

UNIT 4 - LESSON1

NEW LANGUAGE

shirt,shoes,shorts; colour word (pink)

REVIEWED LANGUAGE

T-shirt,sock / socks,skirt; colour words (*red,yellow,blue,green*); actions (*ski,fly,swim*); food

FLASHCARDS

Wow! red – food,Wow! yellow – colours,clothes

AUDIO

Wow!yellow audio

GREETINGS

- Conduct an orderly **Entrancedrill**.

SONG

Hello [Wow! yellow audio]

- Say *Let'ssing a song*. Play the song, encouraging students to perform the actions.

CLOTHES

[shirt, shoes,shorts]

- Review previously introduced clothes items, *T-shirt,sock / socks* and *skirt*
- Pleasenote that students will only be required to colour one sock in this lesson'sbookwork,so be sure to review both the singular and plural forms of *sock/ socks*.
- Introduce *shirt,shoes*,and *shorts*with flashcards (*It'sa... / They are...*). Encouragestudents to repeat the language.
- Use realia (the clothes on the students) if possible.
- Play **What is it?**with the items.

WORD RECOGNITION

Colour words [red, yellow, blue, green + pink]

- Using colour cards and colour word cards,revise the colour words for *red,yellow,blue*,and *green*.
- Introduce the colour word for *pink* in the sameway.
- Play **Memory game**.

ACTIVITY

Put on / Take off

- Review all clothes introduced so far.Ask *What is it / arethey?* and elicit *It'sa... / Theyare...*
- Play **Put on / Take off** with the clothes items taught so far.

SONG

Put on your T-shirt [Wow! yellow audio]

- Say *Stand up,please.Let'ssing a song*. Play the song, emphasising the clothes taught so far.

ACTIONS

[Wow! red actions + ski, fly, swim]

- Review and practise *ski, fly, swim* with TPR.
- Review a selection of Wow! red actions with TPR.
- Play **Actions**with the new and reviewed verbs.

SONG

What do you want to do now?[Wow! yellow audio]

- Say,*Let'ssing a song*. Play the song, encouraging students to perform the actions.

BOOK

- Gather students at a table.Ask them to take out their books and colour pencils.
- Say *Open your books,please*. Open your book at today's lesson to demonstrate.Point at the numeral at the bottom right corner and ask *What number is it?*Elicit / prompt the reply.
- Point at the samenumber at the top of the page.Elicit what colour it is.Students take out the correct colour pencil and trace the numeral.
- Direct attention to the picture.Ask students to touch various items in the picture.Ask questions and elicit asmuch language

as you can.Point out the colourless items,one at a time.Elicit what colours they should be (accept any suggestions.) Have students colour them assuggested.

- Direct attention to the colour word and item in the box at the bottom left of the picture.Elicit what the colour word is.Have students trace the item in that colour.
- Have students put away their books and pencils.

ACTIVITY

Slow reveal [red, yellow, blue, green, pink]

- Review all colour words introduced so far.
- Play **Slow reveal**.

ACTIVITY

Pelmanism [Wow! red food]

- Review the food items from Wow! red.
- Play **Pelmanism**.

WRITING PRACTICE

- Gather students at the whiteboard.
- Demonstrate the pre-writing practice exercises for this lesson (see the student book).
- Allow students to practise on the board.

SET HOMEWORK

- Gather students at the table.Have students open their books to today's lesson and take out their pencils.
- Check completion of the previous week's homework.
- Point out the pre-writing activity at the bottom of the page.
- Start the activity in class and show that students should complete it for homework.
- After class,ask the school counsellor to verify that students have understood the homework assignment.

STORYTIME

- Sit the students down in a circle and read this year's *Charlie* book.

SONG

Goodbye [Wow! yellow audio]

- Say *Let'ssing a song*. Play the song, encouraging students to perform the actions.

FAREWELLS

- Say *Stand up,please.It'stime to say goodbye*,and wave to the students.
- Say *Goodbye.Seeyousoon*, to each student at the door.

UNIT 4 - LESSON2

NEW LANGUAGE

c, d, cat, cake, dog, door

REVIEWED LANGUAGE

food, clothes (*T-shirt,sock / socks,skirt,shirt,shoes,shorts*), colour words (*red,yellow,blue,green,pink*)

FLASHCARDS

Wow! red – food;Wow! yellow – colours,clothes

AUDIO

Wow!yellow audio

OTHER MATERIAL

This year's *Charlie* book,plastic food,Charlie puppet (optional),sticky ball

GREETINGS

- Conduct an orderly **Entrancedrill**.

SONG

Hello [Wow! yellow audio]

- Say *Let'ssing a song*. Play the song, encouraging students to perform the actions.

WORD RECOGNITION

Colour words [red, yellow, blue, green, pink]

- Using colour cards and colour word cards,revise the colour words.
- Play **Memory game**.

ACTIVITY

Slap [red, yellow, blue, green, pink]

- Play **Slap** with the colour words to practise.

CLOTHES

[T-shirt, sock/ socks,skirt, shirt, shoes,shorts]

- Review previously introduced clothes items, *T-shirt,sock / socks, skirt,shirt,shoes*and *shorts*.
- Use realia (the clothes on the students) if possible.
- Play **What is it?**with the items.
- Further practice with **Guessthe card** or **Put on / Take off**.

SONG

Let'scount [Wow! yellow audio]

- Say *Let's sing a song. Come here, please*. Play the song, encouraging students to perform the actions.

ACTIVITY

Sticky ball game [How many?]

- Play a **Sticky ball game** to practise *How many?*with the clothes items.

ALPHABET

c, d

- Using flashcards and / or board drawings,review a selection of two or three previously introduced letters,their associated vocabulary and their stroke order.
- Introduce the new letters and associated vocabulary (see this week's lesson in the student book). Drill the vocabulary,the sounds the letters make and the letter names.
- Demonstrate the stroke order for the new letters.Allow students to trace the stroke order and models you write on the board.

BOOK

- Gather students at a table.Ask them to open their books to today's lesson and take out their pencils.
- Ask students to find and touch things on the page.Elicit what students can see on the page.
- Work through the writing activities with students.

SET HOMEWORK

- Check that the students completed the homework from last week.
- Point out the colour word next to the puddle in the bottom

right-hand corner of the page.Elicit what it is.Show students that they should trace the line from the word to the puddle and colour in the latter for homework.

- After class,ask the school counsellor to verify that they have understood the homework assignment.

ACTIVITY

Run and fetch [food]

- Review the food items using flashcards or plastic food.
- Play **Run and fetch**.
- You could ask students to find food to 'feed' a hungry Charlie puppet.

STORYTIME

- Sit the students down in a circle and read this year's *Charlie* book.

SONG

Goodbye [Wow! yellow audio]

- Say *Let'ssing a song*. Play the song, encouraging students to perform the actions.

FAREWELLS

- Say *Stand up,please.It'stime to say goodbye*,and wave to the students.
- Say *Goodbye.Seeyousoon*, to each student at the door.