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Scope and sequence

	Lesson 1 Vocabulary	Lesson 2 Grammar	Lesson 3 Feelings	Lesson 4 Colors, Numbers, & Shapes	Lesson 5A Storytime
1	elephant, giraffe, hippo, lion, monkey, zebra	This is a/an (lion)	I'm curious	black, blue, brown, green, orange, pink, purple, red, white, yellow	What's this?
2	balloon, cake, candle, ice cream, present, strawberry	I'd like a/an (cake)	I'm surprised	one, two, three, four, five, six, seven, eight, nine, ten	Peter Pan's party
3	ant, bee, butterfly, flower, grass, tree	The (bee) is in/on the (flower)	I love	circle, heart, rectangle, square, triangle	Where's the ant?
4	cloud, moon, rain, rainbow, star, sun	I can see (the sun)	I feel safe	circle, heart, rectangle, square, star, triangle, star, red, orange, yellow, green, blue, purple	Where's my rainbow?
5	hear, see, smell, taste, touch	I can hear/see/touch/taste/smell ...	I'm sad	eleven, twelve, thirteen, fourteen, fifteen	Where's the rabbit?
6	bike, boat, bus, car, plane, train	This (car) is fast/slow/big/small	I'm excited	color patterns	Be careful!
7	fish, octopus, ray, seahorse, turtle, whale	The (octopus) is (pink)	I'm scared	sixteen, seventeen, eighteen, nineteen, twenty	What is it?
8	grocery store, house, park, restaurant, school, toy store	There's a (park)	I'm proud of ...	sizes and shapes	Where's Fru Fru?
9	costume, pants, shoes, shorts, socks, sweater	I'm wearing (shoes)	I'm angry	numbers, shapes, colors	What does he want?

Lesson 5B Values	Lesson 6 Real world	Lesson 7 Review	Disney movie lesson	Phonics and letters	New Receptive Language
I try new things	Animals and me	Make: a Simba and Nala role play	<i>Zootopia</i>	A a, cat	What's this?
I'm polite	My party	Make: a present	<i>Alice in Wonderland</i>	E e, ten	What would you like?
I care about nature	Amazing nature	Make: butterfly and flower finger puppets	<i>A Bug's Life</i>	I i, sit	Where's the (bee)?
I can help	Day or night?	Make: a sky mobile	<i>La Luna</i>	O o, hop	What can you see?
I keep trying	My house	Make: senses picture cards	<i>Ratatouille</i>	U u, sun	What can you hear/ touch/taste/smell?
I'm careful	Toy transportation	Make: a crosswalk	<i>Cars 2</i>	hat	Is it fast/slow/big/ small?
I'm brave	Ocean colors	Make: an ocean scene	<i>Pinocchio</i>	bed	What color is the (octopus)?
I make an effort	Fun places	Make: a puzzle	<i>Monsters, Inc.</i>	bus	What's there? What's in the city?
I'm calm	My favorite clothes	Make: an Incredibles mask and badge	<i>Big Hero 6</i>	stop	What are you wearing?

Welcome!

Introduction

My Disney Stars and Friends is a pre-primary course for children aged 3 to 5 which brings together the wonder and engagement of Disney stories, a focus on future skills, and classroom tools which make teaching fun, easy, and accessible to young learners. The course is based on the following principles:

Engaged children will learn better

In partnering with Disney, we have created a course that will engage students and help them build a solid foundation for learning English.

The Disney characters are instantly recognizable and will help establish a known context for new language, making children feel at ease and ready to learn. Each unit focuses on a different set of characters, giving the course a broad appeal and keeping the content fresh and exciting. This will help students focus on the lesson, stay on task, and retain what they have learned.

Children love listening to stories, and this course features a two-page, originally-written Disney story in each unit. These stories can be read by the teacher, but are accompanied by rich audio recordings which help bring the stories to life and can also provide a model for less-confident teachers. The stories naturally lend themselves to the development of soft skills and values.

Target language is also reviewed in real-world contexts through photographs and listening activities. The photographs are often taken from a child's perspective, showing students a view of the topic as they would see it themselves.

Soft skills are key to early-years learning

My Disney Stars and Friends helps develop self-awareness, social awareness, and persistence and growth skills, in addition to language learning. These skills are likely to be in high demand in the future, so we refer to them as *Future Skills*. Students who begin to develop these skills from an early age will be better equipped for personal and academic success and the workplaces of tomorrow.


My Disney Stars and Friends focuses on developing the following future skills:

- **Self-awareness:** Students begin to identify feelings and recognize how these feelings affect their own behavior.
- **Social awareness:** Students learn to identify the feelings of others and understand that people are different, and have different opinions and perspectives.
- **Persistence and growth:** Students begin to work at tasks for increasing periods of time and identify things that are challenging and interesting.

These future skills are woven into every lesson of the course. Each unit focuses on a new feeling, which children learn to recognize in themselves, the characters, and their friends. The feelings are discussed in a dedicated lesson, but also through chants, stories, and posters throughout the whole unit. As students learn to recognize these feelings in others, they are encouraged to treat them with understanding and respect.

The course also focuses on helping students stay on task, maintain effort, and begin to understand that some tasks may be easier or more difficult.

It is useful to discuss this with students openly in a simple way, for example, by asking them after completing the task if it was easy or fun.

The Future Skills addressed in each lesson are listed in the Lesson overview information, and then signposted with the  icon and explained in the relevant place in the lesson notes themselves. Where the same aspect of a particular Future Skill has been surfaced in exactly the same way in a previous unit, there is an icon, but no explanation.

This focus on future skills and making children feel comfortable and emotionally supported will foster an atmosphere in which children feel safe and confident. This in turn will help them progress with their learning.

The approach to developing all future skills stems from Pearson's Personal and Social Capabilities Framework, which also supports the development of 21st-century skills, such as collaboration, creativity, and critical thinking.

Children need routines

For preschool students of English, everything is new: a new language, a new school, a new teacher, and new friends. Introducing routines in their English lessons will help them feel safe and confident, in addition to making the classes easier to manage.

The teaching notes for every lesson suggest a very clear and repetitive structure: opening, Circle time, Book time, and closing the lesson. Each lesson follows the same pattern in every unit, so both you and the students know exactly what to expect.

The course also includes songs to further help

continuity of lesson structure and facilitate transitioning between lesson stages. Suggestions for establishing routines in the classroom can be found in *Classroom management* on page 14.

Teachers need flexibility

This course provides a variety of options and pathways through the material, so you can tailor your approach to your students' needs and your teaching context. These scenarios are listed in the *Time guidelines* section on page 13.

Every Student's Book and Teacher's Book includes an access code to digital resources, allowing a paper-based or blended approach. The digital resources include the Presentation Tool for the teacher, as well as eBooks for students, so teaching can be done remotely if necessary.

Teachers need easy-to-use materials

This Teacher's Book has been designed by teachers, for teachers, with the aim of it being as visual and easy-to-use as possible. You can instantly see the unit and lesson objectives, where you are, and what to do even if you need to adjust your plans at the last minute. The *Teacher Talk* feature will help you get the most out of the material and the students, using the clearest and most concise instructions possible. This feature could be particularly useful when talking about abstract ideas like feelings and values in a way that facilitates both students' understanding and successful task completion.

Global Scale of English (GSE)

My Disney Stars and Friends has been built on the Global Scale of English. You can see the range of objectives for each level on the cover of the coursebooks. This Teacher's Book provides you with the key GSE objectives covered in each unit and each lesson. The full list of objectives can be found in the Teacher Mapping Booklets which

accompany the course.

The GSE is a standardized, granular scale, from 10 to 90, which measures English language proficiency. Unlike other frameworks which describe attainment in broad bands, the GSE identifies what a learner can do at each point on the scale across skills. The scale is designed to give a more granular insight into learning progress.

Understanding where your students are on the scale will help you select materials with the right level of support and challenge for your students to help them progress.

The GSE ranges for *My Disney Stars and Friends* are as follows:

- **Level 1:** 10–16
- **Level 2:** 11–17
- **Level 3:** 12–18

Teaching preschool students

Pre-literacy

My Disney Stars and Friends reinforces the development of pre-literacy skills, which are an important part of a child's early learning.

The unit stories resemble stories encountered in picture books. Through following the frames, students learn the traditional English left-to-right reading path.

Both the Student's Book and Workbook help develop fine motor skills, as well as hand-eye coordination, by providing activities which focus on matching, tracing, coloring, drawing, manipulating stickers, and craft projects.

Preschoolers may only just be beginning to discover sound-symbol relationships in their first language. As some teachers may not wish to teach phonics at such an early age, the Phonics lessons are located at the back of both

the Student's Book and Workbook. *My Disney Stars and Friends* takes a gradual approach to introducing sound-symbol correspondences. In Level 3, students focus on simple vowel sounds and short words and begin to write them. Pronunciation is practiced through short fun chants. Additional resources for word recognition and tracing are provided online.

Mathematical skills

My Disney Stars and Friends introduces children to basic concepts in math such as numbers and shapes, counting, and recognition of patterns, sizes, similarities, and differences. Students will be engaged through exciting visuals, audio, and games.

Music and movement

Music and movement are key to learning new language and helping manage levels of energy and focus in the classroom. Chants and songs throughout each unit provide language consolidation for core vocabulary and structures, while encouraging students to be active and interpret the music in their own way. Toolkit songs will help mark routines at key stages of the lesson, improve focus, or release excess energy.

The grammar song in every unit is available as a video with movement, so children can act out the songs following the routines.

Craft activities

Children of pre-primary age need to develop their motor skills by engaging in a variety of craft activities. Lesson 7 of every unit reviews the target language through a simple, unit-themed project, which reviews the material in a fun and creative way. The projects require few craft materials and little cleaning up afterwards. There are additional suggestions for craft activities throughout the teaching notes.

Component overview

1 Plan

In this **Teacher's Book** you will find everything you need to teach with *My Disney Stars and Friends*. It includes comprehensive and easy-to-follow teaching notes, answers, extra activities and ideas, a games bank, audio scripts, and video scripts.

The **Digital Resources** that come with the Teacher's Book provide you with all the tools you need to run a blended or hybrid lesson, plus additional reading and writing practice.



2 Teach

The **Student's Book** is designed for use in the class, with the teacher. It presents and practices all the new material and includes stickers, simple press-out projects, and an access code to the Student's Book eBook and Digital Resources for parents or carers.

The **Workbook** provides additional practice for all the language introduced in the Student's Book. While it can be used in the classroom, some teachers may ask students to complete certain activities at home, depending on the situation.

Using the **Pearson English Portal**, teachers can present the student's components on screen, and access interactive games, audio, and video with a simple click of a button. Access to the Presentation Tool is provided with every Teacher's Book.



Picture Cards

Picture Cards help present and practice all key vocabulary of each level.



Story Cards

Story Cards help present and revisit unit stories. Each card shows one frame of a story on the front, and on the back you will find the audio script, helpful prompts, and concept-checking questions to help you get the most out of the stories.



Posters

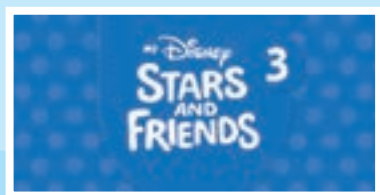
Posters on feelings, values, weather, numbers, shapes, and colors serve as large and engaging visual references which you can use in every lesson.



3 Practice at home

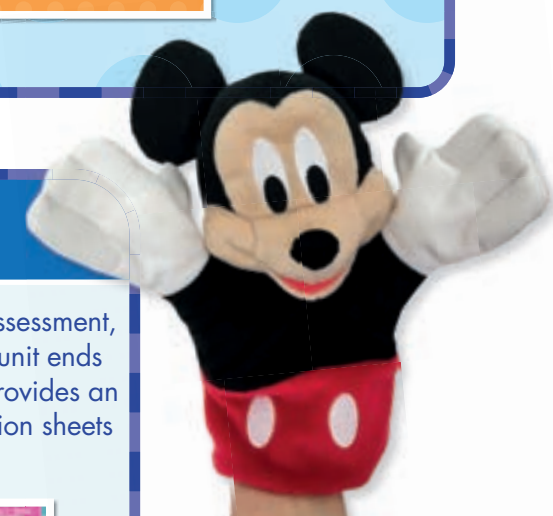
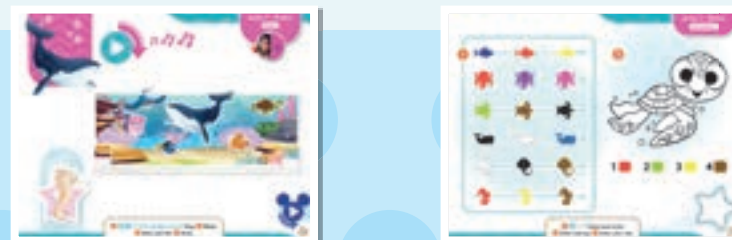
Digital Resources for parents or carers

Parents or carers can access songs, videos, and stories to revisit the material with children at home. Access to Pearson English Platform is provided via a code included in every Student's Book.



4 Assessment

For very young learners, we suggest using ongoing informal assessment, recording progress and possible areas for improvement. Each unit ends with a review lesson which reviews all the new material and provides an opportunity to evaluate what children have retained. Observation sheets can be found in the teacher's Digital Resources.



The course comes with a Mickey Mouse puppet to bring more engagement to the classroom. The teacher's notes suggest ways to use the puppet to introduce every new lesson.

Unit walkthrough

Lesson 1 ◦ Vocabulary

Lesson 1 introduces and practices vocabulary

New language is introduced in the context of a Disney scene which instantly engages students

Students learn new language through a variety of learning modes which engage them and develop them holistically

A free-play sticker develops fine motor skills and creativity



Lesson 2 ◦ Grammar

Lesson 2 introduces the core grammar structure of the unit while recycling the vocabulary from Lesson 1

The new structure is introduced in the context of real-world imagery

Students learn the new structure with a video action song, making it easier for them to retain language. The song is also available in audio format

Students practice new language through a variety of learning modes which engage them and develop them holistically

Matching activity develops fine motor and problem-solving skills

Personalisation activity helps students begin to form and express their own opinions and preferences



Listening activity reinforces new vocabulary and coloring activity helps students develop fine motor skills

Lesson 3 ◦ Feelings

Lesson 3 focuses on self-awareness and social awareness, teaching students to identify feelings

Students can follow the audio and number the pictures to develop their listening skills

New language is taught with audio, a chant, and a sticker activity providing students with a variety of modes of learning

The reward sticker encourages students to stay on task and develops their motivation

Student's Book



Lesson 4 ◦ Colors, Numbers, & Shapes

Lesson 4 introduces colors, numbers, or shapes. This lesson helps students develop early mathematical thinking

Students can trace the numbers to stay on task and develop fine motor skills

New language is introduced in the context of Disney artwork

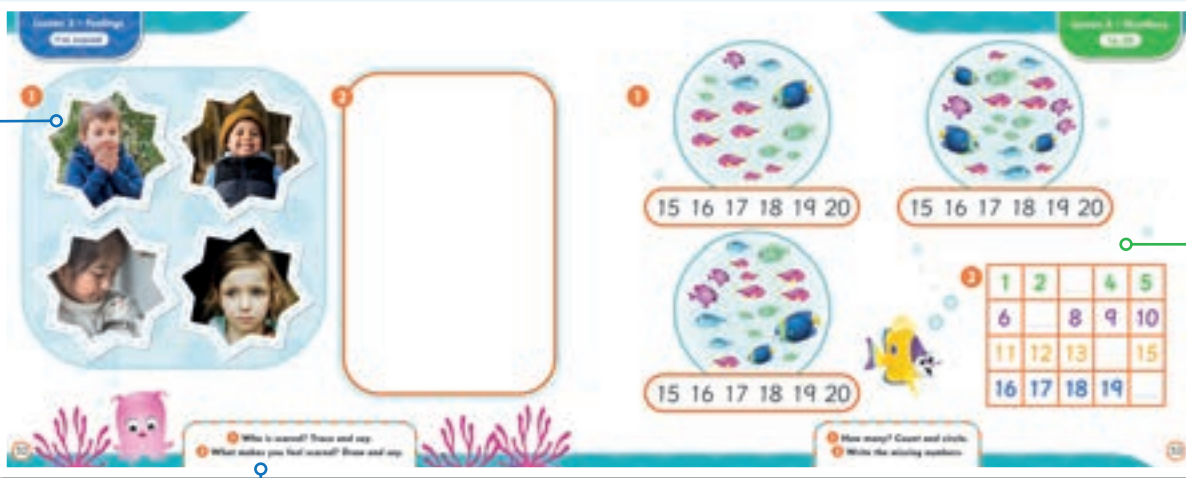
New language is taught with audio, a chant, tracing, and a game, providing children with variety.

The game encourages collaboration

Tracing activity helps students develop fine motor skills

Students recognize own feelings and those of others', developing social awareness

Workbook



Circling and writing activities help students develop fine motor skills

Lesson 5A ◦ Storytime

Lesson 5A is based on a story which consolidates all new language and themes of the unit

Disney characters create engagement and familiarity

The story revisits the feeling of the unit, developing self-awareness

Students can follow the audio path to stay on task and develop fine motor skills



Students check their comprehension of the story and practice their fine motor skills

Lesson 5B ◦ Values

Lesson 5B reviews the story with a focus on a real-world value

The value presented in the story encourages students to monitor their behavior, encouraging both self-awareness and persistence and growth.

Students circle to evaluate the story, developing their fine motor skills and self-awareness

The reward sticker helps students stay on task and develops motivation

Students review new language through a variety of learning modes: audio, a chant, circling, and sticking

Students remember the value taught in the story

Personalisation activity helps students begin to form and express their own opinions and preferences, and practice their fine motor skills

Lesson 6 ◦ Real world

Lesson 6 consolidates the core language and topic of the unit in a real-world setting

Students can follow the audio path to stay on task and develop their fine motor skills

Students consolidate new language through a variety of learning modes: audio and mark-making

Student's Book



Lesson 7 ◦ Review

Lesson 7 reviews the unit language in fun, creative ways. Students revisit the unit's video song and do a simple craft activity using press-outs from the back of the Student's Book, developing their fine motor skills

The completed project is used to review the unit language

The reward sticker encourages students to stay on task and develops their motivation

The unit ends with a lesson based on a Disney movie clip, which consolidates the unit language in a different context

Workbook



Matching activity develops fine motor and problem-solving skills. Coloring helps with fine motor skills.

The audio activity reviews the core language and tests students' listening comprehension

Students color the reward star, which develops their motivation

Phonics • Letters



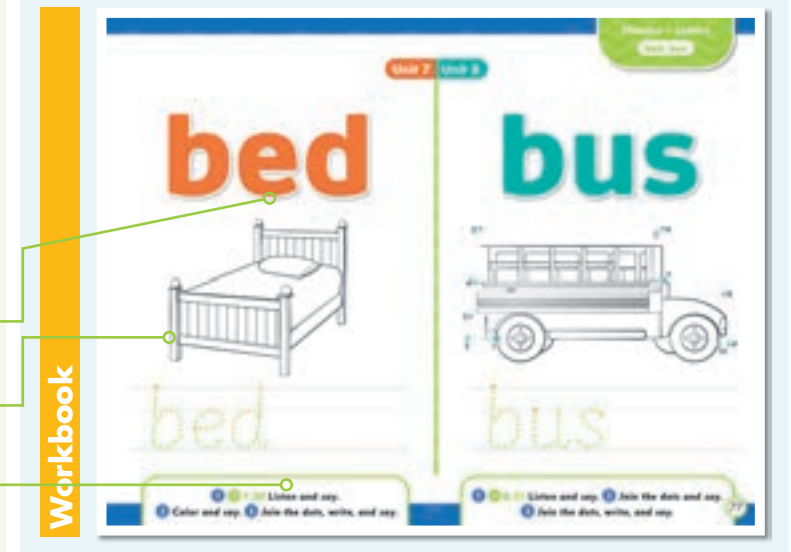
The **Phonics and Letters** sections at the back of Student's Book and Workbook are optional lessons providing students with an introduction to sound-letter association

Students learn to recognize shapes of letters and practice motor skills

Students practice vowel recognition within the context of short words

Students practice picture-sound association skills

Students begin to form sound-letter associations



The **Disney movie lessons** at the end of each unit of teaching notes in the Teacher's Book are optional lessons which provide a rewarding way for students to consolidate their understanding of the unit language and themes.

Students watch a short clip from a Disney movie, and respond to simple comprehension questions and prompts from the teacher.

Disney movie lesson



Time guidelines

My Disney Stars and Friends is flexibly designed to suit your specific classroom needs and scheduling requirements. To help you plan, we estimate that teaching materials for the Student's Book and the related practice in the Workbook may take around 40 minutes of classroom time. By using the Disney Video lessons, optional Phonics lessons, extra activities in the Teacher's Book, and digital activities, you can add more practice and consolidation to extend the material.

The actual time it may take you to cover a unit depends on many factors, such as the makeup and needs of your class, as well as how well the students cooperate as a group. You may also have to consider how much time is needed for review or for presentation, and how often features such as songs, stories, or games are revisited.

The teaching notes outline the core activities for each lesson as well as list a range of additional

activities and games that can help consolidate the material.

As the lesson structure is repeated for each type of lesson in the unit, you will soon be able to decide which elements you want to focus on more or omit.

The tables below suggest several options of how best to use the material to tailor it to your particular teaching context.

Possible pathways through the material

	Option 1 (2 lessons a week)	Option 2 (3–4 lessons a week)	Option 3 (4–5 lessons a week)
Components	SB core activities WB activities done in the class or at home	SB and WB activities + video lessons or phonics lessons	SB and WB all activities + video lesson and phonics lessons
Pathways through the TB	Core activities (marked with the ▶▶ icon) in the teaching notes Story lessons 5A and 5B condensed into one	All activities in the teaching notes Video lessons or phonics lessons	All activities in the teaching notes Video lessons and phonics lessons

Additional practice can be added by focusing more on the songs, chants, stories, games, digital activities, and the extension/extra activities (marked with the + icon) in the teaching notes.

Example unit plan

There are nine units in each level of the course. We suggest the following approach to cover one unit every four weeks:

Week	Lesson	Focus
1	1	Key vocabulary
	2	Key structure
2	3	Feelings
	4	Numbers/Colors/Shapes
3	5A	Story
	5B	Value in the story
	6	Real world
4	7	Review and Project
	Video	Unit consolidation
Optional	Phonics	Optional phonics at the back of the book

Classroom management

Careful class management is key with very young learners. We have planned the course with this in mind and added features which will make it easier to run successful, engaging, and well-paced lessons. To facilitate the creation of a classroom routine with your students, we have designed the teaching notes in *My Disney Stars and Friends* so that they always follow the same basic structure for every lesson.

Hello

Greet the students, let them settle down, and sing the *Hello* Toolkit song.

Circle time

You might also refer to this stage as “carpet time” or something similar. It is the stage of the lesson which introduces and focuses students on the topic of the day. This stage might take place when all the students are sitting together at the front of the class, before they sit at their desks for more formal learning or to work from their books, and so is a good opportunity to work on group communication skills. With the help of the Mickey Mouse puppet, we suggest how you can introduce the new language, or review language from the previous lesson. In the Storytime lessons, we suggest you use Circle time to introduce the story with the Story Cards. Make sure all your students are sitting comfortably, have enough space, and can see you well.

Book time

Book time uses activities in the Student’s Book and Workbook, including a mix of heads-down and mark-making activities, as well as energetic chants and games.

Goodbye

End each lesson with the *Goodbye* Toolkit song. If you have the time, you can also sing the *Good job* Toolkit song beforehand.

Other suggestions for routines

- Use the *Sit down* Toolkit song after very active games.
- Use the *Let’s move* Toolkit song if students need an energy boost.
- Use the *Let’s clean up* Toolkit song when you clean up.
- Use the *Good job* Toolkit song when you want to celebrate students’ achievement.
- Use the Mickey Mouse puppet, Story Cards, and Picture Cards at the same stages of each lesson.
- Use an established signal such as a bell, rattle, or raising a hand to indicate the end of activity, or to gain students’ attention.
- Establish a routine for when children need to go to the bathroom.

Adding variety to your classes

Children of pre-primary age have a short attention span. It is therefore important to keep a good supply of short activities that go over the same language in different ways, ideally engaging different skills and senses. While a set routine is important, it’s also important to have some ideas for spontaneous activities in reserve, if you notice that your class needs a change of pace or direction.

- Look out for **+** extra activities in the teaching notes.
- Look at the Games bank on page 16 for ideas of additional games to play in the lessons. As students become familiar with the rules, the games will become faster to set up, which will help maintain the pace of your lessons.
- If you can use technology in the classroom, adding interactive activities to the lesson flow from the Pearson English Portal will add another context for the same language.
- Minimize distractions to help students focus on the lesson. Encourage them to keep a clear space around them – they should only have in front of them what they need for the lesson. Ensure students do not sit too close to each other and that they can all see you well.
- Use an agreed little rhyme to attract students’ attention, in which they need to complete the last word – this will help them focus on you.

Promote good behavior

Doing this will help your lessons run more smoothly. Rules will be easier to follow if students understand your expectations and see their efforts rewarded.

- Outline your expectations clearly. Consider spending some time discussing them with the students and creating some visual reminders together to be displayed and referred to in the classroom.
- Reward students for following the rules. This could be a mark on the board or in their books, such as a star or a circle.
- Use instances of good and bad behavior to review your class rules.
- Help students meet your expectations by following a lesson structure that is clear and varied.


Make students feel comfortable, safe, and valued

Establishing routines and clear expectations will help create a safe setting. Going into class with a positive, encouraging attitude will make a big difference to students' engagement and progress, which will help them learn better.

- Learn all the students' names so you can call them out.
- Make sure you address all the students in the class, so no one feels left out.
- Use the Mickey Mouse puppet to create a cozy atmosphere and to model positive behavior.
- Praise students for staying on task, for trying again, and for not giving up on tasks they find difficult.

- Four of the lessons in this course end with a reward sticker, and it is worth repeating at this stage that the sticker is for working hard and doing a great job.
- Increase students' sense of pride and ownership of the classroom by displaying their work on the walls.
- Use the feelings vocabulary students learn in this course to help them understand how they feel.

Speak as much English as possible

While using very young learners' own language can be beneficial in the case of discussing values or stories, it is good to set up the English class as an English-language environment. To facilitate this, the teaching notes include the *Teacher Talk* feature , where simple, specific phrases replace regular bullet points in the activity procedure. Students will quickly get used to the lessons being guided by fixed routines and will also quickly come to understand familiar and repetitive classroom language in English.

Another reason why it makes sense to speak English in the class is that very young learners may take a little while before they can start *speaking* a new language, but it is likely they will understand it earlier. Try to create as many opportunities as possible for them to absorb the language, and encourage other ways of interacting with it, for example:

- activities that encourage children to react or respond to language they hear
- songs and chants

- choral repetition
- listening and repeating as much as possible.

Praise students for their effort. If they don't quite manage to pronounce a word well, praise them and repeat the word correctly.



Games bank

What's this?

Hold up a Picture Card so the back of the card is facing the students.

Turn the card over and have students guess the word. To make this more fun, you can show it just for a very short time, but make sure you do this long enough for all students to see.

Alternative: Cover part of the picture and have students guess what it is. If they are struggling, you could slowly reveal more until they guess.

Alternative: Cover objects with a cloth so students can guess by the shape.

Where is ...?

Place several Picture Cards around the classroom. Ask students to find and point to the right card as you say words.

This game can also be played using objects.

Feelings peekaboo

Cover your face with your hands. Make a face to show one of the feelings the students have learned. Take your hands away, and say how you're feeling. Repeat several times and then encourage students to do the same. When students know the game well, have them guess the feeling instead of telling them.

Picture Card memory games/ What's missing?

Lay out several Picture Cards and get the class to repeat the words one by one. Turn one over and get the students to say the word as if it was still there. Continue with the next card.

Alternative: Lay out several cards and then turn them all face down. Say a word and get students to try and find the right card. As they turn over a card to reveal the picture, repeat the word and get the class to say Yes or No.

Alternative: Cover objects with a cloth, ask students to close their eyes, and secretly remove one object.

Picture Card whispers

Put the Picture Cards on the board. Line up the students. Whisper a word to the first student and get them to pass the message to the next student, again using a whisper. The last student needs to point to the correct card.

Mickey says

A version of *Simon says* but with the Mickey Mouse puppet giving instructions. If he says *Mickey Mouse says jump*, students need to jump. If he just says *Jump*, students need to stand still.

Pass a card

Have students sit in a circle. Give out Picture Cards to students. Say a word from one of the cards and have the student with that card stand up. Repeat with all other words, then give the cards out to different students and repeat until they have all had a turn. This version of the game will work with children who are not yet comfortable with speaking.

Alternative: Have students sit in a circle. Pass a Picture Card to the student next to you and say the word on the card. Have students do the same. Keep going until the card has gone around the circle. Once students know the activity well, you can have two or even three cards being passed around at the same time. This activity can be used with students who are comfortable saying words.

Alternative: Have students pass Picture Cards around a circle while you play a chant. Stop the music and get the students with cards to say the word for the card they are holding. This activity can be used with children who are comfortable saying words.

Hide and seek

Show an item or a Picture Card to students. Have students close their eyes, then hide the card somewhere in the classroom and have them find it. If they can, have them name the item, and maybe its location (*chair, table*).

Frozen statues

Play a chant and get students to walk in a circle, dance, or jump until you stop the music. When the music stops, students need to stand as still as they can. Praise their efforts and continue.

Alternative: Show students a Picture Card and say the word. Have them mime to show the word or action. When you call *Stop*, students freeze.

Race

Play this game with three students at a time. Students line up as if for the start of a race. Lay several objects from the vocabulary group you are working on in front of each student, about a meter apart. Call out the objects that students have to pick up and run with to the finish line.

Treasure hunt

Have students find as many objects as they can in the class or on a walk. This game works well with colors and school objects, but also with toys or play food items scattered around the classroom.

Shopping

Create a store in the classroom. Use Picture Cards, play food, or toys. Have students ask for items and practice vocabulary such as *please* and *thank you*. To start with, you may want to play the role of the storekeeper yourself.

Find a partner

Make sure you have at least two of each object or picture. Give them to students. Have them walk around the class saying *I have a ...* until they find other students with the same object.

Hide and count

Place some items on a table, for example, books, toys, or play food. Have students close their eyes, then hide several of the items around the classroom and have students find and count them.

What am I drawing?

Draw a picture slowly on the board and have students guess what it is.

Jump/dance/walk to a number

Put Picture Cards with numbers students know around the classroom. When you say *Jump/dance/walk to (three)*, students have to jump, dance, or walk to the correct card. Repeat with other numbers.

Jump/dance/walk to a color

Put Picture Cards with colors students know around the classroom. Tell them to walk, jump, or dance to a color.

Extend this by playing the lesson's color chant while students are making their way to the correct color.



Course features

Puppet

Puppets provide an element of engagement and they can help you model language and behavior for students. *My Disney Stars and Friends* has its own Mickey Mouse glove-puppet. The Circle time teaching notes for each lesson use the Mickey Mouse puppet as the presenter of the lesson and include specific instructions on how to interact with it to engage students, although you may wish to introduce each lesson in your own way. If necessary, the Circle time procedures could be played out with any puppet or toy of your choosing. Here are some more suggestions for how to use the puppet during the lesson:

- Make the puppet part of the class experience. Invite him to listen to a story, join in with a game or song, and get him to have fun with the class.
- Make the puppet greet every child at the start of the lesson. This will help make students feel welcome and will encourage them to say *hello*.
- Model new language. You can have short conversations with him to ask questions and give answers.
- Review language at the start of the class. He can help you ask questions.
- Model good behavior. In the conversations you have with him, treat each other very kindly.
- Praise and encourage students.
- Say *goodbye* to students, yet again making sure he addresses them all using their names.

Picture Cards

Ideas for using the Picture Cards are integral to the lesson notes. However, you can also use them in the following way to introduce new vocabulary:

- Show Picture Cards to students, one by one, and repeat the word.
- Make the puppet repeat the word, too.
- Have students repeat the word chorally.
- Following that, use the games suggested in the Games bank on page 16 to practice and review the vocabulary.

Story Cards

The Story Cards have been designed for ease of use, with a full-size single frame of the story on the student-facing side of the card, and a thumbnail image, audio script, and key prompts and questions on the reverse, giving teachers everything they need to get the most out of the stories.

Ideally, the Story Cards would be presented in Circle time of the story-based lessons (5A and 5B), when students are sitting comfortably and can see both you and the cards well. If the setting of your class does not allow for this, you can use the cards while students are at their desks.

- Show the Story Cards to students one by one and encourage them to look for words they know. Accept all ideas and praise students.
- Read the story or play the audio while showing the cards to students one by one. Point to characters or objects as they are mentioned.

- Review the cards again, asking the questions provided on the reverse of the card.
- Let students listen to the story as many times as they want (time allowing). If they want to join in, make sure you praise this effort.
- Use the Story Cards as a prompt while acting out the story. Put the card or cards that represent the part of the story students will act out on the board so everyone can see them.
- Use the Story Cards to review the story any time students want to hear it again for enjoyment.

Posters

Feelings

Use the Feelings poster in Lesson 3 of each unit to get students to identify the new feeling for the unit, but also to review the ones already learned. You can also use the Feelings poster as part of your class routine to ask students how they feel.

Values

Use the Values poster in Lesson 5B of each unit to get students to identify the new value for the unit. You can also use the poster as a reference to all the values they have learned so far, especially to remind students of the values they may want to apply while working together.

Colors, Numbers, and Shapes

Use the Colors, Numbers, and Shapes posters in Lesson 4 of each unit to get students to identify the new number or color. You can also use the posters as reference and to consolidate all the vocabulary from these groups.

Weather

Use this poster as reference when you talk about the weather in your classroom routine.

Video

There are two types of videos in the course:

Action song videos

Action song videos cover the key language of the unit, both the vocabulary and the structures. They are introduced in Lesson 2 and returned to in Lesson 7. You can also use these videos as a lesson warmer, cooler, or filler, especially if you want to energize students, or make good use of already high energy levels in the class. We suggest the following procedure for these:

- Play the video and join in with the actions.
- Play the video again. Students join in with the actions and words if they can.

Disney videos

The final page of each unit of teaching notes provides a full lesson based on a Disney movie clip. The Disney videos consolidate the unit language and/or themes in a new but familiar context, providing a fun and rewarding ending to the unit. We suggest the following procedure for these videos:

- Let the students watch the entire clip.
- Watch again, this time stopping to ask questions relating to unit language.
- Let students watch the whole clip once more, to enjoy it with a better understanding.
- Hand out drawing paper and crayons. Let students draw anything they wish from the clip.

Stickers

The course provides several reward stickers to be awarded at the end of particular lessons. This is a good opportunity to congratulate students for their work in the class and for their effort on the activities. We suggest the following procedure for the sticker activities:

- Help students find the right sticker. Make sure everyone has selected the right sticker before they peel it off.
- Ask students to peel off the sticker. Check again that this is the correct one.
- Ask students to find the correct page for the sticker. Make sure they are pointing to the right place on the page.
- Have students stick the sticker on the page.
- Remember to praise students.

One exception to this routine is the sticker in Lesson 1, which students can place anywhere on the page to personalize the scene in a way that is pleasing to them.

Audio

The audio in *My Disney Stars and Friends* is available in both American English and British English.

Toolkit songs and chants

My Disney Stars and Friends features a set of "Toolkit" songs which may be helpful in structuring the lesson and helping students move from one stage or mood to another. They are for you to use whenever you feel appropriate, so we have not always listed them in the teaching notes. If you use them regularly, students will quickly learn to recognize them and their melodies will be a clear indication of the next lesson stage. The Toolkit song lyrics are not displayed in the lesson notes, but are listed in a single place of reference on page 20.

0.1 Hello song

If possible, play the song at the start of every lesson to mark its beginning. Create a procedure around it, which could include greeting all students by their name and students greeting you.

0.2 Goodbye song

The *Goodbye* song is designed to mark the end of the class. Make sure students clean up their desks before you sing it. You may want to say *goodbye* to each student individually as they leave the room.

0.3 Sit down song

This song will help students calm down after an exciting game. It is designed to settle them, so that they are ready to focus again.

0.4 Let's move song

This song is designed to help you change the mood of the class if you feel they need to do something energetic, for example, after a craft activity or a longer heads-down task. It is a high-energy song with a fast pace, so you should encourage your students to move to the music, as the song title suggests.

0.5 Let's clean up song

This is a song to play when you need students to clean up after an activity. It is good practice to encourage students to keep their desks clean, both to instill good habits and to minimize distractions for the rest of the class.

0.6 Good job song

This song is designed to let the class celebrate their effort and achievement. Praise students for their work. Then play the song and have the class join in and enjoy their success.

Toolkit song lyrics

Refer back to this page from the teaching notes when you want to review the lyrics for the Toolkit songs. As the course progresses, you and your students will probably commit them to memory!

0.1 Toolkit song 1: *Hello*

Hello, hello,
Hello, hello, hello!
Hello!
How are you?
Hello, hello,
Hello, hello, hello!
I'm fine, thank you!

0.2 Toolkit song 2: *Goodbye*

Goodbye, goodbye,
Goodbye, my friends.
Goodbye, goodbye!
See you soon!
See you soon!
Goodbye!
Goodbye!

0.3 Toolkit song 3: *Sit down*

Good, good, very, very good!
Sit down, sit down!
Good, good, very, very good!
Sit down, sit down!
Sit down ...
Sit down ...
Sit down ...
Very good!

0.4 Toolkit song 4: *Let's move!*

Let's move, let's move!
Stretch!
Stretch, stretch, stretch!
Let's move, let's move!
Shake!
Shake, shake, shake!
Stretch!
Stretch, stretch, stretch!
Shake!
Shake, shake, shake!
Let's move! Let's move!
Yay!

0.5 Toolkit song 5: *Let's clean up!*

Uh oh, uh oh!
Look at the classroom, uh oh!
Let's clean up, let's clean up,
Let's clean up ...
Now!

0.6 Toolkit song 6: *Good job!*






Good Job! Good Job!
Wow! Wow! Wow!
Let's clap for you!
Now take a bow!










Course icon guide

My Disney Stars and Friends uses the following icons to help you navigate the course more easily.

Student's Book and Workbook icons

-  0.0 spoken audio track
-  0.0 song/chant audio track
-  game
-  video
-  value-based activity

Teacher's Book icons

-  fast-track activity
-  Teacher Talk wording
-  teaching tip
-  extra activity
-  differentiation activity
-  Future Skills information
-  Disney movie lesson signpost



1 My animals

Unit Overview

Vocabulary

elephant, giraffe, hippo, lion, monkey, zebra, I'm curious, colors, I try new things

Grammar

This is a/an (lion)

Key GSE Learning Objectives

Speaking

- Can use a few basic words to say how they feel, if supported by pictures.
- Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts.

Listening

- Can recognize a few basic words related to familiar topics, if spoken slowly and clearly and supported by pictures.
- Can follow basic instructions to color, draw, or make something, if spoken slowly and clearly.
- Can understand a few basic words and fixed expressions in a story that is read aloud to them, if supported by pictures.

Phonics and letters

- Aa; cat

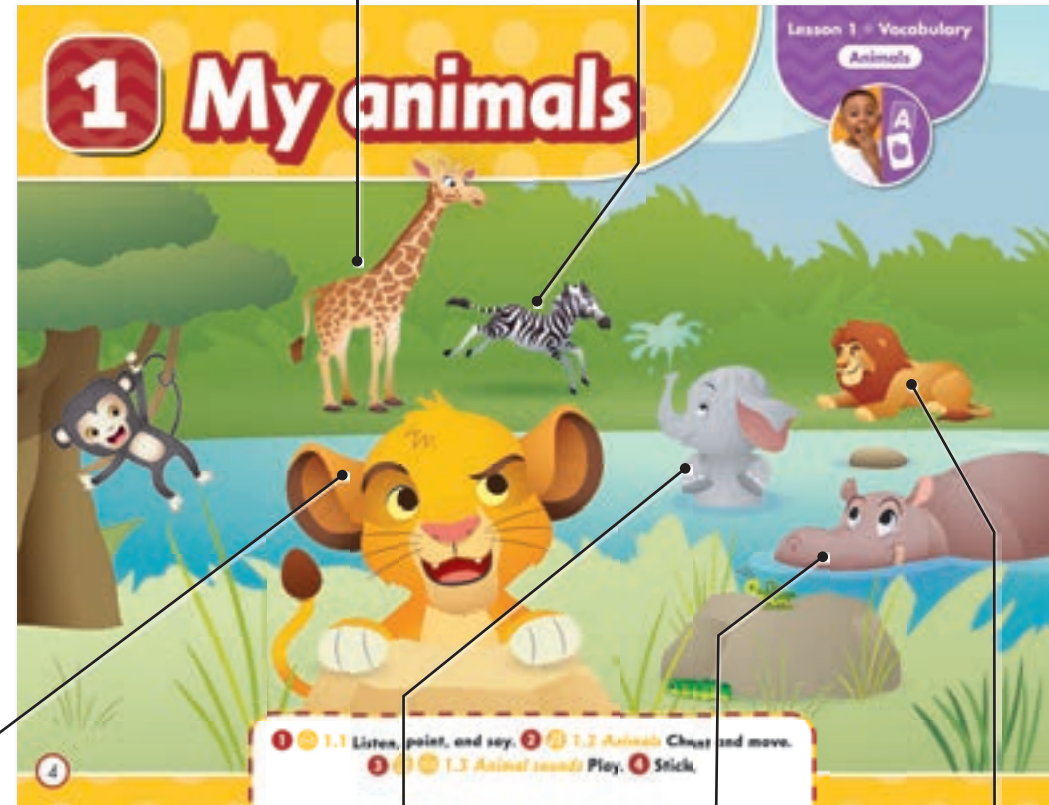
Nala is Simba's friend. She likes to play with Simba.



The giraffe is very tall. It can eat leaves off the trees.

The zebra is black and white. It can run fast.

Zazu is a bird. He likes to make sure everything is OK. He worries about Simba.



Simba is a lion cub. He's very curious and he likes to play.

The elephant is big. It likes to play in the water.

The hippo is big. It can swim in the water.

Mufasa is Simba's dad. He is the king of the lions.



Disney movie lesson

Zootopia



Lesson aims

- to introduce the main unit characters
- to introduce animal vocabulary

Target language

- elephant, giraffe, hippo, lion, monkey, zebra

Main GSE Learning Objective

- Can recognize a few basic words related to familiar topics, if spoken slowly and clearly and supported by pictures.

Future Skills

- Persistence and growth

Materials

- Unit 1 Picture Cards (elephant, giraffe, hippo, lion, monkey, zebra)
- Sticker (bird)
- Mickey Mouse puppet

Extra resources

- pictures of animals
- audio of different animal sounds



Student's Book



Workbook

1.1

Lion, zebra, hippo, monkey, giraffe, elephant

1.2 Animals

Look, it's a hippo!
Swim with the hippo.
Swim, swim, swim!
Look, it's a monkey!
Climb with the monkey.
Climb, climb, climb!
Look, it's an elephant!
Flap with the elephant.
Flap, flap, flap!
Look, it's a giraffe!
Walk with the giraffe.
Walk, walk, walk!
Look, it's a zebra!
Run with the zebra.
Run, run, run!
Look, it's a lion!
Roar with the lion.
Roar, roar, roar!


1.3 Animal sounds

[monkey sound]
[elephant trumpeting]
[lion roaring]
[zebra neighing]
[giraffe walking]
[hippo sound]


1.4

monkey

Hello






-  **0.1** Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time


- Have the Mickey Mouse puppet say *Hello! I'm Mickey Mouse! I like animals! Do you like animals?*
- Show the monkey Picture Card.
-  *What can you see? (a monkey)*
- One by one, introduce the animals with the cards and TPR actions (see Video 1.7 for ideas). Have students say the words and do the actions.

Book time

Student's Book p4


-  **1**  **1.1 Listen, point, and say.**
- Explore the picture, then point to Simba.
 -  *Who's this? It's Simba. Simba is a ... zebra? No! ... Simba is a lion. Roar!*
 - Play the audio. Have students point to each animal in the picture.
 - Play the audio again. Have students say the words and do the actions.
-   Use the animal Picture Cards to play *What's this?* See the Games bank, page 16.


2 **1.2 Animals Chant and move.**

-  *Stand up.*
- Play the chant and demonstrate the actions.
 - Play the audio again. Students say the chant and act it out.



3 **1.3 Animal sounds Play.**


- In this game, students listen to animal sounds and guess the names of the animals.
- Divide the class into two teams, then play the audio and pause after each animal sound. Have teams take turns to listen and guess the name of each animal.
- Award one point for each correct answer.


 Use games to extend and recycle words or language learned previously.

 Play the sounds of other animals students know to extend the game.


4 Stick.

-  Play the Good job chant whenever students deserve praise and reinforcement.
- Have students find the bird sticker.
 -  *What's this? (It's a bird.)*
 - Students can stick this anywhere on the page.

 **Persistence and growth:** As students begin to associate task completion with the reward of getting a sticker, they will be motivated to maintain and repeat their efforts in subsequent lessons and units of the course.

 **0.6** Play and act out the *Good job* chant.

Workbook p2


 If you wish to set Workbook activities for homework, date the page and inform parents or carers.

1 Match and say.



- Have students point and say the names of the animals on the left.
- Point to the lion and then point to a silhouette of a different animal. Ask *Is this a lion? (No)* Then point to the lion and say *This is the lion!*
- Demonstrate matching the lion to its silhouette.
- Do the same for the other animals, one by one.
- Have students point to each of the matched animals and say their name, e.g., *lion ... lion.*

 Students draw and color in the silhouettes.

2 **1.4 What can you hear? Draw and say.**

-  *What can you hear? (a monkey)*
- Have students draw and color the monkey in the frame.

Goodbye

-  **0.5** Play the *Clean up* song and have students clear up.
- Point to different Picture Cards and ask *What's this?* Have students say the words and do the actions.
-  **0.2** Sing the *Goodbye* song.

Lesson aim

- to introduce the grammar structure *This is a ...*

Target language

- This is a/an (lion)

Recycled language

- elephant, giraffe, hippo, lion, monkey, zebra

Main GSE Learning Objective

- Can identify objects, people, or animals in pictures, if described slowly and clearly using basic words and phrases.

Future Skills

- Self-awareness

Materials

- Units 1 & 2 Picture Cards (animals, colors)
- Mickey Mouse puppet

Extra resources

- animal jigsaw puzzle



1.5 & 1.6

- A: This is an elephant.
This is a monkey.
This is a zebra.
- B: This is a lion.
This is a hippo.
This is a giraffe.

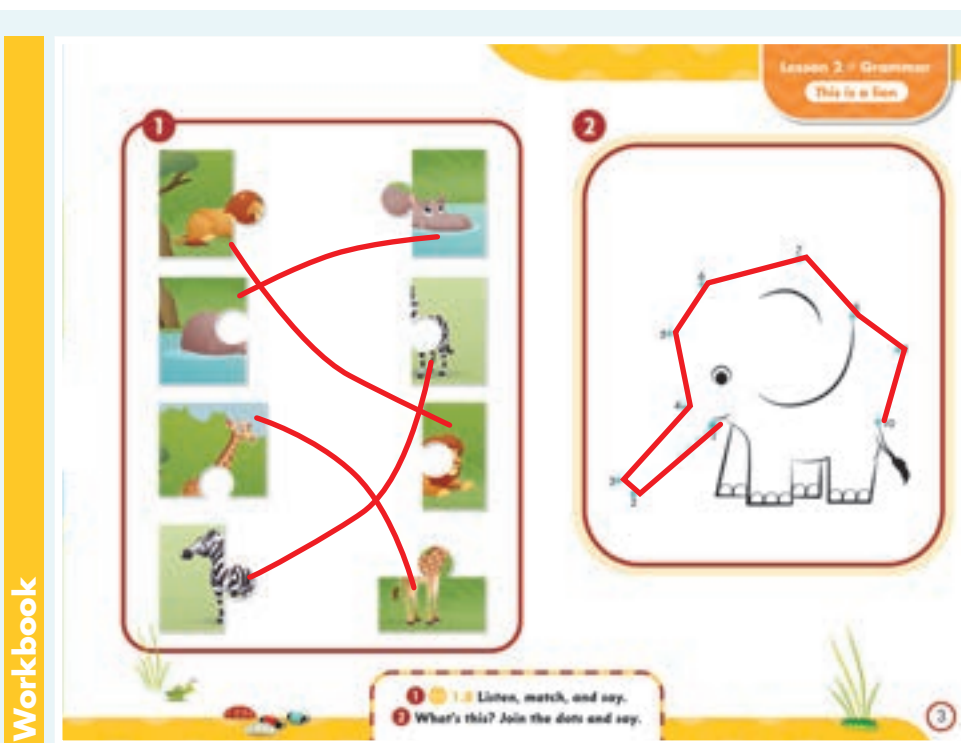
1.7 Animal dance!

What's this? What's this?
I can see.
This is a monkey. This is a zebra.
Come and dance with me!

What's this? What's this?
I can see.
This is a lion. This is a giraffe.
Come and dance with me!

What's this? What's this?
I can see.
This is an elephant. This is a hippo.
Come and dance with me!


What's this? What's this?
This is a monkey. This is a zebra.
This is a lion. This is a giraffe.
This is an elephant. This is a hippo.
They're with me!







1.8

This is a lion.
This is a hippo.
This is a giraffe.
This is a zebra.

Hello



-  **0.1** Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time






-  *By recycling songs and chants you can reinforce vocabulary and language.*
- Use the Mickey Mouse puppet and the animal Picture Cards to model the grammar structure. Ask *What's this?* Point to a Picture Card and have Mickey reply.
-  *This is a (zebra).*
-  **Self-awareness:** By drawing on already acquired knowledge, students develop confidence – this is one of the foundations of being able to learn.
-  Have students say the names of animals they already know, e.g., cow, duck, cat, dog, fish.

Book time


Student's Book p5

-  **1**  **1.5 Listen and match.**
- Hold up the Student's Book or have students look at the whiteboard. Point to the pictures drawn by the children. Ask *What's this?* (*This is a ...*)
 - Play the audio and point to the pictures of the



girl/boy. Students draw lines to match the girl or boy to each of the animal pictures.

-  **Talk about the animals and their colors.** Compare the colors in the children's drawings to the animals in Lesson 1.
-  *Comparing and analyzing difference is a critical thinking skill.*
-  **2**  **1.6 Listen again. Point and say.**
- Play the audio and pause after each sentence.
 - Have students point to the correct picture and say the sentence.
- 3**  **Drawing game Play.**
- In this game, students guess the name of the animal you draw on the board.
 - Start drawing the animal and ask *What's this?*
 - Have students guess: *This is a ...*
 - Continue drawing and pausing until students guess correctly.
 - Continue the game by drawing different animals from Lesson 1, or have student volunteers to draw the animals.



-  **4**  **1.7 Animal dance!**
Watch, sing, and act.

-  *Use the song videos to introduce TPR actions or devise your own actions.*
- Display the animal Picture Cards in the order of the song: monkey, zebra, lion, giraffe, elephant, hippo.
 - Point to each card in turn. Ask *What's this?* Students respond: *This is a ...*
 - Play the video, pausing for students to repeat the words and actions.
 - Play the video all the way through. Have students sing along and do the actions. Repeat a few times.

Workbook p3

-  **1**  **1.8 Listen, match, and say.**
- Point to the first puzzle piece and ask *What's this?* (*This is a lion.*)
 - Then have Mickey point to the same puzzle piece and make an incorrect statement, e.g., *This is a giraffe.* Have students correct Mickey. *No. This is a lion.*
 - Demonstrate drawing lines to match the puzzle pieces, then have students draw lines.
 - Have students point to the completed animals and say: *This is a/an* (animal's name).
- 2** **What's this? Join the dots and say.**
- Point to the picture and ask *What's this?* Have students guess.
 - Point to each of the numbers and have students say the numbers.
 - Demonstrate connecting the dots from 1 to 2.
 - Have students draw lines to join the dots.
 - Ask again *What's this?* (*This is an elephant.*)

Goodbye

-  **0.5** Play the *Clean up* song and have students clear up.
- Point to different Picture Cards and ask *What's this?* Have students say *This is a/an* (animal's name).
-  **0.2** Sing the *Goodbye* song.
- You can now do the Unit 1 Phonics lesson (see Student's Book page 76 and Teacher's Book page 183).

Lesson 3 ◦ Feelings

I'm curious

Lesson aim

- to introduce the word *curious* and recognize, understand, and express the feeling of being curious

Target language

- I'm curious

Recycled language

- hippo, lion

Main GSE Learning Objective

- Can use a few basic words to say how they feel, if supported by pictures.

Future Skills

- Self-awareness
- Social awareness
- Persistence and growth

Materials

- Sticker (Nala)
- Feelings poster
- Mickey Mouse puppet

Extra resources

- a cloth bag and toy animals

Student's Book

Lesson 3 ◦ Feelings
I'm curious

1. Listen, number, and say. 2. 1.10 I'm curious Sing. 3. 1.11 Listen and move. 4. What about you? 5. Stick.

1.9

Picture 1:
What's this? I'm curious!

Picture 2:
What's this? I'm curious!

Picture 3:
What's this? I'm curious!

Picture 4:
What's this? I'm curious!

1.10 I'm curious

How do you feel? How do you feel?
How do you feel today?
I'm curious, I'm curious,
I'm curious today.
This is a hippo. This is a lion.
Hurray, hurray!


How do you feel? How do you feel?
How do you feel today?
I'm curious, I'm curious,
I'm curious today.
This is a hippo. This is a lion.
Hurray, hurray!

Workbook


Lesson 3 ◦ Feelings
I'm curious

1. What can you see? Color and say.
2. What makes you curious? Think and check (✓).

Hello

-  **0.1** Greet students with the Mickey Mouse puppet and sing the *Hello* song.



Circle time

 **Self-awareness:** Curiosity is a vital feeling linked to how we learn. Curiosity should be encouraged and nurtured. It involves taking risks and sometimes making mistakes, but this is how we grow.


- Before class, put a toy animal in the cloth bag. Hold out the bag and ask the Mickey Mouse puppet *What's this?*
- Mickey feels in the bag and guesses: *This is a ...*
- Before you show Mickey what is in the bag, ask *How do you feel?* Mickey says *I'm curious*.
- Point to *curious* on the Feelings poster. Have students say *I'm curious* and do a suitable action.
- Take the toy animal out of the bag and show Mickey.
- Then put another toy animal in the bag. Repeat with volunteers a few times.



Book time



Student's Book p6


-  **1**  **1.9 Listen, number, and say.**
 - Play the audio, pausing after the first part.


- Say *I'm curious* and trace number 1.
- Play the audio. Have students trace the numbers.
- Play the audio again. Have students point and say *I'm curious*.



 **Social awareness:** Students learn to recognize the feelings of others. In this way, they develop empathy and understanding.

-  **2**  **1.10 I'm curious Sing.**
 - Play the *I'm curious* song and do the actions together. Repeat.

- 3**  **1.11 Listen and move.**
 - Play the music and ask students to move to it.  *Move the way you feel.*
 - At the end, ask *How do you feel?*

- 4** **What about you?**
 - Look at each picture and ask questions.  *Is he/she curious? (Yes/No) Are you curious? What can you see?*
 - Students say what they can see in the pictures.


 **Self-awareness:** Students will be asked to talk about, draw, or move to reflect their own experiences/opinion in relation to a topic. This helps develop their understanding of themselves and also creates deeper involvement in the topic.

-  **5** **Stick.**
 - Point to the picture of Nala (Simba's friend).  *How does she feel? (curious)*
 - Have students stick the sticker on the page and say *I'm curious*.



Persistence and growth

Workbook p4

- 1** **What can you see? Color and say.**
 - Point to the picture puzzle and say *I'm curious. What's this?* Have students guess.
 - Point and say with students the numbers and the colors on the paw prints.
 - Point to 1 in the key and say *Color 1 black.*
 - Do the same with the rest of the numbers and the colors. Have students complete the activity.
 - Then say *I'm curious. What's this? (a zebra)*

-  **2** **What makes you curious? Think and check ✓.**
 - Point to each picture and say *I'm curious. What's this? What about you? Are you curious?*
 - Demonstrate by drawing a checkmark and saying *I'm curious*.
 - Have students complete the activity by checking the pictures they are curious about.
 - Have them guess what the items are (*toybox, book, treehouse, lunchbox*).

Goodbye

-  **0.5** Play the *Clean up* song and have students clear up.
-  **0.2** Sing the *Goodbye* song.

Lesson 4 • Colors

A lot of colors

Lesson aims

- to review colors and numbers

Target language

- red, yellow, blue, purple, green, pink, orange, brown, black, white
- numbers 1–10

Main GSE Learning Objective

- Can follow basic instructions to color, draw, or make something, if spoken slowly and clearly.

Future Skills

- Persistence and growth

Materials

- Colors poster
- Color Cards
- Number Cards 1–10
- Mickey Mouse puppet

Extra resources

- a picture of your favorite animal colored in your favorite color, e.g., a pink lion

Student's Book



1.12

Red, yellow, blue, purple, green, pink, orange, brown, black, white

1.13 Colors

1 is red
2 is yellow
3 is blue

Blue, blue, blue!

4 is purple
5 is green
6 is pink

Pink, pink, pink!


7 is orange
8 is brown
9 is black
10 is white

White, white, white!



Workbook



Hello



-  **0.1** Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time

- Explain to students that the Mickey Mouse puppet can't remember his colors.
-  *Can you remember the colors?*
- Review colors by having individual students come up to the Colors poster and point to the colors you say.
- Use Mickey to praise how much students can remember: *Wow! That's great!*
-  **Persistence and growth:** By modeling Mickey's mistakes and how he overcomes them, we teach students that it's all right to make mistakes; that's part of learning.

Book time

Student's Book p7


-  **1**  **1.12 Listen, point, and say.**
- Have students listen and point to the colored paw prints at the bottom of the page.
 - Play the audio again and have students say the names of the colors.
 - Then say the names of colors at random. Have students point in their books and repeat.

 **2**  **1.13 Colors Chant and move.**

- Use the Number Cards to review numbers 1–10.
- Give the Number Cards 1–10 and the Color Cards to different students.
- Say *1 is red*. Have students with the 1 card and the red card stand together.
- Do the same with the rest of the numbers and colors.
- Then play the audio and have students hold up the cards when they hear their number or color.
- Play the audio again and have students join in with the words.

 **3** **Color.**

- Point to Simba. Ask *Does Simba like colors?* (Yes)
- Together, point to the numbers and colors on the paw prints.
- Have students find number 1 in the picture.
- Point to the red paw and say *Color 1 red*.
- Continue guiding students through the activity.
- Play the chant again and have students point to the colors in the picture of Simba.

 Have students work on their own after an initial demonstration.

4  **1.14 Colors Play.**


- Spread the Color Cards face up over the floor.
- Play the music and have students move around the classroom.
- Stop the music and say a color.
- The first student to reach the correct Color Card wins. You can award points if you like.
- Continue playing until you have named all the colors.

 Do a color hunt. Say color words and have students find objects of that color in the classroom.

Workbook p5


 **1** **Look and color.**

- Point to the top picture and ask *Who is it? (Zazu) What is Zazu? (a bird)*
- Point to different parts of the bird and ask *What color is this?*
- Point to a blue part in the top picture. Then hold up a blue crayon and point to the same part in the bottom picture.


 *Color this blue.*


- Continue guiding students through the activity.

2 **What's your favorite animal? Draw, color, and say.**

 *Try to personalize activities as much as possible.*


- Show students your drawing of an animal.

 *This is my favorite animal. It's a (lion). It's (pink).*

 *What's your favorite animal? What color is it?*

- Have students draw and color their animal.
- Have them hold up their completed pictures and say *This is a/an (animal's name). It's (color).*

Goodbye

 **0.5** Play the *Clean up* song and have students clear up.

- Ask *What's your favorite color?* Have individual students answer.

 **0.2** Sing the *Goodbye* song.

Lesson aim

- to understand the target language in the context of a story

Recycled language

- This is a/an ...
- curious, zebra, elephant, colors

Main GSE Learning Objective

- Can understand a few basic words and fixed expressions in a story that is read aloud to them, if supported by pictures.

Future Skills

- Social awareness
- Persistence and growth

Materials

- Story Cards
- Mickey Mouse puppet




1.15 & 1.16 What's this?

- "What's this?" says Simba.
"I can see black and white ..."
- "It's a zebra!" says Simba.
"Hop on!" says the Zebra.
"I'm scared," says Simba.
"Try new things!" says Nala.
"OK ... Hee! Hee! This is fun!" says Simba.
- Simba is curious.
"What's this?" says Simba.
"I can see blue ... I can hear water ..."
- "It's an elephant!" says Simba.
"Come and swim!" says the elephant.
"Water ... I'm scared," says Simba.
"Try new things!" says Nala.
"OK ... Hee! Hee! This is fun!" says Simba.
"I try new things!" says Simba.
- "Look at the bugs! Try new things!" says Nala.
- "No, thank you," says Simba.
"Yuk! I'm not curious now!"



Hello

-  **0.1** Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time


Story synopsis


Simba is curious. He sees a zebra and he tries riding it. He sees an elephant and he tries swimming with it. He sees some bugs under a rock ... but he doesn't try eating them!

- Make sure students are calm, ready to listen, and they can all see the Story Cards.
- Use the Mickey Mouse puppet to say *It's storytime!*
- Using the Story Cards, read the whole story to students without stopping and point to the relevant characters as they are mentioned in the story. The script for each frame is on the back of each card.

Book time

Student's Book pp8-9


-  **1 Point and say.**
 - Talk about each of the pictures on the Story Cards, one by one, and ask the questions on the back of the cards.

 **Social awareness:** Stories can serve as reflections on society and the students' world. In an indirect way, many of the situations,

feelings, and values included in the stories will be relatable to their lives.


2 **1.15 Look and listen.**

- Play the audio and have students point to the pictures as they listen.

 **Persistence and growth:** Reading the story multiple times in a lesson will help students develop their attention spans and early listening skills. The stories in *My Disney Stars and Friends* help students develop confidence and motivation to learn by recycling target language from each unit in context.

3 Who is curious? Find.

- Arrange the six Story Cards in order, so that all students can see them (or use the whiteboard).

 *Who is curious?*

- Have students point to the character that is curious (*Simba*).

 *When is Simba curious? (frames 1 and 3)*

 *When isn't Simba curious? (frame 6)*

- Have students point to the frames and say *I'm curious* or *I'm not curious*.

Workbook p6


1 **1.16 Order the story (1-6). Then listen and check.**

- Point to the picture in the top left corner. Demonstrate tracing number 1.

 *One. What's next?*


- Help students find the next picture in the story. Have them trace and say the number.
- Continue guiding students through the activity until you have numbered all the pictures.

- Play the audio.
- Have students follow the audio and point to the pictures in the correct order.


 Have students work on their own after initial demonstration.

2 What is Simba curious about? Circle.

- Have students circle the things that Simba is curious about (*the zebra, the elephant*).
- Have students point and say *I'm curious*.

 Have students role-play Simba. They say *I'm curious. It's an elephant!/It's a zebra!*

Goodbye

 **0.5** Play the *Clean up* song and have students clear up.

- Ask *Who is your favorite character?* Have individual students answer.

 **0.2** Sing the *Goodbye* song.

Lesson aims

- to evaluate the story and give a personal response to it
- to recognize and understand the value *try new things*

Target language

- I try new things

Recycled language

- zebra, elephant, This is a/an ..., I'm curious, I try new things, colors

Main GSE Learning Objective

- Can use a few basic words and phrases to talk about a familiar topic.

Future Skills

- Social awareness
- Persistence and growth
- Self-awareness

Materials

- Story Cards
- Sticker (Simba)
- Values poster
- Mickey Mouse puppet

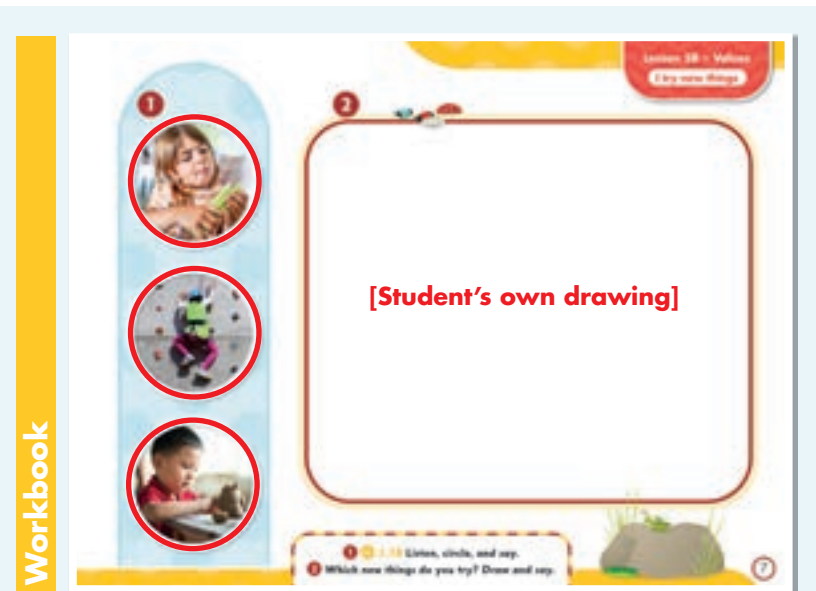


1.15 & 1.16 What's this?

- 1: "What's this?" says Simba.
"I can see black and white ..."
- 2: "It's a zebra!" says Simba.
"Hop on!" says the Zebra.
"I'm scared," says Simba.
"Try new things!" says Nala.
"OK ... Hee! Hee! This is fun!" says Simba.
- 3: Simba is curious. "What's this?" says Simba.
"I can see blue ... I can hear water ..."
- 4: "It's an elephant!" says Simba.
"Come and swim!" says the elephant.
"Water ... I'm scared," says Simba.
"Try new things!" says Nala.
"OK ... Hee! Hee! This is fun!" says Simba.
"I try new things!" says Simba.
- 5: "Look at the bugs! Try new things!" says Nala.
- 6: "No, thank you," says Simba.
"Yuk! I'm not curious now!"

1.17


I try new things,
I try new things!
Clap for me,
I try new things!




1.18

- A I try new things! Look at my food!
- B I try new things! I can climb!
- C I try new things! I can make a cat!

Hello

-  **0.1** Greet students with the Mickey Mouse puppet and sing the *Hello* song.


Circle time



 **Social awareness:** Trying new things is a value that encourages students to not be afraid of the unknown and to take risks when faced with something new or unusual.

- Use the Mickey Mouse puppet to find out what students remember about the story: *Can you remember the story?*
- Show the Story Cards one by one. Have students identify characters, vocabulary, and colors.

Book time

Student's Book pp8-9


 **Persistence and growth:** Confidence can grow with familiarity. Retell stories many times, focusing on different elements of the story each time.

-  **1**  **1.15 Look and listen.**
- Show the Story Cards one by one again, and ask the questions on the back of them.
 - Play the audio and have students point to the pictures as they listen.


 **Self-awareness:** Developing the

understanding and confidence to express their own opinions is an important skill for students.

-  **2 Choose and circle.**

 *How about you? Do you like the story?*


- Have students circle the emoji that is true for them, then have a class vote.

 *I like the story – hands up! I don't like the story – hands up!*


-  **3**  **I try new things Find.**

 *I try new things.*

- Have students point to the story frames where Simba tries new things (*frame 2, frame 4*). Then have them draw wavy lines under the pictures.

 *Do you try new things?*

- Have students say or mime the new things they try (e.g., swimming, reading).
- Show the Values poster and have students identify the value in the story (*try new things*).

 *Focusing on values in a particular context broadens students' understanding of how their actions affect those around them.*

-  **4**   **1.17 Chant and move.**

- Put students into pairs. Have them choose one new thing to try.
- Play the audio. Have the pairs mime what they have chosen to try.
- Have the other students say the chant as each pair does their mime.

-  **5 Stick.**

- Have students say the chant as they stick the sticker on the page.

 **Persistence and growth**


- 6 Act.**


- Have students act out parts of the story and say some of the words, with or without audio.
- This can be done all together as a class, or in smaller groups.

Workbook p7

-  **1**  **1.18 Listen, circle, and say.**


- Point to each of the three pictures and ask *What does he/she try?* Have students guess.
- Play the audio and pause after each picture.
- Have students circle the picture and repeat the sentences.

-  **2 Which new things do you try? Draw and say.**

 *What new things do you try?*

- Encourage each student to mime the new things he/she tries and to say *I try new things!*
- Have students draw a picture of themselves trying new activities.

Goodbye

 **0.5** Play the *Clean up* song and have students clear up.

- Ask *Who tries new things? (I try new things!)*

 **0.2** Sing the *Goodbye* song.

Lesson aim

- to consolidate unit language and themes in a real-world context

Recycled language

- lion, zebra, monkey, hippo, giraffe, elephant, This is a (lion), colors

Main GSE Learning Objective

- Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts.

Future Skills

- Social awareness

Materials

- Unit 1 Picture Cards (elephant, giraffe, hippo, lion, monkey, zebra)
- Mickey Mouse puppet

Student's Book



1.19

Look at the animals!

Picture 1:
What's this?
This is a lion.

Picture 2:
What's this?
This is a zebra.

Picture 3:
What's this?
This is a monkey.

Picture 4:
What's this?
This is a hippo.

Picture 5:
What's this?
This is a giraffe.

Picture 6:
What's this?
This is an elephant.


Workbook



1.20

This is a monkey ...
and this is a monkey.
This is a giraffe ...
and this is a giraffe
This is an elephant ...
and this is an elephant.

Hello

-  **0.1** Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time

Lesson summary

These pictures show children interacting with different animals. Students might have experienced these things. The idea is to help students recognize the things we have in common with other people, as well as how we are different. They need to celebrate both diversity and common experiences.


- Use the animal Picture Cards to review vocabulary and structures.
- Show a corner of a card and ask *What's this?* (You could use another card on top to hide the one you are revealing).
- Show more and more of the card until a student correctly guesses the name of the animal.
- Then show the whole card and say *Ha ha! This is a (giraffe).*
- Do the same with all the Picture Cards.

Book time

Student's Book p10


1 Look, point, and say.

- Have students look at the pictures. Point to each picture and ask *What is it? (a lion)*
- Ask questions about the different animals.

 *What color is it? What sound does it make? How does it move?*

- Ask students about their experiences with animals.


 *What about you? Where can you see animals?*

 **Social awareness:** Students begin to understand how the world works by comparing/classifying different aspects of society with their own experiences.

2 **1.19 Listen and trace.**

- Have students close their Student's Books. Play the audio. Before each animal sound, ask *What's this?* Then pause after the animal sound.
- Have students guess the name of each animal.
- Have students open their books. Play the audio. Students follow and trace the lines from picture to picture.

3 **Go on an animal walk.**

-  *Try to keep your classes as lively and stimulating as possible. Take the children outside for the animal walk if weather and conditions allow.*
- Practice different actions students know, e.g., *swim, run, jump, climb, walk, eat, talk.*
- Have students walk around the area. Then give an instruction and students follow (e.g., *climb like a monkey*).
- Do the same with different animals/actions.

4 **Animals Play.**

- Give clues and have students guess the animal. *I'm (color). I walk/run/climb/swim/jump. I say (animal sound).*
- When students guess the correct animal, hold up the Picture Card.

- Continue in the same way until all the animals have been guessed.

 **Have confident students say clues.**

Workbook p8


1 **1.20 Listen and point.**

- Play the audio. Students point to the pictures.


2 **Match and say.**

- Play the audio again. Have students draw lines to match the pictures to the children's drawings.
- Have students repeat the sentences.

3 **What's missing? Draw and match.**

- Point to the pictures and then point to the children's drawings they are matched to.
-  *What's missing? (the lion)*
- Have students draw and color a lion, then say *This is a lion. It's (color).*

Goodbye

 **0.5** Play the *Clean up* song and have students clear up.

- Have Mickey make an animal sound for students to guess.

 **0.2** Sing the *Goodbye* song.

Lesson 7 ◦ Review

Make and Remember

Lesson aims

- to review the unit language through project-based learning
- to make a creative project linked to the theme of the unit

Recycled language

- This is a/an ...
- animal vocabulary

Main GSE Learning Objective

- Can follow basic instructions to color, draw, or make something, if spoken slowly and clearly.

Future Skills

- Persistence and growth
- Social awareness

Materials

- Sticker (Mufasa)
- Press-outs
- Mickey Mouse puppet

Extra resources

- glue or tape



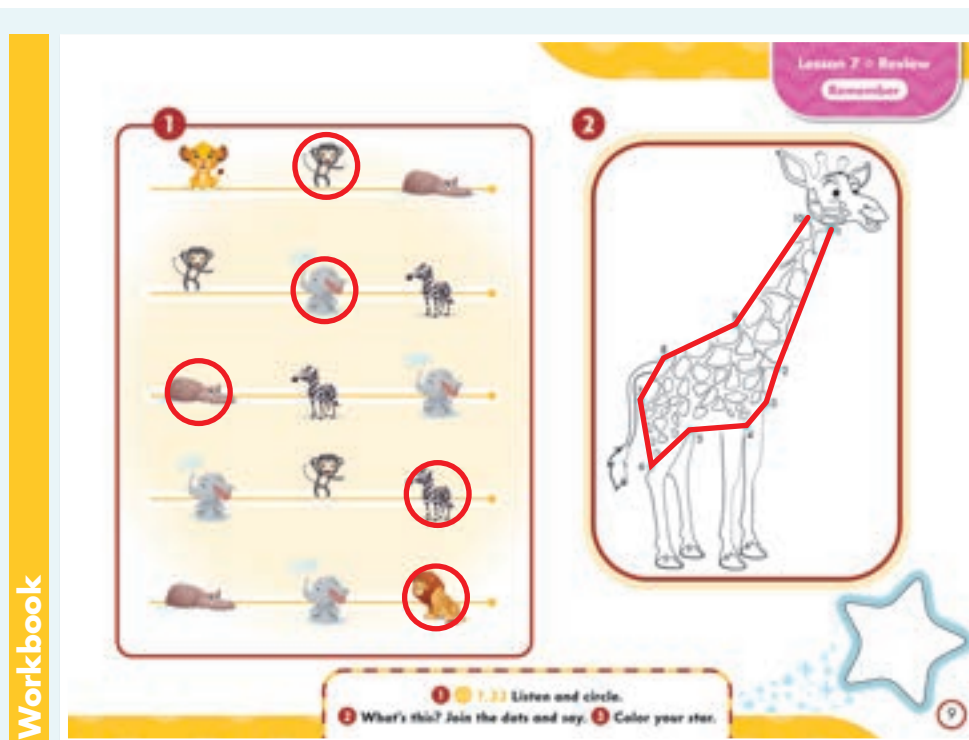
1.21 Animal dance!

What's this? What's this?
I can see.
This is a monkey. This is a zebra.
Come and dance with me!

What's this? What's this?
I can see.
This is a lion. This is a giraffe.
Come and dance with me!

What's this? What's this?
I can see.
This is an elephant. This is a hippo.
Come and dance with me!


What's this? What's this?
This is a monkey. This is a zebra.
This is a lion. This is a giraffe.
This is an elephant. This is a hippo.
They're with me!



1.22

Monkey, monkey
Elephant, elephant
Hippo, hippo
Zebra, zebra
Lion, lion

Hello



-  **0.1** Greet students with the Mickey Mouse puppet and sing the *Hello* song.

Circle time

- Have students stand in a circle.
- Use the Mickey Mouse puppet to point to volunteer students and say the name of an animal, e.g., *monkey*. The volunteers mime the animal.
- Then point to individual volunteers and say *This is a monkey*. Have students repeat the sentence.
- Continue in this way until all the animals have been named.

Book time

Student's Book p11


-  **1**  **1.21 Animal dance! Sing.**
- Play the *Animal dance!* video and have students do the actions.
 - Play the video again. Have students sing the song and do the actions.

About the project

This project develops students' fine motor skills as they press out Simba and Nala, and they fold the background. Students can then use the characters to act out scenes from the story or make up their own interactions. Speaking as an imagined character helps students feel confident when using new language.


 **2 Make.**

- Have students press out the scene and fold it, then press out Simba and Nala, and fold the figures so they stand up.

 **Persistence and growth:** The project lessons in *My Disney Stars and Friends* encourage students to maintain effort, attention, and motivation by making a fun product which can then be used to practice reproducing the unit language in a variety of ways.


 **3 Show and tell.**

- Ask questions and say prompts to help students talk about the characters.


 *Who is this? This is Simba/Nala. GRRRR.*

 *Hello, Simba/Nala. How are you?*

- Have students move the stand-up figures and say *I'm curious/scared/happy, etc.*


 **Social awareness:** Through appreciating the efforts and achievements of other children, students develop empathy and understanding of both diversity and individuality.

 **4 Stick.**

 *This is the time in the unit to focus on reviewing and rewarding students' good work.*

- Have students stick the Mufasa reward sticker on the page. Praise things students have done well.

 **Persistence and growth**

 **0.6** Play and act out the *Good job* chant.

Workbook p9

 *This is an opportunity for you to assess how*

much students have learned, and if they might need more practice or support.

1  **1.22 Listen and circle.**


- Play the audio, then pause to show students how to circle the picture of the monkey.
- Continue playing the audio and have students listen and circle.

2 What's this? Join the dots and say.


- Look at the pictures of animals in Activity 1 and ask *What's missing?*
- Point to the picture of the giraffe and ask *What's this?*
- Count and join the dots together to complete the animal. Together, say *This is a giraffe!*


3 Color your star.


- Use the Mickey Mouse puppet and the Student's Book or the whiteboard to review the unit.
- Tell students they have done a good job and they can color their star.

 *You're a star!*

Goodbye

 **0.5** Play the *Clean up* song and have students clear up.

 **0.2** Sing the *Goodbye* song.

 You can now do the Unit 1 Disney movie lesson (see Teacher's Book page 38).



Disney movie lesson

Zootopia

Video script

This is Judy, the rabbit. She's at the police school.
 She tries new things.
 She crawls. She climbs
 She runs. She jumps ... oops!
 Today, Judy is a new police officer!
 Look! It's a lion and a sheep!
 The lion is proud of Judy.
 Good job, Judy!
 Judy is happy.
 Judy's family is happy.
 It's the train for Zootopia.
 Judy says goodbye to Mom and Dad
 ... and her brothers and sisters.
 Goodbye!
 Judy is excited and curious.
 What can she see?
 Look ... It's Zootopia!
 Woooooow ... It's Zootopia!
 Zootopia is hot.
 Zootopia is cold and snowy!
 Zootopia is green.
 Zootopia is rainy.
 Look at the animals!
 It's a giraffe and a lion. It's a hippo!
 It's Zootopia!
 Judy is in Zootopia!

Language

- giraffe, lion, hippo, curious, try new things
- train (preview)
- rabbit, police officer (extra)

Materials

- Mickey Mouse puppet
- Unit 1 Picture Cards (animals)
- drawing paper and crayons

Hello

- 🔊 **0.1** Greet students and sing the Hello song.

Circle time

- Have Mickey greet you and the students.
- Have Mickey hold up each of the Unit 1 Picture Cards to show students.
- 💬 *What can you see, Mickey?*
- Have Mickey say the wrong animal name, e.g., *Look, it's a (zebra).*
- Have students correct Mickey by saying the correct animal name.
- Do the same for all the Picture Cards.

Video time

About the clip

Judy is at police school. She tries hard. She graduates as the first rabbit police officer ever. She is assigned to work in Zootopia, so she has to leave her family and her small town. Her family say goodbye to her as she takes off on the train. Judy is very curious about Zootopia, and she has a wonderful train trip.

- 💡 *As students watch the clip, have them notice which names of animals they already know.*

- Have students look at the still in the title screen. Point to Judy and say:
 - 💬 *This is Judy. She's a rabbit. She's a police officer. Let's watch!*
- Play the clip and let students watch carefully.
- Play the clip again. Pause at **00:39**.
- 💬 *Judy tries new things. What things? (crawls, climbs, runs, jumps).*
- Say the words together and have students mime.
- Pause at **01:32**.
- 💬 *What does Judy say to her family? (Goodbye)*
- Pause at **01:46**.
- 💬 *How does Judy feel? (excited, curious)*
- Pause at **03:05**.
- 💬 *What's Zootopia like? (hot, cold and snowy, green, rainy)*
- Play the clip again, without stopping, for the students to enjoy.
- ➕ *Hand out drawing paper and crayons. Have students draw a picture of one of the animals in Zootopia. They say *There's a (giraffe).**

Goodbye

- 🔊 **0.2** Sing the Goodbye song.