

Biserka Džeba, Vlasta Živković

DIP IN 1

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Za izdavača

dr. sc. Ante Žužul

Direktorica školskog programa

Matilda Bulić

Glavna urednica

Jelena Lončarić

Urednica

Sanja Ivoš

Grafička priprema

Grafičko likovna redakcija Školske knjige

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Biserka Džeba, Vlasta Živković



priručnik za učitelje uz udžbenik engleskoga jezika
za prvi razred osnovne škole



Školska knjiga
Zagreb, 2019.

Sadržaj

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Razrada lekcija	
Prijedlog godišnjeg izvedbenog kurikulumu	
Prijedlog tematskih planiranja	

Dip in 1 suvremeni je udžbenički komplet za početno učenje engleskoga jezika u prvom razredu osnovne škole. Sadržaji su predviđeni za obradu u okviru 70 sati u jednoj nastavnoj godini. Komplet je u potpunosti usklađen s Kurikulumom za nastavni predmet Engleski jezik za osnovne škole i gimnazije u Republici Hrvatskoj (NN 7/2019) i oblikovan tako da uključuje teme koje odražavaju interese i sposobnosti učenika ove školske dobi.

Udžbenički komplet sadržava udžbenik, radnu bilježnicu, zadatke za vrednovanje učeničkih postignuća, slikovne kartice, radne listiće za učenike s prilagodbom sadržaja te priručnik za učitelje.

Sadržaj udžbenika omogućuje usvajanje jezika s pomoću zanimljivih i učenicima bliskih tema a jezične strukture i vokabular nadograđuju se postupno i ciklički. Sadržaj je tematski koncipiran u šest cjelina sa poveznicama sa sadržajem drugih predmeta i međupredmetnim temama i predviđenim samovrednovanjem ostvarenosti zadanih ishoda. Aktivnosti samovrednovanja na kraju svake cjeline (*can do statements*) prilagođene su dobi učenika.

Dodatni digitalni sadržaje nalaze se u sklopu dviju platformi – **e-sferi** i na platformi **Mozabook**. Svaka cjelina u udžbeniku sadrži audiozapise s prikazom teksta, interaktivne zadatke za uvježbavanje sadržaja, interaktivne edukativne igre, animirane edukativne priče te dodatne sadržaje. Dodatnim digitalnim sadržajima pristupa se očitavanjem glavnog koda putem aplikacije e-sfera (preko mobilnih uređaja i tableta). Glavni kod nalazi se pokraj naslova svake lekcije. Učitelj može pristupiti sadržajima i preko internetskih preglednika, učitavanjem udžbenika na internetskoj stranici www.e-sfera.hr.

Pored svakog zadatka slušanja, nalazi i mali kod koji učenici mogu očitati i poslušati zvučni zapis putem svojih mobilnih uređaja ili tableta.

Edukativne digitalne igre osmišljene su tako da ih učenici mogu igrati kod kuće ili tijekom nastavnog sata.

Radna bilježnica sadrži zadatke bojenja, podcrtavanja, crtanja, prepisivanja, dopunjavanja, spajanja, izrezivanja, slaganja slika itd.

KOMPLET ZADATAKA ZA VREDNOVANJE UČENIČKIH POSTIGNUĆA

Zadatci za vrednovanje učeničkih postignuća uz udžbenik *Dip in 1* pomažu učitelju pri vrednovanju napretka učenika tijekom školske godine. Temelje se na zadatcima kakvi se nalaze u udžbeniku u samim lekcijama, ali i na stranicama posvećenima ponavljanju i samovrednovanju znanja u udžbeniku i radnoj bilježnici.

U **prvom polugodištu** zadatci za vrednovanje predviđeni isključivo kao **vrednovanje za učenje**, dok su u drugom polugodištu predviđeni za **vrednovanje naučenog**.

SLIKOVNE KARTICE

Slikovne kartice (*flashcards*) važna su vizualna podrška u procesu poučavanja. Mogu se koristiti kao vizualna podrška prilikom uvođenja novog sadržaja ili kao dio igrolikih aktivnosti za vježbanje i ponavljanje.

RADNI LISTIĆI ZA UČENIKE S PRILAGODBOM SADRŽAJA

Uz udžbenički komplet *Dip in 1* izrađeni su i radni listići za učenike koji se školuju prema redovitom programu uz prilagodbu sadržaja i individualizirane postupke. Listići se mogu koristiti i u radu s djecom koja imaju blaži stupanj oštećenja vida, u radu djecom s motoričkim teškoćama i kao dodatni materijal za učenike s teškoćama pažnje i koncentracije. Listići su izrađeni u obliku koji dopušta učitelju autonomiju da zadatke prilagođuje vlastitim potrebama i potrebama učenika. Dostupni su na stranici www.e-sfera.hr uz udžbenik *Dip in 1*.

PRIRUČNIK ZA UČITELJE

Teacher's Book sadrži prijedlog Godišnjega izvedbenoga kurikulumu, prijedlog tematskih planiranja te prijedloge metodičke razrade.

Osmišljen je tako da pomaže učitelju metodički proširiti i upotpuniti vlastite ideje.

Predložene metode i aktivnosti učitelj može samostalno prilagoditi vlastitim interesima te sposobnostima i interesima učenika u svojim razrednim odjelima.

Digitalna inačica priručnika dostupna je na stranici www.e-sfera.hr uz udžbenik *Dip in 1*.

Svi učitelji koji su odabrali udžbenike Školske knjige
za rad u nastavi u sljedećoj školskoj godini,
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ili ju zatražiti od promotora Školske knjige.

OSNOVNE POSTAVKE KURIKULARNE REFORME

Kurikulum engleskoga jezika temelji se na odgojno-obrazovnim ishodima u tri domene: komunikacijska jezična kompetencija, međukulturna komunikacijska kompetencija te samostalnost u ovladavanju jezikom. Učitelji odabiru temu unutar koje će postići navedene ishode, a pri planiranju trebaju predvidjeti što će to njihovi učenici znati ili moći učiniti nakon obrade teme ili nakon pojedine lekcije unutar te teme.

Ishodi su izrečeni aktivnim glagolima poput: navesti, nabrojati, opisati, poredati, , povezati, izdvojiti, koristiti, napisati, pronaći i dr. Oni su mjerljivi i čine temelj za vrednovanje i samovrednovanje.

Tematske cjeline

Tematsko poučavanje model je prema kojem se polazi od teme (koja je za učenike razumljiva i motivirajuća) iz koje zatim proizlaze ishodi za učenike. U poučavanju jezika tematsko poučavanje je jedan od modela tzv. poučavanja drugoga jezika putem sadržaja (engl. *content-based second language instruction*). Ovaj model koristi sadržaj neke teme kako bi unaprijedio jezičnu kompetenciju i vještinu, a teme se biraju prema potencijalu postizanja ovih ciljeva.

Udžbenik sadrži i popis ishoda navedenih u Nacionalnom kurikulumu nastavnoga predmeta Engleski jezik te Nacionalnim kurikulumima međupredmetnih tema, a koji se ostvaruju unutar određene tematske cjeline.

Komunikacijska jezična kompetencija

Teme i aktivnosti oslanjaju se na povezivanje sadržaja učenja sa životnim iskustvima i interesima učenika. Aktivnosti su pažljivo odabrane kako bi bile uključive – u njima mogu sudjelovati svi učenici bez obzira na razinu postignuća, a dodatne aktivnosti dostupne su na digitalnoj platformi. Učiteljima i učenicima odabrane teme i aktivnosti služe kao okvir i polazište za razvoj dodatnih materijala za eventualno produbljivanje tema.

Međukulturna komunikacijska kompetencija

Poučavanje jezika podrazumijeva i razvoj društvenih kompetencija, poput međuljudskog djelovanja, suradnje, aktivnog sudjelovanja u razmjeni ideja, promišljanja o vrijednostima, normama i običajima pojedine zajednice. Osim upoznavanja s kulturom zemalja engleskog govornog područja, učenike se navodi na promišljanje o vlastitoj kulturi i identitetu, ali i razlikama među ljudima. Također, senzibiliziraju učenike za uvažavanje različitosti, uvažavanje drugih, razumijevanje sebe i drugih te kontekst unutar kojeg se odvijaju ljudske interakcije.

Učenike se potiče na istraživanje drugih i vlastite kulture te sudjelovanje u aktivnostima uže i šire zajednice.

Samostalnost u ovladavanju jezikom

Učenike se potiče na aktivnost u procesu učenja. Potiče se samostalnost u učenju, refleksija i samoregulacija te razvoj ostalih metakognitivnih strategija

Međupredmetne teme

Međupredmetne teme Učiti kako učiti, Osobni i socijalni razvoj, Zdravlje, Građanski odgoj i obrazovanje, Poduzetništvo, Uporaba IKT-a i Održivi razvoj prate sve teme u udžbeniku i prilagođene su dobi i interesima učenika.

Za uspješno usvajanje jezika učenike se potiče na jezičnu produkciju kroz zadatke koji nisu isključivo lingvistički, već se temelje na razmjeni informacija i mišljenja, rješavanju problema, donošenju odluka, tj. učenjem temeljenim na zadatku (*task-based learning*). Zadaci su prilagođeni dobi djeteta, njegovim interesima, razini stranoga jezika kojom vlada i poticajni su za upotrebu ciljanih jezičnih struktura.

Vrednovanje

Razina usvojenosti ishoda provjerava se *formativno* (vrednovanje za učenje i vrednovanje kao učenje) i *sumativno* (vrednovanje naučenog).

Formativno vrednovanje uključuje prikupljanje informacija o učenicima prilikom svakodnevnih razrednih aktivnosti, vršnjačko vrednovanje te samovrednovanje. Vrednovanje za učenje i vrednovanje kao učenje kod učenika potiču razvoj pozitivne slike o sebi, ukazuju učenicima u čemu su dobri i uspješni te u kojim aktivnostima trebaju, i na koji način, dodatno napredovati. Dobra su priprema za aktivnosti u kojima se vrednuje naučeno.

Vrednovanje naučenog odvija se kroz zadatke za provjeru slušanja s razumijevanjem te kroz vrednovanje govorenja u svakodnevnim razrednim aktivnostima.

INTRODUCTION to the Teacher's Book

What is the language teaching context?

Teaching children of this age requires a lot of energy, patience and knowledge. The children are beginners at school and everything is new to them. The pressure of the new surroundings, faces and subjects can be quite overwhelming. It is a great change in their young lives.

In addition to that, there is this new language they are being taught. For some children it is an exciting challenge and they enjoy it right from the beginning. For others, it is just a torrent of strange sounds that they do not understand and are a little afraid of. Great responsibility lies with the teacher: to motivate the pupils and show them that learning a foreign language can be fun and enjoyable, to help them sail through this new experience as smoothly as possible and develop a positive attitude. For, whatever happens in this first year of their foreign language learning may well define the way they are going to feel about it in the many years ahead.

How do young children learn a foreign language?

- Children of this age group are **not conscious language learners**. They do not and cannot analyse the language. They are only **interested in what they can do with the language**: sing a song, say a rhyme, play a game, get or give instructions to do something, etc. They are acquirers. They are concerned with getting the message across – communication in order to perform something. They have no interest in abstract concepts such as grammar. Everything is just a LANGUAGE. Therefore, the best way to teach a language is to help children understand, respond to and memorise whole **chunks of language** without any structural analysis whatsoever.
- It is well-known that the acquisition of the mother tongue begins with the development of receptive skills (listening). Children can understand words long before they begin to speak. In foreign language learning, especially with this age group, **listening is also the first step**. It should always take place before speaking. With some children the gap between the listening and speaking stages can be bridged quite quickly and painlessly, whereas, with others it may take a while. It is important not to push the children into doing anything they are not ready for and to **notice and respect their individual strong points and weaknesses**.
- Children learn best in an **anxiety-free relaxed atmosphere**. It is mostly up to the teacher to create such an atmosphere. Smile, praise and positive comments are always

welcome and there can never be too many of them in the classroom. On the other hand, any problems that may come up need to be dealt with calmly and without too much fuss. It is, of course, more easily said than done, but all good teachers are well aware that if they project positive energy and attitudes they are bound to get these back from their pupils. If the teacher is patient and tolerant, children will gradually learn to be patient and tolerant themselves. This is the age group that learns mostly from what the teacher does in the classroom and not from what the teacher declares needs to be done.

- **Children learn by what they see, hear and do.** There should be a balance between visual, auditory and kinaesthetic activities in the classroom so that the needs of different learner types are met. It is therefore essential that the teacher uses abundantly the Pupil's Book in colour, the Flashcards, the additional digital resources, the Activity Book, as well as the Teacher's Book which all contain plenty of ideas for all types of activities.

What are some other learner characteristics of this age group?

- The biggest difference between the beginners in grade 1 and the beginners in grade 4 is **the attention span**. The younger the children, the shorter their attention span is. For teachers who are used to working with older age groups this may be somewhat of a problem. **Most children of this age will find things interesting for a relatively short time and then will look for something else to do.** The only way to deal with this is to change activities often enough so the children do not get bored. Whenever they get restless it is a signal to do something else. Sometimes a slight change will work, sometimes a whole different activity needs to be introduced. The Teacher's Book offers plenty of ideas for activities that can be introduced in a lesson.
- One of the really great things about this age group is that **they like repetition**. They don't mind repeating the same songs, rhymes and games over and over again. This does not mean that they will enjoy repeating the same song for 20 minutes, but they will enjoy repeating it a number of times, especially if you add mime and movement to it.
- Another element to bear in mind is the so-called **silent period**. Many children may spend a long time absorbing the language before they actually produce anything. It is not a good idea to force them to speak. Even if they are not uttering a single word, they are still learning. They can show by gesture or action that they understand what is going on. They may also come home and repeat on their own, while playing, things they have learned in class. By encouraging the children to repeat songs, rhymes and conversations in chorus rather than individually, they will feel less stressed and have plenty of time to gain the needed confidence.

- It is also typical of this age group that they are still rather self-centred and **may not want to cooperate with the group**. This will gradually diminish with the help of the teacher who needs to provide interesting group activities such as games, acting out activities, etc. Most children will probably enjoy taking part in group games although they may not always be good losers. Anyway, it is very important to **find a balance between group and individual activities** in the classroom. Group activities are often full of excitement and competition, whereas individual activities such as drawing, colouring, making things, etc. are there to calm the children down and give them time to process the language.

What to expect and what not to expect from this age group?

Teaching young learners a foreign language is very much like teaching them how to swim.

First of all, you want the children to like the water and not to be afraid of it. Secondly, you start by teaching them how to stay on the surface and you do not worry about the style or how perfect their strokes are. Finally, you want them to gain enough confidence so they may want to play in the water on their own and explore it. You know that when the time comes they will be ready for the next step. In terms of language learning this means that the most important aim is to develop a positive attitude towards language learning. You teach very simple things in the first year. You can expect children to make a lot of mistakes, but this is not important at all. You can expect them to learn a lot of words, word combinations, whole sentences. You can also expect them to memorise a number of songs and rhymes. You cannot and should not expect them to read much and write anything on their own. These two skills are secondary skills in the first year. Most reading should be based on recognising the written form of a word and matching it with a visual aid. Even this takes place in the later part of the course. As far as writing goes, it is mostly connected with tracing words and simple sentences.

Should the mother tongue be used in class?

The mother tongue should not be excluded from foreign language classes, especially with young learners. This would not be natural, particularly in the situation where all pupils and the teacher speak the same mother tongue. It is more than welcome in situations like dealing with a problem, giving instructions, especially complicated ones, a child needing to talk about something personal, etc.

However, as time progresses, it is a good idea to use more and more English in class. Very often the meaning can be made clear by gesture or mime and then the support of mother tongue is actually not needed so much.

How does a teacher plan and prepare the lessons?

The course consists of **6 UNITS – 24 Lessons**.

There are also **6 SUM UP (revision) sections**.

It is a good idea to look at **the yearly plan** for the course. It gives you some idea on how much time you can spend on a particular lesson. The plan, of course, is a general one. You, as the teacher, should feel free to adapt and change it to meet the needs of your class. Sometimes you will spend more time than suggested on a particular lesson, sometimes less. There is also the possibility of adding some material to the course. Most teachers have their own favourite stories, songs and rhymes that could fit well into the course. You are more than welcome to use them.

The general framework for a lesson:

- **WARM-UP** It is usually a revision of something done in the previous lesson or a lead-in into a new topic. As the course progresses, it also includes little chats like: greetings/ name/ feelings/ weather.
- **PRESENTATION** It can be one of the following: introducing new vocabulary, listening to and exploiting the conversations on the tape, learning a song or a rhyme.
- **PRACTICE** They are activities aimed at reinforcing the language in focus. They can be some game-like group activities or individual tasks in the Activity Book.
- **FOLLOW-UP** This part of the lesson will get bigger gradually. It is the time when you revise songs and rhymes and play some of the games that have been introduced before. This section is essential for long-term memory.





Introductory unit

This introductory unit is designed to gently lead the children into the world of English language learning. It deals with some basic commands (stand up, sit down, clap your hands.), English words used internationally (hot dog, hamburger, sandwich...) as well as the first English question and answer the children need to learn (What's your name? I'm Billy.).

It also prepares the children for the use of all the teaching aids (the Pupil's Book, the Activity Book, audio recording and the Flashcards) and some of the teaching techniques and activities that they are going to be exposed to throughout the school year.

The basic aim of this introductory unit is to show the children that learning English can be fun from day one and not difficult at all. The activities are mainly based on the listen-and-do approach (TPR) that is the most natural for children.

At the end of this short unit there is the first revision section consisting of POLLY'S PAGES 1 (Pupil's Book) and SUM UP 1 (Activity Book). This is the time when the children have the chance to look back and work again on some of the things they have been exposed to in this unit. It involves working with stickers, drawing and colouring pictures, tracing words, playing a BINGO game and colouring can-do statements as self-assessment checklist appropriate for this age group. They also choose and draw their favourite new word after each unit.

Most lessons contain **interactive materials (games)** which are marked by a special symbol.

Lesson 1 - UP AND DOWN

Tema	Uvod	Razrada ishoda Učenik se upoznaje s načinom rada na satu engleskog jezika, predstavlja se odgovarajući na pitanje <i>What's your name?</i> .
Lekcija	Up and down	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.3., B.1.2	
Međupredmetne teme	Osobni i socijalni razvoj A.1.1 Učiti kako učiti C.1.3, C. 1.4, D.1.1, D.1.2	
Jezični sadržaji	<i>Hello! What's your name? My name is.....Stand up / Sit down / Clap your hands / Look around</i>	

➤ Lesson 1

FIRST CONTACT

- 1) Use the mother tongue (L1) almost throughout this first lesson. Greet the children warmly and with a big smile. Tell them how big and good they look and how happy you are to meet them. Say what your name is and ask them to tell you theirs.

Ask the children to guess why you are with them today. *To teach them something.*

What? English. What is English? Is this something you eat or drink? It is a language. You speak it. There are many languages in our world. Croatian is a language. It is the language we speak at home our mother tongue. English is not our mother tongue. That is why we need to learn it.

- 2) Get them to tell you if they know any English words. Have they ever heard anyone speak English? Where?

Make sure you look very interested in everything they say. Praise them a lot and tell them how clever they are.

- 3) Explain to the children what they will need in their English lessons. If they already have the books, ask them to put them on the desk in front of them. If they do not have them, use your own.

First, ask them to look at the Pupil's Book. Ask them to browse through it and to tell you what characters are in it and what they think they are like.

Next, have them look at the Activity Book. Again they can browse through it. Ask them to tell you what they think they are going to do in the Activity Book. They are bound to guess that they will be colouring, drawing, cutting things out, etc. Tell them **they will always need to have coloured pencils, scissors and some glue in their pencil cases.**

Finally, show them your set of flashcards and tell them that these pictures will help them learn some words in English. Ask them if they want to learn two words right away.

- 4) Show the picture of a balloon. Say the word in English a couple of times. Then show the picture of Mr Bing and say his name a couple of times.
- 5) Tell the children that Mr Bing is one of the main characters in the book and that he is a very special man because he has a very special balloon like the one in the picture and that he travels in it. Ask them if they have ever seen a balloon like that. Ask them why they think this balloon is so special and what it can do (Fly and sing.)

UNDERSTANDING SIMPLE COMMANDS

- 1) Ask the children to repeat in chorus the words after you: A BALLOON / MR BING Get them to say the words a couple of times imitating you. You say the words:
 - at normal speed
 - very slowly
 - very quickly
 - very loudly
 - very quietly
- 2) Sit on a chair where everyone can see you.

Now tell them that Mr Bing has a lot of fun in his balloon. Why? Because this is what he does.

He goes UP (mime it by standing up)

He goes DOWN. (mime it by sitting down)

He CLAPS his hands. (mime it)

He LOOKS AROUND. (mime it by putting a hand on your forehead and turning your head).
- 3) Ask the children to mime with you. They should not say anything just mime along. You say the words: UP / DOWN / CLAP / LOOK AROUND
- 4) Repeat this a couple of times varying the order of commands. Always make sure you also mime the actions.
- 5) Add more words to your commands. Mime them and the children mime along. STAND UP / SIT DOWN / CLAP YOUR HANDS / LOOK AROUND
- 6) Again, practise this by varying the order in which you say the commands.

STAND UP / CLAP YOUR HANDS / SIT DOWN / LOOK AROUND

You can have a number of combinations. The children just copy your mime.
- 7) Now tell them that you would like to see if they can mime the actions without your help. Have them listen to you and perform the actions. This time you do not mime. Some of them will probably get confused, but just smile and help them get it right.

Lesson 2

LISTENING TO THE SONG

- 1) Revise all the information they remember from the first lesson about English language, what they need to have for the classes, about Mr Bing and his balloon.
- 2) Revise the commands (STAND UP / SIT DOWN / CLAP YOUR HANDS / LOOK AROUND) by miming and varying the order of the commands.
- 3) Ask the children to look at the pictures of the key vocabulary on the left in the Pupil's Book / Lesson 1. Say the words and they listen, look and point several times.
- 4) Tell them that English is a “magic” language and that there are some “magic” letters/words under the pictures. That’s why it is so special and interesting. Ask them to guess what there might be written.
- 5) Ask the children to look at the pictures of Mr Bing and the balloon in the Pupil's Book / Lesson 1. Play the song. The children just listen.
- 6) Play the song again. They try to point to the right picture.
- 7) The song is played again. They try to mime along.
- 8) This time they mime and try to sing along.
- 9) Get them to look in the Activity Book. They can colour the balloon while you play the song over and over again.
- 10) Walk around the classroom while they are colouring and praise them. If you like, you can point to the balloon in the Activity Book and ask individual children to say the word after you. If you see a child is not ready to do it, do not insist.
- 11) You can play the digital *Play and Learn* game which is a listen and choose activity.
- 12) Task 2 in the Activity Book can be done now.

It is tracing the words and colouring the pictures. Explain the idea of tracing since they are going to do it throughout the entire school year. It is not writing, it is more like drawing. Encourage them to do their best in doing the “magic” with English words. If you run out of time, they can do it at home or in the next lesson.
- 13) Finally, ask them before the very end of the lesson if English is difficult and if it was fun.

A NOTE:

In the next lesson make sure you revise all the commands and repeat the song. This could be done as a warm-up at the very beginning of the lesson.

Lesson 2 - YUMMIE

Tema	Uvod	Razrada ishoda Učenik izgovara i imenuje riječi na temelju slikovnog i slušnog poticaja, imenuje hranu koju voli jesti, povezuje grafijsku sliku riječi, pjeva pjesmicu.
Lekcija	Yummie	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.3., C.1.6	
Međupredmetne teme	Zdravlje A.1.2, Učiti kako učiti C.1.3, C.1.4, D.1.1, D.1.2	
Jezični sadržaji	hot dog / pizza / pudding / lemon / sandwich / banana / spaghetti / juice / yoghurt	

➤ Lesson 1

INTRODUCING VOCABULARY

- 1) Prepare the flashcards for the words listed in the Language Focus.

Tell them that you are going to speak English now and that they will understand everything you say. Name the words on the flashcards without showing them the pictures. Ask them if they understood everything and what they remember they have just heard.

- 2) Show one picture at a time and name the food item. Ask them if they notice any difference. It is very similar but not completely the same.
- 3) Ask them to repeat the words after you while you are showing the pictures yet again. Tell them to listen very carefully to how you pronounce the words and to try to imitate you as much as possible. This is, actually, great practice in the English sound system which they are completely unaware of.

This is also an opportunity to draw their attention to some cultural differences.

For example, pudding is served as a warm dish in the English speaking world, whereas in our culture it is usually served cold. Explain this in simple words so they can understand why the picture shows a warm pudding.

- 4) Stick the pictures one by one on the board saying the words again. When all the pictures are there, point to each one, say the word and ask the children to repeat after you.
- 5) Ask two or three children to come to the board. Find out if there are any volunteers. Say one of the words and get the children to point to the right picture on the board. Praise them a lot. Repeat this several times and then ask the next group to come to the board. Continue this activity as long as they seem to be interested in doing it.

- 6) Tell everyone to close their eyes now. Remove one of the pictures from the board and ask what is missing. Repeat this a number of times with different pictures being removed. They can call out the word in chorus.
- 7) Collect all the pictures. Choose one and ask them to guess what it is you are holding in your hands and looking at. Ask if anyone wants to take your place and choose a picture for the others to guess. If there are some volunteers, let them take over. If not, you keep on doing it.
- 8) Place the pictures on the desk. Say a word and ask a child to find the right picture and stick it on the board. Repeat this until all the pictures are on the board again.
- 9) Now ask them to draw 3-4 pictures from the board in their notebooks. Go around the classroom, praise them a lot and ask them to name what they are drawing. If you see a child is not ready to do it, do not insist.

A NOTE:

All of the suggested steps were not so much for vocabulary practice because these are very easy words. The main purpose was to get the children used to some of the teaching activities and techniques. It will probably take up a whole lesson to do it all.

➤ **Lesson 2**

LISTENING TO THE SONG

- 1) Revise with the flashcards the vocabulary from the previous lesson. Show a picture and wait for someone to call out the word. Do it yourself if no one remembers the word.
- 2) Tell them that you really like some of the food in the pictures. Explain that when something is really good to eat you say **YUMMIE**. Say it again and pat your stomach to show how good it feels. They imitate you.
- 3) Show the picture of a banana and say: YUMMIE. Look at the children and ask if they like it. Those who do should say YUMMIE too and pat their stomachs. Repeat the procedure with every picture card.
- 4) Do it once again using the pictures in a different order. This time the children need to stand up, say YUMMIE and pat their stomachs if they like something.
- 5) Ask the children to look at the pictures of the key vocabulary on the left in the Pupil's Book / Lesson 2. Say the words and they listen, look, say and point several times.
- 6) Get them to take a good look at the illustration on the right side and find the food. They can point to the pictures and call out words when they spot something.

- 7) Ask them if they can see the balloon. Is Mr Bing in the balloon? Tell them to look at him and guess what his problem is. **HE IS HUNGRY.** He is so hungry because he can see a lot of food and it **SMELLS GREAT.** Mime this by saying the words slowly and inhaling the air loudly through your nose. Get the children to do the same.
- 8) Tell the children that Mr Bing likes three things very much. Get them to guess what they are. They are **PIZZA, HOT DOGS and PUDDING.**
- 9) Play the song and let the children listen to the song.
- 10) Play it again. This time they listen and mime. You do it too so they can copy it. Use the mime introduced before for **YUMMIE** and **SMELLING GREAT.**
- 11) The third time they mime and try to sing along.
- 12) Divide the class into three groups. The first is **PIZZA**, the second is **HOT DOGS** and the third is **PUDDING.** Play the song yet again. They stand up and mime only their part. You can swap roles if they are still eager to do it and repeat it two more times.
- 13) Ask them to look at Task 1 in the Activity Book. They need to complete the drawings of the food and then colour the pictures and trace the words. While they are busy with it play the song over and over again. They will probably sing along.
- 14) Task 2 is the first listening task they encounter. Explain them carefully how they should do it. You might even want to do one example with three pictures on the board. Draw a tick on the board and tell them to imagine where they would put it after they hear the word you say. Call out a volunteer to come and put a tick next to the right picture. Ask them if they were right. Next, they should take their pencils and take some time to look at all the pictures in the task. Make sure they understand they need to tick only one picture in each line. Check what they did and praise them a lot.
- 15) In task 3 they draw the food they like. Ask them to say and repeat **I LIKE...** several times with different food items.
- 16) You can play the digital *Play and Learn* game which is a read, drag and drop activity.
- 17) Go back to the picture in the Pupil's Book. Ask the children to look at it again and say what else they can see in it. The idea is to make them aware of some more internationally used English words such as: **A HELICOPTER, BADMINTON, A RADIO, A TRACTOR and JEANS.** Get the children to say the words after you. Find out if they have any of these things and finally ask them to draw some of them in their notebooks.

A NOTE:

As far as the tracing of words in the Activity Book goes, this activity is there to get the children used to the words. They are not meant to be read at this point, but if some children want and can do it,

encourage them to do so. However, make sure you stress often enough that in time everyone in class will be able to do this.

Lesson 3 – FINGERS, TOES

Tema	Uvod	Razrada ishoda Učenik imenuje i reagira na jednostavne upute, ponavlja riječi prema slušnome modelu, prepoznaje i imenuje dijelove tijela.
Lekcija	Fingers, toes	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2, A.1.3., C.1.1, C.1.6	
Međupredmetne teme	Upotreba IKT A.1.1, A.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.1, D.1.2	
Jezični sadržaji	fingers / toes / ears / nose / wiggle / touch	

➤ Lesson 1

INTRODUCING SOME PARTS OF THE BODY

1) Ask the children to look at you. Point to your nose and say: **NOSE**

Point to your ears and say: **EARS**. Repeat this a couple of times.

2) Ask the children to do the same. They just touch their noses and ears.

3) Get them to repeat all together the words after you while touching.

4) Hold up your hands and wiggle you fingers. Say: **FINGERS**. Make sure they understand it is really fingers not hands.

Bend down and touch your toes. Say: **TOES** Explain in the mother tongue what you are referring to because you are wearing shoes and your toes are not really visible. Repeat wiggling fingers and touching toes a couple of times.

5) Ask the children to do the same. First they just wiggle and touch, then they repeat the words after you.

6) Revise the four body parts: NOSE / EARS / FINGERS / TOES.

7) Tell them to stand up, listen carefully and touch what you say. Mix up the order of body parts several times.

8) Turn to the board and draw the parts. Get them to guess what you are drawing.

9) Tell them you are going to test their ears now. You are going to pronounce the parts all at once and they have to repeat after you.

Say and point to the drawings: EARS / NOSE / FINGERS / TOES First you say it rather slowly. They repeat.

Then you say it more quickly. They repeat.

Then more and more quickly until they mix it all up and start laughing.

10) Now ask them to look at Task 1 in the Pupil's Book and listen to Mr Bing.

11) Get them to repeat after the audio in chorus, then in smaller groups.

Finally, ask if anyone would like to repeat after the audio recording on their own.

12) Ask the children to look in the Activity Book now. They can do Task 1 first – trace the words.
Then Task 2 – draw and name the missing part of the body.

UNDERSTANDING COMMANDS

1) Revise all the commands introduced so far.

Tell the children what to do: **STAND UP / CLAP YOUR HANDS / LOOK AROUND / SIT DOWN.**

Repeat the commands several times in a different order. You can also sing the UP AND DOWN song.

2) Introduce the new commands. Say: **TOUCH YOUR NOSE.** Place a finger on your nose and wait for everyone to do so.

Say: **TOUCH YOUR EARS.** Place fingers on your ears and wait for everyone to do the same.

Keep on saying the commands and touching. The children just touch their noses and ears. **TOUCH YOUR EARS! TOUCH YOUR NOSE!**

3) Add two more body parts. Say: **TOUCH YOUR TOES.** Bend over and do so. The children copy.

Say: **TOUCH YOUR FINGERS.** Place them in front of your face, touching each other. The children do the same.

Revise the four combinations a couple of times. Ask the children if they can guess what **TOUCH** means.

4) Tell the children that there is another thing they can do with their fingers.

You can wiggle them. Start wiggling your fingers. Say: **WIGGLE YOUR FINGERS.**

Wait for everyone to do it.

Say: **WIGGLE YOUR NOSE.** Start moving your nose up and down. This is funny and the children will probably start laughing.

Say: **WIGGLE YOUR TOES.** Tell the children to take off one shoe for a second. Get them to wiggle their toes. You can see through the socks if their toes are moving or not.

Revise the three **WIGGLE** commands a couple of times. Now tell them to try something really difficult, something not everyone can do.

Say: **WIGGLE YOUR EARS.** If you cannot do it yourself, ask if anyone can, so the children have an idea of what to do.

Finally, ask them to guess what the word **WIGGLE** means.

5) Tell them they have learned a lot of commands today. Ask them to listen carefully and do what you tell them to. Revise all the commands with **TOUCH** and **WIGGLE**.

- 6) Ask the children to look in the Pupil's Book, Task 2. Play the audio recording and let them just listen and look at the picture.
- 7) Play the recording or the video again. They listen, look and mime.
- 8) The third time they listen, say and mime.
- 9) Get them to look in the Activity Book at Task 3. They need to cut out the jumbled pieces of Mr Bing. This may take a while. Then ask them to put the parts together. Do not let them stick the parts right away. Walk around and take a look if they have put the parts together in the right way. Then give them some time to stick them. When they have finished, look at their work, praise them. Ask each child to point at one body part of Mr Bing that you name as you are walking around the classroom. It can also be done at home if they do not have time to finish the task.

➤ **Lesson 2**

IT'S YOUR TURN!

- 1) Start off by revising body parts (FINGERS / TOES / EARS/ NOSE) and then combined with the commands introduced so far (TOUCH / WIGGLE).
- 2) Ask the children to listen, look and point to Mr Bing in the Pupil's Book.
- 3) Get them to stand up, listen and mime while listening to the audio recording of Mr Bing.
- 4) Ask them to say and mime the actions chorally.
- 5) Practise the actions several times in the different order.
- 6) Ask the children to have a look at the listening task in Pupil's book, Task 3. Remind them how they should do or explain it thoroughly one more time and make sure everybody understands what they need to do and to tick only one picture in each line (not a row, as they tend to look at these kinds of tasks). Say the words and check what they have ticked.
- 7) Now you can play the digital *Play and Learn* game which is a listen and match activity.
- 8) It's your turn! – time to personalize the topic. Make sure everyone has a piece of paper big enough. The best thing is for the teacher to bring the sheets of paper.
- 9) The children draw the outline of their fingers on the paper. You can do it on the board so they have an idea how to do it. If a child cannot do it, you should help him/her.
- 10) Next, they write their names. Most children can write their name at this age, but if you notice someone has a problem, help.
- 11) Collect the sheets of paper and stick them on the walls or place them on some desks. Ask the children to walk around and find whose hand matches theirs in size and shape as much as possible. Some of them will actually be reading the names which is a good preparation for some future reading.

A NOTE:

This segment of the lesson is designed to involve the children in an activity which is connected with the topic that is being dealt with, but also to personalise the learning as much as possible. The children are encouraged to make something they can relate to, which makes the learning cycle complete in a way. That is why it is really important that the teacher finds time for this type of activity. Although very often skills other than speaking are involved, it is still learning but through other sensory channels.

LESSON 4 - POLLY

Outcomes: to introduce oneself

Language focus: Hello. / What's your name? / I'm Billy.

Tema	Uvod	Razrada ishoda Učenik ponavlja riječi prema slušnome modelu, sudjeluje u kratkom dijalogu, razlikuje formalne i neformalne pozdrave, uočava imena vršnjaka iz zemalja ciljnog jezika, povezuje grafijsku sliku riječi čiji je izgovor sličan pisanome obliku.
Lekcija	Polly	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2, A.1.3, A.1.5, , A.1.6, , A.1.7, B.1.1, B.1.3, B.1.4 C.1.1, C.1.3, C.1.4, C.1.6	
Međupredmetne teme	Osobni i socijalni razvoj A.1.1, B.1.2, C.1.2 Upotreba IKT-a- A.1.1, A.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.1, D.1.2	
Jezični sadržaji	fingers / toes / ears / nose / wiggle / touch	

➤ Lesson 1

INTRODUCING A NEW CHARACTER

- 1) Start the lesson off with the flashcards that the children are already familiar with.

Show the picture of Mr Bing and ask who it is.

Show the picture of the balloon and ask what it is.

Always help with the answer if no one remembers.

Play the song *Up and Down* and ask everyone to sing and mime along.

Show pictures of some food and revise the words. Ask if they remember what smells so great to Mr Bing. Play the song *Yummie* with the children singing along.

- 2) Show the picture of a parrot. Let the children tell you in their mother tongue what it is.

Say: **A PARROT** and ask the children to repeat the word after you.

Have a little chat in L1 about parrots. Find out if anyone has one. What is a parrot? What can it do? What colour can it be? Where do people keep it? Etc.

- 3) Once the children have remembered that a parrot can talk, **get them to meet the parrot** in the picture or Polly the glove parrot. You pretend to be the parrot and try to speak in a squeaky voice.

Ask the children if they want to know its name. They will say YES of course.

Tell them to listen carefully how you are going to ask that.

Look at the picture and say: **WHAT'S YOUR NAME?**

Reply immediately as a parrot: **POLLY.**

Add: **HELLO, POLLY!**

Reply: **HELLO!**

4) Act out this mini dialogue once again. The children just listen.

5) Ask the children to take the role of Polly. You keep on doing it as well.

Repeat the mini dialogue again with the children's help.

6) Tell the children that you have a very difficult job for them. They have to be TRANSLATORS.

Explain what it means. They have to say in their mother tongue what you say in English. Act out the mini dialogue once more. Pause after each sentence. Help the children say what it means.

7) Now tell the children that Polly wants to meet them.

Approach an outgoing child and, pretending to be Polly, ask: *WHAT'S YOUR NAME?*

Help the child answer. Then say: *HELLO, _____!*

Encourage the child to say HELLO, too.

Repeat this with a number of children. They will soon get the grip of the answers. It is an easy situation and they are exposed to the question all the time.

8) Ask them to open the Pupil's Book, Task 1. They listen to the audio recording and look at the pictures.

9) Get them to repeat after the recording. First, the whole class together.

10) The class acts out the situation. Half of it repeats Mr Bing's words and the other half Polly's words. Then they can swap roles.

A NOTE:

When the instruction in the Pupil's Book says ACT OUT, this simply means repeat after the recording taking the role of a character. First, it is done in groups and later on, if the children are willing and confident enough, individually.

11) Now you can play the digital *Play and Learn* game in which children need to listen and choose the right picture from the story about Polly.

12) The children can colour Polly now. This is Task 1 in the Activity Book.

LISTENING TO THE SONG

1) Walk around the classroom and ask some pupils what their names are. Make sure you ask both boys and girls. Stop and repeat all the boys' names that came up. Ask whose names these are and they will probably conclude they belong to the boys. Repeat the procedure with the girls' names.

2) Draw on the board A BOY and A GIRL. Say the words and ask the class to say them after you.

3) Ask the children if they know any English names for boys and then for girls. They may come up with some ideas (athletes, singers, actors...)

4) Now tell them to try and do some guessing. You are going to say some more English names and they need to say if the name is for a boy or a girl. Use the names that come up in the song *What's your name?*, Task 2 in the Pupil's Book.

Start with the easiest of the names – Doris, and then move on mixing boys' and girls' names. This time the whole class does the guessing. Praise them a lot.

5) Ask a couple of children to come to the board. Repeat the procedure with the names, but this time the children in front of the board have to decide if it is a name for a boy or a girl by pointing to the correct picture.

6) Repeat this with several groups of children.

7) The children can look in the Pupil's Book, Task 2.

8) Play the song and they just listen.

9) Ask them what names they remember after the first listening.

10) Play the song again and ask the boys to try and remember some boys' names and the girls the girls' names.

11) The third time they can try to sing along. Ask them which name they like best.

12) Now they can trace boys' and girls' names in the Pupil's Book, Task 3.

13) There are some names for the children to colour in the Activity Book, Task 3. This can be done now, while the song is played over and over again. With stronger classes you can tell them which coloured pencil to take and find and colour the names. You can simply hold up the coloured pencil for everyone to see or better yet say it in English since it is highly likely that some children already know the colours and will be very proud that they could show it. You can do the first example of name and colour combination as a model and then call out the individual pupils to choose and the others should colour as they say.

HOMEWORK: Ask everyone to bring to the next class a toy (something like a stuffed animal, a teddy, a doll, etc.) that they play or sleep with and that is like a friend to them. Tell them to think of a name for that toy (if it does not already have one). They can use any name they like.

➤ **Lesson 2**

IT'S YOUR TURN! - MINI DIALOGUE

1) Revise the dialogue in Task 1 in the Pupil's Book. Play it for the children and let the whole class repeat after the audio recording.

2) Tell the children that you are going to practise just one bit of that dialogue. Play the mini dialogue in Task 4. Tell the children to try to imitate exactly what they hear.

3) First they do the dialogue in two groups. Then get as many pairs as you can to repeat after the recording. The rest of the class can do Task 2 in the Activity Book.

4) Now tell them to take out their toys. You should have one, too. Tell them that they need to speak for their toys. They should hold them.

Approach a child and ask: *WHAT'S YOUR NAME?*

The child should say the name of the toy: *I'M _____ . WHAT'S YOUR NAME?*

You answer: *I'M _____ .*

5) Repeat this with some more children until you have the feeling they can do it on their own. First, ask two talkative children to act out the dialogue with their toys for the whole class. Then ask the children sitting at the same desk to do it. Finally, ask everyone to stand up and walk around the class. They need to meet at least three more toys.

6) Explain the children that they are going to make a bookmark with their names on it and use them to mark the current lesson page in the pupil's book or activity book so they could find it easier in the class or at home. This is Task 4 in the Activity Book. Allow plenty of time for this activity. Walk around and help. Encourage them to colour their name balloons beautifully. Play all the songs while they are busy.

7) When their bookmarks are finished and are on the desks, walk around and have a chat like this with a lot of children:

Teacher: *WHAT'S YOUR NAME?*

Pupil: *MARKO.*

Teacher: *HELLO, MARKO!*

Pupil: *HELLO!*

8) Time for a game – *Catch the ball*

You need a small ball for this game. If your class is not too big and if you have enough space, ask the children to stand in a circle. If you cannot do it, ask everyone just to stand up. Throw the ball to someone. This person stands in the middle of the circle or comes up front.

Teacher: *WHAT'S YOUR NAME?*

Pupil: *IVA.*

Teacher: *CLAP YOUR HANDS, IVA!*

The pupil performs the action.

Teacher: *BRAVO! THANK YOU.*

The pupil throws the ball to someone else and goes back to his/her place.

Use all the commands the children know so far.

POLLY'S PAGE 1

Tema	HELLO (pozdravi, dijelovi tijela)	Razrada ishoda Učenik zorno ponavlja izgovor riječi u nizu prema slušnome modelu, sudjeluje u kratkom dijalogu, kreativno se izražava pjesmom i glumom, piše riječi (<i>tracing</i>).
Lekcija	Polly's page 1	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2, A.1.3, A.1.5, , A.1.4, , A.1.7, B.1.1, B.1.2, B.1.3, B.1.4, C.1.1, C.1.3, C.1.4, C.1.6	
Međupredmetne teme	Upotreba IKT -a A.1.1, A.1.2 Učiti kako učiti C.1.1, C.1.4, D.1.1, D.1.2	
Jezični sadržaji	<i>hot dog / pizza / pudding / lemon / sandwich / banana / spaghetti / juice / yoghurt / fingers / toes / ears / nose / wiggle / touch</i>	

This revision section can focus on the following language items.

1) VOCABULARY

Use the following flashcards to revise the vocabulary: Mr Bing / a balloon / Polly / parrot / nose / ears / fingers / toes / hands / pizza / hot dog / pudding / lemon / sandwich / banana / spaghetti / juice / yoghurt

- A) You can play a **pointing game**. Stick the cards on the board. Put the class into two groups. A representative from each group comes to the board. Name a thing, and they have to point to the right picture. Whoever does it first, wins a point for his/her team.
- B) You can play a **what's-missing game**. All the cards are on the board. Again there are two teams and representatives in front of the board. Tell them to close their eyes. Remove a picture. They open their eyes and have to say which picture is missing. Again the first one to do it right, wins a point for his/her team.
- C) You can play a **grab-a-picture game**. This time place all the cards on the desk at the far end of the classroom. Again two or three teams compete. Their representatives stand quite away from the pictures. When you name a thing, they have to run and find/grab the right picture. The first one to do so takes the picture to his team. The winner is the team with most pictures.
- D) You can play **BINGO**. The game is presented on **POLLY'S PAGES 1 in the Pupil's Book**. Children draw the boxes in their notebooks and then the pictures in the boxes. They choose from the pictures in the picture pool. You can play two or three rounds of the game.

There is also a digital Polly's bingo version in which they need to listen and choose the correct word.

- E) **My favourite word.** Children first look at Polly's favourite word from this unit and then choose and draw their own (whether it is cool, unusual, easy, difficult or simply sounds "magical" to them).
- F) Finally, to check and evaluate their own progress at the end of each unit, children colour smileys as **self-assessment checklist** in the form of *I can say...* statement next to the picture of the key vocabulary of the unit.

2) COMMANDS

First revise all the commands:

stand up / sit down / clap your hands / look around / touch your ears / touch your nose

/ touch your toes / wiggle your fingers / wiggle your toes / wiggle your nose

Play the **Simon says game**. You give commands but the children need to obey them only if you say Simon says in front of the command. You can personalize the game and use Polly's name instead of Simon's.

STAND UP! (They do nothing.)

SIMON/POLLY SAYS STAND UP! (They obey the command.)

STICKERS

There are sticker pages at the end of each unit. They should be used as a **listening task**. First, the children name what they see in the pictures 1-8. Next, the teacher says the word/command randomly and they need to find the sticker and stick it in the right place. The teacher can just be the model for the first sticker and then call out and let individual pupils choose the sticker they all need to stick next.



Unit 1 HELLO

The first unit deals with the following language items:

- greetings (hello / hi / goodbye / see you later)
- greetings rhyme
- some basic phrases (thank you / please)
- traditional nursery rhyme (Two little birds)

It also introduces all the main characters: Liz, Ted, HAB (hot air balloon) and, of course, Mr Bing and Polly.

A lot of rhyming patterns are presented in this unit because they make the language sound more attractive and easier to remember.

The unit ends with the revision section POLLY'S PAGES 2 in the Pupil's Book, where the key vocabulary is activated in the Snakes and Ladders game. Again, they choose and draw their favourite new word from this unit and fill in the can-do statements. In the Activity Book the Bingo and Memory games are suggested in the SUM UP 2 section.

Lesson 1 - HAB

Tema	HELLO (pozdravi, dijelovi tijela)	Razrada ishoda Učenik zorno ponavlja izgovor riječi u nizu prema slušnome modelu, sudjeluje u kratkom dijalogu, kreativno se izražava pjesmom i glumom, piše riječi (<i>tracing</i>).
Lekcija	HAB	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2, A.1.3, A.1.5, , A.1.4, , A.1.7, C.1.1, C.1.3, C.1.6	
Međupredmetne teme	Upotreba IKT -a A.1.1, A.1.2 Učiti kako učiti C.1.1, C.1.4, D.1.1, D.1.2	
Jezični sadržaji	hello / hi / see you later / goodbye	

➤ Lesson 1

INTRODUCING NEW CHARACTERS AND GREETINGS

- 1) Play the *What's your name?* song from Lesson 3 of the Introductory unit. Revise all English names that come up in the song.
- 2) Show the flashcard with **Ted** on it. Ask the children to guess what his name is. Tell them the name is mentioned in the song they have just revised.
- 3) Show the flashcard with **Liz** on it. Again, get them to guess the name. It is also in the song.
- 4) Explain that Ted and Liz are friends. Ask the children to guess what they do together. They tell you in L1 about their activities. Accept anything they say.
- 5) Ask the children what they say to their friends when they meet in the street or get together to play or do something. Wait till someone remembers that they greet one another first. Encourage them to say some of the greetings they use in L1 and then tell them that Ted and Liz also greet each other.
- 6) Act out this situation by holding the picture of Liz in one hand and the picture of Ted in the other.
Say:
HELLO, LIZ! HELLO, TED! Ask the children to repeat after you.
Change it a little: **HELLO, LIZ! – HI, TED!** The children repeat again.
Explain that HELLO and HI are very similar. Find the corresponding expressions in their mother tongue and say them.
- 7) Walk around the classroom and tell the children that Ted and Liz are going to greet them and they have to greet them back. Approach a child pretending to be Ted (by holding his picture) and say:

HELLO, LUKA! Help Luka answer: *HELLO / HI, TED!*

Do this with a lot of children. Repeat the procedure with Liz saying hello to different children.

- 8) Stand where everyone can see you. Act out a little dialogue between Ted and Liz by holding their pictures and saying:

HELLO, LIZ! – HI, TED! (pretend they are coming towards each other)

GOODBYE, LIZ! – GOODBYE, TED! (pretend they are leaving in opposite directions) Ask the children to repeat after you. Boys can be Ted and girls can be Liz. They can wave when they say **GOODBYE**.

Choose several pairs of children to act out this dialogue.

- 9) Tell the children that so far they have heard three greetings: **HELLO / HI / GOODBYE**.

Now ask them to listen carefully and hold up their hands when they hear another.

Act out the following dialogue.

HELLO, TED! – HI, LIZ!

GOODBYE, LIZ! SEE YOU LATER. – GOODBYE, TED!

Do it twice so that everyone can notice the new bit. Ask them to guess what it means. Explain it yourself if they have no idea.

The children can repeat the lines after you.

- 10) Show the cards of the four characters the children have met so far: Mr Bing, Polly, Ted and Liz.

Act out the previous dialogue four times, always pretending to be a different character.

The whole class responds with your help.

HELLO, CHILDREN! – HI, POLLY/TED/LIZ/MR BING!

GOODBYE, CHILDREN! SEE YOU LATER. – GOODBYE, POLLY/TED/LIZ/MR BING!

- 11) The children look in the Activity Book, Task 1. They need to trace the greetings.

In Task 2 they match the pictures and the shadows of the main characters they have met so far.

➤ **Lesson 2**

HAB (hot air balloon) / MINI DIALOGUE

- 1) Ask the children to look in the Pupil's Book, Lesson 1. Get them to tell you if they recognise anyone in the pictures.
- 2) Play the audio recording and let them just listen. Ask them who sings the song.
- 3) Play the recording again and ask them to try and remember what the name of the balloon is. Explain what HAB (hot air balloon) means and ask them if they know how it works.
- 4) Play the video.
- 5) Ask the children to repeat the lines after the recording. They do not sing the song.

- 6) Divide the class into two groups to take the roles of Ted and Liz. They repeat the lines again.
Ask individual children to repeat the lines.
- 7) Tell them that you are going to ask them to do something really difficult. When you stop the audio recording they have to **guess what comes next**.
Choose really easy words to be guessed the first time you do it. Then try again with different words.
- 8) They can do the activity in the digital *Self Check* section in which they listen and put the pictures of the story in the correct order.
- 9) Tell the children to do Tasks 3 and 4 in the Activity Book (spot the right picture, colour it and trace the words).
- 10) The children listen to the mini dialogue now in Task 5 in the Pupil's Book.
Get them to repeat it several times, with you being the model, by varying the speed and loudness of their voices:
- very slowly and quietly
 - slowly and loudly
 - quickly and quietly
 - quickly and loudly
- 11) Encourage the children to have this little chat with other children in class. Walk around and chat with some children so they get the idea. Then ask everyone to stand up and do the same.
It will probably be messy, but help where you can. Give them a time limit so they need to be more efficient.
- 12) The children look at Task 6 in the Pupil's book. They describe the pictures. Comment on the names and surnames of the boy and the girl. Ask them if they have ever heard of some other English surnames.
- 13) They can do the activity in the digital *Play and Learn* content where they need to sort out the English and Croatian names.
Also, there is also a quiz about Croatia and The United Kingdom in the digital *Play and Learn* content. Comment and explain each picture mixing L1 and English. Ask them how they came up with the right answer.
- 14) Time for a game – **WHO AM I?**
You need a scarf or a blindfold for this game. Ask a child to come up front and blindfold him/her. Tell him/her that a child will say HELLO and that he/she has to guess who it is.
If your class is not too big, you can ask them to stand in a semicircle with the blindfolded child turning his/her back to them. A child pats the shoulder of the blindfolded one and says: *HELLO*
_____ !

The blindfolded child has to guess who said hello. He/she just says: *HELLO* ____! (name)
If the guess is correct, the scarf/blindfold is taken off and the other child is blindfolded. If the guess is wrong, the child remains blindfolded but only for two more rounds. After three rounds another child is blindfolded because it may be scary or uncomfortable for some children to remain blindfolded for longer than that.

A NOTE:

From now on use the greetings to start and finish the lessons. If you like, you can teach the children to call you Miss ____ (your surname) or Mr ____ (your surname) because this is the way English speaking children address their teachers.

Lesson 2 – HELLO, GOODBYE

Outcome: to say and learn a rhyme with greetings

Language focus:

Tema	HELLO (pozdravi, dijelovi tijela)	Razrada ishoda Učenik ponavlja izgovor riječi u nizu prema slušnome modelu, reagira na jednostavne upute, imenuje i izvodi radnje, piše riječi (<i>tracing</i>).
Lekcija	Hello, goodbye	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2, A.1.3, A.1.4, A.1.7, C.1.1, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.1, D.1.2	
Jezični sadržaji	<i>greetings and commands hello/ goodbye / touch your nose / touch your toes / stand up / say "cheese" (smile)</i>	

➤ Lesson 1

REVISING GREETINGS AND COMMANDS

- 1) Greet the children with: *HELLO, CHILDREN!*

Help them respond with: *HELLO, MISS/MR _____!*

Approach individual children and greet them and help them to greet you back.

- 2) Make this dialogue a little longer.

Teacher: *WHAT'S YOUR NAME?*

Pupil: *IVA.* (says the name)

Teacher: *HELLO, IVA!*

Pupil: *HELLO, MISS/MR _____!*

Teacher: *GOODBYE, IVA!*

Pupil: *GOODBYE, MISS/MR _____!*

Repeat this with a number of children. Ask if anybody wants to take your part and encourage two children to act this dialogue out. You help whenever they get stuck by whispering to them what they need to say.

- 3) Ask everyone to stand up. Revise the parts of the body they know. Touch and say:

NOSE / EARS / FINGERS / TOES / HANDS

Tell them to listen and do what you say:

TOUCH YOUR NOSE / TOUCH YOUR TOES / TOUCH YOUR EARS /

WIGGLE YOUR FINGERS / WIGGLE YOUR TOES / CLAP YOUR HANDS /

LOOK AROUND SIT DOWN / STAND UP

The children may have forgotten some of the actions, so repeat them once again, but more quickly.

- 4) Show the flashcard of *CHEESE*. Say the word in English and get the children to repeat it after you. Find out if they like eating cheese.

Now tell them to look at your face and notice what happens when you say *CHEESE*. You *SMILE*.

Ask everyone to say *CHEESE* slowly so they can mime a big smile. Explain that when you take a photo of someone you tell them to say *CHEESE* so they have a smile in it.

Pretend you are taking a photo of the whole class and tell them: *SAY CHEESE!*

Repeat it several times using different poses.

- 5) Ask if anyone wants to be a photographer instead of you. Help this child give the same command: *SAY CHEESE!*

- 6) Mix the familiar commands with the new one and have one more round of the listen-and-do activity.

- 7) Ask the children to open their notebooks. Tell them that you will act out some actions and that they have to draw in their notebooks the part that you do not say out loudly.

Touch your nose and say: *TOUCH YOUR _____!* (You only whisper *NOSE* and that is what the children need to draw)

Touch your toes and say: *TOUCH YOUR _____!* (They draw *TOES*)

Wiggle your fingers and say: *WIGGLE YOUR _____!* (They draw *FINGERS*) Touch your ears and say: *TOUCH YOUR _____!* (They draw *EARS*)

Open your mouth and say: *SAY _____!* (They draw *CHEESE*)

Walk around and check what they have drawn.

Point to pictures in their notebooks and ask what they are.

LISTENING TO THE RHYME

- 1) Ask the children to look in the Pupil's Book – Task 1. Ask them to guess where the children are. They are in the **PARK**. Say the word and ask them to repeat after you.

What do children usually do in a park? They play games. Here is a game they are playing.

Play the audio recording and the children listen.

- 2) Play the recording again and the children listen and mime along. Explain that **CALL OUT** means to say something loudly.
- 3) The third time they listen, repeat the lines and mime the actions.

- 4) Get the children to look in the Activity Book, Task 1. There is a picture of a park they need to copy. Before they do so, ask them what there is in this park. You can name in English some of the things (TREE, BENCH ...) but you do not need to insist that the children remember them.

While they are copying the picture, play the rhyme over and over again.

- 5) Tell the children that you are going to say the rhyme but that you sometimes cannot remember it all so you need their help. Say and mime the rhyme, leaving out some words in it. The children fill in the missing words.

Do it again leaving out different words.

- 6) Ask the children to do the whole rhyme with you. Then tell them you do one line and they say the next.

Teacher: *HELLO, GOODBYE*

Pupils: *TOUCH YOUR NOSE.*

Make sure you always mime what they need to say.

- 7) Give them one minute to practise in pairs and then ask if any pair would like to say and mime the rhyme. Tell them you will help them.

➤ **Lesson 2**

IT'S YOUR TURN! – TIME FOR A GAME

- 1) Revise the body parts and commands from the rhyme learned in the previous lesson as a listen-and-do activity.
- 2) They listen, say and mime the rhyme several times.
- 3) The children look in the Activity Book, Task 3. They need to trace the greetings, colour the pictures, cut them out and stick them in the right place in the rhyme.
- 4) Once it is done, encourage some children to "read" the rhyme. It will be more saying by heart than reading, but this does not really matter.
- 5) You can play the Memory game in the digital *Play and Learn* content.
- 6) Task 3 in the Pupil's book revises all the commands learned through previous lesson. Let them name all the actions in the pictures, either chorally or individually. Then children listen and tick the right picture. Check their answers.
- 7) Play the game called **POLLY SAYS**. It is the same as SIMON SAYS. The children obey the command only if there is POLLY SAYS in front of it.

The purpose of this game is to encourage the children to say and give commands to each other, not to be just performers of actions. First you lead it, then let the children take over.

- 8) Task 5 in the Activity Book can come at the end as a listening activity. They listen to you and draw some body parts (nose, ears, fingers, toes).

Lesson 3 – TWO LITTLE BIRDS

Tema	HELLO (pozdravi, dijelovi tijela)	Razrada ishoda Učenik ponavlja izgovor riječi u nizu prema slušnome modelu, pokazuje sličice prema zvučnom zapisu, povezuje slike i riječi, pjeva tradicionalnu pjesmu, piše riječi (<i>tracing</i>).
Lekcija	Two little birds	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2, A.1.3, A.1.4, A.1.7, C.1.1, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.1, D.1.2	
Jezični sadržaji	one / two / bird / wall / boy / girl	

➤ Lesson 1

INTRODUCING NEW VOCABULARY

Prepare flashcards for the words listed in the *Language focus*.

Use the following procedure to teach vocabulary.

- 1) Show a card and say the word. The children just listen.
- 2) Show the card and say the word. The children repeat after you in chorus.
- 3) Stick the cards on the board. Point to the pictures and say the words.
The children repeat after you.
- 4) Ask two or three children to come to the board. Say a word. The children point to the right picture. Repeat this several times with different children.
- 5) Ask the children to close their eyes. Remove one of the cards. Ask: **What's missing?** Do it a number of times with different pictures.
- 6) Collect all the cards. Hold them in your hand. Choose one and place it on the top. Ask: *What's this?* The children call out words until they guess what the picture shows.
- 7) Walk around the classroom. Hold the picture cards in your hands. Ask a child to draw one from your hand and say what it is. If the child cannot remember ask the class to help.
- 8) Put all the cards on the board again. Ask the children to draw at least 3-4 pictures.
Walk around and ask individual children what they are drawing.

LISTENING TO THE DIALOGUE AND THE SONG

- 1) Get the children to look in the Activity Book Task 1. They colour the birds (Peter is blue and Paul is white) and stick them on a straw/stick/pencil as it is shown in Task 3 in the Pupil's Book.

- 2) Ask the children to look in the Pupil's Book / Lesson 3 – Task 1. Talk about what they can see in the pictures. They can name a few things. Ask them if they recognise who the children are. *The boy is Ted and the girl is Liz. Are they still in the park? No. They are near Liz's home. How many birds are there? One or two? Two, of course, **TWO LITTLE BIRDS.***

ONE CALLED PETER. *That's its name.* **ONE CALLED PAUL.** *That's right, PETER AND PAUL.*

Where are the birds? **ON THE WALL.**

What can birds do? They can FLY. Mime it by spreading your arms and waving them about. Ask the children to fly with you.

Say: **FLY AWAY!** (Wave your arms and move away. The children do the same.) Say: **COME BACK!**

(Wave your arms and get back to the place where you were before.)

- 3) Play the video. The children listen and watch.
- 4) Play the recording again. They listen and repeat after it in chorus while playing with the cut out birds.
- 5) Play the song. They just listen.
- 6) Play the song again and use the cut out birds.
- 7) Play the song for the third time. The children mime with you.
- 8) They try to sing with the recording and mime along.

➤ **Lesson 2**

IT'S YOUR TURN!

- 1) Play the video and revise the story *Two little birds.*
- 2) Now the children can do the digital *Play and Learn* activity in which they listen and put the pictures in the correct order.
- 3) Revise the song *Two little birds* using the cut out birds.
- 4) Ask two girls to come up front. Point to them and ask the class: Two girls or two boys? *Two girls.*

Next say: **TWO LITTLE GIRLS.** The class repeats after you.

Whisper to the girls to sit on the floor. Turn to the class and ask: *Two little girls sitting on the wall?* **NO. TWO LITTLE GIRLS SITTING ON THE FLOOR.** (Touch the floor to demonstrate what you mean.)

Turn to one girl and ask: *What's your name?* Wait for the answer. Ask the other girl the same question. Say: **TWO LITTLE GIRLS SITTING ON THE FLOOR, ONE CALLED ANA, ONE CALLED IVA.**

Turn to the girls and say: **STAND UP ANA, STAND UP IVA.**

Wait for the girls to do it and then move on: *SIT DOWN ANA, SIT DOWN IVA*. Repeat the whole rhyme once again with Iva and Ana and then do the same with some more pairs of girls, asking the children to join you in saying the lines.

- 5) Repeat the same procedure with two boys, working slowly with the first pair and moving on to more pairs of boys. *TWO LITTLE BOYS ...*
- 6) Now the children look in the Pupil's Book – Task 4. They listen and repeat the lines.
- 7) They can draw two boys or girls on the floor in their notebooks. Also Task 3 in the Activity Book can follow. It is completing the pictures and tracing the words.
- 8) Play the song *Two little birds* while they are drawing. Ask them to name the children they are drawing in their notebooks and sing a song about them.

A NOTE:

The finger mime for TWO LITTLE BIRDS and the children's version of the song can be played in the warm-up or follow-up parts of the lesson whenever time permits. The same goes for other songs, rhymes and games. It is important that the teacher finds time to revise them. It is only through repetition that the children are actually going to master the lines of songs and rhymes. It takes time and a lot of practice.

Lesson 4 – THANK YOU

Tema	HELLO (pozdravi, dijelovi tijela)	Razrada ishoda Učenik ponavlja izgovor riječi u nizu prema slušnome modelu, pokazuje sličice prema zvučnom zapisu, povezuje slike i riječi, pjeva tradicionalnu pjesmu, piše riječi (<i>tracing</i>).
Lekcija	Thank you	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2, A.1.3, A.1.4, A.1.5, A.1.7, B.1.2, B.1.4, C.1.1,C.1.3, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.1, D.1.2 Osobni i socijalni razvoj A.1.1, B.1.1, B.1.2 Održivi razvoj C.1.2,	
Jezični sadržaji	door / tree/ ladder / thank you /please / come in	

➤ Lesson 1

1) Start off the lesson by revising quickly everything you have been working on.

A) Greet the children and get them to greet you back individually.

B) Ask different children about their names. Add another question.

WHAT'S YOUR NAME? MARKO. ARE YOU A GIRL? NO. ARE YOU A BOY? YES.

Revise different commands and parts of the body. Get the whole class to perform the commands or ask individual children to do it.

MAJA TOUCH YOUR NOSE! STAND UP IVAN!

D) Play with some of the songs and rhymes. Play the music and let the children sing and mime.

2) Prepare the flashcards for all the vocabulary that you have covered so far:

balloon / hot dog / pizza / pudding / hamburger / sandwich / banana / spaghetti / juice / Coca-Cola / parrot / boy / girl / cheese / bird/ wall / floor

A) Revise the words one by one. Say the word and the children repeat after you. Make sure you use **A** (indefinite article) where needed. For example, you will say: A BALLOON but JUICE.

B) This time just show the picture and wait for someone to say the word. Add the article if necessary.

C) Play a guessing game. Ask a child to come up front and choose a picture from the pile.

D) The rest of the class has to guess what it is. The pupil who guesses first gets to choose the next picture for guessing.

E) Hand out the flashcards to different children. Tell them to listen carefully and to bring you the picture you ask for. Say:

A BALLOON, **PLEASE**.

F) Wait till the child with the picture of a balloon brings it to you and then say:
THANK YOU.

G) Keep doing this until you collect all the pictures. Hand them out to different children and do it again.

3) Finally, ask the children what PLEASE and THANK YOU mean.

Tell the children that they can "buy" some pictures from you. Display them on your desk and say that it is your shop. Ask the children to come and "buy" some pictures.

Pupil: A sandwich, PLEASE.

Teacher: Here you are.

Pupil: THANK YOU.

When you have sold everything, buy the pictures back from the pupils.

Tell the children that PLEASE and THANK YOU are very important words and that they always have to say PLEASE when they want something and THANK YOU when they get something. Tell them that it is very nice to be polite and smiling.

4) Here is a little rhyme that talks about it. It is **Task 4 in the Pupil's Book**. The children do not need to look in the book. They can listen to you:

ALWAYS SAY *HI*.

ALWAYS SAY *PLEASE*.

ALWAYS SAY *THANK YOU*.

ALWAYS SAY *CHEESE*. (Give them a big smile here.)

Say the lines again and ask the children to repeat after you a couple of times.

Now get them to look at the rhyme in the Pupil's Book. They can read after you.

Finally, they can do **Task 3 in the Activity Book**.

They need to trace the words and colour the pictures.

➤ **Lesson 2**

- 1) Introduce three new nouns that are going to come up in the dialogue.
- 2) Show the pictures of **A DOOR / A TREE / A LADDER** one by one. Say the words and get the children to repeat after you.
- 3) Stick the pictures on different walls around the classroom. Say one of the words and the children have to point towards the correct picture. Do it several times, each time more quickly, moving from one word to another. The children need to react quickly too.

- 4) Tell them that you are going to mime an action and they have to point towards the picture it is connected with. Mime the following without saying anything: KNOCKING (they point towards the door)

OPENING (they point towards the door)

CLIMBING (they point towards the tree and the ladder) COMING IN (they point towards the door)

Ask the children to mime the actions with you. You say the whole command, they just mime.

KNOCK ON THE DOOR!

OPEN THE DOOR!

COME IN!

CLIMB THE TREE!

CLIMB THE LADDER!

Repeat this several times, changing the order of the commands.

Finally, ask the children to draw the three objects in their notebooks.

- 5) Tell the children to look in the **Pupil's Book – Task 1**. Talk about the pictures a little.

Who is in the pictures? Who is at the door? What is the problem? Where is the balloon? Who helps Mr Bing?

Have a chat like this, mixing L1 and English. Always say the words the children can understand in English.

- 6) Play the recording. They just listen.

- 7) Get them to listen to the recording the second time and repeat in chorus.

- 8) Divide the class into two groups. The girls can repeat Liz's words and the boys Mr Bing's.

- 9) Ask a couple of talkative and outgoing children to act the dialogue out. All they do is repeat after the recording individually.

- 10) Draw the children's attention to the rhyming words. Tell them that you are going to play the dialogue once again. When you stop they have to say what words sound similar.

- 11) If you like, you can read the dialogue instead of playing it. This way you can even stress a little the rhyming words.

- 12) Now they look in the **Activity Book**. They can complete **Task 1**, trying to trace the word for each of the pictures. Then the more difficult task follows. It is **Task 2** where they need to draw the missing parts in the pictures and colour them.

- 13) Walk around and ask them what they are drawing.

- 14) **MINI DIALOGUE**

This dialogue can be turned into a game.

- A) Play the recording. The children repeat after it.

- B) Ask pairs of children sitting together to repeat after the recording. One is Liz, the other Mr Bing.
- C) Tell the children that you will change the dialogue a little. Open the door of the classroom and step into the corridor. Knock on the door and say: KNOCK! KNOCK!
- D) Wait for the children to say: COME IN, PLEASE! (If they do not remember, whisper into the classroom what they need to say.)
- E) Step back into the classroom and say: HELLO. I'M_____. (your name)
Tell the children to greet you back by saying their names:
HI. I'M_____.(everyone says their name. It is noisy but it doesn't matter.)
- F) Act this situation out once again, asking only one child to take part.
- G) Ask a number of pairs to act the situation out.
- H) Now tell them they can pretend to be anyone they like: a cartoon character, a movie hero, a toy, a famous person. It is important they have a name. Get them to act out the dialogue with a friend to the whole class

POLLY'S PAGE 2

Tema	HELLO (pozdravi, dijelovi tijela)	Razrada ishoda Učenik ponavlja izgovor riječi u nizu prema slušnome modelu, Pokazuje sličice prema zvučnom zapisu, imenuje vokabular, povezuje slike i riječi, pjeva tradicionalnu pjesmu, piše riječi (<i>tracing</i>), samovrednuje svoj uspjeh i napredak.
Lekcija	Polly's page 2	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2, A.1.3, A.1.4, A.1.5,A.1.6, A.1.7, B.1.1, B.1.2, B.1.4, C.1.1, C.2.2,C.1.3, C.1.4, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.1,D.1.2 Osobni i socijalni razvoj A.1.1, B.1.1, B.1.2 Održivi razvoj C.1.2,	
Jezični sadržaji	door / tree/ ladder / thank you /please / come in	

1) VOCABULARY

Spend a little time revising the vocabulary. Include all the nouns from the Introductory Unit as well as Unit 1.

Unit 1 flashcards are: boy / girl / park / cheese / bird / wall / floor / tree / ladder / one / two / door

Put the corresponding flashcards on a pile. Here are some more ideas on what to do with the flashcards. (You can use the ideas from SUM UP 1 as well.)

- A) The children draw and name their new favourite word and colour the symbols if they can name the key vocabulary from this unit.
- B) You can play a **YES or NO game**. Pick a card from the pile and say what it is. If you say the right word, the children clap their hands and say YES. If you say the wrong word, the children call out NO and do nothing. This is basically a recognition activity, so it is a good one to start the revision with.
- C) You can play a **guessing game**. Select one card from the pile and ask the children to guess what it is. They just call out the words. Make sure they put their hands up and wait for their turn. It may be too much of a mess if they do not. The child who guesses what is in the picture gets to choose the next card from the pile. This activity should be done after the children have seen in a previous activity all the cards that are in the pile.
- D) You can play a **miming game**. It is also a guessing game, but this time you have to mime a word and the children have to guess what it is. It is important that you mime a lot of words first so the children get an idea how to do it. Then ask them to try doing it themselves. Some

of the words are easy to mime and some are not. Still, it is a lot of fun. Make sure they do not say anything while they are miming.

- E) Now ask them to listen and stick the stickers in the right place in the Activity Book. (Unit 1 at the back). Call out and let individual pupils choose the sticker they all need to stick next.
- F) You can play **the Memory game**. It is in the Activity Book. First, they need to cut out the pictures and the words. Help them do the matching first so they get familiar with the written form of the word. You can have the same set at the board and call them out to check if they done it correctly. Now they can play the game in pairs.
- G) Next, play **the Bingo game**. They can choose six pictures to start the game. Call out the words and they flip the pictures. The winners are the children who have flipped all their pictures first. There is bound to be a group of winners because there are only 12 pictures to choose from.

If you have a stronger class and only if you feel they are ready, you can try to play Bingo with their word cards. Help them out with holding up the word card you called out.

- H) Finally, use the **POLLY'S PAGES 2** in the Pupil's Book. The game can be played in class in pairs or in groups. You can also encourage the children to play it at home with family members.
- Ladders and snakes** is always fun to play. They can also do the jigsaw puzzle of the game in the *Play and Learn* content.

2) RHYMES, SONGS AND DIALOGUES

It is a good idea to do an activity where you could revise rhymes, songs and dialogues and see how much the children actually remember.

You can play a what-comes-next game. Put the class into two groups. The groups take turns. You say a line of a song, rhyme or a dialogue, and they have to guess what word comes next. If they do it correctly, they win a point for their team. If not, the other team can have a go.

Make sure you sing if it is a song. Also use mime wherever you can.

Here are some lines you can use:

- 1) UP AND DOWN __, __, __, __, __, __.
- 2) PIZZA, PIZZA, PIZZA, PIZZA SMELLING _____
- 3) WIGGLE YOUR FINGERS, WIGGLE YOUR _____, TOUCH YOUR EARS, TOUCH YOUR _____.
- 4) MY NAME IS _____. I'M COMING SOON.
WHAT AM I? A HOT AIR _____.
- 5) HELLO! – HI! SEE YOU _____.

- 6) HELLO, GOODBYE. STAND UP, _____. HELLO, GOODBYE.
CALL OUT _____!
- 7) TWO LITTLE BIRDS SITTING ON A WALL.
ONE CALLED PETER, ONE CALLED _____.
- 8) KNOCK! KNOCK! COME IN, _____!
- 9) ALWAYS SAY _____. ALWAYS SAY _____.
ALWAYS SAY THANK _____. ALWAYS SAY _____.

3) MY PROJECT PAGE: FLAGS

- 1) Discuss the flags with the children. Show them the photos of these flags in colour. The children colour the two flags. Name the colours.
- 2) Talk about English and Croatian names. The children have to complete the lists with their own examples. They can work in pairs or in groups.
- 3) The children complete the sentence by writing their names on the line.
- 4) The children can think of their own classroom flags and draw them. They can work in pairs or in groups. Display their work in the classroom.



Unit 2 IN THE SKY

The second unit takes the characters for a ride in the balloon. On this trip they see some things in the sky and they count the stars. When it starts getting dark Liz needs to go home and Polly and Mr Bing prepare for sleep, too.

The following language items are introduced:

- what you can see in the sky (sun, moon, star, cloud, rainbow)
- a song (Mr Sun, Mr Sun)
- numbers 1-10
- a song (Ten little stars)
- a traditional rhyme (I've got ten little fingers)

The unit ends with POLLY' S PAGES 3 (Pupil's Book) and SUM UP 3 (Activity Book) which are the revision sections.

Lesson 1 – MR SUN, MR SUN

Tema 3	IN THE SKY (brojevi)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, povezuje grafijsku sliku riječi, pjeva pjesmicu, povezuje slikovne kartice s riječima, piše riječi (tracing).
Lekcija	Mr Sun, Mr Sun	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.3, A.1.4, A.1.5, A.1.7 , C.1.1, C.1.2, C.1.3, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.2.	
Jezični sadržaji	sun / moon / star / rainbow / cloud / sky	

➤ Lesson 1

INTRODUCING NEW VOCABULARY

- 1) Use the procedure suggested in Unit 1 / Lesson 3 (Two little birds) / Step 1. The children draw the key vocabulary in their notebooks.
- 2) The children listen, look and point to the vocabulary in Task 3 in the Pupil's Book.
- 3) After the words have been introduced, ask the children to do Task 1 in the Activity Book. They need to colour the pictures and trace the words.
- 4) They can do the listen and match activity in the digital *Play and Learn* section.

LISTENING TO THE SONG

- 1) Ask the children to look in the Pupil's Book, Task 1. Get them to tell you who and what they can see in the pictures. Next, tell them that the things in the sky have real names. So, the sun is called MR SUN. Ask everyone to say it after you. Check if they remember what MR means. Just like Mr Bing.
The moon is MR MOON.
The cloud is MR CLOUD.
Now look at the rainbow. It is very PRETTY. Explain what it means. So it is called PRETTY RAINBOW. Everyone repeats after you.
Finally, look at the star. It is LITTLE. Explain what it means. So it is called LITTLE STAR.
- 2) Stick the picture of the sun on the board and ask what it is called. If you like you can write MR SUN next to it. The children say it after you. Do this with all the pictures. Write the names under the pictures.
- 3) Ask some brave children to read or say the names that are on the board.

4) Play the video. After the first listening ask them what question they can hear over and over again and ask them to guess what it means. You can write the question on the board: *WHERE ARE YOU?* Get to children to read it after you a couple of times.

5) Play the song again. Ask them what answer everyone gives. It is *HERE I AM*. Write it on the board and get everyone to read it after you. Make sure they understand what it means.

Also explain what *HOW DO YOU DO?* means.

6) Play the song for the third time and ask the children to try and sing along.

7) Now you can play the song in the digital *Play and Learn* game and they need to put the pictures in the right order.

8) The children can look at Task 2 in the Activity Book which is designed to challenge their visual skills. It is a mishmash picture of the sky and the objects that can fly. They need to find the characters from the song and colour them. You may walk around and help. You can ask them to help each other.

Play the song over and over again while they are doing it.

➤ **Lesson 2**

IT'S YOUR TURN! - PLAYING WITH THE SONG

1) Revise the key vocabulary from the previous lesson with the pictures and the word cards on the board.

2) The children do the listening task in the Activity Book, Task 3. They tick the right picture. Check the answers and comment on how easy or difficult this task was.

3) Ask the children which of the characters from the song they like best and why. Tell them that they need to choose one and not say anything to anyone about which one it is. Ask them to take a pen/felt-tip pen and draw it on their palm as it is shown in Task 4 in the Pupil's Book. Give them a little time to do this. You are the only one who can see what it is.

So when you approach a child he/she can show you and whisper the words into your ear.

4) The children hide their hand with the picture behind their back. Play the song again. They need to show their palm at the right time during the song. It is all shown in the cartoon in the book – *IT'S YOUR TURN!*, so make sure everyone knows exactly what to do.

If they like the activity, you can ask them to draw another picture on the other palm and do it once again.

5) Now you can use the lines of the song to play with the children's names. This is Task 5 in the Pupil's Book. Sing the song using the names of different children in class and they need to answer you. The whole class can hide behind the desks and the child whose

name you mention in the song jumps up and answers your question. Of course, you need to help them with the answers.

A NOTE:

This lesson could be the first one where you start writing some words on the board. Make sure you use capital letters only. Do not make a big deal out of it. You write and they read after you. That is all for now.

Lesson 2 – TEN LITTLE STARS

Tema 3	IN THE SKY (brojevi)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, povezuje zvučni zapis i broj, broji do 10 i imenuje brojeve, pjeva pjesmicu, povezuje slikovne kartice s riječima, piše riječi (tracing).
Lekcija	Ten Little Stars	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, A.1.7 , C.1.1, C.1.2, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.1, D.1.2	
Jezični sadržaji	numbers 1-10	

➤ Lesson 1

INTRODUCING THE NUMBERS

- 1) Ask the children if they can count from 1-10 in their mother tongue. Of course they can. So tell them to count on their fingers all together. Get them to do it once again, but this time say the number in English after they say it in their mother tongue. The third time they need to repeat the English numbers after you as you are counting on your fingers.
- 2) Prepare the flashcards with the numbers. Show them one by one and get the children to say each number after you.
Repeat the procedure showing and saying two numbers at a time: ONE, TWO / THREE, FOUR.
Again they repeat after you.
Next, get them to repeat four numbers after you: ONE, TWO, THREE, FOUR / FIVE, SIX, SEVEN, EIGHT.
- 3) Display the cards on your desk. Ask the children to come and hand you the number you mention: *FIVE, PLEASE!*
Stick the card on the board. Repeat this with different children until all the numbers are on the board.
- 4) Ask the children to come to the board in pairs and say: *POINT TO NUMBER TEN!*
Give each pair a few tasks.
- 5) Ask everyone to close their eyes. Remove one of the numbers from the board and ask: *WHAT'S MISSING?*
- 6) Ask them to copy the numbers into their notebooks. They can use a different colour for each number.

As they are doing so, walk around, point to their numbers and help them say what they are.

LEARNING THE SONG

- 1) The children look in the Pupil's Book, Task 1. Play the audio recording and ask them just to listen and look in the book. After the first listening ask them what the characters are counting.
- 2) Get the class to repeat after the recording. It is really easy.
- 3) Next, put the class into three groups. The first repeats Liz's words, the second Polly's and the third Mr Bing's.
- 4) Play the song. It is Task 2 in the Pupil's Book. The children can listen and show the numbers with their fingers. Then they can sing along. It should be fairly easy. The song also goes backwards so they need to pay attention.

Repeat the song several times.

- 5) You can adapt the song by asking a group of 10 boys to come up front, singing:

ONE LITTLE, TWO LITTLE, THREE LITTLE BOYS.

FOUR LITTLE, FIVE LITTLE, SIX LITTLE BOYS.

SEVEN LITTLE, EIGHT LITTLE, NINE LITTLE BOYS.

TEN LITTLE BOYS SITTING ON THE FLOOR.

As you are counting the boys in the song they need to sit down on the floor. Then you can sing the song backwards and they need to stand up, so you end the song with:

ONE LITTLE BOY SITTING ON THE FLOOR.

Repeat the procedure with *TEN LITTLE GIRLS*.

- 6) The children colour the numbers in the Activity Book, Task 1. It will be easier for you to monitor the follow-up task in which they need to hold up the numbers if the colours for the numbers are the same for each pupil (for example, 1 is blue, 2 is green etc.). You may even say the colours in English since there will always be the pupil(s) who know all the colours and they can translate or hold up the coloured pencil.

They need to cut out the numbers for their homework and bring them to the next lesson.

➤ Lesson 2

PLAYING WITH THE NUMBERS – IT'S YOUR TURN!

- 1) Revise the numbers with the flashcards displayed on the classroom walls. They need to listen to you and point to the right number on the wall. Call out the individual pupils to tell the class which number to point to.
- 2) Tell the pupils to display their cards with numbers on their desks and ask them to:
 - A) hold up different numbers
 - B) put the numbers face down and then turn the cards over with a friend and say the number
 - C) play a what's-missing game with a friend (one child closes his/her eyes and the other removes a card)

INTRODUCING THE WRITTEN WORDS FOR NUMBERS

This is a good opportunity to practise reading because numbers are an easy subject for it. It is a good idea to prepare the word cards at home or use the ones from the set of word cards. They need to be big enough for everyone to see.

- 1) Show the cards one by one and ask the children to read after you. First do it in a normal order and then mix it up.
- 2) Write or stick the cards with numbers on one side of the board. Then stick the wordcards on the other. Ask different children to come to the board and match (draw a line) between the numbers and words.
- 3) Now they do Task 3 and 4 in the Pupil's Book. They listen, repeat and point to the numbers. First do it in a normal order then mix it up. Call out the individual pupils to read the numbers while the rest of the class points to that number. Finally, they trace the words.
- 4) Only if you feel your class is ready for it, ask them to copy the words into their notebooks. In this case ask several children to try and read aloud the words they have written.
- 5) Task 5 in the Pupil's Book is a matching task. The children need to count the stars and match it with the right number.
- 6) Another matching activity is in Task 2, Activity Book. Here they practice reading and matching all the numbers from 1-10.
- 7) Play a little game. Remove the word cards from the board. Ask the children to come to the board in pairs (two teams). Show a word card but do not read it. The children read it silently and then have to point to the right number on the board. The other possibility is to leave the words on the board and remove the numbers.

- 8) In Task 4 they revise the vocabulary and the numbers. They need to count and write how many things they can see.
- 9) There are more counting activities in the digital *Play and Learn* section where the children spin and say how many stars they can see or put the pictures of the stars in the correct order from 1-10.
- 10) Play BINGO with numbers. This is Task 3 in the Activity Book. The children can write the numbers in the boxes and you can show the word cards.
- Since the children love the Bingo game, you can also play it with the cut out numbers. Ask them to save the cards in an envelope and keep them in their books/notebooks so you can play with them again.

Lesson 3 – GOING HOME

Tema 3	IN THE SKY (brojevi)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, povezuje sličicu sa zvučnim zapisom, sudjeluje u kratkome dijalogu, reagira na jednostavne upute, recitira pjesmicu uz pokrete, piše riječi (tracing).
Lekcija	Going home	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3, A.1.4, A.1.7 , B.1.2, C.1.1, C.1.5, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.2.	
Jezični sadržaji	shoe / door / house / put on your shoe / open the door / run	

Step 1 REVISING VOCABULARY AND INTRODUCING NEW VOCABULARY

1) Start off the lesson by revising some of the vocabulary you have covered so far.

2) Prepare the picture cards for the following words:

moon / star / sun / cloud / rainbow

numbers 1-10

door / tree / ladder / balloon / wall / floor / bird / boy / girl

3) Mix up all the pictures and hold them in your hands.

4) Show them one by one and say: **WHAT'S THIS?**

Make sure the children understand the question. Wait for someone to answer it.

Only when nobody remembers the word should you say it.

5) Play a guessing game. Choose one picture and put it on top of the pile you are holding.

This time do not show it. Ask again: WHAT'S THIS?

Give the card to the child who guesses it first.

Repeat this until you have handed out all the cards.

6) Draw three big blank boxes on the board. Write one caption above each box:

NUMBERS / IN THE SKY / AT HOME

Whenever you write a caption read it out, ask the children to read after you and guess what it means. AT HOME is the new one, so you need to explain what it means. Say that this includes the place we live in and maybe a garden if we have one.

Ask several children to read the words after you.

- 7) Get the children to look at the pictures they have won in the guessing game. Ask someone to hold up a picture and let the class say into which of the boxes it should go. This is the children's **first sorting out activity**. It is important to give them time.
With some of the cards there may be a little discussion. For example, a bird can be in the sky, but also at home in the garden or in a cage. Let the children say in their mother tongue where they want the picture to go and why. Accept everything that makes sense.
- 8) When all the pictures are sorted out, get the children to say what there is in each of the boxes.
They can come to the board, point to the pictures and say the words.
- 9) Now show two more cards: A SHOE / A HOUSE
Say the words and the children repeat after you.
Ask them into which of the boxes these pictures should go.
Get everyone to draw A SHOE and A HOUSE in their notebooks.
Ask individual children to repeat the words after you. You can point at their drawings.

Step 2 LISTENING TO THE CONVERSATION

- 1) The children look in **the Pupil's Book, Task 1**. Talk about what they can see in the pictures. Who is there? Where are they?
- 2) Play the conversation for the first time. They just listen and look at the pictures. Get them to tell you in their mother tongue why Liz wants to go home (it is getting dark) and what Polly wants Liz to do before she leaves the balloon.
- 3) Play the recording for the second time and ask them to repeat the lines in the chorus. Ask the children to help you translate Polly's lines at the end of the conversation (the rhyme).
- 4) Now they can complete **Tasks 1 and 2 in the Activity Book**.

Step 3 LEARNING THE ACTION RHYME

- 1) Ask everyone to stand up. Revise all the commands they have learned so far:
- 2) sit down, stand up, clap your hands, look around, touch your nose/toes/ears, wiggle your fingers/toes/nose, say CHEESE, say HELLO, say GOODBYE, say PLEASE, say THANK YOU, knock on the door, open the door, sit on the floor ...
- 3) Add some new commands:
- 4) RUN, PUT ON YOUR SHOE, GO TO THE DOOR, STOP AND WAIT
- 5) Introduce one new command at a time and mix it with some old ones. Make sure you mime the new commands as well so they can copy your mime.
- 6) Now play a game of Simon says (or Polly says).

- 7) Get them to look in the **Pupil's Book again, Task 2**. Play the recording. They listen to the rhyme and mime with your help.
- 8) Next, they listen to the rhyme again, repeat the lines and mime the actions.
- 9) If you like, you can get groups of children or some individuals to repeat the lines after the recording.
- 10) Ask the children to look in the **Activity Book, Task 3**. They need to colour the pictures and trace the commands.
- 11) Say the rhyme a few times, pausing at certain words and asking the children to read or say the word that comes next.
- 12) The same thing can be done with the recording. Play it, stop and let the children guess what comes next.
- 13) Finally, ask everyone to stand up and mime and say the rhyme with your help. It will take a while for the children to remember the rhyme but if you find time to revise it at the beginning or end of most lessons, they will learn it.
- 14) In **Task 4** the pupils listen to you and write the numbers (e.g. 1 – a shoe, 2 a hot air balloon, 3 a door, 4 a house).

Lesson 4 – JUST ONE NOSE

Tema 3	IN THE SKY (brojevi)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, povezuje dijelove tijela sa zvučnim zapisom, pjeva pjesmicu, povezuje slikovne kartice s riječima, piše riječi (tracing).
Lekcija	Just one nose	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3, A.1.4, A.1.7 , B.1.1, B.1.2C.1.2, C.1.3, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.2.	
Jezični sadržaji	<i>I've got two / ten / one + part of the body</i>	

➤ Lesson 1

REVISING THE PARTS OF THE BODY

- 1) Stand where everyone can see you. Touch and name all the parts of the body that the children are familiar with: nose / ears / hands / fingers / toes
- 2) Ask the children to stand up and name and touch different parts of the body with you.
- 3) Touch your **EYES** and say the word. The children repeat after you.
Mix the new word with the old ones and name them all again.
- 4) Tell the children to look at you and listen carefully. If you say something wrong they need to call out *NO!* Touch the parts of your body again but occasionally say the wrong word so the children can correct you.
- 5) Write the following numbers on the board: 1 (ONE) / 2 (TWO) / 10 (TEN). Get the children to read them after you.

Now they need to listen carefully again to your sentences and show the numbers with their fingers. Here is what you say:

I'VE GOT ONE NOSE. (always touch the parts of your body)

I'VE GOT TWO EYES.

I'VE GOT TWO EARS.

I'VE GOT TEN FINGERS.

I'VE GOT TEN TOES.

After you say this for the first time, ask the children to guess what I'VE GOT means.

- 6) Repeat the same sentences but this time point to the numbers on the board. The children just read the number.

I'VE GOT ____ NOSE.

- 7) The third time ask them to repeat the whole sentences after you while touching the parts of their body.
- 8) Finally get them to do Task 1 in the Activity Book where they need to trace the words and match them with the pictures.

LISTENING TO THE DIALOGUE

- 1) The children look in the Pupil's Book, Task 1. Before you play the audio recording, talk about the pictures for a while.

Where is the balloon? Up or down? Who is there? Where is Liz? Is it dark?

- 2) Play the audio recording. They just listen. Ask after the first listening: *Who's got a big nose?* (Mime it.)

- 3) Play the recording once again. Now ask: *Who's got 10 toes? Who's got six toes?*

- 4) Play the video for the third time. The children repeat after it in chorus.

Ask: Who's got no fingers? Who's got ten fingers?

- 5) Divide the class into two groups. One group repeats Polly's lines and the other Mr Bing's. If they like it, they can swap roles and do it again.

- 6) Now ask the children to tell you who SHOULD say the following sentences, POLLY or MR BING? Or maybe both? You say a sentence, they just call out the name.

I'VE GOT NO FINGERS.

I'VE GOT TEN FINGERS.

I'VE GOT TWO EARS.

I'VE GOT NO EARS.

I'VE GOT TWO EYES.

I'VE GOT TEN TOES.

I'VE GOT SIX TOES.

I'VE GOT ONE BIG NOSE.

I'VE GOT ONE LITTLE NOSE.

- 7) Get them to look at Task 2 in the Activity Book now. Help the children complete the task. They need to finish the sentences by circling the correct pictures.
- 8) Now they can listen and click on the right picture in the digital *Play and Learn* section.

➤ Lesson 2

LEARNING THE RHYME

- 1) It is time for children to learn to say the traditional rhyme. It should be fairly easy now because they have been exposed to the lines for a while.
Play the recording (Task 2, Pupil's Book) and ask the children to repeat the lines and touch the parts of the body.
- 2) Ask smaller groups of children (4-5) to do the same. The rest of the class just listens.
- 3) Ask individual children to repeat the lines. Make sure you do not put pressure on children who do not want to do it.
- 4) Finally, ask everyone to stand up, and to say and mime the lines. They will still need your help.
- 5) Now they open their notebooks. Ask them to make three boxes or columns:

1 ONE	2 TWO	10 TEN

They draw in the correct boxes the parts of the body mentioned in the rhyme. You say: NOSE. They draw it in the right place. Someone can do it on the board as well. Do the same with EYES, EARS, FINGERS and TOES.

IT'S YOUR TURN! – TIME FOR A GAME

- 1) Get them to look at Task 3 in the Pupil's Book now. Here is an example of a big and little hot air balloon. Ask them to name what else can be big or small.
- 2) In Task 4 they need to listen to you and tick the right picture.
- 3) **The YES or NO game** is another listening comprehension activity. Everyone makes two cards: YES and NO. They listen to your sentences and hold up the right card. Write on the board: I'VE GOT and ask the children to say once again what it means. Now explain that all the sentences are going to be about what they have or haven't got. If you like, they can stand up with the YES card and sit down when they use the NO card.
- 4) Here are the sentences that can be used:
I'VE GOT ONE NOSE.
I'VE GOT ONE EAR.
I'VE GOT TWO EARS.
I'VE GOT TWO NOSES.
I'VE GOT TEN EYES.

I'VE GOT ONE EYE.
I'VE GOT TWO EYES.
I'VE GOT ONE HAND.
I'VE GOT TEN HANDS.
I'VE GOT TWO HANDS.
I'VE GOT TEN FINGERS.
I'VE GOT TWO TOES.
I'VE GOT TEN TOES.

You can add BIG and LITTLE to the game.

I'VE GOT BIG EARS.
I'VE GOT LITTLE TOES.
I'VE GOT BIG HANDS.
I'VE GOT LITTLE FINGERS.
I'VE GOT ONE BIG NOSE.
I'VE GOT ONE LITTLE NOSE.
I'VE GOT BIG EYES.
I'VE GOT LITTLE EYES.

Of course, the reactions will be different here depending on what they really have got.

POLLY'S PAGE 3

Tema 3	IN THE SKY (brojevi)	Razrada ishoda
Lekcija	Polly's page 3	Učenik razumije i reagira na jednostavne upute, ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu, pokazuje sličice na temelju zvučnog zapisa, imenuje vokabular na slici, piše riječi (tracing), samovrednuje svoj uspjeh i napredak, sudjeluje u vršnjačkom vrednovanju.
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3, A.1.4, A.1.6., A.1.7, B.1.1, B.1.3, B.1.4, C.1.1,C.1.2, C.1.3, C.1.4, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Učiti kako učiti A.1.1, A.1.2, B.1.1, B.1.2, B.1.4, C.1.2, C.1.1, C.1.3, C.1.4, D.1.1, D.1.2.	
Jezični sadržaji	I've got two / ten / one + part of the body	

1) VOCABULARY

Here are some more ideas on what to do with the flashcards. You can use the ideas from two previous SUM UP sections as well.

A) Numbers (1-10)

Play BINGO with numbers. To make it more challenging you can try doing it this way: the children write six numbers in the boxes and you show word cards. They have to read the words and cross out the numbers. If you feel this is too difficult you can always read the words aloud yourself.

Also, there are 2 activities with numbers in the digital Polly's pages section.

B) What's in the sky?

After you have revised all the vocabulary from lesson 1 of this unit, play the following game. Always begin with the questions *What's in the sky? What's in the sky?* and then quickly give an answer *The moon is in the sky.*

If your answer is true, the children stand up quickly. If it is not true, they remain seated. If you find it not too embarrassing for them, children who make a mistake drop out of the game.

You can give a lot of funny answers like: *A ladder is in the sky. Maja is in the sky. A house is in the sky.* Make sure you mix possible and impossible sentences. Use all the nouns they have learned so far.

C) Odd man out

Use the flashcards of all the vocabulary from this and the previous units.

After you have gone through them once with the whole class, make groups of 4 pictures. Stick one group on the board and ask them to decide which picture does not belong to the group. That picture is the odd man out. This is an excellent categorisation activity. The important thing is that they need to explain (in the mother tongue mostly) why one picture is different.

Start with something easy like three numbers and one other picture. Here are some more very easy ideas:

HANDS / NOSE / EYES / HOUSE

LIZ / TED / MR BING / DOOR

SKY / HOUSE / DOOR / FLOOR

And some more difficult ones:

HANDS / EYES / TOES / EARS (There are ten toes.)

POLLY / PETER AND PAUL / BALLOON / LIZ (Liz can't fly.)

Now ask the children to look and name the objects they see on the stickers page. Next, they listen and find the **stickers** at the back of the Activity Book (Unit 2) and stick them in the right place. They will already know the procedure by now. Call out and let individual pupils choose the sticker they all need to stick next.

Once this is done, ask them to cross out the odd man out in each group of pictures.

D) What goes together?

This is the opposite of the odd-man-out activity.

Put a number of cards on the board and ask the children to come up and draw lines between pictures that are in a way connected. If you have the following pictures on the board:

STAR	SEVEN
TEN	CLOUD
UP	EYES
HOUSE	DOWN
NOSE	LIZ
TED	FLOOR

most children will match together numbers, parts of the body, what they can see in the sky or characters.

Repeat this with another group of pictures. The children may come up with some other explanations. Accept everything that makes sense.

Now ask them to look in the Activity Book, Sum Up 3. They need to trace the words and colour the pictures. Finally they match words that go together and say why.

E) POLLY'S PAGES 3 in the Pupil's Book.

The children draw and name their favourite new word and colour the symbols if they can name the key vocabulary from this unit.

In Task 1 there are some words they need to point and say. Next, they cover the pictures and name all the things they can remember.

Task 2 is there for pair work. Also, the children are encouraged to make their own posters.

2) RHYMES, SONGS AND DIALOGUES

Use the idea from SUM UP 2: **a what-comes-next game**.

Do not forget to play with the songs as it has been suggested in each of the lessons of this unit.



Unit 3 - AT SCHOOL

This unit places the characters in the surroundings of school. It starts off with Ted's dream of a school tree, then there is the TPR story about Ted's problem when going to school. Next, there are two situations in the classroom where the children are playing. It all ends with the reappearance of Polly and Mr Bing in the schoolyard.

The following language items are introduced:

- school things
- activities in the morning before going to school
- traditional song: This is the way.
- things around the classroom
- guessing game (question form: Is it ...?)

Again the unit ends with the revision sections SUM UP 4 (Activity Book) and POLLY'S PAGES 4 (Pupil's Book).

Lesson 1 – SCHOOL TREE

Tema 3	AT SCHOOL (škola, školski pribor i razredni jezik)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, povezuje grafijsku sliku riječi i slušni model, povezuje slikovne kartice s riječima, piše riječi (tracing), prezentira svoj rad/poster.
Lekcija	School tree	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4,A.1.7 , C.1.1, C.1.2, C.1.3, C.1.4, C.1.4	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Poduzetništvo B.1.2 Učiti kako učiti A.1.2, B.1.1,C.1.3, C.1.4, D.1.1, D.1.2.	
Jezični sadržaji	book / notebook / pencil / pen / sharpener / eraser / pencil case / bag	

➤ Lesson 1

INTRODUCING NEW VOCABULARY

Here are a couple of activities for **the recognition stage** of vocabulary learning.

- 1) Prepare flashcards for the things listed above. Put the cards on your desk. Hold up one by one saying the word clearly. The children just listen.
- 2) Hold up the pictures again asking the children to repeat the words after you.
- 3) Tell them to place all the things you are teaching in front of them. You say the word and hold up the picture, they hold up the real object and repeat the word.
- 4) This time you just say the word and the children hold up the object. You do not show the picture.
- 5) Ask different children to come to your desk and take the picture you name and stick it on the board:
Marko, find a sharpener!
- 6) When all the pictures are on the board, put numbers above them and ask:
WHAT NUMBER IS THE BOOK? Repeat this with all the pictures.
Now it is time to move on to **the production stage**.
- 7) You can ask: *WHAT'S NUMBER SIX / ONE / TWO ...?* The children need to name the objects.
- 8) Ask everyone to close their eyes and play a **what's missing game**.

Remove a card from the board and they have to say which one it is when they open their eyes.

- 9) Finally, put all the cards face down on the board. The children have to remember what picture is there under each of the numbers. This is a sort of **memory game**.
- 10) The children can draw the objects in their notebooks.
- 11) Prepare **wordcards** for school things. Stick them one by one on the board and ask the children to read them after you.
- 12) Ask different children to come to the board and match the pictures and the corresponding words.
- 13) Ask the children to copy 3-4 words next to the pictures in their notebooks.
- 14) Play a real memory game with pictures and wordcards on the board. Put the pictures face down on one side of the board and the wordcards (also face down) on the other. Put numbers above the pictures and above the wordcards. Make two teams in the class. The children take turns and pick out the number of a picture plus the number of a word. You turn them over. If there is a match, they win a point. If not, put the cards back and the other team has a go. The winner, of course, is the team with more matching pairs. This is a great reading activity that children are not aware of. Use it whenever you can with all kinds of vocabulary.

➤ **Lesson 2**

LEARNING THE RHYME

- 1) Start off by revising the school things vocabulary using flashcards, wordcards and real school things.
- 2) Ask the children to look at the picture of a tree in the Pupil's Book. They can tell you what they can see in the tree. Then ask them if such a tree really exists.
Who is the boy in the picture? It's Ted. Is he at school? No, he is at home, sleeping. It is all just a dream.
- 3) Play the audio recording. The children just listen.
- 4) Play the recording again. They point to the school things in the tree.
- 5) The children repeat after the recording.
- 6) They complete Task 1 in the Activity Book. They need to trace the pictures in the tree and match them with words.
- 7) Play the rhyme again. Ask individual children or small groups to repeat after the **RECORDING**.

- 8) Tell everyone to close their books. Play the rhyme and stop occasionally. The children need to guess what comes next. The best places to stop are before the last word in every other line. There is a rhyming pattern there which makes it easier to guess.
- 9) In Task 2 in the Pupil's Book the children listen to you and write the numbers next to the school things.
- 10) Tasks 2 and 3 in the Activity Book can be done now. They need to fill in the missing letters of the words, colour the pictures and draw their pencil cases.
- 11) They can do further practise in the digital *Play and Learn* section.

IT'S YOUR TURN! – MAKING A SCHOOL TREE

This is a follow-up activity which may be time consuming but it is worth doing. The children will enjoy making school trees and the teacher will have plenty of time to walk around, talk to individual pupils and encourage them to say what they are drawing and what there is in their school tree. They can either draw it in their notebooks or they can make each school thing on the separate piece of paper and cut it out and stick on the big school tree.

A NOTE:

It is a good idea to start making a pool of word cards from now on. You already have the cards for numbers and school things. It is up to you to decide which cards to make. These cards can be used for a number of reading activities that are going to be explained in the next sections of this Teacher's Book.

Lesson 2 – NO BOOKS

Tema 3	AT SCHOOL (škola, školski pribor i razredni jezik)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, povezuje grafijsku sliku riječi i slušni model, povezuje slikovne kartice s riječima, preslikava riječi uz odgovarajuću sliku, razumije i reagira na jednostavne upute, imenuje i pokretima pokazuje radnje, pjeva tradicionalnu pjesmicu, kreativno se izražava pjesmom i glumom.
Lekcija	No books	
Predviđeni broj sati	3	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, A.1.7 , B.1.1, C.1.1, C.1.2, C.1.3, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Poduzetništvo B.1.2 Učiti kako učiti A.1.2, B.1.1,C.1.3, C.1.4, D.1.1, D.1.2.	
Jezični sadržaji	be in bed / run to the bathroom / wash your face / clean your teeth / put on your clothes / take your schoolbag / go to school	

➤ Lesson 1

INTRODUCING MORNING ACTIVITIES

1) Prepare the following flashcards:

BED, BATHROOM, SCHOOL, CLOTHES, FACE, TEETH

Introduce the new words as suggested in the previous lesson (Step 1). Get the children to match the pictures with the words after they have practised them orally. You need to prepare the wordcards for that.

2) Ask the children to complete Task 1 in the Activity Book. They need to trace the words and colour the pictures. Ask them which picture is not there (school) and which picture you did not have on the board (eyes).

3) Have a little chat with the children in the mother tongue about their routine in the morning before they go to school. As they are talking, translate some expressions into English, mostly the ones you need for this lesson.

4) Mime and say some of the activities:

YOU ARE IN BED / YOU OPEN YOUR EYES / YOU GET UP / YOU GO TO THE
BATHROOM / YOU WASH YOUR FACE / YOU CLEAN YOUR TEETH /
YOU PUT ON YOUR CLOTHES / YOU TAKE YOUR SCHOOLBAG / YOU GO
TO SCHOOL

If most children HAVE BREAKFAST before school, include that in the activities.

- 5) Repeat the activities but ask the children to mime with you. They do not say anything yet.
- 6) The third time ask them to mime and repeat the expressions after you.
- 7) Ask them to look at Task 2 in the Activity Book. They try to match the verbs with the nouns. They just need to follow the lines. Get them to read these expressions after you a couple of times.

➤ Lesson 2

DOING THE TPR (TOTAL PHYSICAL RESPONSE) STORY

- 1) Ask the children if they have ever been late for school. *What happens when they get up late? Do they do things quickly? Do they run to the bathroom? Do they have time to eat anything? Have they ever forgotten any of the school things because they were in too big a hurry?*
- 2) Tell them to look in the Pupil's Book now and listen to the story about Ted. Play the audio recording and they just listen. After the first listening, get them to tell you what Ted's biggest problem on that day was.
- 3) Play the video again but this time ask the children to mime the actions from the story. You need to mime too, so they can copy your mime. Stop the recording after each sentence so that you have enough time for miming.
- 4) The third time you can say the lines of the story and mime the actions. They mime too and repeat the sentences.
- 5) The fourth time they hear the story try this: tell the story but stop at some places and whistle. They need to guess what word comes in that place. For example:
YOU ARE IN _____. (whistling)
OPEN YOUR _____. (whistling) etc.
- 6) Now they can do the listen and choose activity in the digital *Play and Learn* section.

➤ Lesson 3

LEARNING THE SONG

- 1) Start off by revising the new vocabulary from this lesson. Play a memory game:
PICTURES – WORDCARDS (as suggested in Lesson 1 / Step 1 of this Unit).
Here is the vocabulary list: BED / BATHROOM / BAG / EYES / FACE / TEETH /
CLOTHES / SCHOOL / BOOK
- 2) Task 3 in the Activity Book can be completed now. The children name the vocabulary they can see in the snake.
- 3) Revise the story NO BOOKS. Ask the children to repeat after the recording first.
Then with your help they mime and tell the story.
- 4) Play a guessing game. Mime an action from the story and get the children to say or read from the book what it is. Very soon after, let the children do the miming instead of you.
- 5) Ask them to look at Task 4 in the Pupil's Book. Play the song and ask the children to mime the actions.
- 6) Now they can try to sing along and mime the actions.
- 7) Ask them to choose one picture from the song and draw it in their notebooks. While they are doing it, play the song over and over again.
- 8) In Task 4 in the Activity Book the children draw their school.

A NOTE:

Do not forget to sing this song as often as possible in the follow-up (time to play) sections of the lessons to come. You can revise the TPR story as well. It is only through a lot of repetition that the children will master the songs, rhymes and stories.

Lesson 3 – IN THE CLASSROOM

Tema 3	AT SCHOOL (škola, školski pribor i razredni jezik)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, povezuje grafijsku sliku riječi i slušni model, povezuje slikovne kartice s riječima, prepoznaje i imenuje predmete u učionici, razumije i reagira na jednostavne upute, pokretima pokazuje radnje u kontekstu obrađenog vokabulara, recitira tradicionalnu pjesmicu.
Lekcija	In the classroom	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, A.1.7, C.1.1, C.1.2, C.1.3, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.1, Građanski odgoj i obrazovanje C.1.1	
Jezični sadržaji	door / window / floor / board / desk / chair / clock / bin / Point to the door! / Touch the floor!	

➤ Lesson 1

INTRODUCING NEW VOCABULARY

- 1) Look around your classroom and see if the following objects are all there:
DOOR, WINDOW, DESK, CHAIR, FLOOR, BIN, BOARD, CLOCK
Prepare the flashcards for the same as well.
- 2) Start off by revising the familiar words. Touch the door and say: A DOOR
Do the same with THE FLOOR.
Move on to the new vocabulary, always touching the object and saying the word.
The children just listen.
- 3) Repeat this once again, asking the children to say the words after you.
- 4) Now use the command *POINT TO _____!*
Tell the children what to point to in the classroom. You do it, too.
POINT TO THE BOARD / FLOOR / BIN / WINDOW.
- 5) Ask the children to count with you how many things in the classroom you have named.
Say all the words once again and they count with their fingers.
- 6) Now use the flashcards. Show a picture and wait a little for someone to call out the word.
If no one remembers, you say it.
- 7) Place all the pictures on your desk. Stand away from it. Ask different children to bring you pictures and you stick them on the board.
Say: Ana, the clock, please!

- 8) With all the pictures on the board ask two to three children to come to the board and point to the pictures you name. Repeat this a number of times.
- 9) Put numbers above the pictures.
Ask: *What number is the window?*
- 10) Now ask: *What's number 1?*
Help them with the answers. They will still not remember all the words.
- 11) They look, listen and point to the pictures in the Task 3, Pupil's Book.
- 12) Write one by one the words on the board. Read them out loud and the children read after you.
- 13) Make sure the words are away from the pictures. Ask the children to come to the board and draw lines (matching) between the words and the pictures. Praise them a lot.
- 14) Now they look at Task 1 in the Activity Book and do the same type of exercise.
While they are colouring and matching things in the Activity Book, take off all the pictures from the board and wipe out the lines. Leave just the words.
- 15) Place the pictures on a desk away from the board. Ask the children to come to the board in pairs. You point to the word (do not read it, they do it) and they run towards the desk to find the right picture. The first one to do so holds it up. Then the next pair has a go.
- 16) Finally, ask them to copy the words from the board and draw pictures next to them in their notebooks.

➤ **Lesson 2**

LEARNING THE ACTION RHYME

- 1) Start off by revising the vocabulary from the previous lesson with the flashcards and wordcards.
- 2) The children can also do the matching activity in the digital *Play and Learn* section.
- 3) Now move to the action rhyme. First, practise the following two commands: *POINT TO* and *TOUCH*.
Start with *POINT TO* _____!
Choose very simple commands to start with: *POINT TO A BOY / A GIRL / A BAG / A BOOK / ...* Next, give commands with the vocabulary from the previous lesson: *POINT TO THE DOOR / THE FLOOR / A CHAIR / A DESK / A BIN ...* Make sure they really point to things and do not touch them.
- 4) Now move on to the next command: *TOUCH* _____!
TOUCH YOUR NOSE / EYES / EARS ... (revise all the parts of the body they know)
Add the new command: *TOUCH YOUR HAIR!* (demonstrate it)

Again connect classroom words with this verb: TOUCH A CHAIR / A DESK / THE FLOOR...

5) Write on the board:

POINT TO _____! TOUCH _____!

Get the children to read them after you. Now give commands, mixing the two verbs.

POINT TO A BOOK! TOUCH A BOOK!

6) After a while just point to the verb on the board and say the rest of the command:

_____ A CHAIR!

The children read the verb for themselves and perform the action. There will be mistakes, of course, but it is not important at all.

7) Now ask them to look in the Pupil's Book, Task 1. They listen to the rhyme.

8) Next they watch the video, listen and mime.

9) Then they listen, say and mime the rhyme.

10) Ask smaller groups of children to repeat after the recording.

11) Play a little with the lines of the rhyme. Tell them to listen carefully who has to perform an activity: boys or girls?

Give commands like these:

BOYS, POINT TO THE DOOR!

GIRLS, TOUCH YOUR HAIR!

GIRLS, TOUCH THE FLOOR!

BOYS, POINT TO A WINDOW!

And so on.

12) There is a listen and match activity in the digital *Play and Learn* section.

13) Ask them to complete Tasks 4 and 5 in the Activity Book. They need to join the dots to get pictures of a boy and a girl and then fill in some sentences using that vocabulary.

IT IS YOUR TURN! - CAN YOU REMEMBER?

This is Task 4 in the Pupil's Book.

1) First they look at the picture and describe it: *NUMBER 1 IS A BOARD.* and so on.

2) You can play the **Beat the teacher** game. Give them a minute to try to remember what there is in the picture and what number it is. They close their books. You make the table on the board like this:

	1	2	3	4	5	6	7	8	9	10	total
1. a											
TEACHER											

You ask: *What's number 6/10/2...?* mixing the order of questions. They raise their hands if they know the answer and you call out the individual students. Keep the score on the board. After that it is the pupil's turn to ask the questions and you have to answer them. The winner is the one with more correct answers. You will be amazed how good they are at this game, especially when they ask you the questions.

3) Now they can look at a picture of another classroom in the Activity Book, Task 6.

First, they talk about it and then fill in the sentences. Ask them to read out the sentences when they have finished.

4) Get them to look around their classroom and help them fill in the table in the Activity Book, Task 2.

5) Finally, they draw their own classroom in Task 3.

6) Play the game TOUCH OR POINT as shown in IT'S YOUR TURN! in the Pupil's Book.

A NOTE:

This lesson has a number of nouns in the plural form. It is not a good idea to teach this explicitly. Let the children absorb it in the context where it comes up, without much explaining.

Lesson 4 – CAN YOU GUESS?

Tema 3	AT SCHOOL (škola, školski pribor i razredni jezik)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, povezuje grafijsku sliku riječi i slušni model, povezuje slikovne kartice s riječima, imenuje i aktivno koristi usvojeni vokabular, sudjeluje u kratkom dijalogu, razumije i koristi strukturu <i>Is it...?</i> , piše riječi (tracing).
Lekcija	Can you guess?	
Predviđeni broj sati	1	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, A.1.7, C.1.1, C.1.3, C.1.5, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.1, D.1.2. Održivi razvoj C.1.2, Osobni i socijalni razvoj A.1.2, B.1.1, B.1.2	
Jezični sadržaji	<i>Is it a _____?</i>	

This is a fairly short lesson which gives the opportunity to revise a lot of vocabulary and to practise a simple question form.

- 1) For a change, start directly with the story in the Pupil's Book. Describe the situation and the characters in the pictures:

Who can you see? Where are they? What are they doing?...

- 2) Play the video. Ask them why Liz is angry at first and what made Ted angry later in the story. Check if they understand the story.
- 3) Play the video again and let them repeat after the recording, first chorally and then boys repeat Ted's role and girls Liz's role.
- 4) You can play the video with the sound off and let them be the voices of Liz, Ted and Polly.
- 5) Now let them act out the story. Put the flashcards of the things Liz mentions on the board (a pen, a pencil case, a book, a clock, a chair and a bin) to help ask the questions.
- 6) In Task 3, Pupil's Book the children need to circle the correct word under the picture. Help them out and ask them about the first picture exposing them again to the question form *Is it a door or a window?*
- 7) Put all the familiar flashcards on a pile and ask a child to choose one from it.

The child can show it to the class but you must not see it. You need to guess:

IS IT A _____? Ask the questions until you guess.

Do it once again with another child picking the card.

- 8) Ask the class if they remember how you started your questions and then write the model on the board:
IS IT A _____?
- 9) You pick a picture now and the children ask you questions. The child who guesses gets to choose the picture next.
- 10) Ask them to look at Task 1 in the Activity Book. They have to decide what there is in the pictures and write Yes or No.
- 11) Task 3 and 4 in the Activity Book is a pair work. They choose and draw an object and their partner has to guess what it is asking the question *Is it a _____?*
- 12) Move on to Task 4 in the Pupil's Book - IT'S YOUR TURN!. The children draw their own pictures and the rest of the class has to guess what there is in the picture.
- 13) You can play more guessing games like: unfinished drawings (you draw on the board and they try to guess what the picture is before it is completed) or drawing on someone's back (the children draw something on the back of a friend and the friend tries to guess what it is).
- 14) Finally, they can do the activities in the digital *Play and Learn* section.

A NOTE:

Play this type of guessing game whenever you have time. It is a great vocabulary revision exercise and the children usually enjoy it.

POLLY'S PAGE 4

Tema 3	AT SCHOOL (škola, školski pribor i razredni jezik)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, povezuje grafijsku sliku riječi i slušni model, povezuje slikovne kartice s riječima, prepoznaje i imenuje predmete na slici, razumije i reagira na jednostavne upute, piše riječi (tracing), samovrednuje svoj uspjeh i napredak, sudjeluje u vršnjačkom vrednovanju.
Lekcija	Polly's page 4	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, A.1.5, A.1.6, A.1.7, C.1.1, C.1.2, C.1.3, C.1.4, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Poduzetništvo B.1.2 Učiti kako učiti A.1.2, B.1.1,C.1.3, C.1.4, D.1.1, D.1.2.	
Jezični sadržaji	Is it a _____ ?	

VOCABULARY

1) Spot the word!

A) Put the wordcards of a number of words especially from this unit:

SCHOOL THINGS (pencil, pen, sharpener, bag, book, notebook, pencil case, eraser)

PARTS OF THE BODY (teeth, hair, face, eyes, ears)

CLASSROOM OBJECTS (bin, clock, desk, chair, door, window, board, floor, school)

AT HOME (bed, bathroom, clothes)

You can also add a group of words from Unit 2.

IN THE SKY (moon, sun, cloud, star, rainbow)

There are about 30 words here. Write them on the board one by one and let the children try to read them while you are writing.

B) Hand out the flashcards to the children. Each child gets one. Point to and read a word from the board and the child who has the right picture holds it up and repeats the word.

C) The children swap the pictures with their neighbour. Repeat the procedure. You read the words, they hold up the pictures.

D) Once again they swap the pictures with yet another pupil. This time you just point to the words, the whole class reads and the children hold up the pictures.

- E) Tell the children that you will try something really difficult now. By now they have already seen and read the words on the board three times. Collect all the pictures. Put them face down on a pile on your desk. Ask two children to come to the board.
- F) Pick up a picture and show it to the children. The pair in front of the board has to **spot the right word** and point to it. It is not easy but the whole class will probably help. If you like, you can turn it into a competition, with the two children at the board being the representatives of two teams. Ask different pairs of children to come to the board for each picture.

2) Sort out the words!

- A) Ask them to look in the Activity Book at SUM UP 4 and draw or write the missing parts.
- B) Prepare chalks in colour, or different coloured pens (if your board is white).
With the same words still on the board, take a piece of blue chalk (pen) and ask the children to circle all the school things, for example.
Take another colour and get them to circle all the parts of the body. And so on.
- C) Once you have different groups on the board, get the children to read the words that belong to the same group.
- D) Now they can work with the Unit 3 stickers (at the back of the Activity Book). First they describe and name the things in each of the groups. Then, as usual, do it as a listening task. The children listen to you or other pupils and put the stickers in the right place.
- E) POLLY'S PAGES 4 in the Pupil's Book contain another board game that can be played in class or at home.
- F) Task 2 is about the repetitive patterns in the sequence. This is the first time they encounter this type of exercise so make sure you explain it thoroughly. Give them an example while stressing out the words in the sequence and let them listen and find out the pattern (for example: bin, window, bin, window, bin, _____).
- G) There are more activities to revise the key vocabulary of the unit in the digital *Play and Learn* section.
- H) Finally, they do *My favourite word* section. They draw and name their favourite new word from this unit. Also, they do the self-assessment task.

A NOTE:

Reading needs a lot of practice. It is really important to offer a lot of reading activities. It is also important to go through them gradually, from easier to more demanding tasks. If you

look back at the steps in the SPOT THE WORD activity, you will see what it really means in practice.

3) My project: My school

- 1) The children name the things in the A and B picture. Then they write **A** or **B** next to the words under the pictures.
- 2) The children make a poster of their classroom (in pairs or in groups). They present the posters. Display the posters in the classroom.
- 3) In Task 2 the children circle the correct YES / NO answer.

For example, ask:

Is it a bag? The children circle **YES**.

Is it a pencil? The children circle **NO**.



Unit 4 - COLOURS

In this unit HAB (hot air balloon) lands in the schoolyard and sings about its colours. Then the main characters leave the schoolyard and go for another ride in the balloon. Ted joins them as well. On their trip they see different vehicles and after a while they land on a farm where they meet some animals and learn how a farm boy plays with them.

The following language items are introduced:

- colours
- question form: *What colour is ...?*
- animals on the farm
- traditional song: Ba-ba black sheep
- action song: Let's ride a horse ...

The unit ends with the revision sections POLLY'S PAGES 5 (Pupil's Book) and SUM UP 5 (Activity Book).

Lesson 1 – RED, PINK AND BLUE

Tema 4	COLOURS (boje, prijevozna sredstva, životinje , farma)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, pokazuje boje na temelju zvučnog zapisa, povezuje slikovne kartice s bojama i samostalni ih imenuje, piše riječi (tracing), izražava sviđanje ili ne sviđanje <i>I like /I don't like,</i> <i>razumije i reagira na jednostavne</i> <i>upute.</i>
Lekcija	Red, pink and blue	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4,A.1.7 , C.1.1, C.1.2, C.1.3, C.1.4, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Poduzetništvo B.1.2 Učiti kako učiti A.1.1, B.1.1,C.1.3, C.1.4, D.1.1, D.1.2.	
Jezični sadržaji	red / pink / blue / orange / green / brown / yellow / white / black / purple	

➤ Lesson 1

INTRODUCING COLOURS

- 1) Prepare a set of coloured pencils and the flashcards with colours.
- 2) Put the pencils in front of you. Hold up each one and check if all the children know the colours in their mother tongue.
- 3) Hold the pencils up one by one again and say the colours in English.
- 4) Repeat the procedure but get the children to repeat after you.
- 5) Ask them to place their coloured pencils in front of them. Hold up a pencil and say the colour. The children do the same.
- 6) Say a colour but do not hold up a pencil. Wait for the children to do it.
Then do it yourself so they can see if they were right or wrong.
This is not as easy as it may seem because there are 10 colours to remember.
- 7) Repeat this once again but ask only parts of the class to hold up a colour:
ROW 1 HOLD UP GREEN!
ROW 2 HOLD UP RED!
ROW 3 HOLD UP YELLOW!
Do this a couple of times.
- 8) Use the flashcards now. First, get different children to choose a picture from your desk and stick it on the board.
IVAN, PINK PLEASE!
- 9) When all the pictures are on the board, do the standard activities:
A) *POINT TO _____!*
B) *WHAT NUMBER IS _____?* (with numbers above the colours)

C) *WHAT'S NUMBER 1?*

D) *WHAT'S MISSING?*

10) Now it is time to take a look at the wordcards. You need to prepare them in advance. Show a word, read it, ask the children to read it after you and then get someone to stick it below the right colour on the board.

11) Get the children to look in the Pupils' Book, Task 3 and read and trace the words.

12) Now tell them to look at Task 1 in the Activity Book.

They need to colour the pencils. When they have finished, get them to read the colours out loud.

13) You can play a guessing game with flashcards: *What colour is this? Can you guess?*

Or you can put the coloured pencils on your desk, cover them with a jacket, grab one underneath the jacket and ask the children to guess. You take a peek at which one you are holding, but do not pull it out until they guess.

Encourage them to ask: *IS IT _____?*

➤ **Lesson 2**

LEARNING THE SONG

1) Start off by revising the colours with flashcards. First they repeat the colours after you and then just show them the colour and they say it chorally.

2) Put the flashcards with 10 colours on the classroom walls. You name the colour and on your mark "*Ready, steady, point!*" children have to point to it. Call out individual pupils and the rest of the class has to point to the colour they say.

3) Now, call out the individual pupils to bring the flashcard from the wall and put it on the board. You actually say the order of colours as they appear in the *Red, pink and blue* song in order to pre-teach the song.

RED, PINK, BLUE

ORANGE, GREEN, BROWN

YELLOW, WHITE, BLACK

4) Once the flashcards are on the board in that order, get them to read the colours several times and add *la, la, la my colours are...*

5) Write H A B on the board. Ask if anyone remembers what it is. It is the hot air balloon, of course. Tell them to look in the Pupil's Book and name the colours they can see.

6) Play the song and they need to point to the colour they hear.

7) Ask them which colour was not mentioned in the song. It is PURPLE. *How does it feel? What does it say? What about me?*

8) Play the song they point to the colours in the picture and try to sing along.

- 9) Ask them to look at Task 2 in the Activity Book. They need to colour the balloon.
Make sure everyone understands the key for colouring which is given in the previous task. While they are colouring, play the song over and over again.
- 10) Prepare all the nine colours mentioned in the song and hand it out to every child in the class. Play the song. When their colour is mentioned in the song they need to stand up with it.
Do the same a couple of times and each time they change the colour with other pupil.
Get the children to draw and colour their own balloon in the notebook. If you like, encourage the children to write the lines of their own song as suggested there (prepare a handout with the balloon and the text they need to fill in). If not, just get them to sing the song about their balloon. This is explained in Task 7 in the Pupil's Book – IT'S YOUR TURN.
- 11) Now find out what colour they like. First introduce the structure *I like...* (*I ♥ ...*) by saying and showing your favourite colour. (Do the same with *I don't like...* / *My favourite colour is...* if you think your class is ready). Then comment on task 5 in the Pupil's Book – Mr Bing's and Polly's favourite colour. Finally they draw and say what colour they like using the structure *I like...*

FOLLOW-UP

- 1) It is time to connect the colours with some nouns. Walk around the classroom.
Touch an object that the children can name and ask:
WHAT'S THIS? A CHAIR.
WHAT COLOUR IS IT? BROWN. YES, IT'S A BROWN CHAIR.
- 2) Do the same with a lot of objects in the classroom. Choose the ones that are in one colour to begin with. Get the children to repeat the final sentence after you: *IT'S A BROWN CHAIR.*
- 3) Use coloured chalks and draw some things on the board like:
A RED SHOE / A BLUE BED / A YELLOW BAG / A BROWN TREE
Ask them to repeat after you. Then write the colour-noun combination underneath.
The children draw the pictures and copy the words.
- 4) They can look at Task 3 in the Activity Book. Help them read and colour the pictures.
- 5) Next, they do Task 4 which is a real drawing dictation. Ask someone to read out loud what they need to draw or you can do it yourself. They need to tell you in their mother tongue what they are going to draw.
From now on you can occasionally give drawing dictations. They are great practice. However, avoid marking them. It is too soon for such evaluation.

- 6) In task 6 they colour the pictures and write the colours of the objects (yellow banana, blue cloud, green and brown tree)
- 7) Finally, they can play the digital *Play and Learn* games with colours.

Lesson 2 - WHAT COLOUR IS IT?

Tema 5	COLOURS (boje, prijevozna sredstva, životinje , farma)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, pokazuje boje na temelju zvučnog zapisa, povezuje slikovne kartice s bojama, imenuje prijevozna sredstva, odgovara na pitanje <i>What colour is it?</i> , piše riječi (tracing), preslikava i dopunjava riječi , sudjeluje u kratkom razgovoru i koristi strukturu What colour is it?.
Lekcija	What colour is it?	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, A.1.5, A.1.7 , C.1.1, C.1.2, C.1.4, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Održivi razvoj C.1.2 Osobni i socijalni razvoj A.1.2, B.1.1, B.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.1, D.1.2.	
Jezični sadržaji	car / bike / bus / plane / What colour is the car?	

➤ Lesson 1

ASKING ABOUT THE COLOUR OF THINGS

1) Revise all the colours. You can play a memory game on the board (pictures of colours – words).

2) Have a drawing dictation now. Tell the children to listen and draw what you tell them to.

Get them to write a number next to each thing they draw. Here is what you can say:

NUMBER 1 – AN ERASER

NUMBER 2 – A PENCIL

NUMBER 3 – A HOUSE

NUMBER 4 – A TREE

NUMBER 5 – A DOOR

3) Now it is time to colour the things. Ask the children to help you decide about the colour of each object. Ask:

What colour is the eraser, Ana? (Ask one child because it is too noisy to have everyone call out a colour.) The class has to colour the eraser in the colour Ana names.

What colour is the _____, Marko? (Move on to ask about the colours of other things.)

4) When all the things are coloured, check once again asking the same questions:

WHAT COLOUR IS THE _____?

Write this model up on the board.

- 5) Tell the children to close their notebooks. Get them to ask and answer the questions about the colours of the things in the drawing dictation. They will need your help to start the questions.
- 6) Stick on the board at least ten pictures of familiar vocabulary. Select the pictures that are in one colour. Ask the children to name what they can see on the board. Ask about the colours.
- 7) Now ask everyone to turn their backs to the board. Tell them that someone is going to ask a question and everyone else needs to answer it. Approach a child and whisper into his/her ear:

What colour is the shoe?

The child repeats your question loudly and the class answers.

To make it more demanding, you can just whisper a noun and help a child ask the question. Finally, ask them to face the board again and check if their answers were correct.

INTRODUCING SOME VEHICLES

LISTENING TO THE CONVERSATION

- 1) Ask the children in their mother tongue what vehicles are and if they know any.
- 2) Tell them they are going to learn four vehicles in English. Show the pictures and say:
A CAR / A BUS / A PLANE / A BIKE
The children repeat the words after you.
- 3) Ask WHAT COLOUR each vehicle in the picture is. Find out if they have ever had a ride in each one of them. Most children have a bike. Find out what colour their bikes are. Ask about the colour of the car their parents have, etc.
- 4) Tell them to look at the pictures in the Pupil's Book. Ask some questions:
Who is in the balloon? / What vehicles are there? / What colour are they? /
Who is looking at the vehicles? / Is Polly looking too? /What has Polly got on her eyes?
Ask the children why Polly is wearing dark glasses. She is resting her eyes.
- 5) Play the video. The children just listen and watch. After the first listening ask them if they understand what Ted's problem is. (He cannot tell purple from brown.)
Explain that some people cannot see all the colours. Ask if they know anyone like that.
- 6) Play the recording again, they repeat after it.
- 7) Next they form groups of 3. Each child in the group takes up the role of one character.
Play the recording for the third time. Only the children whose role is played repeat after it.
- 8) The children can complete Tasks 1 and 2 in the Activity Book.

➤ Lesson 2

CAN YOU REMEMBER?

- 1) Start off by revising the colours and vehicles.
- 2) Get the children to look at Pupil's Book, Task 3. They listen and circle the correct picture.
- 3) They can also do the listen and match activity in the digital *Play and Learn* section.
- 4) Revise the story *What colour is it?* Play the video. Ask the children to repeat the lines after you. The volunteers can act put the story.
- 5) Now they can do the digital *Self Check* activities where they need to put the story in the right order and match the text and the pictures.

- 6) The children look at the pictures in Task 4 in the Pupil's Book. There are two sets of pictures; black and white, and coloured ones.

First get them to name what they can see in picture A (with colours).

Next, ask them about the colours of things.

Then, get some children to ask the questions, but looking at the black and white picture – picture B only. Picture A should be covered now. The others try to remember the answers.

Finally, ask them to close the book and say what they remember. Start their sentences:

The clock is _____. / The car is _____. / The bag is _____.

- 7) There are two more tasks in the Activity Book. In Task 3 they need to read the sentences and colour the things. It is a good idea for someone (or you) to read the sentences out loud, one by one, so that everyone can complete the task.

In Task 4 they can colour the pictures on their own and then complete the sentences. Ask them to browse through their books and activity books to find the correct spelling for the colours they need.

Lesson 3 – ON THE FARM

Tema 5	COLOURS (boje, prijevozna sredstva, životinje , farma)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, pokazuje riječi na temelju zvučnog zapisa, povezuje slikovne kartice s riječima, imenuje životinje na farmi i boje životinja na farmi, piše riječi (tracing), preslikava riječi uz odgovarajuću sliku , pjeva tradicionalnu dječju pjesmicu uz zvučni zapis, kreativno se izražava pjesmom i glumom.
Lekcija	On the farm	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, A.1.7 , B.1.1, C.1.1, C.1.2, C.1.3, C.1.4, C.1.5, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Održivi razvoj C.1.2 Osobni i socijalni razvoj A.1.1, A.1.2, B.1.1, B.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.1,	
Jezični sadržaji	horse / cow / sheep / duck / rabbit / dog / cat	

➤ Lesson 1

INTRODUCING FARM ANIMALS

- 1) Prepare flashcards and wordcards for all the animals listed in the Language focus.

Start off by talking about animals in general. Find out if the children like animals, if they have any pets, if they have ever been to a zoo.

- 2) Write on the board: FARM

It is an easy word to read. Ask them if they can guess what it means. Find out if they have ever been to a farm or to the country. Then get them to tell you what animals you can see there. Most of this chat will be in their mother tongue.

As they start naming some domestic animals, show pictures of them and say the English words.

- 3) Ask the children to repeat the words after you as you show the pictures once again.

- 4) Stick the pictures on the board and do the usual activities:

- A) *POINT TO...*
- B) *WHAT NUMBER IS A ...?*
- C) *WHAT COLOUR IS ...?*
- D) *WHAT IS NUMBER 2?*
- E) *WHAT IS BLACK?*
- F) *WHAT'S MISSING?*

- 5) Ask the children to draw animals in their notebooks.

- 6) They can do the activity in the digital Play and Learn section where they need to match the picture to the sound of the animal they hear.
- 7) Place the wordcards on your desk. Hold them up one by one and get the children to read them after you.
- 8) With the pictures still on the board, do the following. Point to a picture and ask a child to find the right word on your desk, pick it up and stick it under the picture.
When all the words are there, ask the whole class to read them out loud.
- 9) Tell the children to copy the words for the animals they have drawn in their notebooks.

LISTENING TO THE CONVERSATION

- 1) Ask the children to look at the pictures in the Pupil's Book. They can tell you what animals they can see and what colour they are.
- 2) Play the recording. They just listen. After the first listening ask them why Liz is black.
- 3) Play the video recording again. They listen and repeat all together.
- 4) Tell the children you are going to try something really difficult. You need some TRANSLATORS now. Play the recording for the third time and the children, with your help, try to translate the sentences. The sentences are very simple so it will not be much of a problem. Tell them that they are great translators.
- 5) The fourth time the children can repeat after the recording individually.
- 6) Now they can trace the words in Task 3, Pupil's Book.

➤ Lesson 2

LEARNING THE SONG

- 1) Start off by revising the farm animals with matching the flashcards and wordcards on the board.
- 2) They can fill in the missing letters, read some sentences and colour the animals in Task 1, Activity Book.
- 3) Now they can do the memory game in the digital *Play and Learn* section.
- 4) Revise the story *On the farm*. Play the video. Ask the children to repeat the lines after you. The volunteers can act put the story.
- 5) **BA-BA BLACK SHEEP** is a traditional song that is popular with children. It is a good idea to put it into a context, and to make it part of a very simple story, so that the children can relate to it better. Here are some ideas on how you can do that.

Draw a very simple farm on the board. Start with a big house and say:

HERE IS A BIG FARMHOUSE. WHO LIVES THERE?

A MASTER (stick up the picture of him) AND A DAME (stick up a picture of her)

ANY CHILDREN? NO.

WHAT ELSE IS ON THIS FARM? TREES (draw some) AND ANIMALS.

WHAT ANIMALS? A COW, A HORSE, A DUCK, A RABBIT, A DOG, A CAT AND A SHEEP (stick up the pictures of animals)

THERE IS ONE ANIMAL THAT THE MASTER LIKES VERY, VERY MUCH.

WHICH ONE IS IT? CAN YOU GUESS? (let the children try and guess)

*IT'S THE SHEEP, THE **BLACK SHEEP**. WHY?*

*BECAUSE IT GIVES **WOOL**. (stick up the picture of it) A LOT OF WOOL.*

THREE BAGS FULL. (draw the three bags)

ONE FOR THE MASTER, ONE FOR THE DAME AND ONE FOR. WHO?

Ask them to try and guess. Make a pause here. Draw a shabby looking house outside the farm with a lane leading to it.

*ONE BAG IS FOR SOMEONE WHO LIVES IN THIS HOUSE DOWN **THE LANE**.*

Ask the children to guess who it is. Then stick up the picture of the poor boy.

*YES, THIS **LITTLE BOY** LIVES IN THE HOUSE.*

HE IS POOR (explain the word).

HE IS COLD. (shiver a little).

HE NEEDS SOCKS. (draw the socks).

THE BLACK SHEEP IS GOOD. IT GIVES A BAG OF WOOL TO THE BOY. TO MAKE WOOL SOCKS.

- 6) Point to the pictures on the board and ask the children to repeat the words after you.
- 7) Write the key words (given in bold) next to the pictures and get the children to read them after you.
- 8) Now tell them that because the sheep is so good the children have made a song about it.
- 9) Ask the children to open the Pupil's Book, Task 5. Play the song and they just listen.
- 10) Play the song again but give them a task. Put them into groups. One group is the master, one is the dame, one is the black sheep and one the little boy. They listen to the song and have to clap their hands quickly when their character is mentioned. You can repeat this a couple of times with the children swapping roles.
- 11) Finally, they try to sing along.
- 12) They can complete Task 2 in the Activity Book. They need to cut out the pictures and stick them in the right place in the text of the song. Get the children to read the text of the song after you and later on their own.
- 13) As a follow-up they can draw in their notebooks the characters from the song or complete Task 3 in the Activity Book which is a colouring dictation.

Lesson 4 – JUST LIKE ME

Tema 5	COLOURS (boje, prijevozna sredstva, životinje , farma)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, pokazuje riječi na temelju zvučnog zapisa, povezuje slikovne kartice s riječima, razumije i reagira na jednostavne upute, imenuje i pokretima pokazuje radnje u kontekstu obrađenog vokabulara aktivnosti na farmi, pjeva pjesmicu uz zvučni zapis.
Lekcija	Just like me	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, C.1.1, C.1.3, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Održivi razvoj A.1.1, A.1.2, Osobni i socijalni razvoj A.1.1, B.1.1, B.1.2 Učiti kako učiti C.1.3, C.1.4, D.1.1, D.1.2	
Jezični sadržaji	ride a horse / run with a dog / swim with a duck / hop with a rabbit	

➤ Lesson 1

INTRODUCING ACTIONS

- 1) Revise the song *Ba-ba black sheep* from the previous lesson.
- 2) There is also a listen and match activity in the digital *Play an Learn* section to revise the vocabulary from the song.
- 3) Now revise all the actions that the children have learned so far:
pointing to things / touching things and parts of the body / clapping / standing up and down / looking around / wiggling some parts of the body / saying hello and goodbye / opening things / putting on clothes / running / washing the face / cleaning the teeth...
Ask the class to stand up and perform the actions you tell them to.
You can play the POLLY SAYS game.
- 4) Introduce some new actions now: **HOP / SWIM / RIDE A HORSE / RUN**
Do it one by one and always mix the new command with the old ones. It is also important that you mime the actions first so the children can copy your mime.
- 5) Stick the pictures of the farm animals on the board. Revise the words. Now ask the children to listen and decide which of the animals can actually do the action you mention.
Start with something really easy like: **RUN**. All of the animals can do that.
Move on with **HOP** and **SWIM**.
To make it funny you can add actions like: SAY HELLO / OPEN THE DOOR / CLEAN THE TEETH, etc.

- 6) Ask the children what we can do with the animals on the farm and revise actions like:
RUN WITH THE DOG / SWIM WITH THE DUCK / HOP WITH THE RABBIT / RIDE A HORSE.

Get everyone to mime these actions with you.

LEARNING THE ACTION SONG

- 1) The children look in the Pupil's Book now. There are pictures that illustrate the actions introduced before. Name an action and they need to point to the right picture.
- 2) Play the audio recording. They just listen and look in the book.
- 3) Play it again and ask the children to mime the actions they hear.
- 4) The third time they listen, sing and mime.
- 5) Ask them to look in the Activity Book, Task 1. They have to match the verbs with the animals (find the way in the maze). When this is done, ask them to read after you these expressions. Next, they need to decide which picture goes with each expression.
- 6) There is also a listen and match activity in the digital *Play an Learn* section.

A NOTE:

The pattern of the song is very easy, so you can use it to sing and mime other actions:

Let's touch the floor 1, 2, 3. Touch, touch, touch Just like me.

or

Let's sit on the desk 1, 2, 3. Sit, sit, sit Just like me.

When you start thinking about it, there are so many possible combinations.

The children will probably enjoy the funny ones like: SLEEP ON THE FLOOR / RIDE A CHAIR etc.

Let's ride a chair!

➤ Lesson 2

IT'S YOUR TURN!

- 1) Revise all the actions from the previous lesson and the song *Just like me*.
- 2) Ask the children to open the Pupil's Book, Task 3. They need to read and circle the correct verb under the picture.
- 3) You can play the RED OR GREEN game. This is Task 4 in the Pupil's Book. The children listen to your questions and hold up the red pencil if the answer is NO, or the green pencil if the answer is YES.

Some questions are given in the book but you can add more.

CAN YOU REALLY *MILK A CHAIR / HOP WITH A BIRD / SWIM WITH THE MOON / FLY WITH A PLANE / RIDE A BIKE ...?*

- 4) Ask the children to draw one funny action in their notebooks. They can copy a picture from the book or think of something on their own.
- 5) The children can complete Task 2 in the Activity Book. First they need to spot the 10 differences between the two pictures. Give them enough time to do so. Then they choose one picture to colour and later on say something about it. Encourage them to use *big* and *little* (for example, *a big tree and a little tree, a big horse and a little horse...*)
- 6) Task 3 is the word search. It is the first of the kind here, so be patient and explain what they have to do.

POLLY'S PAGE 5

Tema 5	COLOURS (boje, prijevozna sredstva, životinje , farma)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, pokazuje riječi na temelju zvučnog zapisa, povezuje slikovne kartice s riječima, razumije i reagira na jednostavne upute, imenuje vokabular na slici, preslikava i dopunjava riječi, izrađuje i prezentira svoj poster My farm, samovrednuje svoj uspjeh i napredak, sudjeluje u vršnjačkom vrednovanju.
Lekcija	Polly's page 5	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, A.1.5, A.1.6, A.1.7, C.1.1, C.1.2, C.1.3, C.1.4, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2, D.1.3 Održivi razvoj A.1.1, A.1.2, Osobni i socijalni razvoj A.1.3, Učiti kako učiti A.1.1, A.1.2, B.1.1, B.1.4, C.1.1, C.1.2, C.1.3, C.1.4, D.1.1, D.1.2 Poduzetništvo B.1.2	
Jezični sadržaji	ride a horse / run with a dog / swim with a duck / hop with a rabbit horse / cow / sheep / duck / rabbit / dog / cat red / pink / blue / orange / green / brown / yellow / white / black / purple	

- 1) Get the children to look at Activity Book, Sum up 5. In Task 1 they count and write how many animals they can see. Task 2 is a sorting out activity.
- 2) The children draw and name their favourite new word and colour the symbols if they can name some of the key vocabulary from this unit.
- 3) Also, they listen to you and colour the pictures in Task 2.
- 4) Finally, you can do the digital activities in the *Play and Learn* section.
- 5) There are **POLLY'S PAGES 5** in the Pupil's Book with a number of little tasks involving some maths and simple reading. The children are also encouraged to make some tasks for each other.

In order to make the most of the game and to really revise the language material, you need to prepare the children for the game.

HOW DO YOU PREPARE THE CHILDREN?

A) MATHS TASKS

- 1) First, revise the numbers.
- 2) Then introduce adding. Write on the board a very simple task:

$$1 + 1 = 2$$

Read it, ask the children to read it after you.

3) Write on the board + **PLUS** and = **IS**. They read it after you.

Give them a few more easy tasks just to read.

4) Next, give them some real tasks where they have to work out the result. $3 + 5 = ?$

5) Move on to subtracting. Write on the board:

$$3 - 1 = 2$$

Read it, they read after you.

6) Write on the board – **MINUS**. They say the word after you. Give them some subtracting tasks just to read.

7) Then give them some tasks to work out.

$$10 - 4 = ?$$

8) Finally mix the adding and subtracting tasks. The point is they say the numbers all the time. All the tasks should be up to 10.

B) COMMANDS

Play the POLLY SAYS game to revise them.

C) QUESTIONS

1) Show a number of flashcards and ask the question: *IS IT* _____?

The children just say *YES* or *NO*.

2) Use some more flashcards and practise the questions:

WHAT'S THIS? WHAT COLOUR IS IT?

Finally, select some cards to practise:

ARE YOU _____?

3) Make it funny by showing cards like DOG / BIRD / BOY / COW / GIRL ...

HOW CAN THE GAME BE PLAYED?

PUPIL – PUPIL

This game is actually pair work. Two pupils (usually the ones sitting together) give each other tasks to complete. All they do is point to a box and the other pupil has to do what the task says. They take turns in pointing to and answering the tasks. This version of the game is difficult to monitor. The teacher needs to walk around and check what the pupils are doing.

MY PROJECT: MAKE A PPOSTER – MY FARM

The children colour and cut the animals. Then they make their own posters of a farm.

The children present the posters.

Display the posters in the classroom.



Unit 5 - FEELINGS

This is the final unit in the book. The characters leave the farm. On their way home they have some trouble with the weather and experience all kinds of feelings. Liz gets a surprise birthday party because her dad, who is often away (he is a pilot), is at home. Her real birthday is in five days but her dad will be away again. She gets a lot of presents.

The morning after her birthday, Liz gets up late and is very hungry. They all have breakfast together. Just as she is getting dressed after breakfast Mr Bing and Polly come by in the balloon. They are all sad because they have come to say goodbye.

The following language items are introduced:

- feelings
- basic expressions for the weather conditions
- toys
- traditional song: Happy birthday to you!
- traditional action rhyme: Round and round the garden
- breakfast food
- breakfast chant

The unit ends with POLLY'S PAGES 6 in the Pupil's Book and SUM UP 6 in the Activity Book.

Lesson 1 – IN TROUBLE

Tema 6	FEELINGS (osjećaji, igračke, obitelj, hrana)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, pokazuje sličice i osjećaje na temelju zvučnog zapisa, povezuje slikovne kartice s riječima, samostalno izražava osjećaje, piše riječi (tracing), preslikava riječi, koristi i odgovara na pitanje <i>How are you?</i> , odgovara na pitanja <i>What's the weather like?</i> , razumije i reagira na jednostavne upute.
Lekcija	In trouble	
Predviđeni broj sati	3	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, A.1.5, A.1.7, C.1.1, C.1.2, C.1.3, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Osobni i socijalni razvoj A.1.2, B.1.1,B.1.2, Učiti kako učiti A.1.1, B.1.1,C.1.3, C.1.4, D.1.1, D.1.2.	
Jezični sadržaji	How are you? I'm happy / sad / hot / cold / tired/ hungry / thirsty / scared. / It's raining / snowing / sunny / windy / foggy/.	

➤ Lesson 1

INTRODUCING FEELINGS

- 1) Prepare the flashcards and the wordcards for all the feelings listed above.
- 2) Start off with miming. Tell the children to look at you and guess how you are feeling.
- 3) First mime something easy like **HAPPY** (give them a big smile)
When they say the word in their mother tongue, you say it in English.
Move on to **SAD** (make a sad face) / **COLD** (shiver) / **HOT** (pant and wipe your forehead).
- 4) Ask the children to mime the four feelings with you. Say a word, mime the feeling and they copy your mime.
In the next stage they cannot just mime the feeling, but have to repeat the word after you.
- 5) Move on to the next group of feelings.
First mime **HUNGRY** (pat your stomach). Let them guess in their mother tongue what it is.
Then mime **THIRSTY** (pretend you are hot and then you are drinking).
Next do **TIRED** (let the whole of your body bend, yawn a little).
Finally, mime **SCARED** (open your mouth, cover your eyes).
Always say the English word after they have guessed what the feeling is.
- 6) Again ask them to mime the second group of feelings with you.
Then get them to mime and repeat the words after you.
- 7) Now use the flashcards. Show them one by one, say the word and they repeat after you.

- 8) Place the cards on a desk. Ask the children to find the cards you name and stick them on the board:

LUCIJA, BRING ME SCARED, PLEASE!

If they cannot remember, mime the feeling as well.

- 9) With all the cards on the board, do the usual activities:

A) *POINT TO_____!*

B) *WHAT NUMBER IS_____?*

C) *WHAT'S NUMBER 1?*

D) *WHAT'S MISSING?*

- 10) Now ask the children to draw 4 pictures in their notebooks. Walk around, point to their pictures and ask them to say what feelings they show. You will still need to help a lot.

- 11) When they have finished, point to a feeling on the board and tell them to repeat the word only if they have drawn it.

- 12) Now tell them to close their eyes for a while. Make sure they are not cheating. Stick the wordcards quickly on the board under the pictures, but make a lot of mistakes. Put some wordcards under the wrong pictures.

The children open their eyes. Give them a minute to take a look.

Then start reading the cards. Tell them to call out *YES* or *NO* depending on whether the words are in the right place or not.

- 13) Ask the children to come to the board and correct the mistakes (place the wordcards under the right pictures).

- 14) Finally, get them to copy the words for the feelings they have drawn.

- 15) Now they can do the listen and match activities in the digital *Play and Learn* section.

- 16) Get the children to do Task 1 in the Activity Book. First they need to match the words with the pictures and then colour the faces. It is a colouring dictation.

Ask afterwards: *WHAT COLOUR IS THIRSTY?* or *WHAT FEELING IS GREEN?*

➤ Lesson 2

HOW ARE YOU TODAY?

- 1) Revise the feelings from the previous lesson. Use mime, flashcards and wordcards.
You can play the MEMORY GAME (pictures – words).
- 2) Tell the children to look in the Pupil's Book (Tasks 1 and 2).
Get them to repeat the words first chorally and then individually after the audio recording. Then ask them to repeat and mime.
Find out who can read all the feelings from the book.
- 3) Now they can do Task 2 in the Activity Book. They match the words and the pictures and fill in the sentences how the children are feeling.
- 4) Write on the board: **HOW ARE YOU?**
Read it and explain what it means. Get them to read the question after you.
- 5) Tell them that you are going to say how you REALLY are. They should repeat your sentence only if it is true for them.
Say and mime something like: I'M HAPPY. / I'M HUNGRY. / I'M TIRED.
- 6) Move on to the negative sentences: I'M NOT SAD. (stress NOT and show negation by moving your index finger). I'M NOT COLD.
Write on the board: **I'M HAPPY. I'M NOT SAD.**
Check if they understand what it means.
- 7) Play the audio recording. They look at the mini dialogue in Task 3 in the Pupil's Book.
They repeat after the recording in chorus. Ask them to imitate the intonation.
Finally, get them to use the dialogue to say how they really feel.
The last line can be: I'M ____ TOO. or I'M NOT _____. I'M _____.
- 8) Ask a number of pairs to act out the dialogue to the whole class.
- 9) Now they can make **FEELINGS STATIONS**. This is Task 3 in the Pupil's Book – IT'S YOUR TURN.
It is a good idea for you to prepare in advance 8 blank pieces of paper. Make groups of 3-4 children. Each group is given a sheet of paper. Give them a wordcard of a feeling they need to draw. Then they copy the word too. Once the sheets of paper are ready, stick them on the board or on the walls around the classroom.
- 10) Give each child a blank post-it note. They write their name and stick it on the sheet of paper according to how they are feeling.
Later on, you look at the stations and say who in the class is happy/sad/hot etc.
- 11) Finally, play the song. This is Task 4 in the Pupil's Book. They listen to it and then try to sing along.

➤ Lesson 3

WEATHER AND FEELINGS

- 1) From now on, asking the children how they are should be a part of every lesson. Ask every child in the class. You can ask the first child. He or she gives the answer and asks another child and so on. It can be done as a kind of CHAIN DRILL around the classroom.
- 2) Revise the song HOW ARE YOU? The boys can sing their bit and the girls theirs.
- 3) Ask the children if the weather affects their feelings. Tell them that, for example, you often feel sad when it rains and very happy when it is sunny. Talk about this in their mother tongue. Find out how they feel when it snows, if they are cold or hot, if they like it when it is windy and so on.
- 4) Show them the flashcards of different weather conditions. See if they can name in their mother tongue what they can see.

Then introduce the expressions one by one:

IT IS SUNNY.

IT IS RAINING.

IT IS WINDY.

IT IS FOGGY.

IT IS SNOWING.

- 5) Show the pictures again and ask the children to say the sentences after you.
- 6) Tell them that you are going to mime these expressions. Ask them to join you.
IT IS SUNNY. (put your hands up and open and close your fists quickly) IT IS RAINING.
(hands up, move your fingers up and down, like raindrops)
IT IS WINDY. (move your body sideways and make a noise like a wind)
IT IS FOGGY. (put one hand above your eyes, on your eyebrows, and pretend you are looking in the distance and having trouble seeing)
IT IS SNOWING. (wave your arms gently in front of you as if they were snowflakes falling down)
- 7) Repeat this a couple of times, changing the order of the expressions.
- 8) Ask the children to look at Task 7 in the Pupil's Book and trace the words.
- 9) In Task 9 they listen and write the numbers next to the feelings.
- 10) Now it is time to do the story *Home, sweet home!* This is Task 5 and 6 in the Pupil's Book.
First, the children look at the pictures. They say who they can see and what the weather is like.
Ask them if they can also see how everyone in the picture is.
- 11) Play the audio recording. They just listen.
After the first listening ask why the last sentence is there. (Home, sweet home!)
- 12) Play the story again. They repeat after it.

- 13) The third time they repeat the sentences and mime the weather and the feelings. of course.
- 14) Now they can do Task 10. They match the weather and the feelings.
- 15) They can also do the memory game in the digital *Play and Learn* section.

Lesson 2 – A SURPRISE

Tema 6	FEELINGS (osjećaji, igračke, obitelj, hrana)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, pokazuje sličice i osjećaje na temelju zvučnog zapisa, povezuje slikovne kartice s riječima, piše riječi (tracing), preslikava i dopunjava riječi, koristi i odgovara na pitanje <i>How are you?</i> , uz pokrete recitira tradicionalnu pjesmicu.
Lekcija	A surprise	
Predviđeni broj sati	3	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, A.1.5, A.1.7, B.1.1, C.1.1, C.1.2, C.1.3, C.1.4, C.1.5, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Održivi razvoj A.1.1, C.1.2 Osobni i socijalni razvoj A.1.2, B.1.1,B.1.2, Učiti kako učiti ,C.1.3, C.1.4, D.1.1, D.1.2.	
Jezični sadržaji	teddy / ball / kite / doll / game / train Happy birthday! How old are you? I'm seven.	

➤ Lesson 1

INTRODUCING TOYS

1) Ask the children how they play in their free time. *What TOYS do they play with? What is their favourite toy?* Tell them that they already know the words for some toys in English. Show the pictures of:

A BOOK / A CAR / A BIKE and let them say the words.

2) Now introduce some more toys with the flashcards:

A TEDDY / A DOLL / A BALL / A TRAIN / A KITE / A GAME

It would be much more attractive if you brought the actual toys to the class, or ask some children in advance to bring them. In that case you can start with the objects and then move on to the flashcards.

3) Follow the standard procedure for introducing new vocabulary:

- A) *POINT TO _____!*
- B) *WHAT NUMBER IS _____?*
- C) *WHAT'S NUMBER 5?*
- D) *WHAT'S BLUE?*
- E) *WHAT'S MISSING?*

4) If you have the toys on your desk you can ask the children to hold up or touch the toys.

- 5) Write the words on one side of the board in random order. Do not read them, but ask if anyone can read any of the words. Some of them are easy to read. Then ask the children to read the words after you.
- 6) Ask two children to come to the board and ask:
Where does it say "lopta"? (Explain what your question means.)
 They have to point to the word and read it. Repeat this a number of times with different children.
- 7) The children come to the board and match the pictures with the words.
- 8) Now they look at Task 4 in the Pupil's Book where they have to trace the words.
- 9) You can ask them to draw 3 toys in their notebooks and copy the words. Talk to individual children about their drawings: *What's this? What colour is it?*
Have you got it at home?
- 10) Get them to look at Task 1 in the Activity Book and write the numbers and colour the toys.

LISTENING TO THE CONVERSATION

- 1) Tell the children to look in the Pupil's Book, Task 1. They can name all the toys they can see. Ask them who is in the pictures and what the situation is. They will immediately recognise the **BIRTHDAY PARTY**.
- 2) Write on the board: **BIRTHDAY**
 Ask everyone to read it a couple of times after you, paying attention to the pronunciation of the word.
- 3) Write: **HAPPY BIRTHDAY!**
 Get everyone to read it. Ask them what it means and when you say it.
- 4) Ask them what people usually get for their birthday? **PRESENTS**. Write this on the board too.
 Draw some packages (presents) next to it.
 Let the children tell you what presents they get.
 As they name some of the toys from the previous lesson, stick the pictures on the board.
- 5) Ask the children what they usually eat and drink at birthday parties. They can name most of the food. Teach the word: **BIRTHDAY CAKE**. Draw a cake on the board and write the word next to it.
- 6) Ask the children what they put on the cake – **CANDLES** – and if they like blowing them out.
- 7) Read all the expressions on the board. The children read after you. Then they can copy them into their notebooks and write the words.
- 8) Play the video for the first time. The children just listen and watch. After the first listening ask:
Is it Ted's birthday? No. It is Liz's.
How many candles are there on the cake? 7. Why? Liz is seven.

9) Play the recording for the second time. They just listen again. Ask:

Is Liz's birthday really today? No. It's in 5 days.

Why is the party today? Because her daddy is at home today.

You will have to explain this a little. Ask them why the party is today and let them try to guess his job in which he travels a lot. You will get some very interesting answers.

*Her daddy is a pilot. He is often away. He will be away on her birthday too. That is why the party is today. It is a **SURPRISE**.*

10) The third time you play the recording they listen and repeat after it. Stop occasionally and explain the meaning of sentences like: **WHAT'S UP? / DADDY! YOU'RE HOME! / HOW OLD ARE YOU?**

11) Ask them to sing the HAPPY BIRTHDAY song. Most children know it already.

12) Finally, draw two big boxes on the board. Write BOYS under the first one and GIRLS under the second. Ask the children to do the same in their notebooks. Then tell them to draw 3 presents for boys and 3 presents for girls. Tell them it is their personal opinion and they can draw anything they think is right (choosing from the presents in Task 4).

Later on, ask them to say what they have drawn.

➤ Lesson 2

HOW OLD ARE YOU?

MAKING A BIRTHDAY CARD

1) Revise the toys first. Play a guessing game with flashcards or real toys. *What's this? Can you guess?*

You can play **Feely bag** with the real toys inside the bag.

2) You can also try **the unfinished drawings**. Start drawing a toy but after a few lines, when it is still very difficult to guess, ask the class what it is. Have them guess for a while without saying anything. Then add some more elements to your drawing and ask them to guess again. Finally, complete the picture so everyone can see if they were right or wrong.

3) They can do 2 listening tasks in the digital *Play and Learn* section in which they need to match the pictures and the words and tick the right toys.

4) Try another activity involving letters. Write on the board, one by one, words for toys leaving out a letter or two. The class has to guess which toy it is and maybe fill in the missing letters. If you find this too difficult, do not do it. Here are some examples:

TE_DY / _ALL / BO_K / K I_E / C_R / etc.

5) The children can complete with your help Tasks 2 and 3 in the Activity Book.

- 6) Play the video *A surprise* again. Ask everyone to repeat after the recording. Then ask some children to take up the roles of the characters and get them to repeat after the recording with the whole class singing the song at the end.
- 7) Let them do the activity in the digital *Play and Learn* section. They need to listen and put the pictures of the story in the right order.
- 8) Write on the board: **HOW OLD ARE YOU?** Check if they remember what it means. Ask the class to read it after you a couple of times. Then ask them what Liz's answer to this question was and write it on the board: I'M SEVEN.

Turn to a child and ask: HOW OLD ARE YOU? SIX, SEVEN, EIGHT? Help the child say: I'M

_____.

Ask a lot of pupils in class. Always help them with the answer.

- 9) Now they can do task 6 in the Pupil's Book. They need to look at the birthday cake and write how old Liz, Ted and Polly are. Finally, they write and draw how old they are.
- 10) There is also a *How old are you?* activity in the digital *Play and Learn* section.
- 11) The children look at Tasks 4 and 5 in the Activity Book. First they read the questions for Liz and match them with the answers. Have them translate each of the questions. Then ask them to try and fill in the answers about themselves in Task 2. Ask a number of pupils to read out the questions and answers.
- 12) Find out when their birthdays are and whose birthday is very soon. *Someone in class, a friend's?* Tell them that it is very nice to give someone a BIRTHDAY CARD. So you are going to make one. All they have to decide is who the card will be for. Get them to tell you. Ask them to look in the Activity Book, Task 9. All the instructions are there. Help them with the folding of the card. Show the whole class what needs to be done. One step at a time. Be patient, it will take a while. They can add anything they like to the drawing. They also need to complete the text on the card.
- 13) When they have finished, ask them to leave the cards on the desks. Ask everyone to stand up. They have to walk around and look at the other children's cards. Later on they can tell if there is a card they liked very much.

You can make a class exhibition if you like.

➤ Lesson 3

LEARNING THE ACTION RHYME

- 1) Bring a real teddy to class. Put it in a non-transparent bag. Walk around the class and ask several children to FEEL (with their hands) what's inside the bag. Tell them to guess what it is.
- 2) Take out the teddy and say that this little teddy is lost. You found it in the garden.
It does not know how to get home. Move the teddy around your desk and say:
IT GOES ROUND AND ROUND THE GARDEN. (Move the teddy around your desk and explain that it is a garden)
ONE STEP, (the teddy takes one step)
TWO STEPS, (the teddy takes another step)
TICKLE YOU UNDER THERE. (the teddy quickly jumps toward a child sitting nearby and tickles him/her under his/her arm)
- 3) The children will probably enjoy this, so repeat it a number of times with different children, always saying the lines.
- 4) Play the recording. They just listen.
- 5) Next, they listen and repeat the lines.
- 6) Ask a child to come up front. Play the rhyme again but demonstrate the finger mime on this child. Repeat this with another child.
- 7) Tell everyone to work with a friend. Play the rhyme and they do the finger mime. Encourage them to say the lines as well.
- 8) They look at Task 7 and 8 in the Activity Book. Ask them to help the teddy find the way out of the maze. Next, they need to fill in the missing words and then colour the picture.

A NOTE:

This is another rhyme that can be used in the follow-up sections of lessons.

The more often you play with it, the better the children will master it.

Lesson 3 - BREAKFAST

Tema 6	FEELINGS (osjećaji, igračke, obitelj, hrana)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, pokazuje sličice na temelju zvučnog zapisa, povezuje slikovne kartice s riječima, prepoznaje i imenuje vokabular za hranu, recitira uz zvučni zapis, kreativno se izražava pjesmom i glumom, izražava sviđanje/ne nesviđanje strukturom <i>I like / I don't like</i> , opisuje svoj omiljeni doručak.
Lekcija	Breakfast	
Predviđeni broj sati	3	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, A.1.5, A.1.7, C.1.1, C.1.2, C.1.3, C.1.4, C.1.5, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Zdravlje A.1.2 Održivi razvoj A.1.1 Osobni i socijalni razvoj A.1.1, A.1.2, B.1.1, B.1.2, Učiti kako učiti ,C.1.3, C.1.4, D.1.1,	
Jezični sadržaji	tea / coffee / milk / cocoa / toast / bread / butter / jam / cheese / ham / eggs I like milk. / I don't like coffee.	

➤ Lesson 1

INTRODUCING FOOD

- 1) Revise feelings and find out if anyone is hungry and what they would like to eat. Use the flashcards of the food the children already know.
- 2) Revise the TPR story *No books* (Unit 3, Lesson 2). You can play the video or audio recording of it once or ask the children to look in the Pupil's Book.
Mime and say the story at least once.
- 3) Play the recording and sing the song *This is the way* from the same lesson.
Get the children to mime it too.
- 4) Now ask: *When do all these activities take place? In the morning? In the evening? What else do most people do in the morning? They eat something. It's called breakfast.*
Write the word **BREAKFAST** on the board and ask the children to read it after you.
Find out if they usually have breakfast and what they have.
- 5) The whole of this little chat is in a mixture of English and the mother tongue.
- 6) With the flashcards introduce the breakfast food listed above in the Language focus. Follow the standard procedure:

A) *POINT TO*_____!

B) *WHAT NUMBER IS*_____?

C) WHAT'S NUMBER 5?

D) WHAT'S MISSING?

- 7) Stick or write the words on one side of the board. Get the children to read them after you.
- 8) Ask pairs of children to come to the board and ask: *Where does it say "mlijeko"?* They have to find the right word, point to it and read it. Repeat this a number of times with different children.
- 9) Get the children to come to the board to match the words with the flashcards.
- 10) Ask them to draw pictures in their notebooks and copy the words.
- 11) Take off all the pictures and play a guessing game: *What's this? Can you guess?*
- 12) Add more food to the pile of flashcards. (the familiar words from the Introductory unit). Have a little chat now about how important and healthy it is to have breakfast.
Ask them what they think is healthy to eat for breakfast: *A hamburger? Coca-cola? Milk? Bread and butter? A hot dog?*
Use all the flashcards of food as a prompt for your questions. Find out if their parents have breakfast or just coffee.
- 13) Ask the children to make groups of 4. Each group has a piece of paper. They divide it into two parts. Two children in the group draw a GOOD BREAKFAST and the other two a BAD BREAKFAST.
- 14) Walk around and ask them what they are drawing. Finally, ask each group to say what a good and bad breakfast is for them. Everything in terms of how healthy it is, of course.

➤ Lesson 2

LISTENING TO THE CONVERSATION

- 1) Revise the breakfast food from the previous lesson.
- 2) Tell the class to look in the Pupil's Book, Task 3. Play the audio recording and ask individual children to repeat after it.
- 3) Ask the children to count how many pictures there are. Tell them to try and remember them in one minute. After a minute, ask them to close the book. Then see if anyone can name the 11 pictures. Any order is fine. This should not be too difficult now because these are the words they have been working with in the previous lessons.
- 4) They can also play some games in the digital *Play and Learn* section.
- 5) Ask the children to look in the Activity Book, Task 1. First, they name all the food they can see on the table. Then they complete the sentences. Ask some children to read the sentences out loud.

- 6) Tell the class to look in the Pupil's Book, Task 1. Find out if they recognise from the pictures what morning this is (the morning after the birthday party). Ask how old Liz is now, what presents she got yesterday, etc.
- 7) Next, ask them who they can see in the pictures. The whole **FAMILY** is there: **MUM, DAD, SISTER LIZ** and **A LITTLE BOY**. Ask them to guess who the little boy is. He is **LIZ'S BROTHER**, of course.
- 8) Play the video for the first time. After the first listening ask what the boy's name is.
- 9) Play the recording again. The class repeats after it in chorus. Now ask what Liz has for breakfast.
- 10) The third time ask groups of children to take up the roles of the characters. They repeat after the recording.
- 11) Write on the board the word **PLEASE**. Tell the class to call out **STOP** when it comes up. Remind them of the rhyme from Unit 1, Lesson 4.
 ALWAYS SAY HI.
 ALWAYS SAY PLEASE.
 ALWAYS SAY THANK YOU.
 ALWAYS SAY CHEESE.
- 12) Now the children can look at Task 3 in the Activity Book, where they can see Liz's family. They need to match the words and colour the pictures.
- 13) Finally, they can do the listening task in the digital *Self Check* section in which they need to match the text of the story with the right picture.

I LIKE MILK / I DON'T LIKE COFFEE

- 1) Get them to look at the Pupil's Book, Task 3 again. Tell someone to choose one word and read it.
 For example, someone says **TEA**. You say:
I LIKE TEA. (pat your stomach and add "yummie") or
I DON'T LIKE TEA. (make a face of dislike and wave your finger about)
 The children read more food words and you always make a sentence with **I LIKE** or **I DON'T LIKE**.
- 2) Draw their attention to the two hearts below the pictures. Ask them to read the two phrases after you. Now tell them to make sentences. You name some food and they have to say **I LIKE** or **I DON'T LIKE**. You will have to help them, of course.
- 3) Now ask them about some food combinations. They have to demonstrate how they feel about them with their thumbs.
THUMBS UP means **I LIKE IT**.
THUMBS DOWN means **I DON'T LIKE IT**.
- 4) Whenever they show how they feel about a combination, ask someone to make a sentence too.
 With your help, of course. Ask about a lot of combinations like:

bread and butter / bread, butter and jam / bread and cheese / bread, cheese and ham / toast and butter / toast and cheese / toast and eggs / coffee with milk / tea with milk etc.

- 5) Explain how some people love tea with milk, especially people in England where they speak English.
- 6) Ask the class to look in the Activity Book, Task 4 to find out what everyone in Liz's family likes for breakfast. Encourage them to read out loud the sentences, one by one, and then draw the pictures.
- 7) Finally, they need to draw what they like. Ask a lot of children to tell you what their breakfast is.

➤ Lesson 3

BREAKFAST CHANT

- 1) Revise the breakfast food from the previous lesson with the flashcards.
- 2) Revise the *I like.../ I don't like...* structures. Show a different flashcard to each child and they use the *I like tea.* or *I don't like tea.*
- 3) The children can also do the sorting out activity (What do you like?) in the digital *Learn more* section.
- 4) Revise a lot of commands with the class performing the actions. Play the following game. Hand out pictures of breakfast food to pairs of children. A pair gets one picture. If your class is big, add more pictures of food like a sandwich / a pudding / a banana etc. Tell them to listen to your command. The first one is **CLAP!** When you call out a word, the pair who has the corresponding picture has to repeat it and clap their hands. It goes on until all the words have been called out.
- 5) Now the children swap the pictures with another pair. You give the next command: **TAP YOUR LEGS!** (Show how you do it.)
Again, all the pictures need to be mentioned.
- 6) You can have another round with another swapping of pictures. This time, the command could be **STAND UP!**
If you want to make it more challenging, you can hand out words instead of pictures. This turns it into a reading activity.
- 7) Play the audio recording. The children just listen to the chant.
- 8) Play it again, they listen and perform the actions.
- 9) Before you play it the third time, stick on the board all the pictures of the food mentioned in the chant. Make sure they are in random order.
Now play the chant and let the children put the pictures into the order they appear in the chant.
Get them to repeat the chant after the audio recording.

- 10) Now write the words below the pictures on the board, leaving out a letter in each one. Ask the children to come to the board and fill in the missing letters. They can check in the book before they volunteer.
- 11) They can complete Task 2 in the Activity Book. It is exactly the same. This time they do it on their own. Walk around and check how it is going.
- 12) Finally, they can play games in the digital *Learn more* section.

Lesson 4 - GOODBYE

Tema 6	FEELINGS (osjećaji, igračke, obitelj, hrana)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, razlikuje i koristi dolazne / odlazne i formalne / neformalne pozdrave, razumije i reagira na jednostavne upute, pjeva pjesmicu uz zvučni zapis, preslikava riječi.
Lekcija	Goodbye	
Predviđeni broj sati	1	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, A.1.5, B.1.1, B.1.2, C.1.1, C.1.3, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2 Građanski odgoj i obrazovanje C.1.1. Održivi razvoj C.1.2. Osobni i socijalni razvoj A.1.1, B.1.1, Učiti kako učiti C.1.3, C.1.4, D.1.1, D.1.2.	
Jezični sadržaji	hello / hi / good morning / goodbye / see you later / good night	

➤ Lesson 1

LISTENING TO THE CONVERSATION

- 1) Start off with the revision of feelings. Use the flashcards. Ask the children how they are.
- 2) Let the children tell you when they are usually happy and when they are sad.
- 3) Ask them if they are happy with their friends. Are they ever sad with their friends?
- 4) Now get them to tell you once again who the main characters in the book are.
- 5) As they mention their names, stick their pictures on the board. Ask what they can say about each one of them. Prompt with some questions like:
WHO IS A BOY / A GIRL / A PARROT?
WHO HAS GOT A BALLOON / SIX TOES / A BROTHER TIM / A BIKE/ ...?
And so on.
- 6) Now tell them to guess how all the characters are today. Let them call out feelings until they guess that everyone is sad. Ask them why.

- 7) Tell the children to look in the **Pupil's Book, Task 1**. Just by looking at the pictures let them guess why everyone is sad.
- 8) Play the recording. They just listen. Ask: WHO IS GOING AWAY?
- 9) Play the recording again. They listen and repeat after it. Ask the children to take up the roles of the characters and repeat after the recording.
- 10) Get them to choose one picture from the cartoon and draw it in the notebook.
- 11) Ask the children to imagine what is going to happen with the characters in the future.

GREETINGS AND THE SONG

- 1) Step out of the classroom for a second. Knock on the door and come in. Say:
HELLO! (Wait for the class to greet you back.)
Open the door and say: GOODBYE! (Close the door behind you.)
Keep coming in and out, using different greetings: HI! SEE YOU LATER!
GOOD MORNING! GOODBYE!
HELLO! GOOD NIGHT!
- 2) Write them all on the board or stick up the cards with these words on them. Ask the children what they say when:
they get up in the morning / see a friend in the street / leave school / before they go to sleep / see a friend from another class at school . etc.
- 3) Explain the situations partly in their mother tongue. They just have to choose the right greeting and read it from the board.
- 4) Tell them to look in the **Activity Book, Task 1**. First they trace the greetings. Then they need to sort them out. It may be a good idea to do it orally with the whole class first.
- 5) Go back to the lesson in the book. So, Liz is sad, her friends are going far away. Play the song, **Task 2 in the Pupil's Book**.
First, they listen and then try to sing along. Repeat it a couple of times

POLLY'S PAGE 6

Tema 6	FEELINGS (osjećaji, igračke, obitelj, hrana)	Razrada ishoda Učenik ponavlja riječi u nizu prema slušnome modelu, pokazuje sličice na temelju zvučnog zapisa, povezuje slikovne kartice s riječima, prepoznaje i imenuje vokabular na slici, izrađuje i prezentira svoj poster My family, samovrednuje svoj uspjeh i napredak, sudjeluje u vršnjačkom vrednovanju.
Lekcija	Polly's page 6	
Predviđeni broj sati	2	
Odgojno obrazovni ishodi	A.1.1, A.1.2., A.1.3., A.1.4, A.1.5, A.1.7, C.1.1, C.1.2, C.1.3, C.1.4, C.1.5, C.1.6	
Međupredmetne teme	Upotreba IKT-a A.1.1, A.1.2, D.1.3. Građansko odgoj i obrazovanje C.1.1, C.1.2. Održivi razvoj A.1.1., A.1.2. Osobni i socijalni razvoj A.1.3. Učiti kako učiti A.1.1., A.1.2., B.1.1., B.1.4., C.1.1.,C.1.2, C.1.3, C.1.4, D.1.1, D.1.2 Poduzetništvo B.1.2	
Jezični sadržaji	tea / coffee / milk / cocoa / toast / bread / butter / jam / cheese / ham / eggs I like milk. / I don't like coffee.	

This is the final SUM UP section in the book. Look at the SUM UPS from the previous units and see if you can use some of the old activities.

Here are two more activities:

1) TOUCH THE RIGHT SIDE OF THE BOARD

This is a listening comprehension activity which can be used to revise a number of things.

Divide the board into two parts: a YES and NO part. Make three teams in the class. A representative of each team comes to the board. They listen to your sentence and have to touch the correct side of the board. Whoever does it first, wins a point for his/her team. Then the next group of 3 children come to the board and so on.

Here are some sentences you can use:

HAB IS A BIRD.

POLLY IS A BIRD.

LIZ IS A BOY.

TED IS A BOY.

PETER AND PAUL ARE TWO LITTLE DOGS.

THE MOON IS IN THE SKY.

THE COW IS IN THE SKY.

THE RAINBOW IS IN THE SKY.

THE BLACK SHEEP HAS GOT TWO BAGS OF WOOL.

MR BING HAS GOT TEN EARS.

POLLY HAS GOT NO EARS.

TED HAS GOT TWO EYES.

LIZ HAS GOT TWO NOSES.

You can come up with a lot of sentences. Just browse through the book.

2) RING THE BELL

You need a small bell for this activity. It gives a special charm to it, but if you cannot get hold of one, try doing the activity without it.

Make sure there is enough space for children to get to that desk without being hurt. You may need to move away some of the desks for this activity.

Again this can be played in teams with the representatives standing next to you.

Place a lot of wordcards (but no more than 20) on a desk at the far end of the classroom. There should also be a bell on the same desk.

It is a good idea to hold up and read all the cards, one by one, before the game actually starts. It makes it easier for the children later on.

You need to hold the corresponding pictures. Show a picture, but do not say anything. The children run to the desk and try to find the right word. Whoever does it first, has to pick it up and ring the bell. If it is the right word he/she wins a point for his/her team. If not, the word is put back and they still need to look for the right one.

It may take a while for the children to remember to ring the bell. They may grab the word without ringing the bell. No point is won in that case. The team can always remind them to do it.

This a good reading activity that the children do not feel as one.

- 1) The children can work with the stickers now. They are in the Activity Book at the back, Unit 5. They all familiar with the procedure by now. Call out and let individual pupils choose the sticker they all need to stick next.
- 2) You can have some real **drawing dictations** at this point, with the tasks written on the board.
- 3) POLLY'S PAGES 6 in the Pupil's Book is the final board game that can be played whenever the time is right.
- 4) The children draw and name their favourite new word and colour the symbols if they can name some of the key vocabulary from this unit.
- 5) Also, they do the listening task and tick the right pictures in Task 2.
- 6) Finally, they can play the vocabulary games in the digital *Play and Learn* section.

3) PROJECT MY FAMILY – POSTER

The children make the posters of their families.

They present them.

Display the posters in the classroom.

Godišnji izvedbeni kurikulum za 1. razred

Škola:		Broj sati: 70	
Nastavnik:		Razred: 1.	
TEMA	ODGOJNO-OBRAZOVNI ISHODI	OKVIRNI BROJ SATI	POVEZANOST S DRUGIM PREDMETIMA I MEĐUPREDMETNIM TEMAMA
1 INTRO UNIT (upoznavanje, kulturno ophođenje, dijelovi tijela, hrana)	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>B.1.2. Učenik prepoznaje i oponaša osnovne obrasce uljudnoga ophođenja u simuliranim i/ili stvarnim međukulturnim susretima.</p> <p>B.1.3. Učenik pokazuje zanimanje za učenje o kulturi ciljnoga jezika.</p> <p>B.1.4. Učenik prepoznaje i reagira na primjere prihvaćanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	10	<p><u>Građanski odgoj i obrazovanje</u></p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>C.1.2. Proniče solidarnost u razredu.</p> <p><u>Upotreba IKT</u></p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p><u>Zdravlje</u></p> <p>A.1.2. Razlikuje osnove pravilne od nepravilne prehrane i opisuje važnost tjelesne aktivnosti.</p> <p><u>Osobni i socijalni razvoj</u></p> <p>A.1.1. Razvija sliku o sebi.</p> <p>B.1.2. Razvija komunikacijske kompetencije.</p> <p>C.1.2. Identificira primjere dobrog odnosa prema drugim ljudima.</p> <p><u>Učiti kako učiti</u></p> <p>A.1.1. - 1. <i>Upravljanje informacijama</i></p> <p>Učenik uz pomoć učitelja traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema.</p> <p>A.1.2. - 2. <i>Primjena strategija učenja i rješavanja problema</i></p> <p>Učenik se koristi jednostavnim strategijama učenja i rješava probleme u svim područjima učenja uz pomoć učitelja.</p> <p>B.1.1. - 1. <i>Planiranje</i></p> <p>Na poticaj i uz pomoć učitelja učenik određuje cilj učenja i pristup učenju.</p> <p>B.1.4. - 4. <i>Samovrednovanje/ samoprocjena</i></p> <p>Na poticaj i uz pomoć učitelja procjenjuje je li uspješno riješio zadatak ili naučio.</p> <p>C.1.1. - 1. <i>Vrijednost učenja</i></p>

			<p>Učenik može objasniti vrijednost učenja za svoj život.</p> <p>C.1.2. - 2. <i>Slika o sebi kao učeniku</i></p> <p>Učenik iskazuje pozitivna i visoka očekivanja i vjeruje u svoj uspjeh u učenju.</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>Učenik se koristi ugodnim emocijama i raspoloženjima tako da potiču učenje te kontrolira neugodne emocije i raspoloženja tako da ga ne ometaju u učenju</p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>Učenik stvara prikladno fizičko okruženje za učenje s ciljem poboljšanja koncentracije i motivacije.</p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p> <p>Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć.</p>		<p>Učenik može objasniti vrijednost učenja za svoj život.</p> <p>C.1.2. - 2. <i>Slika o sebi kao učeniku</i></p> <p>Učenik iskazuje pozitivna i visoka očekivanja i vjeruje u svoj uspjeh u učenju.</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>Učenik se koristi ugodnim emocijama i raspoloženjima tako da potiču učenje te kontrolira neugodne emocije i raspoloženja tako da ga ne ometaju u učenju</p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>Učenik stvara prikladno fizičko okruženje za učenje s ciljem poboljšanja koncentracije i motivacije.</p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p> <p>Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć.</p>
2	HELLO (pozdravi, dijelovi tijela)	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>B.1.2. Učenik prepoznaje i oponaša osnovne obrasce uljudnoga ophođenja u simuliranim i/ili stvarnim međukulturnim susretima.</p> <p>B.1.3. Učenik pokazuje zanimanje za učenje o kulturi ciljnoga jezika.</p> <p>B.1.4. Učenik prepoznaje i reagira na primjere prihvatanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim</p>	10	<p>Gradanski odgovor i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>C.1.2. Promiče solidarnost u razredu.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.1. Razvija sliku o sebi.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>B.1.2. Razvija komunikacijske kompetencije.</p> <p>C.1.2. Identificira primjere dobrog odnosa prema drugim ljudima.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. <i>Upravljanje informacijama</i></p> <p>Učenik uz pomoć učitelja traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema.</p> <p>A.1.2. - 2. <i>Primjena strategija učenja i rješavanje problema</i></p> <p>Učenik se koristi jednostavnim strategijama učenja i rješava probleme u svim područjima učenja uz pomoć učitelja.</p> <p>B.1.1. - 1. <i>Planiranje</i></p> <p>Na poticaj i uz pomoć učitelja učenik određuje cilj učenja i pristup učenju.</p> <p>B.1.2. - 2. <i>Praćenje</i></p>	<p>Učenik može objasniti vrijednost učenja za svoj život.</p> <p>C.1.2. - 2. <i>Slika o sebi kao učeniku</i></p> <p>Učenik iskazuje pozitivna i visoka očekivanja i vjeruje u svoj uspjeh u učenju.</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>Učenik se koristi ugodnim emocijama i raspoloženjima tako da potiču učenje te kontrolira neugodne emocije i raspoloženja tako da ga ne ometaju u učenju</p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>Učenik stvara prikladno fizičko okruženje za učenje s ciljem poboljšanja koncentracije i motivacije.</p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p> <p>Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć.</p>

	<p>strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>			<p>Na poticaj i uz pomoć učitelja učenik prati svoje učenje.</p> <p>B.1.3. - 2. Prilagodba učenja</p> <p>Na poticaj i uz pomoć učitelja učenik mijenja pristup učenju.</p> <p>B.1.4. - 4. Samovrednovanje/ samoprocjena</p> <p>Na poticaj i uz pomoć učitelja procjenjuje je li uspješno riješio zadatak ili naučio.</p> <p>C.1.1. - 1. Vrijednost učenja</p> <p>Učenik može objasniti vrijednost učenja za svoj život.</p> <p>C.1.2. - 2. Slika o sebi kao učeniku</p> <p>Učenik iskazuje pozitivna i visoka očekivanja i vjeruje u svoj uspjeh u učenju.</p> <p>C.1.3. - 3. Interes</p> <p>Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p> <p>C.1.4. - 4. Emocije</p> <p>Učenik se koristi ugodnim emocijama i raspoloženjima tako da potiču učenje te kontrolira neugodne emocije i raspoloženja tako da ga ne ometaju u učenju</p> <p>D.1.1. - 1. Fizičko okruženje učenja</p> <p>Učenik stvara prikladno fizičko okruženje za učenje s ciljem poboljšanja koncentracije i motivacije.</p> <p>D.1.2. - 2. Suradnja s drugima</p> <p>Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć.</p>
3	<p>IN THE SKY (brojevi)</p>	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama</p>	10	<p>Građanski odgoj i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>C.1.2. Promiče solidarnost u razredu.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Osobni i socijalni razvoj</p> <p>B.1.2. Razvija komunikacijske kompetencije.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. Upravljanje informacijama</p> <p>Učenik uz pomoć učitelja traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema.</p> <p>A.1.2. - 2. Primjena strategija učenja i rješavanje problema</p>

		<p>učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>		<p>Učenik se koristi jednostavnim strategijama učenja i rješava probleme u svim područjima učenja uz pomoć učitelja.</p> <p>B.1.1. - 1. Planiranje</p> <p>Na poticaj i uz pomoć učitelja učenik određuje cilj učenja i pristup učenju.</p> <p>B.1.2. - 2. Praćenje</p> <p>Na poticaj i uz pomoć učitelja učenik prati svoje učenje.</p> <p>B.1.3. - 2. Prilagodba učenja</p> <p>Na poticaj i uz pomoć učitelja učenik mijenja pristup učenju.</p> <p>B.1.4. - 4. Samovrednovanje/ samoprocjena</p> <p>Na poticaj i uz pomoć učitelja procjenjuje je li uspješno riješio zadatak ili naučio.</p> <p>C.1.1. - 1. Vrijednost učenja</p> <p>Učenik može objasniti vrijednost učenja za svoj život.</p> <p>C.1.2. - 2. Slika o sebi kao učeniku</p> <p>Učenik iskazuje pozitivna i visoka očekivanja i vjeruje u svoj uspjeh u učenju.</p> <p>C.1.3. - 3. Interes</p> <p>Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p> <p>C.1.4. - 4. Emocije</p> <p>Učenik se koristi ugodnim emocijama i raspoloženjima tako da potiču učenje te kontrolira neugodne emocije i raspoloženja tako da ga ne ometaju u učenju</p> <p>D.1.1. - 1. Fizičko okruženje učenja</p> <p>Učenik stvara prikladno fizičko okruženje za učenje s ciljem poboljšanja koncentracije i motivacije.</p> <p>D.1.2. - 2. Suradnja s drugima</p> <p>Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć.</p>
4	AT SCHOOL (škola, školski pribor i razredni jezik)	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p>	10	<p>Građanski odgoj i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>C.1.2. Promiče solidarnost u razredu.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Zdravlje</p> <p>A.1.3. Opisuje načine održavanja i primjenu osobne higijene i higijene</p>

		<p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.5. Učenik uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>		<p>okoline.</p> <p>B.1.3.B Opisuje i nabraja aktivnosti koje doprinose osobnome razvoju.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>B.1.2. Razvija komunikacijske kompetencije.</p> <p>Poduzetništvo</p> <p>B.1.2. Planira i upravlja aktivnostima.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. Upravljanje informacijama Učenik uz pomoć učitelja traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema.</p> <p>A.1.2. - 2. Primjena strategija učenja i rješavanje problema Učenik se koristi jednostavnim strategijama učenja i rješava probleme u svim područjima učenja uz pomoć učitelja.</p> <p>B.1.1. - 1. Planiranje Na poticaj i uz pomoć učitelja učenik određuje cilj učenja i pristup učenju.</p> <p>B.1.2. - 2. Praćenje Na poticaj i uz pomoć učitelja učenik prati svoje učenje.</p> <p>B.1.3. - 2. Prilagodba učenja Na poticaj i uz pomoć učitelja učenik mijenja pristup učenju.</p> <p>B.1.4. - 4. Samovrednovanje/ samoprocjena Na poticaj i uz pomoć učitelja procjenjuje je li uspješno riješio zadatak ili naučio.</p> <p>C.1.1. - 1. Vrijednost učenja Učenik može objasniti vrijednost učenja za svoj život.</p> <p>C.1.2. - 2. Slika o sebi kao učeniku Učenik iskazuje pozitivna i visoka očekivanja i vjeruje u svoj uspjeh u učenju.</p> <p>C.1.3. - 3. Interes Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p> <p>C.1.4. - 4. Emocije Učenik se koristi ugodnim emocijama i raspoloženjima tako da potiču učenje te kontrolira neugodne emocije i raspoloženja tako da ga ne ometaju u učenju</p> <p>D.1.1. - 1. Fizičko okruženje učenja Učenik stvara prikladno fizičko okruženje za učenje s ciljem poboljšanja koncentracije i motivacije.</p>
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5	COLOURS (boje, prijevozna sredstva, životinje, farma)	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>B.1.4. Učenik prepoznaje i reagira na primjere prihvatanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.5. Učenik uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	10	<p>D.1.2. - 2. Suradnja s drugima Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć.</p> <p>Građanski odgoj i obrazovanje C.1.1. Sudjeluje u zajedničkom radu u razredu. C.1.2. Promiče solidarnost u razredu.</p> <p>Upotreba IKT A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka. A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima D.1.3. Učenik uz učiteljevu pomoć prepoznaje i rješava jednostavne probleme s pomoću IKT-a.</p> <p>Održivi razvoj A.1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici. A.1.2. Opisuje raznolikost u prirodi i razlike među ljudima.</p> <p>Osobni i socijalni razvoj A.1.3. Razvija svoje potencijale. B.1.2. Razvija komunikacijske kompetencije.</p> <p>Poduzetništvo B.1.2. Planira i upravlja aktivnostima.</p> <p>Učiti kako učiti A.1.1. - 1. <i>Upravljanje informacijama</i> Učenik uz pomoć učitelja traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema. B.1.1. - 1. <i>Planiranje</i> Na poticaj i uz pomoć učitelja učenik određuje cilj učenja i pristup učenju. B.1.2. - 2. <i>Praćenje</i> Na poticaj i uz pomoć učitelja učenik prati svoje učenje. B.1.3. - 2. <i>Prilagodba učenja</i> Na poticaj i uz pomoć učitelja učenik mijenja pristup učenju. B.1.4. - 4. <i>Samovrednovanje/ samoprocjena</i> Na poticaj i uz pomoć učitelja procjenjuje je li uspješno riješio zadatak ili naučio. C.1.1. - 1. <i>Vrijednost učenja</i> Učenik može objasniti vrijednost učenja za svoj život. C.1.2. - 2. <i>Silka o sebi kao učeniku</i> Učenik iskazuje pozitivna i visoka očekivanja i vjeruje u svoj uspjeh u učenju.</p>
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			<p>C.1.3. - 3. Interes Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p> <p>C.1.4. - 4. Emocije Učenik se koristi ugodnim emocijama i raspoloženijima tako da potiču učenje te kontrolira neugodne emocije i raspoloženja tako da ga ne ometaju u učenju</p> <p>D.1.1. - 1. Fizičko okruženje učenja Učenik stvara prikladno fizičko okruženje za učenje s ciljem poboljšanja koncentracije i motivacije.</p> <p>D.1.2. - 2. Suradnja s drugima Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć.</p>		<p>C.1.3. - 3. Interes Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p> <p>C.1.4. - 4. Emocije Učenik se koristi ugodnim emocijama i raspoloženijima tako da potiču učenje te kontrolira neugodne emocije i raspoloženja tako da ga ne ometaju u učenju</p> <p>D.1.1. - 1. Fizičko okruženje učenja Učenik stvara prikladno fizičko okruženje za učenje s ciljem poboljšanja koncentracije i motivacije.</p> <p>D.1.2. - 2. Suradnja s drugima Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć.</p>
6	<p>FEELINGS (osjećaji, igrčke, obitelji, hrana i piće)</p>	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>B.1.2. Učenik prepoznaje i oponaša osnovne obrasce uljudnoga ophođenja u simuliranim i/ili stvarnim međukulturnim susretima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.5. Učenik uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	10	<p>Gradanski odgoj i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>C.1.2. Promiče solidarnost u razredu.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima</p> <p>D.1.3. Učenik uz učiteljevu pomoć prepoznaje i rješava jednostavne probleme s pomoću IKT-a.</p> <p>Zdravlje</p> <p>A.1.2. Razlikuje osnove pravilne od nepravilne prehrane i opisuje važnost tjelesne aktivnosti.</p> <p>Održivi razvoj</p> <p>A.1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>A.1.3. Razvija svoje potencijale.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>B.1.2. Razvija komunikacijske kompetencije.</p> <p>Poduzetništvo</p> <p>B.1.2. Planira i upravlja aktivnostima.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. Upravljanje informacijama Učenik uz pomoć učitelja traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema.</p> <p>A.1.2. - 2. Primjena strategija učenja i rješavanje problema</p>	<p>C.1.3. - 3. Interes Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p> <p>C.1.4. - 4. Emocije Učenik se koristi ugodnim emocijama i raspoloženijima tako da potiču učenje te kontrolira neugodne emocije i raspoloženja tako da ga ne ometaju u učenju</p> <p>D.1.1. - 1. Fizičko okruženje učenja Učenik stvara prikladno fizičko okruženje za učenje s ciljem poboljšanja koncentracije i motivacije.</p> <p>D.1.2. - 2. Suradnja s drugima Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć.</p>

				<p>Učenik se koristi jednostavnim strategijama učenja i rješava probleme u svim područjima učenja uz pomoć učitelja.</p> <p>B.1.1. - 1. Planiranje Na poticaj i uz pomoć učitelja učenik određuje cilj učenja i pristup učenju.</p> <p>B.1.2. - 2. Praćenje Na poticaj i uz pomoć učitelja učenik prati svoje učenje.</p> <p>B.1.3. - 2. Prilagodba učenja Na poticaj i uz pomoć učitelja učenik mijenja pristup učenju.</p> <p>B.1.4. - 4. Samovrednovanje/ samoprocjena Na poticaj i uz pomoć učitelja procjenjuje je li uspješno riješio zadatak ili naučio.</p> <p>C.1.1. - 1. Vrijednost učenja Učenik može objasniti vrijednost učenja za svoj život.</p> <p>C.1.2. - 2. Slika o sebi kao učeniku Učenik iskazuje pozitivna i visoka očekivanja i vjeruje u svoj uspjeh u učenju.</p> <p>C.1.3. - 3. Interes Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p> <p>C.1.4. - 4. Emocije Učenik se koristi ugodnim emocijama i raspoloženjima tako da potiču učenje te kontrolira neugodne emocije i raspoloženja tako da ga ne ometaju u učenju.</p> <p>D.1.1. - 1. Fizičko okruženje učenja Učenik stvara prikladno fizičko okruženje za učenje s ciljem poboljšanja koncentracije i motivacije.</p> <p>D.1.2. - 2. Suradnja s drugima Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć.</p>
			4	<p>Građanski odgoj i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>C.1.2. Promiče solidarnost u razredu.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Održivi razvoj</p> <p>A.1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici.</p>
7	BLAGDANI I OBIČAJI	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te</p>		

		prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom. B.1.3. Učenik pokazuje zanimanje za učenje o kulturi ciljnoga jezika. B.1.4. Učenik prepoznaje i reagira na primjere prihvatanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima. C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika. C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika. C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika. C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja. C.1.5. Učenik uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama. C.1.6. Učenik prepoznaje različite izvore informacija. Projekti su razrađeni unutar tema			<p>Osobni i socijalni razvoj</p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>C.1.4. Razvija nacionalni i kulturni identitet zajedništvom i pripadnošću skupini.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. Upravljanje informacijama</p> <p>Učenik uz pomoć učitelja traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema</p> <p>B.1.1. - 1. Planiranje</p> <p>Na poticaj i uz pomoć učitelja učenik određuje cilj učenja i pristup učenju.</p> <p>C.1.3. - 3. Interes</p> <p>Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p>
			3		<p>Građanski odgoj i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>C.1.2. Promiče solidarnost u razredu.</p> <p>Održivi razvoj</p> <p>A.1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. Upravljanje informacijama</p> <p>Učenik uz pomoć učitelja traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema.</p> <p>B.1.4. - 4. Samovrednovanje/ samoprocjena</p> <p>Na poticaj i uz pomoć učitelja procjenjuje je li uspješno riješio zadatak ili naučio.</p> <p>C.1.3. - 3. Interes</p> <p>Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p>
	PROJEKTI				
	DJEČJA KNUŽEVNOST	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafičke slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>B.1.3. Učenik pokazuje zanimanje za učenje o kulturi ciljnoga jezika.</p> <p>B.1.4. Učenik prepoznaje i reagira na primjere prihvatanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga</p>			

		izražavanja. C.1.5. Učenik uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama. C.1.6. Učenik prepoznaje različite izvore informacija.		
	OSTALO (provjere, zaključivanje ocjena)		3	

Tematsko planiranje

Učitelj/ica: _____ Razred: 1. _____

Tema 1: INTRO UNIT (upoznavanje, kulturno ophođenje, dijelovi tijela, hrana - internacionalizmi)

Predloženi broj sati: 10

Vokabular: *up, down, clap, look around; pizza, spaghetti, sandwich, hot dog, hamburger, pudding, yoghurt, lemon, banana, juice, lemon; fingers, toes, ears, nose; wiggle your fingers/toes, touch your ears/nose; Hello!, Hi!, Goodbye...*

Struktura: *What's your name? My name is... I like...*

Predloženi mjesec obrade: rujan/listopad

Lekcija	Djelatnosti	Odgovno-obrazovni ishodi	Razrada ishoda	Međupredmetne teme	Jezični sadržaj Aktivnost	Vrednovanje
Introduction to English language (1 sat)	slušanje govorenje	A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja. A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova. B.1.2. Učenik prepoznaje i oponaša osnovne obrasce uljudnoga ophođenja u simuliranim i/ili stvarnim međukulturnim susretima.	Učenik se upoznaje s načinom rada na satu engleskog jezika Učenik se predstavlja odgovarajući na pitanje <i>What's your name?</i>	Osobni i socijalni razvoj A.1.1. Razvija sliku o sebi.	<i>Hello! What's your name?</i> <i>Hello! My name is...</i> razgovor, upoznavanje i predstavljanje	Vrednovanje za učenje: Učitelj formativno prati uobičajene aktivnosti učenika i vodi bilješke o ostvarenosti odgojno-obrazovnih ishoda (opažanja, provjere domaćih zadaća, lista provjere...)
Up and down (1 sat)	slušanje govorenje	A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja. A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.	Učenik razumije i reagira na jednostavne upute Učenik zorno ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu Učenik pjeva pjesmicu uz učitelja i zvučni zapis	Osobni i socijalni razvoj A.1.1. Razvija sliku o sebi. Učiti kako učiti C.1.3. - 3. <i>Interes</i> C.1.4. - 4. <i>Emocije</i> D.1.1. - 1. <i>Fizičko okruženje učenja</i> D.1.2. - 2. <i>Suradnja s drugima</i>	<i>up, down, clap, look around</i> ponavljanje za modelom, reagiranje na zapovijedi, pjevanje, igra	Vrednovanje kao učenje: Samovrednovanje (Senafor, <i>Thumbs up</i> – znam li reći...) Učitelj razgovara s učenicima kako lakše učiti i koje strategije

Yummie (2 sata)	slušanje govorenje (čitanje pisanje)	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik izgovara i imenuje riječi (internacionalizme vezane za hranu) na temelju slikovnog i slušnog poticaja</p> <p>Učenik imenuje hranu koju voli jesti koristeći strukturu / <i>like...</i></p> <p>Učenik povezuje grafičku sliku riječi (čiji je izgovor jednak ili vrlo sličan pisanome obliku)</p> <p>Učenik pjeva pjesmicu uz učitelja i zvučni zapis</p>	<p>Zdravlje</p> <p>A.1.2. Razlikuje osnovne pravilne od nepravilne prehrane i opisuje važnost tjelesne aktivnosti.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p>	<p><i>pizza, spaghetti, sandwich, hot dog, hamburger, pudding, yoghurt, lemon, banana, juice, lemon</i></p> <p>ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, reagiranje na zapovijedi, pjevanje, igra, izražavanje sviđanja, razumijevanje slušanjem (<i>listen and tick</i>)</p>	učenja primijeniti da bi uspješno usvajali jezične sadržaje
Fingers, toes (2 sata)	slušanje govorenje (čitanje pisanje)	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafičke slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik razumije i reagira na jednostavne upute</p> <p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik prepoznaje i imenuje dijelove tijela</p> <p>Učenik piše riječi (<i>tracing</i>)</p>	<p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p>	<p><i>fingers, toes, ears, nose; wiggle your fingers/toes, touch your ears/nose</i></p> <p>ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, reagiranje na zapovijedi, pjevanje, igra, TPR, razumijevanje slušanjem (<i>listen and tick, listen and match</i>)</p>	
Polly (2 sata)	slušanje govorenje (čitanje pisanje)	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafičke slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i</p>	<p>Učenik pjeva pjesmicu uz učitelja i zvučni zapis</p> <p>Učenik sudjeluje u kratkom dijalogu</p> <p>Učenik vježba pozdravljanje kroz igru i</p>	<p>Osobni i socijalni razvoj</p> <p>A.1.1. Razvija sliku o sebi.</p> <p>B.1.2. Razvija komunikacijske kompetencije.</p> <p>C.1.2. Identificira primjere dobrog odnosa prema drugim</p>	<p><i>What's your name? My name is... Peter, Mark, Eric, Ted, Bob, Billy, Jim, Fred; Meg, Linda, Liz, Molly, Doris, Ella, Kim, Polly</i></p>	

	<p>jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom raznjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>B.1.2. Učenik prepoznaje i oponaša osnovne obrasce uljudnoga ophođenja u simuliranim i/ili stvarnim međukulturnim susretima.</p> <p>B.1.3. Učenik pokazuje zanimanje za učenje o kulturi ciljnoga jezika.</p> <p>B.1.4. Učenik prepoznaje i reagira na primjere prihvatanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>glumu</p> <p>Učenik razlikuje formalne i neformalne pozdrave</p> <p>Učenik se kreativno izražava pjesmom i glumom</p> <p>Učenik uočava imena vršnjaka iz zemalja ciljnoga jezika</p> <p>Učenik povezuje grafijsku sliku riječi (čiji je izgovor jednak ili vrlo sličan pisanome obliku)</p> <p>Učenik piše riječi (<i>tracing</i>)</p>	<p>ljudima.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p>	<p>razgovor, ponavljanje za modelom, dijalog, pjevanje, igra, gluma, razumijevanje slušanjem, pisanje riječi (<i>tracing</i>)</p>	
Polly's pages (2 sata)	<p>slušanje govorenje (čitanje pisanje)</p>	<p>Učenik razumije i reagira na jednostavne upute</p> <p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik imenuje vokabular na slici</p> <p>Učenik piše riječi (<i>tracing</i>)</p> <p>Učenik samovrednuje svoj uspjeh i napredak</p>	<p>Građanski odgoj i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>C.1.2. Promiče solidarnost u razredu.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. <i>Upravljanje informacijama</i></p> <p>A.1.2. - 2. <i>Primjena strategija učenja i rješavanje problema</i></p> <p>B.1.1. - 1. <i>Planiranje</i></p>	<p><i>Up, down, clap, look around; pizza, spaghetti, sandwich, hot dog, hamburger, yoghurt, lemon; banana, juice, lemon; fingers, toes, ears, nose; wiggle your fingers/toes, touch your ears/nose</i></p> <p>ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, reagiranje na zapovijedi, pjevanje, igre, razumijevanje slušanjem (<i>listen and stick, listen and match</i>), samovrednovanje</p>	

		<p>ciljnoga jezika.</p> <p>B.1.4. Učenik prepoznaje i reagira na primjere prihvatanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>		<p>B.1.4. - 4. Samovrednovanje/ samoprocjena C.1.1. - 1. Vrijednost učenja C.1.2. - 2. Slika o sebi kao učeniku C.1.3. - 3. Interes C.1.4. - 4. Emocije D.1.1. - 1. Fizičko okruženje učenja D.1.2. - 2. Suradnja s drugima</p>		
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Tematsko planiranje

Učitelj/ica: _____ Razred: 1. _____

Tema 2: HELLO (pozdravi, dijelovi tijela)

Predloženi broj sati: 10

Vokabular: *hello, hi, bye, goodbye, see you later; touch, stand up, say, cheese; one, two, bird, little, boy, girl, wall; door, tree, ladder, thank you, please, come in*

Struktura: *What's this?*

Predloženi mjesec obrade: listopad/studeni

Lekcija	Djelatnosti	Odgovno-obrazovni ishodi	Razrada ishoda	Međupredmetne teme	Jezični sadržaj Aktivnost	Vrednovanje
HAB (2 sata)	slušanje govorenje (čitanje pisanje)	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik zorno ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik sudjeluje u kratkom dijalogu</p> <p>Učenik vježba pozdravljanje kroz igru i glumu</p> <p>Učenik razlikuje formalne i neformalne pozdrave</p> <p>Učenik se kreativno izražava pjesmom i glumom</p> <p>Učenik uočava imena vršnjaka iz zemalja ciljnoga jezika</p> <p>Učenik pjeva pjesmicu uz učitelja i zvučni zapis</p> <p>Učenik piše riječi (tracing)</p>	<p>Građanski odgoj i obrazovanje C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>Osobni i socijalni razvoj A.1.1. Razvija sliku o sebi. B.1.2. Razvija komunikacijske kompetencije.</p> <p>Učiti kako učiti C.1.3. - 3. <i>Interes</i> C.1.4. - 4. <i>Emocije</i> D.1.1. - 1. <i>Fizičko okruženje učenja</i> D.1.2. - 2. <i>Suradnja s drugima</i></p>	<p>Hello, Hi, Goodbye, Bye, See you later; What's this?</p> <p>ponavljanje za modelom, dijalog, gluma, pjevanje, igra</p>	<p>Vrednovanje za učenje: Učitelj formativno prati uobičajene aktivnosti učenika i vodi bilješke o ostvarenosti odgojno-obrazovnih ishoda (opažanja, provjere domaćih zadaća, rubrike, lista provjere...)</p> <p>Vrednovanje kao učenje: Samovrednovanje (<i>Thumbs up</i> – znam li reći...) Listići za samovrednovanje</p> <p>Učitelj razgovara s učenicima kako lakše učiti i koje strategije učenja</p>

Hello, goodbye (2 sata)	slušanje govorenje (čitanje pisanje)	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik razumije i reagira na jednostavne upute</p> <p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik imenuje i izvodi radnje uz pokrete</p> <p>Učenik piše riječi (<i>tracing</i>)</p>	<p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p>	<p><i>touch, stand up, say, cheese</i></p> <p>ponavljanje za modelom, reagiranje na zapovijedi, pjevanje, igra, TPR, razumijevanje slušanjem (<i>listen and tick</i>)</p>	primijeniti da bi uspješno usvajali jezične sadržaje
Two little birds (2 sata)	slušanje govorenje (čitanje pisanje)	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik povezuje slikovne kartice i riječi</p> <p>Učenik pjeva tradicionalnu dječju pjesmicu uz učitelja i zvučni zapis</p> <p>Učenik piše riječi (<i>tracing</i>)</p>	<p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p>	<p><i>one, two, bird, little, boy, girl, wall</i></p> <p>ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, povezivanje slike i riječi, pjevanje, igre, pisanje riječi (<i>tracing</i>), razumijevanje slušanjem (<i>listen and tick, listen and match</i>)</p>	
Thank you (2 sata)	slušanje govorenje (čitanje pisanje)	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik sudjeluje u kratkom dijalogu</p> <p>Učenik vježba pozdravljanje kroz igru i</p>	<p>Osobni i socijalni razvoj</p> <p>A.1.1. Razvija sliku o sebi.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>B.1.2. Razvija komunikacijske kompetencije.</p> <p>Održivi razvoj</p> <p>C.1.2. Identificira primjere dobrog odnosa prema drugim ljudima.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć</p>	<p><i>door, tree, ladder, thank you, please, come in</i></p> <p>razgovor, ponavljanje za modelom, dijalog, igra, gluma, razumijevanje slušanjem, pisanje</p>	

		razmjenjuje naučene vrlo kratke i jednostavne rečenice. A.1.7. Učenik preslikava jednostavne učestale riječi. B.1.2. Učenik prepoznaje i oponaša osnovne obrasce uljudnoga ophođenja u simuliranim i/ili stvarnim međukulturnim susretima. B.1.4. Učenik prepoznaje i reagira na primjere prihvaćanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima. C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika. C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika. C.1.6. Učenik prepoznaje različite izvore informacija.	glumu Učenik povezuje grafijsku sliku riječi Učenik piše riječi (<i>tracing</i>)	odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka. A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima. Učiti kako učiti C.1.3. - 3. <i>Interes</i> C.1.4. - 4. <i>Emocije</i> D.1.1. - 1. <i>Fizičko okruženje učenja</i> D.1.2. - 2. <i>Suradnja s drugima</i>	riječi (<i>tracing</i>)	
Polly's pages (2 sata)	slušanje govorenje (čitavanje pisanje)	A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja. A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi. A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova. A.1.5. Učenik razgovara s drugom osobom te s njom	Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu Učenik razumije i reagira na jednostavne upute Učenik pokazuje sličice na temelju zvučnog zapisa	Građanski odgoj i obrazovanje C.1.1. Sudjeluje u zajedničkom radu u razredu. C.1.2. Promiče solidarnost u razredu. Upotreba IKT A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje	hello, hi, bye, goodbye, see you later; touch, stand up, say, cheese; one, two, bird, little, boy, girl, wall; door, tree, ladder, thank you, please, come in	

		<p>razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>B.1.3. Učenik pokazuje zanimanje za učenje o kulturi ciljnoga jezika.</p> <p>B.1.4. Učenik prepoznaje i reagira na primjere prihvatanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik imenuje vokabular na slici</p> <p>Učenik povezuje slikovne kartice i riječi</p> <p>Učenik piše riječi (<i>tracing</i>)</p> <p>Učenik samovrednuje svoj uspjeh i napredak</p>	<p>jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. Upravljanje informacijama</p> <p>A.1.2. - 2. Primjena strategija učenja i rješavanje problema</p> <p>B.1.1. - 1. Planiranje</p> <p>B.1.2. - 2. Praćenje</p> <p>B.1.4. - 4. Samovrednovanje/samoprocjena</p> <p>C.1.1. - 1. Vrijednost učenja</p> <p>C.1.2. - 2. Slika o sebi kao učeniku</p> <p>C.1.3. - 3. Interes</p> <p>C.1.4. - 4. Emocije</p> <p>D.1.1. - 1. Fizičko okruženje učenja</p> <p>D.1.2. - 2. Suradnja s drugima</p>	<p>ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, povezivanje slike i riječi, reagiranje na zapovijedi, pjevanje, igre, razumijevanje slušanjem (<i>listen and stick, listen and match</i>), samovrednovanje, vršnjačko vrednovanje</p>	
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Tematsko planiranje

Učitelj/ica: _____ Razred: 1. _____

Tema 3: IN THE SKY (brojevi)

Predloženi broj sati: 10

Vokabular: *sun, moon, star, cloud, rainbow; one, two, three, four, five, six, seven, eight, nine, ten; home, house, shoe, door, run, open; big, little*

Struktura: *What's this?, How do you do?, I've got...*

Predloženi mjesec obrade: studeni/prosinac/siječanj

Lekcija	Djelatnosti	Odgovno-obrazovni ishodi	Razrada ishoda	Međupredmetne teme	Jezični sadržaj Aktivnost	Vrednovanje
Mr Sun, Mr Sun (2 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik imenuje vokabular na slici</p> <p>Učenik povezuje slikovne kartice sa riječima</p> <p>Učenik pjeva pjesmicu uz učitelja i zvučni zapis</p> <p>Učenik piše riječi (<i>tracing</i>)</p>	<p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p>	<p><i>sun, moon, star, cloud, rainbow</i></p> <p>ponavljanje za modelom, pjevanje, igra, povezivanje slike i riječi, pisanje riječi (<i>tracing</i>)</p>	<p>Vrednovanje za učenje:</p> <p>Učitelj formativno prati uobičajene aktivnosti učenika i vodi bilješke o ostvarenosti odgovorno-obrazovnih ishoda (opažanja, provjere domaćih zadataka, kratke pisane provjere, rubrike, lista provjere...)</p> <p>Vrednovanje kao učenje:</p> <p>Samovrednovanje (<i>Thumbs up</i> – znam li reći...)</p> <p>Listići za samovrednovanje</p> <p>Učitelj razgovara s učenicima kako lakše</p>

Ten little stars (2 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje broj na temelju zvučnog zapisa</p> <p>Učenik samostalno broji do 10 i imenuje pojedinačne brojeve</p> <p>Učenik povezuje broj i riječ</p> <p>Učenik pjeva pjesmicu uz učitelja i zvučni zapis</p> <p>Učenik piše riječi (<i>tracing</i>)</p>	<p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p>	<p>one, two, three, four, five, six, seven, eight, nine, ten</p> <p>ponavljanje za modelom, pjevanje, igra, TPR, povezivanje broja i riječi, razumijevanje slušanjem (<i>listen and show</i>)</p>	učiti i koje strategije učenja primijeniti da bi uspješno usvajali jezične sadržaje
Going home (2 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.2. Učenik prepoznaje i oponaša osnovne obrasce uljudnoga ophođenja u simuliranim i/ili stvarnim međukulturnim susretima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.5. Učenik uočava činjenice i mišljenja u vrlo krakim učestalim jednostavnim izrazima i rečenicama.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik sudjeluje u kratkom dijalogu</p> <p>Učenik razumije i reagira na jednostavne upute</p> <p>Učenik recitira pjesmicu uz pokrete</p> <p>Učenik piše riječi (<i>tracing</i>)</p>	<p>Građanski odgoj i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.1. Razvija sliku o sebi.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p>	<p>home, house, shoe, door, run, open</p> <p>razgovor, ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, reagiranje na zapovjedi, pjevanje, igre, TPR, gluma, povezivanje slike i riječi, razumijevanje slušanjem (<i>listen and tick</i>)</p>	
Just one nose (2 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice ili obrađene dijelove tijela na temelju zvučnog zapisa</p>	<p>Osobni i socijalni razvoj</p> <p>A.1.1. Razvija sliku o sebi.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>B.1.2. Razvija komunikacijske kompetencije.</p>	<p>big, little, I've got...</p> <p>ponavljanje za modelom, dijalog,</p>	

		<p>jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukultura iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>B.1.2. Učenik prepoznaje i oponaša osnovne obrasce uljudnoga ophođenja u simuliranim i/ili stvarnim međukulturnim susretima.</p> <p>B.1.4. Učenik prepoznaje i reagira na primjere prihvatanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik razumije i imenuje dijelove tijela</p> <p>Učenik sudjeluje u kratkom dijalogu</p> <p>Učenik razumije i koristi strukturu <i>I've got one/two/ten...</i> u kontekstu obrađenih dijelova tijela</p> <p>Učenik preslikava i piše riječi (<i>tracing</i>)</p>	<p>Održivi razvoj</p> <p>C.1.2. Identificira primjere dobrog odnosa prema drugim ljudima.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p>	<p>igra, gluma, povezivanje slike i riječi, razumijevanje slušanjem (<i>listen and tick</i>), pisanje riječi (<i>tracing</i>), preslikavanje riječi</p>	
<p>Polly's pages (2 sata)</p>	<p>slušanje</p> <p>govorenje</p> <p>čitanje</p> <p>pisanje</p>	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući</p>	<p>Učenik razumije i reagira na jednostavne upute</p> <p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik imenuje vokabular na slici</p>	<p>Građanski odgoj i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>C.1.2. Promiče solidarnost u razredu.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje</p>	<p><i>sun, moon, star, cloud, rainbow; one, two, three, four, five, six, seven, eight, nine, ten; home, house, shoe, door, run, open; big, little</i></p>	

		<p>engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukultura iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>B.1.3. Učenik pokazuje zanimanje za učenje o kulturi ciljnoga jezika.</p> <p>B.1.4. Učenik prepoznaje i reagira na primjere prihvatanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik povezuje slikovne kartice i riječi</p> <p>Učenik piše riječi (<i>tracing</i>)</p> <p>Učenik samovrednuje svoj uspjeh i napredak</p> <p>Učenik sudjeluje u vršnjačkom vrednovanju</p>	<p>jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. Upravljanje informacijama</p> <p>A.1.2. - 2. Primjena strategija učenja i rješavanje problema</p> <p>B.1.1. - 1. Planiranje</p> <p>B.1.2. - 2. Praćenje</p> <p>B.1.4. - 4. Samovrednovanje/ samoprocjena</p> <p>C.1.1. - 1. Vrijednost učenja</p> <p>C.1.2. - 2. Slika o sebi kao učeniku</p> <p>C.1.3. - 3. Interes</p> <p>C.1.4. - 4. Emocije</p> <p>D.1.1. - 1. Fizičko okruženje učenja</p> <p>D.1.2. - 2. Suradnja s drugima</p>	<p>ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, reagiranje na zapovjedi, pjevanje, igre, razumijevanje slušanjem (<i>listen and stick, listen and match</i>), samovrednovanje, vršnjačko vrednovanje</p>	
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Tematsko planiranje

Učitelj/ica: _____

Razred: 1. _____

Tema 4: AT SCHOOL (škola, školski pribor i razredni jezik)

Predloženi broj sati: 10

Vokabular: *book, notebook, pen, pencil, pencil case, eraser, sharpener, bag; face, teeth, clothes, bed, bathroom, go to school, wash my face, put on my clothes, clean my teeth; classroom, desk, chair, board, clock, bin, window, floor, touch, point*

Struktura: *What's this?, Is it a...?*

Predloženi mjesec obrade: siječanj/veljača

Lekcija	Djelatnosti	Odgovno-obrazovni ishodi	Razrada ishoda	Međupredmetne teme	Jezični sadržaj Aktivnost	Vrednovanje
School tree (2 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik povezuje slikovne kartice i riječi</p> <p>Učenik imenuje školske predmete i vokabular na slici</p> <p>Učenik povezuje slikovne kartice sa riječima</p> <p>Učenik piše riječi (<i>tracing</i>)</p> <p>Učenik izrađuje i prezentira svoj rad/poster</p>	<p><u>Upotreba IKT</u></p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p><u>Poduzetništvo</u></p> <p>B.1.2. Planira i upravlja aktivnostima.</p> <p><u>Učiti kako učiti</u></p> <p>A.1.1. - 1. Upravljanje informacijama</p> <p>B.1.1. - 1. Planiranje</p> <p>C.1.3. - 3. Interes</p> <p>C.1.4. - 4. Emocije</p> <p>D.1.1. - 1. Fizičko okruženje učenja</p> <p>D.1.2. - 2. Suradnja s drugima</p>	<p>book, notebook, pen, pencil, pencil case, eraser, sharpener, bag</p> <p>ponavljanje za modelom, povezivanje slike i riječi, dopunjavanje slova, razumijevanje slušanjem (<i>listen and tick</i>), personalizacija teme - izrada postera sa školskim priborom, igra</p>	<p>Vrednovanje za učenje: Učitelj formativno prati uobičajene aktivnosti učenika i vodi bilješke o ostvarenosti odgovorno-obrazovnih ishoda (opažanja, provjere domaćih zadataka, kratke pisane provjere, rubrike, lista provjere...)</p> <p>Vrednovanje kao učenje: Samovrednovanje (<i>Thumbs up</i> – znam li reći...) Listići za samovrednovanje Listići za vršnjačko vrednovanje</p>

No books (3 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik povezuje slikovne kartice i riječi</p> <p>Učenik razumije i reagira na jednostavne upute</p> <p>Učenik imenuje i pokretima pokazuje radnje (jutarnje rutine)</p> <p>Učenik pjeva tradicionalnu dječju pjesmicu uz učitelja i zvučni zapis</p> <p>Učenik pjeva tradicionalnu dječju pjesmicu uz pokrete</p> <p>Učenik se kreativno izražava pjesmom i glumom</p> <p>Učenik preslikava riječi uz odgovarajuću sliku</p>	<p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljane jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Zdravlje</p> <p>A.1.3. Opisuje načine održavanja i primjenu osobne higijene i higijene okoline.</p> <p>B.1.3.B Opisuje i nabraja aktivnosti koje doprinose osobnome razvoju.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p>	<p>face, teeth, clothes, bed, bathroom, go to school, wash my face, put on my clothes, clean my teeth</p> <p>ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, reagiranje na zapovjedi, pjevanje, igra, TPR, povezivanje slikovnih kartica i riječi, razumijevanje slušanjem (listen and write the number)</p>	<p>Učitelj razgovara s učenicima kako lakše učiti i koje strategije učenja primijeniti da bi uspješno usvajali jezične sadržaje</p> <p>Vrednovanje naučenog:</p> <p>Ocjenjuje se djelatnost slušanja s razumijevanjem i govorenja</p> <p>Slušanje s razumijevanjem:</p> <p>a) usmenom provjerom</p> <p>- pokazivanje slikovnih kartica na temelju zvučnog zapisa</p> <p>- razumijevanje uputa (point to the door, go to school...)</p> <p>- usmeni odgovor na pitanje razumijevanja (Is this...?)</p> <p>b) pisanom provjerom</p> <p>- listen and tick</p> <p>- listen and circle</p> <p>- listen and match</p> <p>- listen and circle YES/NO</p> <p>- listen and write the number</p> <p>- listen and stick</p> <p>- listen and draw</p> <p>Djelatnost govorenja:</p> <p>- odgovaranje na pitanje What's this?</p> <p>- imenovanje slikovnih</p>
In the classroom (2 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik povezuje slikovne kartice i riječi</p> <p>Učenik prepoznaje i imenuje predmete u učionici</p> <p>Učenik razumije i reagira na jednostavne upute</p> <p>Učenik imenuje i pokretima pokazuje radnje (touch, point) u kontekstu obrađenog vokabulara učionica</p> <p>Učenik recitira pjesmicu uz</p>	<p>Građanski odgoj i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.1. Razvija sliku o sebi.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljane jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje</i></p>	<p>classroom, desk, chair, board, clock, bin, window, floor, touch, point</p> <p>razgovor, ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, reagiranje na zapovjedi, pjevanje, igre, TPR, povezivanje slike i riječi, razumijevanje slušanjem (listen and tick), preslikavanje riječi</p>	<p>Učitelj razgovara s učenicima kako lakše učiti i koje strategije učenja primijeniti da bi uspješno usvajali jezične sadržaje</p> <p>Vrednovanje naučenog:</p> <p>Ocjenjuje se djelatnost slušanja s razumijevanjem i govorenja</p> <p>Slušanje s razumijevanjem:</p> <p>a) usmenom provjerom</p> <p>- pokazivanje slikovnih kartica na temelju zvučnog zapisa</p> <p>- razumijevanje uputa (point to the door, go to school...)</p> <p>- usmeni odgovor na pitanje razumijevanja (Is this...?)</p> <p>b) pisanom provjerom</p> <p>- listen and tick</p> <p>- listen and circle</p> <p>- listen and match</p> <p>- listen and circle YES/NO</p> <p>- listen and write the number</p> <p>- listen and stick</p> <p>- listen and draw</p> <p>Djelatnost govorenja:</p> <p>- odgovaranje na pitanje What's this?</p> <p>- imenovanje slikovnih</p>

			pokrete	učenja	<p> kartica, predmeta i sl. - predstavljanje sadržaja svog postera </p>
Can you guess? (1 sat)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.5. Učenik uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik imenuje i aktivno koristi obrađeni vokabular škola i učionica</p> <p>Učenik sudjeluje u kratkom dijalogu</p> <p>Učenik razumije i koristi strukturu <i>Is it...?</i> u kratkom dijalogu</p> <p>Učenik piše riječi (<i>tracing</i>)</p>	<p>Osobni i socijalni razvoj</p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>B.1.2. Razvija komunikacijske kompetencije.</p> <p>Održivi razvoj</p> <p>C.1.2. Identificira primjere dobrog odnosa prema drugim ljudima.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p>	<p><i>What's this? Is it a...?</i></p> <p>ponavljanje za modelom, pogađanje, dijalog, igra, gluma, povezivanje slike i riječi, odgovaranje na pisana pitanja s YES/NO</p>
Polly's pages (2 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p>	<p>Učenik razumije i reagira na jednostavne upute</p> <p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik imenuje vokabular</p>	<p>Gradanski odgoj i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>C.1.2. Promiče solidarnost u razredu.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću</p>	<p><i>sun, moon, star, cloud, rainbow; one, two, three, four, five, six, seven, eight, nine, ten; home, house, shoe, door, run, open; big, little</i></p>

		<p>engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>na slici</p> <p>Učenik povezuje slikovne kartice i riječ</p> <p>Učenik piše riječi (<i>tracing</i>)</p> <p>Učenik samovrednuje svoj uspjeh i napredak</p> <p>Učenik sudjeluje u vršnjačkom vrednovanju</p>	<p>digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. <i>Upravljanje informacijama</i></p> <p>A.1.2. - 2. <i>Primjena strategija učenja i rješavanje problema</i></p> <p>B.1.1. - 1. <i>Planiranje</i></p> <p>B.1.2. - 2. <i>Praćenje</i></p> <p>B.1.4. - 4. <i>Samovrednovanje/samoprocjena</i></p> <p>C.1.1. - 1. <i>Vrijednost učenja</i></p> <p>C.1.2. - 2. <i>Slika o sebi kao učeniku</i></p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p>	<p>ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, reagiranje na zapovjedi, pjevanje, igre, razumijevanje slušanjem (<i>listen and stick, listen and match</i>), razumijevanje čitanjem (<i>read and draw</i>) samovrednovanje, vršnjačko vrednovanje</p>	
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Tematsko planiranje

Učitelj/ica: _____ Razred: 1. _____

Tema 5: COLOURS (boje, prijevozna sredstva, životinje, farma)

Predloženi broj sati: 10

Vokabular: red, blue, yellow, green, orange, pink, purple, brown, black, white; car, bike, bus, plane; cat, dog, rabbit, duck, horse, cow, sheep, farm, master, dame, wool; run, swim, hop, ride a horse

Struktura: I like... / I don't like..., What colour is...?, Let's... This is...

Predloženi mjesec obrade: ožujak/travanj

Lekcija	Djelatnosti	Odgovno-obrazovni ishodi	Razrada ishoda	Međupredmetne teme	Jezični sadržaj Aktivnost	Vrednovanje
Red, pink and blue (2 sata)	slušanje govorenje čitanje pisanje	A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja. A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi. A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova. A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova. A.1.7. Učenik preslikava jednostavne učestale riječi. C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika. C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika. C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika. C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja. C.1.6. Učenik prepoznaje različite izvore informacija.	Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu Učenik pokazuje boje na temelju zvučnog zapisa Učenik povezuje slikovne kartice s bojama i riječima Učenik samostalno imenuje boje Učenik opisuje predmete i koristi vokabular boje Učenik piše (tracing), preslikava i dopunjava riječi Učenik izražava svidanje i nesvidanje korištenjem strukture / I like... / I don't like... Učenik razumije i reagira na jednostavne upute	Upotreba IKT A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka. A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima. Poduzetništvo B.1.2. Planira i upravlja aktivnostima. Učiti kako učiti A.1.1. - 1. Upravljanje informacijama B.1.1. - 1. Planiranje C.1.3. - 3. Interes C.1.4. - 4. Emocije D.1.1. - 1. Fizičko okruženje učenja D.1.2. - 2. Suradnja s drugima	red, blue, yellow, green, orange, pink, purple, brown, black, white I like... / I don't like... ponavljanje za modelom, opisivanje, povezivanje slike i riječi, pjevanje, razumijevanje čitanjem (read and colour), pisanje riječi (tracing), dopunjavanje riječi, preslikavanje riječi, izrada i prezentacija postera – My HAB	Vrednovanje za učenje: Učitelj formativno prati uobičajene aktivnosti učenika i vodi bilješke o ostvarenosti odgovorno-obrazovnih ishoda (opažanja, provjere domaćih zadataka, kratke pisane provjere, rubrike, lista provjere...) Vrednovanje kao učenje: Samovrednovanje (Thumbs up – znam li reći...) Listići za samovrednovanje Listići za vršnjačko vrednovanje

What colour is it? (2 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik povezuje slikovne kartice i riječi</p> <p>Učenik imenuje prijevozna sredstva</p> <p>Učenik odgovara na pitanje <i>What colour is it?</i></p> <p>Učenik opisuje predmete i koristi vokabular boje</p> <p>Učenik piše (<i>tracing</i>), preslikava i dopunjava riječi</p> <p>Učenik sudjeluje u kratkom dijalogu i koristi strukturu <i>What colour is it?</i></p> <p>Učenik se kreativno izražava glumom</p> <p>Učenik preslikava riječi uz odgovarajuću sliku</p>	<p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Održivi razvoj</p> <p>C.1.2. Identificira primjere dobrog odnosa prema drugim ljudima.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>B.1.2. Razvija komunikacijske kompetencije.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p> <p>D.1.2. - 2. <i>Suradnja s drugima</i></p>	<p>car, bike, bus, plane <i>What colour is it?</i></p> <p>ponavljanje za modelom, pogađanje, opisivanje, imenovanje vokabulara na slikovnim karticama, povezivanje slikovnih kartica i riječi, razumijevanje slušanjem (<i>listen and circle</i>), razumijevanje čitanjem (<i>read and colour</i>), igra, gluma</p>	<p>Učitelj razgovara s učenicima kako lakše učiti i koje strategije učenja primijeniti da bi uspješno usvajali jezične sadržaje</p> <p>Vrednovanje naučenog: Ocjenjuje se djelatnost slušanja s razumijevanjem i govorenja</p> <p>Slušanje s razumijevanjem:</p> <p>a) usmenom provjerom</p> <p>- pokazivanje slikovnih kartica na temelju zvučnog zapisa</p> <p>- razumijevanje uputa (<i>run, hop...</i>)</p> <p>- usmeni odgovor na pitanje razumijevanja (<i>Is this...? What colour is...?</i>)</p> <p>b) pisanom provjerom</p> <p>- <i>listen and tick</i></p> <p>- <i>listen and circle</i></p> <p>- <i>listen and match</i></p> <p>- <i>listen and circle YES/NO</i></p> <p>- <i>listen and write the number</i></p> <p>- <i>listen and stick</i></p> <p>- <i>listen and draw</i></p> <p>Djelatnost govorenja:</p> <p>- odgovaranje na pitanje <i>What's this? What colour is...?</i></p> <p>- imenovanje slikovnih</p>
On the farm (2 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik povezuje slikovne kartice i riječi</p> <p>Učenik prepoznaje i imenuje životinje na farmi</p> <p>Učenik imenuje i opisuje boje životinja na farmi</p> <p>Učenik piše (<i>tracing</i>), preslikava i dopunjava riječi</p> <p>Učenik preslikava riječi uz odgovarajuću sliku</p> <p>Učenik pjeva tradicionalnu dječju pjesnicu uz učitelja</p>	<p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Održivi razvoj</p> <p>C.1.2. Identificira primjere dobrog odnosa prema drugim ljudima.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.1. Razvija sliku o sebi.</p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>B.1.2. Razvija komunikacijske</p>	<p>cat, dog, rabbit, duck, horse, cow, sheep, master, dame, wool</p> <p>razgovor, ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, pjevanje, igre, gluma, povezivanje slike i riječi, razumijevanje slušanjem (<i>listen and tick</i>), dopunjavanje slova, preslikavanje riječi, razumijevanje čitanjem</p>	<p>Učenik razgovara s učenicima kako lakše učiti i koje strategije učenja primijeniti da bi uspješno usvajali jezične sadržaje</p> <p>Vrednovanje naučenog: Ocjenjuje se djelatnost slušanja s razumijevanjem i govorenja</p> <p>Slušanje s razumijevanjem:</p> <p>a) usmenom provjerom</p> <p>- pokazivanje slikovnih kartica na temelju zvučnog zapisa</p> <p>- razumijevanje uputa (<i>run, hop...</i>)</p> <p>- usmeni odgovor na pitanje razumijevanja (<i>Is this...? What colour is...?</i>)</p> <p>b) pisanom provjerom</p> <p>- <i>listen and tick</i></p> <p>- <i>listen and circle</i></p> <p>- <i>listen and match</i></p> <p>- <i>listen and circle YES/NO</i></p> <p>- <i>listen and write the number</i></p> <p>- <i>listen and stick</i></p> <p>- <i>listen and draw</i></p> <p>Djelatnost govorenja:</p> <p>- odgovaranje na pitanje <i>What's this? What colour is...?</i></p> <p>- imenovanje slikovnih</p>

		metakognitivnim strategijama učenja jezika. C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika. C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja. C.1.5. Učenik uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama. C.1.6. Učenik prepoznaje različite izvore informacija.	i zvučni zapis Učenik se kreativno izražava pjesmom i glumom	kompetencije. Učiti kako učiti C.1.3. - 3. <i>Interes</i> C.1.4. - 4. <i>Emocije</i> D.1.1. - 1. <i>Fizičko okruženje učenja</i>	(read and colour, read and match)	kartica, predmeta i sl. - predstavljanje sadržaja svog postera	
Just like me (2 sat)	slušanje govorenje čitanje	A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja. A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi. A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova. A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova. C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika. C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika. C.1.6. Učenik prepoznaje različite izvore informacija.	Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu Učenik pokazuje sličice na temelju zvučnog zapisa Učenik povezuje slikovne kartice i riječi Učenik razumije i reagira na jednostavne upute Učenik imenuje i pokretima pokazuje radnje (<i>run, hop...</i>) u kontekstu obrađenog vokabulara aktivnosti na farmi Učenik pjeva pjesmicu uz učitelja i zvučni zapis Učenik uz pokrete pjeva pjesmicu	Upotreba IKT A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka. A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima. Održivi razvoj A.1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici. A.1.2. Opisuje raznolikost u prirodi i razlike među ljudima. Osobni i socijalni razvoj A.1.2. Upravlja emocijama i ponašanjem. B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih. Učiti kako učiti C.1.3. - 3. <i>Interes</i> C.1.4. - 4. <i>Emocije</i> D.1.1. - 1. <i>Fizičko okruženje učenja</i> D.1.2. - 2. <i>Suradnja s drugima</i>	<i>run, swim, hop, ride a horse</i> ponavljanje za modelom, reagiranje na zapovjedi, pjevanje TPR, igra, povezivanje slike i riječi, razumijevanje čitanjem		
Polly's pages (2 sata)	slušanje govorenje čitanje pisanje	A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja. A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi. A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova. A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.	Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu Učenik razumije i reagira na jednostavne upute Učenik pokazuje sličice na temelju zvučnog zapisa Učenik imenuje vokabular na slici	Građanski odgoj i obrazovanje C.1.1. Sudjeluje u zajedničkom radu u razredu. Održivi razvoj A.1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici. A.1.2. Opisuje raznolikost u prirodi i razlike među ljudima.- Osobni i socijalni razvoj	<i>red, blue, yellow, green, orange, pink, purple, brown, black, white; car, bike, bus, plane; cat, dog, rabbit, duck, horse, cow, sheep; run, swim, hop, ride a horse; numbers 1-10</i>		

		<p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik povezuje slikovne kartice i riječi</p> <p>Učenik preslikava i dopunjava riječi</p> <p>Učenik i izrađuje i prezentira svoj poster <i>My farm</i></p> <p>Učenik samovrednuje svoj uspjeh i napredak</p> <p>Učenik sudjeluje u vršnjačkom vrednovanju</p>	<p>A.1.3. Razvija svoje potencijale.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>D.1.3. Učenik uz učiteljevu pomoć prepoznaje i rješava jednostavne probleme s pomoću IKT-a.</p> <p>Poduzetništvo</p> <p>B.1.2. Planira i upravlja aktivnostima.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. Upravljanje informacijama</p> <p>A.1.2. - 2. Primjena strategija učenja i rješavanje problema</p> <p>B.1.1. - 1. Planiranje</p> <p>B.1.2. - 2. Praćenje</p> <p>B.1.4. - 4. Samovrednovanje/samoprocjena</p> <p>C.1.1. - 1. Vrijednost učenja</p> <p>C.1.2. - 2. Slika o sebi kao učeniku</p> <p>C.1.3. - 3. Interes</p> <p>C.1.4. - 4. Emocije</p> <p>D.1.1. - 1. Fizičko okruženje učenja</p> <p>D.1.2. - 2. Suradnja s drugima</p>	<p>ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, reagiranje na zapovijedi, pjevanje, igre, razumijevanje slušanjem (<i>listen and match, listen and colour</i>), razumijevanje čitanjem (<i>yes/no, read and colour, read and sort out</i>), ispravljanje netočnih navoda, samostalna izrada zadataka prema modelu, izrada i prezentacija postera <i>My farm</i>, samovrednovanje, vršnjačko vrednovanje</p>	
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Tematsko planiranje

Učitelj/ica: _____

Razred: 1. _____

Tema 6: FEELINGS (osjećaji, igračke, obitelj, hrana)

Predloženi broj sati: 10

Vokabular: *happy, sad, hungry, thirsty, hot, cold, tired, scared; sunny, rainy, windy, foggy; ball, doll, teddy, game, kite, train, bike, car, book; garden; tea, milk, cocoa, coffee, bread, toast, butter, jam, cheese, ham, eggs; mum, dad, brother, sister, family*

Struktura: *How are you? I'm..., How old are you? I'm...; I like.../ I don't like..., This is....*

Predloženi mjesec obrade: svibanj/lipanj

Lekcija	Djelatnosti	Odgovno-obrazovni ishodi	Razrada ishoda	Međupredmetne teme	Jezični sadržaj Aktivnost	Vrednovanje
In trouble (3 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice i osjećaje na temelju zvučnog zapisa</p> <p>Učenik povezuje slikovne kartice s riječima</p> <p>Učenik samostalno izražava osjećaje</p> <p>Učenik piše (<i>tracing</i>) i preslikava riječi</p> <p>Učenik koristi i odgovara na pitanje <i>How are you?</i></p> <p>Učenik odgovara na pitanje <i>What's the weather like?</i></p> <p>Učenik razumije i reagira na jednostavne upute</p>	<p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>B.1.2. Razvija komunikacijske kompetencije.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. Upravljanje informacijama</p> <p>B.1.1. - 1. Planiranje</p> <p>C.1.3. - 3. Interes</p> <p>C.1.4. - 4. Emocije</p>	<p><i>happy, sad, hungry, thirsty, hot, cold, tired, scared</i></p> <p><i>sunny, rainy, windy, snowy, foggy</i></p> <p><i>How are you? I'm...</i></p> <p>ponavljanje za modelom, povezivanje slike i riječi, pjevanje, razumijevanje slušanjem (<i>listen and write the number</i>), razumijevanje čitanjem (<i>read and colour</i>), pisanje riječi (<i>tracing</i>), preslikavanje riječi, kratki dijalog, reagiranje pokretom</p>	<p>Vrednovanje za učenje:</p> <p>Učitelj formativno prati uobičajene aktivnosti učenika i vodi bilješke o ostvarenosti odgovno-obrazovnih ishoda (opažanja, provjere domaćih zadataka, kratke pisane provjere, rubrike, lista provjere...)</p> <p>Vrednovanje kao učenje:</p> <p>Samovrednovanje (<i>Thumbs up – znam li reći...</i>)</p> <p>Listići za samovrednovanje</p> <p>Listići za vršnjačko vrednovanje</p>

A surprise (2 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.5. Učenik uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik povezuje slikovne kartice i riječi</p> <p>Učenik imenuje igračke</p> <p>Učenik piše (<i>tracing</i>), preslikava i dopunjava riječi</p> <p>Učenik sudjeluje u kratkom dijalogu i koristi strukturu <i>How old are you?</i></p> <p>Učenik odgovara na pitanje <i>How old are you?</i></p> <p>Učenik se kreativno izražava glumom</p> <p>Učenik preslikava riječi uz odgovarajuću sliku</p> <p>Učenik uz pokrete recitira tradicionalnu dječju pjesmicu <i>Round and round the garden</i></p>	<p>D.1.1. - 1. Fizičko okruženje učenja</p> <p>D.1.2. - 2. Suradnja s drugima</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Održivi razvoj</p> <p>A.1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici.</p> <p>C.1.2. Identificira primjere dobrog odnosa prema drugim ljudima.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>B.1.2. Razvija komunikacijske kompetencije.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. Interes</p> <p>C.1.4. - 4. Emocije</p> <p>D.1.1. - 1. Fizičko okruženje učenja</p> <p>D.1.2. - 2. Suradnja s drugima</p>	<p><i>ball, doll, teddy, game, kite, train, bike, car, book</i></p> <p><i>How old are you? I'm...</i></p> <p>ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, povezivanje slikovnih kartica i riječi, dopunjavanje rečenica, kratki dijalog, razumijevanje slušanjem (<i>listen and circle</i>), razumijevanje čitanjem (<i>read and colour, read and circle</i>), igra, gluma, izrada rođendanske čestitke</p>	<p>Učitelj razgovara s učenicima kako lakše učiti i koje strategije učenja primijeniti da bi uspješno usvajali jezične sadržaje</p> <p>Vrednovanje naučenog: Ocjenjuje se djelatnost slušanja s razumijevanjem i govorenja</p> <p>Slušanje s razumijevanjem: a) usmenom provjerom - pokazivanje slikovnih kartica na temelju zvučnog zapisa - razumijevanje uputa (<i>be happy, open...</i>) - usmeni odgovor na pitanje razumijevanja (<i>Is this...? What colour is...?</i>) b) pisanom provjerom - <i>listen and tick</i> - <i>listen and circle</i> - <i>listen and match</i> - <i>listen and circle YES/NO</i> - <i>listen and write the number</i> - <i>listen and stick</i> - <i>listen and draw</i></p> <p>Djelatnost govorenja: - odgovaranje na pitanje <i>What's this?</i>,</p>
Breakfast (2 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.5. Učenik uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik povezuje slikovne kartice i riječi</p>	<p>D.1.1. - 1. Fizičko okruženje učenja</p> <p>D.1.2. - 2. Suradnja s drugima</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p>	<p><i>tea, milk, cocoa, coffee, bread, toast, butter, jam, cheese, ham, eggs, mum, dad, brother, sister</i></p> <p><i>I like.../I don't like...</i></p>	<p>Učitelj razgovara s učenicima kako lakše učiti i koje strategije učenja primijeniti da bi uspješno usvajali jezične sadržaje</p> <p>Vrednovanje naučenog: Ocjenjuje se djelatnost slušanja s razumijevanjem i govorenja</p> <p>Slušanje s razumijevanjem: a) usmenom provjerom - pokazivanje slikovnih kartica na temelju zvučnog zapisa - razumijevanje uputa (<i>be happy, open...</i>) - usmeni odgovor na pitanje razumijevanja (<i>Is this...? What colour is...?</i>) b) pisanom provjerom - <i>listen and tick</i> - <i>listen and circle</i> - <i>listen and match</i> - <i>listen and circle YES/NO</i> - <i>listen and write the number</i> - <i>listen and stick</i> - <i>listen and draw</i></p> <p>Djelatnost govorenja: - odgovaranje na pitanje <i>What's this?</i>,</p>

		<p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.5. Učenik uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik prepoznaje i imenuje vokabular za hranu</p> <p>Učenik preslikava i dopunjava riječi</p> <p>Učenik uz pokrete recitira uz učitelja i zvučni zapis</p> <p>Učenik se kreativno izražava pjesmom i glumom</p> <p>Učenik izražava svidanje i nesvidanje korištenjem strukture <i>I like... / I don't like...</i></p> <p>Učenik opisuje svoj omiljeni doručak</p>	<p>programima.</p> <p>Zdravlje</p> <p>A.1.2. Razlikuje osnovne pravilne od nepravilne prehrane i opisuje važnost tjelesne aktivnosti.</p> <p>Održivi razvoj</p> <p>A.1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.1. Razvija sliku o sebi.</p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>B.1.2. Razvija komunikacijske kompetencije.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p> <p>D.1.1. - 1. <i>Fizičko okruženje učenja</i></p>	<p>razgovor, ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, pjevanje, igre, gluma, povezivanje slike i riječi,</p> <p>razumijevanje slušanjem (<i>listen and tick</i>), dopunjavanje slova, preslikavanje riječi, dopunjavanje rečenica, razumijevanje čitanjem (<i>read and draw, read and match</i>)</p>	<p><i>What's your favourite toy/breakfast...? , How are you? , How old are you</i></p> <p>- imenovanje slikovnih kartica, predmeta i sl.</p> <p>- predstavljanje sadržaja svog postera</p>
Goodbye (1 sat)	<p>slušanje</p> <p>govorenje</p> <p>čitanje</p> <p>pisanje</p>	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.</p> <p>B.1.1. Učenik uočava međukultura iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnih jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>B.1.2. Učenik prepoznaje i oponaša osnovne obrasce uljudnoga ophođenja u simuliranim i/ili stvarnim međukulturnim susretima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik razlikuje i koristi dolazne/odlazne i formalne/neformalne pozdrave</p> <p>Učenik razumije i reagira na jednostavne upute</p> <p>Učenik pjeva pjesmicu uz učitelja i zvučni zapis</p> <p>Učenik preslikava riječi</p>	<p>Građanski odgoj i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Održivi razvoj</p> <p>C.1.2. Identificira primjere dobrog odnosa prema drugim ljudima.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>Učiti kako učiti</p> <p>C.1.3. - 3. <i>Interes</i></p> <p>C.1.4. - 4. <i>Emocije</i></p>	<p><i>hello, hi, goodbye, bye-bye, see you later</i></p>	<p>ponavljanje za modelom, reagiranje na zapovjedi, pjevanje, gluma, igra, povezivanje slike i riječi,</p> <p>razumijevanje čitanjem (<i>read and sort out</i>)</p>

Polly's pages (2 sata)		<p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika. C.1.6. Učenik prepoznaje različite izvore informacija.</p> <p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja. A.1.2. Učenik prepoznaje grafičke slike jednostavnih riječi. A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova. A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova. A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice. A.1.6. Učenik preslikava slova engleske abecede. A.1.7. Učenik preslikava jednostavne učestale riječi. C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika. C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika. C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika. C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja. C.1.6. Učenik prepoznaje različite izvore informacija.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu Učenik razumije i reagira na jednostavne upute Učenik pokazuje sličice na temelju zvučnog zapisa Učenik imenuje vokabular na slici Učenik povezuje slikovne kartice i riječi Učenik i izražuje i prezentira svoj poster <i>My family</i> Učenik samovrednuje svoj uspjeh i napredak Učenik sudjeluje u vršnjačkom vrednovanju</p>	<p>D.1.1. - 1. Fizičko okruženje učenja D.1.2. - 2. Suradnja s drugima Građanski odgoj i obrazovanje C.1.1. Sudjeluje u zajedničkom radu u razredu. C.1.2. Promiče solidarnost u razredu. Odživi razvoj A.1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici. A.1.2. Opisuje raznolikost u prirodi i razlike među ljudima.- Osobni i socijalni razvoj A.1.3. Razvija svoje potencijale. Upotreba IKT A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka. A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima. D.1.3. Učenik uz učiteljevu pomoć prepoznaje i rješava jednostavne probleme s pomoću IKT-a. Poduzetništvo B.1.2. Planira i upravlja aktivnostima. Učiti kako učiti A.1.1. - 1. Upravljanje informacijama A.1.2. - 2. Primjena strategija učenja i rješavanje problema B.1.1. - 1. Planiranje B.1.2. - 2. Praćenje B.1.4. - 4. Samovrednovanje/samoprocjena C.1.1. - 1. Vrijednost učenja C.1.2. - 2. Slika o sebi kao učeniku C.1.3. - 3. Interes C.1.4. - 4. Emocije</p>	<p><i>happy, sad, hungry, thirsty, hot, cold, tired, scared; sunny, rainy, windy, snowy, foggy; ball, doll, teddy, game, kite, train, bike, car, book; garden; tea, milk, cocoa, coffee, bread, toast, butter, jam, cheese, ham, eggs; mum, dad, brother, sister</i></p> <p>ponavljanje za modelom, imenovanje vokabulara na slikovnim karticama, povezivanje slikovnih kartica s riječima, reagiranje na zapovijedi, pjevanje, igre, razumijevanje slušanjem (<i>listen and stick, listen and tick</i>), izrada i prezentacija postera <i>My family</i>, samovrednovanje, vršnjačko vrednovanje</p>	
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D.1.1. - 1. Fizičko okruženje
učenja
D.1.2. - 2. Suradnja s drugima

Tematsko planiranje

Učitelj/ica: _____ Razred: 1. _____

Tema: BLAGDANI I OBIČAJI

Predloženi broj sati: 4

Vokabular: *present, Christmas tree, Christmas card, Santa Claus, Merry Christmas!, Happy New Year!; Egg, basket, nest, Easter Bunny, Happy Easter!*

Predloženi mjesec obrade: prosinac, ožujak/travanj

Lekcija	Djelatnosti	Odgovno-obrazovni ishodi	Razrada ishoda	Međupredmetne teme	Jezični sadržaj Aktivnost	Vrednovanje
Merry Christmas! (2 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>B.1.3. Učenik pokazuje zanimanje za učenje o kulturi ciljnoga jezika.</p> <p>B.1.4. Učenik prepoznaje i reagira na primjere prihvaćanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik povezuje slikovne kartice sa riječima</p> <p>Učenik pjeva pjesmicu uz učitelja i zvučni zapis</p> <p>Učenik prepoznaje i imenuje simbole Božića</p> <p>Učenik preslikava i piše riječi (<i>tracing</i>)</p>	<p>Građanski odgoj i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>C.1.2. Promiče solidarnost u razredu.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu pomoć služi odabranim uređajima i programima.</p> <p>Održivi razvoj</p> <p>A.1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>C.1.4. Razvija nacionalni i kulturni</p>	<p><i>present, Christmas tree, Christmas card, Santa Claus, Merry Christmas!, Happy New Year</i></p> <p>ponavljanje za modelom, pjevanje, igra, povezivanje slike i riječi, preslikavanje riječi, izrada čestitki, TPR</p>	<p>Vrednovanje za učenje:</p> <p>Učitelj formativno prati uobičajene aktivnosti učenika i vodi bilješke o ostvarenosti odgovno-obrazovnih ishoda</p> <p>Vrednovanje kao učenje:</p> <p>Samovrednovanje (<i>Thumbs up – znam li reći...</i>)</p> <p>Listići za samovrednovanje</p> <p>Učitelj razgovara s učenicima kako lakše učiti i koje strategije učenja primijeniti da bi uspješno usvajali jezične sadržaje</p>

		<p>kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.5. Učenik uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>		<p>identitet zajedništvom i pripadnošću skupini.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. Upravljanje informacijama</p> <p>Učenik uz pomoć učitelja traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema</p> <p>B.1.1. - 1. Planiranje</p> <p>Na poticaj i uz pomoć učitelja učenik određuje cilj učenja i pristup učenju.</p> <p>C.1.3. - 3. Interes</p> <p>Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p>		
Happy Easter! (2 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik povezuje slikovne kartice sa riječima</p> <p>Učenik prepoznaje i imenuje simbole Uskrsa</p> <p>Učenik preslikava riječi</p>	<p>Građanski odgoj i obrazovanje</p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>C.1.2. Promiče solidarnost u razredu.</p> <p>Upotreba IKT</p> <p>A.1.1. Učenik uz učiteljevu pomoć odabire odgovarajuću digitalnu tehnologiju za obavljanje jednostavnih zadataka.</p> <p>A.1.2. Učenik se uz učiteljevu</p>	<p>Egg, basket, nest, Easter Bunny, Happy Easter!</p>	ponavljanje za modelom, pjevanje, igra, povezivanje slike i riječi, preslikavanje riječi, izrada čestiti, TPR

		<p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>B.1.3. Učenik pokazuje zanimanje za učenje o kulturi ciljnoga jezika.</p> <p>B.1.4. Učenik prepoznaje i reagira na primjere prihvatanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.5. Učenik uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>		<p>pomoć služi odabranim uređajima i programima.</p> <p>Održivi razvoj</p> <p>A.1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici.</p> <p>Osobni i socijalni razvoj</p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>C.1.4. Razvija nacionalni i kulturni identitet zajedništvom i pripadnošću skupini.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. Upravljanje informacijama</p> <p>Učenik uz pomoć učitelja traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema</p> <p>B.1.1. - 1. Planiranje</p> <p>Na poticaj i uz pomoć učitelja učenik određuje cilj učenja i pristup učenju.</p> <p>C.1.3. - 3. Interes</p> <p>Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p>	<p>ponavljanje za modelom,</p> <p>imenovanje vokabulara na slikovnim karticama,</p> <p>reagiranjem na zapovjedi, pjevanje, igre, razumijevanje slušanjem (<i>listen and stick, listen and match</i>),</p> <p>samovrednovanje, vršnjačko vrednovanje</p>	
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Tematsko planiranje

Učitelj/ica: _____ Razred: 1. _____

Tema: DJEČJA KNJIŽEVNOST

Predloženi broj sati: 4

Vokabular:

Predloženi mjesec obrade:

Lekcija	Djelatnosti	Odgovno-obrazovni ishodi	Razrada ishoda	Međupredmetne teme	Jezični sadržaj Aktivnost	Vrednovanje
(3 sata)	slušanje govorenje čitanje pisanje	<p>A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.</p> <p>A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi.</p> <p>A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.</p> <p>A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.</p> <p>A.1.6. Učenik preslikava slova engleske abecede.</p> <p>A.1.7. Učenik preslikava jednostavne učestale riječi.</p> <p>B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom.</p> <p>B.1.3. Učenik pokazuje zanimanje za učenje o kulturi ciljnoga jezika.</p> <p>B.1.4. Učenik prepoznaje i reagira na primjere prihvatanja i/ili isključivanja drugih i drugačijih u</p>	<p>Učenik ponavlja izgovor riječi i nekoliko riječi u nizu prema slušnome modelu</p> <p>Učenik pokazuje sličice na temelju zvučnog zapisa</p> <p>Učenik povezuje slikovne kartice sa riječima</p> <p>Učenik imenuje ključni vokabular priče</p> <p>Učenik prepričava priču pomoću vizualnih poticaja</p> <p>Učenik preslikava i piše riječi (<i>tracing</i>)</p>	<p><u>Građanski odgoj i obrazovanje</u></p> <p>C.1.1. Sudjeluje u zajedničkom radu u razredu.</p> <p>C.1.2. Promiče solidarnost u razredu.</p> <p><u>Održivi razvoj</u></p> <p>A.1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici.</p> <p><u>Osobni i socijalni razvoj</u></p> <p>A.1.2. Upravlja emocijama i ponašanjem.</p> <p>B.1.1. Prepoznaje i uvažava potrebe i osjećaje drugih.</p> <p>Učiti kako učiti</p> <p>A.1.1. - 1. Upravljanje informacijama</p> <p>Učenik uz pomoć učitelja traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema.</p>	<p>ponavljanje za modelom, opisivanje, pogađanje, razgovor, imenovanje vokabulara na slikovnim karticama, povezivanje slike i riječi, preslikavanje riječi, TPR, izrada postera/stripa/ slikovnice individualno ili u paru/skupini</p>	<p>Vrednovanje za učenje:</p> <p>Učitelj formativno prati uobičajene aktivnosti učenika i vodi bilješke o ostvarenosti odgovorno-obrazovnih ishoda</p> <p>Vrednovanje kao učenje:</p> <p>Samovrednovanje (<i>Thumbs up</i> – znam li reći...)</p> <p>Listići za samovrednovanje</p> <p>Učitelj razgovara s učenicima kako lakše učiti i koje strategije učenja primijeniti da bi uspješno usvajali jezične</p>

		<p>poznatim kontekstima.</p> <p>C.1.1. Učenik uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika.</p> <p>C.1.2. Učenik uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika.</p> <p>C.1.3. Učenik uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja.</p> <p>C.1.5. Učenik uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama.</p> <p>C.1.6. Učenik prepoznaje različite izvore informacija.</p>		<p>B.1.4. - 4. Samovrednovanje/ samoprocjena</p> <p>Na poticaj i uz pomoć učitelja procjenjuje je li uspješno riješio zadatak ili naučio.</p> <p>C.1.3. - 3. Interes</p> <p>Učenik iskazuje interes za različita područja, preuzima odgovornost za svoje učenje i ustraje u učenju.</p>		sadržaje
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