

The Course Resources section of the Assessment and Resource CD-ROM contains Extra Writing and Values worksheets for each unit, Writing Portfolio worksheets, two playscripts of traditional children's stories, five Fluency Time! project templates and five Cut and Make activities.

The Extra Writing worksheets can be used after Lesson 3 in each unit, the Values worksheets after Lesson 6 and the Writing Portfolio worksheets after every three units. Information on the values element of this course can be found in the Introduction to this Teacher's Book. These pages give information on how to use the two playscripts, the Cut and Make activities and the Fluency Time! project templates.

Playscript 1 Goldilocks and the Three Bears

Synopsis

Goldilocks is a young girl with golden hair. One day she wanders into a forest and finds the three bears' house, but no-one is at home. She goes inside and tries the porridge, eating all of the porridge in the baby bear's bowl. She then tries the three different chairs and breaks the little one. Finally, she tries all the beds, before falling asleep on the smallest bed. The bears come home and find her lying asleep.

Cast

Goldilocks, Goldilocks' mum, Goldilocks' dad, Daddy Bear, Mummy Bear, Baby Bear, the Chorus

Setting

The play takes place in two settings: the forest and the bears' house.

Props

- For the forest, a green background (e.g. curtains or sheets); some paintings or pictures of trees
- A table with a tablecloth
- A pan, three bowls, and three spoons
- Three different size chairs
- Three different size beds (made of rugs or blankets)

Playscript 2 Little Red Riding Hood

Synopsis

Little Red Riding Hood is a young girl who sets off through the forest to visit her grandma, but strays from the path to pick flowers and meets a wolf. He runs quickly and arrives at Grandmother's house before her. Grandmother faints when she sees him, and he disguises himself by wearing her glasses, bonnet, and shawl. When Little Red Riding Hood arrives, she mistakes the wolf for her grandmother, but just as he is about to eat her, she is saved by a kind woodcutter.

Cast

Little Red Riding Hood, Mummy, Grandma, the wolf, the woodcutter, the Chorus

Setting

The play takes place in two settings: the forest and a house.

Props

- For the forest, a green background (e.g. curtains or sheets); some paintings or pictures of trees
- A red cloak which Little Red Riding Hood wears
- A grandma's bonnet, glasses, and shawl (or similar)
- A wolf's mask or outfit
- A basket and some (paper) flowers
- A bed (made of rugs or blankets)

Preparing for the performances

Read the through the play with the class as a group. Allocate the character roles to stronger children. The rest of the group take part in the chorus, singing or chanting the narration.

Read through the play several times so that the characters and the chorus get a chance to practise their lines. Ask comprehension questions to check that children understand what is happening throughout. Encourage children to take home copies of the playscript to practise their lines at home.

Now practise the play in class, with the key characters at the front (the chorus can remain in their seats). Practise the play again using the props, with the chorus joining the characters at the front to add their lines. Do this as many times as is necessary before the performance for the parents.

You may wish to hand out copies of the playscript to parents at the performance.

Cut and Make 1 (Unit 1) My classroom

Materials

One photocopy of the worksheet, a large piece of paper or card, coloured pens or pencils, scissors, and glue for each group of four to six children

Method

- Children colour the classroom items on the sheet, then cut them out.
- Go around the class asking questions, e.g. *What colour are the chairs / tables in your classroom?*
- Children stick their furniture items onto the large piece of paper or card to make their own classroom scene.

Activities

- Ask some of the children to show their pictures to the class and describe their classrooms, e.g. *This is my classroom. There are four tables. This table is red*, etc.
- Ask children to label the items in the picture and display them in the classroom.
- Children can sing the unit song from Class Book page 10 while pointing to the corresponding items on their pictures.

Cut and Make 2 (Unit 4)

Numbers board game

Materials

One photocopy of the worksheet, scissors, glue, and a piece of card for each pair of children

Method

- Explain to children that they are going to make a board game about numbers. Tell them that they do not need to add up the sums on the worksheet for now.
- Show children the speech bubbles and explain that they must choose and write any number from one to 50 in each space. The numbers should not be the answers to the sums. They can then cut out the board game.
- Next, children cut out the two circled numbers. They stick one number to a piece of card, cut around it, and stick the other number to the back. This will be the coin they flip to find out how many spaces they can move.
- Each child cuts another shape out of the card, e.g. a square or a triangle. This is their counter.

Activities

- Children take turns to flip the 'coin' and move around the board. When they land on a speech bubble, they say the number inside it. When they land on a rectangle, they work out the sum and say the answer.
- If they make a mistake, they move back to their original position. The winner is the first to reach the 'Finish' square.
- When everyone has finished, hold up the game and ask individual pupils to say the answers to the sums. Go around the class and give everyone a chance to say a number.

ANSWERS TO SUMS

4, 16, 9, 80, 14, 20, 8, 11, 60, 13, 70, 100

Cut and Make 3 (Unit 8)

Make a clock

Materials

One photocopy of the worksheet and a paper fastener per child; scissors for each group of six children

Method

- Children cut out the clock face and the two clock hands and fix them together with the paper fastener.

Activities

- Ask children to work with a partner. Child A asks Child B questions about his / her daily routine, e.g. *What time do you get up / have breakfast / go to school?*
- Child B shows the answer by moving the hands of the clock. Child A must say the time on the clock.
- When children have finished speaking, ask questions to children from different pairs, e.g. *What time does Joaquin have dinner? What times does Adora go to bed?*
- Alternatively, ask some pairs to come to the front and use their clocks to talk about their partner's daily routine.

Cut and Make 4 (Unit 10)

A weather card

Materials

One photocopy of the worksheet, a piece of card, and a paper fastener per child; coloured pencils, scissors, and glue for each group of six children

Method

- Children colour in the weather symbols and colour the thermometer from blue at the bottom to red at the top. They cut out the weather symbols and the arrows, then cut out the thermometer along the dotted lines.
- Children mount the weather circle on a piece of card. They fix the longer arrow at the centre with a paper fastener.
- Children cut along the line below the thermometer to make a slit. They put the shorter arrow through the slit, folding it at the end to secure it. Show the children one you have prepared earlier as a model.

Activities

- Name different kinds of weather for children to show on their weather charts and thermometers, e.g. *It's windy and cold.*
- Ask children to use their weather cards and thermometers to present short weather reports to their groups. They position the arrows and make sentences about the weather, e.g. *It's sunny and hot. / It's cold and it's snowing.*
- Use the weather charts with the unit song from Class Book page 76. As pupils sing each verse, they move the arrows to indicate appropriate weather.

Cut and Make 5 (Unit 13)

An animal mask

Materials

One photocopy of the worksheet and a piece of elastic or string per child; coloured pencils, scissors, and glue for each group of six children; card (optional)

Method

- Read the instructions on the worksheet together. Explain that they are going to choose an animal and make eyes, ears, a nose, and hair for it.
- Children make their masks, following the instructions. Use card if you have it to make the mask a little stronger.
- Help children to make small holes on the side of the mask and show them how to thread elastic or string through and knot it at the ends.

Activities

- Sing the unit song from Class Book page 98 and get children to put on their masks at the appropriate verse.

Fluency Time! 1

A school word wheel

CB page 27

Materials

One copy of the word wheel template per child, coloured pencils and scissors for each group

Method

- Give out the word wheel templates. Each child should have two pieces, to make the top and bottom of the wheel.
- Put the children in groups to share coloured pencils and scissors. Ask children to colour in the items on both wheels.
- Then ask them to cut carefully around the dotted lines to cut out the circles and the cupboard door.
- Show each group how to put the two sections together, with the objects on the bottom piece of paper. The children will be able to spin the top circle, to reveal a different object through the cupboard door each time.
- Show students how to hold both pieces of paper together and push a pencil through the middle of the circle.

Activities

- Children can use their wheel to carry out simple dialogues, identifying and describing the objects they can see.
- If you have time, stick the circle showing the objects on a piece of card, to make the wheel stronger. Stick this bottom wheel to the pencil to make spinning easier.

Fluency Time! 2

A market stall

CB page 49

Materials

One copy of the market stall template per child, coloured pencils, scissors and glue for each group of children

Method

- Give each child one market stall template and one sheet of toys. Put the children in groups to share coloured pencils, scissors and glue.
- Ask children to first colour their market stall, then think of a name and write it in the space on the template.
- Then children colour and cut out the separate items. They can choose where to stick them on the market stall.

Activities

- Children work in pairs to act out shopping role plays, using the objects on each other's stalls.

Fluency Time! 3

A mini book

CB page 71

Materials

One copy of the mini book template per child, one piece of plain paper per child, coloured pencils, scissors and glue for each group

Method

- Put the children in groups to share coloured pencils, scissors and glue. Give each child one clothes cube piece of plain paper first. Show them how to fold it half along

lengthways, to make a long, narrow rectangle, and run their thumb along the crease so it leaves a mark on the paper.

- Children open out the paper, and fold it again widthways. Again, they should mark the crease so the fold is clear.
- When children open the paper out again, they cut along the long crease they made first. They should cut almost to the centre point, but leave the paper uncut in the middle.
- Show the children how to fold the paper in half again along the long crease to make a book with eight separate pages.
- Children can colour and cut out the activities on the template, or draw and colour their own activities.
- Children write sentences about their activities, to describe the activity and when they do it.

Activities

- Children use the mini book to ask and answer about free time activities, and to find a time when they are both free.

Fluency Time! 4

A present

CB page 93

Materials

One copy of the present template and the wrapping paper template per child, coloured pencils, scissors and glue for each group

Method

- Give each child one sheet of presents and one wrapping paper template. Put the children in groups to share coloured pencils, scissors and glue.
- Ask children to choose a present to colour and cut out, then cut out the wrapping paper. Show each group how to fold the wrapping paper around the present and stick it down.
- When the presents are wrapped, children decorate them.

Activities

- Children work in pairs to act out party role plays. Go through the dialogue at the bottom of the page, and let children practise giving and opening presents in pairs.

Fluency Time! 5

A card game

CB page 115

Materials

One copy of the animal cards template per child and one copy of the animal writing project template per child (optional), coloured pencils and scissors for each group

Method

- Give each child one animal cards template. Put the children in groups to share coloured pencils and glue.
- Ask children to colour the animals, then cut carefully around the dotted lines to make separate cards.

Activities

- Children play with their snap cards in pairs. They combine the two sets and shuffle them, then take turns to place cards face up on the table. When there is a matching pair, the first person to say *Snap!* wins the set.
- If you have time, give each child a copy of the writing template. Ask children to choose two cards to stick on the sheet, and use the space below to describe each one.