

# 1

## Painting time

### Topic

- Colours
- In the classroom

### Language

**New words:** brown, pink, black, white, door, window; It's [blue]; numbers 1, 2

**Review:** red, green, blue, yellow, book, table, chair, pencil, crayon, apple, biscuit, sandwich, yogurt

**Language for recognition:** *Who's this? It's Ricky. Is it [Kim]? Point to [Ricky]. What's this? What colour is it? Is it [brown]? What number is it? How many [cakes]?*

### Story 1

#### Painting time. Reader

Toby, Kim and Ricky play a guessing game about their paintings. Ricky learns the colour words then has a big surprise when an unexpected visitor comes through the classroom window.

### Songs and chants

- Routines: *Hello, Ricky; Happy birthday; Tidy up time; Goodbye time.* CD1 tracks 1-4
- Chant: *Black, brown and white.* CD1 track 9
- Vocabulary song: *Toby, Kim, Ricky too; I like pink.* CD1 track 7
- Number chant: *1, 1, 2.* CD1 track 15
- Unit song: *Colour song.* CD1 track 16

### Cross-curricular activities

- Crafts: make a colour cube.
- Pre-reading and writing skills: downstrokes, left to right progression with straight lines, fine motor skills.
- Number work: recognition and formation of numbers 1 and 2. Counting to 2. Review of shape words and concepts: square, rectangle, triangle, circle.
- Music and drama: physical representation of story concepts by acting; music and mime; understanding rhythm, expression through singing.

## Kindergarten Education objectives

### Self awareness and autonomy

- Positive self-image
- Understanding daily classroom routines
- Cooperation and collaboration
- Collaborative play
- Use of senses
- Enjoyment of physical activity

### The outside world (physical, social and cultural environment)

- Observation of specific situations
- Understanding the characteristics of different shapes
- Understanding sequence

### Development of language and communication skills

- Enjoyment of language as a means of communication
- Understanding communication through pictures and picture story sequences
- Develop oral use of a foreign language in daily situations.
- Develop a positive attitude to foreign language learning
- Development of musical communication through songs, instruments, appreciation of rhythm and tone
- Understanding of stories and rhymes
- Communication through art and craft work and exploration of materials
- Communication through action and body language
- Symbolic representation through role play and physical expression

## Dear parents



Welcome to the exciting world of **Ricky the Robot!**

The materials your child will be using this year are designed using an innovative teaching methodology that works in conjunction with their LI acquisition process. This makes their first experiences natural, productive and fun. Throughout the course we will keep you up to date on what your child is learning and on his/her achievements.

Your child will learn to speak and understand English at the same time as **Ricky**. Ricky is a fun and cute robot that needs help from the children to learn how to manage in the real world.

There are six stories in level 1. Children will learn how to understand them and represent them through drama. The stories tell the adventures of **Ricky the Robot** and his two human friends, **Toby and Kim**.

At the moment your child is just about to start Unit 1, **Painting time**. In this unit we will be revising colours and the classroom objects learnt last year. We will also be learning new words: **brown, pink, black, white, door** and **window**; and we will be practising simple phrases such as: **It's [colour word]**.

In the unit story Toby, Kim and Ricky play a guessing game about their paintings. Ricky learns to say the colours and has a surprise when an unexpected visitor arrives through the classroom window. Your child will also learn to sing and do the actions for the songs. Ask him/her to show you the actions. Here are the words for the main song in Unit 1, **Find something that is brown**.

### **Song Find something that is brown**

*Find something that is brown, that is brown. [x2]*

*A door, a chair, a table too.*

*Find something that is brown, that is brown.*

*Find something that is white, that is white. [x2]*

*A board, a book, a window too.*

*Find something that is white, that is white.*

*Find something that is pink, that is pink. [x2]*

*A cake, a ball, a crayon too.*

*Find something that is pink, that is pink.*

During the course of the year you will have lots of opportunities to help your child learn English. You will be able to enjoy sharing stories, songs, craft activities and class work. You will receive reports on your child's progress and regular letters keeping you up to date on what they are learning at school.

We hope you have fun with Ricky!

Best wishes

The class teacher

El profesor

## 1

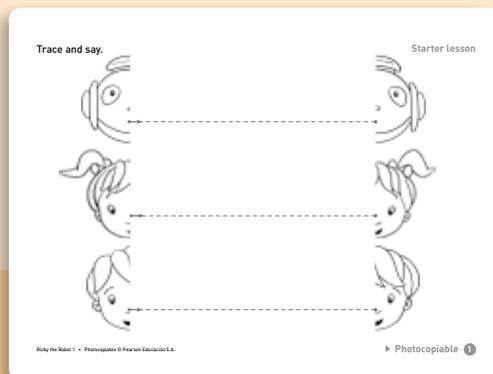
## Painting time

## Starter Lesson

**Lesson objective** Introduction and review of basic concepts

**Review:** *Toby, Kim, Ricky; red, yellow, green, blue; hello, goodbye; yes, no; crayon*

**Language for recognition:** *What's the weather like? Who's this? Stand up! Is this [Ricky]? It's song time! You are [Ricky]. Jump! What colour is it? Help Ricky! Point to the cake.*



## ▶ Starting the lesson

- Sing *Hello Ricky* [CD1 track 1] to Ricky and to each other, while the children mime being robots by making marching actions on the spot.

## ▶ Routines time

- Display the Routines poster and talk about today's weather. Perform the birthday routine. (See page 13).

## ▶ Active time

## Warmer

- Ask *Who's this?* Elicit *Ricky* from the class. Move around the class so that Ricky can greet each child, by shaking hands or tapping them on the head. Ricky can also kiss them on the cheek. Make Ricky say *Hello [name]* to each child and encourage them to say *Hello, Ricky*.

## 1 Listen and say. Language.

- Display the Characters poster and gather the children around. Point to each character in turn and ask *Who's this?* to elicit the correct character name: *Toby, Kim* or *Ricky*.
- Point to Toby and ask *Is this Ricky?* Shake your head and elicit *No*. Elicit the correct name. Continue in this way with the remaining characters.
- Call three children to the front of the class. Give each a character mask to wear (Ricky, Toby, Kim). Say to each *Hello [Kim]*. Ask the children to run to the poster to point to their corresponding character. Continue with other children.

2 Song: Toby, Kim, Ricky too. Listen and sing. 

- Say *It's song time!* Play the song recording right through. The children listen. Sing the song with the children a couple of times. Point to the characters on the poster while you do so. When they sing *Hello, friends*, show the children how to wave to their classmates. Call three children to the front and give each a character mask. Say *You're Toby. You're Kim. You're Ricky*.
- Sing the song again. This time the child at the front jumps in the air when their corresponding character name is mentioned. Say and demonstrate *Jump!*
- Divide the class into three groups and give each group a character name. Say *Stand up!* Play the song again. Each group jumps in the air when their character is mentioned. Practise first by calling out each character name in turn for the correct group of children to jump.



*Toby, Kim, Ricky too.*

*Hello, friends.*

*How are you?*

*Toby, Kim, Ricky too.*

*Hello, friends.*

*I'm fine, thank you.*

[x2]

## Materials



▶ Ricky



▶ CD1  
track 8

▶ Character  
masks

### ▶ Flashcards

- red
- yellow
- green
- blue



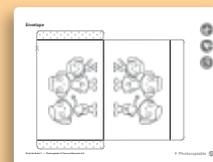
▶ Poster 1



▶ Routines poster



▶ Photocopiable 2



▶ Photocopiable 47

### ▶ Quiet time

- Prepare the children for book work by playing *Stand like a robot* (see page 13).

### ▶ Book time

#### 3 Photocopiable 1, TRB. Trace and say.

- Give each child a copy of Photocopiable 1. Point to the first picture and ask *Who's this?* to elicit *Ricky*. Using the Routines poster, cover the right side of Ricky's face. Now cover the left side of Ricky's face on the poster and ask *Where's Ricky?* The children point to the picture of the right half of his face on their worksheets.
- Ask the children to put their fingers on the dot and to trace along the line with their finger, in the direction of the arrow. Then ask them to trace along the line to join the two halves of Ricky's face. Continue in this way with the pictures of Kim and Toby.

### ▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3] while the children help to tidy up the classroom (see page 13).
- Chant *Goodbye time* [CD1 track 4]. Encourage the children to clap as they sing (see page 13).

## extra activities

#### + Photocopiable 2, TRB. Colour the paint pots red, green, blue and yellow.

- If possible, display four paint pots on your table: red, yellow, green and blue. If paint pots are not available, display the colour flashcards.
- Hold up the green paint pot (or flashcard). Ask *What colour is it?* to elicit *green*.
- Ask the children to colour the first paint pot green. Say *Colour it green*. Continue in this way with the remaining paint pots.

#### + Photocopiable 47, TRB. Make an envelope.

- The children will be making mini flashcards for the unit words in each unit and will need an envelope to keep them in. Either provide an envelope for each child, or help the children to make one themselves using this template.
- Give each child a copy of Photocopiable 47. Point to the pictures and ask *Who's this?* to elicit the character names. Option: You can ask the children to colour the envelope.
- Help the children to cut around the envelope shape, using safety scissors or an awl.
- Fold along the indicated lines and secure the side flaps with adhesive tape.
- Write the children's names on the envelopes.

## 1

## Painting time

## Lesson 1

**Lesson objective** Presentation of three new colour words

**Language New:** *brown, black, white*

**Review:** *red, yellow, green, blue; yes, no*

**Language for recognition:** *Stand up. Help Ricky! What colour is it? What's this? Is this [brown]? Clap your hands. Jump! Stand like a robot. Point to [Ricky]. Circle it. Good work. Get your stamp. Bring me your worksheets, please. Thank you.*



## ▶ Starting the lesson

- Sing *Hello, Ricky* [CD1 track 1] to Ricky and to each other, while the children mime being robots by making marching actions on the spot.

## ▶ Routines time

- Routines poster (see page 13).

## ▶ Active time

## Warmer

- Sing *Toby, Kim, Ricky too* [CD1 track 7] to energize the class and review greetings and the character names (see page 16 for actions and options).

## 1 Listen and say. Language.

- Display Poster 1 and introduce the topic of the classroom. Elicit known words, using your Ricky soft toy. Show Ricky the red paint pot and ask *What colour is it?* Make Ricky shake his head as he doesn't know. Say *Help Ricky!* Then ask the same question to the class and elicit the word *red*. Continue in this way with *blue, green* and *yellow*. Also include the review words: *doll, ball, teddy, train, car, book, crayon*.
- Use your flashcards and Ricky to teach the new words: *brown, black, white*. Hold up the brown flashcard and show it to Ricky. Say *brown*. Ask Ricky *What colour is it?* Make Ricky shake his head as he doesn't know. Ask the class *What colour is it? Help Ricky!* The class says *brown*. Continue with the remaining flashcards. Make Ricky repeat, using his robot voice.
- Put two flashcards behind your back. Take out one and show it to Ricky and the class. Ask Ricky *What colour*

*is it?* When Ricky does not answer, say *Help Ricky!* The class tells Ricky the word. Continue in this way.

- Display the flashcards. Play the recording. Pause after each line for the children to point to the correct flashcard. Call volunteers to the front to point to the correct picture on the poster.



*brown, brown  
black, black  
white, white*

## 2 Chant: Brown, black and white. Chant and do the actions.

- Revise *biscuit* by showing Ricky and the class a real biscuit or a picture of a biscuit.
- Display the colour flashcards. Play the recording. Point to the colour flashcards and the biscuit as they listen.
- Repeat. This time the children chant the words, while clapping the rhythm. Say *Clap your hands*.
- Call four children to the front. Give each a colour flashcard or the biscuit. Repeat the chant. The children point to the correct flashcard as they chant. When they chant *Look at the biscuit*, demonstrate how to mime eating a biscuit.
- Divide the class into three groups and give each a colour word. Give a member of each group the corresponding flashcard to hold up. Repeat the chant. As each colour is said, the corresponding group jumps in the air. Demonstrate and say *Jump!* The whole class mimes eating the biscuit.



*Brown, black and white, (x2)  
Look at the biscuit,  
It's brown, black and white.  
(x2)*

## Materials



▶ Ricky



▶ CD1  
tracks 8,9

### ▶ Flashcards

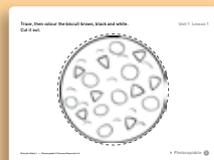
- brown
- black
- white
- blue
- green
- red
- yellow



▶ Characters poster



▶ Routines poster



▶ Photocopiable 3

## ▶ Quiet time

- Play *Stand like a robot* (see page 13).

## ▶ Book time

### 3 Worksheet 1. Find and trace. Then point and say.

- Display the colour flashcards and show the class Worksheet 1. Say *Point to Ricky*. The children point to the correct picture. Repeat with Toby and Kim.
- Say *Point to the table*. The children find the picture of the table. Ask *What colour is it?* Elicit *brown*.
- Call a child to the front to point to the brown flashcard. Continue in this way with *chair* (black) and *board* (white).
- Say *Find something that is black*. The children point to the chair. Elicit *chair* from the class. Say *Circle it*. The children trace the circle around the chair. Continue in this way with *board* (white) and the *table* (brown).
- Option: Continue in this way to review colours and words. Ask about the *book* (green), *crayon* (red), *teddy* (brown), *ball* (red, blue, yellow), *car* (green) and *doll* (blue).
- Say *Good work. Get your stamp!* Stamp Ricky's face onto the worksheet (or you can stamp their hands).
- Say *Bring me your worksheets, please*. Say *Thank you* when they give them to you. Praise the children again, write their names on the sheets and put the sheets in the children's files.

## ▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3] while the children help to tidy up the classroom.
- Chant *Goodbye time* [CD1 track 4]. Encourage the children to clap in pairs as they sing..

## extra activities

### + Listen and run.

- Place the colour flashcards (*brown, black, white*) in three different parts of the classroom.
- Say a word. The children point to the correct card. Option: You can ask the children to run and touch the correct card.

### + Photocopiable 3, TRB. Trace, then colour the biscuit brown, black and white. Cut it out.

- Ask *What's this?* to elicit *biscuit*. Ask the children to trace over the lines with a pencil or crayon.
- Display a finished photocopiable with a brown, black and white biscuit. Ask *What colour is it?* to elicit *brown, black, white*. Ask the children to colour the picture brown, black and white. Option: They can also stick pieces of brown, black and white tissue paper onto the biscuit to decorate it.
- Move around the class while they are working to offer praise and encouragement. Ask individuals *What colour is it?* to elicit the correct words. Option: Using an awl or safety scissors, ask the children to cut out the finished biscuit.
- Repeat the chant. The children point to the colours on the biscuit as they chant and mime eating their paper biscuit.

## 1

## Painting time



## Lesson 2

**Lesson objective** Extension of colour and classroom words

**Language New:** pink, door, window

**Review:** brown, black, white, red, yellow, green, blue

**Language for recognition:** Point to the [door]. It's song time! Is this a [door]? Stand like a robot. What colour is it? Draw a line. Colour the [ball] [pink]. Good work. Get your stamp. Bring me your worksheets, please. Pass the ball. Cut out the cards. Snap!

## ▶ Starting the lesson

- Sing Hello, Ricky [CD1 track 1].

## ▶ Routines time

- Routines poster (see page 13).

## ▶ Active time

## Warmer

- Display the flashcards from Lesson 1. Repeat the chant **Brown, black and white** from Lesson 1 [CD1 track 9] to review *brown, black, white*. Encourage the class to point to the correct cards while they chant. If you carried out Lesson 1, Extra Activity 2, ask the children to point to and mime eating the cut-out biscuit.

## 1 Listen and say. Language.

- Use your flashcards and Ricky to teach the new words: *pink, door, window*. Hold up the door flashcard and show it to Ricky. Say *door*. Ask Ricky *What's this?* Make Ricky shake his head.
- Ask the class *What's this? Help Ricky!* The class says the word. Make Ricky repeat, using his robot voice. Continue with the remaining flashcards
- Put two flashcards behind your back. Take out one and show it to Ricky and the class. Ask Ricky *What's this?* When Ricky does not answer, say *Help Ricky!* The class tells Ricky the word. Continue in this way.
- Reinforce the meaning of the words by pointing to real objects in the classroom. Say *Point to the door*. The children point to the classroom door. Repeat with *window*.

- Display the flashcards. Play the recording. Pause after each line for the children to point to or run to the correct flashcard.



## 2 Song: I like pink. Listen and sing.

- Display the flashcards *pink, door, window, black, brown, white*.
- Say *It's song time!* Play the song recording right through. The children listen.
- Sing the song with the children a couple of times. Point to the flashcards while you do so and encourage the children to do the same.
- Demonstrate actions for the song.  
*Pink, pink, pink, I like pink.* [point to pink flashcard]  
*Look at the ball. It's pink, pink, pink.* [mime bouncing a ball]  
*Black, black, black, I like black.* [point to black flashcard]  
*Look at the chair. It's black, black, black.* [mime sitting down on chair]  
*Brown, brown, brown, I like brown.* [point to brown flashcard]  
*Look at the door. It's brown, brown, brown.* [mime opening a door and stepping through]  
*White, white, white, I like white.* [point to white flashcard]  
*Look at the window. It's white, white, white.* [mime opening a window with two hands and sticking head through]
- Play the song again. This time the children perform the actions while they sing.

## Materials



▶ Ricky



▶ CD1  
tracks 10,11

### ▶ Flashcards

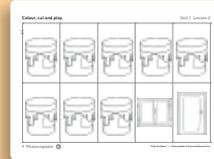
- brown
- black
- white
- pink
- door
- window



▶ Poster 1



▶ Routines poster



▶ Photocopiable 4



*Pink, pink, pink, I like pink.  
Look at the ball. It's pink, pink, pink.  
Black, black, black, I like black.  
Look at the chair. It's black, black, black.  
Brown, brown, brown, I like brown.  
Look at the door. It's brown, brown, brown.  
White, white, white, I like white.  
Look at the window. It's white, white, white.*

### ▶ Quiet time

- Play *Stand like a robot* (see page 13).

### ▶ Book time

#### 3 Worksheet 3. Trace the lines. Then colour and say.

- Point to the pink paint pot and ask *What colour is it?* to elicit *pink*. Ask the children to move their finger downward along the pathway. Then ask them to draw a straight downward line, using a pencil or crayon. Say *Draw a line*.
- Point to the ball at the bottom of the pathway. Ask *What's this?* to elicit *ball*. Ask *What colour is it?* to elicit *pink*. Say *Colour the ball pink*. The children colour the picture. Continue in this way with the remaining pictures
- Move around the class while they are working. Ask individuals *What's this? What colour is it?*
- Use the Ricky stamp and collect in the worksheets.

### ▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3].
- Sing *Goodbye time* [CD1 track 4].

## extra activities

### + Photocopiable 4, TRB. Colour, cut and play.

- If possible, photocopy these mini flashcards onto card and laminate them afterwards. Display the colour flashcards. Also display *window* and *door*.

- Ask the children to colour the pictures of the paint pots, using the colours from the flashcards. Ask *What colour is it?*

- Ask them to colour the door and window, using any colour they wish.

- Help the children to cut out the mini flashcards using safety scissors or an awl. Say *Cut out the cards*.

### + Game: Memory snap.

- Seat the children around the mat. Take two sets of flashcards and lay them face down so that the children cannot see the pictures. Move them around so that their positions are random.
- Ask a child to turn over a card. Elicit the correct word from the class. Ask another child to turn over another card and again elicit the word from the class. If the two cards contain the same picture, the class shouts *Snap!* The child who found the matching card picks up and holds the two cards. If the card is different, turn both cards over again. Continue in this way. The game ends when all the cards have been collected.
- Store the mini flashcards in the envelopes.

## 1

## Painting time



## Lesson 3

**Lesson objective** Presentation of the story: *Painting time*

**Language New:** *It's [blue].*

**Review:** *brown, black, white, pink, red, yellow, blue, window, door, ball, bird*

**Language for recognition:** *Where's the teddy? Who's this? What's this? What colour is it? Good work. Get your stamp. Bring me your worksheets, please. Thank you. Listen and point. Say the word. Stick the [window] on the poster.*

## ▶ Starting the lesson

- Sing *Hello, Ricky* [CD1 track 1] to Ricky and to each other, while the children mime being robots by making marching actions on the spot.

## ▶ Routines time

- Display the Routines poster and talk about today's weather. Perform the birthday routine (see page 13).

## ▶ Active time

## Warmer

- To prepare the children for the story, display Poster 1 and lay out the unit stickers on your table.
- Say a word. The class repeats it. Call a volunteer to the front to stick it in the correct place on the poster. Say *Stick the [window] on the poster.*
- Continue in this way with the other stickers.

## 1 Point and say.

- Introduce the active structure: *It's [brown].* Show Ricky the brown flashcard and say *It's brown.* Emphasise *It's.* Make Ricky repeat, using a robot voice. Ask the class to repeat. Continue in this way with the remaining new colour words.
- Ask *What colour is it?* to elicit the full sentence *It's black/white/pink.*
- Call children to the front to show Ricky the flashcards.

## 2 Story 1: Painting time. Reader

- Before they hear the story, talk about the pictures on each page with the children. Each time you show them a new page, ask them to find the teddy hidden on each

page. Ask *Where's the teddy?* Call children to the front to point to the teddy.

- Then talk about the picture on each page. Ask *Who's this?* to elicit character names. *What's this?* to elicit *door, window, ball, bird.* *What colour is it?* to elicit *It's brown/white/black/pink/blue/red/yellow.* You may need to use a little L1 to explain that Ricky shows what he is thinking with his hologram.
- Play the recording. Point to the corresponding pictures in the Reader.
- Repeat. This time pause for the children to repeat the text indicated in blue. Continue to point to the pictures on the pages. Call volunteers to the front to point to the pictures.



[page 2]

*It's painting time. Kim points to her painting. 'It's brown,' says Kim. 'What's this? Guess, Ricky.' Ricky points to the door. 'A door?' asks Ricky. 'It's brown.'*

[page 3]

*Kim shows Ricky her painting. 'Yes,' says Kim. 'It's a door. Look.' Toby points to his painting. 'It's white,' says Toby. 'What's this, Ricky?' Ricky points to the window. 'A window?' asks Ricky. 'It's white.'*

[page 4]

*Toby shows Ricky his painting. 'Yes,' says Toby. 'It's a window. Look.' Kim points to her painting. 'It's blue. It's red. It's yellow,' she says. 'What's this, Ricky?'*

[page 5]

*Ricky points to a ball. 'A ball?' asks Ricky. 'It's blue. It's red. It's yellow.' 'No,' says Kim. 'It isn't a ball.'*

## Materials



▶ Ricky



▶ CD1  
tracks 12, 13, 14



▶ Character  
finger puppets

### ▶ Flashcards

- brown
- black
- white
- pink
- door
- window



▶ Poster 1 and stickers



▶ Routines poster



▶ Reader  
Story 1: Painting time

[page 6]

*There is a bird in the classroom.*

*'A bird?' asks Ricky. 'It's blue. It's red. It's yellow.*

*Ahh... 'No,' says Kim. 'It isn't a bird.'*

[page 7]

*Kim shows Ricky her painting.*

*'Ricky. Come and look,' she says.*

*Ricky looks at the painting.*

*'It's blue. It's red. It's yellow,' he says.*

*'It's ... me. Hello, Ricky!'*

*'Yes, Ricky. It's you!' say Toby and Kim.*

### ▶ Quiet time

- Prepare the children for book work by playing *Stand like a robot* (see page 13).

### ▶ Book time

#### 3 Worksheet 3. Look and say. Then trace.

- Point to the first picture. Ask *What's this?* to elicit *ball*. Then ask *What colour is it?* to elicit *It's red. It's yellow. It's blue*.
- Ask the children to trace the outline of the ball. Move around the class while they are working, asking *What's this? What colour is it?* and *Who's this?* Continue in this way with the remaining pictures.
- Use the Ricky stamp and collect in the worksheets.

### ▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3] while the children help to tidy up the classroom.
- Sing *Goodbye time* [CD1 track 4]. Encourage the children to clap as they sing (see page 13).

## extra activities

### ▶ Story 1: Painting time. Reader, p. 8

#### + Listen and point to the correct picture.

- Draw the children's attention to the four pictures. Play the recording, pausing after the first sentence. Say the sentence.
- Ask the children to point to the correct picture. Say *Listen and point*. Continue in this way with the remaining sentences.



track 13

[1] *It's a door.*

[2] *It's white.*

[3] *There is a bird.*

[4] *It's blue. It's red. It's yellow.  
It's Ricky.*

#### + Listen and say the missing word.

- Point to the first picture and play the recording. Pause after the bleep sound. Say the missing word. Say *Say the word*.
- Make Ricky join in, using a robot voice. Continue in this way with the remaining pictures and recordings.



track 14

[1] *'A door?' asks Ricky. 'It's [brown].'*

[2] *'A window?' asks Ricky. 'It's [white].'*

[3] *'A ball?' asks Ricky. 'It's [yellow].'*

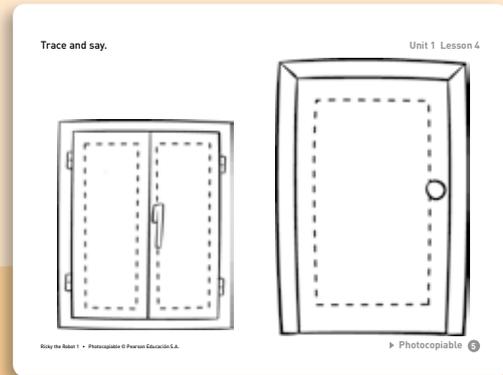
[4] *'It's me,' 'Hello, [Ricky].'*

## Lesson 4

**Lesson objective** Acting the story and practice of the unit's active structure: *It's [colour]*

**Review:** *It's [colour]; brown, black, white, pink; window, door*

**Language for recognition:** *It's acting time! Run! Stand like a robot. What's this? Trace the lines. Help [name]. It's puppet theatre time. Everyone clap!*



## ▶ Starting the lesson

- Sing *Hello, Ricky* [CD1 track 1] to Ricky and to each other, while the children mime being robots by making marching actions on the spot.

## ▶ Routines time

- Display the Routines poster and talk about today's weather. Perform the birthday routine (see page 13).

## ▶ Active time

## Warmer

- **Story 1: Painting time. Reader.** Play the story recording right through. Point to the pictures as the children listen to the story. [CD1 track 12].

## 1 Act the story: Painting time. Reader

- Say *It's acting time!* Call four children to the front to take the roles of Ricky, Toby, Kim and the bird. Give them the character masks of Ricky, Toby and Kim to wear.
- Repeat the story recording. Encourage the children at the front to act out the story using mime. Demonstrate the actions described below. If possible, provide real easels and a ball.
- The rest of the class repeats the words in blue in the story and makes the sound effects. Ask the class to clap at the end of each performance. Say *Everyone clap!* Repeat with new volunteers to take the roles.

## Actions

Page 2

Toby and Kim mime painting. Kim points to her painting. Ricky points to the classroom door.

Page 3

Kim holds up an imaginary painting and shows it to Ricky. Toby points to his painting. Ricky points to the classroom window.

Page 4

Toby holds up an imaginary painting and shows it to Ricky. Kim mimes painting again and points to her painting.

Page 5

Ricky points to a ball. Kim shakes her head.

Page 6

Child mimes being a bird flying around the classroom, flapping his/her arms like wings around Ricky's head. Ricky points to it. Kim shakes her head.

Page 7

Kim points to her picture. Ricky jumps in the air with excitement.

## 2 Game: Run.

- Attach the unit flashcards to the board.
- The children form two lines, about three metres from the board.
- Say *window*. Say *Run!* The first child in each line races to touch the correct flashcard. Continue in this way. Add flashcards from Level A for extra revision.
- Option: you could award a point to the team who gets there first if you want to add a competitive element to the game.

## ▶ Quiet time

- Prepare the children for book work by playing *Stand like a robot* (see page 13).

## Materials



▶ Ricky



▶ CD1  
track 12



▶ Routines poster



▶ Reader  
Story 1: Painting time

### ▶ Flashcards

- brown
- black
- white
- pink
- door
- window



### ▶ Puppet theatre and character finger puppets

### ▶ Character masks

## ▶ Book time

### 3 Photocopiable 5, TRB. Trace and say.

- Point to each picture and ask *What's this?* to elicit *door* and *window*.
- Ask the children to trace the dotted lines to complete each picture. Say *Trace the lines*.
- Move around the class while they are working to ask about the pictures. Option: The children can colour the finished pictures.
- Use the Ricky stamp and collect in the worksheets.

## ▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3] while the children help to tidy up the classroom.
- Sing *Goodbye time* [CD1 track 4]. Encourage the children to clap as they sing (see page 13).

## extra activities

### + Game: Pass the cards.

- Seat the children in a circle. Play some lively music. Pass the unit flashcards around the group (*brown, pink, black, white, door, window*).
- Stop the music. Point to each child with a card in turn and try to elicit the correct word. If the child does not want to speak or does not remember the word, say *Help [name]*. The whole class then says the word.
- Continue in this way. Stop the music strategically so that every child has the chance to answer about their card.

### + Puppet theatre.

- Say *It's puppet theatre time*. Call four children to the front and give them the finger puppets of Toby, Kim and Ricky. The child taking the role of the bird can draw a beak and wings on his/her finger. Play the story recording [CD1 track 12] or read the Reader story.
- The children use the finger puppets to act out the story. While they are acting, they repeat the words in blue. Demonstrate this activity first.
- Ask the class to clap at the end of each performance. Say *Everyone clap!* Repeat with other groups of children so that as many as possible get the chance to have a go.

## 1

## Painting time

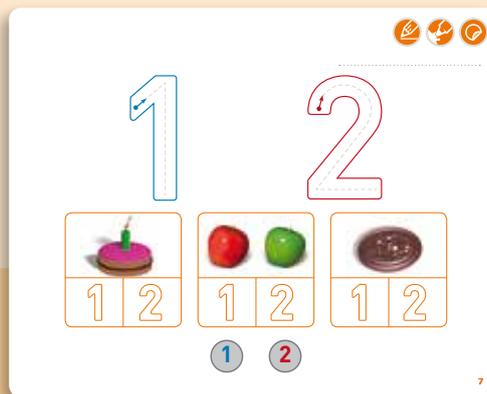
## Lesson 5

**Lesson objective** Presentation of numbers 1 y 2

**Review:** numbers 1–2; red, yellow, green, blue

**Language for recognition:** *What number is it? Listen and clap.*

*Help Ricky! Show me 1 finger. Trace number 1 with your finger. What's this? How many [cakes]? Colour number [1] [pink]. It's sticker time.*



## ▶ Starting the lesson

- Sing *Hello, Ricky* [CD1 track 1] to Ricky and to each other, while the children mime being robots by making marching actions on the spot.

## ▶ Routines time

- Display the Routines poster and talk about today's weather. Perform the birthday routine (see page 13).

## ▶ Active time

## Warmer

- Energize the class by playing *Pass the cards* again (see Lesson 4, page 25).
- Sing *I like pink* from Lesson 2 [CD1 track 11].

## 1 Count and say: 1, 2.

- Draw large numbers 1 and 2 on the board. Point to number 1 and ask Ricky *What number is it?* Ricky does not answer. Say to the class *Help Ricky!* Say 1. The class repeats. Make Ricky say 1, using a robot voice.
- Say *Show me 1 finger.* Hold up one finger. The class does the same. Repeat this procedure with number 2.
- Say *Listen and clap.* Say numbers 1 and 2 randomly. The class claps once or twice. Demonstrate first. Repeat, showing the number flashcards. The children say the number and then clap the corresponding number of times.
- Ask the children to draw the numbers 1 and 2 in the air. Say *Draw 2 in the air.* Demonstrate.

## 2 Chant: 1, 1, 2. Chant and do the action.

- Display the number flashcards 1 and 2. Play the chant right through. The children listen. Point to the number flashcards as they do so.
- Play the chant again. Encourage the children to join in. Ensure the class claps the correct number of times after chanting each number.
- Option: The children can use drums to offer additional accompaniment.



## ▶ Quiet time

- Prepare the children for book work by playing *Stand like a robot* (see page 13).

## ▶ Book time

## 3 Worksheet 7. Trace 1 and 2. Count and colour the correct number. Then stick.

- Say *Point to number 1.* Say *Trace number 1 with your finger.* The children trace over the number with their finger a number of times. Ensure that they start at the dot and draw in the correct direction.
- Now ask the children to trace the number 1 with a pencil or crayon. Move around the class while they are working. Ask *What number is it?* to elicit 1. Continue in this way with number 2.
- Point to the first picture. Ask *What's this?* to elicit *cake.* Ask *How many cakes?* to elicit 1.

## Materials



▶ Ricky



▶ CD  
tracks 11, 15

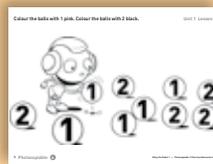
▶ Flashcards  
Numbers 1–2



▶ Number stickers  
1 and 2



▶ Routines poster



▶ Photocopiable 6

- Draw their attention to the number boxes below the picture. Say *Point to number 1*. Then say *Colour number 1*. You can tell them which colour to use or allow them to choose the colour. Continue in this way with the other pictures and numbers.
- Say *It's sticker time*. Ensure that each child has number stickers 1 and 2. Draw their attention to the number line. Ask *What colour is number 1?* to elicit *It's blue*. Ask *What colour is number 2?* to elicit *It's red*. Ask them to stick the stickers onto the correct numbers. Say *Stick the stickers*.
- Use the Ricky stamp and collect in the worksheets.

### ▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3] while the children help to tidy up the classroom
- Sing *Goodbye time* [CD1 track 4]. Encourage the children to clap as they sing (see page 13).

## extra activities

### + Photocopiable 6, TRB. Colour the balls with 1 pink. Colour the balls with 2 black.

- This activity practises the visual discrimination of numbers 1 and 2. Give each child a copy of Photocopiable 6. Point to a ball and ask *What's this?* to elicit *ball*.
- Draw two balls on the board (simple circles). Draw a number 1 inside one and a number 2

inside the other. Colour the ball with number 1 pink and the ball with number 2 black.

- Point to the ball with number 1. Ask *What number is it?* to elicit *1*. Then ask *What colour is it?* to elicit *It's pink*.
- Draw their attention to the pictures on the sheet. Say *Colour number 1 pink. Colour number 2 black*.
- Option: Ask questions about the numbers before the children colour them.
- Move around the class while they are colouring the balls. Ask about the numbers and colours and tactfully point out any mistakes.

### + Game: Count and say.

- Draw the children's attention to the number section of the Routines poster. Say to your Ricky soft toy *Point to number 1*. Make Ricky point to number 2. Ask the class *Is Ricky right?* to elicit *No*.
- Demonstrate how Ricky is wrong by saying *Count the balls*. Ask the class to count the balls with Ricky out loud. Ask *How many balls?* to elicit *2*.
- Again say to Ricky *Point to number 1*. Call a child to the front to show Ricky the correct number, then count the correct number of balls with the class.

## 1

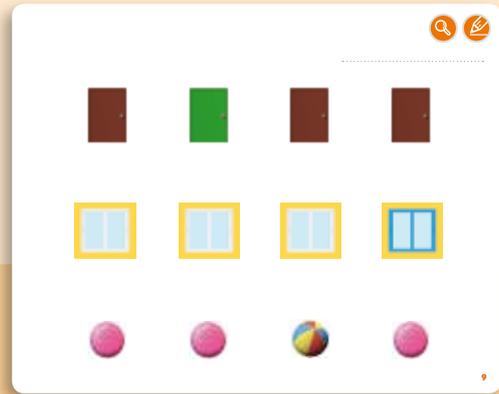
## Painting time

## Lesson 6

**Lesson objective** Main unit song *Colour song*

**Review:** *It's [pink]; window, door, chair, table, board, book, cake, crayon, ball; pink, yellow, brown, green, white, blue*

**Language for recognition:** *It's song time! Do the actions. Which one is different? What colour is it? Circle it. The [green] [table] is different. What's this? Who wants to play the [drum]? Stick the [door] on the poster.*



## ▶ Starting the lesson

- Sing *Hello, Ricky* [CD 1 track 1] to Ricky and to each other, while the children mime being robots by making marching actions on the spot.

## ▶ Routines time

- Display the Routines poster and talk about today's weather. Perform the birthday routine (see page 13).

## ▶ Active time

## Warmer

- **Blindfold stickers.** Display Poster 1 and call a volunteer to the front to choose a sticker. Elicit the correct word from the class.
- Blindfold the volunteer. Say *Stick the [orange sticker/door] on the poster.* The volunteer has to try to stick the sticker in the correct place on the poster.
- Remove the blindfold so that the volunteer can see where the sticker is on the poster. Continue in this way with the other stickers.

## 1 Song: Colour song. Listen and sing.

- Say *It's song time!* Display the following flashcards on the board: *brown, white, pink, door, window.* For *cake*, display the birthday cake on the Routines poster. For *chair, table, board, book, ball*, and *crayon* use real objects in the class.
- Play the song recording through. The children listen.
- Teach the song, line by line, pointing to the corresponding flashcards as you do so. Sing the song with the class a number of times.



*Find something that is brown.*

*That is brown.*

*Find something that is brown.*

*That is brown.*

*A door, a chair.*

*A table too.*

*Find something that is brown.*

*That is brown.*

*Find something that is white.*

*That is white ...*

*A book, a board.*

*A pencil too ...*

*Find something that is pink.*

*That is pink ...*

*A cake, a ball.*

*A crayon too ...*

## 2 Sing and do the actions.

- Demonstrate actions for the song.
  - Find something that is brown.* [hold up brown crayon]
  - A door,* [mime opening a door]
  - a chair.* [squat down]
  - A table too.* [arms outstretched to form table shape]
  - Find something that is white.* [hold up white crayon]
  - A book,* [mime opening a book]
  - a board.* [mime writing on board]
  - A pencil too ...* [mime holding a pencil and writing]
  - Find something that is pink.* [hold up pink crayon]
  - A cake,* [mime eating]
  - a ball* [mime catching a ball]
  - A crayon too ...* [mime drawing]

## Materials



▶ Ricky



▶ CD1  
track 16

### ▶ Flashcards

- brown
- white
- pink
- door
- window



▶ Poster 1

▶ Optional  
instruments (drum,  
triangle, maracas)

- Sing the song again. This time, the children perform the actions as they sing. Say *Do the actions*.

### ▶ Quiet time

- Prepare the children for book work by playing *Stand like a robot* (see page 13).

### ▶ Book time

#### 3 Worksheet 9. Look and say. Circle the picture that is different.

- To review the concepts 'same' and 'different', draw 3 identical red tables on the board. Point to the tables and say *They're the same*. Then change the colour of one table and say *It's different. It's [blue]*.
- Draw the children's attention to the worksheet. Point to the first row of pictures and ask *What's this?* to elicit *door*. Ask *Which one is different?* Ask about each picture in turn. Ask *What colour is it?* to elicit *It's [brown]*. Elicit that the green door is different.
- Ask the children to draw a circle around the green door. Say *Circle it. The green door is different*. Continue in this way with the remaining rows of pictures.
- Write the children's names on the worksheets while they are working.
- Say *Get your stamp*. Stamp Ricky's face onto the worksheet (or you can stamp their hands). Say *Bring me your worksheets, please*. Say *Thank you* when they give them to you. Praise the children by saying *Well done*.

### ▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3] while the children help to tidy up the classroom.
- Sing *Goodbye time* [CD1 track 4]. Encourage the children to clap as they sing (see page 13).

## extra activities

### + Game: Colour game.

- Say *Find something that is brown*. The children look around the classroom and point to a brown object. Then say *What colour is it?* to elicit the correct word.
- Continue in this way with the other colours they have learnt.
- Option: To make the activity easier, put different coloured crayons or other objects on your table.

### + Song with musical accompaniment.

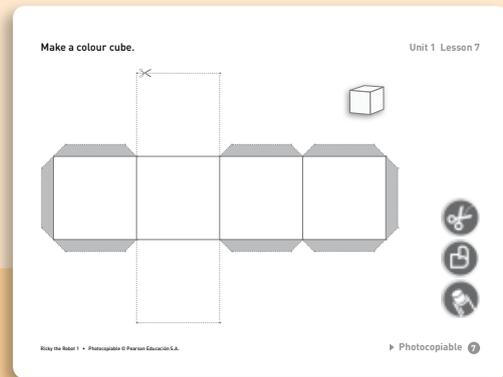
- Play the *Colour song* [CD1 track 16].
- Call a group to the front to play musical instruments in time to the rhythm. You can use drums, maracas, triangles, etc. Hold up each instrument and ask *Who wants to play the [drum]?* Each time you repeat the song, give new individuals the opportunity to play the instruments.

## Lesson 7

**Lesson objective** Topic extension: make a colour cube

**Review:** *It's [brown]; brown, pink, black, white; window, door*

**Language for recognition:** *What's missing? What colour is it? What's this? Who wants to play the [triangle]? Well done. Good boy/girl. Snap! Cut it out. Colour the squares.*



## ▶ Starting the lesson

- Sing *Hello, Ricky* [CD1 track 1] to Ricky and to each other, while the children mime being robots by making marching actions on the spot.

## ▶ Routines time

- Display the Routines poster and talk about today's weather. Perform the birthday routine [see page 13].

## ▶ Active time

## Warmer

- Repeat *Colour Song* from Lesson 6 [CD1 track 16].
- Encourage the children to perform actions as they sing.
- Option: Ask *Who wants to play the [triangle]?* Distribute the musical instruments.

## 1 Game: What's missing?

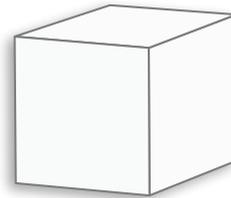
- Seat the children in a circle. Place the six unit flashcards in the middle for them to see.
- Point to each in turn and ask *What colour is it?* or *What's this?*
- Turn the cards face down, move them around and remove one card.
- Turn the cards face up again. *Ask What's missing?*
- The children try to guess which card you removed.
- Show them the missing card to see if they guessed correctly.
- Replace the card and continue in this way.
- Option: The child who guesses correctly can choose a card to remove.

## ▶ Quiet time

- Prepare the children for book work by playing *Stand like a robot* [see page 13].

## ▶ Artwork

## 2 Photocopiable 7, TRB. Make a colour cube.



- Give each child a copy of Photocopiable 7. If possible, prepare a colour cube before the class and show it to the class, so that they can see what they are going to make.
- Display the colour flashcards. Ask the children to colour each square a different colour, using crayons or paints. Say *Colour the squares.*
- Move around the class while they are working and ask *What colour is it?* to elicit *It's [colour].*
- Help the children to cut out the outside of the cube using an awl or safety scissors. Say *Cut it out.* The children are likely to need support with this to ensure that they do not cut along the fold lines.
- Demonstrate how to fold the shape along the fold lines to form a cube. Help the children with this. Stick the cube together with adhesive tape.
- Reward and praise their work. Say *Well done! Good boy/girl!*
- Write each child's name on his/her cube.

## Materials



▶ Ricky



▶ CD1  
track 16



▶ Poster 1



▶ Routines poster

### ▶ Flashcards

- brown
- black
- white
- pink
- red
- green
- yellow
- blue
- window
- door



### ▶ You will also need

musical instruments  
(drum, triangle, maracas);  
finished colour cube; scissors;  
crayons; adhesive tape

### 3 Game: Throw the colour cube and say.

- In pairs or groups, a child throws the cube. The partner or rest of the group says the colour that appears face up, using the structure *It's [colour]*.
- Continue in this way, with the children taking turns to throw their cube.
- Demonstrate at the front of the class with your cube first.

### ▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3] while the children help to tidy up the classroom.
- Sing *Goodbye time* [CD1 track 4]. Encourage the children to clap as they sing (see page 13).

## extra activities

### + Game: Colour cube snap.

- In pairs, the children each throw their colour cube at the same time. To time this, they can say *1, 2* first. They each say the colour that is shown.
- If they throw the same colour, they shout *Snap!* as quickly as possible. The child who says *Snap!* first is the winner. Continue in this way.
- Demonstrate the game with a volunteer first.

### + Game: Pass the ball.

- Seat the children in a circle. Place the unit flashcards face down in the middle.
- Play some lively music. The children pass a ball around the circle. Say *Pass the ball*.
- Stop the music. The child with the ball chooses a flashcard from the middle of the circle and shows it to the class.
- Ask *What's this?* and elicit the word from the whole class. The child takes the flashcard back to his/her place.
- Play the music again and continue in this way until all the cards have been collected. Time when you stop the music carefully so that as many children as possible have the chance to choose a card.

## 1

## Painting time

## Lesson 8

**Lesson objective** Unit consolidation

**Language New:** *It's [colour]; brown, black, white, pink, window, door; Nivel A: book, pencil, pen, crayon, table, chair; numbers 1–2*

**Language for recognition:** *Find something that is [brown]. What's this? What else is [brown]? Two crayons. Good boy/girl. Who's this? What colour is it? It's sticker time. Is it [red]?*



## ▶ Starting the lesson

- Sing *Hello, Ricky* [CD1 track 1].

## ▶ Routines time

- Routines poster (see page 13).

## ▶ Active time

## Warmer

- Repeat *Colour song* [CD1 track 16]. Encourage the children to perform actions as they sing.
- Option: Ask *Who wants to play the [triangle]?* Distribute the musical instruments.

## 1 Game: Colour game.

- Say *Find something that is brown.* The children look around the classroom and point to a brown object. Then say *What's this?* to elicit the word.
- If there is more than one item in view of the colour, ask *What else is brown?* Continue in this way with the other colours they have learnt.
- Option: Place different coloured crayons or paint pots around the classroom for them to find and place in colour piles.

## 2 Game: Number game.

- Seat the children in a circle and place a number of different objects in the middle (crayons, counters, pencils, books, bags).
- Place the number 1 and 2 flashcards in the middle, with a space in front of each.
- Say *2 crayons.* Ask a child to pick up two crayons and put them next to the number 2 flashcard.

- Say *1 book.* Ask a child to choose one book and put it next to the number 1 flashcard. Continue in this way, ensuring that the children are counting the correct number of objects and putting them next to the correct card.
- Praise their attempts. Say *Good boy/girl.*

## ▶ Quiet time

- Play *Stand like a robot* (see page 13).

## ▶ Book time

## 3 Worksheet 11. Find and stick.

- Talk about the picture with the class. Ask *Who's this?* to elicit the character names and *What's this?* to elicit the known words (*window, door, table, ball*). Point to the coloured paint pots and ask *What colour is it?* You can also talk about the story *Painting time* (Lessons 3 and 4) and what is happening in the picture. Make sure that each child has a Unit 1 sticker set. Say *It's sticker time.*
- Ask the children to match the stickers to the objects in the worksheet by sticking them in the correct place. Move around the class while they are working. Ask *What's this? What colour is it? Who's this? Is it [red]?*
- Say *Get your stamp.* Stamp Ricky's face onto the worksheet (or you can stamp their hands).
- Say *Bring me your worksheets, please.* Say *Thank you* when they give them to you. Praise the children again, write their names on the sheets and put the sheets in the children's files. Option: Ask children who can already write their own names to do so on the sheets.

## Materials



▶ Ricky



▶ CD1  
track 16

### ▶ Flashcards

- brown
- black
- white
- pink
- door
- window
- numbers 1, 2



▶ Routines poster



▶ Photocopiable 8



▶ Pupil's Book  
Unit 1 sticker set

## ▶ Ending the lesson

- Chant *Tidy up time* [CD1 track 3] while the children help to tidy up the classroom.
- Sing *Goodbye time* [CD1 track 4]. Encourage the children to clap as they sing (see page 13).

## extra activities

### + Photocopiable 8, TRB. Draw and colour a picture of you in your classroom.

- Talk about the little pictures of the classroom objects in the border of the frame to review what we can find in a classroom.
- Ask the children to draw and colour a picture of themselves in their classroom, including the classroom objects. This is a free personalisation activity, so allow them to draw whatever they like.
- Note: Do not expect any accuracy in the drawing, this will come through free drawing practice in each unit. Remember that very young children develop the ability to produce visual representations at different rates.
- Move around the class giving lots of praise and encouragement.
- Talk about the pictures with each child. Ask *Who's this? What's this? What colour is it?*
- Display their work.

### + Classroom frieze.

- On a very large sheet of strong paper, create a classroom frieze as a whole-class activity. Some children can paint walls and a floor. Draw in classroom objects, including a window, door, tables and chairs for them to decorate with paint or by sticking on tissue paper.
- While they are working ask *What colour is it?* to elicit *It's [colour]*. *What's this?* to elicit the classroom word. *Is it a [door]?* to elicit *Yes* or *No*.
- Option: You can also attach some real classroom objects such as a pen, pencil and crayon. The children can also add cut-out pictures of themselves in the classroom and a picture of Ricky.
- Display the frieze in the classroom for all to admire. Talk about the frieze with the class using the previous questions.