

*Here's a (ball) for you!*

*We cook / sleep / wash*

*in the kitchen /*

*bedroom / bathroom.*

*Where does the ... go?*

## Classroom language

*Let's see / listen / sing /*

*play / follow / go ...*

*Show me ...*

*Look!*

*Be quiet!*

*Tiptoe*

*Trace ...*

*Stand up! Sit down!*

*Point to ...*

*Circle ...*

*Match ...*

*Colour ...*

*Close your eyes!*

*Arms out! Turn around!*

*Very good! Well done!*

*Very good work!*

*Try again!*

*Stop!*

*Thank you!*

*Hands up!*

*Stick on ...*

*How many ... can you*

*see / are there?*

*Do you want to ...?*

*Where's ...?*

*What's this?*

*What is it?*

*What colour / number*

*is it?*

*Is that right?*

*Can you see?*



## Phonics

Practise and respond to the /k/ sound.



## My world

Daily routines around the home.




## Emotional intelligence

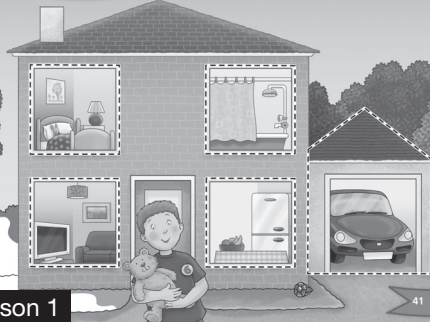
Understand how other people feel.

## Basic competences key

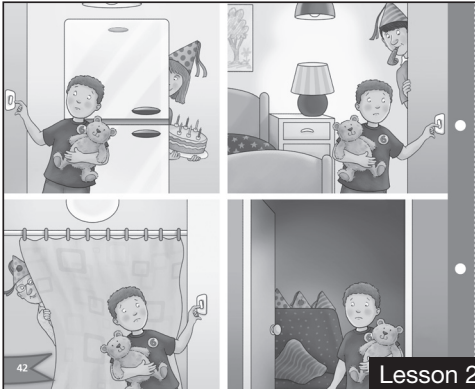
- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT

- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

**4 Peter's birthday** 



**Lesson 1** 41



**Lesson 2** 42



**Lesson 2** 43

5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6



**Lesson 3** 44

• Circle the cat in the kitchen.

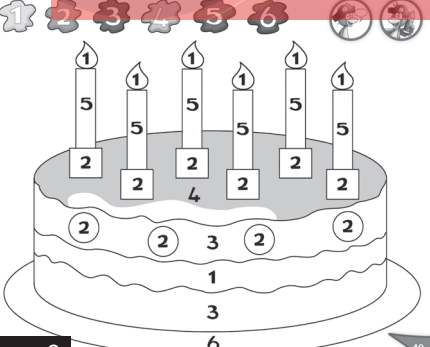


**Lesson 4** 45

**Daily routines** 




**Lesson 5** 46



**Lesson 6** 49

Captain Jack 2 Unit 4



**Lesson 7** 48

**Photocopiable**



**Lesson 7** 47

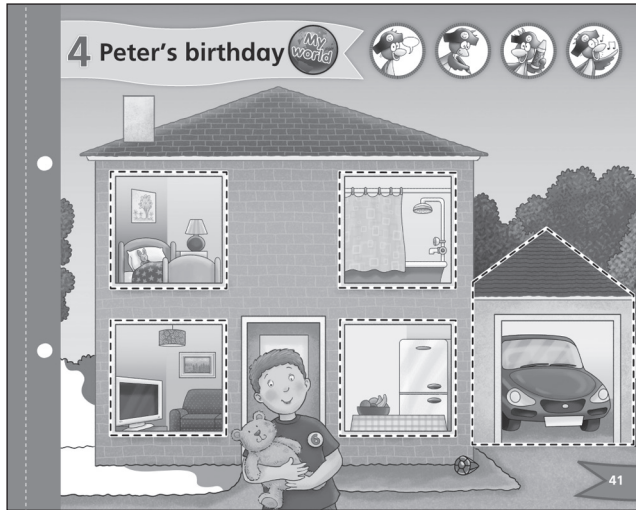
• Match the happy, sad and angry faces.  
• Colour the happy face and the sad face.



**Lesson 8** 48

# 4 Peter's birthday

## Lesson 1



### Learning objectives

- Identify and respond to house vocabulary.
- Listen to and join in with *The house song*.

### Language focus

#### Key vocabulary

- *Bedroom, living room, bathroom, kitchen, garage, garden*

#### Receptive language

- *Where's Mummy?* • *Where is she?*
- *Is she in the ...?* • *No, she isn't.*
- *It's his house!*

#### Classroom materials

- Puppet • CDs 1 & 2 (and CD 2 from *Captain Jack 1*)
- Treasure chest
- Flashcards: *bedroom, living room, bathroom, kitchen, garage, garden (mummy, daddy, grandma, grandpa, sister, baby brother from Captain Jack 1)*
- Green crayons

### At-a-glance lesson plan

#### Getting ready

- Put the house flashcards in the treasure chest. Have the puppet and the family flashcards ready.

#### Circle time

- 1 Sing the *Hello song 2*. (CD 2 track 2) C1 C5 C6
- 2 Play *Abracadabra! What's in the treasure chest?* C1 C6
- 3 Play *The pirate dance!* (CD 2 track 17) C1 C6
- 4 Play *Pass the treasure chest!* (CD 1 track 16) (Optional activity) C1
- 5 Sing *The house song*. (CD 2 track 18) C1 C6

#### Transition time

- 6 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

#### Table time

- 7 Trace the rooms and garage. (Pupil's Book page 41) C1 C6 C7 C8
- 8 Play *Let's listen and point!* (CD 2 track 18) C1 C6
- 9 Sing the *Bye-bye song 2*. (CD 2 track 7) C1 C5 C6

### Circle time

#### 1 Sing the *Hello song 2*. (CD 2 track 2)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See Unit 3 Lesson 1, Activity 1 for the audio script.)

#### 2 Play *Abracadabra! What's in the treasure chest?*

- Put on the puppet. Get Captain Jack to fly around in excitement. Mime waving a wand over the treasure chest and get Captain Jack to say **Abracadabra, 1, 2, 3! What's in the treasure chest? Let's see!**
- Take out the house flashcards one by one and say and mime the words: for *bedroom*, mime sleeping; for *bathroom*, mime washing face and hands; for *kitchen*, mime stirring food in a bowl; for *garage*, mime starting a car; for *living room*, mime reading; for *garden*, mime bouncing a ball.
- Encourage the children to repeat the words and do the mimes.

#### 3 Play *The pirate dance!* (CD 2 track 17)

- Stick the house flashcards around the class. Say **I've got a telescope.** Pretend to put a telescope to your eye. Say **Where are your telescopes, pirates? Show me your telescopes!** and encourage the children to mime looking through a telescope.
- Play the CD. Encourage the children to dance on the spot or around the class. Pause the CD when the children hear *bedroom* and encourage them to mime holding a telescope as they focus on the bedroom flashcard.
- Repeat with the rest of the house flashcards.
- Play the CD again and encourage the children to mime each part of the house when they hear the corresponding word.



#### The pirate dance!

*Bedroom ... living room ... bathroom ... kitchen ... garage ... garden*  
*Bedroom ... living room ... bathroom ... kitchen ... garage ... garden*

#### 4 Play *Pass the treasure chest!* (CD 1 track 16)

##### Optional activity

- Put the house flashcards in the treasure chest, encouraging the children to name them as you do this. Play the pirate music and encourage the children to pass around the treasure chest.
- Stop the music and encourage the child with the treasure chest to take out a flashcard and show it to the class. Put on the puppet and get Captain Jack to say **What is it?** Encourage the children to say the word and do the mime.
- Repeat with the rest of the flashcards.



### 5 Sing *The house song*. (CD 2 track 18)

- Say **Let's sing a song. Let's sing *The house song*.**
- Stick the flashcards around the classroom. Play the CD and encourage the children to listen and point to the correct flashcards as they are mentioned.
- Play the song again and do the actions. Encourage the children to do the same.
- Play the song again. Encourage the children to sing along and do the actions.



#### The house song

Where's mummy?

*Is she in the kitchen?* (Mime stirring food in a bowl.)

*No, she isn't.* (Shake your head.)

*Where is she?* (Shade your eyes with your hand and look around.)

Where's mummy?

*Is she in the living room?* (Mime reading.)

*No, she isn't.* (Shake your head.)

*Where is she?* (Shade your eyes with your hand and look around.)

Where's mummy?

*Is she in the bathroom?* (Mime washing face and hands.)

*No, she isn't.* (Shake your head.)

*Where is she?* (Shade your eyes with your hand and look around.)

Where's mummy?

*Is she in the bedroom?* (Mime sleeping.)

*No, she isn't.* (Shake your head.)

*Where is she?* (Shade your eyes with your hand and look around.)

Where's mummy?

*Is she in the garage?* (Mime starting a car.)

*No, she isn't.* (Shake your head.)

*Where is she?* (Shade your eyes with your hand and look around.)

Where's mummy?

*Is she in the garden?* (Mime bouncing a ball.)

*No, she isn't.* (Shake your head.)

*Where is she?* (Shade your eyes with your hand and look around.)

#### Transition time

### 6 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

#### Table time

### 7 Trace the rooms and garage. (Pupil's Book page 41)

- Give out the pencils and green crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.

- Say **Look! It's Peter! It's his house!** Point to the bedroom on your worksheet and say **What's this?** Encourage the class to say *Bedroom!* Say **Point to the bedroom** and encourage the children to point to the bedroom on their worksheet and say the word.
- Say **Trace the bedroom!** Demonstrate this by tracing the bedroom with your finger or a pencil. Encourage the children to do the same on their worksheet.
- Repeat with *bathroom, living room, kitchen* and *garage*.

**Fast finishers** Colour the garden green.

### 8 Play *Let's listen and point!* (CD 2 track 18)

- Say **Let's listen to *The house song!*** Play the CD and encourage the children to join in and point to the rooms, garage and garden on the worksheet as they hear them in the song.

### 9 Sing the *Bye-bye song 2*. (CD 2 track 7)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See Unit 3 Lesson 1, Activity 10 for the audio script.)

#### Extra activities

### 1 Sing *The family song*. (Captain Jack 1 CD 2 track 4)

- Show the family flashcards from *Captain Jack 1* and encourage the children to name them. Say **Let's sing *The family song!*** Play the song from Unit 3 of *Captain Jack 1* and encourage the children to join in and do the actions.



#### The family song

Mummy, daddy

*I love you!* (Put hands crossed on heart, and point.)

*Here's a hug for you!* (Put opposite hands on shoulders and mime giving a hug.)

Grandma, grandpa

*I love you!* (Put hands crossed on heart, and point.)

*Here's a hug for you!* (Put opposite hands on shoulders and mime giving a hug.)

Baby brother, sister, too

*I love you!* (Put hands crossed on heart, and point.)

*Here's a hug for you!* (Put opposite hands on shoulders and mime giving a hug.)

### 2 Play *The mime game*.

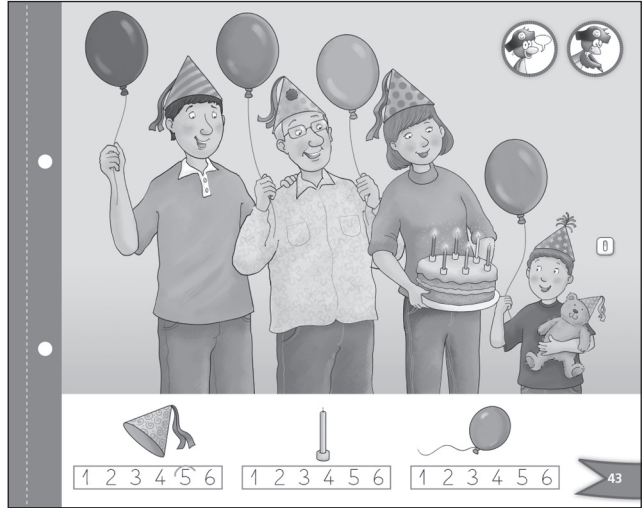
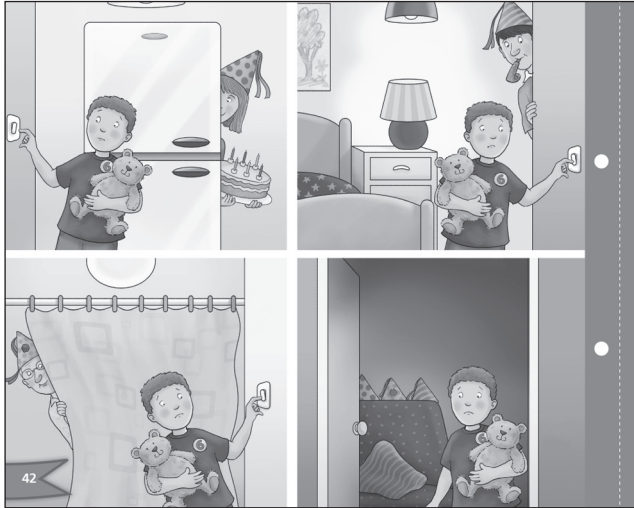
- Take the house flashcards. Show the kitchen flashcard and say **Kitchen!** Encourage the children to mime stirring food in a bowl.
- Repeat in the same way with all the flashcards.

### 3 Play *Slowly!*

- Show the house flashcards and encourage the children to name them with you. Put the flashcards inside the treasure chest.
- Take a flashcard from the treasure chest and gradually reveal it to the children. Say **What is it?** Encourage them to name it before revealing the whole image.

# 4 Peter's birthday

## Lesson 2



### Learning objectives

- Listen and respond to a story.
- Listen to and join in with *The story song*.

### Language focus

#### Key vocabulary

- *Bedroom, living room, bathroom, kitchen*

#### Receptive language

- *Light* • *It's my birthday!*
- *Let's find ...* • *Are you in the (kitchen)?*
- *No, she / he isn't here.* • *Let's turn off the light.*
- *It's dark.* • *Peter turns on the light.*
- *Surprise! Happy birthday!* • *Hat, candle, balloon*
- *How many ... can you see?* • *Is this the ... ?*

#### Classroom materials

- Puppet • CDs 1 & 2 • Treasure chest
- Flashcards: *bedroom, living room, bathroom, kitchen, garage, garden, light*
- *Captain Jack 2* Flip over Book

### Circle time

#### 1 Sing the *Hello song 2*. (CD 2 track 2)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See Unit 3 Lesson 1, Activity 1 for the audio script.)

#### 2 Sing *The house song!* (CD 2 track 19)

- Put on the puppet. Get Captain Jack to say **Let's sing *The house song!* Stand up, pirates!**
- Play the karaoke version of *The house song*. Encourage the children to do the actions and sing the song. Get Captain Jack to congratulate the children at the end of the song and say **Very good, pirates! Well done!** Then get him to say **Sit down, pirates!** (See Lesson 1, Activity 5 for the audio script.)

#### 3 Play *Match with Jack!* **Optional activity**

- Show the house flashcards and encourage the children to name them with you.
- Put on the puppet and get Captain Jack to help you hold up a flashcard. Say **It's the living room!** If the flashcard and what you say match, encourage the children to repeat the sentence and say *(It's the) living room!* If they don't match, encourage the children to put their fingers on their lips.

#### 4 Play *Let's go on a treasure hunt!* (Flip over Book page 3)

- Point to the treasure map at the beginning of the Flip over Book and say **Look! It's Captain Jack's treasure hunt!** Get Captain Jack to fly around in excitement.
- Say **Let's follow the red path!** Walk your fingers along the red path. Stop at the six parts of the house along the red path and encourage the children to name them.
- Point to the treasure chest at the end of the path. Get Captain Jack to say **I can see the treasure!**

### At-a-glance lesson plan

#### Getting ready

- Put the light flashcard in the treasure chest. Have the puppet and the house flashcards ready.

#### Circle time

- 1 Sing the *Hello song 2*. (CD 2 track 2) C1 C5 C6
- 2 Sing *The house song!* (CD 2 track 19) C1 C6
- 3 Play *Match with Jack!* (Optional activity) C1
- 4 Play *Let's go on a treasure hunt!* (Flip over Book page 3) C1
- 5 Say *The story time chant*. (CD 1 track 22) C1 C5 C6
- 6 Listen to *Peter's birthday* story. (CD 2 tracks 20 & 21) (Flip over Book pages 40-51) C1 C6

#### Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

#### Table time

- 8 Count the hats, candles and balloons. Circle the numbers. (Pupil's Book page 43) C1 C2 C7 C8
- 9 Sing the *Bye-bye song 2*. (CD 2 track 7) C1 C5 C6

**Shall we see what the treasure is today?** Get him to chant **Abacadabra, 1, 2, 3! What's in the treasure chest? Let's see!**, encouraging the children to join in. Take the treasure flashcard for this unit out of the treasure chest (the light flashcard). Show it to the children. Say **Look! Light for you and me!** and encourage the children to repeat *Light!* Get Captain Jack to say **Today the story is about light!**

### 5 Say *The story time chant*. (CD 1 track 22)

- Say **It's story time** and open the palms of your hands as if opening a book. Say the chant and do the actions. Encourage the children to join in. (See Unit 1 Lesson 2, Activity 5 for the audio script.)

### 6 Listen to *Peter's birthday story*. (CD 2 tracks 20 & 21) (Flip over Book pages 40-51)

- Say **Let's listen to the story**. Read the story aloud or play the CD. Point to the pictures in the Flip over Book and mime. Encourage the children to listen and look at the pictures.
- Then read the story aloud or play it on the CD a second time. Encourage the children to join in and do the actions. Encourage them to say *kitchen, bedroom, bathroom* and *living room* when these words are mentioned in the story.
- At the end of the story, encourage the children to listen to *The story song* and move to the music.

**Tip:** Point to the candles on the cake when these are mentioned in Frame 6.



### Peter's birthday story

#### Frame 1

**Narrator:** *It's Peter's birthday today.* (Point to Peter and smile.)

**Peter:** *It's my birthday! Let's find mummy, daddy and grandpa! Come on teddy!* (Point to yourself, and then beckon with your hand.)

#### Frame 2

**Narrator:** *The light is on in the kitchen.* (Point to the light.)

**Peter:** *Mummy! Are you in the kitchen? It's my birthday! ... No. She isn't here. Come on teddy. Let's turn off the light.* (Look around sadly, shake your head and mime turning off the light.)

#### Frame 3

**Narrator:** *The light is on in the bedroom.* (Point to the light.)

**Peter:** *Daddy! Are you in the bedroom? It's my birthday! ... No. He isn't here. Come on teddy. Let's turn off the light.* (Look around sadly, shake your head and mime turning off the light.)

#### Frame 4

**Narrator:** *The light is on in the bathroom.* (Point to the light.)

**Peter:** *Grandpa! Are you in the bathroom? It's my birthday! ... No. He isn't here. Come on teddy. Let's turn off the light.* (Look around sadly, shake your head and mime turning off the light.)

#### Frame 5

**Narrator:** *The light is off in the living room.*

**Peter:** *It's dark in here.* (Mime looking in the dark with your hand on your brow.)

#### Frame 6

**Narrator:** *Peter turns on the light.* (Mime turning on the light.)

**Daddy, grandpa, mummy:** *Surprise! Surprise! Happy birthday, Peter!* (Throw your arms in the air and smile.)

**Mummy:** *Blow out the candles on the cake.*

**Mummy, daddy, grandpa:** *One! Two! Three! Four! Five! Six!* (Count to six on your fingers.)

**Daddy:** *Hip, hip ...*

**Daddy, grandpa, mummy:** *Hooray!* (Wave your arms in the air.)



### The story song

*Hip, hip hooray!* (Throw your arms in the air.)

*Hip, hip hooray!*

*It's Peter's birthday* (Hold out your arms as if holding a cake and blow.)

*He's six today!* (Hold up six fingers.)

*1, 2, 3, 4, 5, 6!* (Count up to six on your fingers.)

*Happy birthday!*

### Transition time

### 7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abacadabra!* Lesson 1, Activity 7 for the audio script.)

### Table time

### 8 Count the hats, candles and balloons.

#### Circle the numbers. (Pupil's Book page 43)

- Give out the pencils. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer. Point to the hat at the bottom of your worksheet and say **What's this?** Encourage the children to say *Hat!* Say **Point to the hat!** and encourage the children to point to the hat on their worksheet and repeat the word.
- Point to the large scene on the worksheet and say **How many hats can you see?** Encourage a volunteer to help find the hats on your worksheet. Count and encourage the class to join in: *one, two, three, four, five!*
- Point to the hat at the bottom of the picture and say **Look at the numbers.** Point to the numbers under the hat at the bottom of the page and encourage the children to count along with you. Say **Circle the number.** Demonstrate this with a pencil or your finger on your worksheet. Encourage the children to do the same.
- Repeat the process with *candle* and *balloon*.

**Tip:** Before giving out the worksheets, you may wish to show page 51 of the Flip over Book and point to the hats, balloons and candles to remind the children of these words.



### 9 Sing the *Bye-bye song 2* (CD 2 track 7)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See Unit 3 Lesson 1, Activity 10 for the audio script.)

#### Extra activities

##### 1 Play *Guess the room!*

- Put the house flashcards face down on the board. Put on the puppet. Point to a flashcard and encourage the children to guess which it is. Get Captain Jack to congratulate the child who answers correctly and say **Very good (Jaime)!**
- Shuffle the flashcards and play the game again.

##### 2 Play *The mime game!*

- Show the house flashcards and encourage the children to name them. Put the flashcards in the treasure chest.
- Put on the puppet. With the help of Captain Jack, take a flashcard without letting the children see which one it is. Mime the flashcard and encourage the children to guess the part of the house. When they guess correctly, show the corresponding flashcard. Encourage the children to repeat the word and do the action.
- When the children are confident, encourage a volunteer to mime the flashcard and the rest of the children to guess the part of the house and copy the mime. Repeat with different volunteers.

##### 3 Play *Is this ...?*

- Put on the puppet. Get Captain Jack to look at the bathroom flashcard in a confused manner and say **Is this the kitchen?** Encourage the children to say *No!* If possible, encourage them to say *(It's the) bathroom!*
- Repeat with the rest of the flashcards, alternating between *Yes!* and *No!*

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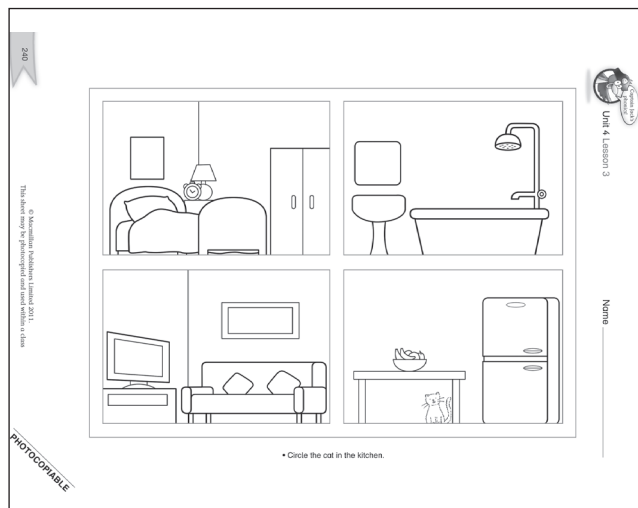
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# 4 Peter's birthday

## Lesson 3



### Learning objectives

- Phonics: practise and respond to the /k/ sound.

### Language focus

#### Key vocabulary

- Bedroom, living room, bathroom, kitchen, garage, garden
- Cat

#### Receptive language

- He's six today. • Happy birthday
- The cat is in the kitchen.

#### Classroom materials

- Puppet • CDs 1 & 2 (and CD 2 from *Captain Jack 1*)
- Flashcards: bedroom, living room, bathroom, kitchen, garage, garden (cat, mummy, daddy, grandma, grandpa, sister, baby brother from *Captain Jack 1*)
- Teacher's Notes Photocopiable Resources: Unit 4 phonics worksheet
- Crayons

### At-a-glance lesson plan

#### Getting ready

- Have the puppet, house flashcards, cat and family flashcards ready.

#### Circle time

- 1 Sing the *Hello song 2*. (CD 2 track 2) C1 C5 C6
- 2 Play *Flash the flashcard!* C1
- 3 Play *What's Captain Jack hiding?* (Optional activity) C1
- 4 Sing *The story song*. (CD 2 track 21) C1 C6
- 5 Play *Captain Jack's phonics!* (CD 2 tracks 22 & 23) C1

#### Transition time

- 6 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

#### Table time

- 7 Circle the cat in the kitchen. (Teacher's Notes page 240) C1 C7 C8
- 8 Play *Let's listen and point!* (CD 2 track 23) C1 C6
- 9 Sing the *Bye-bye song 2*. (CD 2 track 7) C1 C5 C6

### Circle time

#### 1 Sing the *Hello song 2*. (CD 2 track 2)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See Unit 3 Lesson 1, Activity 1 for the audio script).

#### 2 Play *Flash the flashcard!*

- Divide the class into two groups. Show the house flashcards and encourage the children to name them.
- Gradually reveal a flashcard to the children. The group quickest to name the flashcard gets a point.
- Speed up the activity as the children become confident.
- You may need to use *The calm down chant* if children become too excited. (See Introduction page 20)

#### 3 Play *What's Captain Jack hiding?*

##### Optional activity

- Put the house flashcards on the board and encourage the children to name them. Put on the puppet. Get Captain Jack to say **Close your eyes!** Make Jack hide the bedroom flashcard by placing him in front of it. Ask the children to open their eyes. Say **What's Captain Jack hiding?** Encourage the children to name the flashcard and say *Bedroom!* Say **That's right! It's the bedroom!**
- Reveal the flashcard by making Jack fly off.
- Repeat with all the flashcards until the children are confident.

#### 4 Sing *The story song*. (CD 2 track 21)

- Before singing *The story song* you may wish to revisit the story as outlined in Lesson 2, Activity 6.
- Play the song and do the actions. Encourage the children to do the same.

- Play the song again. Encourage the children to stand up, sing along and do the actions. (See Lesson 2, Activity 6 for the audio script.)

#### 5 Play *Captain Jack's phonics!* (CD 2 tracks 22 & 23)

- Show the children the kitchen and cat flashcards.
- Encourage the children to name the flashcards. Flash the flashcards at the children and ask them to name them. Speed up the process as the children get more confident. Repeat the words after the children, exaggerating the /k/.
- Stick the flashcards on opposite sides of the board. Play *Cat and kitchen*. The children dance to the music. Pause the CD when either word is spoken. Encourage the children to point to the correct flashcard for the word just spoken and do the mime (mime whiskers on your face for *cat* and stirring food in a bowl for *kitchen*.)

CD2  
22**Cat and kitchen**

*Cat ... kitchen ... cat ... kitchen ... cat ... kitchen ...  
cat ... kitchen*

- Play *The cat is in the kitchen tongue twister* and encourage the children to listen. Play it a second time and say the tongue twister and do the actions. Encourage the children to join in.

CD2  
23**The cat is in the kitchen tongue twister**

*The cat is in the kitchen, kitchen, kitchen.  
The cat is in the kitchen, kitchen, kitchen.*

**Transition time****6 Say *The transition chant*. (CD 1 track 13)**

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

**Table time****7 Circle the cat in the kitchen. (Teacher's Notes page 240)**

- Give out the photocopyable worksheets and crayons.
- Point to the living room on your worksheet and say **Look! A living room!** Encourage the children to point to the living room on their worksheet and say *Living room!* Repeat with the bathroom, bedroom and kitchen.
- Say **Point to the cat!** and encourage the children to find the cat on their worksheet and point to it. Show them where it is on your worksheet. Say **Circle the cat!** and demonstrate with a pencil or your finger on your worksheet.

**Fast finishers** Colour the cat and the kitchen.

**8 Play *Let's listen and point!* (CD 2 track 23)**

- Say **Let's listen to the tongue twister!** Play the CD. Encourage the children to point to the cat on their worksheet as they listen to the tongue twister. Encourage them to say the tongue twister, too.

**9 Sing the *Bye-bye song 2*. (CD 2 track 7)**

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See Unit 3 Lesson 1, Activity 10 for the audio script.)

**Extra activities****1 Sing *The house song*. (CD 2 track 19)**

- Play the karaoke version of the song and encourage the children to join in. (See Lesson 1, Activity 5 for the audio script.)

**2 Sing *The family song*. (Captain Jack 1 CD 2 track 4)**

- Show the family flashcards from *Captain Jack 1* and encourage the children to name them. Say **Let's sing *The family song!*** Play the song on the CD and encourage the children to join in and do the actions. (See Lesson 1, Extra activities for the audio script.)

**3 Play *Who's in the bathroom?***

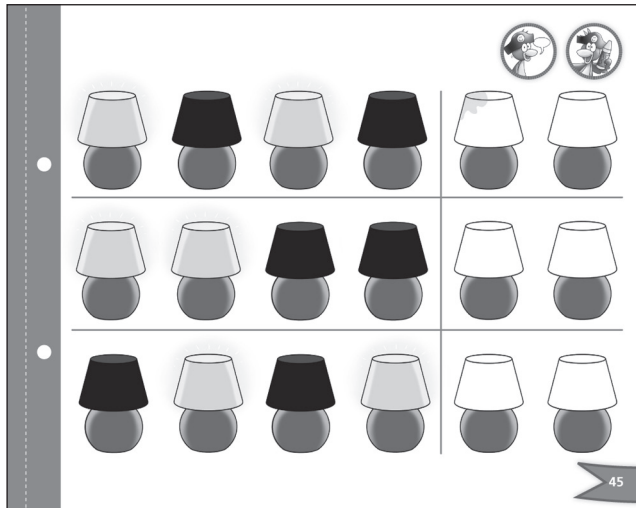
- Hold up the house flashcards and encourage the children to name them.
- Choose six volunteers using *The hands up chant* (see Introduction page 20). Give them each a flashcard, without the rest of the class seeing which flashcard each child has, and ask them to stand with their backs to the class.
- Say **Who's in the bathroom?** Encourage the class to name a volunteer. If the child named is holding the bathroom flashcard, they jump round and show the flashcard. Encourage all the children to repeat *Bathroom!* and mime washing their hands and face. If the child named is not holding the bathroom flashcard, the class names another volunteer.

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# 4 Peter's birthday

## Lesson 4



### Learning objectives

- Identify and respond to the concept of *light* and *dark*.
- Listen to and join in with *The dark and light song*.

### Language focus

#### Key vocabulary

- *Light, dark*
- *Bedroom, living room, bathroom, kitchen, garage, garden*

#### Receptive language

- *Is (mummy) in the kitchen?* • *It's dark.*
- *It's light.* • *I can / can't see.*
- *Let's blow out the candles.* • *What colour is it?*

#### Classroom materials

- Puppet • CDs 1 & 2 • Treasure chest
- Flashcards: *light, dark, bedroom, living room, bathroom, kitchen, garage, garden (mummy, daddy, grandma, grandpa, sister, baby brother from Captain Jack 1)*
- *Captain Jack 2 Flip over Book*
- Yellow and black crayons



### At-a-glance lesson plan

#### Getting ready

- Put the light and dark flashcards in the treasure chest. Have the puppet and the house and family flashcards ready.

#### Circle time

- 1 Sing the *Hello song 2*. (CD 2 track 2) C1 C5 C6
- 2 Join in the story with the Flip over Book. (CD 2 tracks 20 & 21) (Flip over Book pages 40-51) C1 C6
- 3 Introduce *dark* and *light*. C1
- 4 Play *Blow out the candles!* (Optional activity) C1
- 5 Play *Light and dark!* (CD 1 track 16) C1
- 6 Sing *The dark and light song*. (CD 2 track 24) C1 C6

#### Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

#### Table time

- 8 Colour the lamps. (Pupil's Book page 45) C1 C6 C7 C8
- 9 Sing the *Bye-bye song 2*. (CD 2 track 7) C1 C5 C6

### Circle time

#### 1 Sing the *Hello song 2*. (CD 2 track 2)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See Unit 3 Lesson 1, Activity 1 for the audio script).

#### 2 Join in the story with the Flip over Book. (CD 2 tracks 20 & 21) (Flip over Book pages 40-51)

- Put on the puppet. Get Captain Jack to say **Pirates! Listen to me!** Encourage the children to hold one hand to their ear. Say **Do you want to listen to the story?** Encourage the children to say *Yes!*
- Say **Listen to the story!** Play the CD or read the story. Encourage the children to join in the story and do the actions. Encourage them to say key words: *kitchen, bedroom, bathroom, living room*.
- At the end of the story, encourage the children to stand up and act out *The story song*. (See Lesson 2, Activity 6 for the audio scripts.)

#### 3 Introduce *dark* and *light*.

- Put on the puppet. Get Captain Jack to fly around in excitement. Mime waving a magic wand over the treasure chest and get Captain Jack to say **Abacadabra. 1, 2, 3! What's in the treasure chest? Let's see!**
- Take the light and dark flashcards out of the treasure chest. Show the dark flashcard. Make Captain Jack say **It's dark!** Encourage the children to say *Dark!* several times.
- Show the light flashcard. Make Captain Jack say **It's light!** Encourage the children to say *Light!*
- Flash the two flashcards. Speed up the activity alternating between **Dark!** and **Light!** until the children are confident.

#### 4 Play *Blow out the candles!* Optional activity

- Hold up the light flashcard and say **It's light!** Encourage the children to repeat *Light!* several times and open and close their hands to indicate a candle shining.
- Say **Let's blow out the candles!** Mime this and encourage the children to copy the mime.
- Hold up the dark flashcard and say **Oh! It's dark!** Encourage the children to repeat *Dark!* several times. Screw up your eyes as if looking in the dark and put your arms out in front of you as if feeling around. Encourage the children to copy.
- Repeat the activity.

#### 5 Play *Light and dark!* (CD 1 track 16)

- Put the light and dark flashcards on either side of the board. Play the pirate music. Encourage the children to dance on the spot or around the room.
- Stop the CD and say **It's light!** Encourage the children to point to the correct flashcard and open and close their hands to indicate a candle shining.



- Continue with the music, pause it and say **It's dark!** Encourage the children to point to the correct flashcard and screw up their eyes as if looking in the dark, and put out their arms in front of them as if feeling around.
- Alternate between the two flashcards until the children are confident.

### 6 Sing *The dark and light song*. (CD 2 track 24)

- Say **Let's sing *The dark and light song!*** Play the CD. Sing the song and do the actions. Encourage the children to join in. Choose two volunteers, using *The hands up chant* (see Introduction page 20) to stand with the dark and light flashcards at the front of the class and hold them up and wave them when the words are mentioned in the song.
- Play the song again. Encourage the children to sing along and do the actions.



#### The dark and light song

*It's dark, dark, dark* (Screw up your eyes and stretch out your arms in front of you.)

*I can't see* (Shake your head.)

*Is teddy there* (Shade your eyes with your hand.)

*On the chair?*

*It's light, light, light* (Open and close your hand.)

*I can see* (Smile and look around.)

*Teddy is there* (Point in front of you at a chair.)

*On the chair!*

#### Transition time

### 7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

#### Table time

### 8 Colour the lamps. (Pupil's Book page 45)

- Give out the pencils and yellow and black crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to the first lamp in the first row on your worksheet and say **Look. It's light!** Encourage the children to point on their worksheets and say *Light!*
- Point to the second lamp and say **Look. It's dark!** Encourage the children to point on their worksheets and say *Dark!*
- Repeat, alternating between the two pictures until the children are confident.
- Point to the first lamp. Say **Is it light or dark?** Encourage the children to say *Light!* Say **What colour is it?** and encourage the children to say *Yellow!* Point to the second lamp and say **Is it light or dark?** and encourage the children to say *Dark!* Say **What**

**colour is it?** and encourage the children to say *Black!* Continue for the third and fourth lamps in the row.

- Point to the first four lamps in the first row and say **Light, dark, light, dark** and encourage the children to continue the sequence for the last two lamps. Point to the fifth lamp and say **Is it light or dark?** Encourage the children to say *Light!* Say **Colour the lamp yellow.** Point to the next lamp and say **Is it light or dark?** and encourage them to say *Dark!* Say **Colour the lamp black!** Demonstrate colouring the lamps yellow and black.

- Repeat the process for the next two rows. Ask the children to colour the lamps yellow if they are light, and black if they are dark.

**Fast finishers** Do the extra activity on page 46 of the Pupil's Book.

### 9 Sing the *Bye-bye song 2*. (CD 2 track 7)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See Unit 3 Lesson 1, Activity 10 for the audio script.)

#### Extra activities

#### 1 Play *What's missing?*

- Show the house flashcards and encourage the children to name them. Put the flashcards on the board and say **Close your eyes!** Remove a flashcard, say **Open your eyes!** and ask the children to name the missing flashcard. Repeat with the other flashcards. Put on the puppet and get Captain Jack to congratulate the children and say **Well done, pirates!**

#### 2 Play *Where's mummy?*

- Show the house flashcards and encourage the children to name them. Repeat with the family flashcards.
- Put the house flashcards on the board and hide the mummy flashcard behind one of them.
- Say **Where's mummy?** Encourage the children to say *(In the) living room!* When the correct answer is found, encourage the children to repeat *Mummy is in the living room!*

- Repeat with all the family members and rooms.

#### 3 What's Captain Jack got?

- Put the house flashcards and light and dark flashcards in the treasure chest and encourage the children to name them as you do this.
- Put on the puppet and get Captain Jack to choose a flashcard without letting the children see it. Encourage the children to guess the flashcard.
- When the correct answer is found, encourage the child who answered correctly to choose the next flashcard from the treasure chest.

# 4 Peter's birthday

## Lesson 5



### Learning objectives

- Identify and respond to daily routines vocabulary.
- My world: daily routines around the home.

### Language focus

#### Key vocabulary

- *Cook, sleep, wash your face*
- *Bedroom, living room, bathroom, kitchen, garage, garden*

#### Receptive language

- *Where do you (sleep)?*
- *Do you (sleep) in the (kitchen)?*

#### Classroom materials

- Puppet
- CDs 1 & 2
- Treasure chest
- Flashcards: *cook, sleep, wash your face* (from Unit 1), *light, dark, bedroom, living room, bathroom, kitchen, garage, garden*



### At-a-glance lesson plan

#### Getting ready

- Put the cook, sleep and wash your face flashcards in the treasure chest. Have the puppet, the light and dark flashcards and the house flashcards ready.

#### Circle time

- 1 Sing the *Hello song 2*. (CD 2 track 2) C1 C5 C6
- 2 Sing *The dark and light song*. (CD 2 track 25) C1 C6
- 3 Play *It's dark! It's light!* C1
- 4 Play *Look with your telescope!* C1
- 5 Play *Captain Jack says!* (Optional activity) C1
- 6 Play *Do you sleep in the kitchen?* C1

#### Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

#### Table time

- 8 Match the actions to the rooms. (Pupil's Book page 47) C1 C3 C6
- 9 Point to the photos. C1
- 10 Sing the *Bye-bye song 2*. (CD 2 track 7) C1 C5 C6

### Circle time

#### 1 Sing the *Hello song 2*. (CD 2 track 2)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See Unit 3 Lesson 1, Activity 1 for the audio script).

#### 2 Sing *The dark and light song*. (CD 2 track 25)

- Show the light and dark flashcards and ask volunteers to say the words. Say **Let's sing *The dark and light song!*** Play the karaoke version of the song. Encourage the children to sing and do the actions. (See Lesson 4, Activity 6 for the audio script).

#### 3 Play *It's dark! It's light!*

- Put on the puppet. Show the dark flashcard and get Captain Jack to say **It's dark!** Encourage the children to repeat and mime dark by putting their hands over their eyes.
- Show the light flashcard and get Captain Jack to say **It's light!** Encourage the children to repeat and mime *light* by uncovering their eyes.

- Speed up the activity as the children gain confidence.

- Then flash the flashcards from behind the Flip over Book. Encourage the children to name the flashcard and say *(It's) light!* or *(It's) dark!*

#### 4 Play *Look with your telescope!*

- Put on the puppet and get Captain Jack to fly around in excitement. Mime waving a wand over the treasure chest and get Captain Jack to say **Abacadabra, 1, 2, 3! What's in the treasure chest? Let's see!**

- Take the cook, sleep and wash your face flashcards from the treasure chest and name them one by one. Encourage the class to repeat the words after you several times.

- Show the flashcards, say the words (**cook, sleep** and **wash your face**) and mime an appropriate action for each word or phrase. Encourage the class to repeat after you and mime the actions.

- Stick the flashcards around the room. Say **Look with your telescopes 1, 2, 3! Cook!** Encourage the children to pretend to look with a telescope and focus on the cook flashcard, repeat the word and do the mime. Repeat with all the flashcards several times.

#### 5 Play *Captain Jack says!* **Optional activity**

- Put on the puppet. Make Captain Jack say **Pirates! Do you want to play?** Encourage the children to say **Yes!** Say **Captain Jack says cook!** Do the action and encourage the children to repeat it after you.

- Repeat with *sleep* and *wash your face*.

- When the children are confident, explain that if you don't say **Captain Jack says**, they shouldn't do the action and they should fold their arms.

- Continue the game until the children are confident.

### 6 Play *Do you sleep in the kitchen?*

- Put the house flashcards on the board and encourage the children to name them. Put on the puppet and get Captain Jack to point to the kitchen flashcard and say **Do you sleep in the kitchen?** Encourage the children to say *No!* Repeat the question with different flashcards, finally, asking **Do you sleep in the bedroom?** Encourage the children to say *Yes!* Get Captain Jack to pretend not to hear too well and say **Where do you sleep?** Encourage the children to say *Bedroom!* Say **That's right! You sleep in the bedroom!**
- Repeat in the same way with *cook* and *wash your face*.

### Transition time

### 7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

### Table time

### 8 Match the actions to the rooms. (Pupil's Book page 47)

- Give out the pencils. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to the bedroom on your worksheet. Say **Point to the bedroom** and encourage the children to point to the photo of the bedroom on their worksheet and say *Bedroom!* Repeat with the photos of the kitchen and bathroom.
- Point to the photos in the top row and get the children to name the activities (*wash your face, sleep* and *cook*).
- Point to the photo of the boy washing his face and say **Look. He's washing his face. Where do you wash your face?** Encourage the children to say *Bathroom!* Say **That's right! Very good! You wash your face in the bathroom.** Point to the bathroom and encourage the children to point to the bathroom on their worksheet.
- Hold up a pencil and say **Draw a line!** Demonstrate by drawing a line with the pencil or your finger from the boy washing his face to the bathroom.
- Repeat with the other photos.

**Fast finishers** Do the extra activity on page 48 of the Pupil's Book.

### 9 Point to the photos.

- Say **I wash my face in the ...** Encourage the children to say *Bathroom!* and point to the correct photo on their worksheet. Repeat with **I sleep in the ... bedroom** and **I cook in the ... kitchen**.
- Repeat several times, making sure that the children point to the correct photos.

### 10 Sing the *Bye-bye song 2*. (CD 2 track 7)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See Unit 3 Lesson 1, Activity 10 for the audio script.)

### Extra activities

#### 1 Play *The mime game!*

- Fan the cook, sleep and wash your face flashcards and choose a volunteer using *The hands up chant* (see Introduction page 20) to come to the front of the class. Ask the child to choose a flashcard and to mime the action. The rest of the class guesses and says the word.
- Repeat with all the flashcards several times and with different volunteers.

#### 2 Play *Captain Jack's whispering game*.

- Organise the children into a circle. Put on the puppet. Tell the children that Captain Jack has a secret that he wants to tell them. Put the cook, sleep and wash your face flashcards in the centre of the circle. Get Captain Jack to whisper **Sleep** to a child. The child whispers this to the next child, who passes it on. This continues around the circle until it reaches the last child.
- The child stands up and picks up the correct flashcard. Encourage the child to show it to the rest of the class and ask them what the secret is. Encourage them to say *Sleep!* If they get it wrong, give them the correct answer and congratulate them for trying.
- Encourage the last child to come to the beginning of the circle and start the game again.
- Repeat several times.

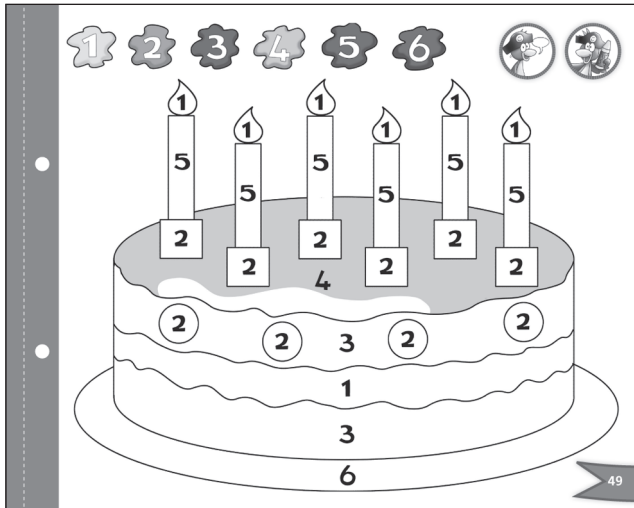
#### 3 Play *Musical flashcards*. (CD 1 track 16)

- Organise the children into a circle and give out the house flashcards. Play the pirate music and encourage the children to pass around the flashcards.
- Put on the puppet. Stop the music and get Captain Jack to say **Where do you sleep?** Encourage the child with the bedroom flashcard to hold it up. Encourage all the children to say *Bedroom!* Get Captain Jack to say **Very good! That's right! You sleep in the bedroom!**
- Repeat with **Where do you cook?** and **Where do you wash your face?**
- Repeat until the children are confident.



# 4 Peter's birthday

## Lesson 6



### Learning objectives

- Recognise colours.
- Recognise and understand the concept of numbers.
- Listen to and join in with *The colours song*.

### Language focus

#### Key vocabulary

- *Red, yellow, green, blue, pink, brown, orange, purple, black, white*
- Numbers 1-10

#### Receptive language

- *What colour is it?*
- *What number / colour is it?*
- *How many candles are there on the cake?*
- *Let's blow out the candles on the cake.*
- *What colour do you colour it?*
- *What shape is it?*
- *Circle, rectangle, square*

#### Classroom materials

- Puppet
- CDs 1 & 2
- Treasure chest
- Flashcards: *red, yellow, green, blue, pink, brown, orange, purple, black, white*
- Teacher's Notes Photocopiable Resources: flashcards numbers 1-10
- Yellow, green, brown, pink, red and purple crayons



### At-a-glance lesson plan

#### Getting ready

- Have the puppet and the colour and number flashcards ready.

#### Circle time

- 1 Sing the *Hello song 2*. (CD 2 track 2) **C1 C5 C6**
- 2 Sing *The dark and light song*. (CD 2 track 25) (Optional activity) **C1 C6**
- 3 Play *Abracadabra! Colours!* **C1**
- 4 Play *Blow out the candles on the cake!* **C1 C2 C5**
- 5 Play *One, two, four!* **C1 C2**
- 6 Sing *The numbers song*. (CD 1 track 30) **C1 C2 C6**

#### Transition time

- 7 Say *The transition chant*. (CD 1 track 13) **C1 C5 C6**

#### Table time

- 8 Colour by number. (Pupil's Book page 49) **C1 C2 C7 C8**
- 9 Point and say.
- 10 Sing the *Bye-bye song 2*. (CD 2 track 7) **C1 C5 C6**

### Circle time

#### 1 Sing the *Hello song 2*. (CD 2 track 2)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See Unit 3 Lesson 1, Activity 1 for the audio script).

#### 2 Sing *The dark and light song*. (CD 2 track 25) **Optional activity**

- Say **Let's sing *The dark and light song***. Play the karaoke version of the song and encourage the children to join in and do the actions. (See Lesson 4, Activity 6 for the audio script).

#### 3 Play *Abracadabra! Colours!*

- Put on the puppet. Put the colour flashcards on the board and encourage the children to name them as you do this (*Red, yellow, green, blue, pink, brown, orange, purple, black, white*).
- Get Captain Jack to point to the colour flashcards in turn and say **Abracadabra, 1, 2, 3! What colour can you see?** each time. Encourage the children to join in the spell and to name each colour.

#### 4 Play *Blow out the candles on the cake!*

- Put the number flashcards in order on the board. Put on the puppet and encourage the children to count up to ten with Captain Jack as you point to each number. Encourage the children to hold up the correct amount of fingers for each number.
- Say **Let's blow out the candles on the cake!** Hold up your finger to represent a candle on a cake. Mime blowing out five candles by puffing lightly onto your finger five times. Encourage the children to count each time you blow out a candle. Say **How many candles are there on the cake?** Encourage the children to say *Five!*

- Get Captain Jack to say **Do you want to blow out the candles on a cake?** Encourage the children to say *Yes!* Say **Let's blow out six candles!** and hold up a finger and mime blowing out candles by puffing six times on the finger. Get Captain Jack to point to each number and the children to blow lightly on each count.

- Repeat with different numbers, counting up to the number each time with Captain Jack.

#### 5 Play *One, two, four!*

- Keep the number flashcards on the board in order.
- Point to each flashcard and name it. Count with your fingers as you say the numbers. Count slowly and make a mistake as you do this. For example, when you point to the number three flashcard, say **Four!** Look at the children and say **Is that right? One, two, four?** Encourage them to say *No!* and to correct you.

- Continue in this way until the children are confident.

**6 Sing *The numbers song*. (CD 1 track 30)**

- Put on the puppet and get Captain Jack to say **Stand up, pirates! Let's sing *The numbers song!*** Play the karaoke version of the song and encourage the children to sing and do the actions. (See Unit 1 Lesson 6, Activity 5 for the audio script.)

**Transition time****7 Say *The transition chant*. (CD 1 track 13)**

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

**Table time****8 Colour by number. (Pupil's Book page 49)**

- Give out the crayons. Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer.
- Point to the number 1 at the top and ask **What colour is it?** Encourage the children to say *Yellow!* Repeat with all the numbers.
- Point to the icing on the cake and ask **What number is it?** Encourage the children to say *Four!* Point to the colour chart at the top of the page and say **What colour do you colour it?** Encourage the children to say *Pink!*
- Demonstrate colouring in with your finger or the pink crayon on your worksheet.
- Repeat with the other parts of the cake and candles. Encourage the children to colour the picture on their worksheet by number.

**Fast finishers** Do the extra activity on page 50 of the Pupil's Book.

**9 Point and say.**

- Point to a circle on the cake and say **What shape is it?** Encourage the children to say *Circle!* and point to a circle on their worksheet. Then ask them to point to a square and a rectangle. When most of the children have done this, show them the circles, squares and rectangles on your worksheet.
- If you wish, you can ask the children how many circles there are, how many squares there are, etc.

**10 Sing the *Bye-bye song 2*. (CD 2 track 7)**

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See Unit 3 Lesson 1, Activity 10 for the audio script.)

**Extra activities****1 Sing *The colours song*. (CD 1 track 18)**

- Stick the colour flashcards around the class and encourage the children to name them.
- Say **Let's sing *The colours song!*** Play the karaoke version of the song and encourage the children to join in and point to the correct colour flashcards. (See *Abracadabra!* Lesson 2, Activity 5 for the audio script.)

**2 Play *Musical colours*. (CD 1 track 16)**

- Stick the colour flashcards around the room face down. Play the pirate music and encourage the children to dance around the class or on the spot. Stop the music and say **Where's orange?** Encourage a volunteer to guess and turn over a flashcard. If the flashcard is orange, encourage the children to say *Orange!* and leave the flashcard facing upwards. If they guess incorrectly, encourage the children to say the colour of the flashcard and then turn it over face down.
- Repeat until all the colours are revealed.

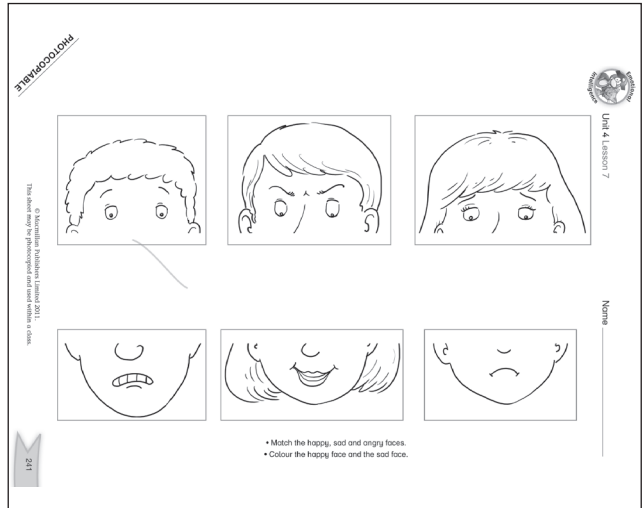
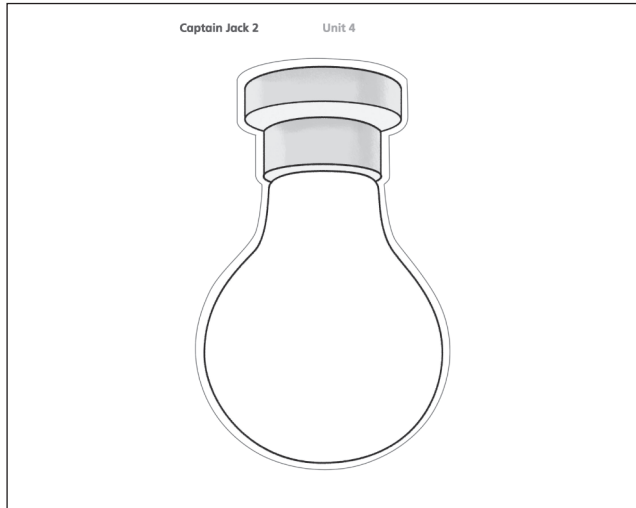
**3 Play *How many colours?***

- Put the green flashcard on the board. Say **How many colours?** Encourage the children to say *One* and hold up one finger. Say **What colour is it?** Encourage the children to name the colour and say *Green!*
- Repeat in the same way until you have the ten colour flashcards on the board. Count them from 1 to 10 with the children.

If you would like to increase this unit's lexical set, please use the *Extra vocabulary flashcards*, *Extra vocabulary Teacher's Notes* and *Extra vocabulary worksheets* on the Photocopiable Resources CD. This gives your class the opportunity to learn and practise an additional four words.

# 4 Peter's birthday

## Lesson 7



### Learning objectives

- Listen to and join in with *Pirates' playtime*.
- Listen to and act out the story with Press outs.
- Emotional intelligence: understand how others feel.

### Language focus

#### Key vocabulary

- *Bedroom, living room, bathroom, kitchen, garage, garden*
- *Light, dark*

#### Receptive language

- *Stand up! Sit down!*
- *Close your eyes!*
- *You're in the (bedroom).*
- *It's dark. It's light.*
- *The light is off / on.*
- *Happy, sad, angry*

#### Classroom materials

- Puppet
- CDs 1&2
- All Unit 4 flashcards, colours (*mummy, daddy, grandma, grandpa, sister, baby brother* from *Captain Jack 1*)
- Teacher's Notes Photocopiable Resources: flashcards numbers 1-10, Unit 5 emotional intelligence worksheet
- *Captain Jack 2 Flip over Book*
- Unit 4 Press out
- Black and yellow crayons

### Circle time

#### 1 Sing the *Hello song 2*. (CD 2 track 2)

• Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See Unit 3 Lesson 1, Activity 1 for the audio script).

#### 2 Play *Pirates' playtime*. (CD 2 track 26)

• Put on the puppet. Get Captain Jack to say **Pirates! Do you want to play?** Encourage the children to say **Yes! Say Stand up, pirates!** Make sure that the children have room to move freely. Encourage the children to draw a magic circle around themselves. Say **Arms out! Turn around!** Encourage the children to stretch out their arms and turn around without touching anybody.

• Play the CD. Encourage the children to follow Captain Jack's instructions, join in and do the actions.

### At-a-glance lesson plan

#### Getting ready

- Have the puppet and all the flashcards for the unit ready.

#### Circle time

- 1 Sing the *Hello song 2*. (CD 2 track 2) (C1 C5 C6)
- 2 Play *Pirates' playtime*. (CD 2 track 26) (C1)
- 3 Play *Pirates look! Pirates find!* (C1)
- 4 Play *Appearing and disappearing flashcards!* (C1)
- 5 Play *The light is off!* (CD 1 track 16) (Optional activity) (C1)

#### Transition time

- 6 Say *The transition chant*. (CD 1 track 13) (C1 C5 C6)

#### Table time

- 7 Remove the light bulb Press out. (C1 C8)
- 8 Join in the story. (CD 2 track 20) (Flip over Book pages 40-51) (C1 C6 C8)
- 9 Emotional intelligence (Teacher's Notes page 241) (C1 C5 C8)
- 10 Sing the *Bye-bye song 2*. (CD 2 track 7) (C1 C5 C6)



#### Pirates' playtime

*Pirates, pirates listen to me!* (Cup your hand around your ear.)

*Stand up. 1, 2, 3!* (Stand up.)

*You're in the bedroom.* (Mime sleeping.)

*You're in the bathroom.* (Mime washing your face.)

*You're in the kitchen.* (Mime stirring food in a bowl.)

*You're in the garage.* (Mime starting a car.)

*You're in the living room.* (Mime reading.)

*You're in the garden.* (Mime bouncing a ball.)

*Pirates, pirates*

*Sit down like me!* (Sit down.)

*Close your eyes. 1, 2, 3!* (Close your eyes.)

#### 3 Play *Pirates look! Pirates find!*

• Show the house flashcards and encourage the children to name them.



- Choose six volunteers using *The hands up chant* (see Introduction page 20). Encourage them to come to the front, turn around and close their eyes. Quickly hide the flashcards around the class in easily seen places. Put on the puppet and get Captain Jack to say **Come on pirates! Find the treasure!**
- Encourage the volunteers, holding hands in pairs, to look for as much treasure as possible before you and the class count slowly to ten.
- Get Captain Jack to say **All stop! Well done, pirates! What a lot of treasure!** Encourage the volunteers to show their treasure and the rest of the class to name the treasure.
- Play several times with different volunteers.

#### 4 Play *Appearing and disappearing flashcards!*

- Take the house flashcards, the cook, sleep and wash your face flashcards, and the colours and numbers flashcards. Show the flashcards and encourage the children to name them.
- Stand behind the Flip over Book with Captain Jack and the flashcards.
- Get Captain Jack to appear from the top of the Flip over Book and say **Stand up!** Make Captain Jack disappear behind the Flip over Book.
- Flash the flashcards, making them appear at the top of the Flip over Book, and encourage the class to name the words.
- From time to time, make Jack appear from behind the Flip over Book to give an instruction. Say **Pirates run! (wave your arms, shake your legs, tickle your toes, touch your nose, jump ...)**
- Encourage the children to carry out the action until Captain Jack says **Stop!** Continue the game until the children are confident.

#### 5 Play *The light is off!* (CD 1 track 16)

##### Optional activity

- Put the dark and light flashcards on either side of the board and encourage the children to name them.
- Play the pirate music. Encourage the children to dance on the spot or around the class.
- Put on the puppet and stop the music. Get Captain Jack to say and mime **The light is off! It's ...** Encourage the children to point to the dark flashcard and to say **Dark!** Repeat with **The light is on! It's ... Light!**
- Speed up the activity when the children gain confidence.

#### Transition time

#### 6 Say *The transition chant.* (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

#### Table time

#### 7 Remove the light bulb Press out.

- Give out the crayons. Give out the Press outs and help the children to remove the light bulb.
- Hold up one side of the Press out and say **It's dark! The light is off!** Hold up your black crayon and say **Colour with your black crayon!** and demonstrate colouring one side of your Press out black. Encourage the children to do the same on their Press out.
- Turn over the Press out and say **Let's turn on the light!** Hold up your yellow crayon and say **Colour with your yellow crayon!** Demonstrate with your Press out.

#### 8 Join in the story. (CD 2 track 20) (Flip over Book pages 40-51)

- Say **It's story time!** If you wish, say the story time chant and do the actions. (See Unit 1 Lesson 2, Activity 5 for the audio script.)
- Open the Flip over Book at the story pages and play the CD or tell the story yourself. Refer to each of the story pictures in turn. Encourage the children to join in by miming and saying as much language as possible. (See Lesson 2, Activity 6 for the audio script.)
- Tell the story a second time. This time, encourage the children to show the correct side of the Press out at appropriate points in the story. Demonstrate this with your own Press out.
- Congratulate the children for their participation. Say **Well done, everybody! What a lovely story!**
- Collect the Press outs and write the children's names on them.

#### 9 Emotional intelligence: I know how to recognise happy, sad and angry! (Teacher's Notes page 241)

- Put on the puppet and get Captain Jack to ask you **How are you today?** Make a happy face and get Captain Jack to look at your face and say **You're happy!** Repeat with **sad.**
- Get each child to make a happy or a sad face. Get Captain Jack to ask how each child is in turn. Encourage the children to look at the child's face and say **Happy!** or **Sad!**
- Make an angry face. Get Captain Jack to ask you how you are, look at your face and say **You're angry!** Encourage the children to say **Angry!** and mime the word.
- Give out the photocopiable worksheets and pencils. Ask the children to match the face parts to make a happy, sad and angry face. Say **Match the face parts to complete the faces.** Demonstrate this by drawing a line from the picture in the top row to the third picture in the bottom row.
- Encourage the children to do the same on their worksheet. Say **Happy, sad or angry?** and encourage the children to say **Sad!**

- Point to Peter on page 43 of the Flip over Book and say **Is Peter happy, sad or angry?** Encourage the children to say *Sad!* Repeat for the other story pages. Then say **Peter is sad and happy in the story. Colour the sad and happy faces** and encourage the children to colour the parts of the sad and happy faces on their worksheet.

### 10 Sing the *Bye-bye song 2*. (CD 2 track 7)

Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See Unit 3 Lesson 1, Activity 10 for the audio script.)

#### Extra activities

##### 1 Play *Fan the flashcards!*

- Hold up the house flashcards and the family flashcards from *Captain Jack 1*. Encourage the children to name them.
- Fan a flashcard back and forth and let the children catch a glimpse. Encourage the children to name the flashcard.
- Repeat with all the flashcards several times.

##### 2 Play *Point to the story pictures!*

- Point to your favourite frame of the story in the Flip over Book.
- Encourage volunteers to point to their favourite part of the story and get Captain Jack to comment.

##### 3 Play *with the Press out.*

- Put on the puppet and get Captain Jack to say **Let's turn off the light!** Encourage the children to show the dark side of the Press out. Get Captain Jack to say **Let's turn on the light!** Encourage the children to show the light side of the Press out. Speed up the activity and get Captain Jack jokingly to try to catch the children out.





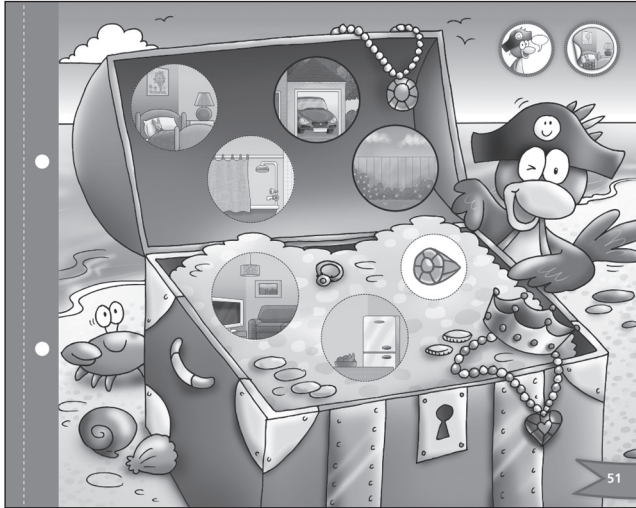
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# 4 Peter's birthday

## Lesson 8



### Learning objectives

- Review all vocabulary.
- Review a song.
- My English Dossier: show understanding of vocabulary through a sticker activity.

### Language focus

#### Key vocabulary

- Bedroom, living room, bathroom, kitchen, garage, garden
- Dark, light

#### Receptive language

- Mummy! Are you in the (kitchen)?
- No! She isn't here. • Yes! Mummy is in the (kitchen).
- Happy birthday! Here's a (ball) for you!
- We cook / sleep / wash our face in the kitchen / bedroom / bathroom.

#### Classroom materials

- Puppet • CDs 1 & 2 • Treasure chest
- All Unit 4 flashcards (mummy, daddy, grandma, grandpa, sister, baby brother and toys flashcards from Captain Jack 1)
- Unit 4 stickers
- Captain Jack 2 Flip over Book

### At-a-glance lesson plan

#### Getting ready

- Have the puppet, the unit flashcards and the family and toys flashcards ready.

#### Circle time

- 1 Sing the *Hello song 2*. (CD 2 track 2) C1 C5 C6
- 2 Play *Say it with rhythm!* C1 C6
- 3 Play *Mummy! Are you in the kitchen?* C1
- 4 Play *Happy birthday!* (CD 1 track 16) C1 C5
- 5 Play *Captain Jack says!* C1
- 6 Sing our favourite song. (Optional activity) C1 C8

#### Transition time

- 7 Say *The transition chant*. (CD 1 track 13) C1 C5 C6

#### Table time

- 8 Fill Captain Jack's treasure chest with house stickers. (Pupil's Book page 51) C1 C7
- 9 Play *Find the treasure!* (Flip over Book pages 41-51) C1 C8
- 10 Sing the *Bye-bye song 2*. (CD 2 track 7) C1 C5 C6

### Circle time

#### 1 Sing the *Hello song 2*. (CD 2 track 2)

- Organise the children into a circle. Put on the Captain Jack puppet and get him to say **Hello, pirates!** Encourage the children to say *Hello!* Play the karaoke version of the song. Encourage the children to sing and do the actions. (See Unit 3 Lesson 1, Activity 1 for the audio script.)

#### 2 Play *Say it with rhythm!*

- Put the house flashcards on the board and encourage the children to name them. Point to the first flashcard and say the word, accompanying each syllable with a movement or gesture. Encourage the children to repeat the word and copy your actions each time. You could use the following actions:  
**Living room!**: Clap your hands twice and stamp your foot once. **Bathroom!**: Raise your shoulders twice. **Kitchen!**: Click fingers twice. **Garden!**: Nod your head twice. **Garage!**: Stamp your foot twice. **Bedroom!**: Open and close your fingers as if clicking castanets twice.

- Repeat several times and speed up as the children gain confidence. Encourage the children to move their whole body to the rhythm and encourage them all to move at the same time.

#### 3 Play *Mummy! Are you in the kitchen?*

- Hold up the family flashcards from *Captain Jack 1* and encourage the children to name them.
- Take the house flashcards and put them behind the Flip over Book with the family flashcards. Make the kitchen flashcard appear. Say **Mummy! Are you in the ... kitchen?** Encourage the children to join in. Say **No! She isn't ... here!** and encourage the children to join in.

- Repeat with all the house flashcards and finally make mummy appear. Say **Yes! Mummy is in the (bedroom)**. Encourage the children to repeat.
- Repeat in the same way with different family members.

#### 4 Play *Happy birthday!* (CD 1 track 16)

- Hold up the toys flashcards from *Captain Jack 1* and name them. Encourage the children to join in. Put the flashcards in the treasure chest.
- Play the pirate music and encourage the children to pass around the treasure chest. Stop the music and encourage the child with the treasure chest to take out a flashcard and show it to the rest of the class. Say **Happy birthday (Alex)! Here's a (ball) for you!** Help the child with the flashcard to say *Thank you!*
- Repeat with all the toys flashcards.

#### 5 Play *Captain Jack says!*

- Hold up the cook, sleep and wash your face flashcards and encourage the children to name them.
- Put on the puppet and get Captain Jack to say **We sleep in the ...?** and encourage the children to say *Bedroom!* and to do the mime.

- Repeat with **We cook in the ...? (Kitchen!)** and **We wash our face in the ...? (Bathroom!)**
- Get Captain Jack to say **Captain Jack says sleep in the bedroom!** Encourage the children to do the action. Repeat with **wash your face in the bathroom** and **cook in the kitchen**. When the children are confident, encourage them to only carry out the action when you say **Captain Jack says**. Explain that if you don't say **Captain Jack says**, they shouldn't do the action and they should fold their arms.
- Continue the game until the children are confident.

### 6 Sing our favourite song. **Optional activity**

- Ask the children to think of their favourite song from the unit. Remind them by playing bits of the songs. Say **This one?** Ask the children to hold up their hands to vote for the song. Say **Hands up!**
- Sing the song and do the actions.

### Transition time

#### 7 Say *The transition chant*. (CD 1 track 13)

- Put on the puppet. Put your finger to your lips and say **Shh! Be quiet!** Say the chant and do the actions while Captain Jack leads the children to their tables in small groups. Encourage the children to join in. (See *Abracadabra!* Lesson 1, Activity 7 for the audio script.)

### Table time

#### 8 My English Dossier: Fill Captain Jack's treasure chest with house stickers. (Pupil's Book page 51)

- Give out the Pupil's Books and help the children find the worksheet, or give out the separate worksheets, depending on which you prefer. Give out the stickers.
- Point to the treasure chest. Say **Look! It's Captain Jack's treasure chest!**
- Explain to the children that they are now at the end of the journey on the treasure hunt.
- Point to the bedroom and say **What's this?** Encourage the class to say *Bedroom!* Repeat with the rest of the house pictures.
- Hold up the stickers and say **Show me the bedroom!** Encourage the children to peel off the bedroom sticker and hold it up in the air. Say **Where does the bedroom go?** and encourage the children to point to the correct silhouette. Say **Stick on the bedroom!** and encourage the children to put the bedroom sticker in place on their worksheet. Repeat the activity in the same way with *bathroom*, *living room* and *kitchen*.

**Fast finishers** Do the extra activity on page 52 of the Pupil's Book.

**Tip:** The Lesson 8 worksheets can be collected and bound together to form a learning dossier for each child. A photocopiable front cover can be found on the Photocopiable Resources CD.

### 9 Play *Find the treasure!* (Flip over Book pages 41-51)

- Say **Very good! Now let's find your treasure!** Hold up the Flip over Book at the story pages and encourage the children to look for the hidden treasure in the story pages. You may wish to get Captain Jack to say the following rhyme as the children look for the treasure: **Where is the treasure? Look in the story! Can you see? Find the treasure 1, 2, 3!**
- When the children spot the hidden treasure, encourage a volunteer to point to it in the Flip over Book. (The treasure is hidden in frame 1.) Say **Treasure!** Encourage the children to repeat the words. Say **What colour is the treasure?** Encourage the children to say *Brown!*
- Hold up the sticker page and say **Show me the treasure!** Encourage the children to peel off the treasure sticker, hold it up in the air and then put it in place on their worksheet. Get Captain Jack to say **Well done, pirates!**

### 10 Sing the *Bye-bye song 2*. (CD 2 track 7)

- Put on the puppet. Play the karaoke version of the song. Sing the song and do the actions. Encourage the children to join in. (See Unit 3 Lesson 1, Activity 10 for the audio script.)

### Extra activities

#### 1 Say *The well done chant*. (CD 1 track 32)

- Put on the puppet. Get Captain Jack to congratulate the children on successfully finishing the treasure hunt. Say **Well done, pirates! Very good work!**
- Say *The well done chant* and encourage the children to join in. (See Unit 1 Lesson 8, Extra activities for the audio script.)

#### 2 Play with the *Captain Jack 2 Multi-ROM*.

- For extra vocabulary practice, play the interactive games in Unit 4 of the Multi-ROM.

#### 3 Play *Say it quietly!*

- Put the house flashcards and the light, dark, cook, sleep and wash your face flashcards on the board and encourage the children to name them.
- Encourage the children to look at your mouth and name one of the flashcards very quietly. Encourage the children to listen carefully and name the flashcard and do the correct action.
- Repeat with the other flashcards.

If you feel your class needs extra practice on the vocabulary contained in this unit, please use the *Revision worksheets* on the Photocopiable Resources CD.