

2**Teacher's
Book**
with Digital Pack

Pippa and Pop

British English

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5 Outdoors



Listen to the song.



5 Outdoors

Lesson 1



Unit objectives

- Talk about the weather and describe what you are wearing
- Learn about the weather and clothes
- Follow a story about celebrating nature
- Learn the letter sounds *s* and *h*
- Learn numbers *15* and *16*
- Science: rainbows
- Review learning and progress

Lesson objective

Learn about the weather and listen to a song


Vocabulary

cold, hot, rainy, sunny, windy

Materials

maracas or other instruments (optional); pre-made unit objective



picture cards; puppet; scarf; fan; sunglasses; flashcards *cold, hot, rainy, sunny, windy*; Unit 5 introduction video; pictures of children in different weather conditions

 Use Presentation Plus to watch the video

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Welcome the class and play The hello song (Track 1).
- Encourage the children to dance and sing with you. Optional: Give them instruments to play as they join in.

Before the book

-  Go through the unit objectives with the class (see Teacher's Book page 19, but tailor these to Unit 5).
- Have the children call for Pippa. Pippa appears with a scarf, shivering. Ask *What's the matter, Pippa?* Pippa says *It's cold*.
- Place the *cold* flashcard on the board. Pippa goes back to her house (she doesn't like cold weather).
- The children call Pippa again. This time, Pippa is hot; she is holding a fan and wearing sunglasses.
- Encourage the children to say: *What's the matter, Pippa?* Pippa says *It's very hot and sunny*.
- Display the *hot* and *sunny* flashcards on the board. Point to each flashcard and say *Look! It's (cold)*.
- Introduce *rainy* and *windy* using the flashcards.
- Ask *What's the weather like today?* The children point to the corresponding flashcard. Note: Leave the flashcards on the board.
-  Play the Unit 5 introduction video to introduce the unit topic.



With the book

Pupil's Book page 56



Listen to the song.

- Point to each photo and ask *What's the weather like?* Elicit the different clothes in the photos.
- Do the song routine to prepare the children for the song (see Teacher's Book page 16). Play the song. Have the children point to the flashcards when they hear the words.

Track 39

The weather song

- Pop:** Look at the weather, Pippa.
Pippa: It's cold and rainy ...
Pop: ... and windy!
Pippa: Let's sing about the weather!
Pop: OK!
Pop: What's the weather like? (x2)
What's the weather like today?
Pippa: Today it's cold. It's very cold.
Today, it's cold, windy and rainy.
It's windy and rainy. And very cold!
- Pippa and Pop:** Today it's cold. It's very cold, windy and rainy. And very cold!
- Pippa:** What's the weather like? (x2)
What's the weather like today?

Pop: Today it's hot. And it's sunny. (x2)
It's sunny and hot. It's sunny and hot.

Pippa and Pop: Today it's hot. And it's sunny.
Today it's hot. It's sunny and hot.

After the book

- Take out the pictures showing different weather conditions. Hold up a picture and ask *What's the weather like?* The children point to the corresponding flashcard or say (*Hot*).
- Divide the class into five groups and hand out the flashcards.
- Play the song again. The children hold up their flashcard when they hear the word.



Activity Book page 56



Listen again. Look. Stick.

Point.

- Help the children find the stickers to do the activity. Play the song again. The children put the stickers in place.
- Say the weather words in random order for the children to point to in the pictures.

Finishing the class

- Use the *Goodbye, Pippa!* routine to finish the class (see Teacher's Book page 17).

Lesson 2 Language presentation



Lesson objective

Talk about the weather

Language

What's the weather like? It's (sunny).

Vocabulary

cold, hot, rainy, sunny, windy

Materials

flashcards *cold, hot, rainy, sunny, windy*; pictures showing different weather conditions (Optional: If you use pictures from magazines, stick them onto cardboard so that they are easier to handle.)

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Play The weather song (Track 39). Hold up the flashcards as the words are mentioned. Encourage the children to join in.

Before the book

- Mime actions associated with different weather conditions. For *hot* fan your face with a hand and for *cold* hug yourself and shiver. For *rainy* make a *pitter-patter* finger and arm gesture, for *windy* sway your arms like the branches of a tree and make a whooshing noise. For *sunny* circle your arms in front of your body with extended fingers and a big smile.
- Display the weather flashcards on the board, but this time with pictures facing the board.
- Turn over each flashcard and have the children mime the word using the same actions that you used.
- Look at the children quizzically and ask *What's the weather like?* Look out of the window and say *It's (sunny)*.
- Ask *What's the weather like?* as you hold up each flashcard. Encourage the children to provide complete answers, e.g. *It's rainy*.

With the book

Pupil's Book page 57

 Listen.  Point.  Circle.

- Ask questions about the pictures, e.g. *Who can you see? (Grandma and Kim.) Are they in the same place? (No.) Is the weather the same? (No.)*

- Play the audio for the children to listen to.
- Play the audio again. Pause after *It's hot here!* and show the example circle on Kim's face.
- Continue the audio, pausing (see suggested pauses in audioscript) for the children to point and circle the sun, the rain, the tree(s) blown sideways and Grandma.

Track 40

Grandma: Hello?

Kim: Hi, Grandma! It's Kim.

Grandma: Oh, hello, Kim. How are you?

Kim: I'm fine, thanks. But ... phew! It's hot here!

(pause)

Grandma: Oh, really?

Kim: Yes. It's hot, and it's sunny.

Grandma: It's sunny? That's nice. Ooh! My umbrella!

Kim: Umbrella? What's the weather like there?

Grandma: Here? Well ... it's rainy.

(pause)

Kim: Rainy?

Grandma: Yes, rainy and windy!

(pause)

Kim: Is it windy, too?

Grandma: Yes, and it's cold! Brr!

(pause)

Kim: Oh, dear! Poor Grandma.

Grandma: It's OK. I'm nearly home now.

Kim: Great. Goodbye, Grandma.

Grandma: Goodbye, Kim!

After the book

- Take out the pictures. Elicit the weather in each picture.
- Say *Now, it's guessing time*. Shuffle the pictures and place them face down on your desk.
- Call a child to take a picture but not show the class. The other children make guesses, e.g. *It's sunny*.
- The child that guesses first is the next to take a picture.

Activity Book page 57

 Look.  Match.  Say.

- Point to the first sequence and say *Hot, cold, hot, cold ...* Elicit the next word in the pattern (*hot*) as you move your finger along the matching line.
- Have the children complete the second pattern and encourage them to say it: *Sunny, sunny, windy, windy, sunny*.
- Continue with the rest of the patterns.

Finishing the class

- Say patterns similar to the ones in the Activity Book and encourage the children to complete them, e.g. *Rainy, windy, rainy, windy ...* Let volunteers take your role.
- Remind the children to practise at home.
- Use a lesson closing routine to finish the lesson (see Teacher's Book page 17).

40 Listen. Point. Circle.

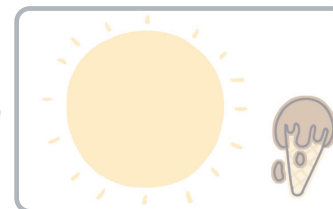
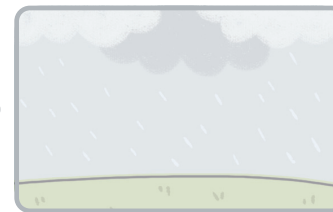


Language presentation: What's the weather like? It's (sunny / rainy / windy / hot / cold).

5

57

41 Listen. Stick. Trace. Say.



Lesson 3 Language practice

Lesson objective

Review weather vocabulary

Language

What's the weather like? It's (sunny).

Vocabulary

cold, hot, rainy, sunny, windy

Materials

Ask the children to bring holiday photos showing different weather. (You could bring photos too.); red, grey, green, blue and yellow pencils



Use Presentation Plus to do the interactive activity

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Play The weather song (Track 39). Suggest movements for each type of weather for the children to copy. You can repeat the movements from the Before the book section in the previous lesson: For *hot* fan your face with a hand and for *cold* hug yourself and shiver. For *rainy* make a *pitter-patter* finger and arm gesture and for *windy* sway your arms like the branches of a tree and make a whooshing noise. For *sunny* circle your arms in front of your body with extended fingers and a big smile.
- Optional: Add some onomatopoeic sounds to the movements, e.g. *Yoooo* (for *windy*), *phew* (for *hot*), *brrr* (for *cold*).

Before the book

- Arrange the class in a circle.
- Ask the children to show their photos to you. Encourage them to talk about the places and the weather, e.g. *This is Miami. It's really hot in Miami.*



With the book

Pupil's Book page 58

41 Listen. **Stick.** **Trace.** **Say.**

- Ask the children to look at the characters.
- Encourage them to look at the details in the pictures and to relate them to different weather conditions.

- Play the audio. The children listen, finger-trace the matching lines across the page and stick the correct sticker in place.
- Play the audio again and ask the children to trace the lines.
- Point to each picture on the right and say *What's the weather like?* The children reply *It's (cold).*

Track 41

Adult: Hello, Kim. What's the weather like?

Kim: It's cold. Brrr!

Adult: Hello, Matt. What's the weather like?

Matt: It's rainy.

Adult: Hello, Dan. What's the weather like?

Dan: It's hot! Phew!

Adult: Hello, Sue. What's the weather like?

Sue: It's windy! (Whoo!)

Adult: Hello, Grandma. What's the weather like?

Grandma: It's sunny!

After the book

- Ask the children to look out of the window and check the weather. Ask *Is it sunny or cloudy? Is it cold or hot?*
- Hand out paper and crayons. Ask the children to draw the weather. (They can follow the pictures in the stickers as an example.)
- Have the children show their drawings to the class.
- Optional: Make a poster with the children's drawings and display it in the classroom.



Activity Book page 58

Look. **Find.** **Colour.** **Say.**

- Hand out the colouring pencils.
- Ask the children to look at the weather symbols. Elicit the weather words for each symbol.
- Show the children how to do the exercise by doing the example together. Point to the first weather symbol (*hot*) and ask the children to name the colour (*Red*.) The children then look at the example matching picture and colour the rest of the frame red. Ask *What's the weather like? (It's hot.)*
- Repeat the procedure with the rest of the symbols and pictures.



At home

- Ask the children to look out of a window at home with a family member and tell them what the weather is like.

Finishing the class

- Ask the children to look at the drawings from the After the book section and choose one they like.
- Make a big circle on the board and ask the children to say the words they remember from the lesson. As they say *sunny*, for example, you draw a sun inside the circle. When they say *rainy*, you draw raindrops.
- Congratulate and praise the children on their performance.
- Encourage the children to self-evaluate (for suggested techniques, see the Learning to Learn section on Teacher's Book page 7).

Lesson 4 Sounds and letters



Lesson objective

Practise recognising letter sounds *s* and *h*

Sounds and letters focus

Practise letter sounds *s* and *h* with *sunny* and *hot*

Materials

flashcards *Daddy, Mummy* (Unit 1); *bedroom, kitchen* (Unit 3); *neck, toes* (Unit 4); *hot, sunny* (Unit 5); red and yellow pencils

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Play a short vocalising game. Say any sound, low or high, for the children to repeat after you. Make funny noises and encourage the children to make them as similar as possible to yours. Let different children take your role.

Before the book

- Review the letter sounds the children have already learnt (*d, m, b, k, t, n*). Write the letters on the board and then say the sounds. Encourage the children to repeat after you.
- Write the letters 's' and 'h' on the board and say the sounds. Have the children repeat after you.
- Optional: Encourage the children to trace the letters with their fingers on their desks.

With the book

Pupil's Book page 59

 **Listen.**  **Trace.**  **Colour.**  **Say.**

- Point to each letter and elicit the sounds.
- Play the audio and point to each letter as it is mentioned.
- Trace the letter 's' with your finger on the board to show the right tracing direction. Repeat with the letter 'h'.

- Optional: The children trace the letters in their books following the arrows.
- Play the audio again. The children colour in the corresponding pictures: *s* the sun (*sunny*), *h* the girl fanning herself (*hot*).
- Encourage the children to repeat the sound and example word with you.

Track 42

s s s
sunny sunny sunny
s sunny

h h h
hot hot hot
h hot

After the book

- Divide the class into two groups and ask each group to sit or stand at a different table.
- Take out the flashcards. Elicit the words from the children, e.g. *daddy, kitchen*. Go through all the sounds the children have learnt so far with the flashcards, including the new ones: *s sunny* and *h hot*.
- Place four flashcards on each table. Explain that groups will play a memory game.
- One child touches a flashcard, e.g. *kitchen*, and says the sound: *k*. Then, the child on the right touches the same flashcard, says the sound and then touches another flashcard, e.g. *hot*, and says the corresponding sound: *k, h*.

- The children take turns to continue playing. You can set a limit of flashcards to touch depending on the level of the class.
- If you think the children might find this activity difficult, ask them to touch the flashcards and say the words, not the sounds.

Activity Book page 59

 **Listen again.**  **Colour.**  **Say.**

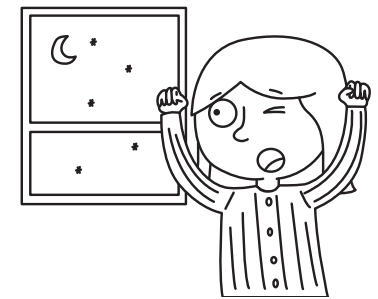
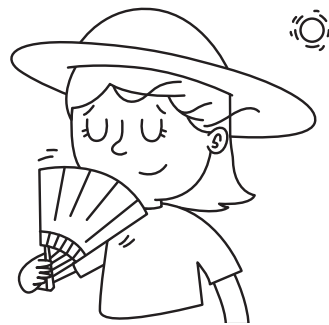
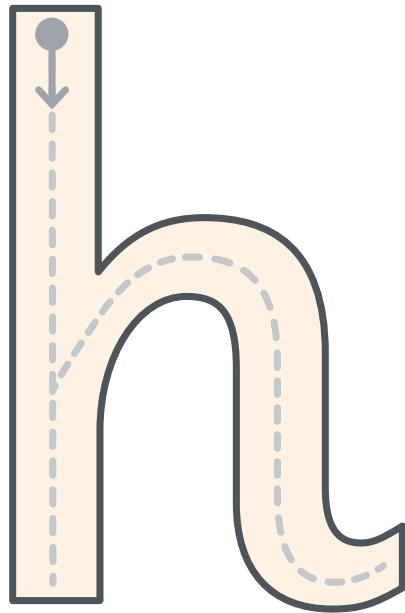
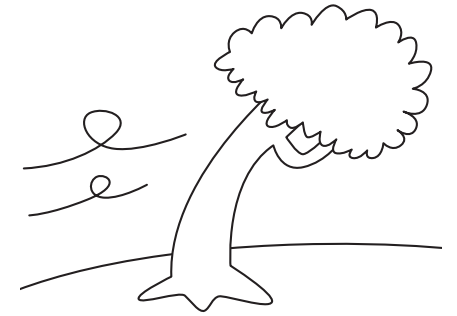
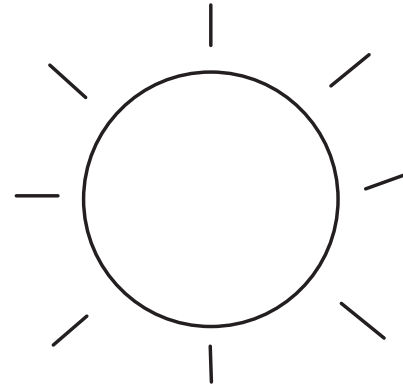
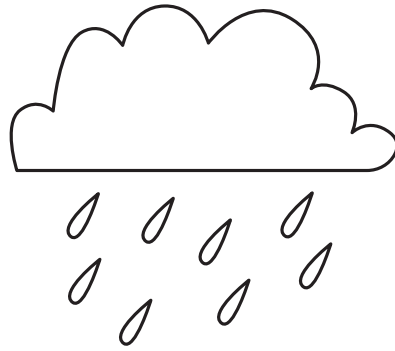
- Hand out red and yellow coloured pencils.
- Ask the children to look at the two pictures and tell you what weather conditions they represent. (*Sunny and hot.*)
- Ask the children what colour the circle surrounding the letter 's' is. (*Yellow.*)
- Play the first part of the audio again.
- Have the children colour all the small letters 's' yellow. As they colour, they say the letter sound *s* and the letter word (*sunny*) with you.
- Repeat with *hot* but have the children colour the small letters 'h' red.

Finishing the class

- Use a lesson closing routine to finish the class (see Teacher's Book page 17).



42 Listen. Trace. Colour. Say.





Listen. Rainy day fun

1



2



3



4



Lesson 5 Literacy



Lesson objective

Listen to, enjoy and answer questions about a story

Story language

Let's (go to the park)! They can (jump). (Jess and Jake) are (happy).

Materials

puppet; Big Book; a sad emoticon and a happy emoticon on separate cards; Unit 5 literacy story video



Use Presentation Plus to watch the video

Starting the class

- Prepare the children to listen to a story with a Story time routine (see Teacher's Book page 27).

Before the book

- Have the children call Pippa for story time.
- Open the Big Book and point to the title: *Rainy day fun*. In L1, ask the children to predict what the story is about. Ask *Do you like the rain? Is it fun?*
- Discuss how weather affects what the children can do. Ask if they play outside when it is cold or rainy and what they like doing in different weather.
- 43 Play the audio while the children look at the Big Book pages.



Literacy development tip

Help children predict what the story is about from the title. This is an important reading strategy because it helps them to engage with the story. It also allows them to discuss topics related to the story before they read it, which will help them understand it better.



With the book

Pupil's Book pages 60–61



43 Listen.

- Play the story but stop after the first frame. Hold up each emoticon and ask *Are Jake and Jess happy or sad?*

- Do the same after the second frame.
- Play the rest of the story, while the children listen and point to each frame.

Track 43

Rainy day fun

Mum: It's sunny today. Let's go to the park!

Jake and Jess: Yes!

Jake and Jess are happy. They can run, jump and play in the park.

Mum: Oh, dear. It's rainy now!

Jess: Oh!

Jake: Hmph!

Jake and Jess are sad.

Mum: Well ... put on your raincoats and boots!

Let's go and play in the rain!

Jess and Jake: Yay!

Jake: Look, Jess, it's a frog!

Jess: Look, Jake, worms! I can see worms!

Jake: Let's jump! Whee!

Jess: One, two, three ... jump!

Jake: Look! It's a boat! A green boat.

Jess: I like rainy days.

Jess and Jake are happy.

Jess: Oh, no! It's sunny now.

Jake: Hmph!

Mum: Jake, Jess, look!

Jess: Ah! It's a rainbow!

Jake: Wow! I love rainbows.

After the book

- Tell the story again, using the Big Book. Alternatively, play the story video.
- Ask questions after each frame, e.g. 3 *Are the children happy? (Yes.) Why? (They can play.)* 4 *Where are they? (In the park.)* 5 *What are they doing? (Playing.)* 6 *What's the weather like? (Rainy.)* 5 and 6 *Are the children happy? (Yes.)* 7 *Is it rainy now? (No.) Are they happy? (No.)* 8 *What can you see? (A rainbow.)*
- In L1, discuss why the story is called *Rainy day fun*. Elicit if the children are happy at the end of the story and if the rain stopped them from playing outside.
- Point to the rainbow and elicit the colours in order.
- Ask the children to draw a happy face or sad face next to each frame in the story.



Activity Book page 60

Look. Point. Circle.

- Read the story for frames 1, 2 and 6. The children point to the correct pictures.
- They then circle how the children are feeling in each frame (1 happy, 2 sad, 3 happy).

Finishing the class

- Ask what the children remember about the story. Ask *Was it a fun day? What did they see at the end?*

Lesson 6 Values

Lesson objective

Recognise the value of celebrating nature from the story

Story language

Let's (go to the park)! They can (jump). (Jess and Jake) are (happy).

Value

Celebrate nature

Materials

puppet; Big Book; flashcards *sunny, rainy*; flashcards *frog, green, worm, jump* from *Pippa and Pop* Level 1; *sad* and *happy* emoticons from Lesson 5; fresh and dry flowers, leaves, pieces of bark and feathers; thick paper; glue

Note: If you do not have access to Level 1 flashcards, use pictures or draw pictures.



Cambridge Life Competencies

Social Responsibilities: Understanding and discussing global issues – environmental, political, financial and social: Learning to care for animals and plants.

Starting the class

- Settle the children with a lesson opening routine (see Teacher's Book page 16).
- Ask the children to tell you what the weather is like today.
- On the board, draw a symbol to represent the weather today, e.g. if it's rainy, draw an umbrella. You could ask a volunteer to draw another symbol to represent the current weather, e.g. a cloud with raindrops. You may want to follow this routine in future lessons.

Before the book

- Invite the children to go to the story time corner and call for Pippa.
- Open the Big Book. Pippa asks the children questions:
Where are the children? Are they happy? Why?
What's wrong in picture 2?
What can the children see in the rain?
What are they doing in picture 5?
- Watch the story video together.



With the book

Pupil's Book pages 60–61



Listen.

- Hand out the *sunny, rainy, frog, green, worm* and *jump* flashcards together with the *sad* and *happy* emoticons to eight children.

- Play the story again. The children hold up the corresponding flashcards as they hear the words while the rest of the class points to them.
- In L1, discuss the different elements in the story that are connected to nature. Stress that nature is beautiful and we can celebrate it.

After the book

- Have the children reflect in L1 on how they can celebrate nature. Encourage them to think about how all weather conditions provide different ways of enjoying outdoors and nature.
- Elicit from the children what they can do in different weather, e.g. sledging and making snowmen on a snowy day, swimming in the hot sun, looking at flowers, animals and insects on a warm sunny day, flying kites on windy days.
- Encourage the children to recall a recent event where they were able to enjoy the weather or nature in some unexpected way.



Activity Book page 61



Look. Find. Draw.



- Have the children look at the picture and say what they can see. Ask *Where are the children? What are they doing?*
- Say different things in the picture, e.g. *frog, bird*, for the children to find and point to.
- Finally, the children draw themselves in the outline. Suggest activities they can do outdoors.



At home

- Ask the children to talk about how they can celebrate nature with members of their families.

Finishing the class

Learning through play - experimenting with nature



- Divide the class into two groups. Tell the children that they are going to make a collage using things from nature. Hand out thick sheets of paper and glue to the two groups.
 - Hand out the other materials (flowers, leaves, bark, feathers).
 - The children create a collage with the leaves, flowers, etc.
 - An alternative to this activity is to make a suncatcher to hang near the classroom windows to 'catch' the sunlight. In this case, you will need transparent contact paper and string, as well as the above materials.
- Display the collages on the classroom windows and walls.
 - Say the *Tidy up!* chant to finish the class (see Teacher's Book page 17).





Listen. Point. Colour.



Lesson 7 Language presentation



Lesson objective

Identify and say what people are wearing

Language

I'm wearing (a raincoat).

Vocabulary

boots, jumper, raincoat, sandals, sunglasses

Materials

puppet; sunglasses; flashcards *boots, jumper, raincoat, sandals, sunglasses*; flashcards *sunny, rainy*; jumper, raincoat, sandals, sunglasses, boots (optional); Unit 5 character story video; two large pictures of Dan and Kim drawn on thick paper; smaller cut out pictures of

a hat, sunglasses, raincoat, boots (similar to those on page 62); sticky tape

Use Presentation Plus to watch the video and to play the games for this unit

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).

Before the book

- The children call for Pippa. Pippa is wearing sunglasses. Ask *What are you wearing Pippa?* Pippa says *Sunglasses*. Ask *What's the weather like, Pippa?* Pippa says *It's sunny, of course*.
- Stick the *sunny* and *sunglasses* flashcards on the right side of the board.
- Show the *rainy* flashcard and ask *What's the weather like?* Elicit *rainy* and stick the flashcard on the left side of the board.
- Introduce *boots, jumper, raincoat, sandals, sunglasses*, using flashcards or clothing. Say the words and encourage the children to repeat after you.
- Ask the children to stick the clothes flashcards on the board next to the *rainy* or *sunny* flashcard.
- The children close their eyes. Remove one of the flashcards. They open their eyes and say the name of the missing clothing.
- Optional: Put on an item of clothing. Say *I'm wearing (sunglasses)*. Continue with the rest of the items. Ask the children to choose a piece of clothing to put on and say *I'm wearing (boots)*.
- Play the Unit 5 character story video. Pause and point to each character, asking *Who's this?* Ask *What's the weather like?* for each frame. (*It's windy. It's cold. It's rainy. It's hot.*)



With the book

Pupil's Book page 62



Listen. Point. Colour.

- Point to the first frame and ask *What's the weather like?* Point to the second and ask *What's the weather like? What's Kim wearing?* Ask about the fourth frame: *What's the weather like in the house? Is Kim happy?*
- Play the audio for the children to listen to.
- Play the audio again. Pause after each frame for the children to point and colour the jumper blue, sunglasses black, raincoat and boots green, sandals grey.

Track 44

Mum: Good morning, Kim.

Kim: Good morning, Mummy.

Mum: It's windy today! I'm wearing my jumper. It's blue.

Dad: Good morning, Kim. Kim! What are you wearing?

Kim: Good morning, Daddy. I'm wearing a T-shirt ... trousers ... a hat and sunglasses. They're black.

Dad: Oh, Kim. It's cold today.

Kim: Hmm, yes, it is.

Mum: Look at Dan.

Dan: I'm wearing a raincoat and boots. They're green.

Mum: It's rainy today, Kim.

Kim: Yes, it is.

Kim: Look, Dan! It's hot today!

Dan: Yes, it is.

Kim: Come and play!

Mum: Put on your sunglasses, Dan. And put on your sandals, too. They're grey. It's hot and sunny in the living room today!

After the book

- Point to frame 4. Ask *Where are they?* (*The living room.*) Ask *Why is Kim happy?* (*It's hot.*)
- Put the large drawings of Kim and Dan on the board and hand out the four smaller pictures of clothing and sticky tape to four children.
- Ask the children to put the correct clothes on Kim and Dan. They say each word as they stick it on.
- Ask a child to the front and say *Raincoat*. The child points to the raincoat and says the word. Repeat with the other words and different children.



Activity Book page 62

Look. Find. Circle. Say.

- Ask *Where are the children?*
- Elicit the words for the clothes at the bottom. The children find and circle the items in the scene.
- In pairs, the children take turns to say each word.

Finishing the class

- Play The goodbye song (Track 2) to finish the class.

Lesson 8 Language practice

Lesson objective

Practise talking about weather and clothes with a chant

Language

I'm wearing (a raincoat).



Vocabulary

boots, jumper, raincoat, sandals, sunglasses

Materials

clothes flashcards from *Pippa and Pop* Level 1 and 2; Unit 5 chant video; realia for a fashion parade (clothing, sunglasses, party costumes, etc.); puppet

Note: If you do not have access to Level 1 flashcards, use pictures or draw pictures.

 Use Presentation Plus to watch the video and to do the interactive activity 

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Ask *What's the weather like today?* Describe the clothes you are wearing and ask the children about theirs.

Before the book

- Review clothes using the clothes flashcards from Levels 1 and 2.
- Name a clothes item for the children to draw. Then show them the flashcard to check.

With the book

Pupil's Book page 63

 ⁴⁵ **Listen.**  **Circle.**  **Sing.**

- Point to each picture and elicit the clothes.
- Play the chant for the children to listen only.
- Play the first verse, pause and point to the example. Say *I'm wearing ...* for the children to complete the sentence (*a raincoat and boots.*).
- Play the rest of the chant. Pause after each verse for the children to circle the boy in the green jumper and the girl wearing sunglasses.

Track 45


The sunglasses chant

Girl 1: It's rainy, it's rainy.
I'm wearing a raincoat and boots.
It's rainy, it's rainy.
I'm wearing a raincoat and boots.


Boy: It's cold and windy, it's cold and windy.
I'm wearing a jumper and trousers.
It's cold and windy, it's cold and windy.
I'm wearing a jumper and trousers.

Girl 2: It's hot and sunny, it's hot and sunny.
I'm wearing sandals and sunglasses.
It's hot and sunny, it's hot and sunny.
I'm wearing sandals and sunglasses.

After the book

-  Play the video of The sunglasses chant and teach actions for the children to follow. For example, wiggle fingers down for *rainy*, shiver for *cold*, fan your face for *hot*, point to legs for *trousers*, point to feet for *boots* and shuffle feet for *sandals*.

Activity Book page 63

 **Look.**  **Find.**  **Circle.**  **Say.**


- Use the example to show how the activity works. Point to the raincoat in the first group of pictures and elicit *raincoat*. Then point to the child who is circled and say *Raincoat*.
- For each group of pictures, the children identify the child wearing the piece of clothing and circle him / her.
- Finally, ask the children to point to and name each item of clothing.

At home

- Ask children to put on an item of clothing and show it to their family as they say *I'm wearing (a jumper)*.

Finishing the class

Learning through play - weather fashion show

- Take out the clothing and other items. The children choose items to wear to show a weather condition. Have them line up and assign a section of the room as the 'fashion runway'.
 - Before each child 'walks the runway', ask about the weather. Describe what the children are wearing as they walk. Let shy children enjoy the show by being the audience.
 - After the show, give the children time to play freely and exchange clothes to dress up in.
- Have the children call for Pippa.
 - Pippa points to different items of clothing (real or flashcards). The children respond by saying *I'm wearing (a raincoat)*.
 -  Have the children use a suitable self-evaluation technique (see the Learning to Learn section on Teacher's Book page 7) when Pippa asks *How do you feel?*



Listen. ○ Circle. 🎵 Sing.



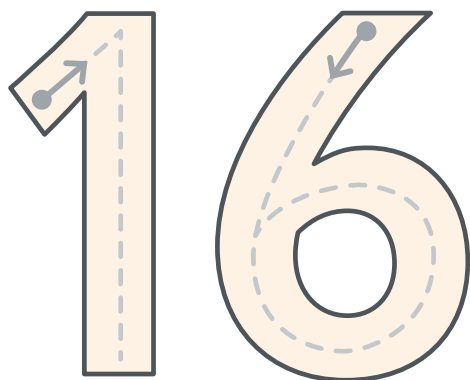
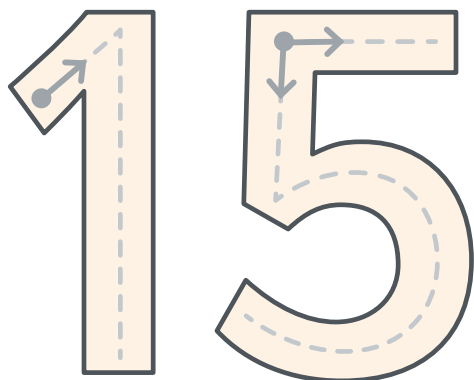
Language practice: I'm wearing (a jumper / a raincoat / sandals / sunglasses / boots).

5

63

Numbers

46 Listen. Trace. Count. Circle.



Lesson 9 Numbers

Lesson objective

Learn and practise numbers 15 and 16

Vocabulary

numbers 15 and 16

Language

Fifteen jumpers! Sixteen umbrellas!

Materials

a bowl or box with around 20 bottle or pen caps;
64 paper clips

 Use Presentation Plus to do the interactive activity 

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Ask the children to hold hands in a circle. If you have a large class, they can make several groups.
- Say *Five* and have the children move in one direction five times. Say *Four* and the children move in the other direction four times. Continue with other numbers.

Before the book

- Review numbers 1 to 14 by writing the numbers on the board and counting them out loud. Encourage the children to count with you.
- Place the bowl or box with bottle or pen caps on your desk. Point to any number on the board and ask the children to help you count out the caps.
- Ask a child to come to the front. Point to a number. They count out the correct number of caps, counting aloud. Repeat with different children and numbers.
- Then count out 14 caps. Add one and say *Fifteen*. Write the number on the board. Repeat for 16.

With the book

Pupil's Book page 64

 **Listen.**  **Trace.**  **Count.**  **Circle.**

- Play the audio and encourage the children to count.
- Finger-trace numbers 15 and 16 on the board. Encourage the children to finger-trace them in their books. Optional: The children trace the numbers in their books.

- Play the audio. Have the children count the jumpers and circle the group that has 15. Then ask them to do the same with the 16 umbrellas.
- Play the audio again for the children to count as they point to the pictures.

Track 46


One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen.
Fifteen jumpers!

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen.
Sixteen umbrellas!

After the book

- Ask the children to listen to you clap. Clap five times and ask *How many?*
- Repeat with numbers from 1 to 16. The children say the number and point to the number on the board.
- Ask different children to clap for others to say the numbers.

Activity Book page 64

 **Look.**  **Count.**  **Circle.**  **Say.**

- Elicit or teach the words for the items in each picture (*hat, cloud, sun, umbrella*).
- The children count the objects out loud and circle the correct number (16 hats, 15 clouds, 15 suns, 16 umbrellas).
- Ask the children to say the numbers again as they point to the numbers.

Finishing the class

Learning through play - 'Simon says ...'



- Clap your hands and say *Clap*. Stomp your feet and say *Stomp*. Encourage the children to clap and stomp with you.
 - Play 'Simon says ...' with clapping hands and stomping feet. For example, say *Simon says clap your hands*. Point to the 12 on the board for the children to clap 12 times. Mix clapping and stomping in your instructions.
 - Practise with numbers from 1 to 16.
- Divide the children into four groups. Hand out 16 paper clips and one sheet of paper to each group.
 - Each group chooses a number between 1 and 16. One child writes it on the sheet of paper and the others use paper clips to decorate it. The number of clips should correspond to the number on the sheet of paper.
 - Note: When using paper clips with young children, monitor them carefully.
 - The children display their work around the classroom.
 - Praise the class for their performance.

Lesson 10 Science

Lesson objective

Learn about rainbows

Vocabulary

colours

Language

Rainbows are red, orange, yellow, green, blue and purple.

Materials

Big Book; colouring pencils or crayons (rainbow colours); cards of the rainbow colours (two packs) (optional); paint; sheets of paper; paper towels; pots with water; paintbrushes; puppet

 Use Presentation Plus to do the interactive activity 

Cambridge Life Competencies

Critical Thinking: Understanding and analysing links between ideas: Sorts, arranges and describes objects by shape, size, colour, weight, texture and position.

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Play The colour it purple chant (Track 9) and pause after a colour is mentioned. Whenever the children hear a colour, they look for something that colour in the classroom and point to or touch it.

Before the book

- In L1, ask the children if they remember what happened at the end of the story *Rainy day fun*. (*The sun came out after the rain and the rainbow appeared.*)
- Open the Big Book and show the children the picture of the rainbow. The children say the colours they see in the order they appear.
- Talk about rainbows in L1. Ask the children if they know when they appear. Reflect on how special and beautiful rainbows are. Ask the children if they have ever seen a rainbow and if they remember what the weather was like then.

With the book

Pupil's Book page 65

 **Look.**  **Colour.**  **Say.**

- Hold up the book and ask what the weather is like in the photos.
- Point to the photo of the rainbow and say *Look at the rainbow. What colours can you see?* Elicit the six colours of the rainbow in order: *red, orange, yellow,*

green, blue, purple. If appropriate for your class, you may want to teach the seven colours typically used to describe the colours of a rainbow (red, orange, yellow, green, blue, indigo, violet).

- Hand out the six colour crayons that correspond to the colours of the rainbow and ask the children to colour the rainbow stripes in their books.
- Have the children show their coloured rainbows to each other. Encourage them to talk about the colours, e.g. *Rainbows are red ...*

After the book

- Divide the class into two groups.
- Hand out a set of crayons that are the colours of the rainbow to each group. Optional: Use the packs of coloured cards.
- Ask the children to put the crayons / cards in the order of the colours of the rainbow. Set a time limit. The winners say the colours out loud.
- Ask the children to mix the crayons or cards again and make new groups. Repeat the activity two or three times.

Activity Book page 65

 **Look.**  **Find.**  **Circle.**

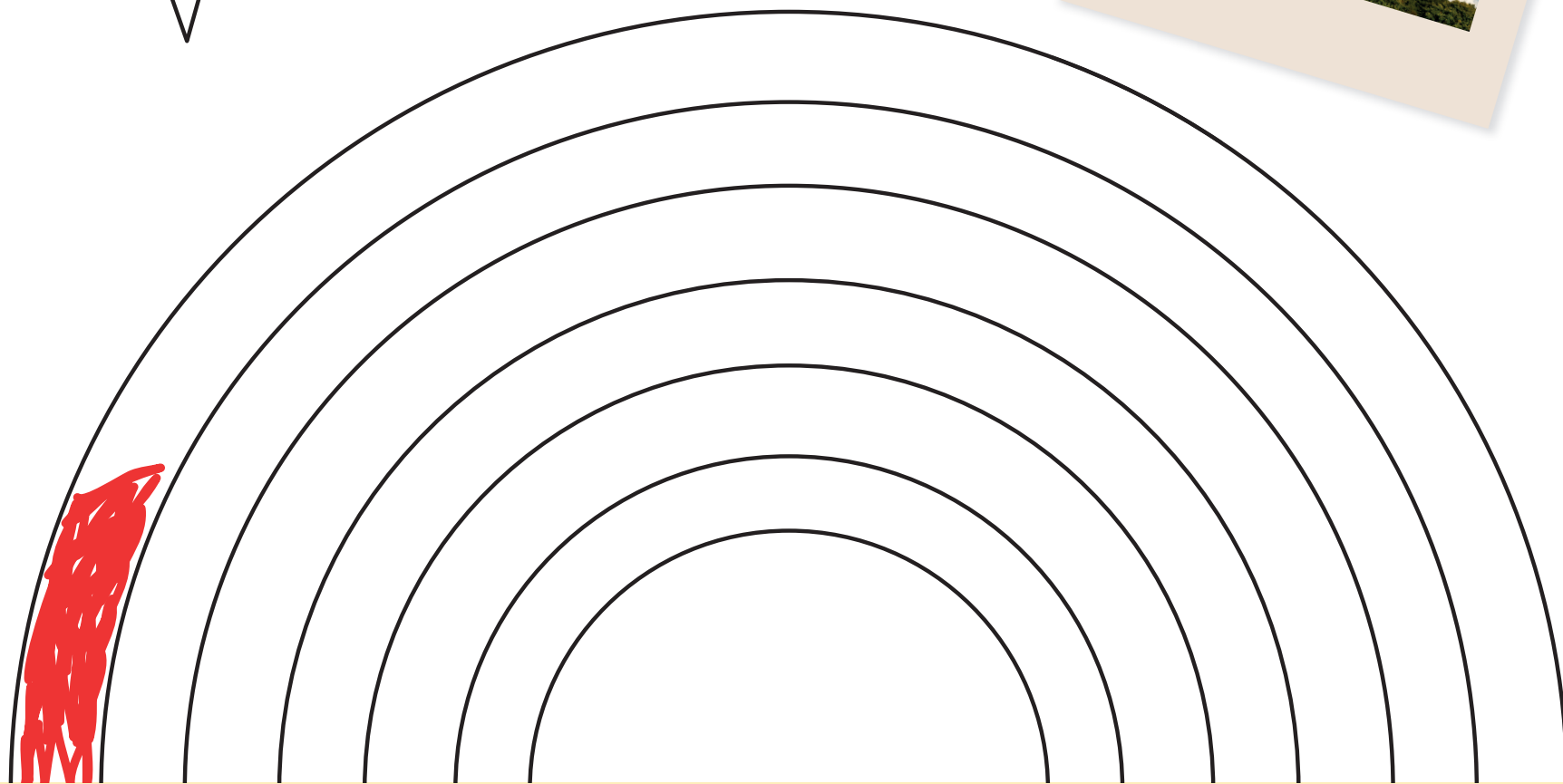
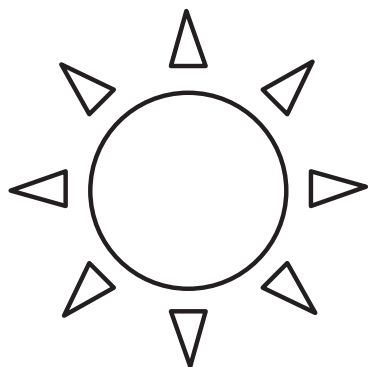
- Ask the children to find and circle the 'correct' rainbows (the rainbows that are coloured red, orange, yellow, green, blue and purple).
- Then, the children draw a path from the girl to her umbrella joining the correct rainbows with a line.

Finishing the class

Learning through play - rainbow colours everywhere

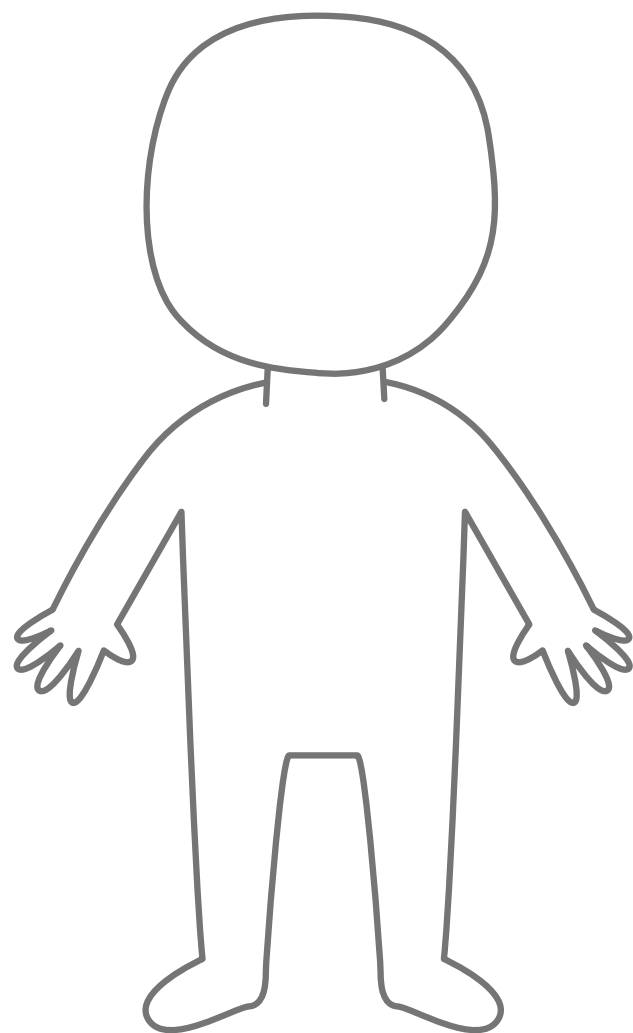
- Hand out sheets of paper, paint, pots with water, paper towels and paintbrushes. Ask the children to create their own rainbows.
 - Once they have finished, put up their paintings on the walls and praise their work.
 - You could ask the children to make a short presentation using their rainbows by naming the colours in them.
-
- Have the children call for and greet Pippa. They ask Pippa if she knows the colours of the rainbow. Pippa says the colours in random order.
 - Then ask Pippa to say them in the correct order. Pippa makes mistakes.
 - Encourage the children to correct Pippa and teach her to say the colours in the correct order. Praise Pippa and the children for their performance.
 - Use the *Goodbye, Pippa!* routine to finish the class (see Teacher's Book page 17).

👁️ Look. 🖍️ Colour. 💬 Say.



Review

 Look.  Draw.  Say.



Lesson 11 Review

Lesson objective

Review learning and progress in the unit

Vocabulary


clothes

Language

I'm wearing (a jumper / a raincoat / sandals / sunglasses / boots).

Materials

clothes flashcards

 Use Presentation Plus to play the games for this unit 



Cambridge Life Competencies

Communication: Managing conversations: *Speaks with clarity when participating in group activities.*

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Play The sunglasses chant (Track 45) for the children to sing along and move around the classroom freely. They can do the actions if they wish, too.

Before the book

- Show the children the clothes flashcards and elicit the names of the items. Display them on the board.
- Tell the children that you are going to draw a clothes line on the board and hang clothes on it.
- Ask the children to suggest items to hang on the line, for example: *A skirt. A jumper.*
- Draw the items and then ask some children to go to the board and draw the items their classmates suggest.
- Once the clothes line is full, point to the clothes in random order for the children to name them.
- If you have colours available, ask the children to colour the clothes on the board. Call a child to the front and say, e.g. *Green skirt.* The child colours the skirt green. Then they ask another child to colour a piece of clothing a different colour.



With the book

Pupil's Book page 66

 **Look.**  **Draw.**  **Say.**

- Ask the children to look and name all the clothing items they see on the page.
- Explain that they should add personal details to the picture in the centre to make it look like them, for example they should draw their own eyes and hair.
- Have the children circle the items they want to wear, then draw and colour them onto the body in the picture. Encourage the children to add funny details.
- Finally, the children present their drawings using the unit language, e.g. *I'm wearing a hat, a raincoat, a skirt, boots and sunglasses!*
- Optional: The children can add weather details, such as a sun, rain, etc.

After the book

- Play 'Odd-One-Out' on the board. Draw different items of clothing and have the children guess the odd one out. For example, you draw a raincoat, boots, sandals and a jumper.
- Encourage the children to explain their choices, e.g. *Sandals are for sunny days, not for rainy days.*
- Optional: You can use the flashcards for this game as well.




Activity Book page 66

 **Look.**  **Draw.**  **Say.**

- Have the children look at the example on the page. Tell them to close their eyes and imagine their perfect day. Ask questions, pausing to allow them time to think. For example, ask *What are you doing? What's the weather like? Is it sunny? Is it rainy? What are you wearing? Sunglasses? A raincoat?*
- Ask the children to open their eyes and draw their perfect day.
- Circulate and ask the children to tell you about their drawings. Help them by asking questions. If the children wish, you can label things in their pictures. (You can do this with a few learners each class.)
- Encourage the children to show their drawings to the class and to say what they are wearing and what the weather is like. Remind them to speak loudly and clearly.

Finishing the class

- Invite the children to walk around the classroom and show their drawings to their classmates.
-  Play the Unit 5 introduction video again and talk about what the children see and what they have learnt in this unit.
- Say the *Tidy up!* chant for the children to tidy up and finish the lesson (see Teacher's Book page 17).

Lesson 12 Project



Lesson objectives

Do a craft activity to review unit language and review progress; Carry out self-evaluation

Vocabulary

weather

Language

What's the weather like? It's (sunny / rainy / windy / hot / cold).

Materials

weather flashcards; puppet; photocopiable template page 250 (one per child); paper plates (one per child) (draw two crossed lines on each plate to split it into four sections); split pins (one per child); safety scissors; glue



Cambridge Life Competencies

Learning to Learn: Reflecting on and evaluating own learning success: *Self-corrects from own stored knowledge when they realise a mistake has been made.*

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Give out the weather flashcards to some children.
- Play The weather song (Track 39). The children stand up when they hear the word on their flashcards. The rest of the class sings. Repeat with other children.

Before the book

- Display the weather flashcards on the board.
- Call Pippa and have her greet the children.
- Tell the children you will check how much Pippa remembers about the weather.
- Point to a flashcard and say *Pippa, what's the weather like?*
- When Pippa answers incorrectly, encourage the children to give the correct answer.



With the book

Pupil's Book page 67

Look. **Make.** **Say.**

- The children look at the different stages on page 67.
- Give each child a paper plate and the weather pictures.
- First, the children colour the weather pictures and the arrow and cut them out.
- Then, they glue the weather pictures onto the plate, one on each section.

- Insert a split pin into the centre of each child's paper plate, through the end of the arrow. Ensure each child's arrow is working well.
- Ask *What's the weather like today?* The children move the arrow to one of the weather sections and answer, e.g. *It's (windy).*

After the book

- Show the class a finished wheel and encourage the children to tell you what the weather is like in each section. Note: You can use the weather wheels for a few weeks to talk about real weather conditions outside the classroom.



Learning to Learn

- Hold up your book and flick through Unit 5. Say *Look! Wow! We've finished Unit 5.* If you used picture cards to present the unit objectives in Lesson 1, point to the pictures and talk about the different things the children have done. Encourage them to sing parts of the songs they know, retell the story in L1, say which clothes and weather they like, etc.
- Ask how the children feel about Unit 5 in L1. They can use a 'thumbs up' gesture or write a 'tick' in the air about each element you have reviewed that they feel confident about. Alternatively, use Pippa to encourage self-evaluation (see Teacher's Book page 7 for reflection questions).



Activity Book page 67

Point. **Say.** **Colour.**

- Place the weather flashcards around the class. Say each word and have the children point to them. Say the words faster and in a jumbled order for the children to point to them.
- The children look at the pictures and ask each other about the weather, e.g. *What's the weather like? (It's windy.)* If they make a mistake, give them time to self-correct. If necessary, repeat the mistake with questioning intonation and pause to allow the children to correct themselves.
- Follow the procedure for self-evaluation on Teacher's Book page 40. The children place the Unit 5 star sticker top right.

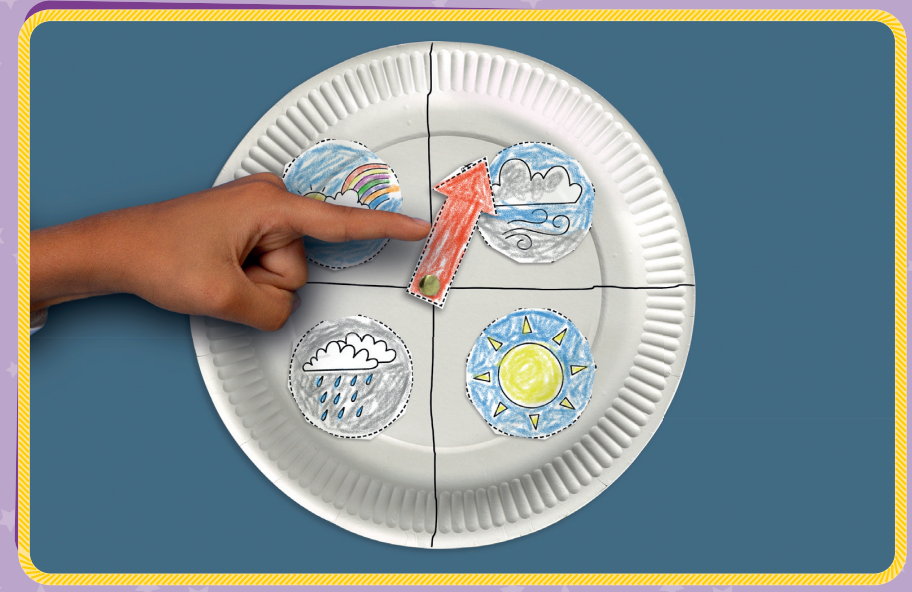
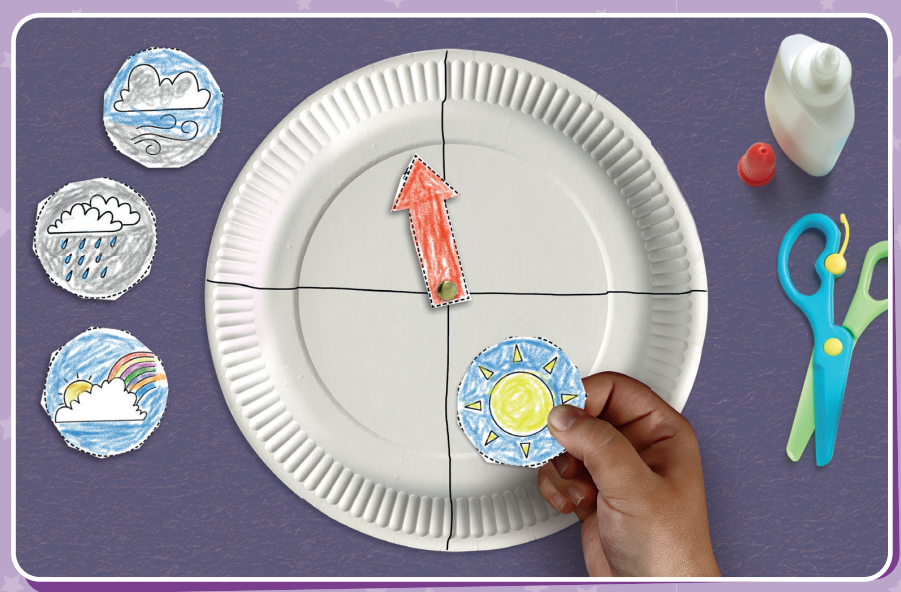
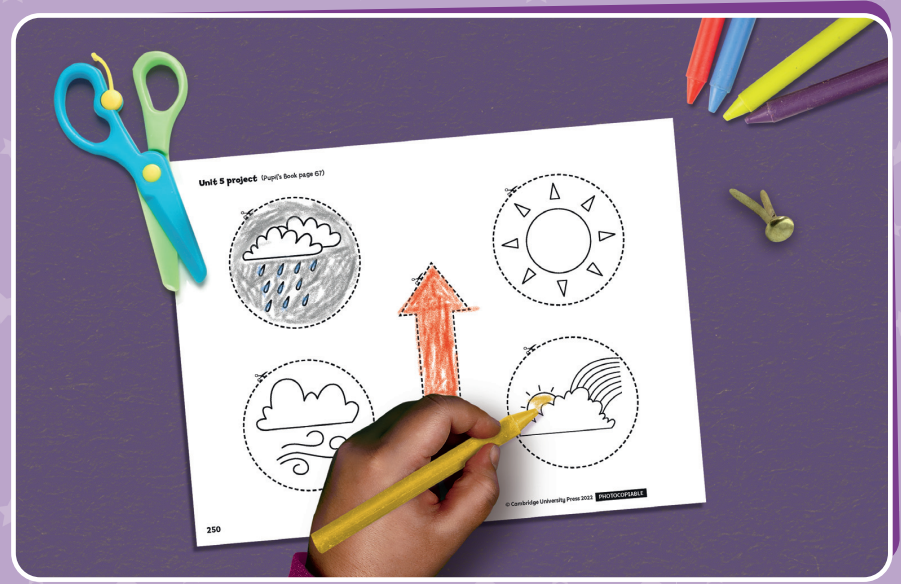
Finishing the class

Learning through play - guess the weather



- The children work in pairs. They take turns to secretly choose a section in their weather wheel and ask *What's the weather like?* Their partner guesses and they switch roles.
- Use a lesson closing routine to finish the class (see Teacher's Book page 17).

 Look.  Make.  Say.



What's the weather like? It's (sunny / rainy / windy / hot / cold). **5**

