

Big Jungle fun

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Teacher's Book

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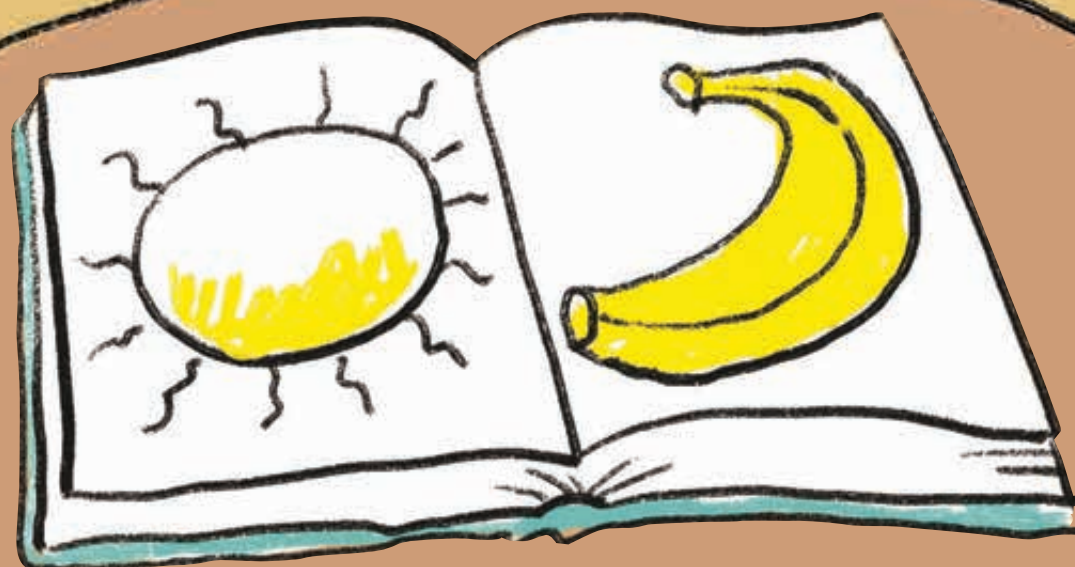
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Unit 1: Lesson 1

OPENING ROUTINE

Start every class waking up Tommy and singing together **Hello!** 1.1, or doing **Polly's gym** 1.7.

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY

crayon, book, teacher, floor

AUDIO

Action song 1: Pick up a crayon 1.17

Pick up a crayon and colour (x3)

Colour with your crayon.

Clap, clap, clap, and tap the floor (x3)

Colour with your crayon!

Open a book and look (x3)

Look at your book.

Clap, clap, clap, and tap the floor (x3)

Look at your book!

Tommy's music 1 1.18

Colour with your crayon. Dance. Look at your book.

BASIC COMPETENCES

The children are introduced to the classroom routine.

ACTIVITY BOOK

This is a good time to work with Unit 1, Worksheet 1.1, page 3.

STARTER ACTIVITIES

Present Tommy to the class, say: **Look! Who's this?**

★ Show them Tommy sleeping head down.

★ The children call Tommy until he awakes. You can pull Tommy out bit by bit so they guess he is a tiger.

★ Tommy finally emerges and greets the children. Go round the circle with Tommy, saying: **Hello. My name's Tommy. What's your name?** The children respond and give Tommy a hug.

LESSON A

PREPARATION

★ Tommy

★ Flashcards: teacher, floor, book, crayon in the cloth bag

★ CD

★ A yellow crayon

★ A simple story book in English or one you can easily tell in English (optional)

★ Stickers



ALL TOGETHER TIME 1.5

• **Playing with Tommy: teacher, floor, crayon, book**

★ **Create interest:** Say: **Look! Tommy is at school.** Move Tommy to the cloth bag and say: **Look! What's in here?**

★ **Introduce new vocabulary:** Put the story book you have chosen and the crayon beside you. Take the flashcards out of the cloth bag one by one and say: **Oh, it's a picture! A picture of a book!** For each flashcard ask a child to come out and touch the real thing that the flashcard represents. For the teacher flashcard, hide behind the desk for them to find you.

★ **Play a flashcard game: Move please, Tommy!**

Put a flashcard down on the carpet with Tommy partly hiding the picture. Say: **Can you move please, Tommy!** Slowly move Tommy from the flashcard and ask: **What is it? Is it a (crayon)? Oh! It's a teacher!**

• **Action song 1: Pick up a crayon** 1.17

★ Use Tommy to act out the song using the real crayon and book as the children listen to it.

★ Put Tommy somewhere so he can watch the children. Play the song again, this time miming the words. Encourage children to join in with the mimes.

• **Worksheet 1.1: teacher, floor, crayon, book**

★ **Display and talk about the worksheet:** Point and say: **Look! Here's Tommy! Here's a crayon. Here's a book. Tommy is colouring in his book with his crayon.**

★ **Practise the task:** Ask children to come out and point to the classroom objects and colour the T-shirt with a crayon. Say: **Point to the book. Good. Now get a yellow crayon and colour Tommy's T-shirt. Thank you!**

TABLE TIME 1.6

★ Give out the stickers and say: **It's a book.** Help the children to stick them in the right place.

★ The children finish colouring Tommy's T-shirt with a yellow crayon.

★ Encourage the children to identify book and crayon on the worksheet and teacher and floor in the classroom.

OPTIONAL ACTIVITY A story

Read the story book to the children or tell them another story in English.

★ Sing a song or do an action chant with Tommy.

★ Sing **Hello!** 1.1 saying the name of each of the children in the spaces of the song. Each time you say a name, take Tommy to the child to give him/her a kiss.

★ Do **Polly's gym** 1.7 with the children standing in a circle.

LESSON B

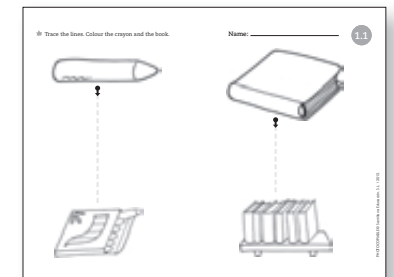
PREPARATION

★ Tommy

★ Flashcards: teacher, floor, book, crayon in the cloth bag

★ CD

★ Photocopy the worksheet for all the class



ALL TOGETHER TIME 1.5

• **Playing with Tommy: teacher, floor, crayon, book**

★ **Recap vocabulary:** Show the cloth bag. Say: **What's in the bag? Do you remember?** As Tommy takes the flashcards out of the bag, say: **Oh! Look! It's a (crayon)!**

★ **Play a flashcard game: Tommy's guessing game**

Put the flashcards face down on the floor. Tommy tries to guess what each one is: **I think it's a (book).** Then he turns the flashcard over with a child's help and says: **Good! Yes, it's a (book)! or No! It's a (floor)!**

• **Action song 1: Pick up a crayon** 1.17

★ Sing the song and do the actions, encouraging the children to join in.

★ Put some crayons and books in different places in the classroom. Make a train with the children and go to the places where the crayons are. Sing and act out the first half of the song. Repeat with the second half of the song.

• **Tommy's music 1** 1.18: *Colour with your crayon. Dance. Look at your book.*

★ Practise the actions with the children.

★ The children find a space. Play Tommy's music and the children follow the instructions.

OPTIONAL ACTIVITY Tommy's instructions

Put the four flashcards on the floor and call out children individually. Tommy says: **Give the crayon to the teacher, please. Put the book on the floor, please.** Help the children to carry out the instructions as necessary.

• **Photocopiable Worksheet 1.1: crayon, box of crayons, book, bookshelf, teacher, floor**

★ **Display and talk about the worksheet:** Point and say: **Look, here's a crayon. And here's a box of crayons. Look, here's a book. And here's a bookshelf.**

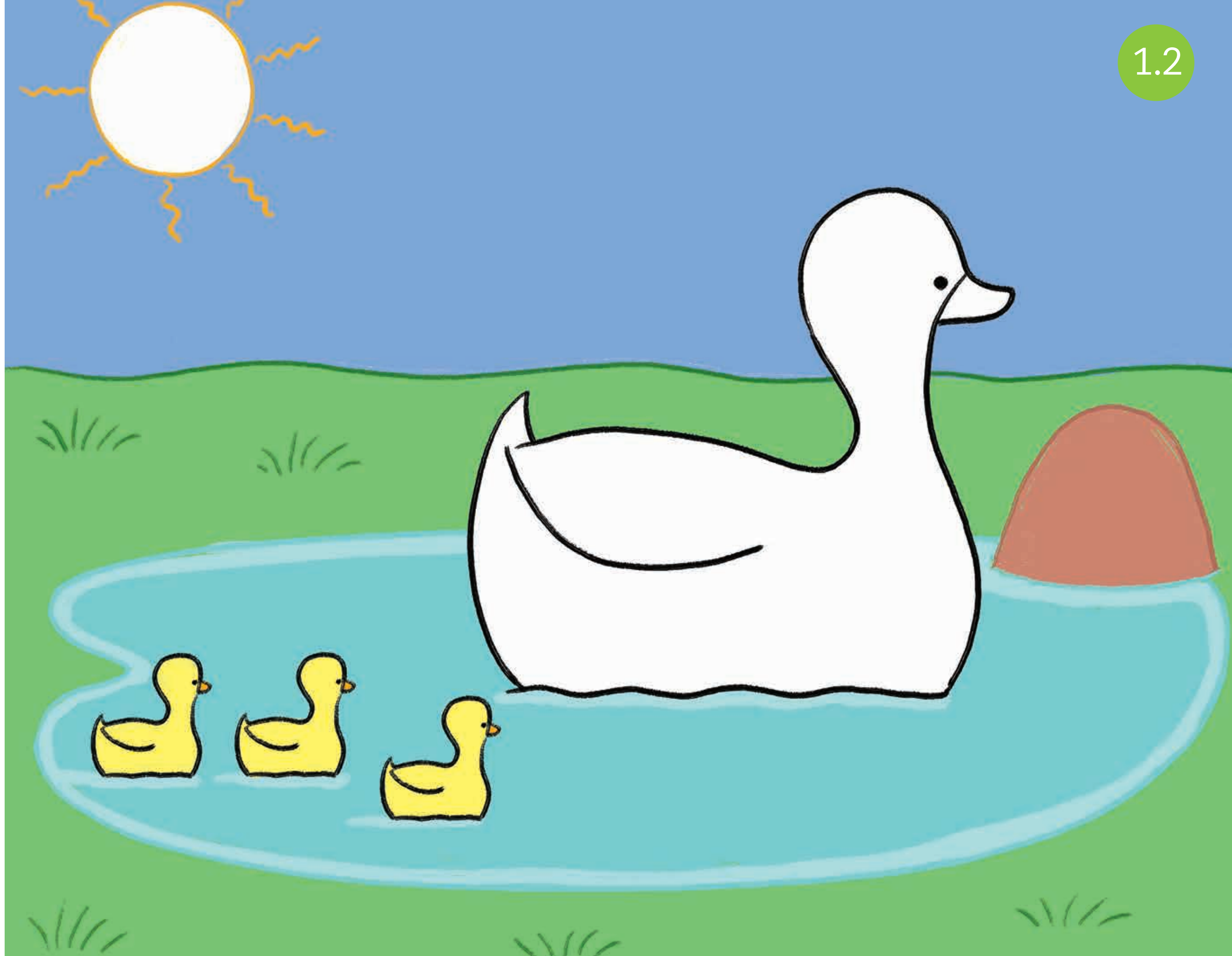
Call out children and encourage them to do what you say: **Point to the book and the bookshelf. Point to the crayon and the box of crayons.**

★ **Practise the task:** Make a line from the crayon to the box with your finger. Call a child out. Say, and help them to: **Follow the line from the crayon to the box. Now, from the book to the bookshelf.**

TABLE TIME 1.6

★ The children draw a line from the crayon to the box and from the book to the bookshelf. They colour the crayon and the book.

★ Encourage the children to identify crayon and book on the worksheet, and teacher and floor in the classroom.



Unit 1: Lesson 2

OPENING ROUTINE

- Sing **Hello!** 1.1
- Have a sing song. Choose between:
 - Pick up a crayon** 1.17
 - Polly's gym** 1.7

- Use the following songs to move the children:
 - All together** 1.5
 - Table time** 1.6

CLOSING ROUTINE

- Sing **Tidy up!** 1.3
- Say goodbye to Tina and sing **Goodbye!** 1.4

VOCABULARY

yellow
duck, sun, banana
yes, no
please, thank you

AUDIO

- Colour song 1: Yellow duck** 1.8
- Yellow, yellow, a yellow duck. (x3)*
- Quack! Quack! Quack!*

BASIC COMPETENCES

The children become familiar with and identify the colour yellow.

LESSON A

PREPARATION

- Tina
- Flashcards: yellow (with a post-it over the duck)
- CD
- A yellow crayon in the cloth bag
- Yellow gomets
- Yellow and non-yellow objects, e.g. a ball, a crayon, a car or gomets
- A set of building blocks



ALL TOGETHER TIME 1.5

- Playing with Tina: yellow**
 - Create interest:** Introduce Tina to the children: *Is it Tommy? No! Who is it? It's Tina!* Tina greets everybody and asks their names. Tina has forgotten something. She looks in the cloth bag and finds a yellow crayon. Ask: *What is it?* Help Tina draw on a piece of paper with the yellow crayon. Say: *Look! It's yellow.*
 - Introduce a new concept:** Show the yellow flashcard with the post-it covering the duck. Say: *Yellow.* Tina produces the yellow objects one at a time and gives them to children to put next to the yellow flashcard. Tina says: *Look! It's yellow! Come here, please! Put it next to the yellow flashcard. Thank you!* Check comprehension by producing yellow and non-yellow objects and asking children: *Is this yellow? Does this go here? Yes/No!*
 - More practice:** Scatter all the building blocks on the floor. Ask each child in turn to come out and pick up a yellow block to give to Tina. Each time, Tina says: *Can I have a yellow one, please? Thank you!* At the end, the children return all the other blocks to the container.

Colour song 1: Yellow duck 1.8

- Take the post-it off the duck on the yellow flashcard. Say: *It's a duck! A yellow duck!* Establish an action for duck. The children do the action and say: *Quack, quack.*
- Play the song. Children do the actions and join in with the singing.

OPTIONAL ACTIVITY A yellow display

The children collect yellow objects from around the classroom and arrange them on a table. You may like to cover the table in yellow paper before.

Worksheet 1.2: yellow, duck

- Display and talk about the worksheet:** Point and say: *Look! Ducks! It's a mummy duck and baby ducks. The baby ducks are yellow. Look! The sun! The sun is shining!*
- Practise the task:** Give some children a yellow gomets to stick on the mummy duck. Give other children a yellow crayon and ask them to colour the sun yellow.

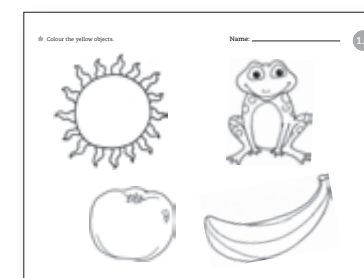
TABLE TIME 1.6

- The children stick yellow gomets on the duck and colour the sun yellow.
- Encourage the children to identify yellow.

LESSON B

PREPARATION

- Tina
- Flashcard: yellow
- CD
- Photocopy the worksheet for all the class
- Yellow gomets
- Yellow paint and card (optional)
- Yellow chalk



ALL TOGETHER TIME 1.5

- Playing with Tina: yellow**
 - Recap the concept:** If the children have made a yellow display, Tina can admire it and talk about the items, emphasising that they are all yellow. Alternatively, Tina can ask children to bring her yellow things from the classroom.
 - More practice:** With yellow chalk, draw parallel lines to make a yellow path on the classroom floor. Children take turns to walk along the path in different ways: jumping, hopping, and crawling. *Jump along the yellow path, please!* Children must try and stay inside the path. Play music and encourage the children to dance at the side of the path. Stop the music every so often and say: *Yellow! Everyone on the yellow path!* The children stand on the path. When the music starts again they move off the path and dance.
- Colour song 1: Yellow duck** 1.8
 - Show the flashcard. Say: *Look! Yellow. Look! A yellow duck.*
 - Play the song and the children do the actions and join in with the singing.
 - Put a yellow gomets on each child's finger. As you give the gomets out, encourage each child to say: *Yellow, please. Thank you.* Play the song again and every time they hear the word yellow, they wave their finger with the yellow gomets on.
- Photocopiable Worksheet 1.2: yellow, sun, frog, tomato, banana**
 - Display and talk about the worksheet:** Point and say: *What's this? A banana. Is it yellow? Yes! What's this? A tomato. Is it yellow? No!*
 - Practise the task:** Call out children and give them a yellow crayon to colour a part of the banana or the sun.

TABLE TIME 1.6

- The children colour the banana and the sun yellow.
- Encourage the children to identify yellow.

OPTIONAL ACTIVITY A yellow sun

Draw the outline of the sun on a large piece of paper. Fill a tray with yellow paint. The children take turns at putting a hand in the paint then pressing their hand on the sun.



Unit 1: Lesson 3

OPENING ROUTINE

Wake up Tommy and Tina and sing **Hello!** 1.1

Have a sing song. Choose from:

Polly's gym 1.7

Pick up a crayon 1.17

Colour song 1: Yellow duck 1.8

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY AND EXPRESSIONS

crayon, book, teacher, floor
clap, tickle

Tommy's sleeping. Wake up. Go to sleep!

AUDIO

Story 1: Wake up, Tommy! 1.19

Story chant 1: Wake up, Tommy! 1.20

Tommy's sleeping.
Clap, clap, clap!

Wake up, Tommy!

Tommy's sleeping.
Tickle, tickle, tickle!
Wake up, Tommy!

BASIC COMPETENCES

The children learn how to listen to and follow a story.

LESSON A

PREPARATION

- ★ Tommy, Tina, Polly
- ★ Flashcards: teacher, floor, book, crayon hidden around the room before the class
- ★ Story cards: Story 1: Wake up, Tommy!
- ★ CD
- ★ Book, crayon



ALL TOGETHER TIME 1.5

- ★ **Playing with Tommy, Tina and Polly:** teacher, floor, book, crayon

Use Tommy and Tina to introduce Polly to the children. They can try to guess what animal she is.

- ★ **Recap vocabulary:** Tommy whispers to you and you say: *Show me a (book).* Children show you the real things.
- ★ **Play a flashcard game: Hide-and-seek**
Tommy says to Polly: *Where's my picture of the book?* Polly scratches her head and says: *I don't know.* Take Tommy and Polly around the room looking for the flashcards. Say: *Is the book here on the floor? Oh, here it is! On the table!*
- ★ **Story 1: Wake up, Tommy!** 1.19
 - ★ **Create interest:** Tommy starts to sing **All together** 1.5 as you begin to put Tommy, Tina and Polly in a circle. Say: *Listen! The 'All together' song! Where's Tommy? Oh! He's at school!*
 - ★ **Introduce the story:** Display story card 1 and ask: *Who can you see? Tommy and Tina and Polly and the teacher. Look at the teacher, she's reading a story book.*
 - ★ **Listen to the audio:** Play the audio and display the pictures one at a time. Before playing the audio for story cards 2 and 4, ask the children what they can do to wake Tommy up. You may choose to go through the story asking the questions before the audio and then play the audio without stopping.
 - ★ **Check comprehension:** Point, mime and ask questions. *What is the teacher doing? What is Tommy doing? What does the teacher do? What do Tina and Polly say?*
 - ★ **Listen and join in:** Put the story cards on the floor and play the audio again, encouraging children to join in with what Tommy is doing.

OPTIONAL ACTIVITY Story practice

Show the children the story cards at random. Point to and talk about what you can see on each story card: *Look, here's Tommy. He's sleeping. And here are Polly and Tina. They aren't sleeping. They're tickling Tommy. They're saying 'Wake up Tommy!'* Encourage the children to join in with the actions.

- ★ **Worksheet 1.3: teacher, floor, Tommy, Tina, Polly**
 - ★ **Display and talk about the worksheet:** Point to each of the characters in turn and ask: *Who's this?* Ask: *What is Tommy doing? Yes, he's sleeping. Shall we clap / tickle him?*
 - ★ **Practise the task:** Call a child out. Say: *Pick up the yellow crayon and colour Tommy.* Continue with other children.

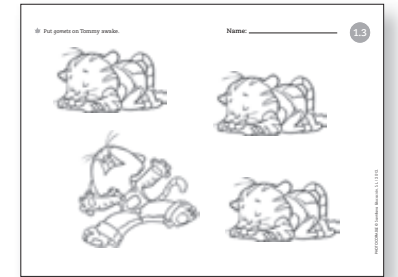
TABLE TIME 1.6

- ★ The children colour Tommy.
- ★ Encourage the children to identify teacher, floor, Tommy, Tina and Polly.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: teacher, floor, book, crayon
- ★ Story cards: Story 1: Wake up, Tommy!
- ★ CD
- ★ Photocopy the worksheet for all the class
- ★ Yellow gomets



ALL TOGETHER TIME 1.5

- ★ **Playing with Tommy, Tina and Polly:** Tommy, Tina, Polly: teacher, floor, book, crayon
 - ★ **Recap vocabulary with a flashcard game:** Give the book to Tommy, please Put Tommy, Polly and Tina sitting beside you and the flashcards laid out on the carpet. Call out children and say: *Give the (book) to (Tommy), please.* Tommy says: *Thank you.* Give Tommy to the child to hug. Continue with other children, characters and flashcards.
- ★ **Story 1: Wake up, Tommy!** 1.19
 - ★ **Recap the story:** Show children the story cards one at a time and mime with them what they see in the picture. Read the text on the back of the card.
 - ★ **Listen to the audio:** Put the story cards face down and in order on the carpet or board. Call out a child. Help them to turn over the cards at the appropriate time.
- ★ **Story chant 1: Wake up, Tommy!** 1.20
 - ★ **Act out the chant:** The children listen to the audio and follow the rhythm, by tapping the floor with their feet or moving their knees in time to the chant.
 - ★ **Listen to the audio:** Put Tommy on the floor as if he is sleeping. Say: *Tommy's sleeping! Let's wake him up!* The children listen to the audio. As they listen to the chant, clap your hands, tickle Tommy and, finally, make Tommy jump up awake.
 - ★ Display story cards 2 and 4. Children listen to the chant and join in with the actions.

OPTIONAL ACTIVITY Act out the story

Assign the roles of Tommy, Polly, Tina and the teacher. Tell the story or play it on the CD and help the children to act out their parts.

- ★ **Photocopiable Worksheet 1.3: Tommy's sleeping, Tommy's awake**
 - ★ **Display and talk about the worksheet:** Point and say: *Look! Tommy's sleeping! Wake up, Tommy! Look! Tommy's awake!* Call a child out. Mime and say: *Point to Tommy sleeping. Point to Tommy awake.* Continue with other children.
 - ★ **Practise the task:** Call a child out. Say: *Stick a yellow sticker on Tommy awake.* Help them to follow your instruction. Continue with other children.

TABLE TIME 1.6

- ★ The children put a yellow gomets on the drawing of Tommy awake.
- ★ Encourage the children to identify teacher, floor, Tommy, Tina and Polly.



Unit 1: Lesson 4

OPENING ROUTINE

Wake up Tommy by calling him.
Sing **Hello!** 1.1 and pass Tommy round for all to greet.

Have a sing song. Choose from:

Pick up a crayon 1.17

Polly's gym 1.7

Colour song 1: Yellow duck 1.8

Use the following songs to move children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY

crayon, book, teacher, floor
yellow, duck
awake, sleeping



BASIC COMPETENCES

The children learn to manoeuvre their pop-outs and follow instructions.

ACTIVITY BOOK

This is a good time to work with
Unit 1, Worksheet 1.2, page 5.

LESSON A

PREPARATION

- ★ Tommy
- ★ Flashcards: book, crayon, floor, teacher, yellow duck
- ★ Poster 1 and Blu-tack
- ★ Pop-out 1
- ★ CD (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy:** book, crayon, floor, teacher, yellow duck
 - ★ **Recap vocabulary:** Tommy shows the children the flashcards and says the words.
 - ★ **Play a flashcard game: Tommy's guessing game**
Put the flashcards face down on the floor. Tommy tries to guess what each one is: *I think it's a crayon.* Then he turns it over with the help of a child and says: *Good! Yes, it's a crayon!* or *No, it's a floor!*
- **Poster 1:** book, crayon, floor, teacher, yellow duck, Polly, Tina, Tommy
 - ★ **Create interest:** Display the poster of Tommy, Tina and Polly and the four poster pop-outs.
 - ★ **Play with the poster:** Put four pieces of Blu-tack in the following places: Tommy's hand, Tina's hand, Polly's beak and the floor. Call out a child and say: *Pick up the (picture of the teacher), please, and give it to (Tina).* Call out more children to place the remaining pop-outs. Now, remove the pop-outs by calling out a child and saying: *Can you get the (crayon) from (Tommy), please, and give it to me?*
- **Pop-out 1:** Tommy's sleeping. Tommy's awake. Go to sleep! Wake up!
 - ★ **Display and talk about the pop-out:** Show Tommy sleeping and say: *Shh! Tommy is sleeping.* Say: *Wake up, Tommy.*, and turn the pop-out around. *Look! Now Tommy is awake.* Give a Tommy pop-out to a child to hold. If they show the awake side, mime it and say: *Look! Tommy is awake. Go to sleep, Tommy.* The child turns the pop-up around. *Look! Now Tommy is sleeping.* If they hold up the sleeping side, reverse your instructions.
 - ★ **Play a circle game:** Children sit in a circle and pass around a Tommy pop-out. Say: *Wake up, Tommy!* and the child with the pop-out waves it in the air and everyone says: *Hello, Tommy.*
- **Worksheet 1.4:** book, crayon, floor, teacher, duck, Polly, Tina, Tommy
 - ★ **Display and talk about the worksheet:** Point and say: *Look! It's Tommy, Tina and Polly. Who has the (crayon)? What is on the floor?*
 - ★ **Practise the task:** Call out children to colour each of the items.

TABLE TIME 1.6

- ★ The children colour the crayon, the duck, the book and the background of the photo of the teacher.
- ★ Encourage the children to identify book, crayon, floor, teacher, duck, Polly, Tina and Tommy.
- ★ The children prepare their pop-outs.

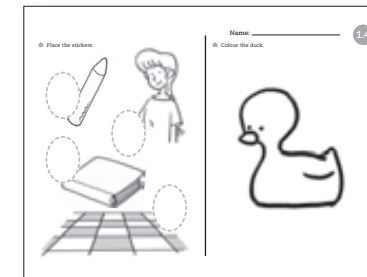
OPTIONAL ACTIVITY Listen and play

Listen to **Story 1** 1.19 and /or **Story chant 1: Wake up, Tommy!** 1.20
Children move their pop-outs as they listen.

LESSON B

PREPARATION

- ★ Tommy
- ★ Flashcards: book, crayon, floor, teacher, yellow duck
- ★ Poster 1
- ★ Photocopy the worksheet for all the class
- ★ Stickers
- ★ CD



ALL TOGETHER TIME 1.5

- **Playing with Tommy:** book, crayon, floor, teacher, yellow duck
 - ★ **Recap vocabulary:** Tommy shows the children the flashcards and says the words.
 - ★ **Play a flashcard game: Give the book to Tommy, please**
Sit Tommy beside you and display the flashcards. Call out children and say: *Give the (book) to Tommy, please.* Tommy says: *Thank you.* Give Tommy to the child to hug. Continue with other children and flashcards.
 - **Poster 1:** book, crayon, floor, teacher, yellow duck, Polly Tina, Tommy
 - ★ Place all the poster pop-outs on the poster and let the children look at it for a minute. Cover them. Show the children a flashcard, for example, the yellow duck, and ask: *Who has the yellow duck? Tommy, Polly or Tina?* Continue using the flashcards to prompt questions about who has what.
 - **Photocopiable Worksheet 1.4:** book, crayon, floor, teacher, yellow duck, awake, sleeping, Tommy, Tina, Polly
 - ★ **Display and talk about the worksheet:** Show the children the worksheet and ask them to name and point to each item. Give each child their stickers.
- Note:** If possible, do this worksheet with a small group of children at a time, or one by one.

TABLE TIME 1.6

- ★ The children follow your instructions:
 1. Listen and do **Action song 1: Pick up a crayon** 1.17
Say: *Now stick Polly next to the book.*
Stick Tommy next to the teacher.
And stick Tina next to the crayon.
 2. Listen to and sing **Colour song 1: Yellow duck** 1.8
Say: *Now colour the duck.*



Unit 1: Lesson 5

OPENING ROUTINE

Wake up Tommy by calling him.
Sing **Hello!** 1.1

Have a sing song:
Pick up a crayon 1.17
Polly's gym 1.7

Colour song 1: **Yellow duck** 1.8

Use the following songs to change activities:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing
Goodbye! 1.4

VOCABULARY

fish, sea, water
sit down, stand up
one, two, three

AUDIO

Authentic song 1: Ring-a-ring-o-roses 3.1

Ring-a-ring-o-roses,
Ring-a-ring-o-roses.
Atishoo, atishoo,
We all sit down!

Fish in the water.
Fish in the sea.
We all stand up,
One, two, three!

BASIC COMPETENCES

The children participate by singing and doing actions to a song.

ACTIVITY BOOK

This is a good time to work with
Unit 1, Worksheet 1.3, page 7.

LESSON A

PREPARATION

- ★ Tommy
- ★ CD
- ★ A paper tissue for each child
- ★ A plastic fish in a cloth bag
- ★ A picture of fish in the sea (optional)
- ★ Gomets



ALL TOGETHER TIME 1.5

- **Playing with Tommy: atishoo, fish, water, sea**

- ★ **Create interest:** Tommy gives a paper tissue to each child. Tommy sneezes, covering his nose and mouth with a tissue. Encourage the children to join in pretending to sneeze into their tissues and saying: Atishoo! Then they all put their tissues in the bin.
- ★ **Introduce new vocabulary:** Pass round the cloth bag with the plastic fish inside for children to feel. Ask: **What is it?** If necessary, use mime to help the children guess. Show the children the picture of fish in the sea or mime a fish swimming. Say: **Fish in the water. Fish in the sea.** Children mime being fish swimming in the sea.

- **Authentic song 1: Ring-a-ring-o-roses** 3.1

- ★ **Focus on the music:** Listen to the music and children sway to the beat. Listen again and clap to the beat.
- ★ **Focus on the actions:** Play the audio and the children do the actions and join in with the singing. The children hold hands and walk round in a circle. They mime sneezing into a tissue when they say: **Atishoo.** After they have sat down they mime being fish in the sea. They wait till the count of three before they stand up.

OPTIONAL ACTIVITY Action game

Stand up/ sit down: Children must follow Tommy's instructions. Tommy says: **Everyone stand up, everyone sit down, (María, Marta and Juan) stand up. (María, Marta and Juan) sit down.**

- **Worksheet 1.5: stand up, sit down**

- ★ **Display and talk about the worksheet:** Point and say: **Look, here the children are standing up. And here the children are sitting down. They are singing our song! We all sit down! We all stand up!**
- ★ **Prepare for the task:** Call children and say: **Can you point to the children sitting down? Can you point to the children standing up?** Then call out a child and say: **Put a gomet on the children that are sitting down, please. Very good! Thank you!**

TABLE TIME 1.6

- ★ The children put a gomet on the children that are sitting down.
- ★ Encourage the children to identify: sitting down, standing up.

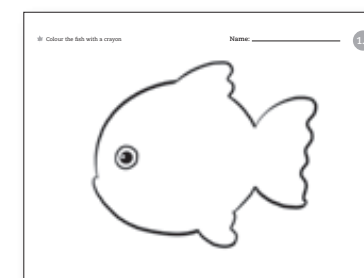
LESSON B

PREPARATION

- ★ Tommy
- ★ CD
- ★ Photocopy the worksheet to allow one fish for each child and one extra
- ★ Two large sheets of blue card and glue.

Draw rocks, plants etc, to make the card look more like a sea scene (optional)

- ★ Print and stick the words of the song onto one of the sheets of card (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy: one, two, three, sit down, stand up, fish in the sea**

- ★ **Recap vocabulary:** Play an action game. Tommy tells the children to alternately stand up or sit down but every so often he says *fish in the sea*, in which case they children must mime swimming around. Tommy says: **One, two, three, stand up. One, two, three, sit down. One, two, three, stand up. One, two, three, fish in the sea.**

- **Authentic song 1: Ring-a-ring-o-roses** 3.1

- ★ Sing the song with the children again, encouraging them to join in with the mimes and the words.

OPTIONAL ACTIVITY Action story

Say and mime, encouraging the children to join in: **Two little fish are swimming in the sea. Atishoo they sneeze. Atishoo again! Now the little fish sit down on the floor. Atishoo they sneeze. Atishoo again! Now the little fish stand up one, two, three and Atishoo they sneeze. Atishoo Atishoo Atishoo! They jump right out of the water and high up in the sky!**

- **Photocopiable Worksheet 5: fish**

- ★ Tommy shows the children a fish. Show the children how to colour the fish with a crayon.

TABLE TIME 1.6

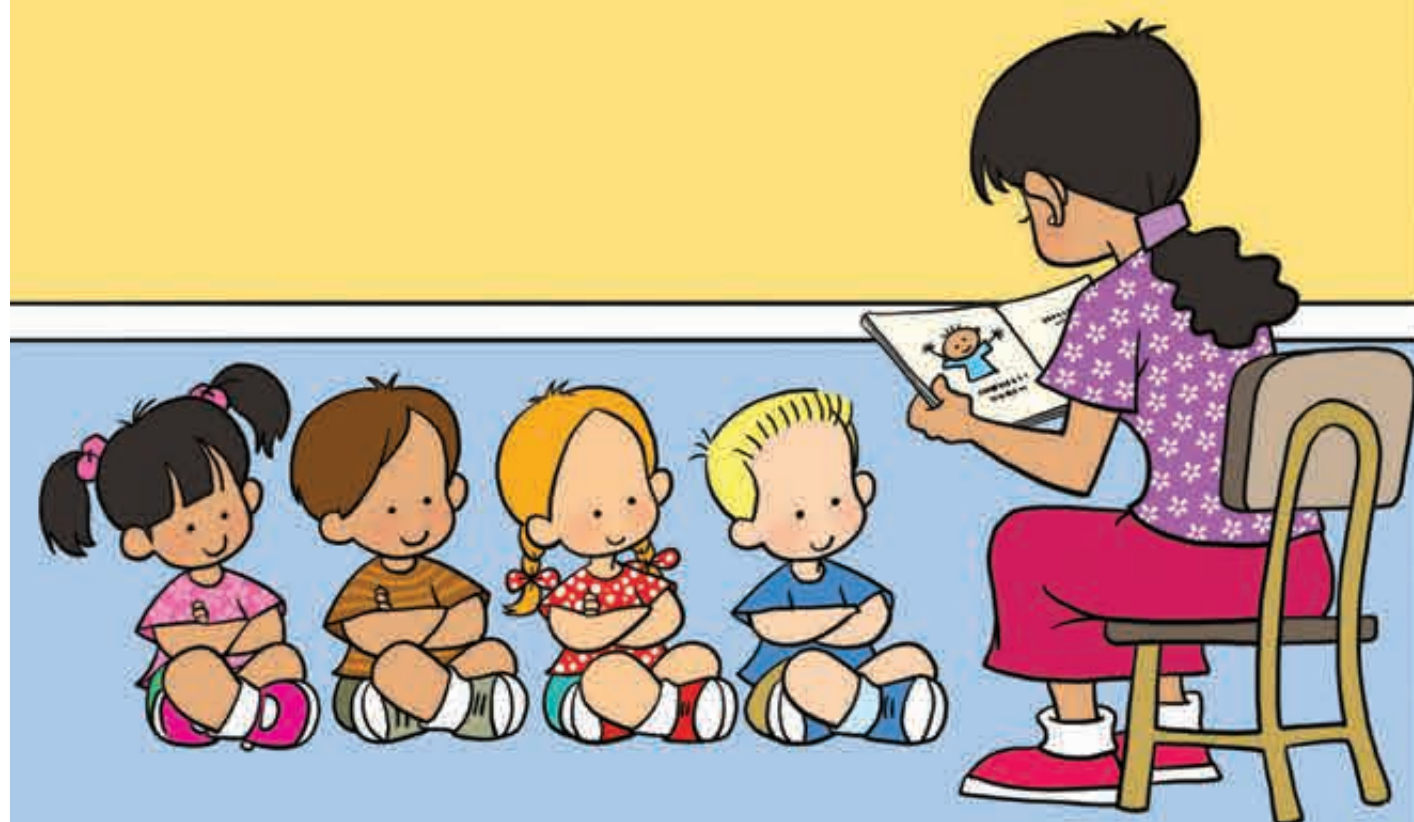
- ★ The children colour their fish with a crayon. As the children work play the song several times.
- ★ Encourage the children to identify: *fish, sea* and to count three fish.

OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the coloured fish onto the two pieces of card to make a song poster. Display it, then later use it as a page in the *Very big class song book*.

Children can watch other children singing a version of this song on the internet.

Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.



Unit 1: Lesson 6

OPENING ROUTINE

Wake up Polly by calling her.
Sing **Hello!** 1.1 and pass Polly round for all to greet.

Have a sing song. Choose from:

Ring-a-ring-of-roses 3.1

Pick up a crayon 1.17

Polly's gym 1.7

Use the following songs to move children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Polly and sing

Goodbye! 1.4

VOCABULARY

It's all together time.

It's table time.

It's play time.

It's lunchtime.

Sit properly!

AUDIO

Photo Poster 1: 3.2

Hello. My name's Alfie. This is my school day.

It's all together time.

It's table time.

It's play time.

It's lunchtime.

BASIC COMPETENCES

The children recognise and practise their daily routine.

ACTIVITY BOOK

This is a good time to work with

Unit 1, Worksheet 1.4, page 9. 3.18

LESSON A

PREPARATION

- ★ Polly
- ★ Flashcards: all together time, table time, play time
- ★ Photo Poster 1: Cover all except the first picture
- ★ CD
- ★ Stickers



ALL TOGETHER TIME 1.5

• Playing with Polly: Sit properly

- ★ **Create interest:** Polly demonstrates how to sit properly. Say: **Polly, cross your legs and fold your hands and put them in your lap.** Encourage the children to copy. Next say: **Look at me and listen. Open your eyes wide and hold your ears out.**

• Photo Poster 1: 3.2 It's all together time, table time, play time, lunchtime.

- ★ **Display and talk about the poster:** Introduce Alfie and establish that he is a boy. Read what he is saying and tell the children. Point to the first picture and say: **Look at the boys and girls! It's all together time. Just like us!** Practise again how children should sit and establish a mime, for example, holding ears out. Uncover the next picture. Say: **Look at the boys and girls. It's table time. Just like us!** Practise how children should sit and behave at table time. Then establish a mime. Continue uncovering the pictures and introduce, practise and mime the different moments of their day.
- ★ **Play the audio:** Pause after each sentence. Point to the corresponding picture on the poster and do the corresponding mime with the children. Play the audio again without pausing and the children mime with you as they listen and look at the pictures.

• Flashcard practice: all together time, table time, play time

- ★ Show and name the flashcards one at a time and call out children to identify the corresponding picture on the poster. Hold up a flashcard and point to a picture on the poster. If it is the same moment in their day the children clap. Play more flashcard games. See Games Bank.

OPTIONAL ACTIVITY

Practise the songs: **All together** 1.5 and **Table time** 1.6. If the children are sitting on the carpet play **Table time**. When the song stops they should all be sitting on their chair at their table. Then play **All together**. When the song stops, they should all be sitting cross-legged on the carpet.

• Worksheet 1.6: It's all together time. It's play time

- ★ **Display the worksheet:** Point to and talk about the different moments in the children's day. Say: **In all together time we sit like this. In play time we run and jump.**
- ★ **Practise the task:** Display the children's version of the worksheet for children to compare with the teacher's version. Ask: **What's missing? (A boy and a girl.)** Call out children to point to the boy and girl on the teachers' worksheet. Show children the stickers of the missing boy and girl and ask them to point to where they go.

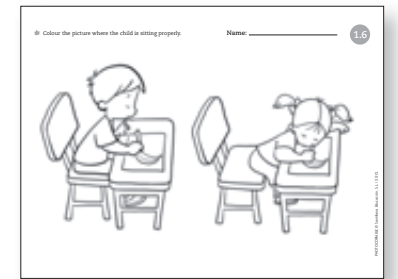
TABLE TIME 1.6

- ★ Children stick the boy and the girl in the right place.
- ★ Encourage the children to identify *all together time, play time.*

LESSON B

PREPARATION

- ★ Polly
- ★ Flashcards: all together time, table time, play time
- ★ Photo Poster 1
- ★ CD
- ★ Photocopy the worksheet for all the class
- ★ Lunch for Polly wrapped in foil, for example, a banana



ALL TOGETHER TIME 1.5

• Playing with Polly: all together time, table time, play time, lunchtime

- ★ **Recap phrases:** Display the flashcards. Do a mime and the children help Polly decide which is the corresponding flashcard. Polly then shows the children her wrapped up lunch. Ask children to guess what it is. Repeat their ideas in English but don't confirm any answer. Then say: **Can Polly eat her lunch now?** Elicit from the children that she must first wash her hands. Make Polly pretend to wash her hands with lots of rubbing and rinsing. Pass her the soap, open and close the tap, pass her a towel. Finally, Polly opens her lunch for all to see.

• Photo Poster 1: 3.2 It's all together time, table time, play time, lunchtime

- ★ **Play games with the poster:** Say and mime moments in the children's routine and name children to point to them on the poster. Play a musical action game. Encourage the children to move to the music. Pause the music, point to a picture on the poster and the children do the corresponding mime. Say: **Yes that's right. It's (playtime)!**
- ★ **Play the audio:** Pause after each sentence for the children to mime. Listen again, without pausing, and the children mime the activities.

OPTIONAL ACTIVITY Talk to Polly: Playtime

Display the playtime flashcard. Polly wants to know what the children like to play. Ask each child to tell Polly what they like to play. Repeat what they say in English to Polly, and Polly reacts with a mime, and says: **Me too!**

• Photocopiable Worksheet 1.6: It's table time. Sit properly!

- ★ **Display and talk about the worksheet and practise the task:** Point to the girl and boy sitting at their tables. **It's table time!** Point to the boy. **Look at the boy. Is he sitting properly?** Smile and say: **Yes!** Point to the girl. **Look at the girl. Is she sitting properly?** Frown and shake your head and say: **No!**
- ★ Call children out and give them a crayon. Say: **Colour the child who is sitting properly.**

TABLE TIME 1.6

- ★ The children colour the child who is sitting properly
- ★ Encourage the children to identify: *It's all together time! It's table time! Who is sitting properly!*



Unit 2: Lesson 1

OPENING ROUTINE

Wake up Tommy and sing **Hello!** 1.1

Have a sing song. Choose from:

Polly's gym 1.7

Pick up a crayon 1.17

Colour song 1: Yellow duck 1.8

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY

mummy, daddy, baby, granny
wave, hug, blow a kiss, tickle
book, yellow, bed

AUDIO

Action song 2: Hello daddy 1.21

Hello daddy. Hug, hug!

Hello mummy. Kiss, kiss!

Hello granny. Wave, wave!

Hello baby. Tickle, tickle!

Tommy's music 2 1.22

Wave to baby. Hug baby.

Tickle baby. Dance with baby.



BASIC COMPETENCES

The children recognise members of the family.

ACTIVITY BOOK

This is a good time to work with
Unit 2, Worksheet 2.1, page 11.

LESSON A

PREPARATION

- ★ Tommy
- ★ CD
- ★ Flashcards: mummy, daddy, baby, granny in the cloth bag
- ★ A baby doll
- ★ Stickers



ALL TOGETHER TIME 1.5

- **Playing with Tommy: baby, mummy, daddy, granny**

★ **Create interest:** Show the children the baby doll or mime *baby* and make the sound of a baby crying. Tommy rocks the baby in his arms. Say: **Don't cry baby!** Encourage the children to join in and mime rocking a baby.

★ **Introduce new vocabulary:** Make Tommy look at the cloth bag to find the flashcards and say: **Oh it's (daddy)!** For each flashcard, Tommy says: **Hello (daddy).** Recap the flashcards already found by saying the words before looking for the next one. Encourage the children to join in saying the words.

★ **Play a flashcard game: It's...**
Put a piece of white paper over the front of one of the flashcards. Slowly remove the piece of paper. Tommy says: **It's (mummy).** **No! It's (granny)!** Encourage the children to say who it is before Tommy.

- **Action song 2: Hello daddy** 1.21

- ★ Use Tommy to act out the song as the children listen to it on the CD. You can also use the worksheet to introduce the song.
- ★ Put Tommy somewhere where he can watch the children. Play the song again, this time doing actions to mime the words. Encourage the children to join in with the mimes.

- **Worksheet 2.1: daddy, mummy, baby, granny, book, yellow**

- ★ **Display and talk about the worksheet:** Point and say: **Look! Here's Tommy! Here's his daddy, mummy and granny. Look, here's baby, too. Tommy has got a book!**
- ★ **Practise the task:** Ask children to come out, point to Tommy's family and to colour Tommy's book with a yellow crayon. Say: **Point to Tommy's (mummy). Good, now get a yellow crayon and colour Tommy's book, please. Thank you!**

TABLE TIME 1.6

- ★ Give out the stickers, naming the people: **It's (mummy).** Help the children to stick them in the right place. They colour Tommy's book with a yellow crayon.
- ★ Play or sing the action song, and the children point to the worksheet as they listen.
- ★ Encourage the children to identify *mummy, daddy, granny, baby, book, yellow.*

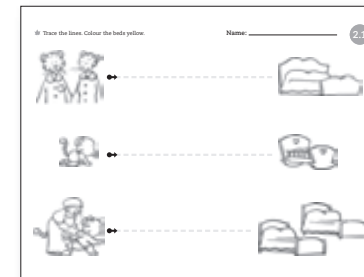
OPTIONAL ACTIVITY Musical pass the baby

Give the baby doll to the children to pass around the circle. Put on some music and say the family words: **Mummy, daddy, granny, baby.** When you say: **Baby,** stop the music. The child holding the baby doll stands up, walks round the outside of the circle and sits down again.

LESSON B

PREPARATION

- ★ Tommy
- ★ Flashcards: mummy, daddy, granny, baby in the cloth bag
- ★ Photocopy the worksheet for all the class
- ★ CD



ALL TOGETHER TIME 1.5

- **Playing with Tommy: daddy, mummy, baby, granny**

★ **Recap vocabulary:** Show the cloth bag with the flashcards. Tommy tries to remember family members. Say: **What's in the bag? Do you remember? I think it's granny. Hello granny!**

★ **Play a flashcard game: Wave to mummy**
Put the flashcards around the walls of the classroom. Say: **Wave to (daddy),** encouraging the children to join in with the actions. Then say: **Blow a kiss to (granny),** encouraging children to join in. Finally, mix the actions and say: **Wave to (mummy), blow a kiss to (baby).** Leave the flashcards on the walls for the next activity.

- **Action song 2: Hello daddy** 1.21

- ★ The children join in with the actions of the song.
- ★ They stand up and turn towards or walk to the flashcards of the family members on the walls as they sing and do the actions.

OPTIONAL ACTIVITY Which one?

Put the flashcards face down on the floor. Say: **Where's the baby?** Call out a child and give them Tommy to hold. Help them to look for the baby by turning over the flashcards one by one. Say: **No, that isn't the baby! It's (mummy). Yes! Here's the baby! Well done!**

- **Tommy's music 2** 1.22 **Wave to baby. Hug baby. Tickle baby. Dance with baby.**

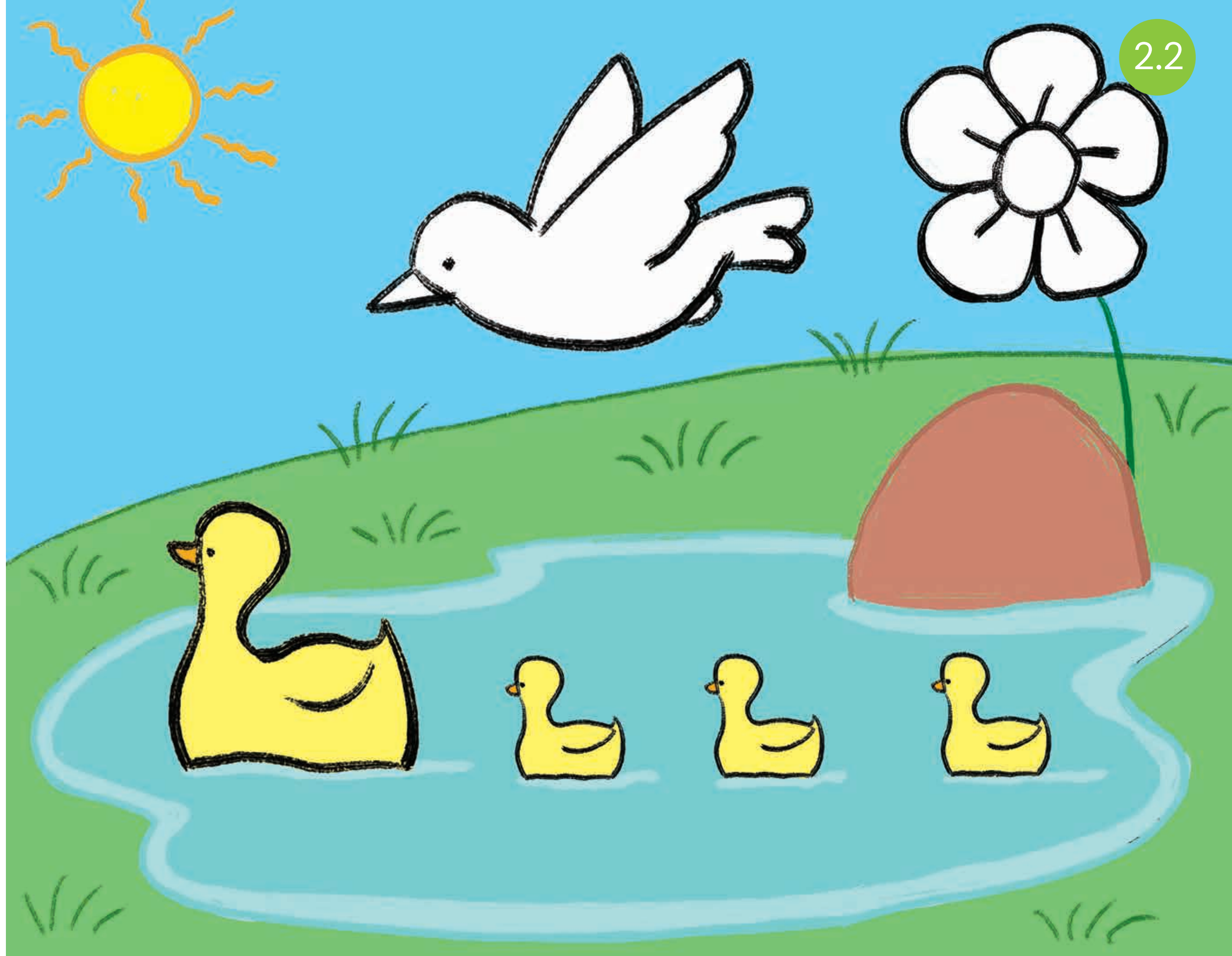
- ★ Put the *baby* flashcard somewhere where the children can see it easily.
- ★ Practise the actions with the children.
- ★ The children find a space. Play Tommy's music and the children follow the instructions.

- **Photocopiable Worksheet 2.1: mummy, daddy, baby, Tommy, bed**

- ★ **Display and talk about the worksheet:** Point and say: **Look, here are mummy and daddy. Here's mummy and daddy's bed.** Continue with the baby and Tommy. Call out children and say: **Point to (mummy). Point to (mummy's) bed.**
- ★ **Practise the task:** Make a line from *mummy* and *daddy* to their bed with your finger. Call a child out and say: **Draw a line between mummy and daddy and mummy and daddy's bed.** Help them to do it.

TABLE TIME 1.6

- ★ The children draw a line from the family members to their beds.
- ★ Encourage the children to identify the family members.



Unit 2: Lesson 2

OPENING ROUTINE

Wake up Tina by calling her.
Sing **Hello!** 1.1 and pass Tina round for all the children to greet her.

Have a sing song. Choose from:

Hello daddy 1.21

Pick up a crayon 1.17

Polly's gym 1.7

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tina and sing

Goodbye! 1.4

VOCABULARY

red bird

yellow duck

yes, no

please, thank you

AUDIO

Colour song 2: Red bird 1.9

Red, red a red bird. (x3)

Tweet! Tweet! Tweet!



BASIC COMPETENCES

The children become familiar with and identify the colour red.

LESSON A

PREPARATION

- ★ Tina
- ★ Flashcards: red with a post-it over the bird
- ★ CD
- ★ Red gomets
- ★ A piece of red plasticine in the cloth bag
- ★ Red items in the cloth bag, for example, a tomato, an apple...



ALL TOGETHER TIME 1.5

- **Playing with Tina: red**
 - ★ **Create interest:** Tina has something in the cloth bag. Call a child out to look at it. Say: *What is it? Is it a book? No. Is it a duck? No. It's plasticine. Is it yellow? No. It's red.* The child takes the plasticine out of the bag and shows it to the class.
 - ★ **Introduce a new concept:** Show the red flashcard with the post-it covering the bird. Say: *Red.* Tina takes out more red items one at a time and gives them to the children to put next to the red flashcard. Tina says: *Look! It's red! Come here, please! Put it next to the red card. Thank you!* Check comprehension by producing red and non-red objects and asking the children: *Is this red? Does this go here?*
 - ★ **More practice:** Tina is also learning the colours. Go round the classroom with Tina, picking up different objects. Every time she picks up a red object, the children clap. Say: Yes, Tina, it's red!

• Colour song 2: Red bird 1.9

- ★ Take the post-it off the bird on the red flashcard. Say: *It's a bird! A red bird!* Establish an action for the word bird. The children do the action and say: *Tweet, tweet.*
- ★ Play the song. The children do the actions and join in with the singing.

OPTIONAL ACTIVITY A red display

Children collect red objects from around the classroom and arrange them on a table covered in red paper.

• Worksheet 2.2: red bird, flower, yellow duck

- ★ **Display and talk about the worksheet:** Point and say: *Look! Ducks! A mummy duck and baby ducks. The ducks are yellow. Look! The sun! The sun is yellow too! Look, a bird! Tweet, tweet, and a flower.*
- ★ **Practise the task:** Give some children a red gomets each to stick on the bird. Give other children a red crayon each and ask them to colour the flower red.

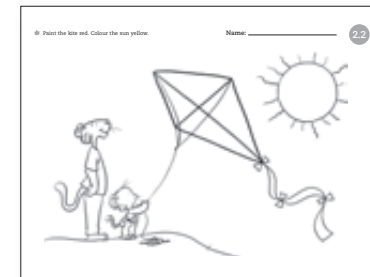
TABLE TIME 1.6

- ★ The children stick red gomets on the bird and colour the flower red.
- ★ Encourage the children to identify red, yellow.

LESSON B

PREPARATION

- ★ Tina
- ★ Cloth bag
- ★ Flashcards: yellow, red
- ★ CD
- ★ Photocopy the worksheet for all the class
- ★ A red balloon hidden in the classroom
- ★ Red paint
- ★ Card, red tissue paper, glue (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tina: red**
 - ★ **Recap the concept:** Help Tina to find the red balloon and blow it up. Tina says: *Look at my balloon. It's red.*
 - ★ **More practice:** Call out six children at a time. They stand in a line and pass the red balloon from one end of the line to the other, without letting it touch the floor. Play music while the children are passing the balloon. Pause the music every so often and ask the child holding the balloon to say: Red. Shy children can whisper to Tina, and then Tina says it out loud for all to hear.
- **Colour songs 1 and 2: Yellow duck 1.8, Red bird 1.9**
 - ★ Show the flashcards to the class. Say: *Look! Yellow. A yellow duck. Look! Red. A red bird!*
 - ★ Play the songs and the children do the actions and join in with the singing.
 - ★ Tina chooses one of the two flashcards and the children sing the corresponding song.
- **Photocopiable Worksheet 2.2: daddy, red, kite, yellow, sun**
 - ★ **Display and talk about the worksheet:** Point and say: *Who is it? Tommy and daddy! What's this? (The sun). What colour is it? (Yellow). What's this? A kite.*
 - ★ **Practise the task:** Call out children to put their finger in red paint and paint a bit of the kite.

TABLE TIME 1.6

- ★ The children paint the kite red with their fingers and colour the sun yellow with a crayon.
Note: If possible, do this activity with a small group of children at a time, or one by one.
- ★ Encourage the children to identify red and yellow.

OPTIONAL ACTIVITY Make a red tomato

Draw the outline of a tomato on a piece of card. The children screw up pieces of red tissue paper into little balls. Stick the little balls onto the tomato, until the whole tomato is red.



Unit 2: Lesson 3

OPENING ROUTINE

Wake up Tommy, Tina and Polly and sing *Hello everyone!* 1.2

Have a sing song. Choose from:

Polly's gym 1.7

Hello daddy 1.21

Colour song 1: Yellow duck 1.8

Colour song 2: Red bird 1.9

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing *Tidy up!* 1.3

Say goodbye to Tommy, Tina and Polly and sing *Goodbye!* 1.4

VOCABULARY AND EXPRESSIONS

mummy, daddy, baby, granny

hide-and-seek

Who's that? Is it mummy? Oh! It's daddy!

Hello, mummy!

AUDIO

Story 2: *Hide-and-seek* 1.23

Story chant 2: *Hide-and-seek* 1.24

Hide-and-seek,

Hide-and-seek.

Let's play hide-and-seek!

Who's that? It's daddy!

Who's that? It's mummy!

Who's that? It's granny!

Who's that? It's baby!

Hide-and-seek,

Hide-and-seek.

Let's play hide-and-seek!

BASIC COMPETENCES

The children enjoy listening to a story, looking at the pictures and participating with the related activities.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Story cards: Story 2: *Hide-and-seek*
- ★ Flashcards: *father, mother, baby, granny* in the cloth bag
- ★ CD
- ★ Red gomets



ALL TOGETHER TIME 1.5

- **Playing with Tommy: *daddy, mummy, baby, granny***
 - ★ **Recap vocabulary:** Ask a child to look in the cloth bag and to bring you the flashcards. Tommy whispers to you and you say: *Give (daddy) to Tommy.* Tommy says: *Thank you.*
 - ★ **Play a flashcard game: Flash**
Use Tommy to flash a flashcard very quickly, and then more slowly for the children to say who it is. The children can take turns with Tommy to flash the flashcard.
- **Story 2: *Hide-and-seek* 1.23**
 - ★ **Create interest:** Tell the children to put their hands over their eyes. Count from one to five out loud and hide Tommy, Polly and Tina somewhere in the classroom. Say: *Oh! Where are Tommy, Tina and Polly? They're playing hide-and-seek!* The children look for them.
 - ★ **Introduce the story:** Display story card 1. Point and say: *Look! Here are Tommy and mummy and daddy and granny and baby. They are playing hide-and-seek! Where are they going to hide?*
 - ★ **Listen to the audio:** Play the audio and display the pictures one at a time. Stop the CD after story cards 2 and 4. Point and say: *Who's this? Can you guess?* With story card 6 say: *Where's baby? Can you see him?* After reading the story, you can choose to ask questions about it before or after listening to the audio.
 - ★ **Check comprehension:** Point, mime and ask questions: *What is Tommy doing? Is it (daddy)? Where is Tina?* Repeat what the children say in English.
 - ★ **Listen and join in:** Put the story cards on the floor or board and play the audio again, encouraging the children to join in saying what Tommy and the family members are doing.

OPTIONAL ACTIVITY Memory

Show the children story cards 2, 4 and 6, and ask them who is hiding. Call children out to point to the hidden characters.

- **Worksheet 2.3: *mummy, daddy, granny, baby, red***
 - ★ **Display and talk about the worksheet:** Point to each of the characters in turn and ask: *Who's this?*
 - ★ **Practise the task:** Take some red gomets. Call a child out and say: *Point to granny, baby and daddy. Where's mummy? Put the red sticker on mummy. Thank you.* Continue with other children.

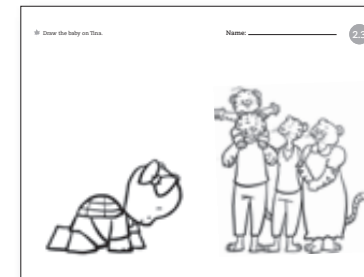
TABLE TIME 1.6

- ★ Give out the red gomets and help the children to stick them on *mummy*. Play or sing the songs from the unit as the children work.
- ★ Encourage the children to identify *mummy, daddy, granny, baby, red*.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Cloth bag
- ★ Flashcards: *mummy, daddy, baby, granny.* Hide the *granny* flashcard in the classroom before the class.
- Put the rest in the cloth bag.
- ★ Story cards: Story 2: *Hide-and-seek*
- ★ CD
- ★ Photocopy the worksheet for all the class



ALL TOGETHER TIME 1.5

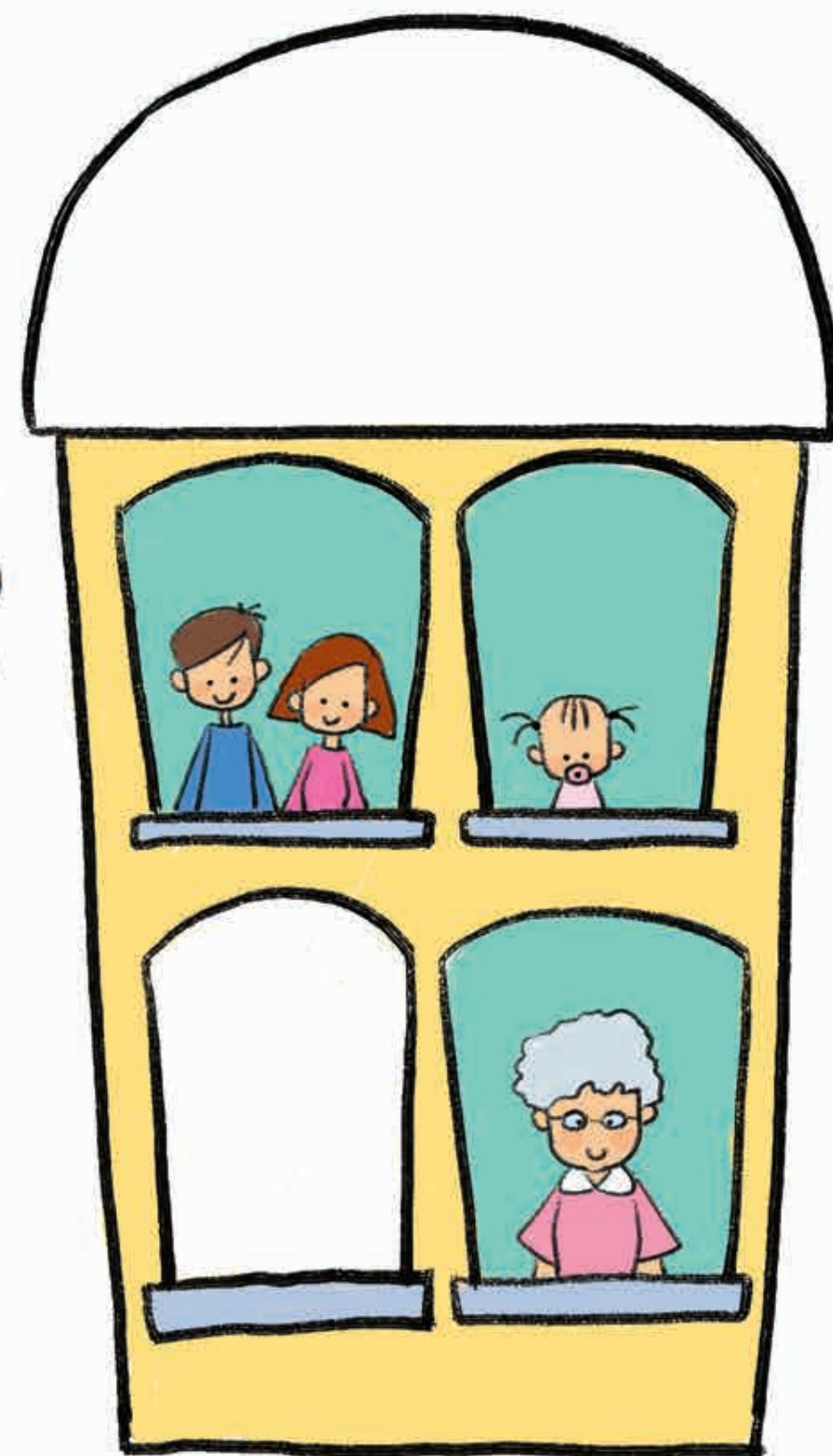
- **Playing with Tommy, Tina and Polly: *mummy, daddy, baby, granny***
 - ★ **Recap vocabulary with a flashcard game: *Hide-and-seek***
Help Tommy, Polly and Tina to take the flashcards out of the cloth bag. Each time, encourage the children to say the word with you. When there are no flashcards left, say: *Where's granny?* Take Tommy round the classroom with you, asking the children: *Is she here? Let's look... No she isn't.* When you find her, say: *Here she is! Hello granny!*
- **Story 2: *Hide-and-seek* 1.23**
 - ★ **Recap the story:** Put the story cards on the carpet or board out of order. Call out a child to choose the first story card. Play the CD, pausing after each picture for the children to choose the correct story card and put the story in order.
 - ★ **Listen to the audio and act out the story:** Allot the roles of *Tommy, mummy, granny, daddy, baby* and *Tina*. Tell the story or play it on the CD, and help the children to act out their parts. Help the child playing baby to prevent her falling off Tina.
- **Story chant 2: *Hide-and-seek* 1.24**
 - ★ **Act out the chant:** The children listen to the audio and follow the rhythm, by tapping the floor with their feet or moving their knees in time to the chant.
 - ★ **Listen to the audio:** Put story cards 3, 5 and 7 on the floor. Lift them up in turn as the family member is mentioned in the song and wave to each family member. When you sing *hide-and-seek*, put your hands over your eyes and then put your hand to your forehead as if looking for someone in the distance. Encourage the children to join in.
 - ★ Put the story cards on different walls in the classroom. Children listen to the chant and join in with the actions, turning to face the right story card as they do so.
- **Photocopiable Worksheet 2.3: *mummy, daddy, baby, granny, Tina, Tommy***
 - ★ **Display and talk about the worksheet:** Point and say: *Look! Here's (mummy).* Call a child out. Mime and say: *Point to (Tommy).* Continue with other children.
 - ★ **Practise the task:** Call a child out and say: *Where's baby? Draw baby on Tina, please.* Help them to follow your instruction. Continue with other children.

TABLE TIME 1.6

- ★ The children draw the baby on Tina.
- ★ Encourage the children to identify *mummy, daddy, baby, granny, Tommy and Tina*

OPTIONAL ACTIVITY Story practice

Play the story *Hide-and-seek* 1.23 again. Call out a child to show the story cards as the rest of the class listen and do the actions.



Unit 2: Lesson 4

OPENING ROUTINE

Wake up Tommy, Tina and Polly by calling them.
Sing **Hello everyone!** 1.2 and pass Tommy round for all to greet.

Have a sing song. Choose from:

Hello daddy 1.21

Pick up a crayon 1.17

Polly's gym 1.7

Colour song 2: Red bird 1.9

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY

mummy, daddy, baby, granny

bird

red, yellow

plane, house

hide-and-seek

BASIC COMPETENCES

The children review the language and concepts acquired during the unit.

ACTIVITY BOOK

This is a good time to work with Unit 2, Worksheet 2.2, page 13.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: baby, daddy, granny, mummy, red bird
- ★ Poster 2 and Blu-tack
- ★ Pop-out 2
- ★ CD (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: baby, daddy, granny, mummy, red bird**
 - ★ **Recap vocabulary:** Tommy shows the flashcards to Tina and Polly. They remember the words with the children's help.
 - ★ **Play a flashcard game: Wave to mummy**
Put the flashcards around the walls of the classroom. Do the actions and say: **Wave to mummy, blow a kiss to baby, wave to the red bird.**
- **Poster 2: baby, daddy, granny, mummy, bird, red plane, yellow plane, Tommy**
 - ★ **Create interest:** Display the pop-outs of the two planes, Tina's family, Tommy's family and the little bird.
 - ★ **Play with the poster:** Put a piece of Blu-tack on each of the plane windows and on the nose of each plane. Call out a child and say: **Pick up (Tommy's mummy) and put her in the (red plane).** Call out more children to place the remaining family members in the plane windows and the bird on the nose of one of planes.
- **Pop-out 2: baby, daddy, mummy, granny, hide-and-seek**
 - ★ **Display and talk about the pop-out.** Show children a pop-out with all the flaps down. Say: **Let's play hide-and-seek.** Lift a flap and ask: **Who is it? Is it (granny)?**
 - ★ **Play a circle game:** Children sit in a circle and pass round a pop-out. Say: **Hide-and-seek, hide-and-seek, hide-and-seek,** and the child with the pop-out lifts a flap. Ask: **Who is it?** and let the children answer.
- **Worksheet 2.4: baby, daddy, granny, mummy, red house, yellow house Tommy's, girl**
 - ★ **Display and talk about the worksheet:** Point and say: **Look! Can you see Tommy? Can you see Tommy's mummy?**
 - ★ **Practise the task:** Call out a child to draw a line between Tommy and his window. Give more children crayons to colour the roof of the girl's house yellow.

TABLE TIME 1.6

- ★ The children match Tommy and the girl to their homes and colour the roof of the girl's house.
- ★ Encourage the children to identify the members of the family and the members of Tommy's family.
- ★ The children prepare their pop-outs.

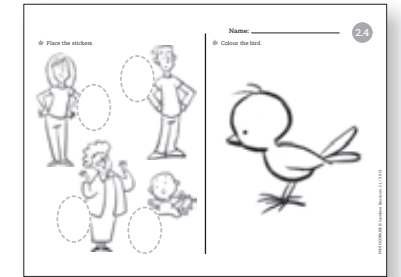
OPTIONAL ACTIVITY Listen and play

Listen to **Story 2** 1.23 and/or **Story chant 2: Hide-and-seek** 1.24
The children move their pop-outs as they listen.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: baby, daddy, granny, mummy in the cloth bag
- ★ Poster 2
- ★ Photocopy the worksheet for all the class
- ★ Stickers
- ★ CD



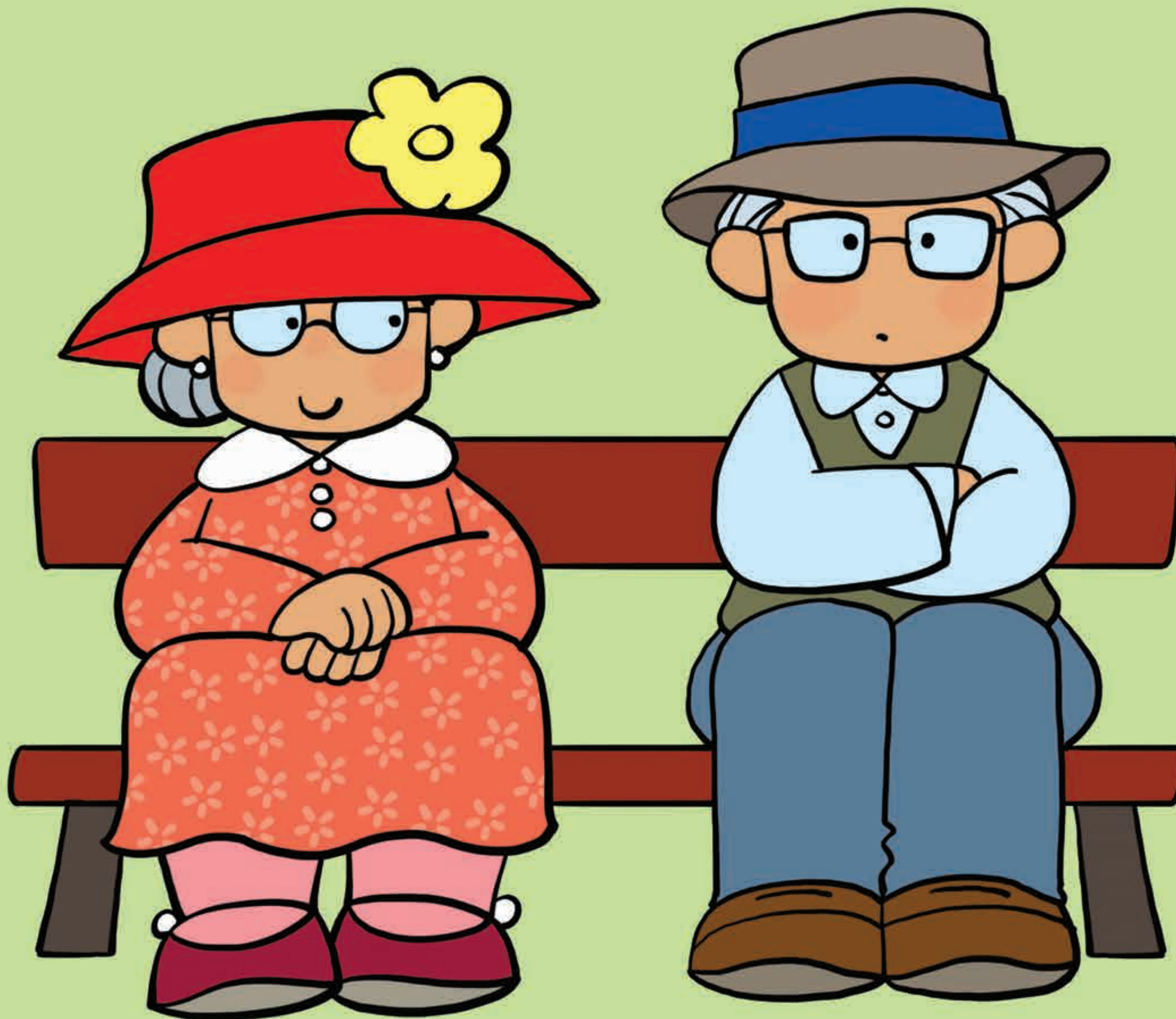
ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: baby, daddy, granny, mummy**
 - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at taking the flashcards out of the cloth bag and saying the words.
 - ★ **Play a flashcard game: It's...**
Put a piece of white paper over the front of one of the flashcards. Slowly remove the piece of paper. Tommy says: **It's (daddy). It's (daddy). No! It's (granny)!** Encourage children to say who it is before Tommy.
- **Poster 2: baby, daddy, granny, mummy, bird, red plane, yellow plane, Tommy, Tina**
 - ★ Place all the pop-outs of Tommy's family on the board or on the floor and poster and let the children look at them for a minute. Cover the flashcards. Show the children a flashcard and ask: **Is Tommy's (mummy) in the red plane or the yellow plane?** Continue using the flashcards to prompt questions about which plane the members of Tommy's family are in. Repeat the activity using Tina's family.
- **Photocopiable Worksheet 2.4: baby, daddy, granny, mummy, red bird, Tommy, Tina, Polly**
 - ★ **Display and talk about the worksheet:** Show the children the worksheet and ask them to point to and name each item. Give each child their stickers.

Note: If possible, do this worksheet with a small group of children at a time, or one by one.

TABLE TIME 1.6

- ★ The children follow your instructions:
 1. Listen and do **Action song 2: Hello daddy** 1.21
Say: **Now, stick Polly next to mummy. Stick Tommy next to daddy. And stick Tina next to granny.**
 2. Listen to and sing **Colour song 2: Red bird** 1.9
Say: **Now colour the bird.**



Unit 2: Lesson 5

OPENING ROUTINE

Wake up Tommy and sing **Hello!** 1.1 together.

Have a sing song. Choose from:

Ring-a-ring-o-roses 3.1

Hello daddy 1.21

Polly's gym 1.7

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY

granny, grandad, glasses, hat, hands, arms, lap

AUDIO

Authentic song 2: Here are granny's glasses 3.3

Here are granny's glasses.

Here is granny's hat.

Here's the way she folds her hands.

And puts them in her lap.

Here are grandad's glasses.

Here is grandad's hat.

Here's the way he folds his arms.

Just like that!

BASIC COMPETENCES

The children enjoy singing and doing actions to a traditional song.

ACTIVITY BOOK

This is a good time to work with Unit 2, Worksheet 2.3, page 15.

LESSON A

PREPARATION

- ★ Tommy
- ★ CD
- ★ A cloth bag with two hats and two pairs of glasses
- ★ Photos of your grandparents (optional)
- ★ Red and yellow Gomets



ALL TOGETHER TIME 1.5

- **Playing with Tommy: granny, grandad, hat, glasses, hands, arms, lap**
 - ★ **Create interest:** Show Tommy and the children the photos of your granny and grandad or show them the teachers' version of the worksheet. Say: *Here's granny and here's grandad.*
 - ★ **Introduce new vocabulary:** Take the objects out of the bag one by one. Say: *Look! Here is (grandad's) hat. Oh, and here are (grandad's) glasses.* Put on granny's hat and glasses and pretend to be granny. Fold your hands and gently put them in your lap. Say: *Look, I fold my hands and put them in my lap.* Put on grandad's hat and glasses and pretend to be grandad. Fold your arms across your chest firmly. Say: *Look, I fold my arms just like that!*
- **Authentic song 2: Here are granny's glasses** 3.3
 - ★ **Focus on the music:** Listen to the music and the children sway to the beat. Listen again and children tap the table to the beat.
 - ★ **Focus on the actions:** Play the audio and the children do the actions and join in with the singing. For glasses they can make circles with their fingers and hold them over their eyes. For hat they can mime putting on a hat. Encourage them to change their voice and mannerisms between granny and grandad.

OPTIONAL ACTIVITY Action Game

Granny/grandad. Children listen to Tommy. When he says *granny* they must fold their hands gently in their lap. When he says *grandad* they must fold their arms firmly across their chest. To help the children, Tommy can also point to the corresponding flashcard. Tommy says, for example: *granny, grandad, granny, grandad, granny, granny, granny, grandad.* You can play similar games contrasting *hat* and *glasses* or contrasting *fold your hands* and *fold your arms*.

Worksheet 2.5: granny, grandad, hat, glasses

- ★ **Display and talk about the worksheet:** Point and say: *Look at granny. Here is her hat and her glasses. And here is grandad. Here is his hat and his glasses. Look at granny's hands and grandad's arms.*
- ★ **Prepare for the task:** Take a yellow gomets and stick it on the flower on granny's hat. Then call children out and help them stick red gomets inside granny's hat.

TABLE TIME 1.6

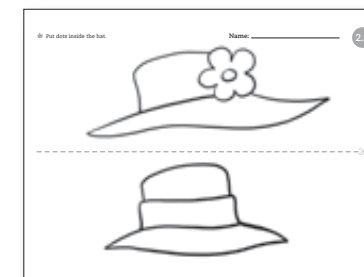
- ★ The children stick a yellow gomets on the flower on granny's hat and red gomets inside granny's hat.
- ★ Encourage the children to identify *granny, grandad, hat, glasses*.

Note: Ask the children to bring in photos of their grandparents to the class. It's a good idea to send a note home about this.

LESSON B

PREPARATION

- ★ Tommy
- ★ Photocopy the worksheet to allow a hat for each child and one extra
- ★ CD
- ★ Photos of the children's grandparents
- ★ Two hats and two pairs of glasses
- ★ Two large sheets of coloured card and glue (optional)
- ★ print and stick the words of the song onto one of the sheets of card (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy: grandad, granny, glasses, hat**
 - ★ **Recap vocabulary:** Have a show and tell session with the photos of the children's grandparents.
 - ★ Repeat the words *granny* and *grandad* as much as possible. Comment if any of the grandparents are wearing a *hat* or *glasses*.
 - ★ Choose and display some different photos. Describe one, with the help of mime, for example: *This grandad has glasses but no hat. He is tall.* Tommy guesses which photo you are describing. Encourage the children to help him.
- **Authentic song 2: Here are granny's glasses** 3.3
 - ★ Sing the song with the children again. This time choose two children to be granny and grandad, to wear the hats and glasses and act out the song while the rest of the class join in with the mimes and the words.

OPTIONAL ACTIVITY Action story

Say and mime, encouraging children to join in: *You are granny. Put on your hat. Put on your glasses. Now fold your hands and put them in your lap. (Yawn) You're sleepy. Take off your hat. Take off your glasses. Fold your hands in your lap and go to sleep. (Snore gently) Sleep well!*

Photocopiable Worksheet 2.5: granny, grandad, hat glasses

- ★ Tommy shows the children a picture of grandad's or granny's hat. Demonstrate filling the hat with felt pen dots.

TABLE TIME 1.6

- ★ The children do dots with a felt pen inside granny or grandad's hat. As the children work play the song several times.
- ★ Encourage the children to identify *granny, grandad, hat, glasses*.

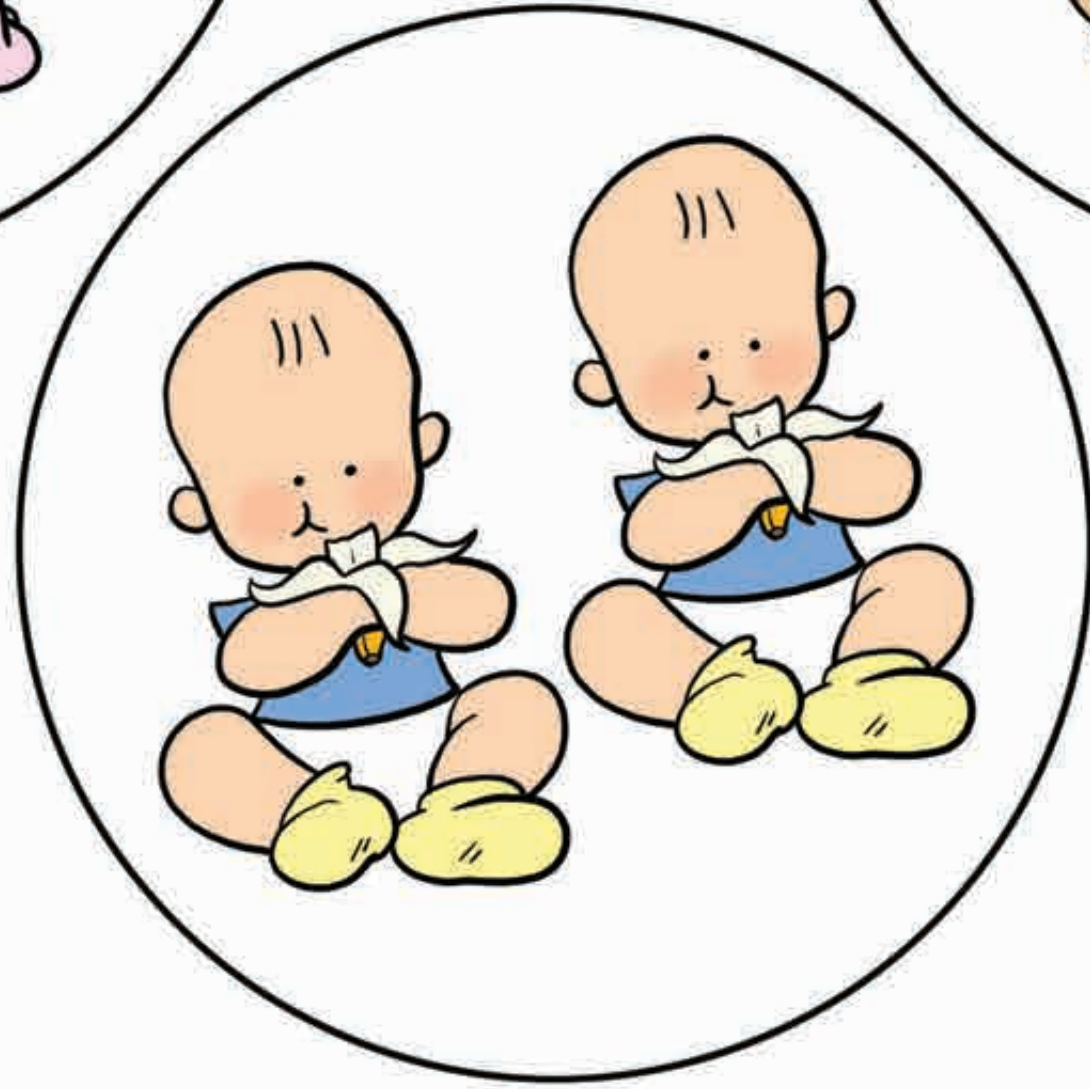
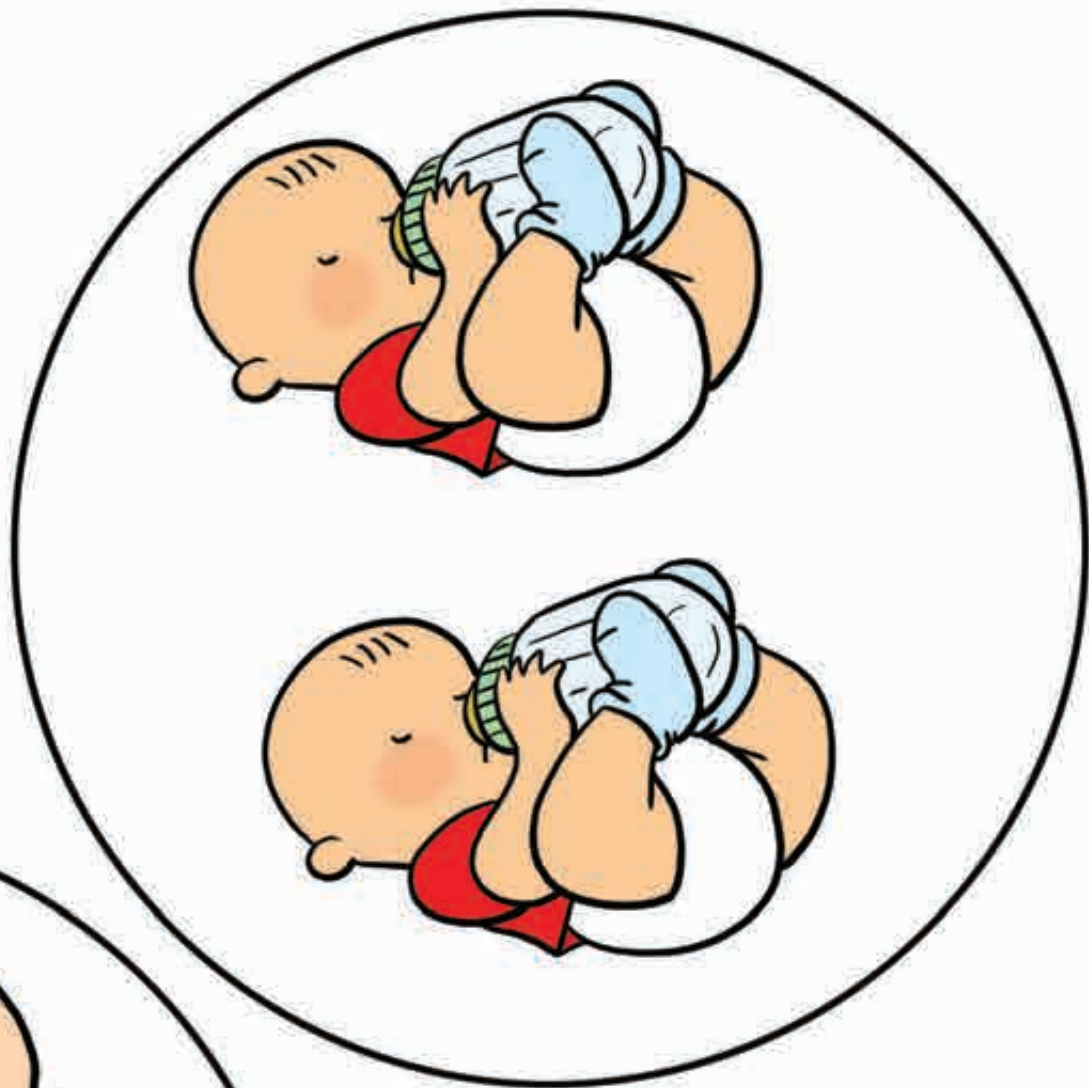
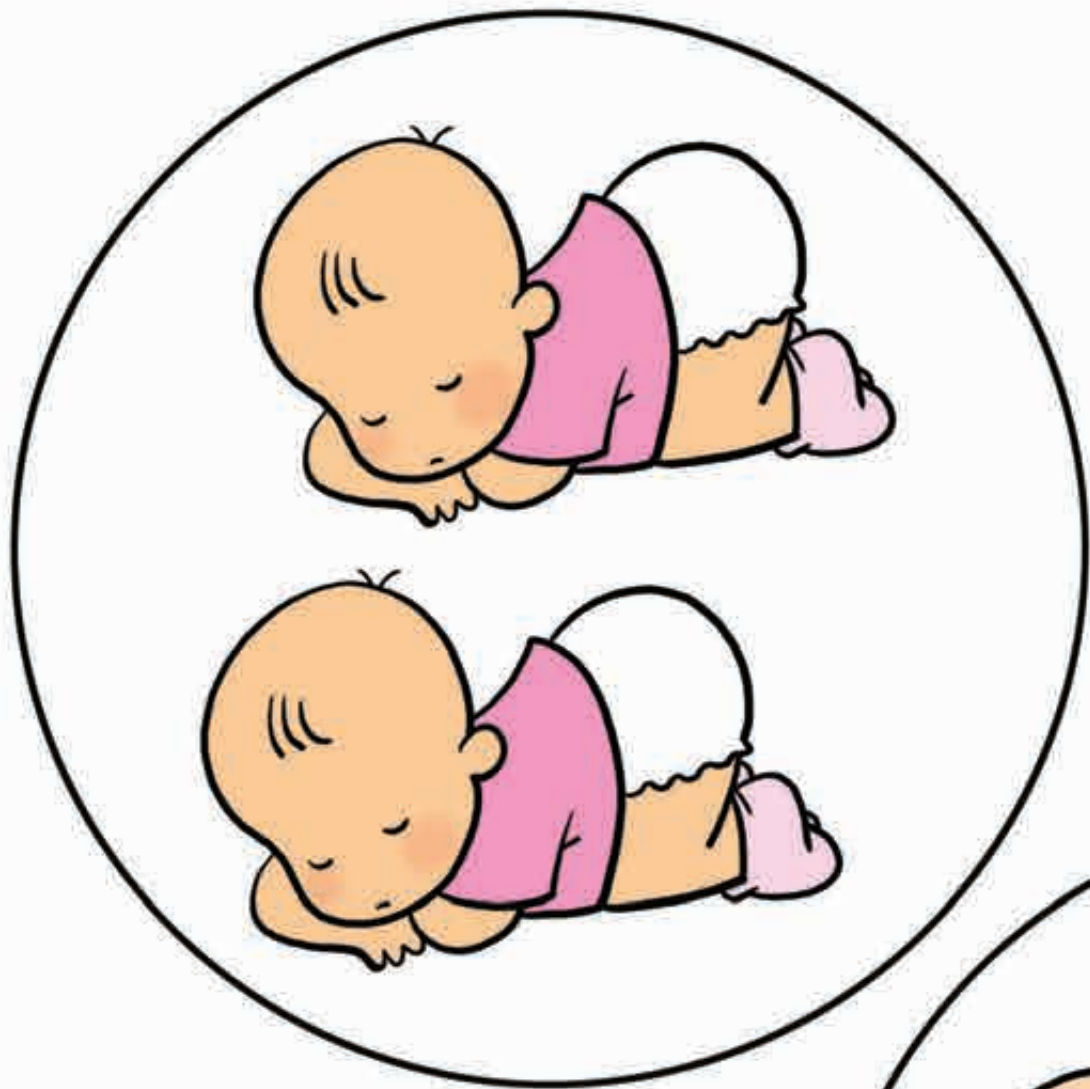
OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the decorated hats onto the two pieces of card to make a song poster. Display it, then later use it as a page in the *Very big class song book*.

Children can watch other children saying this rhyme on the internet.

Note: *Grandma* and *grandpa* are used instead of *granny* and *grandad*.

Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.



Unit 2: Lesson 6

OPENING ROUTINE

Wake up Polly by calling her. Sing **Hello! 1.1** and pass Polly round for all to greet.

Have a sing song. Choose from:

Here are granny's glasses 3.3

Hello daddy 1.21

Colour song 1: Yellow duck 1.8

Colour song 2: Red bird 1.9

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up! 1.3**

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY

daddy, mummy, granny, grandad, baby, eat(ing), sleep(ing), drink(ing)

AUDIO

Photo poster 2: 3.4

Hello. My name's Amy. This is my family.

Mummy is eating.

Daddy is eating.

Baby is drinking.

Granny is drinking.

Grandad is sleeping.

Amy is sleeping.



BASIC COMPETENCES

The children recognise members of the family and various everyday actions.

ACTIVITY BOOK

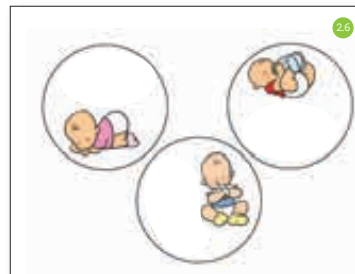
This is a good time to work with

Unit 2, Worksheet 2.4, page 17. **3.19**

LESSON A

PREPARATION

- ★ Polly
- ★ Flashcards: sleep, eat, drink
- ★ Photo poster 2: Cover all but the first picture with a post-it.
- ★ CD
- ★ A piece of plastic food and a bottle of water in the bag.
- ★ Stickers



ALL TOGETHER TIME 1.5

- **Playing with Polly: sleep, eat, drink**
 - ★ **Create interest:** Polly gets the food out of her bag and pretends to eat it. Say: **Look, Polly is eating** and establish a mime. Polly gets the bottle of water out and pretends to drink it. Say: **Look, Polly is drinking** and establish a mime. Make Polly yawn and sleep. Say: **Look, Polly is sleeping** and establish a mime. Give Polly to a child and say: **Polly is (sleeping)**. The child makes Polly sleep. Continue giving Polly to different children and instructing them to make Polly eat, sleep or drink.
- **Photo poster 2: 3.4 baby, eating, sleeping, drinking, daddy, grandad, mummy**
 - ★ **Display and talk about the poster:** Introduce Amy and ask: **Is Amy a girl or a boy?** Read what Amy is saying and tell the children. Point to the first picture and say: **Look! It's mummy. She's sleeping!** Mime sleeping and encourage the children to join in. Take the post-it off the next picture and say: **Look, it's baby. She's drinking.** Continue taking off the post-its, introducing the family members and miming their activities.
 - ★ **Play the audio:** Pause after each sentence. Point to the corresponding picture on the poster and do the corresponding mime with the children. Play the audio again without pausing and the children mime with you as they listen and look at the pictures.
- **Flashcard practice: sleep, eat, drink**
 - ★ Show the flashcards one at a time and call out children to identify the corresponding pictures on the poster. Hold up a flashcard, for example, eat. And ask: **Who is eating, mummy or baby?** Play more flashcard games. See the games bank in the Teacher's Resource Book, page 25.

OPTIONAL ACTIVITY Mime game

Call out a child and make them look the other way while Polly points to a person on the poster. The rest of the class then mime the activity and the child points to a person on the poster that is doing that activity. Say: **Yes (mummy is eating)!**

- **Worksheet 2.6: baby, sleeping, eating, drinking**

- ★ **Display the worksheet:** Point to the babies and ask: **Are these babies (sleeping)?**
- ★ **Practise the task:** Display the children's version of the worksheet for the children to compare with the teacher's version. Ask **What's missing? (Three babies)**. Call out children to point to these babies on the teacher's worksheet. Show children the stickers of the missing babies and ask them to point to where they go.

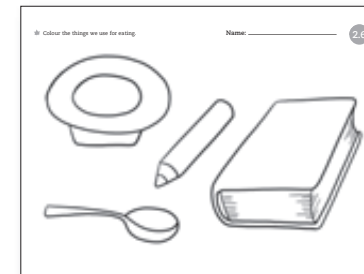
TABLE TIME 1.6

- ★ The children stick the babies in the right place.
- ★ Encourage the children to identify eating, drinking and sleeping.

LESSON B

PREPARATION

- ★ Polly
- ★ Flashcards: baby, daddy, grandad, granny, mummy, eat, sleep, drink
- ★ Photo poster 2
- ★ Post-its
- ★ CD
- ★ Photocopy the worksheet for all the class



ALL TOGETHER TIME 1.5

- **Playing with Polly: sleep, eat, drink**
 - ★ **Recap phrases:** Polly looks at a flashcard in secret and mimes the activity for the children to guess. Use sound effects to reinforce meaning. The children take over Polly's role. Call out a child and show them a flashcard in secret. The child mimes the action for the rest of the class to guess.
- **Photo poster 2: 3.4 baby, daddy, grandad, granny, mummy, sleeping, eating, drinking**
 - ★ **Display and talk about the poster:** Show the children the poster then cover each person with a post-it. Show the children the mummy flashcard and see if they can remember which picture is mummy. Point to a post-it and say: **Is this mummy?** Polly peeps to check. Now show the children the sleep flashcard and ask: **Is mummy sleeping? No.** Show the eat flashcard and ask: **Is mummy eating? Yes.** Call out a child to take the post-it off for all to see. Continue in the same way with the other family members.
 - ★ **Play the audio:** Pause after each sentence for the children to mime the activity. Listen again, without pausing, and the children mime the activities.

OPTIONAL ACTIVITY Talk to Polly: names of their family members

Polly wants to know the names of their parents and grandparents. Display the mummy flashcard and Polly asks: **What's your mummy's name?** Continue in the same way with daddy, granny and grandad flashcards. Show the baby flashcard and ask: **Is there a baby in your family? Is it a boy or a girl? What's his/her name?**

- **Photocopiable Worksheet 2.6: eat**

- ★ **Display and talk about the worksheet and practise the task:** **Look! It's a plate, a crayon, a spoon, and a book. Do we use a plate for eating? Do we use a crayon for eating? Do we use a spoon for eating? Do we use a book for eating?**
- ★ Call out a child. Give them a crayon and ask them to colour the things we use for eating.

TABLE TIME 1.6

- ★ The children colour the things we use for eating.
- ★ Encourage the children to identify eating.



Unit 3: Lesson 1

OPENING ROUTINE

Wake up Tommy and sing **Hello!** 1.1

Have a sing song. Choose from:

Polly's gym 1.7

Hello daddy 1.21

Pick up a crayon 1.17

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY

ears, eyes, mouth, nose
look, eat, listen

AUDIO

Action song 3: Two eyes look around 1.25

Two eyes look around,
A nose goes achoo!
A mouth eats, and eats, and eats,
Two ears listen to you.
Diddly doo!

Tommy's music 3 1.26

Touch your ears and dance.
Touch your nose and dance.
Touch your mouth and dance.
Touch your eyes and dance.



BASIC COMPETENCES

The children identify parts of their and other people's faces.

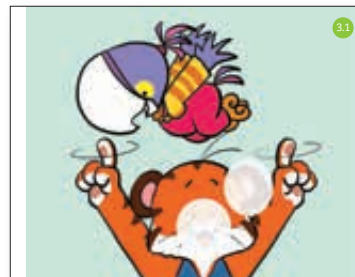
ACTIVITY BOOK

This is a good time to work with
Unit 3, Worksheet 3.1, page 19.

LESSON A

PREPARATION

- ★ Tommy
- ★ Flashcards: ears, eyes, mouth, nose in the cloth bag
- ★ CD
- ★ A balloon
- ★ Stickers



ALL TOGETHER TIME 1.5

- **Playing with Tommy: ears, eyes, mouth, nose**
 - ★ **Create interest:** Tommy has brought a balloon to class. Blow it up and draw a face on it. As you draw, say: **Look! One eye, two eyes, a nose, a mouth, one ear, two ears.**
 - ★ **Introduce new vocabulary:** Make Tommy look in the cloth bag for the flashcards and say: **Look! Eyes.** Tommy touches his eyes and then touches some of the children's eyes, and encourages the children to touch their eyes.
 - ★ **Play a flashcard game: Same or different**
Put the flashcards face down. Tommy touches a part of his face. Call out a child to turn over a flashcard. If it is the same part of the face, everyone claps.
- **Action song 3: Two eyes look around** 1.25
 - ★ Use Tommy to act out the song as the children listen to it on the CD.
 - ★ Put Tommy somewhere so he can watch. Play the song again, this time doing the actions. Encourage the children to join in with the actions.
- **Worksheet 3.1: ears, eyes, mouth, nose**
 - ★ **Display and talk about the worksheet:** Point and say: **Look! Here's Tommy! And here's Polly! Can you see Tommy's (ears)?**
 - ★ **Practise the task:** Show the children a sticker and ask a child to point to where they should stick it. Give a child a crayon and ask them to colour a bit of Polly's beak.

TABLE TIME 1.6

- ★ Give out the stickers and say: **It's a ear.** Help the children to stick them in the right place.
- ★ The children colour Polly's beak.
- ★ Encourage the children to identify ears, eyes, mouth, nose, Polly, Tommy.

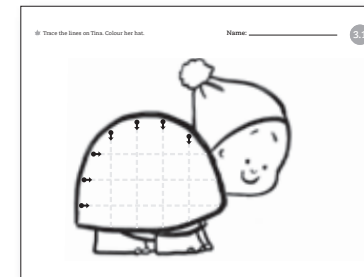
OPTIONAL ACTIVITY Draw a monster

Draw a circle on the board. Call out some children and instruct them to draw eyes, noses, ears and mouths.

LESSON B

PREPARATION

- ★ Tommy
- ★ Flashcards: ears, eyes, mouth, nose
- ★ Photocopy the worksheet for all the class
- ★ CD
- ★ A paper plate for each child and gomets (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy: ears, eyes, mouth, nose**
 - ★ **Recap vocabulary:** Show the children the flashcards, shuffle them and placed them face down on the floor. Help Tommy guess which flashcard is which. Tommy points to a flashcard and then to the parts of his face in turn, asking: **Is it a (nose)?** The children all agree on one part of the face and Tommy turns over the flashcard to see if they are right.
 - ★ **Play a flashcard game: Move please, Tommy!**
Put a flashcard down on the carpet, with Tommy partly obscuring the picture. Say: **Can you move please, Tommy?** Slowly move Tommy from the flashcard and ask: **What is it? Is it a (nose)? Is it an (ear)? Oh! It's a (mouth)!**
- **Action song 3: Two eyes look around** 1.25
 - ★ Play the song and do the actions. Encourage the children to join in.
 - ★ Display the flashcards of the parts of the face. Say and do the action for one of the lines of the song, and Tommy chooses a child to come out and touch the corresponding flashcard.
- **Tommy's music 3** 1.26 **Touch your ears and dance. Touch your nose and dance. Touch your mouth and dance. Touch your eyes and dance.**
 - ★ Practise the actions with the children.
 - ★ The children find a space. Play Tommy's music and the children follow the instructions.
- **Photocopiable Worksheet 3.1: ears, eyes, mouth, nose**
 - ★ **Display and talk about the worksheet:** Point and say: **Look, here's Tina.** Call out children and say: **Touch Tina's (mouth).**
 - ★ **Practise the task:** Trace the vertical lines with your finger from top to bottom, and encourage the children to copy your movement. Call out children to trace the lines on the worksheet with their fingers. Call out more children and give them a crayon to trace the lines. Continue in the same way with the horizontal lines, tracing them from left to right.

TABLE TIME 1.6

- ★ The children trace the lines on Tina and colour her hat.
- ★ Encourage the children to identify the parts of the face.

OPTIONAL ACTIVITY Face on a plate

Give each child a paper plate to use as a face, and gomets to make eyes, a nose, ears and a mouth. Stick the faces on the wall or hang them from a line.



Unit 3: Lesson 2

OPENING ROUTINE

Wake up Tina by calling her.
Sing **Hello!** 1.1 and pass Tina round for all to greet.

Have a sing song. Choose from:

Two eyes look around 1.25

Colour song 1: Yellow duck 1.8

Colour song 2: Red bird 1.9

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tina and sing

Goodbye! 1.4

VOCABULARY

big, little
elephant, mosquito
nose, ears
red, yellow

AUDIO

Size song: Big and little 1.13

Elephant is big, very big.
He has big ears,
And a very big nose.
Mosquito is little, very little.
She has little eyes,
And a very little mouth.

BASIC COMPETENCES

The children recognise the concept of size, big and little, and can associate it with various objects and animals.

LESSON A

PREPARATION

- ★ Tina
- ★ CD
- ★ Jungle cube
- ★ A tambourine
- ★ Flashcards: big (elephant), little (mosquito) in the cloth bag
- ★ Red and yellow crayons



ALL TOGETHER TIME 1.5

- **Playing with Tina: big, little**
 - ★ **Create interest:** Tina has found something in the cloth bag. Call a child to peep in the bag. Say: *What is it? It's an elephant, a big elephant.* Repeat the procedure with another child. Say: *Look it's a mosquito, a little mosquito.*
 - ★ **Introduce a new concept:** Put the two flashcards next to each other. Say and mime: *The elephant is big and the mosquito is little.* Tap the elephant card and the children stretch to make themselves big. Tap the mosquito card and the children curl themselves up to make themselves little.
 - ★ **More practice:** Continue the activity, but use a tambourine instead of the flashcards. The children walk around the classroom. Hit the tambourine softly and say: *Little* and the children walk like little mosquitoes. Hit the tambourine loudly and say: *Big*, and the children walk like big elephants.
- **Size song: Big and little** 1.13
 - ★ Sing and do the actions: *Elephant is big. He has big ears and a big nose. Mosquito is little. She has little eyes and a little mouth.*
 - ★ Play the song. The children do the actions and join in with the singing.

OPTIONAL ACTIVITY Magic pencil

Tell the children that your pencil is magic. Tap a child on the head with your magic pencil and say: *Abracadabra, (Lucia) is big!*, and the child (who was crouched down) stretches. Tap another child and say *Abracadabra, (Mario) is little!*, and the child shrinks. Repeat with more children.

- **Worksheet 3.2: big, little**
 - ★ **Display and talk about the worksheet:** Point and say: *Look, snowmen! Tommy and Polly are making snowmen. Tommy is making a big snowman and Polly is making a little snowman. The big snowman has a big hat and the little snowman has a little hat.*
 - ★ **Practise the task:** Give a child a red crayon and ask them to colour the big hat. Give another child a yellow crayon and ask them to colour the little hat.

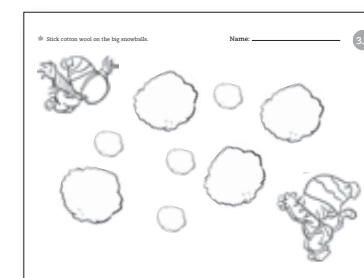
TABLE TIME 1.6

- ★ The children colour the big hat red and the little hat yellow.
- ★ Encourage the children to identify *big, little, red, yellow*.

LESSON B

PREPARATION

- ★ Tina
- ★ Chalk
- ★ Flashcards: big (elephant), little (mosquito)
- ★ Big and little construction bricks
- ★ CD
- ★ Cotton wool and glue
- ★ Photocopy of the worksheet for all the class
- ★ Leaves and cardboard (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tina: big, little**
 - ★ **Recap the concept:** Help Tina draw two circles on the floor with chalk: one big and one little. Help her find the elephant and the mosquito and put them in the correct circle. Put Tina in the big circle and everyone stretches. Put her in the little circle and everyone shrinks. Keep moving Tina from one circle to the other. Continue by calling out the children one at a time, saying: *(Juan), come here and stand in the (big) circle.* Everyone stretches.
 - ★ **More practice:** Give each child a big or a little brick to put in the correct circle. Tina says: *(Julia), is your brick big or little? Little. Put it in the little circle please, with the mosquito.*
- **Size song: Big and little** 1.13
 - ★ Place the flashcards of *big elephant* and *little mosquito* on opposite walls. Divide the class into big elephants and little mosquitoes, and ask them to stand under the correct flashcard.
 - ★ Play the song and the children do the actions for their line.
- **Photocopiable Worksheet 3.2: big, little**
 - ★ **Display and talk about the worksheet:** Point and say: *Who is it? Polly and Tommy! What's this? A snowball... lots of snowballs, big snowballs and little snowballs!*
 - ★ **Practise the task:** Put glue on the big snowballs. Call out children and give them each a piece of cotton wool to stick on a big snowball.

TABLE TIME 1.6

- ★ The children stick cotton wool on the big snowballs.
- ★ Encourage the children to identify *big* and *little*.

OPTIONAL ACTIVITY Big and little leaves

Collect leaves with the children and then divide them into big leaves and little leaves. Draw two trees on a piece of card, one big and one little. The children stick the big leaves on the big tree and the little leaves on the little tree.



Unit 3: Lesson 3

OPENING ROUTINE

Wake up Tommy, Tina and Polly. Sing *Hello everyone!* 1.2

Have a sing song. Choose from:

Polly's gym 1.7

Two eyes look around 1.25

Pick up a crayon 1.17

Hello daddy 1.21

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing *Tidy up!* 1.3

Say goodbye to Tommy, Tina and Polly and sing *Goodbye!* 1.4

VOCABULARY

eyes, nose, mouth, hat, present
one, two, red, yellow, big,
Santa, children

AUDIO

Story 3: *Santa's presents* 1.27

Story chant 3: *Santa's presents* 1.28

One, two,
Peekaboo!
Who can you see?
Look! It's me!

Jingle bells 1.29

*Jingle bells, jingle bells,
Jingle all the way.
Clap, clap, clap!
Clap, clap, clap!
Hurray for Christmas Day!*

*Jingle bells, jingle bells,
Jingle all the way.
Jump, jump, jump!
Jump, jump, jump!
Hurray for Christmas Day!*

*Jingle bells, jingle bells,
Jingle all the way.
Stamp, stamp, stamp!
Stamp, stamp, stamp!
Hurray for Christmas Day!*

BASIC COMPETENCES

The children become familiar with some traditional elements of Christmas.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Cloth bag
- ★ Flashcards: eyes, nose, ears, mouth in the cloth bag
- ★ CD
- ★ Story cards: Story 3: *Santa's presents*. Put a post-it over Tommy in the last picture
- ★ Red and yellow gomets and crayons
- ★ A Santa hat



ALL TOGETHER TIME 1.5

- **Playing with Tommy: eyes, nose, ears, mouth**
 - ★ **Recap vocabulary:** Ask a child to take the flashcards out of the cloth bag and to show them to everybody. Take the flashcards and place one face down in front of Tommy, Polly, Tina and the child. Help the children guess which flashcard each person has.
 - ★ **Play a flashcard game: Tickle**
Put the four flashcards on the floor, facing up. Tommy calls out a child and says: *Tickle the (ears)*. The child tickles the *ears* flashcard. The rest of the class can then tickle their own ears. Continue with different children and different parts of the face.
- **Story 3: *Santa's presents* 1.27**
 - ★ **Create interest:** Show the children the Santa hat and ask if they know who it belongs to. Find out what they know about Santa.
 - ★ **Introduce the story:** Display story card 1. Point and say: *Look! Here's a window. What can you see? Can you see a nose? Can you see a mouth? Can you see eyes? Who is it?*
 - ★ **Listen to the audio:** Play the audio and display the pictures one at a time. At the end, ask children who they think is in the house. Take off the post-it to reveal Tommy.
 - ★ **Check comprehension:** Point, mime and ask questions. *Who is it? Santa, red helper, yellow helper. Who are the presents for?*
 - ★ **Listen and join in:** Put the story cards on the floor or on the board and play the audio again, encouraging the children to act out what Santa and the helpers are doing in each picture.

OPTIONAL ACTIVITY Jingle bells 1.29

Play the song. The children do the actions and join in with the singing.

Note: This is the authentic song for Lesson 5.

- **Worksheet 3.3: red, yellow, hat, eyes, ears, nose, mouth**
 - ★ **Display and talk about the worksheet:** Point to each of the characters in turn and say: *Look! Eyes, a nose, a mouth, and ears and a (red) hat. It's (red) helper.*
 - ★ **Practise the task:** Call out children to point to different parts of the picture. Call out children, one at a time, and give them each a red or a yellow gomets and say: *Put your (red) sticker on helper's (nose), thank you!*

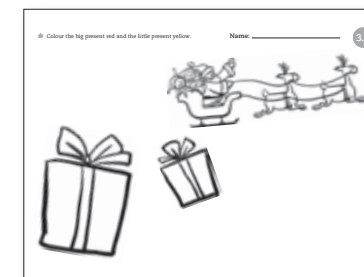
TABLE TIME 1.6

- ★ Give out gomets and red and yellow crayons.
- ★ The children stick the gomets on the noses and eyes of the helpers and colour the hats.
- ★ Encourage the children to identify eyes, nose, ears, mouth, red, yellow.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: ears, eyes, nose, mouth
- ★ CD
- ★ Story cards: Story 3: *Santa's presents*
- ★ Photocopy of the worksheet for all the class
- ★ Red and yellow gomets



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: eyes, ears, nose, mouth**
 - ★ **Recap vocabulary with a flashcard game: Clap**
Display the flashcards on the floor and say one of the words. Tommy, Tina and Polly take turns at hopping from card to card. The children clap when they land on the correct one.
- **Story 3: *Santa's presents* 1.27**
 - ★ **Recap the story:** Display the story cards out of order. Call out two children to choose the first story card. Play the CD, pausing after each picture for the children to choose the correct story card and put the story in order.
 - ★ **Listen to the audio and act out the story:** Assign the roles of *Santa, red helper, yellow helper, reindeer one* and *reindeer two*. Tell the story or play it on the CD, and help the children to act out their parts. Use chairs to make the sleigh, and bricks to be the presents.
- **Story chant 3: *Santa's presents* 1.28**
 - ★ **Listen to the audio:** Put the story cards 2, 4 and 6 face down. Turn over story card 4 on hearing *peekaboo* in the first verse, story card 6 in the second verse and story card 2 in the third verse.
 - ★ **Sing the chant with actions:** Start with your hands covering your face. When you sing *peekaboo*, open your hands to show your face, as if they were two doors. Encourage the children to join in.
 - ★ Divide the class into three groups. Put a red gomets on the noses of the children in the first group, yellow gomets on the noses of the children in the second group, and two red gomets on the cheeks of the children in the third group. Point to story card 4 and the group with the red gomets on their noses sing and mime. Point to story card 6 and the group with the yellow gomets on their noses sing and mime. Point to story card 2 and the Santa group (the children with two red gomets on their cheeks) sing and mime.
- **Photocopiable Worksheet 3.3: Santa, present, big, little, red, yellow**
 - ★ **Display and talk about the worksheet:** Point and say: *Look! Here's Santa and his helpers and all the presents. Oh no! Two presents are falling out of the sleigh: one big present and one little present.*
 - ★ **Practise the task:** Call out children to point to the different parts of the picture. Call out a child and give them a red crayon. Say: *Colour the big present red.* Continue with another child. Say: *Colour the little present yellow.*

TABLE TIME 1.6

- ★ The children colour the big present red and the little present yellow.
- ★ Encourage the children to identify *Santa, present, big, little, red, yellow*.

OPTIONAL ACTIVITY Story practice

Play the story *Santa's presents* 1.27 again. Call out a child to show the story cards as the rest of the class listens and does the actions.



Unit 3: Lesson 4

OPENING ROUTINE

Wake up Tommy, Tina and Polly by calling them.

Sing **Hello everyone!** 1.2 and pass Tommy round for all to greet.

Have a sing song. Choose from:

Two eyes look around 1.25

Hello daddy 1.21

Pick up a crayon 1.17

Polly's gym 1.7

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY

Santa, buttons
eyes, ears, nose, mouth, buttons
big, little,
red, yellow

BASIC COMPETENCES

The children can demonstrate what they have learned.

ACTIVITY BOOK

This is a good time to work with Unit 3, Worksheet 3.2, page 21.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: eyes, ears, mouth, nose, big, little
- ★ Poster 3 and Blu-tack
- ★ Pop-out 3
- ★ Glue and cotton wool (optional)
- ★ Plastic hammer
- ★ CD (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: eyes, ears, mouth, nose, big, little**
 - ★ **Recap the vocabulary:** Tommy shows the flashcards to Tina and Polly who remember the words with the children's help.
 - ★ **Play a flashcard game: Whack**
Display all the flashcards. Say a word and give a child a plastic hammer to hit the correct flashcard. The rest of the class claps if they hit the right one.
- **Poster 3: Santa, eyes, ears, nose, mouth, buttons, big, little, red, yellow**
 - ★ **Create interest:** Display the pop-out of Santa and say: *Oh dear, poor Santa! He has no eyes, no ears, no nose, no mouth and no buttons!* Show all the other poster pop-outs and stick them to the board with a piece of Blu-tack. Say: *Look, (eyes).*
 - ★ **Play with the poster:** Call out a child and say: *Can you give Santa some (big eyes), please?* Call out more children to place the remaining parts of the face and to choose some buttons for Santa.
- **Pop-out 3: snowman, red, yellow, eyes, nose, mouth, hat, big, little**
 - ★ **Display and talk about the pop-out:** Show the children a pop-out of a snowman with little features, hat and buttons. Say: *It's a snowman with little (eyes).* Turn the snowman around. Show and describe the other side with the big features, hat and buttons.
 - ★ **Play a circle game:** Children sit in a circle and pass round a pop-out. All the time, chant: *I can see a snowman.* Then say: *With a (big hat).* The child with the pop-out holds it up, showing the snowman with the big hat.
- **Worksheet 3.4: Santa, eyes, ears, nose, mouth, buttons, big, little, red, yellow**
 - ★ **Display and talk about the worksheet:** Point and say: *Look! It's Santa.*
 - ★ **Practise the task:** Call out children to colour Santa's buttons, they stick pieces of cotton wool on his beard and the pompom on his hat.

TABLE TIME 1.6

- ★ The children colour Santa's buttons and stick cotton wool on his beard and the pompom on his hat.
- ★ Encourage the children to identify the parts of Santa's face.
- ★ The children prepare their pop-outs.

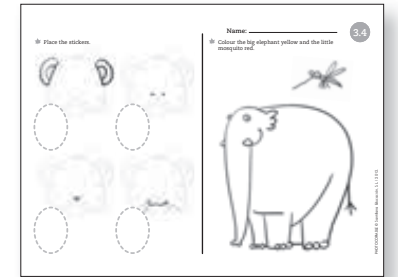
OPTIONAL ACTIVITY Listen and play

Listen to **Story 3** 1.27 and/or **Story chant 3: Santa's presents** 1.28
The children play peekaboo with their snowmen.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: ears, eyes, nose, mouth, big, little in the cloth bag
- ★ Poster 3
- ★ Photocopy of the worksheet for all the class
- ★ Stickers
- ★ CD



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: ears, eyes, nose, mouth, big, little**
 - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at taking the flashcards out of the cloth bag and saying the words.
 - ★ **Play a flashcard game: It's ...**
Put a piece of white paper over the front of one of the flashcards. Slowly, remove the piece so that Tommy can say the word. Encourage the children to say it before Tommy.
- **Poster 3: ears, eyes, nose, mouth, big, little**
 - ★ Place the pop-outs to make a finished Santa, and let the children look at it for a minute. Cover the poster with a piece of paper. The children try to remember from the top down. Ask: *Are Santa's eyes big or little?* Move the piece of paper down to check. Continue in the same way with the other elements of the poster, until you get to the last button.
- **Photocopiable Worksheet 3.4: ears, eyes, nose, mouth, big, little, Tommy, Tina, Polly**
 - ★ **Display and talk about the worksheet:** Show the children the worksheet and ask them to name and point to each item. Give each child their stickers.

Note: If possible, do this worksheet with a small group of children at a time, or one by one.

TABLE TIME 1.6

- ★ The children follow your instructions:
 1. Listen and do **Action Song 2: Two eyes look around** 1.25
Say: *Now stick Polly next to the nose.*
Stick Tommy next to the ears.
And stick Tina next to the mouth.
 2. Listen to and sing **Size song: Big and little** 1.13
Say: *Now colour the big elephant yellow and the little mosquito red.*



Unit 3: Lesson 5

OPENING ROUTINE

Wake up Tommy and sing **Hello!** 1.1 together.

Have a sing song. Choose from:

Here are granny's glasses 3.3

Ring-a-ring-o-roses 3.1

Hello daddy! 1.21

Pick up a crayon 1.17

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY

Jingle bells, clap, jump, stamp, hurray, Christmas day

AUDIO

Authentic song 3: Jingle bells 1.29

Jingle bells, jingle bells,

Jingle all the way.

Clap, clap, clap!

Clap, clap, clap!

Hurray for Christmas Day!

Jingle bells, jingle bells,

Jingle all the way.

Jump, jump, jump!

Jump, jump, jump!

Hurray for Christmas Day!

Jingle bells, jingle bells,

Jingle all the way.

Stamp, stamp, stamp!

Stamp, stamp, stamp!

Hurray for Christmas Day!



BASIC COMPETENCES

The children use their creativity to decorate a stocking.

ACTIVITY BOOK

This is a good time to work with Unit 3, Worksheet 3.3, page 23.

LESSON A

PREPARATION

- ★ Tommy
- ★ Gomets
- ★ CD
- ★ Sleigh bells in a cloth bag



ALL TOGETHER TIME 1.5

- **Playing with Tommy: clap, jump, stamp, shout hurray**
 - ★ **Create interest:** Shake the bag so that the children can hear the bells. Ask: **What is it? Bells.** Take the bells out the bag and shake them. It is Christmas and Tommy is very excited. Make him clap, jump, stamp and shout hurray. Encourage the children to copy Tommy. Between the actions, make Tommy sit still and encourage the children to copy him exactly! Alternatively you can use the teacher's version of the worksheet to introduce the bells.
 - ★ **Introduce new vocabulary:** Play a game with the bells. Say: **Everybody clap!** The children clap as you shake the bells. Stop shaking the bells and the children make a statue. Say: **Everybody jump!** Start shaking the bells again and the children jump. Continue in the same way with **stamp** and **shout hurray**, then repeat the actions changing the order.

Authentic song 3: Jingle bells 1.29

- ★ **Focus on the music:** Listen to the music and the children sway to the beat. Listen again and this time they clap to the beat.
- ★ **Focus on the actions:** Play the audio and the children do the actions and join in with the singing. For *Jingle bells*, shake the bells and the children can mime shaking bells. If you have more bells, children can take turns at shaking them during the song, while the rest of the children are doing the actions.

OPTIONAL ACTIVITY Follow my leader

Tommy does and says a very simple action sequence for the children to copy, for example: **Clap, clap, hurray.** Repeat several times with different actions. Challenge the children by giving them more complicated sequences to remember, for example: **Clap, stamp, clap, stamp, hurray!**

Worksheet 3.5: bells

- ★ **Display and talk about the worksheet:** Point and say: **Look at the girl. Look at her bells. She's shaking the bells. Look at her hat? What colour is it? Whose hat is it? Yes it's a Santa hat. It's Christmas.**
- ★ **Prepare for the task:** Call children out to point to the hat and the bells. Call out a child and give them a *gomets* to stick on one of the bells. Continue in the same way with more children and the rest of the bells.

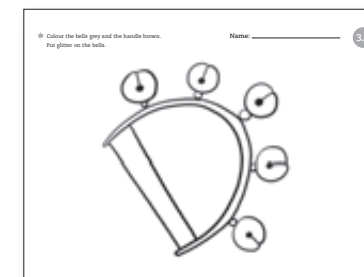
TABLE TIME 1.6

- ★ The children stick a round *gomets* on each bell and colour Santa's hat.
- ★ Encourage the children to identify *bell, hat, Santa.*

LESSON B

PREPARATION

- ★ Tommy
- ★ Percussion instruments (hand bells, sleigh bells, tambourines, maracas, claves, xylophones, wooden blocks and beaters (optional)
- ★ Photocopy the worksheet to allow sleigh bells for each child and one extra
- ★ CD
- ★ Glitter and glue
- ★ Two large sheets of red card (optional)
- ★ Print and stick the words of the song onto one of the sheets of card (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy: clap, jump, stamp, shout hurray**
 - ★ **Recap vocabulary:** Tommy plays an action game with the children. Make a train with Tommy at the front and you next. Tommy says: **Jump!** And the children jump along until Tommy says: **Stop!** Tommy says: **Clap!** And the children clap as they walk along until Tommy says: **Stop!** Tommy says: **Stamp!** and the children stamp along until Tommy says: **Stop!** Tommy says: **Hurray** and the children repeat *Hurray* over and over again as they walk along.
- **Authentic song 3: Jingle bells 1.29**
 - ★ Sing the song with the children again, encouraging them to join in with the actions and the words.
 - ★ Do a dance. Hold hands in a big circle and move round to the words of the first part of the song. Then stop and clap. Then, raise both arms and shout: **Hurray!** Follow the same pattern for the other two verses.

OPTIONAL ACTIVITY Shake and bang

Divide the children into two groups: shakers and bangers. Give shaking instruments, bells, tambourines, maracas and so on to one group and banging instruments, claves, wooden block and beater, xylophone to the other. Play the audio 1.29 and conduct the shakers to shake their instruments for the first two lines of the verse. Signal them to stop. Then conduct the bangers to bang their instruments for the following two lines. Conduct both groups to play their instruments for the last line. Signal all to stop. Repeat for the remaining verses.

Photocopiable Worksheet 3.5: bell

- ★ Tommy shows the children a picture of bells. He demonstrates how to colour each bell grey and the handle brown and stick glue and then glitter on it.

TABLE TIME 1.6

- ★ The children colour each bell grey and the handle brown and then stick glitter on them. As the children work play the song several times.
- ★ Encourage the children to identify *bell, Christmas.*

OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the decorated bells onto the two pieces of card to make a song poster. Display it then later use it as a page in the *Very big class song book.* Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.



Unit 3: Lesson 6

OPENING ROUTINE

Wake up Polly by calling her.
Sing **Hello!** 1.1 and pass Polly round for all to greet.

Have a sing song. Choose from:

Jingle Bells 1.29

Hello daddy 1.21

Two eyes look around 1.25

Big and little 1.13

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Polly and sing

Goodbye! 1.4

VOCABULARY

Santa, present, stocking

AUDIO

Photo poster 3: 3.5

Hello. My name's Sam. It's Christmas. Shh!

Look! Santa!

Look! Santa's sack!

Look! Presents!

Look! Stockings!



BASIC COMPETENCES

The children recognise some traditional elements of Christmas.

ACTIVITY BOOK

This is a good time to work with

Unit 3, Worksheet 3.4, page 25. 3.20

LESSON A

PREPARATION

- ★ Polly
- ★ Flashcards: Santa, present, stocking
- ★ Photo poster 3
- ★ CD
- ★ 3 Christmas stockings
- ★ Stickers



ALL TOGETHER TIME 1.5

• Playing with Polly: Santa, present, stocking

- ★ **Create interest:** Polly hangs up her Christmas stocking for Santa to put presents in. Hang up stockings for Tina and Tommy too. Leave a glass of water and a biscuit for Santa. Before the new term place a little toy/some sweets in each stocking, empty the glass and remove the biscuit leaving some crumbs.

• Photo poster 3: 3.5 Santa, present, stocking

- ★ **Display and talk about the poster:** Introduce Sam and ask: *Is Sam a girl or a boy?* Read what Sam is saying and tell the children. Point and say: *Shhh! Look! It's Santa!* Mime, for example, stroking beard and say: *Look! Santa has a big sack with lots of presents!* Mime, for example, holding something and looking very happy. Say: *Look there are two stockings!* Mime, for example, touch their sock. Say: *This stocking is full of presents. Santa's putting a present in this stocking. Look! Something for Santa to eat and to drink.*
- ★ **Play the audio** 3.5 Pause after each sentence. Point to the corresponding part of the poster and do the corresponding mime with the children. Play the audio again without pausing and the children mime with you as they listen and look at the poster.

• Flashcard practice: Santa, present, stocking

- ★ Show and name the flashcards one at a time and call out children to identify the corresponding parts of the poster. Shuffle the flashcards and place them face down. Point to a part of the picture and say: *It's a (stocking).* Name a child to turn over a flashcard and say: Yes if it is the same and No if it is different.

OPTIONAL ACTIVITY Action story

Say and mime encouraging the children to join in: *You are Santa. Ho, ho, ho! Climb down the chimney. Your sack is very big and heavy. Get a present out of the bag. Put the present in the stocking. Now drink the water and eat the biscuit. Pick up your bag and climb up the chimney.*

• Worksheet 3.6: Santa, present, stocking

- ★ **Display the worksheet:** Point and say: *Look at Santa. He's eating and drinking. Look at his sack. There's a big, yellow present in the sack. Look at the stocking. There's a little, red present in the stocking.*
- ★ **Practise the task:** Display the children's version of the worksheet for the children to compare with the teacher's version. Ask: *What's missing? The two presents and Santa's sack is white.* Call out children to point to the presents on the teacher's worksheet. Show them the stickers of the presents and ask them to point to where they go.

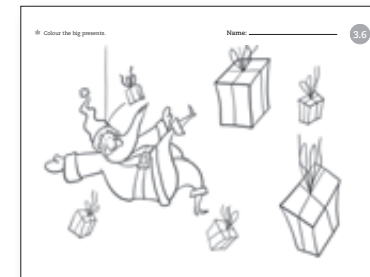
TABLE TIME 1.6

- ★ The children stick the presents in the right place and colour Santa's sack.
- ★ Encourage the children to identify Santa, stocking, present.

LESSON B

PREPARATION

- ★ Polly
- ★ Flashcards: Santa, present, stocking
- ★ Photo Poster 3: Cover Santa, a stocking and a present
- ★ CD
- ★ Photocopy the worksheet for the class
- ★ Santa hat and beard



ALL TOGETHER TIME 1.5

• Playing with Polly: Santa, present stocking

- ★ **Recap phrases:** Polly looks to see if there is anything in her stocking. Say: *Look at Polly's stocking. Look! Is there a present? No. Has Santa been? No. It's not Christmas yet.*
- ★ Play a flashcard game. See Games bank in Teacher's Resource Book, page 25.

• Photo poster 3: 3.5 Santa, present, stocking

- ★ **Display and talk about the poster:** Show the children the poster with Santa, a stocking and a present covered. The children remember what is behind each cover. They can mime or say the answer.
- ★ **Play the audio:** Pause after each sentence for the children to mime the activity. Listen again, without pausing, and the children mime the activities.

OPTIONAL ACTIVITY Santa

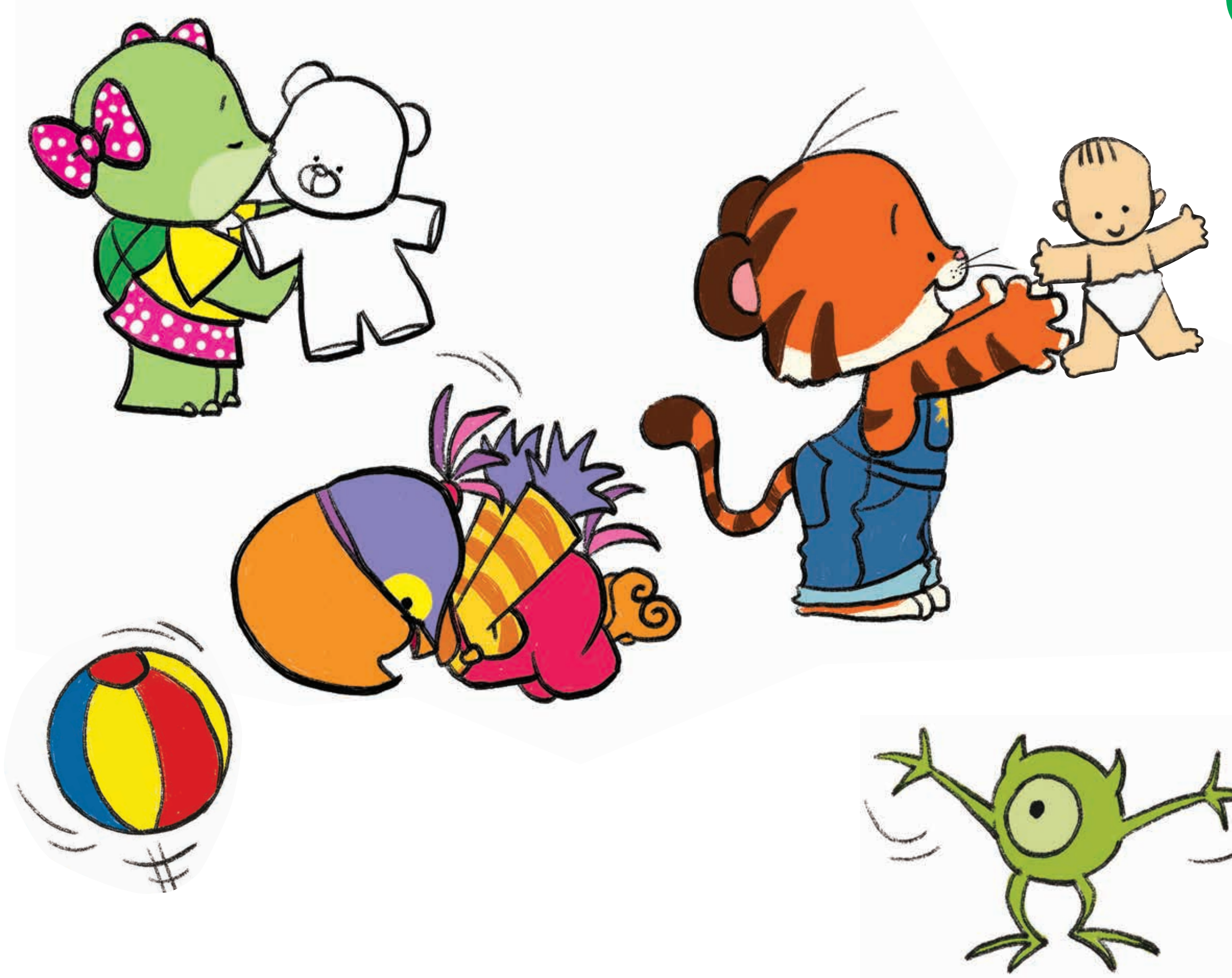
If possible arrange for an English speaking man to dress up as Santa and visit the children. This should be a surprise visit. Get "Santa" to ring sleigh bells outside the classroom door and say: *Ho,ho,ho* in a deep voice, before entering. He can go around and say hello to each child and give them a little present or a sweet. Encourage each child to say: *Thank you, Santa.* Alternatively play at being Santa. Take a large plastic sack into the classroom and the children help you put toys and books into the sack. Choose a child to be Santa. They can wear a Santa hat and beard. Santa gives everybody a present. Encourage each child to say: *Thank you, Santa.*

• Photocopiable Worksheet 3.6: Santa, presents

- ★ **Display and talk about the worksheet:** Point, mime and say: *Look at Santa! Oh dear, he's falling over! And look at the presents! Oh dear, the presents. These presents are little and these presents are big.*
- ★ **Practise the task:** Call out a child and give them a crayon to colour a big present. Continue with different children until all the big presents are coloured.

TABLE TIME 1.6

- ★ The children colour the big presents.
- ★ Encourage the children to identify Santa, present.



Unit 4: Lesson 1

OPENING ROUTINE

Wake up Tommy and sing **Hello!** 1.1

Have a sing song. Choose from:

Polly's gym 1.7

Pick up a crayon 1.17

Hello daddy 1.21

Two eyes look around 1.25

Use the following songs to move the children:

All together 1.5 **Table time** 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY

dolly, teddy, ball, monster
kiss, bounce, rock, shake
favourite

AUDIO

Action song 4: Kiss your teddy 1.30

Shake, shake, shake your monster,
Shake, shake, shake!
Repeat (x4)

Bounce, bounce, bounce your ball,
Boing, boing, boing!
Repeat (x4)

Kiss, kiss, kiss your teddy,
Kiss, kiss, kiss!
Repeat (x4)

Rock, rock, rock your dolly,
Shh, shh, shh!
Repeat (x4)

Tommy's music 4 1.31

Hug your teddy. Bounce your ball. Rock your dolly.
Dance with your monster.

BASIC COMPETENCES

The children learn to associate a real object with a picture of it.

ACTIVITY BOOK

This is a good time to work with
Unit 4, Worksheet 4.1, page 27.

LESSON A

PREPARATION

- ★ Tommy
- ★ Stickers
- ★ Flashcards: teddy, dolly, ball, monster
- ★ The four toys in birthday wrapping paper
- ★ CD



ALL TOGETHER TIME 1.5

• Playing with Tommy: teddy, dolly, ball, monster

- ★ **Create interest:** It's Tommy's birthday! Sing *Happy Birthday*. **Note:** that in the penultimate line of the song we sing *Happy Birthday dear Tommy*.
- ★ **Introduce new vocabulary:** Show the children the presents and they try to guess what each one is. Help Tommy to open them. Say: **Look at Tommy's presents! Let's help him open them! What's this?** Put the presents in different places around the classroom. Name children to go and look for them and bring them to Tommy. Tommy says: **Can you bring me my (ball), please? Thank you.**
- ★ **Play a flashcard game: Match**
Put the toys and the flashcards on the floor. Call out a child and say: **Find the (monster) and the picture of the (monster).**

• Action song 4: Kiss your teddy 1.30

- ★ Use Tommy to act out the song with the real toys as the children listen to it on the CD. You can also use the worksheet to introduce the song.
- ★ Put Tommy somewhere so he can watch. Play the song again, this time miming the words. Encourage the children to join in with the mimes.

• Worksheet 4.1: teddy, dolly, ball, monster

- ★ **Display and talk about the worksheet:** Point and say: **Look! Here are Tommy and Tina and Polly! Here are Tommy's toys. Here's Tina giving the teddy a big kiss. Here's Polly bouncing the ball and here's Tommy rocking his dolly. Look, here on the floor is the monster! He's saying grr!**
- ★ **Practise the task:** Ask children to come out and point to Tommy's toys and colour the teddy. Say: **Point to the (dolly). Good. Now get a crayon and colour the teddy, please. Thank you!**

TABLE TIME 1.6

- ★ Give out the stickers and say: **It's the (dolly).** Help the children to stick them in the correct place. They colour the teddy.
- ★ Play or sing **Action song 4: Kiss your teddy** 1.30 the children point to the worksheet as they listen.
- ★ Encourage the children to identify *dolly, teddy, monster, ball*.

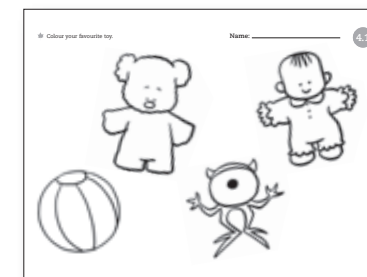
OPTIONAL ACTIVITY Musical toys

The children sit in a circle. Give the toys to four of the children and put on some music. The children pass the toys around the circle. Stop the music and ask: **Who's got the teddy?** The child with the teddy holds it up.

LESSON B

PREPARATION

- ★ Tommy
- ★ Photocopy of the worksheet for all the class
- ★ Flashcards: teddy, dolly, ball, monster in the cloth bag
- ★ The four toys from Lesson A
- ★ CD



ALL TOGETHER TIME 1.5

• Playing with Tommy: teddy, dolly, ball, monster

- ★ **Recap vocabulary:** Show the cloth bag with the flashcards inside. Tommy tries to remember what is inside. Say: **What toys are in the bag? Do you remember?** Encourage the children to guess with him.
- ★ **Play a flashcard game: Wave to the monster**
Put the *teddy, monster* and *dolly* flashcards around the walls of the classroom. Say: **Wave to the (monster).** Encourage the children to join in with the actions. Then say: **Throw a ball to the (dolly).** Encourage the children to join in. Then, mix the actions, saying: **Wave to the (dolly), throw a ball to the (teddy).**
- **Action song 4: Kiss your teddy** 1.30
 - ★ Children join in with the actions of the song.
 - ★ Hold up a toy and the children sing the appropriate verse and do the appropriate actions.
- **Tommy's music 4** 1.31 **Hug your teddy. Bounce your ball. Rock your dolly. Dance with your monster.**
 - ★ Practise miming the actions with the children.
 - ★ The children find a space. Play Tommy's music and the children follow the instructions.

OPTIONAL ACTIVITY Which is your favourite toy?

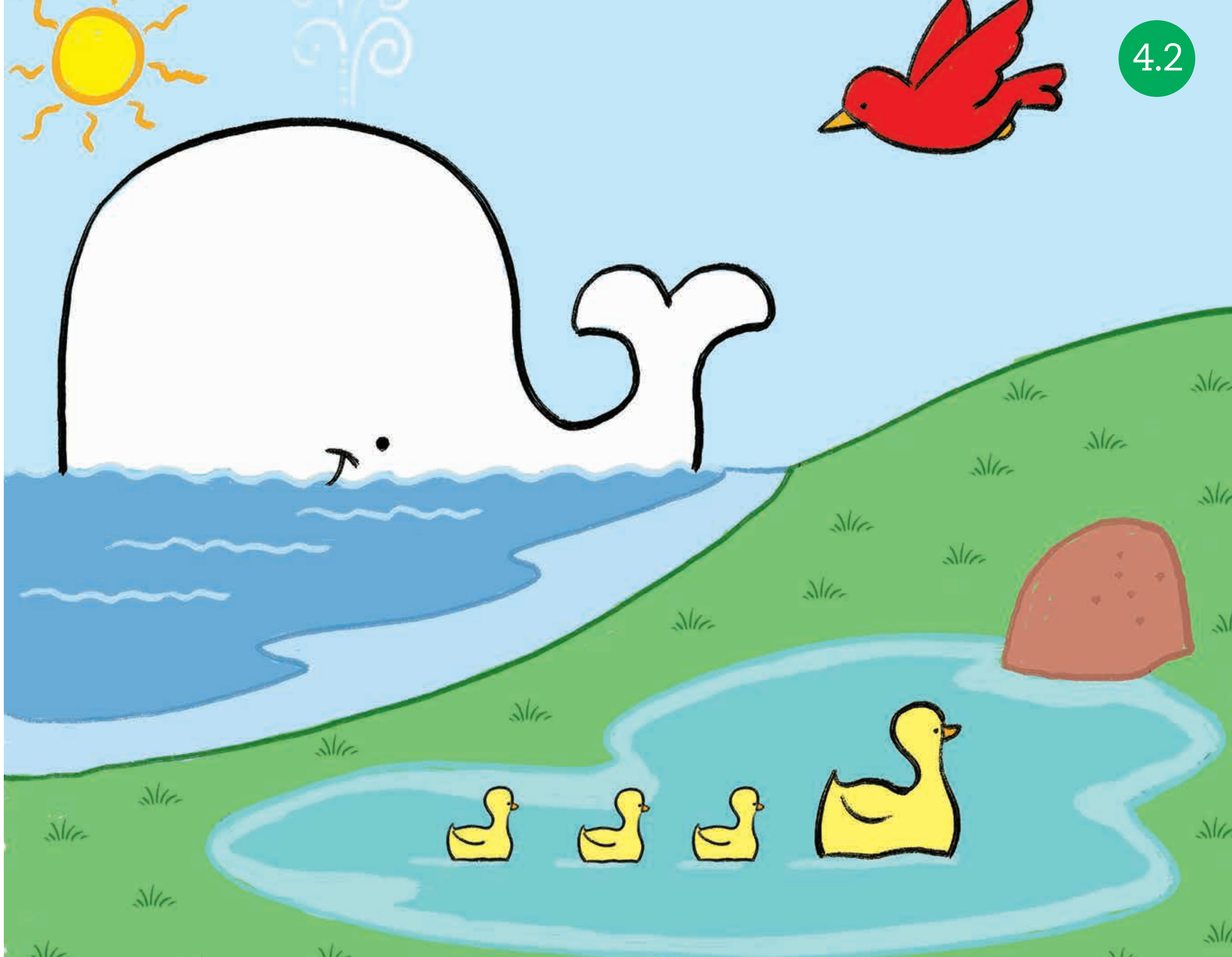
Put the toys on the floor and ask Tommy which toy he likes best. Tommy thinks and says: **I like the (dolly) and I like the (monster). My favourite toy is the (teddy).** Call children out to show Tommy which their favourite toy is. Encourage them to say the word.

• Photocopiable Worksheet 4.1: teddy, dolly, ball, monster

- ★ **Display and talk about the worksheet:** Point and say: **Look here's the teddy, and the dolly, and the ball, and the monster.** Call out children and say: **Point to the (ball), please.**
- ★ **Practise the task:** Ask children which is Tommy's favourite toy. Call out children to show their favourite toy and ask them to start colouring it. Say: **Which is your favourite toy? Can you colour it, please?**

TABLE TIME 1.6

- ★ The children colour their favourite toy.
- ★ Encourage the children to identify the toys.



Unit 4: Lesson 2

OPENING ROUTINE

Wake up Tina by calling her.
Sing **Hello!** 1.1 and pass Tina round for all to greet.

Have a sing song. Choose from:

Kiss your teddy 1.30

Two eyes look around 1.25

Colour song 1: Yellow duck 1.8

Colour song 2: Red bird 1.9

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tina and sing

Goodbye! 1.4

VOCABULARY

blue, red, yellow

whale, bird, duck

big, little

yes, no, please, thank you

AUDIO

Colour song 3: Blue whale 1.10

Blue, blue, a blue whale. (x3)

Psh! Psh! Psh!



BASIC COMPETENCES

The children become familiar with and identify the colour blue.

LESSON A

PREPARATION

- ★ Tina
- ★ Cloth bag
- ★ Flashcards: blue with a post-it over the whale
- ★ CD
- ★ Blue gomets in the cloth bag
- ★ Blue hula hoops



ALL TOGETHER TIME 1.5

• Playing with Tina: blue

- ★ **Create interest:** Tina has found something in the cloth bag. Call a child to peep in the bag. Ask: **What is it? Blue stickers!**
- ★ **Introduce a new concept:** Help Tina put a blue gomets on her forehead. She is very excited, giggles and keeps repeating: **Blue**. Tina asks each child: **Do you want a blue sticker? Show me where?** Help Tina stick the gomets on the children.
- ★ **More practice:** Put a blue hula hoop on the floor. Tina puts the blue flashcard in the hula hoop and looks around the classroom for something blue. As she picks things up, she asks the children for help: **Is this blue?** Tina names children to go and look for blue things to put in the hula hoop.

• Colour song 3: Blue whale 1.10

- ★ Show the children the blue flashcard with the post-it over the whale. Ask: **Is it a duck? No! Is it a bird? No!** Take the post-it off and say: **It's a whale, a blue whale, a big blue whale!**
- ★ Establish an action for whale and make the noise of air coming out of the blowhole: **Psh, psh.**
- ★ Play the song. The children do the actions and join in with the singing.

OPTIONAL ACTIVITY Dance

Put several blue hula hoops on the floor. Play music and encourage the children to dance around the hula hoops. Pause the music every now and again, and the children run and stand inside a hula hoop and say: **Blue.**

• Worksheet 4.2: blue whale, red bird, yellow duck, mummy, baby, sun

- ★ **Display and talk about the worksheet:** Point and say: **Look! A blue whale, a red bird, a yellow duck, a mummy duck and baby ducks, and the sun.**
- ★ **Practise the task:** Call children out to point to parts of the picture. Give a child a blue crayon and ask them to start colouring the whale.

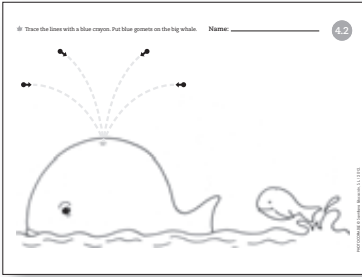
TABLE TIME 1.6

- ★ The children colour the whale blue.
- ★ Encourage the children to identify blue, red, yellow, whale, bird, duck.

LESSON B

PREPARATION

- ★ Tina
- ★ Flashcards: blue, red, yellow in the cloth bag
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ Blue gomets
- ★ Blue, red and yellow bricks
- ★ Blue, red and yellow hula hoops
- ★ Bits of blue tissue paper (optional; ask the children to bring these)



ALL TOGETHER TIME 1.5

• Playing with Tina: blue

- ★ **Recap the concept:** Put the three hula hoops on the floor. Children help Tina get the colour flashcards out of the cloth bag and place them in the corresponding hula hoop. **Do I put the blue whale here, here or here?**
- ★ **More practice:** Put the bricks in the middle. Tina calls out the children one at a time and says: **Pick up a (yellow) brick, please, and put it in the (yellow) hoop.** When all the bricks are in the hoops, Tina says: **Close your eyes everybody.** Then, she moves a brick into the wrong hoop. **Open your eyes everybody. Oh dear, what's wrong?** Tina names a child to come and sort out the problem. Repeat several times. Then, move more than one brick at a time.

• Colour songs 1, 2 and 3: Yellow bird 1.8, Red duck 1.9, Blue whale 1.10

- ★ Display the three flashcards and revise the words, the mimes and the noises. Call a child out and say a colour or an animal, and the child points to the corresponding flashcard. Use mime and noises to help.
- ★ Play all three verses and the children join in with the actions and the noises.

• Photocopiable Worksheet 4.2: blue

- ★ **Display and talk about the worksheet:** Point and say: **Look, it's a mummy whale and a baby whale. Is mummy whale big or little? Is baby whale big or little?** Point to the blowhole and the lines and say: **Psh, psh.**
- ★ **Practise the task:** Trace the lines from top to bottom with your finger. Children trace the line in the air, starting at the top and ending at the bottom. Call out children to trace the lines with their finger. Call out more children to trace the lines with a blue crayon.

TABLE TIME 1.6

- ★ The children trace the lines with a blue crayon and stick blue gomets on the big whale.
- ★ Encourage the children to identify blue, whale, mummy, baby.

OPTIONAL ACTIVITY Make a sea scene

Paint a large piece of paper blue. Ask children to bring blue things to school, such as wool, material and different types of paper to stick on the sea. Give each child a cut out fish shape to colour and stick on the sea.



Unit 4: Lesson 3

OPENING ROUTINE

Wake up Tommy, Tina and Polly and sing **Hello everyone!** 1.2

Have a sing song. Choose from:

Pick up a crayon 1.17

Hello daddy 1.21

Two eyes to look around 1.25

Kiss your teddy 1.30

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY AND EXPRESSIONS

teddy, dolly, ball, monster

tummy

sad, happy, big, little

splash!

blue

He's playing with a ball.

Look at my ball!

Teddy is sad.

Teddy is happy.

AUDIO

Story 4: Teddy's bath 1.32

Story chant 4: Teddy's bath 1.33

Tommy's in the bath.

Splash, splash, splash!

Playing with a ball.

Boing, boing, boing!

Playing with a dolly.

Scrub, scrub, scrub!

Playing with Teddy.

Oh no! Help!

Teddy's in the bath.

Splash, splash, splash!

Poor Teddy!

Glug, glug, glug!



BASIC COMPETENCES

The children listen with pleasure to the story and use the picture clues to predict what is going to happen.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: teddy, dolly, ball, monster in the cloth bag
- ★ Story cards: Story 4: Teddy's bath
- ★ CD
- ★ A teddy, a bowl of water, a washing line and a peg (optional)
- ★ Blue gomets



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: teddy, ball, dolly, monster**
 - ★ **Recap vocabulary:** Ask a child to look in the cloth bag and to take out the flashcards. Show the flashcards one by one, saying the words. Encourage the children to join in.
 - ★ **Play a flashcard game: What's Tommy sitting on?**
Put three of the flashcards face down on the floor and sit the three characters on top of them. Ask the children to guess which toy each of the characters are sitting on. Say: *What's (Tommy) sitting on? Is it the (dolly)? No, it's the (monster)!* At the end, see if the children can remember the remaining flashcard.
- **Story 4: Teddy's bath** 1.32
 - ★ **Create interest and introduce the story:** Show the children story card 1 and say: *Where is Tommy? What is he playing with? What do you play with in the bath?* Talk about the things that can and cannot be put in the bath. Introduce the idea of playing with a teddy: take a glass of water and ask the children if they think it would be a good idea to put Teddy's arm in the water.
 - ★ **Listen to the audio:** Play the audio and display the story cards one at a time. Stop the CD after story card 3, and put your hand to your head in horror. Ask: *Does Teddy want to play in the bath? What's going to happen?* Repeat what the children say in English: *Yes! Teddy is going to get very wet and it will be difficult to dry him!* After reading the story, you can choose to ask questions about it before or after listening to the audio.
 - ★ **Check comprehension:** Point, mime and ask questions. *What is Tommy playing with? Does Teddy want to play in the bath? Is Teddy happy or sad?*
 - ★ **Listen and join in:** Put the story cards on the floor or board and play the audio again, encouraging the children to join in with what Tommy is doing.

OPTIONAL ACTIVITY Teddy's bath

Show the children the teddy. Tommy says: *Shall we give Teddy a bath?* He dips the teddy's legs in the bowl of water. The teddy says: *No, no!* Show the children what happens. Hang the teddy up to dry and check on him next lesson.

- **Worksheet 4.3: teddy, dolly, ball, monster**
 - ★ **Display and talk about the worksheet:** Point and ask: *Who's this? What's this?* Point to the two dollies. Ask: *Is this dolly in the story?* Show the relevant story card.
 - ★ **Practise the task:** Take some blue gomets. Call a child out and say: *Pick up a blue sticker and put it on the path to the dolly in the story. Thank you.* Continue with other children.

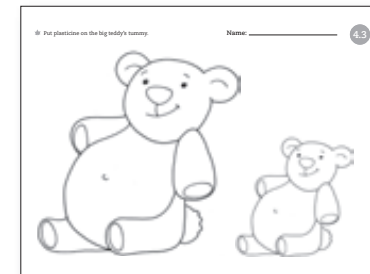
TABLE TIME 1.6

- ★ Give out the blue stickers.
- ★ The children stick the blue stickers between the path from the doll in the story to the bath.
- ★ Encourage the children to identify teddy, dolly, ball, monster, blue.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: teddy, dolly, monster, ball in the cloth bag
- ★ Story cards: Story 4: Teddy's bath
- ★ The four toys
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ Plasticine
- ★ The story cards from the other units (optional)



ALL TOGETHER TIME 1.5

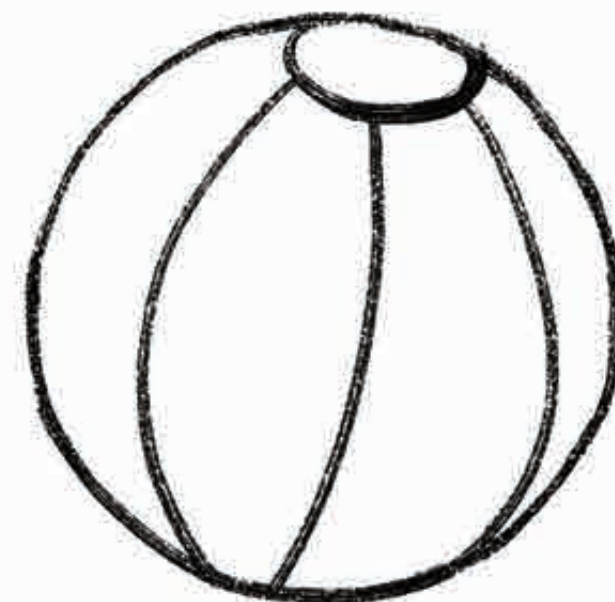
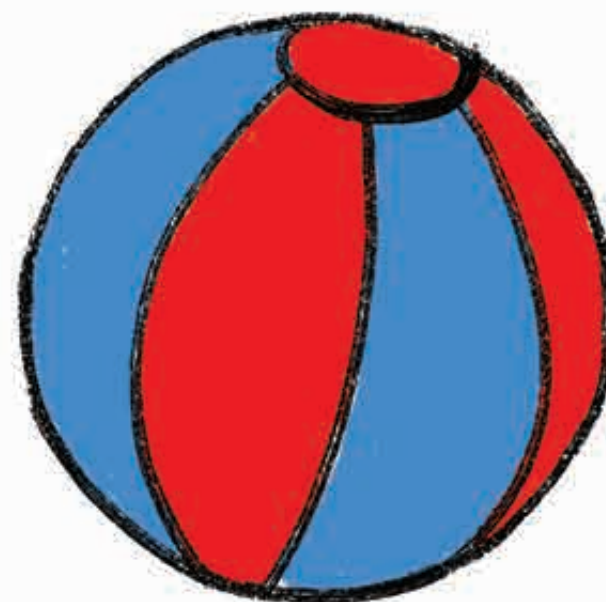
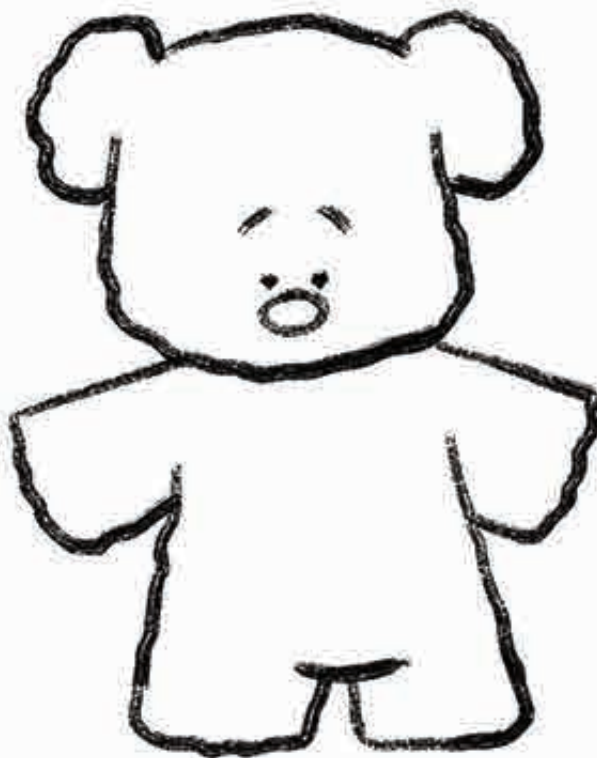
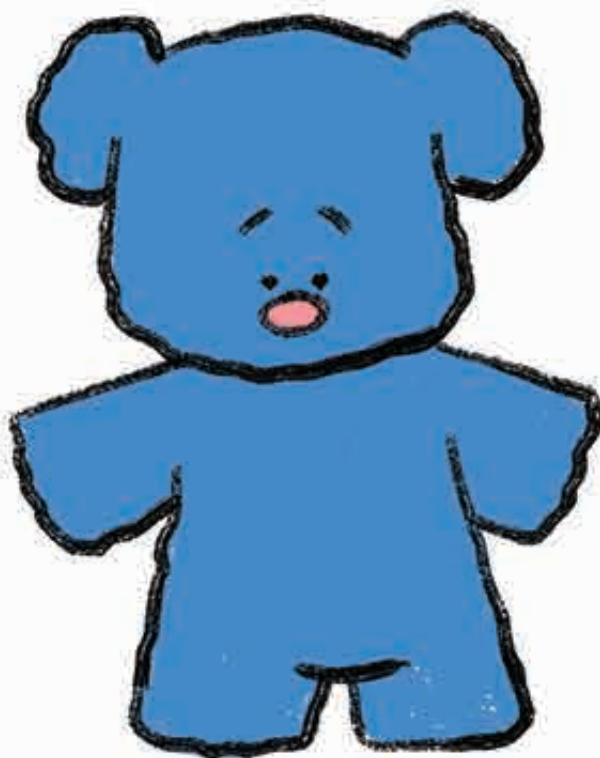
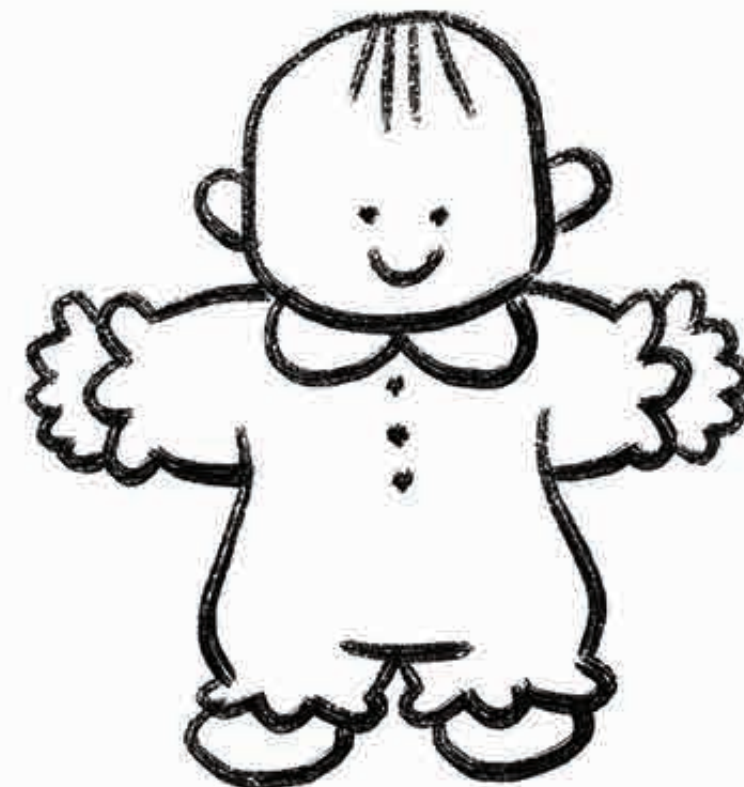
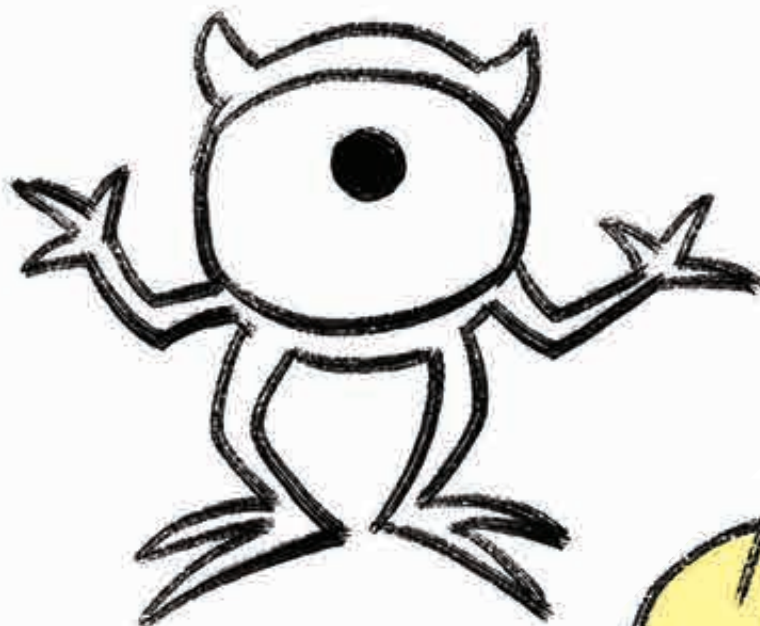
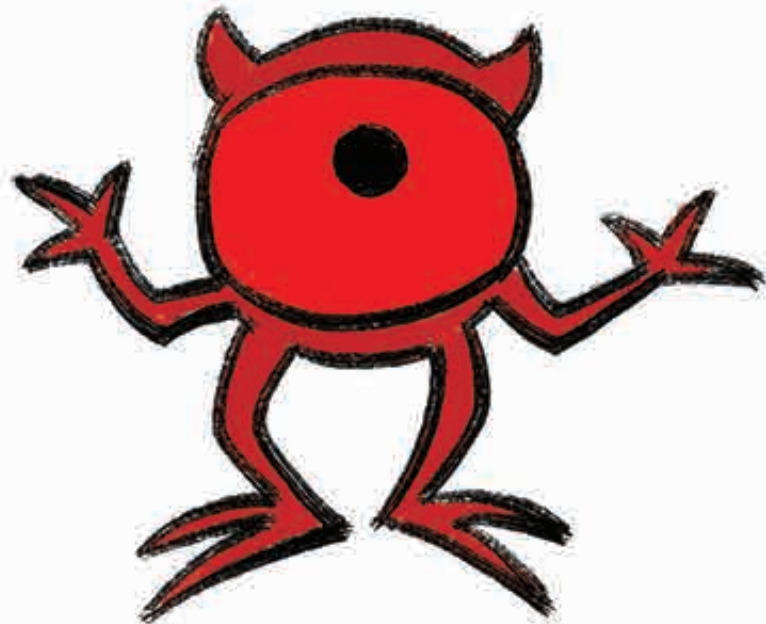
- **Playing with Tommy, Tina and Polly: dolly, teddy, ball, monster**
 - ★ **Recap vocabulary:** Tommy takes the flashcards out of the cloth bag and shows them, one by one, to the children who say the words. Tina and Polly help.
 - ★ **Play a flashcard game: What's in my pocket?**
Tommy chooses a flashcard in secret and puts it face down on the floor. The children guess which flashcard it is with Tina and Polly's help.
- **Story 4: Teddy's bath** 1.32
 - ★ **Recap the story:** Flash a story card quickly and then show it more slowly. Children say the toys in the picture. Call a child out to point to the toys. Continue with other story cards and other children.
 - ★ **Listen to the audio and act out the story:** Assign the roles of Tommy, mummy and Polly. Give Tommy the toys/the flashcards at the appropriate moment in the story. Tell the story or play it on the CD and help the children to act out their parts.
- **Story chant 4: Teddy's bath** 1.33
 - ★ **Act out the chant:** The children listen to the audio and follow the rhythm, by tapping the floor with their feet or moving their knees in time to the chant.
 - ★ **Listen to the audio:** Put story cards 1, 2, 3 and 4 on the floor. Lift them up according to the chant. Mime the actions in each verse. Encourage the children to join in.
 - ★ Say the chant again, encouraging the children to join in with the actions and words.
- **Photocopiable Worksheet 4.3: teddy, tummy, big, little**
 - ★ **Display and talk about the worksheet:** Sing **Big and little** 1.13 Say: *Look! Here's a big teddy and here's a little teddy. Look! Here's the big teddy's tummy!*
 - ★ **Practise the task:** Call a child out and give them a piece of plasticine. Say: *Stick the plasticine on the tummy of the big teddy, please.* Continue with other children.

TABLE TIME 1.6

- ★ The children put plasticine on the big teddy's tummy. Play or sing the songs from the unit as the children work.
- ★ Encourage the children to identify teddy, tummy, big, little.

OPTIONAL ACTIVITY Story time

Show the children the story cards from previous units and let them choose a story. Read the story or play the CD. You can call out a child to show the story cards while the rest listen and do the actions.



Unit 4: Lesson 4

OPENING ROUTINE

Wake up Tommy, Tina and Polly by calling them.
Sing **Hello everyone!** 1.2 and pass Tommy around for all to greet.

Have a sing song. Choose from:

Kiss your teddy 1.30

Two eyes look around 1.25

Hello daddy 1.21

Pick up a crayon 1.17

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY

ball, dolly, monster, teddy
blue, red, yellow
whale

BASIC COMPETENCES

The children use their reasoning skills to interpret information and associate colours with the toys.

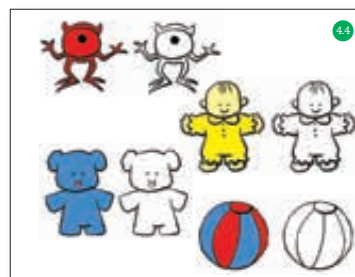
ACTIVITY BOOK

This is a good time to work with
Unit 4, Worksheet 4.2, page 29.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Cloth bag
- ★ Flashcards: ball, dolly, monster, teddy, blue whale
- ★ Poster 4 and Blu-tack
- ★ Pop-out 4
- ★ CD (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: ball, dolly, monster, teddy, blue whale**

- ★ **Recap vocabulary:** Tommy shows the flashcards to Tina and Polly who remember the words with the children's help.
- ★ **Play a flashcard game: What's in my pocket?** Tommy chooses a flashcard in secret and puts it in the cloth bag. The children guess which flashcard it is with Tina and Polly's help!

- **Poster 4: ball, dolly, monster, teddy, blue, red, yellow, Tina's/Polly's/Tommy's toy box**

- ★ **Create interest:** Display the poster of the three toy boxes and all the pop-outs of the toys.
- ★ **Play with the poster:** Put four pieces of Blu-tack on each toy box. Polly calls out a child and says: **Pick up the (red teddy) and put it in my toy box, please.** The characters take turns at calling out the children until all the toys are in the toy boxes.

- **Pop-out 4: ball, dolly, monster, teddy, toy box**

- ★ **Display and talk about the pop-out:** Show children a pop-out with all the flaps down. Say: **What's in the toy box?** Lift a flap and say: **Look, it's a dolly.** Once you have found all the toys, put the flaps down again and see how much the children can remember.
- ★ **Play a circle game:** The children sit in a circle and pass a pop-out around. Repeat the chant: **Toy box, toy box, what's in the toy box?** Say: **Stop! It's a monster.** The child with the pop-out lifts the flap to show the monster.

- **Worksheet 4.4: ball, dolly, monster, teddy, red, blue, yellow**

- ★ **Display and talk about the worksheet:** Point and say: **Look! Monsters, dollies, teddies and balls.** Point and ask: **What colour is it?**
- ★ **Practise the task:** Call out a child to point to the two monsters. Ask: **What colour is the monster? Red. Can you colour this monster red?** Continue calling out children to point at, and then colour, the dolly, the ball and the teddy.

TABLE TIME 1.6

- ★ The children colour the toys according to the code.
- ★ Encourage the children to identify ball, dolly, monster, teddy, red, blue, yellow.
- ★ The children prepare their pop-outs.

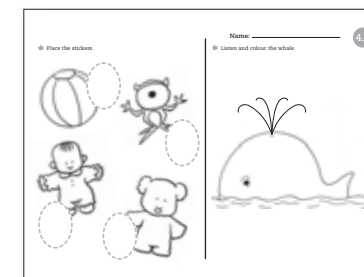
OPTIONAL ACTIVITY Listen and play

Listen to **Action song 4: Kiss your teddy** 1.30 The children move their pop-outs while they listen.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: ball, dolly, monster, teddy, blue whale
- ★ Poster 4
- ★ Photocopy the worksheet for all the class
- ★ Stickers
- ★ CD



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: ball, dolly, monster, teddy, blue whale**

- ★ **Recap vocabulary:** Tommy, Tina and Polly take turns showing the flashcards and saying the words.
- ★ **Play a flashcard game: It's ...** Put a piece of white paper over the front of one of the flashcards. Slowly remove the piece of paper. Tommy says: **It's a (ball). It's a (ball). No! It's a (monster)!** Encourage the children to say what it is before Tommy.

- **Poster 4: ball, dolly, monster, teddy, blue, red, yellow, Polly's toy box, Tina's toy box, Tommy's toy box**

- ★ Call out a child and say: **Pick up the (red teddy) and put it in (Tina's) toy box, please.** Call out more children to place the remaining toys in the toy boxes. Cover the toy boxes and see if the children can remember where the toys are.

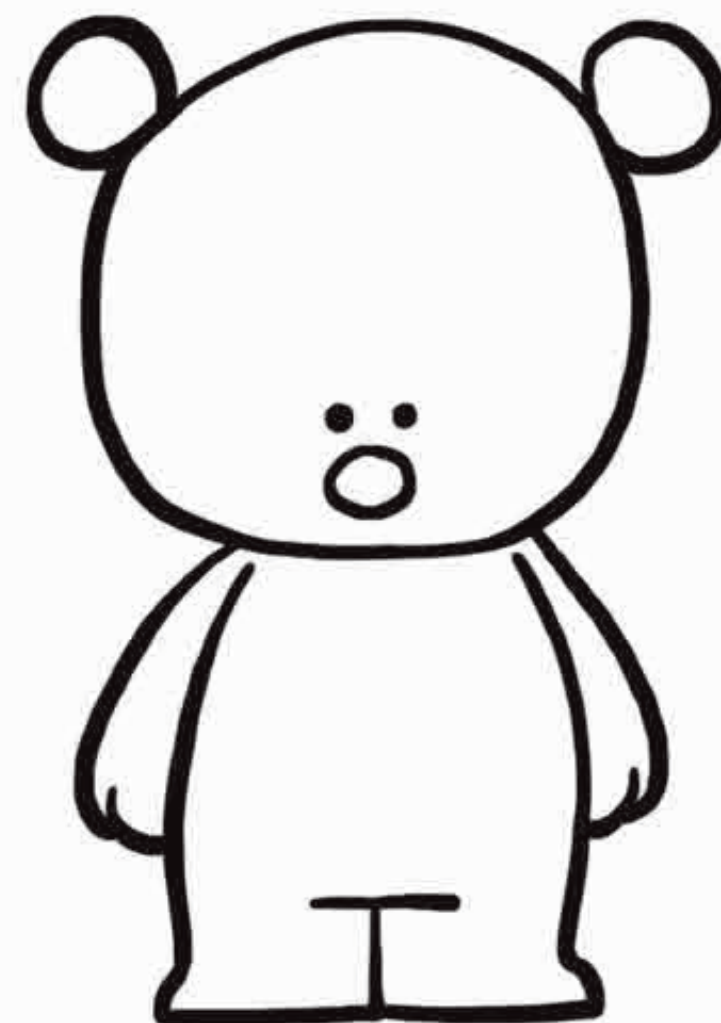
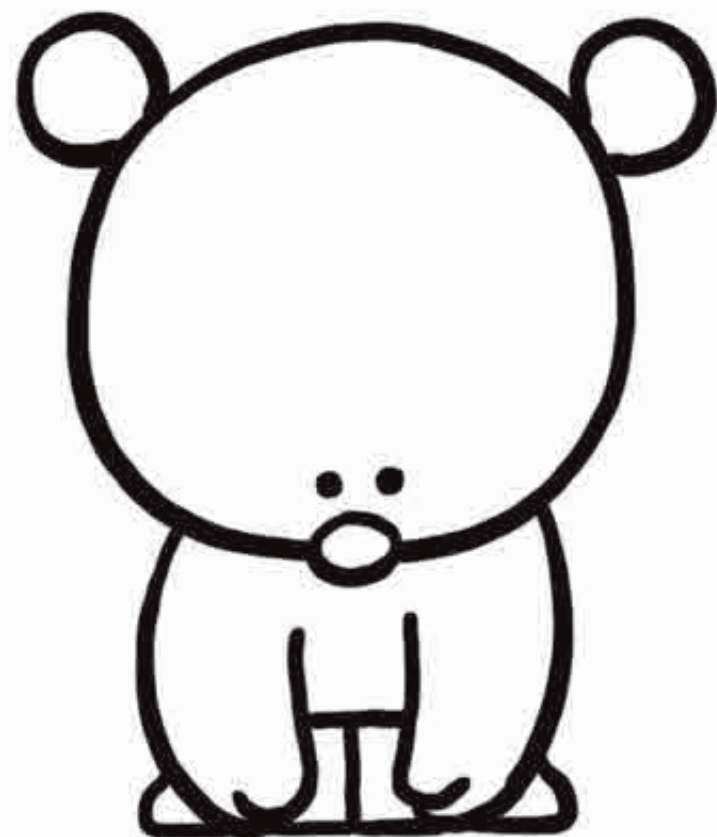
- **Photocopiable Worksheet 4.4: ball, dolly, monster, teddy, blue whale**

- ★ **Display and talk about the worksheet:** Show the children the worksheet and ask them to name and point to each item. Give each child their stickers.

Note: If possible, do this worksheet with a small group of children at a time, or one by one

TABLE TIME 1.6

- ★ Children follow your instructions:
 1. Listen and do **Action song 4: Kiss your teddy** 1.30
Say: **Now stick Polly next to the monster.**
Stick Tommy next to the ball.
And stick Tina next to the teddy.
 2. Listen to and sing **Colour song 3: Blue whale** 1.10
Say: **Now colour the whale.**



Unit 4: Lesson 5

OPENING ROUTINE

Wake up Tommy and sing **Hello!** 1.1 together.

Have a sing song. Choose from:

Ring-a-ring-o-roses 3.1

Here are granny's glasses 3.3

Polly's gym 1.7

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY

teddy bear

touch the ground/ your eyes, toes, ears, mouth, nose

arms to the side, arms out wide

turn around, turn off the light, goodnight

AUDIO

Authentic song 4: Teddy bear, teddy bear 3.6

Teddy bear, teddy bear turn around.

Teddy bear, teddy bear touch the ground.

Teddy bear, teddy bear touch your nose.

Teddy bear, teddy bear touch your toes.

Teddy bear, teddy bear arms to the side.

Teddy bear, teddy bear arms out wide.

Teddy bear, teddy bear turn off the light.

Teddy bear, teddy bear say goodnight.



BASIC COMPETENCES

The children use their observation skills to recognise matching pictures.

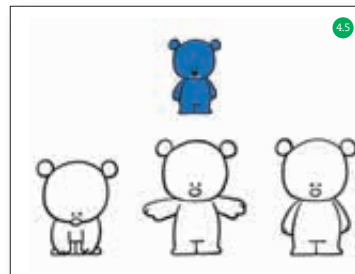
ACTIVITY BOOK

This is a good time to work with Unit 4, Worksheet 4.3, page 31.

LESSON A

PREPARATION

- ★ Tommy
- ★ Gomets
- ★ CD
- ★ A teddy in a soft bag



ALL TOGETHER TIME 1.5

- **Playing with Tommy: teddy bear, turn around, touch the ground/your nose/your toes, arms to the side, arms out wide, turn off the light, say goodnight**
 - ★ **Create interest:** Show the children the soft bag and say that Tommy has a friend inside. Take the teddy out bit by bit, legs first. Establish a mime for each part of the body. Each time you take a new part of the body out of the bag, recap the previous parts, miming them at the same time. Say: *One leg, two legs, a tummy, one arm, two arms, a mouth, a nose, one ear, two ears, one eye, two eyes. A teddy bear! Hello Teddy.* Tommy can give the teddy a big hug.
 - ★ **Introduce new vocabulary:** Say the rhyme, whilst making the teddy bear do the actions. For *arms out wide*, stretch the teddy bears arms out and yawn. For *turn off the light*, turn off the classroom light. For *say goodnight*, put the teddy's hand over his mouth, yawn again and put the teddy down on the floor to sleep.

• Authentic song 4: Teddy bear, teddy bear 3.6

- ★ **Focus on the music:** Children listen to the music and sway to the beat. Listen again and this time they clap to the beat.
- ★ **Focus on the actions:** Ask the children to stand up and find a space. Play the audio and the children do the actions and join in with the words.

OPTIONAL ACTIVITY Dancing

Play any music that the children particularly like. They dance to the music but must copy the way you dance. Start by saying: *Touch your nose* and touch your nose as you dance. Then say: *Arms by your side* and dance with your arms by your side. Continue in the same way using different actions from the song.

- **Worksheet 4.5: teddy bear, touch your nose/toes, arms to the side, arms out wide**
 - ★ **Display and talk about the worksheet:** Point to the teddy at the top and say: *Look at this teddy! His arms are to the side.* Then point to each of the teddies in turn and say: *Are this teddy's arms to the side? No! This teddy is different! He's touching his nose.* Finally point to the other teddy with his arms by his side and answer: *Yes, his arms are to the side. This teddy is the same.*
 - ★ **Prepare for the task:** Call out a child and give them a blue gomets. Point to the teddy at the top and say: *Put the gomets in the teddy that is the same.*

TABLE TIME 1.6

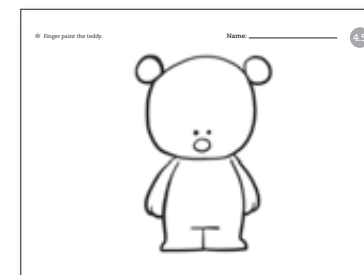
- ★ The children put blue gomets in the identical teddy. The children colour the teddies.
- ★ Encourage the children to identify *teddy, touch your nose/ toes, arms to the side, arms out wide.*

Note: Ask the children to bring in their own teddy bears to the next class. It's a good idea to send a note home about this.

LESSON B

PREPARATION

- ★ Tommy
- ★ Photocopy the worksheet to allow a teddy for each child and one extra
- ★ Red, yellow and blue finger paints
- ★ CD
- ★ The children's own teddy bears (take some extras in)
- ★ 2 large sheets of coloured card, glue (optional)
- ★ Print and stick the words of the song onto one of the sheets of card (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy: teddy bear, arms, eyes, ears, nose, mouth, toes**
 - ★ **Recap vocabulary:** The children show Tommy their teddy bears. Tommy asks questions. For example: *Is your teddy bear (big)? Is your teddy (blue)? Can you show me your teddy's (nose)? Can your teddy bear touch his toes?*
- **Authentic song 4: Teddy bear, teddy bear 3.6**
 - ★ Say the rhyme slowly and the children make their teddy bears act it out.
 - ★ Say the rhyme again. This time the children line up the teddies somewhere where they can watch the children. Play the audio and encourage the children to perform for their teddies by joining in with the words and the actions.

OPTIONAL ACTIVITY Action story

Say and mime, encouraging the children to join in: *You are a little teddy bear. You are playing. Turn around and touch the ground. Arms to the side and jump up high. Sit down, clap your hands and stand up. Touch your toes and stamp your feet. You're very sleepy. Stretch. Arms out wide! Yawn: Go to bed, say good night and turn off the light. Close your eyes and sleep!*

- **Photocopiable Worksheet 4.5: teddy, arms to the side, arms out wide**
 - ★ Tommy shows the children a picture of a teddy. Show children how to colour the teddy using finger paints.

TABLE TIME 1.6

- ★ Give each child a teddy and give each table a different colour of finger paint, red, yellow or blue. The children finger paint their teddies. As the children work play the song several times.
- ★ Encourage the children to identify *red, yellow, blue, teddy, arms to the side, arms out wide.*

OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the painted teddies onto the two pieces of card. Display the children's song poster then use it as a page in the *Very big class song book*. Children can watch other children saying this rhyme on the internet. There are several different versions. Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.



Unit 4: Lesson 6

OPENING ROUTINE

Wake up Polly by calling her.
Sing **Hello! 1.1** and pass Polly round for all to greet.

Have a sing song. Choose from:

- Kiss your teddy 1.30**
- Two eyes look around 1.25**
- Hello daddy 1.21**
- Pick up a crayon 1.17**

Use the following songs to move the children:

- All together 1.5**
- Table time 1.6**

CLOSING ROUTINE

Sing **Tidy up! 1.3**
Say goodbye to Polly and sing **Goodbye! 1.4**

VOCABULARY AND EXPRESSIONS

happy, sad,
jump, tickle, play
mummy, daddy,
crayon, teddy, monster
Thank you, I'm sorry, My tummy hurts

AUDIO

Photo poster 4: 3.7
Hello. My name's Hua.
Lots of things make me happy.
Some things make me sad.
Daddy, daddy, Stop! Stop, tickling!
Look at me jumping!
Come on dolly. Let's play!
Ow! My tummy. My tummy hurts!
Mummy, I'm sorry.
Oh, no! My monster! My poor monster!

BASIC COMPETENCES

The children reflect on their feelings and what makes them happy or sad.

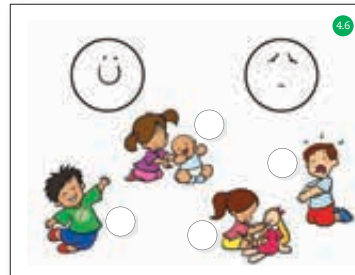
ACTIVITY BOOK

This is a good time to work with
Unit 4, Worksheet 4.4, page 33. **3.21**

LESSON A

PREPARATION

- ★ Polly
- ★ Flashcards: jump, tickle, play, happy, sad
- ★ Photo poster 4: Cover all but the first picture
- ★ CD
- ★ Stickers



ALL TOGETHER TIME 1.5

- **Playing with Polly: happy, sad**
 - ★ **Create interest:** Polly shows the children the happy/sad flashcards. When she shows *happy* everyone smiles. When she shows *sad* everyone looks sad. Hold up the flashcards alternately and repeat the words: *Happy, sad.*
- **Photo poster 4: 3.7 happy, sad, tickle, jump, play, I'm sorry! My tummy hurts! mummy, daddy, monster, teddy, eye, crayon**
 - ★ **Display and talk about the poster:** Introduce Hua and ask: *Is Hua a girl or a boy?* Read what Hua is saying and tell the children. Point to the first picture. *Look, it's Hua and her daddy. He's tickling her. Is she happy? Yes.* Mime tickling and laughing and encourage the children to join in. Uncover the remaining pictures one at a time, talk about them and do a mime for the children to join in. Each time ask: *Is the (boy) (happy)?*
 - ★ **Play the audio:** Pause after each picture and mime the information with the children. Play the audio again without pausing and the children mime with you as they listen and look at the pictures.
- **Flashcard practice: jump, tickle, play**
 - ★ Show the flashcards one at time and call out children to identify the corresponding scenes on the poster. Display the flashcards and do a mime, for example, tickle then name a child to touch the corresponding flashcard and scene on the poster.
 - ★ Play more flashcard games. See games bank in the Teacher's Resource Book, page 25.

OPTIONAL ACTIVITY Mime game

Call out a child and cover their eyes while Polly points to one of the scenes on the poster. Uncover their eyes and the rest of the class mimes the scene. The child then points to the right scene. Say and mime: *Yes, that's right, Look, the (boy) is (jumping). (He's happy).*

Worksheet 4.6: jump, tickle, play

- ★ **Display the worksheet:** Point to and talk about the children: *This boy is jumping. He's happy. This girl is playing with her dolly. She's happy. This boy's arm hurts. He's sad. This girl's tickling the baby. She's happy.*
- ★ **Practise the task:** Show the children a happy face sticker. Put it in the circle next to the sad boy and ask: *Does it go here? Is this boy happy? No!* Put it next to the happy boy and ask: *Does it go here? Is this boy happy? Yes!*

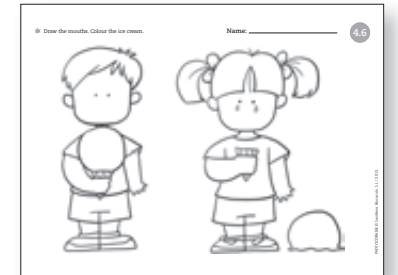
TABLE TIME 1.6

- ★ The children stick the happy and sad faces next to the children. They colour the happy face yellow and the sad face red.
- ★ Encourage the children to identify *happy, sad, jumping, tickling, playing.*

LESSON B

PREPARATION

- ★ Polly
- ★ Flashcards: jump, tickle, play, happy, sad
- ★ Photo poster 4
- ★ CD
- ★ Photocopy the worksheet for all the class



ALL TOGETHER TIME 1.5

- **Playing with Polly: tickle, play, jump, happy, sad**
 - ★ **Recap phrases:** Polly goes round the children asking them to play with her. She says either: *Jump with me, please. Play (peekaboo) with me, please* or *Tickle me, please* and each child interacts with Polly accordingly. Polly says: *Thank you* each time.
- **Photo poster 4: 3.7 happy, sad, tickle, jump, play, I'm sorry! My tummy hurts! mummy, daddy, monster, teddy, eye, crayon**
 - ★ **Play games with the poster:** Pretend to be one of the children on the poster. For example, laugh and say: *Daddy, stop tickling* Call children out to point to the corresponding photo. Point to each child on the poster in turn and the children pretend to be that child. Say and mime key words: *Daddy, eye, monster, crayon* and name children to come out and point to them on the poster.
 - ★ **Play the audio:** Pause after each sentence for the children to mime the activity. Listen again, without pausing, and the children mime the activities.

OPTIONAL ACTIVITY Talk to Polly: What makes us happy and sad

Display the happy and sad flashcards. Polly wants to know what makes the children happy and what makes them sad. As the children express their ideas repeat them to Polly in English and Polly reacts by miming the situations and saying: *Me too!*

Photocopiable Worksheet 4.6: happy, sad, boy, girl

- ★ **Display and talk about the worksheet:** Say: *Look at the boy. Look at his ice cream. Is he happy or sad? Look at the girl. Look at her ice cream. Is she happy or sad?*
- ★ **Practise the task:** The children practise drawing happy and sad mouths in the air, using their finger as a pencil. Call out a child to draw the boy's happy mouth and the girl's sad mouth. Point to the boy's ice cream and ask a child to choose a crayon to colour the ice cream. Repeat the procedure with the girl's ice cream.

TABLE TIME 1.6

- ★ The children draw happy and sad mouths, and colour the ice creams.
- ★ Encourage the children to identify *happy, sad, boy, girl.*



Unit 5: Lesson 1

OPENING ROUTINE

Wake up Tommy and sing **Hello!** 1.1

Have a sing song. Choose from:

Polly's gym 1.7

Hello daddy 1.21

Two eyes look around 1.25

Use the following songs to move the children: **All together** 1.5 **Table time** 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3 Say goodbye to Tommy and sing **Goodbye!** 1.4

VOCABULARY

hat, jacket, boots, scarf
head, body, feet, neck
on, off, up, down, round, stamp

AUDIO

Action song 5: My hat is on my head 2.1

My hat is on my head! (x2)

On, off, on, off!

My hat is on my head!

My jacket is on my body! (x2)

Up, down, up, down!

My jacket is on my body!

My boots are on my feet! (x2)

Stamp, stamp, stamp, stamp!

My boots are on my feet!

My scarf is round my neck! (x2)

Round, round, round, round!

My scarf is round my neck!

Tommy's music 5 2.2

Take off your hat and wave it in the air.

Take off your scarf and hold it up high.

Take off your jacket and show it to me.

Put on your boots and stamp your feet.

BASIC COMPETENCES

The children participate more and more, especially in singing, acting out and dancing to the songs in the unit.

ACTIVITY BOOK

This is a good time to work with
Unit 5, Worksheet 5.1, page 35.

LESSON A

PREPARATION

- ★ Tommy
- ★ Flashcards: hat, jacket, boots, scarf in the cloth bag
- ★ CD
- ★ Stickers
- ★ The four items of clothing: if possible, come dressed in them to class



ALL TOGETHER TIME 1.5

• Playing with Tommy: hat, jacket, boots, scarf

- ★ **Create interest:** Take off your hat, jacket, scarf and boots, asking the children each time where you can put each item. Say: *Where can I put my (hat)?* Make mistakes, for example, put your jacket on one of their pegs. The children say: No!
- ★ **Introduce new vocabulary:** Make Tommy look inside the cloth bag to find the flashcards and say: *Oh it's a (jacket)!* Recap the flashcards already found by saying the words before taking out the next one. Encourage the children to join in.
- ★ **Play a flashcard game: Match**
Tommy asks permission to take a child's hat, jacket and scarf off their peg. Put the clothes on a chair and the flashcards on the floor. Call out a child and say: *Pick up the jacket and the picture of the jacket. Whose jacket is it? Put the jacket back on the peg. Thank you!*

• Action song 5: My hat is on my head 2.1

- ★ Use Tommy to act out the song as the children listen to it on the CD. You can also use the worksheet to introduce the song.
- ★ Put Tommy somewhere so he can watch. Play the song again, this time miming the words. Encourage the children to join in with the mimes.

• Worksheet 5.1: hat, jacket, boots, scarf

- ★ **Display and talk about the worksheet:** Point and say: *Look! Here are Tommy and Tina and Polly! Look at Polly's hat. Look at Tina's jacket! Look at Tommy's boots and his scarf!*
- ★ **Practise the task:** Ask children to come out and point to the clothes and colour Tina's jacket. Say: *Point to (Tommy's scarf). Good, now get a crayon and colour Tina's jacket, please. Thank you!*

TABLE TIME 1.6

- ★ Give out the stickers saying: *It's Polly's hat.* Help the children to stick them in the correct place. They colour Tina's jacket.
- ★ Play or sing the song, getting the children to point to the worksheet as they listen.
- ★ Encourage the children to identify jacket, hat, boots, scarf.

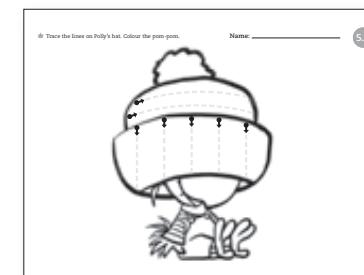
OPTIONAL ACTIVITY Musical clothes

The children sit in a circle. Give your jacket, scarf, hat and a boot, or the flashcards, to children in the circle. Put a chair in the middle and put on some music. The children pass the items of clothing around the circle. Stop the music and ask: *Who's got my jacket?* The child with the jacket holds it up. Say: *Put it on the chair, please. Thank you.* Continue with the other items of clothing.

LESSON B

PREPARATION

- ★ Tommy
- ★ Photocopy of the worksheet for all the class
- ★ Flashcards: hat, jacket, boots, scarf
- ★ CD
- ★ The four items of clothing from the previous lesson



ALL TOGETHER TIME 1.5

• Playing with Tommy: hat, jacket, boots, scarf

- ★ **Recap vocabulary:** Tommy takes out one of the flashcards without showing it to the children and whispers to you which one it is. Mime putting on the item of clothing. Encourage the children to guess what it is. Say: *Is it my (jacket) or my (scarf)?* When they say the correct answer, Tommy says: *Well done, everyone!*
- ★ **Play a flashcard game: Tommy guesses**
Put the clothes or flashcards on the floor. Call out a child to choose a card. Tommy hides his eyes with his paws while the child chooses. Tommy opens his eyes and guesses which card the child has chosen. Say: *Close your eyes, Tommy. Choose one, (Marisa). Show it to the class. Put it back. Open your eyes, Tommy.* (In Tommy's voice): *Is it the (jacket)?* The children answer: Yes or No.

• Action song 5: My hat is on my head 2.1

- ★ Children join in with the actions of the song.
- ★ Mime putting on an item of clothing and the children join in singing and miming the appropriate verse.

• Tommy's music 5 2.2 Take off your hat and wave it in the air. Take off your scarf and hold it up high. Take off your jacket and show it to me. Put on your boots and stamp your feet.

- ★ Practise miming the actions with the children.
- ★ The children find a space. Play Tommy's music and the children follow the instructions.

OPTIONAL ACTIVITY Follow my leader

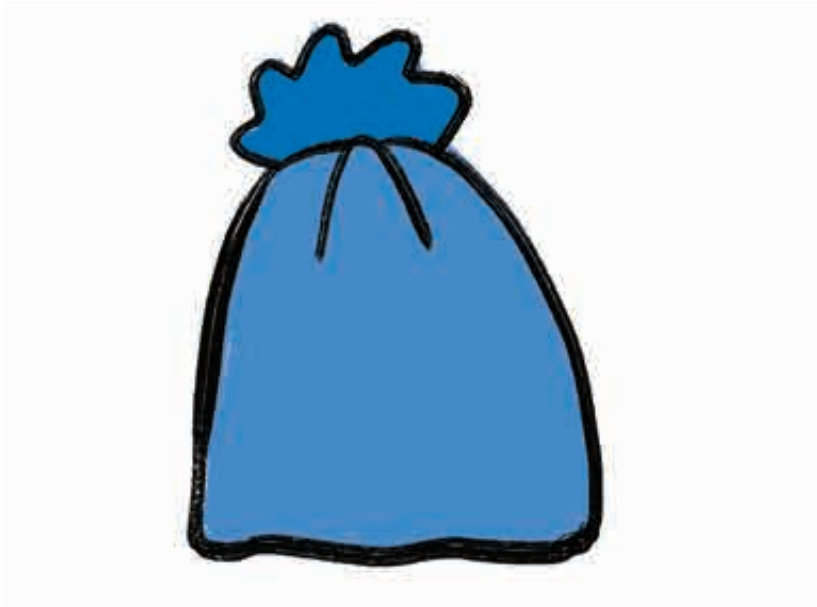
The children make a circle around you. Mime and say: *Put on your boots and stamp.* The children copy you. Mime and say: *Put on your boots and stamp, stamp, stamp.* Continue with other items of clothing. The children can take over your role. Help them mime and say the actions.

• Photocopiable Worksheet 5.1: hat, yellow, blue, red

- ★ **Display and talk about the worksheet:** Point and say: *Look, here's Polly. What a big hat! Look at the pom-pom! What colour shall we colour it; red, blue or yellow?*
- ★ **Practise the task:** Ask children to come out and trace a line, first with their finger, and then with a crayon. Ask them to colour a bit of the pom-pom in the colour the class has chosen. Say: *Follow this line, please. Colour a bit of the pom-pom. Thank you.*

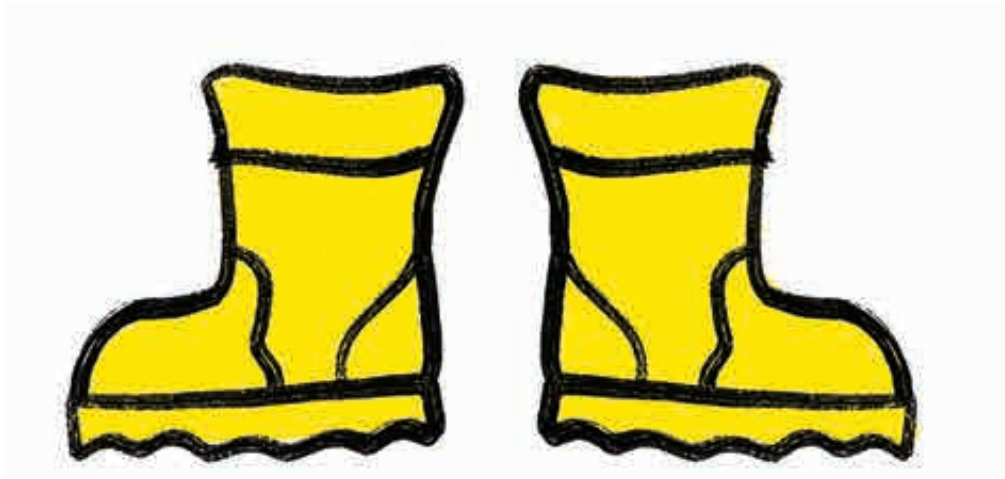
TABLE TIME 1.6

- ★ The children trace the lines on the hat.
- ★ Encourage the children to identify hat, yellow, blue, red.



1

2



1

2



1

2

Unit 5: Lesson 2

OPENING ROUTINE

Wake up Tina by calling her.
Sing **Hello!** 1.1 and pass Tina round for all to greet.

Have a sing song. Choose from:

My hat is on my head 2.1

Blue whale 1.10

Colour song 2: Big and little 1.13

Colour song 3: Red bird 1.9

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tina and sing

Goodbye! 1.4

VOCABULARY

one, two
blue, red, yellow
big, little
yes, no, please, thank you

AUDIO

Number song 1: One, two 1.14

One, one, one,
Number one.
Two, two, two,
Number two.
One, two, one, two, one, two, one.
One, two, one, two, one, two, one.

BASIC COMPETENCES

The children are introduced to the concept of the numbers one and two.

LESSON A

PREPARATION

- ★ Tina
- ★ Flashcards: one, two
- ★ CD
- ★ Three lollipops in the cloth bag
- ★ A small box and two crayons



ALL TOGETHER TIME 1.5

- **Playing with Tina: one, two**
 - ★ **Create interest:** Tina has found something in the cloth bag. Say: **It's a lollipop.** Put the lollipop on a table. Call out a child to peep in the cloth bag. Say: **Look! A lollipop for Polly and a lollipop for Tommy. Two lollipops!** Put the two lollipops on another table. Point to the first table, hold up one finger and say: **One lollipop.** Point to the second table, hold up two fingers and say: **Two lollipops.**
 - ★ **Introduce a new concept:** Tina collects items in the classroom, for example three crayons, three balls and three hats. She goes to the table with one lollipop and says: **How many do I put here? One or two?** Show the flashcards 1 and 2 and ask the children which table you should put them on. Tina asks the children to bring her things: **(Juan), can you bring me (two crayons), please?**
 - ★ **More practice:** In secret, place one or two crayons in a box. Tina shakes the box, listens carefully and guesses **one** or **two**. Open the box to see if Tina is correct. Play the game with the children. Pass the box round for all to shake and guess how many crayons are in it before opening it.

Number song 1: One, two 1.14

- ★ Put the flashcards on the board, slightly apart. Stand by the **one** flashcard and hold up one finger. Stand by the **two** flashcard and hold up two fingers.
- ★ Play the song. The children hold up one or two fingers and join in with the singing.

OPTIONAL ACTIVITY Dance

Put music on and the children dance. Pause the music and say either: **One** or **Two**. One means children dance individually and two means they dance in pairs.

Worksheet 5.2: one, two, blue, red, yellow, hat, boots, jacket

- ★ **Display and talk about the worksheet:** Point and say: **Look! It's a hat, a blue hat, one blue hat. Look! They are boots, yellow boots, two yellow boots. Look! It's a jacket, a red jacket, one red jacket.**
- ★ **Practise the task:** Call children out to point to parts of the picture. Trace the numbers with your finger. Call children out to trace the numbers with their finger. Give a child a crayon to start colouring the box with number 1 next to the hat. Continue with more children, counting the items of clothing and colouring the corresponding boxes.

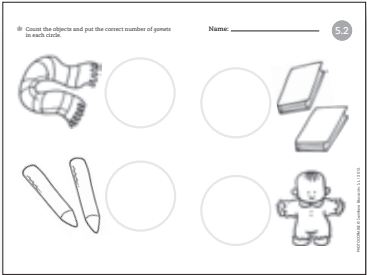
TABLE TIME 1.6

- ★ The children count the items of clothing and colour the number boxes.
- ★ Encourage the children to identify **one, two, yellow, red, blue, hat, jacket, boots.**

LESSON B

PREPARATION

- ★ Tina
- ★ Flashcards: one, two
- ★ CD
- ★ Photocopy of the worksheet for all the class. On the teacher's copy, cover the books, the crayons and the dolly with a post-it
- ★ A tambourine
- ★ Gomets of different shapes, colours and sizes (optional)
- ★ Chalk
- ★ Continuous paper



ALL TOGETHER TIME 1.5

- **Playing with Tina: one, two**
 - ★ **Recap the concept:** Draw a picture of a face on the board and count the eyes, nose, mouth and ears with the children. Tina walks round the class, pointing to parts of the children's faces and asking: **How many (eyes)?** The children answer: **One** or **Two**.
 - ★ **More practice:** Put the **one** and **two** flashcards on opposite walls. Shake the tambourine and the children move round the class. Bang the tambourine once or twice and the children touch the corresponding wall. When they are all at the wall, ask: **How many?** The children answer: **One** or **Two**. Vary the game by saying and pointing to: **(Nose)**, and the children run to wall with the flashcard **one**, then ask: **How many (noses)?**

Number song 1: One, two 1.14

- ★ Using chalk, draw a circle on the floor or on continuous paper round a child and say: **One**. Draw a circle round two children and say: **Two**.
- ★ Play and sing the number song and point to the children at the same time.

Photocopiable Worksheet 5.2: one, two, scarf, book, crayon, dolly

- ★ **Display and talk about the worksheet:** Point and say: **Look, a scarf. How many? One**. Remove the post-its one at a time and count the items.
- ★ **Practise the task:** Call a child out to count the scarves and stick one **gomets** in the circle. Continue calling out children to count the items and stick **gomets** in the circles.

TABLE TIME 1.6

- ★ The children count the objects and stick on one or two **gomets** in each of the circles.
- ★ Encourage the children to identify **one, two, scarf, book, crayon, dolly**.

OPTIONAL ACTIVITY

Draw a large 1 and 2 on paper. Give each child three identical **gomets**. Use different sizes, shapes and colours so that no two children have the same **gomets**. Children stick their **gomets** inside the numbers so that the number 1 has one of each **gomets**, and the number 2 has two of each **gomets**.



Unit 5: Lesson 3

OPENING ROUTINE

Wake up Tommy, Tina and Polly and sing **Hello everyone!** 1.2

Have a sing song. Choose from:

Polly's gym 1.7

Pick up a crayon 1.17

Kiss your teddy 1.30

My hat is on my head 2.1

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY AND EXPRESSIONS

hat, jacket, boots, scarf

big, little

blue, red

They are looking at Tommy's jacket/boots.

Your jacket looks funny!

That's better.

Much better!

AUDIO

Story 5: Tommy's jacket 2.3

Story chant 5: Tommy's jacket 2.4

Tommy's jacket looks funny!

Tommy's boots look funny!

Tommy's hat looks funny!

Tommy's jacket looks better now.

Tommy's boots look better now.

Tommy's hat looks better now.

Well done, Tommy!



BASIC COMPETENCES

From the story, the children learn how friends help each other. It is a good opportunity to learn the virtues of the children.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: hat, jacket, boots, scarf in the cloth bag
- ★ Story cards: Story 5: Tommy's jacket
- ★ CD
- ★ Your jacket, hat and boots
- ★ Blue gomets



ALL TOGETHER TIME 1.5

• Playing with Tommy: hat, jacket, boots, scarf

- ★ **Recap vocabulary:** Ask a child to look in the cloth bag and to bring you the flashcards. Show them, one by one, saying the words. Encourage the children to join in.

- ★ **Play a flashcard game: Flash**

Use Tommy to show a flashcard very quickly and then more slowly for the children to say what it is. The children can take it in turns with Tommy. One time, the children guess what is on the flashcard, and one time ask a child to flash a flashcard for Tommy to guess what is on it.

• Story 5: Tommy's jacket 2.3

- ★ **Create interest:** Say: *I'm going to put my jacket on.* Put your jacket on upside down. Ask the children: *What's the matter?* Repeat what they say in English. Put your jacket on the right way round and say: *That's better!*
- ★ **Introduce the story:** Display story card 1. Point and say: *Look! Here's Tommy! Oh, look at Tommy's jacket! It looks funny! Why?*
- ★ **Listen to the audio:** Play the audio and display the story cards one at a time. Stop the CD after story cards 4 and 6. Ask the children: *Tommy's boots/hat look(s) funny! Why?* Repeat what the children say in English: *Yes! They're on the wrong foot/ It's inside out.* After reading the story, you can choose to ask questions about it before or after listening to the audio.
- ★ **Check comprehension:** Point, mime and ask questions: *What is (Polly) saying to Tommy? Is Tommy's (jacket) better now?*
- ★ **Listen and join in:** Put the story cards on the floor or board and play the audio again, encouraging the children to join in with what Tommy is doing.

OPTIONAL ACTIVITY How to put on your jacket

Ask the children to show you any ways they know to make sure they put on their jackets and boots correctly. For a jacket, for example: lay it out on the floor in front of you upside down. Put your arms into the arms of the jacket and then flip it over your head. As they teach you what to do, say the process in English.

• Worksheet 5.3: hat, jacket, boots, scarf

- ★ **Display and talk about the worksheet:** Point and ask: *What's this?* Point to the two jackets. Ask: *Does this jacket look funny? Is this better?* Repeat for the boots and hat.
- ★ **Practise the task:** Take some blue gomets. Call a child out and say: *Pick up a blue gomet and put it on the jacket that looks better. Thank you.* Continue with other children.

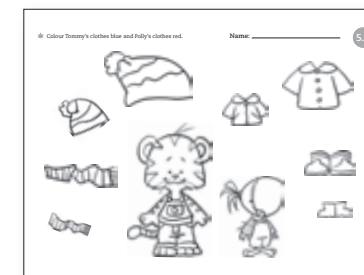
TABLE TIME 1.6

- ★ Give out the blue gomets.
- ★ The children stick the blue gomets on the clothes that are worn properly.
- ★ Encourage the children to identify hat, jacket, boots and scarf.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: hat, jacket, boots, scarf
- ★ Story cards: Story 5: Tommy's jacket!
- ★ A child's hat, jacket, scarf and boots
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ Story cards from previous units (optional)



ALL TOGETHER TIME 1.5

• Playing with Tommy, Tina and Polly: hat, jacket, boots, scarf

- ★ **Recap vocabulary:** The characters take it in turns to choose a flashcard and say the words. The children say the words after Tommy, Tina or Polly, imitating their voices.
- ★ **Play a flashcard game: Same or different?**
Put the flashcards face downwards on the floor in a random order. Call out a child to put a jacket on top of one of the flashcards. The child helps Tommy to uncover the flashcard. If the flashcard is jacket, Tommy puts the flashcard and the jacket to one side. If not, the child puts the flashcard face downwards on the floor again and another child tries.

• Story 5: Tommy's jacket 2.3

- ★ **Recap the story:** Put the story cards on the floor or board out of order. Call out children to find the pairs.
- ★ **Listen to the audio and act out the story:** Allot the roles of Tommy, Polly and Tina. Help the child who is Tommy to put the clothes and shoes on upside down/on the wrong feet. Tell the story or play it on the CD and help the children to act out their parts.

• Story chant 5: Tommy's jacket 2.4

- ★ **Act out the chant:** The children listen to the audio and follow the rhythm, by tapping the floor with their feet or moving their knees in time to the chant.
- ★ **Listen to the audio:** Put story cards on the floor. Lift them up according to the chant. Mime the actions in each verse. Encourage the children to join in.
- ★ Say the chant again, encouraging the children to join in with the actions and words.

• Photocopiable Worksheet 5.3: Tommy, Polly, hat, jacket, boots, scarf, big, little

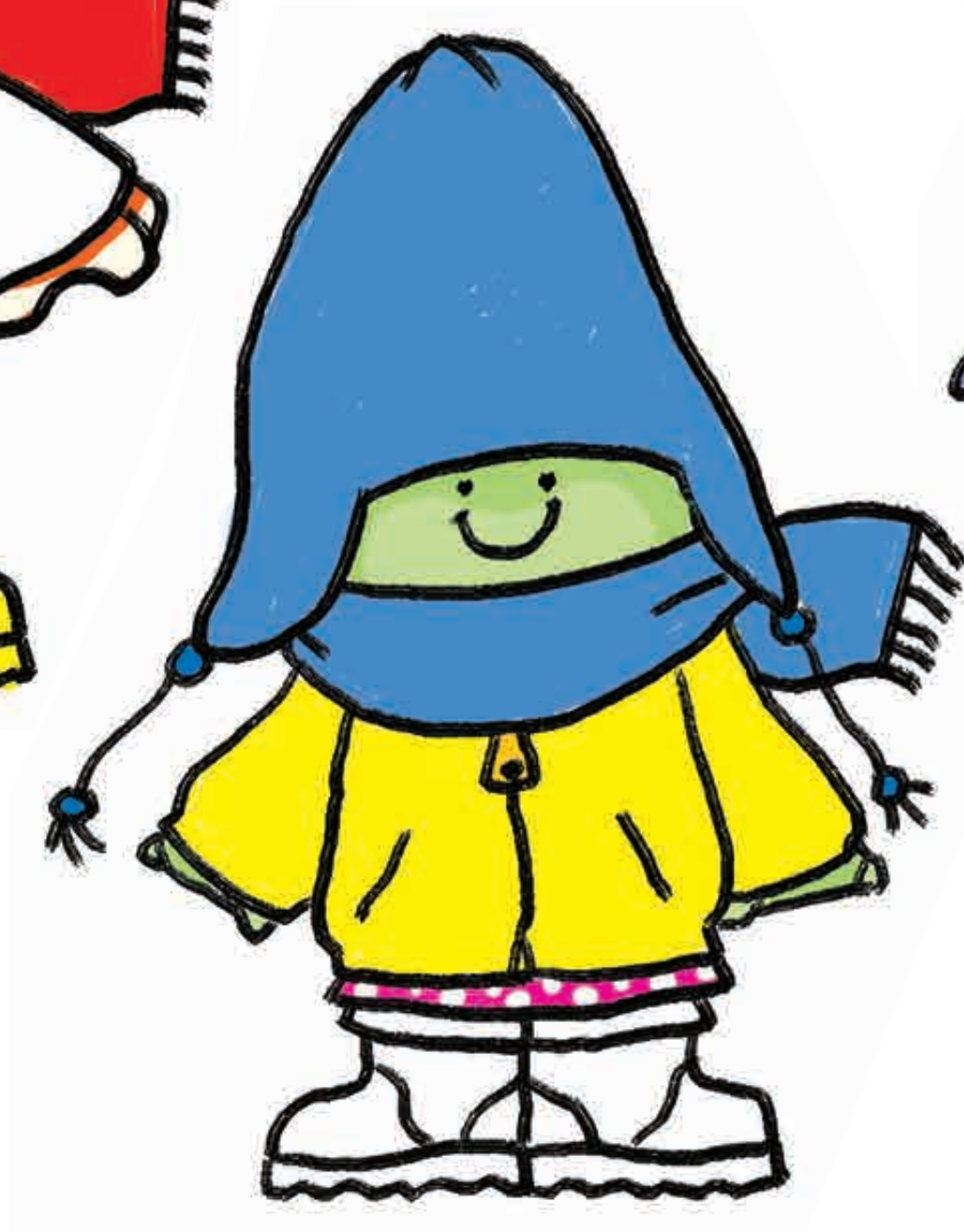
- ★ **Display and talk about the worksheet:** Point to Tommy and Tina and to their clothes. Say: *Here's Tommy. Is this Tommy's jacket? Yes! It's big. And this? No, it's Polly's jacket. It's little.*
- ★ **Practise the task:** Call a child out and say: *Pick up a blue crayon and colour Tommy's jacket blue. Now pick up a red crayon and colour Polly's jacket red.*

TABLE TIME 1.6

- ★ The children colour Tommy's clothes blue and Polly's clothes red. Play or sing the songs from the unit as the children work.
- ★ Encourage the children to identify hat, jacket, boots, big, little, Tommy and Polly.

OPTIONAL ACTIVITY Story time

Show the children the story cards from previous units and let them choose a story. Tell or play the CD of the story. You can call out a child to show the story cards as the rest listen and do the actions.



Unit 5: Lesson 4

OPENING ROUTINE

Wake up Tommy, Tina and Polly by calling them.
Sing **Hello everyone!** 1.2 and pass Tommy round for all to greet.

Have a sing song. Choose from:

My hat is on my head 2.1

Kiss your teddy 1.30

Two eyes look around 1.25

Pick up a crayon 1.17

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY

hat, jacket, boots, scarf
red, yellow, blue
one, two

BASIC COMPETENCES

The children gain confidence with the activities and the classroom materials, for example the posters and the pop-outs.

ACTIVITY BOOK

This is a good time to work with Unit 5, Worksheet 5.2, page 37.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Poster 5
- ★ Jungle cube
- ★ Pop-out 5
- ★ Flashcards: hat, jacket, boots, scarf, one, two
- ★ CD (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: boots, jacket, hat, scarf, one, two**
 - ★ **Recap vocabulary:** Tommy shows the flashcards to Tina and Polly, who remember the words with the children's help.
 - ★ **Play a flashcard game: Tommy guesses game**
Display the flashcards. Call out a child to choose a card, while Tommy hides his eyes with his paws. Tommy opens his eyes and guesses which flashcard the child has chosen.
- **Poster 5: boots, jacket, hat, scarf, one, two, red, blue, yellow, Polly, Tina, Tommy**
 - ★ **Create interest:** Display the poster of Polly, Tina and Tommy with their items of clothing.
 - ★ **Play with the poster:** Call out a child and say: *Can you get the (red jacket) and put it on (Tommy), please?* Call out more children to place items of clothing on the characters until they are all dressed to go outside.
- **Pop-out 5: hat, boots, scarf, jacket, red, yellow, blue, one, two**
 - ★ **Display and talk about the pop-out:** Show the children a pop-out of Tina dressed for outdoors. First, look at one side and say: *Look at Tina! She's wearing a yellow hat and yellow boots, a blue jacket with a number 1 and a red scarf.* Turn Tina over and describe her.
 - ★ **Play a circle game:** Children sit in a circle and pass a pop-out, chanting Tina's name. When you say: *Stop! Tina is wearing a red jacket*, the child with the pop-out shows this side of the pop-out to the rest of the class.
- **Worksheet 5.4: boots, jacket, hat, scarf, red, blue, yellow, one, two**
 - ★ **Display and talk about the worksheet:** Point and say: *Look! Tina's jacket is yellow and Polly's jacket is red. What colour is Tommy's jacket? Blue.* Continue with the other clothes.
 - ★ **Practise the task:** Call out children to start colouring Tommy's jacket, Tina's boots and Polly's hat and scarf.

TABLE TIME 1.6

- ★ The children colour the clothes.
- ★ Encourage the children to identify boots, jacket, hat, scarf, red, blue, yellow, one, two.
- ★ The children prepare their pop-outs.

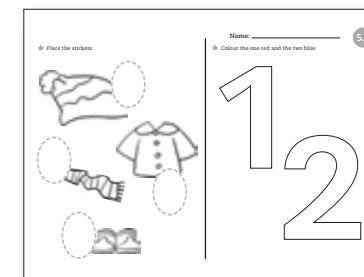
OPTIONAL ACTIVITY Listen and play

Listen to **Action song 5: My hat is on my head** 2.1 and the children point to items of clothing on their pop-outs.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: hat, jacket, boots, scarf, one, two
- ★ Poster 5 with the three characters already dressed
- ★ Photocopy the worksheet for all the class
- ★ Stickers
- ★ CD



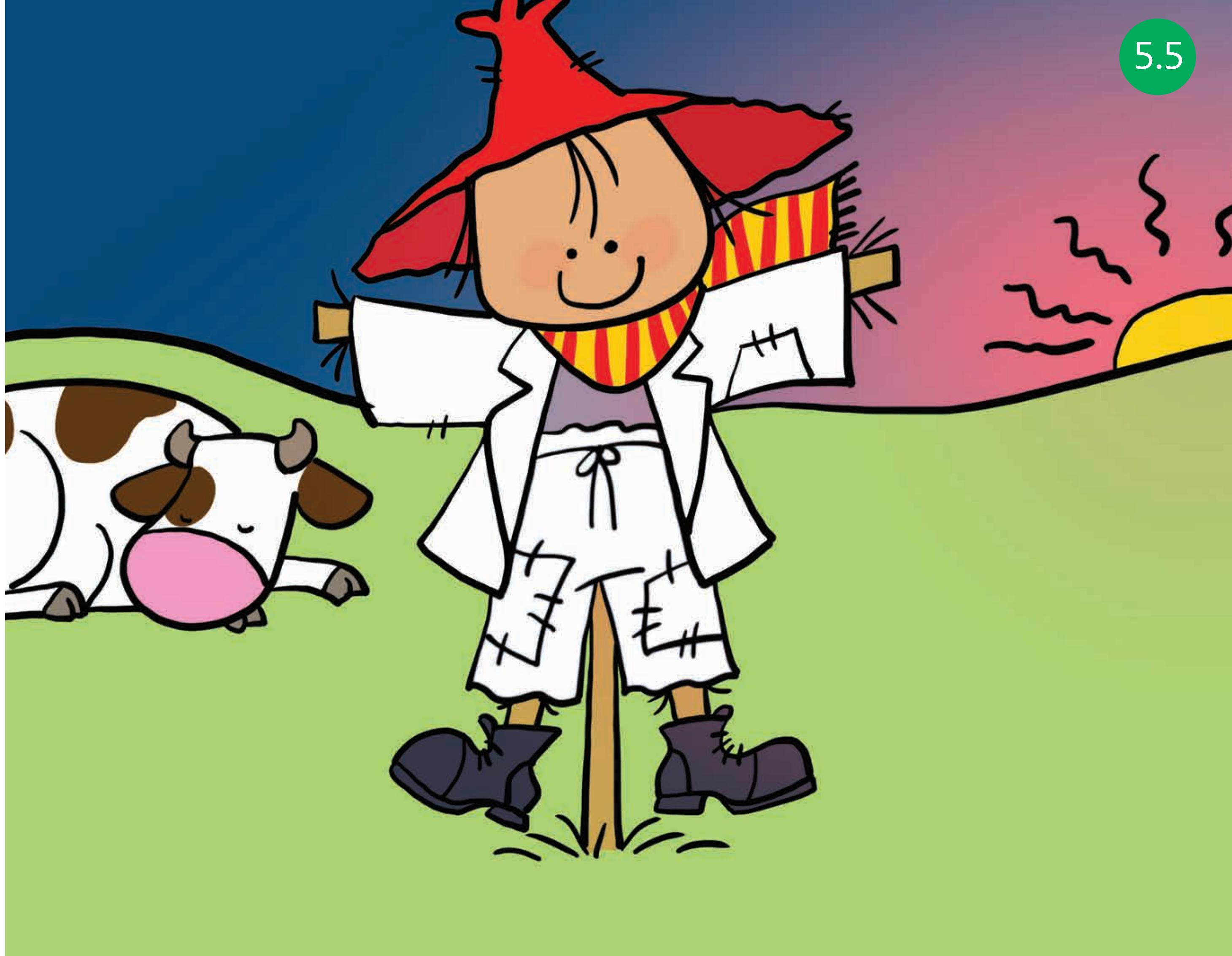
ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: hat, jacket, boots, scarf, one, two**
 - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at showing the flashcards and saying the words.
 - ★ **Play a flashcard game: Flash**
Use Tommy to flash a flashcard very quickly and then more slowly for the children to say what it is. The children can take it in turns with Tommy. One time they guess what is on the flashcard, and one time ask a volunteer to flash a card for Tommy to guess what is on it.
- **Poster 5: hat, jacket, boots, scarf, red, blue, yellow, one, two, Polly, Tina, Tommy**
 - ★ Show children the pop-outs of Polly, Tina and Tommy already dressed. Use the Tommy, Tina and Polly puppets. First Tommy speaks and says: *My (jacket) is (blue)* and the children clap if he gets it right. Continue with Polly and Tina.
- **Photocopiable Worksheet 5.4: boots, jacket, hat, scarf, one, two, Tommy, Tina, Polly**
 - ★ **Display and talk about the worksheet:** Show the children the worksheet and ask them to name and point to each item. Give each child their stickers.

Note: If possible, do this worksheet with a small group of children at a time, or one by one.

TABLE TIME 1.6

- ★ The children follow your instructions:
 1. Listen and do **Action song 5: My hat is on my head** 2.1
Say: *Now stick Polly next to the hat.*
Stick Tommy next to the boots.
And stick Tina next to the scarf.
 2. Listen to and sing **Number song 1: One, two** 1.14
Say: *Now colour one red and two blue.*



Unit 5: Lesson 5

OPENING ROUTINE

Wake up Tommy and sing **Hello!** 1.1 together.

Have a sing song. Choose from:

Ring-a-ring-o-roses 3.1

Here are granny's glasses 3.3

Teddy bear, teddy bear 3.6

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY

cow, sun, bed, scarecrow, hat, hands, feet
sleep, jump, shake
favourite

AUDIO

Authentic song 5: Dingle dangle scarecrow 3.8

When all the cows are sleeping,
And the sun has gone to bed.
Up jumps the scarecrow,
And this is what he says!
I'm a dingle, dangle scarecrow,
With a floppy, floppy hat.
I can shake my hands like this,
I can shake my feet like that.



BASIC COMPETENCES

The children become familiar with words related to clothes and parts of the body.

ACTIVITY BOOK

This is a good time to work with
Unit 5, Worksheet 5.3, page 39.

LESSON A

PREPARATION

- ★ Tommy
- ★ Gomets
- ★ CD
- ★ A large floppy hat



ALL TOGETHER TIME 1.5

- **Playing with Tommy: scarecrow, cow, sun, hat, hands, feet, sleep, jump up, shake**
 - ★ **Create interest:** Tommy shows the children the large floppy hat and asks the children to guess who it belongs to. Repeat and mime their ideas in English. Also prompt by miming and asking: *Does it belong to a witch/princess/pirate/firefighter/scarecrow?* Establish a mime for scarecrow. Find out what children know about scarecrows from real life and from stories.
 - ★ **Introduce new vocabulary:** Use the teacher's version of worksheet 5.5 to introduce the context of the song. Point to the scarecrow, say and mime: *Look it's a scarecrow.* Point to the hat, mime and say: *Look! A big floppy, floppy hat.* Point to the cow, say and mime: *It's a cow. It's sleeping.* Point to the sun, say and mime: *The sun is sleeping too.* Point to the scarecrow mime and say: *Is the scarecrow sleeping? No! He's jumping up and shaking his hands and feet.* Say the words of the song and act it out, wearing the big floppy hat. Encourage the children to join in.

Authentic song 5: Dingle dangle scarecrow 3.8

- ★ **Focus on the music:** Listen to the music and the children sway to the beat. Listen again and the children tap the table to the beat.
- ★ **Focus on the actions:** Ask the children to stand up and find a space in the classroom. Play the audio and the children join in with the actions.

OPTIONAL ACTIVITY Action game

The children must follow Tommy's instructions, for example: *Scarecrows jump, scarecrows shake your hands, scarecrows shake your feet, scarecrows shake your floppy, floppy hat.* Every so often say: *Scarecrows go to sleep* and leave them sleeping for a few seconds before resuming the game.

Worksheet 5.5: scarecrow, cow, sun, hat, hands, feet

- ★ **Recap the content of the worksheet:** Point and say: *It's night. The cow is sleeping and the sun too. Look at the scarecrow. Look at his red hat, red and yellow scarf, yellow jacket, blue trousers and boots. The scarecrow is shaking his hands and feet.*
- ★ **Prepare for the task:** Call out a child and give them a blue gomets. Ask: *Does the blue gomets go on the hat, jacket or trousers?* Help the child stick it on the trousers.

TABLE TIME 1.6

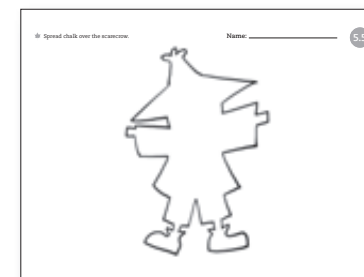
- ★ The children stick blue gomets in the scarecrow's trousers. The children colour the jacket yellow.
- ★ Encourage the children to identify: scarecrow, hat, scarf, boots, jacket, trousers, hands, feet, cow, sun.

Note: If you are going to do Lesson B, ask the children to bring big floppy hats to class. It's a good idea to send a note home.

LESSON B

PREPARATION

- ★ Tommy
- ★ Photocopy the worksheet to allow one scarecrow for each child and one extra
- ★ Chalk
- ★ CD
- ★ Big floppy hats
- ★ Two large sheets of coloured card, glue (optional)
- ★ Print and stick the words of the song onto one of the sheets of card (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy: scarecrow, hands, feet, hat, jump up, shake**
 - ★ **Recap vocabulary:** Say: *Tommy wants to be a scarecrow.* Tell the children Tommy is going to practise, and move Tommy as you say: *OK Tommy, let's practise. Jump up. Show me your floppy floppy hat. Shake your hands. Shake your feet.* Repeat and the children join in.
- **Authentic song 5: Dingle dangle scarecrow 3.8**
 - ★ Show Tommy the big floppy hats that you and the children have brought and talk about them. *Is this hat big or little? Is this hat yellow or red?* Ask: *Do you want to put a hat on and be a scarecrow.*
 - ★ Sing the song with the children wearing the floppy hats, acting out the song. Children start out sitting down miming being asleep and jump up when they hear: *Up jumps the scarecrow.*

OPTIONAL ACTIVITY Action story

Say and mime, encouraging the children to join in: *You are a scarecrow. Look, there's a bird! Shake your arms. Go away, bird. Don't eat my seeds! Now you are the sun and you are going down and down. Now you are the scarecrow again. Up you jump. It's time to do a scarecrow dance! Make your hat go floppy floppy. Shake your hands. Shake your legs. Just like that!*

Photocopiable Worksheet 5.5: scarecrow, hat, hands, feet

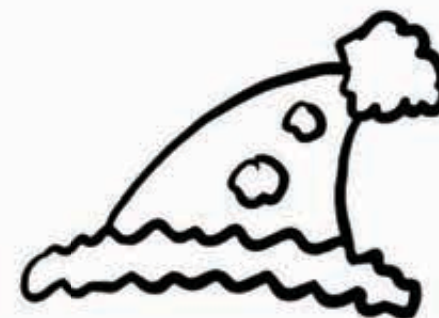
- ★ Tommy shows the children a scarecrow. Demonstrate how to spread chalk over the scarecrow. First use a sharpener to grate a piece of chalk over the scarecrow and then spread the chalk dust to the edges with your finger.

TABLE TIME 1.6

- ★ Sharpen chalk over the scarecrows for children to extend with their fingers. As the children work play the song several times.
- ★ Encourage the children to identify scarecrow, hands, feet, hat

OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the coloured scarecrows onto the two pieces of card. Display the children's song poster then use it as a page in the *Very big class song book*. Children can watch other children singing this on the internet. They may sing an extra verse. Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.



Unit 5: Lesson 6

OPENING ROUTINE

Wake up Polly by calling her. Sing **Hello! 1.1** and pass Polly around for all to greet.

Have a sing song. Choose from:

My hat is on my head 2.1

Kiss your teddy 1.30

Two eyes look around 1.25

Hello daddy 1.21

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up! 1.3**

Say goodbye to Polly and sing

Goodbye! 1.4

VOCABULARY

hat, shoes, boots
clown, pirate, princess, cowboy, king, witch, cook
big, little, yellow

AUDIO

Photo poster 5: 3.9

Hello. My name's Max. I like dressing up.

I'm a clown. I'm wearing a clown hat and clown boots.

I'm a pirate. I'm wearing a pirate hat and pirate boots.

I'm a princess. I'm wearing a princess hat and princess boots.

I'm a cowboy. I'm wearing a cowboy hat and cowboy boots.

BASIC COMPETENCES

The children identify the different characters in a story and are able to mime them.

ACTIVITY BOOK

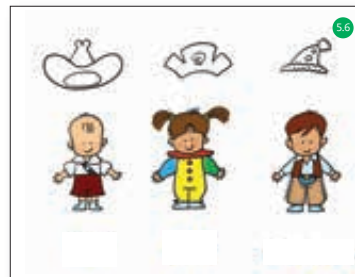
This is a good time to work with

Unit 5, Worksheet 5.4, page 41. **3.22**

LESSON A

PREPARATION

- ★ Polly
- ★ CD
- ★ Photo poster 5: Cover all but the first picture.
- ★ A fancy dress for Polly, for example, a white handkerchief
- ★ Flashcards: clown, cowboy, pirate
- ★ Stickers



ALL TOGETHER TIME 1.5

- **Playing with Polly**
 - ★ **Create interest:** Polly is dressed up for carnival as a ghost and pretends to frighten the children.
- **Photo poster 5: 3.9 hat, boots, clown, pirate, princess, cowboy, big, little**
 - ★ **Display and talk about the poster:** Introduce Max and ask: *Is Max a girl or a boy?* Describe Max's face. Read what Max is saying and tell the children. Point to the first picture. *Look! This girl is dressed up as a clown. She's wearing a little yellow hat and big red, yellow and blue shoes.* Agree a mime for clown with the children. Continue in the same way with pirate, princess and cowboy. Call children out to point to different elements on the poster.
 - ★ **Play the audio:** Pause after each picture and mime the information with the children. Play the audio again without pausing and the children mime with you as they listen and look at the pictures.
- **Flashcard practice: pirate, clown, cowboy**
 - ★ Show and name the flashcards one at a time and call out children to identify the corresponding picture on the poster. Hold up a flashcard and point to a picture on the poster. If it is the same character the children jump till you say stop. Otherwise they must keep still. Play more flashcard games. See Games bank in the Teacher's Resource Book, page 25.

OPTIONAL ACTIVITY Mime game

Call out a child and cover their eyes while Polly points to one of the fancy dress characters in the poster. Uncover the child's eyes. The rest of the class mime the character and the child points to the picture and, with help, says the word.

- **Worksheet 5.6: hat, shoes, boots, clown, pirate, princess, cowboy, big, little, yellow**

- ★ **Display the worksheet:** Point to the different hats/boots and say: *Look at this hat/these boots. Whose hat is it? Whose boots are they?*
- ★ **Practise the task:** Display the children's version of the worksheet for the children to compare with the teacher's version. Ask: *What's missing? (The boots).* Call out children to point to these on the teacher's worksheet. Show the children the stickers of the boots and ask them to point to where each pair goes. Give crayons to three children to draw a line between a character and their hat.

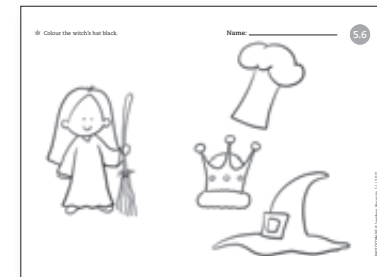
TABLE TIME 1.6

- ★ The children stick the stickers on the right character.
- ★ They draw lines between each character and their hat, and colour them.
- ★ Encourage the children to identify clown, pirate, cowboy, hat, boots.

LESSON B

PREPARATION

- ★ Polly
- ★ Photo poster 5
- ★ Flashcards: clown, cowboy, pirate
- ★ CD
- ★ Photocopy the worksheet for all the class
- ★ 4 pieces of paper



ALL TOGETHER TIME 1.5

- **Playing with Polly: pirate, princess, cowboy, clown**
 - ★ **Recap phrases:** Polly whispers in your ear and you draw a hat on one of the pieces of paper. The children say who the hat belongs to. Continue until you have drawn the four hats for the four characters. Hold up a hat and the children do the action associated with the character. Start holding the pictures up slowly and gradually go faster.
- **Photo poster 5: 3.9 hat, shoes, boots, clown, pirate, princess, cowboy, big, little**
 - ★ **Play games with the poster:** Mime being one of the characters on the poster for the children to guess who. The children can take over your role. Play a game. Name a few children to come to the front and face the rest of the class with their back to the poster. Point to a character on the poster and the rest of the class mime being that character and the children at the front try to guess which character they are representing.
 - ★ **Play the audio:** Pause after each sentence for the children to mime the character. Listen again, without pausing, and the children mime the activities.

OPTIONAL ACTIVITY Mime the story with music

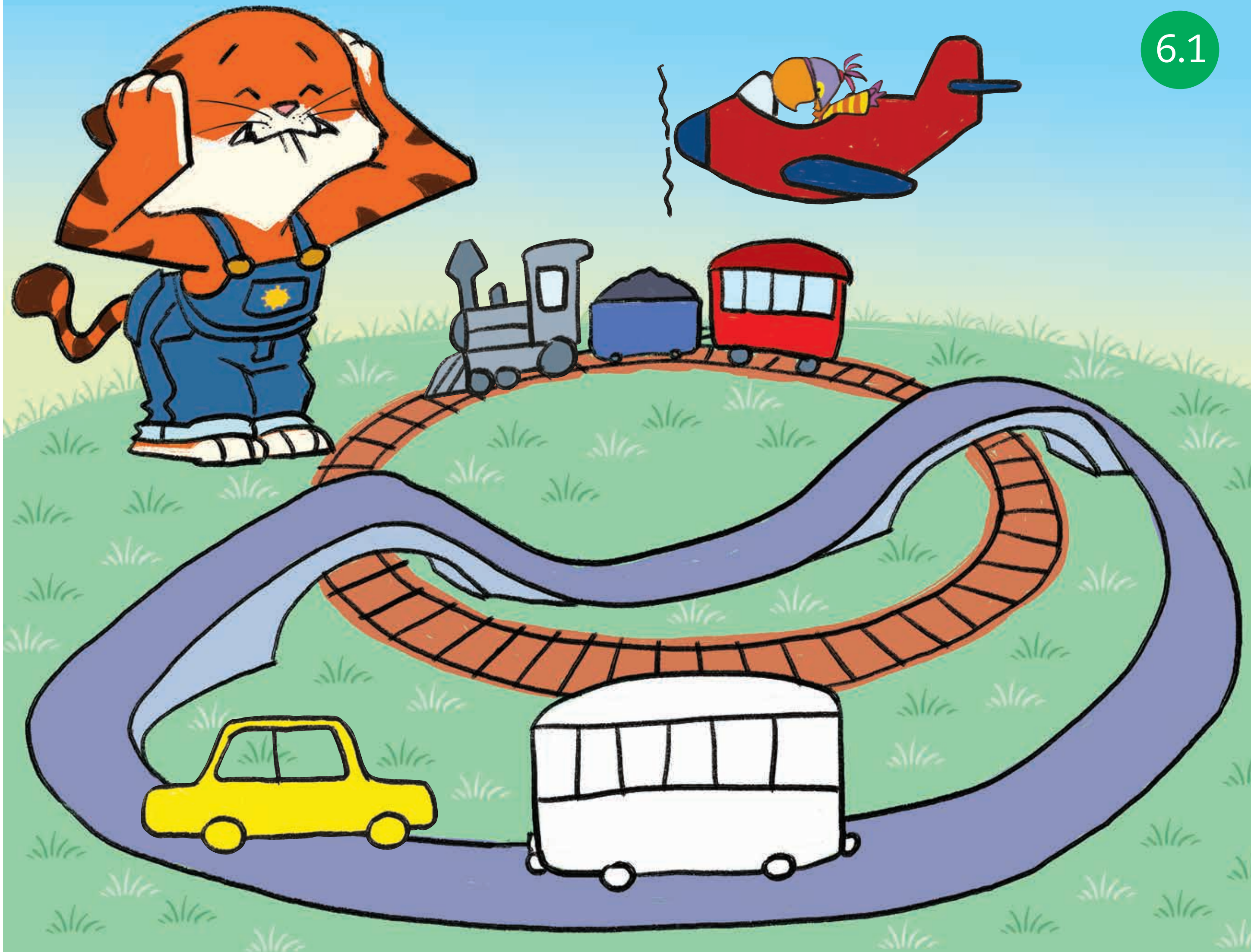
Say and mime the following text. Play music each time the children mime a character and pause the music every time you speak. *It's carnival. Time for fancy dress. You are a pirate. Put on your pirate boots and your pirate hat.* Music. *Now you are a princess. Put on your princess hat and your princess shoes.* Music. *Now you are a clown. Put on your clown hat and clown shoes.* Music. *Now you are a cowboy. Put on your cowboy hat and your cowboy boots.* Music.

- **Photocopiable Worksheet 5.6: witch, king, cook, hat**

- ★ **Display and talk about the worksheet:** Point and say: *Look! It's a witch.* Point to the hats and say: *Is this the witch hat?*
- ★ **Practise the task:** Call out a child, give them a black crayon, and ask them to colour the witch's hat.

TABLE TIME 1.6

- ★ The children identify the witch hat and colour it black.
- ★ Encourage the children to identify witch, hat.



Unit 6: Lesson 1

OPENING ROUTINE

Wake up Tommy and sing **Hello!** 1.1

Have a sing song. Choose from:

Pick up a crayon 1.17

Two eyes look around 1.25

My hat is on my head 2.1

Use the following songs to move the children: **All together** 1.5 **Table time** 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3 Say goodbye to Tommy and sing **Goodbye!** 1.4

VOCABULARY AND EXPRESSIONS

car, bus, train, plane
Listen carefully!

AUDIO

Action song 6: Listen carefully 2.5

Listen carefully, What can you hear?
Whoosh, whoosh, whoosh! Whoosh, whoosh, whoosh!
It's a plane. It's a plane.
Whoosh, whoosh, whoosh! Whoosh, whoosh, whoosh!

Listen carefully, What can you hear?
Brrm, brrm, brrm! Brrm, brrm, brrm!
It's a car. It's a car.
Brrm, brrm, brrm! Brrm, brrm, brrm!

Listen carefully, What can you hear?
Choo, choo, choo! Choo, choo, choo!
It's a train. It's a train.
Choo, choo, choo! Choo, choo, choo!

Listen carefully, What can you hear?
Brrm, brrm, brrm! Brrm, brrm, brrm!
It's a bus. It's a bus.
Brrm, brrm, brrm! Brrm, brrm, brrm!

Tommy's music 6 2.6

Drive your car. Drive your bus.
Drive your train. Fly in your plane.

BASIC COMPETENCES

The children recognise means of transport that they are familiar with.

ACTIVITY BOOK

This is a good time to work with
Unit 6, Worksheet 6.1, page 43.

LESSON A

PREPARATION

- ★ Tommy
- ★ CD
- ★ Flashcards: car, bus, train, plane in the cloth bag
- ★ Stickers



ALL TOGETHER TIME 1.5

- **Playing with Tommy: car, bus, train, plane**
 - ★ **Create interest:** Mime and say: **Listen carefully.** Play the first verse of the song. Mime and say: **What is it? Yes, it's a car!**
 - ★ **Introduce new vocabulary:** Tommy asks a child: **Go to the bag and bring me the picture, please. Oh look, it's a bus!** Continue with other children.
 - ★ **Play a flashcard game: Flashcard train**
Put the flashcards in different places around the classroom. The children make a train behind you. Say: **Let's go to the (plane).** Mime and make the noise and move with the children to where the plane is. Continue with the other vehicles.
- **Action song 6: Listen carefully** 2.5
 - ★ Use Tommy to act out the song as the children listen to it on the CD. You can also use the worksheet to introduce the song.
 - ★ Put Tommy somewhere so he can watch. Play the song again, this time miming the words. Encourage the children to join in with the mimes.
- **Worksheet 6.1: car, bus, train, plane**
 - ★ **Display and talk about the worksheet:** Point and say: **Look! Tommy is looking at a bus and a car and a train and a plane.** Put your hands over your ears and say: **What a lot of noise!**
 - ★ **Practise the task:** Ask children to come out and point to the vehicles and colour the bus. Say: **Point to the (plane). Good, now get a crayon and colour the bus, please. Thank you!**

TABLE TIME 1.6

- ★ Give out the stickers saying: **It's a (plane).** Help the children to stick them in the correct place. They colour the bus.
- ★ Play or sing the song, getting the children to point to the worksheet as they listen.
- ★ Encourage the children to identify *plane, train, bus, car.*

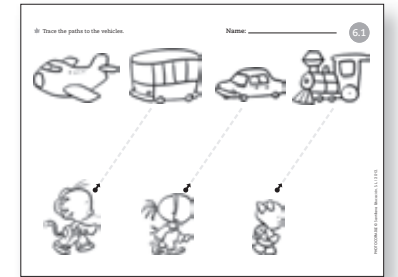
OPTIONAL ACTIVITY Musical vehicles

Divide the children into four groups and give each group a vehicle flashcard. Put on some music and say: **(Bus).** Help the *bus* group to mime driving their vehicle. Pause the CD and say another vehicle. Stop the music and name another vehicle. To keep the children's attention, you can combine vehicles: **Now the (car) and the (train).**

LESSON B

PREPARATION

- ★ Tommy
- ★ Flashcards: car, bus, train, plane in the cloth bag
- ★ Photocopy of the worksheet for all the class
- ★ CD



ALL TOGETHER TIME 1.5

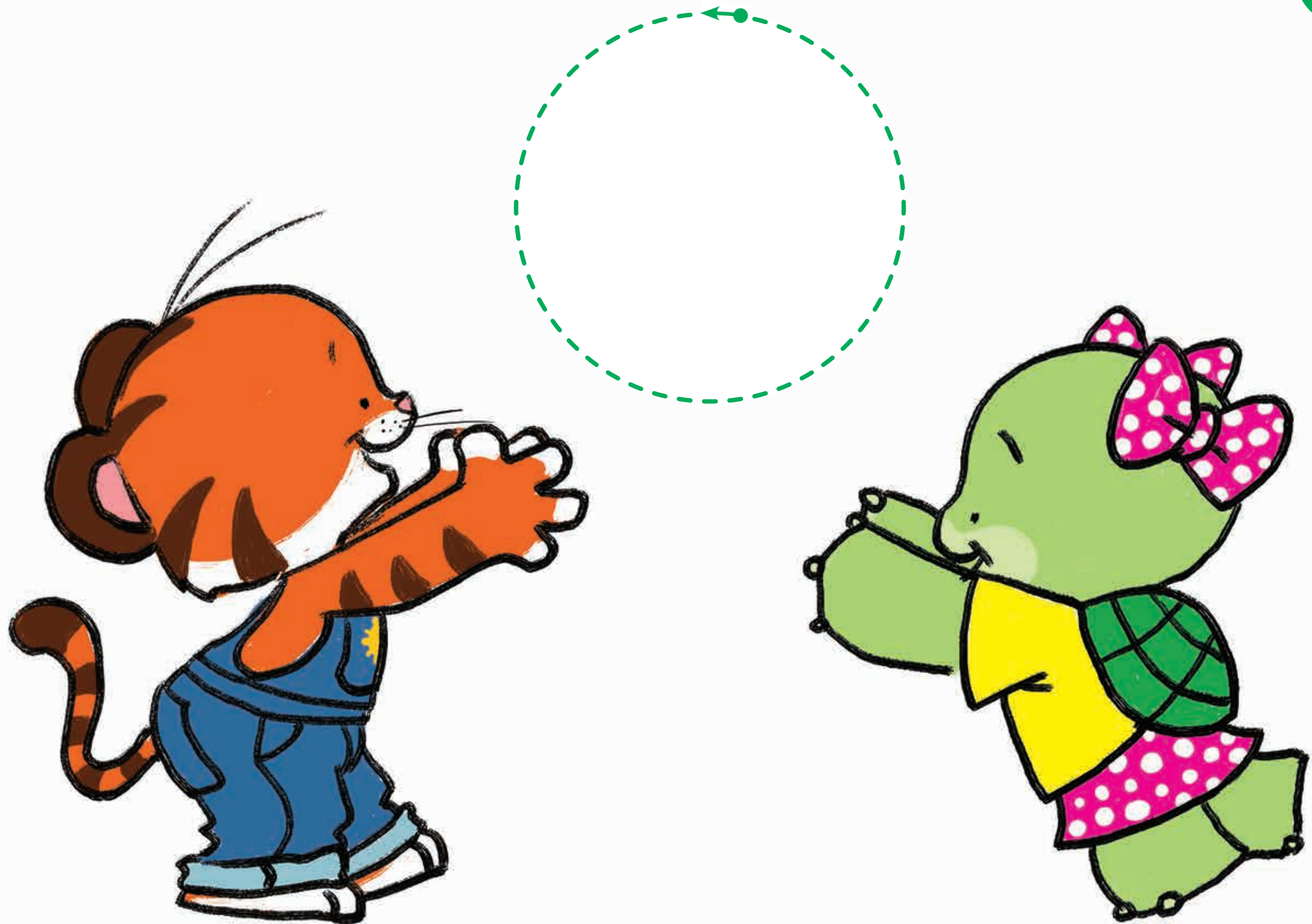
- **Playing with Tommy: car, bus, train, plane**
 - ★ **Recap vocabulary:** Display the cloth bag. Tommy tries to remember the vehicles. Say: **What's in the bag? Do you remember?** Encourage the children to guess with Tommy's help.
 - ★ **Play a flashcard game: Move please, Tommy!**
Put a flashcard down on the floor with Tommy partly obscuring the picture. Say: **Can you move please, Tommy!** And as you slowly move Tommy away, guess the object on the flashcard. Encourage the children to join in.
- **Action song 6: Listen carefully** 2.5
 - ★ The children join in with the actions of the song.
 - ★ Hold up a flashcard and the children sing the appropriate verse and do the appropriate actions.
- **Tommy's music 6** 2.6 **Drive your car. Drive your bus. Drive your train. Fly in your plane.**
 - ★ Practise miming the actions with the children.
 - ★ The children find a space. Play Tommy's music and children follow the instructions.
- **Photocopiable Worksheet 6.1: car, bus, train, plane**
 - ★ **Display and talk about the worksheet:** Point and say: **Look, here's Tommy and here's the bus. Let's help Tommy go to the bus.** Call out children and say: **Point to Tommy. Point to the bus.** Continue with the other characters.
 - ★ **Practise the task:** Call out children to help the characters go to the vehicles. Say: **Follow this line to help Tommy go to the bus. Thank you.**

TABLE TIME 1.6

- ★ The children trace the lines from the characters to the vehicles.
- ★ Encourage the children to identify the vehicles.

OPTIONAL ACTIVITY An action story

Mime and say: **You are going on a long journey. First of all you're in a car, brrm, brrm, brrm! Now you're in a bus, brrm, brrm! You are tired. Phew! Phew! Now you're in a train, choo, choo! You're more tired, phew! phew! Now you're in a plane, whoosh, whoosh, whoosh, whoosh! Now you're very, very tired! Phew Phew! Phew! Hurray! There's mummy! Kiss, kiss, kiss and hug, hug, hug!** Encourage the children to join in with the mimes.



Unit 6: Lesson 2

OPENING ROUTINE

Wake up Tina by calling her.
Sing **Hello!** 1.1 and pass Tina round for all to greet.

Have a sing song. Choose from:

Listen carefully 2.5

Colour song 1: One, two 1.14

Colour song 3: Blue whale 1.10

Big and little 1.13

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tina and sing

Goodbye! 1.4

VOCABULARY

circle
one, two
blue, red, yellow
big, little
yes, no, please, thank you

AUDIO

Shape song: Circle 1.16

*I can draw a circle,
Look at me.
On my hand,
Can you see?*

*I can draw a circle,
Look at me.
On my tummy,
Can you see?*

*I can draw a circle,
Look at me.
On my nose,
Can you see?*

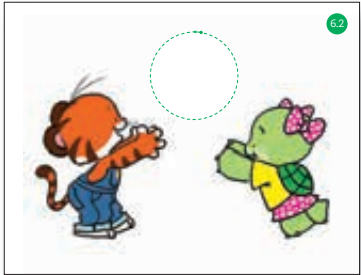
BASIC COMPETENCES

The children recognise and become familiar with the shape of a circle. They reinforce their understanding of size.

LESSON A

PREPARATION

- ★ Tina
- ★ Flashcard: circle
- ★ CD
- ★ Circular items, e.g. a coin, a badge, a biscuit in the cloth bag
- ★ A long piece of rope or hula hoops
- ★ Geometrical shapes (optional)



ALL TOGETHER TIME 1.5

• Playing with Tina: circle, big, little

- ★ **Create interest:** Tina has found some things in the cloth bag. The children can help her to get them out. Show the children the circle flashcard and compare each object to the shape on the flashcard.
- ★ **Introduce a new concept:** Draw around each item with chalk, and then take the items away. Trace the chalk circle with your finger and say: **Circle! It's a circle.** Ask the children to find more circular objects in the classroom and bring them to Tina. Draw around each item with chalk and then remove the item. Ask the children which circles are big and which circles are little. Call children out to trace the chalk circles with their finger and therefore rub them out at the same time.
- ★ **More practice:** Use hula hoops or a long piece of rope to make a circle on the floor. Call children out one at a time to hop, crawl, jump or run around the circle. Play music and the children dance. When you pause the music, shout: **Circle!** and they must go and stand inside the rope circle or a hula hoop.

• Shape song: Circle 1.16

- ★ Put the circle flashcard on the board. Draw a big circle in the air with your finger and the children do the same. Draw a circle on your hand, tummy and nose and the children copy you.
- ★ Play the song. The children do the actions and join in with the singing.

OPTIONAL ACTIVITY Shape sorting

Tina accidentally empties the box of geometrical shapes on the floor. Ask the children to help Tina put all the circles back in the box. Next, ask them to help her put all the red shapes back in the box. Continue with the yellow and the blue geometrical shapes, and then finally the remaining shapes.

• Worksheet 6.2: ball, circle

- ★ **Display and talk about the worksheet:** Point and say: **Look! Tommy and Tina are playing with a ball.**
- ★ **Practise the task:** Trace the outline of the ball with your finger. Call out children to do the same. The children trace a circle in the air, on the table, on the floor.

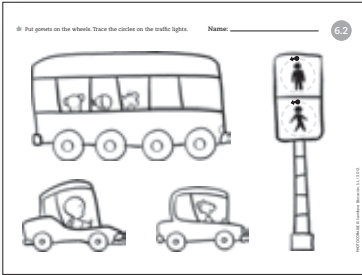
TABLE TIME 1.6

- ★ The children trace the outline of the circle and colour the ball.
- ★ Encourage the children to identify circle.

LESSON B

PREPARATION

- ★ Tina
- ★ Flashcard: circle
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ Gomets
- ★ Geometrical shapes
- ★ A red, a yellow and a blue hula hoop
- ★ Corks, red, yellow and blue paint, outlines e.g. a butterfly, a ladybird (optional)



ALL TOGETHER TIME 1.5

• Playing with Tina: circle

- ★ **Recap the concept:** Tina takes a circle from the box of geometrical shapes. Run your finger all the way round the circumference to emphasise the shape. Sit Tina in the middle and try and roll the shape to her. Tina then rolls the circle to a child and says: **Hello, (David).** Encourage the child to roll it back to Tina and say: **Hello, Tina.** Continue rolling the shape to more children.
- ★ **More practice:** Put a red, a yellow and a blue hula hoop on the floor. Give each child a red, a yellow and a blue circle from the geometrical shapes box. Children play at putting their circle into the hoop of the same colour.

• Photocopiable Worksheet 6.2: circle, big, little, car, bus

- ★ **Display and talk about the worksheet:** Point and say: **Look! A bus and two cars! Can you see a circle?** Point to the circles and say: **Look! This circle is big and this circle is little. And this circle, is it big or little?**
- ★ **Practise the task:** Call a child out to trace the circles on the traffic light. Point to the circles and mime the actions, go and stop. Ask the children: **Which circle is red?** Give one child a red crayon and another child a green crayon to colour the circles on the traffic lights. Show the children the stickers and say: **Look, circles. Where are you going to stick the circles?**

TABLE TIME 1.6

- ★ The children stick the gomets on the wheels. They trace and colour the traffic lights.
- ★ Encourage the children to identify circle, big, little, red, car, bus.

OPTIONAL ACTIVITY Cork stamping

Give each table a bowl of paint and a large piece of paper with an outline drawn on it. Give each child a cork. The children decorate the outline by dipping their corks in the paint and stamping circles inside the outline. **Note:** If possible, do this activity with a small group of children at a time or individually.



Unit 6: Lesson 3

OPENING ROUTINE

Wake up Tommy, Tina and Polly.
Sing *Hello everyone!* 1.2

Have a sing song. Choose from:

Pick up a crayon 1.17

Hello daddy 1.21

My hat is on my head 2.1

Listen carefully 2.5

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing *Tidy up!* 1.3

Say goodbye to Tommy, Tina and Polly
and sing *Goodbye!* 1.4

VOCABULARY AND EXPRESSIONS

car, bus, train, plane

yellow, blue, red

race

one, two, three

My bus is number one.

AUDIO

Story 6: *The race* 2.7

Story chant 6: *The race* 2.8

Tommy has a bus.

Ting, ting, ting!

Tina has a train.

Choo, choo, choo!

Polly has a car.

Brrm, brrm, brrm!

Let's have a race!

Tommy's bus is number one!

Polly's car is number one!

Tina's train is number one!

Choo-choo, choo-choo!



BASIC COMPETENCES

Through the story, the children explore the concept of competition and the fun of participation.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: car, bus, train, plane in the cloth bag

- ★ Story cards: Story 6: *The race*
- ★ Two toy vehicles
- ★ CD



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: car, bus, train, plane**

- ★ **Recap vocabulary:** Ask a child to look in the cloth bag and to bring you the flashcards. Show them one by one, saying the words. Encourage the children to join in.
- ★ **Play a flashcard game: What's Tommy sitting on?**
Put three of the flashcards face downwards on the floor and sit the three characters on top of them. Ask the children to guess which vehicle each of the characters is sitting on. Say: *What's (Tommy) sitting on? Is it the (train)? No, it's the (car)!* At the end, see if the children can remember the remaining flashcard.

- **Story 6: The race** 2.7

- ★ **Create interest:** Show the children the two toy vehicles and say: *Let's have a race.* If possible, make a ramp with something in the classroom or just push the vehicles at the same time from a start line. Say: *Let's have a race. Look, the (red car) is number one and the (blue car) is number two.*
- ★ **Introduce the story:** Display story card 1. Point and say: *Look! Here's Tommy with a bus, Tina with a train and Polly with a car! They're going to have a race.*
- ★ **Listen to the audio:** Play the audio and display the pictures one at a time. Stop the CD after story cards 2, 3, 4 and 5. Ask the children: *Who is going to win the race?* After reading the story, you can choose to ask questions about it before or after listening to the audio.
- ★ **Check comprehension:** Point, mime and ask questions: *Which is number one, and number two, and number three? Is (Tommy) happy?*
- ★ **Listen and join in:** Put the story cards on the floor or board and play the audio again, encouraging the children to join in with what Tommy, Tina and Polly are doing.

OPTIONAL ACTIVITY Story practice

Use story cards 3, 4 and 8. Choose one card and cover it with a piece of white paper. Ask the children to guess which vehicle is number one, and then reveal the story card slowly until they can see which it is.

- **Worksheet 6.3: car, bus, train, plane, yellow, blue, red**

- ★ **Display and talk about the worksheet:** Point and ask: *(Who) is this? What colour is the (car) in the story?* Show the story cards to help.
- ★ **Practise the task:** Call a child out and say: *Pick up a yellow crayon and colour the car yellow. Thank you.* Continue with other children.

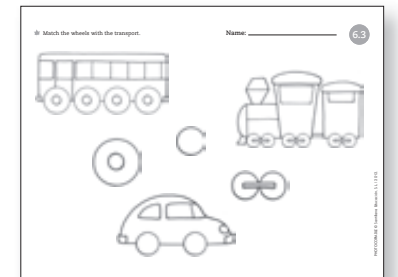
TABLE TIME 1.6

- ★ The children colour the car yellow, the bus blue and the train red, as in the story.
- ★ Encourage the children to identify train, bus, car, plane and the colours.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: car, bus, train, plane. Hide the plane flashcard somewhere in the classroom
- ★ Story cards: Story 6: *The race*
- ★ CD
- ★ Photocopy the worksheet for all the class
- ★ A toy car, bus and train
- ★ Story cards from previous units (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: car, bus, train, plane**

- ★ **Recap vocabulary with a flashcard game: Hide-and-peek**

Help Tommy, Polly and Tina show the flashcards. Each time encourage the children to say the word with you. When there are no flashcards left, say: *Where's the plane?* Take Tommy round the classroom with you asking the children: *Is it here? Let's look... No, it isn't.* Finally, you find the plane flashcard and make the noise of a plane: *Oh, here it is! Here's the plane!*

- **Story 6: The race** 2.7

- ★ **Recap the story:** Put the story cards on the floor or board out of order. Call out a child to choose the first story card. Play the CD, pausing after each picture for a child to choose the correct story card and put the story in order.
- ★ **Listen to the audio and act out the story:** Assign the roles of Tommy, Tina and Polly. Give them the toy car, bus and train if you have them. Tell the story or play it on the CD and help the children to act out their parts.

- **Story chant 6: The race** 2.8

- ★ **Act out the chant:** The children listen to the audio and follow the rhythm, by tapping the floor with their feet or moving their knees in time to the chant.
- ★ **Listen to the audio:** Put the story cards on the floor or board. Lift them up or point to them according to the chant. Mime the actions in each verse.
- ★ Say the chant again, encouraging the children to join in with the actions and words.

- **Photocopiable Worksheet 6.3: car, bus, train, plane, wheels, big, little**

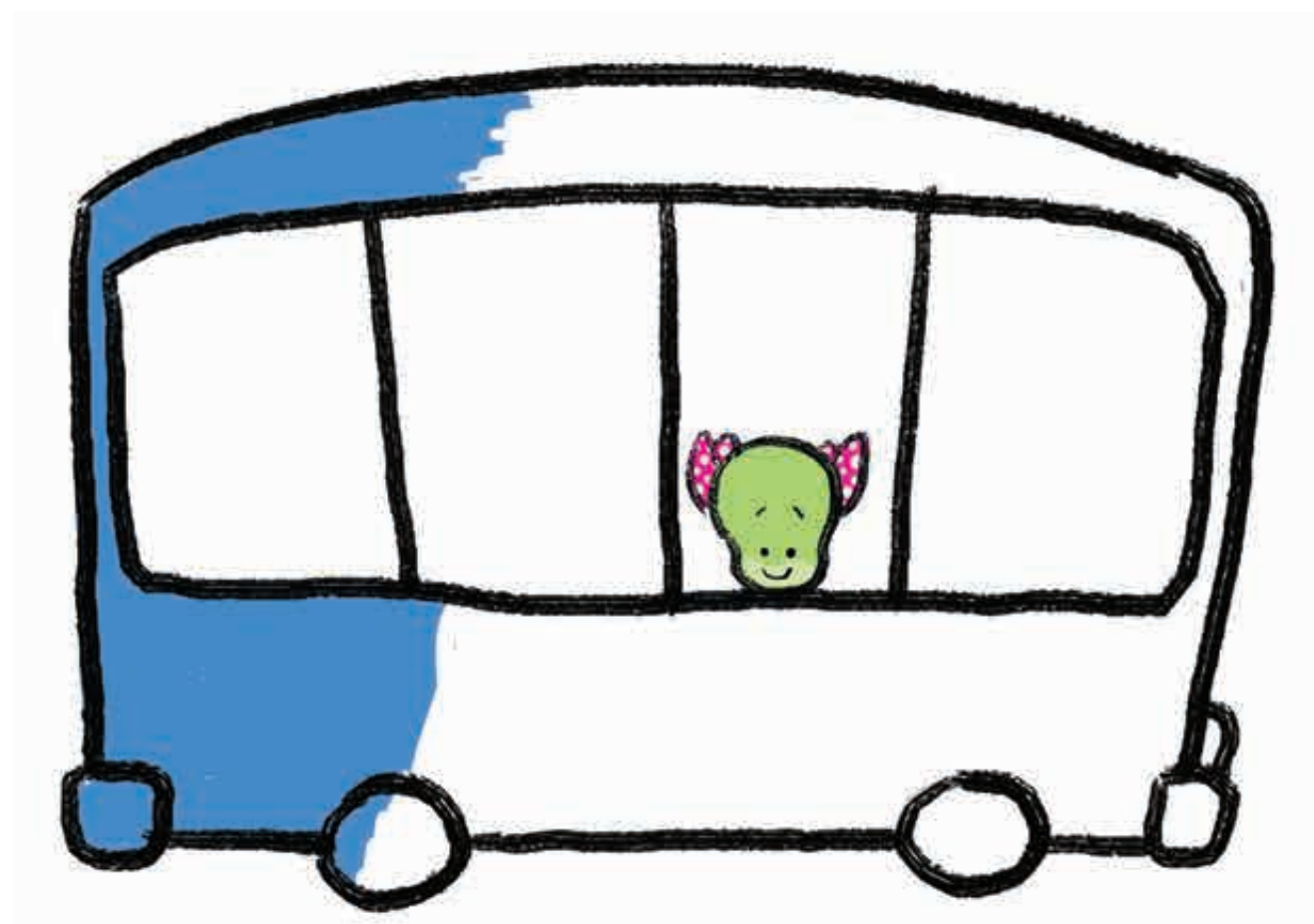
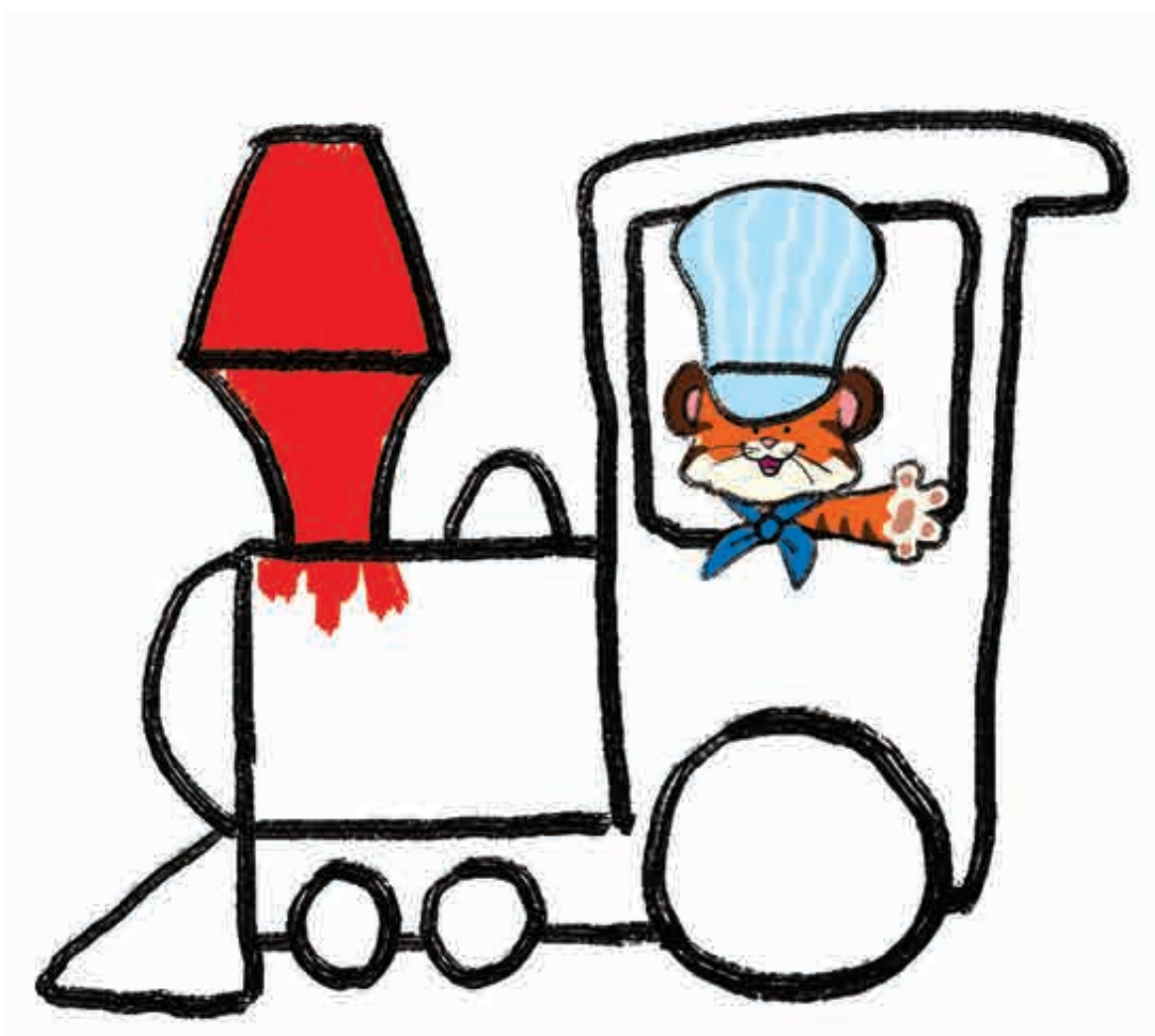
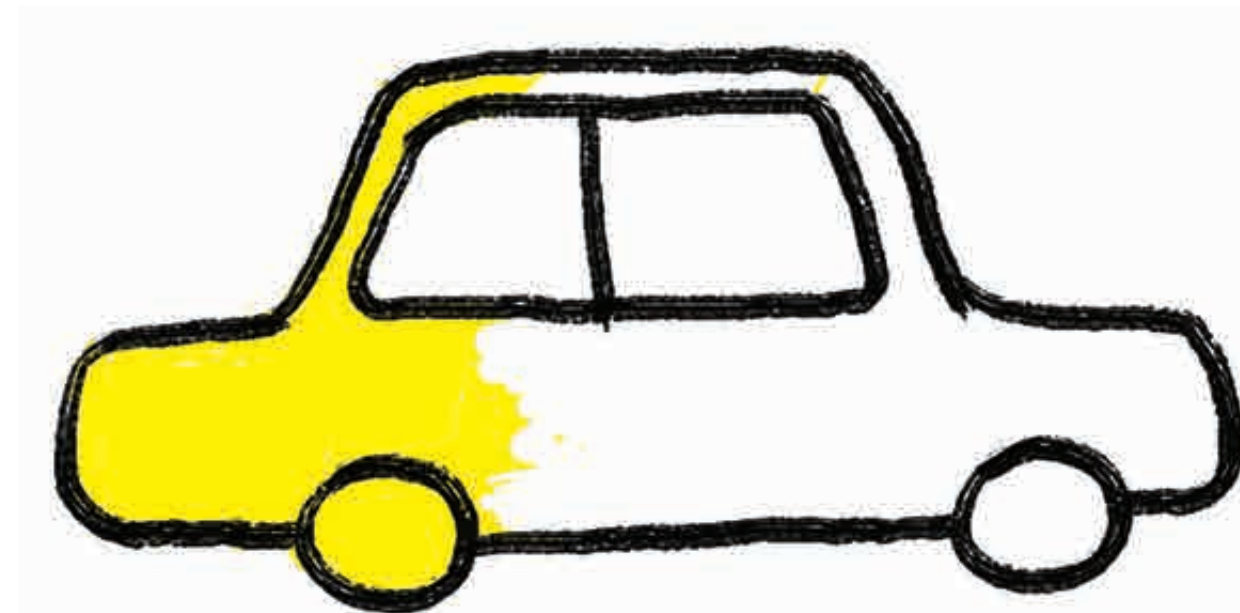
- ★ **Display and talk about the worksheet:** Point to the vehicles and ask: *What's this?* Point to the wheels and ask: *What are these?* Say: *Yes, they are wheels.* Say: *This wheel is little. Is it for the (bus)?*
- ★ **Practise the task:** Call a child out and say: *Make a line with your finger from the bus to the wheels of the bus. Very good. Now pick up a crayon and draw a line from the bus to the wheel of the bus.* Continue with other children and vehicles.

TABLE TIME 1.6

- ★ The children draw lines from the vehicles to their wheels. Play or sing the songs from the unit as the children work.
- ★ Encourage the children to identify the vehicles and big and little.

OPTIONAL ACTIVITY Story time

Show the children the story cards from previous units and let them choose a story. Tell or play the CD of the story. You can call out a child to show the story cards as the rest listen and do the actions.



Unit 6: Lesson 4

OPENING ROUTINE

Wake up Tommy, Tina and Polly by calling them.
Sing **Hello everyone!** 1.2 and pass Tommy round for all to greet.

Have a sing song. Choose from:

Listen carefully 2.5

My hat is on my head 2.1

Hello daddy 1.21

Pick up a crayon 1.17

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY

bus, car, plane, train
red, yellow, blue
one, two, circle

BASIC COMPETENCES

The children continue to develop their ability to work and play together in a collective activity.

ACTIVITY BOOK

This is a good time to work with Unit 6, Worksheet 6.2, page 45.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: bus, car, plane, train, one, two, circle, red, yellow, blue
- ★ Poster 6 and Blu-tack
- ★ Pop-out 6
- ★ CD (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** bus, car, plane, train, one, two, circle, red, yellow, blue
 - ★ **Recap vocabulary:** Tommy shows the flashcards to Tina and Polly, who remember the words with the children's help.
 - ★ **Play a flashcard game: Stop!** Display the flashcards face down and ask a child to choose one and show it to the class. Everyone says the word out loud. Put the flashcard back next to the others and shuffle them. Turn over the cards one at a time and the children say: Stop when they see the flashcard.
- **Poster 6: bus, car, plane, train, one, two, circle, red, yellow, blue**
 - ★ **Create interest:** Show Polly, Tina and Tommy the pop-outs of the vehicles. Talk about each vehicle, its colour and number.
 - ★ **Play with the poster:** Call out a child and Tommy says: **Can you put me in the (plane), please?** Call out more children to place the characters in the vehicles.
- **Pop-out 6: bus, car, plane, train, one, two, circle, red, blue, green**
 - ★ **Display and talk about the pop-out:** Show the children a pop-out with all the flaps down and name the characters. Ask: **Where is Polly? In a plane, a car, a train, or a bus?** Lift up the first flap and say: **Look! Polly is in a car.** Continue with the rest of the characters.
 - ★ **Play a circle game:** The children sit in a circle and pass round a pop-out. When you say: **Stop! Where's Polly?**, the child with the pop-out lifts up the flap to show Polly and everyone says: **In the car.**
- **Worksheet 6.4: bus, car, plane, train, red, blue, yellow**
 - ★ **Display and talk about the worksheet:** Point and say: **Look, a plane, a car, a train, and a bus. What colour is the (car)?**
 - ★ **Practise the task:** Call out a child to start colouring the car. Continue with more children and the other vehicles.

TABLE TIME 1.6

- ★ The children colour the vehicles.
- ★ Encourage the children to identify bus, car, plane, train, red, blue, yellow.
- ★ The children prepare their pop-outs and draw themselves in the plane.

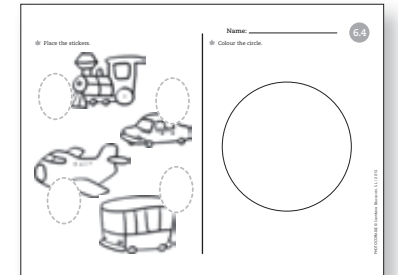
OPTIONAL ACTIVITY Listen and play

Sing **Action song 6: Listen carefully** 2.5 and the children point to the vehicles on their pop-outs.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: bus, car, plane, train, one, two, circle, red, blue, yellow
- ★ CD
- ★ Poster 6 with the three characters, each in a vehicle
- ★ Photocopy the worksheet for all the class
- ★ Stickers

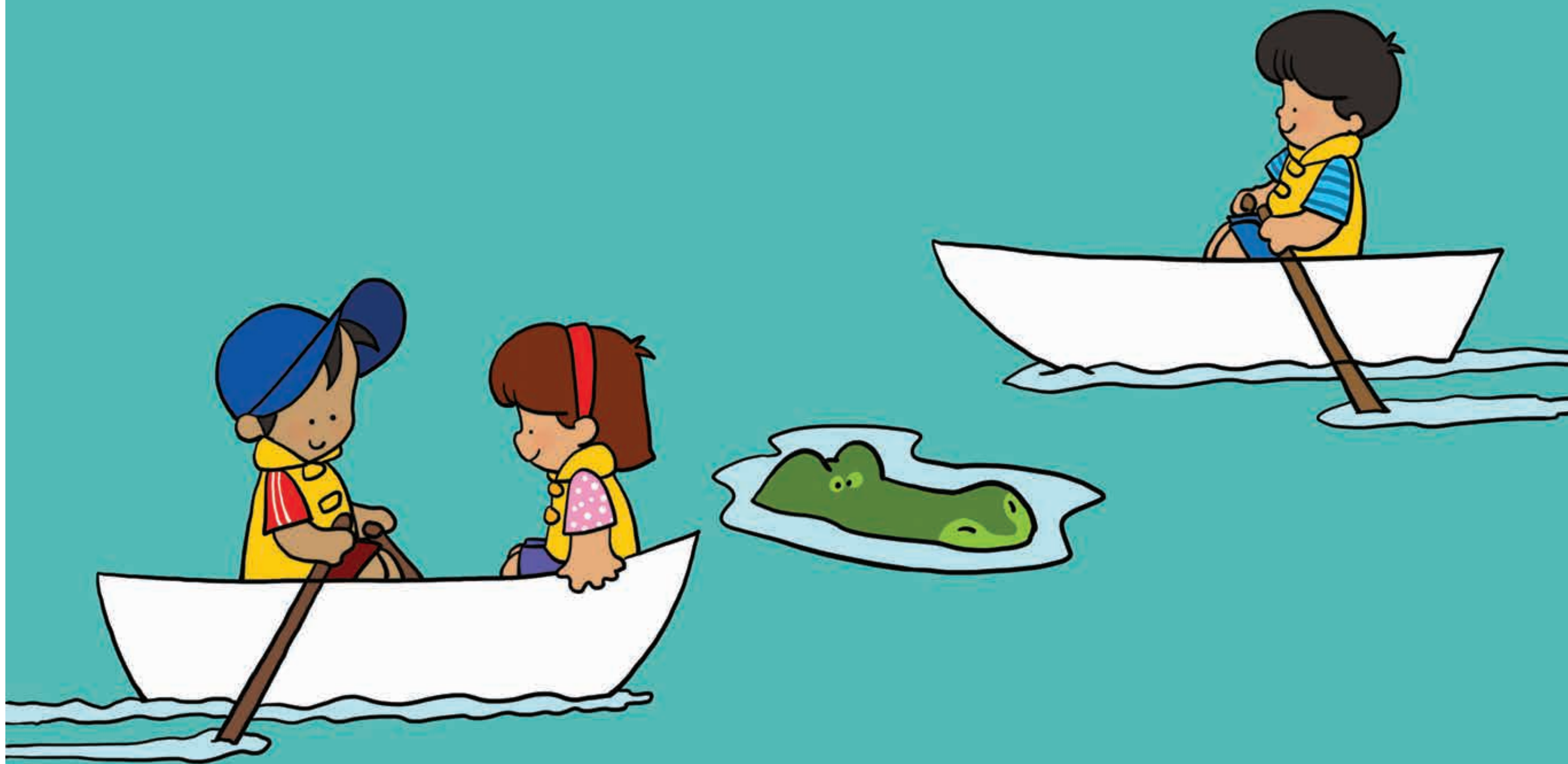


ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** bus, car, plane, train, one, two, circle, red, blue, yellow
 - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at showing the flashcards and saying the words.
 - ★ **Play a flashcard game: Move please, Tommy!** Put a flashcard down on the floor with Tommy partly obscuring the picture. Say: **Can you move please, Tommy?** As you slowly take Tommy off the flashcard, guess the object on the flashcard. Encourage the children to join in.
- **Poster 6: bus, car, plane, train, one, two, circle, red, yellow, blue**
 - ★ Show children the poster with Polly, Tina and Tommy each already in a vehicle. Cover the poster and ask the children who is in each vehicle. Repeat several times.
- **Photocopiable Worksheet 6.4: bus, car, plane, train, circle, Tommy, Tina, Polly**
 - ★ **Display and talk about the worksheet:** Show the children the worksheet and ask them to name and point to each item. Give each child their stickers.
Note: If possible, do this worksheet with a small group of children at a time, or one by one.

TABLE TIME 1.6

- ★ The children follow your instructions:
 1. Listen and do **Action song 6: Listen carefully** 2.5
Say: **Now stick Polly next to the train.**
Stick Tommy next to the car.
And stick Tina next to the plane.
 2. Listen to and sing **Shape song: Circle** 1.16
Say: **Now colour the circle.**



Unit 6: Lesson 5

OPENING ROUTINE

Wake up Tommy and sing **Hello!** 1.1 together.

Have a sing song. Choose from:

Here are granny's glasses 3.3

Teddy bear, teddy bear 3.6

Dingle, dangle scarecrow 3.8

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY

row, boat, slowly, stream, merrily, life, dream, crocodile, scream

AUDIO

Authentic song 6: Row, row, row your boat 3.10

Row, row, row your boat,
Slowly down the stream.
Merrily, merrily, merrily,
Life is just a dream.

Row, row, row your boat,
Slowly down the stream.
If you see a crocodile,
Don't forget to scream.

Row, row, row your boat,
Quickly down the stream.
Merrily, merrily, merrily,
Life is just a dream.

BASIC COMPETENCES

The children participate creatively on various levels by singing a traditional song, by acting it out and also by reacting appropriately to stimuli.

ACTIVITY BOOK

This is a good time to work with
Unit 6, Worksheet 6.3, page 47.

LESSON A

PREPARATION

- ★ Tommy
- ★ CD
- ★ Gomets
- ★ A plastic toy crocodile or a picture of a crocodile.



ALL TOGETHER TIME 1.5

- **Playing with Tommy: row, boat, slowly, quickly, stream, crocodile, scream**
 - ★ **Create interest:** Tommy whispers in your ear and asks you to draw a boat for the children. Say: *What is it? It's a boat.*
 - ★ **Introduce new vocabulary:** Sit on a chair and pretend you are rowing a boat. Move the children so that they each have space around them. Explain that the classroom is a river and that they are each sitting in a little boat. Say: *Row, row, row your boat* and encourage the children to join in with the action. Say: *Row slowly. Row, row, row your boat slowly down the stream.* Show the children the crocodile. Say: *Look, it's a crocodile! Scream! Now row quickly. Row, row, row your boat quickly down the stream.* Play at rowing slowly and then when you produce the crocodile, rowing quickly. When you take the crocodile away, all row slowly again. Keep showing and hiding the crocodile.
- **Authentic song 6: Row, row, row your boat** 3.10
 - ★ **Focus on the music:** Listen to the music and the children sway to the beat. Listen again and this time they clap to the beat.
 - ★ **Focus on the actions:** Ask the children to sit in a space in the classroom and imagine they are in a rowing boat. Play the audio and the children join in with the actions.

OPTIONAL ACTIVITY Crocodiles

Play an action game. Say actions and every so often shout **crocodile** and the children must find a hiding place. Say: for example: *Everyone row your boat, stop, eat, stop, crocodile! Everyone jump, sleep, play, crocodile! Everyone drink, point to something green, crocodile!*

Worksheet 6.5: row, boat, crocodile, stream

- ★ **Display and talk about the worksheet:** Point and say: *Look! Boats, children and a crocodile. Count the crocodile, one. Count the boats, one, two. Count the children in this boat, one. Count the children in that boat, one, two.*
- ★ **Prepare for the task:** Call out children to point to the boat with one child or the boat with two children. Name a child to come and put gomets on the boat with two children.

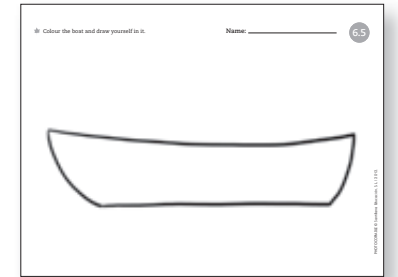
TABLE TIME 1.6

- ★ The children stick gomets inside the boat with two children and they colour the boat with one child.
- ★ Encourage the children to identify boat and crocodile.

LESSON B

PREPARATION

- ★ Tommy
- ★ Photocopy the worksheet to allow a boat for each child and one extra
- ★ CD
- ★ A toy crocodile or picture of a crocodile
- ★ Two large sheets of blue card, glue (optional)
- ★ Print and stick the words of the song onto one of the sheets of card (optional)



ALL TOGETHER 1.5

- **Playing with Tommy: row, boat, slowly, quickly, stream, crocodile, scream**
 - ★ **Recap vocabulary:** Call out two children and ask them to sit on the floor one opposite the other. They put the soles of their feet together and hold hands. They then row by alternating leaning forward and leaning back. Say: *Row very slowly, very slowly down the stream.* Then show the crocodile and say: *Look! It's the crocodile! Row quickly, quickly down the stream.* Hide the crocodile and say: *OK. No more crocodile. Row slowly!* Repeat with a different pair. Build up to two or three pairs at a time, until all the children have had a turn.
- **Authentic song 6: Row, row, row your boat.** 3.10
 - ★ The children sit in pairs in a space on the classroom floor, with their feet together. Play the song and the children do the actions and join in with the singing.

OPTIONAL ACTIVITY Action story

Say and mime, encouraging the children to join in. *Look, a boat. Get in the boat and sit down. Pick up an oar and another oar. Ok, start rowing slowly, one, two, three, one, two, three, one, two, three. Splash! What's that! It's a crocodile! Help! Row quickly, one, two, three, one, two, three, one, two, three. Phew, safe! Get out of the boat. Sit down. Drink some water! Eat a sandwich, lie down and sleep!*

Photocopiable Worksheet 6.5: boat

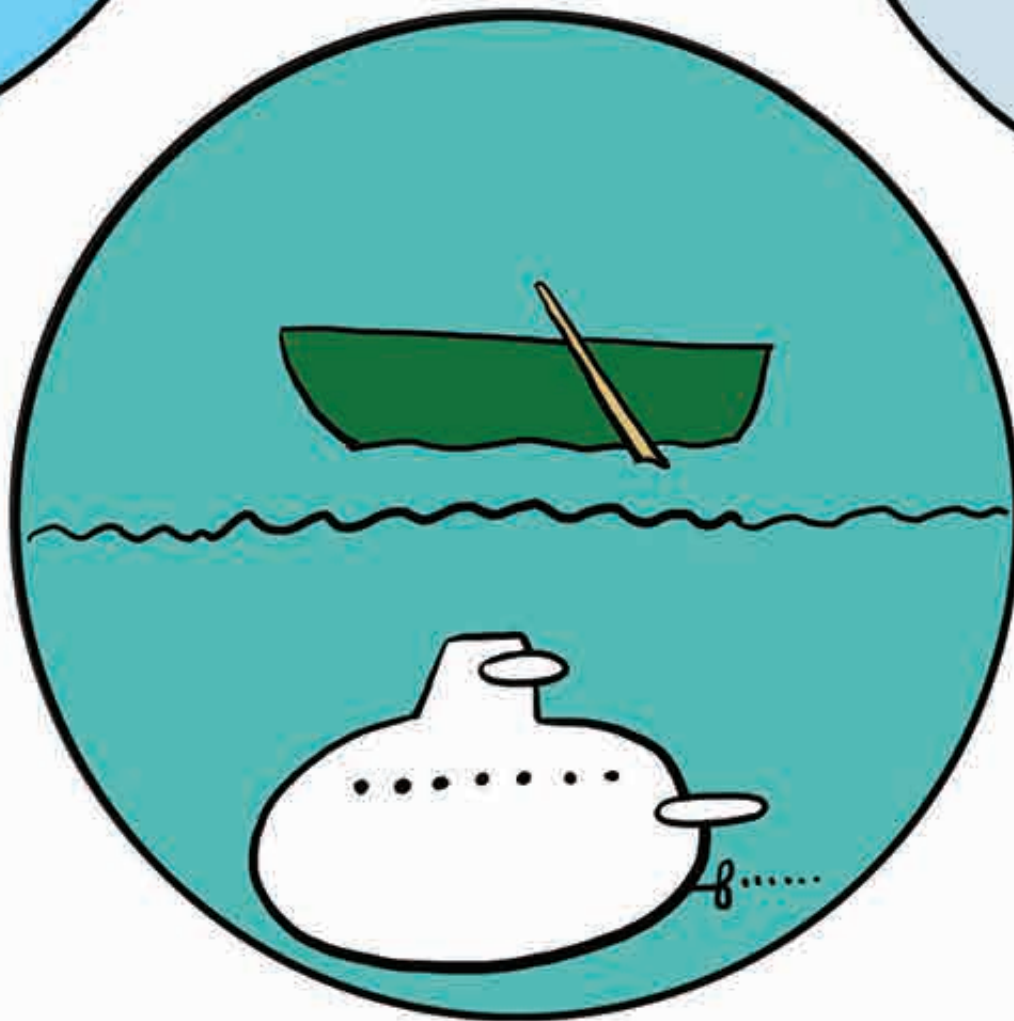
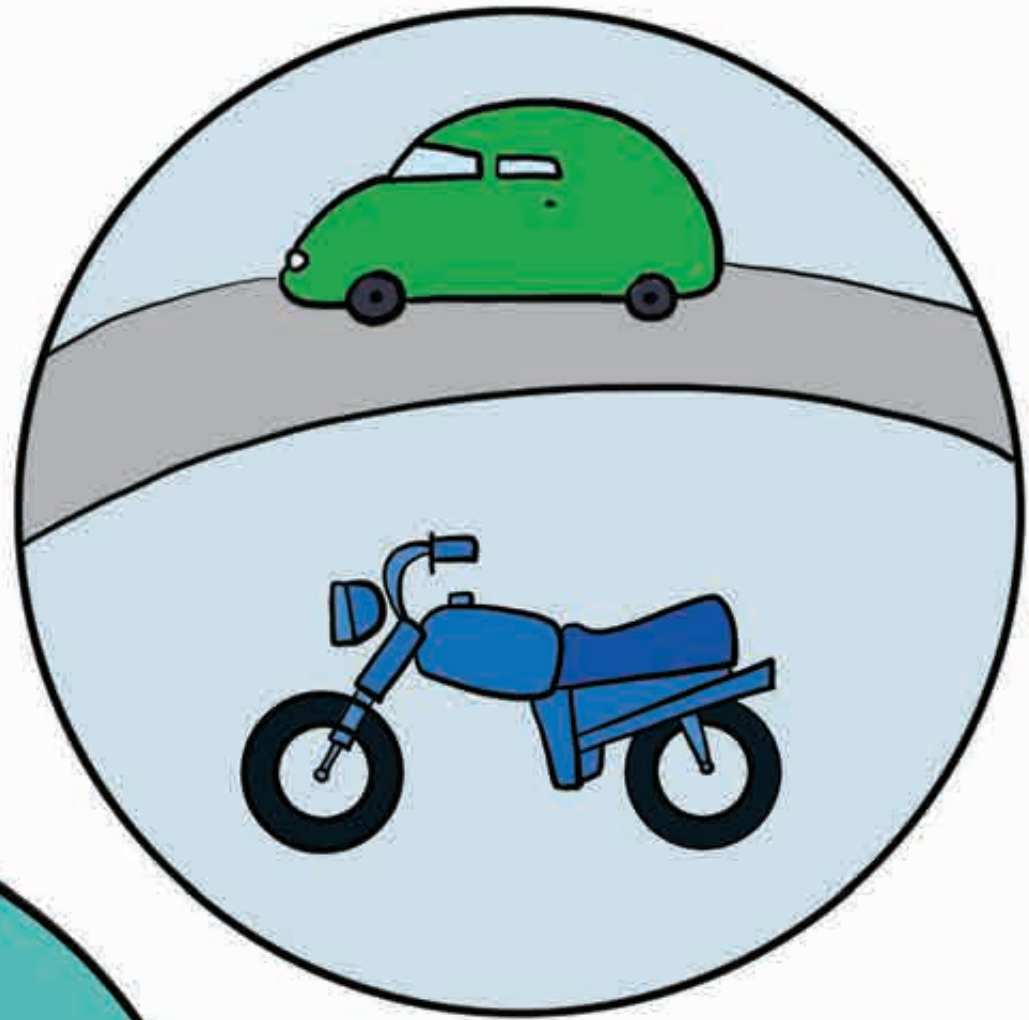
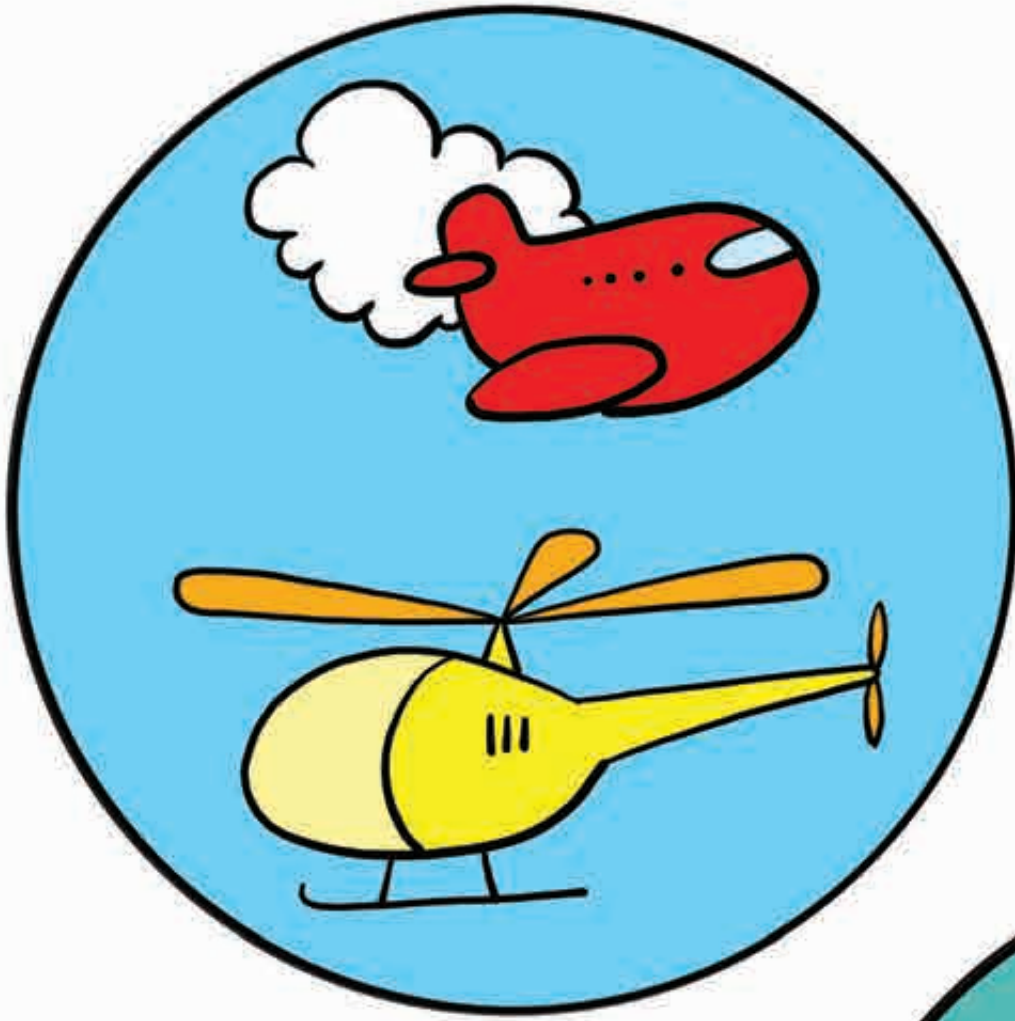
- ★ Tommy shows the children a picture of a boat. Show children how to colour the boat using a crayon side on. Draw Tommy in the boat.

TABLE TIME 1.6

- ★ The children colour the boat using the side of a wax crayon and then draw themselves in their boat. As the children work play the song several times.
- ★ Encourage the children to identify boat.

OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the children's boats onto the two pieces of card. Draw and colour a crocodile to add to the card. Display the children's song poster then use it as a page in the *Very big class song book*. Children can watch other children singing this on the internet. They may sing an extra verse. Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.



Unit 6: Lesson 6

OPENING ROUTINE

Wake up Polly by calling her. Sing **Hello! 1.1** and pass Polly round for all to greet.

Have a sing song. Choose from:

Listen carefully 2.5

My hat is on my head 2.1

Kiss your teddy 1.30

Two eyes look around 1.25

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up! 1.3**

Say goodbye to Polly and sing

Goodbye! 1.4

VOCABULARY

sky, land, sea
plane, helicopter, balloon, car, bus, motorbike, boat, submarine

AUDIO

Photo poster 6: Sky, land or sea? 3.11

Hello. My name's Katie. I like travelling.

A plane goes in the sky.

A helicopter goes in the sky.

A balloon goes in the sky.

A car goes on the land.

A bus goes on the land.

A motorbike goes on the land.

A boat goes in the sea.

A submarine goes under the sea.

BASIC COMPETENCES

The children are introduced to more vehicles and can differentiate them using the criteria of where they travel.

ACTIVITY BOOK

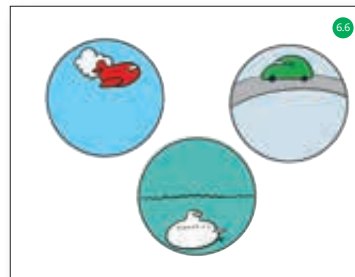
This is a good time to work with

Unit 6, Worksheet 6.4, page 49. **3.23**

LESSON A

PREPARATION

- ★ Polly
- ★ CD
- ★ Photo poster 6: Cover all but the first vehicle
- ★ A toy boat in a soft bag
- ★ Flashcards: boat, helicopter, motorbike
- ★ Stickers



ALL TOGETHER TIME 1.5

- **Playing with Polly: sky, land, sea**
 - ★ **Create interest:** Polly finds a little toy boat in the bag. She asks the children if the toy boat flies in the sky, goes on the land or goes in the sea.
- **Photo poster 6: 3.11 sky, land, sea, plane, helicopter, balloon, car, bus, motorbike, boat, submarine**
 - ★ **Display and talk about the poster:** Introduce Katie and ask: *Is Katie a boy or a girl?* Read what Katie is saying and tell the children. Point to the plane and mime. *Look! It's a plane. It's in the sky.* Children guess what else is in the sky. Uncover the helicopter and the balloon and agree a mime for each vehicle. *Look! It's a (helicopter) in the sky.* Continue in the same way with the land and sea vehicles.
 - ★ **Play the audio:** Pause after each picture and mime the vehicle with the children. Play the audio again without pausing and the children mime with you as they listen and look at the pictures.
- **Flashcard practice: boat, helicopter, motorbike**
 - ★ Show flashcards one at a time and call out children to identify the corresponding vehicles on the poster. Display the flashcards and do a sound effect e.g. a motorbike: Then name a child to touch the corresponding flashcard and the vehicle on the poster. Play more flashcard games. See games bank in the Teacher's Resource Book, page 25.

OPTIONAL ACTIVITY Mime game

Call out a child and cover their eyes while Polly points to one of the vehicles in the poster. The rest of the class mime the vehicle and the child points to the vehicle on the poster and says the word, with your help. Check with the child: *Does it go in the sky, on the land or in the sea?*

- **Worksheet 6.6: sky, land, sea, plane, helicopter, balloon, car, bus, motorbike, boat, submarine**
 - ★ **Display the worksheet:** Point to the circles and the vehicles in each circle. Say, for example: *Look at this circle. It's a red plane and a yellow helicopter. They are in the sky.* Continue in the same way with the remaining circles.
 - ★ **Practise the task:** Display the children's version of the worksheet for the children to compare with the teacher's version. Ask: *What's missing? (The helicopter, motorbike and boat, and the submarine is white)* Call out children to point to these vehicles on the teacher's worksheet. Show the children the stickers of the vehicles and ask them to point to where they go.

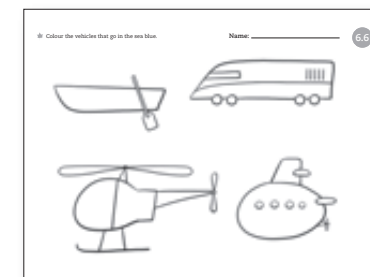
TABLE TIME 1.6

- ★ The children stick each vehicle in the right circle. They colour the submarine.
- ★ Encourage the children to identify sky, land, sea and the different vehicles.

LESSON B

PREPARATION

- ★ Polly
- ★ Photo poster 6: Cover all vehicles
- ★ Flashcards: boat, helicopter, motorbike, car, train, bus, plane
- ★ CD
- ★ Photocopy the worksheet for all the class
- ★ Toy vehicles
- ★ Green paper and blue paper (optional)



ALL TOGETHER TIME 1.5

- **Playing with Polly: plane, helicopter, balloon, car, bus, motorbike, boat, submarine**
 - ★ **Recap phrases:** Display the vehicle flashcards. Polly has a bag of toy vehicles. She shows the children the vehicles one at a time and the children match them to the corresponding flashcard and then say if they go in the sky, on the land or in the sea. Put the vehicles into three groups accordingly.
- **Photo poster 6: 3.11 sky, land, sea, plane, helicopter, balloon, car, bus, motorbike, boat, submarine, red, yellow, blue, one, two, circle**
 - ★ **Play games with the poster:** Draw a symbol on the back of the piece of paper covering each vehicle: a red 1, a red 2, a red circle, a yellow 1, a yellow 2, a yellow circle, a blue 1 and a blue 2. Say a symbol: *(Red circle),* and name a child to come out and point to the piece of paper. Say: *It goes (on the land). Can you remember what it is?* The children answer and the child at the poster uncovers the vehicle.
 - ★ **Play the audio:** Pause after each sentence for the children to mime the vehicle. Listen again, without pausing, and the children mime the vehicles.

OPTIONAL ACTIVITY Make a display

Cover a table with paper as follows: green paper in the middle (the land) and blue paper above and below it (the sky and the sea). Cut out some white clouds and a yellow sun and stick them on the sky. Children place all the toy vehicles in the appropriate place on the table.

- **Photocopiable Worksheet 6.6: a boat, a submarine, a train, a helicopter**
 - ★ **Display and talk about the worksheet:** Point and say: *Look! It's a boat, a submarine, a train and a helicopter.* Ask: *Does the (boat) go in the sea? Does the (helicopter) go in the sea?*
 - ★ **Practise the task:** Call out a child and give them a blue crayon. Ask them to start colouring a vehicle that goes in the sea. Call out more children until the vehicles that go in the sea are coloured blue.

TABLE TIME 1.6

- ★ The children colour the vehicles that go in the sea blue.
- ★ Encourage the children to identify in the sea, boat, submarine, train, helicopter.



Unit 7: Lesson 1

OPENING ROUTINE

Wake up Tommy and sing **Hello!** 1.1

Have a sing song. Choose from:

Polly's gym 1.7

Listen carefully 2.5

Two eyes look around 1.25

Kiss your teddy 1.30

Use the following songs to move the children:

All together 1.5 **Table time** 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY AND EXPRESSIONS

apple, banana, pear, orange

wash, peel, eat

big, little

Do you like apples?

AUDIO

Action song 7: Do you like apples? 2.9

Do you like apples, apples, apples?

Do you like apples? Yes or no?

Do you like bananas, bananas, bananas?

Do you like bananas? Yes or no?

Do you like pears, pears, pears?

Do you like pears? Yes or no?

Do you like oranges, oranges, oranges?

Do you like oranges? Yes or no?

Tommy's music 7 2.10

Wash an apple. Eat an orange. Peel a banana.

Eat a pear. Dance.

BASIC COMPETENCES

The children reflect on their personal tastes and recognise that not everyone likes the same things.

ACTIVITY BOOK

This is a good time to work with Unit 7, Worksheet 7.1, page 51.

LESSON A

PREPARATION

- ★ Tommy
- ★ Flashcards: apple, banana, pear, orange in the cloth bag
- ★ CD
- ★ Stickers
- ★ Real or plastic apple, banana, pear and orange in a cloth bag



ALL TOGETHER TIME 1.5

- **Playing with Tommy: apple, banana, pear, orange**
 - ★ **Create interest:** Rub Tommy's tummy with his hand and say: **Oh! Tommy's hungry! What can we give him?** Take the pieces of fruit out of the cloth bag, one by one, and say: **What is it? Yes, it's a (banana)! Tommy likes (bananas), yummy, yummy!**
 - ★ **Introduce new vocabulary:** Tommy asks a child: **Go to the bag and bring me the picture, please. Oh look, it's (an apple)!** Continue with other children and flashcards.
 - ★ **Play a flashcard game: Match**
Put the fruit and the flashcards on the floor. Call out a child and say: **Find the (apple) and the picture of the (apple).**
- **Action song 7: Do you like apples?** 2.9
 - ★ Use Tommy to act out the song, picking up the real/plastic fruit as the children listen to the song on the CD. You can also use the worksheet to introduce the song.
 - ★ Put Tommy somewhere so he can watch. Play the song again, this time miming the words. Encourage children to join in.
- **Worksheet 7.1: apple, banana, pear, orange**
 - ★ **Display and talk about the worksheet:** Point and say: **Look! Here are Tina, Polly and Tommy and here are four trees. Let's see what is on the trees. Oh! It's (an apple).**
 - ★ **Practise the task:** Ask children to come out and colour one of the pieces of fruit. Say: **Where's a banana? What colour is it? Yes, yellow. Get a yellow crayon and colour the banana, please. Thank you!**

TABLE TIME 1.6

- ★ Give out the stickers, saying: **It's an (apple).** Help the children to stick them in the correct place. They colour the remaining fruit.
- ★ Play or sing the song, getting the children to point to the worksheet as they listen.
- ★ Encourage the children to identify *banana, apple, pear, orange*.

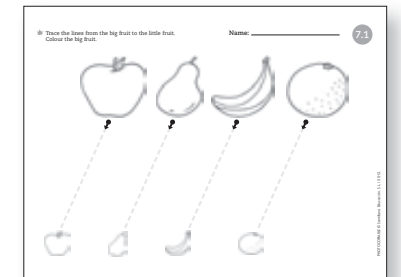
OPTIONAL ACTIVITY Musical fruit

The children sit in a circle. Play some music as they pass the fruit around the circle. Pause the music and say: **(Apple).** The child with the apple stands up and gives it to Tommy. Tommy says: **Thank you.**

LESSON B

PREPARATION

- ★ Tommy
- ★ Photocopy the worksheet for all the class
- ★ Flashcards: banana, apple, pear, orange
- ★ CD
- ★ Real or plastic fruit and a cloth bag



ALL TOGETHER TIME 1.5

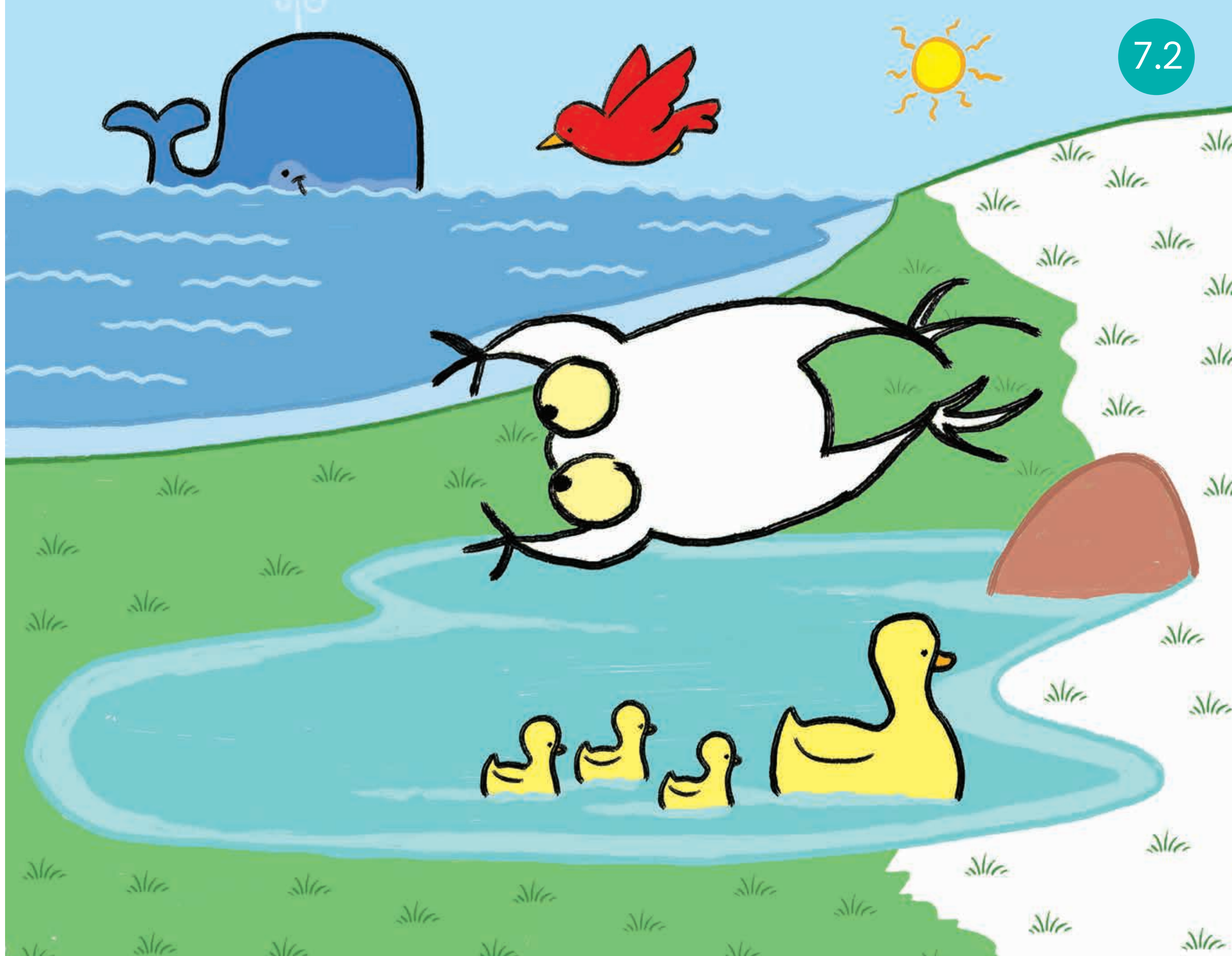
- **Playing with Tommy: banana, apple, pear, orange**
 - ★ **Recap vocabulary:** Put one of the pieces of fruit in the cloth bag without the children seeing which one. Hold the bag up and ask: **What's in Tommy's bag?** Call children out to feel what's in the bag. Continue with the other fruit.
 - ★ **Play a flashcard game: Same or different?**
Put the flashcards face down on the floor in a random order. Call out a child to put a piece of fruit on top of one of the flashcards. The child helps Tommy to turn the flashcard over. If the flashcard is the same as the piece of fruit, Tommy puts them to one side. If not, the child puts the flashcard face down on the floor again.
- **Action song 7: Do you like apples?** 2.9
 - ★ The children join in with the actions of the song.
 - ★ Hold up a flashcard or piece of fruit and the children sing the appropriate verse and do the appropriate actions.
- **Tommy's music 7** 2.10 **Wash an apple. Eat an orange. Peel a banana. Eat a pear. Dance.**
 - ★ Practise miming the actions with the children.
 - ★ The children find a space. Play Tommy's music and the children follow the instructions.
- **Photocopiable Worksheet 7.1: banana, apple, pear, orange, big, little**
 - ★ **Display and talk about the worksheet:** Point and say: **Look, here's a little (apple) and here's a big (apple).**
 - ★ **Practise the task:** Call out children to draw a line between the big and the little fruit, first with their fingers, and then with a crayon. Say: **Show me your finger. Put your finger on this dot. Follow the line from the big (apple) to the little (apple). Now get a crayon and follow the line. Thank you.**

TABLE TIME 1.6

- ★ The children trace the lines from the big fruit to the little fruit.
- ★ Encourage the children to identify the fruits and *big* and *little*.

OPTIONAL ACTIVITY A guessing game

Put one of the pieces of fruit in the cloth bag. Hold the bag up and say: **What's in here? The banana, the apple, the pear or the orange?** Only ask children to guess if they are sitting properly with their hands up. The child who guesses correctly comes out and takes the fruit from the bag. As soon as the children understand the game, pass over your role to the child who guessed correctly. Help them to only ask the children sitting properly with their hands up.



Unit 7: Lesson 2

OPENING ROUTINE

Wake up Tina by calling her.
Sing **Hello!** 1.1 and pass Tina round for all to greet.

Have a sing song. Choose from:

Do you like apples? 2.9

Colour song 1: Yellow duck 1.8

Colour song 2: Red bird 1.9

Colour song 3: Blue whale 1.10

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tina and sing

Goodbye! 1.4

VOCABULARY

green, blue, red, yellow

circle

one, two

big, little

yes, no, please, thank you

AUDIO

Colour song 4: Green frog 1.11

Green, green, a green frog. (x3)

Ribbet, ribbet, ribbet!

Four colours song 1.12

BASIC COMPETENCES

The children become familiar with and identify the colour green.

LESSON A

PREPARATION

- ★ Tina
- ★ Flashcards: green (with a post-it over the frog), red, blue, yellow
- ★ CD
- ★ Green materials e.g. plasticine, different types of paper, pieces of fabric, wool, etc.
- ★ Green gomets



ALL TOGETHER TIME 1.5

• Playing with Tina: green

- ★ **Create interest:** Tina has found some green materials in the cloth bag. The children can help her to get them out. Show the children the green flashcard, with the frog covered, and place the objects nearby.
- ★ **Introduce a new concept:** Help Tina stick all her green pieces onto a piece of paper to make a green collage. Encourage the children to find more things to stick on the collage.
- ★ **More practice:** Put a colour flashcard on each wall of the classroom. Call out children and say: (Walk) to the (green) wall. (Jump) to the (yellow) wall. Form a train with the children. Chant: Green, green, green in a rhythmic way, imitating the sound of a train, until you get to the green wall. Change the chant to: Red, red, red and go to the wall with the red flashcard.

• Colour song 4: Green frog 1.11

- ★ Show the children the green flashcard with the post-it over the frog. Ask: Is it a duck? No! Is it a bird? No! Is it a whale? No! Remove the post-it. It's a frog, a green frog! Establish an action for frog and make a croaking noise: Ribbet, ribbet!
- ★ Play the song. The children do the actions and join in with the singing.

• Worksheet 7.2: green frog, blue whale, red bird, yellow duck, mummy, baby, sun

- ★ **Display and talk about the worksheet:** Look and say: Look! A green frog, a blue whale, a red bird, a yellow mummy and baby ducks, and the sun.
- ★ **Practise the task:** Call children out to point to parts of the picture. Give a child a green crayon and ask them to start colouring the grass.

TABLE TIME 1.6

- ★ The children stick green gomets on the frog and finish colouring the grass green.
- ★ Encourage the children to identify green, red, yellow, frog, whale, bird, duck.

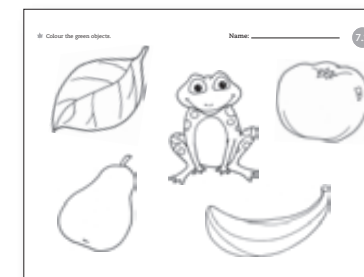
OPTIONAL ACTIVITY A green hunt

Search in the classroom or go outdoors and look for green things, or make green things with green plasticine.

LESSON B

PREPARATION

- ★ Tina
- ★ Flashcards: blue, green, red, yellow
- ★ CD
- ★ Photocopy the worksheet for all the class
- ★ Red, yellow, blue, green gomets
- ★ Blue and yellow paint (optional)



ALL TOGETHER TIME 1.5

• Playing with Tina: green, red, yellow, blue

- ★ **Recap the concept:** Tina has some green, blue, red and yellow gomets. Help her make a face with the gomets, using a different colour for the eyes, the nose, the ears and the mouth. Ask: What colour is the (mouth)?
- ★ **More practice:** Put the green, yellow, red and blue flashcards on the floor. Tina asks the children to close their eyes and takes one of the flashcards away. The children open their eyes and say which flashcard is missing.

• Four colours song 1.12: Green frog, blue whale, red bird, yellow duck

- ★ Display the four flashcards and revise the words, the mimes and the noises. Call children out and say a colour, an animal, do a mime, or make a sound, and the child points to the corresponding flashcard.
- ★ Divide the children into four groups and give each group a flashcard. Play all four verses and each group performs their verse for the rest to watch

OPTIONAL ACTIVITY Green paint

Make green paint by mixing blue and yellow paint. Put some blue and yellow paint in separate pots so the children can clearly see the colours. Then, mix them together and ask children what colour the paint is now.

• Photocopiable Worksheet 7.2: green, leaf, frog, pear, tomato, banana

- ★ **Display and talk about the worksheet:** Point and say: Look! A leaf, a frog, a pear, a tomato and a banana! Look! What colour is a pear? Is a banana green?
- ★ **Practise the task:** Call a child out to point to items in the picture. Give a child a green crayon and ask them to start colouring one of the green items. Continue with more children.

TABLE TIME 1.6

- ★ The children colour the green items. If you made green paint, the children can paint the green items.
- ★ Encourage the children to identify green, frog, leaf, tomato, banana, pear.



Unit 7: Lesson 3

OPENING ROUTINE

Wake up Tommy, Tina and Polly and sing **Hello everyone!** 1.2

Have a sing song. Choose from:

Pick up a crayon 1.17

Hello daddy 1.21

My hat is on my head 2.1

Do you like apples? 2.9

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY AND EXPRESSIONS

apple, banana, pear, orange

mummy, daddy

Here's an orange.

I don't want an orange.

Tommy likes apples.

Stop!

It's my apple!

Banana for you and banana for me.

Yummy, yummy, yummy!

AUDIO

Story 7: We can share 2.11

Story chant 7: We can share 2.12

I don't like apples!

No! No! No!

I don't like pears!

No! No! No!

I like apples!

Yes! Yes! Yes!

I like pears!

Yes! Yes! Yes!



BASIC COMPETENCES

Through the story, the children explore the concept of sharing and how it can be used to resolve conflicts between friends.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: apple, banana, pear, orange
- ★ Story cards: Story 7: We can share
- ★ CD
- ★ A real or plastic apple



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: apple, banana, pear, orange**
 - ★ **Recap vocabulary:** Show the flashcards one by one, saying the words. Encourage the children to join in.
 - ★ **Play a flashcard game: Give it to Tommy, please**
Put Tommy, Tina and Polly sitting beside you and the flashcards laid out on the carpet. Call out children and say: **Give the (apple) to (Tommy), please.** Tommy says: **Thank you.** Give Tommy to the child to hug. Continue with other children, characters and flashcards.
- **Story 7: We can share** 2.11
 - ★ **Create interest and introduce the story:** Show story card 1 and ask the children: **What is mummy parrot saying? Do you want an apple? What is Polly saying? I don't want an apple! No.** Pick up Polly and show her the apple. Say: **Do you want an apple, Polly?** Polly says: **Yes! Yes!** Show the story cards and say: **Well, let's see what happened to Polly!**
 - ★ **Listen to the audio:** Play the audio and display the pictures one at a time. Stop the CD after story card 3. Ask the children: **What about Tommy? Does Tommy like apples and oranges and bananas and pears?** After story card 5, ask: **What can they do?** After reading the story, you can choose to ask questions about it before or after listening to the audio.
 - ★ **Check comprehension:** Point, mime and ask questions: **Does (Polly) want the fruit? Is (Tommy) happy? What do they do?**
 - ★ **Listen to the audio and join in:** Put the story cards on the floor or board and play the audio again, encouraging the children to join in with what Tommy, Tina and Polly are doing.

OPTIONAL ACTIVITY Story practice

Flash the story cards and ask the children who they can see and what fruit they can see.

- **Worksheet 7.3: apple, banana, pear, orange**
 - ★ **Display and talk about the worksheet:** Point and ask: **Look, here is Polly and here is Tommy. Here is half an apple. Can you see the other half? Is it this one? Yes, it's this one.**
 - ★ **Practise the task:** Call a child out and say: **Point to half an apple. Can you find the other half? Draw a line with your finger from this half to this half. Very good. Now pick up a crayon and draw a line. What colour is the apple? Good! Colour it red, please. Thank you.** Continue with other children.

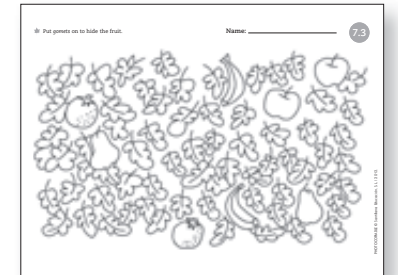
TABLE TIME 1.6

- ★ The children match the two halves of the fruit and then colour them.
- ★ Encourage the children to identify the fruit and red, green, and yellow.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: apple, banana, pear, orange
- ★ Story cards: Story 7: We can share
- ★ CD
- ★ Photocopy the worksheet for all the class
- ★ A real banana, apple, pear, orange and a knife
- ★ Gomets



ALL TOGETHER TIME 1.5

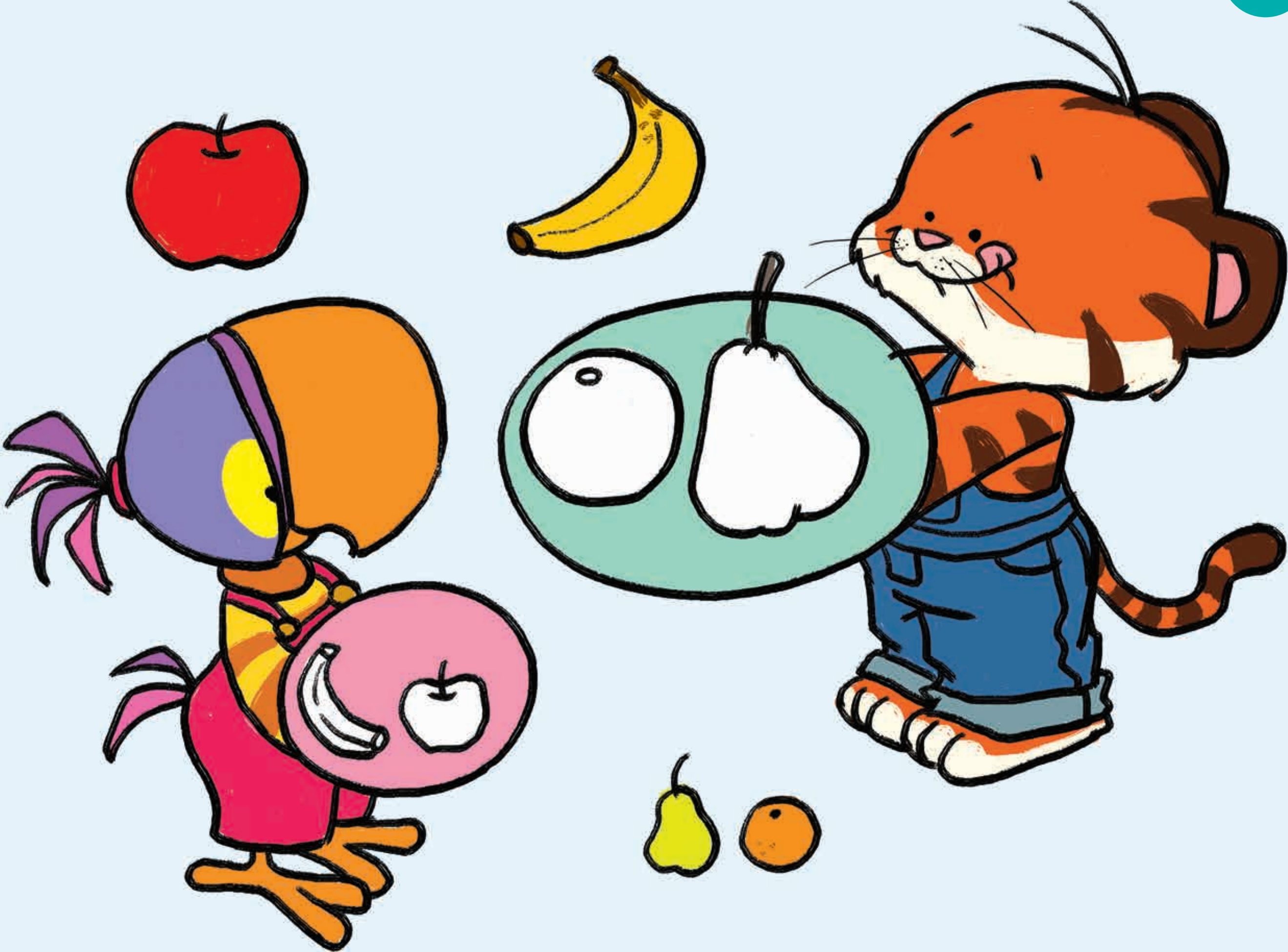
- **Playing with Tommy, Tina and Polly: apple, banana, pear, orange**
 - ★ **Recap vocabulary with a flashcard game: What's Tommy sitting on?**
Put three of the flashcards face down on the floor and sit the three characters on top of them. Ask the children to guess which fruit each of the characters is sitting on. Say: **What's Tommy sitting on? Is it the (banana)? No, it's the (pear)!** At the end, see if the children can remember the remaining flashcard.
- **Story 7: We can share** 2.11
 - ★ **Recap the story:** Offer Polly the piece of real fruit and say: **Do you want an (apple)?** Polly says: **Yes.** Do the same with Tommy. Ask the children: **What can we do?** Remind them what happens in the story, showing them the story cards if necessary. Cut the pieces of fruit in half.
 - ★ **Listen to the audio and act out the story:** Assign the roles of Tommy, Polly, and Polly's mummy and daddy. Give them the fruit flashcards. Tell the story or play it on the CD, and help the children to act out their parts.
- **Story chant 7: We can share** 2.12
 - ★ **Act out the chant:** The children listen to the audio and follow the rhythm, by tapping the floor with their feet or moving their knees in time to the chant.
 - ★ **Listen to the audio:** Put story cards 1, 2, 4, and 8 on the floor or on the board. Lift them up or point to them according to the song. Mime the actions in each verse.
 - ★ Say the chant again, encouraging the children to join in with the actions and words.
- **Photocopiable Worksheet 7.3: apple, banana, pear, orange**
 - ★ **Display and talk about the worksheet:** Point to the fruit in the tree and ask: **What's this?** Say: **Yes it's an (apple).**
 - ★ **Practise the task:** Call a child out and say: **Point to an apple.** Give the child a gomets and say: **Put a gomets on the apple. Very good! Thank you!** Continue with other children and fruit.

TABLE TIME 1.6

- ★ The children put gomets on the fruit. Play or sing the songs from the unit as the children work.
- ★ Encourage the children to identify the different fruits.

OPTIONAL ACTIVITY Story time

Show the children the story cards from previous units and let them choose a story. Tell or play the CD of the story. You can call out a child to show the story cards as the rest listen and do the actions.



Unit 7: Lesson 4

OPENING ROUTINE

Wake up Tommy, Tina and Polly by calling them.
Sing **Hello everyone!** 1.2 and pass Tommy round for all to greet.

Have a sing song. Choose from:

Do you like apples? 2.9

Listen carefully 2.5

Kiss your teddy 1.30

Two eyes look around 1.25

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY

apple, banana, pear, orange
red, yellow, blue, green
big, little

BASIC COMPETENCES

The children apply their mathematical understanding of size to various classroom activities.

ACTIVITY BOOK

This is a good time to work with Unit 7, Worksheet 7.2, page 53.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: apple, banana, orange, pear, red, yellow, green, big, little
- ★ Poster 7 and Blu-tack
- ★ Pop-out 7
- ★ CD (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** apple, banana, orange, pear, red, yellow, green, big, little
 - ★ **Recap vocabulary:** Tommy shows the flashcards to Tina and Polly, who remember the words with the children's help.
 - ★ **Play a flashcard game: Flash**
Use Tommy to flash a flashcard very quickly, and then show it more slowly for children to say what is on it. The children can take it in turns with Tommy. One time they guess what is on the flashcard, and the next time, ask a volunteer to flash a flashcard for Tommy to guess what is on it.
- **Poster 7:** apple, banana, orange, pear, green, yellow, red, big, little
 - ★ **Create interest:** Display the pop-outs of Tommy, Tina and Polly's plates and the pop-outs of fruits.
 - ★ **Play with the poster:** Call out a child and Tommy asks them: *Can you put a (big yellow banana) on my plate, please?* Call out more children and Tina, Polly or Tommy asks them to put a piece of fruit on their plate.
- **Pop-out 7:** apple, banana, orange, pear, red, green, yellow, blue
 - ★ **Display and talk about the pop-out:** First look at the empty plates with the flaps shut, and say: *Look, a green plate, a red plate, a yellow plate and a blue plate.* Then, guess what is on each plate before lifting the flaps. Ask: *What is on the (green) plate? Is it a (banana)? Let's look! Oh, it's an (orange)!*
 - ★ **Play a circle game:** Children sit in a circle and pass a pop-out around. Say: *Stop! What's on the (blue) plate?* The child with the pop-out lifts the flap and all the class say: *(An apple!)*
- **Worksheet 7.4:** apple, banana, orange, pear, big, little, red, yellow, green
 - ★ **Display and talk about the worksheet:** Point and say: *Look! Polly has a little plate, a little banana and a little apple. Tommy has a big plate, a big orange and a big pear.* Point to the extra fruit and say: *Look at this (big banana)! Is it for Polly or Tommy? Tommy.*
 - ★ **Practise the task:** Call out children to start colouring the extra fruit and ask them to draw a line between each piece of fruit and its plate.

TABLE TIME 1.6

- ★ The children colour the fruit and draw a line between each item and its plate.
- ★ Encourage the children to identify the colours and apple, banana, orange, pear, big and little.
- ★ The children prepare their pop-outs.

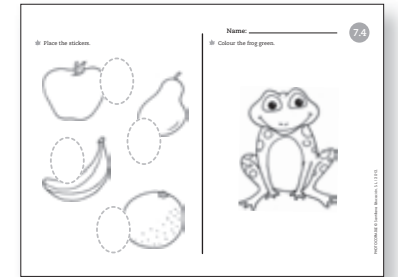
OPTIONAL ACTIVITY Listen and play

Sing **Action song 7: Do you like apples?** 2.9 The children close a flap on their pop-out after each verse.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: apple, banana, orange, pear, red, yellow, green, big, little
- ★ Poster 7
- ★ Photocopy the worksheet for all the class
- ★ Stickers
- ★ CD



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** apple, banana, orange, pear, red, yellow, green, big, little
 - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at showing the flashcards and saying the words.
 - ★ **Play a flashcard game: Give it to Tommy, please**
Put Tommy, Tina and Polly sitting beside you and lay the flashcards on the carpet. Call out children and say: *Give the apple to (Tommy), please.* Tommy says: *Thank you.* Give Tommy to the child to hug. Continue with other children, characters and flashcards.
 - **Poster 7:** apple, banana, orange, pear, red, yellow, green, big, little
 - ★ Show the children pop-outs of the plates on the poster with one or more pieces of fruit already on each plate. Tommy says: *I've got a (big red apple).* The children clap if he gets it right and correct him if he is wrong. Continue with Polly and Tina.
 - **Photocopiable Worksheet 7.4:** apple, banana, orange, pear, green, Tommy, Tina, Polly
 - ★ **Display and talk about the worksheet:** Show the children the worksheet and ask them to name and point to each item. Give each child their stickers.
- Note:** If possible, do this worksheet with a small group of children at a time, or one by one.

TABLE TIME 1.6

- ★ The children follow your instructions:
 1. Listen to and do **Action song 7: Do you like apples?** 2.9
Say: *Now stick Polly next to the orange.*
Stick Tommy next to the pear.
And stick Tina next to the banana.
 2. Listen and sing Colour song 4: **Green frog** 1.11
Say: *Now colour the frog green.*



Unit 7: Lesson 5

OPENING ROUTINE

Wake up Tommy and sing **Hello!** 1.1 together.

Have a sing song. Choose from:

Here are granny's glasses 3.3

Dingle dangle scarecrow 3.8

Row, row, row your boat 3.10

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY AND EXPRESSIONS

One, two, three
fat
sausages
sizzling
pan
Pop! Bang!

AUDIO

Authentic song 7: Three fat sausages 3.12

Three fat sausages sizzling in a pan,
One goes pop! And then it goes bang!
Two fat sausages sizzling in a pan,
One goes pop! And then it goes bang!
One fat sausage sizzling in a pan,
It goes pop! And then it goes bang!

BASIC COMPETENCES

The children are introduced to subtraction related to a familiar context.

ACTIVITY BOOK

This is a good time to work with
Unit 7, Worksheet 7.3, page 55.

LESSON A

PREPARATION

- ★ Tommy
- ★ CD
- ★ Gomets
- ★ Three plastic or plasticine sausages, a frying pan



ALL TOGETHER TIME 1.5

- **Playing with Tommy: sausages**
 - ★ **Create interest:** Show the children the frying pan and say: **What can I cook in my frying pan?** Repeat what they say in English. Then show them a sausage.
 - ★ **Introduce new vocabulary:** Put the sausage in the frying pan. Shake it around a bit and mime cooking it. Say: **Look! It's a fat sausage. It's sizzling in my pan.** Add another sausage to the pan and count the sausages: **One, two sausages. Look, now there are two sausages sizzling in my pan.** Continue in the same way with the third sausage.

Authentic song 7: Three fat sausages 3.12

- ★ **Focus on the music:** Children listen to the music and sway to the beat. Listen again and this time they clap to the beat.
- ★ **Focus on the actions:** Listen to the song again and, this time, act it out with your frying pan and sausages. When the song says **Pop!** make a sausage jump up in the air and, when you say: **Bang!** make it jump right out of the pan.
- ★ Do a mime for *pop* and a mime for *bang* with the children.
- ★ Ask the children to stand up and find a space in the classroom. Play the audio and the children do the actions and join in with the words.

OPTIONAL ACTIVITY Musical sausages

The children sit in a circle. Put the three sausages into the pan. Say the words of the song slowly, one word at a time while the children pass the pan round the circle. The child holding the pan when you say *sizzling* shakes the pan. The child who is holding the pan when you say *pop* holds a sausage up in the air and then returns it to the pan. The child holding the pan when you say *bang* holds a sausage up in the air and then drops it on the floor.

Worksheet 7.5: one, two, three, fat sausages, sizzling, pan, pop, bang

- ★ **Display and talk about the worksheet:** Point and say: **Look at the sausages! One, two, three sausages. They are big and fat. They're sizzling in the pan! What is this sausage doing? Yes, it's going Pop! Bang!**
- ★ **Prepare for the task:** Call children and say: **Point to (two) sausages. Point to the sausage that is going Pop! Bang!** Give a child a red gomets and say: **Put a red gomets in the sausage that is going Pop! Bang! Thank you.** Repeat with more children.

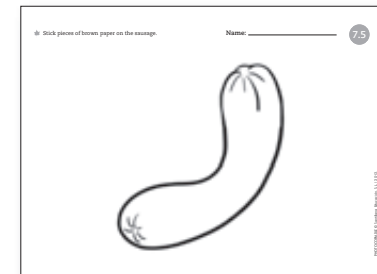
TABLE TIME 1.6

- ★ The children put red gomets inside the sausage which is going *Pop! Bang!* and colour the other sausages.

LESSON B

PREPARATION

- ★ Tommy
- ★ Photocopy the worksheet to allow a sausage for each child and one extra
- ★ Brown tissue paper cut into little pieces
- ★ CD
- ★ Three plastic sausages and a frying pan with a lid
- ★ Two large sheets of coloured card, glue (optional)
- ★ Print and stick the words of the song onto one of the sheets of card (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy: one, two, three, sausages**
 - ★ **Recap vocabulary:** Tommy puts one, two or three sausages into the pan in secret then puts the lid on and shakes it. Children guess how many sausages there are in the pan. Call out a child to help Tommy take off the lid and count the sausages.
- **Authentic song 7: Three fat sausages 3.12**
 - ★ Play the song and act it out with the children.
 - ★ Choose one child to come out and be the leader. Play the song again. The rest of the class copies as the leader mimes.
 - ★ Sing the song substituting *thin* for *fat* and changing the mime accordingly.

OPTIONAL ACTIVITY: Action story

Say and mime, encouraging the children to join in. **You are a little sausage and you get bigger and bigger and fatter and fatter and hotter and hotter and you sizzle and sizzle and you go Pop! and Bang!**

OPTIONAL ACTIVITY: Plasticine sausages

Children roll pieces of plasticine to make thick and thin sausages of different colours.

Photocopiable Worksheet 7.5: sausage

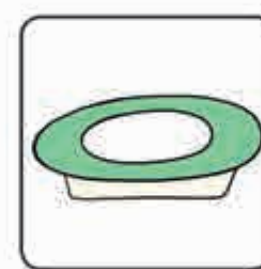
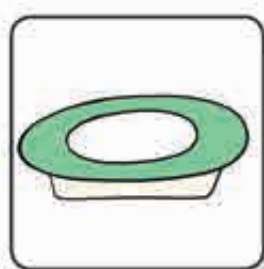
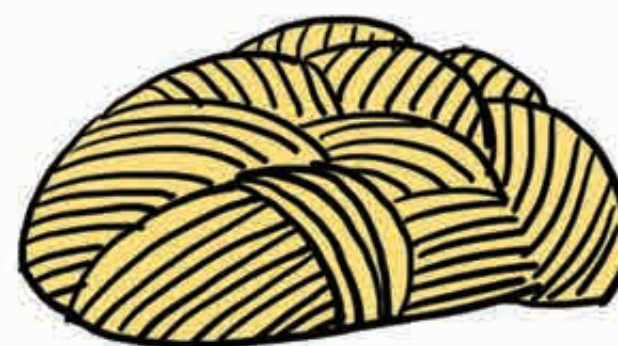
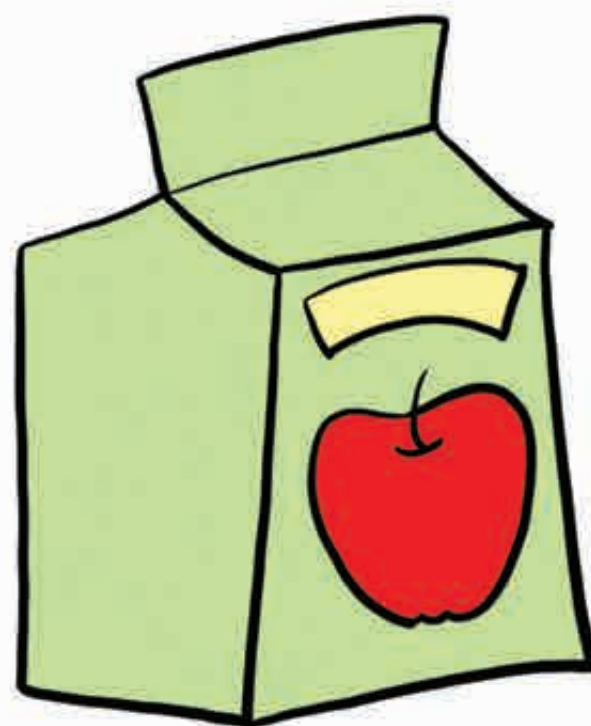
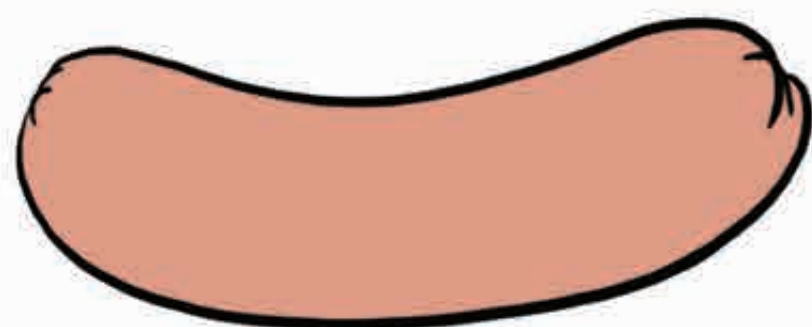
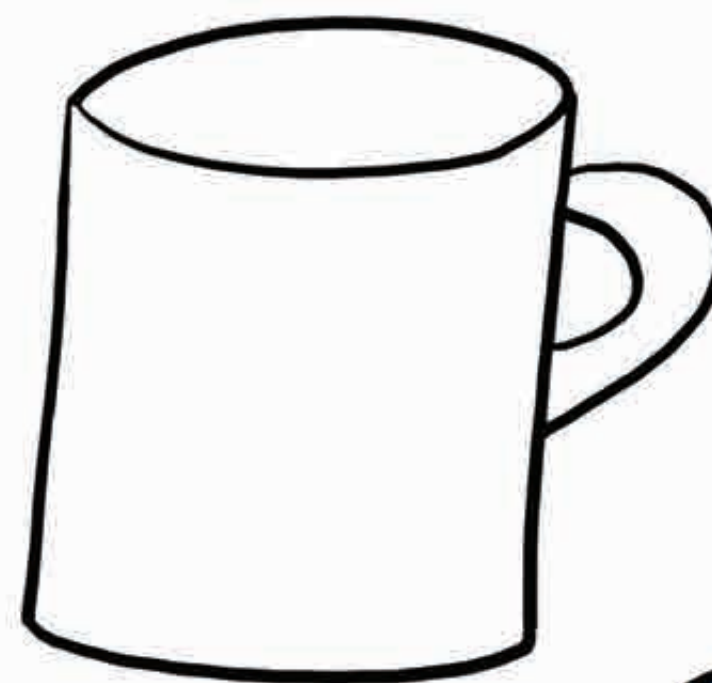
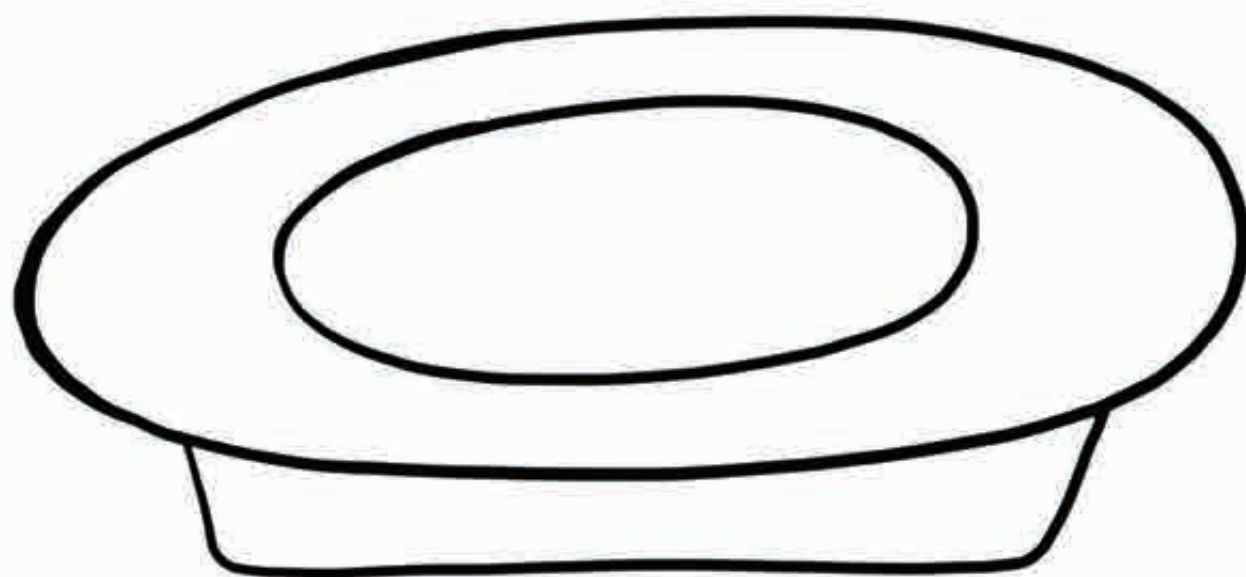
- ★ Tommy shows the children a picture of a sausage. Show the children how to put glue inside the sausage and then stick on pieces of brown tissue paper to fill the sausage.

TABLE TIME 1.6

- ★ Give each child a sausage and several little pieces of brown tissue paper. Put glue inside each child's sausage so that they can stick on the pieces of paper. As the children work play the song several times.

OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the decorated sausages onto the two pieces of card. Display the children's song poster then use it as a page in the *Very big class song book*. Children can watch other children saying this rhyme on the internet. Most versions have five sausages. Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.



Unit 7: Lesson 6

OPENING ROUTINE

Wake up Polly by calling her.
Sing **Hello!** 1.1 and pass Polly round for all to greet.

Have a sing song. Choose from:

Do you like apples? 2.9

Listen carefully 2.5

My hat is on my head 2.1

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Polly and sing

Goodbye! 1.4

VOCABULARY

eat, drink
apple, banana, sausages, spaghetti, juice, milk,
water
plate, cup

AUDIO

Photo poster 7: 3.13

Hello. My name's Jack.
I like eating and drinking.
I'm eating a sausage.
I'm eating spaghetti.
I'm eating a banana.
I'm drinking juice.
I'm drinking milk.
I'm drinking water.



BASIC COMPETENCES

The children demonstrate their understanding of what is edible and what is not and classify objects using these criteria.

ACTIVITY BOOK

This is a good time to work with
Unit 7, Worksheet 7.4, page 57. 3.24

LESSON A

PREPARATION

- ★ Polly
- ★ Photo poster 7: Cover all but the picture of the boy eating a sausage
- ★ Stickers
- ★ Flashcards: sausage, milk, juice
- ★ CD
- ★ An apple and a bottle of water in a soft bag



ALL TOGETHER TIME 1.5

• Playing with Polly: apple, water, eat, drink

- ★ **Create interest:** Polly gets an apple out of the soft bag and gives it to you. Say: **An apple for me, Thank you Polly.** Eat the apple and say: **Look at me. I'm eating the apple.** Repeat the procedure with the bottle of water.
- ★ **Introduce new vocabulary:** Establish mimes for drink and eat. Show children (an apple) and they mime eating. Show them (water) and they mime drinking.

• Photo poster 7: 3.13 eat, drink, sausage, spaghetti, banana, milk, water, juice

- ★ **Display and talk about the poster:** Introduce Jack and ask: **Is Jack a boy or a girl?** Read what Jack is saying and tell the children. Point to the first picture and say: **Look it's a sausage. The boy is eating a sausage.** Mime eating a sausage off a fork and encourage the children to join in. Check by miming and asking: **Is the boy eating or drinking?** Continue in the same way with the rest of the pictures. Differentiate between the drinks by miming drinking through a straw, out of a bottle or out of a glass.
- ★ **Play the audio:** Pause after each sentence, point to the picture and mime the information with the children. Play the audio again without pausing, and the children mime with you as they listen and look at the pictures.

• Flashcard practice: sausage, milk, juice

- ★ Show flashcards one at time and call out children to identify the corresponding picture on the poster. Point to a picture and shuffle the flashcards till a child says: **Stop!** Show the top flashcard and children clap if it is the same as the picture.

OPTIONAL ACTIVITY Mime game

Call out a child to face the class with their back to the poster. Polly points to a picture and the class do the corresponding mime. The child then points to the right picture on the poster. Say: **Yes that's right! This (girl) is (eating spaghetti).**

• Worksheet 7.6: eat, drink, milk, juice, spaghetti, sausage

- ★ **Display the teacher's worksheet:** Point to the pictures at the top of the page, mime and say: **Look, here's a plate for eating, and here's a cup for drinking.** Then point to each of the food and drink items and ask: **What is it? Is it for eating or for drinking? Do we need a plate or a cup?**
- ★ **Practise the task:** Show the children a plate and fork sticker. Put it in the circle next to the milk and ask: **Does it go here? No!** Put it next to the sausage. **Does it go here? Yes! We eat a sausage. Do we need a plate or a cup?**

TABLE TIME 1.6

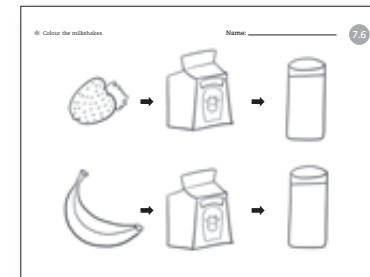
- ★ The children stick the stickers in the right place and colour the plate green and the cup red.
- ★ Encourage the children to identify eat, drink, milk, juice, spaghetti, sausage.

Note: For the optional activity in the next lesson, ask the children to bring in pictures of food and drink, cut out from magazines with the help of their parents. It's a good idea to send a note home about this.

LESSON B

PREPARATION

- ★ Polly
- ★ Photo poster 7: Cover all the pictures
- ★ CD
- ★ Photocopy the worksheet for all the class
- ★ Two large pieces of paper, scissors, glue (optional)
- ★ Supermarket brochures with pictures of food and drink



ALL TOGETHER TIME 1.5

• Playing with Polly: eat

- ★ **Recap phrases:** Polly has brought a supermarket brochure to class. The children help her find things that you can eat and drink in the brochure. Children then show any pictures they have brought from home and sort them into two piles: eating and drinking.

• Photo poster 7: 3.13 eat, drink, sausage, spaghetti, banana, milk, water, juice

- ★ **Display and talk about the poster:** Write numbers on the back of the pieces of paper covering the pictures: a red 1, a red 2, a blue 1, a blue 2, a green 1 and a green 2. Say a number: **(Red 1)** and name a child to come out and point to the piece of paper. Say and mime to the class: **Can you remember? Is it for eating or drinking? What is it?** The children answer and the child at the poster removes the cover to check if they are correct.
- ★ **Play the audio:** Pause after each sentence for the children to either mime eating or drinking. Listen again, without pausing, and the children mime the activities.

OPTIONAL ACTIVITY Make a display

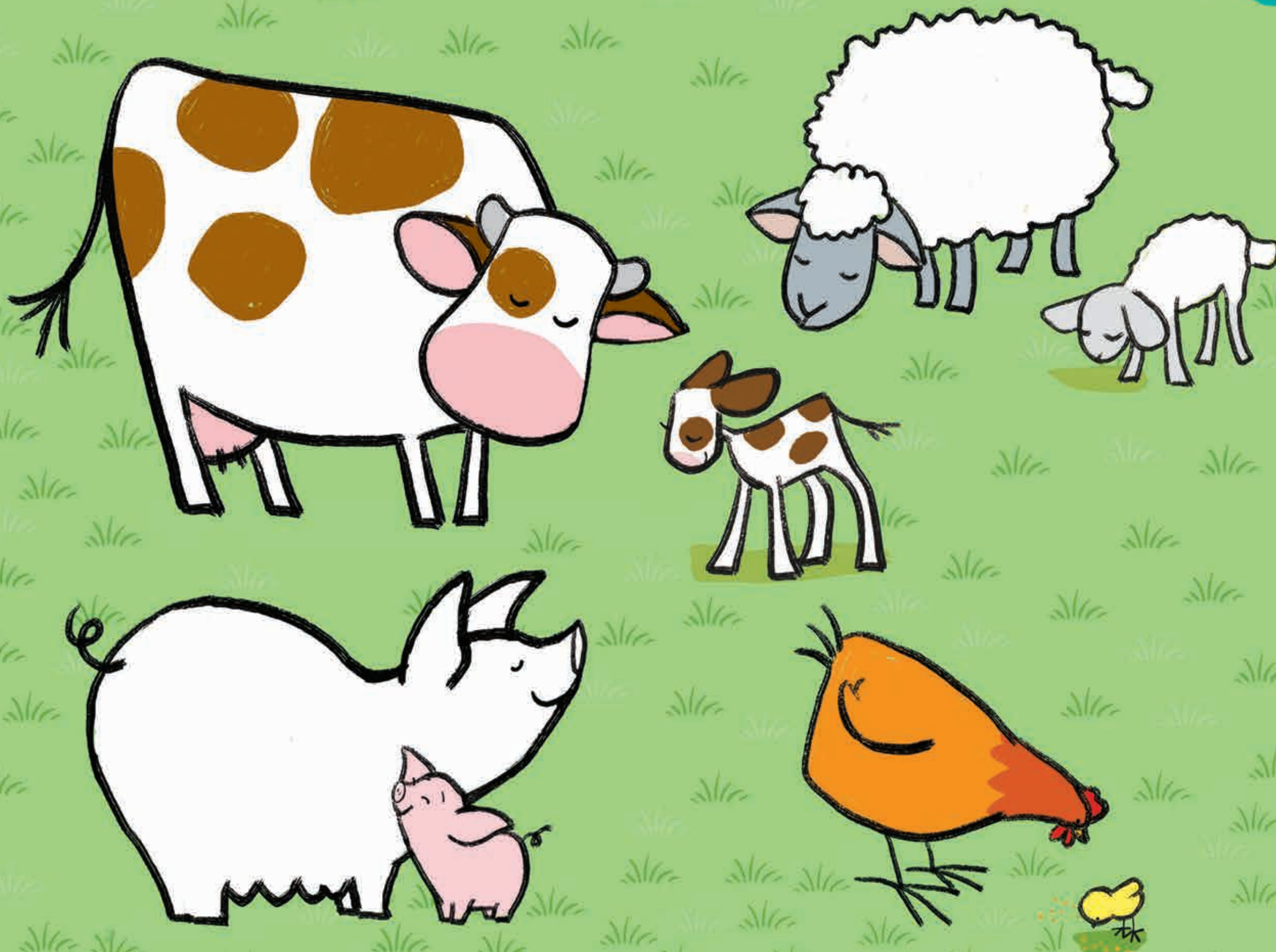
Make a display of things we can eat and drink. Prepare two large pieces of paper, one in the shape of a plate and the other in the shape of a glass. Help the children to stick the pictures they have brought from home on the appropriate piece of paper. You can write **eating** on the plate and **drinking** on the glass.

• Photocopiable Worksheet 7.6: strawberry, banana, milk, milkshake

- ★ **Display and talk about the worksheet:** Point to the strawberry and ask: **What colour is a strawberry? Colour it red.** Point to the bottle of milk and then the empty glass, mime and ask: **What do we make when we mix strawberries and milk? Strawberry milkshake.** Continue in the same way with the second line of pictures
- ★ **Practise the task:** Call out a child, and ask them to choose a crayon and colour the strawberry and banana milkshake.

TABLE TIME 1.6

- ★ The children colour the strawberry, the banana and the milkshakes.
- ★ Encourage the children to identify milk, strawberry, banana.



Unit 8: Lesson 1

OPENING ROUTINE

Wake up Tommy and sing:
Hello! 1.1

Have a sing song. Choose from:
Hello daddy 1.21

My hat is on my head 2.1

Listen carefully 2.5

Do you like apples? 2.9

Use the following songs to move the children:

All together 1.5 **Table time** 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3 Say goodbye to Tommy and sing **Goodbye!** 1.4

VOCABULARY

cow, sheep, pig, chicken
mummy, baby
says, moo, baa, oink, cluck

AUDIO

Action song 8: A cow says moo 2.13

A cow says moo, moo,
Moo, moo, moo!

A sheep says baa, baa,
Baa, baa, baa!

A pig says oink, oink,
Oink, oink, oink!

A chicken says cluck, cluck,
Cluck, cluck, cluck!

Tommy's music 8 2.14

Dance like a cow. Dance like a sheep.
Dance like a pig. Dance like a chicken.

BASIC COMPETENCES

The children recognise some farm animals and associate them with the sounds they make.

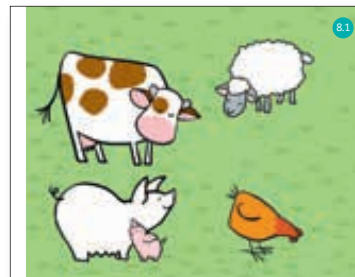
ACTIVITY BOOK

This is a good time to work with
Unit 8, Worksheet 8.1, page 59.

LESSON A

PREPARATION

- ★ Tommy
- ★ CD
- ★ Flashcards: cow, sheep, pig, chicken in the cloth bag
- ★ Stickers



ALL TOGETHER TIME 1.5

• Playing with Tommy: cow, sheep, pig, chicken

- ★ **Create interest:** Make Tommy jump up and down and say: *Tommy's very excited today! What is it, Tommy?* Tommy whispers in your ear and you say: *Oh! There are some animals in the bag! Are you sure, Tommy?* Take Tommy to the cloth bag and, with your back to the children, make the noise of a cow. Say: *What's that? Yes, it's a cow!*
- ★ **Introduce new vocabulary:** Tommy takes the animal flashcards out of the cloth bag, one by one. Each time make the noise of the animal before he takes the flashcard out, so the children guess what it is. Say: *(Baa). Look! It's a (sheep).*
- ★ **Play a flashcard game: Flashcard noises**
Put the flashcards on the floor. Make the noise of one of the animals. Call out a child to pick up the relevant flashcard and say the name of the animal.

• Action song 8: A cow says moo 2.13

- ★ Use Tommy to act out the song, jumping onto the appropriate flashcard as the children listen to the CD. You can also use the worksheet to introduce the song.
- ★ Put Tommy somewhere so he can watch. Play the song again, this time miming the words. Encourage the children to join in with the mimes.

• Worksheet 8.1: cow, sheep, pig, chicken, mummy, baby

- ★ **Display and talk about the worksheet:** Point and say: *Look! Here is a mummy cow and a baby cow.* Continue with sheep, the mummy pig and the chicken.
- ★ **Practise the task:** Call out children and say: *Point to the mummy (chicken) and the baby (chicken).* When you come to the mummy pig, say: *Get a crayon and colour the mummy pig, please. Thank you!*

TABLE TIME 1.6

- ★ Give out the stickers, saying: *It's a baby (cow)* and help the children to stick them in the right place. They colour the mummy pig.
- ★ Play or sing the song, getting the children to point to the worksheet as they listen.
- ★ Encourage the children to identify cow, sheep, pig, chicken, mummy, baby.

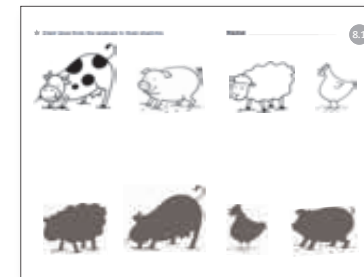
OPTIONAL ACTIVITY Musical animals

Put the animal flashcards around the room. The children stand in the middle of the room. Play some music and they dance. Pause the music and say: *(Cow).* The children locate the cow flashcard and go to it.

LESSON B

PREPARATION

- ★ Tommy
 - ★ Photocopy the worksheet for all the class
 - ★ Flashcards: cow, sheep, pig, chicken.
- Hide the chicken flashcard somewhere in the classroom. Put the other flashcards in the cloth bag
- ★ CD



ALL TOGETHER TIME 1.5

• Playing with Tommy: cow, sheep, pig, chicken

- ★ **Recap vocabulary:** Tommy asks a child: *Go to the bag and bring me the picture, please. Oh, look, it's the (cow)!* Continue with other children and other flashcards. When there are no flashcards left, say: *Oh, what's missing? Yes, it's the chicken! Where's the chicken?* Take Tommy round the classroom with you, asking the children: *Is it here? ... Let's look... No, it isn't.* Finally you find it. Make a clucking noise and say: *Oh! Here it is!*
- ★ **Play a flashcard game: Tommy guesses game**
Put the flashcards on the floor. Call out a child to choose one. Tommy covers his eyes with his paws while the child chooses. Tommy opens his eyes and guesses which card the child chose. Say: *Close your eyes, Tommy. Choose a flashcard. Show it to the class. Put it back. Open your eyes, Tommy.* In Tommy's voice, say: *Is it the (cow, moo)?*

• Action song 8: A cow says moo 2.13

- ★ Children join in with the actions of the song.
- ★ Hold up a flashcard and the children sing the appropriate verse and do the appropriate actions.

• Tommy's music 8 2.14 Dance like a cow. Dance like a sheep. Dance like a pig. Dance like a chicken.

- ★ Practise miming the actions with the children.
- ★ The children find a space. Play Tommy's music and the children follow the instructions.

• Photocopiable Worksheet 8.1: cow, sheep, pig, chicken

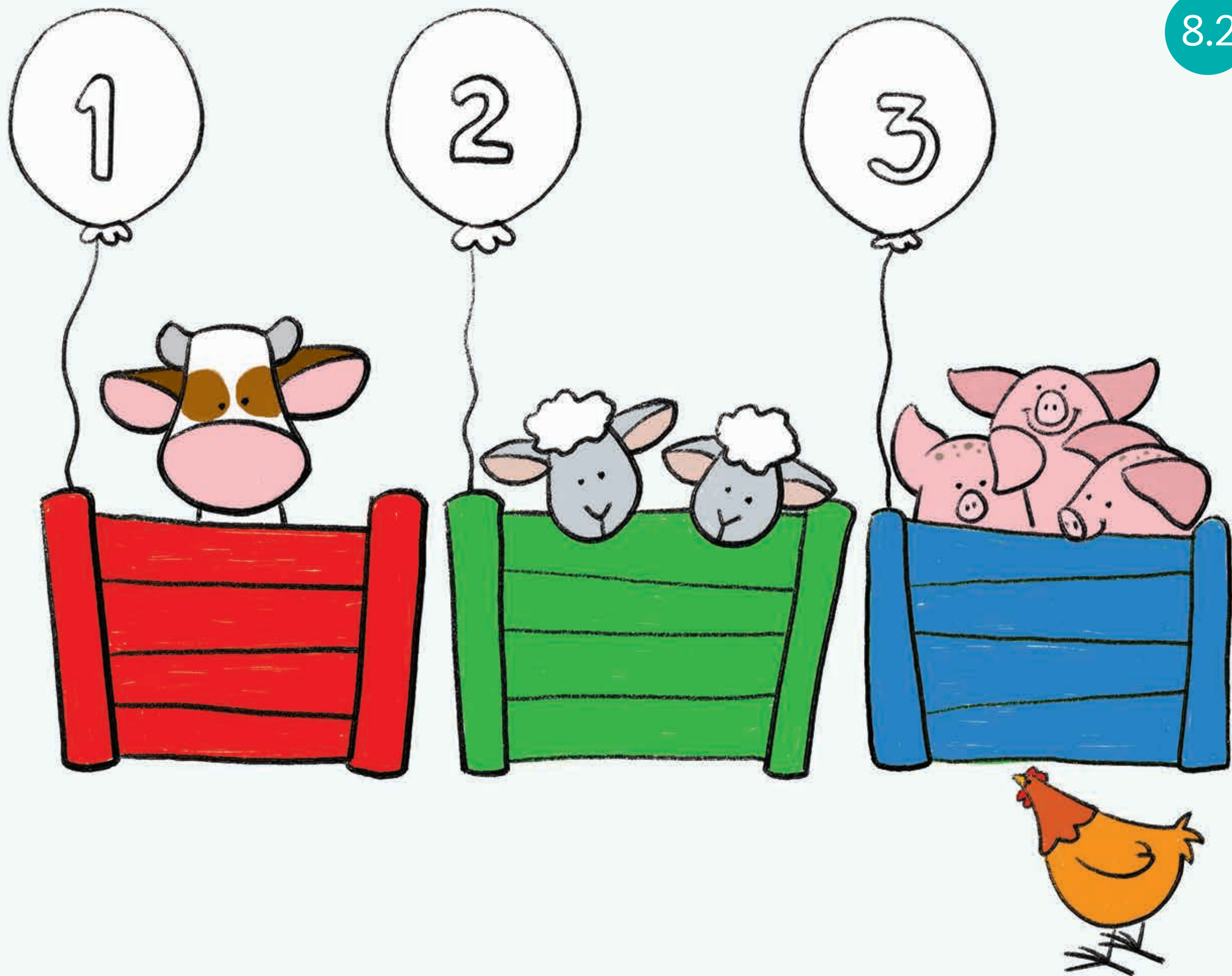
- ★ **Display and talk about the worksheet:** Point and say: *Look! What's this? Yes, it's a cow. Can you see the shadow of a cow here? Is it this one? No? Is it this one? Yes? You're right. Here's the cow.*
- ★ **Practise the task:** Call out children to draw a line between the cow and the cow's shadow, first with their fingers and then with a crayon. Say: *Show me your finger. Where's the cow? Good. Now where's the cow's shadow, here? Good. Draw a line with your finger. Now get a crayon and draw the line. Thank you.*

TABLE TIME 1.6

- ★ The children draw lines from the animals to their shadows.
- ★ Encourage the children to identify the animals.

OPTIONAL ACTIVITY Guess Tommy's favourite animal

Tommy whispers to you. Put one of the flashcards on the floor and say: *It's Tommy's favourite animal.* Children guess which animal it is. Ask if any of the children have a favourite animal. They can come out and choose the flashcard of their favourite animal while the others guess which one it could be. Continue with more children.



Unit 8: Lesson 2

OPENING ROUTINE

Wake up Tina by calling her.
Sing **Hello!** 1.1 and pass Tina round for all to greet.

Have a sing song:

A cow says moo 2.13

Colour song 4: Green frog 1.11

Shape song: Circle 1.16

Big and little 1.13

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tina and sing

Goodbye! 1.4

VOCABULARY

one, two, three

blue, green, red, yellow

big, little

yes, no, please, thank you

chicken

AUDIO

Number song 2: One, two, three 1.15

One, one, one,

Number one.

Two, two, two,

Number two.

One, two, one, two, one, two, one.

One, two, one, two, one, two, one.

Three, three, three,

Number three.

Three, three, three,

Number three.

One, two, three. One, two, three.

One, two, three. One, two, three.

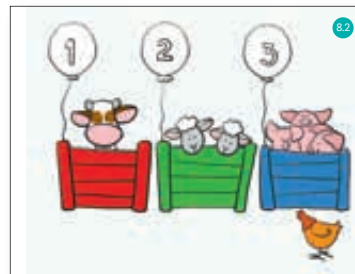
BASIC COMPETENCES

The children widen their understanding of mathematics, practising both counting and numeral recognition.

LESSON A

PREPARATION

- ★ Tina
- ★ Flashcards: one, two, three
- ★ CD
- ★ Chalk
- ★ A tambourine
- ★ Gomets



ALL TOGETHER TIME 1.5

• Playing with Tina: one, two, three

- ★ **Create interest:** Help Tina draw three chalk circles on the floor. She calls one child to sit in the first circle, two children to sit in the second circle and three children to sit in the third circle.
- ★ **Introduce a new concept:** Count the children in each circle. Then, name children to count the children in each circle. Show the children the flashcards and put them in the corresponding circles. Put one, two or three objects in each circle, for example, crayons, books, etc., and ask the children to count them.
- ★ **More practice:** Pass a tambourine round the class. Tina tells each child how many times to tap it and the rest of the class hold up the right number of fingers.

• Number song 2: One, two, three 1.15

- ★ Put the flashcards on the board, slightly apart. Stand by the one flashcard and hold up one finger. Stand by the two flashcard and hold up two fingers. Stand by the three flashcard and hold up three fingers
- ★ Play the song. The children hold up one, two or three fingers and join in with the singing.

OPTIONAL ACTIVITY Dance

Play some music and the children dance. Pause the music and say a number: **(One)**. One means children dance individually, two means they dance in pairs and three means they dance in groups of three.

• Worksheet 8.2: one, two, three, blue, green, red, cow, sheep, pig

- ★ **Display and talk about the worksheet:** Point and say: **Look! A cow, sheep and pigs! One cow, two sheep and three pigs. Look, balloons! Look at the cow's balloon. What number is it? What colour is the cow's house?**
- ★ **Practise the task:** Call children out to point to parts of the picture. Trace the numbers with your finger. Call children out to trace the numbers with their finger. Give a child a red crayon and ask them to colour the balloon with number one. Give another child a green crayon and ask them to colour the balloon with number two. Continue with the third balloon. Give each child three gomets to stick on the house with three animals.

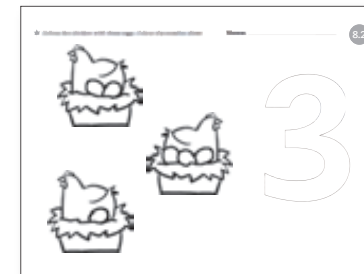
TABLE TIME 1.6

- ★ The children colour the balloons and stick three gomets in the house where there are three animals.
- ★ Encourage the children to identify one, two, three, green, red, blue, cow, sheep, pig.

LESSON B

PREPARATION

- ★ Tina
- ★ Flashcards: one, two, three
- ★ CD
- ★ Photocopy the worksheet for all the class.
- (One photocopy with each chicken covered with a post-it)
- ★ Pasta shapes or lentils (optional)



ALL TOGETHER TIME 1.5

• Playing with Tina: one, two, three

- ★ **Recap the concept:** Tina plays a game. She taps a child gently on the head, one two or three times, and the child says the number.
- ★ **More practice:** Draw a large 1, 2 and 3 on the floor with chalk. Call a child out. Say a number or clap a number of times and the child walks over the corresponding number, staying as close to the line as possible. Make sure they start at the top of each number and walk to the bottom.

• Number song 2: One, two, three 1.15

- ★ Display the flashcards in order. Trace the numbers in the air.
- ★ Play and sing the number song and hold up the right number of fingers.

• Photocopiable Worksheet 8.2: one, two, three, chicken, egg

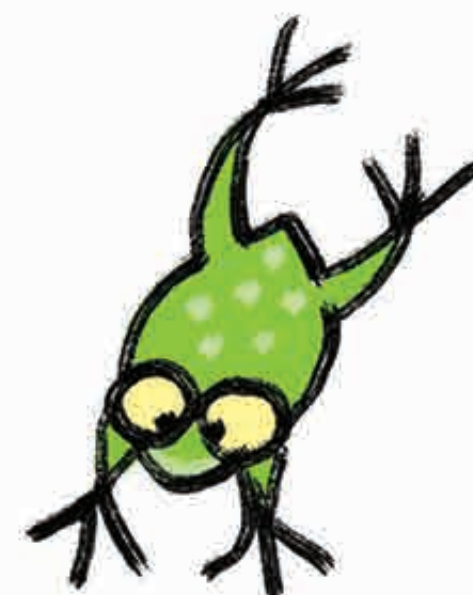
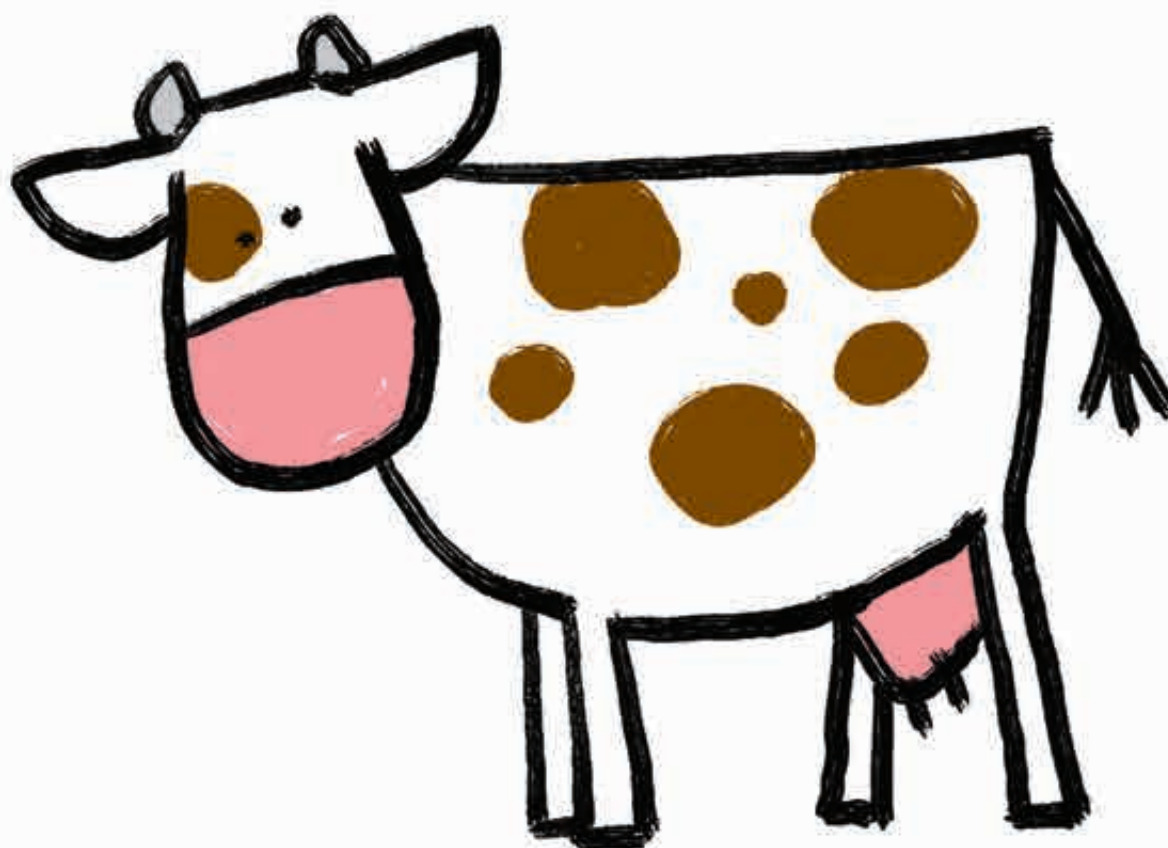
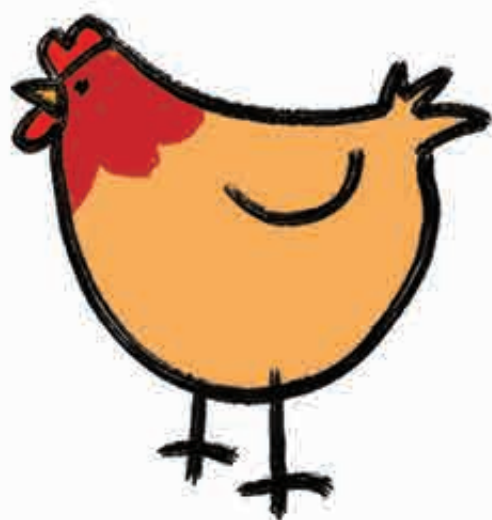
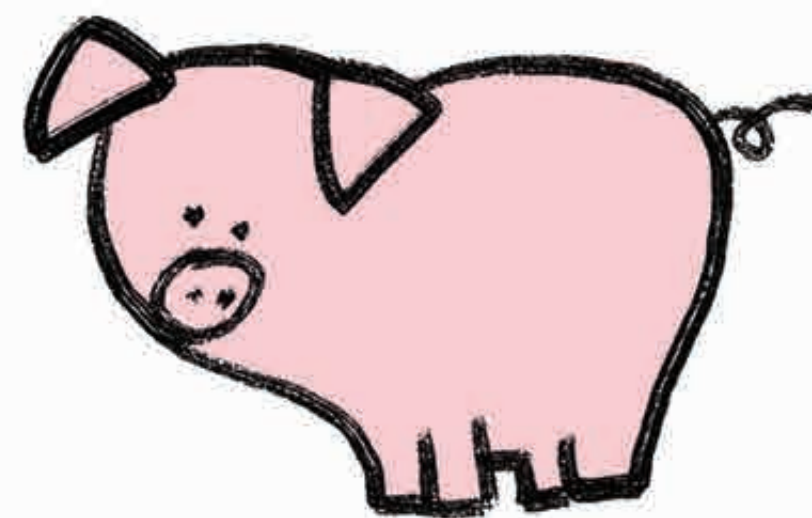
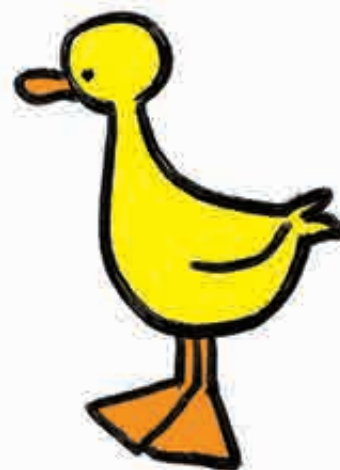
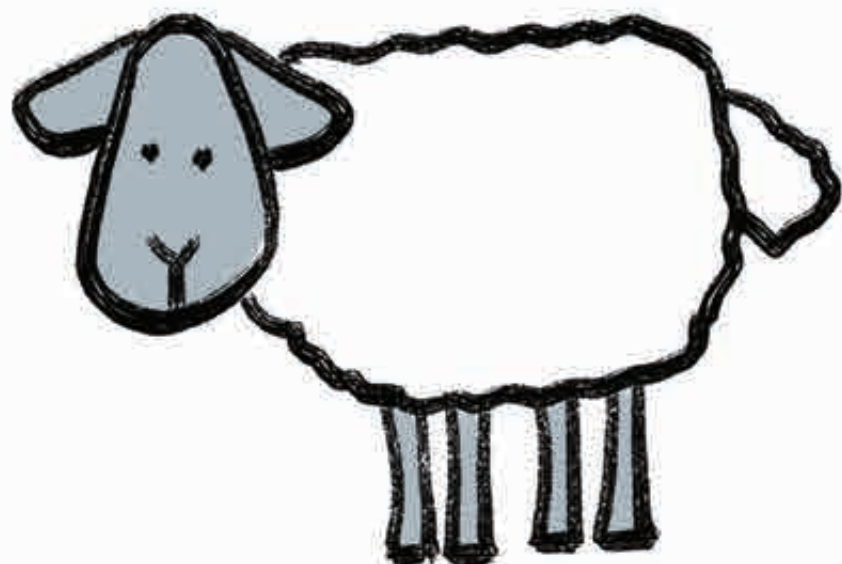
- ★ **Display and talk about the worksheet:** Point and say: **Look, a big number three.** Remove the post-its one at a time and count the number of eggs each chicken has laid.
- ★ **Practise the task:** Call children out to count the eggs of each of the chickens. Give a child a crayon to start colouring the chicken with three eggs.

TABLE TIME 1.6

- ★ The children colour the chicken that has laid three eggs and colour the number three.
- ★ Encourage the children to identify one, two, three, chicken.

OPTIONAL ACTIVITY Make a number three

Give each table a pile of lentils or pasta shapes. Prepare a large 3 on cardboard. Stick glue inside the three and the children decorate it by sticking lentils or pasta shapes on it.



Unit 8: Lesson 3

OPENING ROUTINE

Wake up Tommy, Tina and Polly and sing **Hello everyone!** 1.2

Have a sing song. Choose from:

Pick up a crayon 1.17

Two eyes look around 1.25

Kiss your teddy 1.30

A cow says moo 2.13

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY AND EXPRESSIONS

cow, sheep, pig, chicken

moo, baa, oink, cluck

This is a pig.

What's this/that?

It's a pig.

It says oink.

Help!

AUDIO

Story 8: It's a cow 2.15

Story chant 8: It's a cow 2.16

What's this Tommy?

It's a pig.

No, no,

It's a cow.

What's this Tommy?

It's a parrot.

It's Polly Parrot!

Squawk, squawk, squawk.

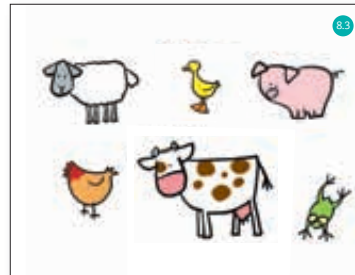
BASIC COMPETENCES

Through the story, the children learn that making mistakes is normal and that it is a way of learning.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: cow, sheep, pig, chicken
- ★ Story cards: Story 8: It's a cow
- ★ CD
- ★ A soft ball
- ★ Plastic cow, sheep and pig



ALL TOGETHER TIME 1.5

- ★ **Playing with Tommy, Tina and Polly: cow, sheep, pig, chicken**
 - ★ **Recap vocabulary:** Show the flashcards one by one, saying the words. Encourage the children to join in.
 - ★ **Play a flashcard game: Roll the ball**
Put the flashcards on the floor. Call out a child and give them the soft ball. Say: **Roll the ball to the (cow)**. Continue with other children and the other flashcards.
- ★ **Story 8: It's a cow** 2.15
 - ★ **Create interest:** Call out a child to show a plastic animal or a flashcard to Tommy. Tommy says the wrong animal: **It's a (pig. Oink, oink)!** The children tell him the right animal.
 - ★ **Introduce the story:** Show story card 1 and say: **Look, here's the teacher. She's showing Tommy and Tina a picture of a pig.**
 - ★ **Listen to the audio:** Play the audio and display the pictures one at a time. With picture 2, stop the CD after asking Tommy: **What's this, Tommy?** Children guess his answer. Do the same with pictures 3 and 4. You may choose to go through the story asking the questions before the audio and then play the audio without stopping.
 - ★ **Check comprehension:** Point, mime and ask questions. **What does the teacher say? What does (Tommy) say? Who's this?**
 - ★ **Listen to the audio and join in:** Put the story cards on the floor or board and play the audio again, encouraging the children to join in with Tina and Tommy.

OPTIONAL ACTIVITY What is it?

Use story cards 1, 2, 3 and 4. Choose one card and cover it with a piece of white paper. Ask the children to guess the animal as you slowly reveal the story card.

- ★ **Worksheet 8.3: cow, sheep, pig, chicken, frog, duck**
 - ★ **Display and talk about the worksheet:** Point and say: **Look, here is a (sheep). Is there a (sheep) in the story?** Show the story cards to check. Continue with: **Here is a (duck). Is there a (duck) in the story?**
 - ★ **Practise the task:** Call a child out and say: **Point to the sheep. Is there a sheep in the story? Good. Draw a circle with your finger. Now pick up a crayon and draw a circle. Thank you.** Continue with other children and the other animals.

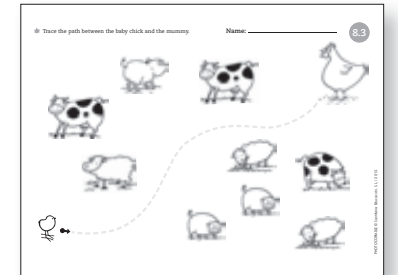
TABLE TIME 1.6

- ★ The children draw circles around the animals in the story.
- ★ Encourage the children to identify cow, sheep, pig, chicken, frog, duck.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: cow, sheep, pig, chicken in the cloth bag
- ★ Story cards: Story 8: It's a cow
- ★ CD
- ★ Photocopy the worksheet for all the class.
- ★ Plastic cow, sheep and pig
- ★ Story cards from previous units (optional)



ALL TOGETHER TIME 1.5

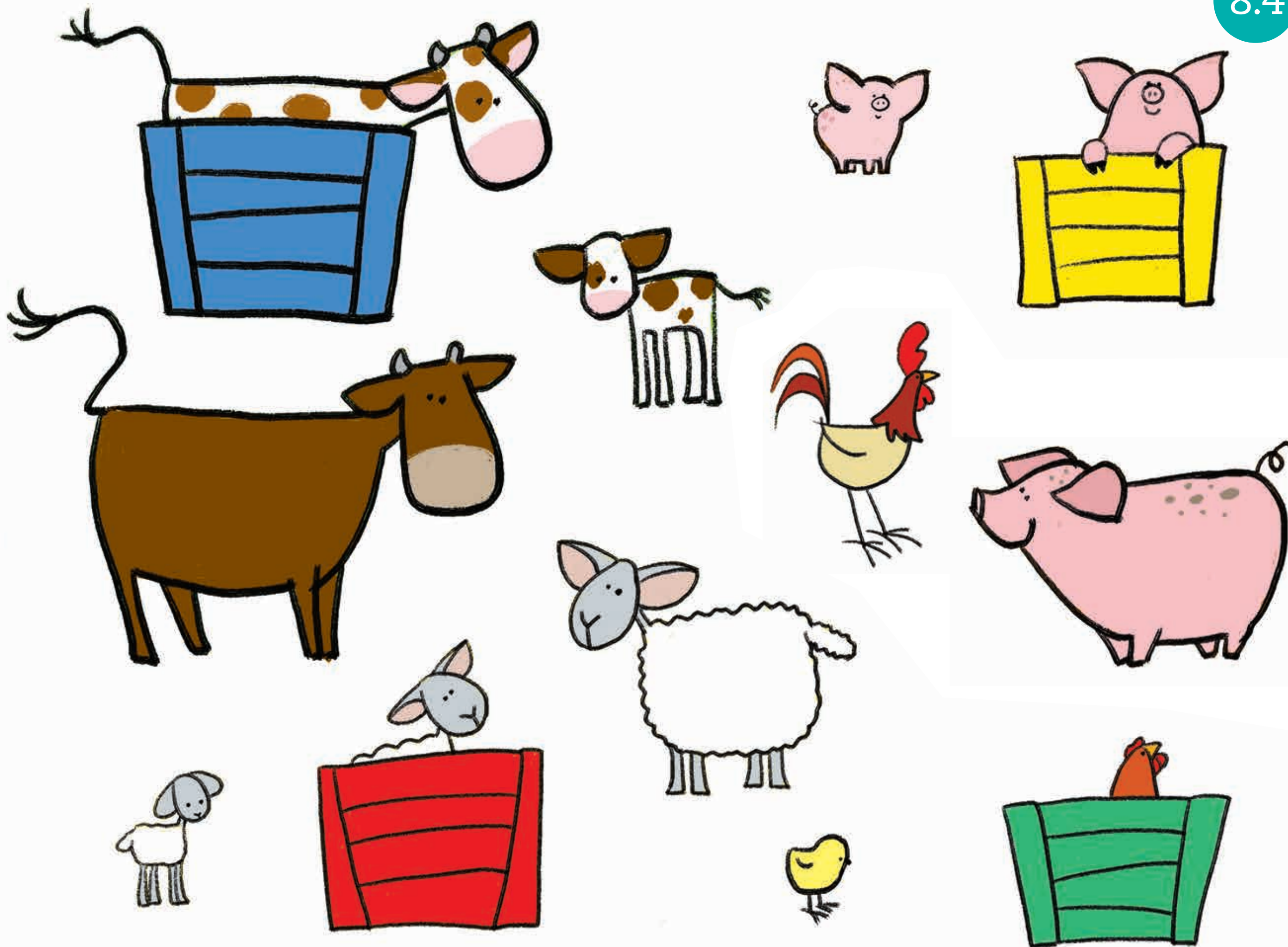
- ★ **Playing with Tommy, Tina and Polly: cow, sheep, pig, chicken**
 - ★ **Recap vocabulary:** Tommy shows the flashcards to the children, one by one. The children say the words with Tina and Polly's help.
 - ★ **Play a flashcard game: What's Tommy sitting on?**
Put three of the flashcards face down on the floor and sit the three characters on top of them. Ask the children to guess which animal each of the characters is sitting on. Say: **What's Tommy sitting on? Is it the (cow)? No, it's the (chicken)!** At the end, see if the children can remember the remaining flashcard.
- ★ **Story 8: It's a cow** 2.15
 - ★ **Recap the story:** Show the children the pig flashcard and say: **Is it a cow?** Ask them if they remember anything about the story. Put the story cards on the floor or on the board and ask the children to help you put them in order. Each time they choose a flashcard, read the text.
 - ★ **Listen to the audio and act out the story:** Assign the roles of the teacher, Tommy, Tina and Polly. Give the teacher the animal flashcards and the plastic animals, if you have them. Tell the story or play it on the CD and help the children to act out their parts.
- ★ **Story chant 8: It's a cow** 2.16
 - ★ **Act out the chant:** The children listen to the audio and follow the rhythm, by tapping the floor with their feet or moving their knees in time to the chant.
 - ★ **Listen to the audio:** Put story cards 1, 3 and 6 on the floor or on the board. Lift them up or point to them according to the chant. Mime the actions in each verse.
 - ★ Say the chant again, encouraging the children to join in with the actions and words.
- ★ **Photocopiable Worksheet 8.3: cow, sheep, pig, chicken**
 - ★ **Display and talk about the worksheet:** Point to the chick and say: **What's this? Yes, it's a baby chick and it's lost! Look! Here's the mummy chicken. Look! Here's a (cow).**
 - ★ **Practise the task:** Call a child out and say: **Can you help the baby chick go to its mummy? Put your finger here and follow the line. Now, get a crayon and follow the line. Thank you.**

TABLE TIME 1.6

- ★ The children follow the line from the chick to the chicken. Play or sing the songs from the unit as the children work.
- ★ Encourage the children to identify the animals.

OPTIONAL ACTIVITY Story time

Show the children the story cards from previous units and let them choose a story. Tell or play the CD of the story. Call out a child to show the story cards as the rest listen and do the actions.



Unit 8: Lesson 4

OPENING ROUTINE

Wake up Tommy, Tina and Polly by calling them.

Sing **Hello everyone!** 1.2 and pass Tommy round for all to greet.

Have a sing song. Choose from:

It's a cow 2.16

Do you like apples? 2.9

Listen carefully 2.5

My hat is on my head 2.1

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY

cow, chicken, pig, sheep
red, yellow, blue, green
one, two, three

BASIC COMPETENCES

The children should be becoming more and more autonomous with the classroom activities.

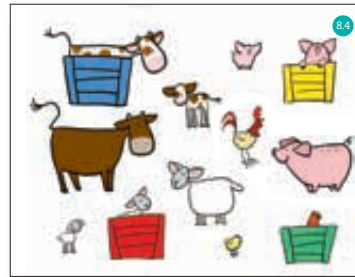
ACTIVITY BOOK

This is a good time to work with Unit 8, Worksheet 8.2, page 61.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: cow, chicken, pig, sheep, mummy, daddy, baby, one, two, three
- ★ Poster 8 and Blu-tack
- ★ Pop-out 8
- ★ CD (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: cow, chicken, pig, sheep, mummy, daddy, baby, one, two, three**
 - ★ **Recap vocabulary:** Tommy shows the flashcards to Tina and Polly, who remember the words with the children's help.
 - ★ **Play a flashcard game: Clap!** Display all the flashcards on the floor. Say a word and Tommy hops from card to card, and the children clap when he lands on the right one.
- **Poster 8: cow, chicken, pig, sheep; mummy, daddy, baby, one, two, three**
 - ★ **Create interest:** Display the poster with the pop-outs of the three pens and the animals.
 - ★ **Play with the poster:** Call out a child and ask: *Can you put a (mummy pig) in house number 3?* Call out more children to place the rest of the animals in the pens.
- **Pop-out 8: red, green, yellow, blue, chicken, cow, pig, sheep**
 - ★ **Display and talk about the pop-out:** First, show the closed pens. Say: *Look, a green house, a red house, a yellow house and a blue house.* Then, guess which animal is in each one. Say: *Which animal is in the (green) house? Is it a (cow)? Let's look! Oh, it's a (sheep)!*
 - ★ **Play a circle game:** Children sit in a circle and pass a pop-out around. Say: *Stop! Which animal is in the (blue) house?* The child with the pop-out lifts the flap and all the class say: A (cow)!
- **Worksheet 8.4: red, green, yellow, blue; chicken, cow, pig, sheep, mummy, daddy, baby; one, two, three**
 - ★ **Display and talk about the worksheet:** Point and say: *Look! Mummy cow is in the house, but where are daddy cow and baby cow?* Repeat with the other animals.
 - ★ **Practise the task:** Call out children to draw lines between each animal and its pen. Count together the number of animals in each pen to check there are three.

TABLE TIME 1.6

- ★ The children draw lines between the animals and the pens.
- ★ Encourage the children to identify the colours and chicken, cow, pig, sheep, mummy, daddy, baby, one, two, three.
- ★ The children prepare their pop-outs.

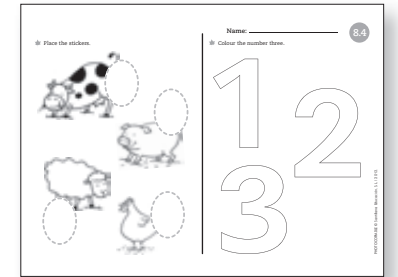
OPTIONAL ACTIVITY Listen and play

Sing **Action song 8: A cow says moo** 2.13 The children open the flap on their pop-out for each verse.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: cow, chicken, pig, sheep, mummy, daddy, baby, one, two, three
- ★ Poster 8
- ★ A ball for the flashcard game
- ★ Photocopy the worksheet for all the class
- ★ Stickers
- ★ CD

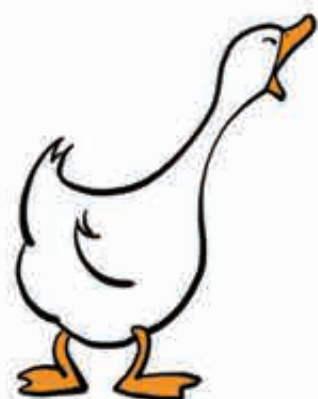
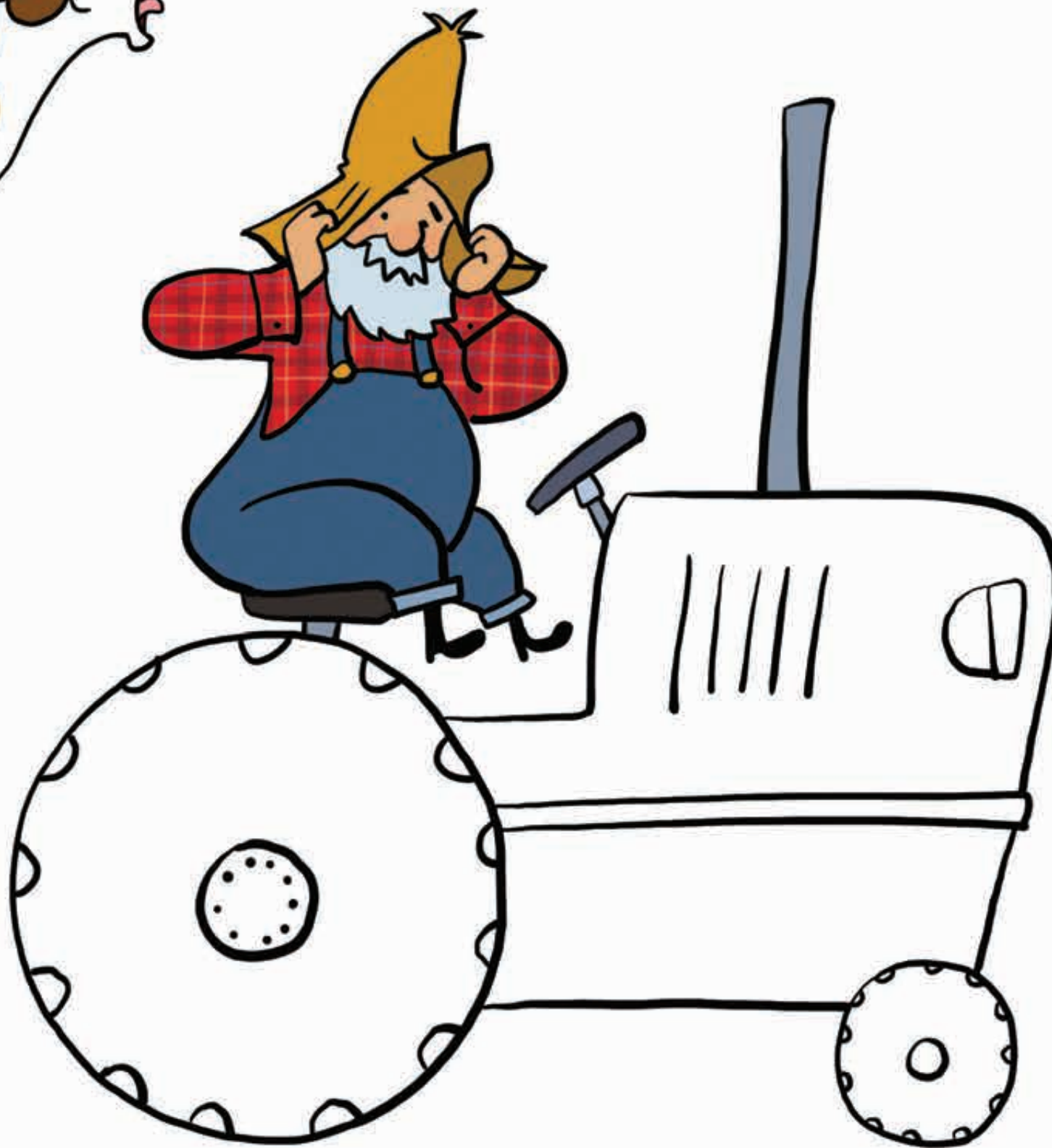
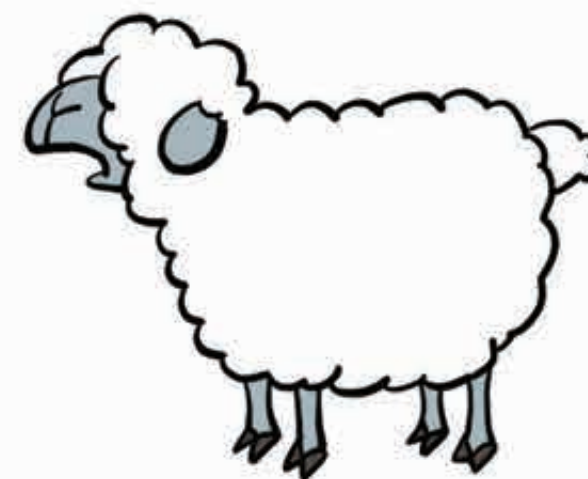
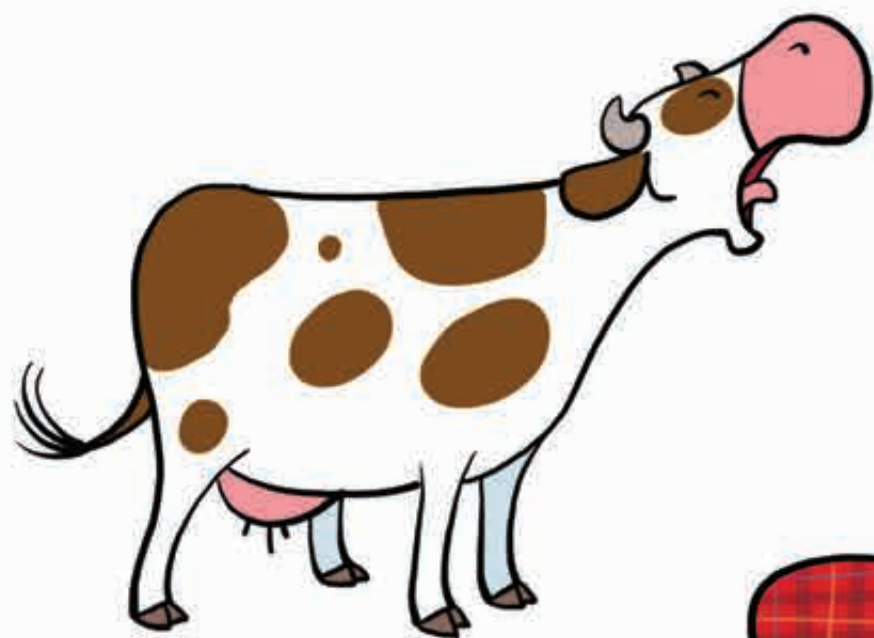


ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: cow, chicken, pig, sheep, mummy, daddy, baby, one, two, three**
 - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at showing the flashcards and saying the words.
 - ★ **Play a flashcard game: Roll the ball** Put the flashcards on the floor. Call out a child. Give them the soft ball and say: *Roll the ball to the (cow).* Continue with other flashcards and other children.
 - **Poster 8: cow, chicken, pig, sheep; mummy, daddy, baby, one, two, three**
 - ★ Show the children the poster with three of the animal families already in a pen. Children close their eyes and you take one animal away. Children open their eyes and say which animal is missing. Repeat several times. Then, change to swapping two animals between pens so that the children have to find which animals are in the wrong place.
 - **Photocopiable Worksheet 8.4: chicken, cow, pig, sheep, one, two, three, Tommy, Tina, Polly**
 - ★ **Display and talk about the worksheet:** Show the children the worksheet and ask them to name and point to each item. Give each child their stickers.
- Note:** If possible, do this worksheet with a small group of children at a time, or one by one.

TABLE TIME 1.6

- ★ The children follow your instructions:
 1. Listen and do **Action song 8: A cow says moo** 2.13 Say: *Now, stick Polly next to the chicken. Stick Tommy next to the pig. And stick Tina next to the cow.*
 2. Listen to and sing **Number song 2: One, two, three** 1.15 Say: *Now, colour number 3.*



Unit 8: Lesson 5

OPENING ROUTINE

Wake up Tommy and sing *Hello!* 1.1 together.

Have a sing song. Choose from:

Ring-a-ring-o-roses 3.1

Teddy bear, teddy bear 3.6

Three fat sausages 3.12

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing *Tidy up!* 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY

farm, farmer
cow, duck, sheep, pig

AUDIO

Authentic song 8: Old MacDonald 3.14

*Old MacDonald had a farm,
E-I-E-I-O.*

*And on that farm he had a (cow),
E-I-E-I-O.*

With a (moo, moo) here and a (moo, moo) there.

*Here a (moo), there a (moo),
Everywhere a (moo, moo).*

*Old Mac Donald had a farm,
E-I-E-I-O.*

Duck. Quack, Quack

Sheep. Baa, Baa.

Pig. Oink, oink.

BASIC COMPETENCES

The children develop an understanding about farm animals.

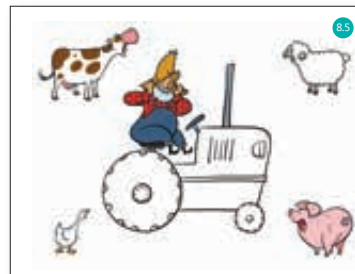
ACTIVITY BOOK

This is a good time to work with
Unit 8, Worksheet 8.3, page 63.

LESSON A

PREPARATION

- ★ Tommy
- ★ Gomets
- ★ CD
- ★ Plastic farm animals (cow, pig, sheep, duck) in a soft bag



ALL TOGETHER TIME 1.5

- **Playing with Tommy: farm, farmer, cow, pig, sheep, duck**
 - ★ **Create interest:** Tommy has a farm animal in the bag. Children guess the animal. Give clues if necessary. *It's big. It says moo.* Continue in the same way with the rest of the farm animals. Once children have seen all the animals, call out a child to hide an animal in the bag and the rest of the class guess which of the animals it is.
 - ★ **Introduce new vocabulary:** Use the teacher's worksheet to introduce farm and farmer. Ask *Where does a cow live? On a farm.* Ask the children if they have ever been to a farm and what they saw there. Point to the farmer and ask: *Who is it? The farmer.* Tell the children his name is Old MacDonald.
- **Authentic song 8: Old MacDonald** 3.14
 - ★ **Focus on the music:** Listen to the music and the children sway to the beat. Listen again and children tap the table to the beat.
 - ★ **Focus on the actions:** Practise the action and sound for each of the following animals: cow, duck, sheep, pig.
 - ★ Play the song and the children do the actions and join in with the singing, especially the animal noises.
 - ★ Divide the children into four groups and give a plastic animal to each group. Each group does the animal noises for their verse.

OPTIONAL ACTIVITY Old MacDonald says

Give an instruction: *Make the noise of a cow* but the children only do it if it is prefaced by *Old MacDonald says*. Otherwise the children must remain silent. **Unify these instructions with other examples of this game.**

- **Worksheet 8.5: farmer, cow, duck, sheep, pig**
 - ★ **Display and talk about the worksheet:** Point, mime and say: *Look at Old MacDonald! He's in his tractor and he's got his fingers in his ears. It's very noisy! Why? The cow is saying moo, the duck is saying quack,* etc
 - ★ **Prepare for the task:** Call out children and give them each a red gomets to stick on the tractor. Call out a child and give them a black crayon to start colouring the wheels.

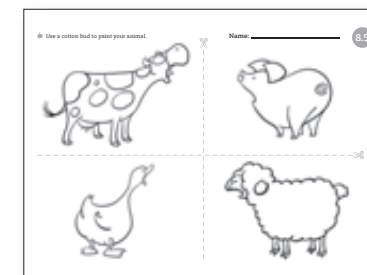
TABLE TIME 1.6

- ★ The children stick red gomets on the tractor and colour the wheels black.
- ★ Encourage the children to identify farm, cow, pig, sheep, duck.

LESSON B

PREPARATION

- ★ Tommy
- ★ Two large sheets of green card, glue (optional)
- ★ Photocopy the worksheet to allow one animal for each child and one extra
- ★ Print and stick the words of the song onto one of the sheets of card (optional)
- ★ CD
- ★ Flashcards: cow, duck, sheep, duck



ALL TOGETHER TIME 1.5

- **Playing with Tommy farm, cow, duck, sheep, duck,**
 - ★ **Recap vocabulary:** Stick an animal flashcard on each wall and draw a large chalk circle on the floor in the middle of the classroom. Tommy says: *Sheep!* And children must run and touch the wall with the sheep flashcard. Tommy continues naming animals and the children run and touch the corresponding wall. Every so often Tommy says: *Old MacDonald's on his farm* and the children run and sit down in the circle.
- **Authentic song 8: Old MacDonald** 3.14
 - ★ Play the audio and the children do the actions and join in with the singing.
 - ★ Sing the song taking turn with the children. The children sing the names of the animals and the animal noises and you sing the rest. Do pointing gestures for *here, there* and *everywhere*.
 - ★ Invent new verses for the song with other animals on Old MacDonald's farm, e.g. *chicken, dog, cat* or invent a new song about Mrs MacDonald and her zoo, for example, *Mrs McDonald had a zoo, dooby, dooby, doo. And in her zoo she had a...* (You may prefer to add this verse after lesson 6).

OPTIONAL ACTIVITY Action story

You are Old MacDonald on the farm. *Listen to the cows (moo, moo). What a noise! Say cows be quiet! Listen to the pigs (oink, oink). What a noise! Say pigs be quiet! Listen to the ducks (quack, quack). What a noise! Say ducks be quiet! Listen to the sheep (baa, baa). What a noise! Say sheep be quiet!*

• Photocopiable Worksheet 8.5

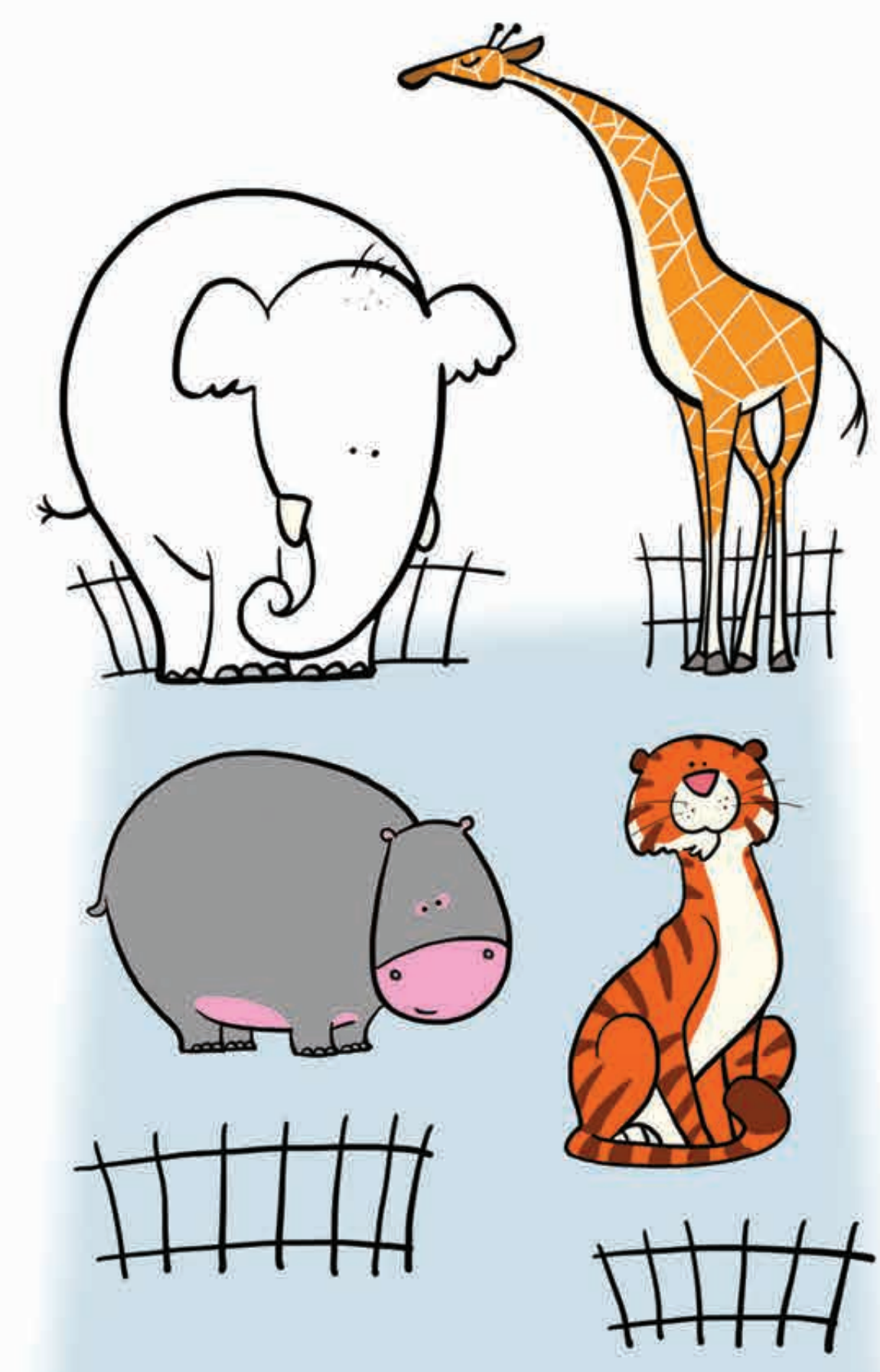
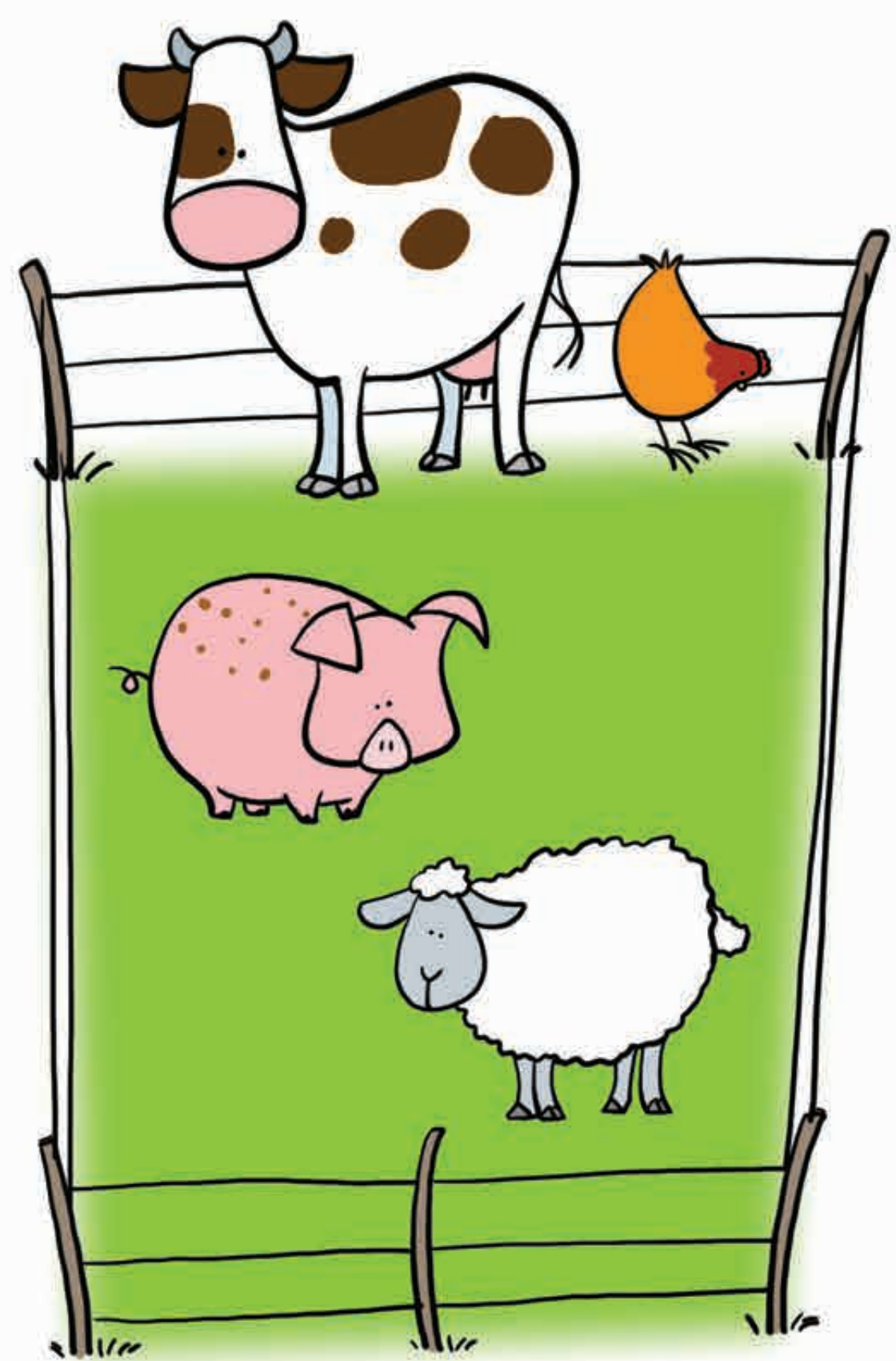
- ★ Tommy shows the children a picture of a farm animal. Show children how to colour the animal using paint and a cotton wool bud. Pour a little paint onto the animal and spread it with the cotton wool bud.

TABLE TIME 1.6

- ★ The children paint their animals using cotton wool buds. As the children work play the song several times.
- ★ Encourage the children to identify: cow, pig, sheep, duck, farm, farmer.

OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the children's animals onto the two pieces of green card. Draw Old MacDonald on the card. Display the children's song poster then use it as a page in the *Very big class song book*. Children can watch other children singing this song on the internet. Some versions may include other animals. Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.



Unit 8: Lesson 6

Wake up Polly by calling her.
Sing **Hello! 1.1** and pass Polly round for all to greet.

Have a sing song. Choose from:

A cow says moo 2.13

Do you like apples? 2.9

Listen carefully 2.5

My hat is on my head 2.1

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up! 1.3**

Say goodbye to Polly and sing

Goodbye! 1.4

VOCABULARY

chicken, cow, pig, sheep
elephant, hippo, tiger, giraffe
farm, zoo

AUDIO

Photo poster 8: Farm or zoo? 3.15

Hello. My name's Ellie.

Where can you see these animals?

I can see cows on a farm.

I can see sheep on a farm.

I can see pigs on a farm.

I can see chickens on a farm.

I can see tigers in a zoo.

I can see elephants in a zoo.

I can see hippos in a zoo.

I can see giraffes in a zoo.

BASIC COMPETENCES

The children identify and categorise animals using their own experience whenever possible.

ACTIVITY BOOK

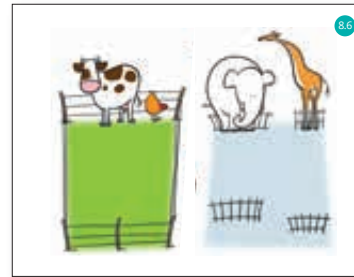
This is a good time to work with

Unit 8, Worksheet 8.4, page 65. **3.25**

LESSON A

PREPARATION

- ★ Polly
- ★ CD
- ★ Photo poster 8: Cover all the animals
- ★ Plastic farm and zoo animals, including an elephant
- ★ Flashcards: tiger, elephant, hippo
- ★ Stickers



ALL TOGETHER TIME 1.5

- ★ **Playing with Polly: chicken, cow, pig, sheep, elephant, hippo, tiger, giraffe, farm, zoo**
 - ★ **Create interest:** Polly finds a plastic elephant in her pocket. She asks the children: *Have you ever seen an elephant? On a farm? Where?*
- ★ **Photo poster 8: 3.15 chicken, cow, pig, sheep, elephant, hippo, tiger, giraffe, farm, zoo**
 - ★ **Display and talk about the poster:** Introduce Ellie and ask: *Is Ellie a boy or a girl?* Read what Ellie is saying and tell the children. Point to the left of the poster and say: *Look, it's a farm and there's the farmer.* Encourage the children to name animals you can see on a farm, then uncover them one by one. Say: *Look, it's a (chicken). You can see (chickens) on a farm.* Point to the right of the poster and say: *Look, it's a zoo and there's the zoo-keeper.* Repeat the same procedure as with the farm animals.
 - ★ **Play the audio:** Pause after each sentence and mime the animal with the children. Play the audio again, without pausing, and the children mime with you as they listen and look at the pictures.
- ★ **Flashcard practice: tiger, hippo, elephant**
 - ★ Show the flashcards one at a time and call out children to identify the corresponding animal on the poster and make its noise. Display the flashcards then mime an animal or make its noise. Name a child to touch the corresponding flashcard and animal on the poster. Play more flashcard games. See games bank in the Teacher's Resource Book, page x.

OPTIONAL ACTIVITY Sort the animals

Play with the toy farm and toy zoo. Mix up the animals and ask the children to sort them into farm animals and zoo animals.

- ★ **Worksheet 8.4: chicken, cow, pig, sheep, elephant, hippo, tiger, giraffe, farm, zoo**
 - ★ **Display the worksheet:** Point and say: *Look, here's a farm with a cow and a chicken and here is a zoo with an elephant and a giraffe.* Point to each animal in the middle and ask: *What animal is it?* Point and ask: *Can you see it on a farm or at the zoo?*
 - ★ **Practise the task:** Display the children's version of the worksheet for children to compare with the teacher's version. Ask: *What's missing? The hippo, sheep, tiger and pig. And the elephant is white.* Show the children the stickers of the animals and ask them to point to where they go: on the farm or at the zoo.

TABLE TIME 1.6

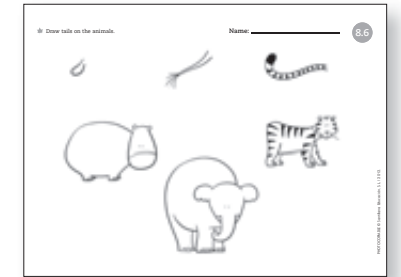
- ★ The children stick the stickers in the right place and colour the elephant.
- ★ Encourage the children to identify *chicken, cow, pig, sheep, elephant, hippo, tiger, giraffe, farm, zoo.*

Note: For the optional activity in the next lesson, ask the children to bring in pictures of farm and zoo animals, cut out from magazines with the help of their parents. It's a good idea to send a note home about this.

LESSON B

PREPARATION

- ★ Polly
- ★ Photo poster 8: Cover each animal
- ★ Flashcards: tiger, hippo, elephant, cow, sheep, chicken, pig
- ★ CD
- ★ Photocopy the worksheet for all the class
- ★ Pictures of zoo and farm animals the children have brought to class, two large pieces of paper (optional)



ALL TOGETHER TIME 1.5

- ★ **Playing with Polly: farm**
 - ★ **Recap phrases**
Polly shows the children the flashcards. For each animal they must make the corresponding noise and then say either *farm* or *zoo*, depending on where they can see the animal.
- ★ **Photo poster 8: 3.15 chicken, cow, pig, sheep, elephant, hippo, tiger, giraffe, farm, zoo**
 - ★ **Play games with the poster:** Draw a number or shape on the back of the piece of paper covering each animal: a red 1, a red 2, a red 3 and a red circle, a green 1, a green 2, a green 3 and a green circle. Say: *(Green circle)* and name a child to come out and point to it. Say to the class: *It lives (in a zoo). Can you remember what animal it is?* The children answer, and the child at the poster removes the piece of paper to check if they are correct.
 - ★ **Play the audio:** Choose two areas of the classroom; one to represent the zoo and the other the farm. Pause after each sentence for the children to move to the right area and mime the animal. Play the audio again without pausing, and the children mime the animals and point to the right area.

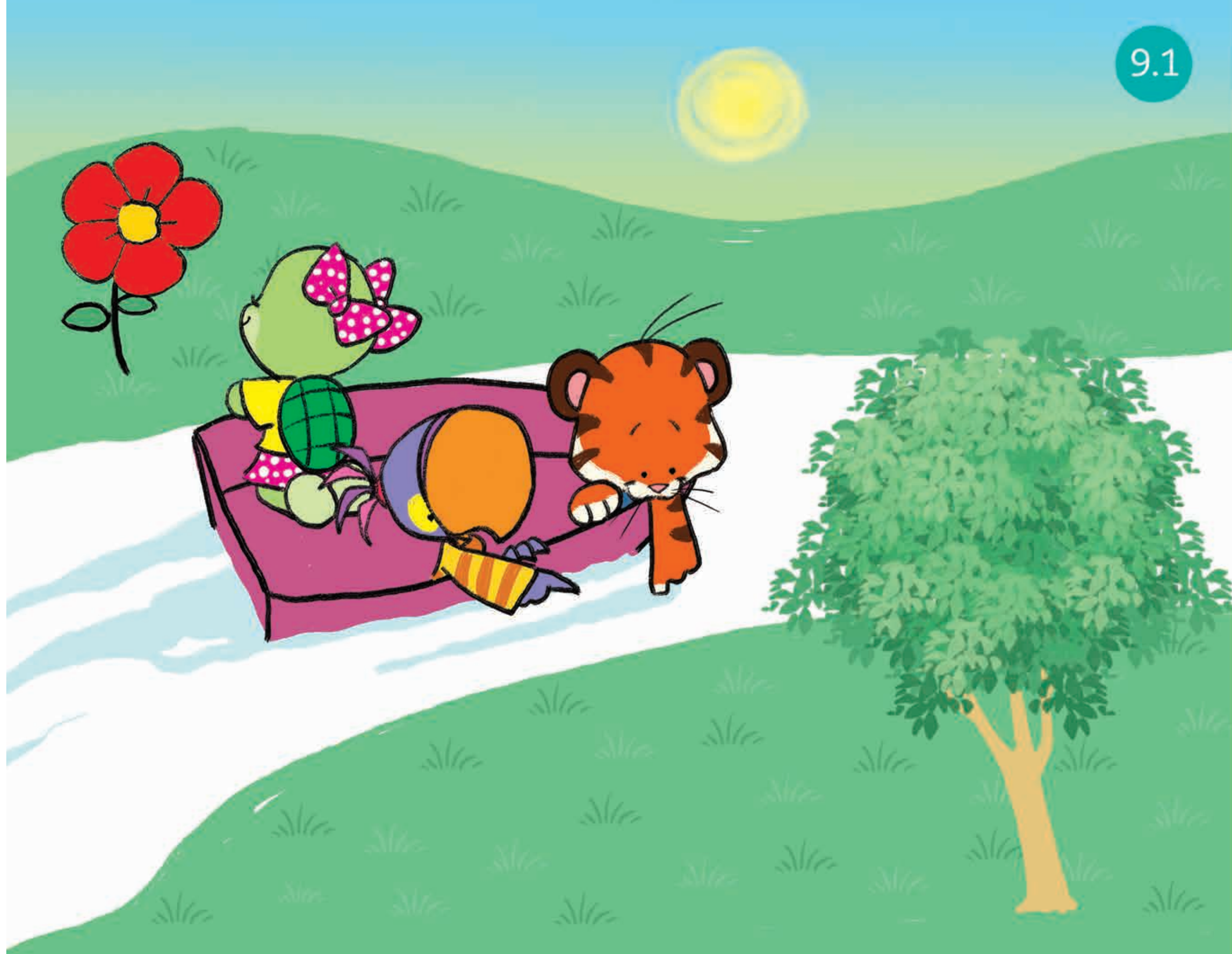
OPTIONAL ACTIVITY An animal display

Make a display of zoo and farm animals. On a large piece of paper draw a picture of a farm. On another piece of paper, draw some enclosures from a zoo. The children stick their pictures of farm and zoo animals on the corresponding picture.

- ★ **Photocopiable Worksheet 8.6: hippo, elephant, tiger, tail**
- ★ **Display and talk about the worksheet:** Point to the animals and say: *Look! It's a (hippo). What noise does it make?* Oh dear. The hippo has no tail! Point to a tail and ask: *Is this the hippo's tail?*
- ★ **Practise the task:** Demonstrate copying the right tail on the hippo. Call out a child, give them a crayon and ask them to copy the right tail on the tiger. Name another child to copy the right tail on the elephant.

TABLE TIME 1.6

- ★ The children draw the tails on the animals.
- ★ Encourage the children to identify *hippo, elephant, tiger, tail.*



Unit 9: Lesson 1

OPENING ROUTINE

Wake up Tommy and sing *Hello!* 1.1

Have a sing song. Choose from:

Pick up a crayon 1.17

Two eyes look around 1.25

Do you like apples? 2.9

A cow says moo 2.13

Use the following songs to move the children: *All together* 1.5 *Table time* 1.6

CLOSING ROUTINE

Sing *Tidy up!* 1.3 Say goodbye to Tommy and sing *Goodbye!* 1.4

VOCABULARY AND EXPRESSIONS

flower, river, tree, sun
red, blue, green, yellow
long, big, little
water, swim, climb, stretch
I can see a flower.

AUDIO

Action song 9: I can see a flower 2.17

I can see a flower. (x2)
A flower, a flower,
A little red flower.

I can see a river. (x2)
A river, a river,
A long blue river.

I can see a tree. (x2)
A tree, a tree,
A big green tree.

I can see the sun. (x2)
The sun, the sun,
The big yellow sun.

Tommy's music 9 2.18

Water a flower. Swim in the river. Climb a tree.
Stretch in the sun.



BASIC COMPETENCES

The children recognise elements of the natural world.

ACTIVITY BOOK

This is a good time to work with
Unit 9, Worksheet 9.1, page 67.

LESSON A

PREPARATION

- ★ Tommy
- ★ Flashcards: flower, river, tree, sun in the cloth bag
- ★ CD
- ★ A real, plastic or paper flower
- ★ Stickers



ALL TOGETHER TIME 1.5

- **Playing with Tommy: flower, river, tree, sun**
 - ★ **Create interest:** Show the children the flower and Tommy smells it. Say: *What a beautiful flower!* If it is a real flower, invite the children to smell it too.
 - ★ **Introduce new vocabulary:** Tommy asks a child: *Go to the bag and bring me a picture, please. Oh, look, it's (the sun)!* Continue with other children and the other flashcards.
 - ★ **Play a flashcard game: Move please, Tommy!** Put a flashcard down on the floor with Tommy partly obscuring the picture. Say: *Can you move please, Tommy?* Slowly move Tommy, and guess the object on the flashcard. Encourage the children to join in.
- **Action song 9: I can see a flower** 2.17
 - ★ Use Tommy to act out the song, jumping onto the appropriate flashcard as the children listen to the CD. You can also use the worksheet to introduce the song.
 - ★ Put Tommy somewhere so he can watch. Play the song again, this time miming the words. Encourage the children to join in with the mimes.

Worksheet 9.1: flower, river, tree, sun

- ★ **Display and talk about the worksheet:** Point and say: *Look! I can see a flower and a river and a tree and the sun. Here are Tommy and Tina and Polly, too!*
- ★ **Practise the task:** Ask a child to come out. Say: *Point to the sun, and the tree and the flower and the river. Get a crayon and finish colouring the river blue. Thank you!*

TABLE TIME 1.6

- ★ Give out the stickers, saying: *It's (a flower).* Help the children to stick them in the right place. They finish colouring the river.
- ★ Play or sing the song, getting the children to point to the worksheet as they listen.
- ★ Encourage the children to identify flower, river, tree, sun.

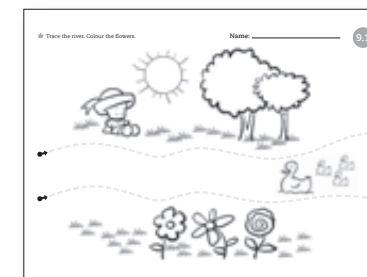
OPTIONAL ACTIVITY Country music

Draw a country scene on the board with a tree, a flower, the sun and a river. The children sit in a circle. Put on some music. The children pass the flashcards around the circle. Pause the music and say: *(River).* The child who has the river flashcard gets up and puts it in the right place on the scene on the board. Continue with the other flashcards.

LESSON B

PREPARATION

- ★ Tommy
- ★ Photocopy the worksheet for all the class
- ★ Flashcards: flower, river, tree, sun in the cloth bag
- ★ CD
- ★ Two colour flashcards (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tommy: flower, river, tree, sun**
 - ★ **Recap vocabulary:** Display the cloth bag. Tommy tries to remember what flashcards are inside. Say: *What's in the bag? Do you remember?* Encourage the children to guess with him.
 - ★ **Play a flashcard game: Moving cards** Show the flashcards. Then, turn them over and mix them up. Point to a flashcard. Tommy says the word. The children help by saying: Yes if they think Tommy is right, and: No if they think he is wrong. Turn the flashcard over to see if they are correct and encourage them to say the word with you.
- **Action song 9: I can see a flower** 2.17
 - ★ The children join in with the actions of the song.
 - ★ Hold up a flashcard and the children sing the appropriate verse or do the appropriate actions.
- **Tommy's music 9** 2.18 *Water a flower. Swim in the river. Climb a tree. Stretch in the sun.*
 - ★ Practise miming the actions with the children.
 - ★ The children find a space. Play Tommy's music and the children follow the instructions.
- **Photocopiable Worksheet 9.1: flower, river, tree, sun**
 - ★ **Display and talk about the worksheet:** Point and say: *Look! Who's this? Yes, it's Tina. And look, here is one, two trees and one, two, three flowers. Look in the river! There's a mummy duck and one, two, three baby ducks.*
 - ★ **Practise the task:** Call out children, one by one, to follow the lines making the border of the river, first with their fingers and then with a crayon. Say: *Show me your finger. Put your finger here on the dot. Now, follow the line. Very good. Now, get a crayon and follow the line. Can you colour the flowers, please? What colour are you going to use? Thank you.*

TABLE TIME 1.6

- ★ The children trace the lines to make the border of the river and colour the flowers.
- ★ Encourage the children to identify flower, river, tree, sun.

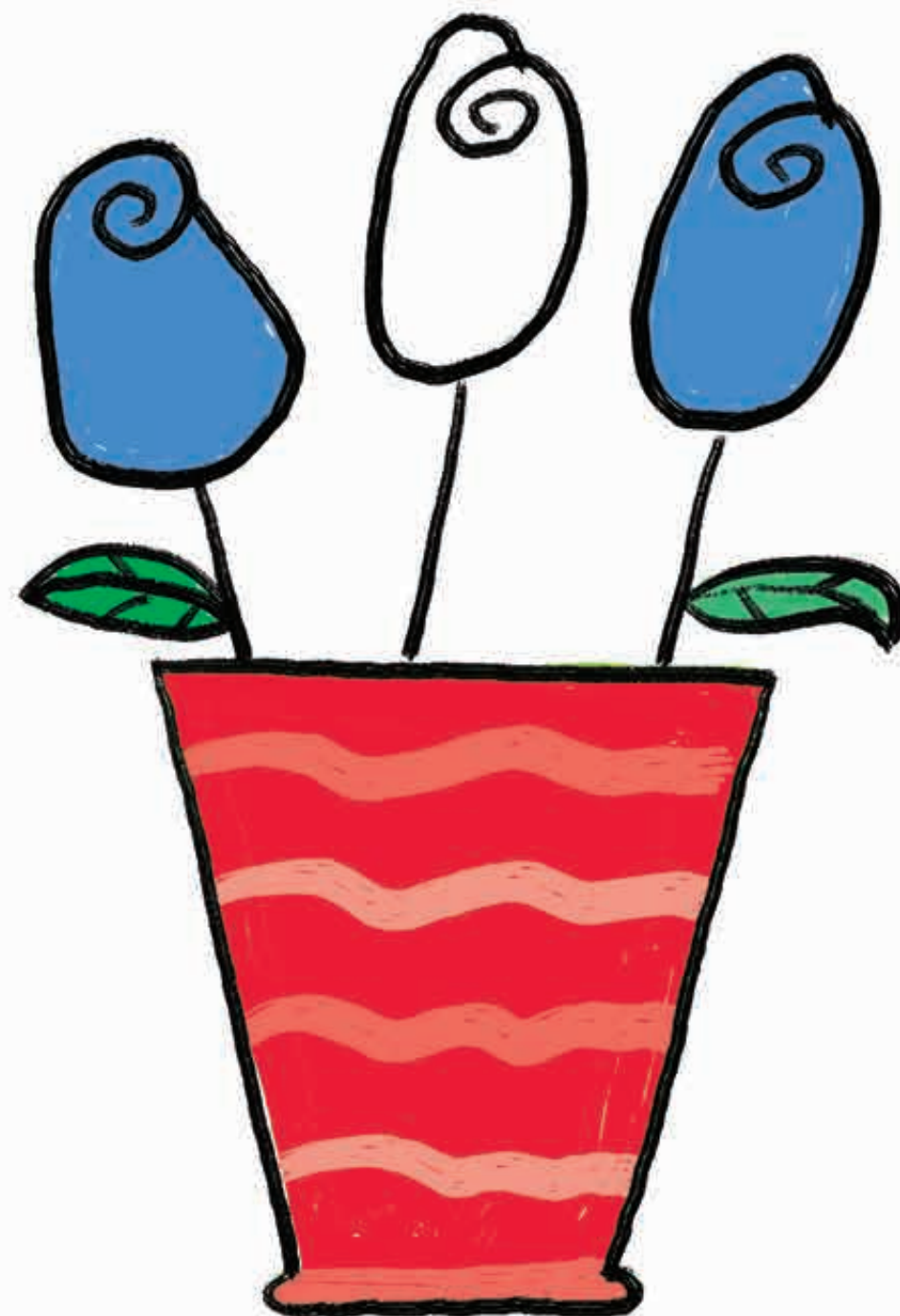
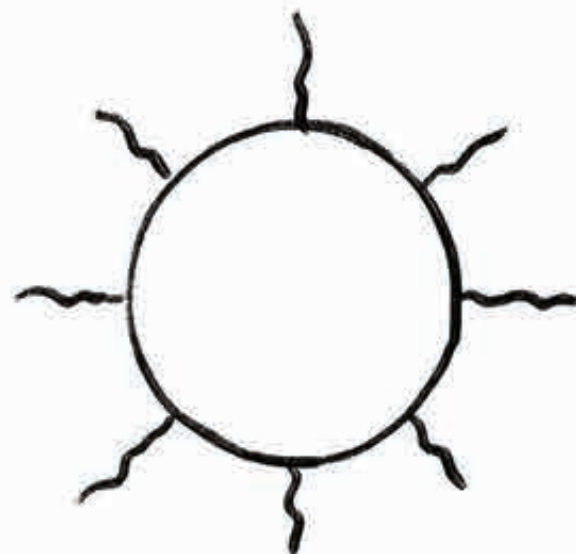
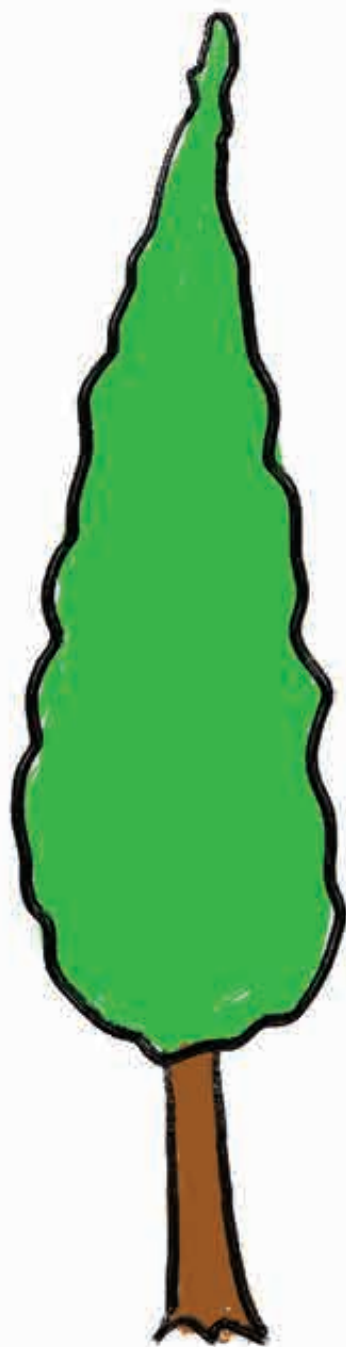
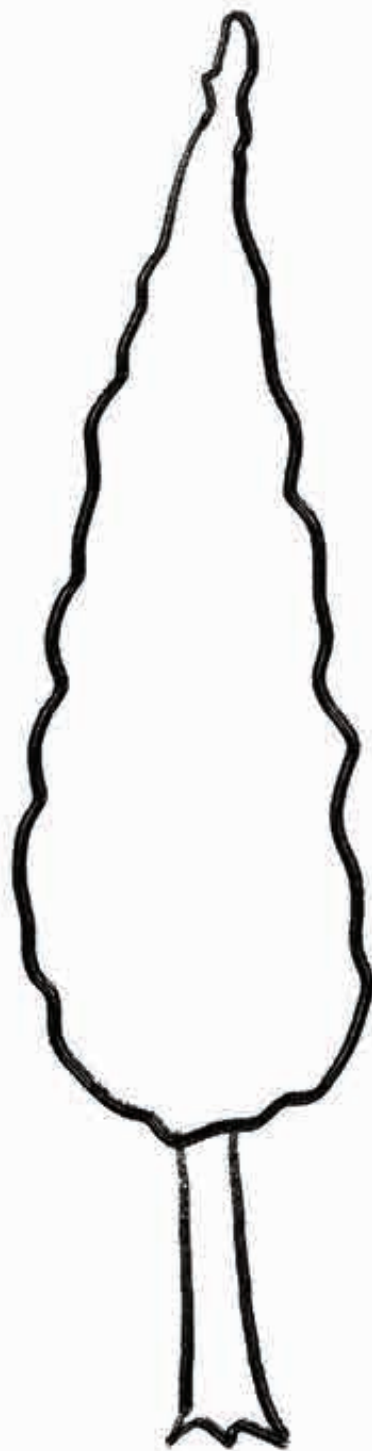
OPTIONAL ACTIVITY Pelmanism

Play with two colour and two countryside flashcards. Ask the children to tell you the colour of the (flower) and the (river), and put the four flashcards on the floor - the colour flashcards on one side and the countryside flashcards on the other. Turn the flashcards over and mix them up. Call a child to turn over a countryside flashcard and a colour flashcard. Ask: *Is the (river) (red)?* If the cards match, say: *Well done!* If they don't, the child puts them down in the same place and another child has a turn.

1

2

3



Unit 9: Lesson 2

OPENING ROUTINE

Wake up Tina by calling her.
Sing **Hello!** 1.1 and pass Tina round for all to greet.

Have a sing song. Choose from:

I can see a flower 2.17

Color song 4: Green frog 1.11

Shape song: Circle 1.16

Big and little 1.13

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tina and sing

Goodbye! 1.4

VOCABULARY

one, two, three
blue, green, red, yellow
big, little
circle

AUDIO

Four colours song 1.12

Number song 2: One, two, three 1.15

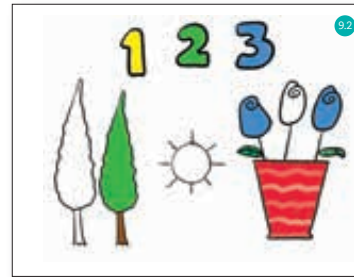
BASIC COMPETENCES

The children gain further understanding of the concepts of number and size.

LESSON A

PREPARATION

- ★ Tina
- ★ Flashcards: one, two, three, red, blue, green, yellow, big, little, circle
- ★ CD
- ★ Geometrical shapes: big and little circles in each of the 4 colours
- ★ Red, blue, green and yellow crepe paper and four see-through plastic glasses



ALL TOGETHER TIME 1.5

- **Playing with Tina: one, two, three, red, blue, green, yellow, big, little, circle**
 - ★ **Create interest:** Tina hands out the flashcards to the children. The children show her the flashcards one at a time, and Tina says the words. Tina then says the name of a child and the class says the word on the child's flashcard.
 - ★ **Introduce a new concept:** Put the flashcards face down on the floor, in a row and in three piles: numbers, sizes, and colours. Put the circle flashcard at the end of the row. Name a child to turn over the top flashcard in each pile. The children say the words: *(Three, big, blue) circles.*
 - ★ **More practice:** Display eight circles: big and little ones of each of the four colours. When nobody is looking, Tina chooses a circle by slipping a little piece of paper under it. The children take turns at guessing which is Tina's circle: *It's (little and blue).* Lift up the circle to see if Tina's paper is under it.
- **Four colours song** 1.12 . **Number song 2: One, two, three** 1.15
 - ★ Play the songs. The children do the actions and join in with the singing.
- **Worksheet 9.2: one, two, three, blue, green, red, yellow, flower**
 - ★ **Display and talk about the worksheet:** Point and say: *Look! Numbers: 1, 2 and 3. What colour is number 1?* Point and say: *How many flowers are there in this vase? What colour is this flower?*
 - ★ **Practise the task:** Call children out to point to parts of the picture. Call out a child and give them a yellow crayon to draw a line between the number 1 and the sun. Continue matching numbers and vases with a red and a blue crayon. Call out more children to start colouring the pictures.

TABLE TIME 1.6

- ★ The children match the numbers and the pictures and colour the flowers.
- ★ Encourage the children to identify one, two, three, red, green, yellow, blue, flower.

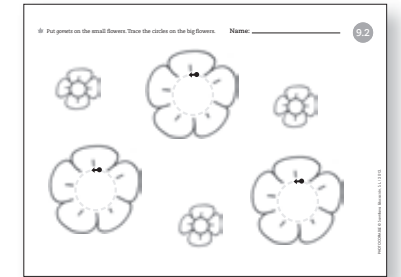
OPTIONAL ACTIVITY Coloured water

Half fill the four glasses with water. Put a different coloured piece of crepe paper in each glass and watch what happens to the water.

LESSON B

PREPARATION

- ★ Tina
- ★ CD
- ★ Photocopy the worksheet for all the class
- ★ Gomets
- ★ A card magnifying glass shape for each child and red, blue, yellow and green cellophane (optional)



ALL TOGETHER TIME 1.5

- **Playing with Tina: big, little, circle**
 - ★ **Recap the concept:** Tina draws two circles on the classroom floor, one big and one little. Children take turns at walking round the circles.
 - ★ **More practice:** Tina gives the children instructions: *Go to the big circle. Sit down, stand up, clap two times.* Draw more big and little circles on the floor. Play music and pause it every now and again. Tina says: *Everybody in a (big) circle,* and all children must stand in one of the big circles. Play the music again, and the children dance around the room. Pause the music again to give a new instruction.
- **Size song: Big and little** 1.13 . **Shape song: Circle** 1.16
 - ★ Play the songs. The children do the actions and join in with the singing.
- **Photocopiable Worksheet 9.2: flower, big, little, circle**
 - ★ **Display and talk about the worksheet:** Point and say: *Look, flowers! Big flowers and little flowers! One, two, three big flowers and one, two, three little flowers! Look in the middle of each flower. There is a circle. Big circles and little circles.*
 - ★ **Practise the task:** Call out three children and give each of them a gomet to stick on a little flower. Trace the big circle on the worksheet with your finger. Trace a big circle in the air and the children copy. Call out children to trace the big circles, first with their finger and then with a pencil.

TABLE TIME 1.6

- ★ The children stick gomets on the little flowers and trace the big circles.
- ★ Encourage the children to identify flower, big, little, circle.

OPTIONAL ACTIVITY Magnifying glasses

Give each child a magnifying glass shape made from card. With a hole puncher, they cut out the central part. Help them to stick on a lens made from coloured cellophane in the hole they have just made. Children take turns at looking at the classroom through each other's magnifying glasses.



Unit 9: Lesson 3

OPENING ROUTINE

Wake up Tommy, Tina and Polly and sing **Hello everyone!** 1.2

Have a sing song. Choose from:

Listen carefully 2.5

Do you like apples? 2.9

A cow says moo 2.13

I can see a flower 2.17

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY AND EXPRESSIONS

flower, river, tree, sun

Look at the trees!

Help!

Tina is in the river!

Can you help?

My name is Twig.

Yes, we can help.

Twinkle, winkle, wink.

Hurray!

Thank you, Petal!

AUDIO

Story 9: Twig and Petal 2.19

Story chant 9: Twig and Petal 2.20

Twinkle, winkle,

Twinkle, winkle.

Twinkle, winkle,

Twinkle, wink!

Make a spell,

And do it well.

One, two, three!



BASIC COMPETENCES

The children continue to develop their attention, memory and prediction skills while listening to a story. These will help their future learning.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: flower, river, tree, sun in the cloth bag
- ★ Story cards: Story 9: Twig and Petal
- ★ CD



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: flower, river, tree, sun**
 - ★ **Recap vocabulary:** Ask a child to look in the cloth bag and to take out the flashcards. Show them one by one, saying the words. Encourage the children to join in.
 - ★ **Play a flashcard game: Which one?** Put the flashcards face down on the floor. Say: **Where's the (flower)?** Call out a child and give them Tommy to hold. Help them to look for the flower by turning over the flashcards, one by one. Say: **No. That isn't the flower! It's the (river). Yes! Here's the flower! Well done!**
- **Story 9: Twig and Petal** 2.19
 - ★ **Create interest:** Make Tommy, Tina and Polly jump up and down. Tell the children that they are excited because they are going to meet new friends today!
 - ★ **Introduce the story:** Show story card 1 and say: **Look! Here are Tommy and Tina crossing a river. Oh dear! What is going to happen?**
 - ★ **Listen to the audio:** Play the audio and display the pictures one at a time. Stop the CD after picture 3 and ask the children: **What can Tommy do?** Stop the CD after picture 4 and ask: **What are Twig and Petal? What can they do?** You may choose to go through the story asking the questions before the audio, and then play the audio without stopping.
 - ★ **Check comprehension:** Point, mime and ask questions. **Is (Tina) happy? What does Tommy ask Twig and Petal? What do Twig and Petal do?**
 - ★ **Listen and join in:** Put the story cards on the floor or board and play the audio again, encouraging the children to join in with what Tina, Tommy, Twig and Petal are doing.

OPTIONAL ACTIVITY Where are the fairies?

Show the story cards one by one. Ask each time: **Can you see Twig and Petal?** Call children out to find and point to them.

- **Worksheet 9.3: flower, river, tree, sun**

- ★ **Display and talk about the worksheet:** Point and say: **Look, here is Tina and here are Petal and Twig.**
- ★ **Practise the task:** Call a child out and say: **Point to Petal. What colour are her wings?** Show the story cards if necessary. **Get a crayon and colour them yellow. Thank you.** Continue with Twig.

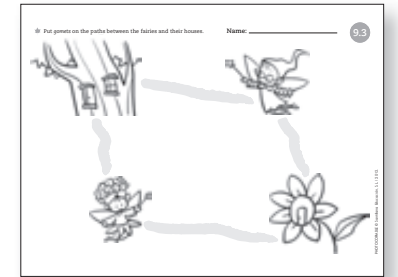
TABLE TIME 1.6

- ★ The children colour Twig and Petal as in the story.
- ★ Encourage the children to identify flower, river, tree, sun.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: flower, river, tree, sun
- ★ Story cards: Story 9: Twig and Petal
- ★ CD
- ★ Photocopy the worksheet for all the class
- ★ Make magic wands for Petal and Twig
- ★ Gomets



- ★ Story cards from previous units (optional)

ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: flower, river, tree, sun**
 - ★ **Recap vocabulary:** Tommy shows the flashcards to the children, one by one. The children say the words with Tina and Polly's help.
 - ★ **Play a flashcard game: What's Tommy sitting on?** Put three of the flashcards face down on the floor and sit the three characters on top of them. Ask the children to guess which flashcard each of the characters is sitting on. Say: **What's Tommy sitting on? Is it the (river)? No, it's the (flower)! At the end, see if the children can remember the remaining flashcard.**
- **Story 9: Twig and Petal** 2.19
 - ★ **Recap the story:** Put the story cards on the floor or board out of order. Call out a child to choose the first story card. Play the CD, pausing after each picture for the children to choose the correct story card and put the story in order.
 - ★ **Listen to the audio and act out the story:** Assign the roles of Tommy, Tina, Petal and Twig. Give Petal and Twig the magic wands. Tell the story or play it on the CD and help the children to act out their parts.
- **Story song 9: Twig and Petal** 2.20
 - ★ **Act out the chant:** The children listen to the audio and follow the rhythm, by tapping the floor with their feet or moving their knees in time to the chant.
 - ★ **Listen to the audio:** Put story card 4 on the floor or on the board. Mime or use a wand to do the spell, pointing to Twig and Petal.
 - ★ Call a child out to mime or use a wand and lead the others with the actions and words. When they hear the number one, they trace a small circle in the air with their finger, as though it is a magic wand. When they hear the numbers two and three, they repeat the movement, tracing bigger and bigger circles each time.
- **Photocopiable Worksheet 9.3: flower, river, tree, sun**
 - ★ **Display and talk about the worksheet:** Point to Twig and his house, and to Petal and her house. Say: **Look! Here's (Twig) and here's (Twig's) house.**
 - ★ **Practise the task:** Call a child out and say: **Point to Twig. Now point to Twig's house.** Give them a gomets and say: **Put the gomets on the path from Twig to Twig's house.** Continue with Petal and other children.

TABLE TIME 1.6

- ★ The children put gomets on the paths from the fairies to their houses. Play or sing the songs from the unit as the children work.
- ★ Encourage the children to identify Twig and Petal.

OPTIONAL ACTIVITY Story time

Show the children the story cards from previous units and let them choose a story. Tell or play the CD of the story. You can call out a child to show the story cards as the rest listen and do the actions.



Unit 9: Lesson 4

OPENING ROUTINE

Wake up Tommy, Tina and Polly by calling them.
Sing **Hello everyone!** 1.2 and pass Tommy round for all to greet.

Have a sing song. Choose from:

I can see a flower 2.17

A cow says moo 2.13

Do you like apples? 2.9

Listen carefully 2.5

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy, Tina and Polly and sing **Goodbye!** 1.4

VOCABULARY

tree, river, flower, sun
red, yellow, blue, green
one, two, three
big, little

BASIC COMPETENCES

The children gain self-confidence as they revise different concepts of the course.

ACTIVITY BOOK

This is a good time to work with Unit 9, Worksheet 9.2, page 69.

LESSON A

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: flower, river, sun, tree, one, two, three, red, blue, green, yellow
- ★ Poster 9 and Blu-tack
- ★ Pop-out 9
- ★ A plastic hammer



ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** flower, river, sun, tree, one, two, three, red, blue, green, yellow
 - ★ **Recap vocabulary:** Tommy shows the flashcards to Tina and Polly, who remember the words with the children's help.
 - ★ **Play a flashcard game: Whack!**
Display all the flashcards. Say a word and give a child a plastic hammer to hit the right flashcard. The rest of the class claps if they hit the correct one.
- **Poster 9:** flower, river, sun, tree, one, two, three, red, blue, green, yellow
 - ★ **Create interest:** Display the pop-out of the poster of the countryside scene and show the children the pop-out flowers and characters.
 - ★ **Play with the poster:** Call out a child and ask: **Can you put a (red flower) in the picture?** Call out more children to place a different number of flowers of a different colour. Call out more children to place the characters: **Can you put (Petal) in the (flowers), please?**
- **Pop-out 9:** tree, flower, yellow, blue, Tommy, Tina, Polly, Petal, Twig
 - ★ **Display and talk about the pop-out:** Show one side of the tree and say: **Look, a tree with yellow flowers. Who can you see? Look! Tommy, Polly and Twig.** Show the other side.
 - ★ **Play a circle game:** The children sit in a circle and pass a pop-out around. When you say: **Stop!** the child with the pop-out shows one side to the rest of the class who say what they see.
- **Worksheet 9.4:** tree, flower, sun, river, red, blue, green, yellow, one, two, three, Tommy, Tina, Polly, Petal, Twig
 - ★ **Display and talk about the worksheet:** Point and say: **Look! Tommy, Tina, Polly, Petal and Twig. They are saying goodbye. Look at the tree, the river, the sun and the flowers.**
 - ★ **Practise the task:** Call out children to point to each of the characters and parts of the picture. Call out more children and give them a crayon to finish colouring the river, the tree, the sun and the flowers.

TABLE TIME 1.6

- ★ The children finish colouring the picture.
- ★ Encourage the children to identify the colours, the characters and flower, river, sun and tree.
- ★ The children prepare their pop-outs.

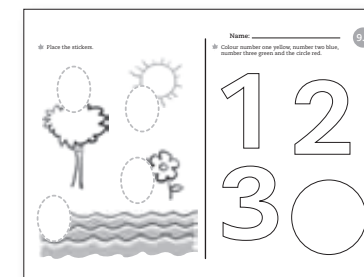
OPTIONAL ACTIVITY Listen and play

Sing **Action song 9: I can see a flower** 2.17. Children show the right side of their pop-out for each verse.

LESSON B

PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: flower, river, sun, tree, one, two, three, red, blue, green, yellow
- ★ Poster 9
- ★ Photocopy the worksheet for all the class
- ★ Stickers
- ★ CD



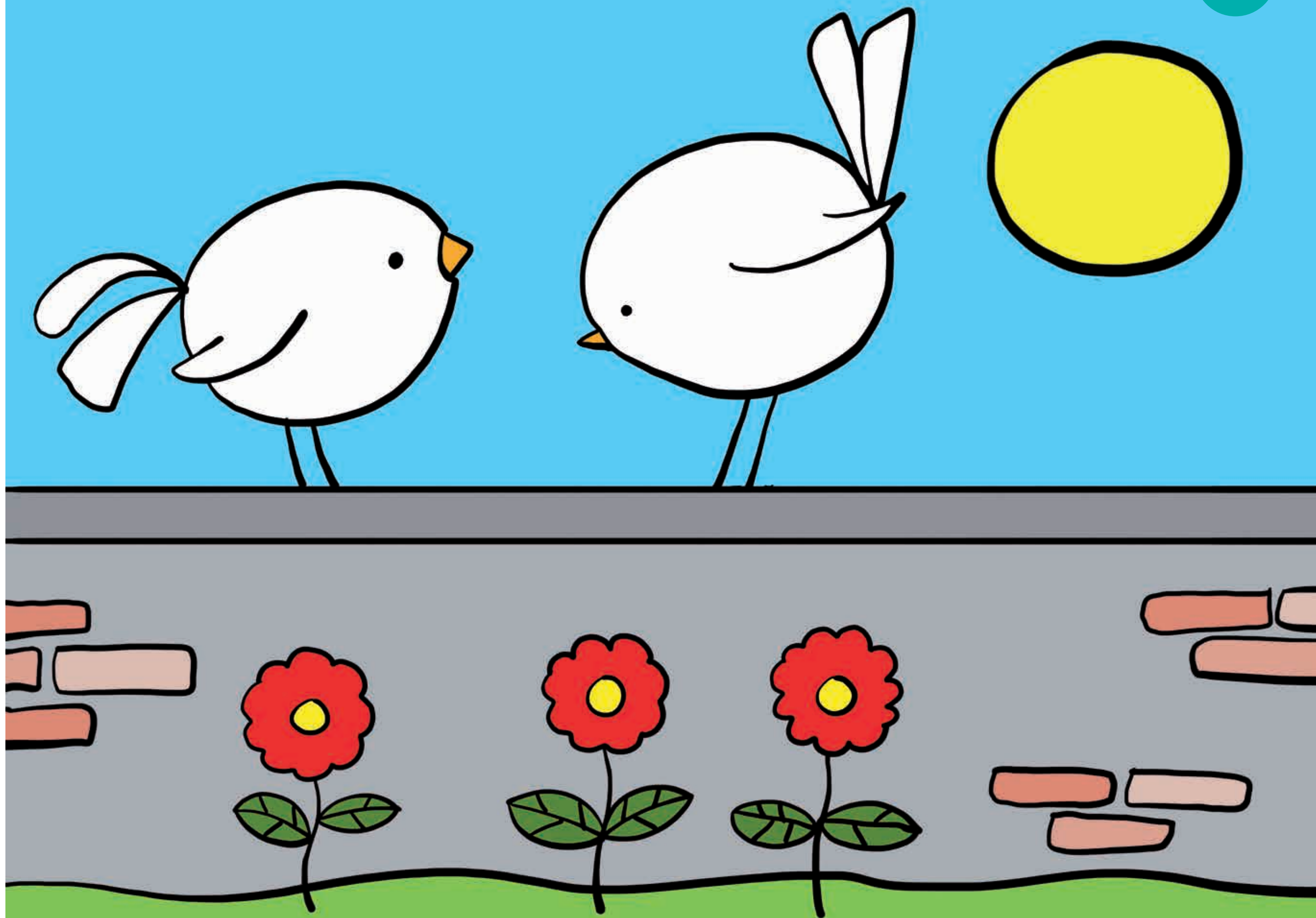
ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** flower, river, sun, tree, one, two, three, red, blue, green, yellow
 - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at showing the flashcards and saying the words.
 - ★ **Play a flashcard game: Flash**
Use Tommy to flash a flashcard very quickly and then more slowly for children to say what is on it. The children can take it in turns with Tommy. One time they guess what is on the flashcard, and the next they ask a volunteer to flash a card for Tommy to guess what is on it.
- **Poster 9:** flower, river, sun, tree, one, two, three, red, blue, green, yellow
 - ★ Show the children the poster with the characters already in place. Cover the poster and see if the children remember who is by the sun, by the tree, by the river and by the flowers. Uncover the poster and ask the children to cover their eyes. Remove a character and the children open their eyes and say who is missing.
- **Photocopiable Worksheet 9.4:** flower, river, sun, tree, one, two, three, circle, red, blue, yellow, green, Tommy, Tina, Polly
 - ★ **Display and talk about the worksheet:** Show the children the worksheet and ask them to name and point to each item. Give each child their stickers.

Note: If possible, do this worksheet with a small group of children at a time, or one by one.

TABLE TIME 1.6

- ★ The children follow your instructions:
 1. Listen and do **Action song 9: I can see a flower** 2.17
Say: **Now stick Polly next to the sun.**
Stick Tommy next to the tree.
And stick Tina next to the river.
 2. Listen to and sing **Number song 2: one, two, three** 1.15 and **Four colours song** 1.12
Say: **Now colour number 2 blue, the circle red, number 1 yellow and number 3 green.**



Unit 9: Lesson 5

OPENING ROUTINE

Wake up Tommy and sing **Hello!** 1.1 together.

Have a sing song. Choose from:

Old MacDonald 3.14

Teddy bear, teddy bear 3.6

Three fat sausages 3.12

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up!** 1.3

Say goodbye to Tommy and sing

Goodbye! 1.4

VOCABULARY AND EXPRESSIONS

bird, wall

two, little

sitting, fly away, come back

AUDIO

Authentic song 9: Two little dickie birds 3.16

Two little dickie birds sitting on a wall.

One named Peter, one named Paul.

Fly away Peter, fly away Paul.

Come back Peter, come back Paul.

BASIC COMPETENCES

Through actions to a song the children explore their gross motor skills.

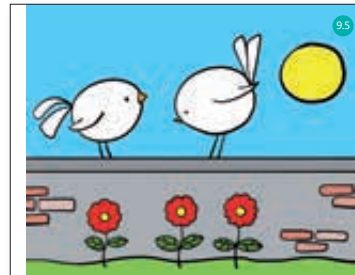
ACTIVITY BOOK

This is a good time to work with Unit 9, Worksheet 9.3, page 71.

LESSON A

PREPARATION

- ★ Tommy
- ★ CD
- ★ Two cut-out birds, one blue, one green (use the photocopy from lesson B)
- ★ Building blocks (optional)
- ★ Gomets



ALL TOGETHER TIME 1.5

- **Playing with Tommy: bird, wall, two, little, sitting, fly away, come back**
 - ★ **Create interest:** Tommy shows his two cut-out birds. The children count them. Tommy says: *This is Peter* (blue) *and this is Paul* (green). Turn them over and move them about. Point to one and the children guess whether it is Peter or Paul. Turn it over to check. Stick each bird onto a pencil.
 - ★ **Introduce new vocabulary:** Together build a wall with building blocks. Say: *Look, it's a wall!* Kneel behind the wall and hold up Peter and/or Paul. (Alternatively draw a wall on a big piece of paper or the board and stick Peter and/or Paul on the wall) Ask: *How many birds? Is it Peter or is it Paul?* Make the birds fly away and come back. Say: *Fly away (Peter)! Come back (Peter)!*
- **Authentic song 9: Two little dickie birds** 3.16
 - ★ **Focus on the music:** Listen to the music and the children sway to the beat.
 - ★ **Focus on the actions:** Listen to the song again and move the birds on and off the wall according to the words, while the children watch. Say the words of the song and demonstrate the actions. Each forefinger represents a bird. *Two little dickie birds sitting on a wall.* Put both forefingers in front of you. *One called (Peter)* Wiggle your (right) forefinger. *Fly away (Peter)* Hide your (right) forefinger behind your back. *Come back (Peter)*. Put your (right) forefinger in front of you again.
 - ★ Listen to the song again. Encourage the children to do the actions and join in with the singing.

OPTIONAL ACTIVITY Dickie birds

With a blue pen draw a little beak and two eyes on each child's right forefinger. Do the same with a green pen on each child's left forefinger. Play the song again and the children do the actions.

Worksheet 9.5: one, two, flowers

- ★ **Display and talk about the worksheet:** Point and say: *Look! Two birds. It's Peter and Paul. This is Peter. He's blue. And this is Paul. He's green. They are sitting on a wall. Look there's a big yellow sun and three red flowers.*
- ★ **Prepare for the task.** Call out two children and give them a blue crayon to colour Peter and a green crayon to colour Paul. Call out three more children and give them red gomets to stick on the flowers. Call out more children and give them yellow gomets to stick on the sun.

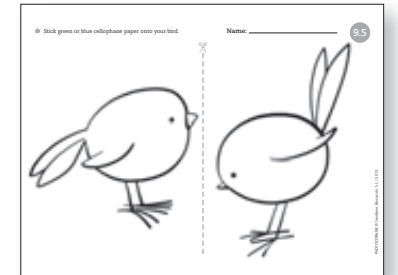
TABLE TIME 1.6

- ★ The children colour Peter blue and Paul green, and stick red gomets on the flowers, and yellow gomets on the sun.

LESSON B

PREPARATION

- ★ Tommy
- ★ Photocopy the worksheet to allow a bird for each child and one extra
- ★ Little pieces of blue and green cellophane and glue
- ★ CD
- ★ Two cut-out birds, one blue, one green (from Lesson A), Blu-Tack
- ★ Two large sheets of coloured card, glue (optional)



- ★ Print and stick the words of the song onto one of the sheets of card (optional)

ALL TOGETHER TIME 1.5

- **Playing with Tommy: bird, wall, two, little, sitting, fly away, come back**
 - ★ **Recap vocabulary:** Draw a wall on the board. Stick the two birds near the wall with Blu-Tack. Call out children one at a time and give them instructions. Children move the birds accordingly: *(Peter) is sitting on the wall. Fly away (Peter). Come back (Peter).*
- **Authentic song 9: Two little dickie birds** 3.16
 - ★ The children take turns at acting out the song in pairs, while the rest of the class joins in with the singing. Use a bench as a wall. The children can hide behind the bench when they fly away.

OPTIONAL ACTIVITY Extra verse

Prepare two cut-out caterpillars and a leaf and teach the children a new verse of the song. *Two little caterpillars sitting on a leaf. One named Champ, one named Chief. Crawl away Champ. Crawl away Chief. Crawl back Champ. Crawl back Chief.* Again use your forefingers to represent the caterpillars but this time make them crawl behind your back rather than fly. (You may like to add this verse after lesson 6).

Photocopiable Worksheet 9.5: bird

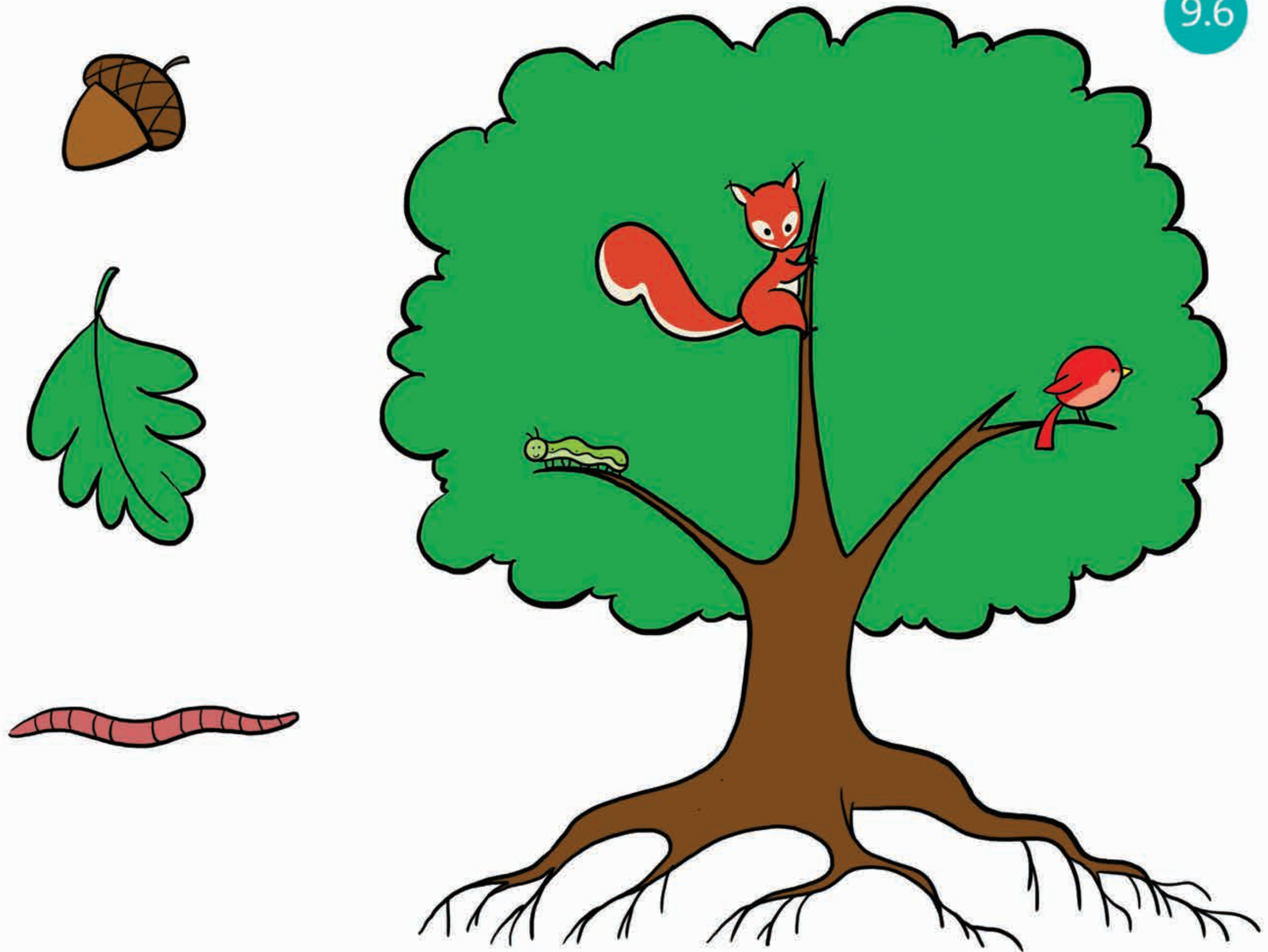
- ★ Tommy shows the children a picture of a bird. Show the children how to put glue on the bird and then press on blue pieces of cellophane to make Peter.

TABLE TIME 1.6

- ★ Give each child a bird. On each table put little pieces of either blue or green cellophane. Spread glue on the inside of each child's bird. Children press on the pieces of cellophane. As the children work, play the song several times.
- ★ Encourage children to identify *bird, sitting on a wall, fly away, come back.*

OPTIONAL ACTIVITIES Optional Follow up

Cut out and glue the decorated birds onto the two pieces of card. You may like to draw a wall along the bottom. Display the children's song poster then use it as a page in the *Very big class song book*. Children can watch other children saying this rhyme on the internet. Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.



Unit 9: Lesson 6

OPENING ROUTINE

Wake up Polly by calling her.
Sing **Hello! 1.1** and pass Polly round for all to greet.

Have a sing song. Choose from:

I can see a flower 2.17

A cow says moo 2.13

Do you like apples? 2.9

Listen carefully 2.5

Use the following songs to move the children:

All together 1.5

Table time 1.6

CLOSING ROUTINE

Sing **Tidy up! 1.3**

Say goodbye to Polly and sing

Goodbye! 1.4

VOCABULARY

tree, trunk, leaves, roots

sun, water, soil

AUDIO

Photo poster 9: About trees 3.17

Hello. My name's John. Look at this tree.

The tree has a trunk.

The tree has leaves.

The tree has roots.

A bird lives in the tree.

A squirrel lives in the tree.

A caterpillar lives in the tree.

BASIC COMPETENCES

The children learn about the main parts of a tree and the animals that live in it.

ACTIVITY BOOK

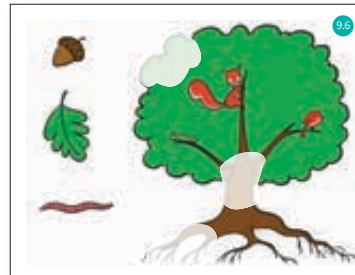
This is a good time to work with

Unit 9, Worksheet 9.4, page 73. **3.26**

LESSON A

PREPARATION

- ★ Polly
- ★ CD
- ★ Flashcards: leaves, trunk, roots
- ★ Leaves, a large piece of paper
- ★ Photo poster 9: Cover the animals in the tree.
- ★ Stickers



ALL TOGETHER TIME 1.5

- ★ **Playing with Polly: tree, trunk, leaves, roots**

★ **Create interest:** Polly has some leaves in a bag. On a large piece of paper draw a tree trunk, some branches and roots. Ask: *Where do the leaves go?* Point to the trunk/roots: *Here? No!* Point to the branches: *Here? Yes!*

- ★ **Photo poster 9: 3.17 tree, trunk, leaves, bird, squirrel, caterpillar**

★ **Display and talk about the poster:** Introduce John and ask: *Is John a boy or a girl?* Read what John is saying and tell the children. Point and say: *It's a tree! Look, the trunk, a tall trunk!* Stand up very straight. Say: *Look, leaves, green leaves!* Wave your hands around in the air. Say: *Look, roots, long roots!* Stretch your arms downwards and wiggle your fingers. Uncover the animals one at a time and say: *It's a (bird).* Establish a mime for each animal.

★ **Play the audio:** Pause after each sentence. Point to the relevant part of the picture and the children do the corresponding action. Play the audio again without pausing and the children join in with the actions.

- ★ **Flashcard practice: leaves, trunk, roots**

★ Show flashcards one at time and call out children to identify the corresponding parts of the tree on the poster. Display the flashcards and do a mime e.g. roots. Then name a child to touch the corresponding flashcard and the right part of the poster. Play more flashcard games. See games bank in the Teacher's Resource Book, page x.

OPTIONAL ACTIVITY Mime

Crouch on the floor with the children. Say: *You are a little tree, with a little trunk, little leaves and little roots. The sun is shining and it's raining.* Stretch up but remain kneeling. *Now you are a bigger tree, with a bigger trunk, bigger leaves and bigger roots. The sun is shining and it's raining.* Stand up. *Now you are a big tree.* And so on. Stretch up high. *Now you are a very big tree.* And so on.

- ★ **Worksheet 9.6: tree, trunk, leaves, bird, squirrel, caterpillar**

★ **Display the teacher's worksheet:** Point to each part of the picture in turn and ask: *What is it? Ask: Where does the (bird) go?*

★ **Practise the task:** Show children the stickers of the trunk, leaves and roots and ask them to point to where they go.

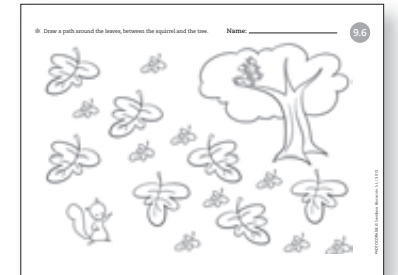
TABLE TIME 1.6

- ★ The children stick the stickers in the right place and draw a line between each animal and its food.
- ★ Encourage the children to identify tree, trunk, leaves, roots, bird, squirrel, caterpillar.

LESSON B

PREPARATION

- ★ Polly
- ★ CD
- ★ Flashcards: leaves, trunk, roots
- ★ Photocopy the worksheet for all the class
- ★ Photo poster 9



ALL TOGETHER TIME 1.5

- ★ **Playing with Polly: tree, trunk, leaves, roots**

★ **Recap phrases**

Polly chooses some children to be trees. She says: *Come here please. You are a little tree.* Show the trunk flashcard and say: *You are a little tree. Your trunk is little, here are your little leaves and here are your roots.* She then chooses a child to be the sun and a few children to be the rain. Ask the children: *What happens to the trees? They get bigger!*

- ★ **Photo poster 9: 3.17 About trees**

★ **Play games with the poster:** Call out a child or group of children to stand facing the rest of the class with their back to the poster. Point to an animal or a part of the tree without them seeing. The rest of the class do a mime and the child/children at the front turn round and point to the right part of the poster and say the word, with your help.

★ **Play the audio:** Pause after each sentence. Point to the relevant part of the picture and the children do the corresponding action. Play the audio again without pausing and the children join in with the actions.

OPTIONAL ACTIVITY Make a tree

Go outside with the children to collect some leaves, and if possible pieces of bark, flowers, berries, fruits from trees. Return to the class and draw a tree trunk and branches and the children can stick their findings onto the tree. They can also stick on twigs and pieces of grass to make a nest and use the bird photocopy from lesson 5 to add some birds.

- ★ **Photocopiable Worksheet 9.6: tree, leaves, squirrel**

★ **Display and talk about the worksheet:** Point and say: *Look, it's a tree and a squirrel and look, leaves... lots of leaves. Some leaves are big and some leaves are little. One, two, three big leaves and one, two, three little leaves. The squirrel wants to get to the tree to eat the acorns.*

★ **Practise the task:** Call out children and ask them to use their finger to trace a route between the squirrel and the tree without going over any leaves.

TABLE TIME 1.6

- ★ The children trace a route between the squirrel and the tree without going over any leaves.
- ★ Encourage the children to identify tree, squirrel, leaves.

Student's Material



Student's Book



Activity Book



Pop-outs



Stickers



Multi-ROM



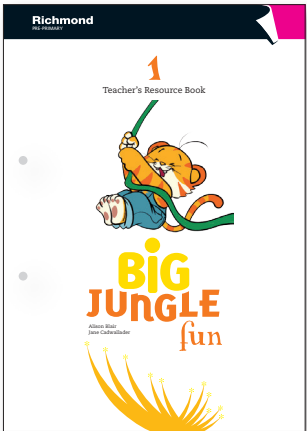
Teacher's Material



Teacher's Book



Story cards



Teacher's Resource Book



Class CDs



- i-solutions:
- Interactive Whiteboard Activities
 - Animated Stories DVD
 - Multi-ROM
 - Activity Generator



Big Book: Traditional stories & CD



Big Book Story Activities



Flashcard Bank



Big Book & CD



Flashcards & Jungle cube



Puppets



Photo Posters

Posters

