

# Big Jungle fun

Alison Blair  
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Teacher's Book

2



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# Unit 1: Lesson 1

## OPENING ROUTINE

Ask the children to wake up Tommy by singing songs they know in English. For the first few lessons, remind them of songs they sang last year and sing **Hello!** 1.1

Sing **Are you feeling sleepy today?** 1.8  
Call out a child to have a conversation with Tommy. (See TRB, page 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

pencil, rubber, paper  
crayon, book, teacher, floor

## AUDIO

**Action song 1: Pick up a pencil** 1.27

*Pick up a pencil and draw, draw. (x3)  
Draw on your paper!*

*Clap, clap, clap. And tap the floor. (x3)  
Draw on your paper!*

*Pick up a rubber and rub out. (x3)  
Rub out on your paper!*

*Clap, clap, clap. And tap the floor. (x3)  
Rub out on your paper!*

**Tommy's music 1** 1.28

*Pick up a pencil and paper and wave them in the air. Draw a picture. Pick up a rubber and rub out your drawing. Clap and dance.*

## BASIC COMPETENCES

The children are introduced to the classroom routine and what is expected of them.

## ACTIVITY BOOK

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

For Starter Activities see Teacher's Resource Book page 25

## LESSON A

### PREPARATION

- ★ Tommy
- ★ Flashcards: pencil, rubber, paper, teacher, floor, book, crayon
- ★ CD
- ★ A pencil, a rubber, a piece of paper,
- a crayon and a book in a cloth bag
- ★ Put post-its over Tommy, Tina and Polly on the worksheet
- ★ Stickers



### ALL TOGETHER TIME 1.5

- ★ **Playing with Tommy: pencil, rubber, paper, book, crayon, floor**
  - ★ **Create interest:** Show the cloth bag with the school objects in it and say: *Here's Tommy's school bag. What is in it?*
  - ★ **Introduce new vocabulary:** Take out the book and the crayon and see if the children remember the words from last year. Help Tommy take the objects out of the bag, one by one. Say: *Oh! Here's Tommy's (pencil).* Put the objects back in the bag. Show the flashcards one by one and say: *Oh! It's a (pencil)!* For each flashcard ask a child to look in Tommy's bag for the real thing.
  - ★ **Play a flashcard game: Same or different?** (Teacher's Resource Book, page 27)
- ★ **Action song 1: Pick up a pencil** 1.27
  - ★ Use Tommy to act out the song using the real pencil, paper and rubber. Show the children the worksheet. Remove the post-its slowly. Remind the children of, or introduce them to, the characters and sing the appropriate verse of 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 1.1: pencil, rubber, paper, crayon, book, teacher**
  - ★ **Display and talk about the worksheet:** Point and say: *Look! Here's Polly, Tommy, the teacher and Tina. Tina has a pencil. Tommy has a rubber and Polly has a piece of paper. The teacher has a book and look, here are some crayons, too!*
  - ★ **Practise the task:** Ask children to come out and point to a classroom object and colour the book with a crayon. Say: *Point to the (pencil). Good. Now get a crayon and draw a picture in the book. Thank you!*

### TABLE TIME 1.6

- ★ Give out the stickers saying: *It's a (pencil).* Play the song, pausing after each verse for the children to stick the sticker in the correct place. They draw a picture in the book.
- ★ Play or sing the song, getting the children to point to the worksheet as they listen.
- ★ Encourage the children to identify pencil, rubber, paper, book, crayon, teacher.

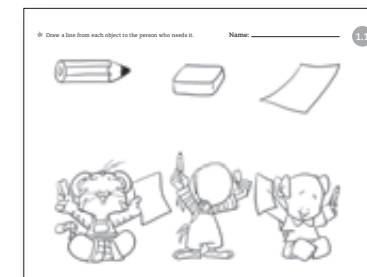
### OPTIONAL ACTIVITY Musical school objects

Put the school objects into the cloth bag. Play some music and the children dance. Stop the music and ask a child to take an object out of the bag. The children say the word and mime using it. Put the music back on and continue.

## LESSON B

### PREPARATION

- ★ Tommy
- ★ Flashcards: pencil, rubber, paper, teacher, floor, book, crayon
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ Real classroom objects in a cloth bag



### ALL TOGETHER TIME 1.5

- ★ **Playing with Tommy: pencil, rubber, paper, teacher, floor, book, crayon**
  - ★ **Recap vocabulary:** Say: *What's in the bag? Do you remember?* Tommy takes the objects out of the bag as they say them. If they don't remember any of the objects, Tommy can mime using them.
  - ★ **Play a flashcard game: Tommy guesses game** (Teacher's Resource Book, page 27)
- ★ **Action song 1: Pick up a pencil** 1.27
  - ★ Sing the song and do the actions, encouraging the children to join in.
  - ★ Sing the two verses of the song from Level 1 with the children, *Pick up a crayon and colour* and *Pick up a book and read.*
  - ★ Show a school object and sing the appropriate verse with the children, without the CD.
- ★ **Tommy's music 1** 1.28 *Pick up a pencil and paper and wave them in the air. Draw a picture. Pick up a rubber and rub out your drawing. Clap 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 1.1: pencil, rubber, paper, teacher, book, crayon**
  - ★ **Display and talk about the worksheet:** Point and say: *Look, here's Tommy. He has a piece of paper and a rubber.* Continue with Polly and Tina.
  - ★ **Practise the task:** Call out a child and say: *Point to Tommy.* Point to the school objects at the top of the page and ask: *Does he have a rubber? (Yes.) Does he have a pencil? (No.) So draw a line from the rubber to Tommy.* Continue with Polly and Tina.

### TABLE TIME 1.6

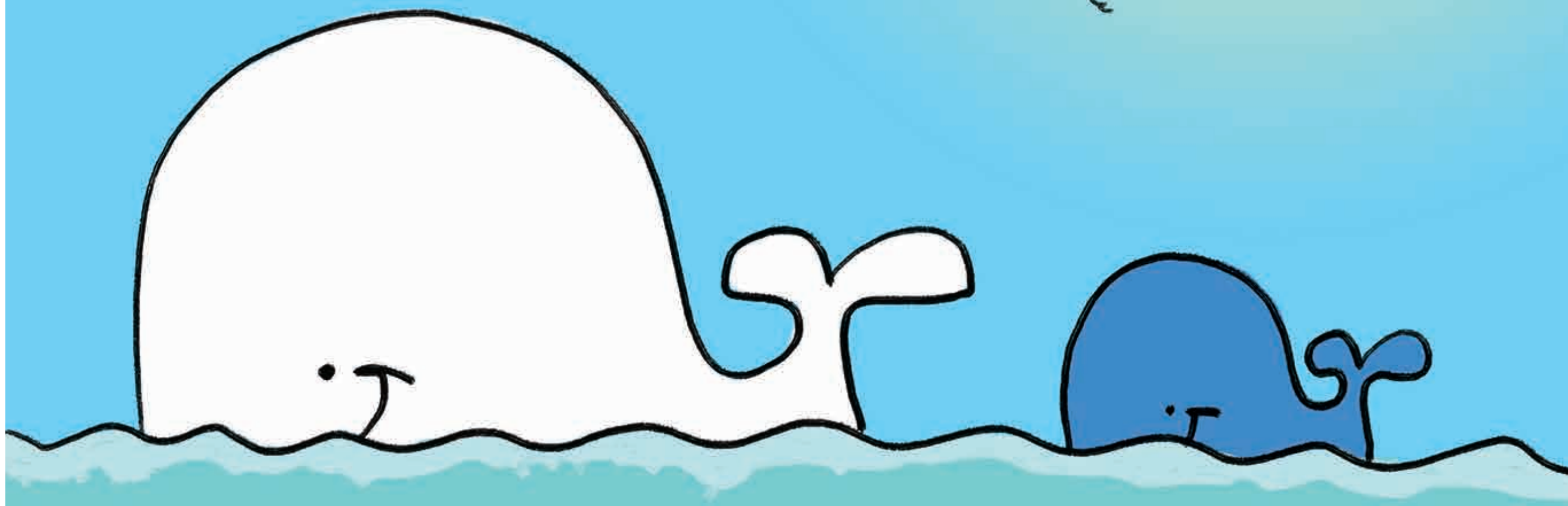
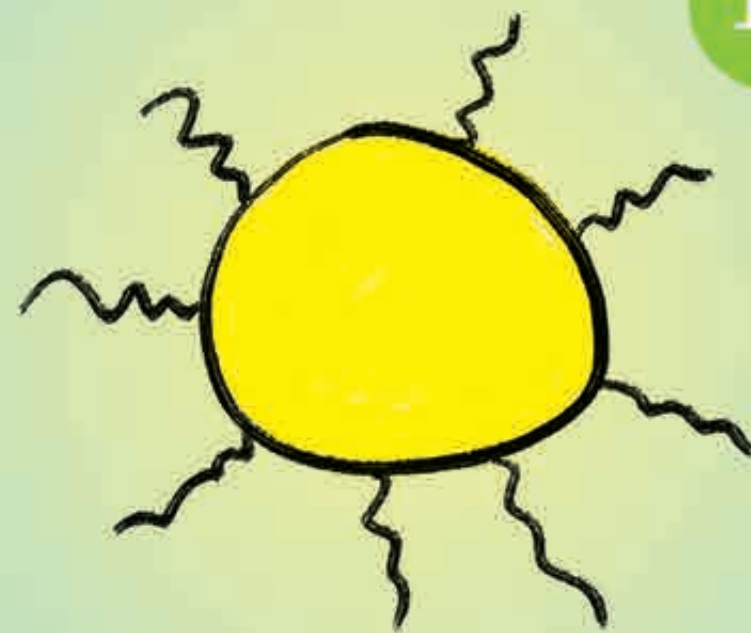
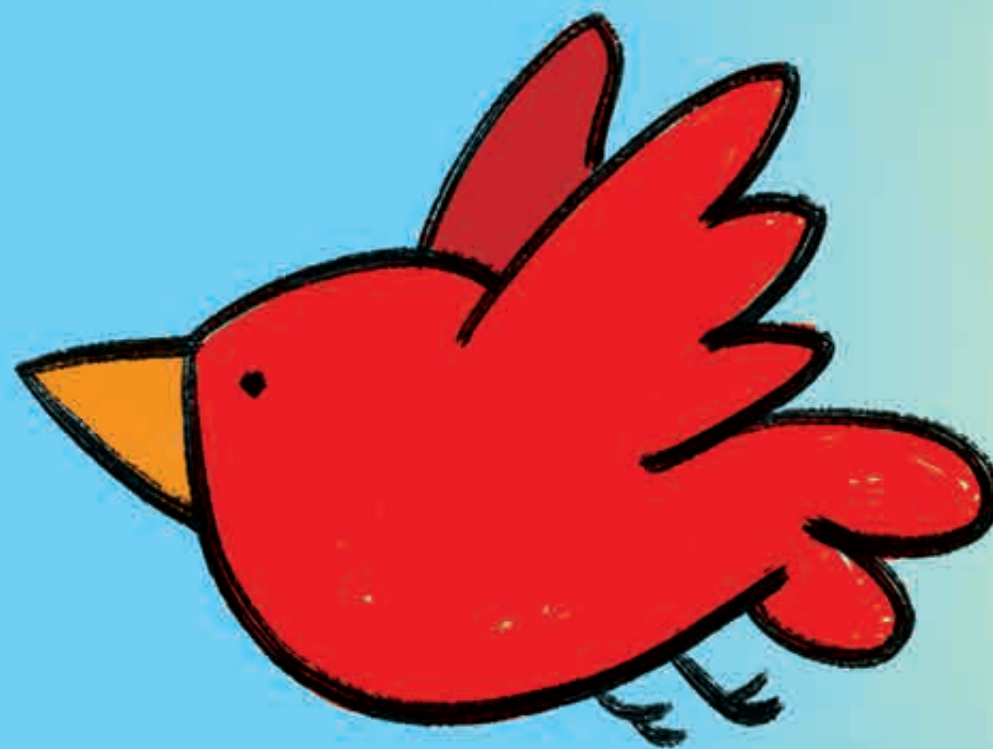
- ★ The children draw lines between the objects and the characters.
- ★ Encourage the children to identify the school objects.
- ★ Sing or play **Pick up a pencil** 1.27 as the children work.

### OPTIONAL ACTIVITY An action game

Say: *Pick up a piece of paper. Pick up a pencil and draw a tiger. Pick up a crayon and colour your tiger. Oops, you don't like it! Pick up your rubber and rub out your tiger. Pick up a book and read. It's a book about tigers. Grr.* Help the children to carry out the instructions as necessary.

1

2





# Unit 1: Lesson 2

## OPENING ROUTINE

Present Tina to the children by pulling her slowly out of the bag. Say: **Who is it? It's Tina.** Sing some songs for Tina. Choose from the following:

- Tommy's gym 1.7
- Pick up a pencil 1.27

Sing **Hello!** 1.1 and then **Are you feeling sleepy today?** 1.8 Call out a child to have a conversation with Tina. (See TRB, page 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 Tina and sing **Goodbye!** 1.4

## VOCABULARY

red, blue  
bird, whale  
one, two  
big, little  
elephant, mosquito, ears, nose  
crayon, book  
yes, no  
please, thank you

## AUDIO

**Colour song: Red bird** 1.10  
*Red, red, a red bird. (x3)*  
*Tweet! Tweet! Tweet!*

**Colour song: Blue whale** 1.11  
*Blue, blue, a blue whale. (x3)*  
*Psh! Psh! Psh!*

**Big and little** 1.21  
*Elephant is big, very big.*  
*He has big ears and a big nose.*

*Mosquito is little, very little.*  
*She has little eyes and a little mouth.*

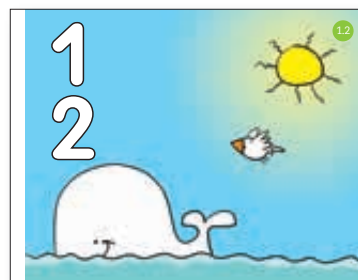
## BASIC COMPETENCES

The children review the concept of size and compare objects. They also focus on the numbers one and two.

## LESSON A

### PREPARATION

- Tina
- A little red construction block and a big blue construction block in the cloth bag
- Flashcards: red, blue, little mosquito, big elephant
- CD
- Several big and little and red and blue bricks
- Red and blue plasticine (optional)
- Stickers



### ALL TOGETHER TIME 1.5

- Playing with Tina: red, blue, one, two, big, little**
  - Create interest:** Call out a child to see what Tina has in her bag. Ask: *What is it? A little red brick and a big blue brick.*
  - Revise the concept:** Display the two bricks. Place Tina with her back to the class and put one of the bricks behind her, where she can't see it. Tina asks: *Is it (red)? Is it (big)?* The children answer: Yes/No. Put the two bricks together and Tina turns round and points to the brick she thinks was behind her back. Repeat several times.
  - More practice:** Scatter the big and little, red and blue bricks on the floor. Tina asks one child at a time to give her some bricks: *Can I have (two blue bricks), please? Thank you!* Then, change the activity so that the children ask Tina to give them bricks.
- Colour songs: Red bird** 1.10, **Blue whale** 1.11
  - Flash the red bird flashcard and the children say what they see. Do an action for bird. The children do the action and say: *Tweet, tweet.*
  - Repeat the same procedure with the blue whale flashcard.
  - Play the song. The children do the actions and join in with the singing.
- Song: Big and little** 1.21
  - Show the children the elephant and mosquito flashcards and do an action for each, exaggerating their size.
  - Play the song. The children do the actions and join in with the singing.

### OPTIONAL ACTIVITY Big and little

Give each child some red and blue plasticine and ask them to make big and little balls. As they work, ask them to describe their plasticine balls.

- Worksheet 1.2: red, blue, one, two, big, little, bird, whale**
  - Display and talk about the worksheet:** Point and say: *Look! It's a whale. It's blue. Let's count the whales, one, two. Look, it's a bird. It's red. Let's count the birds, one, two.* Point to the numbers: *This whale is big and this whale is little. This bird is big and this bird is little.*
  - Practise the task:** Call children out to point to parts of the picture. Show the children the page in their book and the two stickers. Ask: *Is this the big (bird) or the little (bird)?*

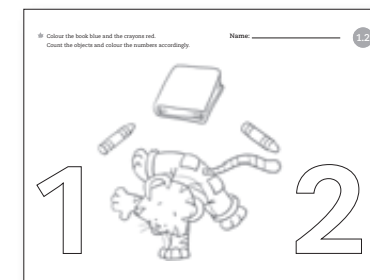
### TABLE TIME 1.6

- The children put the whale and bird stickers in the right place and colour the other bird and whale.
- Encourage the children to identify red, blue, big, little, one, two, whale, bird.

## LESSON B

### PREPARATION

- Tina
- Flashcards: red, blue, one, two
- CD
- Photocopy of the worksheet for all the class
- Red and blue gomets
- Big and little and red and blue beads, and a piece of string (optional)



### ALL TOGETHER TIME 1.5

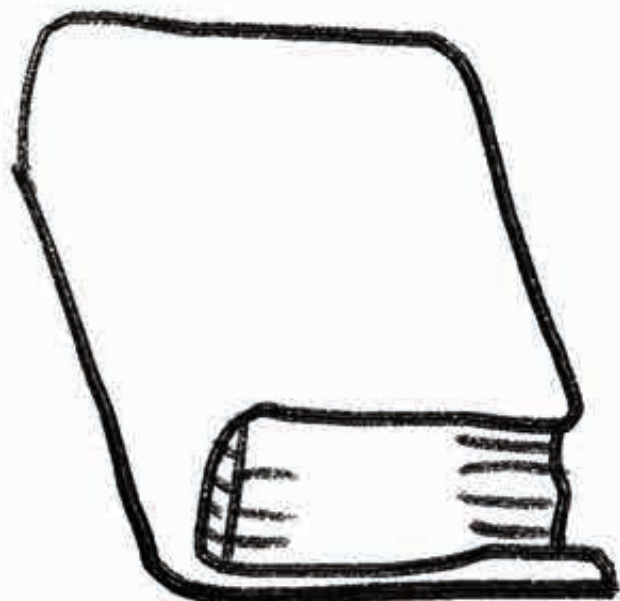
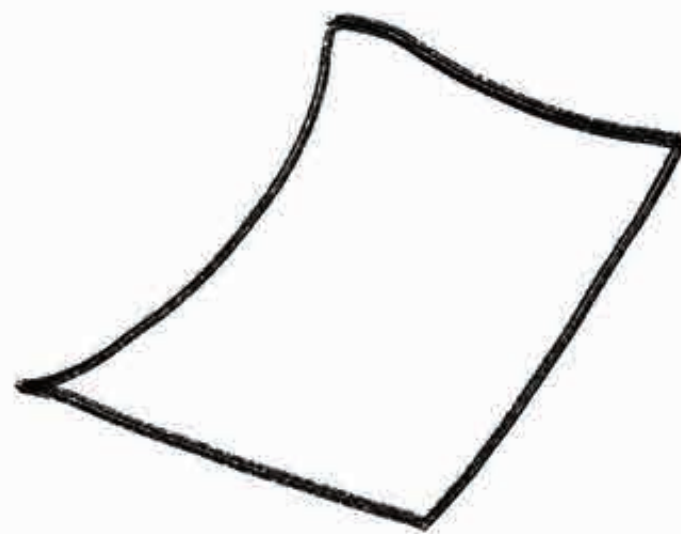
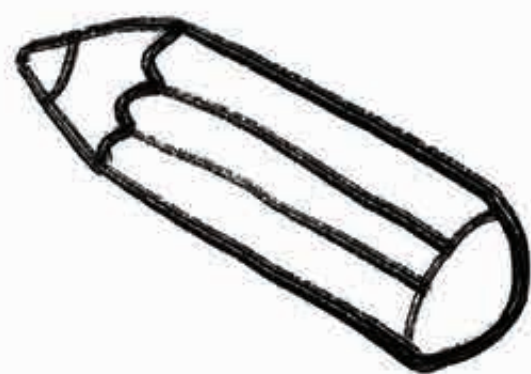
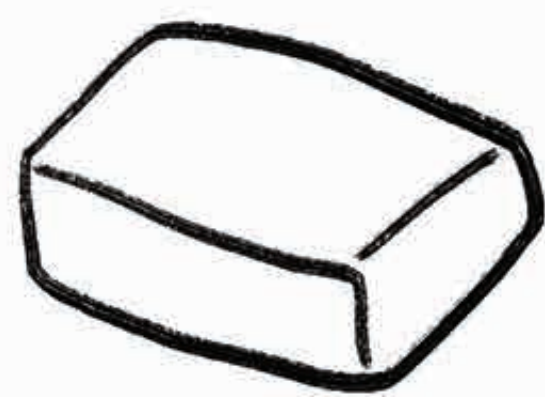
- Playing with Tina: red, blue, one, two, big, little**
  - Recap the concept:** Walk round the classroom picking up red and blue things and ask: *What colour? How many? Big or little?*
  - More practice:** Ask groups of children to bring items from the classroom to Tina: *Please, can you each bring (two little red things) for Tina?* Play some music and when the music stops give an instruction: *Touch something (blue). Touch something (little). Touch something (little and blue). Touch (two blue) things.*
- Colour songs: Red bird** 1.10, **Blue whale** 1.11
  - Show the children both flashcards. Then, place them face down on a table. Move them round quickly, swapping places several times. Point to one of them and the children say which one they think it is. Turn the card over to check their answers.
  - Play the song and the children do the actions and join in with the singing.
  - Put a red gomets and a blue gomets on the back of the children's hands (one on each hand). As you give the gomets, encourage each child to say: *(Blue), please. Thank you.* Play the song again and, every time they hear the colours, they hold up the corresponding hand.
- Photocopiable Worksheet 1.2: one, two, blue, red, crayon, book**
  - Display and talk about the worksheet:** Point and ask: *Who is it? It's (Tommy.) What's this? (A book and two crayons.) What number is it? (One, two.) Let's count the books and the crayons.*
  - Practise the task:** Call out a child and give them a blue crayon to colour the book. Call out two children and give them red crayons to colour the crayons. Then, call out two children to count the book and crayons and colour the number one blue and the number two red.

### TABLE TIME 1.6

- The children colour the book blue and the crayons red. They count them and colour the numbers the corresponding colour.
- Encourage the children to identify one, two, blue, red, crayon, book.

### OPTIONAL ACTIVITY Sequences

Thread big and little red and blue beads onto a string in a sequence. Children make different sequences, for example: two red beads then two blue beads, or one big red bead followed by two little red beads. Encourage each child to tell you their pattern.





# Unit 1: Lesson 3

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing them some songs. Choose from the following:

**Tommy's gym** 1.7

**Pick up a pencil** 1.27

**Colour songs: Red bird** 1.10

**Blue whale** 1.11

**Big and little** 1.21

Sing **Hello everyone!** 1.2 and then **Are you feeling sleepy today?** 1.8 Call out a child to have a conversation with one of the characters (See TRB, page 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 AND EXPRESSIONS

book, pencil, rubber, paper  
school, castle  
What's this?  
I don't know!  
This is fun!  
What are you doing?  
This is a pencil.

## AUDIO

**Story 1: The classroom castle** 1.29

**Story chant 1: The classroom castle** 1.30

What's this?  
I don't know.

No! No! No!  
This is a pencil.  
This is a rubber!

What's this?  
I don't know.

No! No! No!  
This is paper.  
This is a book.

## BASIC COMPETENCES

The children enjoy listening to a story and participating with the related activities.

## LESSON A

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: teacher, floor, book, crayon, Tommy, Twing, Petal
- ★ Story cards: Story 1: The classroom castle!
- ★ CD
- ★ Real books, pencils, rubbers, pieces of paper
- ★ Books, pencils, rubbers and crayons drawn on a piece of white card (optional)



### ALL TOGETHER TIME 1.5

- ★ **Playing with Tommy, Tina and Polly: book, pencil, rubber, paper**
  - ★ **Recap vocabulary:** Tommy whispers to you and you say: **Tommy wants a piece of paper and a pencil, please.** Ask children to give these to him. Tommy draws pictures with the pencil. Each time show the picture to the children and ask them what it is. Ask: **Shall we rub it out? Yes? Tommy wants a rubber, please!**
  - ★ **Play a flashcard game: Which one?** (Teacher's Resource Book, page 27)
- ★ **Story 1: The classroom castle** 1.29
  - ★ **Create interest:** Put the flashcards of Tommy, Petal and Twig face down on the carpet or board and ask the children: **Who is this? Is it Tommy?** Reveal the flashcards slowly, showing Tommy last, and say the names. Remind them of Twig and Petal from last year. Petal is a flower fairy and Twig is a tree fairy.
  - ★ **Introduce the story:** Display story card 1 and ask: **Who's this? It's Tommy and Twig and Petal. Look! Twig and Petal are at school with Tommy. It's their first time at school and the first time they have seen a pencil and a rubber! Petal is asking: What's this?** If necessary, say this first in the children's mother tongue and then in English.
  - ★ **Listen to the audio:** You can go through the cards commenting and asking the children questions, and then play the audio through without stopping, or you can play the audio and display the pictures one at a time. Before picture 2 and picture 4, ask the children to imagine what Petal and Twig might use the classroom objects for.
  - ★ **Check comprehension:** Point, mime and ask questions: **What is (Petal) saying? What are Twig and Petal doing? What's this?**
  - ★ **Listen to the audio and join in:** Put the story cards on the floor and give children a pencil, rubber and piece of paper. Play the audio again, encouraging the children to join in with what Tina, Tommy, Twig and Petal are doing. When they hear the numbers *one, two, three*, the children can make wider and wider circles in the air with their fingers.

### Worksheet 1.3: book, pencil, rubber, paper, Twig, Petal

- ★ **Display and talk about the worksheet:** Point to each of the characters and objects in turn and ask: **Who's/What's this?**
- ★ **Practise the task:** Call a child out. Point to Petal and Twig's see-saw and ask: **What's this and this?** Point to the bottom of the worksheet and say: **Find the rubber and the pencil down here. Draw a line from the pencil here to the pencil here. Now, get a crayon and colour the (rubber), please.**

### TABLE TIME 1.6

- ★ The children draw a line from the school objects to the fairy see-saw and slide. They colour the school objects.
- ★ Encourage the children to identify the school objects, Twig and Petal.

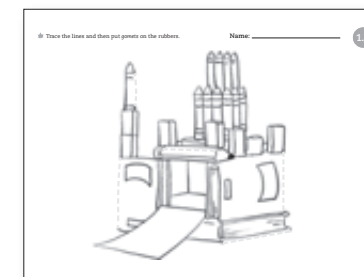
### OPTIONAL ACTIVITY A classroom castle

Give out the pictures of pencils, rubbers, books and crayons on white card. The children colour them and then punch them out. Stick them with the children onto a large piece of card to make your own classroom castle.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: book, pencil, rubber, paper (hide the rubber flashcard somewhere in the classroom)
- ★ Story cards: Story 1: The classroom castle
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ Gomets
- ★ Paper, stick-on stars and multi-coloured gomets (optional)



### ALL TOGETHER TIME 1.5

- ★ **Playing with Tommy, Tina and Polly: book, pencil, rubber, paper**
  - ★ **Recap vocabulary with a flashcard game: Hide and seek** (Teacher's Resource Book, page 26)
- ★ **Story 1: The classroom castle** 1.29
  - ★ **Recap the story:** Show the children the story cards, one at a time. Mime with the children what they see in the picture. Read the text on the back of the card at the same time.

### OPTIONAL ACTIVITY Make magic wands

The children decorate one end of a piece of paper with stars and gomets. Roll up the wands from the opposite end and fix the wands with a piece of tape. Now the children can use them to join in with Twig and Petal's magic spells. At the end of the class, put the wands away to use with future stories.

- ★ **Act out the story:** Assign the roles of Tommy, Petal and Twig. Tell the story or play it on the CD, and help the children to act out their parts.

### Story chant 1: The classroom castle 1.30

- ★ **Listen to the audio:** The children listen to the chant and tap the floor in time to the rhythm.
- ★ Display story cards 1, 3, 4 and 6. Play the chant again and point to the relevant story card. Play the chant again, encouraging the children to join in with the actions and words.

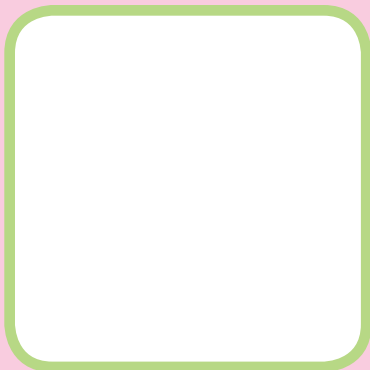
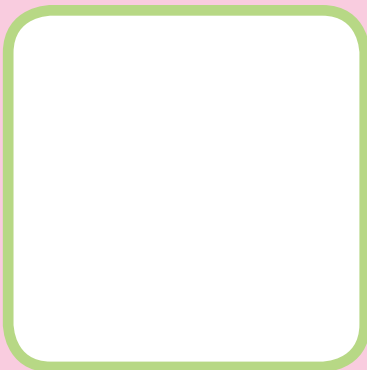
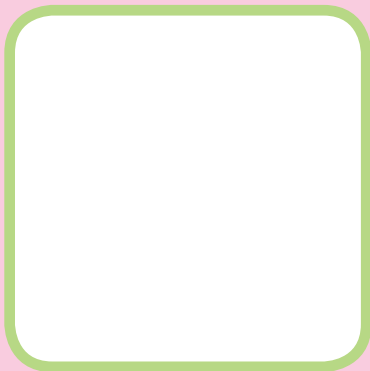
### Photocopiable Worksheet 1.3: book, pencil, rubber, paper, crayon, Twig, Petal

- ★ **Display and talk about the worksheet:** Point and say: **Look! Here's Twig and Petal's castle. Here is a pencil, a piece of paper, a rubber, a crayon and a book.** Call a child out and say: **Point to a (pencil).** Continue with other children.
- ★ **Practise the task:** Call a child out and say: **Can you finish this line here, please. Put a yellow sticker on a rubber. Thank you.** Continue with other children.

### TABLE TIME 1.6

- ★ The children trace the lines to finish the castle. They put gomets on the rubbers. You can play or sing the songs from the unit as children work.
- ★ Encourage the children to identify the school objects and to join in saying the chant from the story.





# Unit 1: Lesson 4

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing some songs. Choose from the following:

**Tommy's gym** 1.7

**Pick up a pencil** 1.27

**Colour song: Red bird** 1.10

**Big and little** 1.21

Sing **Hello everyone!** 1.2 and then

**Are you feeling sleepy today?** 1.8

Call out a child to have a conversation with one of the characters. (See TRB, page 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

crayon, book, teacher, floor, pencil, rubber, paper  
red, blue, bird, whale  
big, little, elephant, mosquito

## BASIC COMPETENCES

The children learn that they must wait for their turn to take part in the interactive and group activities.

## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy, Tina, and Polly
- ★ Flashcards: crayon, book, teacher, floor, pencil, rubber, paper, red, blue, big, little in the cloth bag
- ★ CD (optional)
- ★ Poster 1 and Blu-tack
- ★ Children's pop-out 1 ready-made
- ★ Cover the bottom two series on the worksheet



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** crayon, book, teacher, floor, pencil, rubber, paper, red, blue, 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: Remember!** (Teacher's Resource Book, page 27)
- **Poster 1:** crayon, book, teacher, floor, pencil, rubber, paper, bird, whale, elephant, red, blue, big, little
  - ★ **Create interest:** Display the pop-outs of the three schoolbags and show the children the pop-out classroom objects and toy animals. Ask the children to say what they see.
  - ★ **Play with the pop-out:** Call out a child and ask: *Can you put a (red pencil) in Tommy's bag, please?* Call out more children to place different objects in the different bags. Then, call out a child and say: *Can you go to (Tommy's) bag and get the (red pencil) and put it in (Tina's) bag, please?* Continue giving instructions to the children to move the items.
- **Pop-out 1:** bag, crayon, book, pencil, rubber, paper
  - ★ **Display and talk about the pop-out:** Show the children the bag with all the flaps closed. Open a flap, point to the back of it, and ask: *What is it?* Continue in the same way with the remaining three flaps. Now point to the book and ask: *What is it?*
  - ★ **Play a circle game:** Children sit in a circle and pass the pop-out. When you say: *Stop! Put a (pencil) in the bag!*, the child with the pop-out closes the pencil flap. Continue until all the flaps are closed. Then, change the instruction: *Take the (pencil) out of the bag.*
- **Worksheet 1.4:** pencil, crayon, book, paper, rubber, red, blue, big, little
  - ★ **Display and talk about the worksheet:** Say: *Look! It's Tommy. What has he got?* Point and ask: *Where is Tommy going to put the red pencil, here or there?* Continue in the same way with Tina and Polly.
  - ★ **Practise the task:** Call out children to point to different parts of the picture. Call out more children and give them a crayon or a pencil to continue each of the series.

### TABLE TIME 1.6

- ★ The children finish the series.
- ★ Encourage the children to say pencil, crayon, book, paper, rubber, red, blue, big, little.
- ★ The children prepare their pop-outs.

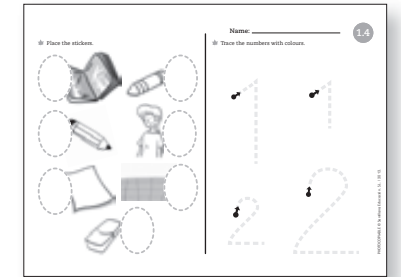
### OPTIONAL ACTIVITY Listen and say

Do **Action song 1: Pick up a pencil** 1.27 and the children open the corresponding flaps.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: crayon, book, teacher, floor, pencil, rubber, paper, red, blue, big, little in the cloth bag
- ★ CD
- ★ Poster 1
- ★ Photocopy the worksheet for all the class
- ★ Stickers



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** crayon, book, teacher, floor, pencil, rubber, paper, red, blue, big, little
  - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at getting the flashcards out of the cloth bag and asking the children to say the words.
  - ★ **Play a flashcard game: Flash** (Teacher's Resource Book, page 26)
- **Poster 1:** crayon, book, teacher, floor, pencil, rubber, paper, bird, whale, elephant, red, blue, big, little
  - ★ Start with all the objects in the three bags and ask: *Who has got the (blue whale)?* Call children out to remove the objects from the bags and give them to the owners. *Can you go to Tommy's bag, please, and get his blue crayon and give it to him?* Tommy then says: *Thank you.*
- **Continuous assessment**
  1. Sing and do **Action song 1: Pick up your pencil** 1.27
  2. Listen and join in with the **Story 1** 1.29 and/or **Story chant 1: The classroom castle** 1.30
  3. Sing **Colour song: Red bird** 1.10 and/or **Big and little** 1.21

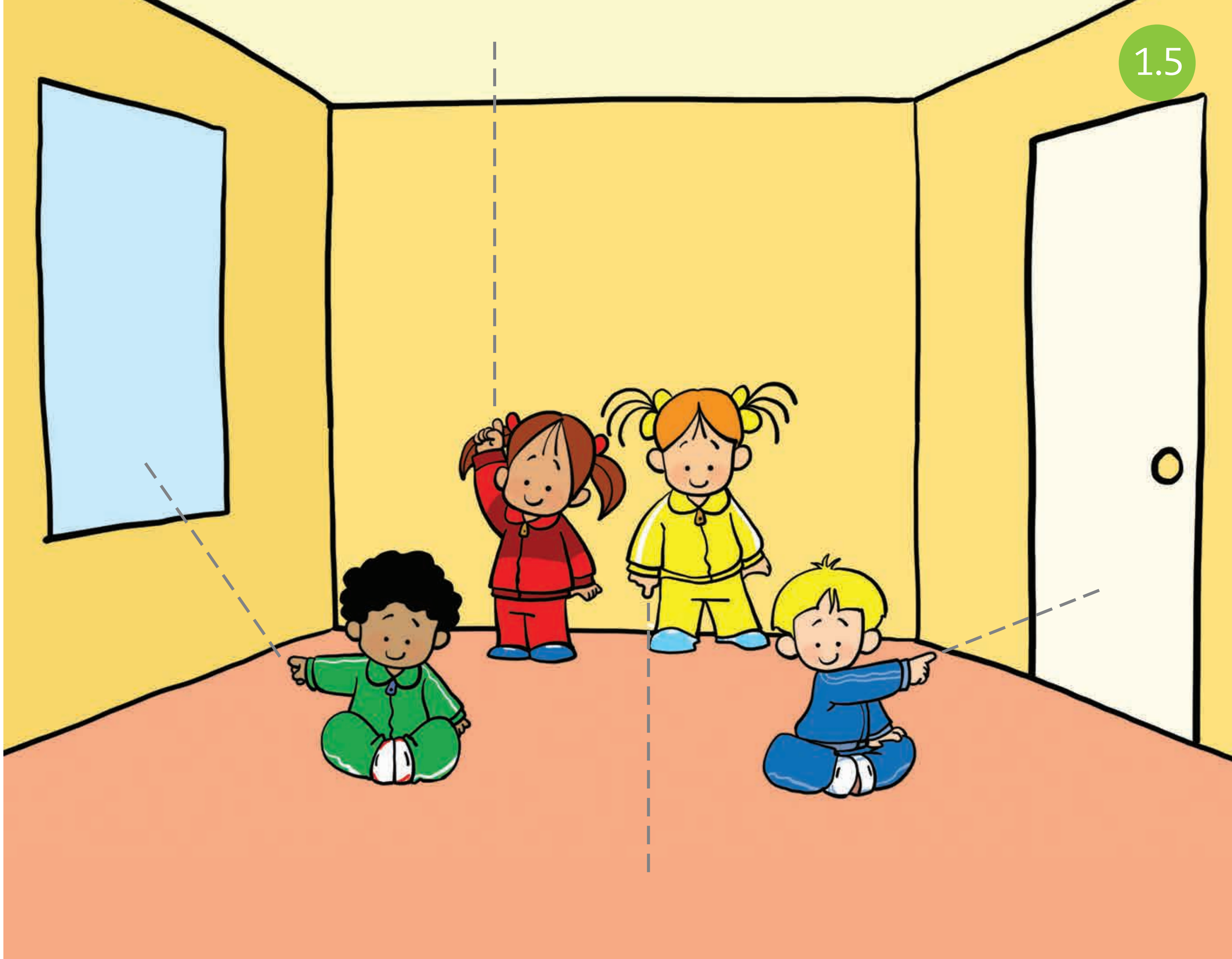
### TABLE TIME 1.6

- **Photocopiable Worksheet 1.4:** crayon, book, teacher, floor, pencil, rubber, paper, bird, whale, elephant, red, blue, big, little

Do this worksheet with a small group of children at a time, or one by one. If children are unable to produce the words, show them where to stick each character and what colour to use to trace each number in order to evaluate their comprehension. Mix both techniques as appropriate for each individual child.

  1. Check production of the target words. Point to a sticker and say: *Who is it? (Petal)* Then ask the child: *Where do you want to stick (Petal)?* Continue in the same way so that the child names the five characters and five of the words.
  2. Check numbers and colours: Ask: *What number is it? Is it big or little? What colour do you want to trace it?*





# Unit 1: Lesson 5

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the following:

*Tommy's gym* 1.7

*Pick up a pencil* 1.27

*Colour song: Red bird* 1.10

*Big and little* 1.21

Sing *Hello everyone!* 1.2 and then

*Are you feeling sleepy today?* 1.8

Call out a child to have a conversation with Tommy. (See TRB, page 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 AND EXPRESSIONS

door, window, ceiling, floor

hands, knee

point, pull, clap

boy, girl

## AUDIO

*Authentic song 1: Round and round we go* 3.1

*Round and round we go*, (x2)

*Pull, pull, clap, clap, clap.*

*Round and round we go*, (x2)

*Pull, pull, clap, clap, clap.*

*Point to the ceiling,*

*Point to the floor.*

*Point to the window,*

*Point to the door.*

*Clap your hands together,*

*One, two, three.*

*Put your hands,*

*On your knee.*



## BASIC COMPETENCES

The children join in singing and doing actions to a traditional song.

## ACTIVITY BOOK

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

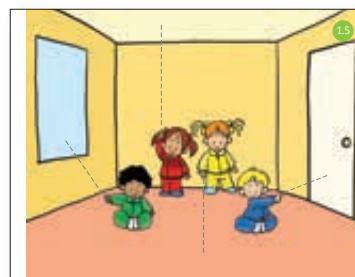
## LESSON A

### PREPARATION

★ Tommy

★ CD

★ Before class, stick a red sticker on a window and a blue sticker on the door



### ALL TOGETHER TIME 1.5

• *Playing with Tommy: floor, window, door, ceiling*

★ **Create interest:** Tommy is excited and whispers to you that he has stuck a red and a blue sticker somewhere in the classroom. Explain this to the children, and ask if they would like to look for them. Help the children by saying and miming *hot* when the children are near and *cold* when they are far away. When the children find the stickers, say: *The red sticker is on the window and the blue sticker is on the door.*

★ **Introduce new vocabulary:** The children make a telescope with their hands. Ask them to look through their telescope and say: *Look at the door/the window/ the floor.* When the children are familiar with these words, include ceiling in the game.

• *Authentic song 1: Round and round we go* 3.1

★ **Focus on the music:** Listen to the music and the children sway to the beat.

★ **Focus on the actions:** First, do the actions for the song in silence and encourage the children to copy the actions. Do the actions again and pause every now and again to see if the children can do the next action. Then, do the actions and say the words. Encourage the children to repeat what you say.

★ **Play the audio:** The children do the actions and join in with the singing. *Round and round we go:* children roll one hand over the other. On the second line, they can roll their hands in the opposite direction. *Pull:* children start with their hands together and then pull them apart.

### OPTIONAL ACTIVITY Point to

Tommy gives instructions to the children to point to things. For example: *Point to a window, the door, the ceiling, the floor, the teacher, a blue crayon, a pencil, a rubber, a book.* Every so often, Tommy says: *Pull, pull or clap, clap, clap.* Tommy starts slowly and gradually gets faster.

• *Worksheet 1.5: boy, girl, ceiling, floor, door, window*

★ **Display and talk about the worksheet:** Point and say: *Look at the children. Look at this boy/girl. Is he/she pointing to the door? What is he/she pointing to? What is the girl in yellow pointing to?*

★ **Prepare for the task:** Call children out to point to a boy, a girl, the ceiling, floor, door and window, a child wearing red, blue, etc. Call out a child to trace the line with their finger between a child and what they are pointing to. Give a child a pencil and say, for example: *Trace the line between the boy and the window.*

### TABLE TIME 1.6

★ Children trace the lines between each child and what they are pointing to. They also colour the door.

## LESSON B

### PREPARATION

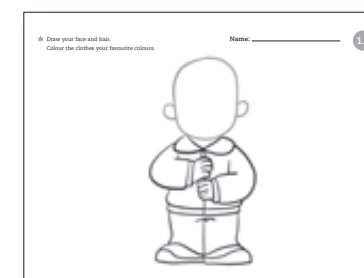
★ Tommy

★ Photocopy of the worksheet to allow one for each child and 1 extra

★ CD

★ Two large sheets of coloured card, glue (optional)

★ Print and stick the words of the song onto a sheet of card (optional)



### ALL TOGETHER TIME 1.5

• *Playing with Tommy: round and round we go, pull, clap, put your hands on your knee, point to the door/floor/window/ceiling*

★ Play Tommy says. Give commands from the song: *Clap your hands! Point to the floor! Pull! Round and round we go!* The children only carry them out if they are prefaced by Tommy says. If they carry out a command without Tommy saying they should do it, they should sit out of the game for two turns.

• *Authentic song 1: Round and round we go* 3.1

★ Ask children to remember the actions from the song and do them in order.

★ Play the song, encouraging the children to join in with the mimes and the words.

★ Do the actions again and see if the children can remember the words for them.

★ Sing the song, replacing *ceiling* and *window* with objects in the classroom, for example: *Point to a crayon, point to the floor, point to a book, point to the door.*

### OPTIONAL ACTIVITY An action dance

Play some music and the children dance. Pause the music and the children make a statue. Then, say a command from the song, for example: *Point to the ceiling!* Start the music again and the children dance and do the action until you pause the music again and give them a new action.

• *Photocopiable Worksheet 1.5*

★ The children are going to make a picture of themselves singing the song. Tommy shows the children a picture of a child rolling one hand over the other. Demonstrate how to draw a face (Tommy's) and colour the clothes. Ask: *What is Tommy's favourite colour?* and colour the tracksuit accordingly.

### TABLE TIME 1.6

★ Give each child a picture of a child to convert into a picture of themselves, following your example. As the children work, play the song several times.

★ Encourage individual children to say the words of the song with you.

### OPTIONAL ACTIVITIES Optional follow up

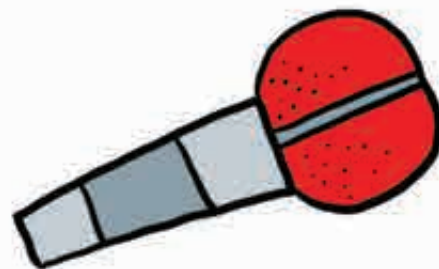
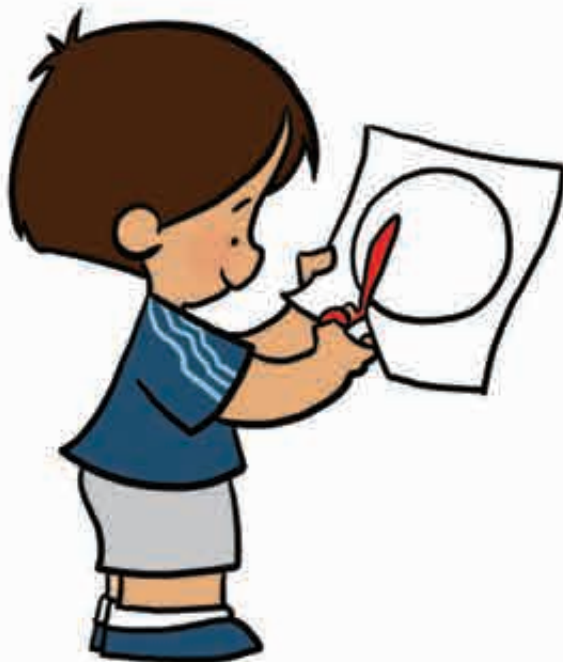
Cut out and glue the completed children onto the two pieces of card.

Draw a window and a door on the card. Display the children's song poster, and then use it as a page in the *Very big class song book*.

Children can watch other children singing 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 singing her some songs. Choose from the following:

*Round and round we go* 3.1

*Tommy's gym* 1.7

*Pick up a pencil* 1.27

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 Tommy and sing *Goodbye!* 1.4

## VOCABULARY

Draw/ drawing, cut out/cutting out, sing/singing, dance/dancing, play/playing, look/looking at books, school, boy, girl, books, like

## AUDIO

Photo poster 1: 3.2 and 3.3

(in order)

Hello. My name's Jessica. I'm 4. I like school.

This boy likes drawing.

This girl likes cutting out.

This boy likes looking at books.

This girl likes singing.

This boy likes playing.

This girl likes dancing.

(out of order)

Hello. My name's Jessica. I'm 4. I like school.

This girl likes singing.

This girl likes cutting out.

This boy likes playing.

This boy likes drawing.

This girl likes dancing

This boy likes looking at books.



## BASIC COMPETENCES

The children learn some vocabulary related to creative activities.

## ACTIVITY BOOK

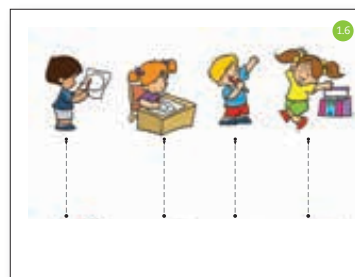
This is a good time to work with

Unit 1, Worksheet 1.4, page 9. 3.27

## LESSON A

### PREPARATION

- ★ Polly
- ★ Flashcards: draw, cut out, sing, dance
- ★ Photo poster 1 (cover all but the picture of Jessica and the picture of the classroom)
- ★ CD
- ★ Stickers



### ALL TOGETHER TIME 1.5

- **Playing with Polly: I like school**
  - ★ **Create interest:** Polly is happy. Ask the children: *Why is Polly happy? (She likes school).* Polly asks the children: *Do you like school?* Encourage the children to say yes and put their thumb up. They can also do a high five with Polly.
- **Photo poster 1: 3.2 drawing, cutting out, singing, dancing, playing, boy, girl, like school**
  - ★ **Display and talk about the poster:** Introduce Jessica and read/listen to what she is saying. *Is Jessica a girl or a boy? How old is she? Does she like school?* Uncover the first picture, mime and say: *Look, it's a boy. He's drawing. He likes drawing.* 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/girl happy? Does he/she like dancing, etc.* Practise the mimes with the children.
  - ★ **Play the audio (in order):** 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: drawing, cutting out, singing, dancing**
  - ★ Show flashcards one at time and call out children to identify the child doing the corresponding action on the poster. Help them say: *This boy is drawing, etc.*
  - ★ Display the flashcards and say one of the activities. Then, name a child to touch the corresponding flashcard and scene on the poster. Play more flashcard games. See the games bank, Teacher's resource Book, page 26.

### 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. Help them say, for example: *This girl is dancing.*

- **Worksheet 1.6: draw, cut out, sing, dance**
  - ★ **Display and talk about the worksheet:** Point to the pictures along the top one at a time. Ask: *Is it a boy or a girl? What is he/she doing?* Point to one of the pictures at the bottom, for example the microphone, and say: *Do we use this for singing or for dancing?* Ask similar questions about the remaining pictures.
  - ★ **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? What's different?* Show children the stickers. Call out a child to trace a line, then choose the corresponding sticker.

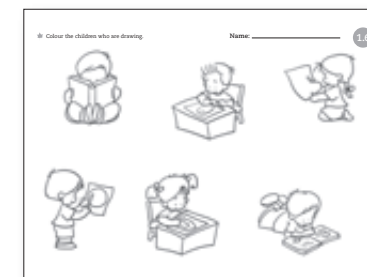
### TABLE TIME 1.6

- ★ The children trace the lines and then stick each sticker in the right place.
- ★ Encourage the children to identify cutting out, drawing, dancing, singing.

## LESSON B

### PREPARATION

- ★ Polly
- ★ Flashcards: draw, cut out, sing, dance
- ★ Photo poster 1
- ★ CD
- ★ Photocopy the worksheet for all the class



### ALL TOGETHER TIME 1.5

- **Playing with Polly: draw, cut out, sing, dance, play, look at a book**
  - ★ **Recap phrases:** Play an action game with Polly. Stick each of the four flashcards on a wall and draw two chalk circles on the floor, reasonably far apart. Place a book in one and a toy in the other. Polly says: *Everyone draw*, and the children must touch the wall with the corresponding flashcard. Say: *Everyone look at a book*, and the children must go to the corresponding circle on the floor. Alternatively, divide the children into four groups and each group has a turn while the others watch.
- **Photo poster 1: 3.3 drawing, cutting out, singing, dancing, playing, boy, girl, school, like**
  - ★ **Play games with the poster:** Pretend to be one of the children on the poster. Do a mime and say, for example: *Look at me! I'm playing.* Call children out to point to the corresponding child. Continue the activity but without doing the mime, so that the children have to listen carefully. Point to each child on the poster in turn and the children imitate the exact pose of that child. Then, name a child to come out and imitate one of the children for the rest to guess which one.
  - ★ **Play the audio (out of order):** 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 do you like at school?

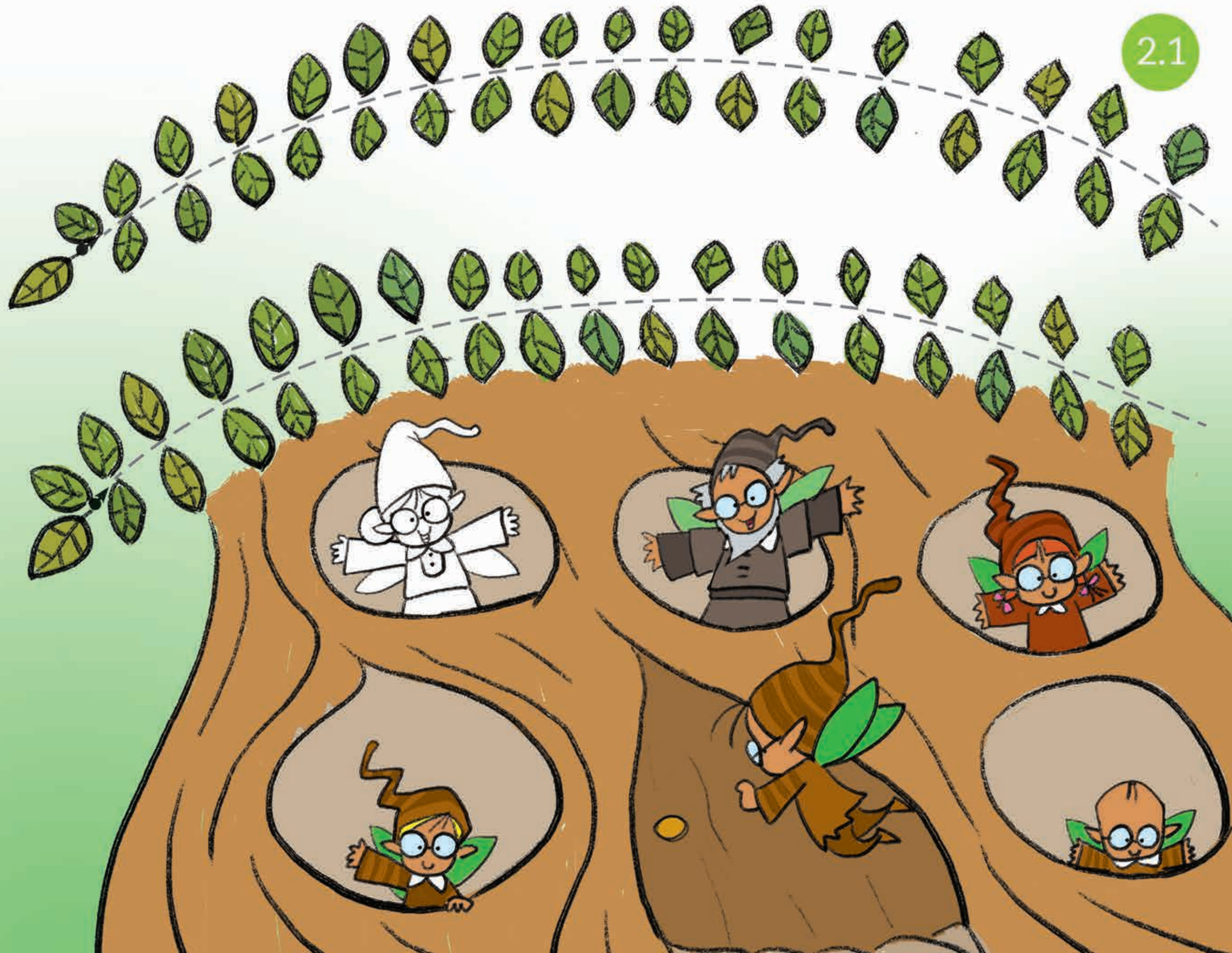
Polly wants to know what the children like doing at school. Use the flashcards and ask questions, for example: *Do you like dancing?* or *Which do you like better drawing or singing?* Polly can ask about other things they like and you can express their ideas in English. Polly can react by miming their ideas and saying: *Me too!*

- **Photocopiable Worksheet 1.6: boy, girl, drawing, cutting out, looking at a book**
  - ★ **Display and talk about the worksheet:** *Look at the children. Look at the boys and look at the girls. How many boys/girls are there? What is this boy/girl doing?* Name a child to start colouring a child that is drawing. Name another child to start colouring the other child that is drawing. Point to the other children on the poster, mime colouring and, at the same time, shake your head.

### TABLE TIME 1.6

- ★ The children colour only the children who are drawing.
- ★ Encourage the children to identify boy, girl, 1, 2, 3, drawing, cutting out, looking at a book.







# Unit 2: Lesson 1

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the following:

**Tommy's gym** 1.7

**Pick up a pencil** 1.27

**Big and little** 1.21

Sing **Hello!** 1.1 and then

**Are you feeling sleepy today?** 1.8

Call out a child to have a conversation with Tommy. (See TRB, page 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

brother, sister, grandad  
mummy, daddy, baby, granny  
house, knock, door  
hello

## AUDIO

**Action song 2: Knock at the door** 1.31

(Granny's in the house),  
Granny's in the house.  
Knock at the door,  
Knock, knock!  
Hello granny!

Grandad's in the house.  
Sister's in the house.  
Brother's in the house.  
Baby's in the house.

**Tommy's music 2** 1.32

Knock on the door. You're sister. Dance.  
Knock on the door. You're grandad. Dance.  
Knock on the door. You're baby. Dance.

## BASIC COMPETENCES

The children have the opportunity to talk about their family and demonstrate a positive self image.

## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy
- ★ Flashcards: brother, sister, grandad, granny, mummy, daddy, baby in the cloth bag
- ★ If possible, bring a photo of your own family, including brothers and sisters (optional)
- ★ CD
- ★ Stickers



### ALL TOGETHER TIME 1.5

- **Playing with Tommy: brother, sister, grandad, granny, mummy, daddy, baby**

- ★ **Create interest and introduce new vocabulary:** Show the children the photo of your family and point to your brothers and sisters. Say: **This is my brother** (say his name) **and this is my sister** (say her name). Alternatively, show the flashcards of brother and sister. Tell the children that Tommy wants to know about their families. Tommy asks the children: **Do you have a (sister)? What's (her) name?**

- ★ **Play a flashcard game: It's ...** (Teacher's Resource Book, page 26)

- **Action song 2: Knock at the door** 1.31

- ★ Draw a house on the board with five windows and a door. Put the flashcards of brother, sister, baby, granny and grandad face down in the windows. As you play the CD, knock on the door and turn the flashcards over during the appropriate verse.
- ★ Establish mimes for granny, grandad, baby, brother and sister with the children. For example, granny reading a book, grandad cooking, baby sucking a thumb, brother playing football and sister playing basketball. Play the song again and act it out with the children.

- **Worksheet 2.1: brother, sister, grandad, granny, baby**

- ★ **Display and talk about the worksheet:** Point and say: **Look! Here's Twig. He's knocking on the door. Look! Here's his granny, grandad, brother, sister and baby, too.**
- ★ **Practise the task:** Call a child out. Point to the roof of the house and say: **Follow this line with your finger. Pick up a pencil and follow the line. Thank you. Now get a crayon and colour Twig's granny. Thank you.**

### TABLE TIME 1.6

- ★ Give out the stickers, saying: **It's (grandad).** Play the song again, pausing after each verse for them to stick the sticker on. They trace the lines of the roof and colour Twig's granny.
- ★ Play or sing the song, getting the children to point to the worksheet as they listen.
- ★ Encourage the children to identify granny, grandad, brother, sister, baby.

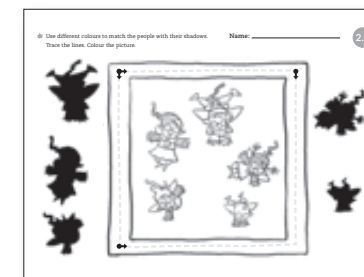
### OPTIONAL ACTIVITY Musical families

Remind the children of the mimes for granny, grandad, baby, brother and sister, and work out with them a mime for mummy and daddy. Play some music and say the family words: **mummy, daddy, brother, sister, granny, grandad, baby.** The children do the mimes to the music.

## LESSON B

### PREPARATION

- ★ Tommy
- ★ Flashcards: brother, sister, grandad, granny, mummy, daddy, baby
- ★ CD
- ★ Photocopy of the worksheet for all the class



### ALL TOGETHER TIME 1.5

- **Playing with Tommy: brother, sister, grandad, granny, mummy, daddy, baby**

- ★ **Recap vocabulary:** Hold the flashcards so that neither the children nor Tommy can see them. The children help Tommy to remember the names of the family members. Do mimes to help them as necessary: **Let me see, there's hmm... Oh yes! Thank you! There's mummy!** As they say the family members, put the flashcards on the floor.

- ★ **Play a flashcard game: Wave/blow a kiss to mummy** (Teacher's Resource Book, page 27)

### OPTIONAL ACTIVITY Mime a family member

Call out a child. They choose a family member from the flashcards and you help them mime that person for the rest of the class to guess who it is. (See Lesson A for possible mimes).

- **Action song 2: Knock at the door** 1.31

- ★ The children listen to the song and wave at or blow a kiss to the appropriate family members on the wall. Call out children to lead the rest of the class singing and acting out the song again.

- **Tommy's music 2** 1.32 **Knock on the door. You're sister. Dance. Knock on the door. You're grandad. Dance. Knock on the door. You're baby. Dance.**

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

- **Photocopiable Worksheet 2.1: granny, grandad, brother, sister, baby**

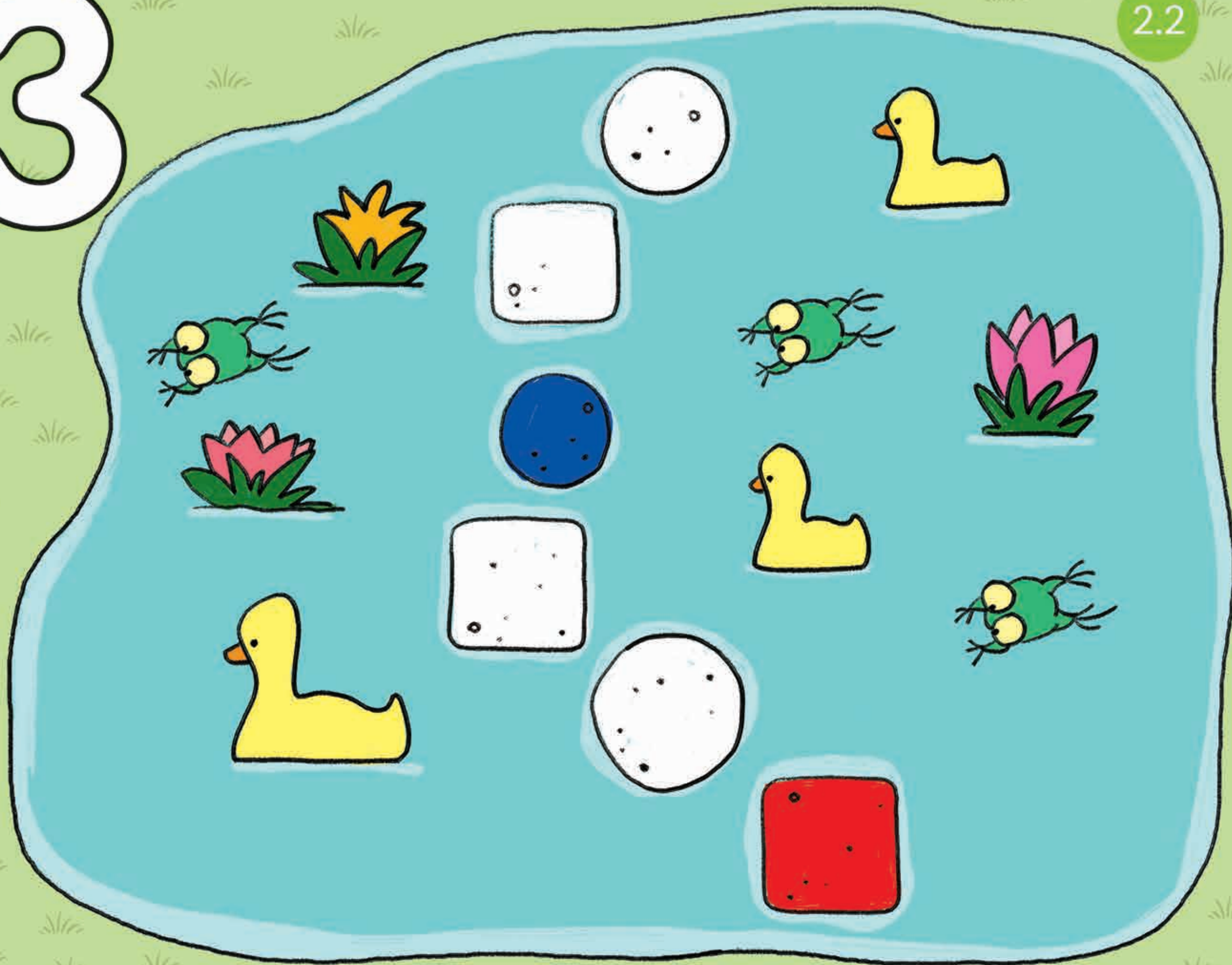
- ★ **Display and talk about the worksheet:** Point and say: **Look, here's granny and grandad and brother and sister and baby.**
- ★ **Practise the task:** Call out children and say: **Look at the picture in the middle. Point to (granny). Now, look for (granny) here. Draw a line between (granny) here and here.**

### TABLE TIME 1.6

- ★ The children draw a line from the family members to their shadows. They trace the line of the frame.
- ★ Encourage the children to identify the family members.
- ★ Sing or play **Knock on the door** 1.31 as the children work.

3

2.2





# Unit 2: Lesson 2

## OPENING ROUTINE

Wake up Tina by singing her a song.  
Choose from the following:

*Tommy's gym* 1.7, *Knock at the door* 1.31

*Colour songs: Red bird* 1.10, *Blue whale* 1.11 *Big and little* 1.21

Sing *Hello!* 1.1 and then

*Are you feeling sleepy today?* 1.8

Call out a child to have a conversation with Tina. (See TRB, page 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 Tina and sing *Goodbye!* 1.4

## VOCABULARY

green, yellow, red, blue / frog, duck, bird, whale  
one, two, three / circle, square / hand, tummy, nose

## AUDIO

**Colour song: Yellow duck** 1.9

*Yellow, yellow, a yellow duck.* (x3)  
*Quack! Quack! Quack!*

**Colour song: Green frog** 1.12

*Green, green, a green frog.* (x3)  
*Ribbet! Ribbet! Ribbet!*

**Colour song: Yellow, red, blue, green** 1.13

**Shape song: Circle** 1.22

*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?*

**Shape song: Square** 1.23

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

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

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

## BASIC COMPETENCES

The children develop and reinforce their knowledge of number and shape.

## LESSON A

### PREPARATION

- ★ Tina
- ★ A yellow circle and a green square in the cloth bag
- ★ Flashcards: yellow, green, circle, square, three
- ★ CD
- ★ Geometrical shapes: yellow and green circles and squares
- ★ Stickers



### ALL TOGETHER TIME 1.5

- **Playing with Tina: yellow, green, circle, square**
  - ★ **Create interest:** Call out a child to find what Tina has in her bag. *What is it? A yellow circle and a green square.*
  - ★ **Revise concepts and introduce a new concept:** Trace the sides of the square with your finger and at the same time say: *One, two, three, four sides. It's a square.* Pass the square around and the children do the same as you. Trace the edge of the circle with your finger and say: *It's a circle.* Roll the circle to a child, who then rolls it back to you. Encourage the child to say: *It's a circle!* Continue by rolling the circle to more children. Pass the circle and the square around and the children trace the edge with their finger as they name the shape and the colour. The children pass a yellow circle, a yellow square, a green circle and a green square to music. Pause the music and ask: *Who has got the (yellow circle)?* or *What has (Pablo) got?*
  - ★ **More practice:** Tina goes around the classroom holding up objects and asking the children if they are a circle or a square: *Is it a circle? Is it a square?* Display a circle and a square, and ask the children to collect objects that are circles or squares and add them to the display.
- **Colour songs: Yellow duck** 1.9, **Green frog** 1.12
  - ★ Flash the yellow duck flashcard quickly and children say what they see. Do an action for duck. The children do the action and say: *Quack, quack.*
  - ★ Repeat the same procedure with the green frog flashcard.
  - ★ Play the song. The children do the actions and join in with the singing.
- **Shape songs: Circle** 1.22, **Square** 1.23
  - ★ First do the actions in silence, using your finger to draw, and encourage the children to copy. Then play the song and the children do the actions and join in with the singing.

### OPTIONAL ACTIVITY Walk on the square

Draw a square on the floor with chalk and the children take turns at walking along its edges. Repeat with a circle.

- **Worksheet 2.2: yellow duck, green frog, circle, square, three**
  - ★ **Display and talk about the worksheet:** Point and ask: *What can you see? Ducks, frogs, flowers, circles and squares. How many (ducks)? Three. Point to the number three. What colour are the (ducks)?*
  - ★ **Practise the task:** Show the children the page in their book. Count the ducks and say: *Oh dear just one! Two are missing!* Repeat with the frogs. Show the children the stickers. Give the children red and blue crayons to colour the circles and squares. Call out a child to choose a colour and colour the number three.

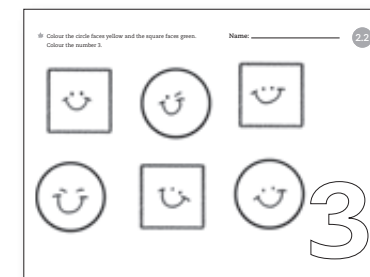
### TABLE TIME 1.6

- ★ The children put the duck and frog stickers in the pond and colour the circles blue, the squares red and the number three the colour of their choice.
- ★ Encourage the children to identify red, blue, yellow, green, circle, square, frog, duck, three.

## LESSON B

### PREPARATION

- ★ Tina
- ★ Flashcards: yellow, red, blue, green, circle, square, one, two, three
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ Red, blue, green and yellow straws; red, blue, green and yellow paint; paint brushes; glue; scissors (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tina: red, blue, yellow, green, circle, square, one, two, three**
  - ★ **Recap the concept:** Display the flashcards. Do an action, for example, hold up three fingers, draw a circle in the air or point to something blue, and the children help Tina to point to the right flashcard and say the word.
  - ★ Put the flashcards face down, in three piles: numbers, colours and shapes. Tina takes a card from each pile and looks at them in secret. She then says the information: *(Three blue circles).* Name children to come and get the shapes and show them to Tina. Tina then shows the flashcards and the children check to see if they are right.
- **Colour song: Yellow, red, blue, green** 1.13
  - ★ Flash the flashcards quickly and the children say what they see.
  - ★ Play the song and the children do the actions and join in with the singing.
- **Shape songs: Circle** 1.22, **Square** 1.23
  - ★ Play the song and the children do the actions and join in with the singing.
  - ★ Put the children into pairs. Play the song again and they take turns at drawing the different shapes on each other's bodies.
- **Photocopiable Worksheet 2.2: yellow, green, circle, square, three**
  - ★ **Display and talk about the worksheet:** Point and say: *Look, faces! Circle faces and square faces! Let's count the (circle) faces? (Three.) Point to the number three.*
  - ★ **Practise the task:** Call out children and give them a yellow crayon to colour the circle faces or a green crayon to colour the square faces. Call out a child to choose a colour and colour the number three.

### TABLE TIME 1.6

- ★ The children colour the circles yellow and the squares green, and they colour the number three.
- ★ Encourage the children to identify yellow, green, square, circle, three.

### OPTIONAL ACTIVITY Make squares

The children make squares by sticking four straws of the same colour on a piece of paper, and then painting the inside of the square the same colour. They then cut off the extra paper. Mount their squares on the wall like a big patchwork blanket.







# Unit 2: Lesson 3

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing them some songs. Choose from the following:

**Knock at the door** 1.31

**Shape song: Square** 1.23

**Pick up a pencil** 1.27

**Tommy's gym** 1.7

Sing **Hello everyone!** 1.2 and then **Are you feeling sleepy today?** 1.8 Call out a child to have a conversation with one of the characters. (See TRB, page 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 AND EXPRESSIONS

sister, brother, grandad, granny, mummy, daddy, baby

tummy, new, house, garden

My mummy has a baby in her tummy.

I have a new sister.

What a beautiful baby.

Wait and see.

Come and see.

Come here please.

Come with me.

What is that noise?

What a noisy baby!

## AUDIO

**Story 2: A new baby** 1.33

**Story chant 2: A new baby** 1.34

This is my new sister.

Squawk, squawk, squawk!

What a beautiful baby!

This is my new brother.

Slurp, slurp, slurp!

What a beautiful baby!

This is my new sister,

This is my new brother.

Wah, wah, wah!

A sister and a brother!

## BASIC COMPETENCES

Being attentive during the story and relying on their memory for the activity will help the children in their future learning.

## LESSON A

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: mummy, daddy, baby, granny, grandad, brother, sister
- ★ Story cards: Story 2: A new baby
- ★ CD



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: sister, brother, grandad, granny, mummy, daddy, baby**
  - ★ **Recap vocabulary and play a flashcard game:** Show the flashcards one by one, saying the words. Draw a red, a blue, a yellow and a green circle on the board and put one flashcard in each with the picture hidden. The children help Tommy, Tina and Polly to guess who is in each circle: **Who is in the (blue) circle? Is it (brother or grandad or daddy)?** Once they have guessed, you can play the game again with other members of the family.
- **Story 2: A new baby** 1.33
  - ★ **Create interest:** Show the children the baby flashcard and ask if anyone has a baby in their family. Ask: **Is it a baby sister or a baby brother?** Use the brother and sister flashcards to help. Remind them of the mimes for brother and sister from Lesson 1A. Listen to the children and say: **(Maria) has a (brother)**, encouraging Maria and the rest of the class to do the brother mime.
  - ★ **Introduce the story:** Display story card 1. Point and say: **Look! Here's Tommy and Tommy's brother. Mummy tiger has a baby in her tummy. Is it a baby sister or a baby brother?** Shrug and say: **We don't know!**
  - ★ **Listen to the audio:** You can go through the cards commenting and asking children questions and then play the audio through without stopping, or play the audio and display the pictures one at a time. Point to the characters as they speak. After story cards 3, 5 and 8, point and say: **Is it a baby brother or a baby sister?**
  - ★ **Check comprehension:** Point, mime and ask questions: **Who's this? What is (Tommy) saying? Why is granny calling Tommy?**
  - ★ **Listen to the audio and join in.**

### OPTIONAL ACTIVITY What can you see?

Choose one of the story cards in secret. Put a piece of white paper over the front of the card and pull it down, slowly revealing the card. Children say what and who they can see.

- **Worksheet 2.3: sister, brother, baby, Tommy, Tina, Polly**
  - ★ **Display and talk about the worksheet:** Point to each of the characters in turn and ask: **Who's this? Is this a baby brother or a baby sister?**
  - ★ **Practise the task:** Call a child out and say: **Does Polly have a baby sister or a baby brother? Good. Pick up a crayon and trace the circle round the baby sister. Thank you. Now colour a bit of Polly.** Continue with other children.

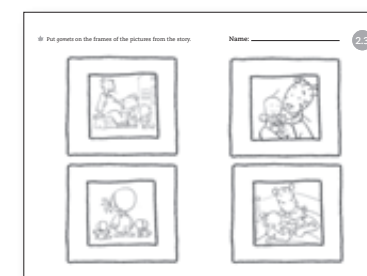
### TABLE TIME 1.6

- ★ The children trace the circles round the babies that appear in the story. They finish colouring Tommy, Tina and Polly's clothes. You can play or sing the songs from the unit as the children work.
- ★ Encourage the children to identify baby sister, baby brother and the characters.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: sister, brother, grandad, granny, mummy, daddy, baby
- ★ Story cards: Story 2: A new baby
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ Gomets



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: sister, brother, grandad, granny, mummy, daddy, baby**
  - ★ **Recap vocabulary with a flashcard game: Moving cards** (Teacher's Resource Book, page 26)
- **Story 2: A new baby** 1.33
  - ★ **Recap the story:** Put the story cards, except 1, 3, 5 and 8, on the carpet or board in order. Leave spaces for the missing cards. Put one of the missing cards in a cloth bag and play *Pass the Parcel* with the song **Knock on the door** 1.31. When you pause the music, the child with the bag opens it, takes out the story card and decides where to put it. When all the cards are in order, ask a child to point to the cards as they listen to the story.
  - ★ **Listen to the audio and act out the story:** Assign the roles of all the characters in the story. Tell the story or play it on the CD and help the children to act out their parts.
- **Story chant 2: A new baby** 1.34
  - ★ **Listen to the audio:** The children listen to the chant and clap their hands quietly to the rhythm. Put story cards 3, 5 and 8 on the floor. Play the chant again and lift the cards up in turn according to the chant, blowing each of them a kiss. Put your hands over your ears when Tommy's sister and brother are crying. Encourage the children to join in. Play the chant again, encouraging the children to join in with the actions and the words.

### OPTIONAL ACTIVITY Act out the chant

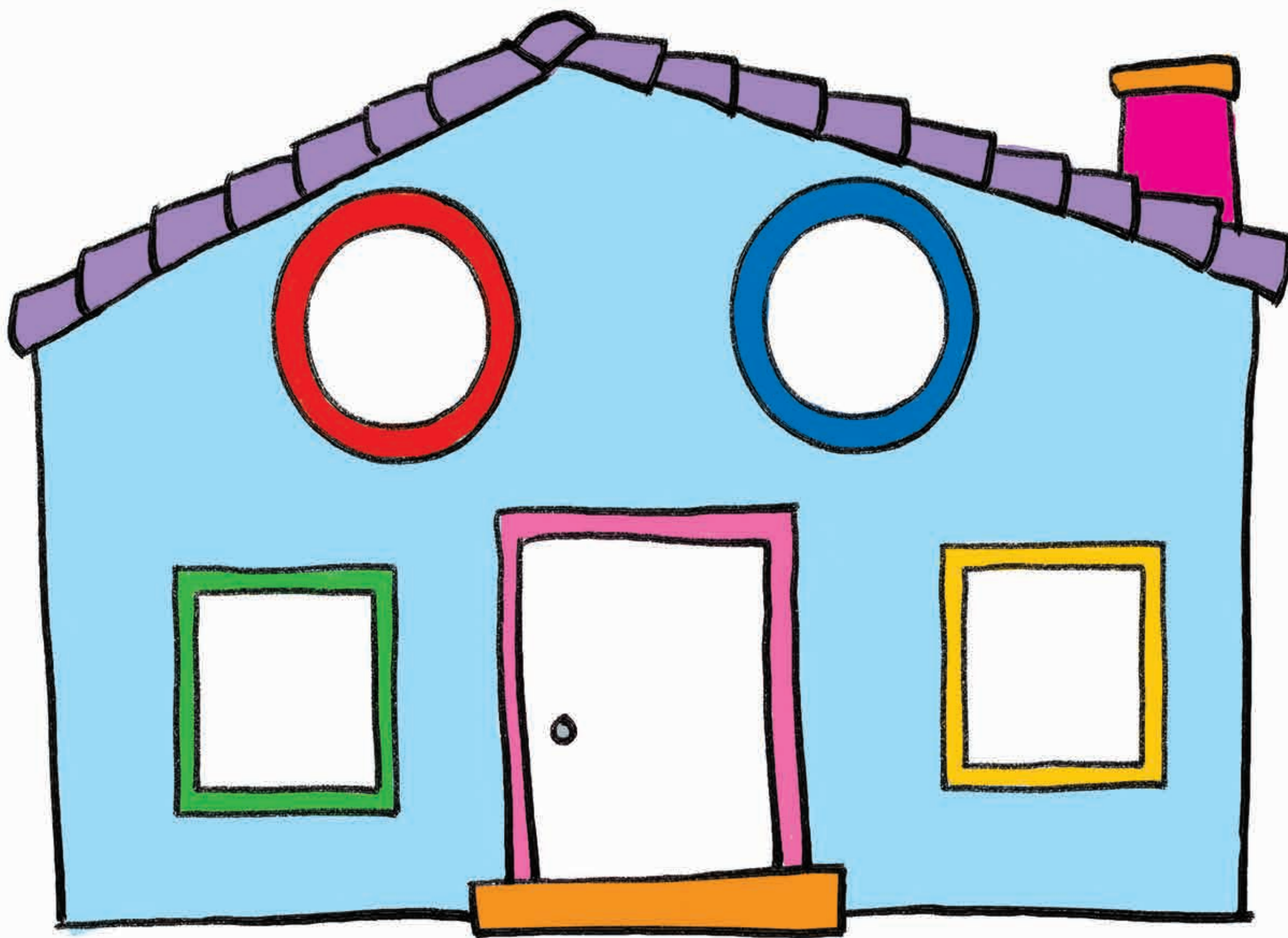
Divide the class into three groups, one with Polly, one with Tina and one with Tommy. Ask each group to hold up one of the relevant story cards (3, 5 and 8). Each group leads the others in the relevant verse of the chant, standing up and acting it out.

- **Photocopiable Worksheet 2.3: baby sister, brother, grandad, mummy, Tommy, Polly**
  - ★ **Display and talk about the worksheet:** Point and say: **Look! Here's mummy tiger with Tommy and his brother. Here is Polly with a baby sister and a baby brother.** Call a child out. Say: **Point to (Tommy).** Continue with other children.
  - ★ **Practise the task:** Call a child out. Point to a picture and say: **Is this picture in the story? No. Is this picture in the story? Yes. Pick up a green sticker and put it in the frame of the picture.** Help them to follow your instructions. Continue with other children.

### TABLE TIME 1.6

- ★ The children put stickers in the frames of the pictures that appear in the story.
- ★ Encourage the children to identify the family members and the characters, and to join in saying the chant from the story.





# Unit 2: Lesson 4

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing some songs. Choose from the following:

*Tommy's gym* 1.7

*Knock at the door* 1.31

*Colour songs: Green frog* 1.12

*Yellow duck* 1.9

*Shape song: Square* 1.23

Sing *Hello everyone!* 1.2 and then *Are you feeling sleepy today?* 1.8 Call out a child to have a conversation with Tommy. (See TRB, page 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

mummy, daddy, baby, granny, grandad  
brother, sister  
frog, duck  
window, door  
green, yellow, circle, square

## BASIC COMPETENCES

The children use their artistic expression to draw members of their family.

## 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: mummy, daddy, baby, granny, grandad, brother, sister, green, yellow, red, blue, circle, square in the cloth bag
- ★ Poster 2, poster pop-outs and Blu-tack
- ★ Pop-out 2
- ★ CD (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: mummy, daddy, baby, granny, grandad, brother, sister, green, yellow, circle, square**
  - ★ **Recap vocabulary:** Tommy shows the flashcards to Tina and Polly who remember the words with the children's help.
  - ★ **Play a flashcard game: Bring me** (Teacher's Resource Book, page 26)
- **Poster 2: mummy, daddy, baby, granny, grandad, brother, sister, green, yellow, red, blue, circle, square**
  - ★ **Create interest:** Display the pop-out of the house and show children the pictures of family members. Ask the children to say what they see.
  - ★ **Play with the poster:** Call out a child and ask: *Can you put (granny) in a circle window, please?* Call out more children to place different family members in different windows. Then, call out a child and say: *Can you go to the (blue) window and get (brother) and put him with (granny)?* Continue giving the children instructions to move the people.
- **Pop-out 2: house, granny, grandad, baby brother, baby sister, window, door**
  - ★ **Display and talk about the pop-out:** Show the house with the windows closed. Ask a child to choose a window by saying its colour and to open it. Ask: *Who is it?* Continue with the rest of the windows and the door.
  - ★ **Play a circle game:** Children sit in a circle and pass a pop-out round. When you say: *Stop! Open the (red) window!* the child with the pop-out does so and says: *It's (granny).*
- **Worksheet 2.4: mummy, daddy, baby, granny, grandad, brother, sister, green, yellow, red, blue, circle, square**
  - ★ **Display and talk about the worksheet:** Point and say: *Look! It's a house with two (circle) windows.*
  - ★ **Practise the task:** Call out a child and ask them to draw their mummy in the door. Call out four more children to each draw a different member of their family in one of the windows. Say: *Can you draw your (grandad) in the (yellow) window, please?*

### TABLE TIME 1.6

- ★ The children draw their family in the windows and door of the house.
- ★ Encourage the children to say mummy, daddy, baby, granny, grandad, brother, sister, green, yellow, red, blue, circle, square.
- ★ The children prepare their pop-outs.

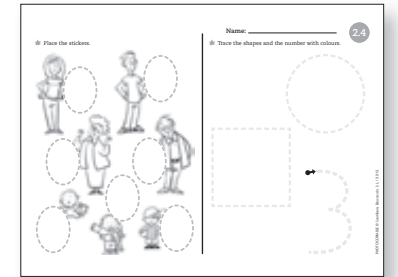
### OPTIONAL ACTIVITY Listen and play

Do *Action song 2: Knock at the door* 1.31 and the children open the door and windows as appropriate.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: mummy, daddy, baby, granny, grandad, brother, sister, green, yellow, red, blue, circle, square in the cloth bag
- ★ Poster 2
- ★ Photocopy of the worksheet for all the class
- ★ Stickers
- ★ CD



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: mummy, daddy, baby, granny, grandad, brother, sister, green, yellow, red, blue, circle, square**
  - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at getting the flashcards out of the bag and asking the children to say the words.
  - ★ **Play a flashcard game: Flash** (Teacher's Resource Book, page 26)
- **Poster 2: mummy, daddy, baby, granny, grandad, brother, sister, green, yellow, red, blue, circle, square**
  - ★ Put one family member in each window and ask the children to say who they can see. Then, cover the house with a piece of paper and ask: *Who is in the blue circle window?* Remove the piece of paper to check their answers. Move the family members and put two people in some windows. Then, repeat the activity.
- **Continuous assessment**
  1. Sing and do *Action song 2: Knock at the door* 1.31
  2. Listen and join in with the *Story 2* 1.33 and/or *Story chant 2: A new baby* 1.34
  3. Sing *Colour songs: Green frog* 1.12, *Yellow duck* 1.9 and *Shape songs: Circle* 1.22, *Square* 1.23

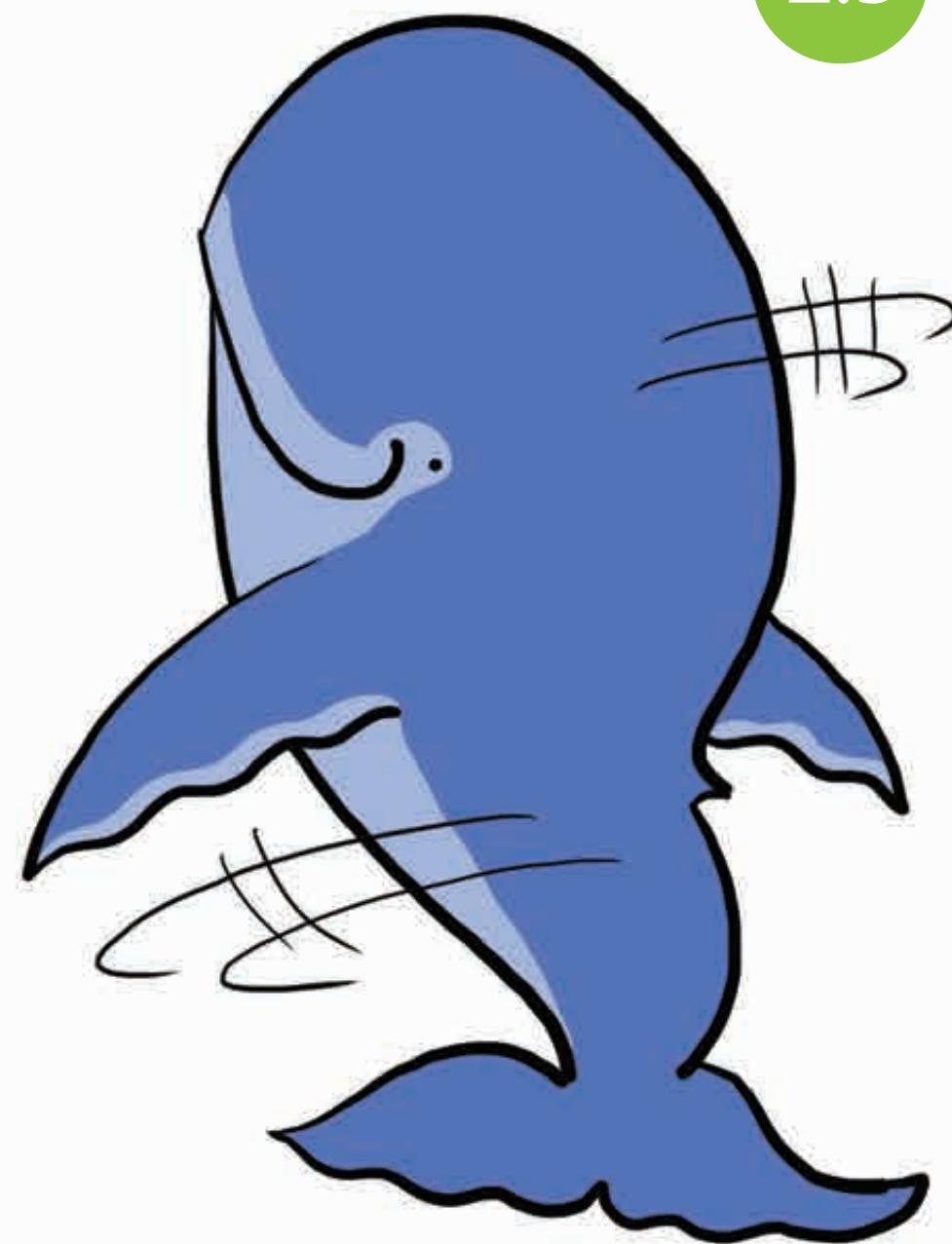
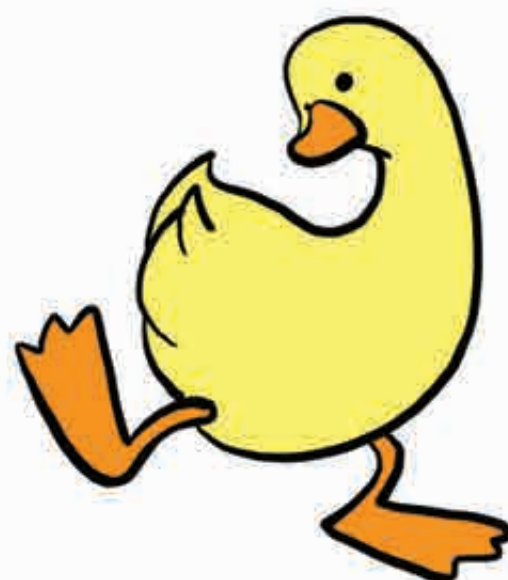
### TABLE TIME 1.6

- **Photocopiable Worksheet 2.4: mummy, daddy, baby, granny, grandad, brother, sister, green, yellow, circle, square**

Do this worksheet with a small group of children at a time, or one by one. If children are unable to produce the words, show them where to stick each character and what colour to use to trace the shapes and number to evaluate their comprehension. Mix both techniques as appropriate for each individual child.

  1. Check production of the target words. Point to a sticker and say: *Who is it? (Petal.)* Then, ask the child: *Where do you want to stick (Petal)?* Continue in the same way so that the child names the five characters and five of the words.
  2. Check shapes and colours: Ask: *What shape is it? What colour do you want to trace it?*





# Unit 2: Lesson 5

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the follow

*Round and round we go* 3.1

*Pick up a pencil* 1.27

*Knock at the door* 1.31

Sing *Hello* 1.1 and then *Are you feeling sleepy today?* 1.8 Call out a child to have a conversation with Tommy. (See TRB, page 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

happy  
clap your hands, stamp your feet, nod your head,  
turn around, shout hurray!  
bird, duck, frog, whale  
mouth, eyes  
red, blue, green, yellow

## AUDIO

*Authentic song 2: If you're happy* 3.4

If you're happy, happy, happy,  
(Clap your hands.)  
If you're happy, happy, happy,  
(Clap your hands.)  
If you're happy, happy, happy, (x3)  
(Clap your hands.)

Stamp your feet.  
Nod your head.  
Turn around.  
Shout hurray!

## BASIC COMPETENCES

Through an action song the children explore different parts of their body while developing their memory and gross motor skills.

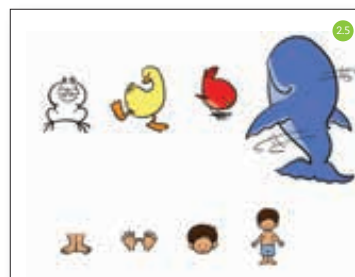
### ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy
- ★ CD
- ★ Cover each of the body parts on the bottom line of the worksheet



### ALL TOGETHER TIME 1.5

- **Playing with Tommy:** *clap your hands, stamp your feet, nod your head, turn around, shout hurray*
  - ★ **Create interest:** Explain that Tommy is very happy and he can't keep still. First he claps his hands, then stamps his feet, then nods his head, then turns around, and finally shouts hurray.
  - ★ **Introduce new vocabulary:** Repeat each action and ask: *What is Tommy doing? He's clapping his hands. He's stamping his feet. He's nodding his head. He's turning around and he's shouting hurray.*
  - ★ Pass Tommy round the class to music. Pause the music every now and again, and say: *Tommy is happy. He's (clapping his hands).* And the child holding Tommy makes him do the action.
- **Authentic song 2: If you're happy** 3.4
  - ★ **Focus on the music:** Listen to the music and the children clap to the beat.
  - ★ **Focus on the actions:** First, do the actions for the song in silence and encourage the children to copy the actions. Do the actions again and pause every now and again and see if children can do the next action. Then, do the actions and say the words.
  - ★ **Play the audio:** The children do the actions and join in with the singing.

### OPTIONAL ACTIVITY Remember the order

Tommy does two actions and describes them: *(Nod your head) and (clap your hands)*. Call children out to copy what Tommy did. Repeat with different children. Make it progressively more difficult by including three or four actions.

- **Worksheet 2.5: happy, frog, whale, bird, duck, clap your hands, stamp your feet, nod your head, turn around**
  - ★ **Display and talk about the worksheet:** Say: *Look at the animals.* Ask: *Which animal is clapping? Frog. Which animal is stamping its feet? Duck. Which animal is nodding its head? Bird. Which animal is turning round? Whale.* Uncover the picture of the feet and say: *Look, feet!* Mime and ask: *Do we clap/nod/stamp with our feet?* Continue uncovering body parts and asking the same questions.
  - ★ **Prepare for the task:** Call children out to point to an animal and the body part it is moving and draw a line between the two.

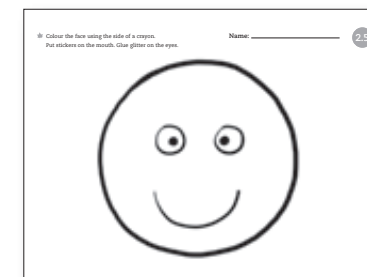
### TABLE TIME 1.6

- ★ The children draw a line between each animal and the part of its body it is moving. They colour the frog green.
- ★ Encourage the children to identify *clap your hands, stamp your feet, nod your head, turn around.*

## LESSON B

### PREPARATION

- ★ Tommy
- ★ CD
- ★ Photocopy the worksheet for all the class to allow a smiley face for each member of the class, stickers, glue and glitter
- ★ Two large sheets of coloured card, glue (optional)
- ★ Print and stick the words of the song onto a sheet of card



### ALL TOGETHER TIME 1.5

- **Playing with Tommy:** *clap your hands, stamp your feet, nod your head, turn around, shout hurray*
  - ★ **Play the pedestrian light game:** Ideally make a pedestrian light, otherwise draw a green and a red man on the board and point to them. Say an action: *(Clap your hands)*, and the children start when you show the green light and stop when you show the red light. Continue with different actions.
- **Authentic song 2: If you're happy** 3.4
  - ★ Ask the children to remember the actions from the song and do them in order.
  - ★ Play the song, encouraging the children to join in with the mimes and words.
  - ★ Turn the volume down on *happy* and encourage the children to sing this word loudly.
  - ★ Do the actions again and see if the children can remember the words for them.
  - ★ Encourage the children to invent new verses of the song.

### OPTIONAL ACTIVITY Action story

*It's your birthday. You are happy. Mummy gives you a present. You are very happy. Clap your hands. Daddy gives you a present. You are very, very happy. Stamp your feet. Granny gives you a present. You are very, very, very happy. Nod your head. Grandad gives you a present. You are very, very, very, very happy. Turn around and shout hurray!*

- **Photocopiable Worksheet 2.5: happy, mouth, eyes**

★ Tommy shows the children a picture of a smiley face. Show the children how to decorate it. First, choose a crayon and colour the face using the side of the crayon. Then, choose a contrasting colour of stickers and stick them along the line of the mouth. Finally, put glue inside the eyes and stick on a little glitter.

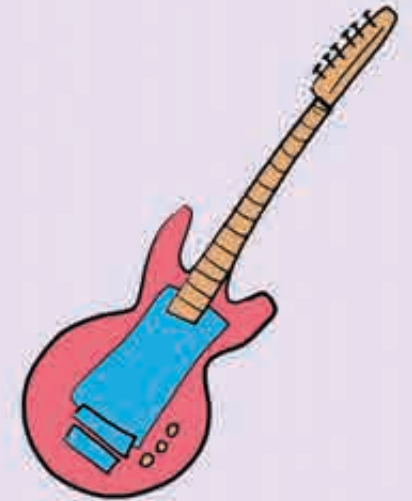
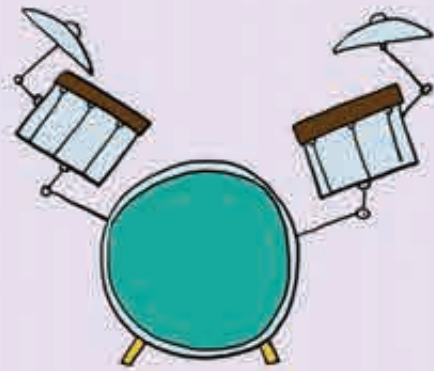
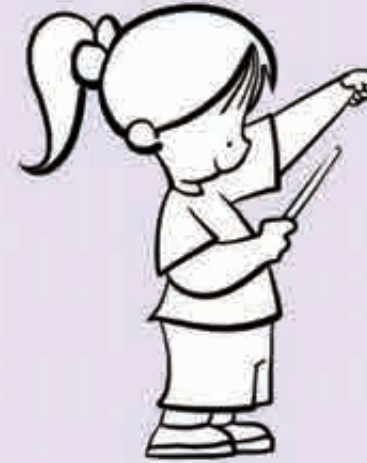
### TABLE TIME 1.6

- ★ The children decorate their faces, following your example. As the children work, play the song several times.
- ★ Encourage individual children to say the words of the song with you.

### OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the decorated smiley faces 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 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 2: Lesson 6

## OPENING ROUTINE

Wake up Polly by singing her some songs. Choose from the following:

*If you're happy* 3.4

*Round and round we go* 3.1

*Tommy'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 Polly and sing

*Goodbye!* 1.4

## VOCABULARY

drum, triangle, trumpet, guitar, violin, flute, mummy, daddy, granny, grandad, sister, brother

## AUDIO

Photo poster 2: 3.5 and 3.6

(in order)

Hello. My name's Tom. I'm 3. My family likes music.

Tom's brother plays the drum. Drums...?

Tom's mum plays the flute.

Tom's sister plays the triangle.

Tom's grandad plays the trumpet.

Tom's daddy plays the violin.

Tom's granny plays the guitar.

(out of order)

Hello. My name's Tom. I'm 3. My family likes music.

Tom's granny plays the guitar.

Tom's brother plays the drum.

Tom's grandad plays the trumpet.

Tom's mum plays the flute.

Tom's daddy plays the violin.

Tom's sister plays the triangle.

## BASIC COMPETENCES

The children become familiar with names of musical instruments while they enjoy expressing themselves creatively.

## ACTIVITY BOOK

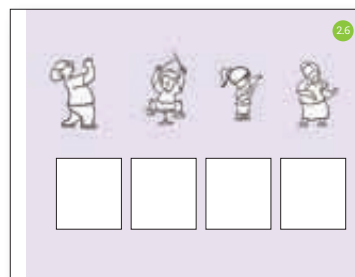
This is a good time to work with

Unit 2, Worksheet 2.4, page 17. 3.28

## LESSON A

### PREPARATION

- ★ Polly
- ★ CD
- ★ Flashcards: drum, triangle, trumpet, guitar
- ★ A pair of claves (or another percussion instrument)
- ★ Photo poster 2 (cover all but the picture of Tom)
- ★ Stickers



### ALL TOGETHER TIME 1.5

#### • Playing with Polly: I like music

- ★ **Create interest:** Polly plays the claves for the children. She plays a beat/rhythm and the children clap it. She plays a number of beats and the children count them. Give the claves to a child and repeat any of the above activities.

#### • Photo poster 2: 3.5 drum, triangle, trumpet, guitar, violin, flute, mummy, daddy, granny, grandad, sister, brother

- ★ **Display and talk about the poster:** Introduce Tom and read or listen to what he is saying. Ask: *Is Tom a girl or a boy? How old is he? What is he doing? (Playing the claves.) What does he like?* Uncover the first picture, mime and say: *Look, it's a boy. It's Tom's brother. He plays the drum, boom, boom.* Uncover the remaining pictures, talk about them, do a mime and make a sound for the children to join in. Practise the mimes and sounds with the children.
- ★ **Play the audio (in order):** 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: drum, triangle, trumpet, guitar

- ★ Show the flashcards one at time and call out children to identify the corresponding instrument on the poster. Ask, for example: *What instrument is it? Who plays it? Is it Tom's brother or his daddy? What sound does it make?* Put the flashcards face down. Call a child to name and point to an instrument on the poster. Name a child to turn over a flashcard and the rest of the class say: *Same* or *Different* accordingly. Play more flashcard games. See the games bank.

### OPTIONAL ACTIVITY Musical mime game

Mime playing musical instruments. Start by saying: *Everyone play the guitar.* Play music and children mime playing the guitar to the music. Pause the music and say: *Now everyone play the triangle.* Continue the music and children mime playing the triangle. Continue in the same way with all of the instruments.

#### • Worksheet 2.6 drum, triangle, trumpet, guitar, grandad, granny, brother, sister

- ★ **Display and talk about the worksheet:** Point to each picture and ask: *Who is it?* Point to the instruments at the bottom and ask, for example: *Does he play the drum?*
- ★ **Practise the task:** Display the children's version of the worksheet and show the children the stickers. Point to a sticker and ask, for example: *Who plays the trumpet?*

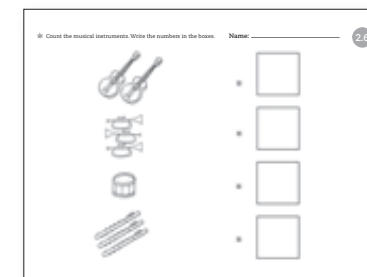
### TABLE TIME 1.6

- ★ The children stick on the instruments then colour the pictures. You can do this as a dictation, for example: *Colour granny's T-shirt pink.*
- ★ Encourage the children to identify the instruments.

## LESSON B

### PREPARATION

- ★ Polly
- ★ CD
- ★ Flashcards: drum, triangle, trumpet, guitar
- ★ Photocopy the worksheet for all the class
- ★ Photo poster 2



### ALL TOGETHER TIME 1.5

#### • Playing with Polly: drum, triangle, trumpet, guitar, violin, flute

- ★ **Recap phrases:** Polly mimes playing an instrument, for example a flute, and the children say the name of the instrument. Say, for example: *Yes, that's right. Polly can play the flute. Everyone play the flute with Polly.* Play the game, but this time instead of miming playing the instrument, Polly makes the sound of the instrument.

#### • Photo poster 2: 3.6 drum, triangle, trumpet, guitar, violin, flute, mummy, daddy, granny, grandad, sister, brother

- ★ **Play games with the poster:** Pretend to be one of the people on the poster. Do a mime and say, for example: *Look at me! I play the violin.* Call children out to point to the corresponding person and say, for example: *It's Tom's daddy.* Continue the activity but without doing the mime, so that the children have to listen carefully. Name a child to come out and copy one of the people on the poster. Ask the rest of the class: *Is it (mummy)? What instrument does (she) play?*
- ★ **Play the audio (out of order):** 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 instrument do you like best?

Polly wants to know the instrument each child would like to play. Use the flashcards and ask questions, for example: *Would you like to play the trumpet?*

Polly can ask if the children know more instruments. You can express their ideas in English. Polly can react by miming their ideas. Polly can also ask about their families. For example: *Does your daddy/mummy play a musical instrument?*

#### • Photocopiable Worksheet 2.6: guitar, trumpet, drum, flute

- ★ **Display and talk about the worksheet:** Point and ask: *What instrument is it? How many trumpets are there?* Call out children to count the instruments and write the numbers. Check by asking questions, for example: *Are there three guitars?*

### TABLE TIME 1.6

- ★ The children count the instruments and write the numbers in the boxes.
- ★ Encourage the children to identify 1, 2, 3, guitar, trumpet, drum, flute.





# Unit 3: Lesson 1

## OPENING ROUTINE

Wake up Tommy by singing him a song.  
Choose from the following:

Shape songs: Circle 1.22, Square 1.23

Tommy's gym 1.7

Knock at the door 1.31

Pick up a pencil 1.27

Sing Hello! 1.1 and then Are you feeling sleepy today? 1.8 Call out a child to have a conversation with Tommy. (See TRB, page 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

arm, leg, head, ears, eyes, mouth, nose

Put your ... in/out

Shake it all about/Do the hokey cokey

Turn around/stretch, bend

## AUDIO

Action song 3: The hokey cokey 2.1

Put your (arm) in, Put your (arm) out.

In out, In out, Shake it all about.

Do the hokey, cokey,

And turn around.

La, la, la, la, la, la, Woo!

Oh hokey, cokey, cokey, (x3)

Arms stretch, Legs bend,

La, la, la!

Put your leg in

Put your head in

Tommy's music 3 2.2

Shake your arms. Tap your head and dance.

Shake your legs, tap your eyes and dance.

Wiggle your ears, tap your mouth and dance.

## BASIC COMPETENCES

The children can demonstrate their coordination and expression through the choreography of an action song.

## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy
- ★ CD
- ★ Flashcards: arm, leg, head, ears, eyes, mouth, nose
- ★ Stickers



### ALL TOGETHER TIME 1.5

- ★ **Playing with Tommy: arm, leg, head, ears, eyes, mouth, nose**
  - ★ **Create interest:** Take Tommy's legs out of the bag first. As you do so, say: *One leg, two legs, a tail, a tummy, an arm, two arms, an ear, two ears, a mouth, a nose, an eye, two eyes... It's TOMMY!* Each time you reveal and say a new body part, recap the previous parts and do an action to go with it.
  - ★ **Introduce new vocabulary:** Show the flashcards and say, for example: *Look! A leg.* Tommy looks at a flashcard in secret and touches the relevant part of his body. The children copy him. Encourage them to say the word with you.
  - ★ **Play a flashcard game: Move please, Tommy!** (Teacher's Resource Book, page 26)
- ★ **Action song 3: The hokey cokey 2.1**
  - ★ 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.
  - ★ Show the children the worksheet and point to one of the girls or the boy. Sing the relevant verse with the children. The children can take over your role and choose the next verse.
- ★ **Worksheet 3.1: arm, leg, head**
  - ★ **Display and talk about the worksheet:** Point and say: *Look! Here's Tommy and Polly! And some children! They are doing the hokey cokey! Look! This girl is putting her arm in and this boy is putting his leg in and this girl is putting her head in. Polly is doing the hokey cokey and turning round! Tommy is doing arms stretch, knees bend.*
  - ★ **Practise the task:** Show the children a sticker and ask a child to point to where to stick it. Give another child a crayon and ask them to colour a bit of Tommy's head.

### TABLE TIME 1.6

- ★ Give out the stickers and say: *It's (an arm).* Play the song, pausing after each verse for the children to stick the sticker on. They colour Tommy's head.
- ★ Encourage the children to identify arm, leg, head, ears, eyes, mouth, nose, Polly, Tommy.
- ★ Play or sing the song, getting the children to point to the worksheet as they listen.

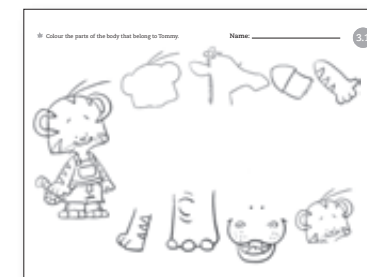
### OPTIONAL ACTIVITY Play Tommy says

Give instructions to the children but tell them they should only do the actions if Tommy tells them to. In Tommy's voice, say: *Tommy says touch your nose. Tommy says nod your head. Touch your eyes.*

## LESSON B

### PREPARATION

- ★ Tommy
- ★ Photocopy of the worksheet for all the class
- ★ CD



### ALL TOGETHER TIME 1.5

- ★ **Playing with Tommy: arm, leg, head, ears, eyes, mouth, nose**
  - ★ **Recap vocabulary:** Put the flashcards face down on the floor and ask the children to help Tommy guess what they are. Point to one and ask: *Is it a (nose)?* The children guess and then Tommy turns it over to check.
  - ★ **Play a flashcard game: Watch my lips!** (Teacher's Resource Book, page 27)

### OPTIONAL ACTIVITY Shake it!

Put the head, arm and leg flashcards on the board. Beside each one, write a number 1, 2 or 3. Say a part of the body and the children shake that part of their body the corresponding number of times.

- ★ **Action song 3: The hokey cokey 2.1**
  - ★ Play the song and do the actions. Encourage the children to join in.
  - ★ Make a conga train and do *The hokey cokey* around the classroom. You can add an optional verse: *Put your whole body in.*
- ★ **Tommy's music 3 2.2** *Shake your arms. Tap your head and dance. Shake your legs, tap your eyes and dance. Wiggle your ears, tap your mouth 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: arm, leg, head, ears, eyes, mouth, nose**
  - ★ **Display and talk about the worksheet:** Point and say: *Look! Here is Tommy, but he's all in pieces! Where's Tommy's leg? Is it this one? No. That's not Tommy's leg! Is it this one? Yes! That's Tommy's leg.* Continue with the other body parts. You can call out children to help you.
  - ★ **Practise the task:** Call out children to find Tommy's body parts and to colour them. Say: *Can you find Tommy's head? Yes! Very good! Get a crayon and colour Tommy's head, please. Thank you.* Continue with other children and body parts.

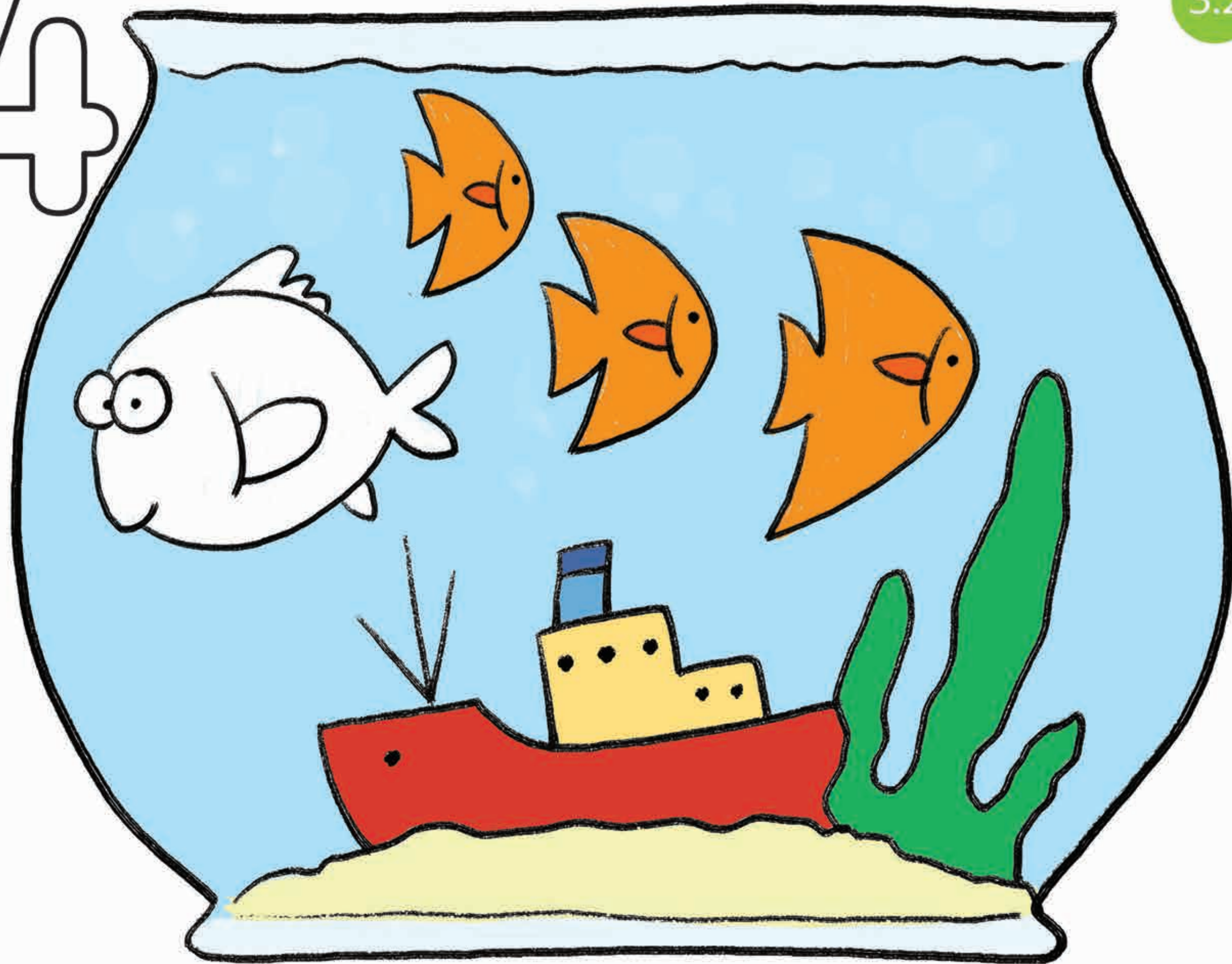
### TABLE TIME 1.6

- ★ The children find and colour the parts of the body that belong to Tommy.
- ★ Encourage the children to identify the parts of the body.
- ★ Sing *The hokey cokey 2.1* or play it on the CD as the children work.



4

3.2



# Unit 3: Lesson 2

## OPENING ROUTINE

Wake up Tina by singing her some songs.  
Choose from the following:

*The hokey cokey* 2.1

*Colour song: Yellow, red, blue, green* 1.13

*Big and little* 1.21

*Shape songs: Circle* 1.22, *Square* 1.23

Sing *Hello!* 1.1 and then  
*Are you feeling sleepy today?* 1.8 Call out  
a child to have a conversation with Tina.  
(See TRB, page 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 Tina and sing

*Goodbye!* 1.4

## VOCABULARY

green, yellow, red, blue, orange  
frog, duck, bird, whale, fish  
one, two, three, four, five, six  
drum, shoe, knee, floor, jive, splits

## AUDIO

*Colour song: Orange fish* 1.14

Orange, orange, an orange fish. (x3)  
Plop! Plop! Plop!

*Number song: 1-6* 1.26

One, one, one,  
Bang your drum!  
Two, two, two,  
Touch your shoe!  
Three, three, three,  
Touch your knee!  
One, two, three! (x2)

Four, four, four,  
Touch the floor!  
Five, five, five,  
Do a jive!  
Six, six, six,  
Do the splits!  
Four, five, six! (x2)

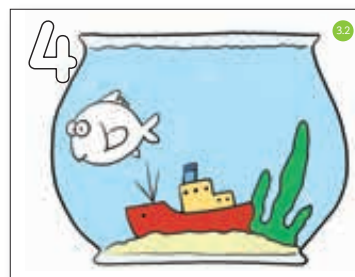
## BASIC COMPETENCES

The children further develop their  
understanding of numbers.

## LESSON A

### PREPARATION

- ★ Tina
- ★ CD
- ★ A carrot in the bag
- ★ 4 oranges (optional)
- ★ Flashcards: orange with a post-it over the fish, one, two, three, four
- ★ Stickers



### ALL TOGETHER TIME 1.5

- **Playing with Tina: orange, one, two, three, four**
  - ★ **Create interest:** Call out a child to find what Tina has in her bag. Before opening the bag, pass it round for children to feel and guess what is inside. You can show the orange flashcard as a clue.
  - ★ **Introduce new concepts:** Ask: *Is the carrot (blue)? No. It's orange!* Ask children to bring orange objects from the classroom to Tina. Check each item with Tina. Ask: *Is this orange?* Display the four number flashcards, count to four, and trace a big number four in the air with your back to the children, for them to copy.
  - ★ **More practice:** Children help Tina to divide her orange objects into piles of four.

### • Colour song: Orange fish 1.14

- ★ Show the children the orange flashcard with the post-it over the fish, and ask them to guess the animal. Then, remove the post-it to reveal the fish.
- ★ Do an action for fish. The children do the action and say: *Plop, plop, plop!*
- ★ Play the song. The children do the actions and join in with the singing.

### • Number song: 1-6 1.26

- ★ Show the number flashcards one at a time and mime the corresponding action. Encourage the children to join in with the actions.
- ★ Repeat the actions and say just the rhyming words: *one, drum; two, shoe; three, knee; four, floor; five, jive; six, splits.*
- ★ Then, play the song and the children do the actions and join in with the singing.

### OPTIONAL ACTIVITY Count the oranges

Children think of more things that are orange. Show the children the four oranges. Then, without letting the children see, place some of the oranges in the bag. Name some children to feel them and count them through the bag. Then, show the oranges to check how many there are.

### • Worksheet 3.2: orange fish, one, two, three, four

- ★ **Display and talk about the worksheet:** Point and ask: *What can you see? Fish. What colour? Orange. How many fish? One, two, three, four.* Point to the number 4.
- ★ **Practise the task:** Show the children the page in their books. Count the fish and say: *Oh dear, just one fish and it isn't orange! Three are missing!* Show the children the stickers. Call out two children and give them orange crayons to colour the fish and the number four.

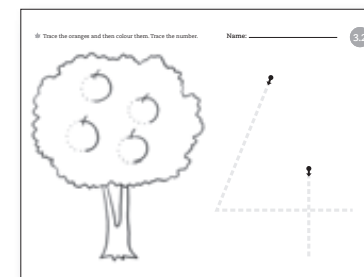
### TABLE TIME 1.6

- ★ Children put the fish stickers in the fish bowl and colour the fish and the number four orange.
- ★ Encourage the children to identify orange fish, one, two, three, four.

## LESSON B

### PREPARATION

- ★ Tina
- ★ Paper plates, red and yellow paint, orange card, scissors, stapler, liquid glue (optional)
- ★ Flashcards: yellow, red, blue, green, orange, circle, square, one, two, three, four
- ★ CD
- ★ Photocopy of the worksheet for all the class



### ALL TOGETHER TIME 1.5

- **Playing with Tina: yellow, red, blue, green, orange, circle, square, one, two, three, four**
  - ★ **Recap the concept:** Display the flashcards. Mime, point or draw in the air to represent one of the flashcards. The children help Tina to point to the right flashcard and say the word.
  - ★ Draw three big circles on the board. In one write a number, in another draw a shape and in the third circle, colour a little patch. Put the flashcards face down in a pile. Name children to take a card. They say the word and then stick it in the right circle.
- **Colour song: Yellow, red, blue and green** 1.13 **Orange fish** 1.14
  - ★ Display the colour flashcards face down. Tina peeps at one and the children guess which one it is. Give each card to a group of children.
  - ★ Play the song and, when they hear their verse, the group with the flashcard comes to the front of the class and leads the actions and the singing.
- **Number song: 1-6** 1.26
  - ★ See if the children can remember the action for each number. Play the song and the children do the actions and join in with the singing.
- **Worksheet 3.2: orange, one, two, three, four**
  - ★ **Display and talk about the worksheet:** Point and say: *A tree. It's an orange tree. How many oranges are there on the tree? One, two, three, four.* Cover one or more oranges and ask: *How many now?*
  - ★ **Practise the task:** Call out children and give them a pencil to finish the outlines of the oranges and an orange crayon to colour the oranges.

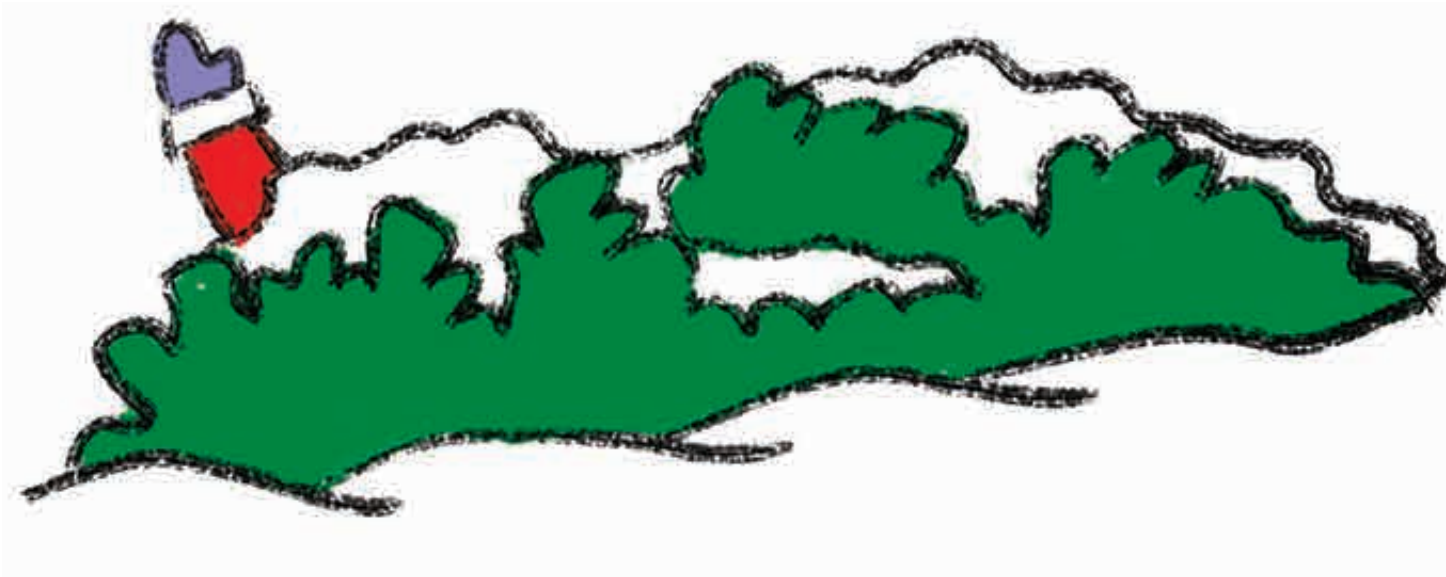
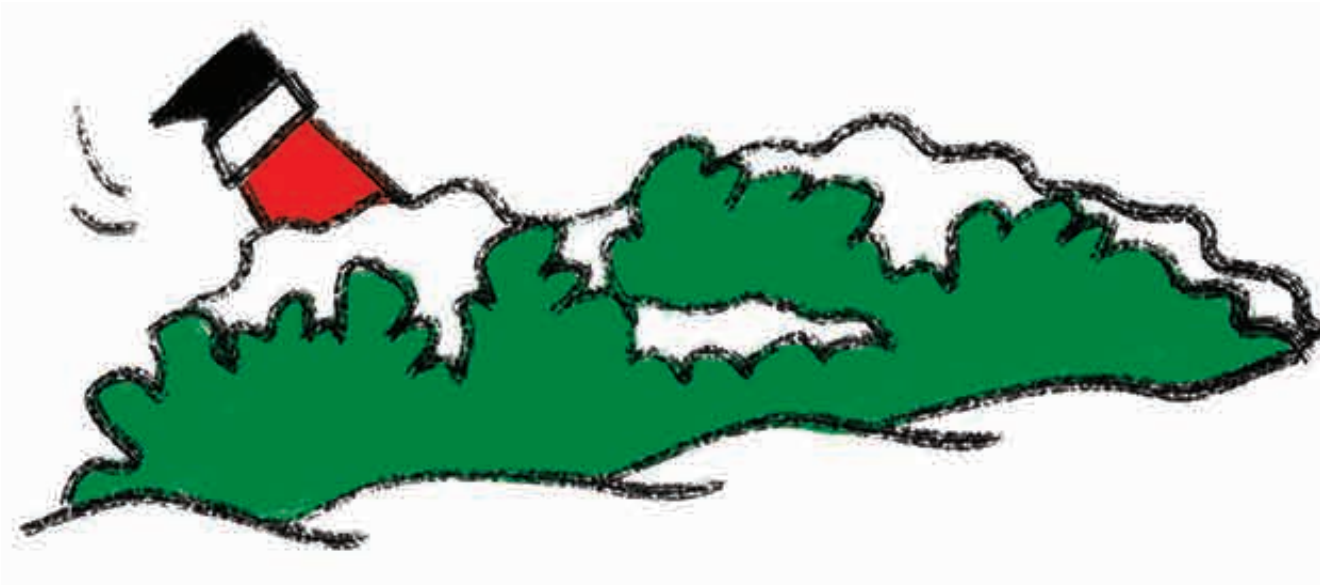
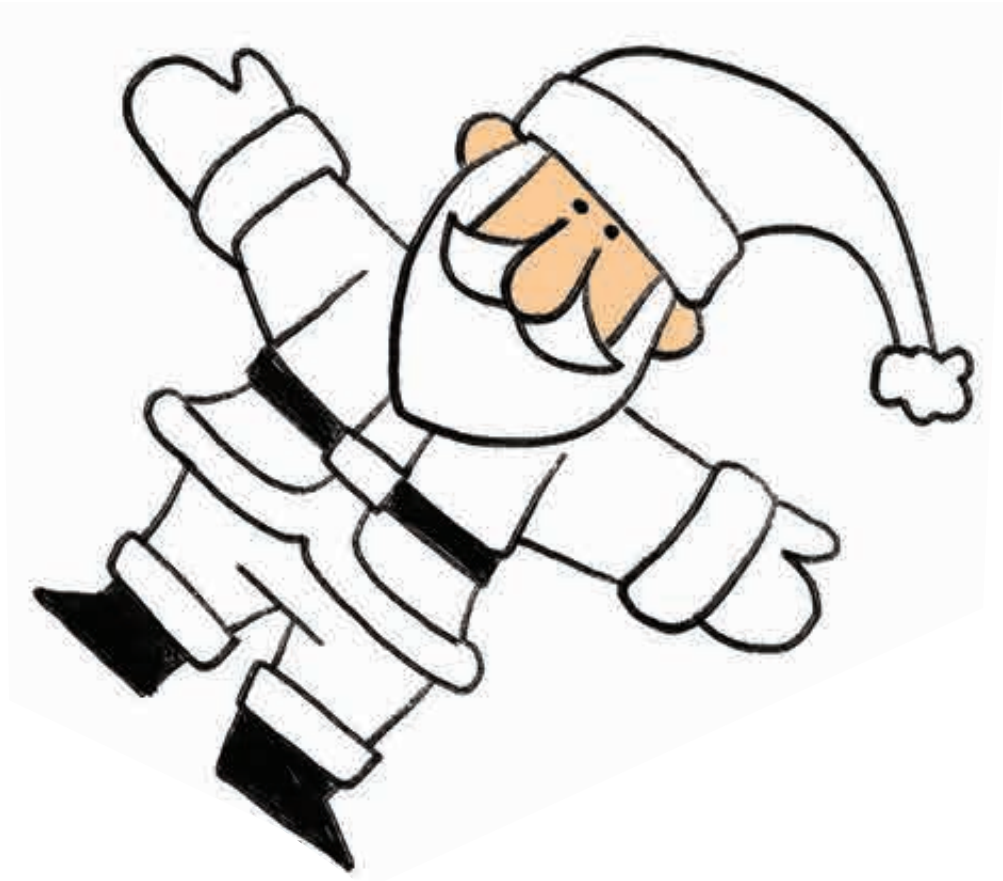
### TABLE TIME 1.6

- ★ The children finish the outlines of the oranges and colour them orange. They also trace the number four.
- ★ Encourage the children to identify orange, one, two, three, four.

### OPTIONAL ACTIVITY Make an orange fish

Mix the red and yellow paint to make orange paint and paint the under side of the plate. Cut out a triangle from the orange card and then staple it to the plate to make the tail. Draw on an eye and a mouth. Finally, paint the fish with liquid glue.





# Unit 3: Lesson 3

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing them some songs. Choose from the following:

*The hokey cokey* 2.1

*Knock at the door* 1.31

*Number song: 1-6* 1.26

*Colour song: Orange fish* 1.14

Sing *Hello everyone!* 1.2 and then *Are you feeling sleepy today?* 1.8 Call out a child to have a conversation with one of the characters. (See TRB, page 25).

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, Tina and Polly

and sing *Goodbye!* 1.4

## VOCABULARY AND EXPRESSIONS

arm, leg, head, eyes, nose, ears, mouth

hat, Santa, balloon

It's Santa!

I can see his...

Where?

But there's no Santa!

I can't see him.

Oh! Santa's gone!

Let's go and look.

Hello Santa!

Put your arms above your head/to the side/bend your legs

## AUDIO

*Story 3: Look! It's Santa!* 2.3

*Story chant 3: Look! It's Santa!* 2.4

*Look! It's Santa!*

*I can see his arm.*

*Where? Where?*

*Where? Where? Where?*

*I can't see him!*

*leg/hat!*

*Look! It's Santa!*

*We wish you a merry Christmas* 2.5

(See Lesson 5)



## BASIC COMPETENCES

The children develop their understanding of cultural traditions.

## LESSON A

### PREPARATION

★ Tommy, Polly and Tina

★ Flashcards: arm, leg, head, eyes, nose, ears, mouth

★ Story cards: Story 3: Look! It's Santa!

★ CD



### ALL TOGETHER TIME 1.5

• *Playing with Tommy, Tina and Polly: arm, leg, head, eyes, nose, ears, mouth*

★ **Recap vocabulary:** Call out children and say: *Shake (Polly's leg). Touch (Tina's nose).* The children carry out the instructions. They can end by giving the character a hug.

★ **Play a flashcard game: Help the teacher** (Teacher's Resource Book, page 26)

• *Story 3: Look! It's Santa!* 2.3

★ **Create interest:** Ask the children what they know about Santa. Mime and ask: *What colour is his hat? His coat? Has he got a beard? What colour is it?* Repeat what they say in English.

★ **Introduce the story:** Display story card 1. Point and say: *Look! Here are Polly and Tina in the garden.* Point to Tina and Santa's leg and say: *What is Tina looking at? She's saying: Look, it's Santa! I can see his leg.* Point to Polly and ask: *Can Polly see his leg?*

★ **Listen to the audio:** You can go through the cards commenting and asking the children questions and then play the audio through without stopping, or you can play the audio and display the pictures one at a time. Point to the characters as they speak. After story cards 1, 3 and 5, ask: *What can Tina see?* After story cards 2, 4, 6 and 8, ask: *Can you see Santa?*

★ **Check comprehension:** Point, mime and ask questions. *Who's this? What is (Tina) saying? What does (Tina) see? What does (Tommy) have?*

★ **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 Tommy and his friends.

### OPTIONAL ACTIVITY We wish you a merry Christmas 2.5

Play the song. For the chorus, children can hold hands and walk round in a circle. For the verses, they can clap, jump or dance, according to each verse.

**Note:** This is the authentic song for Lesson 5.

• *Worksheet 3.3: Santa, leg, arm, head, eyes, nose, mouth, hat*

★ **Display and talk about the worksheet:** Point to Santa and ask: *Who's this?* Point to the drawings of Santa behind the bush, each time asking: *Is this Santa's head, arm or leg?*

★ **Practise the task:** Call a child out and say: *Get a red crayon and colour Santa's (leg). Now get a pencil and draw a line from the leg here to the leg here. Thank you.* Continue with other children.

### TABLE TIME 1.6

★ The children colour the parts of Santa sticking out from the bush and draw a line from these parts to the corresponding part of Santa's body in the middle of the page.  
You can play or sing the songs from the unit as the children work.  
★ Encourage the children to identify the parts of the body.

## LESSON B

### PREPARATION

★ Tommy, Tina and Polly

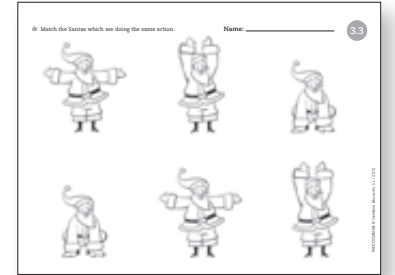
★ Flashcards: arm, leg, head, eyes, nose, ears, mouth

★ Story cards: Story 3: Look! It's Santa!

★ CD

★ Photocopy of the worksheet for all the class

★ Story cards (optional)



### ALL TOGETHER TIME 1.5

• *Playing with Tommy, Tina and Polly: arm, leg, head, eyes, nose, ears, mouth*

★ **Recap vocabulary with a flashcard game: Watch my lips** (Teacher's Resource Book, page 27)

• *Story 3: Look! It's Santa!* 2.3

★ **Recap the story:** Draw a happy face and a sad face on the board. Show the cards one by one, and ask the children: *Is Tina happy or sad? Why?* Repeat what they say in English.

★ **Listen to the audio and act out the story:** Assign the roles of Polly, Tina, Tommy and Santa. Tell the story or play it on the CD and help the children to act out their parts.

• *Story chant 3: Look! It's Santa!* 2.4

★ **Listen to the audio:** The children listen to the chant and tap their heads to the rhythm. Put story cards 1, 2, 3, 4, 5, 6 and 8 on the floor. Lift them up in turn according to the chant and mime along with the words. Encourage the children to join in.

★ Name one or two children to come out to the front of the class. Play the chant again. They lead the others in acting it out, pointing to the story cards and shaking their heads.

• *Photocopiable Worksheet 3.3: arms, legs, head, put your arms above your head/to the side/bend your legs*

★ **Display and talk about the worksheet:** Ask the children to look at the worksheet and do the actions. Say: *Look! Stand up. Put your arms out to the side/above your head. Bend your legs.* You can make this into a game by repeating the instructions out of order.

★ **Practise the task:** Call a child out. Say: *Put your arms out to the side. Good. Now find a picture of Santa with his arms to the side in this row. And this row. Get a pencil and draw a line from this Santa to this Santa. Thank you.*

### TABLE TIME 1.6

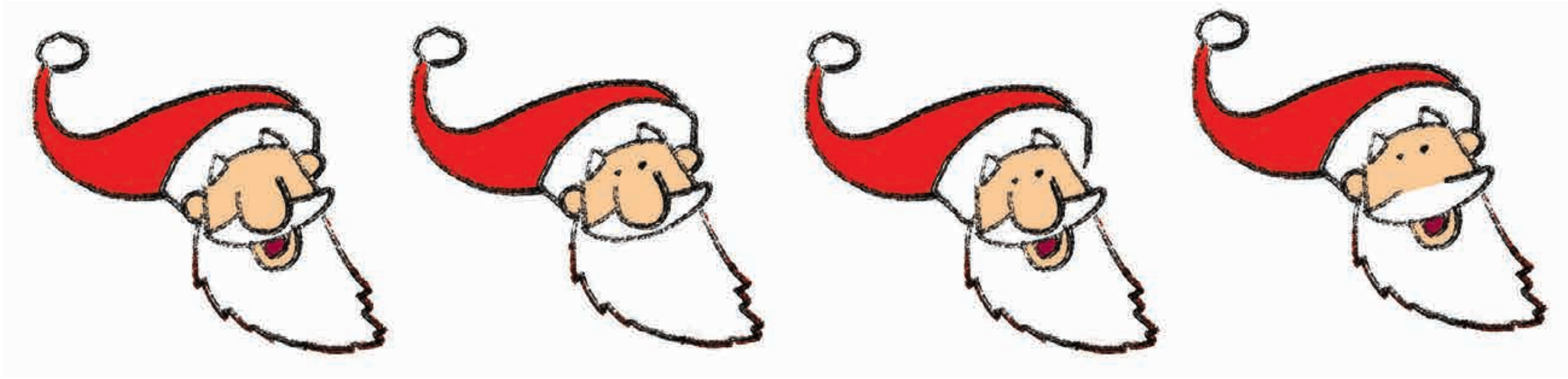
★ The children match the Santas in the top row to the Santas in the bottom row.

★ Encourage the children to identify the words *arms, legs, head, eyes, nose, mouth, hat*, and the instructions: *Put your arms above your head/to the side/ bend your legs.* They can also join in saying the chant from the story.

### OPTIONAL ACTIVITY Story time

Play the story *A new baby* 1.33 or *The classroom castle* 1.29 again. You can call out a child to show the story cards as the rest listen and do the actions.





# Unit 3: Lesson 4

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing some songs. Choose from the following:

**Tommy's gym** 1.7

**Pick up pencil** 1.27

**Knock at the door** 1.31

**The hokey cokey** 2.1

Sing **Hello everyone!** 1.2 and, then **Are you feeling sleepy today?** 1.8  
Call out a child to have a conversation with Tommy. (See TRB, page 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

eyes, nose, mouth, ears, arms, leg, head  
orange, red  
four

## BASIC COMPETENCES

The children use various artistic techniques during the activities.

## 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, nose, mouth, ears, arms, leg, head, orange, four (in the bag)
- ★ Poster 3, poster pop-outs and Blu-tack
- ★ Pop-out 3, split pins
- ★ Cover the little Santas on the worksheet with post-its
- ★ CD (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: eyes, nose, mouth, ears, arms, leg, head, orange, four**
  - ★ **Recap vocabulary:** Tommy shows the flashcards to Tina and Polly, who remember the words with the children's help.
  - ★ **Play a flashcard game: Watch my lips!** (Teacher's Resource Book, page 27)
- **Poster 3: eyes, nose, mouth, ears, arms, leg, head, beard, red**
  - ★ **Create interest:** Hide all the Santa parts in a bag. Call out a child to take out one part. Ask: *What is it? (Leg.) Whose is it? Santa's.*
  - ★ **Play with the poster:** Call out more children to pull Santa parts out of the bag. As they find the parts, they build up Santa on the floor or a table. Ask more children to each remove a part, and yet more children to each take a part and build Santa again. Move Santa's arms and legs to put him into different positions, and the children copy the pose.
- **Pop-out 3: eyes, nose, mouth, ears, arms, leg, head, beard, red**
  - ★ **Display and talk about the pop-out:** Show the Santa parts and use a hole punch to make a little hole on each of the 8 dots. Fasten each limb to the body with a split pin. Ask: *Who is it? (Santa)*
  - ★ **Play a circle game:** The children sit in a circle and pass a pop-out round. When you say: *Stop, move (a leg)!* the child with the pop-out moves one of Santa's legs.
- **Worksheet 3.4: eyes, nose, mouth, ears, arm, leg, head, Santa**
  - ★ **Display and talk about the worksheet:** Cover all but the first Santa with a post-it. *Look! It's Santa, but oh dear, his leg is missing!* Reveal the next Santa and say: *Oh dear, poor Santa, his arm is missing!* Continue in the same way with the remaining Santas.
  - ★ **Practise the task:** Call out a child and ask them to draw Santa's leg. Call out five more children to draw the missing Santa part on each one.

### TABLE TIME 1.6

- ★ The children draw the missing part on each of the Santas.
- ★ Encourage the children to say eyes, nose, mouth, ears, arm, leg, head.
- ★ The children prepare their pop-outs.

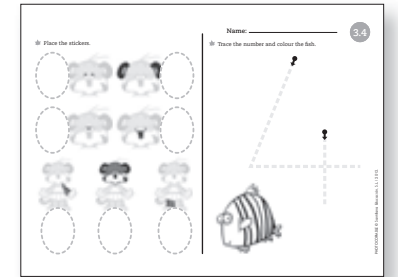
### OPTIONAL ACTIVITY Listen and play

Do **Action song 3: The hokey cokey** 2.1 and the children move their Santas accordingly.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: eyes, nose, mouth, ears, arms, leg, head, orange, four
- ★ Poster 3
- ★ Photocopy of the worksheet for all the class
- ★ Stickers
- ★ CD



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: eyes, nose, mouth, ears, arms, leg, head, orange, four**
  - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at taking the flashcards out of the bag and asking the children to say the words.
  - ★ **Play a flashcard game: Tommy, Tina or Polly?** (Teacher's Resource Book, page 27)
- **Poster 3: eyes, nose, mouth, ears, arms, leg, head, beard, red**
  - ★ Start making Santa by putting all his body parts together. The children guide you to do this. Then, the children close their eyes and you remove a part of Santa's body. The children open their eyes and you say: *What's missing?*
  - ★ Call out a child to move Santa's arms and legs and call out another child to copy the position.
- **Continuous assessment**
  1. Sing and do **Action song 3: The hokey cokey** 2.1
  2. Listen and join in with the **Story 3** 2.3 and/or **Story chant 3: Look! It's Santa!** 2.4
  3. Sing **Colour song: Orange fish** 1.14 and **Number song: 1-6** 1.26

### TABLE TIME 1.6

- **Photocopiable Worksheet 3.4: eyes, nose, mouth, ears, arms, leg, head, orange, four**

Do this worksheet with a small group of children at a time, or one by one. If children are unable to produce the words, then instruct them where to stick each character and what colour to trace the number and colour the fish, to evaluate their comprehension. Mix both techniques as appropriate for each individual child.

  1. Check production of the target words. Point to a sticker and say: *Who is it? (Petal.)* Then, ask the child: *Where do you want to stick (Petal)?* Continue in the same way so that the child names the five characters and five of the words.
  2. Check numbers and colours: Ask: *What number is it? What colour do you want to trace it? What colour is the fish?*





# Unit 3: Lesson 5

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the following:

*Tommy's gym* 1.7

*Round and round we go* 3.1

*If you're happy* 3.4

*The hokey cokey* 2.1

Sing *Hello* 1.1 and, then

*Are you feeling sleepy today?* 1.8

Call out a child to have a conversation with Tommy. (See TRB, page 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

*Merry Christmas, Happy New Year*  
*jumping, clapping, dancing*

## AUDIO

*Authentic song 3: We wish you a merry Christmas* 2.5

(Chorus)

*We wish you merry Christmas, (x3)*  
*And a happy New Year!*

*Let's all do some happy clapping, (x3)*  
*Christmas is here!*

(Chorus)

*Let's all do some happy jumping.*

(Chorus)

*Let's all do some happy dancing.*

## BASIC COMPETENCES

The children explore social traditions.

### ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy
- ★ CD
- ★ A Christmas decoration in a cloth bag
- ★ Cover the bottom part of the worksheet



### ALL TOGETHER TIME 1.5

- **Playing with Tommy: Merry Christmas, Happy New Year, clapping, jumping, dancing**
  - ★ **Create interest:** Tommy shows the children his Christmas decoration. He is very happy because soon it will be Christmas and Tommy likes Christmas very much. Give a few reasons why. Make him clap and dance and jump about. Pass Tommy to different children and say: *Make Tommy clap/jump/dance, thank you.*
  - ★ **Introduce new vocabulary:** Tommy goes round the class saying Merry Christmas to each child. Encourage them to say the same back. Repeat the procedure with Happy New Year.
- **Authentic song 3: We wish you a merry Christmas** 2.5
  - ★ **Focus on the music:** Listen to the music and the children march to the beat.
  - ★ **Focus on the actions:** Play the audio and Tommy does the actions for all to watch.
  - ★ **Play the audio:** The children do the actions and join in with the singing. During each chorus the children hold hands in a circle and move round. For each verse they do the actions on the spot.

### OPTIONAL ACTIVITY Merry Christmas, Happy New Year

Say the name of a child, for example, Juan, and the whole class says: *Merry Christmas, Juan.* Repeat several times with different children. Then, change the greeting to *Happy New Year.* Say, for example, Alba, and the whole class says: *Happy New Year, Alba.*

- **Worksheet 3.5: happy, clapping, jumping, dancing, star, red, yellow, green**
  - ★ **Display and talk about the worksheet:** Say: *Look at the stars!* Point at each of the stars and ask: *What colour is this star? What is this star doing?* Uncover the rest of the stars and ask: *Can you find another clapping/jumping/dancing star?*
  - ★ **Prepare for the task:** Call a child out and show them an orange crayon and ask them to point to the star they must colour orange. Say: *Yes, that's right. The clapping star.* Continue in the same way with a green and a yellow crayon.

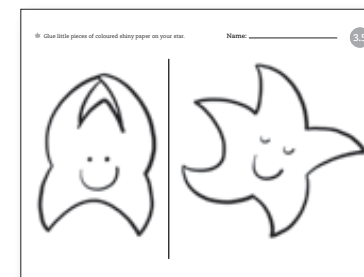
### TABLE TIME 1.6

- ★ The children look at the stars at the top of the page and then find stars doing the same actions and colour them the same.
- ★ Encourage the children to identify *clapping, jumping, dancing, red, yellow, green.*

## LESSON B

### PREPARATION

- ★ Tommy
- ★ Flashcards (a selection of flashcards from previous units)
- ★ CD
- ★ Photocopy the worksheet to allow a star for each child
- ★ Little pieces of different colours of shiny paper, glue
- ★ Two large sheets of black coloured card, glue (optional)
- ★ Print and stick the words of the song onto a sheet of card (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy: clapping, dancing, jumping**
  - ★ Play a game that revises all the flashcards from previous units. Say: *When you see (baby), do some happy (clapping).* Show the children the flashcards one at a time, until they see the card. Continue with different instructions: *When you see the (pencil), do some happy (jumping).*
- **Authentic song 3: We wish you a merry Christmas** 2.5
  - ★ Ask the children to remember the actions from the song and do them in order.
  - ★ Divide children into three groups: *happy clapping, happy jumping* and *happy dancing.* Play the song, encouraging the children to join in with the mimes and the words for their verse.
  - ★ Play the song again, and this time the children do the actions in pairs. They face each other to clap hands, hold hands, to jump and to dance. During the chorus they hold hands and sway.

### OPTIONAL ACTIVITY Invent new verses of the song

Invent new verses for the song. Ask the children what other things they do when they are excited, for example, *smiling, laughing, singing, shouting.*

- **Photocopiable Worksheet 3.5: dancing, clapping, star, red, blue, green, yellow, orange**
  - ★ Tommy shows the children a picture of a star (either a clapping or a dancing star). Show the children how to decorate the star by putting glue on it and then pressing on little pieces of shiny coloured paper.

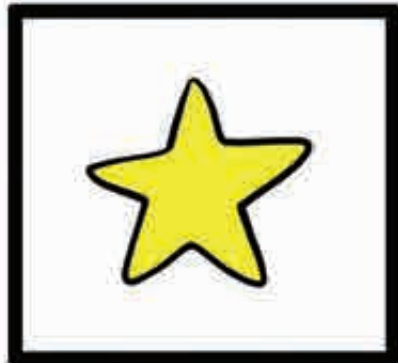
### TABLE TIME 1.6

- ★ The children decorate their stars following your example. Give each table a different colour of little pieces of shiny paper. Spread some glue inside each child's star. As the children work, play the song several times.
- ★ Encourage individual children to say the words of the song with you.

### OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the decorated stars 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.* Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.





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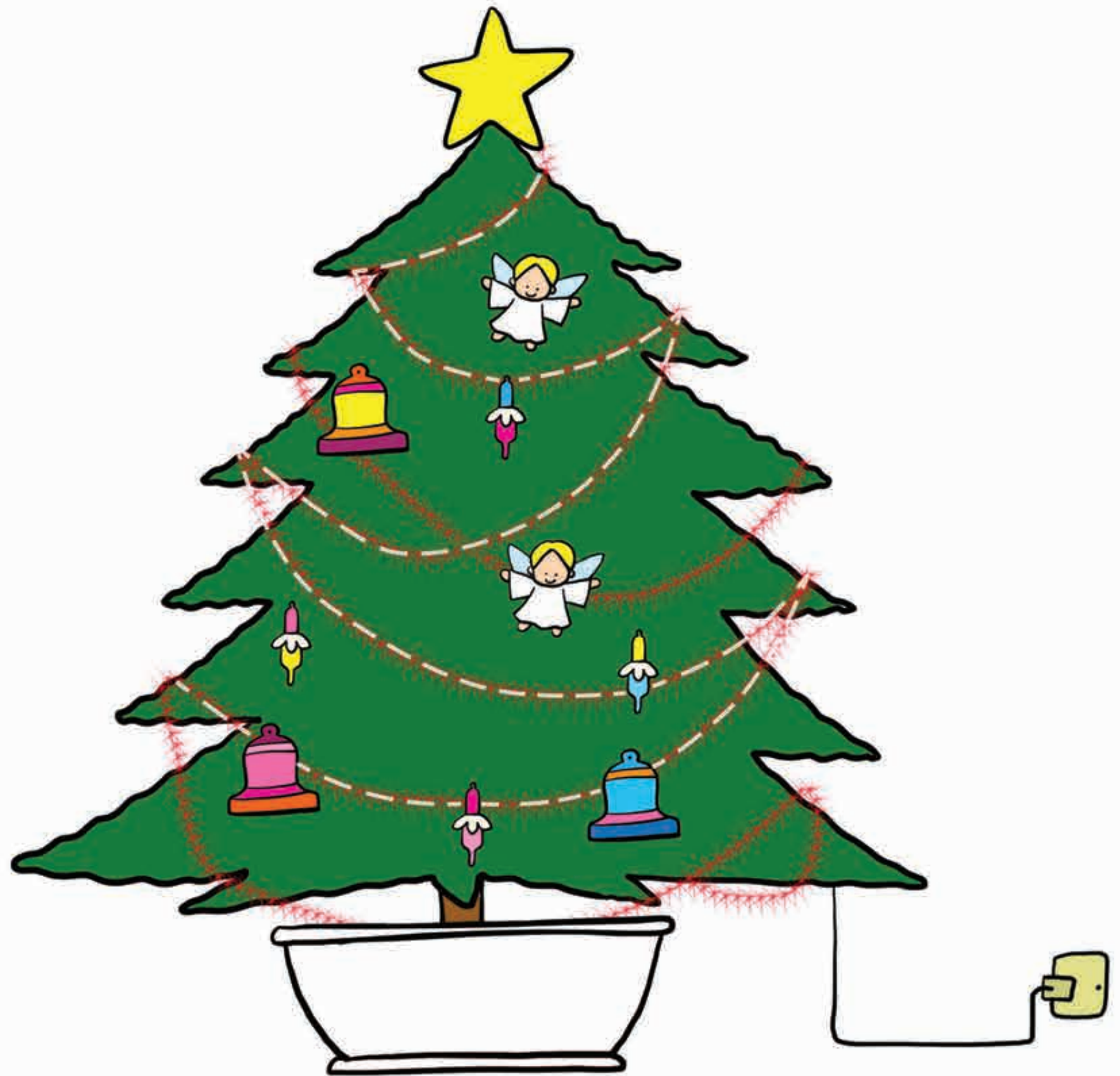
2



3



4



# Unit 3: Lesson 6

## OPENING ROUTINE

Wake up Polly by singing her some songs.  
Choose from the following:

*We wish you a merry Christmas* 2.5

*If you're happy* 3.4

*Round and round we go* 3.1

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

Christmas tree, mummy, daddy, granny, boy, girl  
lights, tinsel, bell, angel, star, brother, sister

## AUDIO

Photo poster 3: 3.7 and 3.8

(in order)

Hello. My name's Sophie. I'm 4. Look at our Christmas tree.

Sophie's daddy has lights. Flash, flash!

Sophie's mummy has tinsel. Round and round, round and round!

Sophie's brother has a little bell. Ding, ding!

Sophie's sister has a little angel. Flutter, flutter!

Sophie's granny has a big star. Twinkle, twinkle!

(out of order)

Hello. My name's Sophie. I'm 4. Look at our Christmas tree.

Sophie's sister has a little angel. Flutter, flutter!

Sophie's mummy has tinsel. Round and round, round and round!

Sophie's granny has a big star. Twinkle, twinkle!

Sophie's daddy has lights. Flash, flash!

Sophie's brother has a little bell. Ding, ding!



## BASIC COMPETENCES

The children recognise some traditional elements of Christmas.

## ACTIVITY BOOK

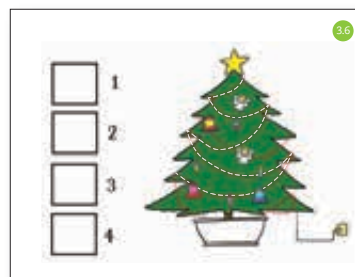
This is a good time to work with

Unit 3, Worksheet 3.4, page 25. 3.29

## LESSON A

### PREPARATION

- ★ Polly
- ★ CD
- ★ Flashcards: light, bell, angel, star
- ★ A Christmas tree decoration
- ★ Photo poster 3 (cover all but Sophie and the Christmas tree)
- ★ Stickers



### ALL TOGETHER TIME 1.5

- ★ **Playing with Polly: Christmas tree, decoration**
  - ★ **Create interest:** Polly shows the children her decoration and asks them if they know where to put it. Tell the children Polly likes decorating the Christmas tree.
- ★ **Photo poster 3: 3.7 Christmas tree, brother, daddy, mummy, sister, granny, tinsel, lights, bell, angel, star**
  - ★ **Display and talk about the poster:** Introduce Sophie; read or listen to what she is saying. Ask: *Is Sophie a boy or a girl? How old is she? What is she showing us?* Uncover the first picture and say: *Look, it's Sophie's daddy. He has lights for the Christmas tree.* Do a mime for lights and say: *Flash, flash.* Uncover the remaining pictures, talk about them, do a mime, and introduce a sound (see audio). Practise the mimes and sounds with the children.
  - ★ **Play the audio (in order):** Pause after each picture and do the mime and repeat the sound for the new decoration. Play the audio again without pausing and the children mime with you as they listen and look at the pictures.
- ★ **Flashcard practice: lights, angel, bell, star**
  - ★ Show the flashcards one at time and call out children to identify the corresponding decorations on the poster. Ask, for example: *What is it? Who has it?* Put the flashcards face down. Call out a child to name and point to a decoration on the poster. Name a child to turn over a flashcard and the rest of the class say: *Same or Different* accordingly. Play more flashcard games. See the games bank.

### OPTIONAL ACTIVITY Action story

Say and mime, encouraging the children to join in: *Let's decorate the Christmas tree. First, put the lights on the tree... careful! Now, let's put some angels on the tree, one at the bottom and two in the middle. Now, let's put some bells on the tree, one at the bottom and two in the middle. Now, let's put some tinsel on the tree, round and round. Now, let's put a star on the top. What a beautiful tree!*

- ★ **Worksheet 3.6: Christmas tree, lights, tinsel, bells, angel, star**
  - ★ **Display and talk about the worksheet:** Point to the different decorations on the Christmas tree and say: *Look, lights, bells, angels, tinsel and a star.* Count the decorations, for example: *How many bells? 1, 2, 3.*
  - ★ **Practise the task:** Show the children the stickers. Put the sticker of the light in the box next to 1, and ask: *One light? Is that right?* Continue in the same way until you find the right place for each of the stickers.

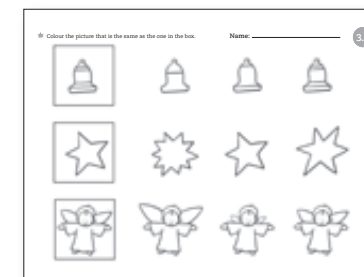
### TABLE TIME 1.6

- ★ The children count the decorations and stick the stickers in the right place. They trace the tinsel on the tree and colour the pot.
- ★ Encourage the children to identify Christmas tree, lights, tinsel, bell, angel, star.

## LESSON B

### PREPARATION

- ★ Polly
- ★ Photo Poster 3
- ★ CD
- ★ Photocopy the worksheet for all the class (cover all but the first picture in each row)



### ALL TOGETHER TIME 1.5

- ★ **Playing with Polly: lights, tinsel, bells, angel, star**
  - ★ **Recap phrases:** Polly mimes decorating a tree as she says the sound for each decoration. The children guess each time which decoration she is putting on. Encourage them to answer using the mimes from the previous lesson, and help them to say the words.
- ★ **Photo poster 3: 3.8 Christmas tree, brother, daddy, mummy, sister, granny, tinsel, lights, bell, angel, star**
  - ★ **Play games with the poster:** Show the children the poster and then cover each person. Say a family member and ask a child to come out and point to the corresponding cover. Peep behind and say: *Yes* or *No*. Then, ask what decoration they have. The children can say or mime the word and say the sound. Then, remove the cover to check.
  - ★ **Play the audio (out of order):** 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: Tell me about your Christmas decorations

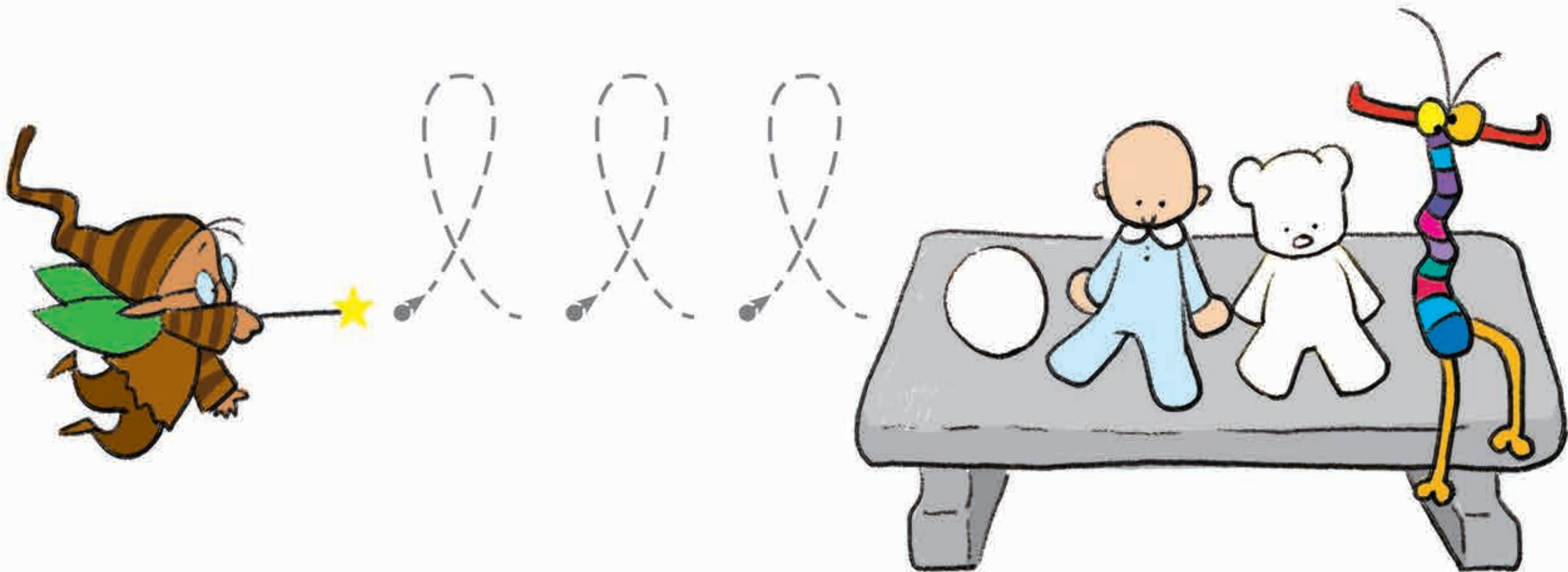
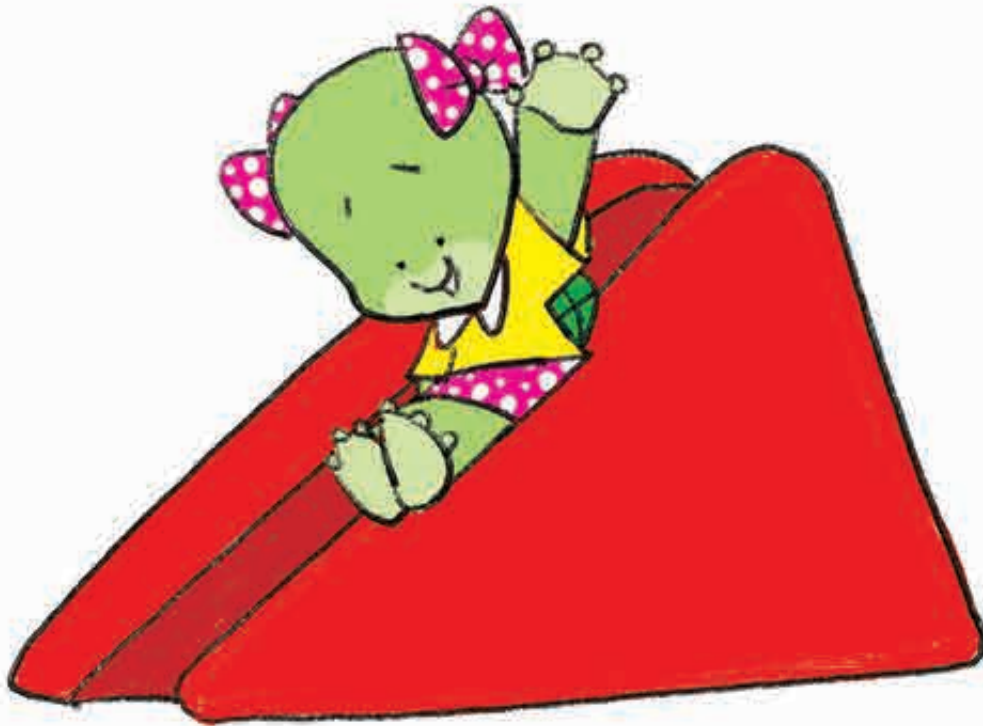
Polly wants to know about their Christmas decorations at home. She asks children one at a time: *Do you have a Christmas tree? With lights/tinsel/angels/bells/stars?* Encourage children to talk about other decorations they have in their home. You can express their ideas in English. Polly can react by miming their ideas.

- ★ **Photocopiable Worksheet 3.6: bell, star, angel**
  - ★ **Display and talk about the worksheet:** Point and say: *Look! A bell, a star and an angel.*
  - ★ **Practise the task:** Uncover the three bells in the first row and compare each to the front bell. Ask: *Is this bell the same or different?* Call out a child to start colouring the bell that is the same. Continue in the same way with the second and third rows of pictures.

### TABLE TIME 1.6

- ★ The children find and colour the picture that is exactly the same as the first picture in each row.
- ★ Encourage the children to identify or make the sounds from the song for the decorations bell, star, angel.





# Unit 4: Lesson 1

## OPENING ROUTINE

Wake up Tommy by singing him a song.  
Choose from the following:

**Number song: 1-6** 1.26

**Big and little** 1.21

**Pick up a pencil** 1.27

Sing **Hello!** 1.1 and then

**Are you feeling sleepy today?** 1.8

Call out a child to have a conversation with Tommy. (See TRB, page 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 AND EXPRESSIONS

swing, slide, bike, ball, dolly, teddy, monster

swinging, sliding, riding

going fast/slow

off I go

## AUDIO

**Action song 4: Fast and slow** 2.6

Swinging, swinging on a swing,

Going fast.

Going slow.

Swinging, swinging on a swing,

Fast and slow.

Off I go.

Sliding, sliding on a slide,

Riding on a bike.

**Tommy's music 4** 2.7

Swing on a swing. Bounce a ball.

Slide down a slide. Dance with a dolly.



## BASIC COMPETENCES

The children recognise elements that are familiar to them from the world around them.

## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy
- ★ Flashcards: swing, slide, bike, ball, dolly, teddy, monster
- ★ CD
- ★ Put post-its over the ball, the dolly, the teddy and the monster on the worksheet
- ★ Stickers



### ALL TOGETHER TIME 1.5

- **Playing with Tommy: swing, slide, bike, ball, dolly, teddy, monster**
  - ★ **Create interest:** Show the children the worksheet and ask where Tommy, Tina and Polly are. Ask what they think is behind the post-its, and begin to remove them, slowly revealing the pictures. Encourage them to say the words in English. Ask the children what they like playing with most when they go to the park.
  - ★ **Introduce new vocabulary:** Show the flashcards and say: **Look! A (swing).** Call out a child to point to the swing on the worksheet. Continue with other children and objects in the park.
  - ★ **Play a flashcard game: Which one?** (Teacher's Resource Book, page 27)
- **Action song 4: Fast and slow** 2.6
  - ★ 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 doing the actions. Encourage the children to join in with the actions.
- **Worksheet 4.1: swing, slide, bike, ball, dolly, teddy, monster**
  - ★ **Display and talk about the worksheet:** Call out children. Mime and say: **Can you point to the (slide)?**
  - ★ **Practise the task:** Show the children one of the student's books and a sticker, and ask a child to point to where they would stick it. Ask a child to trace the lines from Twig's magic wand, first with their fingers and then with a pencil. Give a child a crayon and ask them to colour a bit of the ball or the teddy.

### TABLE TIME 1.6

- ★ Give out the stickers and say: **It's (Polly)** and help the children to stick them on.
- ★ The children trace the lines from Twig's magic wand. They colour the ball and the teddy.
- ★ Encourage the children to identify swing, slide, bike, ball, dolly, teddy, monster.
- ★ Play or sing the song, getting children to point to the worksheet as they listen.

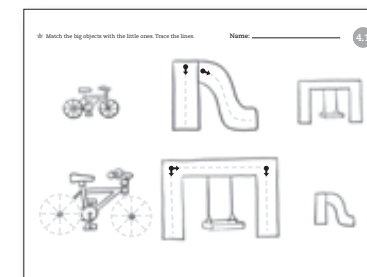
### OPTIONAL ACTIVITY Act out the song

Put the flashcards swing, slide and bike on different walls of the classroom. Play the song again, going from one wall to the other with the children according to the song and acting out the words.

## LESSON B

### PREPARATION

- ★ Tommy
- ★ Flashcards: swing, slide, bike, ball, dolly, teddy, monster
- ★ Photocopy of the worksheet for all the class
- ★ CD



### ALL TOGETHER TIME 1.5

- **Playing with Tommy: swing, slide, bike**
  - ★ **Recap vocabulary:** Play *Tommy gets it wrong!* Pick the cards up one by one and say and mime the wrong word. Tommy says and you mime: **It's a (slide).** The children say: No! Continue until you say the right word and they say: Yes!
  - ★ **Play a flashcard game: Fast and slow repeating game** (Teacher's Resource Book, page 26)
- **Action song 4: Fast and slow** 2.6
  - ★ Play the song and do the actions. Encourage the children to join in.
  - ★ Put the flashcards face down on the carpet or board, in a random order. Turn the cards over one by one and encourage the children to sing the appropriate verse with you.
- **Tommy's music 4** 2.7 **Swing on a swing. Bounce a ball. Slide down a slide. Dance with a dolly.**
  - ★ Practise the actions with the children.
  - ★ The children find a space. Play Tommy's music and the children follow the instructions.
- **Photocopiable Worksheet 4.1: swing, slide, bike, ball, dolly, teddy, monster**
  - ★ **Display and talk about the worksheet:** Sing **Big and little** 1.21 Point to the bikes and say: **Look, here is a little bike and here is a big bike.** Continue in the same way with the swings and the slides.
  - ★ **Practise the task:** Call out a child and say: **Can you point to a little bike? And a big bike. Draw a line with your finger from the little bike to the big bike. Now pick up a pencil and draw the line. Thank you. Can you see the lines on the big bike? Draw the lines with your finger. Now pick up a pencil and draw the lines.** Continue with other children and park objects.

### TABLE TIME 1.6

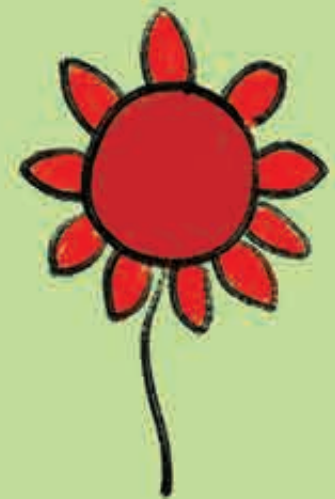
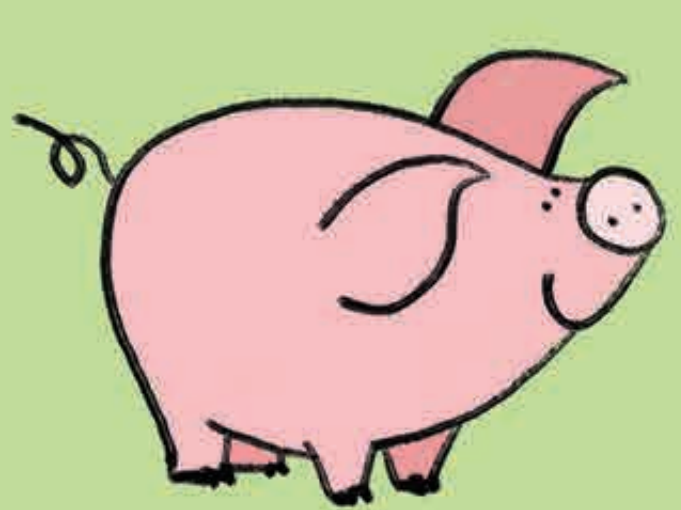
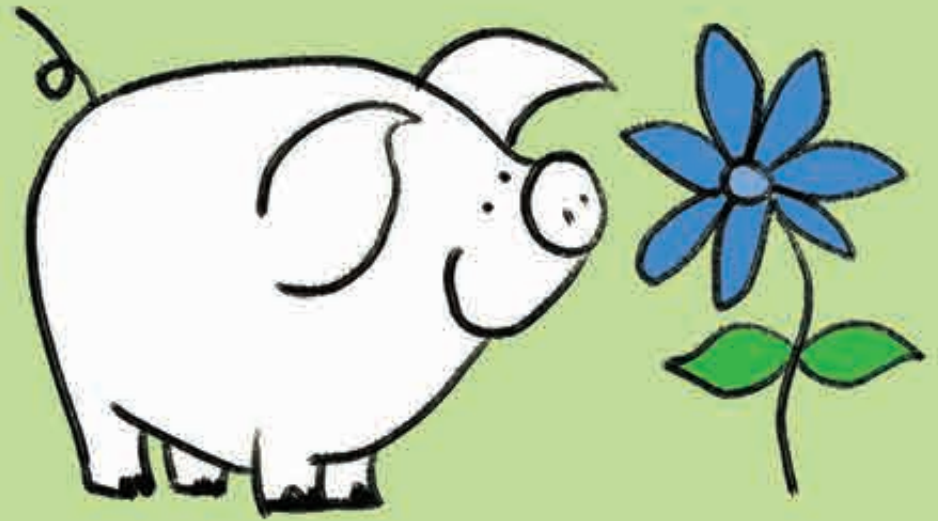
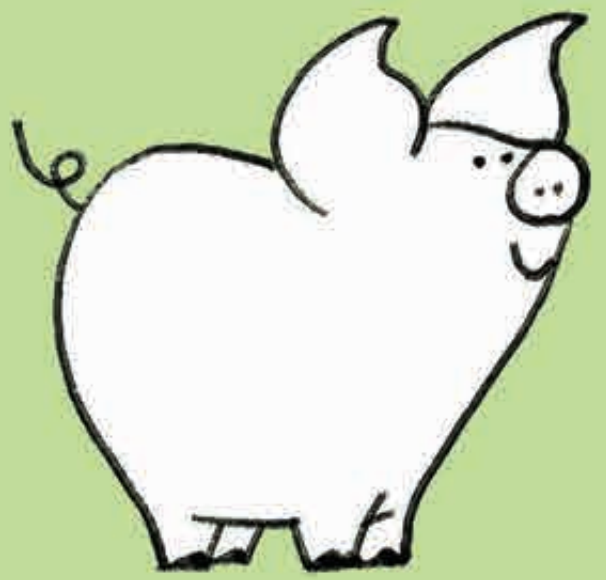
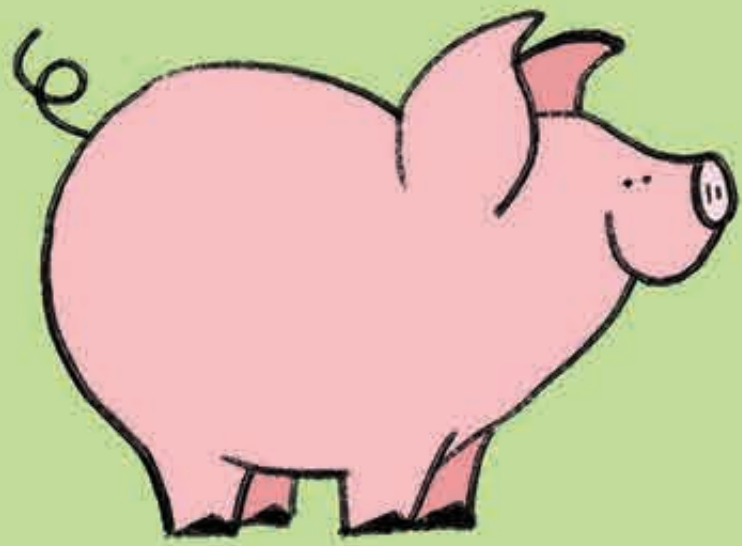
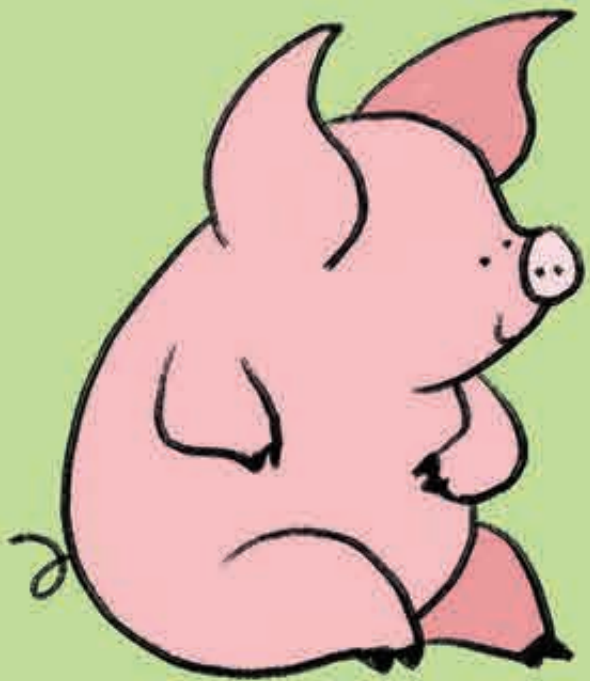
- ★ The children match the big and little park objects and trace the lines.
- ★ Encourage the children to identify the park objects.
- ★ Sing **Fast and slow** 2.6 or play it on the CD as the children work.

### OPTIONAL ACTIVITY A mime game

Tommy mimes different actions, for example, bouncing a ball, going down a slide, swinging, rocking a dolly. Ask the children what he is doing each time. The children can then take over Tommy's role and mime an action.



5



# Unit 4: Lesson 2

## OPENING ROUTINE

Wake up Tina by singing her some songs.  
Choose from the following:

**Colour song: Orange fish 1.14**

**Big and little 1.21**

**Shape songs: Circle 1.22, Square 1.23**

Sing **Hello! 1.1** and then

**Are you feeling sleepy today? 1.8**

Call out a child to have a conversation with Tina. (See TRB, page 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 Tina and sing

**Goodbye! 1.4**

## VOCABULARY

green, yellow, red, blue, orange, pink  
frog, duck, bird, whale, fish, pig  
one, two, three, four, five, six  
drum, shoe, knee, floor, jive, splits  
ball, teddy, dolly

## AUDIO

**Colour song: Pink pig 1.15**

*Pink, pink, a pink pig. (x3)*

*Oink! Oink! Oink!*

**Number song: 1-6 1.26**

*One, one, one,  
Bang your drum!  
Two, two, two,  
Touch your shoe!  
Three, three, three,  
Touch your knee!  
One, two, three,  
One, two, three!*

*Four, four, four,  
Touch the floor!  
Five, five, five,  
Do a jive!  
Six, six, six,  
Do the splits!  
Four, five, six,  
Four, five, six!*

## BASIC COMPETENCES

The children further develop their understanding of number.

## LESSON A

### PREPARATION

- ★ Tina
- ★ CD
- ★ 5 pink rods (regletas) in a bag
- ★ Tambourine (optional)
- ★ Flashcards: pink (with a post-it over the pig), 5
- ★ Stickers



### ALL TOGETHER TIME 1.5

- **Playing with Tina: pink, orange, one, two, three, four, five**
  - ★ **Create interest:** Call out a child to find out what Tina has in her bag. *What colour are they? How many are there?*
  - ★ **Introduce new concepts:** Make various shapes with the rods, for example, a house, a dog, table. Each time, say: *Look, it's a (dog). What colour is it? How many rods are there?*
  - ★ **More practice:** Put the number 5 flashcard on the board and draw lots of number fives with pink and orange chalk. Start each 5 with a dot. Call out children to trace a 5 with their finger, starting at the dot. By doing this they rub out all the number fives you have drawn. Say: *Can you rub out a (pink) five, please?*
- **Colour song: Pink pig 1.15**
  - ★ Show the children the pink flashcard with the post-it over the pig, and ask them to guess the animal. Remove the post-it to reveal the pig.
  - ★ Do an action for pig. The children do the action and say: *Oink, oink, oink!*
  - ★ Play the song. The children do the actions and join in with the singing.
- **Number song: 1-6 1.26**
  - ★ Do an action from the song and the children say the number.
  - ★ Play the song and the children do the actions and join in with the singing.

### OPTIONAL ACTIVITY Statues

The children move about the class as you shake a tambourine. When you bang the tambourine, they must make a statue. Then, if you whisper *pink*, the children must touch something pink. If you whisper *five*, they must clap five times.

- **Worksheet 4.2: pink, red, blue, green, yellow, orange, pig, flower, one, two, three, four, five**
  - ★ **Display and talk about the worksheet:** Point and ask: *What can you see? Pigs and flowers. What colour are the flowers? How many flowers?* Point to the number 5. *What colour are the pigs? Pink. How many pigs?* Point to the number 5.
  - ★ **Practise the task:** Show the children the page in their book. Count the pigs and say: *Oh dear, just two pigs and they are not pink! How many are missing? Three.* Show the children the stickers. Call out three children and give them pink crayons to colour the pigs and the five.

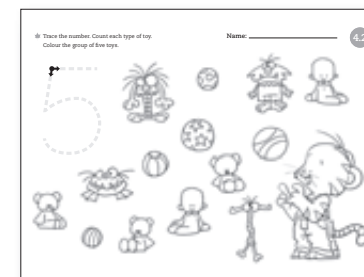
### TABLE TIME 1.6

- ★ The children put the pig stickers in the field and colour the pigs and the number five pink.
- ★ Encourage the children to identify *pink pig, one, two, three, four, five, red, blue, yellow, orange, green, flower.*

## LESSON B

### PREPARATION

- ★ Tina
- ★ Cardboard egg boxes, zigzag scissors, red and white paint, paintbrushes and pipe cleaners (optional)
- ★ Flashcards: yellow, red, blue, green, orange, pink, circle, square, 1, 2, 3, 4, 5
- ★ CD
- ★ Photocopy of the worksheet for all the class



### ALL TOGETHER TIME 1.5

- **Playing with Tina: yellow, red, blue, green, orange, pink, circle, square, one, two, three, four, five**
  - ★ **Recap the concept:** Display the flashcards. Do an action, for example, hold up five fingers, or draw a square in the air, or point to something pink, and the children help Tina to point to the right flashcard and say the word.
  - ★ Place all the flashcards face down. Call out a child to turn over two cards and name them. If they belong to the same set, the child keeps the card. If not they turn them back over.
- **Colour songs: Pink pig 1.15, Orange fish 1.14**
  - ★ Show the children the two colour flashcards and then put them behind your back. Swap them around a few times and then ask: *Where is the (pink pig), in this hand or in that hand?* The children point to the hand they think has the flashcard.
  - ★ Play the song and the children do the actions and join in with the singing.
- **Number song: 1-6 1.26**
  - ★ Do an action and the children say the corresponding number. Play the song and the children do the actions and join in with the singing.
- **Photocopiable Worksheet 4.2: one, two, three, four, five, pink, teddy, ball, dolly, monster**
  - ★ **Display and talk about the worksheet:** Point and say: *What can you see? How many (teddies) are there?*
  - ★ **Practise the task:** Call out six children and give them each a pink crayon. Ask the first child to trace the number five. Ask the others to colour the toys that there are five of.

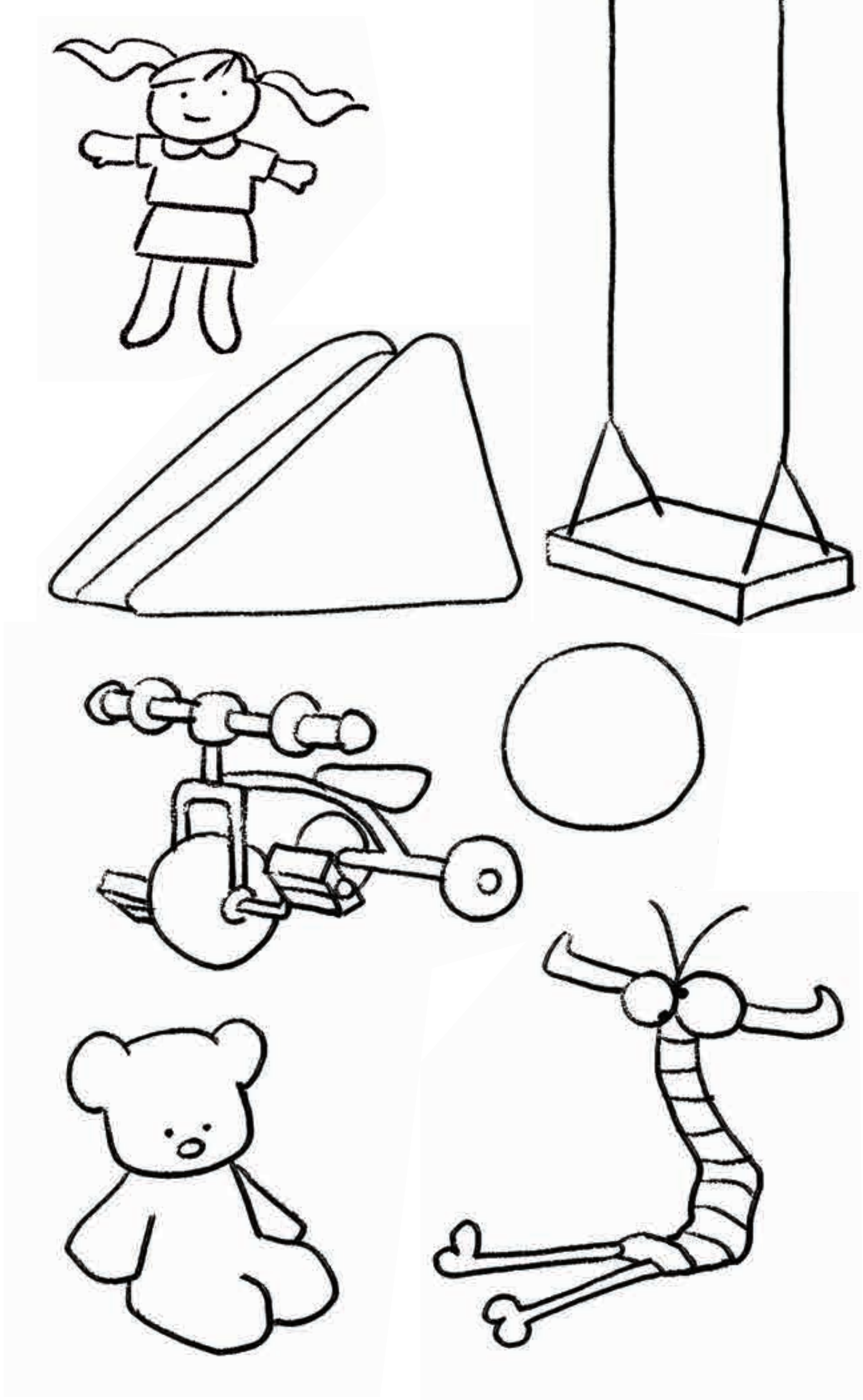
### TABLE TIME 1.6

- ★ The children trace the number five and then colour the five balls pink.
- ★ Encourage the children to identify *one, two, three, four, five, pink, teddy, ball, dolly, monster.*

### OPTIONAL ACTIVITY Make tulips

Cut the egg boxes up and trim the top of each section with zigzag scissors. Mix the red and white paint to make pink, and then paint the tulips. When they are dry, push a pipe cleaner through the bottom of each tulip and then bend it over. Make bunches of five tulips. Alternatively, make tulips from plasticine.







# Unit 4: Lesson 3

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing them some songs. Choose from the following:

**Fast and slow** 2.6 **The hokey cokey** 2.1

**Colour song: Pink pig** 1.15

Sing **Hello everyone!** 1.2 and then **Are you feeling sleepy today?** 1.8  
Call out a child to have a conversation with one of the characters. (See TRB, page 25)

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, Tina and Polly and sing **Goodbye!** 1.4

## VOCABULARY AND EXPRESSIONS

bike, slide, swing, ball, dolly, teddy, monster  
Tommy is riding a bike.

Tommy is on the slide/the swing.

The baby tigers are crying/happy.

Look at me on my bike!/the slide!/the swing!

Don't cry baby tigers. Don't cry, please.  
Too, again

## AUDIO

**Story 4: Look at me!** 2.8

**Story chant 4: Look at me!** 2.9

The baby tigers are crying,  
Wah, wah, wah!  
Don't cry, please!

Look at me on the slide!  
Woosh, woosh, woosh!  
Hee, hee, hee!

The baby tigers are crying,  
Wah, wah, wah!  
Don't cry, please!

Look at me on the swing!  
Woosh, woosh, woosh!  
Happy baby tigers!  
Hee, hee, hee!

## BASIC COMPETENCES

The children recognise the feelings of happy and sad and what makes them feel that way.

## LESSON A

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: bike, slide, swing, ball, dolly, teddy, monster
- ★ Story cards: Story 4: Look at me!
- ★ The last story card from unit 2: A new baby
- ★ CD



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: bike, slide, swing, ball, dolly, teddy, monster**
  - ★ **Recap vocabulary:** Sit each of the characters on two flashcards. The children guess which flashcards each one is sat on. You can take a peek and do a mime to help children guess.
  - ★ **Play a flashcard game: It's...** (Teacher's Resource Book, page 26)
- **Story 4: Look at me!** 2.8
  - ★ **Create interest:** Show the children the last story card from unit 2, or the first one from this unit, and point to the babies crying. Mime and ask children: *What can you do to stop a baby crying?* Repeat what they say in English.
  - ★ **Introduce the story:** Display story card 1. Point and say: *Look! The babies are still crying! What a noise! Tommy's thinking: How can I stop the babies crying?*
  - ★ **Listen to the audio:** You can go through the cards commenting and asking the children questions and then play the audio through without stopping, or you can play the audio and display the pictures one at a time. Point to the characters as they speak. After each story card, ask: *Are the baby tigers happy?* After story cards 1, 3 and 5, ask: *What can Tommy do to stop the babies crying?* After story card 7, ask: *What can Twig do to stop the babies crying?*
  - ★ **Check comprehension:** Point and ask questions: *Who's this? What is Tommy saying?*
  - ★ **Listen to the audio and join in:** Put the story cards on the floor or board in order and play the audio again, encouraging the children to join in with Tommy, the babies and Twig.

### OPTIONAL ACTIVITY Happy or sad?

Children can draw a happy face on a piece of paper and a sad face on another. Hold up the story cards and tell the story. The children hold up their happy or sad faces according to how the babies are reacting.

- **Worksheet 4.3: bike, slide, swing, ball, dolly, teddy, monster**
  - ★ **Display and talk about the worksheet:** Point to the pictures on the left and say: *Look, here is a (dolly and a ball).* Point to the picture on the right and say: *Look, here is Tommy and the baby tigers and Twig.*
  - ★ **Practise the task:** Call a child out. Say: *Point to the slide here. Can you see a slide in the picture? No? Good. Point to the dolly here. Can you see a dolly in the picture? Where? Good. Pick up a crayon and colour the dolly.* Continue with other children and objects.

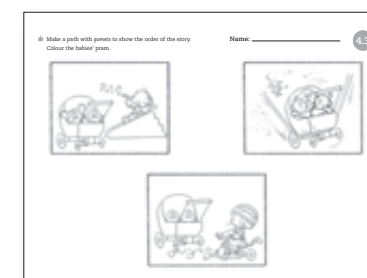
### TABLE TIME 1.6

- ★ The children colour the objects on the left which appear in the picture on the right. You can play or sing the songs from the unit as the children work.
- ★ Encourage the children to identify the toys and park objects.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ A cloth bag
- ★ Flashcards: bike, slide, swing, ball, dolly, teddy, monster (hide the ball flashcard somewhere in the classroom before the class)
- ★ Story cards: Story 4: Look at me!
- ★ Photocopy of the worksheet for all the class
- ★ Gomets



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: bike, slide, swing, ball, dolly, teddy, monster**
  - ★ **Recap vocabulary with a flashcard game: Hide and seek** (Teacher's Resource Book, page 26)
- **Story 4: Look at me!** 2.8
  - ★ **Recap the story:** Put the story cards on the floor and call a child out to put them in order. The rest of the class can help.

### OPTIONAL ACTIVITY A mime game

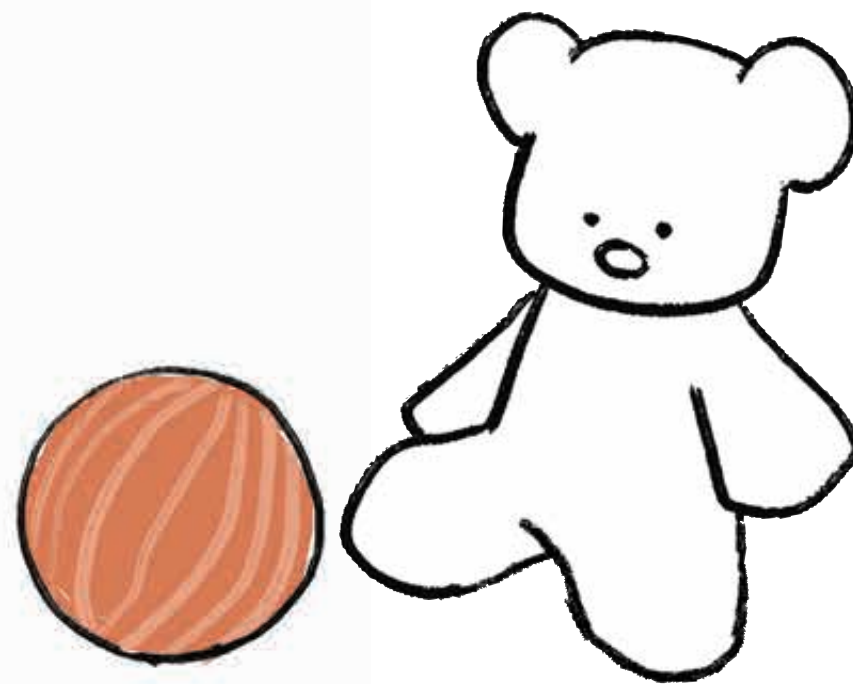
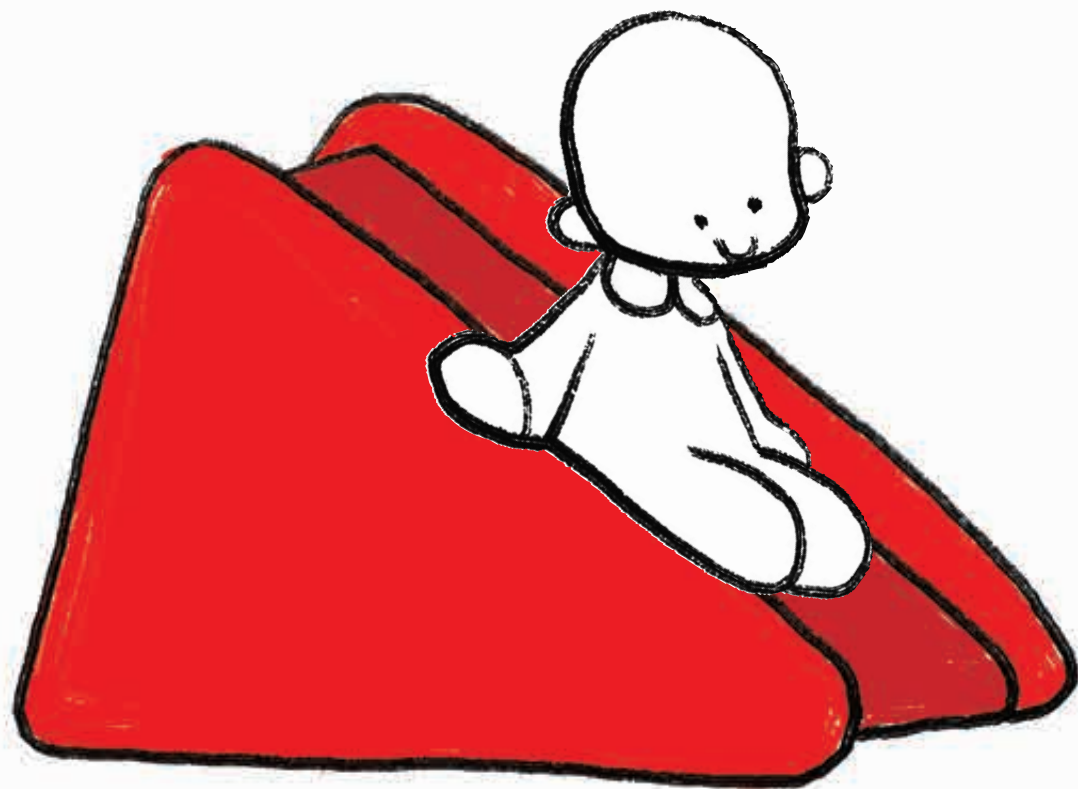
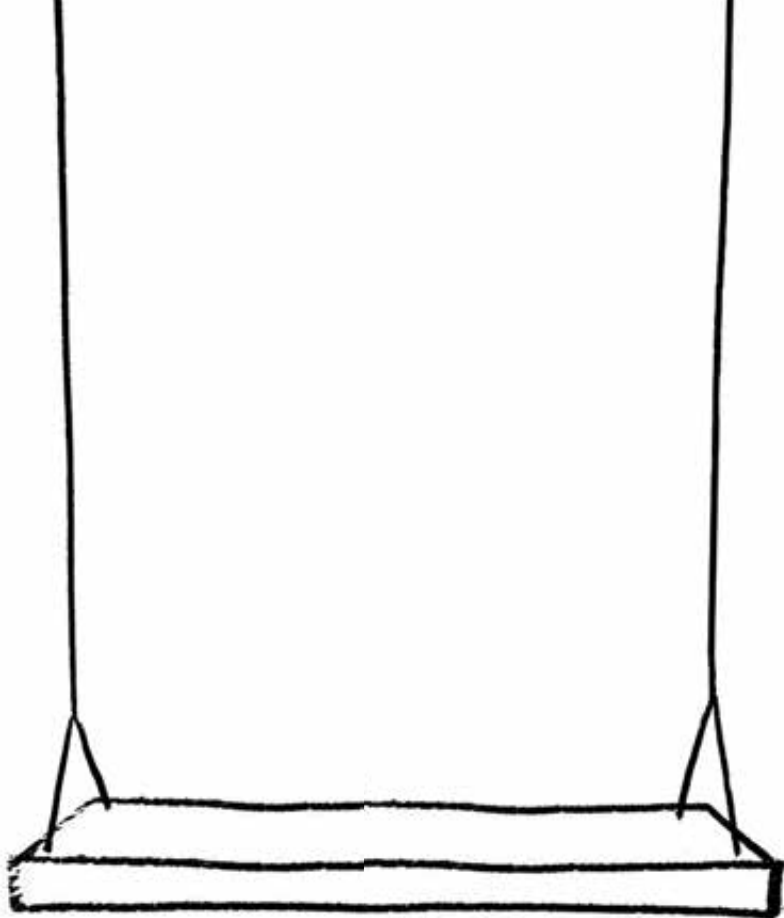
Say **Look at me!** and mime one of the actions in the story: *ride a bike, go down a slide, swing.* The children say what you are doing. Once they understand the game, children can take over your role.

- ★ **Listen to the audio and act out the story:** Assign the roles of Tommy, the two babies and Twig. Tell the story or play it on the CD, and help the children to act out their parts.
- **Story chant 4: Look at me!** 2.9
  - ★ **Listen to the audio:** The children tap two fingers of their right hands in the palm of their left hands to the rhythm of the chant.
  - ★ Put story cards 3, 4, 7 and 8 on the floor. Lift them up in turn, according to the chant, and mime along with the words. Encourage the children to join in.
  - ★ Ask a group of children to be the baby tigers. They repeat the baby tiger noises and act them out. You repeat the other lines with the rest of the class. Change the groups so another group gets the chance to be the babies.
- **Photocopiable Worksheet 4.3: bike, slide, swing, babies**
  - ★ **Display and talk about the worksheet:** Point to the pictures and talk about them. Say: *Look, here's (Tommy on his bike). The baby tigers are (crying).*
  - ★ **Practise the task:** Call a child out. Point to the story in order on the carpet or board and say: *What does Tommy try first: the bike, the slide or the swing?* Give the child some gomets and say: *Make a line with the gomets from here to here.*

### TABLE TIME 1.6

- ★ The children make a path with gomets to show the order of the pictures in the story. They colour the prams.
- ★ Encourage the children to identify *bike, slide, swing, babies.* You can play or sing the songs from the unit as the children work or get them to join in saying the chant from the story.





# Unit 4: Lesson 4

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing some songs. Choose from the following:

**Pick up a pencil** 1.27

**Knock at the door** 1.31

**The hokey cokey** 2.1

**Fast and slow** 2.6

Sing **Hello!** 1.1 and then **Are you feeling sleepy today?** 1.8 Call out a child to have a conversation with Tommy. (See TRB, page 25)

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, Tina and Polly and sing **Goodbye!** 1.4

## VOCABULARY

slide, swing, bike, ball, teddy, monster, dolly  
red, blue, green, yellow, pink, orange  
one, two, three, four, five



## BASIC COMPETENCES

Reviewing what has been learnt in previous lessons teaches the children an important skill which they can use for their future learning.

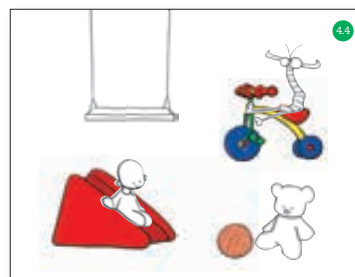
## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: dolly, ball, teddy, monster, swing, slide, bike, red, blue, green, yellow, pink, orange, 1-5 in the bag
- ★ Poster 4, poster pop-outs and Blu-tack
- ★ Pop-out 4
- ★ CD (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: dolly, ball, teddy, monster, swing, slide, bike, red, blue, green, yellow, pink, orange, one-five**
  - ★ **Recap vocabulary:** Share out the flashcards between Tommy, Tina and Polly, who then check if the children can say the words.
  - ★ **Play a flashcard game: Sort** (Teacher's Resource Book, page 27)
- **Poster 4: dolly, ball, teddy, monster, swing, slide, bike, red, blue, green, yellow, pink, orange, one-five**
  - ★ **Create interest:** Display the poster of the park toys and the pop-out monsters, dollies and teddies. Ask the children to say what they see.
  - ★ **Play with the poster:** Call out a child and ask: *Can you put the (red monster) on the (slide)?* Call out more children to place the dollies, monsters and teddies on the park toys. Count the monsters, dollies and teddies. Call out a child and say: *Can you take the (blue teddy) off the (ball) and put him on the (swing)?* Continue giving similar instructions.
- **Pop-out 4: ball, slide, swing, bike**
  - ★ **Display and talk about the pop-out:** Stick Tommy in the middle of the pop-out. Say: *Look, it's a park. Look, a swing, a slide, a bike and a ball ... and Tommy in the middle.* Hold Tommy and spin the pop-out in the air. The children name the toy that stops opposite them.
  - ★ **Play a circle game:** The children sit in a circle and pass round the pop-out. When you say: *Stop!* the child with the pop-out spins it and says the name of the toy facing them.
- **Worksheet 4.4: dolly, ball, teddy, monster, swing, slide, bike, red, blue, green, yellow, pink, one-five**
  - ★ **Display and talk about the worksheet:** Point and say: *Look! It's a park. What toys can you see? What colour is it? Is the (swing) (blue)?*
  - ★ **Practise the task:** Call out a child to draw a friend on the swing.

### TABLE TIME 1.6

- ★ The children draw a friend on the swing and colour the toys.
- ★ Encourage the children to say dolly, ball, teddy, monster, swing, slide, bike, red, blue, green, yellow, pink, orange.
- ★ The children prepare their pop-outs.

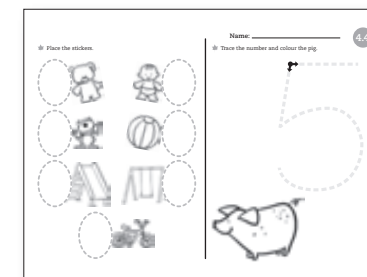
### OPTIONAL ACTIVITY Listen and play

Do **Action song 4: Fast and slow** 2.6 and the children spin their pop-outs accordingly.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: dolly, ball, teddy, monster, swing, slide, bike, red, blue, green, yellow, pink, orange, 1-5 in the bag
- ★ Poster 4
- ★ Photocopy of the worksheet for all the class
- ★ Stickers
- ★ CD



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: dolly, ball, teddy, monster, swing, slide, bike, red, blue, green, yellow, pink, orange, one-five**
  - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at getting the flashcards out of the bag and asking the children to say the words.
  - ★ **Play a flashcard game: Tommy, Tina or Polly?** (Teacher's Resource Book, page 27)
- **Poster 4: dolly, ball, teddy, monster, swing, slide, bike, red, blue, green, yellow, pink, one-five**
  - ★ Start by putting a dolly, a monster and a teddy each on a park toy. Then cover the park with a piece of paper and ask: *Where is the (dolly)?* Remove the cover to check their answers. Repeat several times.
  - ★ Now position the monster, dolly and teddy (without the children seeing where you put them) and the children guess where each one is. Say: *Where do you think the (teddy) is? (On the slide).*
- **Continuous assessment**
  1. Sing and do **Action song 4: Fast and slow** 2.6
  2. Listen and join in with the **Story 4** 2.8 and/or **Story chant 4: Look at me!** 2.9
  3. Sing **Number song: 1-6** 1.26 and **Colour songs: Pink pig** 1.15 and **Orange fish** 1.14

### TABLE TIME 1.6

- **Photocopiable Worksheet 4.4: dolly, ball, teddy, monster, swing, slide, bike, red, blue, green, yellow, pink, one-five**

Do this worksheet with a small group of children at a time, or one by one. If children are unable to produce the words then instruct them where to stick each character and what colour to trace the number and the pig to evaluate their comprehension. Mix both techniques as appropriate for each individual child.

1. Check production of the target words. Point to a sticker and say: *Who is it? (Petal.)* Then, ask the child: *Where do you want to stick (Petal)?* Continue in the same way so that the child names the five characters and five of the words.
2. Check numbers and colours: Ask: *What number is it? What colour do you want to trace it? What colour is the pig?*





# Unit 4: Lesson 5

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the following:

*Tommy's gym* 1.7

*Round and round we go* 3.1

*If you're happy* 3.4

Sing *Hello!* 1.1 and then *Are you feeling sleepy today?* 1.8 Call out a child to have a conversation with Tommy. (See TRB, page 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

hammer, bang, one, two, three, four, five  
orange, pink, green, blue, yellow

## AUDIO

*Authentic song 4: Peter bangs with one hammer* 3.9

*Peter bangs with one hammer,  
One hammer, one hammer.  
Peter bangs with one hammer,  
This fine day.*

*Peter bangs with two/three/four/five hammers*

*Peter's very tired now,  
Tired now, tired now.  
Peter's very tired now,  
This fine day.*

*Peter's going to sleep now,  
Sleep now, sleep now.  
Peter's going to sleep now,  
This fine day.*

## BASIC COMPETENCES

The children practise the numbers 1 to 5 through a traditional song.

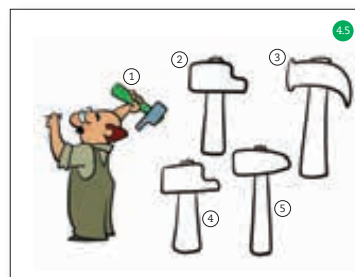
## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy
- ★ CD
- ★ A plastic hammer



### ALL TOGETHER TIME 1.5

- **Playing with Tommy: hammer, bang, one, two, three, four, five**
  - ★ **Create interest:** Tommy is very happy. He has a plastic hammer. He bangs on different surfaces such as the floor, wall, window, chair or table and, each time, the children count the number of times he bangs.
  - ★ **Introduce new vocabulary:** Name a child and say: *Can you get the hammer, please, and bang on the floor (three times)?* Repeat with more children but vary the instruction slightly each time.
- **Authentic song 4: Peter bangs with one hammer** 3.9
  - ★ **Focus on the music:** Listen to the music and the children swing their arms to the beat.
  - ★ **Focus on the actions:** Say: *Bang with one hammer.* Do the action with one hand. Say: *Bang with two hammers,* and do the action with both hands. Say: *Bang with three hammers,* and do the action with both hands and one foot. Say: *Bang with four hammers,* and do the action with both hands and both feet. Say: *Bang with five hammers,* and do the action with both hands, both feet and nod your head. Yawn and say: *Now I'm tired. I'm going to sleep,* and mime sleeping.
  - ★ **Play the audio:** The children do the actions and join in with the singing.

### OPTIONAL ACTIVITY Tommy says

Give an instruction but the children only do it if it is preceded by Tommy says. Say: *Tommy says bang with (two) hammers.* The children do the action with both hands. Say: *Bang with four hammers,* and the children remain still.

- **Worksheet 4.5: hammer, one, two, three, four, five, pink, orange, green, blue, yellow**
  - ★ **Display and talk about the worksheet:** Point to the picture and say: *Look! It's Peter! He's banging with a hammer. Can you count his hammers? What colour is hammer 1? What number is the green hammer?*
  - ★ **Prepare the task:** Call the children out to point to the hammers. Then, call out a child and say: *Can you point to hammer 3, please? Can you point to the pink hammer, please.* Repeat with more children.

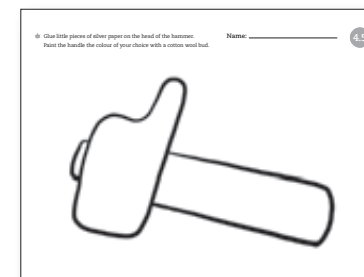
### TABLE TIME 1.6

- ★ The children find, colour and count the hammers in the picture. They can colour the hammers the same as in the teacher's version, or you can do this as a dictation: *Colour hammer 1 blue,* etc.
- ★ Encourage the children to identify *hammer, 1, 2, 3, 4, 5, pink, orange, green, blue, yellow.*

## LESSON B

### PREPARATION

- ★ Tommy
- ★ Flashcards (a selection of flashcards from previous units), a plastic hammer
- ★ CD
- ★ Photocopy worksheet
- to allow a hammer for each child and one extra
- ★ Little pieces of tin foil, glue, paint, cotton wool buds
- ★ Two large sheets of coloured card, glue (optional)
- ★ Print and stick the words of the song onto a sheet of card (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy**
  - ★ Play a game that revises the flashcards from previous units. Place the flashcards randomly on the floor. Call out a child and give them the plastic hammer. Say: *Find the (pencil) and bang it with the hammer (four times).* Repeat with more children, varying the instruction each time.
- **Authentic song 4: Peter bangs with one hammer** 3.9
  - ★ Ask children to remember the actions from the song and do them in order.
  - ★ Play the audio and the children do the actions and join in with the singing.
  - ★ You can show the children a more challenging way of doing the actions, by only banging with one hammer at a time. *Peter bangs with two hammers,* you alternate hands and say: *One, two, one, two.* With three hammers, you alternate hands and a foot and say: *One, two, three, one, two, three.* Continue in the same way for four and five hammers.

### OPTIONAL ACTIVITY Invent a new song

Use the same format but change the object and the verb. Possible examples are: *Peter eats with 5 spoons, Peter draws with 5 crayons.*

- **Photocopiable Worksheet 4.5: hammer, pink, orange, green, blue, yellow**

- ★ Tommy shows the children a picture of a hammer. Demonstrate how to decorate the hammer by sticking little pieces of silver paper or tin foil onto the hammer head. Then, pour a little paint on the handle and spread it to the edges using a cotton wool bud.

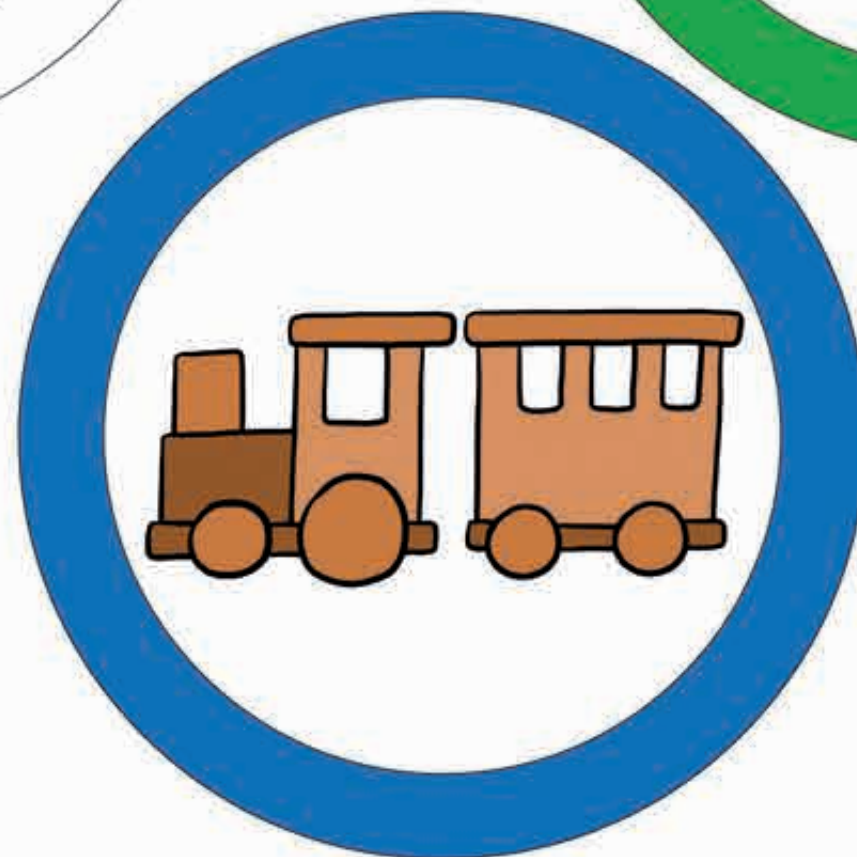
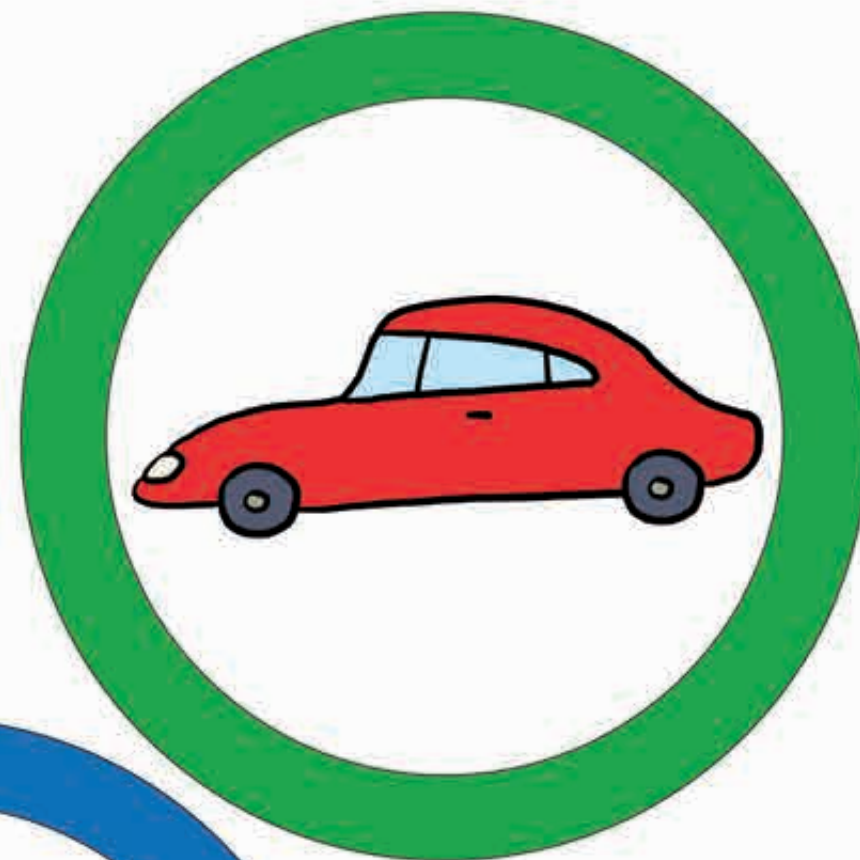
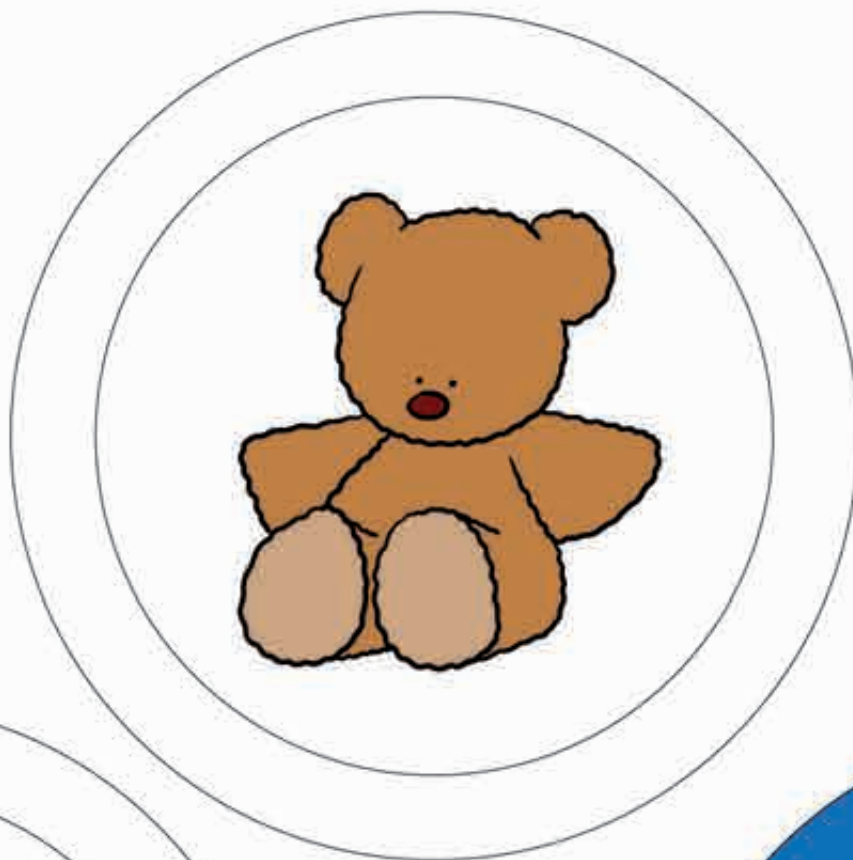
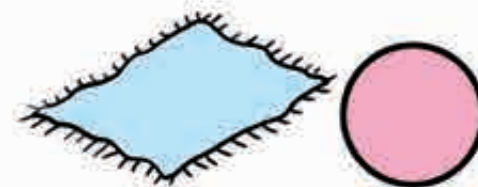
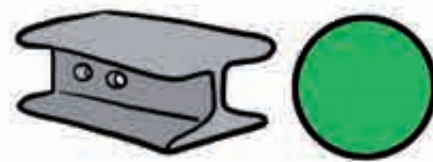
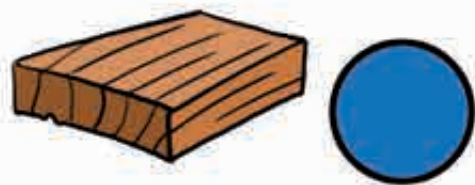
### TABLE TIME 1.6

- ★ The children decorate their hammers following your example. As the children work, play the song several times.
- ★ Encourage individual children to say the words of the song with you.

### OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the decorated hammers onto the two pieces of card. Display the children's song poster, and then use it as a page in the *Very big class song book*. Children can watch other children singing 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 4: Lesson 6

## OPENING ROUTINE

Wake up Polly by singing her some songs. Choose from the following:

*Peter bangs with one hammer* 3.9

*If you're happy* 3.4

*Round and round we go* 3.1

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

plastic, metal, wood, cloth, monster, hammer, car, plane, train, swing, teddy, cowboy hat.

## AUDIO

Photo poster 4: 3.10 and 3.11

(in order)

Hello. My name's Bo. I'm 4. Look at my toys.

Bo's monster is made of plastic.

Bo's hammer is made of plastic.

Bo's car is made of metal.

Bo's plane is made of metal.

Bo's train is made of wood.

Bo's swing is made of wood.

Bo's teddy is made of cloth.

Bo's cowboy hat is made of cloth.

(out of order)

Bo's teddy is made of cloth.

Bo's swing is made of wood.

Bo's monster is made of plastic.

Bo's plane is made of metal.

Bo's hammer is made of plastic.

Bo's car is made of metal.

Bo's cowboy hat is made of cloth.

Bo's train is made of wood.

## BASIC COMPETENCES

The children become familiar with different materials and learn to recognise objects that can be made from them.

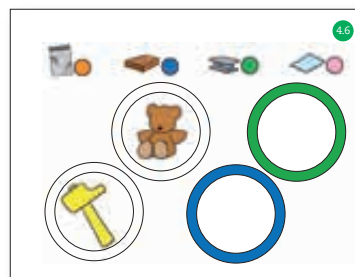
## ACTIVITY BOOK

This is a good time to work with  
Unit 4, Worksheet 4.4, page 33. 3.30

## LESSON A

### PREPARATION

- ★ Polly
- ★ Flashcards: plastic, metal, wood, cloth
- ★ Photo poster 4 (cover the pictures of plastic, wood, metal and cloth)
- ★ CD
- ★ A plastic toy, a metal toy, a wood toy and a cloth toy
- ★ Stickers



### ALL TOGETHER TIME 1.5

- **Playing with Polly: plastic, wood, metal, cloth**
  - ★ **Create interest:** Polly shows the children her toys. Ask about each one: *What is it? What is it made of?*
- **Photo poster 4: 3.10 plastic, metal, wood, cloth, monster, hammer, car, plane, train, swing, teddy, cowboy hat**
  - ★ **Display and talk about the poster:** Introduce Bo and read or listen to what he is saying. Ask: *Is Bo a girl or a boy? How old is he? What is he showing us?* Point to the monster, mime and say: *Bo has a monster*, and make a monster noise. Repeat the procedure with the hammer and say: *The hammer and the monster are made of plastic*, and uncover the picture of plastic. Continue in the same way with the rest of the toys, establishing a mime and a sound (see audio) for each. Practise the mimes and sounds with the children.
  - ★ **Play the audio (in order):** Pause after each picture and mime the toy 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: plastic, metal, wood, cloth**
  - ★ Show the flashcards one at a time and children identify toys on the poster made of the material. Ask: *What material is it? Which of Bo's toys are made of (wood)?* Hold up a flashcard and point to a toy on the poster. If the toy is made of the material on the flashcard the children clap. Say, for example: *Yes, that's right. The cowboy hat is made of cloth*. Play more flashcard games. See the games bank.

### OPTIONAL ACTIVITY Materials display

Put each of the materials flashcards on a different table and ask the children to collect items from the classroom and put them on the corresponding table.

- **Worksheet 4.6: plastic, metal, wood, cloth, hammer, teddy, car, train**
  - ★ **Display and talk about the worksheet:** Point to the teddy. Then, point to the pictures of materials one at a time and ask: *Is it made of plastic/wood/metal/cloth?* Point to the key at the top and the rim of the circle round the teddy and say: *Yes, it's made of cloth. Look, yellow here and yellow here.*
  - ★ **Practise the task:** Display the children's version of the worksheet and ask: *What's missing? (Two stickers and the coloured rim of two circles.)* Call out children to point to where the stickers go and start colouring the circles.

### TABLE TIME 1.6

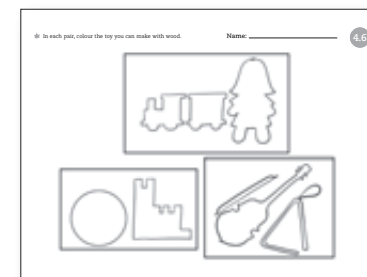
- ★ The children stick the stickers in the right place and colour the circles according to the code.
- ★ Encourage the children to identify plastic, metal, wood, cloth.

**Note:** you may want to ask children to bring a toy from home to the next class.

## LESSON B

### PREPARATION

- ★ Polly
- ★ Flashcards: plastic, wood, metal, cloth
- ★ Photo poster 4
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ Children's toys from home (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Polly: plastic, wood, metal, cloth**
  - ★ **Recap phrases:** Polly goes around the classroom, picking up objects and asking questions. For example: *Is it made of wood? Is it made of plastic or metal? What is it made of?* Polly plays a game with the children. Display the four materials flashcards. Give a child an object and they must put it next to the right flashcard according to what it is made of.
- **Photo poster 4: 3.11 plastic, metal, wood, cloth, monster, hammer, car, plane, train, swing, teddy, cowboy hat**
  - ★ **Play games with the poster:** Choose a toy in secret. The children must guess which toy it is. First, they ask: *Is it made of (plastic)?* Then they ask: *Is it the...?* Name a child to choose the next toy. Make one of the sounds and the children must name the toy and the material it is made of. Name a child to make the next sound.
  - ★ **Play the audio (out of order):** Display the flashcards of the materials. Pause after each sentence for the children to point to the corresponding material. Repeat the activity but this time without stopping.

### OPTIONAL ACTIVITY Talk to Polly: Describe your favourite toy

Help the children tell Polly about their toy (either a toy they have brought from home or one they have chosen in the classroom). They can talk about size: *Is it big or little?*, colour: *Is it (blue)?*, and the material(s) it is made of: *Is it made of (plastic)?*

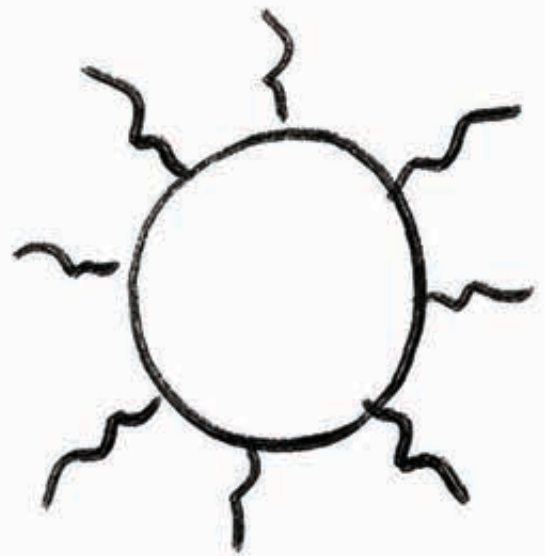
- **Photocopiable Worksheet 4.6: train, dolly, ball, flute, triangle, wood**

★ **Display and talk about the worksheet:** Point to all the pictures and ask: *What can you see?* Hold up the wood flashcard and ask: *Can you make a train from wood? (Yes.) Can you make a doll from wood? (No.)* Continue in the same way with each pair of pictures. Give a child a crayon to start colouring the toys you can make from wood.

### TABLE TIME 1.6

- ★ In each pair of pictures, children colour the toy that can be made of wood.
- ★ Encourage the children to identify train, dolly, ball, flute, triangle, wood.







# Unit 5: Lesson 1

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the following:  
**Colour song: Orange fish 1.14**  
**The hokey cokey 2.1 Fast and slow 2.6**  
Sing **Hello! 1.1** and then **Are you feeling sleepy today? 1.8** Call out a child to have a conversation with Tommy. (See TRB, page 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 AND EXPRESSIONS

trousers, T-shirt, dress, hat, jacket, boots, scarf  
legs, arms, one, two  
wiggle, shake, dance  
Put your ... on. All day long.

## AUDIO

### Action song 5: Put your trousers on 2.10

One leg, two legs, All day long!  
Put your trousers on!  
One leg, two legs, One arm, two arms,  
Put your trousers on! Put your dress on!  
Wiggle, wiggle, One arm, two arms,  
Wiggle, wiggle! (x2) Put your dress on!  
Wiggle in your trousers, Dance, dance, dance! (x2)  
All day long! Dance in your dress,  
All day long!

One arm, two arms,  
Put your T-shirt on!  
One arm, two arms,  
Put your T-shirt on!  
Shake, shake, shake! (x2)  
Shake in your T-shirt,

### Tommy's music 5 2.11

Wiggle in your trousers... fast/slowly.  
Shake in your T-shirt... fast/slowly.  
Dance in your dress... fast/slowly.

## BASIC COMPETENCES

The children should be reacting with increasing confidence to the activities, games and songs which make up their English lessons.

## ACTIVITY BOOK

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

# LESSON A

## PREPARATION

- ★ Tommy
- ★ Flashcards: trousers, T-shirt, dress, hat, jacket, boots, scarf
- ★ CD
- ★ A dolly's or child's T-shirt, dress and trousers in a bag
- ★ Stickers



## ALL TOGETHER TIME 1.5

- ★ **Playing with Tommy: trousers, T-shirt, dress, hat, jacket, boots, scarf**
  - ★ **Create interest:** Show the hat, jacket, boots and scarf flashcards one by one, and do mimes for them, encouraging the children to join in.
  - ★ **Introduce new vocabulary:** Show them the bag of clothes and say: *Here are some more clothes. What's in here?* Take the trousers, T-shirt and dress out of the bag, bit by bit. As you do so, say: *What's this? This is for (a leg). Another (leg). (They're trousers!).*
  - ★ **Play a flashcard game: Match** (Teacher's Resource Book, page 26)
- ★ **Action song 5: Put your trousers on 2.10**
  - ★ Act out the song as the children listen to it on the CD, pointing to your clothes and doing the corresponding action. Encourage the children to join in.
  - ★ Show the children the worksheet and say: *(Polly).* Sing the appropriate verse with the children. Call out a child to take over your role and choose the next verse and lead the miming and singing.

- ★ **Worksheet 5.1: trousers, T-shirt, dress, hat, jacket, boots, scarf**
  - ★ **Display and talk about the worksheet:** Point and say: *Look! Here's Tommy! And here are his trousers. Here's Polly and her T-shirt. Here's Tina and her dress. It's sunny. But look, here are Twig and Petal. Here it's raining! Twig and Petal are both wearing a jacket, a hat, a scarf and boots.*
  - ★ **Practise the task:** Show the children a sticker and ask a child to point to where they would stick it. Give a child a yellow crayon and say: *Colour the sun, please.* Ask them to choose a crayon and say: *Now colour the umbrella.* Ask another child to pick up a pencil and say: *Follow the lines here, please.*

## TABLE TIME 1.6

- ★ Give out the stickers and say: *(These are trousers).* Play the song, pausing after each verse for the children to stick the sticker on. They colour the sun and the umbrella and trace the lines.
- ★ Encourage the children to identify trousers, T-shirt, dress, hat, jacket, boots, scarf.
- ★ Play or sing the song, getting the children to point to the worksheet as they listen.

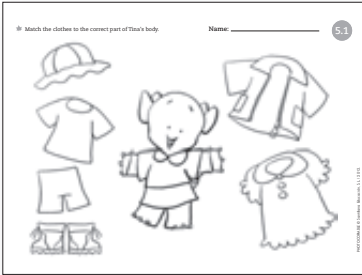
## OPTIONAL ACTIVITY Tommy says

Do the same actions as in the song and establish ones for boots, hat, jacket and scarf. Tell the children they should only do the actions if you say: *Tommy says.* You can make this easier by speaking in Tommy's voice. Say: *Tommy says (wiggle in your trousers). Tommy says (shake in your T-shirt). Tommy says (wave your scarf). (Stamp in your boots).*

# LESSON B

## PREPARATION

- ★ Tommy
- ★ Flashcards: trousers, T-shirt, dress, hat, jacket, boots, scarf
- ★ Photocopy of the worksheet for all the class
- ★ CD



## ALL TOGETHER TIME 1.5

- ★ **Playing with Tommy: trousers, T-shirt, dress, hat, jacket, boots, scarf**
  - ★ **Recap vocabulary:** Show the flashcards and tap your head, upper body, lower body and feet, asking the children: *Do we wear (trousers) here? Or here?* Encourage the children to tap the corresponding part of their bodies and say: *Here.* Put the flashcards on the carpet or board in the corresponding position.
  - ★ **Play a flashcard game: Flash** (Teacher's Resource Book, page 26)
- ★ **Action song 5: Put your trousers on 2.10**
  - ★ Play the song and do the actions. Encourage the children to join in.
  - ★ Divide the class into three groups: Tommy, Polly and Tina. Point to them at the appropriate moment and the groups lead the singing and miming for their verses.
- ★ **Tommy's music 5 2.11 Wiggle in your trousers... fast, Wiggle in your trousers... slowly. Shake in your T-shirt... fast. Shake in your T-shirt... slowly. Dance in your dress... fast. Dance in your dress... slowly.**
  - ★ Practise the actions with the children.
  - ★ The children find a space. Play Tommy's music and the children follow the instructions.
- ★ **Photocopiable Worksheet 5.1: trousers, T-shirt, dress, hat, jacket, boots, scarf**
  - ★ **Display and talk about the worksheet:** Point and say: *Look, here is Tina and here are Tina's clothes. Here's her hat.* Point to the different parts of her body and say: *Does she wear it here or here? Yes, she wears her hat on her head.* Continue with the other items of clothing.
  - ★ **Practise the task:** Call out children to point to the clothes and to draw a line from the clothes to where Tina wears them. Say: *Can you point to Tina's hat. Where does she wear it? Good, on her head. Pick up a pencil and draw a line from the hat to Tina's head. Thank you.* Continue with other children and clothes.

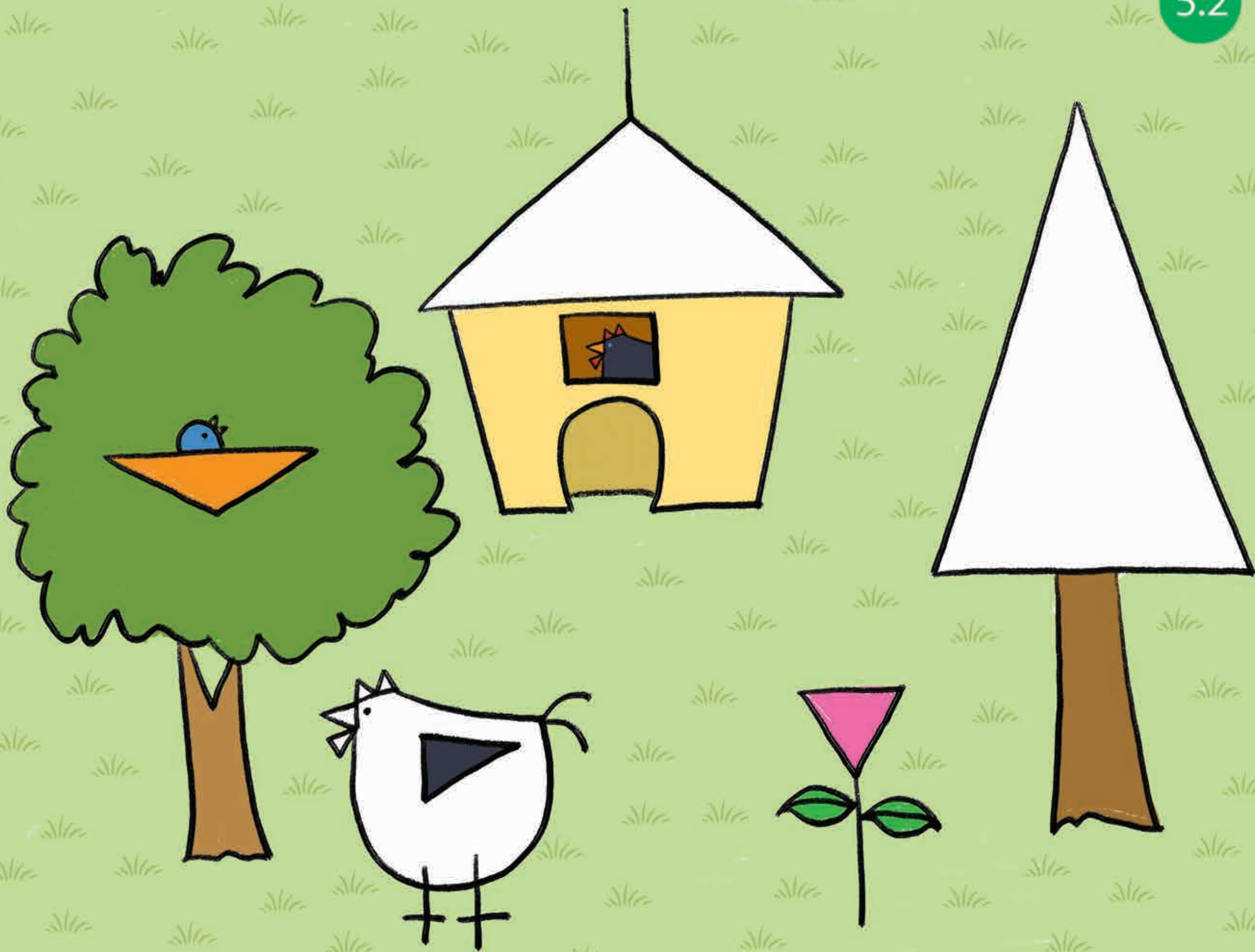
## TABLE TIME 1.6

- ★ The children draw a line from the clothes to the corresponding part of Tina's body.
- ★ Encourage the children to identify the clothes.
- ★ Sing **Put your trousers on 2.10** or play it on the CD as the children work.

## OPTIONAL ACTIVITY New verses

Invent new verses for the song with the children, for example:  
boots: one foot, two feet, stamp in your boots.  
jacket: one arm, two arms, button up your jacket.  
hat: one head, one head, nod in your hat.  
scarf: one neck, one neck, wave your scarf.





# Unit 5: Lesson 2

## OPENING ROUTINE

Wake up Tina by singing her some songs. Choose from the following:

**Put your trousers on** 2.10

**Fast and slow** 2.6

**Colour song: Pink pig** 1.15

**Number song: 1-6** 1.26

Sing **Hello!** 1.1 and then **Are you feeling sleepy today?** 1.8 Call out a child to have a conversation with Tina. (See TRB, page 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 Tina and sing

**Goodbye!** 1.4

## VOCABULARY

green, yellow, red, blue, orange, pink, black  
frog, duck, bird, whale, fish, pig, hen  
circle, square, triangle  
hand, tummy, nose  
T-shirt, trousers

## AUDIO

**Colour song: Black hen** 1.16

*Black, black, a black hen.* (x3)

*Cluck! Cluck! Cluck!*

**Shape song: Triangle** 1.24

*I can draw a triangle. Look at me!*

*On my hand. Can you see?*

*I can draw a triangle. Look at me!*

*On my tummy. Can you see?*

*I can draw a triangle. Look at me!*

*On my nose. Can you see?*

## BASIC COMPETENCES

The children continue to develop their understanding of shape.

## LESSON A

### PREPARATION

- ★ Tina
- ★ Flashcards: black (with a post-it over the hen), triangle
- ★ A musical triangle in the bag
- ★ CD
- ★ Stickers



### ALL TOGETHER TIME 1.5

- **Playing with Tina: triangle, one, two, three, four, five**
  - ★ **Create interest:** Pass Tina's bag around for the children to feel and guess the object. Ask: **What is it? A triangle.** Call out a child. Tina says a number and the child hits the triangle that number of times.
  - ★ **Introduce a new concept:** Count the sides of the triangle and trace the edge of it with your finger. Show the triangle flashcard and call out children to trace the edge with their finger. Comment on the colour of the flashcard. Say: **Look at the triangle, it's black!**
  - ★ **More practice:** Put a large piece of paper on the floor and several black crayons. Ask the children to draw things, for example: **A black triangle, a black circle, a black 1, a black pencil.** Name the items and encourage the children to repeat the words.

### • Shape song: Triangle 1.24

- ★ Do the actions, drawing with your finger, and encourage the children to copy you.
- ★ Play the song and the children do the actions and join in with the singing.

### • Colour song: Black hen 1.16

- ★ Show the children the black flashcard with the post-it over the hen and ask them to guess the animal. Then remove the post-it to reveal the hen.
- ★ Do an action for hen. The children do the action and say: *cluck, cluck, cluck!*
- ★ Play the song. The children do the actions and join in with the singing.

### OPTIONAL ACTIVITY Shapes

Draw lots of circles, squares and triangles on the board. Tina points to the shapes and the children clap when she points to a triangle. Call out children to the board and say: **Can you rub out a (circle), please?** Continue until there are no shapes left on the board.

### • Worksheet 5.2: pink, red, green, yellow, orange, black, hen

- ★ **Display and talk about the worksheet:** Point and say: **What is it? A hen, the hen's house with a roof and a flag, two trees, a nest and a flower. What colour is the hen? Can you see any triangles? What colour is this triangle? How many triangles are there?**
- ★ **Practise the task:** Call children out to point to different parts of the picture and to trace the triangles with their finger. Show the children the page in their book. Count the triangles and say: **Oh dear, just two triangles. How many are missing? Three.** Show the children the triangle stickers and call out children to point to where they go.

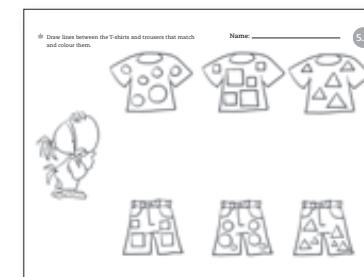
### TABLE TIME 1.6

- ★ The children put the triangle stickers in the right place, colour the remaining triangles and colour the hen black.
- ★ Encourage children to identify pink, red, green, yellow, orange, black, hen, triangle.

## LESSON B

### PREPARATION

- ★ Tina
- ★ Flashcards: yellow, red, blue, green, orange, pink, black, circle, square, triangle 1, 2, 3, 4, 5
- ★ CD
- ★ Photocopy the worksheet for all the class
- ★ Black card, coloured cellophane, hole punch, glue (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tina: yellow, red, blue, green, orange, pink, black, circle, square, triangle, one, two, three, four, five**
  - ★ **Recap the concept:** Display the flashcards. Do an action, for example, hold up five fingers, or draw a triangle in the air or point to something black, and the children help Tina to point to the right flashcard and say the word.
  - ★ Display the flashcards 1-5 in a row. Show five of the other flashcards and turn them over, placing one next to each number. Point to each number and ask the children to guess the word that is next to it. Tina peeps and turns the flashcard over when they guess what it is correctly. Repeat the game with the remaining flashcards.
- **Colour songs: Black hen 1.16, Pink pig 1.15, Orange fish 1.14**
  - ★ Place the three flashcards from the song face down. Tina turns a flashcard over and the children sing the corresponding verse of the song. Continue until the children have sung all three verses.
- **Shape songs: Circle 1.22, Square 1.23, Triangle 1.24**
  - ★ Play the songs and the children do the actions and join in with the singing.
- **Photocopiable Worksheet 5.2: circle, square, triangle, T-shirt, trousers**
  - ★ **Display and talk about the worksheet:** Point and say: **What can you see?**
  - ★ **Practise the task:** Call out children to point to parts of the picture. Give a child a crayon to draw a line between a T-shirt and the matching trousers.

### TABLE TIME 1.6

- ★ The children draw lines to match the trousers and T-shirts. They can colour each matching pair the same.
- ★ Encourage the children to identify circle, square, triangle, T-shirt, trousers.

### OPTIONAL ACTIVITY Geometrical stained glass windows

Give each child a piece of black card on which you have drawn the outline of a square, a rectangle or a triangle. They use a hole punch to cut out the shapes. As they finish, give each child a piece of coloured cellophane to stick on the back of their card, covering the hole. Stick all their shapes together on the classroom window.







# Unit 5: Lesson 3

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing them some songs. Choose from the following:

**Put your trousers on** 2.10

**Fast and slow** 2.6

**Pick up a pencil** 1.27

**Colour songs: Orange fish** 1.14,

**Black hen** 1.16, **Pink pig** 1.15

Sing **Hello everyone!** 1.2 and then **Are you feeling sleepy today?** 1.8 Call out a child to have a conversation with one of the characters. (See TRB, page 25)

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, Tina and Polly and sing **Goodbye!** 1.4

## VOCABULARY AND EXPRESSIONS

trousers, T-shirt, dress, hat, boots, jacket, scarf  
boy, five, pink, big, little  
I don't like my trousers.  
I want to look different.  
I don't want a dress.  
Tommy does look different!  
Sorry, thank you  
That's no good!  
This T-shirt is too big!  
Tommy looks just like Twig.

## AUDIO

**Story 5: I want to look different!** 2.12

**Story chant 5: I want to look different!** 2.13

I don't like my hat,  
I don't like my T-shirt,  
I don't like my trousers!  
I want to look different!

I don't want a dress,  
I don't want five hats,  
I don't want pink boots,  
I want to look different!

Tommy looks like Twig!  
Just like Twig!  
Thank you, Twig!

## BASIC COMPETENCES

Through a familiar context, a story, the children explore the concept of size.

## LESSON A

### PREPARATION

- Tommy, Tina and Polly
- Flashcards: trousers, T-shirt, dress, hat, boots, jacket, scarf
- Story cards: Story 5: I want to look different
- CD



### ALL TOGETHER TIME 1.5

- Playing with Tommy, Tina and Polly: trousers, T-shirt, dress, hat, boots, jacket, scarf**
  - Recap vocabulary by playing a flashcard game: Look at my...** (Teacher's Resource Book, page 26)
- Story 5: I want to look different!** 2.12
  - Create interest:** Ask the children if they have a favourite item of clothing. Repeat what they say in English.
  - Introduce the story:** Display story card 1. Point and say: *Look! Here's Tommy. What's the problem? He's saying, I don't like my trousers... I want to look different.* If necessary, say this in the children's mother tongue. Point to Petal and say: *Petal is doing a magic spell? What clothes is she going to magic for Tommy?*
  - Listen to the audio:** You can go through the cards commenting and asking children questions and then play the audio through without stopping, or you can play the audio and display the pictures one at a time. Point to the characters as they speak. After story cards 2, 3, 4, 5 and 6, ask: *Is Tommy happy? Why not?* After story card 8, ask: *Is he happy now? Why?*
  - Check comprehension:** Point, mime and ask questions: *What's Tommy wearing? What is (Tommy) saying?*
  - Listen to the audio and join in:** Put the story cards on the floor or board and play the audio again, encouraging children to join in with Tommy, Petal and Twig.

### OPTIONAL ACTIVITY Flash

Flash a story card quickly, and then more slowly. The children say what they can see.

- Worksheet 5.3: T-shirt, trousers, dress, big, little**
  - Display and talk about the worksheet:** Point and say: *Look, here is Petal and here are two T-shirts. Here is a big T-shirt and here is a little T-shirt.* Continue with the other two pictures.
  - Practise the task:** Point to the T-shirt in story card 5. Ask: *Is it big or little?* Call out a child and point to the two T-shirts on the worksheet. Ask: *Is the big T-shirt or the little T-shirt in the story? Good. Pick up a crayon and draw a circle around the big T-shirt.* Do the same with story card 3 and the picture of the hats, and with story card 6 and the picture of the dress. Ask: *What colour is the dress in the story?* Show story card 7, if necessary. Say: *Pick up a brown crayon and colour Tommy's clothes.*

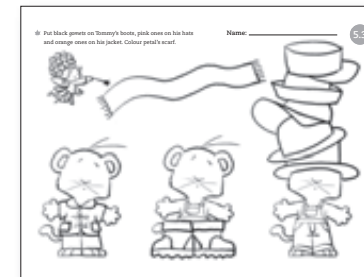
### TABLE TIME 1.6

- The children circle the T-shirt and trousers that are in the story and colour Tommy's clothes.
- You can play or sing the songs from the unit as the children work.
- Encourage the children to identify the clothes.

## LESSON B

### PREPARATION

- Tommy, Tina and Polly
- Flashcards: trousers, T-shirt, dress, hat, boots, jacket, scarf
- Story cards + CD: Story 5: I want to look different!
- Photocopy of the worksheet for all the class
- A bag of dressing up clothes including a big T-shirt (optional)
- Black, pink and orange gomets



### ALL TOGETHER TIME 1.5

- Playing with Tommy, Tina and Polly: trousers, T-shirt, dress, hat, boots, jacket, scarf**
  - Recap vocabulary with a flashcard game: Numbers** (Teacher's Resource Book, page 26)
- Story 5: I want to look different!** 2.12
  - Recap the story:** Put story cards 1, 3, 5 and 7 on the carpet or board in order. Put the other story cards in a bag. Put on some music and play *pass the parcel*. When you pause the music, the child with the bag opens it, takes out a story card and puts it in the right place on the carpet or board. Play the story so the children can check the order.
  - Listen to the audio and act out the story:** Assign the roles of Tommy, Petal and Twig. Tell the story or play it on the CD and help the children to act out their parts. Repeat with different children.

### OPTIONAL ACTIVITY I want to look different

Say: *I want to look different* and put on a piece of clothing from the dressing up bag. Say: *No! This shirt is too (small)!* Continue with other items of clothing. Once the children have got the idea, they can take over your role.

- Story chant 5: I want to look different!** 2.13
  - Listen to the audio:** Children put their hands up, in turn, in time to the rhythm. Put the flashcards for *hat, T-shirt, trousers*, and story cards 2, 5, 6 and 8 on the floor. Lift them up in turn according to the chant and mime along with the words. Encourage the children to join in.
  - Children listen to the chant again and act it out. You can ask one or two children to come out to the front to lead the rest.
- Photocopiable Worksheet 5.3: hat, boots, jacket, scarf**
  - Display and talk about the worksheet:** Point and say: *Look! Here's Petal doing a magic spell. Look at her long scarf! Here's Tommy with a jacket. It's too little! Here's Tommy with some boots. They're too big! And here's Tommy with five hats!*
  - Practise the task:** Call children out and give them black, pink and orange gomets. Say: *Put a (black) gomet on Tommy's (boot). Pick up a crayon and colour Petal's scarf. Thank you.*

### TABLE TIME 1.6

- The children put black gomets on Tommy's boots, pink ones on his hats and orange ones on his jacket. They colour Petal's scarf.
- Encourage the children to identify the words *hat, boots, jacket, scarf* and the expressions *too little, too big*. They can also join in saying the chant from the story.





# Unit 5: Lesson 4

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing some songs. Choose from the following:

**Knock at the door** 1.31

**The hokey cokey** 2.1

**Fast and slow** 2.6

**Put your trousers on** 2.10

Sing **Hello everyone!** 1.2 and then

**Are you feeling sleepy today?** 1.8

Call out a child to have a conversation with Tommy. (See TRB, page 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

hat, jacket, scarf, boots, T-shirt, trousers, dress, red, blue, green, yellow, pink, orange, black, square, circle, triangle

## BASIC COMPETENCES

The children will be becoming more adept at following instructions and carrying out activities in English. This will improve their self confidence.

## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: hat, jacket, scarf, boots, T-shirt, trousers, dress, red, blue, green, yellow, pink, orange, black, square, circle, triangle in the bag
- ★ Poster 5, poster pop-outs and Blu-tack
- ★ Pop-out 5
- ★ CD (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** hat, jacket, scarf, boots, T-shirt, trousers, dress, red, blue, green, yellow, pink, orange, black, square, circle, triangle
  - ★ **Recap vocabulary:** Share out the flashcards between Tommy, Tina and Polly, who then check if the children can say the words.
  - ★ **Play a flashcard game: Flash** (Teacher's Resource Book, page 26)
- **Poster 5:** hat, jacket, scarf, boots, T-shirt, trousers, dress, red, blue, green, yellow, pink, orange, black, circle, triangle, square
  - ★ **Create interest:** Display the poster of Twig and Petal and the pop-outs of their clothes. Ask the children to say what they see.
  - ★ **Play with the poster:** Call out a child and ask: *Can you put the (sun) next to Twig and Petal.* Call out another child and say: *Can you put the (orange T-shirt) on (Twig), please?* Call out more children until Twig and Petal are completely dressed. Instruct the children to undress Twig and Petal. Then, put the snow cloud on the poster and the children dress the characters again.
- **Pop-out 5:** hat, jacket, scarf, boots, T-shirt, trousers, dress, red, blue, green, yellow, pink, orange, black
  - ★ **Display and talk about the pop-out:** Open each door and ask the children what they see: *Let's open the (orange) door. What can you see? A (dress). What colour is it? (Pink). Let's open the door with the (triangle) on it. What can you see? A (T-shirt).*
  - ★ **Play a circle game:** The children sit in a circle and pass round a pop-out. Say: *Stop! Open the (black) door.* The child with the pop-out does so and describes what they see.
- **Worksheet 5.4:** hat, jacket, scarf, boots, T-shirt, trousers, dress, red, blue, green, yellow, pink, orange, black, square, circle, triangle
  - ★ **Display and talk about the worksheet:** Say: *Look! It's Petal and Twig.* Point to a picture and ask: *What is (Twig) wearing?* Mime and ask: *Is it hot or cold?*
  - ★ **Practise the task:** Call out two children to draw the sun and the snow cloud.

### TABLE TIME 1.6

- ★ The children draw the sun and the snow cloud and colour the clothes.
- ★ Encourage the children to say hat, jacket, scarf, boots, T-shirt, trousers, dress, red, blue, green, yellow, pink, orange, black, square, circle, triangle.
- ★ The children prepare their pop-outs.

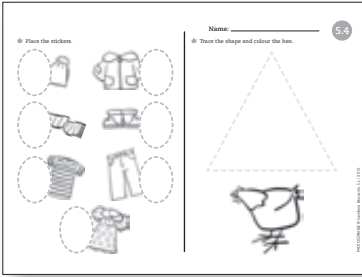
### OPTIONAL ACTIVITY Listen and play

Do **Action song 5: Put your trousers on** 2.10 and the children open the doors of their pop-out accordingly.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: hat, jacket, scarf, boots, T-shirt, trousers, dress, red, blue, green, yellow, pink, orange, black, square, circle, triangle in the bag
- ★ Poster 5
- ★ Photocopy of the worksheet for all the class
- ★ Stickers
- ★ CD



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** hat, jacket, scarf, boots, T-shirt, trousers, dress, red, blue, green, yellow, pink, orange, black, square, circle, triangle
  - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at getting the flashcards out of the bag and asking the children to say the words.
  - ★ **Play a flashcard game: Watch my lips!** (Teacher's Resource Book, page 27)
- **Poster 5:** hat, jacket, scarf, boots, T-shirt, trousers, dress, red, blue, green, yellow, pink, orange, black, square, circle, triangle
  - ★ Start by dressing Twig and Petal. Then, cover the poster with a piece of paper and ask: *Is Twig wearing a hat? Yes. What colour is it?* Remove the cover to check their answers. Repeat several times. Dress Twig and Petal in secret and the children guess what they are wearing.
- **Continuous assessment**
  1. Sing and do **Action song 5: Put your trousers on** 2.10
  2. Listen and join in with the **Story 5** 2.12 and/or **Story chant 5: I want to look different!** 2.13
  3. Sing **Shape song: Triangle** 1.24 and **Colour song: Black hen** 1.16

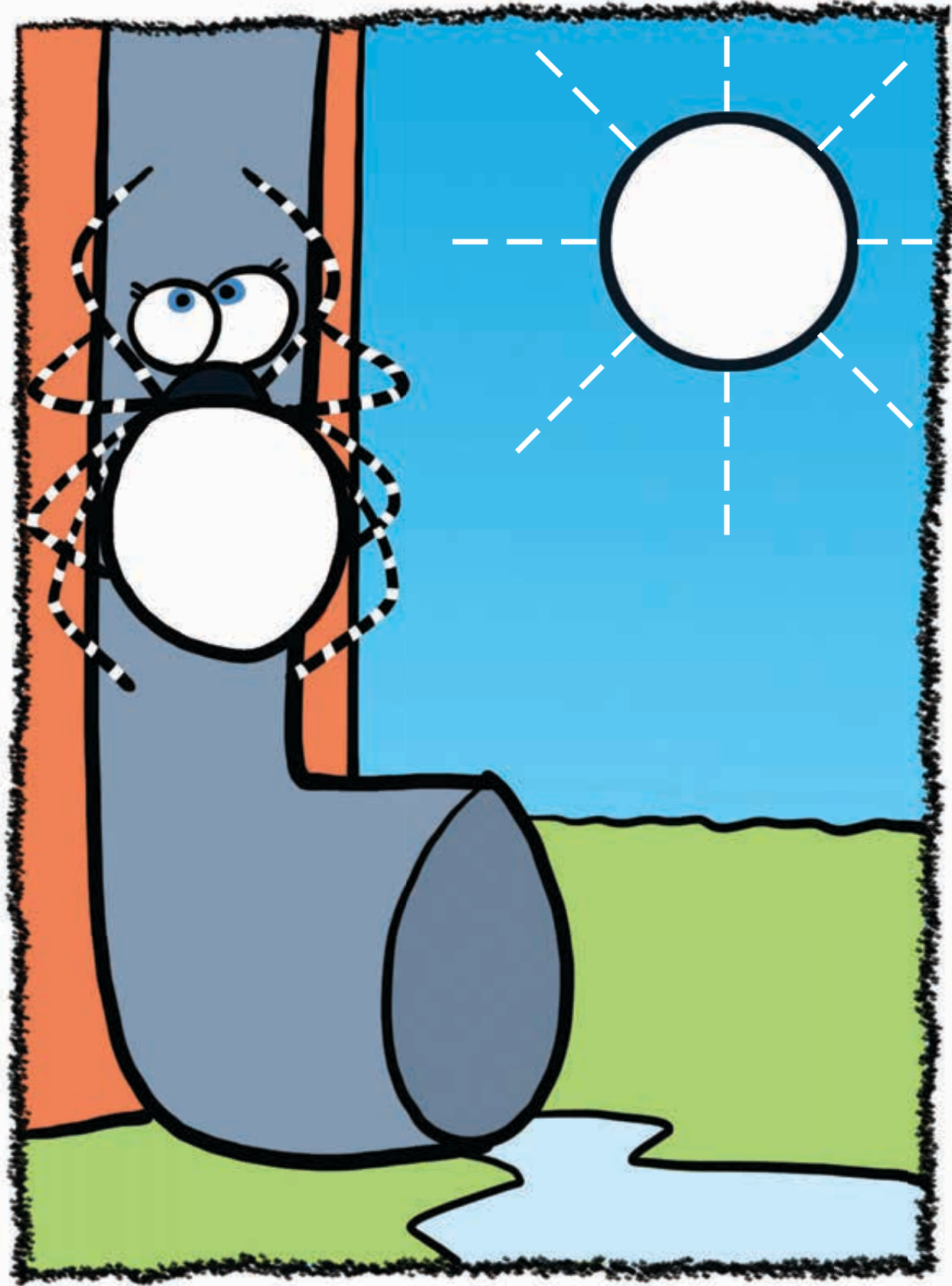
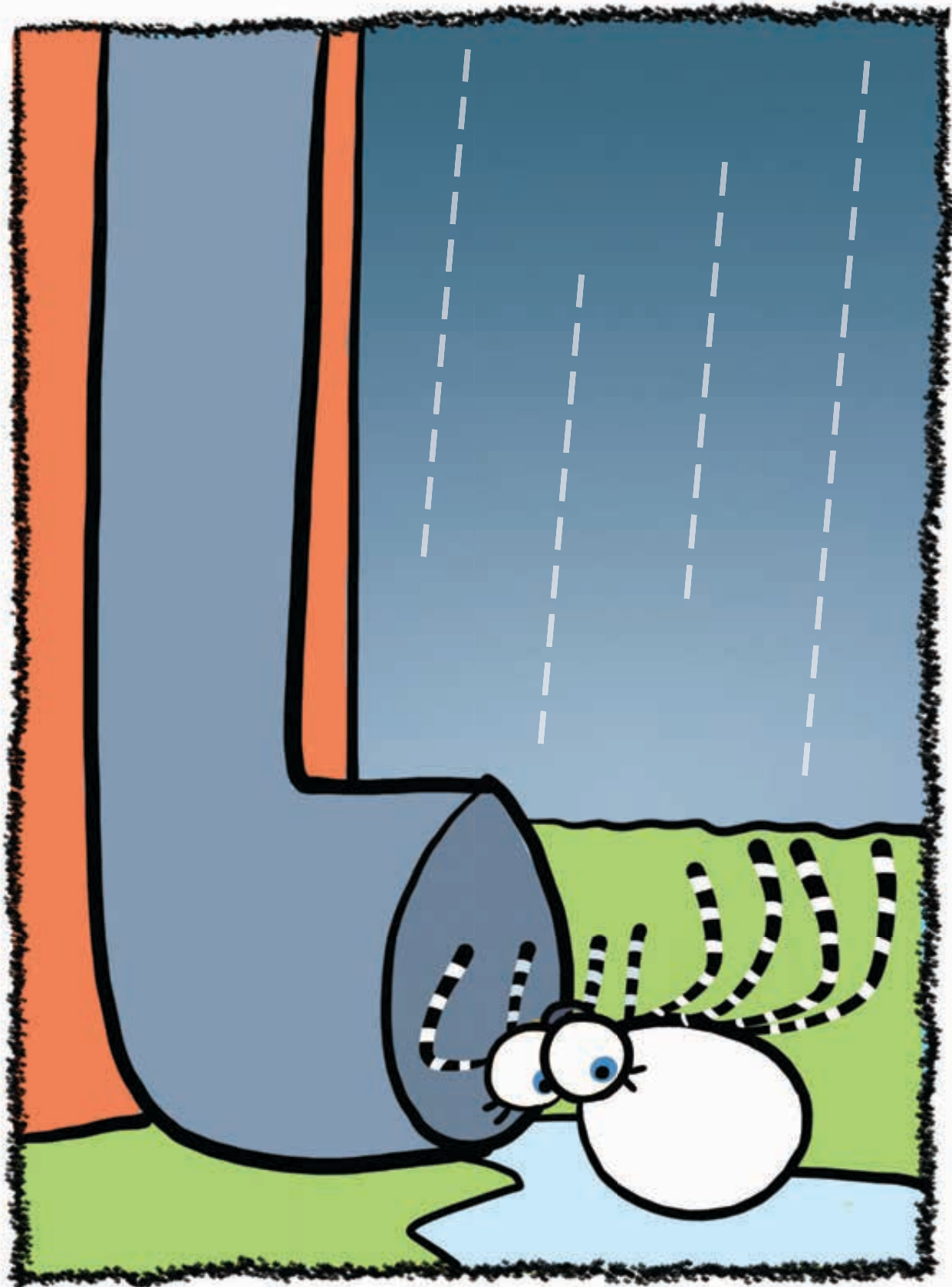
### TABLE TIME 1.6

- **Photocopiable Worksheet 5.4:** hat, jacket, scarf, boots, T-shirt, trousers, dress, red, blue, green, yellow, pink, orange, black, square, circle, triangle

Do this worksheet with a small group of children at a time, or one by one. If the children are unable to produce the words then instruct them where to stick each character and what colour to trace the triangle and colour the hen to evaluate their comprehension. Mix both techniques as appropriate for each individual child.

1. Check production of the target words. Point to a sticker and say: *Who is it? (Petal).* Then, ask the child: *Where do you want to stick (Petal)?* Continue in the same way so that the child names the five characters and five of the words.
2. Check shapes and colours: Ask: *What shape is it? What colour do you want to trace it? What colour is the hen?*





# Unit 5: Lesson 5

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the following:

Tommy's gym 1.7

Round and round we go 3.1

If you're happy 3.4

Peter bangs with one hammer 3.9

Sing: *Hello!* 1.1 and then *Are you feeling sleepy today?* 1.8 Call out a child to have a conversation with Tommy. (See TRB, page 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

spider, rain, sun, climb, happy, sad

## AUDIO

Authentic song 5: *Incy Wincy spider* 3.12

*Incy Wincy spider,  
Climbed up the water spout.  
Down came the rain,  
And washed poor Incy out.  
Out came the sun,  
And dried up all the rain.  
And Incy Wincy spider,  
Climbed up the spout again.*

## BASIC COMPETENCES

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

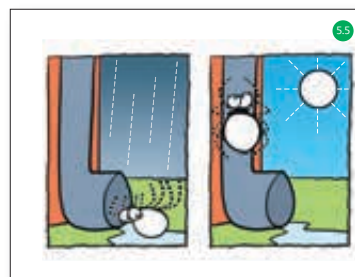
## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy
- ★ CD
- ★ A plastic spider in a cloth bag
- ★ A tambourine (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy: spider, rain, sun**
  - ★ **Create interest:** Tommy has a surprise in a bag. Make the bag jump about as if there were something alive inside. The children guess what it is before you reveal the spider.
  - ★ **Introduce new vocabulary:** Explain that the spider's name is Incy Wincy. He doesn't like rain and he loves the sun. The children make a spider with their hand. Say: *Out comes the sun. Incy's happy.* and the children make their spider move about. Say: *Oh no! Down comes the rain. Incy's sad.* The children make their spiders hide under the table or behind their backs. Repeat several times. Sometimes repeat information so the children have to listen carefully.

- **Authentic song 5: Incy Wincy spider 3.12**

- ★ **Focus on the music:** Listen to the music and the children tap their legs to the beat.
- ★ **Focus on the actions:** Do the actions for the song in silence and the children copy: *Incy Wincy spider* = move the fingers of one hand like a spiders legs. *Climbed up the water spout* = hold your hands in front of you. Join each forefinger with the thumb of the opposite hand to make a rectangle. Turn your hands back and forth, moving them upwards at the same time. *Down came the rain* = start with both arms above your head, move them down and wiggle your fingers. *And washed the spider out* = push one hand down and away from you. *Out came the sun* = start with arms stretched high and pull them down to your sides. *And dried up all the rain* = wiggle your fingers upwards.
- ★ **Play the audio:** The children join in with the actions and the singing.

### OPTIONAL ACTIVITY An action game

Tell the children they are spiders. Say: *Spiders (jump)!* The children do the action until you bang the tambourine and they freeze. Say a new action, for example: *Run, walk, eat, sleep.* Every so often shake the tambourine and say: *Oh no! Down comes the rain!* The children hide. Then, say: *Oh good! Out comes the sun!* and resume the game.

- **Worksheet 5.5: spider, sun, rain**

- ★ **Display and talk about the worksheet:** *Look! It's Incy Wincy spider! Oh no It's raining. Incy's sad. Oh good! It's sunny. Incy's happy.*
- ★ **Prepare for the task:** Call children out to point to the spider, the sun and the rain. Then call out children and say: *Can you trace the rain/sun, please. Can you colour the sun yellow, please? Can you colour Incy Wincy spider black, please?*

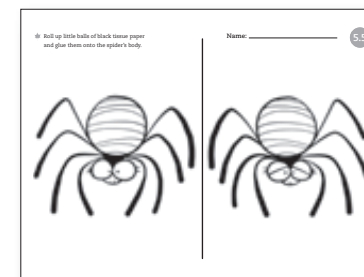
### TABLE TIME 1.6

- ★ The children trace the rain and colour the spiders and the sun.
- ★ Encourage the children to identify *spider, rain, sun.*

## LESSON B

### PREPARATION

- ★ Tommy
- ★ Flashcards (a selection of flashcards from previous units)
- ★ Plastic spider
- ★ CD
- ★ Photocopy the worksheet
- to allow a spider for each child and one extra
- ★ Little pieces of black tissue paper, glue
- ★ Two large sheets of coloured card, (one grey and one blue), glue (optional)



- ★ Print and stick the words of the song onto a sheet of card (optional)

### ALL TOGETHER TIME 1.5

- **Playing with Tommy**
  - ★ Play a game that revises the flashcards from previous units. Place the flashcards randomly on the floor. Call out a child and give them the plastic spider and say: *Incy Wincy spider wants to sit (on the swing).* The child places the spider on the corresponding flashcard.
- **Authentic song 5: Incy Wincy spider 3.12**
  - ★ Ask the children to remember the actions from the song and do them in order.
  - ★ Play the audio and the children do the actions and join in with the singing.
  - ★ Use the flashcards of Tommy and Tina to represent quickly and slow. The children sing the song again. When you show Tina they sing and do the actions slowly and when you show Tommy, they sing and do the actions quickly.

### OPTIONAL ACTIVITY Action story

Say and mime, encouraging the children to join in: *You are a little spider. The sun is shining and you are very happy. You are climbing up the spout. Oh no! Now it's raining. The rain washes you out! Now it's sunny again and the sun dries up all the rain. You are a happy little spider. Climb up the water spout again...*

- **Photocopiable Worksheet 5.5: spider, rain, sun, happy, sad**

- ★ Tommy shows the children a picture of a spider. Demonstrate how to decorate the spider by rolling up pieces of black tissue paper to make little balls. Glue the balls inside the body, taking care not to cover the eyes.

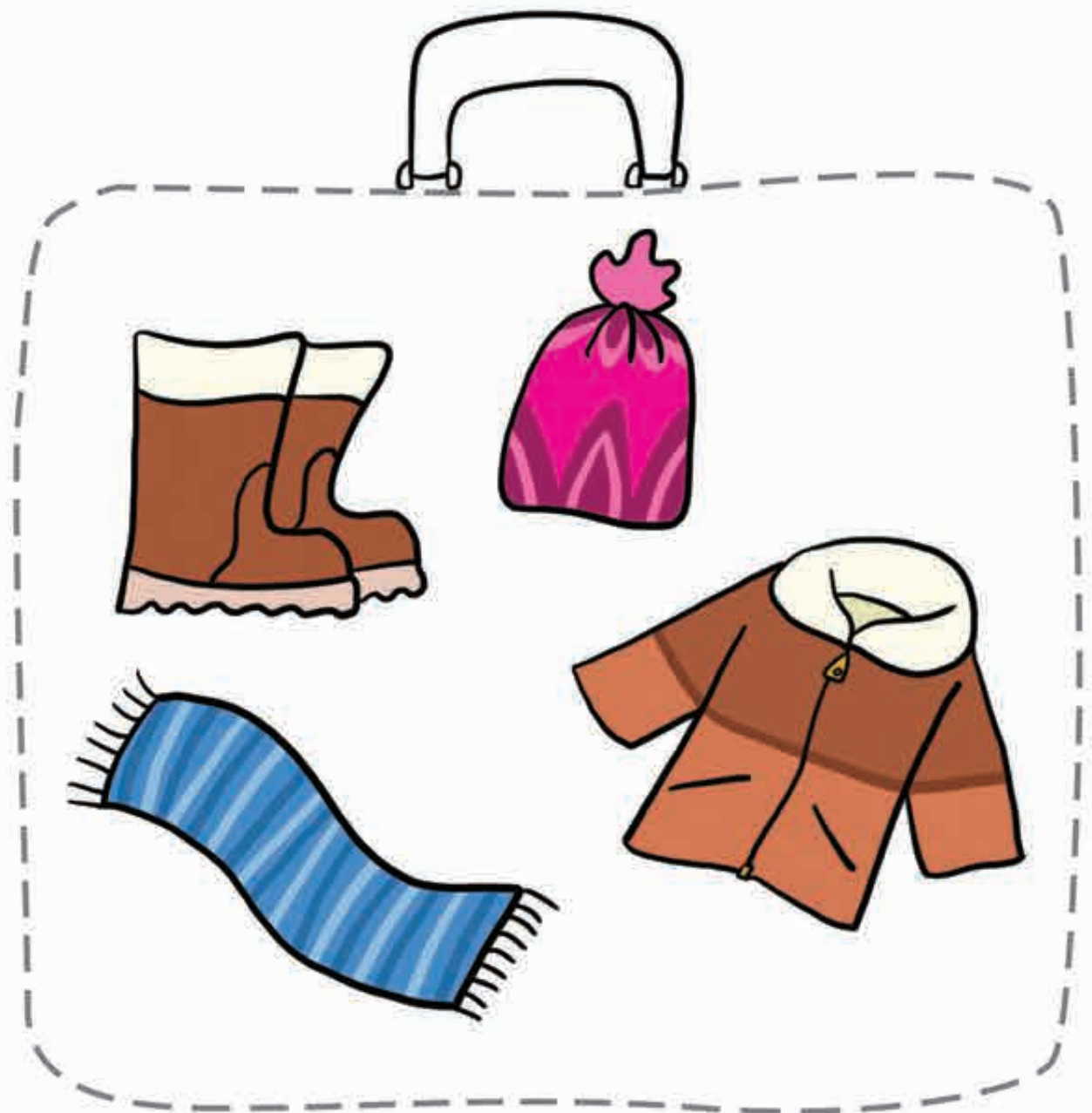
### TABLE TIME 1.6

- ★ The children decorate their spiders following your example. As the children work, play the song several times.
- ★ Encourage individual children to say the words of the song with you.

### OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the decorated spiders onto the two pieces of card. Glue the happy spiders on the blue side and draw a big yellow sun. Glue the sad spiders on the grey side and draw rain. 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. 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 singing her some songs. Choose from the following:

*Incy Wincy spider* 3.12

*Peter bangs with one hammer* 3.9

*Round and round we go* 3.1

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

summer, winter, shorts, sunglasses, swimsuit, sandals, T-shirt, dress, trousers, jacket, boots, hat, scarf, jumper.

## AUDIO

Photo poster 5: 3.13 and 3.14

(in order)

Hello. My name's Emily. I'm 5. Look at my clothes.

In summer Emily wears a yellow T-shirt and green shorts.

In summer Emily wears a red dress and pink sunglasses.

In summer Emily wears an orange swimsuit and blue sandals.

In winter Emily wears blue trousers and a green jumper.

In winter Emily wears a red jacket and black boots.

In winter Emily wears a pink hat and an orange scarf.

(out of order)

Hello. My name's Emily. I'm 5. Look at my clothes.

In summer Emily wears an orange swimsuit and blue sandals.

In winter Emily wears blue trousers and a green jumper.

In summer Emily wears a red dress and pink sunglasses.

In winter Emily wears a pink hat and an orange scarf.

In summer Emily wears a yellow T-shirt and green shorts.

In winter Emily wears a red jacket and black boots.



## BASIC COMPETENCES

The children are introduced to the concept of seasons and learn about the different clothes that are appropriate for each one.

## ACTIVITY BOOK

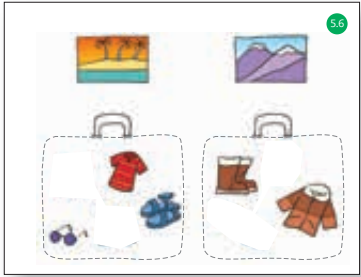
This is a good time to work with

Unit 5, Worksheet 5.4, page 41. 3.31

## LESSON A

### PREPARATION

- ★ Polly
- ★ CD
- ★ Flashcards: shorts, sunglasses, swimsuit, sandals
- ★ A picture of summer and a picture of winter
- ★ Photo poster 5 (cover the clothes)
- ★ Stickers



### ALL TOGETHER TIME 1.5

#### • Playing with Polly: summer, winter

- ★ **Create interest:** Polly shows the children the pictures of summer and winter. Talk about the elements in each one. Establish a mime for each and say: *This is summer and this is winter*. Mime different activities and children associate them with summer or winter, for example, eating an ice cream or making a snowman.

#### • Photo poster 5: 3.13 summer, winter, shorts, sunglasses, swimsuit, sandals, T-shirt, dress, trousers, jacket, boots, hat, scarf, jumper

- ★ **Display and talk about the poster:** Introduce Emily, listen to or read what she is saying. Ask: *Is Emily a girl or a boy? How old is she? What is she showing us?* Point to the pictures of Emily in summer and winter and say: *Look, it's Emily in summer/winter*. Uncover the pictures one at a time and say and mime, for example: *In summer Emily wears a yellow T-shirt and green shorts*. Practise the mimes with the children.
- ★ **Play the audio (in order):** Pause after each picture and mime the seasons and the clothes 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: shorts, sunglasses, swimsuits, sandals

- ★ Show the flashcards one at a time and children identify the corresponding items on the poster. Display the flashcards, say an item and name a child to touch the corresponding flashcard and picture on the poster. Play more flashcard games.

### OPTIONAL ACTIVITY Game

Put the pictures of summer and winter on opposite walls. Say, for example: *Put on your shorts* and the children move to the corresponding wall and then mime putting on the item of clothing. Repeat with different items of clothing.

### Worksheet 5.6: shorts, sunglasses, swimsuit, sandals

- ★ **Display and talk about the worksheet:** Point to all the items of clothing in the picture and ask: *What is it?* Mime and ask: *Is it for winter or is it for summer?* Trace the outline of each suitcase and ask: *What colour is the suitcase? Is it for a summer holiday or a winter holiday?*
- ★ **Practise the task:** Display the children's version of the worksheet and ask: *What's missing?* Show the children the stickers of the clothing and ask them which suitcase to stick each in. Name children to start tracing the suitcase outlines.

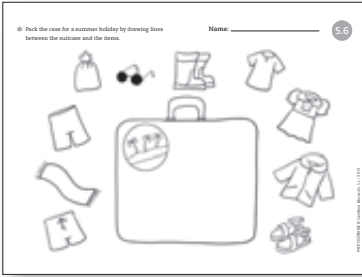
### TABLE TIME 1.6

- ★ The children stick the stickers in the right place and trace the outlines of the suitcases in the corresponding colour.
- ★ Encourage the children to identify shorts, T-shirt, sunglasses, swimsuit, sandals, boots, hat, scarf, jacket.

## LESSON B

### PREPARATION

- ★ Polly
- ★ Photocopy of the worksheet for all the class
- ★ Flashcards: shorts, sunglasses, swimsuit, sandals
- ★ Children's clothes in a suitcase (optional)
- ★ Photo poster 5
- ★ CD



### ALL TOGETHER TIME 1.5

#### • Playing with Polly: shorts, sunglasses, swimsuit, sandals, dress, T-shirt

- ★ **Recap phrases:** Polly says: *In summer Emily wears...* and then shows you a flashcard in secret. Start drawing a picture of the item on the flashcard with your finger and the children guess what you are drawing. If they guess before you complete the drawing go on to draw the rest of it. You can replace Emily with names of the children in the class.

#### • Photo poster 5: 3.14 summer, winter, shorts, sunglasses, swimsuit, sandals, T-shirt, dress, trousers, jacket, boots, hat, scarf, jumper

- ★ **Play games with the poster:** Choose an item of clothing in secret. The children must guess which item it is. First, they ask: *Is it for summer/ winter?* Then they ask and mime: *Is it the...?* Name a child to choose the next item.
- ★ **Play the audio (out of order):** Pause after each sentence for the children to mime the season and the item of clothing. Listen again, without pausing, and the children mime the activities.

### OPTIONAL ACTIVITY Talk to Polly: What's in Polly's suitcase?

Polly has a suitcase of clothes. Children guess the contents. As they guess an item remove it from the suitcase and show it to the children. You can help children by miming the items. Once all the items are out of the suitcase the children can help Polly pack it again. Say, for example: *Put the shorts back in the case for Polly, please*.

#### • Photocopiable Worksheet 5.6: sandals, boots, swimsuit, dress, jacket, sunglasses, hat, scarf, shorts, T-shirt

- ★ **Display and talk about the worksheet:** Point to the pictures around the suitcase and ask: *What can you see?* Point to the T-shirt in the suitcase and ask: *Is it for summer or winter?* Then, repeat the question for each of the items around the suitcase. Name children to come out and draw lines between the suitcase and the items needed for a summer holiday.

### TABLE TIME 1.6

- ★ Children draw lines between the suitcase and each of the summer items.
- ★ Encourage the children to identify sandals, boots, swimsuit, dress, jacket, sunglasses, hat, scarf, shorts, T-shirt.







# Unit 6: Lesson 1

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the following:

*The hokey cokey* 2.1

*Fast and slow* 2.6

Sing *Hello!* 1.1 and then *Are you feeling sleepy today?* 1.8 Call out a child to have a conversation with Tommy (see TRB, page 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 AND EXPRESSIONS

*fire fighter, doctor, police officer, car, bus, train, plane*  
*Fire! Help! Ouch! Stop!*  
*Oh dear!*  
*Call the...*

## AUDIO

*Action song 6: Oh dear!* 2.14

*Oh dear!* (x2)  
*Fire! Fire!* (x2)  
*Help! Help!* (x2)  
*Call the fire fighter.* (x2)

*Oh dear!* (x2)  
*Ouch! Ouch!* (x2)  
*Help! Help!* (x2)  
*Call the doctor!* (x2)

*Oh dear!* (x2)  
*Stop! Stop!* (x2)  
*Help! Help!* (x2)  
*Call the police officer!* (x2)

*Tommy's music 6* 2.15

*Be a fire fighter. Drive your car. Be a doctor.*  
*Drive your train. Be a police officer. Fly your plane.*

## BASIC COMPETENCES

The children understand that there are people in our society whose job it is to help us.

## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy
- ★ CD
- ★ Flashcards: *fire fighter, doctor, police officer, car, bus, train, plane*
- ★ Stickers



### ALL TOGETHER TIME 1.5

- **Playing with Tommy: *fire fighter, doctor, police officer, car, bus, train, plane***
  - ★ **Create interest and introduce new vocabulary:** Make the noise of a siren. Tommy hides under your arm. Say: *Don't worry, Tommy!* Ask the children what it could be, a fire engine, an ambulance or a police car, and what jobs are associated with them. Say: *fire fighter, doctor, police officer* and show the flashcards. Ask the children if anyone in their family is a fire fighter, doctor or police officer. Repeat what they say in English.
  - ★ **Play a flashcard game: Mime** (Teacher's Resource Book, page 26)
- **Action song 6: *Oh dear!*** 2.14
  - ★ Put the worksheet on the carpet or the board. Draw a picture on the board of a building on fire. Point to the worksheet and ask: *Who shall we call?* The children point to the flashcard or say: *Fire fighter.* Play the first verse, acting out the words. Make Tommy whisper to you and tell the children he has hurt his leg. Point to the worksheet and ask: *Who shall we call?* The children point to the flashcard or say: *Doctor.* Play the second verse acting out the words. Point to the three toy vehicles bumping into each other on the worksheet and say: *Who shall we call?* The children point to the flashcard or say: *Police officer.* Play the third verse acting out the words.
  - ★ Play the song all the way through and encourage the children to join in.
- **Worksheet 6.1: *fire fighter, doctor, police officer, car, bus, train, plane***
  - ★ **Display and talk about the worksheet:** Point to the decoration and then to the characters and say: *Look! It's carnival. Tommy is a fire fighter, Tina is a doctor and Polly is a police officer!*
  - ★ **Practise the task:** Show the children a sticker and ask a child to point to where they would stick it. Call out a child and say: *Follow the line here with your finger. Now pick up a pencil and draw the line. Pick up a crayon and colour the (car), please.*

### TABLE TIME 1.6

- ★ Give out the stickers, saying: *It's a (fire fighter's hat).* Play the song, pausing after the verses for children to stick on the stickers. They colour the means of transport and draw the lines to complete the decoration. Encourage children to identify the jobs and the means of transport.
- ★ Play or sing the song, getting children to point to the worksheet as they listen.

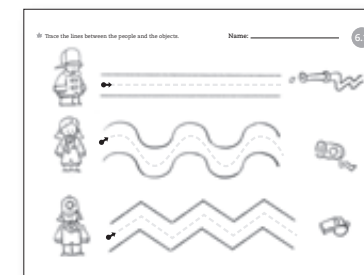
### OPTIONAL ACTIVITY Call the fire fighter

Give three children the *fire fighter, doctor* and *police officer* flashcards and ask them to stand in different parts of the room. Sing or play the song again, moving with the children towards the child with the corresponding flashcard. Pause the song and encourage the child to say: *Here I am!*

## LESSON B

### PREPARATION

- ★ Tommy
- ★ Photocopy of the worksheet for all the class
- ★ CD
- ★ Flashcards: *fire fighter, doctor, police officer, car, bus, train, plane*



### ALL TOGETHER TIME 1.5

- **Playing with Tommy: *fire fighter, doctor, police officer, car, bus, train, plane***
  - ★ **Recap vocabulary:** Put the *fire fighter, doctor* and *police officer* flashcards face upwards on the floor, and put one of the means of transport flashcards face downwards under each one. Ask the children: *Is the (fire fighter) on the car, plane or train?* If necessary, use mime to aid comprehension. The children guess and then Tommy turns the flashcard over to see if they are right.
  - ★ **Play a flashcard game: Watch my lips!** (Teacher's Resource Book, page 27)
- **Action song 6: *Oh dear!*** 2.14
  - ★ Play the song and do the actions. Encourage the children to join in.
  - ★ Hold up the flashcards in random order and sing the corresponding verse with the children.
- **Tommy's music 6** 2.15 *Be a fire fighter. Drive a car. Be a doctor. Drive a train. Be a police officer. Fly your plane*
  - ★ Practise the actions with the children.
  - ★ The children find a space. Play Tommy's music and the children follow the instructions.
- **Photocopiable Worksheet 6.1: *fire fighter, doctor, police officer, car, bus, train, plane***
  - ★ **Display and talk about the worksheet:** Point and say: *Look, here is a fire fighter and here is the fire fighter's hose. Here is a doctor and here is the doctor's bandage. Here is the police officer and here is the police officer's whistle.*
  - ★ **Practise the task:** Call out children to trace the line from the fire fighter to the hose. Say: *Point to the fire fighter. Point to the hose. Follow the line with your finger. Pick up a pencil and draw the line, please. Thank you.* Continue with other children.

### TABLE TIME 1.6

- ★ The children trace the lines between the jobs and the corresponding objects.
- ★ Encourage the children to identify *fire fighter, doctor* and *police officer*.
- ★ Sing or play *Oh dear!* 2.14 on the CD as the children work.

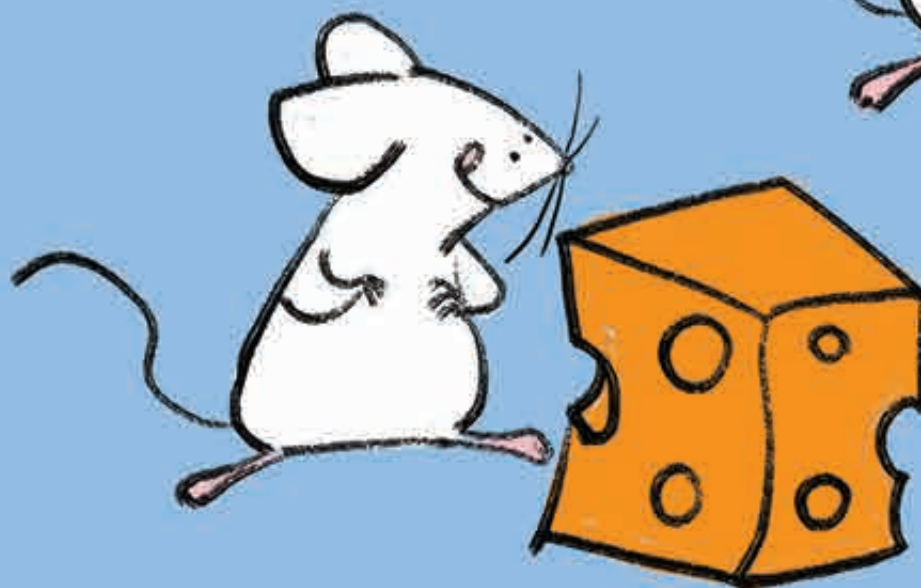
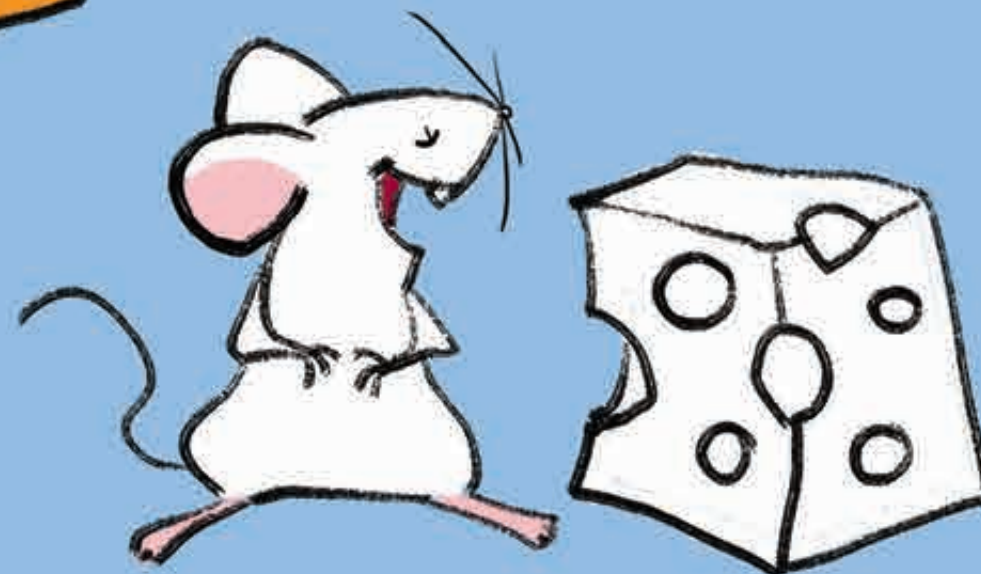
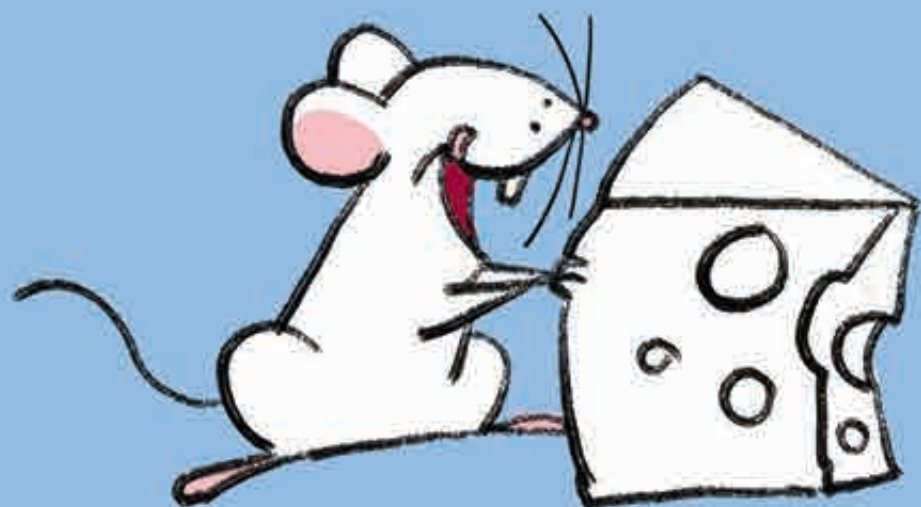
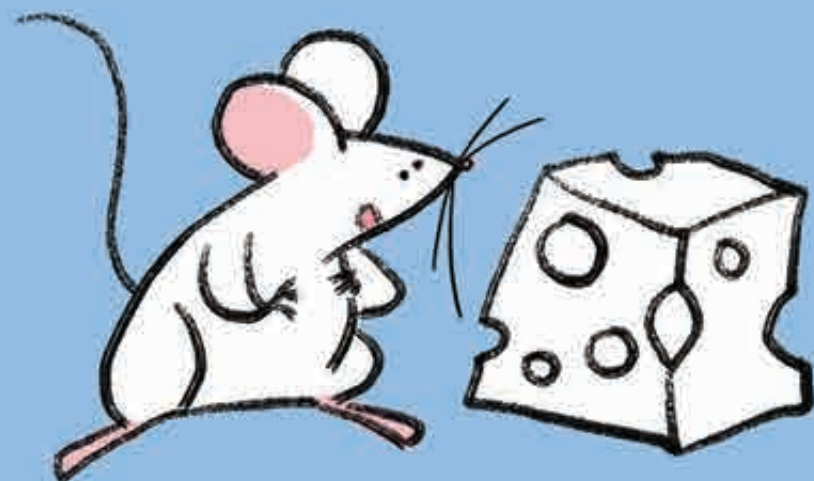
### OPTIONAL ACTIVITY Pelmanism

Make two extra photocopies of the worksheet. Cut out the fire fighter, the doctor and the police officer so you have two of each. Put the cut outs face downwards on the carpet. Call out a child to pick up two cut outs. If they are the same put them to one side. If they are different the child puts them back in exactly the same place and another child has a go. Help the children to get the idea of the game by pointing to the cut outs that have already been turned over and saying: *What is here? The fire fighter, the doctor or the police officer? O.K. Now pick up another one.*



# 6

6.2



# Unit 6: Lesson 2

## OPENING ROUTINE

Wake up Tina by singing her some songs. Choose from the following:

**Put your trousers on** 2.10

**Oh dear!** 2.14

**Colour song: Black hen** 1.16

**Shape song: Triangle** 1.24

Sing **Hello!** 1.1 and then

**Are you feeling sleepy today?** 1.8

Call out a child to have a conversation with Tina. (See TRB, page 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 Tina and sing **Goodbye!** 1.4

## VOCABULARY

green, yellow, red, blue, orange, pink, black, white  
frog, duck, bird, whale, fish, pig, hen, mouse  
one, two, three, four, five, six

## AUDIO

**Colour song: White mouse** 1.17

White, white, a white mouse. (x3)  
Eek! Eek! Eek!

**Number song: 1-6** 1.26

One, one, one,  
Bang your drum!  
Two, two, two,  
Touch your shoe!  
Three, three, three,  
Touch your knee!  
One, two, three! (x2)

Four, four, four,  
Touch the floor!  
Five, five, five,  
Do a jive!  
Six, six, six,  
Do the splits!  
Four, five, six! (x2)

## BASIC COMPETENCES

The children continue to advance and deepen their understanding of numbers.

## LESSON A

### PREPARATION

- ★ Tina
- ★ 6 pieces of white chalk in the bag
- ★ Flashcards: white with a post-it over the mouse, six
- ★ CD
- ★ Stickers



### ALL TOGETHER TIME 1.5

- **Playing with Tina: six, white**
  - ★ **Create interest:** Call out a child to find what Tina has in her bag.
  - ★ **Introduce a new concept:** Count the pieces of chalk with the children. Call out six children and give them each a piece of chalk. Ask: *How many children? What colour are they?* Ask them each to draw a circle on the board. Ask: *How many circles? What colour are they?* Ask them each to give their chalk to another child. Ask: *How many children? What colour are they?*
  - ★ **More practice:** Tommy goes round the children touching part of their clothing. Every time he touches something white, the children shout: White. Tommy writes numbers on the board, and every time he writes 6 the children shout: Six.

### • Colour song: White mouse 1.17

- ★ Show the children the white flashcard with the post-it over the mouse, and ask them to guess the animal. Then remove the post-it to reveal the mouse. Do an action for mouse. The children do the action and say: eek, eek, eek!
- ★ Play the song. The children do the actions and join in with the singing.

### • Number song: 1-6 1.26

- ★ Clap a certain number of times and the children do the corresponding action.
- ★ Play the song and the children do the actions and join in with the singing.

### OPTIONAL ACTIVITY Six

Children make groups of six, using objects in the classroom, for example, 6 crayons, 6 books, 6 dollies, 6 cars, 6 bricks, 6 plates, 6 rubbers, 6 circles, 6 squares.

### • Worksheet 6.2: white, six, mice, orange, cheese

- ★ **Display and talk about the worksheet:** Point and say: *What can you see? How many mice are there? How many pieces of cheese are there? What colour are the mice? What colour is the cheese?*
- ★ **Practise the task:** Call children out to point to different parts of the picture and to count the mice and pieces of cheese. Show the children the page in their book. Count the mice and say: *Oh dear, just three mice. How many mice are missing? Three. Oh, and look at the cheese. Oh dear, it's white. Colour it orange, please.*

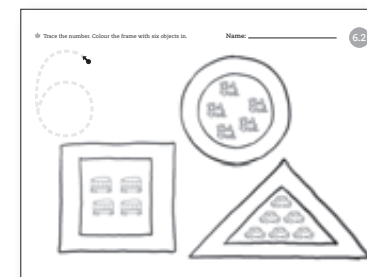
### TABLE TIME 1.6

- ★ The children put the mice stickers on the page and colour the remaining cheese orange.
- ★ Encourage the children to identify six, white, orange, mice, cheese

## LESSON B

### PREPARATION

- ★ Tina
- ★ Flashcards: yellow, red, blue, green, orange, pink, black, white, circle, square, triangle, 1, 2, 3, 4, 5, 6
- ★ CD
- ★ Photocopy of the worksheet for the class
- ★ A tambourine
- ★ Black paper, bubble wrap cut into shapes, white paint, paintbrush (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tina: yellow, red, blue, green, orange, pink, black, white, circle, square, triangle, one, two, three, four, five, six**
  - ★ **Recap the concept:** Display the flashcards. Do an action, for example, hold up six fingers, or draw a triangle in the air, or point to something white and the children help Tina to point to the right flashcard and say the word.
  - ★ Flash one flashcard at a time very quickly and then more slowly, until the children say what they see.
- **Colour songs: Black hen 1.16, Pink pig 1.15, Orange fish 1.14, White mouse 1.17**
  - ★ Stick one of the four flashcards from the songs on each wall, and the children move round the room while you shake a tambourine. Bang the tambourine and the children freeze like a statue. Say one of the colours or one of the animals or both, and the children go to the corresponding wall and sing the corresponding verse. Repeat several times.
- **Photocopiable Worksheet 6.2: circle, square, triangle, car, bus, train, four, five, six**
  - ★ **Display and talk about the worksheet:** Point and say: *What can you see? Can you count the (buses)? Which shape has 6 things? The triangle.*
  - ★ **Practise the task:** Call out children to point to parts of the picture and to trace the number six with their finger. Give a child a crayon to colour the six and another child a crayon to colour the edge of the shape with six items.

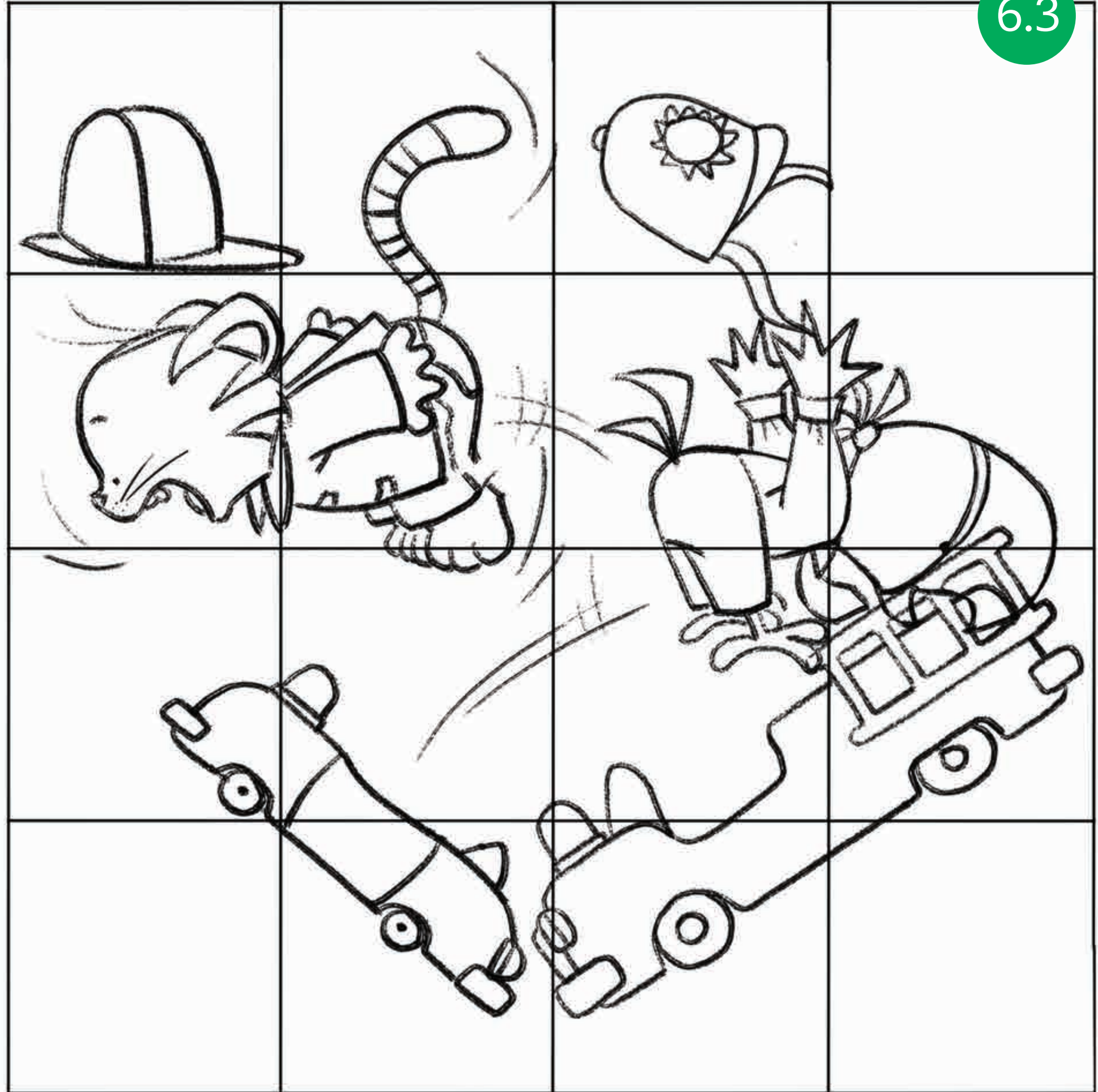
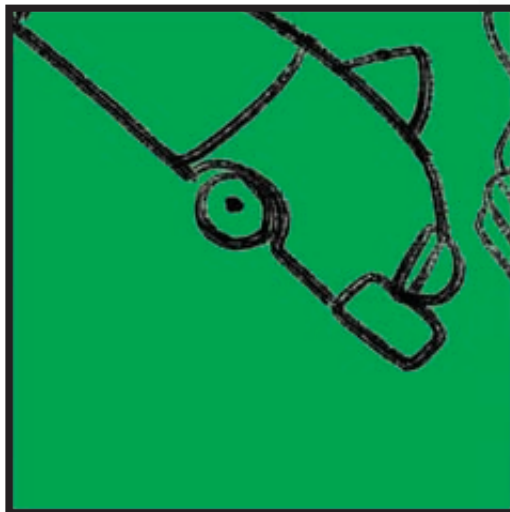
### TABLE TIME 1.6

- ★ The children colour the border of the shape that has six objects inside it. They then trace the number 6.
- ★ Encourage the children to identify circle, square, triangle, car, bus, train, four, five, six.

### OPTIONAL ACTIVITY Make a black and white picture

Give each child a piece of black paper and each table a piece of bubble wrap. You can cut the bubble wrap into a simple shape, for example, a car or a train. The children take turns at painting the bubble wrap with white paint and then pressing it on their piece of paper to make a picture. You may prefer to do this activity in small groups.







# Unit 6: Lesson 3

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing them some songs. Choose from the following:

*Oh dear!* 2.14 *Put your trousers on* 2.10

*Fast and slow* 2.6 *The hokey cokey* 2.1

Sing *Hello everyone!* 1.2 and then

*Are you feeling sleepy today?* 1.8

Call out a child to have a conversation with one of the characters. (See TRB, page 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 AND EXPRESSIONS

*fire fighter, doctor, police officer, car, plane, train bus, fire engine*

*coat, trousers, hat, shirt,*

*black, yellow, blue, white*

*leg, ear, bottom*

*smile, medicine*

*Tommy wants to be a fire fighter.*

*He's/she's wearing....*

*Look at my ..., I'm a .....*

*You look good! Oh dear!*

*Don't move, Tommy!*

*Take your medicine, Polly!*

*Thank you, doctor!*

## AUDIO

*Story 6: The accident* 2.16

*Story chant 6: The accident* 2.17

*I'm a fire fighter,*

*Ouch my ear!*

*I'm a police officer,*

*And my bottom!*

*I'm a doctor,*

*Ouch my leg.*

*Be careful Tommy!*

*Where's the doctor?*

*Be careful Polly!*

*Here I am!*

*Oh dear! Crash!*

*Thank you, doctor!*



## BASIC COMPETENCES

The children need to use their observational skills to recognise and interpret the pictures.

## LESSON A

### PREPARATION

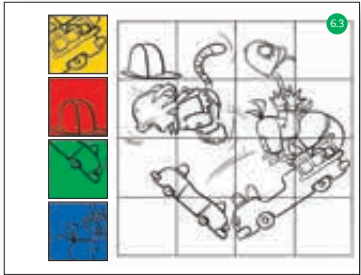
★ Tommy, Tina and Polly

★ Flashcards: *fire fighter, doctor, police officer*

★ Story: Story 6: *The accident*. Put post-its on the characters on story cards 1 -3

★ CD

★ A British police officer's hat, a fire fighter's hat, a white coat, a stethoscope or a bandage



### ALL TOGETHER TIME 1.5

• *Playing with Tommy, Tina and Polly: fire fighter, doctor, police officer*

★ **Recap vocabulary with a flashcard game: Help the teacher** (Teacher's Resource Book, page 26)

• *Story 6: The accident* 2.16

★ **Create interest:** Show the children the British police officer's hat, the fire fighter's hat and the stethoscope. If you don't have these objects, show them the flashcards. Ask the children what they would like to be; a police officer, a doctor or a fire fighter, and give them the appropriate object or flashcard. Repeat what they say in English.

★ **Introduce the story:** Ask if they can remember what Tommy, Tina and Polly were dressed up as in Lesson 1. Display story cards 1, 2 and 3, taking the post-its off slowly and one by one, while the children say who is underneath and what they are dressed as.

★ **Listen to the audio:** You can go through the cards commenting and asking children questions and then play the audio through without stopping, or you can play the audio and display the pictures one at a time. Point to the characters as they speak. After story card 5, ask: *What's going to happen?* After story card 7, ask: *Who do Tommy and Polly call?*

★ **Check comprehension:** Point, mime and ask questions: *Who's this? What do Tommy and Polly say? What does Tina say?*

★ **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 Tommy and his friends.

### OPTIONAL ACTIVITY Stop, go

Draw a red circle and a green circle from traffic lights. Tell the children they can talk when you hold up the green circle but must stop when you hold up the red circle. Sing a song with them. They sing when you hold up the green circle, and stop when you hold up the red one.

• *Worksheet 6.3: fire fighter, doctor, police officer, car, fire engine*

★ **Display and talk about the worksheet:** Point to the characters and say: *Look, here's Tommy the fire fighter and Polly the police officer and Tommy's fire engine and Polly's car.*

★ **Practise the task:** Call a child out to point to the first little square and find it in the big picture. Say: *Look at the little square. Find the same square in the big picture. Colour the square in the big picture the same. Thank you.* Continue with other children.

### TABLE TIME 1.6

★ The children look at the little pictures and find the same squares in the big picture and colour them the same. You can play or sing the songs from the unit as the children work.

★ Encourage the children to identify the jobs and vehicles.

## LESSON B

### PREPARATION

★ Tommy, Tina and Polly

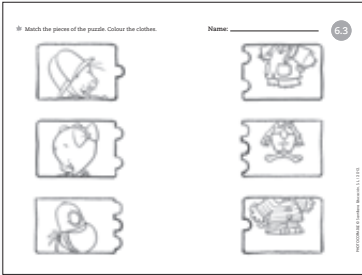
★ Flashcards: *fire fighter, doctor, police officer, car, plane, train, bus*

★ Story cards: Story 6: *The accident*

★ CD

★ Photocopy of the worksheet for all the class

★ A British police officer's hat, a fire fighter's hat, a white coat, a stethoscope or a bandage



### ALL TOGETHER TIME 1.5

• *Playing with Tommy, Tina and Polly: fire fighter, doctor, police officer, car, plane, train, bus*

★ **Recap vocabulary with a flashcard game: Fast and slowly repeating game** (Teacher's Resource Book, page 26)

• *Story 6: The accident* 2.16

★ **Recap the story:** Put the flashcards on the carpet or board and show the story cards one by one without speaking. Each time the children see a vehicle or profession, they say: *Stop!* and the word. Afterwards, ask children which of the flashcards do not appear in the story: *plane, train, bus*, and what other vehicle does: *fire engine*.

### OPTIONAL ACTIVITY Story order

Call out eight children and give them a story card each. The rest of the class tell them the order in which they should stand according to the story. Play the CD and the children hold up their cards at the right time.

★ **Listen to the audio and act out the story:** Assign the roles of Tommy, Tina and Polly. Tell the story or play it on the CD. The children act out their parts with the props if possible.

• *Story chant 6: The accident* 2.17

★ **Listen to the audio:** The children listen to the chant and tap their knees in time to the rhythm. Put the story cards on the floor. Lift them up in turn according to the chant and mime along with the words. Encourage the children to join in.

★ Call out a child to point to the story cards. The rest of the class does the mimes.

• *Photocopiable Worksheet 6.3: fire fighter, doctor, police officer, shirt, trousers, jacket, hat*

★ **Display and talk about the worksheet:** Point to the characters and say: *Look, a puzzle! Here is Tommy dressed as a fire fighter. Here is his hat but ... Oops... Where is his jacket and his trousers? Oh, there they are!* Continue with the other characters.

★ **Practise the task:** Call a child out. Say: *Point to Tommy and his hat here. Point to Tommy's jacket and trousers here. Pick up a pencil and draw a line between Tommy's hat and his jacket and trousers. Thank you. Now pick up a crayon and colour Tommy's jacket. Thank you.*

### TABLE TIME 1.6

★ The children match the puzzle pieces. They colour the clothes.

★ Encourage children to identify *fire fighter, doctor, police officer, shirt, trousers, coat, hat* and to join in saying the chant from the story.







# Unit 6: Lesson 4

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing some songs. Choose from the following:

*The hokey cokey* 2.1

*Fast and slow* 2.6

*Put your trousers on* 2.10

*Oh dear!* 2.14

Sing *Hello everyone!* 1.2 and then

*Are you feeling sleepy today?* 1.8

Call out a child to have a conversation with Tommy. (See TRB, page 25)

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, Tina and Polly and sing *Goodbye!* 1.4

## VOCABULARY

car, bus, train, plane  
doctor, police officer, fire fighter  
red, blue, green, yellow, orange, pink, black, white  
one, two, three, four, five, six

## BASIC COMPETENCES

The children gain confidence speaking in English, especially when they can speak via a puppet.

## 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: car, bus, train, plane, doctor, police officer, fire fighter, red, blue, green, yellow, orange, pink, black, white, numbers 1- 6 in the bag
- ★ Poster 6, poster pop-outs and Blu-tack
- ★ Pop-out 6
- ★ CD (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** car, bus, train, plane, doctor, police officer, fire fighter, red, blue, yellow, green, orange, pink, black, white, numbers 1-6
  - ★ **Recap the vocabulary:** Share out the flashcards between Tommy, Tina and Polly, who then check if the children can say the words.
  - ★ **Play a flashcard game: Numbers** (Teacher's Resource Book, page 26)
- **Round-up poster 6:** car, bus, train, plane, doctor, police officer, fire fighter, red, blue, yellow, green, orange, pink, black, white, numbers 1-6
  - ★ **Create interest:** Display the poster of the street and the pop-out vehicles and people. Ask the children to say what they see.
  - ★ **Play with the poster:** Call out a child and ask: *Can you put the (green car) in the garage of the (black house)?* Call out another child and say: *Can you put the (doctor) in the (red house)?* Call out more children until all the vehicles and people are on the poster.
- **Pop-out 6: doctor, police officer, fire fighter**
  - ★ **Display and talk about the pop-out:** Show the children how to make the finger puppets. Put on two finger puppets and demonstrate a conversation: *Good morning (Mr Police officer). How are you today? Fine, thank you. Goodbye.*
  - ★ **Play a circle game:** The children sit in a circle and pass the three finger puppets round. When you say: *Stop!* the children with the finger puppets put them on and have a conversation.
- **Worksheet 6.4:** car, bus, train, plane, doctor, police officer, fire fighter, red, black, green, numbers 1-6
  - ★ **Display and ask questions about the worksheet:** Point and ask: *How many houses are there? What colour/number is this house? What people can you see?*
  - ★ **Practise the task:** Ask: *Can you see a (car)? No.* Call out a child and ask them to draw a car. Call out another child to colour the plane.

### TABLE TIME 1.6

- ★ The children draw a car on the picture and colour the plane.
- ★ Encourage the children to say car, bus, train, plane, doctor, police officer, fire fighter, colours and numbers.
- ★ The children prepare their pop-outs.

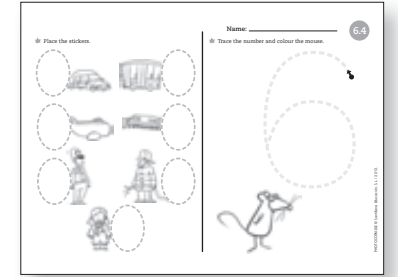
### OPTIONAL ACTIVITY Listen and play

Do *Action song 6: Oh dear!* 2.14 The children put on the right finger puppet for each verse.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: car, bus, train, plane, doctor, police officer, fire fighter, red, blue, yellow, green, orange, pink, black, white, numbers 1-6 in the bag
- ★ Poster 6
- ★ Photocopy of the worksheet for all the class
- ★ Stickers
- ★ CD



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** car, bus, train, plane, doctor, police officer, fire fighter, red, blue, yellow, green, orange, pink, black, white, numbers 1-6
  - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at getting the flashcards out of the bag and asking the children to say the words.
  - ★ **Play a flashcard game: Snap** (Teacher's Resource Book, page 27)
- **Round-up poster 6:** car, bus, train, plane, doctor, police officer, fire fighter, red, blue, yellow, green, orange, pink, black, white, numbers 1-6
  - ★ Start by putting each person in a different house and each car in a different garage. Choose a bus and a train to add to the picture. Then, cover the poster with a piece of paper and ask: *Who is in the (red house)? Where is the (yellow car)? What colour is the (plane)?* Remove the cover to check their answers. Repeat several times.
- **Continuous assessment**
  1. Sing and do *Action song 6: Oh dear!* 2.14
  2. Listen and join in with the *Story 6* 2.16 and/or *Story chant 6: The accident* 2.17
  3. Sing *Number song* 1.26 and *Colour songs: Black hen* 1.16, *White mouse* 1.17

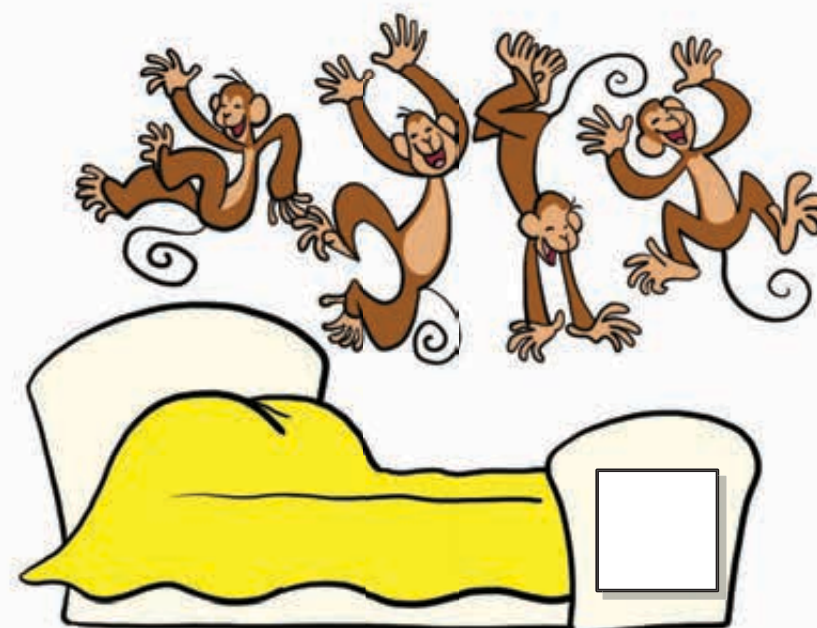
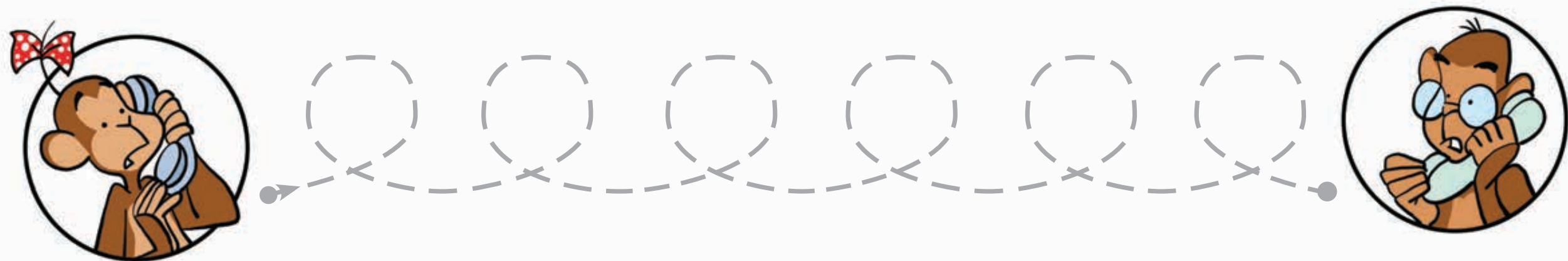
### TABLE TIME 1.6

- **Photocopiable Worksheet 6.4:** car, bus, train, plane, doctor, police officer, fire fighter, orange, pink, black, white, numbers 1-6

Do this worksheet with a small group of children at a time, or one by one. If children are unable to produce the words then instruct them where to stick each character and what colour to trace the number and the mouse to evaluate their comprehension. Mix both techniques as appropriate for each individual child.

  1. Check production of the target words. Point to a sticker and say: *Who is it? (Petal.)* Then, ask the child: *Where do you want to stick (Petal)?* Continue in the same way so that the child names the five characters and five of the words.
  2. Check numbers and colours. Ask: *What number is it? What colour do you want to trace it, orange, pink, black or white? What colour is the mouse?*







# Unit 6: Lesson 5

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the following:

*Round and round we go* 3.1

*If you're happy* 3.4

*Peter bangs with one hammer* 3.9

*Incy Wincy spider* 3.12

Sing *Hello!* 1.1 and then *Are you feeling sleepy today?* 1.8 Call out a child to have a conversation with Tommy. (See TRB, page 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

five, little, monkeys, bed, mummy, doctor, jumping

## AUDIO

**Authentic song 6: Five little monkeys** 3.15

*Five little monkeys jumping on the bed,  
One falls off and bumps his head.  
Mummy phones the doctor and the doctor says,  
No more monkeys jumping on the bed!*

*Four little monkeys jumping on the bed...  
Three little monkeys jumping on the bed...  
Two little monkeys jumping on the bed...  
One little monkey jumping on the bed...*

## BASIC COMPETENCES

The children discover and practise the concept of subtraction while singing and acting out a popular song.

## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy
- ★ CD
- ★ A soft toy monkey in a bag
- ★ A toy phone and stethoscope



### ALL TOGETHER TIME 1.5

- **Playing with Tommy: monkey, jumping, bumps his head, leg, arm**
  - ★ **Create interest:** Tommy gives the bag to the children to feel and to guess what is inside. Give clues or mime to help them guess what it is.
  - ★ **Introduce new vocabulary:** Tommy makes his monkey jump up and then fall over. Each time it bumps a different part of his body. Give a child the monkey to move and say: *Monkey is jumping. Oh dear, monkey falls over and he bumps his (head).*
- **Authentic song 6: Five little monkeys** 3.15
  - ★ **Focus on the music:** Listen to the music and the children clap to the beat.
  - ★ **Focus on the actions:** Build up the meaning of the song by acting it out. Do a monkey mime, jump and say: *Look at me. I'm a monkey. I'm jumping. Draw a picture of a bed and say: I'm jumping on the bed. Is this good or bad? Bad. Why? I can fall off and bump my head.* Mime falling off, bumping your head and crying. Ask: *Who comes? Mummy.* Name a child to be mummy, give them the phone and say: *Phone the doctor.* Name a child to be the doctor, give them the stethoscope and say: *No more jumping!* The child wags their finger.
  - ★ Call out seven children to be five monkeys, mummy and doctor. Say the words of the song and encourage the children to act it out.
  - ★ Repeat with seven different children, but this time play the audio.

### OPTIONAL ACTIVITY Jumping monkeys

The children move around the room to the music of the song. Pause the music and the children freeze. Say: *(Two) monkeys jumping on the bed.* The children find a partner and hold hands and jump until you say: *Stop!* Continue, but change the number of monkeys each time and the children form groups with that number of children. Hold hands with any leftover children and jump together and say: *And (four) monkeys, too!*

- **Worksheet 6.5: monkey, jumping, bed, one, two, three, four, five**
  - ★ **Display and talk about the worksheet:** Point and say: *What can you see? How many monkeys? Who is it? What is he/she saying?*
  - ★ **Prepare for the task:** Call out a child to count the monkeys in the picture and write the number in the box. Call out children to trace the phone line with their fingers.

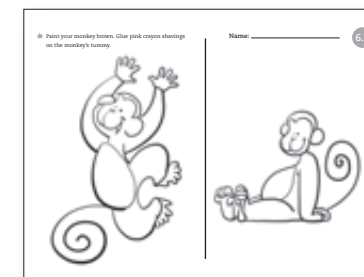
### TABLE TIME 1.6

- ★ The children count the monkeys in each box and write the number. They trace the phone line.
- ★ Encourage the children to identify *mummy, doctor, monkey, 1, 2, 3, 4, 5.*

## LESSON B

### PREPARATION

- ★ Tommy
- ★ Flashcards (a selection of flashcards from previous units)
- ★ A toy monkey
- ★ CD
- ★ Photocopy the worksheet
- to allow a monkey for each child and one extra
- ★ Brown paint and paintbrushes, pink crayon shavings, glue
- ★ Two large sheets of coloured card, glue (optional)



- ★ Print and stick the words of the song onto a sheet of card (optional)

### ALL TOGETHER TIME 1.5

- **Playing with Tommy**
  - ★ Play a game that revises flashcards from previous units. Display the flashcards randomly. Make the children look away, while the monkey takes a flashcard. Say: *One, two, three. Look! What's missing?* Children turn round and call out the missing word.
- **Authentic song 6: Five little monkeys** 3.15
  - ★ Do actions for the song in silence for children to copy. Hold up five (four, etc.) fingers, make one hand jump up and down, hold your head, hold a phone to your ear, wag your finger. Repeat, but this time say the words.
  - ★ Play the audio and children do the actions and join in with the singing.
  - ★ Act out the song in groups of seven. The remaining children can do the actions as they watch their classmates and listen to the audio.

### OPTIONAL ACTIVITY Action story

Say and mime, encouraging the children to join in: *You are a little monkey and you are jumping on the bed. Oh dear, you fall off and you bump your head. Get on the bed again and jump again. Oh dear, you fall off and bump your leg. Oh look, it's mummy. Mummy phones the doctor and the doctor says no more jumping on the bed!*

- **Photocopiable Worksheet 6.5: monkey, bump, head**
  - ★ Tommy shows the children a picture of a monkey holding its head. Demonstrate decorating it by painting it brown with a paintbrush. Sharpen a pink crayon and glue the shavings onto the monkey's tummy.

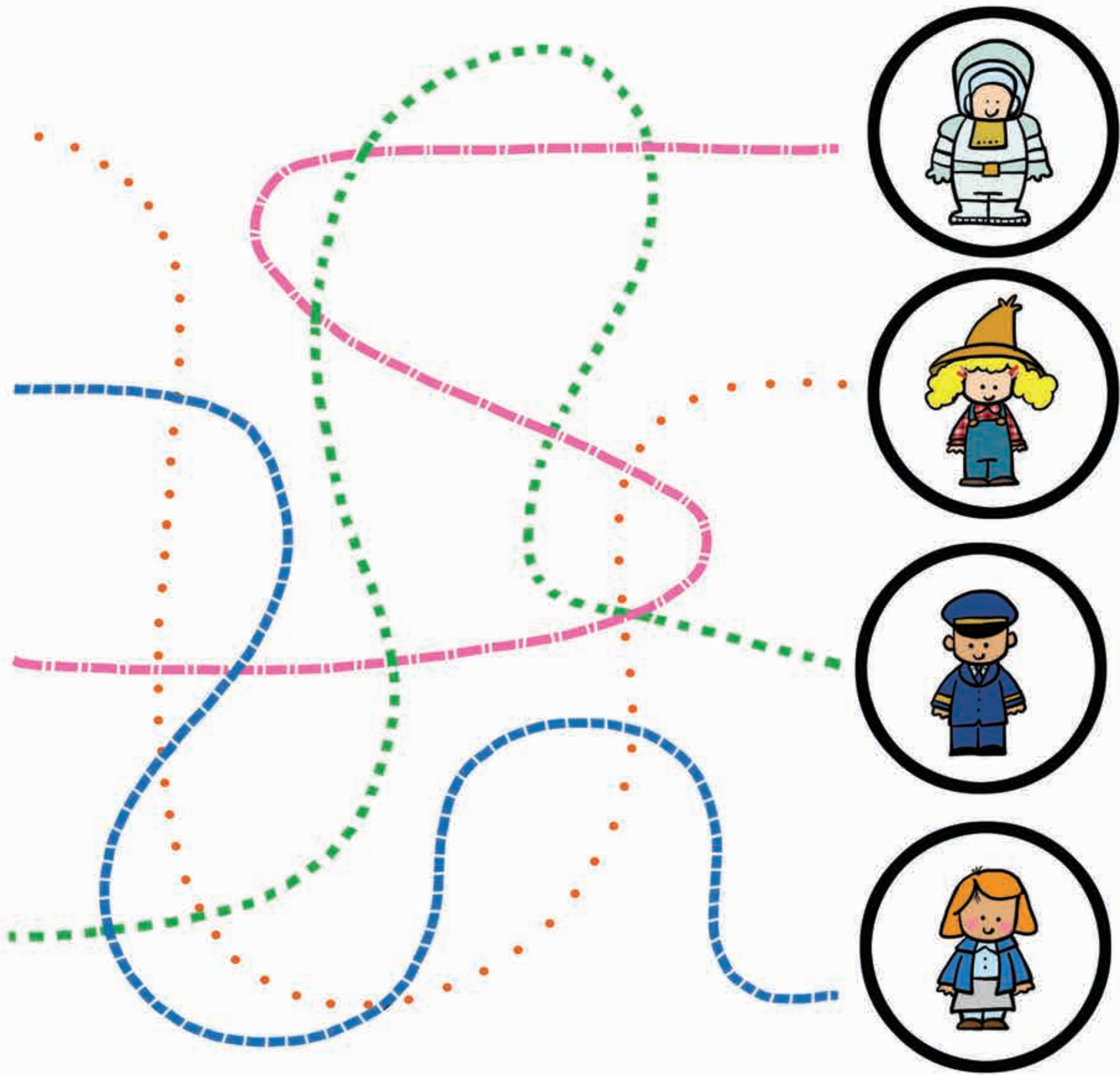
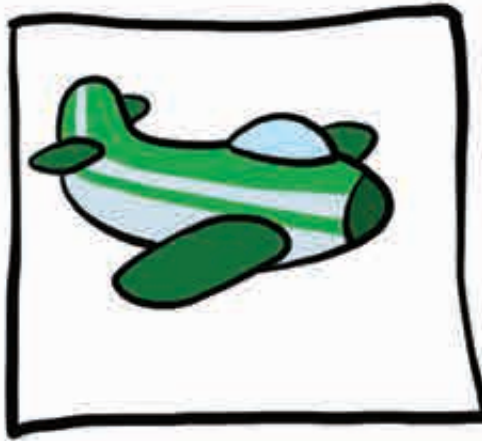
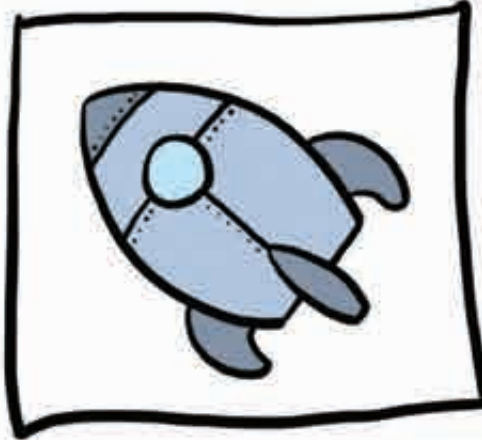
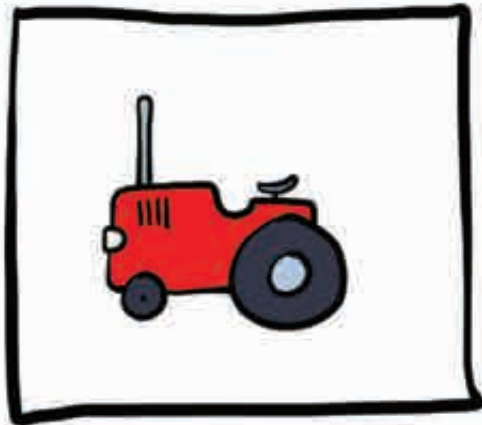
### TABLE TIME 1.6

- ★ Children paint their monkeys. As the children work, play the song several times.
- ★ Encourage individual children to say the words of the song with you.

### OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the painted monkeys 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 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 6: Lesson 6

## OPENING ROUTINE

Wake up Polly by singing her some songs.  
Choose from the following:

*Five little monkeys* 3.15

*Incy Wincy spider* 3.12

*Peter bangs with one hammer* 3.9

*If you're happy* 3.4

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

astronaut, farmer, pilot, bus driver, fire fighter, doctor, rocket, tractor, plane, bus, fire engine, ambulance

## AUDIO

Photo poster 6: 3.16 and 3.17

(in order)

Hello. My name's Danny. I'm 4. I want to be an astronaut.

I'm an astronaut. I go in a rocket.

I'm a fire fighter. I go in a fire engine.

I'm a bus driver. I go in a bus.

I'm a farmer. I go in a tractor.

I'm a doctor. I go in an ambulance.

I'm a pilot. I go in a plane.

(out of order)

Hello. My name's Danny. I'm 4. I want to be an astronaut.

I'm a pilot. I go in a plane.

I'm a farmer. I go in a tractor.

I'm a doctor. I go in an ambulance.

I'm a bus driver. I go in a bus.

I'm an astronaut. I go in a rocket.

I'm a fire fighter. I go in a fire engine.

## BASIC COMPETENCES

The children are introduced to different jobs in a fun and creative way.

## ACTIVITY BOOK

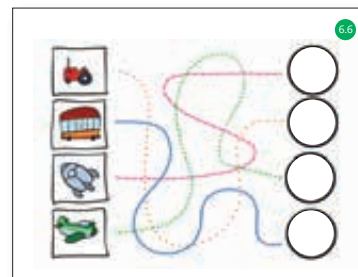
This is a good time to work with

Unit 6, Worksheet 6.4, page 49. 3.32

## LESSON A

### PREPARATION

- ★ Polly
- ★ CD
- ★ Flashcards: astronaut, farmer, pilot, bus driver
- ★ A tambourine (optional)
- ★ Stickers
- ★ Photo poster 6 (cover all but the picture of the astronaut)



### ALL TOGETHER TIME 1.5

- **Playing with Polly: astronaut, rocket**
  - ★ **Create interest:** The children guess what Polly wants to be when she grows up. Repeat their ideas in English. Polly shakes her head and you say, for example: *No, Polly doesn't want to be a (teacher).* Finally, accept one of their ideas and say, for example: *Yes, Polly wants to be a fire fighter.*
- **Photo poster 6: 3.16 astronaut, farmer, pilot, bus driver, fire fighter, doctor, rocket, tractor, plane, bus, fire engine, ambulance**
  - ★ **Display and talk about the poster:** Introduce Danny, read what he is saying and tell the children. Ask: *Is Danny a girl or a boy? How old is he? What does he want to be?* Point to the picture of the astronaut and the rocket. Mime and say: *She's an astronaut. She goes in a rocket.* Uncover the other pictures one at a time, talk about the people and the vehicles and establish a mime and a sound for each one. Practise the mimes and the sounds with the children.
  - ★ **Play the audio (in order):** Pause after each picture and mime the person 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: astronaut, farmer, pilot, bus driver**
  - ★ Show the flashcards one at time and the children identify the corresponding people on the poster. Turn the flashcards over. Point to a picture on the poster and children name the person. Choose a child to turn over a flashcard. The rest of the class say: *Same or Different* accordingly. Play more flashcard games.

### OPTIONAL ACTIVITY Astronauts and bus drivers

Bang a tambourine slowly and children walk slowly around the room, like astronauts. Shake the tambourine and children drive a bus round the classroom. Alternate banging and shaking the tambourine. Do one big bang and the children must stop. Repeat the activity, changing the professions.

- **Worksheet 6.6: tractor, bus, rocket, plane, farmer, bus driver, astronaut, pilot**
  - ★ **Display and talk about the worksheet:** Point to the (tractor) and ask: *What is it?* Name a child to trace the pink line with their finger. Ask: *Who is it?*
  - ★ **Practise the task:** Display the children's version of the worksheet and ask: *What's missing?* Name children to trace each line a different colour. Show the children the stickers of the people and ask them where each sticker goes.

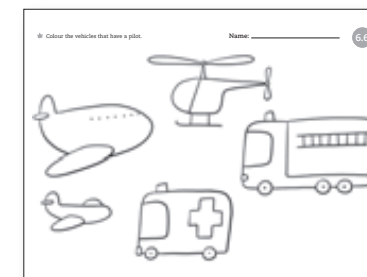
### TABLE TIME 1.6

- ★ Children trace the lines different colours and stick on the stickers.
- ★ Encourage the children to identify astronaut, pilot, farmer, bus driver, rocket, plane, tractor, bus.

## LESSON B

### PREPARATION

- ★ Polly
- ★ CD
- ★ Flashcards: astronaut, farmer, pilot, bus driver, doctor, fire fighter
- ★ Photocopy of the worksheet for all the class
- ★ Photo poster 6 (cover each of the people on the poster)



### ALL TOGETHER TIME 1.5

- **Playing with Polly: astronaut, farmer, pilot, bus driver, doctor, fire fighter**
  - ★ **Recap phrases:** Polly shows you one of the flashcards in secret and then you mime the profession for the children to guess. When they guess correctly say: *Yes, that's right. I'm a (farmer),* and show them the flashcard. Polly then shows a flashcard to a group of children in secret and they mime the profession for the rest of the class to guess.
- **Photo poster 6: 3.17 astronaut, farmer, pilot, bus driver, fire fighter, doctor, rocket, tractor, plane, bus, fire engine, ambulance**
  - ★ **Play games with the poster:** Point to one of the covers and see if the children can remember who is underneath. When they guess correctly, remove the cover. Then, ask the children to make the sound of the vehicle.
  - ★ **Play a game where the children have to give Polly a clue, either a mime or a sound, and Polly must point to the right person on the poster.**
  - ★ **Play the audio (out of order):** Pause after each sentence for the children to mime the person. Listen again, without pausing, and the children mime the people.

### OPTIONAL ACTIVITY Talk to Polly: What do you want to be when you grow up?

Polly wants to know what each child would like to be when they grow up. You can use the flashcards as prompts. Encourage children to mention other jobs and professions they know. You can express their ideas in English and Polly can react by miming their ideas.

### Photocopiable Worksheet 6.6: plane, fire engine, helicopter, ambulance, pilot

- ★ **Display and talk about the worksheet:** Point to each of the vehicles and ask: *What is it?* Then, point to each vehicle in turn and ask, for example: *Does a helicopter have a pilot? (Yes.) Does a fire engine have a pilot? (No.)* Name children to come out and colour the vehicles that have a pilot.

### TABLE TIME 1.6

- ★ Children colour only the vehicles that have a pilot.
- ★ Encourage the children to identify plane, fire engine, helicopter, ambulance, pilot.







# Unit 7: Lesson 1

## OPENING ROUTINE

Wake up Tommy by singing him a song. Choose from the following:

*The hokey cokey* 2.1

*Fast and slow* 2.6 *Oh dear!* 2.14

Sing *Hello!* 1.1 and then *Are you feeling sleepy today?* 1.8 Call out a child to have a conversation with Tommy. (See TRB, page 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 AND EXPRESSIONS

biscuit, sandwich, yoghurt, apple, banana, pear, orange. I'm hungry. What's for tea?  
For you and me. Nibble, chomp, slurp

## AUDIO

*Action song 7: I'm hungry!* 2.18

<i>I'm hungry, I'm hungry, What's for tea? A biscuit, a biscuit, For you and me! Nibble, nibble, Nibble, nibble, nibble!</i>	<i>I'm hungry, I'm hungry, What's for tea? A yoghurt, a yoghurt, For you and me! Slurp, slurp, Slurp, slurp, slurp!</i>
--	---

*I'm hungry, I'm hungry,  
What's for tea?  
A sandwich, a sandwich,  
For you and me!  
Chomp, chomp,  
Chomp, chomp, chomp!*

*Tommy's music 7* 2.19

*Eat a biscuit. Eat a yoghurt. Wash an apple.  
Eat a banana. Pick up the rubbish and put it  
in the bin. Dance.*

## BASIC COMPETENCES

The children are made aware of the social tradition of meals and that certain foods are eaten at certain times of the day.

## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy
- ★ Flashcards: biscuit, sandwich, yoghurt, apple, banana, pear, orange
- ★ Plastic or real examples of as many of the above foods as possible in a cloth bag
- ★ A plastic plate and a teaspoon
- ★ CD
- ★ Put post-it's over Polly, Tina, Tommy and the food on the worksheet
- ★ Stickers



### ALL TOGETHER TIME 1.5

- *Playing with Tommy: biscuit, sandwich, yoghurt, apple, banana, pear, orange*
  - ★ **Create interest:** Ask the children: *What do you have for tea every day?* As children say the foods, take them out of the bag and say the word in English. If it is not in the bag, say: *Oops. Sorry! No (cake).*
  - ★ **Introduce the new vocabulary:** Say: *Tommy is hungry. What's for Tommy's tea?* If you have not already done so take the biscuit, sandwich and yoghurt out of the bag and put it on the plate. Say: *Look! Here's Tommy's tea. A biscuit, a sandwich and a yoghurt.*
  - ★ **Play a flashcard game: Move please, Tommy!** (Teacher's Resource Book, page 26)
- *Action song 7: I'm hungry!* 2.18
  - ★ Act out the song with Tommy as the children listen to it on the CD.
  - ★ Put the worksheet on the board. The children guess what is under the post-its as you take them off slowly. Sing the appropriate verse.
  - ★ Put Tommy somewhere he can watch and play the song again, encouraging the children to join in with the actions and the words.
- *Worksheet 7.1: biscuit, sandwich, yoghurt, apple, banana, pear, orange*
  - ★ **Display and talk about the worksheet:** Point to the characters and to the plates of food. Say: *Look! Polly, Tina and Tommy are having tea. Polly has a biscuit, Tina has a sandwich, and Tommy has a yoghurt. Look, Twig is bringing them some fruit. Here is an apple, a pear, a banana and an orange. Petal is doing magic!*
  - ★ **Practise the task:** Show the children a sticker and ask a child to point to where they would stick it. Call out a child and say: *Follow the line of Petal's magic here with your finger. Now pick up a pencil and draw the line. Pick up a red crayon and colour the apple, please.* Continue with other children and fruit.

### TABLE TIME 1.6

- ★ Give out the stickers saying: *(Biscuits)*. Play the song again, pausing between the verses for the children to stick on their stickers. They colour the fruit and draw the line to make up Petal's magic spell.
- ★ Encourage the children to identify the foods.
- ★ Play or sing the song, getting the children to point to the worksheet as they listen.

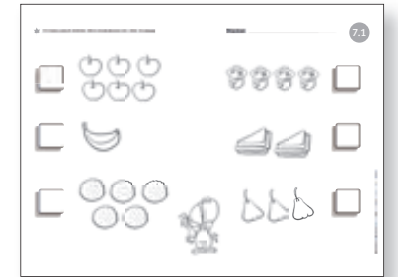
### OPTIONAL ACTIVITY Act it out

Name children to come out to the front. Play the verses of the song again and get the children to act them out choosing and pretending to eat the plastic or real food on the plate.

## LESSON B

### PREPARATION

- ★ Tommy
- ★ Flashcards: biscuit, sandwich, yoghurt, apple, banana, pear, orange
- ★ Plastic or real examples of as many of the above as possible in a soft bag
- ★ Photocopy of the worksheet for all the class
- ★ CD



### ALL TOGETHER TIME 1.5

- *Playing with Tommy: biscuit, sandwich, yoghurt, apple, banana, pear, orange*
  - ★ **Recap vocabulary:** See if the children can remember what Tommy, Tina and Polly had for tea last class. Flash Worksheet 7.1 to help them remember.
  - ★ **Play a flashcard game: Numbers and objects** (Teacher's Resource Book, page 26)
- *Action song 7: I'm hungry!* 2.18
  - ★ Play the song and do the actions. Encourage the children to join in.
  - ★ Mime eating one of the items of food. The children guess which one and sing the appropriate verse. Once they have got the idea, the children can take over your role.
- *Tommy's music 7* 2.19 *Eat a biscuit. Eat a yoghurt. Wash an apple. Eat a banana. Pick up the rubbish and put it in the bin. Dance.*
  - ★ Practise the actions with the children.
  - ★ The children find a space. Play Tommy's music and the children follow the instructions.
- *Photocopiable Worksheet 7.1: biscuit, sandwich, yoghurt, apple, banana, pear, orange*
  - ★ **Display and talk about the worksheet:** Point and say: *Look, here are some apples and here is Polly. Let's help her count. One, two... six apples.* Continue with the other foods in the same way.
  - ★ **Practise the task:** Call out children to count the food and write the number in the box. Say: *Point to the apples. How many apples? Write 6 in the box, please. Thank you.*

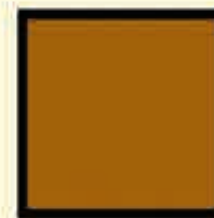
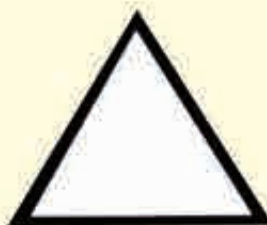
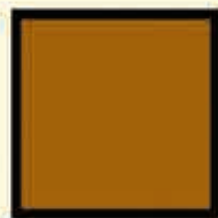
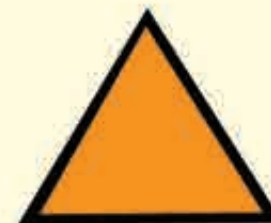
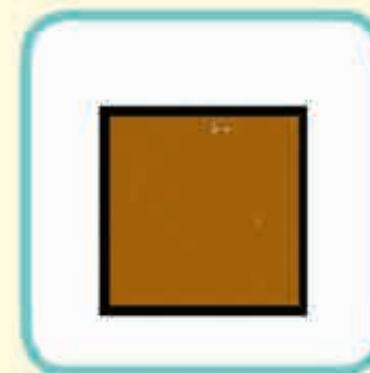
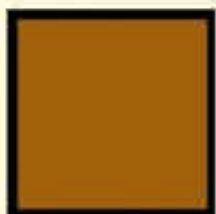
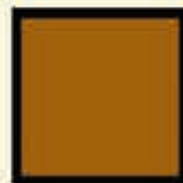
### TABLE TIME 1.6

- ★ The children count the food and write the appropriate number in the box.
- ★ Encourage the children to identify the items of food.
- ★ Sing *I'm hungry!* 2.18 or play it on the CD as the children work.

### OPTIONAL ACTIVITY Same or different?

Put the flashcards face downwards on the floor in random order. Call out a child to put an item of food on top of one of the flashcards. The child helps Tommy to turn it over. If the flashcard is the same as the food, Tommy puts them to one side. If not, the child puts the flashcard face downwards on the floor again.





# Unit 7: Lesson 2

## OPENING ROUTINE

Wake up Tina by singing her some songs. Choose from the following:

*Oh dear!* 2.14

*I'm hungry!* 2.18

*Colour song: White mouse* 1.17

*Number song: 1-6* 1.26

Sing *Hello!* 1.1 and then *Are you feeling sleepy today?* 1.8. Call out a child to have a conversation with Tina. (See TRB, page 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 Tina and sing *Goodbye!* 1.4

## VOCABULARY

green, yellow, red, blue, orange, pink, black, white, brown  
frog, duck, bird, whale, fish, pig, hen, mouse, bear  
one, two, three, four, five, six  
circle, square, triangle, rectangle  
hand, tummy, nose

## AUDIO

*Colour song: Brown bear* 1.18

*Brown, brown, a brown bear.* (x3)  
*Grr! Grr! Grr!*

*Shape song: Rectangle* 1.25

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

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

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

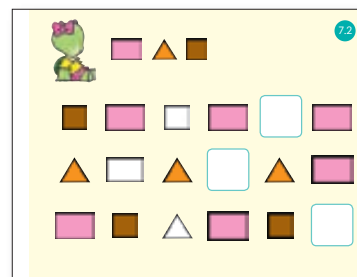
## BASIC COMPETENCES

The children further their understanding of shape.

## LESSON A

### PREPARATION

- Tina
- A rectangular brown envelope with Tommy written on it. Inside is a picture drawn by Tina. The envelope is in the bag.
- Flashcards: brown with a post-it over the bear, rectangle
- CD
- Worksheet 7.2 with the second and third series covered
- Stickers



### ALL TOGETHER TIME 1.5

- Playing with Tina: brown, rectangle**
  - Create interest:** Call out a child to find what Tina has in her bag. *Oh look, it's for Tommy! It's a picture for Tommy!*
  - Introduce a new concept:** Ask: *What is it? An envelope. What colour is it? Brown. Is it square? No! Look, one, two, three, four sides but two long sides and two short sides. It's a rectangle.* Tina goes round the classroom holding up objects and asking: *Is this a rectangle?* Each time she traces the shape with her finger and says: *Long side, short side, long side, short side.*
  - More practice:** With chalk, draw a big square, a rectangle and a triangle on the floor of the classroom. Call out children and say: *Can you (jump) round the edge of the (rectangle).* As the children do so, count or describe the sides.
- Colour song: Brown bear** 1.18
  - Show the children the brown flashcard with the post-it over the bear and ask them to guess the animal. Then remove the post-it to reveal the bear.
  - Do an action for bear. The children do the action and say: *Grr, grr, grr!*
  - Play the song. The children do the actions and join in with the singing.
- Shape song: Rectangle** 1.25
  - Do the actions, drawing with your finger, and encourage the children to copy.
  - Play the song and the children do the actions and join in with the singing.

### OPTIONAL ACTIVITY Musical shapes

Use the chalk shapes on the floor. Children move round the room to music and make a statue when the music pauses. Say: *(Triangle)* or *(a shape with one, two, three sides).* The children go and stand in the shape.

- Worksheet 7.2: circle, square, triangle, rectangle, pink, orange, brown**
  - Display and talk about the worksheet:** Point at Tina and the first row of shapes and say: *Look, Tina is doing a shape puzzle. What shapes can you see? Squares and rectangles. What colour are the (squares)? What shape is missing? A brown square.* Continue with the other rows.
  - Practise the task:** Call the children out to point to different parts of the picture and to count the squares and rectangles. Show the children the page in their book and the stickers. Also point to the white triangle, square, and rectangle and ask the children to colour them.

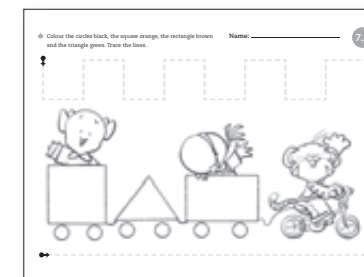
### TABLE TIME 1.6

- Children put the shape stickers in the right place and colour the white shapes the right colour.
- Encourage the children to identify square, triangle, rectangle, pink, orange, brown.

## LESSON B

### PREPARATION

- Tina
- Flashcards: yellow, red, blue, green, orange, pink, black, white, brown, circle, square, triangle, rectangle, 1, 2, 3, 4, 5, 6
- CD
- Photocopy of the worksheet for all the class
- A brick shaped rectangle for each child to cut out, brown paint and paintbrushes (optional)



### ALL TOGETHER TIME 1.5

- Playing with Tina: yellow, red, blue, green, orange, pink, black, white, brown, circle, square, triangle, rectangle, one, two, three, four, five, six**
  - Recap the concept:** Display the flashcards. Do an action, for example, hold up three fingers, or draw a rectangle in the air or point to something brown, and the children help Tina to point to the right flashcard and say the word.
  - Place the flashcards face down. Call out a child to turn over two cards and name them. If they belong to the same set, the child keeps the cards and, if not, they turn them back over.
- Colour songs: Black hen** 1.16, **White mouse** 1.17, **Brown bear** 1.18
  - Show the children one of the flashcards and they start singing that verse of the song. Then, show them a different flashcard and they immediately switch verse and start singing the new verse. Keep switching verses by showing them the different flashcards.
- Shape songs: Rectangle** 1.25, **Triangle** 1.24
  - Play the songs and the children do the actions and join in with the singing.
  - Play the songs again. In pairs, the children take turns at drawing the shapes on each other.
- Photocopiable Worksheet 7.2: circle, square, triangle, rectangle, black, orange, brown, green**
  - Display and talk about the worksheet:** Point and say: *What can you see?*
  - Practise the task:** Call out children to point to parts of the picture and to trace the line with their finger. Give a child a black crayon and ask them to colour a circle. Ask other children to colour the square orange, the rectangle brown and the triangle green.

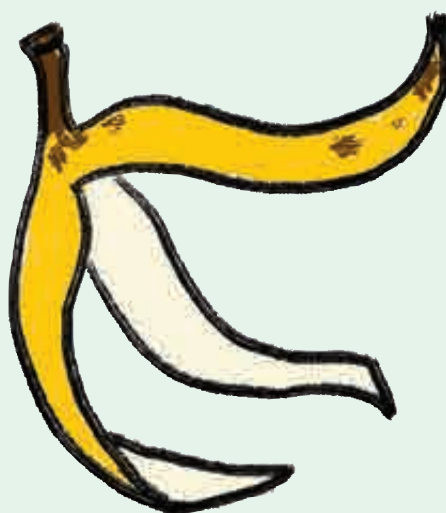
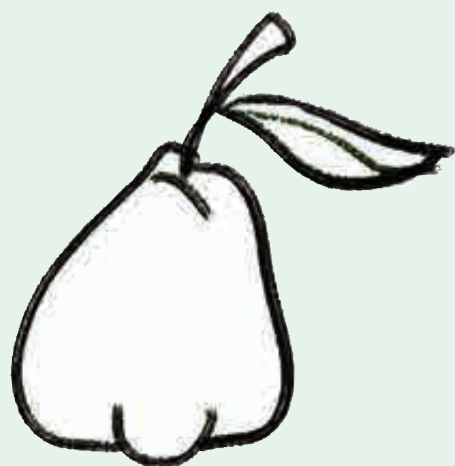
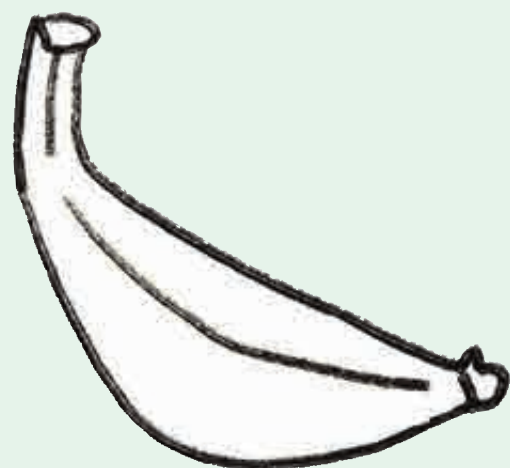
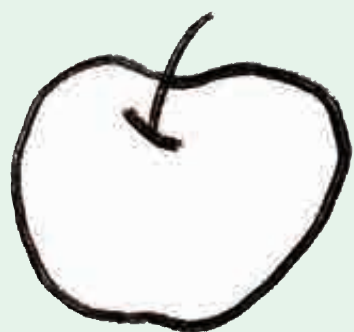
### TABLE TIME 1.6

- The children colour the circles black, the square orange, the rectangle brown and the triangle green. They then trace the lines.
- Encourage the children to identify circle, square, triangle, car, bus, train, four, five, six.

### OPTIONAL ACTIVITY Make bricks

Give each child a brick template. First, they paint their brick brown or colour it with a soft crayon, and then they cut it out. Play at building things with their bricks, for example a wall, a tower, a house or a bridge. Each child comes out and adds their brick to the picture. Remind the children of the shape and colour of their bricks.





# Unit 7: Lesson 3

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing them some songs. Choose from the following:

**Pick up a pencil** 1.27

**Put your trousers on** 2.10

**Oh dear!** 2.14

**I'm hungry!** 2.18

Sing **Hello everyone!** 1.2 and then **Are you feeling sleepy today?** 1.8

Call out a child to have a conversation with one of the characters. (See TRB, page 25)

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, Tina and Polly and sing **Goodbye!** 1.4

## VOCABULARY AND EXPRESSIONS

biscuit, sandwich, yoghurt, apple, banana, pear  
picnic, rubbish, bin, banana skin, air, river  
have, throw, bump, fall  
Naughty Tommy!  
Be careful!  
Put it in the bin!  
Well done, Tommy!  
Now let's play football!

## AUDIO

**Story 7: Put it in the bin** 2.20

**Story chant 7: Put it in the bin** 2.21

Hey Tommy!  
Be careful!  
My biscuits!  
My yoghurt!  
Plop, plop, plop!  
Oh, oh, oh!  
Put it in the bin!  
Well done, Tommy!

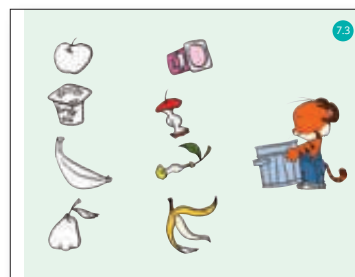
## BASIC COMPETENCES

Through the story, the children become aware of certain social norms which exist and which we all should follow.

## LESSON A

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: biscuit, sandwich, yoghurt, apple, banana, pear
- ★ Story cards: Story 7: Put it in the bin
- ★ CD
- ★ Plastic or wooden food, bin (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: biscuit, sandwich, yoghurt, apple, banana, pear**
  - ★ **Recap vocabulary:** Show the children the flashcards and then sit Tommy, Tina and Polly on a flashcard each. The children guess which flashcard each one is sat on. Ask: *Who has the (yoghurt)?*
  - ★ **Play a flashcard game: Guess my card** (Teacher's Resource Book, page 26)
- **Story 7: Put it in the bin** 2.20
  - ★ **Create interest:** Mime eating a banana and hold up the imaginary skin. Ask the children where to put it. Ask what they do after they finish eating their food at morning break. Repeat what they say in English.
  - ★ **Introduce the story:** Show story card 1 and ask the children to say what they can see. Point to the bin and say: *What's this?*
  - ★ **Listen to the audio:** You can go through the story cards commenting and asking children questions and then play the audio through without stopping, or you can play the audio and display the pictures one at a time. Point to the characters as they speak. After story card 1, ask: *Is (Tina) going to put the rubbish in the bin?* After story card 7, ask: *Is Tommy going to put it in the bin now?*
  - ★ **Check comprehension:** Point, mime and ask questions: *Who's this? What is (Polly) saying? Where are they? What is Tommy doing?*
  - ★ **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 Tommy and his friends.

### OPTIONAL ACTIVITY Put it in the bin

Put a bin beside you. Pick up a piece of plastic food, mime eating it and then pretend to be about to throw it on the floor. Help the children to say: NO! Put it in the bin! Put it in the bin. Help the children to say: Well done, (Rebeca)! Call out children to take over your role and encourage the rest of the class to join in saying the expressions.

- **Worksheet 7.3: yoghurt, apple, banana, pear, bin**
  - ★ **Display and talk about the worksheet:** Point and say: *Look, here's Tommy holding the bin. Look, here is an apple, a yoghurt, a banana and a pear. Here they are after Tina and Polly and Tommy have eaten them! Where is Tommy going to put them? Yes! In the bin!*
  - ★ **Practise the task:** Call a child out and say: *Draw a line with your finger from the yoghurt to the empty yoghurt to the bin. Now get a pencil and draw the line. Thank you. Now get a crayon and colour the (banana), please.*

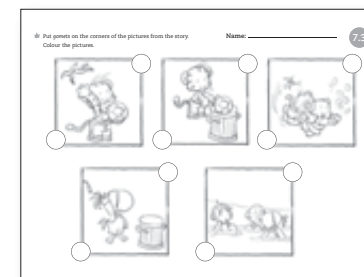
### TABLE TIME 1.6

- ★ The children draw lines from the food to the remains of the food and from there to the bin. They colour the food.
- ★ You can play or sing the songs from the unit as the children work.
- ★ Encourage the children to identify the items of food and the bin.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: biscuit, sandwich, yoghurt, apple, banana, pear
- ★ Story cards: Story 7: Put it in the bin
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ Plastic or wooden food as props for the story
- ★ A bin shape cut out of card and covered with glue, bits of scrap paper (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: biscuit, sandwich, yoghurt, apple, banana, pear**
  - ★ **Recap vocabulary with a flashcard game: Disappearing cards** (Teacher's Resource Book, page 26)
- **Story 7: Put it in the bin** 2.20
  - ★ **Recap the story:** Call out children to put the story on the carpet or board in the correct order. Each time, read what is on the back of the story card for the children to check.
  - ★ **Listen to the audio and act out the story:** Assign the roles of Tommy, Polly and Tina. Tell the story or play it on the CD. The children act out their parts with the props.
- **Story chant 7: Put it in the bin** 2.21
  - ★ **Listen to the audio:** The children tap the hand of the person sitting next to them in time to the rhythm. Then they swap roles. Put story cards 4, 5, 6, 7 and 8 on the carpet. Lift them up in turn according to the chant and mime along with the words. Encourage the children to join in.
  - ★ Point to the story cards in turn and ask the children how they think the protagonists feel, getting them to mime surprised, angry and happy. Play the chant again. Concentrate on encouraging the children to mime the emotions. Leave the story cards on the board or carpet for the next activity.
- **Photocopiable Worksheet 7.3: banana, pear, biscuits, football, bin, river**
  - ★ **Display and talk about the worksheet:** Point at the pictures as you describe them: *Look! Here is Tommy throwing his finished banana in the air. Is this in the story? Yes, good. Look! Here is Tommy throwing his football in the bin! Is that in the story? No!*
  - ★ **Practise the task:** Call a child out. Say: *Point to Tommy throwing his banana in the air. Is this in the story? Put gomets in the circles. Thank you.* Continue with other pictures and children.

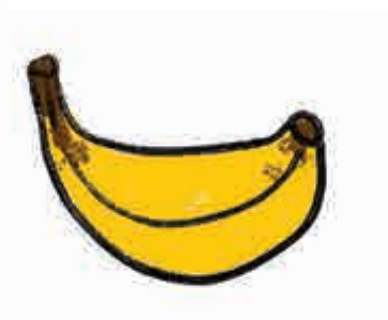
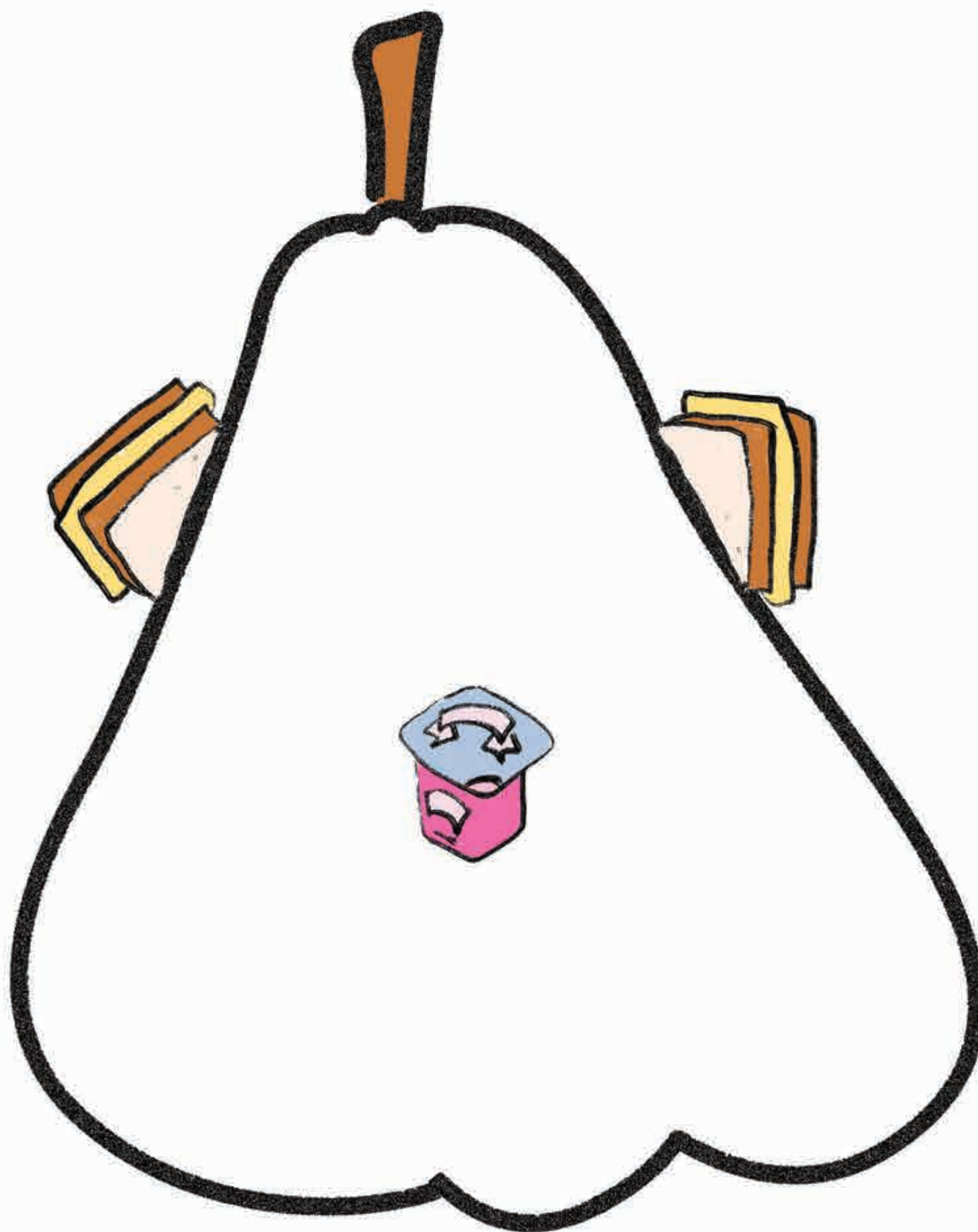
### TABLE TIME 1.6

- ★ The children put gomets in the circles in the corners of the pictures that are in the story. They colour the pictures.
- ★ Encourage the children to identify banana, pear, biscuits, football, bin, and river and to join in saying the chant from the story.

### OPTIONAL ACTIVITY Stick it on the bin

Put the bin cut-out on the board and the scraps of waste paper on the floor. Children take it in turns to pick up a bit of scrap paper. The rest of the class says *Put it in the bin* and the child sticks his bit of paper onto the bin. The rest of the class says *Well done, (Daniel).*





# Unit 7: Lesson 4

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing some songs. Choose from the following:

**Fast and slow** 2.6

**Put your trousers on** 2.10

**Oh dear!** 2.14

**I'm hungry!** 2.18

Sing **Hello everyone!** 1.2 and then

**Are you feeling sleepy today?** 1.8

Call out a child to have a conversation with Tommy. (See TRB, page 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, pear, banana, orange, biscuit, sandwich, yoghurt

red, blue, green, yellow, orange, pink, black, white, brown

rectangle, triangle, circle, square

## BASIC COMPETENCES

The children should be becoming ever more independent in the classroom routines and activities.

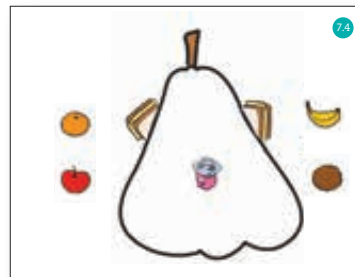
## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: apple, pear, banana, orange, biscuit, sandwich, yoghurt, red, blue, green, yellow, orange, pink, black, white, brown, rectangle, triangle, circle, square in the bag
- ★ Poster 7, poster pop-outs and Blu-tack
- ★ Pop-out 7
- ★ CD (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** apple, pear, banana, orange, biscuit, sandwich, yoghurt, red, blue, green, yellow, orange, pink, black, white, brown, rectangle, triangle, circle, square
  - ★ **Recap the vocabulary:** Share out the flashcards between Tommy, Tina and Polly, who then check if the children can say the words.
  - ★ **Play a flashcard game: Bring me** (Teacher's Resource Book, page 26)
- **Poster 7:** apple, pear, banana, orange, biscuit, sandwich, yoghurt, red, green, yellow, orange, pink, white, brown, eyes, nose, mouth, ears
  - ★ **Create interest:** Display the poster of the face and the pop-outs of food. Ask the children to say what they see.
  - ★ **Play with the poster:** Call out a child and ask: *Can you put (apple eyes) on the face please.* Call out another child and say: *Can you put a (pear nose) on the face, please?* Call out more children until all the face is complete. You may like to add hair too. Remove the food from the face and repeat the process making a different face.
- **Pop-out 7:** apple, pear, banana, orange, biscuit, sandwich, yoghurt, orange, white, brown, pink
  - ★ **Display and talk about the pop-out:** Say: *Look, an orange plate.* Fold the flap down and say: *Look! Sandwiches on the orange plate.* Continue with the rest of the plates.
  - ★ **Play a circle game:** The children sit in a circle and pass round a pop-out. When you say: *Stop! Put food on the (white) plate, please,* the child with the pop-out folds over the corresponding flap and says (fruit!).
- **Worksheet 7.4:** apple, pear, banana, orange, biscuit, sandwich, yoghurt, red, green, yellow, orange, pink, white, brown, eyes, nose, mouth, ears
  - ★ **Display and ask questions about the worksheet:** *What can you see? What is (yellow)?*
  - ★ **Practise the task:** Call out a child to choose foods on the worksheet which could be eyes and to draw them in the pear which represents a face. Call out two more children to choose foods which could represent a mouth and a nose. They draw them in the pear.

### TABLE TIME 1.6

- ★ The children draw and colour a food face.
- ★ Encourage the children to say apple, pear, banana, orange, biscuit, sandwich, yoghurt.
- ★ The children prepare their pop-outs.

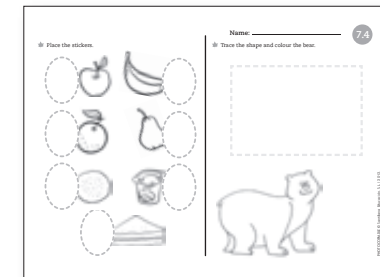
### OPTIONAL ACTIVITY Listen and play

Do **Action song 7: I'm hungry!** 2.18. The children put the food on the table accordingly.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: apple, pear, banana, orange, biscuit, sandwich, yoghurt, red, green, yellow, orange, pink, white, brown, eyes, nose, mouth, ears in the bag
- ★ Poster 7
- ★ Photocopy of the worksheet for all the class
- ★ Stickers
- ★ CD



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** apple, pear, banana, orange, biscuit, sandwich, yoghurt, red, green, yellow, orange, pink, white, brown, eyes, nose, mouth, ears
  - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at getting the flashcards out of the bag and asking the children to say the words.
  - ★ **Play a flashcard game: Sort** (Teacher's Resource Book, page 27)
- **Poster 7:** apple, pear, banana, orange, biscuit, sandwich, yoghurt, red, green, yellow, orange, pink, white, brown, eyes, nose, mouth, ears
  - ★ Start by making a food face. Then, cover the poster with a piece of paper and ask: *What are the (eyes) made of?* Remove the cover to check their answers. Repeat several times.
- **Continuous assessment**
  1. Sing and do **Action song 7: I'm hungry!** 2.18
  2. Listen and join in with the **Story 7** 2.20 and/or **Story chant 7: Put it in the bin** 2.21
  3. Sing **Shape song: Triangle** 1.24 and **Colour songs: Brown bear** 1.18 and **White mouse** 1.17

### TABLE TIME 1.6

- **Photocopiable Worksheet 7.4:** apple, pear, banana, orange, biscuit, sandwich, yoghurt, black, brown, rectangle, square

Do this worksheet with a small group of children at a time. If children are unable to produce the words then instruct them where to stick each character and what colour to trace the shape and the bear to evaluate their comprehension. Mix both techniques as appropriate for each individual child.

1. Check production of the target words. Point to a sticker and say: *Who is it? (Petal).* Then, ask the child: *Where do you want to stick (Petal)?* Continue in the same way so that the child names the five characters and five of the words.
2. Check shapes and colours: Point and ask: *What shape is it? What colour do you want to trace the rectangle, black or brown? What colour is the bear?*







# Unit 7: Lesson 5

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the following:

*If you're happy* 3.4

*Peter bangs with one hammer* 3.9

*Incy Wincy spider* 3.12

*Five little monkeys* 3.15

Sing *Hello!* 1.1 and then *Are you feeling sleepy today?* 1.8

Call out a child to have a conversation with Tommy. (See TRB, page 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

cake, baker, pat, prick, B, mummy

## AUDIO

*Authentic song 7: Pat-a-cake* 3.18

*Pat-a-cake, pat-a-cake baker's man,  
Bake me a cake as fast as you can.  
Pat it and prick it and mark it with B,  
And put it in the oven for baby and me!*

*Pat-a-cake, pat-a-cake baker's man,  
Bake me a cake as fast as you can.  
Pat it and prick it and mark it with T,  
And put it in the oven for Tommy and me!*



## BASIC COMPETENCES

The children sing and act out a traditional song.

## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy
- ★ CD
- ★ Flashcards: mummy, daddy, brother, sister, granny, grandad, baby (optional)
- ★ A wooden spoon
- ★ Cover the cakes on the top row of the worksheet



### ALL TOGETHER TIME 1.5

#### • Playing with Tommy: cake, baker

- ★ **Create interest:** Tommy shows his wooden spoon and the children guess what he is going to do. Say: *Today, Tommy is playing at bakers and he's going to make a cake.*
- ★ **Introduce new vocabulary:** Tommy asks the children if they have ever helped make a cake. Ask who they helped and if the cake tasted good. Ask if they can remember the ingredients they used. Mime and encourage the children to join in: *Everybody bake a cake* (mime beating), *pat it, prick it, put it in the oven.*

#### • Authentic song 7: Pat-a-cake 3.18

- ★ **Focus on the music:** Listen to the music and the children march to the beat.
- ★ **Focus on the actions:** Introduce actions for the song. *Pat-a-cake ... baker's man* = Pat your hands together like horizontal clapping but after every clap turn your hands over so the bottom hand becomes the top one and vice versa. *Bake me a cake as fast as you can* = Stir quickly. The rest of the actions are as per the words of the song.
- ★ **Play the audio:** The children do the actions and join in with the singing.

### OPTIONAL ACTIVITY Invent more verses

Use the family flashcards to sing more verses of the song. For example, display *mummy* and say: *M for mummy*. Sing the song replacing mummy for baby.

#### • Worksheet 7.5: cake

- ★ **Display and talk about the worksheet:** Say: *Look, cakes! Cakes with letters. This cake has a B/S/M/T.* (Note: it is not important for children to recognise the letters and associated sound. They are only required to recognise similar shapes.)
- ★ **Prepare the task:** Uncover the first cake and trace the letter with your finger and say: */b/ for baby*. Name children in the class whose names start with B. Point to the cakes in the bottom row one a time asking: *Is it /b/?* Continue in the same way with the remaining cakes. (T for Tommy, S for sister, M for mummy.)
- ★ Point to a cake and call out a child to point to the matching one. Ask them to choose the right crayon and start colouring the cake.

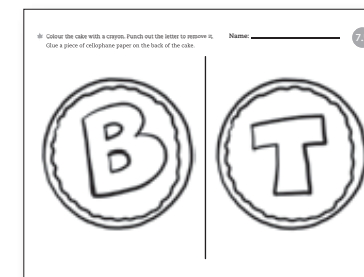
### TABLE TIME 1.6

- ★ The children match the cakes by colouring the same letters the same colour.
- ★ Encourage the children to identify lines from the song.

## LESSON B

### PREPARATION

- ★ Tommy
- ★ Flashcards (a selection of flashcards from previous units), a wooden spoon
- ★ CD
- ★ Photocopy the worksheet to allow a cake for each child and one extra
- ★ Awls, pieces of coloured cellophane, paper, glue
- ★ Two large sheets of coloured card, glue (optional)
- ★ Print and stick the words of the song onto a sheet of card (optional)



### ALL TOGETHER TIME 1.5

#### • Playing with Tommy

- ★ Play a game that revises flashcards from previous units. Stick a row of flashcards on the wall at shoulder height. Place some slightly higher and some slightly lower, taking into account the different heights of the children. Tommy says a word and they jump to tap it with the wooden spoon.

#### • Authentic song 7: Pat-a-cake 3.18

- ★ Play the audio and the children do the actions and join in with the singing.
- ★ Sing the song and Tommy points to the children one at a time. When you get to *mark it with...*, say the first letter of the child's name that Tommy is pointing at. Sing their name in the last line. This child then takes over Tommy's role and points to the children as you sing, thus choosing the next child.

### OPTIONAL ACTIVITY Make an imaginary cake

Mime breaking an egg into an imaginary bowl and then beat it. Hold the bowl in front of a child and hand them the imaginary beater. Say: *Please, beat the eggs*. Pass the beater to more children to beat the eggs. Mime adding some flour with a spoon. Hold the bowl in front of a child and say: *Please, stir in the flour!* Continue miming to add sugar and milk. Mime putting the cake in the oven and waiting and smelling. Take the cake out of the oven, cut it and give everyone a piece. Say: *Careful, it's very hot*. Chew and swallow and say: *Yummy!*

#### • Photocopiable Worksheet 7.5: cake, baby

- ★ Tommy shows the children a picture of a cake. Demonstrate how to decorate it. Start by colouring it with a crayon. Then, use an awl to punch the letter out and remove it. Finally, stick a piece of cellophane on the back of the cake.

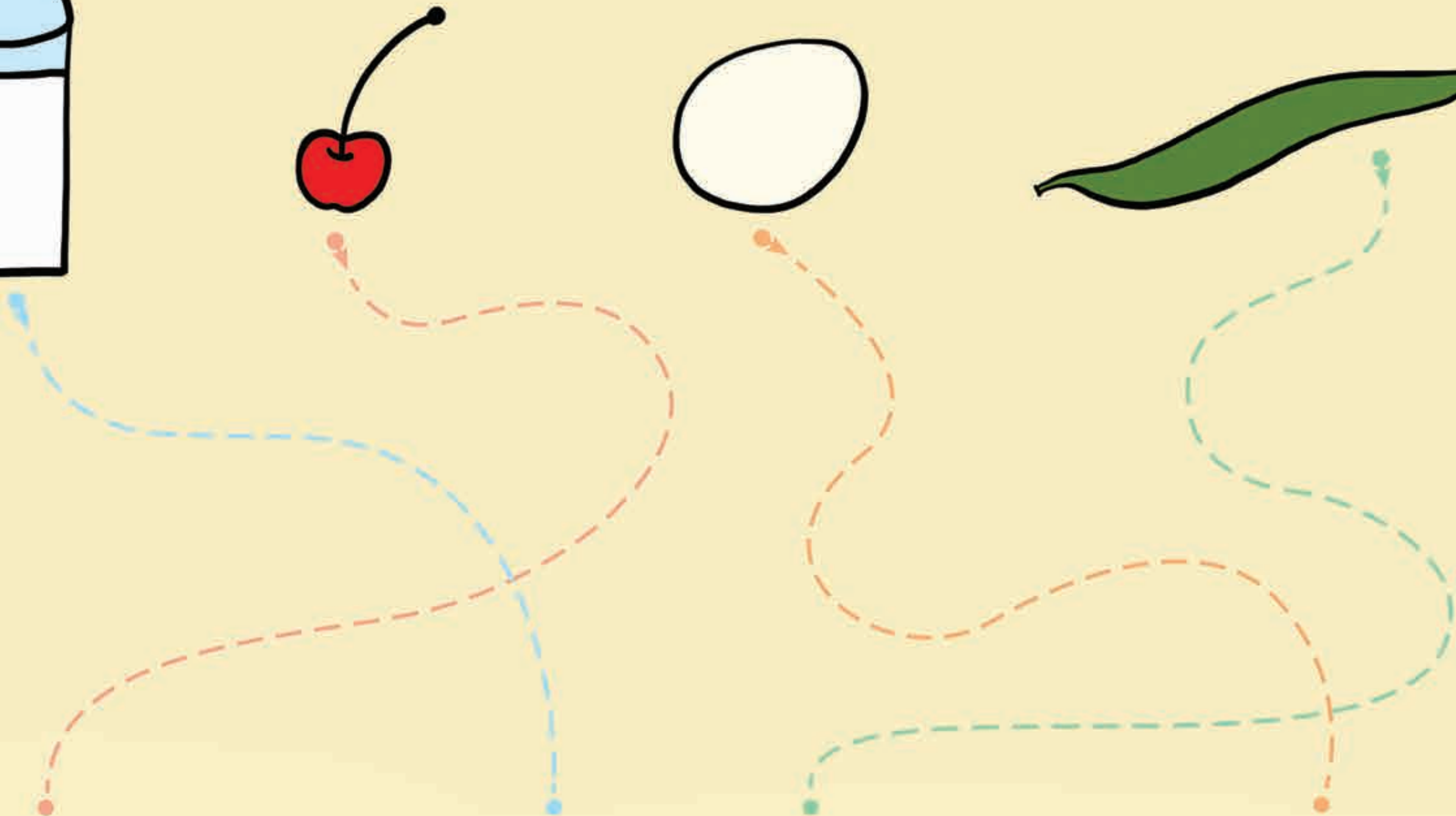
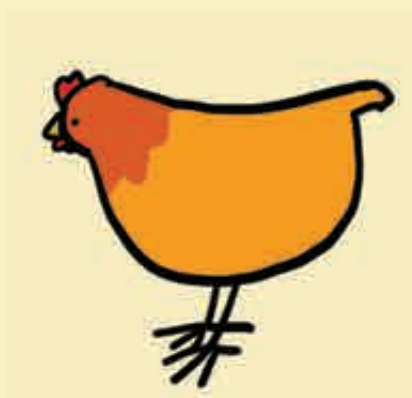
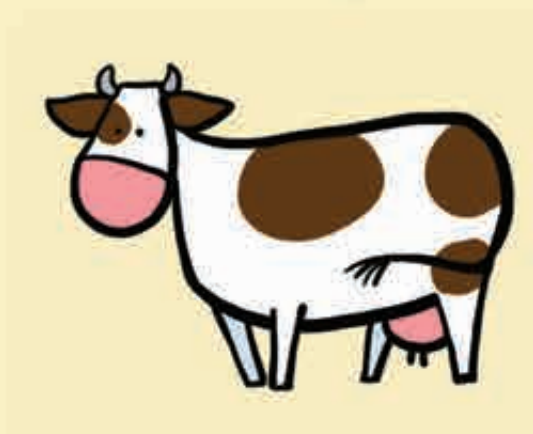
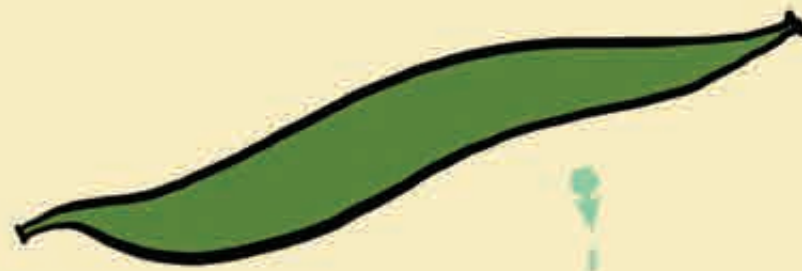
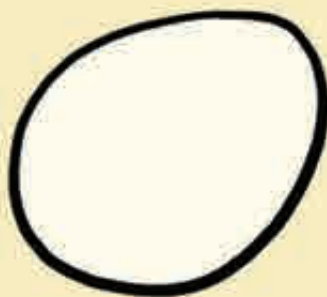
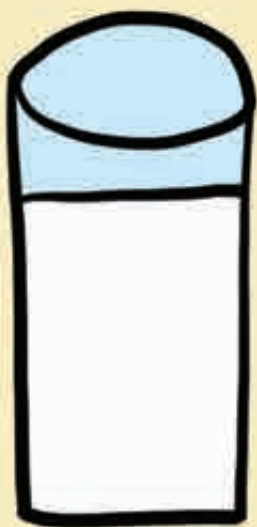
### TABLE TIME 1.6

- ★ Children decorate their cakes following your example. As the children work, play the song several times.
- ★ Encourage individual children to say the words of the song with you.

### OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the decorated cakes 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 the 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 7: Lesson 6

## OPENING ROUTINE

Wake up Polly by singing her some songs. Choose from the following:

*Pat-a-cake* 3.18

*Five little monkeys* 3.15

*Incy Wincy spider* 3.12

*Peter bangs with one hammer* 3.9

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 Polly and sing

*Goodbye!* 1.4

## VOCABULARY

milk, eggs, bread, potatoes, green beans, cherries, cow, chicken, wheat, under the ground, on a plant, on a tree

## AUDIO

Photo poster 7: 3.19 and 3.20

(in order)

Hello. My name's Mia. I'm 5. Look where food comes from.

Milk comes from a cow.

Eggs come from a chicken.

Bread is made from wheat.

Potatoes grow under the ground.

Green beans grow on a plant.

Cherries grow on a tree.

(out of order)

Hello. My name's Mia. I'm 5. Look where food comes from

Cherries grow on a tree.

Potatoes grow under the ground.

Milk comes from a cow.

Bread is made from wheat.

Green beans grow on a plant.

Eggs come from a chicken.



## BASIC COMPETENCES

The children become aware of different natural sources of food that are present in everyday life.

## ACTIVITY BOOK

This is a good time to work with

Unit 7, Worksheet 7.4, page 57. 3.33

## LESSON A

### PREPARATION

- ★ Polly
- ★ CD
- ★ Flashcards: potato, cherry, green bean, egg
- ★ Some toy food (including fruit) in a soft bag
- ★ Photo poster 7: (cover the pictures of the food sources)
- ★ Stickers
- ★ Hoops



### ALL TOGETHER TIME 1.5

- **Playing with Polly: on a tree**
  - ★ **Create interest:** Put two hoops on the floor. Draw a picture of a tree and put it in one of the hoops. Help Polly take the food items out of the bag one at a time. Name each item and ask: *Does a ... grow on a tree? Yes or No?* Then, give the item to a child to place in the corresponding circle.
- **Photo poster 7: 3.19 milk, eggs, bread, potatoes, green beans, cherries, cow, chicken, wheat, under the ground, on a plant, on a tree**
  - ★ **Display and talk about the poster:** Introduce Mia and read or listen to what she is saying. Ask: *Is Mia a girl or a boy? How old is she? What is she showing us?* Point to the picture of the milk and ask: *Where does milk come from?* You can prompt the answer by miming milking a cow. Continue in the same way with the rest of the products, establishing a mime for each.
  - ★ **Play the audio (in order):** Pause after each picture 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: potato, cherry, green bean, egg**
  - ★ Show the flashcards one at time and the children identify the corresponding food items on the poster. Give a flashcard to a child without the rest of the class seeing it. The child does a mime (either eating the object or showing where it comes from), then names a child to point to the corresponding picture on the poster and say the word. Play more flashcard games.

### OPTIONAL ACTIVITY Does it grow on a tree

Draw a large tree on the classroom floor with chalk. Children move round the room to music keeping outside the tree. Pause the music and say a food item. If the item grows on a tree, the children must run and stand inside the tree.

- **Worksheet 7.6: milk, cherry, egg, green bean, tree, cow, plant, chicken**
  - ★ **Display and talk about the worksheet:** Cover the pictures of the food products at the top of the worksheet. Point to the cherry tree at the bottom and ask: *What grows here?* Then name a child to trace the line from the cherry tree with their finger to uncover the picture at the end of the line. Say: *Yes, it's a cherry. Cherries grow on trees.* Continue in the same way with the remaining pictures.
  - ★ **Practise the task:** Display the children's version of the worksheet and ask: *What's missing?* Name children to trace each line a different colour. Show the stickers of the food products and ask them where each sticker goes.

### TABLE TIME 1.6

- ★ Children trace the lines in different colours and stick on the stickers.
- ★ Encourage the children to identify milk, cherry, egg, green bean, tree, cow, plant, chicken.

## LESSON B

### PREPARATION

- ★ Polly
- ★ CD
- ★ Flashcards: potato, cherry, green bean, egg, milk
- ★ Photocopy of the worksheet for all the class
- ★ Photo poster 7 (cover the pictures of the food items)



### ALL TOGETHER TIME 1.5

- **Playing with Polly: potato, cherry, green bean, egg, milk, apple, pear, banana, orange**
  - ★ **Recap phrases:** Display the flashcards around the room. Polly says, for example: *This comes from a chicken*, and names a child to go and stand next to the corresponding flashcard. Then, point to the flashcard and ask the whole class: *Is that right? Does this come from a chicken?* If the child has selected the correct flashcard, ask: *What is it?* Otherwise, name another child to go and stand next to another flashcard. Continue in the same way, giving a clue for each food item by mentioning its source.
- **Photo poster 7: 3.20 milk, eggs, bread, potatoes, green beans, cherries, cow, chicken, wheat, under the ground, on a plant, on a tree**
  - ★ **Play games with the poster:** Polly looks at the poster and makes sentences about the source of each food. Sometimes she gets it right and sometimes she gets it wrong. Children clap when she gets it right, for example: *Milk comes from a cow.* They shake their heads when she gets it wrong: *Green beans grow on trees.* Encourage the children to correct her.
  - ★ **Play the audio (out of order):** Pause after each sentence for the children to do the corresponding mime. Listen again, without pausing, and the children do the mimes.

### OPTIONAL ACTIVITY Talk to Polly: What food do you like best?

Polly wants to know about the children's food preferences. Use the flashcards as a prompt. Ask: *Do you like cherries?* Or: *Which do you prefer, bananas or pears? Which food do you like best?* Encourage children to mention other food that they like. You can express their ideas in English and Polly can react by saying: *Me too!*

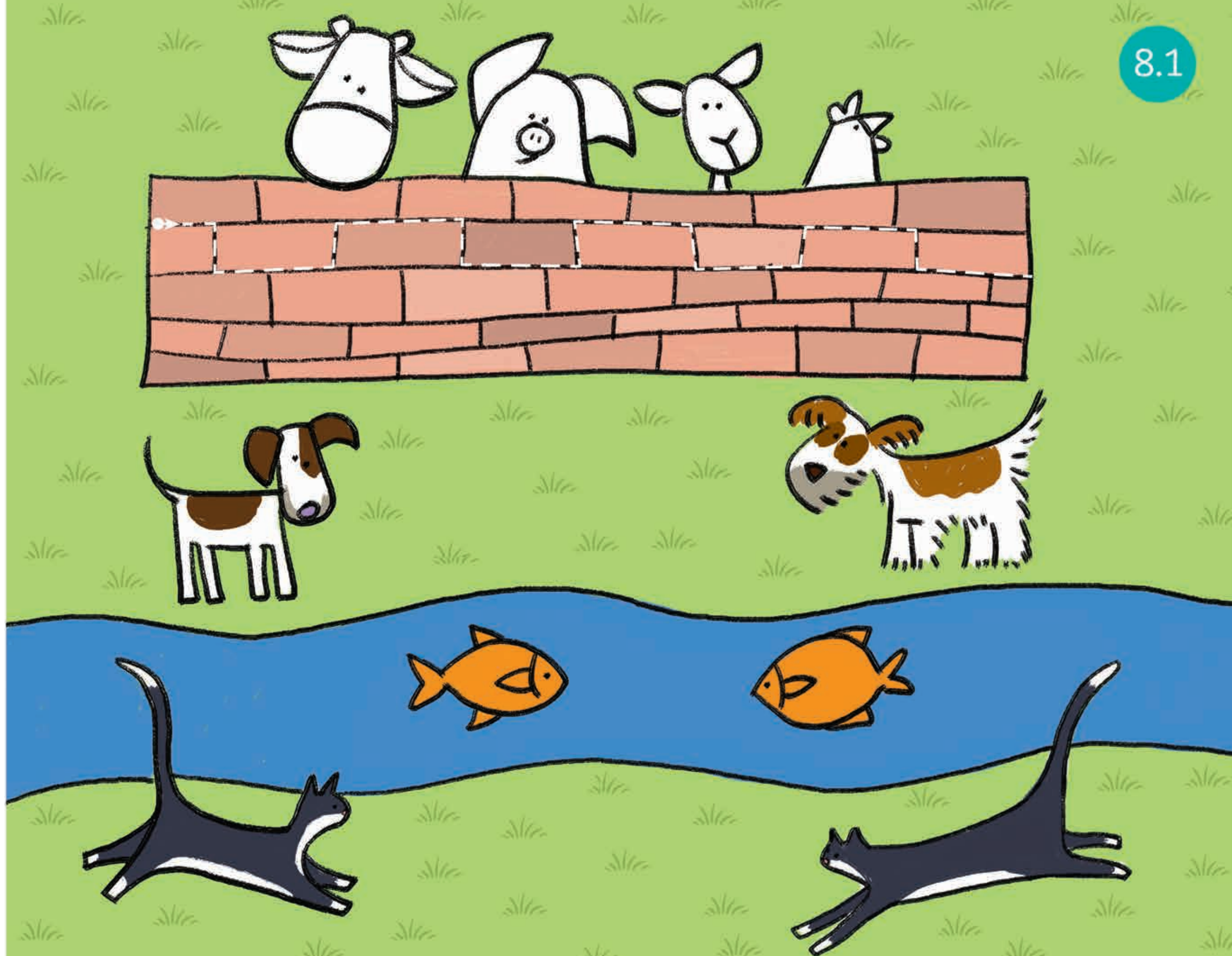
- **Photocopiable Worksheet 7.5: cow, milk, green bean, potato, pear, egg, banana, bread**

- ★ **Display and talk about the worksheet:** Point to the picture of the cow and say: *Look, it's a cow.* Then, point to each food product in turn and ask, for example: *Do eggs come from a cow?* Name children to come out and circle the food products we get from a cow.

### TABLE TIME 1.6

- ★ Children circle only the food products that come from a cow.
- ★ Encourage the children to identify cow, milk, green bean, potato, pear, egg, bread.







# Unit 8: Lesson 1

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the following:

**Pick up a pencil** 1.27

**Put your trousers on** 2.10

**Oh dear!** 2.14 **I'm hungry!** 2.18

Sing **Hello!** 1.1 and then

**Are you feeling sleepy today?** 1.8

Call out a child to have a conversation with Tommy (see TRB, page 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 AND LANGUAGE

dog, fish, cat, cow, pig, sheep, chicken  
one, two  
walking, swimming, running  
goes/go swimming by.  
Hello. Goodbye.

## AUDIO

**Action song 8: One little dog** 2.22

*One little dog goes walking by,  
Two little dogs go walking by.  
One little dog says hello,  
One little dog says goodbye.  
Hello! Goodbye!*

*One little fish goes swimming by...*

*One little cat goes running by...*

**Tommy's music 8** 2.23

*You're a dog. You're saying hello. You're a dog.  
You're saying goodbye. You're a fish. You're saying  
hello. You're a fish. You're saying goodbye.  
You're a cat. You're saying hello. You're a cat.  
You're saying goodbye.*



## BASIC COMPETENCES

The children recognise familiar animals from their own experience.

## ACTIVITY BOOK

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

## LESSON A

### PREPARATION

- ★ Tommy pig, sheep, chicken) in a cloth bag or photos of them downloaded from the internet
- ★ Flashcards: dog, fish, cat, cow, pig, sheep, chicken
- ★ Plastic animals (dog, fish, cat, cow, sheep, chicken)
- ★ CD
- ★ Stickers



### ALL TOGETHER TIME 1.5

- **Playing with Tommy: dog, fish, cat, cow, pig, sheep, chicken**
  - ★ **Create interest:** Tell the children that Tommy has brought some of his friends to class to meet them. Ask them to guess who his friends are. Repeat what they say in English and introduce them to all the animals taking them out of the bag bit by bit.
  - ★ **Introduce the new vocabulary:** dog, cat, fish  
Make an animal noise or get Tommy to do it. Ask children to say what animal it is. For fish don't make any noise but make a circle with your mouth and open and close it. Each time, pick up the flashcard and say: **Well done! Yes, it's a (dog).** Once children have got the idea, they can take over your role. Call a child out to mime an animal and make the noise of the animal. The rest of the class guess what it is.
  - ★ **Play a flashcard game: It's...** (Teacher's Resource Book, page 26)
- **Action song 8: One little dog** 2.22
  - ★ Use the worksheet to introduce the song. Point to the animals as they appear in the song and do the mimes.
  - ★ Put Tommy somewhere so he can watch. Play the song again this time doing the actions with the children.
- **Worksheet 8.1: dog, fish, cat, cow, pig, sheep, chicken**
  - ★ **Display and talk about the worksheet:** Point to the animals and say: **Look! Here's a cow and a pig and a sheep. Here's a dog. What colour is it? Yes, brown and white.** Continue in the same way with the fish and the cat.
  - ★ **Practise the task:** Show the children a sticker and ask a child to point to where they would stick it. Call out a child and say: **Look at the wall! Follow the line here with your finger. Now pick up a pencil and draw the lines to finish the wall. Pick up a brown crayon and colour the cow. Now pick up a pink crayon and colour the pig.**

### TABLE TIME 1.6

- ★ Give out the stickers. Say: **It's a (dog).** Play the song, pausing after each verse for the children to stick on the stickers. They colour the animals and draw the lines to complete the wall.
- ★ Encourage the children to identify the animals and the colours.
- ★ Play or sing the song, getting the children to point to the worksheet as they listen.

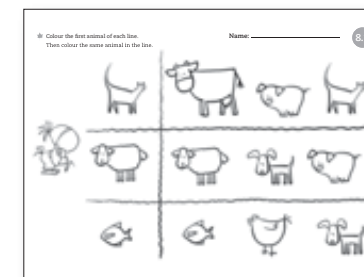
### OPTIONAL ACTIVITIES Act it out

Show the children the worksheet and say a colour. They say the animal. Call out six children and divide them into pairs. Give one of the flashcards to each pair. Help the pairs to act out the song. Change the pairs so other children can have a go.

## LESSON B

### PREPARATION

- ★ Tommy in a soft bag or photos of them downloaded from the internet.
- ★ Flashcards: dog, fish cat, cow, pig, sheep, chicken
- ★ Plastic animals (dog, fish cat, cow, pig, sheep, chicken)
- Before the class, hide one somewhere in the classroom



- ★ Photocopy of the worksheet for all the class
- ★ CD

### ALL TOGETHER TIME 1.5

- **Playing with Tommy: dog, fish, cat, cow, pig, sheep, chicken**
  - ★ **Recap vocabulary with a flashcard game: Hide and seek** (Teacher's Resource Book, page 26)
- **Action song 8: One little dog** 2.22
  - ★ Play the song and do the actions. Encourage the children to join in.
  - ★ Hold up the flashcards in random order and sing the corresponding verse with the children.
- **Tommy's music 8** 2.23 **You're a dog. You're saying hello. You're a dog. You're saying goodbye. You're a fish. You're saying hello. You're a fish. You're saying goodbye. You're a cat. You're saying hello. You're a cat. You're saying goodbye.**
  - ★ Practise the actions with the children. When they are saying hello they move towards you waving hello and miming the animal. For example, for dog, they can make ears with their fingers held close to their heads. For cat they can pull on imaginary whiskers. For fish, they can move imaginary fins. When they are saying goodbye, they turn round and move towards the back of the class, waving as they go.
  - ★ The children find a space. Play Tommy's music and the children follow the instructions.
- **Photocopiable Worksheet 8.1: dog, fish, cat, cow, pig, sheep, chicken**
  - ★ **Display and talk about the worksheet:** Point to the first line and say: **Look, here is a cat and here is a cow, a pig and another cat.** Continue in the same way with the second and third lines.
  - ★ **Practise the task:** Call out a child. Point and say: **Look at the first line. What's this? Yes, it's a cat. Pick up a crayon and colour the cat. Can you find another cat? Good. Colour the cat the same colour.** Continue with the other lines.

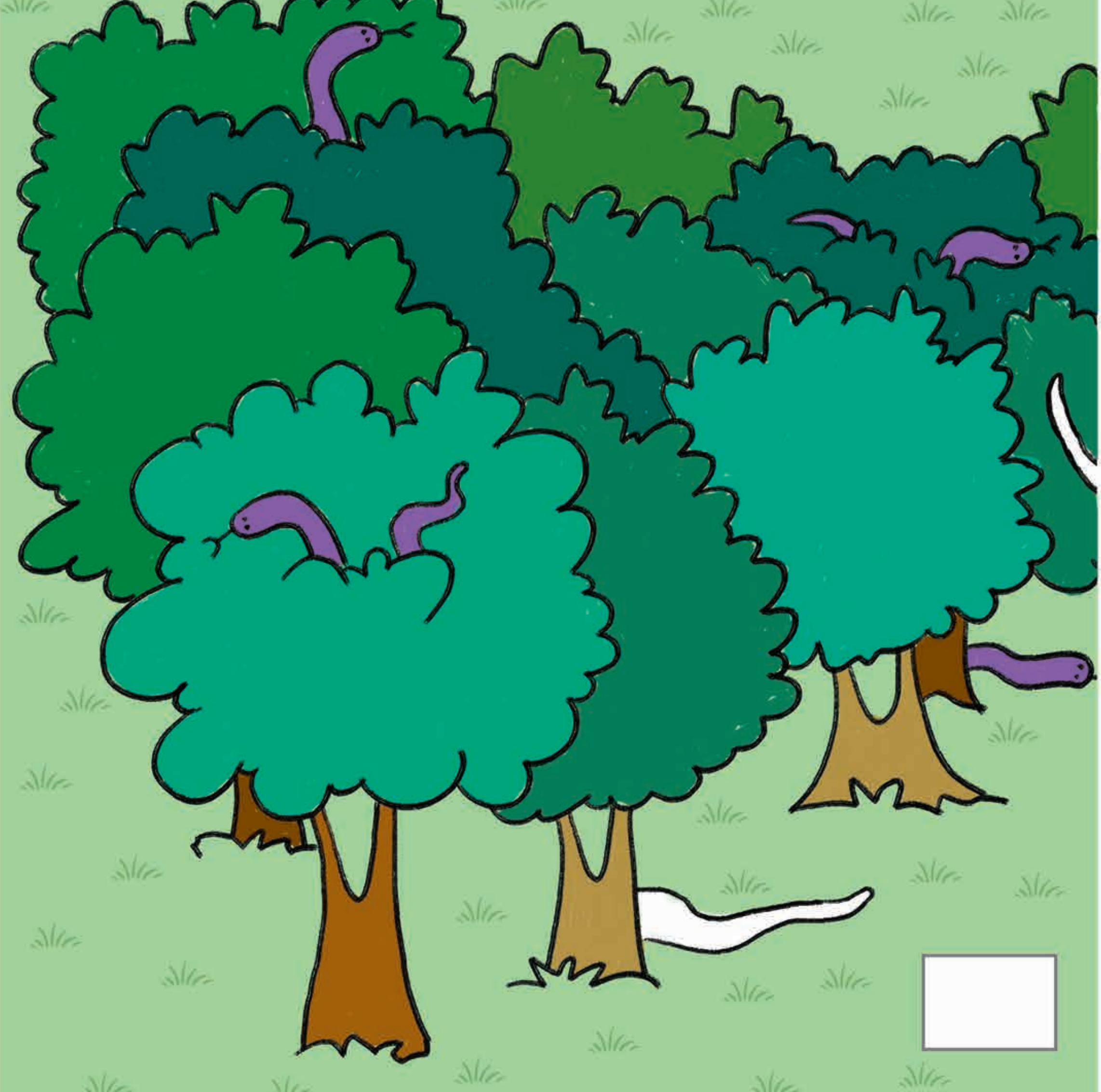
### TABLE TIME 1.6

- ★ The children colour the first animal in each line. They colour the animal in the line that is the same in the same colour.
- ★ Encourage the children to identify the animals.
- ★ Sing **One little dog** 2.22 or play it on the CD as the children work.

### OPTIONAL ACTIVITY Sing new verses

Sing the song again, but this time with the other animals. You can call out children to act out the verses in pairs as in Lesson A.





1

2

3

4

5

6



# Unit 8: Lesson 2

## OPENING ROUTINE

Wake up Tina by singing her some songs. Choose from the following:

*I'm hungry!* 2.18

*One little dog* 2.22

*Colour song: Brown bear* 1.18

*Shape song: Rectangle* 1.25

Sing *Hello!* 1.1 and then *Are you feeling sleepy today?* 1.8

Call out a child to have a conversation with Tina. (See TRB, page 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 Tina and sing

*Goodbye!* 1.4

## VOCABULARY

green, yellow, red, blue, orange, pink, black, white, brown, purple  
frog, duck, bird, whale, fish, pig, chicken, mouse, bear  
1, 2, 3, 4, 5, 6  
circle, square, triangle, rectangle

## AUDIO

*Colour song: Purple snake* 1.19

*Purple, purple, a purple snake.* (x3)

*Hiss! Hiss! Hiss!*

## BASIC COMPETENCES

The children review the colours they already know and learn a new one.

## LESSON A

### PREPARATION

- ★ Tina
- ★ A purple toothbrush in her bag
- ★ Stickers
- ★ Cuisenaire rods
- ★ Flashcards: purple (with a post-it over the snake), snake
- ★ CD
- ★ See-through container, blue and red tissue paper



### ALL TOGETHER TIME 1.5

#### • Playing with Tina: purple

- ★ **Create interest:** Call out a child to find what Tina has in her bag. Mime brushing your teeth and the children copy you. Make sure to do it properly! Tina asks the children about the colour of their toothbrush.
- ★ **Introduce new concept:** Ask: *What colour is Tina's toothbrush?* Purple. Tina looks to see if anybody has purple on their clothes, or on their bags. Tina can also look at books from the classroom library and ask the children to help her find purple in the pictures.
- ★ **More practice:** Make a simple scene with Cuisenaire rods, for example, a house, trees, flowers, a car or the sun. Every time you add a rod, the children say the colour. You can also talk about shapes and count the rods used to make each part of the picture.

#### • Colour song: Purple snake 1.19

- ★ Show the children the purple flashcard with the post-it over the snake and ask them to guess the animal. Then remove the post-it to reveal the snake.
- ★ Do an action for snake. The children do the action and say hiss, hiss, hiss!
- ★ Play the song. The children do the actions and join in with the singing.

### OPTIONAL ACTIVITY Purple water

Put some water in a see-through container. Put bits of blue and red tissue paper into the water and watch what happens.

#### • Worksheet 8.2: purple, snake, tree, one, two, three, four, five, six, circle, triangle, square, rectangle

- ★ **Display and talk about the worksheet:** Point and say: *Look, trees and snakes. What colour are the snakes?* Point to a number and say: *What number is it? What shape is it? What colour is it?* Say a number and call out a child to point to that number of snakes.
- ★ **Practise the task:** Call the children out to point to different parts of the picture, to count the snakes and to write a number 6 in the rectangle. Show the children the page in their book. Ask: *How many snakes?* Three. *How many are missing?* Three. *How many are white?* Two. Show the children the stickers.

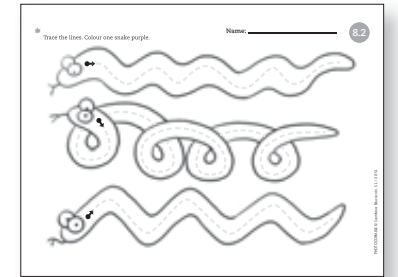
### TABLE TIME 1.6

- ★ The children put the snake stickers on the picture, colour the white snakes purple and write the number 6 in the rectangle.
- ★ Encourage the children to identify purple, snake, shapes, colours and numbers.

## LESSON B

### PREPARATION

- ★ Tina
- ★ Flashcards: yellow, red, blue, green, orange, pink, black, white, brown, purple, circle, square, triangle, rectangle, 1, 2, 3, 4, 5, 6
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ A spiral snake template for each child (optional)



### ALL TOGETHER TIME 1.5

#### • Playing with Tina: yellow, red, blue, green, orange, pink, black, white, brown, purple, circle, square, triangle, rectangle, one, two, three, four, five, six

- ★ **Recap the concept:** Display the flashcards. Do an action, for example, hold up four fingers, or draw a circle in the air or point to something purple, and the children help Tina to point to the right flashcard and say the word.
- ★ Tina whispers one of the words to you. Mouth the word without making a sound. The children watch your lips and say the word. Tina says: *Well done!*

#### • Colour songs: Black hen 1.16, White mouse 1.17, Brown bear 1.18, Purple snake 1.19

- ★ Show the children one of the flashcards and they start singing that verse of the song. Then show them a different flashcard and they immediately switch verse and start singing the new verse. Keep switching verses by showing them the different flashcards.

#### • Photocopiable Worksheet 8.2: snake, purple

- ★ **Display and talk about the worksheet:** Point and say: *What can you see?*
- ★ **Practise the task:** Call out children to trace the snakes with their finger. Call out more children to trace the snakes with a crayon.

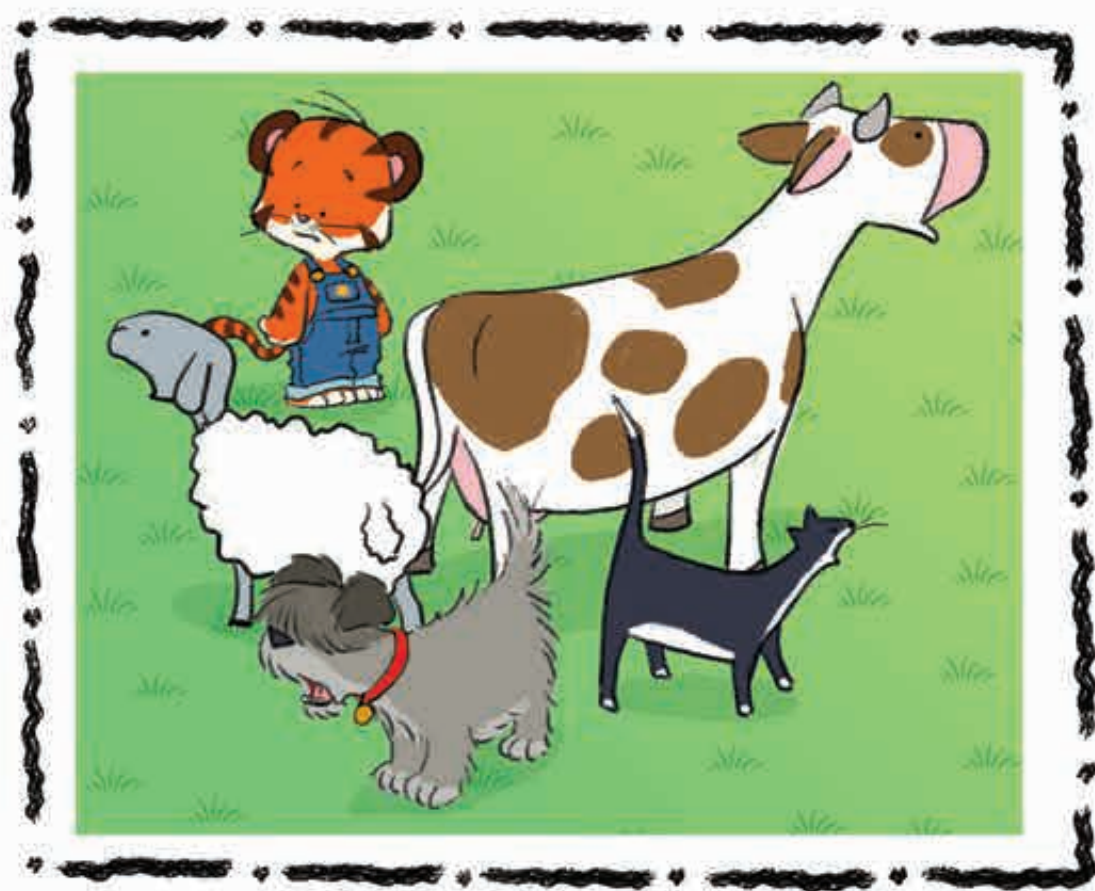
### TABLE TIME 1.6

- ★ The children trace the lines and choose one snake and colour it purple.
- ★ Encourage the children to identify purple, snake.

### OPTIONAL ACTIVITY Make a purple snake

Give each child a snake template. First they colour it purple on both sides and then they cut along the line. In the centre they draw two eyes. You can hang the snakes from a washing line to maximise their spiral effect.







# Unit 8: Lesson 3

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing them some songs. Choose from the following:

*The hokey cokey* 2.1 *Fast and slow* 2.6  
*I'm hungry!* 2.18 *One little dog* 2.22

Sing *Hello everyone!* 1.2 and then *Are you feeling sleepy today?* 1.8  
Call out a child to have a conversation with one of the characters (see TRB, page 25)

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, Tina and Polly and sing *Goodbye!* 1.4

## VOCABULARY AND EXPRESSIONS

dog, fish, cat, cow, pig, sheep, chicken, duck  
farm, pond, everyone, teacher, friends  
talk, look  
Be careful, Stay together, Don't get lost  
Tommy is talking to the cow  
I'm lost.  
Where's my teacher? And my friends?  
I don't know. Ask Dog.  
Come with me. I've got an idea.  
What a noise! Help! I'm here!  
There you are! Thank you.

## AUDIO

**Story 8: I'm lost** 2.24

**Story chant 8: I'm lost** 2.25

Hello Cow. Where's my teacher?  
Moo, moo! I don't know. Ask Dog.

Hello Dog. Where's my teacher?  
Woof, woof! I don't know. Ask Sheep.

Hello Sheep! Where's my teacher?  
Baa, baa! I don't know. Ask Cat.

Hello Cat. Where's my teacher?  
Meow, meow. I have an idea!

Moo, moo! Woof, woof!  
Baa, baa! Meow, meow!

There's my teacher!



## BASIC COMPETENCES

Through the story the children are made aware of the importance of staying with an adult on any excursion.

## LESSON A

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: dog, fish, cat, cow, sheep, duck
- ★ Story cards: Story 8: I'm lost
- ★ CD
- ★ A plastic dog, cat, cow and sheep (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: dog, fish, cat, cow, sheep, duck**
  - ★ **Recap vocabulary:** Put the flashcards on the floor and sit Tommy, Tina and Polly beside you. Call out children and say: *Can you give the (fish) to (Tommy), please.*
  - ★ **Play a flashcard game: Animal noises** (Teacher's Resource Book, page 26)
- **Story 8: I'm lost** 2.24
  - ★ **Create interest:** Ask the children if they have ever been lost and what happened. Repeat what they say in English. Tell them the story is about a day when Tommy got lost.
  - ★ **Introduce the story:** Show the first story card and ask the children where Tommy, Tina and Polly are. They are on a school trip to a farm.
  - ★ **Listen to the audio:** You can go through the cards commenting and asking the children questions and then play the audio through without stopping, or you can play the audio and display the pictures one at a time. Point to the characters as they speak. After story card 2, ask: *What can Tommy do?* After story card 6: *What is the cat's idea?*
  - ★ **Check comprehension:** Point, mime and ask questions: *Who's this? What is Tommy saying? What are the cow, dog, sheep and cat saying? What do the animals do? Why?*
  - ★ **Listen to the audio and join in:** Put the story cards on the carpet or board and play the audio again, encouraging the children to join in with Tommy and his friends. Leave the story cards for the next activity.

### OPTIONAL ACTIVITY Practise the story

Tell the story on the carpet using Tommy, Tina and Polly and the plastic animals. Encourage the children to join in.

- **Worksheet 8.3: dog, cat, cow, sheep**
  - ★ **Display and talk about the worksheet:** Point to Tommy and the animals in the picture and retell the story with them: *Here's Tommy talking to the cow. He's saying I'm lost. Where's my teacher? And my friends? What does the cow say? Yes, he says Moo. Ask the dog. Here's the dog...*
  - ★ **Practise the task:** Call a child out and say: *Point to Tommy and the cow. Where do they go? To the dog, the cat or the sheep? Yes, to the dog. Draw a line from this picture to this picture. Where do they go now?* Continue with other children.

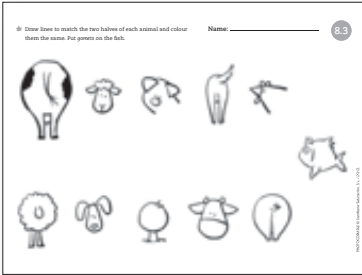
### TABLE TIME 1.6

- ★ The children draw lines to show the order in which Tommy talks to the animals in the story. You can play or sing the songs from the unit as the children work.
- ★ Encourage the children to identify the animals and to say the repeated lines.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: dog, fish, cat, cow, pig, sheep, duck
- ★ Story cards CD: Story 8: I'm lost!
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ A plastic dog, cat, cow, sheep as props for acting out the story



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: dog, fish, cat, cow, pig, sheep, duck**
  - ★ **Recap vocabulary with a flashcard game: Fast and slowly repeating game** (Teacher's Resource Book, page 26)
- **Story 8: I'm lost** 2.24
  - ★ **Recap the story:** Put the story cards on the carpet in random order. Tell the story or play it on the CD, stopping after each picture. Name children to choose the corresponding story card and put it on the board.
  - ★ **Listen to the audio and act out the story:** Assign the roles of Tommy, Tina, Polly, the teacher and the animals. Give the children playing the parts of the animals the plastic toys. Tell the story or play it on the CD and help the children to act out their parts.
- **Story chant 8: I'm lost** 2.25
  - ★ **Listen to the audio:** Ask the children to stand up. Play the chant and they stamp quietly to the rhythm. Put story cards 4, 5, 6, 7 and 8 on the floor. Lift them up in turn according to the chant and mime along with the words. Encourage the children to join in. Call one or two children out to lead the rest in saying and acting out the chant.

### OPTIONAL ACTIVITY Act out the chant

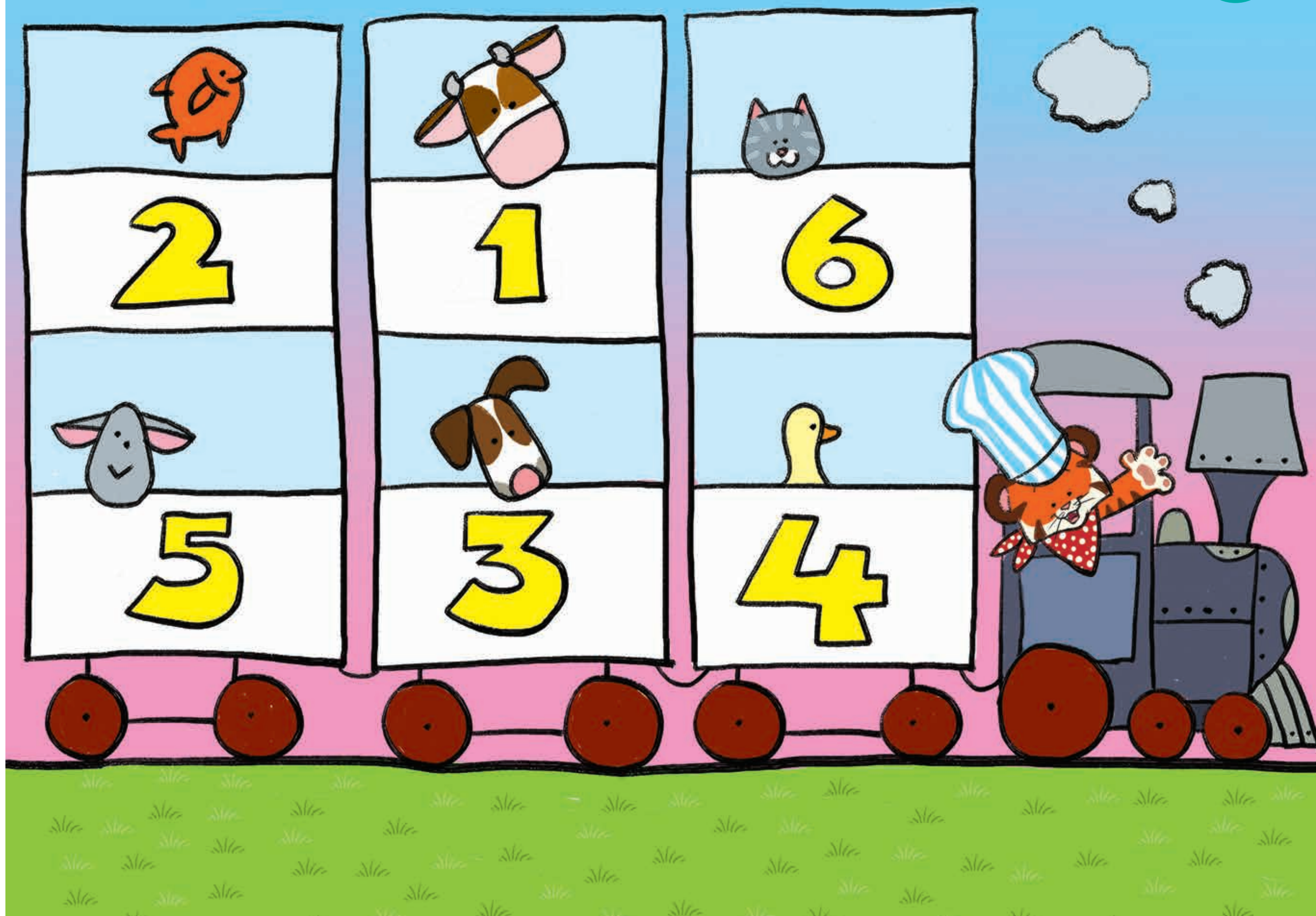
Divide the class into five groups: Tommy, cow, dog, sheep, cat. The Tommy group stands at the front of the class and the other four groups in order in front of them. Play the chant again. Indicate who the protagonists are in the different verses. The groups lead the rest of the class in saying and acting out the chant.

- **Photocopiable Worksheet 8.3: dog, pig, cow, chicken, sheep**
  - ★ **Display and talk about the worksheet:** Point to the animals' heads and say: *Here is a (cow's) head.* Point to the rear ends and say: *Oh, look! Here is a (cow's) bottom.*
  - ★ **Practise the task:** Call a child out and say: *Point to the cow's head. Now point to the cow's bottom. Pick up a pencil and draw a line from the cow's head to its bottom.* Continue with other children and animals.

### TABLE TIME 1.6

- ★ The children match the heads to the bottoms of the animals. They colour them the same colour. They then put gomets on the fish.
- ★ Encourage the children to identify dog, pig, cow, chicken, sheep and to say other animals they know. They can also join in saying the chant.







# Unit 8: Lesson 4

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing some songs. Choose from the following:

*Put your trousers on* 2.10

*Oh dear!* 2.14

*I'm hungry!* 2.18

*One little dog* 2.22

Sing *Hello everyone!* 1.2 and then

*Are you feeling sleepy today?* 1.8

Call out a child to have a conversation with Tommy. (See TRB, page 25)

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, Tina and Polly and

sing *Goodbye!* 1.4

## VOCABULARY AND EXPRESSIONS

sheep, pig, cow, chicken, cat, dog, fish  
purple, white, pink, brown, black, orange  
numbers 1-6

## BASIC COMPETENCES

Through fun activities, the children review many concepts that they have learned during the course.

## 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: sheep, pig, cow, chicken, cat, dog, fish, purple, white, pink, brown, black, orange, numbers 1-6 in the bag
- ★ Poster 8, poster pop-outs and Blu-tack
- ★ Pop-out 8
- ★ CD (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** sheep, pig, cow, chicken, cat, dog, fish, purple, white, pink, brown, black, orange, numbers 1-6
  - ★ **Recap vocabulary:** Share out the flashcards between Tommy, Tina and Polly, who then check if the children can say the words.
  - ★ **Play a flashcard game: Give me a clue** (Teacher's Resource Book, page 26)
- **Poster 8:** sheep, pig, cow, chicken, cat, dog, fish, purple, white, pink, brown, black, orange, numbers 1-6
  - ★ **Create interest:** Display the poster of the train with its wagons and the pop-out animals. Ask the children to say what they see.
  - ★ **Play with the poster:** Call out a child and ask: *Can you put the (sheep) in wagon number (3), please?* Call out another child and say: *Can you put the (fish) in the (purple) wagon, please?* Call out more children until all the animals are on the train. Remove the animals and repeat the process, putting them in different wagons.
- **Pop-out 8:** cat, dog, fish, running, walking, swimming
  - ★ **Display and talk about the pop-out:** Show the children the pop-out with all the flaps open. Fold the flaps over one at a time and say: *Look! (One) little cat running by.*
  - ★ **Play a circle game:** The children sit in a circle and pass round a pop-out. When you say: *Stop! (Two) little fish swimming by,* the child with the pop-out folds over the corresponding flap(s) and says: *One (two) fish!*
- **Worksheet 8.4:** sheep, pig, cow, chicken, cat, dog, fish, purple, white, pink, brown, black, orange, numbers 1-6
  - ★ **Display and ask questions about the worksheet:** Point and say: *What animals can you see? What colour is the wagon with the sheep? What number is the wagon with the dog?*
  - ★ **Practise the task:** Call out a child and ask them to point to wagon number 1. Ask other children to look at the poster and tell you the colour of wagon number 1, take a crayon and start colouring the wagon. Continue in the same way with other children and the rest of the wagons.

### TABLE TIME 1.6

- ★ The children colour the wagons according to the numbers and the poster.
- ★ Encourage the children to say sheep, pig, cow, chicken, cat, dog, fish, colours and numbers.
- ★ The children prepare their pop-outs.

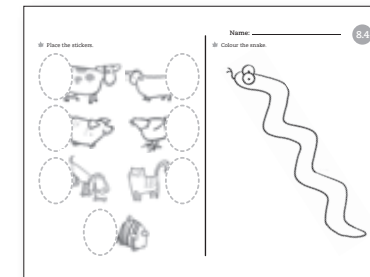
### OPTIONAL ACTIVITY Listen and play

Do *Action song 8: One little dog* 2.22 The children fold the flaps over accordingly.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: sheep, pig, cow, chicken, cat, dog, fish, purple, white, pink, brown, black, orange, numbers 1-6 in the bag
- ★ Poster 8
- ★ Photocopy of the worksheet for all the class
- ★ Stickers
- ★ CD



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** sheep, pig, cow, chicken, cat, dog, fish, purple, white, pink, brown, black, orange, numbers 1-6
  - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at getting the flashcards out of the bag and asking the children to say the words.
  - ★ **Play a flashcard game: Numbers** (Teacher's Resource Book, page 26)
- **Poster 8:** sheep, pig, cow, chicken, cat, dog, fish, purple, white, pink, brown, black, orange, numbers 1-6
  - ★ Start by putting an animal in each wagon. Then cover the poster with a piece of paper and ask: *What colour is the wagon with the sheep? What number is the wagon with the dog?* Remove the paper to check their answers. Repeat several times.
- **Continuous assessment**
  1. Sing and do *Action song 8: One little dog* 2.22
  2. Listen and join in with the *Story 8* 2.24 and/or *Story chant 8: I'm lost* 2.25
  3. Sing *Colour song: Purple snake* 1.19

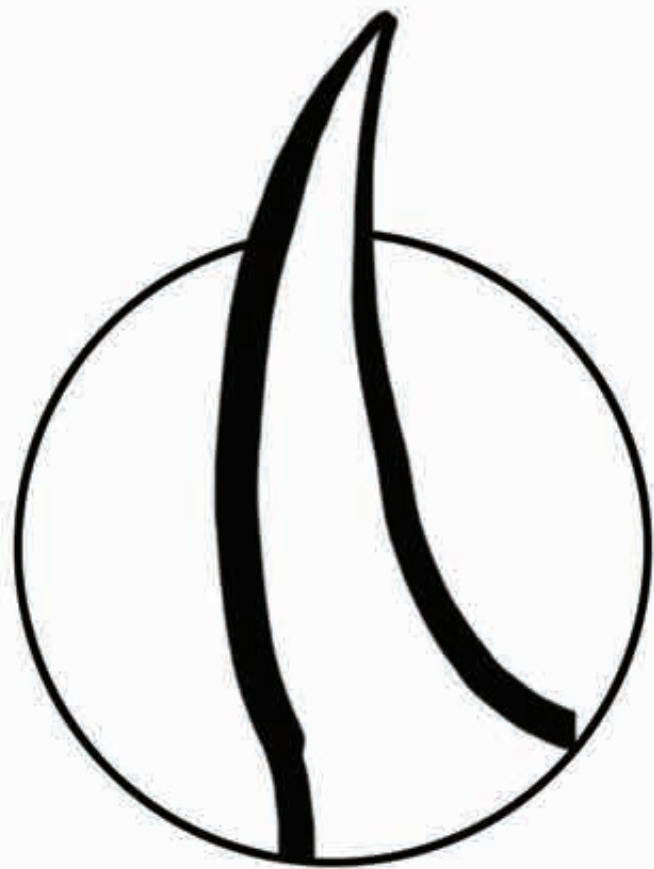
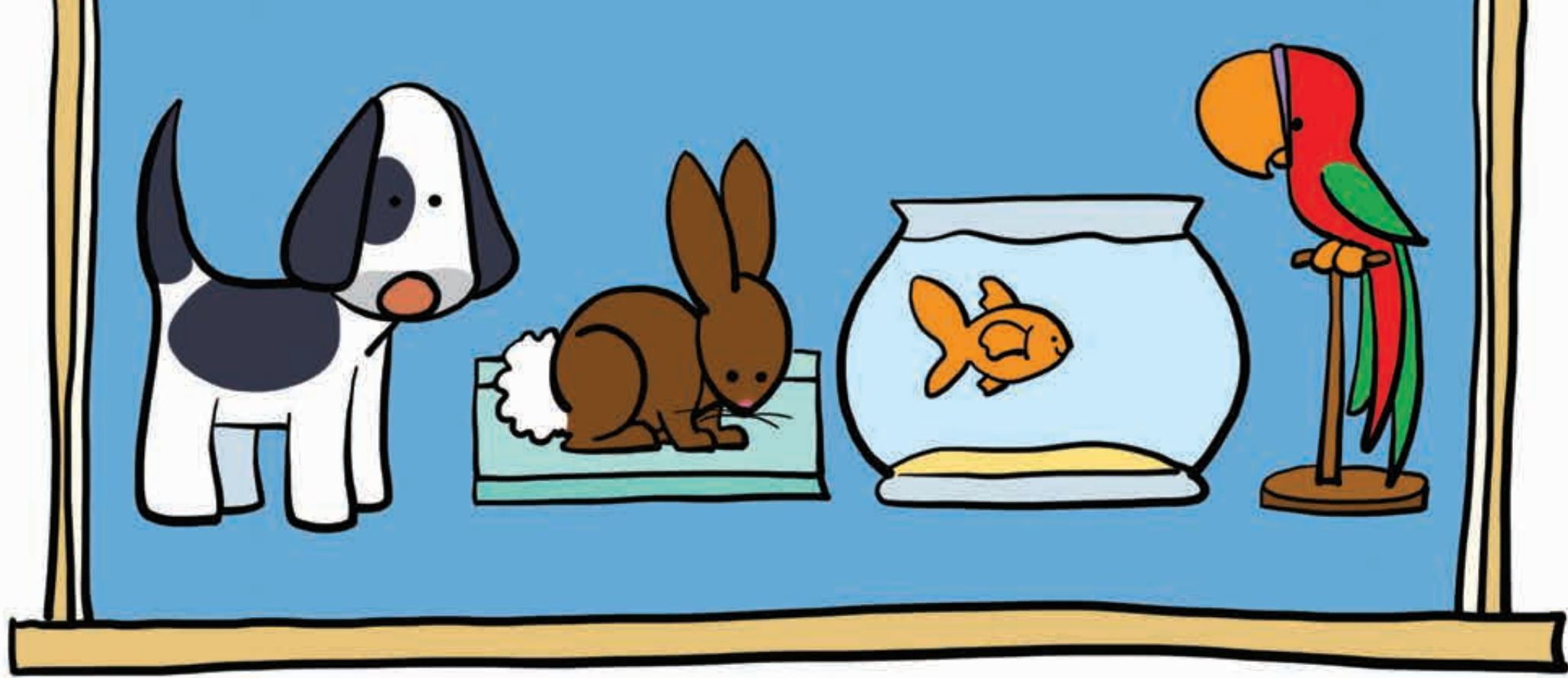
### TABLE TIME 1.6

- **Photocopiable Worksheet 8.4:** sheep, pig, cow, chicken, cat, dog, fish, purple, white, pink, brown, black, orange
 

Do this worksheet with a small group of children at a time. If children are unable to produce the words then instruct them where to stick each character and how to colour the snake to evaluate their comprehension. Mix both techniques as appropriate for each individual child.

  1. Check production of the target words. Point to a sticker and say: *Who is it? (Petal.)* Then, ask the child: *Where do you want to stick Petal?* Continue in the same way so that the child names the five characters and five of the words.
  2. Point to the snake and ask: *What is it? What colour is it? (Purple).*





# Unit 8: Lesson 5

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the following:

*Peter bangs with one hammer* 3.9

*Incy Wincy spider* 3.12

*Five little monkeys* 3.15

*Pat-a-cake* 3.18

Sing *Hello!* 1.1 and then *Are you feeling sleepy today?* 1.8 Call out a child to have a conversation with Tommy. (See TRB, page 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

farm, farmer, pig, cow, sheep, chicken, dog, cat, fish, lion, bear, monkey, snake, favourite pet

## AUDIO

*Authentic song 8: How much is that doggie in the window?* 3.21

*How much is that doggie in the window? Woof, woof! The one with the waggly tail. Woof, woof!*

*How much is that doggie in the window? Woof, woof! I do hope that doggie's for sale.*

*How much is that rabbit in the window? Thud, thud! The one with the round fluffy tail, thud, thud!*

*How much is that parrot in the window? Squack, squack! The one with the feathery tail. Squack, squack!*

*How much is that fish in the window? Glug, glug! The one with the big flappy tail. Glug, glug!*



## 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
- ★ CD
- ★ A soft toy dog with a tail in a cloth bag
- ★ Cover each of the tails at the bottom of the worksheet



### ALL TOGETHER TIME 1.5

- **Playing with Tommy: dog, rabbit, parrot, fish, tail**
  - ★ **Create interest:** Tommy shows the children the bag with the dog in it. Look in the bag and make barking noises. Ask the children: *What is it?* Then, show children the dog and make its tail wag. Say: *Look, this dog has a waggly tail.* Ask children to pretend to be dogs and waggle their tails. Say: *You are a dog, you're happy. Waggle your tail, stop!*
  - ★ **Introduce new vocabulary:** Tommy whispers in your ear the name of another animal (rabbit, fish, parrot) for you to mime and the children to guess. After the children guess the animal, practise the noise it makes: dog = woof, woof; rabbit = thud, thud; parrot = squack, squack; fish = glug, glug.
- **Authentic song 8: How much is that doggie in the window?** 3.21
  - ★ **Focus on the music:** Listen to the music and the children swing their arms to the beat.
  - ★ **Focus on the actions:** Practise the noise made by each animal and establish an action for each of the tails, using one hand only: waggly = stick up one finger and waggle it; fluffy = make a fist and wiggle your fingers; feathery = hold your hand with the fingers pointing downwards and wiggle them; flappy = hold your open hand in front of you, side on and move from side to side.
  - ★ **Play the audio:** The children do the tail actions and join in with the singing, especially the animal noises.

### OPTIONAL ACTIVITY Play an action game with music

Say the name of an animal, for example: *Dog*. Start the music and the children do the tail action for a dog. Pause the music and the children make a statue. Say, for example: *Parrot*, and start the music again and children to do the tail action for parrot. Continue with the rest of the animals.

- **Worksheet 8.5: dog, fish, parrot, rabbit, tail**
  - ★ **Display and talk about the worksheet:** Point, mime and say: *Look at the window. Look at the animals. Can you count the animals? What animal is this? What colour is it? Look at its tail? Is it fluffy, feathery, waggly or flappy?*
  - ★ **Prepare for the task:** Uncover the tails at the bottom of the worksheet, one at a time. Point, mime and say: *Look at this tail. Is it fluffy? Whose tail is this? Is it the rabbit's tail?* Call out children to point to an animal and its tail.

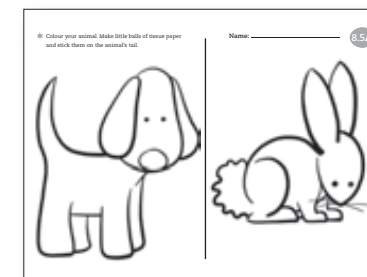
### TABLE TIME 1.6

- ★ The children draw a line between each tail and the animal it belongs to. They colour each tail the right colour.
- ★ Encourage the children to identify dog, rabbit, parrot, fish, tail.

## LESSON B

### PREPARATION

- ★ Tommy
- ★ Flashcards (a selection of flashcards from previous units)
- ★ A soft toy dog
- ★ CD
- ★ Photocopy worksheet to allow one animal for each child and one extra
- ★ Brown, white, black, orange, red and green tissue paper, glue
- ★ 2 large sheets of coloured card, glue (optional)



- ★ Print and stick the words of the song on a sheet of card

### ALL TOGETHER TIME 1.5

- **Playing with Tommy**
  - ★ Place the flash cards randomly on the floor. Say one of the words and make the dog jump from flashcard to flashcard. When he lands on the right flashcard the children must bark.
- **Authentic song 8: How much is that doggie in the window?** 3.21
  - ★ Play the audio and the children do the actions and join in with the singing and the animal noises.
  - ★ Divide the class into four groups: dogs, rabbits, parrots and fish. Each group performs their verse of the song.

### OPTIONAL ACTIVITY Invent new verses

Invent new verses for the song with other animals, for example, a mouse with a tiny little tail, a monkey with a curly whirly tail or a horse with a swishy, swashy tail.

- **Photocopiable Worksheet 8.5: dog, rabbit, parrot, fish, tail**

★ Tommy shows the children a picture of a dog, a rabbit, a parrot and a fish. Help him to choose one and demonstrate how to decorate it. Start by colouring it with a crayon (dog = black and white, rabbit = brown with a white tail, parrot = red and green, fish = orange) Then, roll up little pieces of tissue paper of the corresponding colour and stick them on the tail.

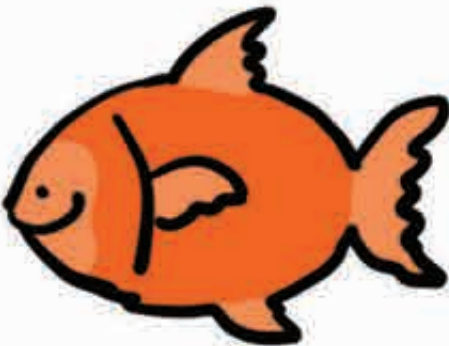
### TABLE TIME 1.6

- ★ Children decorate their animal following your example. As the children work, play the song several times.
- ★ Encourage individual children to say the words of the song with you.

### OPTIONAL ACTIVITIES Optional follow up

Cut out and glue the decorated animals onto the two pieces of card. First draw a big shop window on the card. You can write a shop sign saying *Pet shop*. 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. 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

## OPENING ROUTINE

Wake up Polly by singing her some songs. Choose from the following:

*How much is that doggie in the window?* 3.21

*Pat-a-cake* 3.18

*Five little monkeys* 3.15

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

rabbit, horse, parrot, tortoise, dog, fish, big, little, slow, carrots, floppy ears

## AUDIO

Photo poster 8: 3.22 and 3.23

(in order)

*Hello. My name's Hassan. I'm 5. Look at our pets.*

*My rabbit loves carrots.*

*My horse is very big.*

*My dog has floppy ears.*

*My fish is very little.*

*My parrot can talk.*

*My tortoise is very slow.*

(out of order)

*Hello. My name's Hassan. I'm 5. Look at our pets.*

*My fish is very little.*

*My dog has floppy ears.*

*My horse is very big.*

*My parrot can talk.*

*My tortoise is very slow.*

*My rabbit loves carrots.*



## BASIC COMPETENCES

The children learn about different kinds of pets and their characteristics, and express their own preferences towards them.

## ACTIVITY BOOK

This is a good time to work with

Unit 8, Worksheet 8.4, page 65. 3.34

## LESSON A

### PREPARATION

- ★ Polly
- ★ Flashcards: rabbit, horse, parrot, tortoise
- ★ Photo poster 8 (cover the pictures of the pets)
- ★ CD
- ★ A fluffy toy rabbit
- ★ Stickers



### ALL TOGETHER TIME 1.5

#### • Playing with Polly

- ★ **Create interest:** Polly introduces her pet rabbit to the children and passes it round for all to stroke. Help the children to describe it: *Is it big or little? What colour is it? What's its tail like?* Invite the children to ask Polly questions about her rabbit and act as interpreter: *Its name is Fluffy and it loves carrots.*

#### • Photo poster 8: 3.22 rabbit, horse, parrot, tortoise, dog, fish, big, little, slow, carrots, floppy ears

- ★ **Display and talk about the poster:** Introduce Hassan and read or listen to what he is saying. Ask: *Is Hassan a girl or a boy? How old is he? What is he holding?* Point to the picture of the girl and the rabbit and ask: *What pet does this girl have? Say: Look, her rabbit loves carrots, too!* And mime a rabbit nibbling a carrot. Encourage the children to guess the rest of the pets before uncovering them, introducing the information about each one from the audio and establishing a related mime. Practise the mimes with the children.
- ★ **Play the audio (in order):** Pause after each picture 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: rabbit, horse, parrot, tortoise

- ★ Show the flashcards one at time and the children identify the corresponding pets on the poster. Put the flashcards face down. Make the noise of one of the pets and name a child to find the pet on the poster. Then, name a different child to turn over a flashcard and the rest of the class say: *Same or Different* accordingly. Play more flashcard games. See games bank.

### OPTIONAL ACTIVITY Move like a rabbit

Children move round the room and freeze when you bang the tambourine. Say, for example: *Jump like a rabbit.* The children move round the room, jumping like rabbits till you bang the tambourine and they freeze again. Say: *Fly like a parrot, swim like a fish, gallop like a horse, walk like a tortoise, run like a dog.*

#### • Worksheet 8.6: rabbit, dog, parrot, fish

- ★ **Display and talk about the worksheet:** Point to the pictures of the animals at the top of the page and ask: *What is it?* Then, point to the rabbit hutch and ask: *Does the (dog) live here?* Continue in the same way, pointing to the dog kennel, the parrot cage and the fishbowl.
- ★ **Practise the task:** Display the children's version of the worksheet and ask: *What's missing?* Name a child to draw the fishbowl. Show the stickers of the missing pets and ask them where each sticker goes.

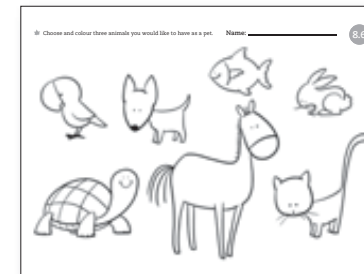
### TABLE TIME 1.6

- ★ Children draw the fishbowl and stick the pet stickers in the right place.
- ★ Encourage the children to identify *rabbit, dog, parrot, fish.*

## LESSON B

### PREPARATION

- ★ Polly
- ★ Flashcards: rabbit, horse, parrot, tortoise, dog, cat
- ★ Photo poster 8 (cover the pictures of the pets)
- ★ CD
- ★ Photocopy of the worksheet for all the class



### ALL TOGETHER TIME 1.5

#### • Playing with Polly: rabbit, horse, parrot, tortoise

- ★ **Recap phrases:** Display the flashcards, each on a separate wall. Say, for example: *It's white.* The children turn to face the rabbit flashcard and mime taking a photo of it. Say and mime more clues, for example: *It's very big. It can swim. It has a feathery/fluffy/long/very little tail. It's very slow. It loves carrots. It can talk.* Or make the sound the animal makes and the children take an imaginary photo of the corresponding animal.

#### • Photo poster 8: 3.23 rabbit, horse, parrot, tortoise, dog, fish, big, little, slow, carrots, floppy ears

- ★ **Play games with the poster:** First, play a memory game and check if the children can remember which pet each child on the poster has. Polly looks at the poster and makes sentences about the colour of the pets for the children to identify the corresponding pet. For example: *This pet is orange. This pet is brown with black legs.* Polly describes and mimes a tail and children identify the corresponding pet. For example: *This pet has a fluffy/waggly/flappy/feathery/black/very little tail.* Help the children say the animals in order from the smallest to the biggest.
- ★ **Play the audio (out of order):** Pause after each sentence for the children to do the corresponding mime. Listen again, without pausing, and the children do the mimes.

### OPTIONAL ACTIVITY Talk to Polly: Tell me about your pets

Polly wants to know about the children's pets. Use the flashcards as a prompt. Ask, for example: *Do you have a dog? Is it big or little? What colour is it? What's its name?* Encourage children to tell you about other pets they have and provide the words in English.

#### • Photocopiable Worksheet 8.6: fish, tortoise, rabbit, dog, cat, parrot, horse

- ★ **Display and talk about the worksheet:** Point to each of the pets and ask: *What is it?* Then, ask different children, for example: *Would you like to have a rabbit as a pet?* Point to two animals and ask: *Which pet do you prefer, a dog or a cat?* Call out children to each choose three pets by pointing to them and naming them.

### TABLE TIME 1.6

- ★ Children choose and colour three animals that they would like to have as a pet.
- ★ Encourage the children to identify *fish, tortoise, rabbit, dog, cat, parrot, horse.*





9.1





# Unit 9: Lesson 1

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the following:

*Knock at the door* 1.31

*The hokey cokey* 2.1

*I'm hungry!* 2.18 *One little dog* 2.22

Sing *Hello!* 1.1 and then

*Are you feeling sleepy today?* 1.8

Call out a child to have a conversation with Tommy. (See TRB, page 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 AND LANGUAGE

mountain, beach, sea, river, flower, tree, sun  
girl, boy, walking, swimming, sleeping  
up, down, along, in, let's go ..., come with me

## AUDIO

**Action song 9: Walking, walking!** 2.26

Walking, walking, Let's go walking. Walking, walking, Come with me! Up the mountain! Down the mountain!	Swimming, swimming, Let's go swimming. Swimming, swimming, Come with me! In the sea! (x2)
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Walking, walking, Let's go walking. Walking, walking, Come with me! Along the beach! (x2)	Sleeping, sleeping, Let's go sleeping. Sleeping, sleeping, Come with me! One, two, three!
---	---

**Tommy's music 9** 2.27

*You're walking up a mountain. You're swimming in the sea. You're crossing a river on stepping-stones. Be careful! You're picking flowers.*



## BASIC COMPETENCES

The children identify various aspects of the natural world and ways to enjoy them in the holidays.

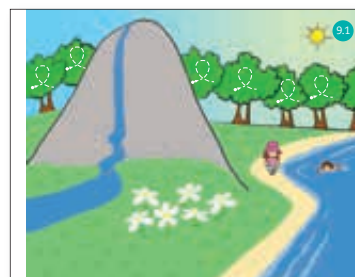
## ACTIVITY BOOK

This is a good time to work with Unit 9, Worksheet 9.1, page 67.

## LESSON A

### PREPARATION

- ★ Tommy
- ★ CD
- ★ Flashcards: mountain, beach, sea, river, flower, tree, sun
- ★ Stickers



### ALL TOGETHER TIME

- ★ **Playing with Tommy: mountain, beach, sea, river, flower, tree, sun**
  - ★ **Create interest:** Show the children the worksheet and ask them what they can see. Encourage them to say words in English or repeat what they say in English: *Tommy is walking up the mountain. Tina is walking down the mountain. There's a girl walking along the beach and a boy swimming in the sea.*
  - ★ **Introduce new vocabulary:** Show the children the flashcards of the mountain, the beach and the sea, and ask them to find these in the worksheet and point to them.
  - ★ **Play a flashcard game: Tommy guesses game** (Teacher's Resource Book, page 27)
- ★ **Action song 9: Walking, walking!** 2.26
  - ★ Use the worksheet to introduce the song, pointing to the characters and doing the mimes.
  - ★ Put Tommy somewhere so he can watch. Play the song again, encouraging the children to join in.
- ★ **Worksheet 9.1: mountain, beach, sea, river, flower, tree, sun**
  - ★ **Display and ask questions about the worksheet:** Point and say: *Look! Is Tommy going up or down the mountain? Look at Tina and Polly. Where are they? Look, what is this (girl) doing?*
  - ★ **Practise the task:** Show the children a sticker and ask a child to point to where they would stick it. Call out a child and say: *Point to a tree. Follow the line here with your finger. Now pick up a pencil and draw the line. Pick up a purple crayon and colour the flowers purple.*

### TABLE TIME

- ★ Give out the stickers, saying: *It's (Tommy). He's going (up the mountain).* Play the song, pausing after the verses for the children to stick on the stickers. They colour the flowers purple and draw the lines on the trees.
- ★ Encourage the children to identify mountain, beach, sea, river, flower, tree, sun.
- ★ Play or sing the song, getting the children to point to the worksheet as they listen.

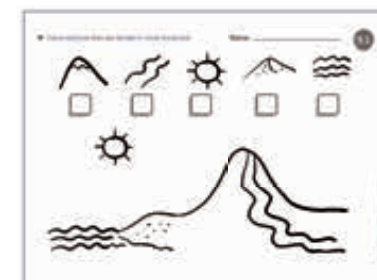
### OPTIONAL ACTIVITY Act it out

Tell the children they are going on an excursion. Make a train and put on the song again, acting out the excursion with them.

## LESSON B

### PREPARATION

- ★ Tommy
- ★ CD
- ★ Flashcards: mountain, beach, sea, river, flower, tree, sun
- ★ Small rectangles of card, tape and a little picture of a dog (optional)
- ★ Photocopy of the worksheet for all the class



### ALL TOGETHER TIME

- ★ **Playing with Tommy: mountain, beach, sea, river, flower, tree, sun**
  - ★ **Recap vocabulary:** Do drawings on the board of the countryside vocabulary. Do them bit by bit. The children try to guess what the drawing is before you have finished it.
  - ★ **Play a flashcard game: Watch my lips!** (Teacher's Resource Book, page 27)
- ★ **Action song 9: Walking, walking!** 2.26
  - ★ Play the song and do the actions. Encourage the children to join in.
  - ★ Do an action from the song. The children guess what it is and sing the corresponding verse. Then, the children can take over your role.
- ★ **Tommy's music 9** 2.27 *You're walking up a mountain. You're swimming in the sea. You're crossing a river on stepping-stones. Be careful! You're picking flowers.*
  - ★ Practise the actions with the children. For *crossing the river*, draw a river and stepping-stones on the board, and then mime going across.
  - ★ The children find a space. Play Tommy's music and the children follow the instructions.
- ★ **Photocopiable Worksheet 9.1: mountain, beach, sea, river, sun**
  - ★ **Display and talk about the worksheet:** Point and say: *Look. Here is a mountain. Can you see a mountain here? Yes! Here it is.* Continue with the other little pictures at the top of the worksheet, asking the children to find them in the big picture below.
  - ★ **Practise the task:** Point to the little picture of the mountain and say: *What colour shall we do the mountain? Brown? OK.* Call out a child to colour the little picture of a mountain brown. Say: *Now look for the mountain in the big picture and colour it brown too, please. Thank you.* Continue with other children and countryside places.

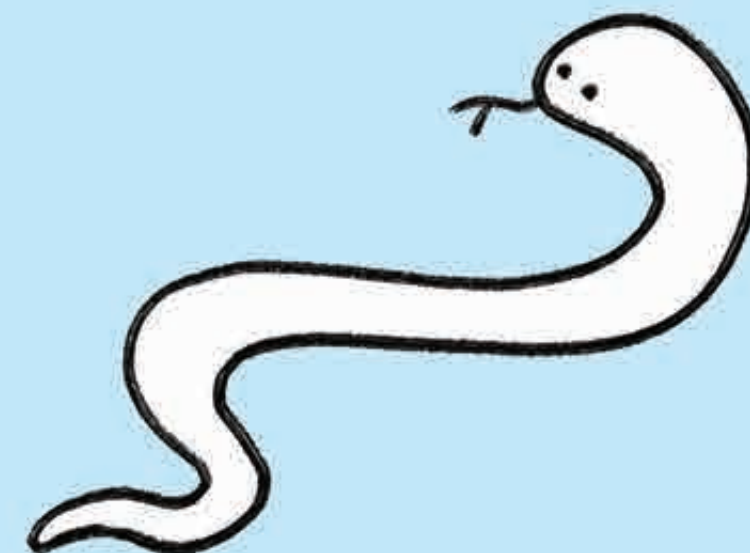
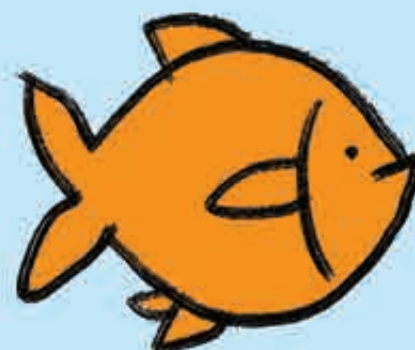
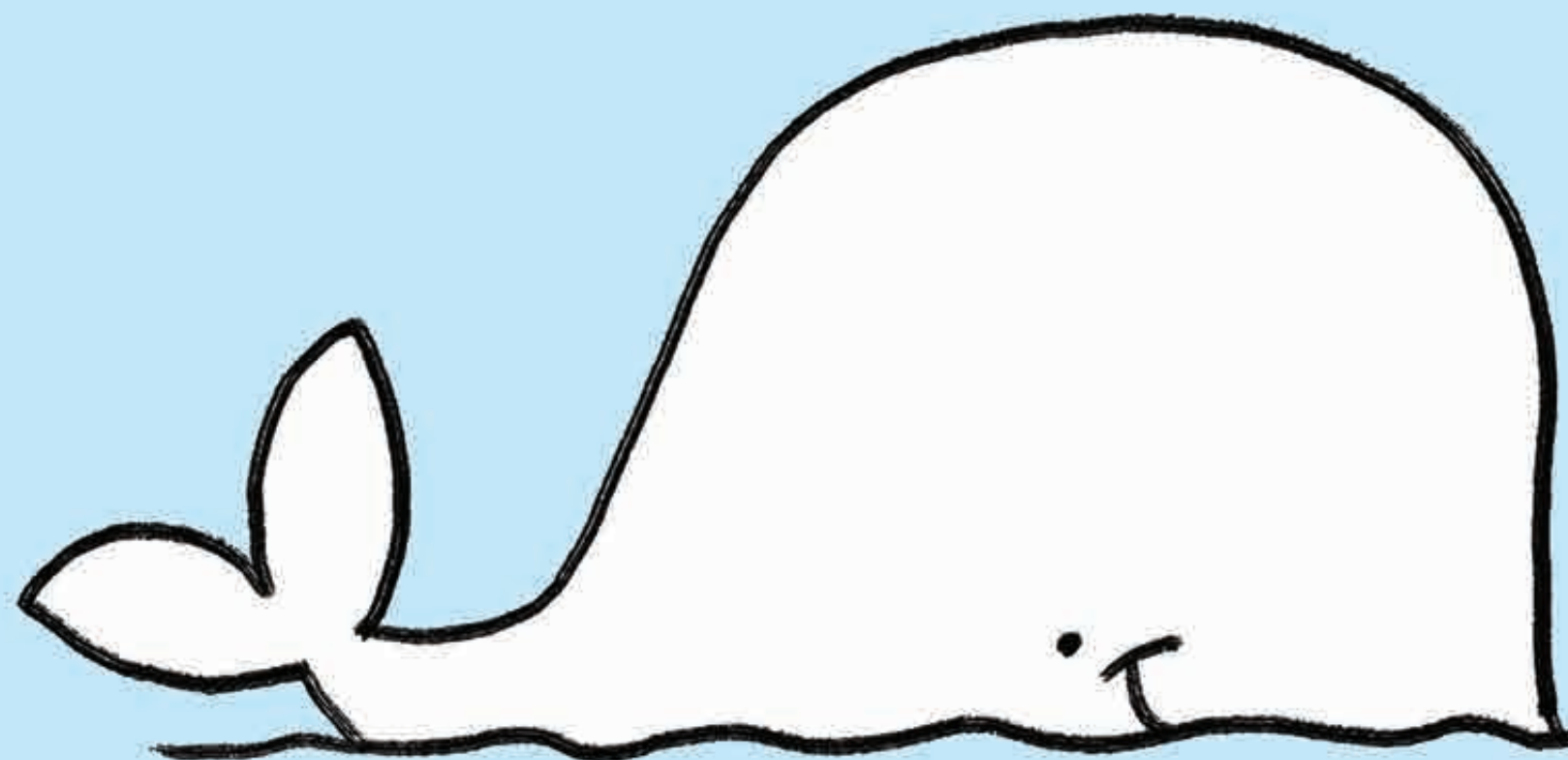
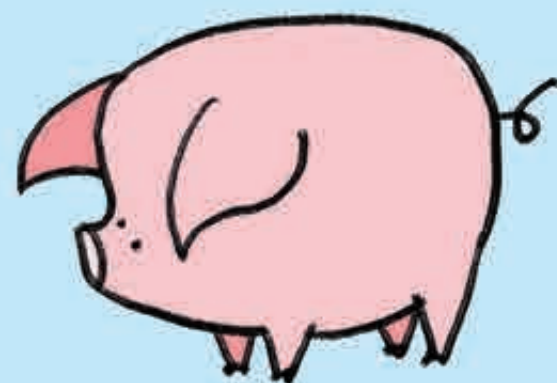
### TABLE TIME

- ★ The children colour the key at the top of the worksheet and then colour the corresponding part of the big picture the same colour.
- ★ Encourage the children to identify mountain, beach, sea, river, flower, tree, sun.
- ★ Sing or play *Walking, walking* 2.26 as the children work.

### OPTIONAL ACTIVITY Telescopes

Give each child a piece of white card to decorate. Roll the card and use tape to make it into a tube. Put worksheet 9.1 on the wall, and get the children to close one eye and use their telescopes to look at it though the other eye. Say: *Can you see (the mountain)?* Tell children they should never look directly at the sun. You can make this more challenging by sticking a little picture of a dog somewhere on the worksheet. Say: *Where's the dog? (On the mountain.)*





# Unit 9: Lesson 2

## OPENING ROUTINE

Wake up Tina by singing her some songs. Choose from the following:

**One little dog** 2.22

**Walking, walking!** 2.26

**Colour song: Purple snake** 1.19

**Number song: 1-6** 1.26

Sing **Hello!** 1.1 and then **Are you feeling sleepy today?** 1.8

Call out a child to have a conversation with Tina. (See TRB, page 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 Tina and sing

**Goodbye!** 1.4

## VOCABULARY

green, yellow, red, blue, orange, pink, black, white, brown, purple  
frog, duck, bird, whale, fish, pig, chicken, mouse, bear  
one, two, three, four, five, six  
circle, square, triangle, rectangle



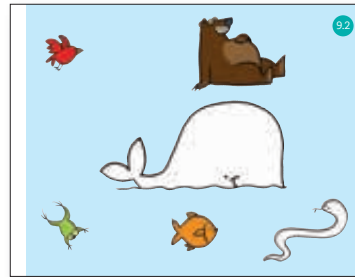
## BASIC COMPETENCES

The children play collective games and respect the social conventions of taking turns and following rules.

## LESSON A

### PREPARATION

- ★ Tina
- ★ Flashcards: yellow, red, blue, green, orange, pink, black, white, brown, purple, circle, square, triangle, rectangle, 1, 2, 3, 4, 5, 6
- ★ CD
- ★ Blu-tack
- ★ A bean bag or a similar soft object
- ★ Stickers



### ALL TOGETHER TIME 1.5

- **Playing with Tina:** yellow, red, blue, green, orange, pink, black, white, brown, purple, circle, square, triangle, rectangle, one, two, three, four, five, six
  - ★ **Play a flashcard game: Snap!** (Teacher's Resource Book, page 22)
- **Colour song: Yellow duck, Red bird, Blue whale, Green frog** 1.13
  - ★ Divide the children into four groups and give each group a colour flashcard from the songs. Each group sings and does the actions for their verse for the rest of the class.

### OPTIONAL ACTIVITY Throw and name

Place all the flashcards on the floor close together. Give children a soft object that does not roll to throw, for example, a bean bag or a pair of socks rolled up. The children take turns at throwing the object. If they can say the name of the flashcard it lands on, they keep the flashcard.

- **Worksheet 9.2:** red, yellow, green, blue, orange, pink, purple, black, white, brown, bird, duck, frog, whale, fish, pig, snake, chicken, mouse, bear
  - ★ **Display and talk about the worksheet:** Point and say: *Look at the animals. Which animal is this? What colour is it? Is the frog yellow?*
  - ★ **Play games**
    1. Turn the worksheet towards you so the children cannot see the picture, and put Blu-tack on one animal. The children take turns at guessing the animal. The child who guesses correctly takes your place and chooses the next animal.
    2. Mime an animal and call children out to point to the animal they think it is and say its name. The child who guesses correctly takes your place and mimes the next animal.
    3. Give a child several pieces of Blu-tack and cover their eyes. Stand the child near the worksheet so that they can stick the Blu-tack on it. The rest of the class shouts out the name and colour of the nearest animal. Remove the Blu-tack and then uncover the child's eyes, and the child places the Blu-tack on the correct animal.
  - ★ **Practise the task:** Show the children the page in their book. Ask: *What animals are missing? The duck, the chicken, the pig, the mouse. What animals are white? The whale and the snake.*

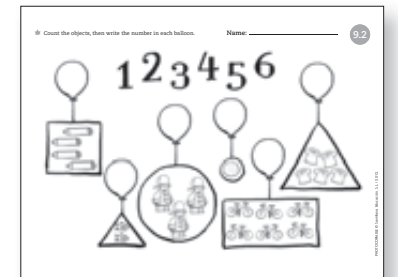
### TABLE TIME 1.6

- ★ The children put the animal stickers on the page, and colour the whale blue and the snake purple.
- ★ Encourage the children to identify colours and animals.

## LESSON B

### PREPARATION

- ★ Tina
- ★ Flashcards: yellow, red, blue, green, orange, pink, black, white, brown, purple, circle, square, triangle, rectangle, 1, 2, 3, 4, 5, 6
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ Templates of 1, 2, 3, 4, 5, 6, circle/square/triangle/rectangle, a large piece of paper, glue (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tina:** yellow, red, blue, green, orange, pink, black, white, brown, purple, circle, square, triangle, rectangle, one, two, three, four, five, six
  - ★ **Recap the concepts:** Display the flashcards. Do an action, for example, hold up four fingers, or draw a circle in the air or point to something purple, and the children help Tina to point to the right flashcard and say the word.
  - ★ Cover a flashcard with a piece of paper. Move the paper away slowly, either up, down, to the right or to the left, and slowly reveal the image until the children say the word.
- **Colour songs:** Black hen 1.16, White mouse 1.17, Brown bear 1.18, Purple snake 1.19
  - ★ Show the children one of the flashcards from the songs and they start singing that verse. Then, show them a different flashcard and they immediately switch verse and start singing the new verse. Keep switching verses by showing them the different flashcards.
- **Photocopiable Worksheet 9.2:** one, two, three, four, five, six, fish, pencil, fire fighter, bikes, dress, biscuit, triangle, square, rectangle, circle, big, little, balloons
  - ★ **Display and talk about the worksheet:** Point and say: *What can you see?* Point to each shape and count the objects. Point to and say the numbers.
  - ★ **Practise the task:** Call out children to point to different parts of the picture. Call out more children to count the objects, to point to the numbers and to write the numbers in the balloons.

### TABLE TIME 1.6

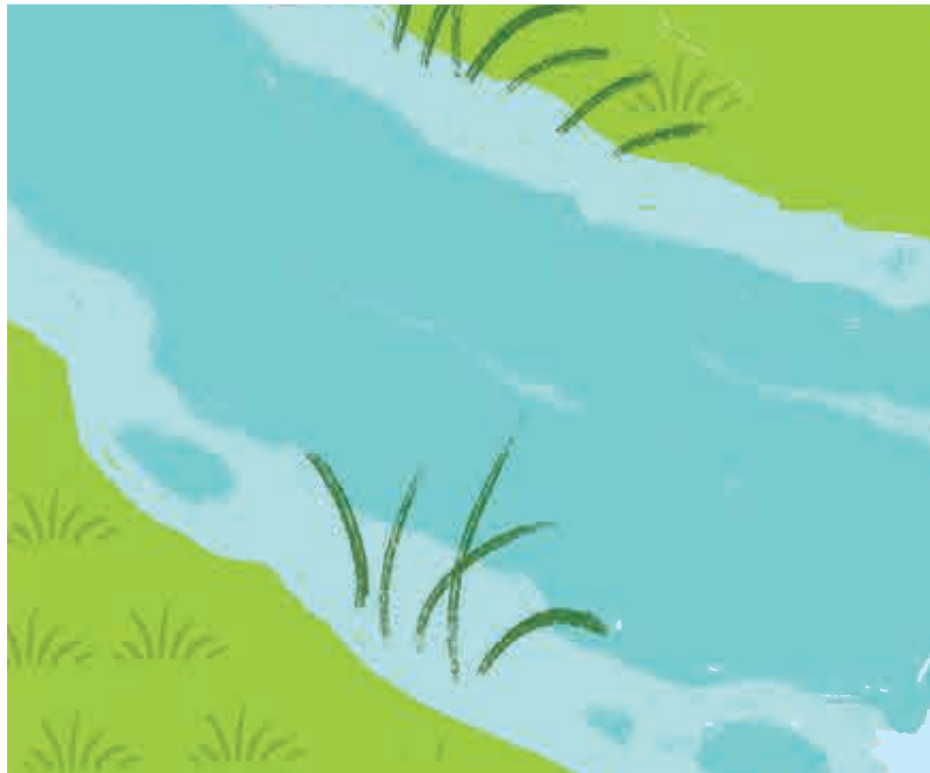
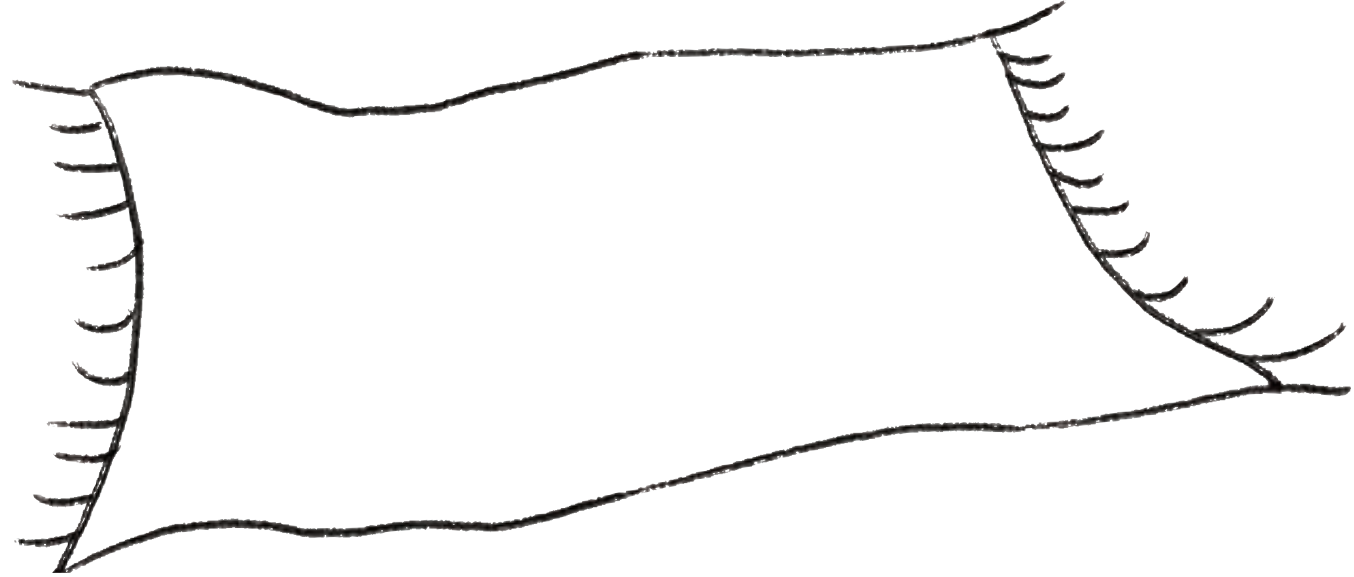
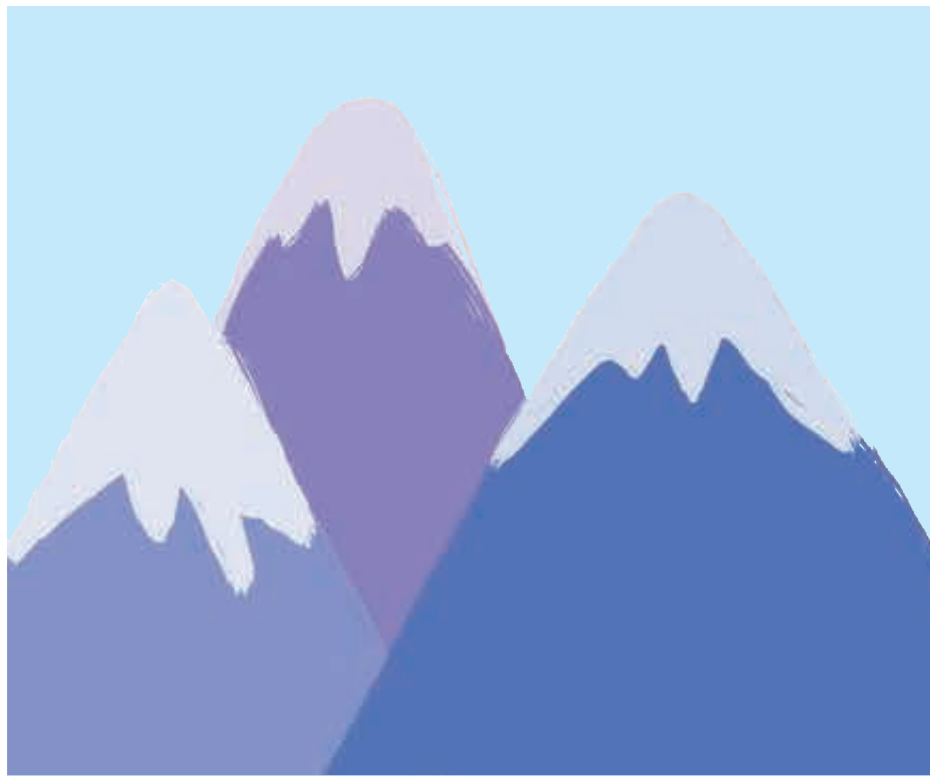
- ★ The children count the objects and copy the numbers in the balloons.
- ★ Encourage the children to identify purple, snake.

### OPTIONAL ACTIVITY Number, colour and shape display

Give each child, or pair of children, a template of a shape or a number and assign them one of the ten colours. First they colour their number/shape, then they can decorate it by sticking things on it. Finally, they can paint it with Alkyl.

Arrange their work on a large piece of paper. You can give it the title: *We know our numbers, colours and shapes.*





# Unit 9: Lesson 3

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing them some songs. Choose from the following:

**Pick up a pencil** 1.27

**Fast and slow** 2.6

**One little dog** 2.22

**Walking, walking!** 2.26

Sing **Hello everyone!** 1.2 and then **Are you feeling sleepy today?** 1.8

Call out a child to have a conversation with one of the characters. (See TRB, page 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 AND EXPRESSIONS

mountain, beach, sea, river, flower, tree, sun  
ride, magic carpet  
up, down, on top of  
happy, sleepy  
fall, see, like  
Can we have a ride? OK, come on.  
What's that? It's a river.  
I like rivers! The baby tigers are happy.  
Be careful. Suddenly. Look up!

## AUDIO

**Story 9: The magic carpet** 2.28

**Story chant 9: The magic carpet** 2.29

Flying up,	Flying up,
Flying down.	Flying down.
What's that?	What's that?
It's a river,	It's the sea,
Plop, plop, plop!	Splash, splash, splash!

Flying up,  
Flying down.  
What's that?  
It's a mountain,  
Woo, woo, woo!

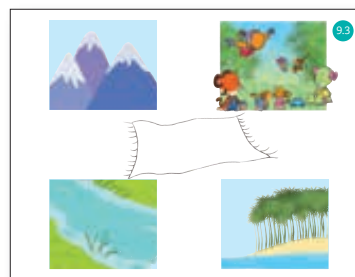
## BASIC COMPETENCES

The children listen to and follow a story. They use their skills of prediction and observation to comment on the story.

## LESSON A

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: mountain, beach, sea, river,
- ★ Story cards: Story 9: The magic carpet
- ★ CD
- ★ Make each child a magic carpet. Fold a piece of A4 paper in half and then unfold it. Fold the two ends into the middle so it looks like a window (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: mountain, beach, sea, river**
  - ★ **Recap vocabulary:** Put the flashcards on the walls and play some music. The children dance. Pause the music and say: *Dance to the mountain.* Play the music again. The children dance to the mountain flashcard.
  - ★ **Play a flashcard game: Which one?** (Teacher's Resource Book, page 27)
- **Story 9: The magic carpet** 2.28

- ★ **Create interest:** Ask the children to imagine that the carpet suddenly went up in the air. Where would they like to go? Give them ideas from children's films they may have seen. Repeat what they say in English.
- ★ **Introduce the story:** Ask the children if they remember Tommy's baby brother and sister. Show them the first story card and ask them what they can see. Repeat what they say in English: *Petal and Twig on a magic carpet. Tommy with his brother and sister.*
- ★ **Listen to the audio:** You can go through the cards commenting and asking children questions and then play the audio through without stopping, or you can play the audio and display the pictures one at a time. Point to the characters as they speak. After story card 1, ask: *What's going to happen?* After story cards 2, 3 and 5, ask: *Where are they going now?*
- ★ **Check comprehension:** Point, mime and ask questions: *Who's this? What's this? Do they like it? What do the baby tigers say?*

### OPTIONAL ACTIVITY Draw a carpet

Give out the folded magic carpets. Ask the children to draw a mountain, a river, a flower, a tree or a beach inside. Collect the magic carpets and show them to the children. Say: *What are we going to see on (Mario's) magic carpet? Oh, look, it's a (river)! A beautiful (river)!*

### Worksheet 9.3: mountain, beach, sea, river

- ★ **Display and talk about the worksheet:** Point to the places and say: *Look. Here's a river and a mountain and the beach and the sea and ... a magic carpet! And look, here are Tommy and the baby tigers in the garden with Petal and Twig.*
- ★ **Practise the task:** Put the story cards on the carpet or board. Call a child out. Point to the magic carpet and ask: *Where do they go first in the story? To the river, the mountains or the beach? The river? Yes. Pick up a pencil and draw a line from the magic carpet to the river. Now where do they go? To the mountains? Yes. Draw a line from the river to the mountains. Good.*

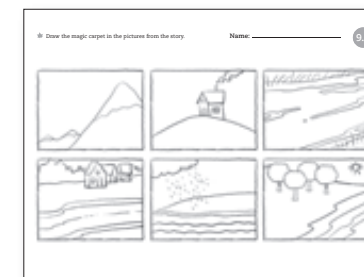
### TABLE TIME 1.6

- ★ The children draw lines to show the route the magic carpet takes in the story. They colour the magic carpet. You can play or sing the songs from the unit as the children work.
- ★ Encourage the children to identify the places and characters.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: mountain, beach, sea, river, flower, tree, sun
- ★ Story cards: Story 9: The magic carpet
- ★ CD
- ★ Photocopy of the worksheet for all the class
- ★ Download photos of a river, a mountain and a beach from the internet as props for acting out the story



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly: mountain, beach, sea, river, flower, tree**
  - ★ **Recap vocabulary with a flashcard game: Numbers and objects** (Teacher's Resource Book, page 26)
- **Story 9: The magic carpet** 2.28
  - ★ **Recap the story:** Show the first story card and ask the children to tell you what they remember. Ask them to say what happens next, showing the cards one by one and reading what is on the back.
  - ★ **Listen to the audio and act out the story:** Assign the roles of Tommy, Polly, Tina, the baby tigers, Twig and Petal. Tell the story or play it on the CD and help the children to act out their parts. Use a jacket as the magic carpet and the downloaded photos of the river, mountain and beach or the story cards.
- **Story chant 9: The magic carpet** 2.29
  - ★ **Listen to the audio:** Play the chant. The children sway in time to the rhythm. Put story cards 2, 3 and 4 on the carpet. Lift them up in turn according to the chant and mime along with the words. Encourage the children to join in. Put the river, mountain and beach flashcards on different walls. Tell the children they are on the magic carpet and ask them to act out the chant, moving to the different places as appropriate.
- **Photocopiable Worksheet 9.1: mountain, beach, sea, river, flower, tree, sun**
  - ★ **Display and talk about the worksheet:** Point to each picture and talk about it. For picture 1, say: *Look, a mountain! Did we see this picture in the story? Good! Yes, we did.* For picture 2, say: *Look, a little mountain and a house. Did we see this picture in the story? No, we didn't.* The children can check with the story cards.
  - ★ **Practise the task:** Call a child out. Point to the first picture and say: *Is this picture in the story? Yes? Good. Draw the magic carpet.*

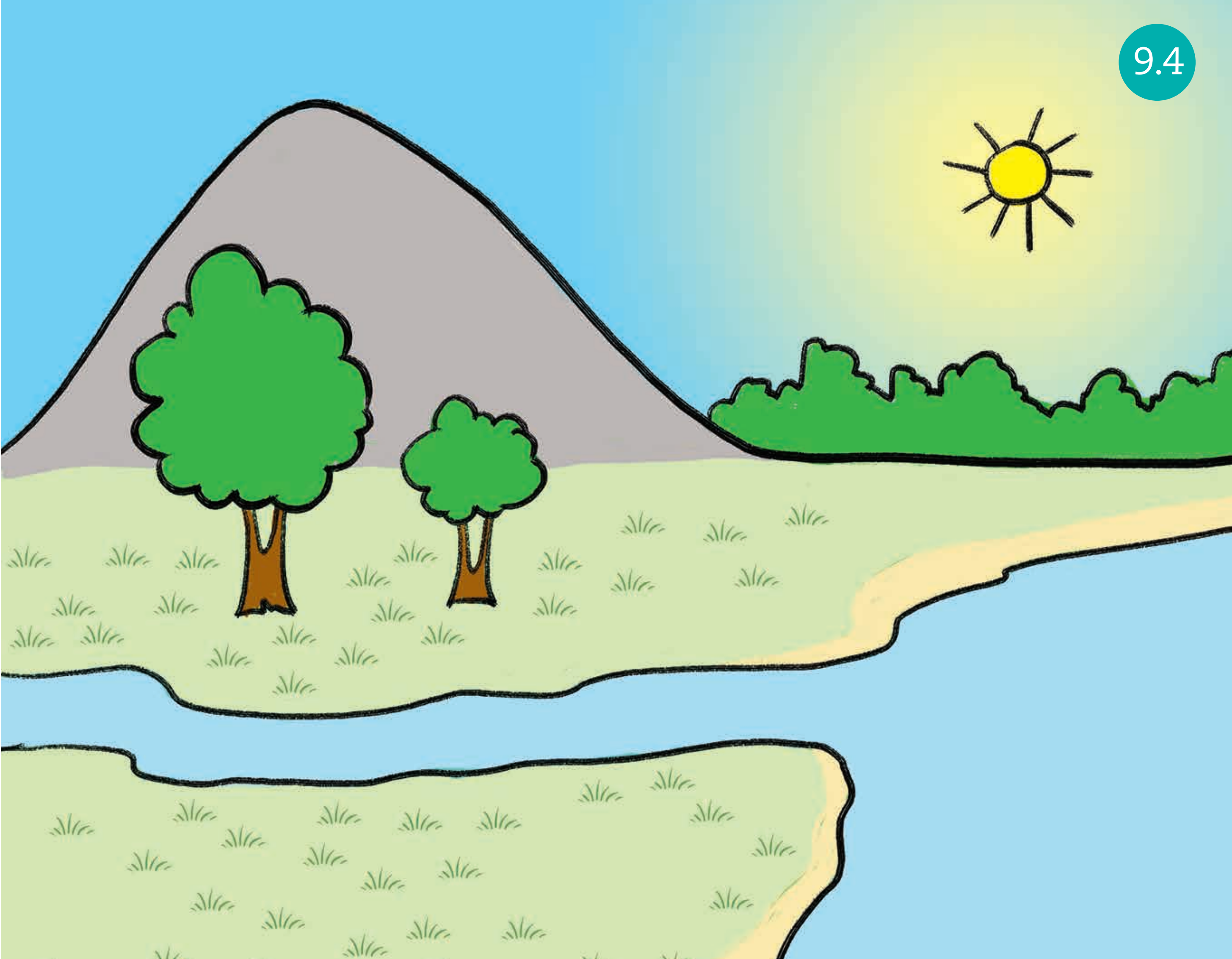
### TABLE TIME 1.6

- ★ The children draw the magic carpet in the pictures that were in the story.
- ★ Encourage the children to identify mountain, beach, sea, river, flower, tree, sun and to join in saying the chant from the story.

### OPTIONAL ACTIVITY Story time

Ask the children to choose a favourite story from the year. Call out a child to show the story cards as the rest of the class listens and does the actions.





# Unit 9: Lesson 4

## OPENING ROUTINE

Wake up Tommy, Tina and Polly by singing some songs.

Choose from the following:

*Oh dear!* 2.14

*I'm hungry!* 2.18

*One little dog* 2.22

*Walking, walking!* 2.26

Sing *Hello everyone!* 1.2 and then

*Are you feeling sleepy today?* 1.8

Call out a child to have a conversation with Tommy. (See TRB, page 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

river, tree, flower, sun, mountain, sea, beach, duck, bird, whale, frog, fish, pig, chicken, sheep, bear, snake

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

## BASIC COMPETENCES

The children use their creativity to complete a drawing.

## 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: river, tree, flower, sun, mountain, sea, beach, yellow, red, blue, green, orange, pink, black, white, brown, purple in the bag
- ★ Poster 9, poster pop-outs and Blu-tack
- ★ Pop-out 9
- ★ CD (optional)



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** river, tree, flower, sun, mountain, sea, beach, duck, bird, whale, frog, fish, pig, chicken, sheep, bear, snake, yellow, red, blue, green, orange, pink, black, white, brown, purple
  - ★ **Recap vocabulary:** Share out the flashcards between Tommy, Tina and Polly, who then check if the children can say the words.
  - ★ **Play a flashcard game: Bring me** (Teacher's Resource Book, page 20)
- **Poster 9:** river, tree, flower, sun, mountain, sea, beach, duck, bird, whale, frog, fish, pig, chicken, sheep, bear, snake, yellow, red, blue, green, orange, pink, black, white, brown, purple
  - ★ **Create interest:** Display the poster of the country scene and the pop-out animals. Ask the children to say what they see.
  - ★ **Play with the poster:** Call out a child and ask: *What colour is the (duck)? Can you get the (duck) and put it (in the river).* Call out more children until all the animals are on different parts of the poster. Remove the animals and repeat the process, putting them in different places.
- **Pop-out 9:** river, tree, flower, sun, mountain, sea, beach
  - ★ **Display and talk about the pop-out:** Show the children the pop-out with the mountain, tree, flowers, wave and sand dune sticking up. Show them to Tommy.
  - ★ Place Tommy behind an element and ask: *Where is Tommy? The mountain.* Put Tommy in different places and the children say where he is.
  - ★ Play a game. The children take turns at hiding Tommy and the rest of the class guesses where he is. Encourage them to ask: *Where is Tommy?*
- **Worksheet 9.4:** river, tree, flower, sun, mountain, sea, beach
  - ★ **Display and ask questions about the worksheet:** *What can you see? A tree, the sun, a river, a mountain, a beach, the sea.*
  - ★ **Practise the task:** Call out a child and ask them to draw some flowers on the picture. Call out more children and ask them to draw something else, for example, a friend or an animal.

### TABLE TIME 1.6

- ★ The children draw whatever they want on the picture.
- ★ Encourage the children to say river, tree, flower, sun, mountain, sea, beach.
- ★ Children prepare their pop-outs.

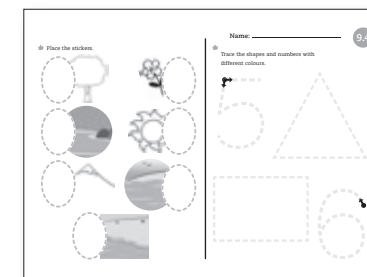
### OPTIONAL ACTIVITY Listen and play

Do **Action song 9: Walking, walking!** 2.26 The children push down each item as it is mentioned.

## LESSON B

### PREPARATION

- ★ Tommy, Tina and Polly
- ★ Flashcards: river, tree, flower, sun, mountain, sea, beach, yellow, red, blue, green, orange, pink, black, white, brown, purple in the bag
- ★ Poster 9
- ★ Photocopy of the worksheet for all the class
- ★ Stickers
- ★ CD



### ALL TOGETHER TIME 1.5

- **Playing with Tommy, Tina and Polly:** river, tree, flower, sun, mountain, sea, beach, duck, bird, whale, frog, fish, pig, chicken, sheep, bear, snake, yellow, red, blue, green, orange, pink, black, white, brown, purple, numbers, shapes
  - ★ **Recap vocabulary:** Tommy, Tina and Polly take turns at getting the flashcards out of the bag and asking the children to say the words.
  - ★ **Play a flashcard game: Pelmanism** (Teacher's Resource Book, page 21)
- **Poster 9:** river, tree, flower, sun, mountain, sea, beach, duck, bird, whale, frog, fish, pig, chicken, sheep, bear, snake, yellow, red, blue, green, orange, pink, black, white, brown, purple
  - ★ Start by putting an animal in each place on the picture. Then, cover the poster with a piece of paper and ask: *Where is the (fish)?* Remove the cover to check their answers. Repeat several times.
  - ★ Put an animal in the wrong place, for example, the whale in the tree. The children move it to the correct place.
- **Continuous assessment**
  1. Sing and do **Action song 9: Walking, walking!** 2.26
  2. Listen and join in with the **Story 9** 2.28 and/or **Story chant 9: The magic carpet** 2.29

### TABLE TIME 1.6

- **Photocopiable Worksheet 9.4:** river, tree, flower, sun, mountain, sea, beach

Do this worksheet with a small group of children at a time. If the children are unable to produce the words, instruct them where to stick each character and what colour to trace each number and shape to evaluate their comprehension. Mix both techniques as appropriate for each individual child.

  1. Check production of the target words. Point to a sticker and say: *Who is it? (Petal.)* Then, ask the child: *Where do you want to stick Petal?* Continue in the same way so that the child names the five characters and five of the words.
  2. Ask the children to name the shapes and numbers and trace each one a different colour.





# Unit 9: Lesson 5

## OPENING ROUTINE

Wake up Tommy by singing him some songs. Choose from the following:

*Incy Wincy spider* 3.12

*Five little monkeys* 3.15

*Pat-a-cake* 3.18

*How much is that doggie in the window?* 3.21

Sing *Hello!* 1.1 and then *Are you feeling sleepy today?* 1.8

Call out a child to have a conversation with Tommy. (See TRB, page 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

bear, mouse

mountain

walk, run, jump, hop, tiptoe

## AUDIO

*Authentic song 9: The bear walks over the mountain* 3.24

*The bear walks over the mountain, (x3)*

*To see what he can see.*

*The other side of the mountain, (x3)*

*Is all that he can see.*

*The bear runs over the mountain.*

*The bear jumps over the mountain.*



## BASIC COMPETENCES

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

## ACTIVITY BOOK

This is a good time to work with Unit 9, Worksheet 9.3, page 71.

## LESSON A

### PREPARATION

- ★ Tommy
- ★ CD
- ★ A little bear in a soft bag



### ALL TOGETHER TIME 1.5

#### • Playing with Tommy: bear, walk, run, jump

★ **Create interest:** Tommy shows the bag with the bear inside and children pass it around and feel it before you choose a child to open it and reveal its contents. Say: *It's a bear!*

★ **Introduce new vocabulary:** Tommy gives the bear instructions and makes the bear carry them out. *Bear walk, please! Now jump, please! Now run, please!* Ask the children to give the bear instructions. Pass the bear round the circle and say: *Stop!* Then name a child to give an instruction and the child holding the bear moves it accordingly.

#### • Authentic song 9: The bear walks over the mountain 3.24

★ **Focus on the music:** Listen to the music and the children tap their legs with both hands to the beat.

★ **Focus on the actions:** Draw a big mountain on the board and make the bear walk up it. Say: *The bear walks up the mountain.* When the bear is at the top, make him look around and say: *To see what he can see.* Ask children: *And what can he see? The other side of the mountain.* Make him walk down the other side of the mountain. Ask: *So what does he do? He walks over the mountain again to see what he can see. And what does he see? The other side of the mountain.* Keep moving the bear as you talk and continue until the children understand the repetitive nature of the song.

★ **Play the audio:** The children do the actions.

### OPTIONAL ACTIVITY Invent new verses

Invent more verses of the song using different movement verbs, for example, tiptoe and hop. Children then sing the song and do the new actions.

#### • Worksheet 9.5: mountain, bear, walk, run, jump

★ **Display and talk about the worksheet:** Say: *Look, a mountain and bears. How many bears? Six bears. Point and say: Look at this bear! What colour is it? What colour is its hat? Is it walking, running or jumping?*

★ **Prepare for the task:** Call out children to point to, for example: *Two bears that are (running).* Ask: *What colour are they? What colour are their hats?*

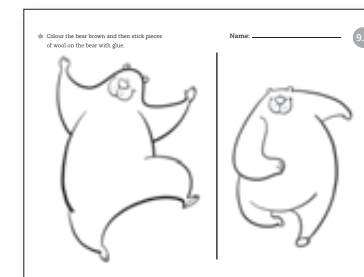
### TABLE TIME 1.6

- ★ The children colour the bears the same colour as the bear doing the same action.
- ★ Encourage the children to identify lines from the song.

## LESSON B

### PREPARATION

- ★ Tommy
- ★ Flashcards (a selection of flashcards from previous units)
- ★ CD
- ★ Photocopy the worksheet to allow one bear for each child and one extra
- ★ Little pieces of brown wool, PVA glue
- ★ Two large sheets of coloured card, glue (optional)
- ★ Print and stick the words of the song onto a sheet of card (optional)



### ALL TOGETHER TIME 1.5

#### • Playing with Tommy

★ **Recap vocabulary with a flashcard game: Jump to the ...**

Display several flashcards from previous units around the class.

Name a group of children at a time and give them instructions. Say, for example: *Jump to the car, walk to the lion, hop to the cheese and tiptoe back to your place.*

#### • Authentic song 9: The bear walks over the mountain 3.24

★ Play the audio and the children do the actions and join in with the singing.

★ Start singing the song with all the children standing against one wall. Advance slowly to the middle of the room as you sing the line: *The bear walks over the mountain.* Pause and look around as you sing the line: *To see what he can see.* Continue advancing to the opposite wall as you sing the line: *The other side of the mountain.* Continue in the same way, this time going back to the starting wall.

★ Invent a new version of the song with a mouse. Now children must do all the actions very delicately.

### OPTIONAL ACTIVITY Action game

Give children the following instructions: *Jump like a bear, hop like a mouse, walk like a bear, run like a mouse, tiptoe like a bear.*

#### • Photocopiable Worksheet 9.5: bear, run, jump

★ Tommy shows the children a picture of a bear. Demonstrate how to decorate it by first colouring it brown with a crayon, then spreading PVA glue over it with a cotton wool bud, and then sticking on little pieces of brown wool.

### TABLE TIME 1.6

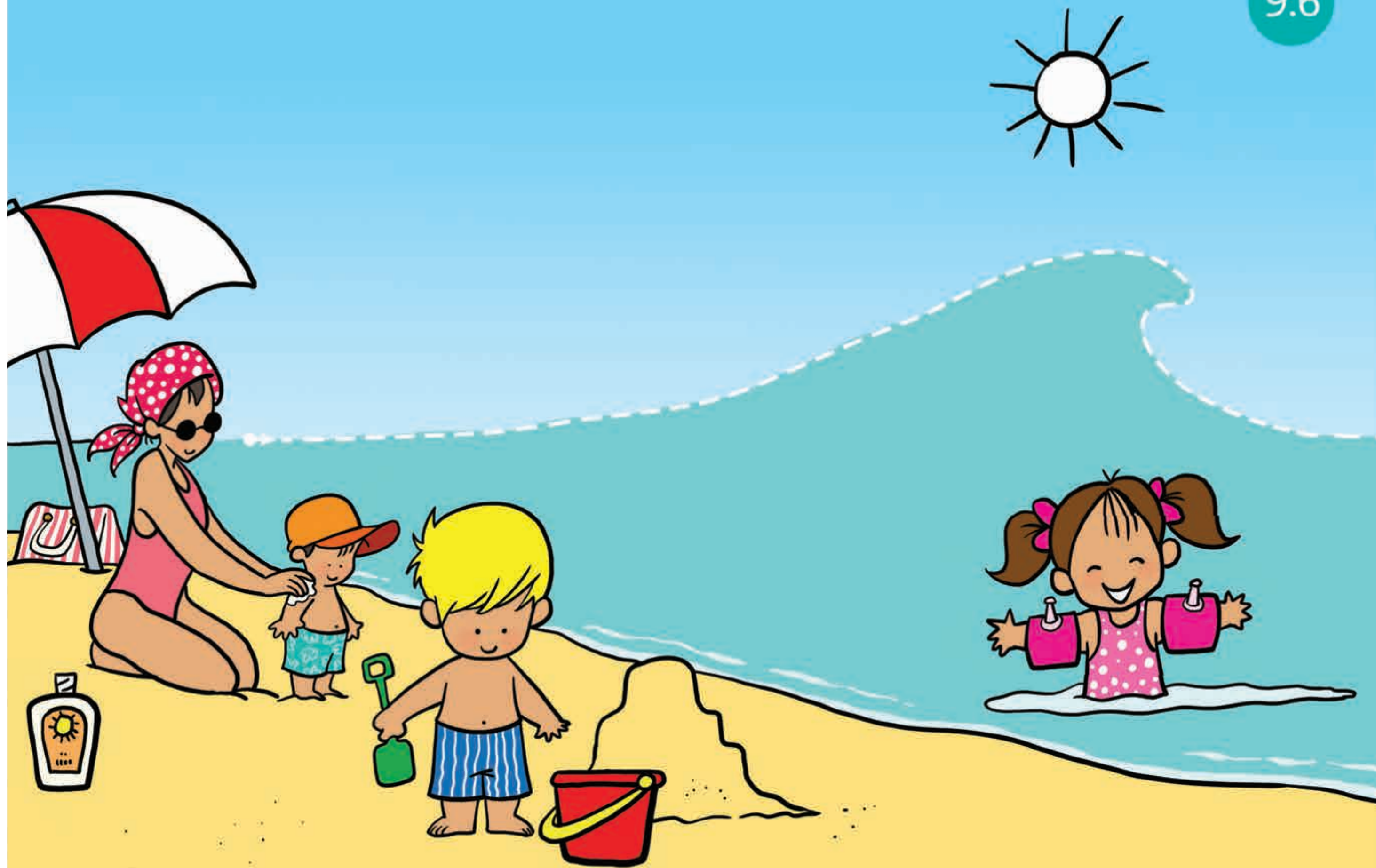
- ★ Children decorate their bears following your example. As the children work, play the song several times.
- ★ Encourage individual children to say the words of the song with you.

### OPTIONAL ACTIVITIES Optional follow up

Draw a big mountain on the card. Cut out and glue the decorated bears 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 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 9: Lesson 6

Wake up Polly by singing her some songs.  
Choose from the following:

*The bear walks over the mountain* 3.24

*Pat-a-cake* 3.18

*Five little monkeys* 3.15

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

beach, sunglasses, sunhat, sun cream, spade,  
bucket, beach ball, water wings

## AUDIO

Photo poster 9: 3.25 and 3.26

(in order)

Hello. My name's Ella.

I'm 4. I like going to the beach.

Ella takes sunglasses.

Ella takes a sunhat.

Ella takes sun cream.

Ella takes a spade.

Ella takes a bucket.

Ella takes a beach ball.

Ella takes water wings.

(out of order)

Hello. My name's Ella.

I'm 4. I like going to the beach.

Ella takes a bucket.

Ella takes sun cream.

Ella takes water wings

Ella takes sunglasses.

Ella takes a spade.

Ella takes a sunhat.

Ella takes a beach ball.



## BASIC COMPETENCES

The children learn to identify items and  
activities related to the beach.

## ACTIVITY BOOK

This is a good time to work with

Unit 9, Worksheet 9.4, page 73. 3.35

## LESSON A

### PREPARATION

- ★ Polly
- ★ CD
- ★ Flashcards: bucket, spade, sun cream, water wings
- ★ A bucket and a spade
- ★ Stickers
- ★ Photo poster 9 (cover the items under the sun umbrella, apart from the bucket)



### ALL TOGETHER TIME 1.5

- **Playing with Polly: bucket, spade, sandcastle**
  - ★ **Create interest:** Polly shows the children her bucket and spade. Introduce a mime for each of these items and demonstrate how to make a sandcastle. Mime filling the bucket with the spade. Say: *Dig with the spade*. Turn the bucket over and pat the bottom. Say: *Pat the bucket*. Lift the bucket up and say: *Wow, a sandcastle!* Repeat the procedure and the children copy the actions.
- **Photo poster 9: 3.25 beach, sunglasses, sunhat, sun cream, spade, bucket, beach ball, water wings**
  - ★ **Display and talk about the poster:** Introduce Ella, read or listen to what she is saying and tell the children. Ask: *Is Ella a girl or a boy? How old is she? What does she like?* Point to the bucket, mime and say: *Ella takes a bucket to the beach*. Encourage children to guess other things that Ella takes, uncovering items that they suggest. Introduce the word and a mime for each item. Uncover and introduce remaining items. Practise the mimes with the children.
  - ★ **Play the audio (in order):** Pause after each picture 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: bucket, spade, sun cream, water wings**
  - ★ Show the flashcards one at a time and the children identify the items on the poster, both under the sun umbrella and in the pictures. Put the flashcards face down. Mime one of the items and name a child to find it on the poster. Then, name a different child to turn over a flashcard and the rest of the class say *same* or *different*.

### OPTIONAL ACTIVITY Action story

Say and mime, encouraging the children to join in with the mimes: *It's a sunny day and you are at the beach. Put sun cream on your arms, hands, legs, feet, tummy, back, neck, face. Put on a sun hat and sunglasses. Now, make a sandcastle. Dig with your spade. Fill the bucket. Turn the bucket over, pat the bucket, lift the bucket up. Wow! Now let's go swimming. Take off your sun hat and your sunglasses. Put on your water wings and splash, splash, splash!*

- **Worksheet 9.6: water wings, bucket, spade, sunglasses, sun cream, sunhat**
  - ★ **Display and talk about the worksheet:** Ask and point: *Who has a sunhat? Mummy, baby, the boy or the girl?*
  - ★ **Practise the task:** Display the children's version of the worksheet and ask: *What's missing?* Show the stickers of the missing items and ask them where each sticker goes. Name children to colour the sun and trace the wave.

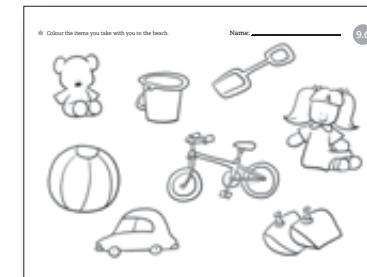
### TABLE TIME 1.6

- ★ Children stick on the stickers, colour the sun and trace the wave.
- ★ Encourage the children to identify *water wings, bucket, spade, sunglasses, sun cream, sunhat*.

## LESSON B

### PREPARATION

- ★ Polly
- ★ CD
- ★ Flashcards: bucket, spade, sun cream, water wings, sunglasses
- ★ Photocopy of the worksheet for all the class
- ★ Photo poster 9 (cover the items Ella takes to the beach)



### ALL TOGETHER TIME 1.5

- **Playing with Polly: bucket, spade, sun cream, water wings, sunglasses**
  - ★ **Recap phrases:** Display the flashcards. Polly says: *Let's go to the beach! (Juan), please can you take the sun cream?* Juan comes out, picks up the sun cream flashcard and puts it in Polly's bag. Continue in this way until Polly has all the flashcards in her bag. Then, Polly drops a flashcard face down and children guess what she has dropped. *Oh dear! Is it the (spade)?*
- **Photo poster 9: 3.26 beach, sunglasses, sunhat, sun cream, spade, bucket, beach ball, water wings**
  - ★ **Play games with the poster:** First, play a memory game and check if the children can remember all the things that Ella takes to the beach. Play a guessing game using the colours of the items. *It's (blue). What is it?* Play a mime game. Name a child to mime one of the activities on the poster and another child to point to the corresponding picture of the activity. Name a third child to point to the items needed for the activity and help them to say the corresponding words.
  - ★ **Play the audio (out of order):** Pause after each sentence for the children to do the corresponding mime. Listen again, without pausing, and the children do the mimes.

### OPTIONAL ACTIVITY Talk to Polly: Tell me what you take to the beach.

Polly wants to know if the children have sunhats, sunglasses, buckets, spades, and so on. Use the flashcards as a prompt. Ask, *Do you have a (bucket)? Is it big or little? What colour is it?* Encourage the children to tell you about other things they take to the beach and provide the words in English.

- **Photocopiable Worksheet 9.6: bucket, spade, beach ball, water wings, dolly, teddy, car, bike**

- ★ **Display and talk about the worksheet:** Point to each of the items and ask: *What is it?* Then, ask: *Do you take it to the beach?* Call out children to colour the beach items.

### TABLE TIME 1.6

- ★ Children colour only the beach items.
- ★ Encourage the children to identify *bucket, spade, beach ball, water wings, dolly, teddy, car, bike*.



Student's Material



Student's Book



Activity Book



Pop-outs



Stickers



Multi-ROM



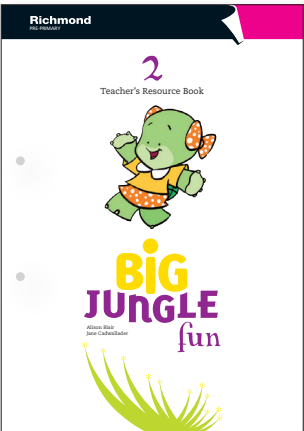
Teacher's Material



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



Posters

Photo Posters

