

**OBJECTIVES:** By the end of this lesson, pupils will recognise the life cycle of a frog and will have made a poster.

### ● TARGET LANGUAGE

**Key language:** *frog, eggs, tadpole, water*

**Additional language:** *science, life cycle, it can ..., (The eggs) are from ..., it's got / it hasn't got ..., poster*

**Revision:** *in, egg, fly, jump, swim, can/can't, legs, butterfly, tiger, bird, colours, pair*

### ● MATERIALS REQUIRED

Flashcards of fish (61), duck (65) and frog (66)

Flashcards of frog's eggs, tadpole and water (76–78)

Photocopiable 8 (see page T73), copied onto paper, a piece of coloured paper or card, scissors, glue and crayons for each pupil

Optional: *Kid's Box Starter Interactive DVD*: 'In the woods' documentary

## Warmer

- Say the opening routine.
- Mime being a fish (see page T48). Elicit the word. Stick the flashcard on the board. Repeat for *duck* and *frog*. Say one of the animals. Pupils do the mime. Repeat several times.
- Say *Listen and say 'yes' or 'no'*. Point to the fish and say *It can swim*. Pupils say *Yes*. Say *It can fly*. Pupils say *No*. Say *It can jump*. Pupils say *No*. Repeat with the duck and the frog.
- Ask in LI what the three animals have in common. Draw a pond with blue pen around the flashcards. Elicit that the three animals all like water. Draw an egg on the board and elicit the word. Elicit/Explain in LI that all these animals lay eggs.

## Presentation

- Remove the fish and the duck flashcards from the board. Encourage/Help pupils to say as much as they can about the frog (e.g. *It's green. It's got four legs. It can jump. It can swim.*).
- Point to the pond around the frog on the board. Say *Look. The frog's in the water*. Show the water flashcard. Say the word. Pupils repeat. Make sure they say it several times.
- Teach *tadpole* using the flashcard in the same way.

### CB60. ACTIVITY 1. Listen and write the number.

- Say *Open your books at page 60, please*. Help pupils find the right page. Hold up your book and point to Marie. Say *It's science*. Check understanding of *science*.
- Point to the photograph of the frog's eggs and say *Look! What are these?* Elicit *Eggs*. Say *That's right. They're frog's eggs*. Ask *Where's the tadpole?* Pupils point to the correct photograph.
- Say *Listen and point*. Play the CD. Pupils listen and point to the correct photographs.
- Say *Now listen and write the number. Write one, two or three. Use a pencil*. Play the CD again. Pupils write numbers in the boxes next to the photographs. They check in pairs. Play the CD again. Elicit answers. Ask e.g. *What's number one?* (Frog's eggs).
- Talk about the life cycle. Point to the arrows in the diagram and say *Look! This is a cycle. A life cycle. It's a circle – from the eggs, to the tadpoles, to the frog*. Follow the circle of arrows with your finger and say *Egg. Tadpole. Frog*. Pupils copy. Check understanding by saying *A tadpole is from an ...?* Pupils respond *egg*. Say *A frog is from a ...?* Pupils respond *tadpole*.

## CD 2, 44

1. Look at the frog's eggs. The eggs are in the water. The eggs are from frogs.
2. Look at the tadpole. It's from an egg. The tadpole can swim but it can't jump. It hasn't got legs.
3. Look at the frog. It's from a tadpole. It's got legs. It can jump and swim.

## Practice

- Say a sentence from CD 2, 44, e.g. *It can swim but it can't jump*. Pupils look at the life cycle and respond *Tadpole*. Repeat with different sentences, e.g. *It's got legs*. (Frog) *They are from frogs*. (Eggs) *It hasn't got legs*. (Tadpole)

## Photocopiable 8: see page T73

### CB60. ACTIVITY 2. Make a poster. Say.

- Focus on the three photographs. Point to each picture and describe what's happening. Use gesture. Say, e.g. *Look at number one. He's cutting out the pictures* (mime cutting with scissors). *Look at number two. He's sticking the pictures* (mime sticking). *Look at number three. The pictures are in pairs. It's a poster*.
- Tell pupils they are going to make a similar poster. Hand out Photocopiable 8 (see page T73), scissors and glue. Point to the numbers 1 to 4 on the left and elicit *frog, butterfly, tiger, bird*.
- Pupils cut out the eight pictures. Help as necessary. Pupils lay out the pictures in front of them. Say *Let's make pairs*. Hold up the picture of the nest. Say *Look at picture one. It's a pair with the ...*. Pupils respond *bird*. Say *Match the pictures. Make pairs*. Hold up the pictures of the nest and the bird together. The pupils arrange the rest of the pictures into pairs. Check by saying, e.g. *Number two is a pair with (the) ...* Pupils respond with the names of the animals.
- Pupils stick the pictures in pairs onto a piece of paper or card. They colour all the pictures as they like. Monitor and talk about the colours they are using and the animals, e.g. *What colour is this? What colour's the tiger? Can a tiger jump?* etc.
- Display the posters in the classroom.

## Extra activity (if time)

- You need space for this activity, e.g. the front of the class or the gym. Teach a mime for each phase of the frog life cycle: e.g. *egg* = kneel with head tucked in to make a ball shape; *tadpole* = lie on the floor with legs and arms by sides, wiggle like a tadpole; *frog* = squat on the floor with hands between knees, jump by straightening legs and say '*Ribbit! Ribbit!*'
- Say a word. Pupils do the mime. Repeat for the other words. Do a mime. Pupils say the word. Repeat for the other mimes. Say a sentence about an egg, a frog or a tadpole, e.g. *It can jump*. Pupils do the correct mime (frog). Repeat with different sentences, e.g. *It's in the water. It can't swim*. (egg).

## Optional activity

- The 'In the woods' documentary from *Kid's Box Starter Interactive DVD*. See pages 20–23 of the Teacher's Booklet for the Interactive DVD.

## Ending the lesson

- Say *Look at Activity 1*. Point to the diagram. Say a sentence, e.g. *It can jump and swim*. Pupils respond *Frog*. Repeat with different sentences.
- Say the closing routine.

**OBJECTIVES:** By the end of the lesson, pupils will have listened to examples of people sharing and practised sharing.

● **TARGET LANGUAGE**

**Key language:** *Let's share, here you are, thank you*

**Additional language:** *values*

**Revision:** *I've got ... / I haven't got ..., water, I like, food*

● **MATERIALS REQUIRED**

Cards from Photocopiable 6 (pairs game, see pages T47 and T71), one set per pupil

Food flashcards (70–75)

Large empty water bottle, two plastic cups

Extra activity 2: blank paper, drawing and colouring materials for each pupil

## Warmer

- Say the opening routine.
- Review the language from the last 'values' lesson. Take out two sets of the cards from the Photocopiable 6 activity (see pages T47 and T71). Start to play a game of pairs with a confident pupil. Lay out the cards face down and say *Let's play pairs. It's your turn.* The other pupil turns over two cards. Ask *Is it a pair?*
- Practise the sentences for game playing again (*Let's play. It's a pair. It isn't a pair. It's my turn. It's your turn.*) Say the sentences. Pupils repeat each one several times.
- Hand out the sets of cards. Pupils play pairs in the same way. Monitor. Remind them to take turns and use the language for game playing.

### CB61 ACTIVITY 3. Listen and point.

- Say *Open your books at page 61, please.* Help pupils find the right page. Point to the picture of Trevor at the top of the page. Elicit his name. Wave at Trevor and say *Hello, Trevor!* Pupils say *Hello, Trevor!* and wave. Remind pupils of the meaning of *values*, and that Trevor's pages are about doing the right thing. Point to the four pictures and elicit known words, e.g. *boy, girl, table, water, butterfly, cake, fruit.* Say *Listen and point.* Play the CD. Pupils point to the characters as they speak.
- Play the CD again. Pause after the first two pictures. Point to the top left picture and say *Look. The girl says 'I haven't got water.' The boy says 'Let's share.'* Point to the top right picture and say *The children are sharing.* Play the rest of the CD. Talk about the other pictures in the same way.

### CD 2, 45

Oh no! I haven't got water.

Oh ... I've got water. Let's share!

Here you are.

Thank you!

I've got cake and I like fruit.

I like cake and I've got fruit. Let's share!

Yes!

Here you are.

Thank you ... Here you are.

Thank you.

## Practice

- Play the CD again. Stop after each line. Pupils repeat in chorus. Encourage them to use the same intonation as on the recording. Talk briefly in LI about how important it is to share. Elicit examples of things pupils can share at school (e.g. *books, crayons, erasers, paper*).

### CB61. ACTIVITY 4. Act it out.

- Ask a confident pupil to come to the front. Give him/her the bottle of water and cups. Say *Oh no! I haven't got water!* Elicit *I've got water. Let's share.* Encourage the pupil to mime pouring some water into the plastic cups. Make sure he/she says *Here you are.* Respond with *Thank you.*
- Practise the exchange with the class. Say each line. Pupils repeat. Encourage them to say the lines with feeling.
- Pupils work in pairs. Pupil A says *Oh no! I haven't got water!* Pupil B offers to share and mimes pouring water. Then they swap roles.

## Extra activity 1 (if time)

- Mime cutting a slice of cake and eating it. Ask pupils *What have I got?* Elicit *Cake.* Say *Yes, I've got cake. I like cake.* Ask a pupil *Do you like cake?* Encourage the pupil to say *I like cake.* Say *Let's share!* Mime cutting a slice of cake and handing it to the pupil. Say *Here you are.* The pupil says *Thank you.* You both mime eating the cake.
- Pupils repeat this dialogue and mime in pairs. They say as much of the language as they can. Encourage them to vary the dialogue with other foods and drinks they know. Monitor and help as necessary. Ask confident pairs to act for the class.

## Extra activity 2 (if time)

- Hand out pieces of paper. Tell pupils to draw a food or a toy they know in English. Ask a confident pupil to come and show you his/her picture. Practise the following dialogue, e.g. if the picture is of a robot:  
T: *I haven't got a robot. I like robots.*  
P: *I've got a robot. Let's share! Here you are.*  
T: *Thank you.*
- Pupils work in pairs. Make sure they are with a pupil they don't usually work with. They show their pictures and practise the dialogue in the same way. Monitor and help with the language. Confident pairs perform their dialogue for the class.

## Ending the lesson

- Hand the food flashcards to different pupils. Call on the pupils with flashcards to stand up. The first pupil shows the class the picture on his/her flashcard and says, e.g. *I've got milk.* Say *I like milk.* Look sad and say *I haven't got milk.* Encourage the pupil to say *Let's share. Here you are.* Take the flashcard of the milk, smile and say *Thank you.* The pupil sits down. Repeat with the other pupils with flashcards.
- Say the closing routine.