

**OBJECTIVES:** By the end of this lesson, pupils will have named animals and learnt a chant.

### ● TARGET LANGUAGE

**Key language:** *bird, dog, duck, fish, frog, tiger*

**Additional language:** *shop, grey*

**Revision:** *toy, I've got a ..., It's (yellow) and (blue), I'm a ..., mouse, star, colours*

### ● MATERIALS REQUIRED

Selection of eight toys: four known toys (e.g. car, doll, ball, robot), and four new soft toy animals (e.g. dog, bird, duck, tiger)

Animal flashcards (61–66) and Monty flashcard (3)

A set of character masks

Extra activity 1: CD of lively music

Extra activity 2: tray, large cloth to cover the tray

Optional: *Kid's Box Starter Teacher's Resource Book*

Unit 7 Reinforcement worksheet 1 (page 43)

## Warmer

- Say the opening routine.
- Show some toys. Elicit the ones the pupils already know. Say, e.g. *I've got a ball, a car and a doll*. Show the animal toys and see if pupils know any of the words already. Hold up just the animals and say *These are animals*. Pupils repeat *Animals*.

## Presentation

- Present the new animal words using the flashcards or the toys you have brought to class. Hold up each one and elicit or say the word. Pupils repeat. Review *mouse* using the flashcard of Monty. Show all the animal toys/flashcards again. Pupils repeat the words after you.
- Show the animals in different orders and elicit the words. Make sure pupils say each word several times. Make a sentence with *I've got* for each animal. Pupils repeat.

### CB48. ACTIVITY 1. Listen and point.

- Say *Open your books at page 48, please*. Help pupils find the right page.
- Say *Point to the tiger*. Pupils point to the tiger in the picture. They hold up their books to show you. Repeat with the other animals. Include *mouse* (pupils point to Monty).
- Get pupils to find the hidden star in the picture (see the procedure on page T18). Point to the star in the picture (on the dog's collar). Say *Here it is*. Pupils join in / repeat.
- Put the animal flashcards and the flashcard of Monty on the board. Elicit the words. Say *Listen and point*. Play the CD. Pupils listen and point to the animals in their books. Stop after the fish and check pupils are pointing correctly. Repeat for the rest of the animals.
- Play the CD again. Stop after each animal is mentioned to check understanding. Ask questions, e.g. *What colour's the fish? What's Maskman got? What's Marie got? Who is a mouse? What colour is Monty?* (teach *grey* using the picture and items in the classroom).
- Put on the Maskman mask. Say (in a 'Maskman' voice) *I've got a ...* Pupils say *tiger*. Say *It's ...* Pupils respond *orange and black*. Encourage them to use 'Maskman' voices. Repeat with the other character masks.

### CD 2, 24

Wake up! Wake up!

Walk and talk now.

Monty, Maskman, Marie.

One ... two ... three.

**MONTY:** Look at this fish. It's yellow and blue.

**MASKMAN:** I've got a tiger. It's orange and black. Grrrr! Grrrr!

**MONTY:** I've got a duck. It's brown and green. Quack! Quack!

**MASKMAN:** I've got a frog. It's green. Ribbit! Ribbit!

**MARIE:** I've got a dog. It's black and white. Woof! Woof!

**MARIE:** And I've got a bird. It's red, yellow, blue and green. Squawk! Squawk!

**MONTY:** I'm a mouse. I'm a pink and grey mouse. Eek! Eek!

## Practice

- Teach mimes and noises for the animals:  
*fish* = right hand in front of you, horizontally, fingers together; *bird* = flap your arms like wings and squawk; *dog* = hold hands in front of you, like paws, say *Woof! Woof!*; *duck* = arms at your sides like folded wings, waddle and say *Quack! Quack!*; *tiger* = make a fierce face and growl; *frog* = jump on the spot and say *Ribbit! Ribbit!*
- Say the animal. Pupils do the mime and make the noise. Repeat several times, getting faster and faster. Do the mimes and make the noises. Pupils say the names of the animals.
- Pupils repeat the activity in pairs. Demonstrate with a pupil.

### CB48. ACTIVITY 2. Say the chant.

- Place the animal flashcards on the board in the same order as in the chant (in two rows). Follow the procedure for the chant on page T18. When the pupils join in with the whole chant, encourage them to do the actions for the animals.

### CD 2, 25

Fish, bird, dog,

Fish, bird, dog,

Duck, tiger, frog.

Duck, tiger, frog.

Fish, bird, dog,

Fish, bird, dog,

Duck, tiger, frog.

Duck, tiger, frog.

## Extra activity 1 (if time)

- Pupils sit in a circle. Hand out the toys or animal flashcards.
- Play the music CD. Pupils pass the flashcards/toys around the class. Stop the music. Each pupil with a flashcard/toy stands up and says the name of the animal (or *I've got a ...*). Start the music again. Pupils continue to pass the animals.

## Extra activity 2 (if time)

- Place the toys you brought to class on a tray or table. Point to all the toys and say, e.g. *I've got a dog*. (Note: If you don't have toys, use flashcards on the board.)
- Cover the tray with a large cloth (or turn flashcard pictures to face the board and cover the words). Say *What have I got?* Elicit the names of the toys, e.g. *Dog*. Take out the dog (or turn over the flashcard). Say *I've got a dog*. Repeat until pupils have remembered all the toys.

## Optional activity

- Unit 7 Reinforcement worksheet 1 from the *Starter Teacher's Resource Book* (page 43).

## Ending the lesson

- Play the chant again (CD 2, 25). Pupils join in.
- Say the closing routine.

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice talking about animals and followed instructions.

● **TARGET LANGUAGE**

**Key language:** *bird, dog, duck, fish, frog, tiger*

**Additional language:** *follow, What's your favourite animal? It's a ..., boy, girl*

**Revision:** numbers 1–6

● **MATERIALS REQUIRED**

Animal flashcards (61–66)

Optional: *Kid's Box Starter Teacher's Resource Book*  
Unit 7 Reinforcement worksheet 2 (page 44)

## Warmer

- Say the opening routine.
- Show the animal flashcards. Elicit the words. Say an animal. Pupils do the mime and make the noise from the previous lesson.
- Place the flashcards on the board and point to the whole group. Say *What are these?* Elicit *Animals*. Ask individual pupils *What's your favourite animal?* Point to the flashcards. Pupils say one of the animals on the board. Encourage them to respond with a sentence, e.g. *It's a tiger*.

**CB49. ACTIVITY 3. Listen and follow.**

- Say *Open your books at page 49, please*. Help pupils find the right page. Point to the first picture of the fish and say *What's this?* Elicit *Fish*. Point to different pictures in the maze and elicit the words. Remind pupils that they did a maze activity like this in Unit 5 (on page 37).
- Say *Listen and follow*. Play the CD. Pause after the second word. Point to the example line from the fish to the dog. Say *Point. Follow*. Show pupils how to follow the route with their fingers. Play the rest of the CD. Pause after each word. Pupils follow with their fingers the first time.
- Play the CD again. This time pupils use a pencil to draw lines from picture to picture. They check in pairs. Play the CD once more. Pause after each word to check the route with the class.

**Key:** See audioscript for route.

**CD 2, 26**

fish  
dog  
tiger  
fish  
bird  
duck  
dog  
frog  
tiger

**CB49. ACTIVITY 4. Listen and draw lines.** **S** towards

- Hold up your book and point to the pictures of children at the top of Activity 4. Say, e.g. *Point to number four. Boy or girl?* Pupils point and say, e.g. *Girl*.
- Elicit the names of the animals at the bottom of the page.
- Point to the first boy and ask *What's he got? What animal?* Look. Point to the example line and elicit *A frog*. Play the example on the CD to confirm. Tell pupils to use a pencil.
- Play the rest of the CD. Stop after each animal for pupils to think and draw lines. They check in pairs. Play the CD again. Stop after each one and check with the class. Say *I've got a ...?* Pupils respond, e.g. *Duck*. They hold up their books to show you the line they have drawn.

**Key:** 2 duck, 3 fish, 4 bird, 5 dog, 6 tiger

**CD 2, 27**

1. I've got a frog.
2. I've got a duck.
3. I've got a fish.
4. I've got a bird.
5. I've got a dog.
6. I've got a tiger.

## Extra activity 1 (if time)

- Focus pupils on completed Activity 4. Say a number from 1 to 6, e.g. *Five*. Pupils look at the lines between child number 5 and the dog and make a sentence, e.g. *I've got a dog*.
- Pupils repeat the activity in pairs. Pupil A says a number from 1 to 6. Pupil B makes a sentence. Then they swap roles.

## Extra activity 2 (if time)

- You need space for this activity, e.g. the playground or the gym. Stand at the front of the space. Pupils stand in a group, as far away from you as possible. Turn your back towards the pupils. They all take one step towards you. They then ask in chorus *What's your favourite animal?* Turn around and say one of the animals, e.g. *It's a frog*. The pupils all jump on the spot like frogs. Turn away again. Pupils take another step and ask the question, as before. Repeat this process several times. The pupils get closer and closer to you. When you answer *It's a tiger!* roar like a tiger and try to catch the pupils nearest to you. The pupils run away and try to avoid getting caught. The pupil you catch takes your role in the next game. The rest of the pupils return to their starting positions.

## Optional activity

- Unit 7 Reinforcement worksheet 2 from the *Starter Teacher's Resource Book* (page 44).

## Ending the lesson

- Play the chant from the previous lesson (CD 2, 25). Pupils join in with the words and the actions (see Practice, page T48).
- Say the closing routine.

**OBJECTIVES:** By the end of the lesson, pupils will be able to understand *I can/can't fly/jump/swim* and will have learnt a song.

● **TARGET LANGUAGE**

**Key language:** *bird, dog, duck, fish, frog, tiger, I can/can't, fly, jump, swim*

**Additional language:** *but, and*

**Revision:** numbers 1–6, *I'm a ..., How many ...?*

● **MATERIALS REQUIRED**

Toy animals or animal flashcards (61–66)

Action flashcards (67–69)

Photocopiable 7 (see page T72), copied onto paper (one copy for each pupil)

Optional: *Kid's Box Starter Teacher's Resource Book*

Unit 7 Song worksheet (page 47)

## Warmer

- Say the opening routine.
- Review animals using the toy animals/flashcards.

## Photocopiable 7: see page T72

- Hand out copies of Photocopiable 7 (see page T72). Point to the animals at the top of the page. Elicit the names. Point to the puzzle picture and say *Look and count the animals. How many fish?* Give pupils time to look and count. They check in pairs and then tell you the number (six). Point to the box next to the small picture of the fish. Say *Write the number here.* Mime writing a number in the box. Say *Use a pencil.*
- Pupils complete the activity individually or in pairs. Check with the class. Ask, e.g. *How many dogs?*

**Key:** 6 fish, 3 dogs, 4 birds, 1 tiger, 2 ducks, 5 frogs

## Presentation

- Teach *fly, jump* and *swim* using mime and the flashcards.
- Mime flying and say *I can fly. Fly.* Pupils repeat *Fly.* Jump and say *I can jump.* Pupils repeat *Jump.* Mime swimming and say *I can swim.* Pupils repeat *Swim.*
- Place the action flashcards on the board. Number them 1, 2 and 3. Say an action. Pupils say the correct number. Repeat twice more. Say a number. Pupils say the correct action. Repeat for the other actions.
- Say an action. Pupils do a mime. Repeat. Mime an action. Pupils say the word. Repeat for the other actions.

## Song

**CB50. ACTIVITY 5.** *Listen and point. Sing the song.*

- Say *Open your books at page 50, please.* Help pupils find the right page. Say *Look at the picture. What can you see?* Elicit the animals in the picture.
- Say *Listen and point.* Play the CD. Pupils point to the animal in the picture for each verse of the song.
- Play the song line by line. Do mimes for *jump, fly* and *swim* for the 'can' lines. Pupils repeat and copy the mimes.
- Say *Let's sing the song.* Play the whole song. Pupils sing along and do the mimes for each 'can' line.

## CD 2, 28

I'm a frog and I can jump.

I'm a frog and I can jump.

I'm a frog, I'm a frog and I can jump.

But I can't fly.

I'm a bird and I can fly.

I'm a bird and I can fly.

I'm a bird, I'm a bird and I can fly.

But I can't swim.

I'm a fish and I can swim.

I'm a fish and I can swim.

I'm a fish, I'm a fish and I can swim.

But I can't jump.

## CD 2, 29

Now sing the song again. (Karaoke version)

## Extra activity (if time)

- Place two chairs at the front, with the backs facing the board. Make two teams. Ask one member of each team to come and sit in a chair. Stick an animal flashcard on the board. The class can see it, but the two pupils in the chairs can't. Make sure they don't turn around. Pupils in the teams mime the animal. The first pupil in the chair to say the correct animal wins a point for their team. Repeat with the other pupils and different animals.

## Optional activity

- Unit 7 Song worksheet from the *Starter Teacher's Resource Book* (page 47).

## Ending the lesson

- Play the song again (CD 2, 28). Pupils sing along and do the actions for *jump, fly* and *swim*.
- Say the closing routine.

**OBJECTIVES:** By the end of the lesson, pupils will have practised *fly, jump* and *swim* and will recognise the difference between *can* and *can't*.

### ● TARGET LANGUAGE

**Key language:** *I can/can't ... , fly, jump, swim*

**Revision:** animals

### ● MATERIALS REQUIRED

Action flashcards (67–69)

Extra activity 1: CD of lively music

Extra activity 2: animal flashcards (61–66)

Optional: *Kid's Box Starter Teacher's Resource Book*

Unit 7 Extension worksheet 1 (page 45)

## Warmer

- Say the opening routine.
- Revise *fly, swim* and *jump* using mime and/or the flashcards.
- Play the song from the previous lesson (CD 2, 28). Pupils sing along and do the actions.

### CB51. ACTIVITY 6. Listen and tick (✓). **S** towards

- Say *Open your books at page 51, please*. Help pupils find the right page. Hold up your book. Point to the first picture in pair 1. Say *I can jump* or *I can't jump*. Elicit *I can jump*. Repeat for the second picture. Say *Listen and look*. Point to the first pair of pictures. Play the example. Point to the correct picture in the book and the tick.
- Say *Listen and tick*. Draw a tick on the board. Make sure pupils know that they have to tick one of the pictures each time. Ask them to use pencil, not pen.
- Play the CD. Stop after each action word for pupils to think and tick. Pupils check answers in pairs. Play the CD again. Elicit answers.

**Key:** 2 second picture, 3 first picture, 4 second picture

### CD 2, 30

1. I can jump.
2. I can't fly.
3. I can swim.
4. I can't jump.

## Practice

- Play an action game. Pupils only follow your instructions if you say *can*. Say, e.g. *I can jump*. Pupils jump. Say *I can swim*. Pupils mime swimming. Say *I can't fly*. Pupils do nothing. Repeat with different sentences. After several instructions, ask a confident pupil to lead the game. If you want to make the game competitive, pupils who make a mistake are 'out'.

### CB51. ACTIVITY 7. Listen and write the number.

- Focus on Activity 7. Hold up your book. Point at the pictures from the song. Elicit the animal and the action for each one.
- Write numbers 1 to 4 on the board. Elicit the numbers. Say *Listen and write the number*. Say *Write one, two, three or four*. Point to the small boxes in the corner of the pictures. Play the example on the CD. Hold up your book. Point to the example number 1 in the box by the pictures of the frog. Make sure pupils understand that each number refers to two pictures.

- Play the CD. Pause after each one for pupils to think and write. Pupils check in pairs. Play the CD again. Stick the fish, duck, frog and bird flashcards on the board in the same order as in Activity 7. Ask a pupil to come to the front. Say *What's number one?* Pupils respond *frog*. The pupil writes 1 next to the frog flashcard. Repeat for the rest of the pictures. Pupils check their answers.

**Key:** 2 bird, 3 fish, 4 duck

### CD 2, 31

1. I can jump. I can't fly.
2. I can't swim. I can fly.
3. I can't jump. I can swim.
4. I can fly. I can't jump.

## Extra activity 1 (if time)

- You need space for this activity, e.g. the front of the class or the gym. Play the CD of lively music. Pupils dance around. Stop the CD. Say, e.g. *I can swim*. Pupils mime swimming. Clap your hands. Pupils stop miming. Start the CD again. Pupils dance again. Repeat for the other two actions (*I can jump. I can fly*.) and also the animals. (Say, e.g. *I'm a dog*. Pupils mime being dogs).

## Extra activity 2 (if time)

- Hold one of the animal flashcards so the pupils can't see it. Make sentences about the animal (e.g. for the dog: *I can swim. I can jump. I can't fly. I can walk*.). Pupils try to guess the animal. Give mime or sound clues, if they are having difficulty. When a pupil guesses correctly, show your flashcard. Repeat with different animals. Invite confident pupils to lead the game.

## Optional activity

- Unit 7 Extension worksheet 1 from the *Starter Teacher's Resource Book* (page 45).

## Ending the lesson

- Divide the class into three or four groups. Name the groups different colours. Give instructions to each group, e.g. *Red, I can jump. Green, I'm a duck. Pink, I'm a tiger*. Pupils only do the action/mime if they are in the named group. Vary the instructions and speed up. Ask a confident pupil to lead the game.
- Say the closing routine.

**OBJECTIVES:** By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

### ● TARGET LANGUAGE

**Key language:** language from the unit

**Additional language:** *It can ...*

**Revision:** animals

### ● MATERIALS REQUIRED

Animal and action flashcards (61–66, 67–69)

One set of character masks

Extra activity 1: piece of paper, drawing and colouring materials for each pupil, example picture of an imaginary animal (with, e.g. a tiger's head, a dog's body and a duck's legs)

Extra activity 2: video camera or audio recorder

Optional: *Kid's Box Starter Teacher's Resource Book*

Unit 7 Extension worksheet 2 (page 46) and/or animated version of the Unit 7 story from *Kid's Box Starter Interactive DVD*

## Warmer

- Say the opening routine.
- Play a mime game to review animals and actions. Mime an animal (see page T48, Practice) or an action (fly, jump, swim). Pupils say the word in chorus.
- Pupils take turns to mime animals and actions. The other pupils say the words.
- Place the animal and action flashcards on the board. Elicit the words again.
- Teach/Revise *talk*. Speak quickly and move the fingers and thumb of one hand together and apart to show talking. Say *I can talk*. Pupils repeat *talk* and copy the mime several times.

## Story

**CB52. ACTIVITY 8.** *Listen to the story.*

- Say *Open your books at page 52, please*. Help pupils find the right page. Say *Look at the pictures. What can you see?* Elicit the names of the toy animals. Say *Listen and point to the pictures*. Play the CD. Pupils listen and point.
- Say *Listen and look. What can Marie's bird do?* Play the CD again. Pupils check in pairs. Check with the class (jump, fly and talk).
- Play the CD again. Stop after each picture to check understanding. Hold up your book. Point to the picture and ask, e.g. Picture 1: *What can the fish do? Can it fly?* (No, swim.) Picture 2: *Can the frog fly?* (No. Jump and swim.) Picture 3: *What has Maskman got? A tiger?* (No, a duck), etc.

### CD 2, 32

Wake up! Wake up!

Monty, Maskman, Marie.

Walk and talk now.

One ... two ... three.

**MONTY:** Marie! Maskman! Look at my fish. It can swim.

**MASKMAN:** Hmmm.

**MARIE:** Yes, it can swim, Monty.

**MONTY:** And my frog can jump and swim.

**MASKMAN:** Hmmm.

**MASKMAN:** My duck can jump. My duck can fly and ...

**MASKMAN:** ... my duck can swim!

**MONTY AND MARIE:** Oh, Maskman!

**MARIE:** My bird can't swim, but it can jump ... it can fly ... and ...

**MARIE:** ... it can talk!

**PARROT:** Hello!

**MASKMAN:** Eek!

## Extra activity 1 (if time)

- Show your picture of an imaginary animal. Point to the different parts of its body and elicit the animal names.
- Pupils draw their own imaginary animal. They use parts of the body from animals that they know. Monitor as they draw. Ask, e.g. *What animal is this? Is it a mouse's head? Can it swim? Can it fly?*
- Show your picture again. Make sentences, e.g. *It's a tiger's head. It's a dog's body. It can jump*. Pupils repeat each sentence in chorus.
- Ask confident pupils to show their pictures to the class. Help them talk about their picture in the same way.

## Extra activity 2 (if time)

- Practise the song from Pupil's Book page 50 (CD 2, 28) again. Tell pupils you are going to record them. Record the class, using a video recorder or audio recording equipment. If you are using a video recorder, encourage pupils to do the actions as they sing. Play the recording back to the class.

## Optional activities

- Unit 7 Extension worksheet 2 from the *Starter Teacher's Resource Book* (page 46).
- The animated version of the Unit 7 story from *Kid's Box Starter Interactive DVD*. See pages 34–38 of the Teacher's Booklet for the Interactive DVD.

## Ending the lesson

- Put on one of the character masks, e.g. Monty. Say a true or false sentence about the story, e.g. *I've got a duck*. Pupils look at page 52 and stand up for 'true', and stay sitting down for 'false'. Repeat with different characters and different sentences.
- Say the closing routine.



**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from the unit.

● **TARGET LANGUAGE**

**Key language:** language from the unit

**Revision:** *What's your name? How old are you? Open your book, Point to ... What colour's ...? What's your favourite animal? It's a ...*

● **MATERIALS REQUIRED**

Preposition, animal and action flashcards (49–51, 61–66, 67–69)  
Maskman mask for the teacher (and for larger classes:  
Maskman mask for each pair of pupils)  
Extra activity 1: green and yellow crayons for each pupil

## Warmer

- Say the opening routine.
- Review the animals and actions using the flashcards. Hold up each flashcard, elicit the word and hand it to a pupil. Pupils with flashcards show their card to the class, say the word and stick it on the board.
- Review prepositions. Place the animal flashcards around the class (in your bag, on the table, under the chair, etc.). Ask, e.g. *Where's the tiger?*

**CB53. ACTIVITY 9. Listen and stick**

- Say *Open your books at page 53, please.* Help pupils find the right page. Point to the picture and ask *Is it a living room? Is it a kitchen?* Pupils respond *No. (It's) a bedroom.*
- Elicit the furniture in the picture (table, chair, bed) and other known items (house – tell pupils it is a doll's house, book). Say, e.g. *Point to the table.* Pupils point. Repeat for the other items.
- Pupils prepare the animal stickers. Hold up the stickers and say *Listen and point.* Play the CD. Pupils listen and point to the stickers. Check they are pointing to the correct items.
- Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place on the page. Play the CD. Stop after each one. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place. Monitor around the class to check.

**CD 2, 33**

1.  
Can you see the dog?  
Yes, I can. It's under the bed.  
Yes.
2.  
Can you see the tiger?  
Yes, I can. It's on the table.  
Yes.
3.  
Can you see the bird?  
Yes, I can. It's on the book.  
Yes.
4.  
Can you see the duck?  
Yes, I can. It's under the chair.  
Yes.
- 5.

- Can you see the frog?  
Yes, I can. It's in the house.  
Yes.
6.  
Can you see the fish?  
Yes, I can. It's in the car.  
Yes.

**CB53. ACTIVITY 10. Talk to Maskman.** **S** towards

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the CD. Pause after each question or instruction and repeat as Maskman. Choose a pupil to respond / do the action.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the CD again. Pupil A repeats the question/instructions on the CD, Pupil B responds / does the action. Then pupils swap roles. Play the CD again for Pupil B to repeat.
- When the activity is finished, pupils stick the end-of-unit sticker at the bottom of the page.

**CD 2, 34**

- Hello ... I'm Maskman!  
What's your name?  
How old are you?  
Open your book ... and point to a tiger.  
Open your book ... and point to a dog.  
What colour's a frog?  
What's your favourite animal?

## Extra activity 1 (if time)

- Draw a new route on the maze on page 49 (Activity 3) with a coloured pencil. Ask a confident pupil to come to the front with his/her book. Make sure the pupil is looking at page 49, Activity 3. Hold your book so the pupil can't see. Say *Start at the fish. Listen and follow.* Then say the new route through the maze in your book (e.g. *Bird, tiger, fish, dog, frog*). The pupil follows with his/her finger. He/She shows you where the new route ends.
- Pupils repeat the activity in pairs. Each pupil draws a new route in the maze using a green crayon. They don't look at each other's routes. They sit facing one another and hold their books up. Pupils take turns to say their route and draw their friend's route, using a yellow crayon. They check together.

## Extra activity 2 (if time)

- Pupils look at the story on page 52. Say, e.g. *I've got a toy animal. It's blue and yellow. It can swim. It can't fly. It can't jump.* Pupils say *Fish*. Repeat for the other toy animals in the story.

## Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.
- Say the closing routine.